

SURVEY REPORT

The present and the future of higher education IT

Exploring IT's vital role during the
pandemic and how they can help
shape the university of tomorrow

Contents

INTRODUCTION	3
REMOTE ACCESS AND CONTINUITY	6
SIMPLICITY	11
IT SECURITY	16
CSR: SUSTAINABILITY AND WELLBEING	21
CONCLUSION	26



Introduction

After over a year of COVID-19, the sacrifices, changes, and innovations that have pushed us through the pandemic are now ingrained in our day-to-day.

Every sector has had to adapt in its own way, but higher education has seen one of the biggest overhauls in its history. From classes and campuses packed to the gills with educators and students to a disconnected and disjointed web of individuals trying their best to acclimatise to a new way of learning.

Universities have had to balance these new challenges with the ever-present need to attract and retain students, to hit sustainability goals, and keep a laser-focus on cost savings and efficiencies.

The sudden move to a remote learning model has put huge pressure on IT too – and they have played a vital role in ensuring students and staff have the correct access, security, and tools to operate effectively.

In July last year, we asked UK universities and their students about the challenges they face and how they are adapting in the face of COVID-19. Six months on, we've taken another temperature check.

The following report features the results of our latest survey. We'll explore the challenges, worries, opportunities, and general sentiments of UK university vice chancellors, CTOs, CIOs IT directors/managers, and students.

We will also look forward, [using insight and commentary from Chris Rothwell, Director of Education, at our technology partner Microsoft, and Michelle Senecal de Fonseca, Citrix's Area Vice President for Northern Europe](#), to develop a blueprint on where we go next. How can universities continue to drive better experiences, improve IT, attract new students, and reduce costs?

So, let's delve into the findings, and explore the present, and future, of higher education learning.

Executive summary

The survey results shed light on the strides that universities and higher education institutions have made to tackle some of the challenges posed by COVID-19.

It also unearths some of the areas that university staff and their student bodies believe could be improved upon. We've condensed the responses into four key areas:

- **Remote access and continuity**
- **Simplicity**
- **IT security**
- **CSR: sustainability and wellbeing**



71%

said they were able to easily take exams and submit coursework online



92%

of students were able to easily access necessary information, apps, learning material, and data remotely



ONLY 25%

polled believe their course offers them value for money

There are plenty of good news stories found within the results: **73% of students** believe their university is concerned with student wellbeing, another **71%** said they were able to easily take exams online and submit coursework online, and **92%** were able to easily access necessary information, learning material, apps, and data remotely. But there are wake-up calls too, as only **25% of students** polled believe their course offers them value for money.

We found that student support and experience are paramount. And the universities that will be best prepared to deliver against student expectations are the ones who have robust and compelling digital tools to deliver consistent and cohesive support both on-and off-campus. This puts IT at the centre of the conversation, as an integral part of developing the next stage of the higher education evolution.

The research

OUR RESEARCH CONSISTED OF:



124
Vice chancellors

173
CIO/CTOs

203
IT managers/
directors

500
Students



THE TOP 3 REGIONS FOR UNIVERSITY STAFF RESPONSES WERE:

London
The North West
The South East

THROUGH THIS RESEARCH, WE FOUND FOUR PREVALENT THEMES:



**Remote access
and continuity**



Simplicity



IT security



**CSR: sustainability
and wellbeing**

Remote access and continuity

With more students to support than ever, universities know that providing staff and students with access to the right learning materials and tools will determine the success of their students' education experience.



KEY TAKEAWAYS

- Student experience is top of the agenda for university staff with 60% acknowledging it's more important than before.
- Universities have made significant strides, but 79% of students are concerned that remote learning will have a negative impact on their studies.
- A blended approach to future learning is preferred by students and institutions, but for different reasons.

REMOTE ACCESS AND CONTINUITY

The survey says...

With nearly 2.5 million students in higher education in the UK, the size and scale of the job to transition from face-to-face learning to online has been (and continues to be) a massive undertaking.

The fact that **92%** of the students we surveyed were able to easily access necessary information, learning material, apps, and data remotely is down in large part to the efforts of IT departments.

On top of that, **67%** of students who either started or continued their education in the latest academic year said their experience was either as expected or better than expected. And **65%** agreed that 'the overall technology my university provided for my classes provided me with an overall good experience'.

Despite these positive noises, however, from a student perspective, institutions still have a way to go.

According to our survey, only **19%** of university students strongly agreed that their 'university was prepared for the new academic year, and new ways of learning' since the start of the COVID-19 pandemic. Almost **eight in ten (79%)**, meanwhile, had concerns that 'remote classes have/will have negative impacts on the quality of their study'. Worryingly, **59%** disagreed that their course offered them value for money this year.

This suggests that simply having the tools isn't enough; the learning experience goes beyond access. Harnessing the power of digital tools, therefore, has to be a major focus for universities over the next 12 months.



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ONLY 19%

of students strongly agree that their university was prepared for the academic year

CASE STUDY

University of Cambridge

The university wanted to give people a more personalised experience, more akin to social media platforms, as well as a desktop experience that allows researchers, staff, and students to work, think and create wherever they are.

They now have a technology platform through Citrix that is more efficient to manage, delivering a smoother user experience that is also better for the environment.

[Read the full case study](#)



Where next?

Educators aren't blind to the challenges that lie ahead. When asked about how important the campus experience will be, post-COVID-19, **60%** of university staff surveyed acknowledged it's more important.

They should understand that central to this experience is a flexible, **blended approach to learning**. The majority of students (**53%**) told our survey they would prefer such an approach. And with **55%** of students telling us they were still concerned with the spread of COVID-19 on their campus, universities have a duty to continue to provide the option of remote learning while also providing for those that need to be on-site due to specific course requirements.

Many, if not all, university decisions are driven by budgets. **Over seven in ten (71%)** of our survey respondents said that their university is already selling real estate in the wake of COVID-19 which suggests they're expecting tough economic times ahead. So how can they justify the cost of more digital investment? Well, world-class, remote-ready learning experiences are vital for universities if they want to attract new students.

That means UK students, of course, but also international students who may want to access world-class learning from overseas – another vital source of income. Add to that the accessibility benefits digital tools offer. As **Chris Rothwell, Director of Education at Microsoft explains**: “The expanded availability of virtual learning and flexible learning programs increases the accessibility of higher education and addresses the need for flexible programs with schedules that work for students with other obligations. The increased opportunity for remote attendance will also serve to broaden institutions’ geographic reach, drawing students to the most innovative programs rather than simply those closest to home.”

Accessibility also extends to providing learning tools and material for students with disabilities – this is vital for driving an inclusive student experience. **Take Indiana University, winner of a Citrix Innovation Award in 2019**, who are using their Citrix workspace to deliver an Accessible Technology (AT) desktop which levels the playing field for anyone with sight disabilities.

8/10

students are concerned about the impact of remote learning on their grades



59%

disagreed that their course offered them value for money this year



60%

of the staff acknowledge the importance of the campus experience post-COVID



53%

of students would prefer a blended learning approach

You can read the full case study [here](#). But their transformational goal is to offer a unified experience to all students, powered by a single digital workspace.

The questions universities need to ask are: who can access information, what information can they access, and can they access it in a way that works best for them? This goes for people with disabilities as it does for full-time parents or workers looking to access learning tools around their individual needs. For students, this means an amazing experience tailored to their needs. For the universities, it means democratising the learning experience, building their reputation and, crucially, attracting new students.

Universities have built momentum for change over this past year. By keeping their foot on the accelerator, they can seriously overhaul their offering to make it far more inclusive and appealing to students, new and old.



55%
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7/10
staff say their university is
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of COVID-19



The increased opportunity for remote attendance will serve to broaden institutions' geographic reach, drawing students to the most innovative programs rather than simply those closest to home."

Chris Rothwell,
Director of Education, Microsoft



Simplicity

Students say that one of the biggest challenges to remote learning is distractions in the home environment.

Universities can't reduce the noise, clutter, and distractions that students face at home, but they can help reduce digital distractions by delivering a workspace that helps to simplify notifications and streamline students' workflows.



KEY TAKEAWAYS

- The majority of teaching (52%) is now being conducted remotely.
- 52% of students think communication through collaborative tools could be improved.
- Technology is an enabler but must be coupled with better training and support for tutors themselves.

SIMPLICITY

The survey says...

Our survey has shown that **most teaching (52%)** is now being done remotely. The only surprise there is that the percentage is not higher.

69% of students said that their university provided them with access to virtual learning environments and an impressive **92%** were able to easily access necessary information, learning material, apps, and data remotely. IT workers within higher education institutions should rightfully be praised for ensuring the availability of learning tools and materials.

Access to tech is not the only issue, however. There is a human element, too. And it's here that institutions should aim to simplify operational and experiential complexity.

Of students that had either continued or started their education in the latest academic year, **two thirds (66%)** admitted one of their biggest issues was distraction from the home environment while taking classes.

52% of those polled thought communication between professor and fellow students through collaboration tools should be improved upon while **37%** of students said they believed their class experience would be improved by upskilling their professors on new technology.

For remote learning to work, IT needs to arm students with the tools they need, and educators with the requisite training to get the most out of the tools at hand.



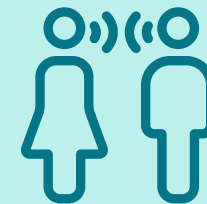
52%

of teaching is now being done remotely



69%

of students were given access to virtual learning environments prior to remote learning



52%

of students think communication between professor and student should be improved

CASE STUDY

University of Northampton

The University of Northampton is aiming to become a leader in digital transformation within the UK higher education sector. The challenge it faced in March was in offering accessible tools and applications for students that easily integrated with their existing systems so that it drove high adoption rates amongst students. Citrix provided a model that offered a choice of learning delivery without degrading service.

[Read the full case study](#)



Where next?

Universities need to understand that digital transformation is pointless without digital adoption from both students and tutors equally. In fact, as digital natives, students are often better equipped to pick up new tools quicker than staff.

As **Michelle Senecal de Fonseca, Area Vice President, Northern Europe, at Citrix** tells us: “The right technology is essential to providing a successful hybrid learning environment, but so is the right culture. Leadership needs to support the move to remote learning, and educators need to be trained to use the tools provided to ensure maximum return from their investment.

“Additionally, **it shouldn't be seen as a short-term reaction to the pandemic**, but a long-term option allowing students to learn in the most appropriate way. We have seen that universities which focus on a comprehensive implementation and adoption approach, like the universities of Cambridge and Northampton, have achieved greater success with their remote learning offerings.”

“

The right technology is essential to providing a successful hybrid learning environment, but so is the right culture.”

Michelle Senecal de Fonseca,
Area Vice President, Northern Europe, Citrix



37%

believe their class experience would be improved by upskilling their professors on technology



66%

of students cite distraction from the home environment while taking classes as one of their biggest issues



Beyond adoption, the second human element is communication. Many universities have provided email capabilities and provisioning of laptops but given that students believe communication between their professors and their peers can be improved, universities should seriously consider applications like Microsoft Teams which are built to foster collaboration and communication.

Microsoft's Chris Rothwell adds:

“We have seen positive results from academic institutions implementing ‘Digital Coaches’ who seek out best practices for using educational technologies and communicating this information to other staff across the institution—cultivating a growth mindset for educators along the way. As a result, student engagement has moved beyond classroom assignments and into the types of social support that has come to define what many students hope for in their experiences with higher education.”

Digital workspaces are brilliant tools for the blended learning approach. They won't ever be able to remove the distractions of a pet or parent, but **they do help students prioritise and focus on their studies.** But they have to be backed up by support, communication, and adoption from both sides of the classroom.

Those universities that continue to invest in digital remote learning tools and create a true, easy-to-use digital workspace for students, faculty, and staff alike will stand the highest chance of succeeding in retaining and attracting students.

IT security

Universities and higher education institutions have made big inroads since the start of the pandemic when it comes to cyber security. A significant majority of them are happy with how they have provisioned their IT security measures and policies.



KEY TAKEAWAYS

- 89% of staff surveyed are comfortable with their IT security posture/provisions.
- Students and staff with remote access to all learning tools and material, become increasingly targeted with phishing attacks as a way for threat actors to access sensitive systems and information.
- The best approach for universities is to adopt a Zero Trust security posture with security awareness programs to minimise vulnerability to threats.

The survey says...

Universities have long been a target for cybercrime, with one institution reporting **42 separate ransomware attacks** since 2013 according to a BBC report.¹ But while cyber criminals had previously only aimed at traditional security perimeters, they are now presented with more opportunity.

This is why they have evolved their efforts to include attacks aimed at remote students and staff using unmanaged devices and networks that are outside of this traditional security perimeter, but still with the intention of breaching it. The new learning landscape has meant more attacks, more often: as shown by the spike in ransomware attacks on higher education institutions The National Cyber Security Centre saw at the beginning of the September 2020 term.²

IT departments also understand that cybersecurity is not just a tech issue, it's a people issue. According to Jist's 2020 Cyber Impact Report³, which focuses on Higher and Further Education institutions in the UK, "Mandatory training for staff has increased... over the 4 years we've been running the survey

–up from **less than half** to more than **80%.**" But are they missing a key factor: students? The same report suggests so, with only **4%** of the Higher Education institutions they surveyed saying they conduct compulsory security awareness training for all students.

Despite the unprecedented challenges, however, an overwhelming **89% of staff** surveyed are comfortable with their IT security posture and provisions. Students are equally confident with **77%** agreeing that 'My university takes the security of my connection, personal data, and overall experience very seriously'.

This is a huge positive for the education sector in the UK. Many universities have been thrust into adopting technologies and policies they haven't rolled out before – for example the Microsoft MFA tool. IT departments should be commended in implementing new systems and security in such testing times. But comfort can't lead to complacency. IT departments need to develop future facing IT strategies, built to withstand threats now and further down the line.



Mandatory training for staff has increased from less than half to more than

80%



ONLY

4%

said they conducted compulsory security awareness training for all students



46%

of university staff haven't received staff awareness training in the past year

CASE STUDY

University of Northampton

As working and learning patterns have changed from the typical 9-5, the University of Northampton knew that a more robust response to security was needed.

By using a combination of Microsoft MFA and Citrix ADC, the university was able to set up conditional access policies and robust password policies to secure their IT environment even further.

[Read the full case study](#)



Where next?

The consequences of a data breach can include anything from losing student coursework to research and IP data theft, large scale incident investigations, and financial and reputational damage.

With users increasingly connecting from their home Wi-Fi on untrusted devices, the attack vector has substantially increased.

It only takes a single user to open a phishing email remotely to compromise a VPN which could trigger a substantial cyberattack. With that kind of threat, it's important to place security at the top of an institution's priorities.

In this climate, security needs to move away from the old-fashioned perimeter model to a multi-levelled, Zero Trust security model where nothing is automatically trusted until verified.

Universities should think about the what, the who, the how, and the why of security.

Firstly, **the 'what?'**. Administrators and IT teams should have visibility in what devices individuals are using, and crucially, whether they are compliant or not.

Then **the 'who?'**. Simply, understanding who is using the device and tailoring the security depending on their access. That means things like brokering identities to identity providers, giving users a single, secure sign-in experience, and providing multi-factor authentication where it's appropriate.

The 'how?'. Means visibility over what apps people are using and how they access them. And finally, great security should be able to analyse **the 'why?'** i.e. What data or information are individuals trying to access, are they authorised to use it, and is the attempted access part of their normal behaviour profile?

This framework provides institutions with the basis and blueprint for applying numerous types of security policies at many different levels. **Microsoft's Chris Rothwell sums up the challenge:** "According to the Microsoft Global Activity Tracker, **63%** of all Enterprise Malware encounters were reported by Academic Institutions," he says.



Universities must support their robust cyber plans with solutions from partners which have security built in from the ground up."

Chris Rothwell,
Director of Education, Microsoft



89%

of staff surveyed are comfortable with their IT security posture/provisions



77%

of students agree that 'My university takes the security of my connection, personal data and overall experience very seriously'



63%

of all Enterprise Malware encounters were reported by academic institutions

“From nation states to student hackers, all universities are working hard to cope with sophisticated cyber assaults. Universities must support their robust cyber plans with solutions from partners which have security built in from the ground up.”

Finally, as digital learning becomes more common, student awareness programmes should run in tandem with staff training and technical controls to minimise the increasing risk posed by cyber criminals. The current lack of focus on student training may be an assumption from IT that digital native learners are savvier than university staff, and more aware of cyber threats. Or it may be that they’re looking inwards to staff but not outwards to students.

The reason doesn’t matter. What matters is that a student knowledge gap could well equate to a gap in security defences –one that needs filling quickly as security threats grow in number and maturity.

CASE STUDY

University of Cambridge: Secure Data Haven

Cambridge has patient identifiable data from their medical school which needed to be securely stored. With the help of Citrix, they provided airtight access to this data via a secure gateway. To the user there is no difference in experience, it is accessed via a secure desktop where they can do high computational analysis within that environment. **Stephen Hoensch, Head of Frontline Services** explains “From this approach we can guarantee that data is secured, cannot be shared, downloaded, left on a train or screenshotted, and we have an audit trail of who logged in, what was accessed and what they did with it, which is a really powerful tool for us”.

Since then, more stringent compliance policies have been requested for grant funded research. Using Citrix, the university have created an ISO27001 compliant data center which has accelerated their data service, bringing in new customers, and revenue outside of the clinical school. With this research comes more data that needs to be held for long periods of time. Connecting all these disparate data clusters into one university service has allowed the university to save on costs and provide a managed service to their departments.

CSR: sustainability and wellbeing

Green initiatives and wellbeing agendas are growing in significance, a view reflected by university leaders in the UK.

The challenge institutions face here is ensuring their IT infrastructure and technology keeps pace with the expectations of the increasingly environmentally aware and mental health-conscious student population.



KEY TAKEAWAYS



- 73% of students believing their university is concerned with their wellbeing.
- Support during the pandemic could be improved with just 46% providing digital wellness technologies in the wake of COVID-19.
- Sustainability needs to fit into every facet of university decision making, including technology.

CSR: SUSTAINABILITY AND WELLBEING

The survey says...

Society as a whole is placing greater significance on CSR than ever before, so it's not surprising that our survey reflects this.

On the topic of sustainability, students and staff are generally on the same page. **Seven in ten (70%)** university staff members say that it is more important in the wake of COVID-19 while **43%** of students factor a university's sustainability ranking when making their decision on where to further their education (something universities need to be acutely aware of).

Similarly, positive strides have been made with wellness and mental health with **73% of students** believing their university is concerned with their wellbeing. This is crucial when students have struggled to

cope during the lockdown – **two thirds (66%)** of those we surveyed feel the COVID restrictions at university have impacted their mental health.

In these periods, some universities have responded, investing in supporting the wellbeing of their student body. But with only **46%** providing digital wellness technologies in the wake of COVID-19, many are missing a vital opportunity to improve the student experience.

7/10

university staff members say sustainability is more important in the wake of COVID-19



43%

of students assess sustainability ranking when choosing a university



73%

of students believe their university is concerned with their wellbeing



66%

of students feel the COVID restrictions at university have impacted their mental health

CASE STUDY

University of Cambridge

By adopting Citrix workspace, the University of Cambridge was able to shift resources away from the endpoint device and into the datacentre, meaning it could replace power hungry devices with much more energy efficient devices.

With over 15,000 desktops on site, that shift represents a significant power usage saving meaning a more sustainable and environmentally friendly IT infrastructure.

[Read the full case study](#)



46%

of universities have provided digital wellness technologies in the wake of COVID-19



48%

of universities will host their data in the cloud post-COVID-19



Where next?

It's clear from our survey that sustainability needs to sit at the heart of all university decisions, not least energy-demanding resources like IT. Students expect their university to progress and align with their personal green agendas.

Energy reduction and moving to renewable sources of energy are two effective ways in which universities can drive their sustainability initiatives, and they need to check their providers are similarly committed to sustainable goals. For instance, when asked where their data will be hosted post-COVID-19, **48% of universities** say the cloud. That's why Citrix gives universities the choice of using green datacentres like Microsoft Azure, for instance, which, as **Microsoft's Director of Education, Chris Rothwell, says**, "aims to be carbon-negative by 2030."

"In fact," he adds, "by 2050 Microsoft will remove from the environment all the carbon the company has emitted either directly or by electrical consumption since it was founded in 1975."

There are other sustainable benefits of the switch to remote work, too:

- **Expensive high-powered devices can be replaced with low-powered, low-maintenance endpoint devices, like Google Chromebooks, for a fraction of the cost.**
- **Existing desktops can be transformed into thin client devices in order to extend their life.**
- **Students can access their courseware using their own devices (BYOD), further reducing the reliance on expensive desktop devices and lowering the overall number of endpoint devices that need replacing in a refresh cycle.**
- **Existing desktops can be accessed remotely by giving users convenient access to their physical PCs.**
- **The reduction in travel time and on-campus activity has an overall impact on carbon emissions.**

As Citrix's **Michelle Senecal de Fonseca** says: "It's no surprise to see that sustainability concerns impact students' choice of university. Considerations around ESG (Environmental, Social and Governance) are increasingly driving business decisions and the younger generation are looking at organisations' approaches to these concerns when choosing places to work as well as study. When we eventually come out the other side of the pandemic, we have a real opportunity to build back better: putting ESG considerations at the heart of what we do and ensuring that the much-hyped 'new normal' works better for everyone."

Similar considerations need to be made around student wellness and mental health. Our survey results show that the steps that universities have put in place are paying off. Examples include the University of the West of England replacing its anxiety-inducing in-person assessments⁴ to phone check-ups, and Russell universities (which cover 24 universities from Edinburgh to Bristol) providing students care packages and 'digital hampers'⁵. But, of course, more can always be done.

IT may not be fully responsible for mental health of students, but it has a part to play. As **Microsoft's Rothwell** explains: "Microsoft understands the need for tools and solutions which help staff and students to cope with the demands of remote teaching and learning, and we are constantly innovating to deliver new features to support digital wellness. For example, the introduction of new features in Microsoft Teams such as the 'virtual commute' for better work/study-and home-life transitions and integration with Headspace, a global leader in mindfulness and meditation."

The need for digital adoption and change has to be balanced with a focus on the needs of students. In the case of wellbeing, that means tools that help reduce distraction and frustration. In the case of sustainability, that means ensuring that providers, tools, and solutions align with a very clear sustainability agenda that position the university as a champion of sustainability. In short, technology decisions are cultural and very human decisions, too. And they could be the difference between attracting a potential student or losing them to competitors.



When we eventually come out the other side of the pandemic, we have a real opportunity to build back better: putting ESG considerations at the heart of what we do and ensuring that the much-hyped 'new normal' works better for everyone."

Michelle Senecal de Fonseca,
Area Vice President, Northern Europe, Citrix

Conclusion

The pandemic has put huge strain on universities and their IT departments, but as our survey shows, they have performed admirably in the toughest of circumstances.

Students were worried about the impact COVID-19 may have on their learning, but they have been mostly positive about the way universities provided for them both in terms of tools, learning materials, and support.

Conversely, there is clearly room for improvement in terms of tutor training, the flexibility of digital learning tools, communication, and collaboration. **59% disagreed their course offered them**

value for money this year, and around **one-third** said they would have taken a year out of study if they had the chance to re-do 2020.

After all, campus-life has a value to students beyond learning – independence, relationship-building, social life. If all learning is remote, or there is an increasing reliance on a blended approach, the overall university experience has to improve to compensate for the impact.

Either that or universities need to accept that fee structures may need to be adjusted to reflect the change. **Many parents are objecting to paying full price for a suboptimal experience.**

It's these sentiments that should concern universities the most. If student fees are under threat, there could well be financial struggles for universities moving forward.



59%

of students disagreed their course offered them value for money



AROUND

1/3

said they would have taken a year out of study if they could re-do 2020



In our survey, universities did voice that the **main financial risk to their organisation during and post COVID-19 is government funding & research (25%) closely followed by UK student fees (24%)**. Moreover, it looks like they are preparing for such a threat with **71%** of staff saying their university is selling real estate already. But these cost-cutting measures need to be balanced with investment in technology.

As well as the potential impact on fees, the blended approach opens universities up to specialist online competition. The Open University (OU), for instance, has seen an explosion in popularity during COVID-19

as they are set up precisely to offer remote learning. Prestige universities no longer have the campus as a USP, and the OU has a huge head start when it comes to digital student experiences. The more universities rely on digital, the more they will be compared to digital-first institutions, and against all digital experiences – learning or otherwise.

It's a fine balance to get right, but the benefits of digital tools and a blended approach to learning outweigh the challenges outlined above. Yes, **an increased reliance on tech opens up more competition**. But a better online experience has a positive impact on students' overall experience. When

campuses begin to open up again, additional remote learning tools can help attract students – in particular, those from overseas – and open up new revenue streams.

Digital tools can also offer better accessibility for students with disabilities. They can add more flexibility to learning, helping to accommodate students with families, or full-time workers. And they can provide opportunities for students who may not be able to attend campuses for health reasons or personal responsibilities. **This can only serve to make a university more attractive to a broader scope of students.**



ONLY
47%

of students said they would prefer going to campus for all their classes

Get it right, and universities can develop an approach that improves the student experience online, while also leaning on their unique campus USP when we return to normality. Without additional investment, they will have to retreat back to the old norms, and the same financial threats.

The good news is student feedback (good and bad) provides a roadmap for university success beyond the pandemic. With only **47%** of the students we surveyed saying they would prefer going to campus for all their classes, universities need to evolve to accommodate a blended approach if they're going to remain competitive. In 2021 and beyond, they need to balance the desire and need for cost cutting with investing in the technology that will allow them to deliver world class education in an approach that suits as many students (and tutors) as possible.

We'll leave the last word to Michelle:

“

A university education is a privilege which should be available to all. By investing in a blended approach which offers a first-rate learning experience both on and off campus, universities have the potential to open themselves up to students who may otherwise have struggled to attend. Universities can realise the benefit of accessing a wider pool of potential talent, as well as creating flexible and collaborative learning spaces which will help to get the best out of their students. This in turn has the potential to drive diversity in the workforce, leading to greater innovation within the UK for years to come.”

Michelle Senecal de Fonseca,
Area Vice President, Northern Europe, Citrix

About Citrix

By making the shift to remote working easy, helping educators to securely connect and collaborate with students, and enabling computer-based assessments, Citrix is helping to drive the higher education and student experiences of tomorrow. There's a reason the top 10 highest ranked universities rely on Citrix to solutions.

For more information, head to:

<https://www.citrix.com/en-gb/solutions/education/>

[READ OUR CUSTOMER STORIES](#)

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