



INTO THE THIRD DECADE OF THE IT REVOLUTION

Now What Do We Do?

Kenneth C. Green
The Campus Computing Project

INTO THE THIRD DECADE OF THE IT REVOLUTION

Now What Do We Do?

Kenneth C. Green

THE CAMPUS COMPUTING PROJECT

www.campuscomputing.net



Apple University Consortium - 2007
24 September 2007

© Kenneth C. Green, 2007



Key Themes

IT touches almost everything!

Despite great technology and impressive gains, our reach continues to exceed our grasp.

The consumer experience now defines expectations about campus IT resources & services.

Rising pressure for higher ed to provide the much promised productivity bang for all the IT bucks.

"In God we trust; all others bring data."

W. Edwards Deming

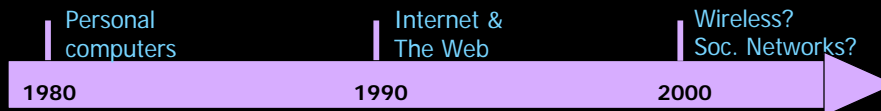


Apple University Consortium

24 September 2007



The Third Decade of the Computer “Revolution”



From Cute & Convenient to Compelling

From Compelling to Compulsory

Great Aspirations vs.
Assessment and Accountability



Two Key Questions

Why don't professors do more
with IT and eLearning?

Why don't colleges and
universities make better use of
information technology?



Great Aspirations

Both the processing and the uses of information are undergoing an unprecedented technological revolution. Not only are machines now able to deal with many kinds of information at high speed and in large quantities, but it is also possible to manipulate these quantities so as to benefit from them in new ways. This is perhaps nowhere truer than in the field of education. One can predict that in a few years, millions of schoolchildren will have access to what Philip of Macedon's son Alexander enjoyed as a royal prerogative: the services of a tutor as well-informed and as responsive as Aristotle.



Patrick Suppes
Scientific American
October, 1966

Covenants

- ◆ First generation college students offered technology are now our “thirtysomething” colleagues
- ◆ A second and third generation has come of age with technology
- ◆ Promises ... inferred or implied

Citizens ... and Civilians

- ◆ We are all “citizens of the revolution”
- ◆ Multiple paths to participation
- ◆ Citizens... but civilians



The “Academic Citizen’s” Perspective on IT

- ◆ **BETTER**, but still not as promised
- ◆ **CHEAPER**, but still too expensive
- ◆ **SMARTER**, but still not smart enough



Trust But Verify

The best technology "is that which you don't notice, unless it is to admire its elegance or effectiveness. Unfortunately, we're still noticing computers—and not for their elegance or effectiveness."

James Garland
President, Miami University (Ohio)
April 2004



Most Significant IT Issues Involve Instruction

- ◆ Products
- ◆ Programs
- ◆ Policy
- ◆ People
- ◆ *Impact on pedagogy and outcomes*



IT and the Instructional Mission

CONTENT

- Information
- Structure
- Value
- Materials
- Skills
- Application

CONTEXT

- Time & Place
- Campus
- Learning Environment
- Resources
- Access
- Socialization

CERTIFICATION

- Course
- Sequencing
- Program
- Degree
- Skills
- Licensing
- Outcomes

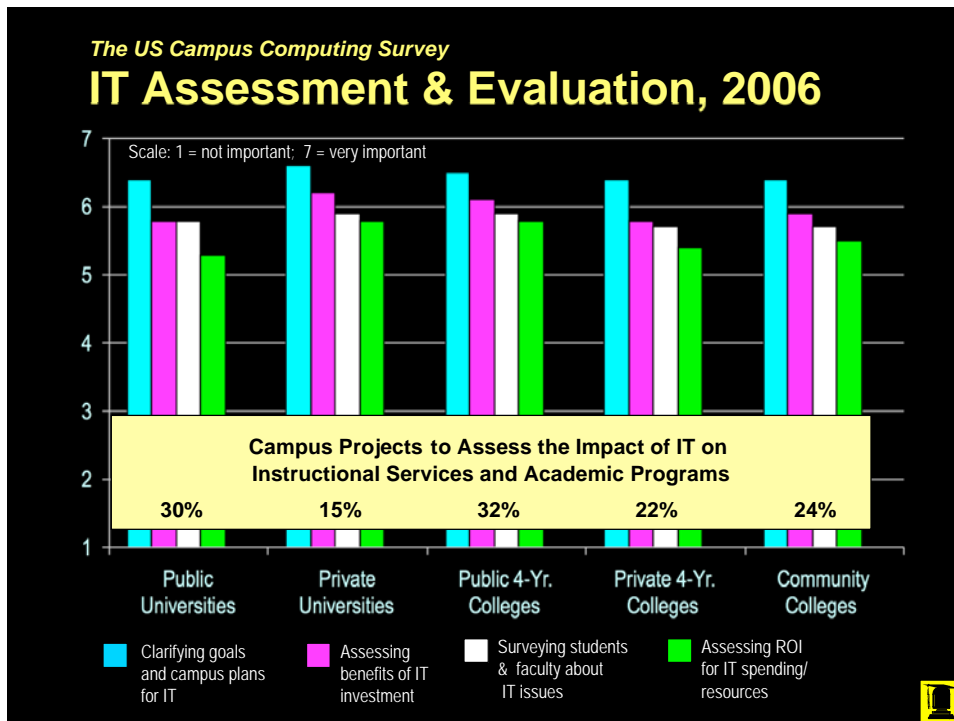
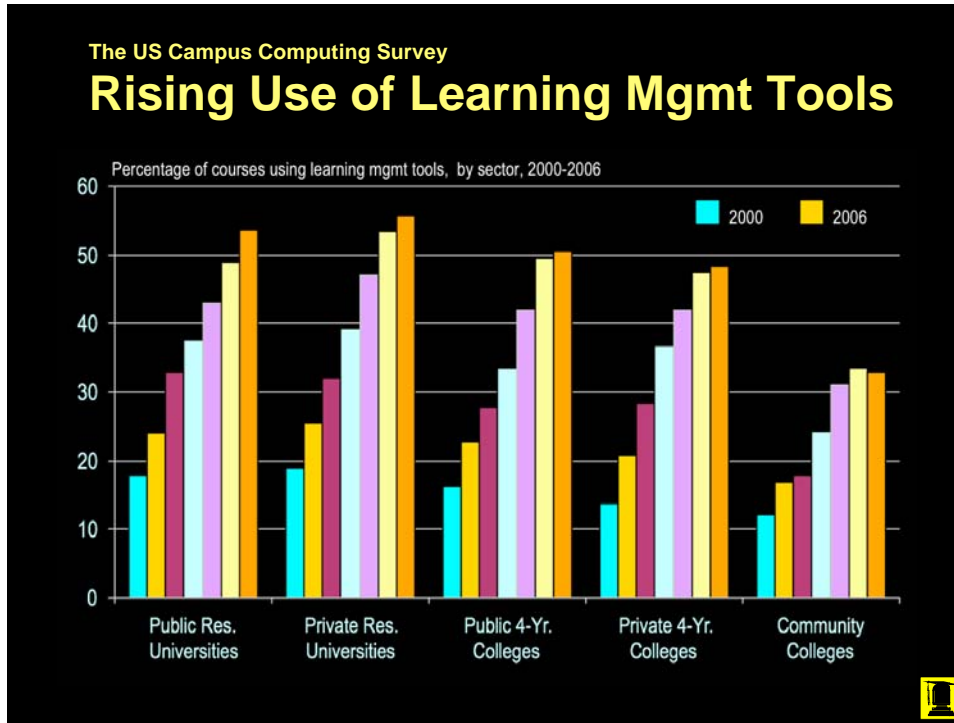


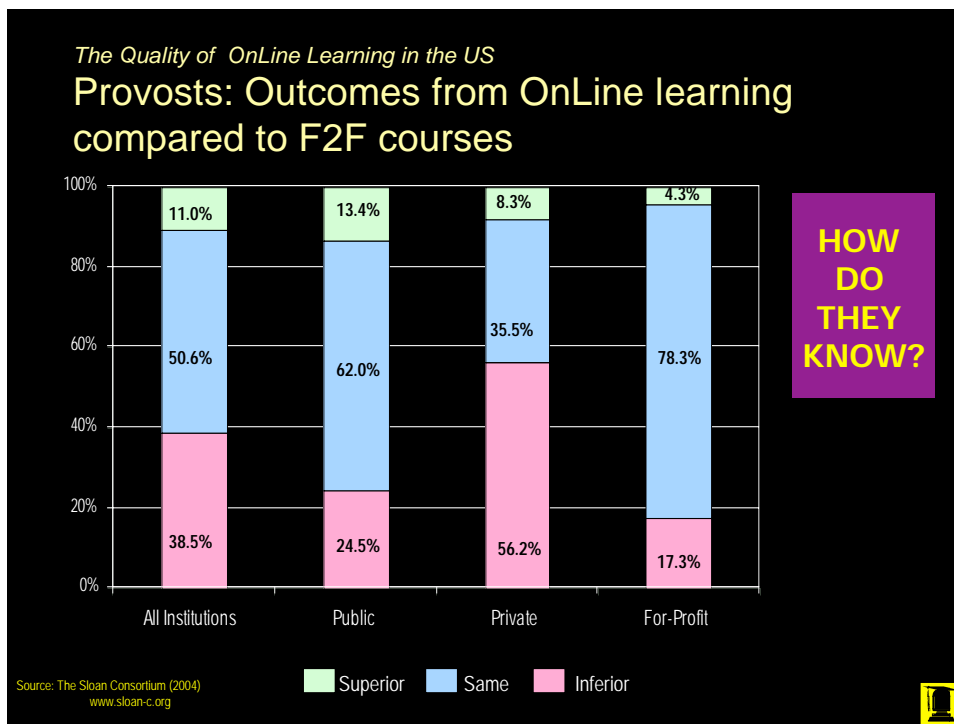
Evidence vs. Epiphany

- ◆ Too little data about the impact of IT on instruction and outcomes
- ◆ **ANALOG:** medical education circa 1880

[Harvard President Charles Eliot] actually proposes to have written examinations for the degree of doctor of medicine. I had to tell him that he knew nothing about the quality of the Harvard medical students. More than half of them can barely write. Of course they can't pass written examinations.... No medical school has thought it proper to risk large existing classes and large receipts by introducing more rigorous standards." (John Barry, *The Great Influenza*, p. 33)







Technology is Disruptive!

Issues & Impacts	Response
◆ Organizational practice & process	◆ Denial
◆ Individual behaviors and preferences	◆ Anger
	◆ Bargaining
	◆ Depression
	◆ Acceptance

On Death and Dying
Elizabeth Kübler-Ross

INTO THE THIRD DECADE OF THE IT REVOLUTION

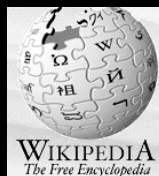
Now What Do We Do?

Kenneth C. Green
The Campus Computing Project

Visualization



Icons of the NEW Internet Economy



Instructional Impacts & Outcomes

- ◆ IT moves to the center of the conversation about data, assessment, and outcomes
- ◆ *Key Tools*: Data warehousing/mining & ERP analytics
- ◆ *RIP*: The Institutional Research office as we know it



Leadership

- ◆ Transition from product-based problems
- ◆ New emphasis on people and policy
- ◆ New concern for service
- ◆ Technology is a resource



Continuing Challenges

- ◆ Instructional integration & user support
- ◆ Assessment
- ◆ Faculty reward and recognition
- ◆ Infrastructure: strategic & financial planning
- ◆ Multiple dimensions of the “digital divide”
- ◆ Unbundled educational offerings



The New Role for IT Leaders

The issue before us in the wake of the Spellings Commission report concerns *when* college and university IT leaders will assume an active role, a *leadership* role in these conversations [about assessment and outcomes], bringing their IT resources and expertise - bringing data, information, and insight - to the critical planning and policy discussions about institutional assessment and outcomes that affect all sectors of US higher education.

Bring Data: A New Role for IT After
the Spellings Commission
Kenneth C. Green
EDUCAUSE Review, Nov-Dec 2006



...and Now What Do We Do?

- ◆ Focus on people
- ◆ Attend to tech trends
- ◆ Invest in infrastructure
- ◆ Address impacts and outcomes
- ◆ *and Never Stop Moving...*



www.campuscomputing.net