



Leadership Board for CIO's

The Changing Landscape of US Institutions Following Covid19

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Executive Director

The Leadership Board for CIO's in Higher Education

- **History and Mission of the Leadership Board for CIOs in Higher Education (LBCIO)**
- **LBCIO decisions for surveying at the beginning of the COVID19 lockdowns in March, 2020**
- **Selected responses from March, 2020 Survey**
- **Selected responses from July, 2020 Survey**
- **One final question from March, 2021**
- **Where are we now and what is being planned for the future**

History and Mission of the Leadership Board for CIOs in Higher Education (LBCIO)

Began in 2009 with The Chronicle of Higher Education and Dr. Michael Zastrocky

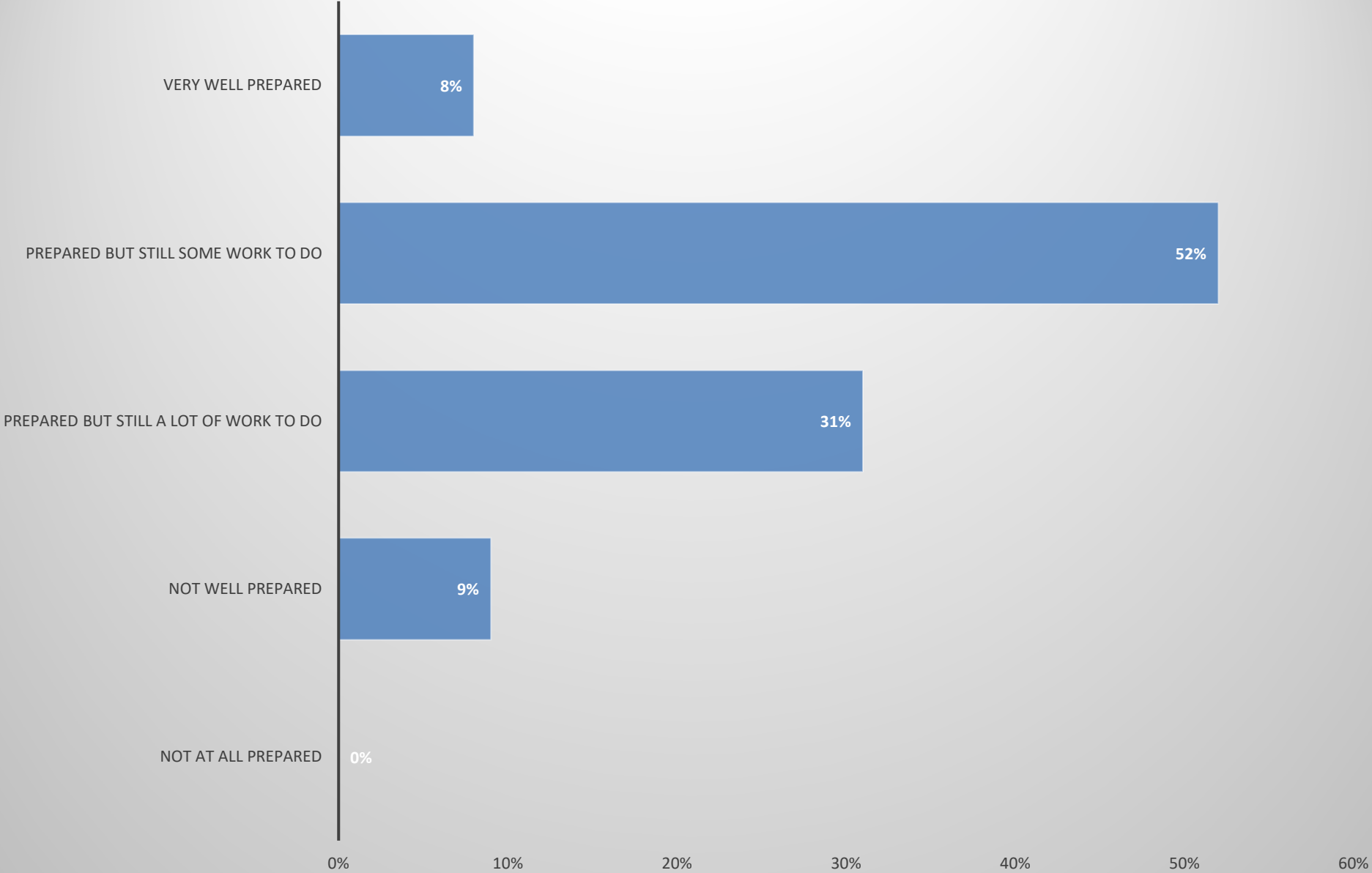
The heart and soul of LBCIO is the relationship between members and the ability to share thoughts with peers and get feedback from each. That caring illustrates great concern and care for one another and supports their efforts to plan for and manage technology use in higher education.

LBCIO decisions for surveying at the beginning of the COVID19 lockdowns in March, 2020

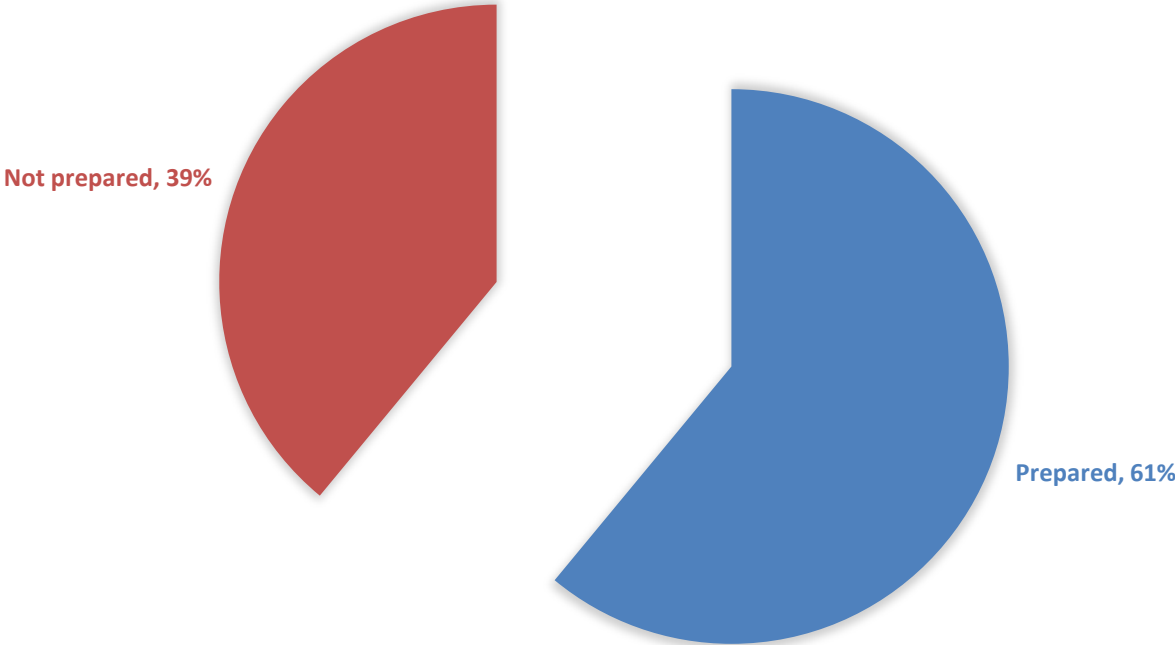
Quickly do a short survey to check the pulse of higher ed at the beginning of the lockdowns and then do several additional short surveys in the months ahead to see what might have changed

Some results from March, 2020

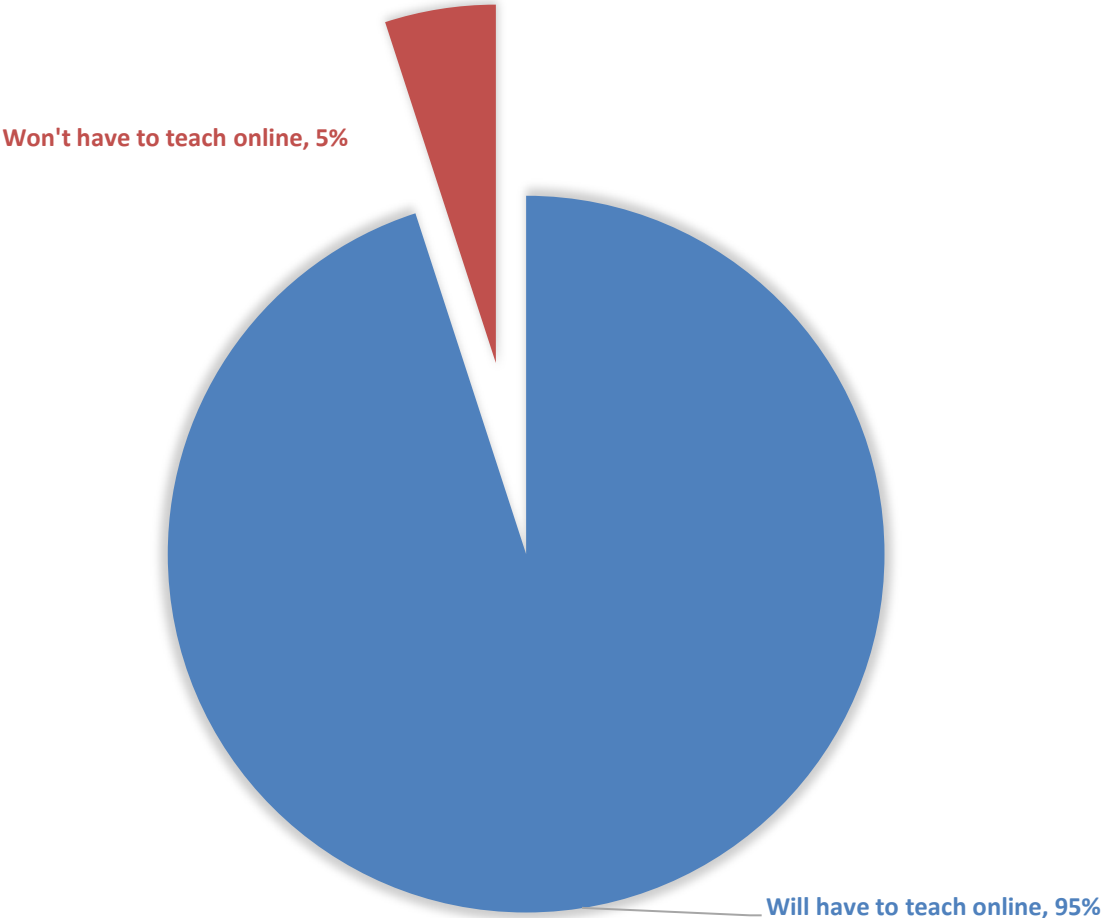
How well prepared is your institution for the current COVID-19 pandemic?



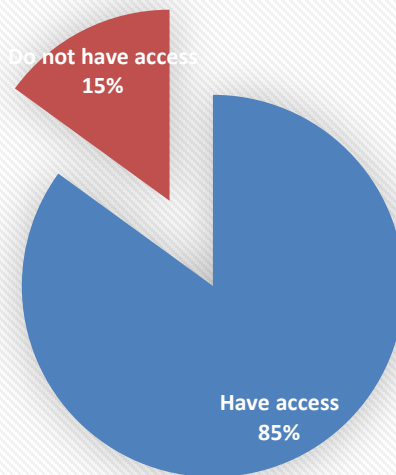
WHAT PERCENTAGE OF FACULTY AS OF MARCH, 2020 ARE PREPARED AND TRAINED TO TEACH ONLINE?



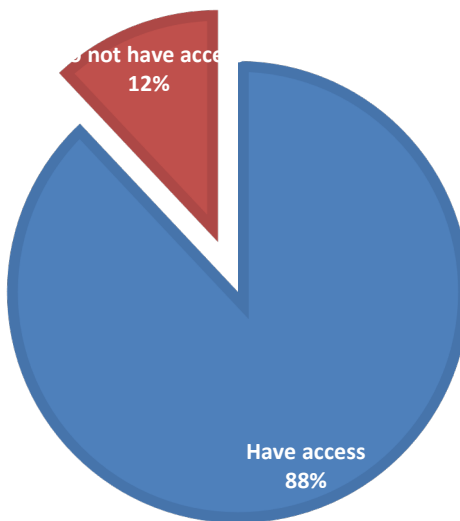
WHAT PERCENTAGE OF ALL FACULTY BY APRIL 15, 2020 WILL HAVE TO TEACH ONLINE?



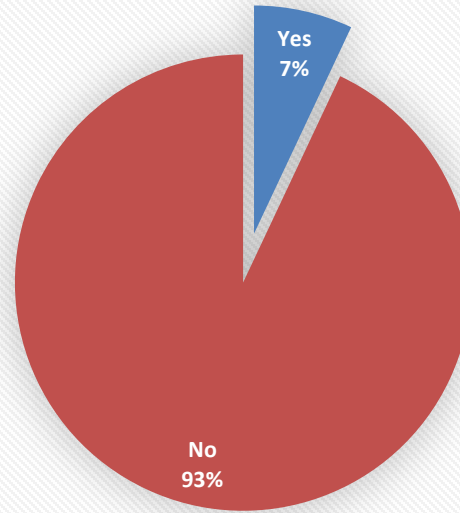
What percentage of your students do not currently (as of March 2020) have access to internet at home?



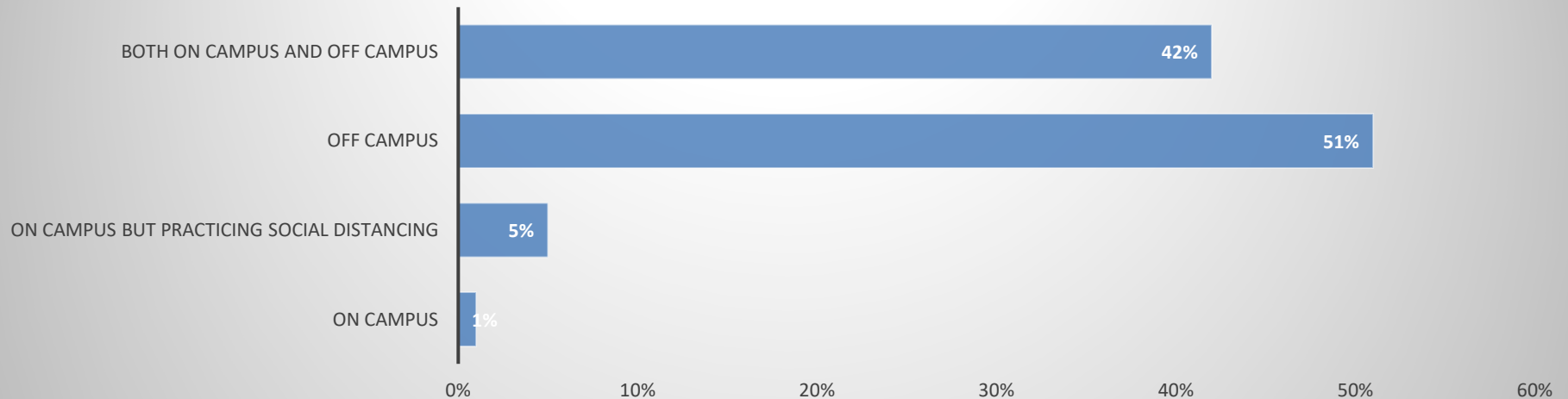
WHAT PERCENTAGE OF YOUR STUDENTS DO NOT HAVE ACCESS TO A COMPUTING DEVICE (PC/NOTEBOOK/TABLET/SMARTPHONE) AT HOME?



Has your institution laid off any staff in any areas because of the COVID-19 crisis?

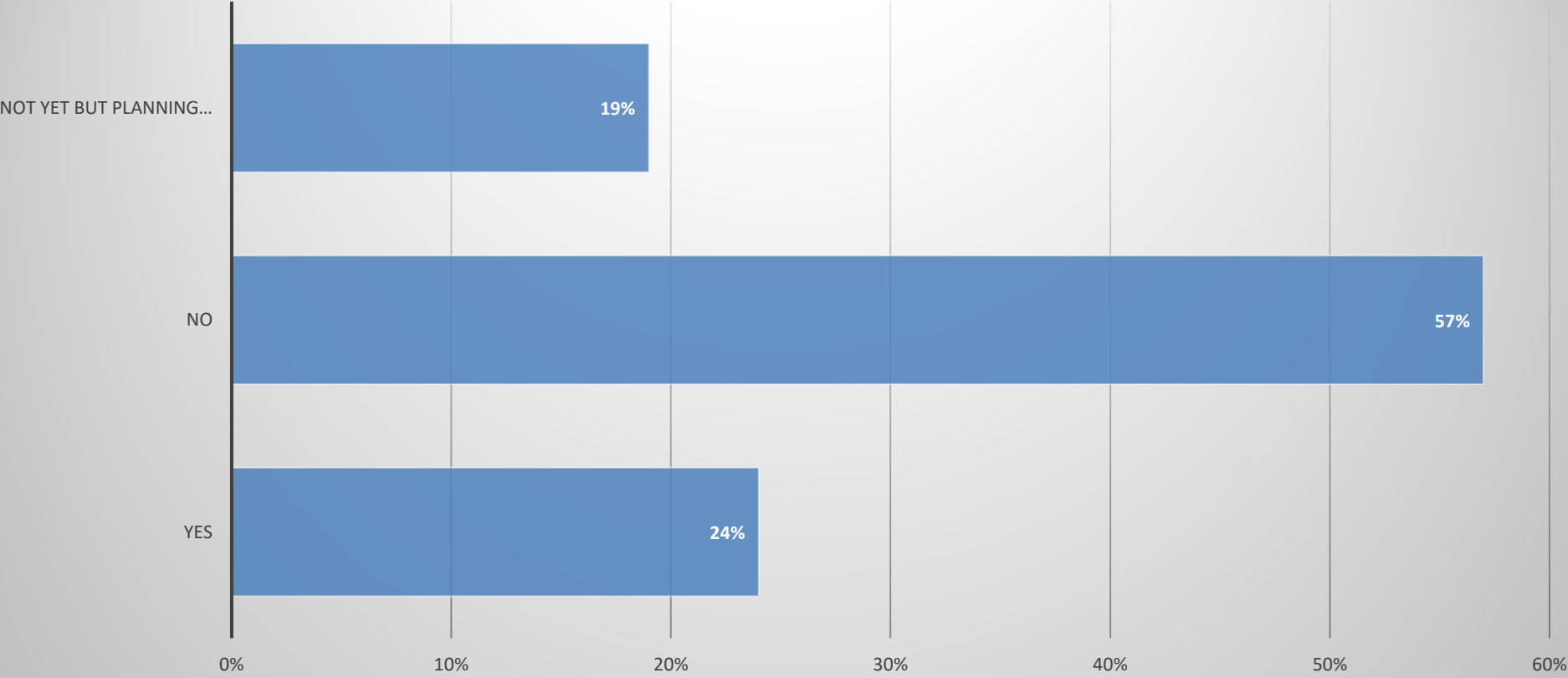


Is your support staff/help desk working on or off campus?



Selected responses from July 2020 Survey

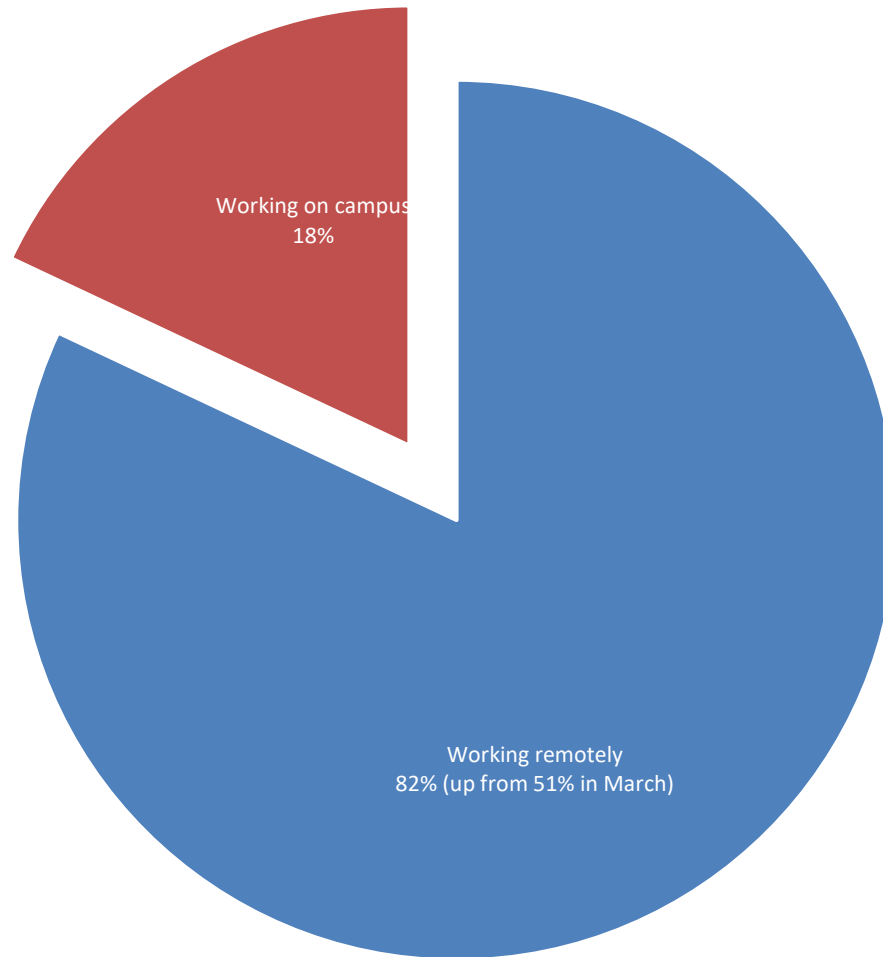
Have you had to furlough or lay off IT staff during the current crisis?



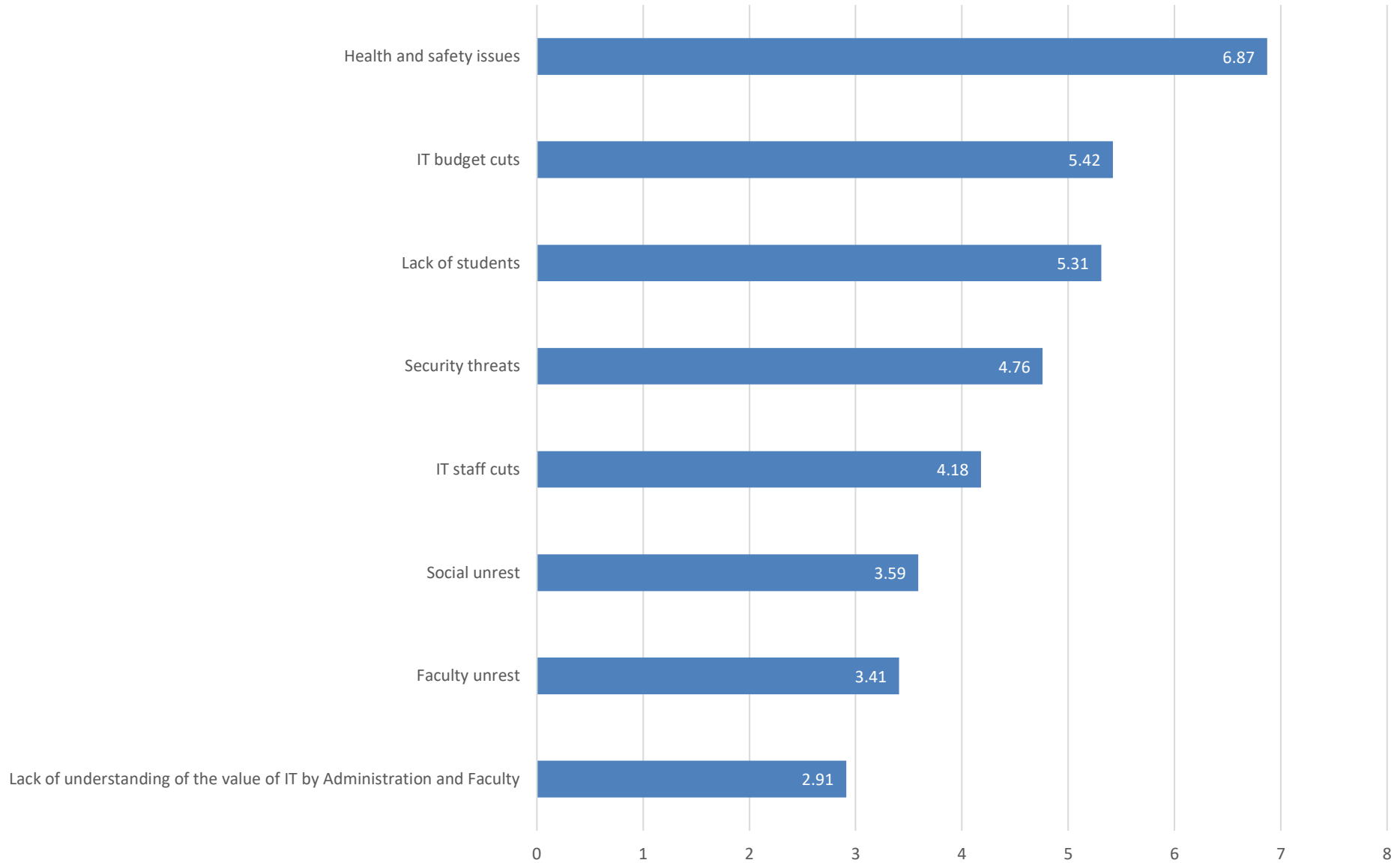
What is your greatest security threat during this time?

phishing attempts information concern students using working remotely
computers end user User environment People via remote data
using personal devices working home using personal computers
employees increase phishing home systems
security controls work remote access phishing
Ransomware remote protection access resources network faculty staff
personal devices equipment devices health Increased Ransomware
attacks

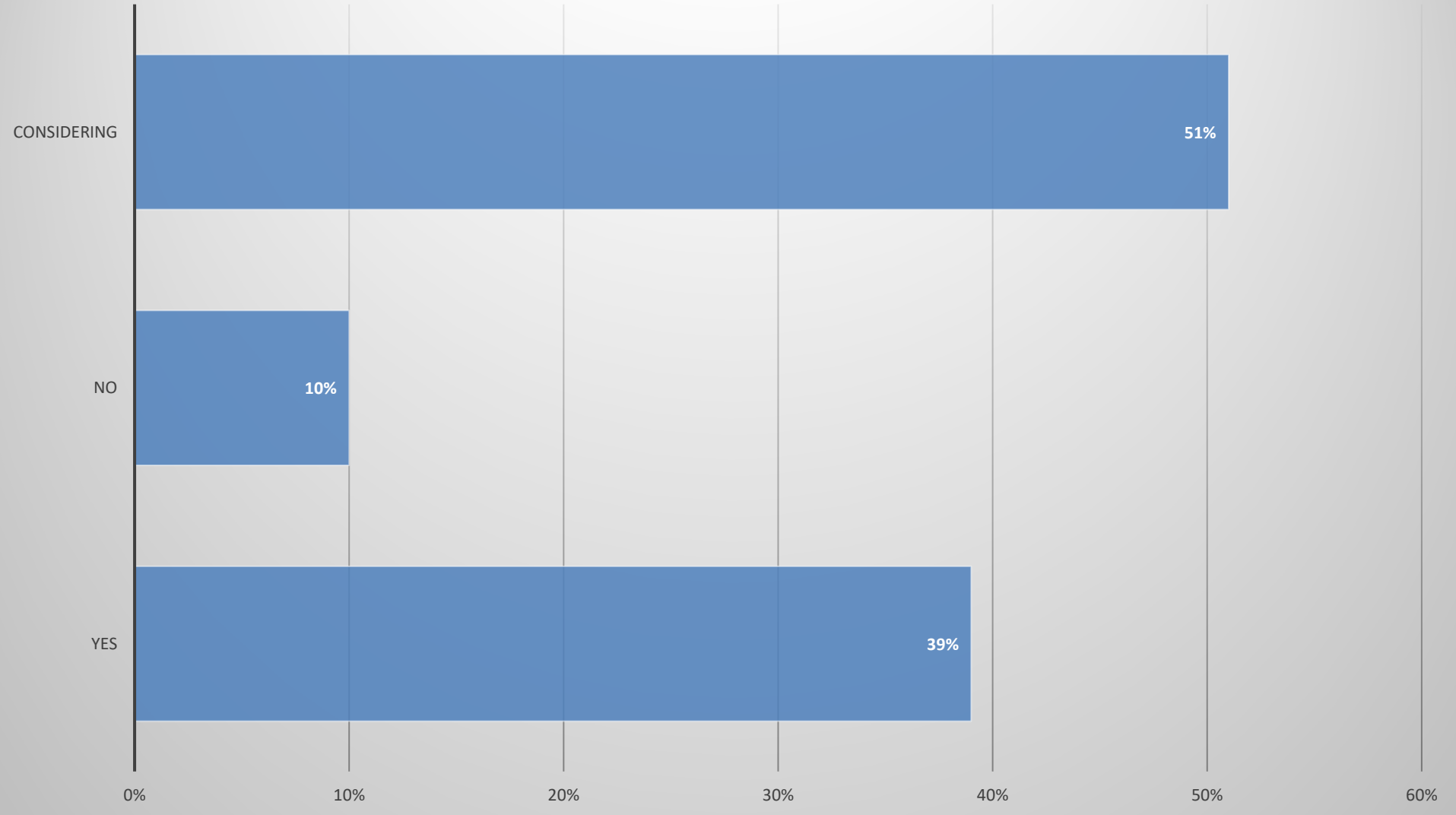
What percentage of your IT staff is currently working remotely?



What are your greatest threats or problems facing IT for the next academic year, beginning September, 2020?



Will your institution use contact tracing solutions to track students in the event of positive cases identified on campus?

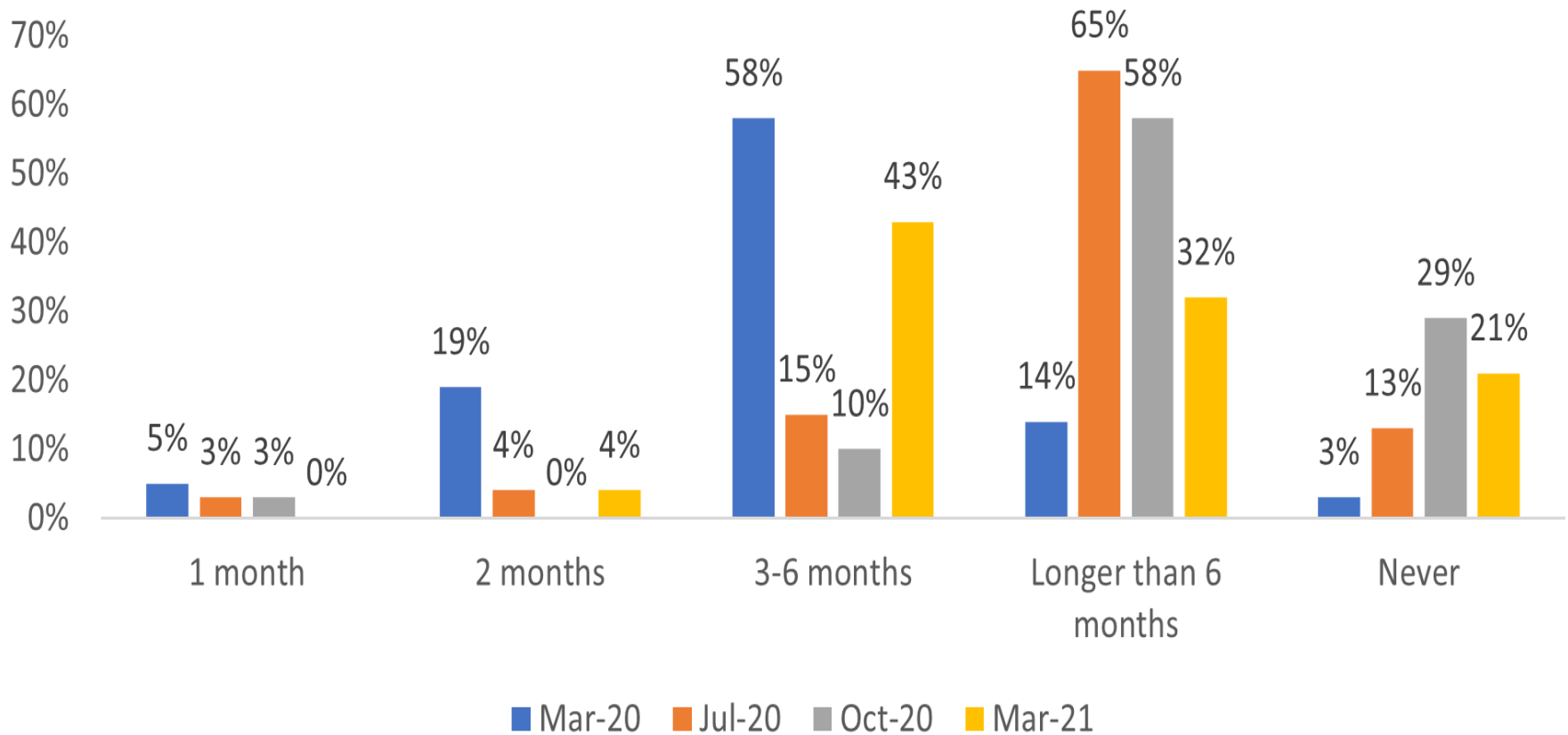


What has been your greatest obstacle/barrier to getting everyone online today?

work internet access change instruction lack equipment access Learning
staff internet use tools training support faculty
training faculty online teaching students need home move
time limited courses familiar remote

One final question from March 2021 With Comparison of Responses from 2020

When do you expect your institution to get back to pre-pandemic work and behavior?



Where are we now and what is being planned for the future

What did we learn in 2020?

(From Annette Readye, CIO for the University of Cincinnati)

First, we all learned how to mute ourselves and each other on web conferencing. Now, we're all trying to learn how to unmute ourselves – and it's proving a more difficult lesson.

As we tussled with working and collaborating remotely, we learned to use *every* web conferencing tool on the market. In the process though, we learned just how much we genuinely like and miss our colleagues – and yearn for the return to three-dimensional interactions.

We learned the names of all our colleague's pets and their extended families – and, really, more about our colleagues than we had ever known before. We also got in close and had a personal look in some cases at their homes and various living arrangements. What a pleasant experience that has been.

We learned the importance of high-speed internet connectivity and we learned what the Digital Divide is. We then realized how much work there is to do to begin closing it.

Finally, we learned, even in the midst of a worldwide pandemic, how committed we all are to learning itself!

Replacement plans, where are we now (selected responses from LBCIO members)?

Before this year, we were on a 4-year cycle for everything ...Then COVID hit and we skipped our replacement plan completely this year.

COVID has put us in a bad situation with the laptops. We had to skip the refresh planned for this past summer and they will now be refreshed next summer making them 5 years old. Our plan though, is to move the laptops back to 3 years along with the computer labs and keep the office/staff desktops at 5 years.

This year we have suspended the replacement cycle to only replace those that absolutely need to be replaced; we will carry over funds to the next fiscal year as appropriate. The effects of Covid will linger well past achieving herd immunity.

Zareh Marselian, CIO at California Lutheran University

A few projects necessitated by the pandemic were:

- 1. Course splitting, where we split classes into groups of two or three depending on how many times a week classes meet to maintain social distancing within classrooms. Students would be on ground one day, virtual the other days.**
- 2. Daily health check; we devised a daily COVID symptom check for staff and students. If the Health Check is not completed by 10AM, building card access is locked until the individual fills out the health check form.**
- 3. Outdoor classrooms. Being in Southern California affords us the luxury of offering outdoor classes. We have now set up ten outdoor classrooms to minimize chances of infection while trying to maintain a campus atmosphere.**

Jose Roderiquez, CIO at Rhodes University discusses the impact on their library:

Library reserves, interlibrary loan, and digital materials: interlibrary loan operations between institutions ceased for most of 2020 and are still not back to pre-covid levels. Additionally, libraries have had to reduce or suspend books and other materials on reserve because there isn't enough time between recirculation of the materials to effectively quarantine the books for the next patron's use.

These impacts have pushed us to purchase more e-books and provide expanded digital access to materials and collections. It adds cost, but it opens doors wider to digital information options we have been discussing in library circles for years.

One major disadvantage is how this is playing out in the area of textbooks. Publishers are on to this need as well but instead of opening digital access to textbooks for libraries, they continue to focus on individual customer subscription models which retain high textbook prices, but without the benefit of book ownership or sellback.

Vince Kellen, CIO, University of California San Diego, outlines shared services projects to deal with change

CloudBank Enterprise (CB-E). CloudBank is an NSF sponsored cloud reseller collaboration between UC San Diego, University of Washington, UC Berkeley, and cloud reseller Strategic Blue. CB-E's mission is to:

- a. Reduce cost and friction for cloud services.
- b. Provide some financial support for institutional research facilitation
- c. Work with existing cloud enterprise and institutional agreements

Do-it-Yourself (DIY) Enterprise System Replacement Coaching. Just as it is always good to get into shape ('prehabbing') to prepare for a major surgery, like a hip replacement, institutions need to prepare themselves for enterprise system replacement. UC San Diego's recent approach for implementing major cloud-based enterprise systems is resulting in practically no use of more expensive consultants or system implementers. UC San Diego offers 'guide-on-the-side' coaching to share with universities the numerous aspects of our DIY approach.

- In support of the DIY ESR coaching services, we have a partnership with a remarkably interesting technology staff augmentation firm called Slower, Inc. We can share our designs and templates for parts of our cloud architecture and for data integration and data development work. Slower works in a way more in alignment with what UC San Diego is doing. They work in a low-cost, open-book way where prices more closely match institutional internal resources prices.

Student Activity Hub (SAH). UC San Diego is offering other universities the Student Activity Hub. This cloud-based solution brings together institutional student data and learning system data into one comprehensive model. Census-driven retention, progression and student enrollment analysis can be done side-by-side with learning system data including Caliper-based 'live events' in a single institution tenancy model. Institutions can extend the environment with additional data and analytic models..

We are doing this work in an 'open-book' method that is designed to help institutions collaborate on common solutions. We want to avoid the typical vendor-customer problems, including price obfuscation. We are carefully picking areas where this makes sense since shared service collaborations don't always work well, especially if institutional autonomy is curtailed even in subtle ways.

Remote workers and students, what are we planning for the future?

Some workers like working at home

Some students like the hybrid/hyflex models

Libraries have been forced to change

Space on campus is being transformed by changes in IT and changing expectations

Few institutions will be the same....

Other major changes taking place?

Libraries have been forced to change

Space on campus is being transformed by changes in IT and changing expectations

IT is key to most changes taking place

Few institutions will be the same....

Summary

The past year has brought many changes to all higher education and CIOs in higher education have been called upon to manage and provide for the expanding use of information technologies to allow their institutions to support their missions during a global shutdown due to the pandemic. Institutions who have long been known for their beautiful buildings and campuses found they had to compete with other institutions in an online environment where much of the tradition and beauty of the campus wasn't able to be shared with students/faculty/staff and others. Institutions with a history of providing online courses and remote access suddenly found they were better prepared than some "elite" institutions.

The question "when will our institutions return to pre-pandemic work and behavior" is a moot question. Even if there had been no pandemic, the way we work and behave is constantly changing especially in light of ongoing changes in information technologies. Perhaps the greater question is ***"will the mission of higher education be transformed forever by these changes"*** or are we just being challenged to continue to support and evolve the mission of higher education during challenging times. Are our institutions still expected to support teaching and learning, research, and community service? Are we still expected to move beyond the dissemination of information and knowledge to bring about wisdom and understanding? How can information technologies expand the reach of quality teaching and learning, research, and community service while supporting the personal relationships that are key to building bridges of wisdom and understanding? Most institutions have worked hard and long to answer these questions and are beginning to get comfortable with the use of IT to provide a quality teaching and learning experience. The move to hybrid or hyflex teaching (allowing students the option of attending classes physically or online or both) is now a part of the planning for all higher education institutions. Students will have more options for how they want instruction delivered and even mixing and matching courses from different institutions into their academic plan.