Faculty Senate/All University Committee Report (2010-11)

Committee: FSIT/BRTF -Visioning  Prepared By: Dan Milz  Date: March 16, 2011

Faculty Members at the Meeting:
Eric Anderson, Ken Hirsh, Anita Todd, Dan Milz.

Topics Discussed:
Met 10:00 a.m. to Noon, Room Dyer450.

The combined Faculty Senate IT & Blue Ribbon Task Force – Visioning Subcommittee met to review the results of the faculty Academic IT survey. Also discussed were options for governance structures for IT at UC.

Resource documents attached.

Action Items:
List item and attach supporting document if action requires such background

No action needed.

Describe action needed on items above (discussion and input, vote, etc):

None

By Whom:

___ By Faculty Senate
___ By Cabinet
___ Others (List-)

Next Meeting Date?  April 12, 2011

When complete, save your report with the committee name and report date as the file name. Please send the file to Faculty Senate (Faculty.Senate@uc.edu). Thank you!
Where should computing authority lie
Option A: distributed-siloed (current model)

- UC (Diversity of IT needs)
  - Finance
  - Relations
  - Student Affairs
  - Endowment
  - HR
  - Foundation

- ADMINISTRATION
  - Web CQ
  - SAP
  - jobs@uc
  - Classroom
  - Blackboard

- UC it

- College IT
  - College B
  - College C
  - College D
  - College E
  - College F
  - College G

- ACADEMIC
  - Medical
  - College B
  - College C
  - College D
  - College E
  - College F
  - College G

- Flexibility
  - Experimentation
  - Diversity

- Committees

- ATM

- Stability
  - Security
  - Reliability
  - Consistency
Themes from the AIT Faculty Survey (Teaching)

7. Do you believe that you currently have access to all or most of the resources and tools necessary to support your teaching?

Yes 64.6%
No 35.4%

Classrooms

“College of medicine has some great classrooms, and internet access. We also have shared equipment that can be borrowed from the library.”

“Since I teach public speaking, it is essential that the students are able to record and watch their presentations. The ONLY technology available is an antiquated VHS camera/recorder. I would like to have at least one classroom equipped with a permanent camera and digital recorder. In addition, it would be wonderful to have one small room with a camera and digital recorder for the students to practice and watch in advance of speech days!”

“I enjoy teaching w/a SmartBoard, but not all classrooms are equipped w/them.”

“It would be nice to have Smart Boards in EVERY classroom (just like the grade schools and middle schools do).”

“I'd also really like to have flip cams and more SMARTBoards in classrooms.”

“Classrooms in Old Chemistry lack electronic capabilities.”

“The PC in my office is over 10 yrs. old. Several software titles are out of date with what is available to the students (i.e. building information modeling.) Several electronic classrooms have poorly-maintained and failing projection systems. Several non-IT classrooms are scheduled for students and no ready accommodation is made for electronic resources.”

“Not all classrooms has it + most classrooms are chalkboards (instead of the more convenient marker board), which I hate.”

“I feel like I have most of what I need, but I would like to be better able to utilize the classroom space itself. Classrooms need more outlets and better connectivity (wireless is spotty at best in McMicken Hall) so students can work with technologies within the classroom instead of it constantly be relegated to “homework.” The current setup makes tech in the classroom very teacher-focused and doesn't encourage easy collaboration and work during class time.”

“Well, equipment and software is often outdated. If the classrooms were up to date, and students could purchase the same software at a reduced rate, then that would do much to enhance our delivery.

Blackboard

Opinions on Blackboard-Most people who mentioned Blackboard said that they didn’t like it because it is “difficult to use”

“Blackboard is too clunky and cumbersome. Each upgrade seems to me to make it worse. I would much prefer access to an HTML-based site, one into which film and audio clips could be easily and unobtrusively embedded. I am sure there’s no going back, but I though the old Classware worked just fine.” (Over 30 years at UC)
“Blackboard is a clunky and cumbersome tool. Each "upgrade" seems only to make it worse. I would much prefer at true HTML-based site, something like to old Classware, into which one could load video and audio clips easily and unobtrusively.” (Over 30 Years)

“Blackboard is a terrible system. I strongly recommend that UC look at Sakai or Moodle, both of which are free and much better.” (11 to 20 years at UC)

“On the most part I would like a more robust Content management system, I think Blackboard is limited and difficult to use.” (7 to 10 years at UC)

“Blackboard sucks. It's an obstacle to teaching and learning. My colleagues and I would much rather use a cleaner (cheaper!) open source platform like Instructure. I build my own wikis and blogs because Bb is labor-intensive and gets in the way of teaching. And it runs so slow that it's unusable. And the endless clicking, etc. We need a better platform, and they are widely available.” (7 to 10 years at UC)

“The course email list serves that we had several years ago were invaluable. Bb is cumbersome bloatware -- it's much easier to shoot off an email from my phone or laptop using my email client than to log in to Bb and try to find the mail section. Bb announcements were more useful when they included the body of the announcement as part of the email notification. It's pointless to send a notification that requires students to log in to Bb in order to see the announcement.” (11 to 20 Years)

**Blackboard Opinions**

“Blackboard is a great central location for the resources” (4 to 6 years)

“As an online adjunct instructor, the tools in Blackboard meet my needs.” (4 to 6 Years)

“My class, Stress Management Online, is strictly online. I have taught an online class for the past 20 of my 39 years at UC and I use what I have developed over the years in my previous online classes. I take whatever courses from CET&L and Blackboard to fill in any "knowledge gaps" that may assist in teaching the online course.” (Over 30 Years)

**Blackboard Needs and Wants**

“I need to be able to stream large video files through Blackboard for distance learning versions of my film/media classes” (4 to 6 Years)

“Video podcasting is not supported on blackboard.” (21 to 30 years)

“I would like access to Wimba on Bb. Wimba is owned by the same company as illuminate on Blackboard” (7 to 10 Years)

**Raymond Walters**

“The one resource that I feel would greatly benefit my teaching style is the PRS/clickers system. We do not have them on RWC campus. We only have access to two sets which must be set up on the computer prior to class. This is not feasible in most cases because I cannot get into the classroom early enough to get is set up. I feel strongly that this educational tool/resource needs to be available on all UC campuses.”

“I would like to use Personal Response System (PRS/Clickers) but this is not available at RWC.”
“Streaming video and wireless computing not fully support on our campus at this time.”

“Bandwidth on campus is so limited that I cannot play online videos in class. I would love to have camtasia on my office computer or captivate. I would love to have adobe acrobat.”

“The regional campuses lack the support and many of the resources of main campus.”

“I need more help with technology. Right now I have to teach myself how to use these programs.”

“We do not have enough computer classrooms to accommodate everyone that needs them.”

**Clermont College**

“The current classroom technology relies on using Microsoft Windows Media Player to show DVD's in the classroom. The success of this arrangement can be spotty. Some DVD's refuse to play and others show a blank screen. These DVD's work fine in a DVD player.”

“Neither of my classrooms have access to lab equipment, so any demo equipment must be carted in each day. These rooms also lack a document camera. The access to the projector in each room I use is not designed for easy use with laptops, and should be replaced with friendlier controls and access ports.”

“There could be more support for online teaching in the realm of streaming video. I would like to put software demos on BB but the size of the files isn't suitable for downloading. Streaming video would work though.”
9. What AIT investments should have the highest priority over the next 5-10 years?

Classrooms

“Classrooms that allow collaborative work among students.”

“Team Based Learning classrooms with laptops on every table and projector type computers on the walls”

“I think that most classrooms in Old Chem are too outdated and should become electronic. They also need new chairs that allow interaction among students and allow instructors to walk around the class.”

“As I said in the previous section, the Nursing College has an excellent classroom with all kinds of collaborative boards and software and areas to write, lecture/discuss, and collaborate. The whole setup was done without breaking the bank, too. The main campus needs to look at this innovative model classroom that was designed by a tech/educator.”

Electronic Classrooms

“Make all classrooms electronic.”

“Electronic classrooms”

“All rooms must be electronic; we need to keep pace with emergent tech as well. I would like some training in how to use social media as a classroom tool.”

“Every classroom should be electronically enabled.”

“Fully electronic classrooms.”

“Most, if not all, classrooms should be "electronic classrooms" with a computer & projector and document camera.”

“1) Making all classrooms fully electronic 2) Negotiating better licenses for statistical software 3) Updating computers for faculty and graduate student offices”

“Smart boards in the classrooms”

“Video capture for the classrooms”

1) More outlets in the classrooms to accommodate student laptops and other electronics. And a more stable wireless network that work in all building/classrooms on campus. 2) A better (possibly less expensive) and more adaptive course management system 3) Emphasis on using the technologies that students already use: social networking, SMS, etc. On a side note: I really wish I could be able to text my students without them having my personal cell number.

Infrastructure

“Infrastructure--making sure all classrooms are equipped, that there is wireless connectivity campus wide, etc.”

“All classrooms should be fully equipped.”
“1. Ensuring that all equipment is functional and all necessary software installed. 2. Increasing the speed of systems, e.g., my office computer is so slow at times that it is unusable. Same is true for some systems in classrooms.”

“All classrooms need to be "smart".”

**BlackBoard**

“Integrated platform with better user interface than Blackboard.”

“Cloud computing An university-wide open source data-driven system such as what DAAP currently uses (Blackboard and UniverSIS are cumbersome and don't meet our needs Providing programming assistance directly to the Colleges”

“Blackboard is so slow/overloaded that it is unworkable to grade "Just in Time" assignments for a large class. Better software for viewing and responding to student's online answers to questions is really essential to do JIT well in large classes.”

“speed up blackboard support video podcasting”

“Infrastructure which is flexible, dynamic, and allows all new technologies to plug into it easily. Cloud computing. Wireless cloud over entire UC operation. Student system better than Blackboard.”

“Better internet connections in class rooms. A much, much improved black board system.”

“More user-friendly blackboard. The latest version is counter-intuitive and cumbersome and cluttered in many ways.”

“Something better than Blackboard.”

“Other than keeping equipment and software in classrooms up to date, I would say the most important thing would be the overall quality of IT on campus--server capacity, communication tools, university websites etc.--which are now generally pretty mediocre. In terms of instruction specific tools that I use frequently, I have to say that I find Blackboard a useful tool for posting items and communicating with students, but as a program I dislike it. It's cumbersome, non-intuitive, and the constant "improvements" each year just mean I have to relearn how to do much of what I spent time the previous year figuring out. And since the logic behind the organization and functioning is hardly obvious, this is both annoying and time-consuming.”

“More seats in elluminate, better Blackboard support and addressing tracking and security issues within Blackboard”

**Software**

“Development of flexible software for students to understand and use”

“Advanced statistical software; the ability to block internet and cell phone access in classrooms; wireless in all buildings.”

“1. Ensuring that all equipment is functional and all necessary software installed. 2. Increasing the speed of systems, e.g., my office computer is so slow at times that it is unusable. Same is true for some systems in classrooms.”
“Video conferencing for Face to Face and DL course deliveries. Truly Campus wide high-band Wi Fi to support video streaming and conferencing. Teaching spaces designed for student laptops with network and power connections and flexible seating for group work, etc. University wide Adobe Software agreements for E-Learning Suite (Flash, Dreamweaver, Captivate) More Eluminate! seats. Virtual Machine support infrastructure.”

“Specialized software for advanced courses.”

“I observe a move toward cloud computing. Several of our current limitations could become anachronistic in a cloud-computing environment (i.e. 5-yr. vision.) In the short term however the instructional spaces need immediate attention. It seems silly to say it out loud, but how can it be today that a faculty is not issued a laptop with up-to-date software and IT support? I would comment that too much faculty IT expertise is implied with our current ‘strategy.’”

“Up-to-date software and computers in electronic classrooms.”

“Software for students, including Photoshop, MATLAB and SPSS (or SAS or other statistical software)”

“More online technical support and software availability.”

“Putting software, especially specialized software such as Adobe creative suites, in the cloud. Potentially can reduce costs by leveraging the multiple colleges that use this software and who are struggling with paying for it.”

“We need not only more software, but also we need to consider making personal computers mandatory for incoming freshmen and providing every student access to a laptop. We need dedicated personnel at the college level to support faculty in use of technology for both face to face and online instruction.”
10. If you were to decide to adapt a new or developing technology to improve student learning in your classes, based on your previous experiences at UC, what obstacles would you need to overcome?

**Support**

“Money and both software and hardware support.”

“Lack of support for Macintosh environment”

“Students need more tech support than they receive right now. A number of my students do not know how to use Microsoft Office programs.” (Raymond Walters)

“Tech support is NOT available! As an early adopted of technology, I have had so many classes ruined due to equipment malfunctions and lack of tech support to get it fixed in a timely manner.” (Main Campus)

“Lack of tech support” (Medical Campus)

“Lack of effective, timely, responsive IT support.” (Medical Campus)

“Almost complete lack of IT support; Poorly designed IT delivery systems in classrooms.”

**Cost**

“Someone telling me that it cost too much or I need a technician to set it up!”

“Cost of equipment”

“Cost of technology. Time to develop appropriate instructional strategies with the technology.”

“I think the biggest obstacle would be cost. Budgets are tight all over the university and at all public institutions. I would feel almost guilty to ask for more funds for more IT resources.”

“The biggest obstacles I have encountered are cost and time to learn the new tech. I teach 10-11 classes a year, this leaves little time for me to effectively learn new technologies. For students, it takes time as well; that time learning how to use tech mean less time learning the course content. I don't always see that as a bad thing, but it can create too much of a workload for all involved.”

“Availability of the technology, including cost, if I have to provide it, or need my own copy at home/office; time to learn how to use it, and potentially the extra time to build it into my class preparations or execution.”

“Resistance by the university administration, cost hurdles”

“1. Any purchasing rules that exist for no apparent reason. 2. Any unwritten rules that are not in writing but exist throughout various units and campus. 3. Money-- often you have difficulty buying technology (e.g., iPads) even when money has been established to buy the technology. Seems there needs to be more thought and transparency with the rules put in place.”

**Training**

“Practical experience with the technology, designed for those not familiar with it. Too often training is done by geeks who expect that we know what they know about technology. We need real world examples by someone who can relate to faculty who don't spend all day focusing on technology.”
“Old faculty are not trained to do this new technology”

“Proper training on the equipment and the pedagogical explanations of its use.”

“No one or any offered programs/workshops to help faculty not only become aware of what's available, but the training and how to apply them. Also, what is being done seems just for the sake of new technology. Is it really better? I am not at all against technology. There are no evidence-based explanations only hype.”

“Training in uses of the new technology. Students think and act differently since they have grown up with technology that didn't previously exist. We need education and training on how to adapt to these new learning styles.”

“I would need to know what my options truly are. I don't think there is a real platform for new faculty to see how and what is truly available. After that, training sessions and real, in-class examples would be very helpful.”
11. What new or evolving technologies do you feel have the greatest potential to change the way that instruction is delivered in higher education?

**IPads and other mobile technology**

“I think the use of the iPad or similar devices will impact education dramatically.”

“I believe using technology of the millenial generation (Apps on iPads, iPhones, etc) has the potential to connect to where students are and engage them with in a (technology-related) language they speak. As a professor, I do not yet speak this "Apps" language fluently and see an opportunity for connecting with my students by using what they relate to.”

“Portable devices such as iPads, smart phones, etc.”

“IPads to read E-textbooks.”

“Cloud computing, mobile devices, E-readers, and video communication software like Skype. But even with this said, there is a growing divide on what students can afford. Blackboard V.9 requires a processing capability that makes using it on older computers difficult. While students have cell phones, they do not all have the smart phones or the calling packages required for M-Learning technologies. In addition, text book publishers have not quite caught up with the potential for e-readers and e-texts often require flash, which cannot be read on current mobile technologies.”

“Mobile technology in general, whether it's an iPad, a mobile digitizing arm, or even mobile fabrication machines (MakerBot Industries) - students no longer expect the majority of learning to come in the classroom so we need to adapt, and this means a robust web infrastructure where we can deliver content to and receive content from our students securely and efficiently - I envision a future where I host webinars that include live video chatting among multiple users, real-time screen capture for multiple machines to compare software workflows, and the ability to wirelessly send the final digital model to a remote location (DAAP RPC, a student's DIY CNC machine) to fabricate instantly”

“Telepresence will be improving dramatically over the next 10 years, and that will make synchronous distance learning much more attractive. Also, mobile broadband/4G will make it possible to deliver high-quality video to portable devices. Social media is something we haven’t really thought well about how to harness, but it should be on our list.”

“Love my iPad. So do students that have them. They have so much potential, and I'm glad FRLC is letting me test one in the classroom, currently. Electronic textbooks are still not where they need to be, but I think we'll all be using them in the near future. Distance learning has great potential to grow further. I think we'll see much more of web-based individualized programs of instruction that reduce the need for in-class attendance for some courses.”

**E-Books**

“E-books (selecting chapters from multiple textbooks).”

“Online access, e-books and content”
Cloud Computing

“Cloud computing; centralizing software”

“Cloud Computing will allow for greater sharing of best practices.”

“Cloud computing - access to lectures and resources anywhere without having to ‘carry it with me’”.

“Cloud computing could solve many of the above issues since it provides access to powerful computing without tying up one’s own machine. Whether the current capabilities of the network can deliver this across UC is another matter.”

“The "open document" (free) software and cloud computing would take the lead here. With Microsoft prices what they are their dominance is limited and students will be more willing to invest in software that is more easily kept up to date.”

“Virtualization, cloud computing, grid computing.”

Video

“Interactive Video Conferencing. Virtual Machine Technology.”

“Wireless video sharing and remote control from iPhone/iPad of presentation devices.”

“Internet-based video conferencing (coupled with podcasting). Getting cheaper, better, easier. For specialized small (seminar, advanced graduate, etc) courses, sharing between institutions is becoming much more common.”

“Tele-conferencing. Want to do more of this. Using Skype now. We need to do more/better quality. Both sound and Video.”

“Video and Twitter.”

“Adobe connect or some other synchronous video conferencing. 50 seats of elluminate for the whole university is not helpful.”
UC Faculty Data Summary

By: Joe Ludwig
Faculty Profile: College

- Arts and Sciences, 22.8%
- DAAP, 12.2%
- CECH, 9.2%
- Engineering & Applied Science, 7.9%
- UC Libraries, 4.2%
- Pharmacy, 4.2%
- Nursing, 3.0%
- Medicine, 10.2%
- CCM, 2.5%
- Clermont College, 4.0%
- Law, 0.5%
- Allied Health Sciences, 3.7%
- Raymond Walters College, 10.4%
Faculty Profile: Current Position

- 66.1% tenure track
- 12.4% clinical, field service or educator
- 16.8% annualized adjunct
- 4.7% adjunct
Faculty Profile: Full vs. Part Time

- 84.9% full-time.
- 15.1% part-time.
Faculty’s Tenure at UC

- 3 years or less: 16.4%
- 4 to 6 years: 15.4%
- 7 to 10 years: 21.3%
- 11 to 20 years: 16.4%
- 21 to 30 years: 10.5%
- Over 30 years: 20.0%
Tools currently being used...

- Software
- Cloud Capabilities
- E-Books
- Library Databases
- Electronic Testing
- Skills Assessments
- Active Learning
- Twitter
- Facebook
- Blackboard
- Online modules
- ePortfolios
- PRS/Clickers
- Animation
- Image files
- Video files
- Audio files
- Internet
- 35mm Slides
- Digital Slides
- Doc Projector/Camera

Key:
- Large Class Size (>25)
- Small Class Size (<25)
- Recitation
- Lab
- Independent Study
- Graduate Course
- Experiential
Do you believe that you currently have access to all or most of the resources and tools necessary to support your teaching?

- 64.6% Yes
- 35.4% No
More teaching resources
  “It would be nice to have Smart Boards in EVERY classroom (just like the grade schools and middle schools do).”

Updated classrooms
  “...Classrooms need more outlets and better connectivity so students can work with technologies within the classroom...The current setup makes tech in the classroom very teacher-focused and doesn't encourage easy collaboration and work during class time.”

An easier way to interact with students
  “The one resource that I feel would greatly benefit my teaching style is the PRS/clickers system...I feel strongly that this educational tool/resource needs to be available on all UC campuses.”
Are you satisfied with the type of instruction that you are able to provide currently?

- Yes: 72.5%
- No: 27.5%
UC Faculty Want...

- **Flexibility in classrooms**
  - “Classrooms have little flexibility so that it is often difficult to accomplish desired teaching objectives.”

- **Smaller class sizes**
  - “…I cannot emphasize the difference in my teaching quality with the smaller classes. I think maintaining small class sizes is critical to good instruction. It is also essential to making active learning and experiential classes feasible.”

- **Updated Software**
  - “There are numerous times when the computer systems in classes need updates. There are also instances when video or audio files won't work because there is incompatible software. Mac users have an especially hard time as when Power Points or other files are downloaded onto Blackboard they will typically be missing pictures or video because of incompatibility.”
In the next 5–10 years...

- **UC should invest in Electronic Classrooms**
  - “[Classrooms should have] more outlets in the classrooms to accommodate student laptops and other electronics and a more stable wireless network that works in all buildings/classrooms on campus.”

- **UC should invest in our IT infrastructure**
  - “[We should invest in a] “infrastructure which is flexible, dynamic, and allows all new technologies to easily [connect] to it.”

- **UC should invest in collaborative spaces**
  - “…The Nursing College has an excellent classroom with all kinds of collaborative boards and software and areas to write, lecture/discuss, and collaborate. The whole setup was done without breaking the bank, too. The main campus needs to look at this innovative model classroom that was designed by a tech/educator.”
Biggest Obstacles for AIT...

- **Faculty Training**
  - “Practical experience with the technology, designed for those not familiar with it. Too often training is done by geeks who expect that we know what they know about technology. We need real world examples by someone who can relate to faculty who don't spend all day focusing on technology.”

- **Cost**
  - “I think the biggest obstacle would be cost. Budgets are tight all over the university and at all public institutions. I would feel almost guilty to ask for more funds for more IT resources.”

- **Slow IT Support**
  - “Courses using new technology can't function without the proper technology infrastructure, images should be maintained in labs, license servers should be relied upon to stay up, and IT personnel should be available to trouble shoot at a moment's notice.”
Technology with Great Potential...

- **Mobile Technology**
  - “Mobile technology in general, whether it's an iPad, a mobile digitizing arm, or even mobile fabrication machines. Students no longer expect the majority of learning to come in the classroom so we need to adapt, and this means a robust web infrastructure where we can deliver content to and receive content from our students securely and efficiently…”

- **Electronic Text Books**
  - “E-books (selecting chapters from multiple textbooks).”

- **Cloud Computing**
  - “Cloud computing could solve many of the above issues since it provides access to powerful computing without tying up one’s own machine. Whether the current capabilities of the network can deliver this across UC is another matter.”

- **Video Conferencing**
  - “Adobe connect or some other synchronous video conferencing. 50 seats of Elluminate for the whole university is not helpful.”
Technology that would be used...