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EDUCAUSE
Responding to COVID-19: Lessons Learned and the Future Ahead
Tuesday, April 14, 2020
12:00PM – 1:00PM ET
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>>SPEAKER: Good morning, everyone, and welcome to today’s EDUCAUSE webinar, responding to COVID-19, lessons learned the future ahead. It's my pleasure to be your host today. Today's webinar is supported by one log in, providing the community three free months of its trusted experience platform to help ensure that your applications and data are protected, while still making it easy for students, fact you will and staff to log in. You're probably familiar with the interface for our webinar, here are a few reminders, we hope that you'll join us in making this session interactive using the chat window on the left side of the screen to submit questions. And to share resources and comments. If you're tweeting, please use the tag #EDUCAUSE webinar and if you have any other issues, just click on the link in the lower left hand corner of the screen, and a note, any time you can direct a private message to technical help by clicking in the top right corner of the chat window, a dropdown menu will appear where you can select start chat with and then hosts and you should be good to go. The slide also be posted and archived later today on the event site, take a look at that if you would like to very view or missed anything. Let's turn to today's event, we planned today's webinar to convene the education community to learn together about the strategies, processes and lessons that we've learned so far if in response to COVID-19. We're joined today by four higher education leaders who in response to your questions and comments, would like to share their experiences and approaches and lessoned learn so far. So now, on to introductions, first, we have Barron Koralesky, the chief information officer at Williams College in Massachusetts. Prior to that, Barron was the director of client services and academic technology at McAllister College and Barron has served on the EDUCAUSE board of directors and other committees. In 2013, he was awarded the EDUCAUSE rising star award. Next, we have Michele Norin, senior vice president and chief information officer at Rutgers University. There, she's responsible for providing strategic leadership in the development and use of information technology, and support of the university's vision or excellence in research. Teaching, outreach, and lifelong learning, with the background in technology, she's been instrumental in provisionals, computing and orchestrating change, coordinating campus wide I.T. initiatives. We're also joined by Sharon Pitt, chief information officer at the University of Delaware. And this this role, she's developed with developing I.T. initiatives, she oversees information technology for support of teaching, learning, and the student experience at the university. Sharon has served as a cochair of the higher education information security council and currently a member of the EDUCAUSE diversity, equity and inclusion task force. David Seidl, and CIO at Miami University of Ohio. During his more than 23 years in information technology, he's served in a variety of leadership, technical and information security roles. Including leading the Notre Dame’s information security team as their director of information security. All right, introductions out and on our way, we're going to turn on our web cams today and get started with today's questions that came in from the community. So, let's go
ahead and first, do some brief introductions and then we'll started. Let's start with Michelle.

>>SPEAKER: I'm a CIO at Rutgers University, I've been here working on to my 5th year at the institution, Rutgers is a large research one institution, we're very system-like, we have 72,000 students, about 25,000 faculty and staff. We have all ranges of institutions, small institution in Camden, mid-size institute in Newark and a large health sciences area. So we're very large, complex, and we are considered everywhere within the state of New Jersey.

>>SPEAKER: And David, over to you.

>> Sure, my name is David Seidl and I'm from Miami University, a mid-sized state university in Ohio, not in Florida, although occasionally I get people who ask us, are you sure, when we say Miami is in Ohio and not Florida. To give you an idea of what Miami looks like, we are a one main campus, two regional campuses, one international location university. We have about 22,000 undergrads, and are really, really a strongly undergraduate but also research focused through the undergraduates institution. So it's a pleasure to be here today.

>>SPEAKER: Thank you. And Barron, over to you?

>>BARRON KORALESKY: Hi, everyone. Hi, Barron Koralesky from Williams College in Wayne, Massachusetts, we're a small residential private college, of about 2,000 students. With a until very recently, 100% in-person and 0% online curriculum.

>>SPEAKER: And Sharon, last but not least.

>> Hi, I'm with the University of Delaware, a privately governed and state institute, we're very high research institution, land grant, sea grant, base grants, with 24,000 students. Very happy to be here today. And see all of you.

>>SPEAKER: Great, thank you all for joining us, I want to encourage the audience to post their questions and comments to resources, anything in the chat. We'll be keeping an eye on that. And let's go ahead and start with our first question and we're wondering, what has been the most effective response ideas or approaches that you've observed so far, either from your own organization or another organization that you think is worth sharing today?

>>SPEAKER: I'll be happy to get that started for us. You know, I think one of the most effective approaches that we took at Rutgers was a decision early on to launch our emergency operations center. The institution has a pretty extensive disaster recovery plan, office program, you name it, we have it. And our leadership decided early on to launch that program, that process. Which was very good. We launched a very formally, which allowed us the opportunity to set up structure, the structure included a set of sub teams around various themes around how we thought we needed to track and respond to the pandemic. And one of those was the I.T. working group. And
that's allowed each of us as team leads to organize our work, stay in touch across, provide a communication channel in the institution in terms of situations, ideas, decisions, coworker, and it has served us extremely well. We're still activated, if you call it and it just allowed us a very clean, thorough way to approach what has turned out to be a pretty dramatic process for us. So I point to that very strongly, that that was a very good decision early on to launch such a formal process.

>>SPEAKER: I would reinforce what Michelle spoke to with regard to creating a group and maintaining that group early. One of the things that we defense understand what your guiding criteria would be in decision making. That we were first focused on the health and safety of our community, that we were second focused on academic continuity for the university. And then, third, we would try as much as possible to sustain what are the rhythms of the university so that we continue to identify as a university throughout this process. I would say there have been incredibly creative approaches, particularly among the faculty, institutionally, we had 12 days to move to online, with 0 online -- a very small number of online courses, so that in itself has been an amazing transition for our institution.

>>SPEAKER: David or Barron, anything to add to that?

>>SPEAKER: I'll quickly add, one of the thing was to identify spot needs and really nail those, so one of my fellow Ohio CIO's saw they had a population of people who did not have Internet access, and that's something that we've seen here and there, most Miami students went home and had good or some form of accessible access, this CIO did not. He went to the local cellular provider, bought 100 iPhone 7s for a buck a pop and bought them by the month plans, got them the data plans and out to the students that needed them the most. So the flexibility of thought, where I can't tell you most of us would have gone down to a local phone -- whoever T-Mobile or sprint and said, I need a 100 phones and walked away with a 100 phones are doing that, solving a problem, and then, hopefully, recording it so they remember what we did, we have to do more of when we get done. We'll if I can you're out what that looks like in the future, what do you do, what do you more of, what do you do less of.

>>SPEAKER: And we have a couple of follow up questions for Michelle, actually, Alicia is wondering what role does your I.T. working team play now? After implementing the disaster recovery plan. And also, wondering how did you launch the emergency operations center? If you could provide for follow-up on that.

>>SPEAKER: Okay, just let me know if I'm speaking louder, I saw that other comment come through, so I'll try to speak louder into many mic here. So the institution behind the scenes did a sort of a quiet activation of the EOC back in January, when all of this was sort of becoming a little more visible internationally. And had been tracking. We formally activated -- it was the first week of March where we did a -- a sort of an informal information kickoff and then the week after, did a formal activation. Which is where the structure came from and the team leads
were identified, and they were launched. It was all of that occurred, toward the end of February, early part of March when we kicked off that process. The I.T. working group has been engaged from the very beginning. It was a flurry to begin with. In terms of trying to get organized and push out as much information as possible to faculty, to students, to employees, the institution put up a Web site and we kept pushing out information about how to get ready, tools to use, how to tips, making sure our systems were ready for increased usage, particularly, our collaboration tools, working with our vendors. And so we did a lot of that up front, we also worked on our support structure for response. We declared as an institution early spring break, which was the middle of March, led into spring break and then the day after spring break is when we went full remote. And so we all had about a week and a half to get ready for full remote. Everything. And so we had to really gear up for that. Today, the working group is focused on future needs, we meet on a weekly basis, for a while we were meeting on a basis every other day. We formed subgroups out of that working group to work on theme areas and today, we focus on making sure that we're a tuned to the issues coming in, we're pretty much steady state on our issues right now. But now, we're starting to think future state. We have declared as an institution no summer session, no summer events. There's a big question around fall. So now, our working group is thinking about what more do we need to say to students to make sure that they're even more ready and our faculty with the tools and equipment? So now, we've got an eye towards those guidelines and how tos that we need to start pushing out. And in anticipation of some of those decisions, so I'll stop there. Good question.

>>SPEAKER: Anyone else want to chime in on what they're doing now, what kind of scenario planning they're doing now and thinking about the months ahead?

>>SPEAKER: Go ahead, Barron.

>>BARRON KORALESKY: Okay. I was just going to build on what Michelle said, which was we are all turning our gaze towards the fall and work out different scenarios in what that will look like, for various options for the fall. Everybody is reporting on the various options we have. Stay online, shift our semesters out to try to bide time. Cancel the fall, have low residency options while working through those different scenarios and what it means, the challenge is really going to be the institution will have to make that call far before we have any definitive information to act on. We have to make that leap together as higher Ed will probably just like it did with this crisis, we'll need to align itself and figure out a solution that makes sense. But there's been an entire generation of students that are coming in and we're taking care of, it's an incredibly hard challenge to face and one that we won't have enough information to make a choice about, but we'll have to do that very soon with a look towards the admissions cycle to see what our students are doing, incoming, taking care of our current students, and also, our faculty and staff on our campuses, so it's going to be -- there's no end in sight for this crisis. As far as I can see.

>>SPEAKER: Sharon, did you want to add some comments there?
SPEAKER: Oh, sure, later this afternoon, I'm going to be in a summer session group, we've of course decided that all of the summer classes are going to be online. Much like Michelle, we're still in a question mark about what it is that we're going to do for fall. But part of our working group is to understand what we need to begin to do to plan to gear up for when we come back to campus. We might come back for what is it that we need to be doing in preparation for that?

SPEAKER: So I see there's another follow up question about the constitution of the working group.

SPEAKER: Yes.

SPEAKER: So go ahead and address that one. So at the EOC level, the working groups include every sort of aspect of institutional operations. So, student affair, academic affair, logistics, I.T., finance, HR, we had healthcare, internal healthcare external. We had legal, we had external relation, maybe there's one or two others. For the I.T. working group, we put together a group comprised of a representation across our institution. So that included representatives from the enterprise team, office of information technology, and then representatives from each respective -- what we call chancellor divisions, so Rutgers, Camden, Rutgers New Brunswick, Rutgers and our behavioral health and sciences area. So each of those divisions had one or two representatives on the I.T. working group. And then we included other subject matter experts, folks from our academic technology areas, a few of those groups. We brought in a couple of our bigger schools as representatives. And then we ended up adding one or two others along the way where we felt we needed that person represented at that working group level. So it's a cross-divisional working group. And it was easy to do because we as I.T. leaders, we meet regularly across the institution, and so we were able to form up that group and really just hit the ground running because we're all used to work together anyway. But we needed that full comprehensive perspective in that working group. And then they've formed some subgroups, we had a subgroup on academic or we called it teaching and learning from home, work from home, inventory systems and applications, and then support. Those ended up being the sub work group, they were able to dig into the details and bring even more folks to find the information that we needed. So I'll stop there.

SPEAKER: So switching to a slightly different topic, someone posted a question about how your institutions are planning to leverage the cares act funds. Specifically, for I.T. or in other ways, hearing that as well. So let's kick this one off with David, if you have any thoughts on that at this time?

SPEAKER: I think what we're finding right now, is we're starting to understand how the financial distribution is going to work. And what that is going to be mean in terms of where we're going to spend the money from the cares act. We are doing financial modelling with our peers, they're helping us figure out what we would do through a variety of scenarios, this top
TAPs into the broader set of questions, how we're going to spend the money that we have. The budgeting questions, more important one, most if not all of us have taken pretty significant budget hits. Refunding or credits for future semesters, we may have different numbers in the fall, all of the things that we did for secondary income, so your auxiliary operations, are closed down through not selling hamburgers and chips and not housing many students, the cash flow is different. We're taking that and saying, if we have money, what are we going to spend it on? The money that we have, what are we going to focus it? And then the really interesting question for me is, are there places where we can do new better things to invest moving forward? Because people are getting really stuck in the panic mode, and we really want to talk about what the positive aspects of this could be. There's going to be a lot of challenges, but we've learned a lot in three weeks or four weeks. And now, we have to actually invest in making the things that are working well that we need more, whatever money we get out of the cares act, whether it's -- what we hope it is or less, what the state budgets look like, we intend to invest that and make it as successful for the fall and future. That's a government process right now, too.

>>SPEAKER: Yeah, I would say that with regards to the cares act, there's not enough money coming from that process to even begin to address the amount of pain that we're experiencing, budgetarily at the institution, and I believe that the way that is split up is some of it will go to support students, directly, and some of it will support the institution directly. And it has to be accepted by the governor of our state. So one of the questions is the pure math. It also requires I believe the states to continue to fund their institutions at the level that they have funded them in the past. And that's a wonderful requirement that could help sustain us in the future, but as David said, there's a lot of -- that's yet to be understood about the cares act, and how much money we would see or not see moving forward. So within our own institutions, we're looking at what it is that we need to do to address the short fall that we know that we have now and the short fall that we may have in the future. We did start at the beginning of this process selecting anything that was related to a coronavirus expense, that we had to at least for collecting that information. And we also are I'm sure doing what many of you are doing, whether it's for parking for our employees or funding for students or whatever that happens to be.

>>SPEAKER: Barron, do you have anything you'd like to add?

>>BARRON KORALESKY: Not other than just in general, focusing on the fact that the students will need more needs, so institutionally, we'll use those funds, directed that way to accommodate students whose families have been affected by this pandemic, make sure that they can continue attending. And then we'll figure out I.T. after the fact, I guess.

>>SPEAKER: So since we're on the topic of finances, I'm wondering, what kind of conversations you've been having about financial impacts? And how perhaps you're thinking about redirecting resources and priorities to support different capacities, maybe to support your learners, or new learning models that you're planning to roll out. Maybe you could talk a little bit about that.
I don't think it's particularly fair to call what happened in March online learning or distance education, it is pure academic continuity learn remotely teach remotely. Now that we have a bit more time, we're trying to figure out what it is that we can do to help our faculty who have never really done this before to be a little more design and think a little bit more about the help that they need to prepare quality instruction for the summer since we have what, three times the amount of time we had for moving online in the spring, and more time to think about it in the fall.

SPEAKER: I think early on in our process, we had a little bit of -- we had to clarify our language away from moving into online mode, to language that was more around remote mode. Right? Because not everything is going to move into an online format. And for us, as an institution, we're absolutely talking a lot about financials, we're talking a lot about what does this mean for us as an institution going forward? Rutgers has been a very traditional residential institution. Smattering of online here and there. And so what opportunities does this bring us now? If we can think that way out of this. To where we can leverage what we have learned. I mean, I think that we've done a phenomenal job? I'm sure my colleagues will say the same about their institutions. Phenomenal job getting from traditional on site in classroom mode to a complete remote mode and for the most part, it's working pretty well. In some form or fashion. I'm sure that there's gaps and things that we need to be addressed. But like Sharon said, to get from there -- to before to now, in such a short amount of time, I mean, everyone, everyone did phenomenally well in getting there. Now, what do we do with this going forward? What can we learn from it? I know from our perspective, we do have a lot of that discussion taking place, in our academic settings about okay, wow, what did we just do? This is great. How can we learn from it? What can we shape going forward? What does this mean for us about online? Maybe even from a financial perspective. And so I think it's given us an opportunity to let go in a big way of some things that we've always done to, all right, some of that is good, we need to continue with it, but maybe there are other things that we can really just be outside of the box on now. So I'm kind of excited about it, I hope it stick, I hope it's a conversation that we do dig deeply in and as Sharon mentioned as well, we have more time to do that. It's not like, you know, getting -- we can half go, we have got some months. But I think it is exciting in that way to really push us to a place where I think that we've got some things -- (Inaudible).

SPEAKER: So elaborate on that a little bit, if I could ask you each to share one thing that you think worked really well that you can take to the future with you, and also to talk about how are you discovering what is working well? What are the mechanisms in place that give you that feedback loop?

SPEAKER: I think one of the interesting things for us is that in some organizations, you would have the E-learning organization, part of I.T. and at Miami, E-learning is the provost office. One of the things that worked well for us, we had BRN building a part in -- been building a partnership to have a really strong ability to work with them and provide resources, back and
forth, and to communicate really well. And first thing they did was joined us in the I.T. slack channel within a week or so, starting to move to E learning and it became part of our ongoing community. We had the whole E learning team was in there with us. Being able to get that kind of continuity of communication, and work forward really made a big difference. Now, the other thing is that our E-learning on campus and E-learning in regionals are two different organizations, we're starting to build bridges between them. We're starting to tap into what our community is doing, we're talking to our faculty and professors, E-learning is beyond stress. If we think we're busy at I.T. people, the E-learning people are just completely overloaded. So rather than asking them what's going well, we know they're paying attention, how can we help you? And we're focusing on giving them as many of our staff who have any background in teaching and freeing up as many hours as we can give to give them assistance to give them that support, because they need it more than we do even right now. So I'm flipping the question a little bit but I think it's how we focus on the things that we need to FWOf focus on now and learn more later.

>>BARRON KORALESKY: I think building on what David said, the thing that I'm seeing now, it's nothing like an external threat to bring an organization together. So we are working across departments and organizations in ways and better than we ever have, that goes across departments with I.T., divisions of the college and so on. So if anything, moving forward, planning for the fall and then beyond that, if we can keep that ability to collaborate so well across the units, that will serve us tremendously.

>>SPEAKER: Michelle or Sharon?

>>SPEAKER: You know, I share --

>>SPEAKER: I'm much like David -- (Inaudible).

>>SPEAKER: Go ahead, Sharon.

>>SPEAKER: I tend to flip these questions on their heads. I would say that there has been a great deal that we've learned through this process to include how our rural broadband is not working for us to include decisions that we've made about student laptop requirements or lack thereof, that we realize for those of us that don't have it, that perhaps that's something that we should be thinking about for the future. Much has worked well, including our leadership, our maturity processes, like management and change management and business continuity and disaster recovery. But I think that what we're really getting a big smack in the face on is those decisions that we've made or those advocacies that we haven't made, that have made our community -- it's made it very difficult for them to participate in this academic continuity effort.

>>SPEAKER: I'll just add a couple of thoughts. You know, we were able to leverage a lot in our environment and the things that we had been working on over the last several years. And I think
we learned a lot in how we can leverage or maybe expand upon our support structure. Clearly, the I.T. community has come together very nicely. I mean, you know, lots of initiative and commitment to just doing the things that we needed to do to provide support. And I think our effort going forward is again to try to figure out how we leverage what we learned out this, maybe strengthen our support structures and communication structures across our divisions.

More readily, we've been working on these things already. But just sort of gave us a way to pick those plans up and really launch them in a big way for the support. So one extra thought.

>>SPEAKER: We're getting a lot of questions also about how have handled or have seen others handle more skill based or learning that -- also including research labs, and how they are working through this situation. What have you seen there TLSHGS also some concerns about long-term research funding through this time. So I'd love to hear your comments on that.

>>SPEAKER: This one has been interesting, because the first question was, how do you shut your labs down? You know, if you have live animals, how do you keep your live animals fed, how are you going to do those? If you have lab experiments, are you going to be able to do those lab experiments, more of the AK faculty have moved over to video experiments, you can't take the reagents home with you, you can't take the die section lab home with you, they're moving to virtual and technology based implementations and starting to think about alternatives to the traditional lab experience so they get the knowledge even if they don't get the hands on experience. This is where the continuity of education comes in. It's not about doing the lab, it's about continuity of education so the educational experience continues for this semester. And then, we have to think and get our faculty and staff to think about are those things that you would continue forward or when you get back to campus, because we're going to get back to campus at some point, will you learn lessons and apply it to the new world? You don't have to do exactly the same things. These are the same people who are turning on every single click and -- so you have a web cam and do every single thing and wondering why students are failing classes, they can't take a test. Have reasonable discussions about that and provide the best education we can with what we have the ability to do. And then as CIOs, we have technology to make those things magical like light boards, one touch studios that allow faculty to move those things online more effectively. Those are not immediately scalable for a lot of us.

>>SPEAKER: I would just add that, you know, I think that the research lab is probably one of the hardest spaces for transition. I know our vice president for research has been pushing out information and guidance to our researchers about, you know, how to handle the labs, particularly, animal care, as David mentioned took, you know, took a particular plan for how we would deal with animal care going forward. And I think that the student interaction, you know, the reality of it is, is they can't go in there. And so each faculty member with the research lab, research program, has had to think about how can I transition any of this into a remote something. And I suspect it's been fairly case by case. And where they have the tools, it's great, and where they don't, it may be pretty quiet right now for some of the research work, particularly where it involves students. So that's probably been one of our tougher transitions, it's been in the
research space. And we do have some personnel, we have had to say that we're -- certain circumstances, we have to have a rotation of people on site to make sure that the labs are cared for and supported. And so we are to put those plans together as well. And, you know, those folks just became part of the essential onsite support that, you know, we have h to make a conscious decision on.

>>BARRON KORALESKY: Just underscore, I've heard at that -- where students are involved as well. I think those go back to the emergency remote teaching, what will we accept under those circumstances, versus if we're also still remote in the fall, what would be accept then, those are two different worlds, people are willing to compromise right now. But the longer term, this puts into jeopardy, research programs, tenure and promotion projects, student theses that are coming through, there's a lot of things that we have to work out to make all of those groups successful, which there aren't clear solutions for at this point but we're going to be thinking about them now.

>>SPEAKER: Sharon, go ahead.

>>SPEAKER: I would say that communication is a critical component of the research conversation. David and Michelle had talked about responses, at their institutions, our vice president of research has been deeply engaged in them as well. Holding town halls on Zoom and those are still incredibly well attended. My research faculty across the institution asking their specific questions, issues that cross research lab bubbles. So just making sure that leadership is responsive to that and the opportunity to provide feedback has been very important during this crisis. And I will say that we do know from looking at our computing work that our researchers continue to do HPC and at the level that they were doing it before. So that is awesome.

>>SPEAKER: Agreed. Same here. [ LAUGHTER ]

>>SPEAKER: So switching gears a little bit to something a little bit maybe more close to home with what you're dealing with on a day-to-day basis, how your experience has gone to be leaders in a remote world with your teams above you, at your level, how has that gone? What are the things that you have you liked about it, that you want to think about keeping, what are the things that you found particularly challenging, just curious to hear your experiences on leadership?

>>SPEAKER: The most magical thing, so far, has been how well my team and my other teams I work with have bonded and taken their existing tools, like slack, how our community has continued to exist. And then, making sure that we check in on each other. And everything from one of my directors has since handwritten cards to every member of her staff to make sure that they had a personal reach out. People have been doing that kind of thing to make sure they're okay, and there's national groups of CIOs and leaders, who are checking in on each other. And I was in one a couple of weeks ago where a member of our community showed up and they were just defeated. Just absolutely defeated when they walked in. Zoomed in to the meeting. And by the time that they were done, they had supports, they had community, and they knew that the
people all over the country were willing to step in and give them resources, time, a phone call, whatever they needed. I think we done a really good job at that. But I think we're going to feel the lack of the face-to-face community that we, especially the CIOs, my job is to be out on campus interacting with the people. And I'm getting some of that. But I have not been able to flip to that care and feeding mode with all of the dean, because they're also really running like crazy. I don't know how we close that gap if we continue. I hope to start knocking on doors and seeing people again.

>>SPEAKER: Totally agree with David. Our dynamic is just that, as an organization of I.T. folks, at least for the central division, we do not all live in one space. Right? And so even when we're all on campus, we're not altogether. Right? But for some reason, I have this mental leap to get over that being remote feels far more distant than what it felt like when we were on campus. And so really had to challenge the thinking around intentionally focused on making sure that people stay connected. I sent a video out last week. Dynamic is funny, standing in my bedroom, I have my phone and recording a video. [ LAUGHTER ] Message for my organization because, you know, I'm worried that we just -- we need to hear from each other. And so my leadership team and I know other leaders on campus are working hard to just make sure, you know, people know you're out there, you're, you know, got questions, you know, remember the comradery and the collaboration and the connectedness and just takes intention now to make sure that we keep connected in a big way. We don't lose sight of that, as an organization.

>>BARRON KORALESKY: I completely agree with what Michelle said. I've been so proud of my team and seeing this in the I.T. departments across the country, they just jumped into the fray to help everybody and we have sent -- our entire -- now, the technology is fore fronted. So we are getting all of that energy and excitement and we probably work the first few weeks just purely on adrenaline, but that's not sustainable. So figuring out way a to make sure people feel like they're doing good work, rewarded, that we can back off and actually unplug the times and worried about sustaining this for the longer period of time. But it's just been amazing what we've all done and to David's point, our networks have really been critical, you know, to be able to talk to each other, to get some support. To, you know, in a down period, that get a little boost, pat on the back, or new ideas. I know in the CIO list and other places, I was monitoring that by the minute, to make sure that I was on top of anything that anyone else saw and people were sharing, so I was able to be ahead of a lot of the things, thanks to you all, and that meant a lot to me.

>>SPEAKER: Sharon, anything to add?

>>SPEAKER: I would say the communication is very critical during this time, whether that's if you're able to have a video conferencing meeting, if you're able to share information. We created with what we called a COVID-19 I.T. situation report where we were gathering up all of our staff was doing in support of this effort, both for the university team and also so we could understand what each other’s was doing and I would say that transparency has been critical during this time as well. And any time a university decision was made that was going to impact
the team, I tried as much as possible and will continue to try as much as possible to interpret that and make sure that folks on my team are aware of that. To David's point, it's challenging to connect with my peers within the institution, but I'm trying to have those meetings and I will say it was a big, big, big thing when our president finally embraced Zoom and he is from Greece. A Greek background on his zoom and from that point on, everybody on the leadership team was on Zoom. So that was a really important transition point for us. For that kind of communication to happen across the institution. So I just have been blown away by the creativity of the team, blown away by the care that they have for folks on their team, using things like Zoom, and Microsoft teams and slack to stay in communication with each other and for those who know that they have got staff that are alone, checking in on them, and making sure they're okay.

>>SPEAKER: And another question that we've been receiving is about how you will address the quality of teaching and learning in the terms to come. Is there anything that you're putting into place to support faculty or students or perhaps students even that may be did poorly in the interim because of lack of resources or Internet. What are you kind of learned that you're going to turn around and put into place to have a slightly better experience in the terms to come?

>>SPEAKER: Well, maybe I'll start off. You know, I know a lot of that discussion is taking place in our academic areas. I know for the current semester; we did establish or lay out the option for past no credit for students for this semester. And so that just occurred a week or two ago where the students will have that option. Right? I mean, it's a tough transition, all the way around. And in terms of really getting to the end of the semester, so we rolled that out for this semester. Not sure if it will continue into the summer possibly. But I think that the question is, in the academic affairs area, what is that long-term plan? I think those are discussions that -- some thinking going on out there but no final conclusions yet. And I think we're considering forming up a particular group focused on that very question about, you know, what is the long-term here? And what -- how do we judge quality and the assessment piece? And just kind of a form of quality aspect.

>>SPEAKER: And the deans are an important part of that conversation as well.

>>BARRON KORALESKY: A recurring thread along our planning for the current remote teaching and a possible fall is equity and really working on the student equity, figuring out for them to be successful in learning and that started off with synchronous to a synchronous, figuring out how to get Internet to people in rural America. Or on the other side of the globe. And realizing that their experience and their chance for success in the classroom is different based on their circumstances and many times, that's actually going to require dialing back the technology, figuring out multiple ways to impact -- and thinking about the student first. And it's just a good reminder in general, that's what we're here for, putting our students first.

>>SPEAKER: I have a question for David. David, I'm curious about your thoughts on security and privacy in response to the current crisis and then others, if you can chime in, if you have
things that you've done or thinking about doing, that would be great?

>>SPEAKER: So I should have known this is coming, it has been a topical thing across much of our discussions, I think that there's a couple of things. One of the things that has really benefitted me is I have a wonderful CISO, and the first thing that he said was, we're going to make things work. And that was the exact attitude we needed from him, and that he brings every day, that he said that to everybody, and he said that to his team. We understand that we can't do everything we would normally do. We're going to do some things very fast. We're going to make sure that the important things get done no matter what and come along with a broom and sweep some things up afterwards and he's maintaining a list of things that he is in denial about, he knows we need to fix once we get through the current emergency. And so I think a lot of us have to understand that we have made decisions that are going to have security impacts, possibly, for quite a while after this, that we do have to support our ISOs to fix or security people to fix. We have found we have some security processes that were a little unwieldy when we need to quickly, the next set of questions are where does your privacy get impacted? And I think there's some really interesting ones at a national level, people are talking about, does your cell phone tell on you when it has been near somebody else who may have been in February and are you comfortable with that? The security community is currently twitching about that whole process. There's a slippery slope that TL that a lot of us are worried about sliding down quickly. There are zoom bombing. Miami had our web exbombers. We know who they were. That quickly becomes a student judicial issue as opposed to a technology issue, so you have to make sure you've got those ties running well. I won't call it a brave new world, but we're learning things that we learned about before and people are applying them in new ways and we're responding quickly. Good ISO, good relationship with student judicial services and good communications around that and a willingness to make it move quickly. The ball is moving very quickly.

>>SPEAKER: One of the challenges in securities for us was that we had folks that wanted an entirely new process because we were in a new coronavirus world. And part of what we needed to do and I will shout-out to my -- Andy as well, we focused very much on following the exact same information security incident response policies. If it books' student contact issue, it comes to student contact group, from the student contact group, it will go to a diversity, equity and inclusion challenge if need be. If it's a criminal activity, it ends up going to the University of Delaware police department. We'll get the First Interstate Bank FBI engaged if need to. The processes that we needed to continue to have. There was nothing special about this environment that made that any different. And I would say that a lot of questions came up about HIPAA, about BAAs, who was going to assign those, who wasn't going to assign those. So research and data loss is something that's come up. Our security operations group actually because we were having stress on our BBM, pulled out some firewall equipment because we realized we could do VPN management on that and set that up for a student to use. The security team has been astonishing, how they have been able to support this. Holding the line on what our processes have always been and trying to drive those has never been through that before, through those processes. I'll say the media didn't do us any help at all by taking warnings that we had received
and magnifying them to an extreme so we had to spend a lot of time calming our campus on our
campus leadership about the decisions that we had made about the tools that we had invested in.
But patiently, and calmly, we have tried to ensure that we're addressing that as we need to across
the institution and I think there's a better understanding of how information security works as a
result.

>>SPEAKER: I have one thing that I have to say to Sharon for a bit of a momentary role
playing. Sharon, everything is free. Can we just turn it on right now? [ LAUGHTER ] This is
something that we've been hearing from everybody, right? A lot of our vendors stepped up and
did a remarkable job, what have you done about it?

>>SPEAKER: Right, yeah, yeah, exactly. There have been a lot of under questions and I'll say
from my part, we're working with the folks that we've been working with in the past. And not
with new folks that are coming out of the woodwork.

>>SPEAKER: Same here with -- we have taken the same approach. I'll add to one other thought,
I was listening to my colleagues talk about the security posture, one area that did pop up for us,
particularly: in our healthcare spaces. And it was extremely helpful that the federal agencies
issued a little bit of compromise and relaxation on the requirements for privacy and HIPAA. And
using tele medicine tools, and remote practice and remote healthcare tools. Extremely helpful. So
that's another area where we made a huge leap into our positions ability to provide care to folks
at home. Physicians ability to provide care to folks at home through the remote technology. So
they were all over that. And, you know, we quickly picked up some tools that we didn't have,
and they were able to move in that realm as well. So, it was extremely helpful that we got a little
bit of a window there to leverage -- much more effectively.

>>SPEAKER: So I was thinking it would be great if we could end on a positive note.
[LAUGHTER] This has been such a difficult time for everyone, but I wonder if maybe each of
you could think of one thing that you think has really been a positive, that this crisis has
uncovered for you as a leader or for your institution or something that you learned that you
would not have learned otherwise, what might be that one positive thing that you could take
away or that you could help our audience take away?

>>SPEAKER: I'll simply say -- sorry, David.

>>SPEAKER: Go ahead, Michelle. I'll go next.

>>SPEAKER: I'm just so proud of our I.T. community. I think we -- stepped up, wholeheartedly,
and we're still there. And I just couldn't be more proud. Of our team right now. And the ability --
not only what we've been doing during the crisis but getting up to this point. I'm just so proud,
so. It's my positive. Go ahead, David, sorry. [ LAUGHTER ]
>>SPEAKER: No, I'm glad you went first, because I completely agree. I am other really proud and I think that as an institution, and I think as higher education, we learned a lot of our assumptions about things that were impossible. They were things that we had never done before. And I think that we've now done the impossible, we have to figure out which of the impossible things we want to keep and which of the impossible things we might want to go revisit. But I'm really proud of the fact that we delivered the impossible in an improbably short amount of time, and in most cases, made it look pretty smooth for our customers and our partners as well and I'm -- it's just amazing.

>>SPEAKER: Barron, you go.

>>BARRON KORALESKY: I hate to pile on, but that's exactly what I think. That the national and international community has been phenomenal. The hashtag has been popping up, in it together. The I.T. on each of our campuses shines a light that we are part of the glue that holds the campus together. I'm proud that, you know, all -- sectors of this is just amazing.

>>SPEAKER: Yeah, I agree with all of my colleagues. The level of work, the level of work that has been a marathon sprint, because of the deadlines because every issue that we had to meet, the amazing creativity of the team, the lack of complaints, the commitment to get it done, to be a part of the UD community and making sure that it's sustained and that WAER doing what we need to do for our student, faculty, for our staff, it's just been a proud moment to be a part of.

>>SPEAKER: Great, well, thank you all, thanks for those positive takeaways, it's positive to hear that the best thing has been about people. Well, thank you, Barron, Michelle, Sharon and David, I know how busy you are during this time and I know that without the community and I, very grateful for the time that you spent with us. And community, before we sign off today, don't get to click on the session evaluation link, we find your input important and we use it to make improvements. The recording for today's session along with the chat transcript, the resources that you all shared, give us a little bit of time to sort through that, and clean it up, but we will be posting that, along with the archive on the Web site for the event, and I see that Heather has put that on there. And thank you to our wonderful production team, Heather, Jamie, Adam, Jodi, all of you, we can't put these events on without you. We wish you a safe week and we will see you all again soon. Thank you.

End of Webinar