The Chief Academic Technology Officer (CATO): A Unique Tech Exec

Helen Chu, CATO & Assoc Dean of Libraries, University of Oregon
Jenn Stringer, CATO, UC Berkeley
Goals

• Gain a data-based view of the CATO
• Be able to identify the characteristics of the CATO
• Be able to identify the career path, background, and organizational placement of the CATO
Agenda

1. Intros
2. CATO/SATO Definition
3. CHECS Survey
4. Insights
5. Next Steps
CATO/SATO Definition

“The senior most leader on the campus responsible for academic technology.”
Question

“Do you have this position at your institution? What are the responsibilities of the portfolio?”
“Establishment of a senior academic technology officer (SATO) to serve as a visionary, leader, director, planner, facilitator, collaborator, catalyst, advocate, change manager, and evangelist to coordinate all applications of instructional technology in meeting the institution's academic goals.”
“While the SATO role emerged 20–30 years ago as higher education institutions began to recognize the importance of academic technology, the role is still relatively unknown compared with other key institutional leadership positions (e.g., CIO and CFO)... We believe more institutions should establish a SATO position and leverage its key strategic role to address academic technology goals.”


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2018 Higher Education Chief Academic Technology Officer Study: Preliminary Results

Center for Higher Education Chief Information Officer Studies
Wayne A. Brown, Ph.D.

In 2018… explore the senior academic technology position. Where do they come from? What are they responsible for? Who do they report to and to whom do they think they should report? This report includes CATO and CIO responses to similar questions.
Do you have a group devoted to academic technology?

- Yes, 75%
- No, 25%
Is the CIO the CATO

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CATO Title
CATO Portfolio

- Other: 3%
- Library services: 10%
- Research computing: 11%
- Student info system: 13%
- Teaching center: 18%
- Help desk: 30%
- Faculty office computing: 34%
- Labs: 44%
- Media services: 48%
- Online/distance education: 49%
- Faculty development: 53%
- Other academic software: 56%
- Instructional design: 59%
- Classrooms: 70%
- Learning management system: 78%

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Ideal reporting relationship

- 73% CIO
- 34% President
- 9% CFO
- 2% Other Executive Outside IT
- 2% Provost
- 15% Position Reporting to CIO
- 1% Admin VP (Non CFO)
Institution size

- 36% Under 3,000
- 23% 3,001-6,000
- 13% 6,001-9,999
- 12% 10,000 - 15,000
- 8% 15,001-20,000
- 8% More than 20,000

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CATO Race

- American Indian or Alaska Native: 5%
- Asian: 4%
- Black or African American: 5%
- Native Hawaiian or other Pacific Islander: 2%
- White: 84%
- Decline to answer: 0%
Diversity

Do you think discrimination contributes to the lack of diversity in higher education technology?
CATO Gender

Self-identified as female:

- CATOs: 44%
- CIOs: 24%
- Higher Ed Presidents: 30%
- Faculty: 55%
- Students: 56%
Salary

$138,911

$128,281
Contributing Factors?

What do you think some of the contributing factors might be to women having higher salaries than men in the job?

1. Think on your own (1 min)
2. Pair up and discuss (3-4 min)
3. Share out with the group (3-4 min)
CATO Last Industry

- 86% Higher education
- 2% Public (local, state or federal government)
- 6% Commercial/for profit
- 0% Healthcare
- 5% Nonprofit, outside higher education

2018 CATO
CATO work Experience

2018 CATOs

IT Outside Higher Education 2.27 years

Higher Education Outside IT 6.53 years

IT Insider Higher Education 15.39 years

Outside Higher Education and IT 3.22 years
CATO education

- Bachelor's Degree: 41%
- Master's Degree: 5%
- Doctorate: 54%
CATO degree level

- CISO (2017): 70%
- CIO: 81%
- TL: 69%
- CATO: 95%
CATO Degree

<table>
<thead>
<tr>
<th>Degree</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>29%</td>
</tr>
<tr>
<td>Technology (IT, CS)</td>
<td>20%</td>
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<tr>
<td>Humanities</td>
<td>12%</td>
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<tr>
<td>Library &amp; Information Science</td>
<td>6%</td>
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<tr>
<td>Business</td>
<td>6%</td>
</tr>
<tr>
<td>Other</td>
<td>6%</td>
</tr>
<tr>
<td>Leadership, Higher Ed Admin, Engineering, Social Sciences, Communication, Psychology, Project Mgmt</td>
<td>19%</td>
</tr>
</tbody>
</table>
Career Aspirations of CATOs

- Remain in my current position: 36%
- CIO: 22%
- CATO in another institution: 15%
- Other: 9%
- Non-IT executive: 6%
- Vice Provost: 4%
- Higher education president: 3%
- Unsure: 2%
- Retirement: 2%
What did you see in the data?
Next Steps: Pipeline/Career Tracks/Implications

1. What are some of the career pipelines or tracks?
   a. Instructional Design?
   b. iSchools?
   c. Libraries?

2. How do professional organizations support this role?
   a. Leading Academic Transformation (LAT) - educause
   b. Online Learning Consortium (OLC)

3. At your own institution?
   a. Support young professionals
   b. Advocate for the role

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Session Evaluations
There are two ways to access the session and presenter evaluations:

1. In the online agenda, click on the “Evaluate Session” link

2. From the mobile app, click on the session you want from the schedule > then click the associated resources > and the evaluation will pop up in the list