Illinois State University
Division of Academic Affairs

FY15 Academic Priorities for Technology Enhancements

Office of Academic Technologies
Illinois State University

College Technology Support Team

Center for Teaching, Learning & Technology

Learning Spaces & Audio/Visual Technologies

TechZone & Student Technologies

Web & Interactive Communications

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Academic Priorities for Technology Enhancements

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Academic Priorities for Technology Enhancements

Introduction

The Office of Academic Technologies (OAT) federates the activities of eleven units working together to provide academic technology services that support the goals of Educating Illinois and enhance the purpose of technology for teaching, learning, research and creative activity, and service outreach. Four units report directly to the Associate Vice President for Academic Technologies in the Office of the Provost. The seven members of the College Technology Support Team, while reporting to the deans of their respective colleges, work together to achieve a fiscally sustainable technology environment through collective research, planning, purchasing, and more. The formation of OAT reflects the importance of identifying and developing opportunities to apply technology innovations to the purpose of academic technologies in order to attract and retain great students and faculty.

One of the overarching Goals of OAT is to strengthen the collective voice for academic technology needs of units in the Division of Academic Affairs. Toward that end, this Report on the Academic Priorities for Technology Enhancements seeks to summarize and prioritize those needs.

A description of the technology services provided by these units follows.

College Technology Support Team

The six colleges and Milner Library at Illinois State make up the academic core of the University. Each of these colleges provides technology support for the teaching, learning, research, and creative activity needs of faculty, staff, and students in those colleges as well as students across the University. Support needs vary from college to college and are often discipline-specific. The six colleges that make up the College Technology Support Team are: 1) College of Applied Science and Technology; 2) College of Arts and Sciences; 3) College of Business; 4) College of Education, 5) College of Fine Arts; 6) Mennonite College of Nursing; and 7) Milner Library.

Center for Teaching, Learning & Technology

The Center for Teaching, Learning, and Technology (CTLT) supports Illinois State University faculty and staff in their pursuit of excellence and innovation in teaching, student learning, and the effective use of technology. CTLT provides a wide range of programs, services and resources, including technology short courses, support for ReggieNet, and other instructional technology workshops. The director of CTLT reports jointly to the Associate VP for Academic Technologies and the Associate Provost.

Learning Spaces & Audio/Visual Technologies

Learning Spaces & Audio/Visual Technologies (LST) is charged with the design, installation, and maintenance of multimedia equipment and technology to enhance teaching in all learning
spaces. This service is also provided to any department looking to improve the audio/visual functionality of any space, be it classroom, conference room, performance hall or office. Up-to-date technology in learning spaces includes computer, monitor, data projector, VCR/DVD player, document camera, speakers, connections for a portable computer (video and audio), connections for a USB devices, and a user interface to make it easy to switch between input devices.

**Web & Interactive Communications**

Web & Interactive Communications (WEB) is charged with design, development and support for university, college, department and unit websites and mobile websites. WEB customizes web editing tools, provides basic training, and collaborates with other units to ensure the University is able to provide strategic, thoughtful and targeted messaging via the Web. WEB is also responsible for creating and maintaining web-based interfaces to public and authenticated university data. Such interfaces include, but are not limited to, My Illinois State, Welcome2ISU, Campus Map, Events Calendar, and more.

**TechZone & Student Technologies**

This unit has four primary functions most closely identified with the TechZone name: Sales Center (personal computer purchasing help and discounts, University purchasing), Service Center (walk-in technology support and warranty hardware repair), ResNet (support of residence hall networking), and Software Management (discounted & site licensed software). TechZone staff manage client-vendor relationships and coordinate the student technology orientation programs.

This Report is divided into two primary sections. The first section describes the shared priorities for technology enhancements in all units in the Division of Academic Affairs and, in some cases, the entire campus community. The second section details some of the priorities for technology enhancements in individual colleges or schools and departments.
Shared Priorities for Technology Enhancements

LEAPForward Initiative

The LEAPForward Initiative is a 3-5 year effort to create the next-generation academic information infrastructure for Illinois State University. Begun in the Fall 2011, this nearly $20 million Initiative has the four primary goals: (1) re-designing administrative processes related to the student information system (SIS); (2) replacing the aging SIS; (3) building a robust business intelligence environment for reporting and analysis; and (4) modernizing the technology architecture supporting all of Illinois State’s information systems. The benefits of this Initiative will be to create simple, seamless access to information across all departments on campus and meet all technology needs for students, faculty, staff, and parents. All this will help Illinois State attract and retain high quality students and faculty to maintain its competitive advantage.

Expand the Usability of Wireless Internet Access

The use of wireless technologies on mobile devices from smart phones to tablets to laptops continues to expand yearly among students, employees, and visitors to our campus. The need for campus-wide wireless support for productive uses of these devices is a priority for both academic and technology leaders across the campus. Starting from the initial installation of wireless access points in “open-use spaces”, the campus-wide expansion of wireless access points focused on providing a convenient way to access the network. Successfully deployment in those areas proved to be an excellent application of the adage “If you build it, [they] will come”. The devices connecting to the network through those wireless access points did come and in greater numbers every semester. At last count, there were over 19,000 separate devices that accessed the campus wireless network in a single day. What was designed for convenience quickly became the primary method for mobile devices to connect to the network. Now that wireless access to the network and the Internet is the primary method used by the majority of the campus community, the original architecture needs to be enhanced. This will be an ongoing challenge as demand for access will for some time continue to push the technology limits of the hardware and software available.

Include Standard Teaching Technologies in all Campus Learning Spaces

One of the Strategies in Educating Illinois 2013-2018 is to “Enhance technology infrastructure for classroom[s]...” as a way to support the Goal of improving institutional effectiveness by building a modern IT infrastructure (Goal 4, Strategy 2C). By the end of FY12 all 170 general-use classrooms had the same up-to-date level of technology for instruction. Early in FY13 the Provost provided $1.7 million for the first Phase of a Project to install this same level of technology in all locally-managed classrooms and special class labs. (This is what Facilities Planning classifies as “210” or “220” spaces, following the guidelines in the Postsecondary Education Facilities Inventory and Classification Manual 2006 Edition published by the Department of Education.) A major goal of this endeavor is to implement a minimum unified classroom technology standard across teaching spaces that currently vary from chalkboards to smart boards and projectors. This technology component, directed by Learning Spaces and Audio/Visual Tech-
nologies, will result in a uniform deployment of campus standard instructional technology across all classrooms and class labs on the ISU campus.

The initial set of 155 classrooms identified for enhancement as part of this Project will be completed by the end of FY14. Phase II of this Project will begin in FY15 and will focus on replacing the teaching technology in supported classrooms that has reached either technological or supported end of life. This too will be an ongoing challenge, as A/V technology continues a headlong rate of change to higher resolution digital imaging.

**Support a Robust Learning Management System**

The transition from Blackboard CE 8 to Sakai CLE 2.8 — branded as ReggieNet at Illinois State — completed in June 2013. By the following Fall semester ReggieNet usage increased 11% to 68% of published courses offered. This key performance indicator exceeds our benchmark statistic of 65% of faculty use of campus LMS software\(^1\). Our goal is for 100% of all courses to use one or more of the features available in ReggieNet. At a minimum, the posting of syllabi and the use of ReggieNet's grade book tool would enhance management and instruction in onsite, blended, and online courses. Extending the use of ReggieNet in even this limited way can have a significant impact on teaching and learning by minimizing potential disruptions caused by widespread illness, severe weather conditions, or other catastrophic events.

An update to version 2.9 is underway and should be in place by mid-March 2014. This update to the underlying Sakai software offers a number of feature improvements, including increased support for accessibility by faculty and students with disabilities. That said, version 2.9 will be over a year old by the time it is available for faculty use.

Looking ahead, we encourage exploration of the option to provide ReggieNet services from a “cloud” environment. This will improve the timing of software updates and reduce considerably the amount of staff time needed for such updates. Preferably negotiating a contract to deliver Sakai software as a service will reduce the overall cost to Illinois State of ReggieNet.

The Center for Teaching, Learning, and Technology continues to enhance faculty development options for teaching using ReggieNet. OAT supports these efforts and would like to see more resourced devoted to extending the uses of ReggieNet in courses. (See *Increase the Availability of Productivity-enhancing Software* below.)

**Provide Support for Research and Creative Activities**

One of the Strategies under Goal 4 in *Educating Illinois 2013-2018* is “Enhance technology infrastructure for ... research activities” (Strategy 2.C). Goal 1 in the IT Strategic Plan encourages the University to “Enhance the visibility of, and training and support for, academic technology applications for research” (Action Item 15). The Office of Academic Technologies endorses these goals and pledges to work with faculty and research staff to seek out the best means of enhancing the infrastructure in support of research activities.

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\(^1\) According to the 2012 EDUCAUSE Core Data Survey on average 65% of the faculty use the campus learning management software in one or more of their courses. (*Core Data Survey Spotlight on Classroom Technology* - ERB12CD04).
Increase the Availability of Productivity-enhancing Software

Several unmet academic technology software needs are referenced in Goal 1 of the IT Strategic Plan. In Action 2 the University is encouraged to “[e]xpand the effective use of learning management software to support high-quality teaching, learning, and assessment initiatives in on-site, blended, and online courses and programs”. One of the most requested assessment tools to use with ReggieNet is iRubric software add-in. iRubric is an assessment tool that lets faculty set up and score student mastery of rubrics created for their course or mandated as part of an accrediting body and have those scores recorded directly into the ReggieNet grade book. Use of this software requires an upfront fee of $6,000 and an annual fee of $17,000 and a $1,000 annual fee to have code written and maintained to integrate iRubric into the Sakai software underlying ReggieNet.

Action 8 encourages taking “a proactive approach to the acquisition of software licensing to ensure that faculty, staff, and students have the software tools they need while minimizing costs and avoiding duplicate software licenses”. As familiar software vendors (Apple, Microsoft, Adobe) move from enterprise licenses to individual subscriptions, the University needs to respond in a timely manner to avoid the financial or productivity cost that licensing changes could impose. Microsoft’s Office 365 ProPlus is now available free to students. The University should be proactive in setting up a federated identity with Microsoft so that our students can not only enjoy free cloud access to Office software (Word, Excel, PowerPoint) but also be able to freely download the software to their computer; an option that would otherwise cost $80 (for four years of use). That same cloud environment can extend email, calendaring, and other software tools to students, faculty, and staff for a fee. The University should explore the net benefits of contracting with MS to provide those software services in a cloud environment.

Action 10.c. challenges us to “Facilitate the adoption of exemplary uses of IT to support teaching and training” by providing “faculty, staff, and students with Web-based IT training options available 24/7”. Toward that end, the University could subscribe to online software training services such as those offered by Lynda.com, Atomic Learning and others. This software presents quick Web-based tutorials on a wide variety of software tools in use at Illinois State (such as MS Office, Adobe Creative Suite software, etc.) on topics useful for beginners and experts alike. Purchase of this software from Lynda.com has a list price of around $86,000. Right now the University offers no support for students who have questions about productivity software use.

Goal 1 also encourages the purchase of software to “Support the IT-related requests in the University’s Distance Education Task Force Recommendations (1 December 2009)” particularly by providing “campus-wide software licensing for Web conferencing software” (Action 18.c.). Several Web conferencing software tools are in use at the University right now, including Blackboard Collaborate as well as Skype and others. (Currently the College of Education, the Mennonite College of Nursing, and Milner Library have jointly purchased a license to Blackboard Collaborate.) This software is used to support video conversations ranging from one-to-one private to one-to-many public (classes) sessions. Such software is particularly helpful to those teaching and learning in blended or fully online environments and has been identified as a key
“missing component” by those at CTLT who prepare faculty to teach in these environments. An annual campus-wide license to Bb Collaborate would cost at least $132,250 in the first year (depending on options). A campus license to WebEx Training, a similar product now owned and marketed by Cisco, would cost over $68,000 (before negotiations). The three colleges listed above are currently paying a total of $15,500 for use of Bb Collaborate (not counting student staff hired for tech support).

Illinois State University invested in a university-wide license for Select Survey, a locally-managed web-based survey platform, to help avoid the duplication of effort that resulted from offering support for various software programs of varying capabilities in multiple departments. The annual cost to campus is $550 (paid for by WEB). Having a single platform available for web-based surveys increased familiarity among faculty and staff on campus and helped ensure its successful adoption institution-wide, as well as its extension to uses beyond research. The College of Business decided to license Qualtrics, an alternative hosted web-based survey software for its faculty, staff, and students. The annual cost to the CoB is $5,000.

Unfortunately, over time expectations of the power of survey software, especially for research, have grown and the features in Select Survey have not grown apace. Faculty and staff are once again turning to other sources (SurveyMonkey, Google Docs, etc.) because of the enhanced features offered. We encourage a campus-wide review of the gap between the survey services offered by Select Survey and the services desired to see if Qualtrics or some other web-based survey tool can be purchased and offered to faculty, staff, and students.

There are other software tools that are already in use by one or more units (such as arcGIS) or are used by CTLT in faculty development workshops (such as Camtasia Studio). Some of these software tools have been purchased under separate contracts and, in some cases, at different prices. Better information on these contracts needs to be assembled and attempts made to renegotiate the prices on those contracts at an enterprise level (where usage is extensive) or local levels (for niche software).

The accessibility of learning materials to all students, regardless of disability, is a huge issue in online learning and an integral consideration when designing an online course. Koomei is a subscription service that provides "online tools to transcribe, edit, caption and index the world's growing educational rich media content." Without Koomei, CTLT staff estimate (based on experience and experimentation) that it will take professors and/or teaching assistants about 10 minutes of transcription time per minute of media time. This is a huge investment of time for those developing course material, regardless of the delivery mode. Similarly, Amara is a web-based service that offers on-demand professional English transcriptions and captions of YouTube videos, Vimeo, HTML5, and more. The tools provided with SiteImprove software enable automatic checks of websites for modern accessibility standards including WCAG 2.0 and Section 508 of the U.S. Code.

**Mobility**

Mobile technologies play a key role in providing increased access to information, creating new communication options and enabling new interactivity between users. Mobile devices con-
continue to transform how college students learn, as well as to influence their learning preferences, both within and outside the classroom. Gartner research predicts that, by 2015, 50% of all web traffic will originate from mobile devices. Analysis of Illinois State data for Fall 2013 showed that combined mobile visits to our Illinois State homepage, My.IllinoisState portal, and our ReggieNet learning management system was close to 800,000 views from mobile and tablet devices. Ultimately, these numbers reveal that our constituents want to consume all the content they need when they want it, where they want it, and on whatever device they may be using at the time. The percentage of web traffic from mobile devices is increasing; important sites like Admissions show a quarter of all visits originating from a mobile device or tablet.

Dedicating additional resources to our mobility related efforts will promote and advance the University's reputation and brand (Educating Illinois Goal 3, Strategy 4). Support for mobile access to University data also presents an opportunity to help instructors learn and integrate mobile technologies into the curriculum, while providing the opportunity to increase recruitment and retention for the university as a whole. To the extent possible all institutional web resources should be fully accessible in a suitable mobile format. This last point would help to increase and promote pride, engagement and a sense of community to University stakeholders as stated in Educating Illinois Goal 2.

**Learning Space Scheduling Software**

The Office of Academic Technologies supports the need for robust space-scheduling software that will allow increased efficiency in use of spaces. As a result, Learning Spaces & A/V Technologies as well as IT staff in all six colleges and Milner Library are very interested in the successful completion of the space-scheduling software RFP. A central scheduling system that provides an easy way for many groups to check room scheduling for instructional spaces has been a serious impediment to room support for many years. Too much time is consumed when needing to check with multiple offices on the availability of rooms in order to complete tasks associated with planning or installation/support/maintenance of technology therein. Moreover the confusion on where to go or who to call in order to schedule a room has also been a challenge for many units on campus. As the recent bomb scares in Schroeder Hall revealed the University needs an easy way to know where all students and faculty should be during any time period in the academic schedule.

**Promote Server-hosted Virtual Desktop Infrastructure**

Desktop virtualization has multiple deployment models. In all of these models one can use a variety of computing devices to access as little as a single application running in a hosted server environment (application virtualization) or as much as an entire computing experience — operating system, applications, and storage — (remote desktop virtualization) running on those servers. Desktop virtualization can provide significant improvements in computer manageability and cost savings by consolidating the services offered by a number of supported computers onto a centralized service in a hosted server environment. Many departmental lab computers provide students access to specialized and limited-license software. Some of this software is no longer compatible with the latest operating systems. A virtualized environment allows these applications to be de-
livered outside of the boundaries of a specific lab, and it allows those applications to be adminis-
tered more efficiently. Also, desktop computers require regularly scheduled recapitalization. The
cost of recapitalizing a zero client, thin client, or bare-bones desktop computer is minimized as
the cost of that equipment is less than that of a normal desktop computer and the useful life-span
of the client equipment is likely to be longer.

The Office of Academic Technologies supports the deployment of a server-hosted virtual
desktop infrastructure on campus to improve the computing experience of faculty and students,
and to reduce the cost to colleges of providing computing services from desktop and lab envi-
ronments.
College Priorities for Technology Enhancements

College of Applied Science and Technology

The College of Applied Science and Technology (CAST) provides technology support and services to faculty, staff, and students in order to meet the needs of its eight departments and schools, the majority of which have unique and challenging requirements that serve to promote faculty and student fluency in the use of technology. Our efforts with technology are driven by the College's Strategic Plan which is influenced by “Educating Illinois.”

The following section will highlight ways in which these strategies are being met.

Strategy 5A: Promote student technology fluency, as well as relevant faculty and staff development, in the use of technology for teaching and scholarship.

- Continue to advance the adoption and implementation of Digital Measures.
- Expand the use/knowledge of ARC GIS in AGR, CJS, HSC, IT.
- Acquire and install a 32 channel cognitive biofeedback system for collaborative use by CAST units to examine consumers’ cognitive and affective response to stimuli by measuring physiological states such as brainwaves, muscle tension, heart rate variability, eye movement, and respiration rate.
- Explore opportunities to incorporate teaching & learning technology in the FCS culinary arts laboratory scheduled for renovation in the next 18 months.
- Explore the use of tablets in a variety of programs (i.e. – teacher education, parks and recreation) both as a learning tool for students and as a classroom/teaching tool for faculty.
- Explore the use of PigCHAMP software (the leader in swine farm management software) for use by AGR students and faculty.
- Support Visual Retailing software for the Apparel, Merchandising, and Design sequence.
- Support Past Perfect – museum management software – in order to provide a system for managing the Lois Jett Historic Costume Collection.
- Set up a media lab for student use where video podcasting and other projects could be supported.
- Explore the use of social media in the classroom.
- Support equipment/software in the Physiology Assessment Lab, Biomechanics lab, and Sport Psychology lab.
- Support Superior Observation software for video analysis by KNR faculty and students.
• Support the Caterpillar Integrated Manufacturing Laboratory where students learn how to write programs for Programmable Logic Controllers (PLCs) and ABB Industrial robot arms.

• Provide opportunities for students to be involved in the design and construction of the ISU Solar Car. (With the use of modeling software and plotters, plastic parts are designed on computers and panels are printed to scale on plotters for cut out.)

• Provide an opportunity to explore the use of 3D printers.

• Provide faculty and students access to open-source Micro CNC Mill to enable the making of circuit boards. These machines have played a crucial role in the development of the new Renewable Energy Lab by creating custom electronic housings and electrical circuit boards for the new Solar PV Lab Stations.

**Strategy 5B**: Establish up-to-date technology and infrastructure to support teaching and research activities.

• Explore and implement desktop virtualization technology (HVD) and application virtualization with the intent of utilizing virtualization to increase availability of software to students and faculty both on and off campus.

• Investigate solutions for central Macintosh computer management.

• Continue to implement a sustainable faculty office computer replacement model with the goal of being able to replace/upgrade faculty computer on a 3 year cycle.

• Continue to develop and supply specialized computing labs for students (i.e. - ADM Convergence lab, Enterprise Computing Systems lab, Internet 2 lab, Security/Wireless lab, Human-Computer Interface lab).

• Develop a space with team rooms and some open lab space for students to bring in their own laptops to work. (IT)
College of Arts and Sciences

The College of Arts & Sciences (CAS) and the College of Arts & Sciences Information Technology (CAS-IT) has focused on continuing and enhancing services provided to faculty, staff, and students while cooperating with central IT units to reduce the amount of redundancy throughout the University. Our efforts with technology are driven by the College's mission and vision statements which are influenced by those of the University.

Current Technology Projects

- Working to formalize a college wide faculty and staff computer recapitalization plan.
- Serving the University in researching and implementing a content management solution intended for faculty, staff, and small group website creation (SharePoint Publisher).
- Converting laborious, email reliant, processes like budget requesting, and research grant requesting to digital workflows.
- Working to standardize internal documentation throughout CAS-IT.
- Providing CAS-IT staff with updated technology training.
- Upgrading virtualized server environments and network attached storage solutions.
- Purchasing and installing a 96TB network storage device (SAN) that doubles our storage capacity.
- Continuing to refine the implemented billing and client management solutions for the CSD Clinic.
- Migrating department/school website news feeds from an in-house WordPress based system to University Marketing’s “Stories” system.
- We will then use the “Stories” system to feed our department/school websites, digital signs, and newsletters for as an efficient process to distribute news.
- Serving the University in adoption and implementation of SCCM, as our unit has been using this utility for multiple versions, for many years.
- Serving the University in adoption and implementation of Digital Measures.
- Serving the University in continued use of Select Survey.
- Serving the University by active participation in multiple committees including VDI / HVD, Identity, ITSM, LeapForward initiatives, School of Communication search for Director of Converged Media, TechZone search for Sales Manager, and the Office of Academic Technology Leadership Team.
- Serving the University in our continued support of non-CAS units like HR, English Language Institute, and American Democracy Project’s IlstuViews.
FY15 Technology Projects

- Work towards a new CAS-IT Strategic Plan as the current concludes in 2015.
- Consolidate equipment in our server room to draw less power and reduce redundancy of services/capabilities both within CAS-IT and with ISU services.
- Plan for end-of-life on services that are infrequently used or duplicated at the ISU level.
- Focus on proactive alerting from the server room for environment conditions and server health status.
- Migrate services using storage on a 6+ year old storage device to a newly purchased storage device.
- Replace aging server equipment that hosts CAS mission critical or high priority services to equipment that is under warranty (some equipment purchases will have to be made to accommodate).
- Work with Facilities to provide an alternate power source to our server room located in SCH 375 for redundancy.
- The server room currently has only one source of power.
- This would be part of a larger facilities project to change the power source to SCH.
- Work with Facilities to improve current cooling system in SCH 375, the CAS server room.
- Focus on technology self-help step-by-step guides or videos for faculty/staff use.
- Continue meeting our faculty's specific needs, as they arise, by developing typical and unique software and hardware solutions.
- Continue to work with AT to implement/utilize a virtual client computing environment.
- Continue to discuss consolidating commodity IT services between CAS-IT and AT such as network file storage and other infrastructure services used ISU-wide.
- Convert faculty simple html websites to the implemented SharePoint Publisher content management solution.
- Continue staff skill enhancement and education.
- Continue to participate in University initiatives as representatives of the faculty, staff, and students of CAS.
- Begin collecting CAS faculty/staff impressions of CAS-IT and subsequently implement a schedule of open sessions where faculty and staff can discuss future technology needs.
- Re-assemble CAS faculty technology committee.
- Identify CAS innovative faculty to be part of steering and testing committees.
- Continue faculty productivity entries in Digital Measures.
• Continue to promote the value of Digital Measures (faculty productivity reporting tool) as a campus wide service.
College of Business

Current Technology Projects

- The COB is currently engaged in a small-scale desktop virtualization effort in support of the Chicago MBA cohort and the Accounting Department’s use of the Great Plains ERP software. Both initiatives allow the students to utilize software that they may otherwise have difficulty accessing for their course work.

- With support from a grant provided by Country Financial the COB continues to pilot an iPad cart for use in a new General Education course offered by Business Teacher Education faculty. The course, BTE 141 (Personal Financial Literacy), utilizes iPads in the classroom to deliver course content and allow students to develop their own teaching materials that they can use to teach a similar class at the high school level. During the FY14 school year the Department of Marketing purchased many additional apps and three additional iPads further extending the reach of this project.

- As FY13 came to a close the COB had completed its joint project with the Learning Spaces and Audio Visual Technologies to upgrade all the State Farm Hall of Business classrooms technology installations. This project, completed with Provost funds, has greatly improved the technology available to COB teachers and guests, ISU students, and other campus and community constituents.

- Starting in the Fall of FY14, the COB began utilizing ticketing and ticket tracking via the Technology Support Center’s BMC Help Desk system. In the Spring semester the COB intends to partner with the Technology Support Center (formerly known as the Help Desk) to cooperate on joint ticketing and first level support/call management.

- The COB has begun a steady review and improvement of wire management through-out the COB computer labs that will progress throughout 2014. While labor intensive, this process will improve the reliability of technology in lab and should help decrease wear and tear that stems from the frequent pulling/yanking of wires.

- The COB continues to invest in the campus pilot of System Center Configuration Manager as a means of standardizing imaging, software installation, and automation. Utilizing SCCM the COB has cut total replacement time of a faculty or staff compute roughly in half.

FY15 Technology Projects

- Camtasia Studio has become a very popular application with faculty for use in support of online teaching (this has proven true with COB faculty as well). Considering the current push for online summer courses it is recommended that the University consider purchasing a campus license for Camtasia Studio.

- The COB will continue to investigate the consolidation and virtualization of servers as appropriate with campus partners.
• COB-IT would like to be an early adopter of the new ITSM tool when it becomes available and would like to partner with Technology Support Center in its configuration, testing, and roll-out.

• With several applications and teaching scenarios that require some very unique operational challenges/needs, the COB is carefully watching the campus VHD pilot. We will continue to partner with AT and other campus areas in developing the technology for campus use with a specific eye towards application virtualization and VM’s that return to a “zero state” at log-off. Such functionality effectively allows students to utilize applications like databases and/or programming suites that may require expanded and/or administrative privileges.
College of Education

Current Technology Projects

- The COE is currently working with both the School of Teaching and Learning’s professional sequence for secondary education majors and the College of Education teacher education programs to establish curricular technology support for level one of the Illinois State University Technology Standards (ISUITS). These technology standards are a requirement at the state level, and every teacher education candidate across campus will be required to pass them before graduation.

- The Education Teacher Performance Assessment, or edTPA, includes a required component consisting of a video segment of a teacher candidate delivering instruction in a P-12 classroom environment. The COE EdTech team is currently delivering workshops and support for teacher candidates currently piloting this assessment. By fall of 2014, all teacher education candidates across campus (~5,000) will be required to participate in edTPA. COE is currently preparing support models for that time.

- The COE is continuing its expansion of the T21 initiative on campus. T21, or “Teaching in the 21st Century”, is an initiative that includes a number of technology opportunities for teacher education candidates across the university. These include the annual T21 Conference (T21Con) in the fall, the COE “Studio TEaCH” learning space for specialized software, hardware, support services, and the weekly T21 Speaker Series throughout the year.

- The COE continues to provide portfolio workshops to all teacher education candidates on campus. The current portfolio product used is LiveText. All teacher education students on campus are required to maintain this professional portfolio.

- The COE has reduced the number of open lab computers to approximately ten. This lab has been relocated to a more secluded area in DeGarmo, and is referred to as the “COE Quiet Lab”. This is in response to a student technology survey, in which the need for quiet workspace was communicated.

- The COE has improved an online scholarship application system available to both College of Education and teacher education students. The system includes nearly 100 scholarships.

Illinois State University Laboratory Schools Current Technology Projects

- The ISU Lab Schools continue to be model schools for technology initiatives. Other districts across Illinois visit both University High School and Thomas Metcalf school to learn about a variety of technology initiatives ranging from U-High’s 1:1 initiative to Metcalf’s Imaginarium lab and “Google School” status.

- The ISU Lab Schools are hosts to teacher education students from across campus who need observation hours as part of their graduation requirements. These pre-service teachers participate in thousands of hours of observation per year. The Lab Schools have de-
developed and maintain an e-registration system for those pre-service teachers who need to reserve observation times in the lab schools.

- Skyward, the district-wide student information system, is maintained by the ISU laboratory schools.

  **Thomas Metcalf School**

  - Metcalf continued developing and expanding the “Imaginarium”, a teaching and learning space where cutting-edge technologies are investigated as part of the curriculum.
  
  - In FY 13-14, Metcalf’s Design Technology integrated arts into technology as part of the Science, Technology, Engineering, Arts, and Mathematics (STEAM) education initiative.
  
  - Metcalf is now a Google School. In combination with netbooks provided by U-High, this allows teachers and students to fully utilize Google’s applications, store documents, and transition seamlessly between devices in a cloud-based environment. By fall of 2014, new Chromebooks will be purchased for the majority of Metcalf students.

  **University High School**

  - University High School continued its 1:1 initiative this year. Every student at U-High is issued a netbook at the beginning of the year, and the student keeps the netbook in their possession until the end of the school year. The netbooks are widely used across the curricula.
  
  - U-High continued supporting teacher education at Illinois State University by providing technology workshops for all students enrolled in TCH 216. These workshops prepare student teachers to use the technology found in the regular classrooms at U-High.
  
  - The Industrial Technology lab received an update to include newer technologies for U-High students, including a 3D printer.

  **College of Education FY15 Technology Projects**

  - The COE will continue working with teacher education programs across campus to support technology assignments delivered as part of ISUITS level one. Pending approval from the council for teacher education, COE will begin working with teacher education programs across campus to help support and develop technology experiences for ISUITS level two.
  
  - edTPA video support will be enhanced in FY 15 as all teacher education candidates begin participation in this assessment.
  
  - DeGarmo 52 will continue to be reconfigured and outfitted as a modern, flexible teaching and learning space. COE EdTech staff are working with faculty to design a classroom that will be a model learning space for the 21st century.
  
  - “Studio TEaCH” is a specialty learning space that provides teacher education students from across campus to explore a variety of technologies shown to be effective teaching and learning tools in P-12 education. It is also the home of the T21 Speaker Series, a
weekly event that features P-12 practitioners and higher education faculty and staff who are experts in using technology as part of their effective teaching. The Studio will be expanded in FY 15 to accommodate more flexibility, provide a more secluded workshop and classroom area, and to house current furniture design for teaching and learning spaces.

- The 5th annual T21Con, the campus-wide technology conference for teacher education majors and P-12 practitioners, will be held in the ISU Bone Student Center in early November, 2014.

University Lab Schools FY14 Technology Projects

- Metcalf is planning for the rollout of its 1:1 for students in grades 3-8.
- The Imaginarium learning space, housed in Metcalf, will be enhanced with new furniture and technology.
- Metcalf is expanding its iPad use in PK-2 from four to eight units.
- U-high have replaced their 1:1 netbooks with larger, faster Lenovo laptops. All U-high students receive a laptop as part of this initiative. In FY15, mobile applications will be pursued as a solution for smaller, more mobile devices.

College of Education needs and future plans

The following is a list of needs and future plans that would benefit not only the College of Education, but also teacher education across the campus:

- Additional technology and furniture in the College of Education’s “Studio TEaCH”.
- More kiosks showing COE information and emergency notifications.
- Increased reliance on virtualization in teaching and learning spaces.
- Room scheduling (physical) interfaces that communicate with the campus scheduling solution.
- A more efficient way of measuring the population count of clients who enter/leave learning spaces.
- Support for edTPA (field tech support, hardware, microphone solutions).

Lab Schools Future Plans

For the past three years, the Lab Schools have been exploring the installation of VOIP phones along with the appropriate infrastructure. This improvement is a necessity for the Lab Schools to provide decentralized communication in times of crisis. While other alternatives are being researched, this is the same system being used campus wide in other academic buildings (to handle internal communication). The Lab Schools are seeking to be included in the campus wide upgrade to VOIP at the same cost as other academic buildings. The Lab Schools are host to thousands of teacher education majors annually and their safety as well as the safety of the Lab School students and faculty associates would be enhanced by a VOIP system.
College of Fine Arts

Current Technology Projects

CFA-IT (aka ORAT) will have much to do in addition to its regular duties in maintaining a technology for the College of Fine Arts as it relocates, perhaps several times, before inhabiting its new Fine Arts Complex. In addition to sharing in the planning work over the next two years, we expect to be key partners in communicating with Telecommunications, Facilities, and other partners to make sure classes have the technologies they need, and faculty and staff are able to do their work and creative activity with as little interruption as possible.

FY15 Technology Projects

An additional permanent staff position has been our top priority since one of our full time positions was reallocated to support the Program in Arts Technology, and we had already determined a need for an additional half time position before that departure. While we continue to advocate for that AP position (featured in our Dean's planning document for FY 14 with a request for $50,000), we will try to make the best use of GAs and extra help where it is feasible.

Our computer recapitalization is not even close to the ISU goal of 3 years, with our average recap time of 4.7 years. Without an influx of funds, we have little hope of that changing, but we see our rising software costs as a greater concern, thus a request for $25,000 in permanent funding for our software budget has been made of the Dean. The need for our students, particularly our future teachers, to be familiar, even expert, in audio, video, compositing, photo, and other software in the arts is growing exponentially, and software providers are quickly eliminating programs — such as concurrent licensing — which have provided us savings in the past. We anticipate at least this additional funding to help us maintain the technology in our new complex.

Projects we continue to pursue include:

1. Migrate to FileMaker Pro 13, including FileMaker Server’s web presence and iOS integration. Use Filemaker in one tool to streamline and better track inventory.
2. Begin planning for migration of all faculty and staff to the Exchange calendaring system.
3. Create and implement CFA-IT branding for all Workstation and Lab computer login screens for easier identification of support contact information.
4. Implement a Windows image workflow that parallels our OS X image workflows.
5. Restructure CFA Active Directory OU to reduce hierarchy complexity and allow for easier implementation of automated tasks.
6. Identify current needs and new opportunities for functionality that can be scripted and/or automated in both OS X and Windows.
7. Further utilize SCCM and GPO’s for more efficient management of Windows computers.
8. Continue development and leveraging of Deploy Studio and Apple Remote Desktop (ARD) for computer installs and day-to-day maintenance.
9. Assess current and future needs for additional file storage across the units.

10. Facilitate the planning and movement of computer equipment to the new Gallery location.

11. Spearhead Schlage SMS Door Lock setup for campus - assisting AT and Facilities with testing and proper setup of this system as the first non-Facilities users of the system for lock management on campus.

12. Investigate System Center Configuration Manager 2012 features for MAC (awaiting updates to current campus SCCM 2012 implementation).

13. Migrate to new campus ticket tracking system expected to be put into production in 2014 by Administrative Technologies.

14. Continue investigating licensing changes with Adobe Creative Cloud.

15. Explore OS X & iPad centralized management MDM solutions for enhancements to classrooms, labs, and workspaces and set standard practices for the College.

16. Develop CFA-IT website to better promote CFA-IT services and end-user knowledge (working in conjunction with CFA website redesign).

17. Develop and implement technology efficiency, worker training, and documentation for all CFA labs.

18. Strive to be a key resource of Apple systems for the University.

19. Further CFA-IT’s knowledge and skills through training, conferences, networking, and certification.
Mennonite College of Nursing

FY14 Technology Projects

With changes in technology roles, (simulation specialist taking the lead technology position and redefining the technology specialist role), MCN will evaluate faculty and staff perceptions of technology service.
Milner Library

FY15 Technology Projects

The Library Technology Committee is the steward of the Library’s annual technology plan. Each year’s plan represents the direction of efforts for the whole library and not just a single library department or committee. This year’s plan now also incorporates integration with external departments and units, as many ongoing efforts will require partnerships with the Office of Academic Technologies and with Administrative Technologies.

The “tech plan” provides a brief overview of where the library plans to put its energy, whether on new projects or on enhancing existing services for faculty staff and students. More details on these goals appear in the Library’s overarching goals documents. The Committee will continue to focus on these goals as much as possible in the coming year, while leaving room for innovation by departments, responding to evolving technologies, and accepting partnerships when opportunities occur. A few of those goals are listed below.

Patron Service Enhancements

- Self-service laptop kiosk – Continue to monitor the self-service laptop kiosk use, installed on the main floor in library in FY 14, to see if it has the potential to be reproduced to other library services such as iPad checkout program.
- Develop a Patron Knowledge Base (FAQ) from Milner website - Using the web-based platform LibAnswers, a robust database of Library-specific reference questions will be developed; it will be on the Milner website and available 24/7.
- Expand online digital learning opportunities - Working with various Milner and University stakeholders additional digital learning opportunities will be develop by to improve current and to create new learning opportunities for students.

Digital Library Services

- Investigate enhanced streaming services - Explore faculty and student needs for enhanced multimedia streaming support and begin a conversation with other campus stakeholders about the topic
- Investigate transcription software - Special Collections' strategic plan calls for utilizing transcription tool to transcribe handwritten documents online. This project will make library’s special collections much more accessible and findable by community.
- Upgrades for digital collections’ hosted platform - The capacity limit with the Library’s current digital collections license will be reached soon. Milner will investigate possible solutions (upgrading current license, pursuing other platforms, etc.) to enhance future management of digital collections.
- Digital Scholarship and Multimedia production - Explore possibilities to establish collaborative spaces in library to support digital scholarship and multimedia production activities.
Infrastructure and Integration

- Expand data connectivity at the University Archives - To enhance our in-house and online services for student learning and patron research, Milner will add and expand Wi-Fi service at the University Archives Building located on Warehouse Road.
- Enhance library Intranet - Milner working groups will identify and implement SharePoint's advanced features to expand it into a collaboration workspace in addition to storing and sharing documents.