EDUCAUSE on Campus

What is EDUCAUSE on Campus? Using EDUCAUSE resources—video, readings, and discussion guides—you can create programs and completely design local professional development events. Combined with the EDUCAUSE Event Planning Kit, containing resources to plan your meeting and facilitate discussions, you can bring innovative ideas and thought leadership from across higher ed IT to your faculty and staff in an easy, cost-effective fashion. This document will take you through the basic steps to prepare and customize the content for your program.

**Step One: Decide Purpose and Length of Event**

The first question to ask yourself or your event team is, What is the purpose of this program? Is it to get a diverse group together to build a team while learning more about a specific topic? Do you plan to develop a more intense, assignment-driven experience on a highly focused topic for your attendees? Or do you want a fun, full-of-activity escape from daily work where you can learn more about a broad topic? Knowing the demographic of the people you are working with will be crucial here. That will influence your determination of what you intend to accomplish with your program. Once you have that question answered, you can move on to the next step.

**Step Two: Develop Your Curriculum on Your Program’s Topic or Theme**

The next step is to consider your theme and curriculum. What is the main thrust of this experience? What is the primary goal you want all your participants to meet? How would you define success, in terms of what your people walk away with? Once you figure out the main theme and these learning objectives, you can use the content on the following pages to create a highly customized curriculum for your program.

As you assemble your program using the suggested content on the following pages, be sure to search for more current content on the EDUCAUSE website as resources, articles, podcasts, webcasts, and other valuable content is added every day.

**Step Three: Plan the Logistics and Host Your Program**

Using the two-part EDUCAUSE Event Planning Kit, plan the logistical details for your site and prepare to facilitate the group learning experience on the day of your program. The kit provides easy-to-use promotional tools to help you create awareness and encourage participation. You will also find tips and strategies to continue the conversation about the event’s topic or theme.

So, take a look at the content and activities we have assembled on the following pages. With a little bit of planning you will be able to leverage the best thinking in higher ed IT to put together a great professional development activity right on your campus.
Making a Case for IT Policy

Program Overview

While we frequently cite the potential for technology to flatten boundaries, optimize processes, and connect us to more information than ever before, today’s tools have added increasing complexity to the way our campuses share and search for information. The open web may have added transparency and fluidity to campus business practices, but it has also made our institutions more vulnerable to attack and more wary of potential security and identity risks.

To manage these concerns, new attention has been paid to the complex process of developing sound IT policy. In some cases, our institutional policies are driven by federal or state mandates and regulations. In other cases, campuses create policies that specifically respond to their business needs or the values and ethics of their academic community. Not to be confused with procedures, guidelines, or standards, Institutional policies are tightly interwoven with the smooth and compliant operation of the institution; they differ from and should not be confused with procedures, guidelines, or standards.

IT units in higher education must work closely with those responsible for policy development at their institution in order to shape and implement policy that is sound, appropriate, and timely. A clear rationale for a policy must be defined, along with scope, procedures, and responsible agency, must be defined before a case for it can be made. Using these resources, campuses are encouraged to consider their own policy procedures and those of their peers, with particular emphasis on the development of sound IT policy and a collaborative, multidepartmental approach to governance issues.

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1. Pre-Event Activities

1.1. Pre-Event Homework

To provide attendees with background in the topic, consider suggesting the following resources as pre-event homework:


1.2. Pre-Event Conversation Starters

To help participants begin connecting around key ideas before the session begins, consider posing the following questions for discussion. Discussion might occur on a discussion board, through e-mail, or in a face-to-face meeting during the program.

- What are your campus’s perspectives and policies on ownership?
- What are the differences between policy and guidelines?
- Who owns policy development on your campus?
- Does the use of different technologies require different policies, or can policies be created and implemented that cover all technology use?
- How do we create and maintain an appropriate policy framework?
- How do we find out what is missing from existing policies?
- How often should policies be reviewed?

2. Opening Session

Patrick Spellacy, “Policy Development Theory and Practice: An Emphasis on IT,” EDUCAUSE Live!, August 2005

In this one-hour webcast archive, Spellacy discusses a generic process for policy development that was developed by policy administrators from various member institutions of the Association of College and University Policy Administrators (ACUPA). These policy development theories are linked to specific examples employed at colleges and universities, including a practice at the University of Minnesota that quickly generates IT policy guidelines and standards without going through the sometimes glacier-like pace of developing a comprehensive policy. Resources and tools to facilitate policy development on the ACUPA website are also reviewed.
Post-Viewing Discussion Questions:

- How does the suggested framework differ from your own?
- What key ideas can you take away for your policy development?
- How responsive is your policy to emerging tools and threats?
- Are there ways to make your policy more flexible?

2.1. Additional Session Suggestions

- **Beth Cate,** “The Law and Policy of Web 2.0: Much Old, Some New, Lots Borrowed, So Don’t Be Blue,” ELI 2009 Annual Meeting, January 2009
  In this recorded session from the 2009 ELI Annual Meeting, Cate reviews and answers questions commonly asked by faculty, staff, and university attorneys related to Web 2.0 policy and talks about why, although technologies are continually evolving, the relevant legal and policy principles are generally quite familiar and shouldn’t scare us. She highlights a few new wrinkles and some unknowns and offers practical strategies for maintaining good communications with your campus counsel as you and your institution navigate these promising new technologies and anticipate Web 3.0.

- **Thomas Danford, Terry Hartle, Kent Wada,** and **Charles Leonhardt,** “P2P Policy Updates: From Campus to Congress, and Now the State House,” Security 2008 Session Podcast
  In this podcast from the Security 2008 Conference, panelists reveal how to deal with DMCA notices, prelitigation letters, and John Doe lawsuits and whether blocking and filtering technologies have matured to the point where they can help. The panel also looks at the status of federal P2P legislation and describes entertainment industry initiatives to enact such legislation at the state level.

  In this online webcast, Lavagnino provides an overview of the policy landscape, including current and potential federal regulations that should be on the institutional radar.

3. Synthesize for Action/Session Activities

After participating in the sessions, enhance the discussion with additional information and activities that will prepare attendees to take action. Keep in mind the learning objectives and goals that were set while defining your program.

3.1. Understanding the State Authorization Issue

The Department of Education recently published an extensive list of new regulations slated to take effect July 1, 2011. While these regulations are aimed at overseeing federal aid for distance learning, they have campus wide implications including a federal definition of credit hours and new costs in certification. A House hearing on March 11, 2011, raised a number of concerns about the effect on campuses, however no change to the policy has yet come. David Moltz published an excellent article reviewing the hearing and providing more information about the context and details of this issue.

Use any of the techniques listed in the following Customize Your Event section to have teams explore the resources provided on the EDUCAUSE State Authorization page.
4. Customize Your Event with Additional Content and Activities

In addition to content provided by EDUCAUSE, we encourage each local institution to consider ways to bring local voices into the conversation, allowing for networking among participants and interaction within your local community.

Consider:

- **Problem-Solving Workshops:** Create scenarios for individual discussion teams related to cloud computing. Individual scenarios might focus on a specific type of service or a problem that participants have faced on campus. (You could solicit potential topics from participants in advance.) Organize the group around each scenario and challenge them to read the problem, discuss, and prepare a brief presentation based on their collective ideas for a response. Present each group’s findings in a report out at the end of the session.

- **Discussion Sessions:** At the start of the session or before, ask participants to share their concerns related to cloud computing, perhaps posing the question in a poll before the event or on a whiteboard or flipchart throughout the program. Leave time in your day for participants to break into smaller groups around the big issues for informal discussion. To aid the process, consider assigning discussion facilitators who are trained to get the conversation moving and to capture key ideas. Plan time for a report out from all the groups involved.

- **A Brainstorming Carousel:** Carousels are a high-energy activity designed to generate content and build collective ideas. Consider these three questions or create your own:
  1. What are the potential benefits to utilizing cloud computing services on campus?
  2. What are the potential risks to cloud computing?
  3. What areas are most logical for cloud computing services?

Create three distinct areas in the room, one for each question, and ask participants to migrate to an area. For five minutes, ask them to react to the questions on a flipchart. When their time is up, ask the group to migrate to the next station and to spend five minutes building on the previous group’s responses. After another rotation, each group should have responded to each question. At the end of the session, ask each group to share big ideas from their last station, incorporating their comments with those of the group before.

5. After the Event

This event should just be the start of conversations with your faculty and staff about the role of computer labs on your campus. Consider using your local event as a jump start to continued professional development. Post-session events might include:

- **Problem-Solving Lunches:** Build on the community formed during your event during a series of solution-seeking brown-bag lunches. Ask faculty and staff to bring their frustrations and concerns to the group during a series of “problem-solving lunches” where they seek feedback from colleagues. Or, pose a challenge to the group each week and ask them to collaborate on potential solutions or ideas moving forward.

- **New Ideas Lightning Round:** Consider using a lightning round to highlight new initiatives or projects started after the event ends. A lightning round is delivery of a series of short (~five minute) presentations on related topics in a single session. After the session, leave time for informal interaction between attendees and speakers.

- **Virtual Community:** Use the event—and the interest generated in the topic—to build a virtual community of practice around enterprise services. Learning management systems, social networking tools like Ning, and community wikis can provide the tools necessary for colleagues to share resources, plan events, and continue conversations.
6. Additional Resources

- Center for Higher Education Policy Analysis
- EDUCAUSE Policy Analysis and Advocacy Initiative
- Institute for Higher Education Policy
- Internet2’s Information Security Guide web page and wiki. Mostly addresses security policy but also offers helpful planning information.
- The National Center for Public Policy and Higher Education