December 1996

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William T. Snyder

University of Tennessee

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Recommended Citation

Snyder, William T. (1996) "The Information Technology Imperative for Higher Education," Against the Grain: Vol. 8: Iss. 6, Article 7. DOI: https://doi.org/10.7771/2380-176X.2170

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The Information Technology Imperative For Higher Education

Comments Made At 16th Annual Charleston Conference,
Charleston, South Carolina, November 7, 1996

by William T. Snyder (Chancellor, The University of Tennessee, Knoxville)

It has become almost a cliché to say that we live in an information society. The late Ernest Boyer said in his book College: The Undergraduate Experience in America: "At a college of quality, there is a wide range of learning resources that enrich and extend classroom instruction and encourage students to become independent, self directed learners." Information technologies in higher education will be central to students becoming independent, self directed, life long learners.

A major challenge facing higher education is to help its constituents become information literate. This means acquiring the ability to recognize when information is needed and be able to locate, evaluate and effectively use the needed information. Information leading to knowledge and wisdom is empowering and enabling for the human mind and spirit.

The library of a university has been traditionally the nerve center of sources of information needed by its various constituents. Access to information in the university is no longer constrained by physical location. Information technologies have enhanced access to information without regard to physical location. The evolution of libraries on university campuses has been a continuous struggle of acquiring adequate financial and physical resources. I think of the historical challenge of developing our library system at The University of Tennessee, Knoxville continued on page 18

If Rumors Were Horses

A lot’s been going on. I guess the holiday season came early for some of us! First, Yankee Book Peddler, Inc. (YBP) announced November 6 (at the beginning of the Charleston Conference no less!) that it will open a branch in the UK which will begin operating from offices in Southampton, England, in early 1997. YBP intends to hire experienced UK residents for management, sales, operations, bibliographic and general staff positions. The UK branch (CIO and project executive for YBP’s UK branch is the incredibly competent Gary Shirk) will offer the same range of services now offered by YBP in the US. John Secor — the incredibly incredible, if you ask me — CEO at YBP, has said “Opening our office in the UK is the culmination of a decade-long strategy to position YBP globally. We’re pleased to be able to offer the works of two countries through a single system.” As a result of the decision to open its own office in the UK, YBP will be ending its year-long relationship with W H Everett and Son Ltd of London. YBP had been considering various means of technology sharing and development with Everett’s, but concluded that such a course was not feasible in light of strategic differences between the companies. YBP will be working with Everett’s to frame continued on page 6
as being like the challenge we face in deploying information technologies on our campus with one major difference. The time line for deploying information technologies is much shorter than the glacial like time frame during which our library system evolved. Universities that cannot make adequate progress in this compressed time frame in enhancing information technologies on their campuses will experience a serious competitive disadvantage. The imperative of enhancing information technologies on our campuses is symbolized by the email note I received from a freshman complaining because he could not access the Internet from his dormitory room. This student and others like him will have more options of going to those universities where their expectations of access to information technologies can be met.

Information technology has radically changed the environment of information access and utilization. The computer has had as great an impact on access to information as did the invention of the printing press. The role of those individuals over the history of mankind who have been the gatekeepers of information such as the prophets, the priests, and teachers has been dramatically changed. We in higher education must rethink the role of the teacher in the context of information technology. It has been said that the role of the teacher will change from being the sage on the stage to the guide on the side. This means that our students will be less dependent on us as teachers as the primary gatekeepers of information. Rethinking this new role of the teacher is frightening and threatening to some.

One of the challenges of the information age is the overabundance of information. We are all unwilling victims of information overkill. Information is certainly not a scarce resource. We are bombarded by information through the electronic and print media. My daily mail is separated by my secretary into two folders, the blue folder and the yellow folder. The yellow folder contains what my secretary judges to be important which requires a response from me. The mail in the blue folder is considered to be FYI (for your information) mail, most of it unsolicited. The blue folder is always thicker than the yellow folder. Information technology has the potential to better manage the blue folders and the yellow folders by allowing us to find the information we need and want when we want it.

I suggest that the relationship between information technologies and the 21st century university must consider the following nine issues.

1. Understanding the general issues facing higher education

The National Commission on Excellence in Education published in 1983 a report entitled A Nation At Risk which was followed over the next decade by more than 25 national reports addressing the "crisis" in higher education. Some of the characterizations of the "crisis" included the need for accountability, the imbalance between research and teaching undergraduates, the excessive disciplinary specialization, the lack of vision among higher education leadership, and inadequate attention to the escalating costs of higher education.

The challenges facing higher education include inadequate resources of money, facilities, people; increasing competition for students, faculty, staff; achieving and maintaining target school status with business and industry; increasing expectation for accountability from the public in general and state government in particular; greater sensitivity to fulfilling the needs and expectations of our many constituent groups; the need for increased teamwork and institutional commitment in harmony with individual and academic discipline needs; continuing emphasis on leadership development; recognition of the human resource as the only resource with the potential for appreciating in value over time.

2. Articulation of institutional mission

Having a concise institutional mission statement is essential as a context for assessing the validity of proposed institutional changes relative to information technology. A mission statement must be concise; easily committed to memory; be motivating; capture the essence of higher education as being the development of the human resource; and creating, preserving, integrating, synthesizing, transmitting, and applying knowledge. We have attempted to capture these attributes of a mission statement at UTK with the following statement.

"Universities that cannot make adequate progress in this compressed time frame in enhancing information technologies on their campuses will experience a serious competitive disadvantage."

3. Knowing the constituents to be served and their needs

I use the term serve very deliberately because I believe that the philosophical basis of the university and its information infrastructure should be that of serving the needs of various constituents. Knowing who those constituents are and their needs is essential. Universities have a variety of constituents both internal and external to the institution, and their needs and expectations sometimes conflict. Internal constituents include alumni, donors, prospective employers of graduates, governing boards, elected officials who influence funding of those institutions that are publicly assisted, and the local community.

4. Promoting critical thinking and wisdom as the central goal of education

In the early part of the 20th century long before the age of computers, T.S. Eliot posed in one of his poems the questions;

Where is the life we have lost in living?
Where is the wisdom we have lost in knowledge?
Where is the knowledge we have lost in information?

In higher education, we frequently succumb to the easier task of focusing on teaching rather than learning, focusing on data and information rather than the more difficult and central goal of promoting critical thinking and wisdom. In their book entitled The Monster Under the Bed, Davis and Botkin describe with clarity the four-step progression from data to information to knowledge to critical thinking and wisdom. They say that data are ways of expressing things; information is the arrangement of data into meaningful patterns; knowledge is the application and productive use of continued on page 20
be competitive in recruiting students and faculty, universities must have networked computing facilities on which the latest developments in hardware and software can be implemented quickly in an environment of rapid technological change. Secondly, there is compelling evidence that for many applications the cost per unit measure of computing power is less with distributed computing than with mainframe based facilities in data center configurations.

8. Developing the infrastructure for delivering services

At UTK we are committed to an information infrastructure and support organization that is customer oriented, proactive, and team based: an infrastructure capable of capitalizing on change and flexible enough to be, itself, changed when necessary. Effective design, deployment, and use of information technology is central to the creation and sharing of knowledge, the enrichment of the educational experience, the conduct of administrative processes, and the facilitation of communication. The required information infrastructure must accommodate the unique needs of teaching and learning, research, administrative services, and outreach.

9. The three Cs of Cultural Change Challenge

In conclusion, I submit that the greatest challenge facing the 21st century university in dealing with information technologies is not a challenge of technology nor even a challenge of resources but the challenge of institutional cultural change. The phenomenon of change is perhaps the most common denominator of contemporary life. The media recount on a daily basis changes in governments, institutions, the impact of technology such as information technologies on the lives of individuals. Much of the change impacting individuals is driven by circumstances seemingly beyond their control. Coping with change which is not easily controlled or managed at the individual level leads to high stress and anxiety in contemporary life. The impact of change which is not initiated by individuals themselves is captured in the French proverb, When it comes to changes, people like only those they make themselves.

Although the impact of change is not yet totally grasped by many university faculty and administrators, higher education in the United States has seen the tip of the iceberg of change which looms menacingly under the surface of academic waters where ripples on the surface are easily recognizable but the emerging large waves of change sometimes go undetected. There is still a great deal of denial in academia about the inevitability of change from the impact of information technologies. I suggest that we must adopt a new paradigm of change. Chuck Nielsen, Vice President for Human Resources at Texas Instruments, a corporation which has undergone enormous change for survival as a company, suggested that our paradigm of change must shift from Change is a threat to security to There can be no security without change. I believe that these are words worth heeding for the journey of linking Information technologies and the 21st century university.