Meeting Notes from 4-14-16, 2:00pm, Weir Hall Room 104

Members Present: Penny Rice, Ben Smith, Timothy Nordstrom, Ben Jones, Nicolas Trepanier, Robert Doerksen, Wayne Shaw, Tony Ammeter

Guests Present: Kathy Gates

UM 2020 Taskforce:
Kathy Gates spoke to the committee about the UM 2020 Taskforce to develop guidelines for technology across the curriculum.

A team consisting of representatives from the School of Engineering, the School of Journalism and New Media, the College of Liberal Arts, the Office of Information Technology, and the Library have been working to establish a minor in Digital Media Studies (DMS). This minor is a cross-disciplinary program intended to equip undergraduate students with digital computing, design, and communication skills that complement their primary academic focus. The minor was approved by the Undergraduate Council in March 2016. The minor is 18 credit hours, including a required core of two new courses: DMS 101 – Introduction to Digital Media Studies and CSCI 203 – Introduction to Computational Media. Students take the 6 hour core and choose the remaining 12 hours from classes among three tracks: Computing, Digital Communications, and Digital Arts. Students must designate one of four emphases: (1) DMS, Computing Track; (2) DMS, Digital Communications Track; (3) DMS, Digital Arts Track; or (4) DMS, Generalist Track. The College of Liberal Arts and the School of Engineering have introduced new courses to support the minor such as Art 110 – Digital Media Foundations, CSCI 333 – Digital Design and 3D Printing, and CSCI 343 – Fundamentals of Data Science.

A first ever "Women in Technology" summit was held on March 31, 2016. This event introduced female students to career opportunities in technology. The event consisted of a panel of successful women currently working in tech-related fields as well as a networking activity where students could interact with professionals. This event was organized by the Office of Information Technology, the Computer and Information Science Department, the School of Journalism and New Media, the School of Business Administration, and the Division of Outreach and Continuing Education. Vendor partners included SAP, Cisco, FNC, LiveSafe, and Tableau.

Kathy stated that the taskforce would like to be more faculty focused moving forward and asked the committee for their thoughts on ways to accomplish this. The following ideas were proposed:
- Assess what we are doing now. How do current courses teach technology skills? What technology do students learn in this course?
- Create a faculty survey to gather this information.

- Set up a mini task force to include one person each from: this committee, the faculty senate, and the general education committee. This mini-task force will develop the faculty survey.
- This committee will critique the faculty survey before it is sent out.

LockDown Browsers:

Penny briefly gave the history of this committee's review of lockdown browsers.
- Del Hawley brought this to our committee back in 2012. At that time, we had several faculty and committee members participate in an evaluation of Respondus. After the evaluation, the feedback was that they did not find the Lockdown browser to be very useful and would probably not use it for their exams. The Respondus stand-alone exam creation software was helpful. Based on the feedback, the committee did not recommend a campus wide license of the Lockdown Browser. Instructors who wanted to use the Respondus exam creation software could purchase individual licenses for $79.
- Last fall, Erik Hom in Biology expressed interest in a campus wide license for ExamSoft. The School of Pharmacy has a departmental license for this and uses it in some of their courses.
- The committee recommended re-evaluating each of the three best-known Lockdown Browsers – Respondus, QuestionMark, and ExamSoft. We sought faculty willing to evaluate one or more of these products in the fall semester, however we found little interest. Erik Hom was the only faculty who participated in evaluating a product in the fall semester.
- Erik Hom presented his findings on ExamSoft to our committee in December. Because ExamSoft was expensive, and we had so little interest, the committee decided not to recommend a campus wide license for ExamSoft.
- This spring, the FTDC has had two instructors express interest in Respondus.
- Cesar Rego recently expressed interest in online testing.

After some discussion about the pros and cons of online testing and the cost involved for a campus-wide lock-down browser license, the committee decided not to recommend funding a campus-wide lock-down browser solution at this time. Instead, it was proposed that we do further research to determine what types of technology tools would be of most interest to our faculty. Tony suggested that this might be a good topic for a CETL luncheon – Technology Tools to Facilitate Teaching. He will approach CETL with this idea. Once we know what types of tools are of most interest, this committee could help facilitate product demos, licenses, etc.

Attendance Scanners

Attendance scanners have now been placed in the majority of the large classrooms on campus. Scanners will be installed in the Business school classrooms this summer. Do we continue to install scanners in the smaller classrooms? How do we determine priority? After some discussion, it was decided that we will poll department chairs (similar to how we do for Classroom Technology now) to determine where scanners are most needed.

Classroom Technology
Funding will be available for Classroom Technology improvements again this year. We will send the notice requesting recommendations to department chairs and deans offices around the first of July.

The meeting was dismissed at 3:00 pm.