EDUCAUSE
Simulive Webinar: Top IT Issues 2021: Emerging from the Pandemic
Thursday, December 17, 2020
1:00PM – 2:00PM Eastern
>> Hello everyone thanks for joining us. We'll be getting started in a couple minutes. While we are waiting go ahead and introduce yourself in the chat. Be sure to select all panelists and attendees from the drop-down. And let us know where you are calling in from and let us know what the weather is like there. I'm Jamie Ferrell, I am calling in from Los Angeles where it's beautiful and sunny. Sorry for everybody who might be struggling with snow. All right. Those of you just coming into the room. We'll be getting started in just about a minute here. Feel free to introduce yourselves in chat, where you are calling in from, and what the weather is like there.

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>> Hello, welcome to today's Educause simulive webinar. This is Jamie Reeves portfolio manager at Educause. I will be your moderator. We would like to thank our 2021 prop it issues, Spectrum Enterprise. Pleased to welcome today's speaker, Susan Grajek. I will introduce her in just a moment. But first, let me give a brief orientation to our session's learning environment. If you're Tweeting, please use the tag #EDUCAUSEwebinar. We hope you join us in making this session interactive. Make comments, share resources, or pose questions to our presenters. Please be sure to select panelists and attendees to engage with everyone. Susan will be able to chat and we will have a Q and A period after the event concludes. We encourage you to type your questions into the chat throughout the webinar. If you have technical issues please direct a private message by selecting panelist in the chat drop down. The session recording and slides will be archived later today on the Educause website. Now, let's turn to today's presentation. We are living in unprecedented time, calling for unprecedented bridges, the Educause property issues project has refactored for 2021 to help higher education shape the role technology will play in recover from the pandemic. Will the pandemic prove to be higher education's distinction event or ecosystem emerge stronger and fitter, might both be true? Educauseity issues project has explored these questions. We are delighted to be joined by Susan Grajek at Educause. She is response I believe for Educause research and benchmarking programs, formal and informal community groups including the cybersecurity initiative and learning cause learning initiative. It
program and community groups as well as partnership activities. She also convenes thirty issues panel which releases the top 10 it issues annually. She spent over 25 years at Yale University in a variety of it management and leadership positions at the university in the school of medicine. Which encompassed academic computing, it support, communications, assessments, strategic planning, and relationship p management. Grajek held a faculty appointment in the Yale University School of Medicine's department of epidemiology and public health where she taught data management. Expertise encompasses the design and execution of research in management, behavioral sciences, and public policy, as well as statistical analysis. She also has an established background in it planning, assessment, and metrics as well as it operational leadership. With that let's begin.

>> That was great. Thanks so much. Susan is here to answer your questions. Let's sick off with a great first question from John. Making a freshman class this year who started their university experience online, will they want to go back? Will they recent being forced to come on to campus when this is over? Some hybridization is unavoidable even when we open the campus.

>> Thanks, John. That's a great point. And Jim also in the chat added, preliminary feedback is a majority of our students are yearning to return to in person experience. Because of not only the personal interactions with the instructor, but even more important with peers. I think it is going to be situational. Will they want to go back? I do think that many, many will and many baked the institution that they picked because of the experience that they expected to have at their institution pre-pandemic. And so I do think that there will be some yearning for that. There are other students, Plenty other students who find it hard to fit that campus base, full time experience into their lives. And one of the things that I think that we've learned from the pandemic is that students don't always opt into online programs or face to face programs because they think they are going to learn more effectively. Sometimes it's because of the circumscribed, circumstances of their lives that caused them to go in one direction for another. Anything that we can do to do to be able to make the right learning experience affordable and feasible for every student I think is the right direction to go in. Hopefully, we've learned from the pandemic that it's a lot more nuanced than we may have treated it [Inaudible]

>> Absolutely.

>> Jamie.

>> Yes. The next question we have, the top issues involve the transform scenario, strategic high level comparing to the other scenarios, information security don't make the cut. But they still require a lot of attention especially based on headlines in the last few days. So what are the priorities of transform, fundamentally additive?

>> Welcome to IT. Right? IT is always changing and what we can do, the importances of ID is
always changing and what the institution and leadership want to do with technology are always changing. Yet we build on a base and that base either path transform, selectively retire, or continuing to support. Information security is not an issue for the transform scenario or for up Tuesdays that are really focused on transformation. It most certainly is. And I think that part of what's important about transformation is, making the space, making the time for transformation, and part of that is really about rearchitecting, technology and way basic technologies are delivered. A lot of institutions are moving to the cloud, as one example, or outsourcing in other ways, moving to shared services in the like. So that they can take that commodity, technology and move it elsewhere so that the -- full time folks, equity institutions can really focus on technologies, transformation and contributions. So, hope that answered that question. Jamie.

>> Yes. One from Cathy's what are the six modes of teaching at Truman state at this time? I do assume evolving technology platforms, we need to adopt academic calendars, in cents of time might be revamped for rejuvenation.

>> Cathy I think that's an important point. It sort of adds another dimension of I flex, high flex to teaching and learning, high flex model. Not only gee do I want to be in person or online for this, but also what increments do I want to do my learning, and my accreditation of my student, my credential development. Is it the traditional semester or quarter course, or something much, much smaller than that? And so I do think that that is -- we might think of that as another mode of teaching and learning. In terms of the six month teaching and learning at Truman state. Our panelists down the list at Truman state, she didn't specify all six, but now you have got me curious, too. And I will send her a note and drop me a line and offline and I will loop you into what she says. Any other questions?

>> Yes. So, if the assumption about the pandemic being resolved in 2021 ends up not being realized, do you think the scenarios will be dramatically different?

>> I think that if the -- if the pandemic is no, sir resolved and to me, one of the big signals triggers for whether the pandemic is resolved this year or not in higher education is going to be the recruitment in enrollment process and the extent to which that has to make place under pandemic circumstances, the extent to which as students make enrollment decisions, and decide which institutions they are going to apply to, are they assuming or hoping that they will be able to attend in a less pandemic spot environment, in more of a learning as normal environment. I think that the big thing, and reason I’m focusing so much on enrollment and recruitment is that if higher education doesn't start to recover its enrollments in the start of the 2021, 22 academic year, the institutes and financial constraints will be that much more severe. And so I do think that you will find issues like cost management coming to the forefront more. So, that would be my guess. And yet higher education needs to transform whether it's a pandemic or not. One of the thing that we've seen in the pandemic is really evolving ahead. A lot of people using [Inaudible] in many, many aspects, digital transformationing about one of them. So, I don't think that a
That's great. So we have a question from our own Andy Clark. When one takes a scenario planning approach to strategy making, they try to build strategies robust enough to address reality that arises, is there wisdom that might be helpful for use?

>> Yeah. You know I think that -- I think that the key is to build strategies robust enough to address any reality that arises. And of course, if we do have to a certain extent constrain the scenarios and the anticipated reality that we might be planning for simply to be able to make the planning feasible and -- it does all reside in what future do you anticipate? What futures do you think are more possible or more likely or might have a bigger impact than others? And that can help you guide your scenarios. One of the things that we have been doing at Educause, we have been developing a set of feasibility in internal capacity to use the practice of foresight to be able to try to anticipate the future as it's facing higher education and technology so we can do a better job of supporting you. And so, foresight is -- actually programs, academic programs in foresight, it's a way of not trying to have us all learn who use a crystal ball, a way of recognizing that every choice that we make in the present, it's how the future is going to be. How do we become more intentional in what we think the future might be? And start to think about that. And if you start with that approach to developing your scenarios I think that scenarios can guide you more. I see we've got another question from Sandra, would you like to --

>> Yes, Sandra says I think it will be difficult for staff to continue working from home, a lot of positions in gain with students, work from home while still engaging students?

>> Yeah, yeah, you know. It's going to be really, really interesting what happens when pandemic is over, and in theory, we could work wherever we want. And I do agree, Sandra, there are going to be some jobs that will be very, very difficult to do when we are not on site, on campus. And certainly engaging with students could be more challenging, and yet I think part of it will be meeting our students where they want to meet us. And my guess is that probably will be many students who want to continue to engage remotely. Think of online students, they can't come to campus. And so if the students you are supporting are in part online, hybrid student population, you will want to be able to be able to have a good infrastructure and good services that can support them or where you are and wherever they are. However, I also think that working is going to be very different when not everybody has to work from home. And there are many people who I think have, we've had to learn to work from home, but it's a very different experience when many of your colleagues are office space, when you are not office space.

>> And so I think it will be interesting to see the extent to which that kind of value proposition, working from home starts to deteriorate when more and more of your colleagues are in person. We don't always have environments that make working from home a delightful option. You know, there are people who live in apartments, there are people who have a lot of family
members. And the like. And you know, there are other situations also that make you actually want to be able to come in and -- my older son is an introvert, but he missing about in the office. We need high flex working environment for our staff. So that that will be the challenge for managers in HR.

>> Quickly, another question in the chat. On campus digital communities will be needed to keep students connected since on site communities are limited. We need to be monitor student engagement and mental well-being. Have you had sunny discussion with institutions concerning these issues?

>> I have not had any discussions with institutions that help me understand the successful tactics that they are using to monitor student engagement p to monitor student well-being and try to address and support it. But that is -- it's so, so important. And -- I think it's always been difficult and challenging to be able to understand the mental well-being of all of the students at an institution. Whether they are in theory living on campus or commuting or signing in remotely. And I think the mental health issues are going to be exacerbated based on everybody -- after the pandemic. Of course, a lot of that will depend on the kind of continued support that we find coming from government l to be able to help us recover our lives and get that [ Inaudible ]

>> So we have another question specifically around community colleges. Some institution types are may have been hit harder by the pandemic for example two year colleges. Does that mean they will need to focus on restore or create opportunity to transform?

>> I think it creates an opportunity to transform. I think that the extent to which you can transform in many ways depends on the leadership at the institution. And the relationship between leadership at the institution and their understanding of what technology can do and how it truly can be transformative. It also depends on having a more mature understanding of the role of technology entrance formation. I joined this e live today just having come from the third and final session of a digital transformation workshop. It was the first instance of this workshop delivered will be offering it again next year, one of the faculties was John Morrell who is the CIO at -- community college. Is he a great example of how community colleges are working collectively and individually to be able to transform the technology, but also what learning really means at institutions? So, remember, that if you are thinking about transformation, technology is -- but there is two other critical components, one is transformation of the workforce, new types of roles and confidence needs to be able to transform, and you need to be able to collaborate and all kind of things, teamwork, et cetera. And the other one is transformation of the culture. And very off in if you transform the culture and the workforce, the technology transformation is not the one that you really need to lead with. David wild, Ithaca College, says he knows his institution and his collaborators and colleagues leaders in other aspects of the institution, he knows they are on a transformational path when they don't initiate their conversations with him saying I found this really cool new enrollment technology. Now we've got to implement it. To
start with the technology, you're probably more likely to be --

>> That's great. Of we have time for one more question?

>> Sure.

>> All right. So it seems like institutions that try to follow all the three paths, one college restores jack mother evolves, will be in trouble. Are we seeing institutional leaders making this a leadership moment?

>> I think we are. I think we are. Not every institutional leader or not at every institution, that's never the case. And it will be magical thinking to think even a pandemic would suddenly make every institution see the opportunity for transformation. And adding that into their leadership agenda. But we certainly are seeing institutions and leaders, technology leaders, but also CEOs and the like seeing there are things that they never thought were possible to do with technology. And now they are. And now that they've gotten a taste for it they see the ways in which they have to transform the institution in order to be able to do something transformative with the technology. So I think that we're entering an exciting time. Not hopefully not exciting in the way that the pandemic has planned. But hopefully exciting in a much more --

>> That's wonderful, Susan, thank you so much. On behalf of Educause and our speaker Susan, thank you to our 2021 top IT issues response or, Spectrum Enterprise, and thanks to all of you for joining us today for an engaging session and conversation. Before you sign off, please click on the session evaluation link, which you will find in the chat window, your comments are very important to you. The session's recording and presentation slides will be posted to the event site. Please feel free to share resource with your come lesion. And finally, from all of us at Educause we wish you a joy filled and safe holiday season.

>> And rest up.

>> Yes, rest up.

>> Bye, everyone.