Planning Your Career: What Data Says About Career Pathways

Ana Borray, MA, Senior Director, Professional Learning & Development
Veronica Diaz, PhD, CAE, Director, Professional Learning
PollEv.com/edu2019
Today’s Discussion

• Review the 2019 EDUCAUSE Higher Education IT Workforce Landscape research and consider **how to apply it** to your professional pathway

• Assess your management competency skill levels by completing the *Management Self-Assessment*

• Consider what the IT Workforce research says are the top activities for professional growth and **how to get them**

• Discussion: Putting it all together into personalized pathways
Members will experience a rich, interactive network connecting them to each other and to resources, support, and tools tailored to their individual and institutional needs. Their experience will increasingly reflect their role, preferences, and the challenges they are trying to address at any given time.

**Goals:**

1.1 Members will have comprehensive access to services previously requiring separate subscription (ELI and ECAR), enhancing the value of membership and enabling a new focus on personalization for all members.

1.2 Members will easily be able to personalize their EDUCAUSE experience, allowing them to discover, share, and build on resources individually and in communities.

1.3 Members will have access to cost-effective, trusted, on-demand support services to help them plan, deploy, and manage initiatives and services.

1.4 Members will see IT's broad contribution to their institutional mission reflected in EDUCAUSE domain-area content, programs, and services.

Members will have access to an expanded, reimagined portfolio of professional development options, including personal assistance in exploring options for institutions and individuals.

**Goals:**

2.1 Members will be able to plan for and strategically address the leadership development needs of their teams through EDUCAUSE support and services.

2.2 Members will rely on EDUCAUSE learning resources to acquire the skills they need to meet the demands of their roles today and into the future.

2.3 Members will be able to design and manage their professional development over time through learning pathways customized to their experiences and career aspirations.

2.4 Professional development programming will strengthen the leadership pipeline, including a deliberate focus on diversity and inclusion.

EDUCAUSE will vigorously and comprehensively expand partnerships and collaboration to ensure a broad array of sector solutions and initiatives that span institutions and higher education outcomes through IT with deeper engagement with our community, EDUCAUSE collective action among domestic and international members, partner associations, and other organizations to address the challenges that span institutions and higher education technologies.

EDUCAUSE will promote stronger, more collaborative relationships between IT leaders and their institutions’ senior leaders and other C-suite executives.

Members will be better able to strengthen higher institutional value.

EDUCAUSE will continue to promote collective action among domestic and international members, partner associations, and other organizations to address the challenges that span institutions and higher education technologies.

Members will be able to design and manage their professional development over time through learning pathways customized to their experiences and career aspirations.
By exploring issues and identifying trends for higher ed IT employees at all levels of the workforce, we aim to meet the ever-evolving needs of organizational stakeholders. We identify ways to improve career satisfaction, identify opportunities for advancement, and explore professional development activities.

Hiring and Retention

The biggest obstacles to effectiveness in higher ed IT are insufficient IT staff and insufficient financial resources. However, few CIOs reported they can create needed positions. Quality of life and work environment are the most important factors in keeping employees at an institution. Other important factors include benefits and occupational stability. All of these factors were rated significantly higher than monetary compensation across levels (staff, managers, and CIOs).

Top obstacles to effectiveness in higher ed IT
1. Insufficient IT staff resources 68%
2. Insufficient financial resources 47%
3. Too many priorities and goals 46%

Top factors for retention
1. Quality of work 92%
2. Work environment 90%
3. Benefits 89%

Empower Your Work With Data

Look to EDUCAUSE’s 2019 workforce landscape hub to find answers to questions like:

- How does HR interact with higher ed IT departments?
- What professional development activities are most important to higher ed IT employees?
- What can CIOs do to make more strategic decisions?

View more on the higher ed IT workforce at educause.edu/workforce2019

Demographics and Diversity

The higher ed IT workforce appears to be getting older, remains predominantly white, and continues to be more male than the general population. Respondents were twice as likely, however, to identify themselves as LGBTQ.

Gender diversity

While women have made gains as managers and staff, the percentage of female CIOs has declined. Considerable work remains in order for women to achieve parity in holding executive leadership positions in higher education IT.

Generational distribution

- Baby Boomers: 100%
- Gen Xers: 50%
- Millennials: 0%

The recruitment and retention of Millennials to the higher education IT workforce will become increasingly important to counter looming Baby Boomer retirements.
Skills & Competencies Needed
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Beyond mad tech skillz, what else are you lookin’ for?
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Mentoring for Professional Growth

- Have a safe space/sounding board for problems or challenges (72%)
- Have access to high-quality professional advice (59%)
- Give back to the profession (50%)
- Build reputation/networking (43%)
- Pursue personal fulfillment (40%)
Figure 1: Contribution of mentoring to professional growth in current position

- Giving advice as a mentor:
  - None: 0%
  - Slight: 25%
  - Some: 50%
  - Moderate: 75%
  - Great: 100%

- Obtaining advice from a mentor:
  - None: 0%
  - Slight: 25%
  - Some: 50%
  - Moderate: 75%
  - Great: 100%

Figure 5: How mentoring relationship develop

- Mentee request: 40%
- Mentor offer: 30%
- Third-party setup: 20%
- Other: 10%

Figure 6: Frequency of mentor/mentee engagement

- About daily: 30%
- About weekly: 40%
- About monthly: 30%
- About once per semester: 20%
- About once per year: 10%
Assessing your Management Skills
How to Develop Those Needed Skills & Competencies
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Development Activities For Professional Growth: Staff

1. Attending a conference focused on higher ed IT
2. Analyzing data to help inform strategic decisions
3. Taking formal technical training classes
4. Obtaining advice from a mentor
5. Engaging in informal peer networking
6. Serving on a professional working group, task force, committee, or board
7. Reading about current IT news/developments reports
8. Completing a “stretch” assignment outside my role or outside my annual goals
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Development Activities For Professional Growth: Managers

1. Analyzing data to help inform strategic decisions
2. Attending a conference focused on higher ed IT
3. Participating in formal management/leadership development programs
4. Obtaining advice from a mentor
5. Serving on a professional working group, task force, committee, or board
6. Completing a “stretch” assignment outside my role or outside my annual goals
7. Engaging in informal peer networking
8. Reading about current IT news/developments reports
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Among respondents who told us they had engaged in data analysis to inform strategic decisions in the past two years, 88% of CIOs, 84% of managers, and 73% of staff reported that it made a moderate or great contribution to professional growth in their current position.
Development Activities For Professional Growth: Executive Leadership (CIOs, etc.)

1. Analyzing data to help inform strategic decisions
2. Attending a conference focused on higher ed IT
3. Engaging in informal peer networking
4. Serving on a professional working group, task force, committee, or board
5. Obtaining advice from a mentor
6. Engaging in formal peer networking (as part of an organized group, consortium, etc.)
7. Participating in formal management/leadership development programs
Your Personal Professional Path
Constructing the Path

• 360 self-assessment as a tool for development
• Leadership input
• Factoring in the organizational context
• Factoring in the industry context
• What else?
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Discussion
EDUCAUSE Institute Programs

New IT Managers
Management
Senior Directors
Leadership
Leading Change
Learning Technology Leadership

https://events.educause.edu/educause-institute
Further Reading

- Higher Ed IT Professional Development: "It's All About Your Leadership and the Culture." (url)
- Mentoring in HED IT (url)
- The Higher Education IT Workforce Landscape, 2019 (url)
- The EQ Effect: Leveraging Emotional Intelligence in Communication (url)
Session Evaluations

There are two ways to access the session and presenter evaluations:

1. In the online agenda, click on the “Evaluate Session” link

2. From the mobile app, click on the session you want from the schedule > then scroll down or click on the associated resources > and the evaluation will pop up in the list
Contact Information

Ana Borry, MA, aborry@educause.edu
Senior Director, Professional Learning & Development

Veronica Diaz, PhD, CAE, vdiaz@educause.edu
Director, Professional Learning

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