

Campus Technology Advisory Board
General Membership Meeting
May 8, 2020, via ZOOM

Present: Eric Blanchard, Bill Bowers, Dave Bozak, Matt Brooks, Rick Buck, Patti Burnett, Marcia Burrell, Patricia Clark, Nicole Decker, Kristi Eck, Benjamin Entner, Joshua Galletta, Theresa Gillard-Cook, Tyrone Johnson-Neuland, Dave Kahn, John Kane, Jamie Kapuscinski, Raihan Khan, Julia Koeppel, Erin Kovalsky, Dan Laird, Sean Moriarty, Mike Pisa, Mary Ann Preston, Ritu Radhakrishnan, Dave Sargent, Laura Spenceley, Barbara St. Michel, Joey Tse, Leigh Wilson

Administrative Support: Kristine Smith

1. Welcome

2. Approval of Agenda

Motion to approve, Dave Bozak; second the motion, Theresa Gillard-Cook. All in favor.

3. Approval of [April 3, 2020](#) meeting minutes

Motion to approve, Dave Bozak; second the motion Theresa Gillard-Cook. All in favor.

4. Open Session - Q & A

5. Committee Reports

- TIP Committee update and membership request

Last year was helpful that members of the tip committee were determined prior to September. Sean explained the process of the TIP Committee. We get together about three or four times. Review of applications, etc. Leigh Wilson – One of the great things about this committee is that you find out what departments across campus are doing with new technologies and it's always something you can take home and do something with yourself. Ben Entner and Pat Clark also volunteered

- ITC Report (Theresa)

We met the last week of April – a lot of discussion regarding Covid response. Feedback from faculty on ITC. Infrastructure and how the campus has been responding. Discussion on the concept of potentially having students bring their own laptops to campus, and that provides other options, potentially for labs as those monies could be used elsewhere, but because in some cases, you still need to have the specialized software. The discussion regarding the student laptop centered on potentially having a base that would work for most of the curriculums but would reduce the number of labs, therefore, having a base that would work with most departments. Brought to FAB. So those were just some of the discussions, obviously nothing has been decided. We are just putting it out there. We will meet again in the fall.

- IT Steering (Marcia)

- Met on 4/30. We had a full agenda. Spent some time on the Covid response and looked at remote teaching over the summer. Talked about the budget and high priority projects. Slate, SUNY Online, AEFIS and we talked about additional projects. Don't forget, we will be doing CIT in 2021, and I think that it's a really important conference to showcase our campus. It serves a lot of purposes. Will meet again next fall.

7. CTS Report – Sean

- Some of the main issues that I see for us going forward as we go through our COVID response.

For the academic year, I would normally talk about all of the upgrades we're going to do in the summer and which buildings are going to get network upgrades how we're going to upgrade the classrooms in Lanigan again was planned for this year, how we were going to do a couple of residences, at least, and improve the wireless infrastructure inside there.

Support for the classrooms and the labs, how we were going to go and upgrade all of those, however, none of those are going to be done. I would say at this point, certainly until we see what happens. We will have to wait and hold as part of it is the budget. I'll talk a little bit about the budget and our response to that. Some of it is we just really don't know how many people are going to be on campus. So things are taking longer, we have to think about when our students can return, and how many students will return. We won't have any answers until we know this. We have to emphasize on certain points and just continue on the same path that we are on. We are using largely the same applications that we were using before, we're just using more of them in a digital world. So, I think that we need to build on the strengths that we have.

Budget challenges. So for us right now we have four open positions as of the end of today. Those will remain open for the foreseeable future, and as I mentioned, we won't be spending any money on the infrastructure until we know really what the future looks like.

Eric Goodnough, Assistant Director of the Administrative Technologies and his team have been working with departments on handling the student returns. He will talk about this later.

There are not many places we can cut back on. Zoom has obviously taken off. We will probably invest more on Zoom, which the next stage for us would be to get an enterprise license, the advantage will be so that students will be able to utilize it. This will provide the students with an opportunity to use it. There's nothing wrong necessarily Blackboard Collaborate, but there's nothing wrong with Zoom either and people seem to really have really taken to Zoom. We are going to drop Blackboard Collaborate on June 15. There may be some challenges for people but that will probably be people who haven't used anything other than Blackboard Collaborate. As long as we communicate it widely and we will be offering courses during Spring Break out.

TIP will be cut back between \$40,000 and \$50,000 for next year. We will just have to see what our budget and funding is going to be like.

Labs, I would say, depending on the number of students on campus, there just won't be the need for the same size of labs and we also need to think about how we can share more labs and focus on students coming in with their own laptops and technology. Also, I believe Marcia had mentioned during an ITC discussion that it is certainly a decision department by department on

what students need and how best to support them. What graphic designers need is probably different than the business students' needs.

I don't know that we are doing students any favors by not having technology available for them particularly at this time. A lot of students do come with technology, in the end, we gave out maybe 50 laptops to students who didn't have something private. This makes a difference in how we set up our labs particularly for general purpose. We will still need labs for some specialized software. Marcia – Do you have any data on savings that may come from printing?

That is a good point, Nicole and I have talked about this and how we can go and look at expenses that we haven't utilized. Nicole – The savings is really toner, paper and wear and tear on the printers. Marcia – The real question, for me, is about how we try to go more paperless. People have been recently forced into it, using BB or some other form of teaching and they are not printing. Are people complaining about it? Might be a place for future savings if people realize there is another way to do it. Nicole – I have received some requests at the Help Desk for printing, particularly students that are living in the residence halls. We have been working with Residence Life and Housing for a solution.

Sean – Next we discussed the vision of a digital campus and technology for an enhanced tomorrow and supporting like tomorrow plan. Right now, Nicole's statistics say that probably faculty end up with about 60% buy a desktop and 40% buy a laptop. I think we'll probably move too far more like 75% /25%. I know some people are going to want a desktop, for various reasons, and actually there's some departments and not necessarily faculty where I would prefer that they would have a desktop. I'm thinking of departments such as Registrar's and Financial Aid where they're really dealing with a lot of PCI that we don't necessarily want walking around. Therefore, we will be focusing on that, particularly as the new faculty combined, and over the next few years really be pushing faculty to have laptops. We will have a little bit more of an expense, but we'll find ways to make the work and then we get back to students coming to campus with digital tools. I think that's something that we'd probably want to have a discussion of as we go forward.

High priority projects; these are the projects we are doing that support the mission of the college. Making us more efficient and helping us meet our goals of retention and recruitment or helping with student success.

Facilities projects that we currently have are on hold, but if they take off again, we will be ready to do them.

Security, we need to make sure that we spend enough time on security because as we move more digital there has been an increase in phishing. We need to make sure people are educated. We will also be moving towards dual factor authentication. Marcia – Do we know the new guidelines for Title IV? Sean – Lisa is on top of it, we do not have to worry about Lisa following up on what is required.

8. Presentations

- COVID-19, Summer and Fall discussion

- CELT and Extended Learning (John Kane and Theresa Gilliard-Cook)

John Kane:

- Very impressed with how quickly everyone transitioned to remote learning and all the work that people put in over the break, and I think for the most part, the transition went smoothly or more smoothly than we could have expected. But when we come to the fall, if we do end up teaching remotely for the summer part of the fall, we probably should use this time to get better prepared for that. We don't know what's going to happen, we might end up teaching online or remotely for part or all this semester. There's any number of possible structures.
- We are putting together some flexible teaching workshops for somewhat unknown modality in the fall. Think about redesigning their courses no matter what modality we are using. Will be encouraging to break up their courses to smaller modules. Think about redesigning the tools and techniques so that they can effectively use any modelling, no matter what form or what type of course they are teaching. We will basically be encouraging people to think about what types of approaches they can use that could work in or what type of content and techniques they could use that would work either online or face to face, and basically will be encouraging people to break up their courses into reasonably short modules and to have plans for either model of delivery and we'll be going over the pedagogy in the morning workshops and in the afternoon on those days will try to come up with a variety of tools or techniques that would work with that. If they'd like to submit something about what worked well and they would like to talk about those practices. We're especially interested in things such as how people have dealt with lab courses or art and music, and other classes that would be really helpful as models for other people.
- We're also asking people to submit their request for workshops on what would be most helpful, but we're going to try to put something together that will help people prepare in a way that doesn't require as much work as we had to do now, among other things we will be encouraging people to consider putting together some short videos which could be used to support face to face instruction or could be used in an online modality, in place of content delivery through lecture and you know there's a lot of activities that have really nice analogs online and there are many ways of getting to students. It's the same learning objectives. I'm asking people for what they have found useful and what they were not very well prepared for that they'd like us to try to put something together.
- We will be working with the instructional designers and CTS has been extremely helpful and putting together supporting workshops for the transition and we'll continue with all that.

Theresa Gillard-Cook:

The instructional designers will be providing support, as we always have. The workshops that they're looking at on flexible teaching, a course that Greg and I are working on. That's about seven to cover seven weeks and talk about flexible teaching, reconceptualizing your course in a way that makes sense. To be able to pivot, regardless of what's happening because we're all responding now to the situation of COVID19. We are continuing to create resources to put up on the online portal. Working with others to reorder/rethink that site. Pointing to a lot of workshops that CELT does. Also working with a couple of department chairs to do a smaller scale workshop within the departments.

We're continuing to create resources to put up on the online learning portal. We will be working with Nicole and Dan and several other people to reorder or rethink that site because now we really need to transition to being more in tune with what's happening right now. Everything that was put there initially was in response to this quick transition. So there was that, again, hopefully it will be a series of resources that can be helpful to everyone. We do point to a lot of the workshops that CELT does.

We are working on our materials that we're going to use as part of this course as part of those resources that should be freely available to faculty. We are also working with a couple of department chairs with some ideas of creating some smaller scale workshops within departments, so I'm working with a couple of departments to see how we can pull that together and support faculty as well.

- Planning for mini workshops, hoping that this will give people a quick start, will have people do some sharing, collaboration across disciplines. Learning from each other.
- John Kane: One other thing that we will be talking about is that, to the extent to which it's possible for two departments to work together on entry level courses. That could be really helpful and dividing and conquering the task, you know, there are many classes that we have that have multiple sections. If everyone in the department picks up a share of the development of materials and approaches, it would provide a much richer set of resources that could be used at a lower class to each person.
- Theresa: I yes I totally agree with John. I really like this idea again that's, CELT support and the instructional designers can provide some consultation with that as well. I think with CELT, the instructional designers, CTS and many of our faculty who are doing this. I think we're, we may be in a better position than some other campuses. The fact that we are really rallying around each other to help and figure out where we're going.
- John Kane: And what we're planning for our mini workshops are for two to three our workshops in the mornings with supporting ones later, and basically what we're hoping is that this will give people a Quick Start which people may then continue into the course that the instructional designers are putting

together for more in depth work. But in any case, we're going to have people do some sharing

- Leigh – Broke into two groups, have several programs. We are going to have composition and creative writing collaborate. We have some people that have already worked with instructional designers, and they are attending workshops with us. Discussion followed regarding how Leigh's group is proceeding.
- AEFIS Introduction and Update (Kristi Eck and Mary Ann Preston)
 - Kristi – We have paid for a three year contract, which was approved by SUNY system. They personalize everything for each campus but you get everything that they offer with your purchasing price. So we get all eight of the solutions we can use all eight. If we want, we can use some and leave others out. The solutions include curriculum mapping and outcomes alignment outcomes assessment and evidence collection outcomes transcript and competency portfolio. Kristi reviewed the process. Two that are being started with are the self-study and accreditation reporting solution. It will help with the reporting of the strategic plan. So, this solution is going to report out for the final year on the tomorrow plan. We're going to have a link available to all the department chairs and the directors of the different offices within student affairs.
 - Mary Ann – We will be able to sift through the big pieces of what's done for each impact and driver, more granular initiatives that we can really tie together. This will also cut down on redundancy across departments. We want to kind of tighten the connection between the annual reporting and the goal setting kind of starting at the end here, but then we'll see next year with both the annual reports and then the goal setting for next year. Mary Ann explained other features of AEFIS that will help with collecting data. Discussion followed regarding collection of data and the process.
- Administrative Technologies Update (Eric Goodnough)
 - Eric - Serving the institution is the primary role of the plan that we've set up and it in my work, in particular in the team that are the work that my team does ties very specifically to the fourth impact of the tomorrow plan and one of the performance drivers for that is the emphasis on data driven decision making and that's outlined in the it strategic plan, the digital campus that Sean referenced earlier talking about the need to manage and secure our data, but to not only do that but to make it into useful information so that we can be successful.
 - Administrative projects - Eric's team has assisted multiple departments. Which include our response to the move to remote. The team has done quite a bit, assisting many administrative offices including Registrar, Financial Aid, Bursar, Alumni & Development and the Provost's office. As we develop and bring new features online, we're making sure that everybody is set to be able to contribute

and communicate with each other so that everybody is aware of what's going on with other various departments, since it is such an interactive and collaborative process.

- Sean - Like every other unit on campus Eric's group has had to pivot and make changes as we've run into all the issues around COVID, I'm really happy that we were able to go and find ways to help other departments to make some of those changes.

Sean – We all would like to wish Marcia well on her retirement, thank you for all your contributions. Thank you to everyone for participating in CTAB this year. Would like to thank the CTAB Executive Board. We met prior to the CTAB meeting. Like a sounding board.

9. Adjourn