



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

**COLLABORATION  
+ COMMUNICATION**

... how do you translate emergency communication practices into institutionalised processes?

... how do you encourage ongoing collaborations across units and faculties to enhance the diffusion of creative teaching solutions?



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## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Judy (45), a visionary university president, would answer these questions:

**COLLABORATION  
+ COMMUNICATION**

*With AI now part of our normal lives, we have ceased the crisis team, but now we have our AI Lab. We have so many passionate people at the university, who want to experiment with AI. It's a designated unit that handles all the guidelines, policies and projects around AI. Of course, it's important that people know about the work that is happening there, so I always make sure to include updates from the AI Lab in my monthly uni-wide newsletter.*



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## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

## INFRASTRUCTURE + RESOURCES

... how do you facilitate structured reflection and evaluation of resources and infrastructure implemented during the crisis scenario?

... how do the lessons learned from the crisis scenario affect strategic decisions on infrastructure and resources?



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## ADAPTATION

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Get inspired by how the persona of Judy (45), a visionary university president, would answer these questions:

### INFRASTRUCTURE + RESOURCES

*We are still reviewing what AI infrastructure and resources worked. But I have asked our teaching & learning centre staff to poll experiences with AI tools, what has worked, what hasn't, and whether the tools have actually done what was intended. Once I have the results of this survey, it is my job to decide where we go from here, strategically. What kind of infrastructure do we want and need going forward? What supporting resources do we need and which are obsolete or can be reduced? I mean, we don't need 10 prompting workshops if only one person attends.*



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## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

## ROLES + RESPONSIBILITIES

... who needs to be involved in the process of consolidating the lessons learned from the crisis scenario?

... how do you review your own actions in terms of initiating and shaping inclusive decision-making?



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## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Judy (45), a visionary university president, would answer these questions:

ROLES +  
RESPONSIBILITIES

*From COVID, we have already had a plan of how to create a new normal, so we just used that. And so I bring together different people to review what has worked and what hasn't and how we want to move forward. If I'm being honest, I do ask myself if my decision-making actually is that inclusive. Because listening to critical voices, especially when you are in the weeds of it, is tough, so sometimes, I have to say, I do favour those who share my passion.*



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## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

**COLLABORATION  
+ COMMUNICATION**

... with whom do you collaborate within and beyond your institution for the strategic development of your institution?

... how do you foster creative ideas for teaching and enable cross-unit learning through internal communication networks, spaces and channels?



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## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Judy (45), a visionary university president, would answer these questions:

COLLABORATION  
+ COMMUNICATION

*In our Forecast Committee, we liked to try out different things. So what we did was pilot teaching projects with partners outside our university like a chatbot for answering admin questions on a course. And if I learned that someone liked being innovative and trying new things, I also approached them to get to know different ideas that could be included in the university's strategy. The annual Day of Teaching was great for that; I had initiated that for teaching staff to share ideas and approaches and learn from each other. And there were so many great new collaborations that came out of it.*



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## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

## CONTEXT

How do external conditions influence your creative ability to navigate change?



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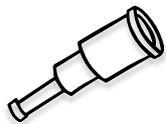
## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

Get inspired by how the persona of Judy (45), a visionary university president, would answer these questions:

CONTEXT

*Being an innovative university is not always easy when I don't have unlimited funding but need to carefully select a handful of pilots that bring the most visibility and insights. And also, higher education systems are not the most flexible, as we all know. So even if someone approaches me with a great project idea, an inspiring new way to use AI productively in our teaching, I still have processes and standards to follow. So, I can't always jump as fast as I would like to.*



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## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

### IDENTITY

How do the self-understanding of your institution and the corresponding internal dependencies influence your creative ability to navigate change?



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## ADAPTATION

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Get inspired by how the persona of Judy (45), a visionary university president, would answer these questions:

## IDENTITY

We do have a very open, experimental culture, which is a huge plus. We like being creative and trying new things such as testing digital tools to enhance the participation of different stakeholders worldwide. But of course, there is also resistance to change from some. And this always creates tensions, not just when it comes to AI. And that's why, sometimes, it's just easier to leverage the creative and innovative people and maybe even neglect the naysayers for a second - at least when things are urgent and just need to get done.



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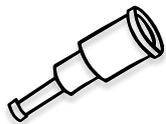
## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

## INFRASTRUCTURE + RESOURCES

... how do you allocate resources (trainings, tutorials, guidelines) to expand the room for manoeuvre?

... how do you include future-proofing the technical infrastructure in your institutional strategy?



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## ADAPTATION

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INFRASTRUCTURE  
+ RESOURCES

*In our Forecast Committee, consisting of admin and teaching staff members but also colleagues from other universities, tech companies or from civil society, we had a set budget to develop different teaching innovation pilots. Teaching staff could submit their project ideas so they could get funding. But we did need to make sure that these projects contributed to our university and our strategy in some way. I would say this was our way of future-proofing. And of course, what we learned through these pilots, we tried to translate into trainings etc. for everyone, both as workshops as well as online guides with step-by-step instruction. That way, everyone had the option of advancing his or her teaching.*



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## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

## ROLES + RESPONSIBILITIES

... who drives institutional preparedness the most?

... how do these drivers of preparedness enable creative solutions?



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## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Judy (45), a visionary university president, would answer these questions:

ROLES +  
RESPONSIBILITIES

*It was my responsibility to create a vision that incorporated technological advances, especially in relation to digital teaching. I would say, institutional preparedness was driven by our Forecast Committee because this is where we explored different applications for our digital teaching.*



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## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

**COLLABORATION  
+ COMMUNICATION**

... how do you establish coherent lines of communication within and beyond your institution at a moment's notice?

... how do you facilitate collaboration so that creative solutions can be applied quickly across units and faculties?



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## ADAPTATION

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Get inspired by how the persona of Judy (45), a visionary university president, would answer these questions:

**COLLABORATION  
+ COMMUNICATION**

*While I tried to be as coherent in my communication as possible, it was tough in the midst of a crisis. I did send out all the relevant info mails myself because it was important for people to know that I had it under control. But I also designated a central point of contact for all staff and students, so that everyone always knew who to turn to and where to find for example new guidelines or what was happening with AI at our university.*



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## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

**INFRASTRUCTURE  
+ RESOURCES**

... how do you balance different infrastructural needs and demands?

... how do you mobilise and expand resources to open up the space of opportunities to keep teaching going?



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## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Judy (45), a visionary university president, would answer these questions:

**INFRASTRUCTURE  
+ RESOURCES**

*It was not always easy. Because there were some needs we just had to address. Like, we needed an AI policy to clearly outline how AI could be used, what was allowed and what was not. But it was also important to explore the possibilities of AI hands-on, so we also set up our own open-source AI model for lecturers and students to use. The Forecast Committee was really helpful for that. Because we had these close connections with people from the tech sector, who could give us insights and inspired new ideas. But we couldn't talk about AI and not have our own AI system, I'd say.*



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## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

## ROLES + RESPONSIBILITIES

... how are ad-hoc decisions made and by whom?

... how are all relevant perspectives involved in decision-making processes to be able to develop creative solutions at a moment's notice?



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ROLES +  
RESPONSIBILITIES

*When ChatGPT hit, I initiated a crisis team with our IT experts, our teaching & learning centre, our deans – and of course our chancellor to make sure the finances are put in place. Decisions were made together, but as university president, I had to have the last say to try and make things as easy as possible for the deans. Of course, in such a big group, some perspectives were louder than others. But out of the box ideas were just more useful than endless scepticism.*



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## ADAPTATION

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COLLABORATION  
+ COMMUNICATION

... how do you encourage ongoing collaborations to enhance the diffusion of creative teaching solutions?

... with whom do you engage in critical discussions about which teaching innovations should remain?



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Get inspired by how the persona of Francisco (37), a considerate professor of psychology, would answer these questions:

COLLABORATION  
+ COMMUNICATION

They change quite a lot, I have to say. I mean if things are running smoothly, there is not that much to talk about. So we usually just get together every 2 or 3 months these days. But even if the frequency has declined since AI has become a normal part of our lives, it's still comforting to know that the support system is in place. I do talk a lot with my students, you know, in the classroom, most of the time, it's fairly obvious which approaches work and which don't.



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## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

**INFRASTRUCTURE  
+ RESOURCES**

... how do you want your experience to be included in evaluating which infrastructure to keep?

... what kind of resources would enable you to turn successful improvisation of teaching practices into routines?



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Get inspired by how the persona of Francisco (37), a considerate professor of psychology, would answer these questions:

INFRASTRUCTURE  
+ RESOURCES

Seeing how well my students respond to the "AI counselling", I am talking to a few colleagues now to work on extending the programme. Maybe we'll even be able to offer that to the whole university. But for that I'd need extra staff. And even if I had more staff, it's not like universities are built for long-term contracts, especially for non-tenured academics. This makes long-term planning and implementation always difficult. And of course, we as professors need more training because AI is developing so quickly that it can be hard to keep up.



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## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

**ROLES +  
RESPONSIBILITIES**

... who needs to be involved to ensure that improved teaching practices are sustained and do not depend too heavily on key individuals?



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BEFORE A CRISIS



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## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Francisco (37), a considerate professor of psychology, would answer these questions:

ROLES +  
RESPONSIBILITIES

*It has been a real challenge to deal with this huge new technological possibility but now, we are used to it and things are starting to feel like they used to again. But then, there are always new technical developments coming in, so we always need to keep up. Especially in psychology, the rise of AI therapists really keeps us on our toes. But everyone is responsible for their own teaching and I don't think there is any way to change that to make it less dependent on individual effort and enthusiasm.*



## ANTICIPATION

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## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

COLLABORATION  
+ COMMUNICATION

... with whom do you typically collaborate within and beyond your institution to explore new teaching ideas?

... which communication networks, spaces and channels are useful for you to develop creative solutions for your teaching practice?



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## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Francisco (37), a considerate professor of psychology, would answer these questions:

COLLABORATION  
+ COMMUNICATION

*I often just talked to my students. I mean, most of the time, it was just me and them in the classroom anyway so who'd be better suited to inspire new ideas? But of course, I also collaborated a lot with my colleagues, because just from our background, we automatically considered questions of ethics and implications for the human psyche. A lot of that happened spontaneously, actually. When you met a colleague on campus, you just started chatting and before you knew it, a new idea was born.*



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## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

CONTEXT

How do external conditions influence your creative ability to navigate change?



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## ADAPTATION

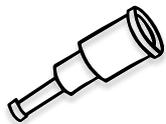
AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Francisco (37), a considerate professor of psychology, would answer these questions:

CONTEXT

Since I only have limited time, I need support from my staff. However, if people only have limited contracts, it can be tough to keep up a consistent information flow and knowledge management. And of course, institutional AI policies but also national AI regulations are constantly changing and telling us what we can and can't use. And then, AI keeps on changing, there are new applications coming out every week. That makes it hard to keep up.

TEACHING



## ANTICIPATION

BEFORE A CRISIS



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## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

## IDENTITY

How do the self-understanding of your institution and the corresponding internal dependencies influence your creative ability to navigate change?



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AFTER A CRISIS ... IS BEFORE A CRISIS

Get inspired by how the persona of Francisco (37), a considerate professor of psychology, would answer these questions:

IDENTITY

I know that bringing about change in higher education is always a long-term effort but I do think that every step is moving us forward and most of the time, my university is open to that. Or at least not restrictive. As a professor, you are pretty free to decide how you want to teach and it also helps to work in a department where we can depend on one another without needing to coordinate everything. This creates a lot of freedom to explore and experiment, if you want to.



## ANTICIPATION

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## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

INFRASTRUCTURE  
+ RESOURCES

... how do you use and explore institutional infrastructure and resources in your teaching practice?

... how can you provide impulses to expand your institution's infrastructure and resources to allow for experimentation in your teaching practice?



## ANTICIPATION

BEFORE A CRISIS



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## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Francisco (37), a considerate professor of psychology, would answer these questions:

INFRASTRUCTURE  
+ RESOURCES

Well, it was not really that different from what I usually did. I always liked to know what's going on, so I'd regularly check updates, central mailings from our university, etc to find out what is available and what I can use. And if I came across something I thought would work for me, I'd just try it out. I also talked to people a lot. And with the students, I mean, I always got their feedback through the end-of-semester evaluations and often there were some great ideas in there about how lectures and seminars could be improved. So that was what I used when I talked to our fantastic didactical support people.



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## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

## ROLES + RESPONSIBILITIES

... who is responsible for guiding teaching innovation and steering long-term teaching development?

... what is your own role in this preparation?



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## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Francisco (37), a considerate professor of psychology, would answer these questions:

ROLES +  
RESPONSIBILITIES

Everyone of us, I would say. We all needed to make sure that our teaching was innovative, engaging, thought-provoking and all of that. I couldn't do that for someone else. And also, every class was different, with different skills, technical setup and so on. So it was my job to make sure that I took that into account for each class and used the tools and whatnot provided by the university accordingly.



## ANTICIPATION

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## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

COLLABORATION  
+ COMMUNICATION

... with whom do you collaborate at a moment's notice to quickly adapt your teaching?

... to what extent do ad-hoc communication channels enhance your creativity in teaching?



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## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Francisco (37), a considerate professor of psychology, would answer these questions:

COLLABORATION  
+ COMMUNICATION

The quickest way was always within our department. We had a culture where we relied on each other and when AI came crashing in, the first thing we did was set up a meeting to come together and talk about what this meant for us, for our teaching, and for supporting our students. That was when the idea of this counselling was born, because we noticed how students struggled with these new possibilities and challenges. But of course, we struggled, too. Suddenly, we got all these AI-generated texts, which were mostly just rubbish. Actually, I sometimes took those and used them as examples in my teaching to show how machines worked differently than the human brain.

TEACHING



## ANTICIPATION

BEFORE A CRISIS



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## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

**INFRASTRUCTURE  
+ RESOURCES**

... how do you make use of your institution's infrastructure and resources to keep teaching going without sacrificing learning quality?

... how do the available resources support your creative problem-solving for your teaching?



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BEFORE A CRISIS



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## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Francisco (37), a considerate professor of psychology, would answer these questions:

INFRASTRUCTURE  
+ RESOURCES

To be honest, the AI guidelines had been quite helpful. Of course, there were some aspects in there, where I had to say from my professional expertise that it was a bit more complex than that but in those instances, I always adjusted them. Some of my colleagues struggled with that, though, and they were confused about what they were allowed to do because information flow was often delayed. What I did though was offer counselling to my students because they really needed to talk about AI and how they felt about it.



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## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

ROLES +  
RESPONSIBILITIES

... how does your role change with regard to finding creative solutions for teaching?



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## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

ROLES +  
RESPONSIBILITIES

Get inspired by how the persona of Francisco (37), a considerate professor of psychology, would answer these questions:

*The biggest change for me was that I had to become more pragmatic in my decisions and couldn't always be creative. In the midst of figuring out how AI could be used beneficially for psychology, I just didn't always have the capacity to consider every perspective and opinion but needed to find the best common ground for everyone. Because no matter what, students needed to be able to keep up their studies and graduate in time if they wanted to. So if anything, the crisis made me less creative at times.*



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## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

**COLLABORATION  
+ COMMUNICATION**

... how do your modes of collaboration change?

... with whom do you engage in critical discussions about which technical innovations should remain?



## ANTICIPATION

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## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

Get inspired by how the persona of Amari (29), a proactive IT administrator, would answer these questions:

COLLABORATION  
+ COMMUNICATION

Collaboration really hasn't changed that much. We keep doing what we always do: monitor systems, analyse usage and then decide what services to keep up and which to discontinue.



## ANTICIPATION

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## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

**INFRASTRUCTURE  
+ RESOURCES**

... how do you translate ad-hoc infrastructural solutions into long-term structures?

... how do you adapt your technical resources to contribute to institutional learning?



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**INFRASTRUCTURE  
+ RESOURCES**

*We do always check how much of the systems we implemented are being used. So to translate these ad-hoc solutions into long-term structures, I like to create an overview of how the systems are used and what can be done using open-source tools. So a kind of translation of experiences into open-source practices.*



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## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

**ROLES +  
RESPONSIBILITIES**

... who needs to be involved to ensure that improved technical support is sustained and rolled out across the institution?



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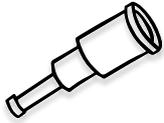
## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

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ROLES +  
RESPONSIBILITIES

*In general, we haven't actually changed that much because our processes work pretty well. But we did need to shift responsibilities to expand our area of expertise on genAI. We also have an AI lead now – someone to bundle all the incoming requests and demands around AI, like a key point of contact. Because with so many topics going around, it's easier to distribute responsibilities clearly and not have everyone work on everything all the time.*



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## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

COLLABORATION  
+ COMMUNICATION

... with whom do you typically collaborate within and beyond your institution to explore new technical support options for teaching?

... which communication networks, spaces and channels are useful to develop creative solutions for technical enablement?



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Get inspired by how the persona of Amari (29), a proactive IT administrator, would answer these questions:

COLLABORATION  
+ COMMUNICATION

*Of course, I was an active member of an open-source only community, where I often collaborated with people beyond the university. And that is also where creative ideas emerged. Together, we'd look at a problem and tinker around until we'd find the best solution. Within the university, I collaborated with my colleagues, of course, but beyond that, it was mostly just when someone came to me for help. But all of that was done via our ticketing system. I didn't use chats or emails for anyone other than my colleagues from IT.*



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## ADAPTATION

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CONTEXT

How do external conditions influence your creative ability to navigate change?



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DURING A CRISIS



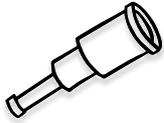
## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

Get inspired by how the persona of Amari (29), a proactive IT administrator, would answer these questions:

### CONTEXT

*Money is tight for universities and technical infrastructure costs money, so that's definitely one factor. We can't always provide the infrastructure we want because there is not enough money. But the bigger issue actually is keeping our Internet connection stable. That's always an issue but especially with AI, we need bigger server capacities and a strong connection.*



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

IDENTITY

How do the self-understanding of your institution and the corresponding internal dependencies influence your creative ability to navigate change?



## ANTICIPATION

BEFORE A CRISIS



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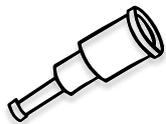
## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

Get inspired by how the persona of Amari (29), a proactive IT administrator, would answer these questions:

IDENTITY

*I couldn't actually say that it did. I mean, we are committed to open-source and in that sense, the open-source policy does limit our scope of action. Because open-source AI models take time to build, there are always trade-offs.*



## ANTICIPATION

BEFORE A CRISIS



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## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

INFRASTRUCTURE  
+ RESOURCES

... how do you make sure the resources you provide are accessible and appropriate to the needs of teaching staff?

... how do you envision and develop a new infrastructure flexible enough to be used across units?



## ANTICIPATION

BEFORE A CRISIS



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## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

Get inspired by how the persona of Amari (29), a proactive IT administrator, would answer these questions:

INFRASTRUCTURE  
+ RESOURCES

*By listening. If I got the same question over and over again, I knew it was time to clarify the provided information or add additional tutorials or guidelines. If you wanted people to use open-source solutions, you needed to make it easy for them. Because not everyone was convinced just because your data was protected and it was so much more flexible.*



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

## ROLES + RESPONSIBILITIES

... who do you rely on to prepare your IT services for changing needs?

... who is involved in proactively exploring avenues for IT development?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Amari (29), a proactive IT administrator, would answer these questions:

ROLES +  
RESPONSIBILITIES

*I mostly relied on my colleagues from the IT department, and beyond that not so much. I mean, of course, we were part of a whole university infrastructure and needed to play our part, but that didn't affect my everyday job. And the same for exploring new avenues, I would say. I mean, why would people without technical knowledge be involved in that?*



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

COLLABORATION  
+ COMMUNICATION

... who do you collaborate with to develop ad-hoc technical solutions to keep teaching processes running?

... how do you communicate technical support offers so they are usable across the institution?



## ANTICIPATION

BEFORE A CRISIS



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## ADAPTATION

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Get inspired by how the persona of Amari (29), a proactive IT administrator, would answer these questions:

COLLABORATION  
+ COMMUNICATION

*Especially in a crisis, the ticketing system was gold. I got to keep an eye on all the incoming requests and could prioritise accordingly. That allowed me to spend the most time working with other IT staff to make sure that our ad-hoc set up is running smoothly. In all honesty, though, because there were so many tickets, it was difficult for us to catch up. But we didn't want to offer one-on-one support because everything teachers needed to know can be found in our learning management system. I had set it up so that they got a notification whenever we updated the resources, so everyone was informed of new developments.*



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

INFRASTRUCTURE  
+ RESOURCES

... how do you improvise when needs regarding infrastructure and resources suddenly change?



## ANTICIPATION

BEFORE A CRISIS



## COPING

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## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Amari (29), a proactive IT administrator, would answer these questions:

**INFRASTRUCTURE  
+ RESOURCES**

*Ad-hoc improvisations in technical infrastructure unfortunately often meant drawing on commercial software. Because as much as I hated it, we just couldn't develop and set up our own AI model at a moment's notice. But of course, then we always needed to decide on one software, figure out licensing costs and terms – a lot of red tape, to be honest.*



## ANTICIPATION

BEFORE A CRISIS



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## ADAPTATION

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## ROLES + RESPONSIBILITIES

... what is your role in making decisions about IT development?

... how do responsibilities around creative problem-solving in IT solutions for teaching shift?



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## ADAPTATION

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ROLES +  
RESPONSIBILITIES

*I didn't really make decisions, I just made sure to keep systems running. It was my boss who needed to make the big decisions, which was not always easy. Especially when everybody had an opinion on AI – whether they understood the technical foundations of it or not – and wanted to be part of those decisions. But actually, the not-knowing was sometimes good for us because we could use that as a loophole to experiment with the possibilities of AI, flying somewhat under the radar.*



## ANTICIPATION

BEFORE A CRISIS



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## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

**COLLABORATION  
+ COMMUNICATION**

... how do your modes of collaboration change?

... with whom do you engage in critical discussions about which didactical innovations should remain?



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**INFRASTRUCTURE  
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... how do you translate ad-hoc infrastructural solutions into long-term structures?

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## ANTICIPATION

BEFORE A CRISIS



## COPING

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## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

**ROLES +  
RESPONSIBILITIES**

... who needs to be involved to ensure that didactical innovations are sustained across the institution?



## ANTICIPATION

BEFORE A CRISIS



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## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

## COLLABORATION + COMMUNICATION

... with whom do you typically collaborate within and beyond your institution to explore new teaching ideas?

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BEFORE A CRISIS



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## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

CONTEXT

How do external conditions influence your creative ability to navigate change?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

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The pressure is not always easy. I mean, everyone wants quick solutions because teaching staff need to include AI in their teaching and university leadership needs to justify certain decisions to educational politics. If we want to stay up to date, we need to find ways to include AI in our teaching, there are even policies that tell us how to do it. This can be really difficult for me because when that pressure is put on me, it can be hard to keep a cool head to make sure that we still have our focus on didactics and are not just following the trend.



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

## IDENTITY

How do the self-understanding of your institution and the corresponding internal dependencies influence your creative ability to navigate change?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



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## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

## INFRASTRUCTURE + RESOURCES

... how do you make sure the resources you provide are accessible and appropriate to the needs of teaching staff?

... how do you envision and develop new infrastructure flexible enough to be used across units?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



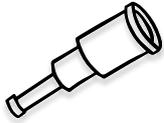
## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Thomas (51), a solution-oriented instructional designer, would answer these questions:

INFRASTRUCTURE  
+ RESOURCES

Not specifically for the launch of ChatGPT, as we did not anticipate that, but generally, I always tried to make sure that everything we offered could be found very easily and was understandable for all teachers— even for those who didn't have that much experience with didactics, especially in relation to digital teaching. The most important thing for me was to make sure that everyone could develop new innovative courses based on his or her individual skill level. That's why I always invited people to come talk to me at the beginning of every semester, because there is always an opportunity to try something new.



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

**ROLES +  
RESPONSIBILITIES**

... what is your role in identifying weaknesses and opportunities of didactical enablement?

... who is involved in proactively exploring avenues for didactical innovations?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Thomas (51), a solution-oriented instructional designer, would answer these questions:

ROLES +  
RESPONSIBILITIES

*In our didactical support unit, we had a very clear structure of responsibilities. Since I was the one always connecting with others at conferences, it was my job to scout trends and look at what's happening at other universities in terms of digital teaching. And then of course, it was not just about scouting but about finding ways to translate these for our university. I even went and looked at our physical classrooms to see how we could change and advance them. But yes, we decided as a team what we want to explore and tried to pilot approaches before rolling them out.*



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

## COLLABORATION + COMMUNICATION

... who do you collaborate with to develop ad-hoc didactical solutions to keep teaching processes running?

... how do you communicate didactical support offers so they are usable across the institution?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Thomas (S1), a solution-oriented instructional designer, would answer these questions:

COLLABORATION  
+ COMMUNICATION

*For me, developing ad-hoc solutions was not that easy. When ChatGPT came out, so many people contacted me and wanted immediate support. While I was happy to help, we needed to establish a booking system for teaching staff to book slots with us. A lot of collaboration of course happened with the IT team. Also, we coordinated very closely which AI tools to use at our university and what additional resources we needed for people to actually be able to use it. The FAQ page we created was a great way to communicate that.*



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

**INFRASTRUCTURE  
+ RESOURCES**

... how do you improvise when needs regarding didactical support suddenly change?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Thomas (S1), a solution-oriented instructional designer, would answer these questions:

**INFRASTRUCTURE  
+ RESOURCES**

*This could be really tricky because sometimes people just wanted a quick fix instead of a long-term solution. When this happened, I tried to gently push them towards thinking ahead. First of all, I offered drop-in hours that were originally set up as an emergency support service. However, within this format, it was not always easy to foster long-term developments such as the integration of AI into teaching practices. But that's why we had a weekly AI hour, which was a great way for teaching staff to come together and also share and discuss ideas amongst each other.*



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

## ROLES + RESPONSIBILITIES

... what is your role in making decisions about didactical adjustments?

... how do responsibilities around creative problem-solving in didactical approaches for teaching shift?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Thomas (51), a solution-oriented instructional designer, would answer these questions:

ROLES +  
RESPONSIBILITIES

*Honestly, I was taking on more of a consulting role when it came to making decisions about didactical adjustments for the entire university. I was always happy to bring in my expertise but at the end of the day, it was not my call. This was difficult, though, because I knew a lot about AI, so of course, leadership wanted me to make decisions. But I didn't actually want that responsibility, because someone would always be unhappy with the decision and I had enough going on to encourage and support teaching staff to rethink their teaching.*



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

COLLABORATION  
+ COMMUNICATION

After change, experiences and lessons learned are shared in a structured way and translated into shared practices, so collaboration improves over time.

Strongly disagree



Disagree



Agree



Strongly agree





## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

## INFRASTRUCTURE + RESOURCES

After change, infrastructure and resource decisions are reviewed systematically and adjusted so that effective solutions are embedded and sustained.

Strongly disagree



Disagree



Agree



Strongly agree





## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

## ROLES + RESPONSIBILITIES

There are clear responsibilities for evaluating after change, implementing improvements, and ensuring that effective practices are sustained over time.

Strongly disagree



Disagree



Agree



Strongly agree





## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

## COLLABORATION + EXCHANGE

There are established spaces and channels for exchange and communication where teaching staff, support units, and leadership discuss developments early and prepare jointly.

Strongly disagree



Disagree



Agree



Strongly agree





## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

### INFRASTRUCTURE + RESOURCES

Our institution has robust, flexible infrastructure and resources to be prepared for new demands in teaching and learning.

Strongly disagree



Disagree



Agree



Strongly agree





## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

### ROLES + RESPONSIBILITIES

Responsibilities and mandates for preparing and further developing teaching-related matters are clearly defined and known across the institution.

Strongly disagree



Disagree



Agree



Strongly agree





## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

**COLLABORATION  
+ COMMUNICATION**

Under time pressure, coordination and information flows between relevant stakeholder groups work reliably.

Strongly disagree



Disagree



Agree



Strongly agree





## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

### INFRASTRUCTURE + RESOURCES

When demands change at short notice, key resources and support offers are quickly available and easily accessible to relevant groups.

Strongly disagree



Disagree



Agree



Strongly agree





## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

## ROLES + RESPONSIBILITIES

In acute crisis situations, it is clear who makes which decisions and who takes on which tasks. Decisions are made swiftly and are transparent to those affected.

Strongly disagree



Disagree



Agree



Strongly agree





## ANTICIPATION

BEFORE A CRISIS



## COPING

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## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

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## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

**COLLABORATION  
+ COMMUNICATION**

... how do your modes of collaboration change?

... with whom do you engage in critical discussions about which didactical innovations should remain?



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BEFORE A CRISIS



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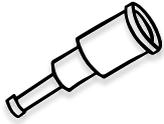


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AFTER A CRISIS ... IS BEFORE A CRISIS

**ROLES +  
RESPONSIBILITIES**

... who needs to be involved to ensure that didactical innovations are sustained across the institution?



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## COLLABORATION + COMMUNICATION

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AFTER A CRISIS ... IS BEFORE A CRISIS

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How do external conditions influence your creative ability to navigate change?



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## IDENTITY

How do the self-understanding of your institution and the corresponding internal dependencies influence your creative ability to navigate change?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



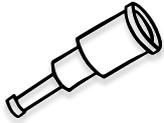
## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Thomas (51), a solution-oriented instructional designer, would answer these questions:

**INFRASTRUCTURE  
+ RESOURCES**

*Not specifically for the launch of ChatGPT, as we did not anticipate that, but generally, I always tried to make sure that everything we offered could be found very easily and was understandable for all teachers— even for those who didn't have that much experience with didactics, especially in relation to digital teaching. The most important thing for me was to make sure that everyone could develop new innovative courses based on his or her individual skill level. That's why I always invited people to come talk to me at the beginning of every semester, because there is always an opportunity to try something new.*



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

## INFRASTRUCTURE + RESOURCES

... how do you make sure the resources you provide are accessible and appropriate to the needs of teaching staff?

... how do you envision and develop new infrastructure flexible enough to be used across units?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Thomas (51), a solution-oriented instructional designer, would answer these questions:

ROLES +  
RESPONSIBILITIES

*In our didactical support unit, we had a very clear structure of responsibilities. Since I was the one always connecting with others at conferences, it was my job to scout trends and look at what's happening at other universities in terms of digital teaching. And then of course, it was not just about scouting but about finding ways to translate these for our university. I even went and looked at our physical classrooms to see how we could change and advance them. But yes, we decided as a team what we want to explore and tried to pilot approaches before rolling them out.*



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

**ROLES +  
RESPONSIBILITIES**

... what is your role in identifying weaknesses and opportunities of didactical enablement?

... who is involved in proactively exploring avenues for didactical innovations?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Thomas (S1), a solution-oriented instructional designer, would answer these questions:

COLLABORATION  
+ COMMUNICATION

*For me, developing ad-hoc solutions was not that easy. When ChatGPT came out, so many people contacted me and wanted immediate support. While I was happy to help, we needed to establish a booking system for teaching staff to book slots with us. A lot of collaboration of course happened with the IT team. Also, we coordinated very closely which AI tools to use at our university and what additional resources we needed for people to actually be able to use it. The FAQ page we created was a great way to communicate that.*



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

**COLLABORATION  
+ COMMUNICATION**

... who do you collaborate with to develop ad-hoc didactical solutions to keep teaching processes running?

... how do you communicate didactical support offers so they are usable across the institution?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Thomas (S1), a solution-oriented instructional designer, would answer these questions:

**INFRASTRUCTURE  
+ RESOURCES**

*This could be really tricky because sometimes people just wanted a quick fix instead of a long-term solution. When this happened, I tried to gently push them towards thinking ahead. First of all, I offered drop-in hours that were originally set up as an emergency support service. However, within this format, it was not always easy to foster long-term developments such as the integration of AI into teaching practices. But that's why we had a weekly AI hour, which was a great way for teaching staff to come together and also share and discuss ideas amongst each other.*



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

**INFRASTRUCTURE  
+ RESOURCES**

... how do you improvise when needs regarding didactical support suddenly change?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Thomas (51), a solution-oriented instructional designer, would answer these questions:

ROLES +  
RESPONSIBILITIES

*Honestly, I was taking on more of a consulting role when it came to making decisions about didactical adjustments for the entire university. I was always happy to bring in my expertise but at the end of the day, it was not my call. This was difficult, though, because I knew a lot about AI, so of course, leadership wanted me to make decisions. But I didn't actually want that responsibility, because someone would always be unhappy with the decision and I had enough going on to encourage and support teaching staff to rethink their teaching.*



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

## ROLES + RESPONSIBILITIES

... what is your role in making decisions about didactical adjustments?

... how do responsibilities around creative problem-solving in didactical approaches for teaching shift?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Judy (45), a visionary university president, would answer these questions:

**COLLABORATION  
+ COMMUNICATION**

*With AI now part of our normal lives, we have ceased the crisis team, but now we have our AI Lab. We have so many passionate people at the university, who want to experiment with AI. It's a designated unit that handles all the guidelines, policies and projects around AI. Of course, it's important that people know about the work that is happening there, so I always make sure to include updates from the AI Lab in my monthly uni-wide newsletter.*



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

**COLLABORATION  
+ COMMUNICATION**

... how do you translate emergency communication practices into institutionalised processes?

... how do you encourage ongoing collaborations across units and faculties to enhance the diffusion of creative teaching solutions?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

Get inspired by how the persona of Judy (45), a visionary university president, would answer these questions:

### INFRASTRUCTURE + RESOURCES

*We are still reviewing what AI infrastructure and resources worked. But I have asked our teaching & learning centre staff to poll experiences with AI tools, what has worked, what hasn't, and whether the tools have actually done what was intended. Once I have the results of this survey, it is my job to decide where we go from here, strategically. What kind of infrastructure do we want and need going forward? What supporting resources do we need and which are obsolete or can be reduced? I mean, we don't need 10 prompting workshops if only one person attends.*



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

## INFRASTRUCTURE + RESOURCES

... how do you facilitate structured reflection and evaluation of resources and infrastructure implemented during the crisis scenario?

... how do the lessons learned from the crisis scenario affect strategic decisions on infrastructure and resources?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Judy (45), a visionary university president, would answer these questions:

ROLES +  
RESPONSIBILITIES

*From COVID, we have already had a plan of how to create a new normal, so we just used that. And so I bring together different people to review what has worked and what hasn't and how we want to move forward. If I'm being honest, I do ask myself if my decision-making actually is that inclusive. Because listening to critical voices, especially when you are in the weeds of it, is tough, so sometimes, I have to say, I do favour those who share my passion.*



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

## ROLES + RESPONSIBILITIES

... who needs to be involved in the process of consolidating the lessons learned from the crisis scenario?

... how do you review your own actions in terms of initiating and shaping inclusive decision-making?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Judy (45), a visionary university president, would answer these questions:

COLLABORATION  
+ COMMUNICATION

*In our Forecast Committee, we liked to try out different things. So what we did was pilot teaching projects with partners outside our university like a chatbot for answering admin questions on a course. And if I learned that someone liked being innovative and trying new things, I also approached them to get to know different ideas that could be included in the university's strategy. The annual Day of Teaching was great for that; I had initiated that for teaching staff to share ideas and approaches and learn from each other. And there were so many great new collaborations that came out of it.*



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

**COLLABORATION  
+ COMMUNICATION**

... with whom do you collaborate within and beyond your institution for the strategic development of your institution?

... how do you foster creative ideas for teaching and enable cross-unit learning through internal communication networks, spaces and channels?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

Get inspired by how the persona of Judy (45), a visionary university president, would answer these questions:

CONTEXT

*Being an innovative university is not always easy when I don't have unlimited funding but need to carefully select a handful of pilots that bring the most visibility and insights. And also, higher education systems are not the most flexible, as we all know. So even if someone approaches me with a great project idea, an inspiring new way to use AI productively in our teaching, I still have processes and standards to follow. So, I can't always jump as fast as I would like to.*



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

## CONTEXT

How do external conditions influence your creative ability to navigate change?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Judy (45), a visionary university president, would answer these questions:

IDENTITY

We do have a very open, experimental culture, which is a huge plus. We like being creative and trying new things such as testing digital tools to enhance the participation of different stakeholders worldwide. But of course, there is also resistance to change from some. And this always creates tensions, not just when it comes to AI. And that's why, sometimes, it's just easier to leverage the creative and innovative people and maybe even neglect the naysayers for a second - at least when things are urgent and just need to get done.



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

## IDENTITY

How do the self-understanding of your institution and the corresponding internal dependencies influence your creative ability to navigate change?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Judy (45), a visionary university president, would answer these questions:

INFRASTRUCTURE  
+ RESOURCES

*In our Forecast Committee, consisting of admin and teaching staff members but also colleagues from other universities, tech companies or from civil society, we had a set budget to develop different teaching innovation pilots. Teaching staff could submit their project ideas so they could get funding. But we did need to make sure that these projects contributed to our university and our strategy in some way. I would say this was our way of future-proofing. And of course, what we learned through these pilots, we tried to translate into trainings etc. for everyone, both as workshops as well as online guides with step-by-step instruction. That way, everyone had the option of advancing his or her teaching.*



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



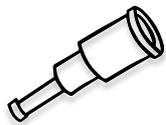
## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

## INFRASTRUCTURE + RESOURCES

... how do you allocate resources (trainings, tutorials, guidelines) to expand the room for manoeuvre?

... how do you include future-proofing the technical infrastructure in your institutional strategy?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

Get inspired by how the persona of Judy (45), a visionary university president, would answer these questions:

ROLES +  
RESPONSIBILITIES

*It was my responsibility to create a vision that incorporated technological advances, especially in relation to digital teaching. I would say, institutional preparedness was driven by our Forecast Committee because this is where we explored different applications for our digital teaching.*



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

## ROLES + RESPONSIBILITIES

... who drives institutional preparedness the most?

... how do these drivers of preparedness enable creative solutions?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Judy (45), a visionary university president, would answer these questions:

**COLLABORATION  
+ COMMUNICATION**

*While I tried to be as coherent in my communication as possible, it was tough in the midst of a crisis. I did send out all the relevant info mails myself because it was important for people to know that I had it under control. But I also designated a central point of contact for all staff and students, so that everyone always knew who to turn to and where to find for example new guidelines or what was happening with AI at our university.*



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

**COLLABORATION  
+ COMMUNICATION**

... how do you establish coherent lines of communication within and beyond your institution at a moment's notice?

... how do you facilitate collaboration so that creative solutions can be applied quickly across units and faculties?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Judy (45), a visionary university president, would answer these questions:

INFRASTRUCTURE  
+ RESOURCES

*It was not always easy. Because there were some needs we just had to address. Like, we needed an AI policy to clearly outline how AI could be used, what was allowed and what was not. But it was also important to explore the possibilities of AI hands-on, so we also set up our own open-source AI model for lecturers and students to use. The Forecast Committee was really helpful for that. Because we had these close connections with people from the tech sector, who could give us insights and inspired new ideas. But we couldn't talk about AI and not have our own AI system, I'd say.*



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

**INFRASTRUCTURE  
+ RESOURCES**

... how do you balance different infrastructural needs and demands?

... how do you mobilise and expand resources to open up the space of opportunities to keep teaching going?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Judy (45), a visionary university president, would answer these questions:

ROLES +  
RESPONSIBILITIES

*When ChatGPT hit, I initiated a crisis team with our IT experts, our teaching & learning centre, our deans – and of course our chancellor to make sure the finances are put in place. Decisions were made together, but as university president, I had to have the last say to try and make things as easy as possible for the deans. Of course, in such a big group, some perspectives were louder than others. But out of the box ideas were just more useful than endless scepticism.*



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

ROLES +  
RESPONSIBILITIES

... how are ad-hoc decisions made and by whom?

... how are all relevant perspectives involved in decision-making processes to be able to develop creative solutions at a moment's notice?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Francisco (37), a considerate professor of psychology, would answer these questions:

COLLABORATION  
+ COMMUNICATION

They change quite a lot, I have to say. I mean if things are running smoothly, there is not that much to talk about. So we usually just get together every 2 or 3 months these days. But even if the frequency has declined since AI has become a normal part of our lives, it's still comforting to know that the support system is in place. I do talk a lot with my students, you know, in the classroom, most of the time, it's fairly obvious which approaches work and which don't.



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

COLLABORATION  
+ COMMUNICATION

... how do you encourage ongoing collaborations to enhance the diffusion of creative teaching solutions?

... with whom do you engage in critical discussions about which teaching innovations should remain?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Francisco (37), a considerate professor of psychology, would answer these questions:

INFRASTRUCTURE  
+ RESOURCES

Seeing how well my students respond to the "AI counselling", I am talking to a few colleagues now to work on extending the programme. Maybe we'll even be able to offer that to the whole university. But for that I'd need extra staff. And even if I had more staff, it's not like universities are built for long-term contracts, especially for non-tenured academics. This makes long-term planning and implementation always difficult. And of course, we as professors need more training because AI is developing so quickly that it can be hard to keep up.



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

**INFRASTRUCTURE  
+ RESOURCES**

... how do you want your experience to be included in evaluating which infrastructure to keep?

... what kind of resources would enable you to turn successful improvisation of teaching practices into routines?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Francisco (37), a considerate professor of psychology, would answer these questions:

ROLES +  
RESPONSIBILITIES

*It has been a real challenge to deal with this huge new technological possibility but now, we are used to it and things are starting to feel like they used to again. But then, there are always new technical developments coming in, so we always need to keep up. Especially in psychology, the rise of AI therapists really keeps us on our toes. But everyone is responsible for their own teaching and I don't think there is any way to change that to make it less dependent on individual effort and enthusiasm.*



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS

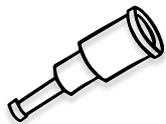


## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

**ROLES +  
RESPONSIBILITIES**

... who needs to be involved to ensure that improved teaching practices are sustained and do not depend too heavily on key individuals?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Francisco (37), a considerate professor of psychology, would answer these questions:

COLLABORATION  
+ COMMUNICATION

*I often just talked to my students. I mean, most of the time, it was just me and them in the classroom anyway so who'd be better suited to inspire new ideas? But of course, I also collaborated a lot with my colleagues, because just from our background, we automatically considered questions of ethics and implications for the human psyche. A lot of that happened spontaneously, actually. When you met a colleague on campus, you just started chatting and before you knew it, a new idea was born.*



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



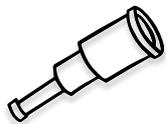
## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

COLLABORATION  
+ COMMUNICATION

... with whom do you typically collaborate within and beyond your institution to explore new teaching ideas?

... which communication networks, spaces and channels are useful for you to develop creative solutions for your teaching practice?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Francisco (37), a considerate professor of psychology, would answer these questions:

CONTEXT

Since I only have limited time, I need support from my staff. However, if people only have limited contracts, it can be tough to keep up a consistent information flow and knowledge management. And of course, institutional AI policies but also national AI regulations are constantly changing and telling us what we can and can't use. And then, AI keeps on changing, there are new applications coming out every week. That makes it hard to keep up.

TEACHING



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

CONTEXT

How do external conditions influence your creative ability to navigate change?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



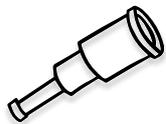
## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

Get inspired by how the persona of Francisco (37), a considerate professor of psychology, would answer these questions:

IDENTITY

I know that bringing about change in higher education is always a long-term effort but I do think that every step is moving us forward and most of the time, my university is open to that. Or at least not restrictive. As a professor, you are pretty free to decide how you want to teach and it also helps to work in a department where we can depend on one another without needing to coordinate everything. This creates a lot of freedom to explore and experiment, if you want to.



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

## IDENTITY

How do the self-understanding of your institution and the corresponding internal dependencies influence your creative ability to navigate change?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Francisco (37), a considerate professor of psychology, would answer these questions:

INFRASTRUCTURE  
+ RESOURCES

Well, it was not really that different from what I usually did. I always liked to know what's going on, so I'd regularly check updates, central mailings from our university, etc to find out what is available and what I can use. And if I came across something I thought would work for me, I'd just try it out. I also talked to people a lot. And with the students, I mean, I always got their feedback through the end-of-semester evaluations and often there were some great ideas in there about how lectures and seminars could be improved. So that was what I used when I talked to our fantastic didactical support people.



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



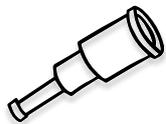
## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

INFRASTRUCTURE  
+ RESOURCES

... how do you use and explore institutional infrastructure and resources in your teaching practice?

... how can you provide impulses to expand your institution's infrastructure and resources to allow for experimentation in your teaching practice?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Francisco (37), a considerate professor of psychology, would answer these questions:

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## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

## ROLES + RESPONSIBILITIES

... who is responsible for guiding teaching innovation and steering long-term teaching development?

... what is your own role in this preparation?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Francisco (37), a considerate professor of psychology, would answer these questions:

COLLABORATION  
+ COMMUNICATION

The quickest way was always within our department. We had a culture where we relied on each other and when AI came crashing in, the first thing we did was set up a meeting to come together and talk about what this meant for us, for our teaching, and for supporting our students. That was when the idea of this counselling was born, because we noticed how students struggled with these new possibilities and challenges. But of course, we struggled, too. Suddenly, we got all these AI-generated texts, which were mostly just rubbish. Actually, I sometimes took those and used them as examples in my teaching to show how machines worked differently than the human brain.

TEACHING



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

COLLABORATION  
+ COMMUNICATION

... with whom do you collaborate at a moment's notice to quickly adapt your teaching?

... to what extent do ad-hoc communication channels enhance your creativity in teaching?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Francisco (37), a considerate professor of psychology, would answer these questions:

INFRASTRUCTURE  
+ RESOURCES

To be honest, the AI guidelines had been quite helpful. Of course, there were some aspects in there, where I had to say from my professional expertise that it was a bit more complex than that but in those instances, I always adjusted them. Some of my colleagues struggled with that, though, and they were confused about what they were allowed to do because information flow was often delayed. What I did though was offer counselling to my students because they really needed to talk about AI and how they felt about it.



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

**INFRASTRUCTURE  
+ RESOURCES**

... how do you make use of your institution's infrastructure and resources to keep teaching going without sacrificing learning quality?

... how do the available resources support your creative problem-solving for your teaching?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Francisco (37), a considerate professor of psychology, would answer these questions:

ROLES +  
RESPONSIBILITIES

*The biggest change for me was that I had to become more pragmatic in my decisions and couldn't always be creative. In the midst of figuring out how AI could be used beneficially for psychology, I just didn't always have the capacity to consider every perspective and opinion but needed to find the best common ground for everyone. Because no matter what, students needed to be able to keep up their studies and graduate in time if they wanted to. So if anything, the crisis made me less creative at times.*



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

ROLES +  
RESPONSIBILITIES

... how does your role change with regard to finding creative solutions for teaching?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

Get inspired by how the persona of Amari (29), a proactive IT administrator, would answer these questions:

COLLABORATION  
+ COMMUNICATION

Collaboration really hasn't changed that much. We keep doing what we always do: monitor systems, analyse usage and then decide what services to keep up and which to discontinue.



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

**COLLABORATION  
+ COMMUNICATION**

... how do your modes of collaboration change?

... with whom do you engage in critical discussions about which technical innovations should remain?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Amari (29), a proactive IT administrator, would answer these questions:

**INFRASTRUCTURE  
+ RESOURCES**

*We do always check how much of the systems we implemented are being used. So to translate these ad-hoc solutions into long-term structures, I like to create an overview of how the systems are used and what can be done using open-source tools. So a kind of translation of experiences into open-source practices.*



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

**INFRASTRUCTURE  
+ RESOURCES**

... how do you translate ad-hoc infrastructural solutions into long-term structures?

... how do you adapt your technical resources to contribute to institutional learning?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Amari (29), a proactive IT administrator, would answer these questions:

ROLES +  
RESPONSIBILITIES

*In general, we haven't actually changed that much because our processes work pretty well. But we did need to shift responsibilities to expand our area of expertise on genAI. We also have an AI lead now – someone to bundle all the incoming requests and demands around AI, like a key point of contact. Because with so many topics going around, it's easier to distribute responsibilities clearly and not have everyone work on everything all the time.*



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

**ROLES +  
RESPONSIBILITIES**

... who needs to be involved to ensure that improved technical support is sustained and rolled out across the institution?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Amari (29), a proactive IT administrator, would answer these questions:

COLLABORATION  
+ COMMUNICATION

*Of course, I was an active member of an open-source only community, where I often collaborated with people beyond the university. And that is also where creative ideas emerged. Together, we'd look at a problem and tinker around until we'd find the best solution. Within the university, I collaborated with my colleagues, of course, but beyond that, it was mostly just when someone came to me for help. But all of that was done via our ticketing system. I didn't use chats or emails for anyone other than my colleagues from IT.*



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



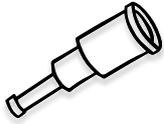
## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

COLLABORATION  
+ COMMUNICATION

... with whom do you typically collaborate within and beyond your institution to explore new technical support options for teaching?

... which communication networks, spaces and channels are useful to develop creative solutions for technical enablement?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

Get inspired by how the persona of Amari (29), a proactive IT administrator, would answer these questions:

### CONTEXT

*Money is tight for universities and technical infrastructure costs money, so that's definitely one factor. We can't always provide the infrastructure we want because there is not enough money. But the bigger issue actually is keeping our Internet connection stable. That's always an issue but especially with AI, we need bigger server capacities and a strong connection.*



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

CONTEXT

How do external conditions influence your creative ability to navigate change?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

Get inspired by how the persona of Amari (29), a proactive IT administrator, would answer these questions:

IDENTITY

*I couldn't actually say that it did. I mean, we are committed to open-source and in that sense, the open-source policy does limit our scope of action. Because open-source AI models take time to build, there are always trade-offs.*



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

IDENTITY

How do the self-understanding of your institution and the corresponding internal dependencies influence your creative ability to navigate change?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



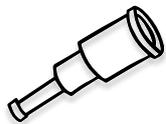
## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

Get inspired by how the persona of Amari (29), a proactive IT administrator, would answer these questions:

INFRASTRUCTURE  
+ RESOURCES

*By listening. If I got the same question over and over again, I knew it was time to clarify the provided information or add additional tutorials or guidelines. If you wanted people to use open-source solutions, you needed to make it easy for them. Because not everyone was convinced just because your data was protected and it was so much more flexible.*



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

INFRASTRUCTURE  
+ RESOURCES

... how do you make sure the resources you provide are accessible and appropriate to the needs of teaching staff?

... how do you envision and develop a new infrastructure flexible enough to be used across units?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Amari (29), a proactive IT administrator, would answer these questions:

ROLES +  
RESPONSIBILITIES

*I mostly relied on my colleagues from the IT department, and beyond that not so much. I mean, of course, we were part of a whole university infrastructure and needed to play our part, but that didn't affect my everyday job. And the same for exploring new avenues, I would say. I mean, why would people without technical knowledge be involved in that?*



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

## ROLES + RESPONSIBILITIES

... who do you rely on to prepare your IT services for changing needs?

... who is involved in proactively exploring avenues for IT development?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Amari (29), a proactive IT administrator, would answer these questions:

COLLABORATION  
+ COMMUNICATION

*Especially in a crisis, the ticketing system was gold. I got to keep an eye on all the incoming requests and could prioritise accordingly. That allowed me to spend the most time working with other IT staff to make sure that our ad-hoc set up is running smoothly. In all honesty, though, because there were so many tickets, it was difficult for us to catch up. But we didn't want to offer one-on-one support because everything teachers needed to know can be found in our learning management system. I had set it up so that they got a notification whenever we updated the resources, so everyone was informed of new developments.*



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

COLLABORATION  
+ COMMUNICATION

... who do you collaborate with to develop ad-hoc technical solutions to keep teaching processes running?

... how do you communicate technical support offers so they are usable across the institution?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Amari (29), a proactive IT administrator, would answer these questions:

INFRASTRUCTURE  
+ RESOURCES

*Ad-hoc improvisations in technical infrastructure unfortunately often meant drawing on commercial software. Because as much as I hated it, we just couldn't develop and set up our own AI model at a moment's notice. But of course, then we always needed to decide on one software, figure out licensing costs and terms – a lot of red tape, to be honest.*



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

INFRASTRUCTURE  
+ RESOURCES

... how do you improvise when needs regarding infrastructure and resources suddenly change?



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... 15 BEFORE A CRISIS

Get inspired by how the persona of Amari (29), a proactive IT administrator, would answer these questions:

ROLES +  
RESPONSIBILITIES

*I didn't really make decisions, I just made sure to keep systems running. It was my boss who needed to make the big decisions, which was not always easy. Especially when everybody had an opinion on AI – whether they understood the technical foundations of it or not – and wanted to be part of those decisions. But actually, the not-knowing was sometimes good for us because we could use that as a loophole to experiment with the possibilities of AI, flying somewhat under the radar.*



## ANTICIPATION

BEFORE A CRISIS



## COPING

DURING A CRISIS



## ADAPTATION

AFTER A CRISIS ... IS BEFORE A CRISIS

## ROLES + RESPONSIBILITIES

... what is your role in making decisions about IT development?

... how do responsibilities around creative problem-solving in IT solutions for teaching shift?