Academic Technology and Resources Committee
Year-End Report 2018-2019 AY

I. Committee Members

COLLEGE OF LIBERAL ARTS AND SCIENCES
Steve Taylor, Natural Sciences and Mathematics, Chair
Creative Arts OPEN
Social Science Open
Alicia Ibaraki, Behavioral Science
Computer Science OPEN
Business OPEN
Humanities OPEN
COLLEGE OF EDUCATION
Alicia Wentzel, Education and Leadership
Health and Exercise Science OPEN
Vicki Darden, Deaf and Professional Studies
LIBRARY
Tracy Sharn, Library
UNIVERSITY COMPUTING
Bill Kernan, UCS

II. Meeting Dates

Date	**Time**	**Place**
Oct. 16	3:30 PM	Old College of Education Building ED137 "Conference Room"
Nov 20	3:30 PM	Old College of Education Building ED137 "Conference Room"
Dec 18		Winter Break – No Meeting
Jan. 15	3:30 PM	NS105
Feb. 19	3:30 PM	NS105
Mar. 19		Winter Term Finals Week Meeting TBD
Apr 16	3:30 PM	NS105
May 21	3:30 PM	NS105
June 18		Summer Intersession Break – No Meeting

III. Committee Highlights / Bullet Summary

- Bill Kernan, UCS Director, provided monthly reports and updates on a wide variety of topics including cyber security, smartroom installations, hardware upgrades, and conversion from Windows 7 to Windows 10 in the coming year.

- Steve Taylor, ATRC / UTAC member, provided monthly reports and updates on UTAC activities including organizational structure, LMS / Moodle review process, development of campus technology plan, and other related committee activities.

- In Fall term 2019, ATRC sent a formal request to faculty senate executive committee to inquire about continuation of the old "AIC Opportunity" funding model. A request was sent to faculty senate president to inquire with WOU President and Provost regarding the status of the former grants request program. Several emails were exchanged, no response was received back from administration regarding the prospects of continuing the "AIC Opportunity" grant model, it is assumed that this activity is now part of the UBAC process, and the grant program no longer part of the AIC charge.

- The committee has a large number of membership openings that were not filled in 2018-2019, after repeated attempts of staffing the committee, many division positions were left open. It is recommended that faculty senate executive committee work towards re-invigorating committee membership, so that it can function and move forward. Participation from Divisions will be needed for ATRC to advance forward.

- Several ATRC committee members worked on a draft campus technology survey to be distributed to faculty in the academic areas. The survey is intended to be broad based and inquiring about technology needs with respect to

academics, learning, service and research in the faculty ranks. See attached for draft 1 of the survey questions. The committee decided at the end of the year to pass this task off to UTAC, for a more centralized and uniform approach to developing a survey instrument, similar to the process used for the LMS survey this past year. The committee compiled some examples of other university technology surveys for use as a model of best practices. Taylor will take this topic the UTAC as an agenda item for consideration when fall classes resume in 2019-2020 AY.

IV. Recommendations

The lack of division support with committee representation and lack of response concerning continuation of the former AIC grant program was disheartening. ATRC spent the 2018-2019 AY searching for a purpose. It is noted that the year was associated with shifting organizational procedures as UBAC and UTAC committees were developed and formalized. ATRC concluded the year questioning whether UBAC and UTAC charges overshadowed ATRC objectives, and questioned whether the committee should be disbanded? Further discussion with faculty senate president suggests that additional organization and focus of ATRC is needed for 2019-2020. Faculty Senate president also emphasized that this committee represents an important faculty voice from the academic trenches, that is not possible through the UBAC and UTAC processes, which have much broader-based representation from the campus community.

We recommend that faculty senate executive committee review the ATRC charge, and develop some explicit, renewed objectives for the 2019-2020 AY, that dovetail with the work of UBAC and UTAC. Also, we recommend a campaign for faculty senate executive committee to demonstrate the importance of ATRC to the faculty body, and increase representation from the divisional units. More robust committee membership and support by the faculty / divisions are going to be needed for ATRC to make a significant difference to the technology and related infrastructure at WOU.

WOU Faculty Technology Needs Assessment Survey (Draft 1, Chung Fan)

You are invited to participate in this 10 minute survey as a faculty member at Western Oregon University. The purpose of this survey is to gather feedback from faculty in regards to technology needs. The data collected through this survey will be compiled and presented to WOU's Faculty Senate.

Your participation is voluntary. Please use the first answer that occur to you and do not overthink. It is important that you respond to each statement but please mark only one response for each statement. A "Not Sure" rating includes responses where information has not yet been provided/presented. Please note that Moodle related questions will be addressed in a different survey

1. Who are you (name, school, and department)?

Include drop down choices?

Question Title

2. Approximately how long have you been teaching?

- 1-3 years
- 4-5 years
- 6-10 years
- 10-20 years
- More than 20 years

Question Title

3. How would you rate your overall skill in using educational technology?

- Below basic
- Basic
- Proficient
- Advanced

The following questions are answered in Likert scale: Not sure, strongly disagree, disagree, neutral, agree, strongly agree

Part I: Institutional Resources

Classroom Infrastructure

A. Adequate system for scheduling rooms
B. Adequate Classroom space (of all kinds – large lecture halls, "normal" classrooms, seminar rooms, smart rooms).
C. Adequate access to the internet ?

Ongoing Assessment for Program Improvement

???

Communication (this seemed to be a major area from the last AIC needs assessment survey, so I just copied some relevant ones)

Adequate system for communication on campus and between people in different classifications (faculty, students, staff, administration).

Direct and consistent communication linkages between faculty and administrative/staff units, as part of a cohesive decision-making process (Institutionalization of the concept of an Academic Infrastructure Committee, as stated in committee charge and objectives)

Office or Research Related Equipment

More and better funding and facilities for research for both faculty and students.

Flexibility in the purchasing and configuring of faculty computers.

Part II: Faculty Development

Adequate courseload to integrate technology into my curriculum

Please identify which of the following educational technologies (software) YOU CURRENTLY USE in teaching. Mark all that apply.

- ☐ Email
- ☐ Educational Websites
- ☐ Microsoft Word, Excel, PowerPoint
- ☐ Pioneer Online Library
- ☐ Marco Polo
- ☐ Other UEN resources
- ☐ Chat
- ☐ WebQuests

- [ ] Social Networking
- [ ] Google Docs
- [ ] Google Earth, Maps, Translator, etc.
- [ ] Blogging
- [ ] Wikis
- [ ] Audio/Video Podcasts
- [ ] Audio, Video, and Other Multimedia (Not Podcasts)
- [ ] Other Subject-Specific Software

Other (please specify)

Technology Training

A. Adequate resources are available for faculty, staff, and student technology training?
B. List of possible training topics?????

- Copyright, while incredibly complex, is important for every teacher to understand. Furthermore, as more and more teachers publish their work on the Internet, alternative licensing methods (like the Creative Commons) should be understood
- Camtasia

- ( ) WebQuests
- ( ) UEN and other Educational Resources
- ( ) Microsoft Office (Word, Excel, PowerPoint)
- ( ) Google Docs
- ( ) All Social Software
- ( ) Blogs
- ( ) Wikis
- ( ) Podcasting
- ( ) Social Networking

- Digital photography, audio, and video

Part III: Support Staff

Adequate support from administration when it comes to my technology needs

Adequate support from support staff when it comes to my technology needs

Part IV: Computer Technology, including hardware and software

1. Please identify which of the following educational technologies (hardware) YOU CURRENTLY USE in teaching. Mark all that apply.

- ☐ Teacher-run computer workstation
- ☐ Student-run computer workstation
- ☐ Overhead projector
- ☐ VCR/DVD Player
- ☐ Interactive whiteboard (Smartboard or other)
- ☐ Writing or other computer lab
- ☐ Mobile computer lab
- ☐ Digital cameras, scanners, videocameras
- ☐ GPS Units
- ☐ Calculators, CBLs, or CBRs
- ☐ PDAs, Cellphones, iPods, or other hand-held units
- ☐ Student Response Systems (CPS units, Clickers)

Other (please specify)

A. Adequate computer upgrade, replacement, repair plan for faculty and student computers
B. Adequate wireless technology on campus?
C. What is our current capacity to offer distance / online courses? What resources are available? (Moodle related?)
D. Adequate email/password/server security?
E.

Educational technologies are transforming higher education, enhancing student outcomes, providing more and improved access to increasingly non-traditional students, reducing administrative costs, and a litany of other benefits.

Of course, no one solution will ever be a magic bullet for every institution.

It is the obligation of campus administrators to carefully assess the unique needs of their own students, faculty, and facilities, and to design technology-supported learning ecosystems that are optimized for success.

Building a technology plan without a strategy is a bit like constructing a lesson plan without a learning objective — understanding *why* you are using a technology is just as important as *how*. Similarly, if you try to provision technologies throughout campus without an understanding of the students and/or faculty needs they support, the results can be both chaotic and ineffective.

College faculty often lead the way when it comes to experimenting with new instructional methods and integrating new technologies to improve learning. And while testing new tools and pedagogies in classrooms is invaluable, it is just one of many steps toward creating a student-centered ed tech ecosystem that supports student success.

More and more, it's becoming standard practice to conduct a detailed educational technology needs assessment in order to identify systemic deficiencies that, if addressed, can improve the quality of education at a college or university.

Educational Technology Needs Assessment Process

Whether your institution is performing a needs assessment for the first time or is simply updating a previous effort, this 5-step educational technology needs assessment process will help you establish and optimize your school's master technology plan:

1. **Survey Stakeholders**

2. **Prioritize Needs and Identify Themes**
3. **Document Functional Needs**
4. **Identify Desired Technology Features**
5. **Cite Technical Requirements**

1. Survey Stakeholders On Campus Who Can Help Identify Needs

Gathering information about the various needs of both faculty and students on campus is no small task. However, this information will be vital to informing future solutions. Each time you conduct an assessment, you'll want to take the following steps:

- Identify the stakeholders (typically those who use ed tech the most like faculty, department heads, educational technologists and even students) you want to survey.
- When in doubt, err to conducting more interviews — casting a wide net can help you identify the bigger problems that need to be solved.
- Choose the interview or survey methods that you think will work best, such as personal interviews, group interviews, online questionnaires, or focus groups
- Draft the questions you want stakeholders to answer
- Follow-up for non-response

This can be a lengthy and time-consuming process but it is paramount to collecting the best data possible to inform your future technology decisions.

2. Prioritize Needs and Identify Themes

Following your survey, look for themes and similarities in the responses to your stakeholder surveys in order to codify needs into actionable asks. For example, if several stakeholders identify needs around creating more digital course materials for students or flipping their classrooms, you could identify a general need for better technology to support blended course designs.

The point of this exercise is to identify the gaps or deficiencies that exist, not to determine the exact technologies that are needed. Often needs will fall into these three main categories:

- Instructional
- Administrative
- Operational

Start by grouping responses under these high-level categories and then identify similar asks as one overarching, yet specific need.

3. Document The Functional Tasks That Need Technological Support

Defining the tasks that your technologies need to support is the next step in completing a technology needs assessment. Continuing with the previous example, you've identified the need to better support faculty who want to implement blended course designs — what are the related tasks or actions that technology should support?

Technology may be needed to support a number of aspects of blended course design, including:

- Creating digital content (recorded lectures, lab demonstrations and more) that can be accessed by students online
- Providing a forum for online discussions
- Offering online quizzes and surveys
- Allowing students to record their own video presentations for assignments

Once you have documented the tasks that need to be supported by technology, you can begin to identify the features that will support the unique needs of students and faculty on your campus, which is the next step.

4. Identify The Features Your Educational Technologies Should Have

At this point you will have a well-informed understanding of both the needs and functional tasks your educational technologies should support across campus. The next step is to identify the features and capabilities your technologies should have.

In our blended learning example, the following are features needed to support many of the components of hybrid course designs:

- LMS integration
- Teacher-student messaging
- Course calendar creation tools
- Interactive quizzing
- Recording and sharing for video
- Advanced search for video and other content
- User/engagement analytics

You may not find all of the features your campus needs in one tool, but knowing what you need will certainly help you narrow down your options and minimize your costs.

5. Cite High-Level Requirements Of Technology Systems

There will likely be specific high-level requirements that your campus has when it comes to software and technology, including security & privacy features, accessibility, and other considerations. Understanding non-negotiable features and specifications can help you eliminate tools early-on as you begin to evaluate technologies that align with your plan.

With unique populations of students and varying institutional goals, each college campus must develop its own needs-based instructional strategy that leverages educational technologies. A thorough needs assessment will inform a better technology plan for your school. And having both the needs assessment and the resulting technology plan will help when it comes to requesting funding, getting buy-in to upgrade current systems, as well as documenting mission-critical needs for future administrators at your school.

A Video Technology Needs Assessment In Action

Yale University has used video tools for decades to support faculty needs. Upon conducting a formal needs assessment, Yale's learning technology team was able to reduce the number of video tools in use across campus to one platform that centralizes video content and integrates seamlessly into other campus technology systems.

Read The Case Study: 7 Things Yale Looked For in a Campus-Wide Video Solution