Jamie Reeves, EDUCAUSE: Hello, everyone. I'm Jamie Reeves, Director of Community Product and portfolio management here at EDUCAUSE, and I wanted to welcome you to today's rebroadcast of the EDUCAUSE Annual Conference, General session.

Higher education's top 10 IT issues for 2023 with Susan Grajek, Vice President of partnerships, communities, and research at EDUCAUSE.

We would like to thank our top 10 IT issue sponsors AT&T and Jenzabar and Spectrum Enterprise for their support.

We hope you'll join us in making this session interactive. To open the chat click on the Chat icon at the bottom of the presentation window. You can use the chat to make comments, share resources, or post questions to our presenter.

Unfortunately for the traditional Q&A at the end of the presentation today, so we will try our best to be answering your questions in the chat throughout the Webinar.

The session recording and slides will be archived later today on the edge of cause website.

Thank you again for joining us here today, and with that let's begin.

I have always loved metaphors. A good metaphor can help us simplify complexity, think differently, and understand the world in a different way.
Metaphors can activate our imagination and engage our emotions, and today we'll use 2 metaphors to explore 2,020 three's top 10. It issues. Let's start with the first metaphor

just last month. A Us. Panel of medical experts recommended for the first time that doctors screen all adult patients under 65, for anxiety.

because people have been reporting outsized anxiety levels from all the stress and uncertainty in our lives and the world around us.

No wonder so many of us look for ways to escape reality in our free time. No wonder, I guess that Fantasy and Science Fiction are so popular these days.

So we brought a little fantasy into our work with the it issues panel. This year we gave them a magic blonde that would let them change just one thing, anything about higher education or the world around us to make each it issue, succeed, and throughout today's talk we'll go behind the scenes of the it issues, project and learn how our panelists wanted to use their magic wands to make higher education better.

After all, making education better is what our work is all about isn't it

helping students succeed at colleges and universities that are thriving.

And how are we going to do that?

Things are different from the way they were before the pandemic? It sparked a great rethink that's upending previous models of management and working and higher education is no exception.

In 2,023. We're seeing that institutional and technology leaders are ready for a new approach.
They're responding to what we've learned from the pandemic what we were beginning to address before the pandemic and our shared enduring beliefs in the power of higher education.

We've learned that we can operate an institution even when many people, staff, faculty, and students aren't physically present.

We've also learned that many students deeply want and need physical presence as well as the flexibility that hybrid offers.

We've learned that institutions have unique cultures that play out differently in person and online.

We've acknowledged that we can rapidly change and adapt, and that we don't always need to do things the way we always did them.

We've learned that data, sparks, insights, and those insights lead to better decisions. We've demonstrated that technology fuels just about everything an institution needs to do, and that as a result, the insights and guidance of a technology leader should help fuel institutional strategy.

We've recognized that staff need to help manage the business. And further, the missions in addition to running the systems.

we've learned that our work and personal lives overlap significantly, and that everyone needs flexibility between those lives.

We've seen that students are influenced by their ongoing digital experiences, and that a good number of them want different institutional digital experiences from what we're offering.

We've realized the importance of accentuating, why and how, working in higher education can be a rewarding choice.
and in 2023 thinking is giving away to doing the old foundations from enrollment to credentials, to the campus, to decision making are showing signs of where

existing foundations need to be examined and strengthened. New foundations may need to be developed.

Institutional and technology leaders are building solid foundation models for higher education.

And this brings me to our second metaphor.

This metaphor draws on developments in artificial intelligence.

Foundation models are the basis of a new approach to AI that builds on existing AI techniques, but on a vaster scale and scope.

Previous approaches were limited in flexibility. They were tasks specific. They worked with pre-labeled data sets and examined the data element by element.

Each model learned the rules for its particular purpose, and was optimized for that

AI foundation. Models develop new capabilities on their own, and this makes them flexible and reusable beyond the original specific purpose. They were used for

and scale matters. The bigger a model gets, the better it works. But something as powerful as foundation models carries serious risks, risks that need to be considered now rather than later when it's too late.

These include biased algorithms and incentives, uses that replace people rather than augment them.
Investment and development needs on a scale that edge out small organizations and endanger cybersecurity and privacy.

The concept of foundation models needn't pertain only to artificial intelligence. We can apply it metaphorically to higher education.

Many institutions are working to address issues like enrollment, affordability and graduation rates, and to improve areas like decision making staff engagement students success and diversity.

Ongoing structural challenges can make this work more difficult and expensive.

Data is often siloed. But the questions leaders need data to inform. Cut across Silos

systems are focused on addressing specific tasks, and that translates into a splintered, perplexing experience for the students and other people who use them

scaling solutions across the institution or beyond it, by adopting cloud services, could increase efficiency. But many existing processes or locally developed technologies. Don't easily lend themselves to off the shelf. Solutions

as hybrid forms of working and learning take hold. Existing technologies, support models and learning. Strategies need to be broadened beyond their original purposes.

and staff expectations of work have been changed by the pandemic and socioeconomic stress.

We need new models of leadership and management.

Progress in all these areas could be accelerated with more flexible, reusable, and scalable models for higher education
in 2023, the top 10. It issues focus on acting on the results of what we've learned, and on the challenges that institutions are facing.

the issues describe the foundation models that institutional and technology leaders are developing.

We're moving from tasks specific and silo-specific work and strategy and infrastructure to institution-wide flexible reusable models for running the institution and achieving its missions.

we're outsourcing technologies and integrating data to achieve the benefits of scale.

We're embracing our humanity and our needs for purpose, connection and trust.

We're continuing to recognize our ongoing duty, to safeguard privacy and cyber security and taken together

the 2023 top 10. It issues form a basis for the new foundation models structured by 3 building blocks.

leadership, leading with wisdom.

decision making the ultra-intelligent institution and the digital environment. Everything is anywhere.

Higher education leaders have a formidable challenge. They need to call on both head and heart, both strategy and execution, to serve as their institutions, technology leader and to inspire, lead and manage their it. Organization and staff.
They need intelligence, experience, and empathy.

They need wisdom with a contracting labor market and growing demand for technical skills. We have to do a lot more to retain and attract talent.

Replacing staff has felt like bailing a leaky boat, as resignations seem to or do outpace hires.

Many of the technologies used by higher education institutions are also being used by other nonprofits and corporations.

And they're often out competing us on pay benefits, work, life, balance, organizational culture, and even sometimes alignment of mission.

What particular challenges will we encounter in 2,023?

Well, the pandemic has accelerated digital transformation, but governance models at many institutions won't work in the current and future hybrid world.

Not every institution is ready to change. Time and money are among the biggest challenges ahead.

Colleges and universities struggling with precarious business models will find it especially difficult to stay or become competitive with salaries or benefits.

The various challenges and traumas over the past few years have demonstrated the need to take care of and lead the whole human. But human beings are complex, and each person is different.

Leaders and managers need to find a balance between leading an organization that's full of complex people and making that organization function efficiently and in harmony to keep and
help the institution excel.

00:10:17.610 --> 00:10:28.289
Let's examine, leading with wisdom issue by issue, starting with issue one a seat at the table ensuring it. Leadership is a full partner in institutional strategic planning.

00:10:28.400 --> 00:10:48.310
Oh, and I hope you haven't forgotten about our magic wand. Let's see what magic wands might help with issue one. So with my magic wand I would make others, especially at the top, see the relationship between diverse teams and decision making and understand the added value of decision making from all levels.

00:10:48.510 --> 00:10:55.489
I would forget about the technology legacy that is still keeping us thinking in the old way.

00:10:55.860 --> 00:11:13.329
With my magic wound we would be able to start from a table with today's higher education practices and digital opportunities, and there would be no question about it. So let's focus the past and plan for the future.

00:11:13.340 --> 00:11:20.240
presidents and governing boards need it. Leaders who can see around corners to advise on where technology is heading.

00:11:20.330 --> 00:11:28.039
They need it. Leaders who understand the institutional missions, operations, and culture, and know what's needed and when and where

00:11:28.150 --> 00:11:43.170
they need it. Leaders who also know how to get stakeholders, commitments, and which commitments they can make on behalf of the it organization. And to do all this, it leaders need parity with the rest of the institutions leaders. They need a seat at the table.

00:11:43.370 --> 00:11:53.899
The CIO needs to be there while strategy is being developed, and needs to be able to facilitate a dialogue between institutional aspirations and digital possibilities.

00:11:54.070 --> 00:12:01.319
What new foundations do we need to make it leadership a full partner in institutional strategic planning? First.

00:12:01.350 --> 00:12:20.310
institutional decision making processes should involve it. Stakeholders from the start rather than
waiting until midway through, or even the end of planning institutions are looking to it. Leadership to help guide their digital transformation. Well, Dex is about culture and to be successful.

Our culture needs a new set of principles, like decision, making influence by data or digital by default, in which digital services are straightforward, convenient, and accessible.

We need to build bridges that connect technology to the institutional missions and businesses.

It leaders need to become more involved in the business and academic matters of the institution.

Academic and administrative leaders need to get more comfortable with digital capabilities and to move from strategy to planning to execution. We'll need staff like business analysts who can bridge that middle ground between technology and the institutional missions and businesses, and let's move to issue 3. If all of adapter lose talent.

creating a workplace that allows for and supports movement up down and sideways to accommodate shifts in personal and professional goals, and to foster healthier work life balance.

First we'll see what hopes a magic wand might fulfill

If you've ever seen the movie men in black, right where they have the little red light that you look into and wipe the memory right

memory on these topics.

What the biggest hurdle tends to be.
People aren't big about experimenting or trying new things, because you always get well. We thought about that once, or but you don't know about this or and so I think.

having people lack that memory at times.

So I recognize. You know history is important, and not repeating. History is critical.

but I think it becomes such a big barrier in trying to even pilot or test things right, because the immediate reaction becomes so immediate and significant.

that you never get kind of to that next place. And so it's interesting, because, like for my own team, I've got about 100. 809. It employees.

and between 70 and 80% of them are almost fully remote still.

And you know, we

went through all these things of hey, we're gonna have attempt one to come back, and you know then the next variant hit. Then I had to attempt to to come back, and the next variant hit, and finally I like i'm not talking about it anymore. We're just working.

We're doing what we do.

If we need to be in the office, we come to the office. If we don't, we don't, and
I think by doing it that way, and not being so deliberate about, hey, we’re changing the way. We work forever.

00:14:51.420 --> 00:14:56.419
It has softened some of people’s thoughts and reactions. And

00:14:56.650 --> 00:15:03.410
you know we did a huge in-person event about a month ago at a local bowling alley video game place we had everybody come in.

00:15:03.590 --> 00:15:08.659
and it was great. I mean, it was community it was building. And so I think you

00:15:09.150 --> 00:15:13.119
making sure that people realize that what we did.

00:15:13.360 --> 00:15:17.800
Maybe wasn’t always the best thing for us. It's just what we always did.

00:15:18.110 --> 00:15:20.499
I mean, I joke when I was on campus

00:15:20.770 --> 00:15:25.729
30% of my day 35% of my day was travel

00:15:27.090 --> 00:15:30.419
as a leader and an institution.

00:15:30.700 --> 00:15:38.530
How good is it that 30 to 35% of my day is going from one place on campus to another.

00:15:38.890 --> 00:15:50.550
That's a massive amount of resource going to weights right, and and I think that multiplies across all of our teams, and so I think that ability to forget the past

00:15:50.770 --> 00:15:52.720
and just try things

00:15:52.880 --> 00:15:56.510
would be really really helpful. As we look at these conversations.
I think the easy answer, of course, is that money means more staff, more professional development opportunities for those staff, higher products living for our staff.

and more realistically, though enough money just to be competitive in this tough market right now would be fantastic. More than that, though I think my magic lawn would go towards real meaningful progress in regards to Dei 150.

Candidly, I just don't see higher education moving fast enough to feel comfortable that we've made even moderate progress in recent years.

Hundreds of schools have signed the education of CIO's commitment on diversity, equity, inclusion.

where the results? Have we, as peers actually been holding each other accountable to this commitment?

Have we followed up on those commitments? And I know the answer to that from talking to John and others in edge of calls is that we are starting to follow up on those conversations now.

But have we done enough in this space? I think the answer is absolutely not

so for me. If I had a magic wand

it would be to implement large-scale systemic change to the very core of higher education itself. For higher LED. Instead of being somewhere that continues to perpetuate so many of these challenges, one

to instead be a place that tears down those barriers and creates more opportunities to learn from the past, do better in the present, and to really leave things better in the future than we found them today.
That's what I would wait. My want towards

00:17:13.680 --> 00:17:20.130
the great resignation was sparked by an equally great reconsideration of the role of work in people's lives

00:17:20.210 --> 00:17:27.320
a work to live Attitude is gaining popularity and respect and staff want meaningful careers as well.

00:17:27.510 --> 00:17:36.029
Leaders will have to find a way to reinvent the workplace, culture and adapt career and talent management to individuals, evolving needs.

00:17:36.150 --> 00:17:54.430
and what new foundations will we need well for starters, recruitment and retention. Strategies need to be continually updated and reviewed, including benefits, and as hard as it seems. In some cases Hr. And hiring managers may need to be open to recruiting talent at a level of compensation

00:17:54.440 --> 00:17:57.110
that may not be in line with internal equity.

00:17:57.600 --> 00:18:06.030
Consider deploying professional learning platforms. They enable staff to enroll in training and track their professional development plans in progress.

00:18:06.060 --> 00:18:10.600
They also enable managers to invest more strategically in staff development.

00:18:11.260 --> 00:18:21.089
Too often career growth is structured as a linear path from an entry-level role within a particular technology area, and then slowly moving up a career ladder

00:18:21.630 --> 00:18:33.029
institutions need to offer personalized talent management programs with nonlinear options. They need to help staff, move and ebb and flow as their lives and circumstances evolve.

00:18:33.530 --> 00:18:51.300
At least some institutions will transition from a traditional fixed schedule campus-based workplace to a flexible workplace. Managers will need to learn how to manage and build community among a hybrid staff, and how to change performance metrics to better suit a hybrid work. Environment.
Campus-based institutions will still need campus-based staff.

But even those institutions needn't require every staff position to be on site at all times.

and now issue 5,

enriching the leadership playbook.

leading with humility and candor to engage, empower and retain the it workforce.

If we are going to get folks to be empowered

to lead with candor to be empathetic.

It's just really hard when your battery is on

E. So if I could wave a wand and just recharge everybody's battery, because we've got so much change ahead. I would do that and get everybody a full tank.

and then we could move forward on all these things which are going to take a lot of energy in order to enact all the things that

my colleagues have mentioned that are so wonderful. When I think about what candor looks like. I'm thinking about

accountability


and having a certain standard that you're asking folks to meet.

When I think about humility, I think that that looks like compassion for employees, and being collaborative with others on campus. you know, being receptive to other viewpoints and ideas. And I think when we put these 2 things together, it's important to recognize that these 2 things are not commonly held together by any individual. particularly at the same time. you know. Maybe we'll go through ebbs and flows where we have one or the other, but it's hard to put those 2 things together at once. but it's very important to do
because it's oftentimes when somebody has too much of one, so let's say too much of compassion

for a team or a staff, but not enough accountability. The team will suffer, and retention will fail, and folks will leave

by the inverse. It's similarly true. If you.

If a team is just held to a standard, and there's no compassion.

they'll also

and not be happy.

If there were such a magic wand, I would

I would wave it, and I would ask that all managers

and all leaders, just you know. We could just go worldwide with it. Because why not? Let's see how far this thing goes can hold both things at the same time and try to try to hold them with equal measure.

This this idea of candor, and

she,

humility and candor hold them both at the same time, and and try to dispense them equally, and try to look through each of those lenses. at any given issue, at any given time, to dispense sort of
responsibilities and actions and judgments.

Today's technology workforce is calling for more attention and care than ever before.

Staff members want to have agency and autonomy. They want to know what they're accountable for, and be empowered to achieve it.

They also want to understand not only what decisions have been made, and why, but also how they can exert some influence over decisions.

Leaders who own their fallibility with humor and humility can create a trusting environment and trust is one of the most important qualities staff look for in their work. Environment leaders play a major role in creating the conditions that attract and retain staff.

It's time for institution-wide leadership development to become a major strategic initiative.

Excessive work, clothes and unrealistic commitments are burning staff out. It's time to bring capacity and commitments into alignment.

It Staff members can sometimes feel disconnected from the mission of the institution connecting their technology work directly to students who then go on to change the world and of faculty, who are creating new knowledge, allow Staff to see themselves as making much more of an impact than they might be able to make in other industries.

Leaders and managers will also need to learn how to build and lead a culture in which change is the norm.
and help staff learn and relearn and let go of outdated skills and ways of working

193
00:23:32.940 --> 00:23:45.150
leaders, have an opportunity to recruit and retain talented staff by making their best possible
commitment to support people who are willing to change skills and roles, and thus stay
professionally relevant.

194
00:23:45.420 --> 00:23:50.320
that may help stave off the brain drain caused by staff leaving for higher salaries.

195
00:23:50.430 --> 00:23:59.099
and when the core leadership values include humility, failure becomes not a shameful
experience, but a learning experience.

196
00:23:59.690 --> 00:24:05.299
And now let's move to our second building block the ultra-intelligent institution.

197
00:24:06.370 --> 00:24:18.210
Jack Goods 1,966 concept of an ultra-intelligent machine, a machine that can far surpass all the
intellectual capabilities, of any man, however clever.

198
00:24:18.400 --> 00:24:23.399
pressage, some aspects of artificial intelligence and AI foundation models.

199
00:24:23.490 --> 00:24:29.679
His conceptual machine was embodied with both memory and meaning was capable of self-
learning.

200
00:24:29.700 --> 00:24:35.439
and needed to be designed with economy, because its cost would be exceedingly high

201
00:24:36.390 --> 00:24:47.309
in higher education work with data and analytics aspires to provide institutional decision-makers
with ongoing useful and increasingly sophisticated insights.

202
00:24:47.430 --> 00:24:50.859
just as with goods ultra-intelligent machine.

203
00:24:50.940 --> 00:24:56.199
This work needs to be carefully scoped and designed because it can be very expensive

204
we're working to create the ultra-intelligent institution.

What makes data essential to modern management is the uses that are made of it.

we're working to complete the data journey from what to. So what to now? What in particular efforts are focusing on improving the student experience and expanding enrollments.

data presents not only a powerful resource, but also an equally powerful risk to institutions and individuals in the arms race that pits people and institutions against cybercriminals. The oldest weapons are still among the best.

education and awareness to arm all institutional constituents with behaviors and practices that safeguard data maybe the biggest challenge to the ultra-intelligent institution is our capacity to make the needed strategic and tactical changes.

and the efficiencies and insights promised by analytics. Aren't realized overnight.

Funding, of course, is another challenge.

The privacy and cybersecurity landscape is completely different from what it was even just 10 years ago.

Higher education has fallen behind other industries, and the United States lacks privacy and cyber security regulations that could provide clarity and support and consistency for higher education.

And then there are data challenges which range from data management and integration to having relevant data to understanding changing circumstances.

For example, as students are now applying to more institutions, institutional acceptances, Don't, correlate with application, counts the way they used to.
Let's look more closely at issue 2 privacy and cybersecurity, 101.

Here's how panelists would use their magic wands to help.

I would increase and privacy literacy. Honestly, that would be my main thing. The other thing that I would ask for that I don't know if anybody else would agree is I would want much more clear legislation. That applies to universities right now, the purpose from good grief. That's an old law, One we need an update that meets the needs of today. That would be the thing I would ask. I would love it for 150 brand somewhere, and cyber fraud to not be profitable

Honestly, if that was no longer profitable, that would make my daily life way better.

But if that wasn't possible, my next magic one would be

people had enough time to focus on communications. They're getting to be able to to really, for that critical thinking skills that exist to kick in right. I feel like people are feel so rushed

that, and and Rush leads to a lot of

heartache on a lot of these issues when privacy is imperiled. So, too, are people's civil rights, civil liberties, and ability to move around the world and make decisions about themselves.
Privacy and cybersecurity are intertwined because much of what cybersecurity is trying to protect is personally identifiable. Information.

Institutions are collecting vast and vastly increasing amounts of information about constituents. In many cases people entrust their information to institutions without sufficiently understanding how important that information is, and will remain in the future. Finally, cyber security and privacy. Laws are proliferating at the State, Federal and international levels. Recent court rulings are also changing the privacy, landscape.

The legal and ethical responsibilities of higher education in this area are intensifying foundations to build institution-wide privacy and cybersecurity. Awareness and education are essential foundations. They must be provided to the entire workforce as well as to students.

Many institutions still don't offer, let alone require privacy, training beyond just those roles for which it's mandated, and that'll have to change.

Institutions should move toward privacy, by design and cyber security, by design, which embed privacy and cybersecurity into the design and operations of technologies and processes. At the onset the institution's approach, and information culture needs to shift from the more information the better, because you never know when it might be useful to data minimization, identifying key performance indicators and data that clearly help to serve students, and the last foundation for issue. 2

Institutional applications are increasingly provided by companies.
Unless regulations change to make commercial providers more accountable, it and procurement leaders will need to leverage both contract negotiations and institutional cyber security investments to protect individuals as well as the data and reputation of the institution.

Now let's move on to issue 4 smooth sailing for the student experience using technology, data, insight and agility to create a frictionless student experience. First, we'll hear from our panelists. If I could change one thing it would be how we define and measure student success, I think, to measure student success by grades and graduation or transfer rates is really a problem. It's not meeting students where they are. We need to find a way to give students a much greater voice, and what success means to each student. And it's not just one thing. It could be getting a specific skill. It could be completing a porch doing something of of interest.

If I had a magic one, I would wave it in the air to create a culture of innovation in our organizations that will enable compelling student-centered learning experiences on our physical and virtual campuses embracing a digital first approach to our widow. This will involve offering seamless, powerful applications based on mobile, augmented mix and virtual reality, and soon they convergence with artificial intelligence. In the next few years, as virtual worlds become more readily available and accessible. We need to expand our presence on these platforms and engage our faculty and students with new models to create the future of learning.

We need to be able to live and exist both in the real and virtual worlds, leveraging the unique of audiences, making learning experiences available to our students with a sense of presence, immersion, and agency.
These experiences will challenge learners to ask critical questions, provide them with digital tools to prototype and test new solutions and create meaningful relationships to grow their potential.

It is a magic one. But we need to imagine this change. This digital transformation is up to us. Innovation starts with people, and if we enter every day with an open mind and a drive that will turn our challenges into opportunities.

with a dedication that I know is a vital part of this high education community. We can inspire innovation. We can make this happen for our students our institutions for the future of our world and humanity.

As consumers. We have all grown used to a world of on-demand services.

to be successful. Students need similarly seamless access to campus resources and services from dining to fitness to course materials.

Today's technologies enable us to integrate systems and us student services in a secure, private and accessible way.

investing in technology systems and talent that help students get seamless access to resources when and where desired, could help. Students earn desired credentials more efficiently and affordably.

integrated systems also need access to the data that academic leaders need to make informed decisions about how to better support students in a personalized way.

Institutions need to rethink how they define and operationalize the student journey.

Today's students want an institution that acknowledges and supports their diverse academic social and personal needs even beyond graduation.
They want lifetime learning experiences that lead to continued success as well as the opportunity to participate in a wide variety of extracurricular activities that help them develop holistically.

The student experience should be reliable and personalised. It should include compelling experiences and encompass more than just completing administrative tasks, such as course registration, and financial aid.

Today many institutions are focusing on mobile applications and multimedia going forward, though with the earliest adopters, leaving the way institutions will work with extended technologies like smart glasses, augmented reality, digital twins and virtual environments.

We’ll likely see a continued build out of the Internet of things and web 3 across campus facilities that blend digital and physical environments. These environments will provide students with transformative learning, living, and working experiences. And while this reality may be 3 to 5 years away.

The work of testing, writing, exploring, and creating new learning models has already begun.

Issue 6 is expanding enrollments in the bottom line.

focusing data and analytics initiatives on identifying academic programs with high potential for recruitment. Roi.

What might a magic wand help with? Here?

I would want to see ubiquitous access to broadband connectivity everywhere.

so that we could.
as Jonathan mentioned before, have access for everyone from everywhere that ultimately helps diversity. It helps our enrollment. It helps our institutions be able to think differently and deliver differently. A magic wand on this one, I think. would be to have a source of data that can be interrogated from multiple systems and a single source of data. And I think we're pretty far from that, so it can be very difficult. We haven't been able to get the data into a single place. and to have different ways to interrogate that data for different people based on on their needs. That

That
that seems a bit like the Holy Grail, and that's a little far out. I think I think we are moving in that
direction, or there's definitely a desire to move in that direction.

But right now

there's still a lot of work being done

moving data around trying to get data into single places where you can. Then

extract data and

do what you need to do with that data. So

I think if we, if I had a magic one to make that happen that would definitely accelerate the
process. Data is at the heart of new enrollment strategies.

It's generating analytics to help recruiters decide which perspective applicants to target.

where to proactively engage with potential applicants, which guidance counselors and career
coaches to build relationships with, and even whether to begin recruitment at middle schools
and institutions are looking beyond the traditional degree model to develop stackable and micro
credentials

that can attract new kinds of students. We need to build cultural foundations that include an
emphasis on data and data. Literacy should be a workforce-wide competency

enrollment transformation is looking for a lot from existing technology and data, like student
systems which may need to be reconfigured or replaced to support new kinds of learners and
credentials
and unified data platforms to meet all the data, analytics and reporting needs

Institutions moving to new kinds of credentials may also need to revise their institutional identity

Models

issue. 7 is moving from data insight to data action.

Converting data, analytics into action, plans to power, institutional performance, enhance operational efficiency and improve student success.

Let's hear from our panelists first. I'm going to flip things upside down. I think that

we should change

some of the focus of what student success is

retention. Graduation rates, All of those things are important we need to look at is the students successful

Mit. Ctl. And not student success. But is the students successful? Our goal across our institutions are to graduate students that go out into the world and do amazing things and give back in whatever way that mission is for your institution. So if I had the magic wand, and I could, you know, wave it 150,

a common plug, and play api

interface across all of the systems that we use across

higher education institutions with vendors working together to support each other.
you know, as to complement each other rather than trying to build their own version of everything.

and that would make making the most of data much, much easier. The Heisenberg Uncertainty Principle says that you can't measure things without without changing things, and I think I think the tools that we use in the it world are, I think, they are designed for the functional offices. They're designed for it to work well our learning management system. Isn't designed for the student as the end, user and our financial systems aren't designed for the people who are out at the at the kind of at the forefront. I think if we change things around so, and and the tools aren't there, we need companies to design these tools, but have tools that we're focused so that we're really measuring what people's interactions are rather than driving the way they do things.

Right. Then then we would actually be able to measure the the how we can improve things, and how we can better align things with with what the the students, the researchers, the faculty and the administrative staff want to do

It's time to grow beyond today's technology platforms in order to guide institutional strategy as leaders decide on the major initiatives to undertake in the next 5 to 10 years.

The focus of data analytics needs to change from a historical approach of using data to understand what has happened to a future oriented approach or using data to project where we're heading.

Leaders need to act forward as well. They need to work with stakeholders in looking at the data and deciding whether, and if so, how to act on it.

Moving from data, insight to action requires digital transformation, and that will entail developing new foundations within culture, workforce and data at their core. Analytics programs. Look at how people work, when and why that work needs to change and how it should be changed. But this can quickly involve high stakes.
especially when analytics focus on lower performance and gaps. Leaders can reduce the pressure by flipping the focus and conversation from what's missing, to what's working, and from what to eliminate, to how to improve.

instituting a culture of acceptance and belonging is critical to move from insight to action. and if people don't feel safe to experiment and to fall short.

the work has failed before it even begins

new data foundations and applications are needed, and they'll require staff with specialized skills, like master data management systems and data, integration and business intelligence

and most staff throughout the institution will need to learn how to manage, analyze, visualize, and interpret data and how to get insights and take action.

And now let's move to our third building block. Everything is anywhere.

Leaders are acknowledging that the institution is no longer confined to the physical campus.

Classrooms are in lecture halls and seminars, but also in the homes of every instructor teaching remotely, and every student engaged in hybrid learning.

Institutional business is conducted in offices, conference rooms, and the home of every staff member who works a bit or a lot from home.

The campus consists of both physical and digital entities. Institutional data is stored, transmitted and accessed on campus computers, home computers, portable devices, cloud servers and other solution providers, machines. Everything is anywhere.
Pandemic era measures won't suffice.

Hybrid work requires a very different support strategy. Simply layering technology on top of classroom learning leads to the worst of both worlds. Both teaching and learning need to be refactored to incorporate the particular advantages of technology into pedagogy.

Changes in work and education are highly visible and tangible. A less visible but no less powerful transformation of enterprise technologies is also underway.

The new generations of enterprise applications provide opportunities to free it, professionals from coding, and thus enable them to contribute technology expertise more directly to the businesses and mission of the institution.

This new era of remote and hybrid working and learning requires an expansive approach to the digital campus which needs to support everything from a flexible, robust network to the Internet of things, to learning infrastructure and layouts that accommodate various learning modalities and technology tools.

Funding and Roi is another area of challenge. Many leaders will bark at the cost, time and complexity, particularly for replacing aging and obsolete erps with cloud services, making the case here for risk. Mitigation may help.

and expectations are high.

Today's students want seamless engaging learning on a part with their K. 12 learning experiences and commercial technology mediated experiences. They want flexible course modalities like bricks and mortar online, autonomous, mediated and personalized.
The culture shift to address the gap between how the institution views, its digital presence, and what students expect will be difficult.

and faculty can't be left out of this equation.

All staff need to be committed to improvement and open to letting go of how they used to do things.

There's a reason change. Management is at the core of all these projects.

Only when people change the policies and processes. Will the technology reach its potential.

So let's first look at issue 8.

a new era of it support

updating it services to support remote hybrid work.

Let's see what magic wands are in store for us. I'm so in favor of digital equality alongside you, Baron.

for that, I suppose if I could wave a magic wand i'd i'd be wanting

a CIO cdo CTO. Whatever that it leader is

at a university board, level or board level. If it's not a university, and you know, treat digital investment and design

with the same care and attention as the physical. I keep saying it. I think it's so important.
you don't let anyone put up that new building without that design. I'd like to see the same in the digital world. So digital world needs as much care and attention in its design as the physical would be. Why magic one moment, just as work and learning have become hybrid, so to have it. Infrastructure and services.

It staff need to support people where they are.

It Professionals are managing digital environments that are a mixture of old and new architectures, both on-prem and in the cloud.

And users have very high expectations for the tools they use to support their learning and work.

Some institutions are revising their equipment, policies and practices to provision users for distributed rather than office-based working environments.

It leaders are now focused on building a distributed digital campus while still giving care and attention to the physical campus. It Staff and users need new skills.

Technical examples include cybersecurity, practices, data, management and collaboration tools.

It staff will need to learn how to optimize and simplify computer configurations and end user systems and data management expectations.

We also need to build a culture, a culture of hybrid work

working from home opens a door to a lot of possibilities. Staff can inner. We've work with chores, family commitments and self-care.

But accountability is the flip side of flexibility like that.
staff and managers will need to communicate more effectively and frequently about the status of
tasks and about new assignments and issues.

Institutional leaders will need to adapt communications, norms, meetings, celebrations, and
other elements of work, culture to hybrid work, to continue to give voice to and retain those
diversity elements they've been working so hard to build.

Empathy should become a core value and competency

Everyone will need to stay mindful of whether and when the harmony of work and personal life
is getting out of alignment

Issue 9 is online in-person or hybrid Yes, developing a learning first technology-enabled learning
strategy.

Let's see how a magic one could help here, I would make it so that

using these technologies

is much more affordable.

much easier.

I know. So challenging

in terms of support.

privacy, and security.
I really wish that the people and the companies who are developing these technologies will make them so that it is much easier for us to adopt them and for us to transform higher education. Thanks to these technologies to support technology, enabled learning, strategy.

Institutions need to encourage, incentivize, recognize and reward faculty and staff innovation, especially around using learning technologies for teaching. So infusing technology into the learning strategy will really provide institutions with an ability to meet current and future student learning needs.

The pandemic has changed students perspectives on what they need to be successful in their studies. Faculty members have a lot more experience using technology tools to support their teaching.

The move to the cloud has also paved the way for more rapid and regular product innovations. Collectively, these changes are making it easier to introduce a pedagogical approach that experts have long advocated for backwards course design.

courses should be designed in a way that allow students to achieve their learning objectives, using the technology tool that best gets them there.

Students have varying constraints on their time and resources, and ideally, higher education needs to become more flexible to adapt to that variability.

Institutions need to develop a learning first technology-enabled learning strategy that approach should focus on using technology to support all course formats rather than on treating instructional modalities separately.
It'll need to incorporate discrete and often discipline specific tools and services.

librarians, faculty instructional designers, and it staff will all be important partners.

Systems will need to be integrated, interoperable and standardized, to lower the barrier to students access and to generate meaningful metrics to help guide decision Makers and institutions will need to invest in faculty support resources.

Faculty are asking for more focused one on one or small group support and coaching on using technologies, adopting active learning, practices and experimenting with emerging solutions.

Faculty teaching innovations that improved students learning outcomes should be recognized and rewarded.

is Sas crp and crm, an alphabet soup of opportunity, managing cost, risk and value of investments in new erp solutions. I would love to see more mergers and acquisitions.

We don't need.

you know. So some of the legacy erps

over the years have accumulated knowledge, especially on the student side.

Okay, that is a lacking in some of the in up and coming systems.

they can forge

and help. The new systems
adopt a lot of the knowledge that's built in over the years.

Then I believe

the volume of people that can be brought over

as the potential. I don't know this has the potential to drive. Okay down the cost. Currently, you
know, that is the problem that you know a lot of people look at the price tag and say we can't go
here, but if you can just lower it by

merging.

I think

it would do wonders to hire it today. Many institutions are considering whether, where and how
to adopt an entirely new generation of administrative applications.

Many institutions face a technology deferred maintenance problem from not investing in or not
having a plan to invest in modern technologies

the utility of today's enterprise applications can move beyond administrative efficiency to
contribute directly to the institutional missions and business model crms can transform
institutional advancement and admissions. Today's enterprise applications

can provide better analytics and data to inform good decisions. They can also put such
information and tools into the hands of all campus constituents, from students planning their
academic paths to faculty, designing their curricula to staff, doing their work, to make the
institution function

a new erp or Crm is a digital transformation effort.
In addition to technology foundations, it requires shifts in institutional culture process, and people.

too often major technology initiatives like a Crm or an erp. Begin with senior leaders who hear about other institutions that have adopted new technologies. And this leads to a Here is a solution. Let's find problems it will solve.

Well, technology leaders need to help develop an institutional culture of here are all the problems we need to address. Let's find an appropriate solution.

This will result in much better outcomes than those from the first approach.

Stakeholders need to update policies and processes which may have been in place for years across multiple erps. Many erps have good practices built into them and can be configured as the basis of what will become iterative improvement over time. Technology is blurring. Once firm boundaries among roles.

Administrative staff will need more technical skills, particularly when they work off campus and faculty will need to gain proficiency with administrative systems. As technologies become easier to use and more universally embedded in all work.

technology staff will evolve from being strictly technical experts to being strong thought partners on the business side of the institution. Everyone will need technology skills, including interpreting and creating charts, gaining insights and making decisions based on those insights.

So now let's revisit our foundation. Model metaphor.

higher education and artificial intelligence could hardly be more different.

The use of artificial intelligence is still quite new, whereas higher education is centuries old.
Artificial intelligence is changing rapidly, whereas higher education tends to change slowly. The potential value of AI is still emerging, even as experts are struggling to fully identify its risks.

Meanwhile the value of post-secondary education is well documented but nevertheless under scrutiny, and is waning in the eyes of some despite these differences higher education may benefit by adapting its own kind of foundation models.

The through line that metaphorically links AI and higher education involves technology and data.

AI foundation. Models are built from technology and data, and it is technology and data that are transforming learning, the student experience, work, decision making and the circumstances under which leaders manage and motivate students.

It is technology and data that can be applied to introduce more flexibility, scalability and efficiency to students. It is technology, and especially data that are introducing new risks to privacy.

Yet in many ways the influence of technology and data in higher education is still more organic and unconscious than strategic and deliberate

institutions could share and benefit from underlying foundation models that intentionally account for the impact of technology and data on our industry

And what do our emerging foundation models look like?

Well, we're developing new principles to guide digital transformation strategy by incorporating data into institutional decision making and by Re-architecting institutional decision-making processes to connect technology to the institutional missions and businesses

We are reinventing institutional culture to become a data fluent culture of change learning and belonging that puts problems before solutions and is guided by a principle of Dei by design.
We're establishing new foundations for teaching and learning by adapting a learning first technology-enabled learning approach.

We're building a resilient and sustainable infrastructure with modernized technologies. We're developing new data foundations and shifting to data minimization.

We're moving toward new principles, including digital by design and by design approaches for privacy and security.

And we're establishing new foundations for working and our workforce by modernizing recruitment and retention.

Offering personalized talent management, moving toward a flexible workplace and hybrid work and getting good at capacity, planning, and management.

We're emphasizing humane leadership qualities, including humility and candor.

I think we're really going to need that magic one, don't you.

And the beautiful thing about magic wands is that they enable people to dream big. I really had a magic wand, and I could change just one thing. I'd rid the world of hate only by creating environments where acceptance and tolerance are the norm. Can we really ever hope to move society forward?

That may have been a cop out, but it's what I believe so. And if I had a magic one. That's what I would try and do.

The last is a little bit of an advantage, too. I would use my wand very broadly, and I would eliminate all the barriers that are slowing us down, or or stopping us from doing these things in the remote world. The cost of things is way too high.
Access to services and tools is unreliable. Sometimes bandwidth is far too expensive, and even if it's available.

you would assume it should be available, but it's not everywhere that we need it.

The skills that people need to use these tools. It's a dynamic world. So we have to have these skills that are changing to keep up with it.

my magic One would remove that, too, and it would provide the security we need to make sure that we're doing these things securely and not compromising anything.

For generations. People have turned a higher education to dream big and realize those dreams.

but achieving these dreams requires different responses from higher education over time. Today's times are demanding something more from technology.

As a University chief business officer put it, I really cannot imagine a successful path for our industry, much less for an individual institution that doesn't involve an increased utilization of technology as well as enhanced technology.

That wasn't the case. Even when this century began.

higher education needs new foundation models, and those models will rely on technology and data.

Thank you.

Jamie Reeves, EDUCAUSE: Wonderful. Thank you. If you had a question, and we're not able to.
Jamie Reeves, EDUCAUSE: put it in the chat, or we weren't able to answer it. please feel free to send me an email, and that my email address should go into the chat right now.

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Jamie Reeves, EDUCAUSE: on behalf of Educause Thank you all for joining us today for this engaging session. before you sign off today, please click the session evaluation link which you will find in the chat window. Your comments are very important to us.

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Jamie Reeves, EDUCAUSE: Again, the sessions recording and presentation slides will be posted the event site. Please feel free to share these resources with your colleagues.

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Jamie Reeves, EDUCAUSE: and on behalf of EDUCAUSE. this is Jamie Reeves. Thank you for joining us, and we hope that you have a wonderful holiday season.