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|  CIOlogo300_wnÇóo_CHE.gifThe Leadership Board Results from the LBCIO Survey of Higher Education CIOs on the impact of the global Covid19 Pandemic. The survey was sent out March 23, 2020 and closed the evening of March 31, 2020Below are the responses (sorted by response) to the open-ended question “*What has been your greatest barrier/obstacle to getting everyone online as of today?*”Please note that many left the question blank and some answered “none” or “no barrier”. However many of the responses offer valuable insights into the concerns and major issues facing CIOs in higher education today.* 1st time remote workers across the enterprise getting acclimated to the new environment.
 |
| * Acceleration of technologies we had already deployed - volume of work.
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| * Access to a Mobile Device, Internet Access, never taught or worked in a virtual environment.
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| * Access to internet for a select few of our students and faculty
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| * Acquiring equipment
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| * All the devices connected to home networks limiting home bandwidth.
 |
| * Assisting those faculty who are not familiar with our Learning Management System, VPN, and Online meeting resources (Skype, D2L Virtual classroom)
 |
| * awareness of available tools and training
 |
| * Broadband in rural areas.
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| * Change management. Once they realize it is here to stay a while, removing logistical obstacles, providing secure access, licenses to online tools
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| * Changing requirements and orders by the USA, CA, and California State University system
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| * Changing routines and behavior
 |
| * Consistent broadband and compute resource access for students
 |
| * Coordinated communication.
 |
| * Desire
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| * Desktop computers and access to software on those computers from home.
 |
| * Employee unfamiliarity with VPN, teleconferencing (Webex, Zoom).
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| * Ensuring international students from China have access. Antiquated faculty that do not want or feel comfortable teaching online
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| * Equipment for students and staff to use at home
 |
| * Expanding VPN access
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| * Faculty acceptance and change
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| * Faculty adopting online. However, there is no mandate for our faculty to adopt online teaching.
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| * Faculty and academic leadership were resistant to doing much online instruction and were caught off guard by the need to move everything online.
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| * Faculty and students not familiar with online teaching/learning tools and having to get them trained on how to use them.
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| * Faculty engagement
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| * Faculty members not familiar with remote delivery tools; administrators/staff not familiar with work from home tools; limited access to locally stored data on office computers; effective use and comfort level with video conference apps.
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| * Faculty need some training on Canvas, but they do not participate in the training. And, too many need the training in too short a period of time.
 |
| * Faculty readiness. Provost Impatience
 |
| * faculty resistance
 |
| * Faculty that were not ready to move online and didn't even regularly use the LMS, much less Zoom or other distance learning tools
 |
| * Faculty training
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| * Faculty training. We are currently scheduled to resume normal classes on April 3
 |
| * Getting everyone trained on Blackboard and preparing laptops to loan out
 |
| * Getting faculty prepared to teach online.
 |
| * Getting faculty to agree to keep in simple. We area lean and mean in IT. If we added everything they want to add it will overwhelm us and the students. Google Meet and Moodle are proving invaluable.
 |
| * having to do it while working remotely
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| * High volume of calls for personal help with unique situations.
 |
| * Home bandwidth
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| * Home bandwidth from ISPs
 |
| * Home broadband
 |
| * home internet
 |
| * Home/End User connectivity. ISP Rate Limiting.
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| * I think the increasing level or social distancing as the COVID situation unfolded forced us to make significant adjustments. Where we thought we could have some staff on campus providing support to faculty, or keep the library open, we found out as we started spring break that was not going to be allowed by our state.
 |
| * Just the speed to get work from home set up for everyone.
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| * Labs/physical instruction that have alternatives, but these alternatives have longer timelines to put in place.
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| * Lack of faculty preparedness
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| * Lack of faculty training & experience.
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| * lack of technical skill among employees
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| * Lack of time
 |
| * laptops
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| * Learning how to conduct meetings and classes using the tools supported by the University (Blackboard Learn, Microsoft Teams, etc.)
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| * Level of "technical" knowledge of older faculty.
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| * licensing limits on Citrix for staff
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| * Limited time and uncertainty regarding shelter in place
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| * Making sure everyone had equipment needed to work/research effectively remotely
 |
| * No barriers, all staff has been great to get what we need to make this happen
 |
| * No big obstacles--staff, students and faculty have been supportive of the change.
 |
| * No existing online program
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| * no face-to-face and in-person interactions and support; everyone has to learn online how to transition to working online; need to add and update training content ASAP and find effective means of delivery.
 |
| * No one issue, the shift is going well.
 |
| * No special obstacle
 |
| * None
 |
| * None Really
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| * Not enough time for training and support,
 |
| * Not planning
 |
| * Not sure there were any. All hiccups that were overcome
 |
| * Nothing
 |
| * Obtaining resources to purchase hot spots
 |
| * our machine is in order
 |
| * Outdated skills
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| * Past lack of interest from faulty, so minimal training had occurred before the outbreak.
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| * People whose jobs don't usually involve technology - trying to talk them through how to use it (online meetings, accessing files,etc.) Mostly older employees, significant portion of President's cabinet.
 |
| * Preparing thousands of courses to move to remote instruction; clinical courses
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| * providing configured laptops for remote work - particularly linking our Avaya Call Center systems to remote locations for continuation of supported telephone calls
 |
| * providing loaner laptops, web cameras, headsets, mobile hotspots.
 |
| * Rapid
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| * Rapid time of change.
 |
| * Reregistering all students for online courses and training faculty who teach traditional courses to transition to online instruction.
 |
| * scale remote access technology and collaboration technology
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| * Scaling systems and apps licensed, housed and designed to complement on-campus mission.
 |
| * Shock. No preparation before the announcement.
 |
| * short timeframe and little warning
 |
| * Some students live in very remote areas and have limited options for Internet connectivity. In a few instances even the best option for them is still sub-standard.
 |
| * Staff and faculty have not used the available tools for working and teaching remotely before this. individually helping everyone is a heavy lift.
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| * Staff not having laptops. Instructors not prepared to transfer some courses that require physical presence (such as applied arts) to remote teaching
 |
| * Student internet
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| * Students who returned to China do not have access to several of the online resources used by (but not hosted at) our university - that's our 6% from question 9. Other than that we were quite well-prepared, technically. Instructors had not fully embraced online and distance learning, so while the tools are there, the experience is lacking.
 |
| * Supply chain
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| * Supply Chain, Lack of internet access, lack of hardware, Not enough IT Staff
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| * Technical programs like welding, CDL, etc that don't go online very easily if at all and Allied Health that have clinicals
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| * Technology limitations in home or with available equipment
 |
| * The greatest barrier is non-distance learning courses do not have the minimum content loaded such as syllabus, course schedule, etc. Also, non-distance learning faculty have not even adopted email as a method for communicating with on-ground students.
 |
| * The immediacy of changes
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| * The institution's unwillingness to accept distance education put us very far behind the average school. Getting faculty to understand the importance of moving the courses was/is a real struggle.
 |
| * The lack of business continuity planning within departments that currently do not offer online services. The ability to pivot quickly depends on how agile the business really is with its DR and BCP planning.
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| * The lift to train faculty who have never taught online, have not used tools like Zoom and have not used Canvas beyond posting a syllabus and documents to their course sites. Also, getting the necessary technology and training to administrative staff who have never worked remotely.
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| * The pace of change in external forces. A new plan may not live more than 12-24 hours.
 |
| * time
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| * Time. This has happened fast.
 |
| * Training
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| * Training
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| * Training, home equipment, and phone switching
 |
| * Training and comfort with the delivery mode
 |
| * training and documentation
 |
| * Training and making sure everyone has adequate internet bandwidth
 |
| * Training and support
 |
| * Training Faculty
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| * training faculty internet access for students, faculty and staff
 |
| * Training faculty that have never taught online.
 |
| * training faculty who have only done face-to-face on how to use Zoom and Canvas more robustly
 |
| * Training while people are remote already.
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| * Training, but we got it done!
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| * Training. We all can use more training
 |
| * Unified message from executive leadership.
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| * user errors, not following instructions, unwillingness to read entire how-to guide before starting, missing steps
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| * User informing IT of their specific requirements.
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| * Users who allowed passwords to expire...
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| * Using the supported tools and systems vs. any tool that faculty desire to use.
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| * VPN Access for staff. For faculty, most had never fully used our LMS
 |
| * VPN capacity limitations
 |
| * We had to quickly train some faculty and provide desktops and laptops.
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| * We had very few faculty never used online and had to do a quick training. Also, moving our traditional instructions to online which half of our population using online
 |
| * We have not had major issues.
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| * We struggled for a short time getting our I2 Zoom license in place.
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| * We've had a smooth transition to online. We are actually seeing huge gains with summer enrollment since that is going to be all online.
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