To: Mark Jackson, Senate President
From: Thomas Burkholder, Chair, Information Technology Committee
Re: Annual Report for 2018-2019

Annual Responsibility:

Prioritization of Academic Software Requests:
Total of renewals was **$200,174** and total of ranked new requests was $52,960. These are incorporated in the IT budget request for 2019-2020. (see attached spreadsheet for details). Approved December 7, 2018.

Accomplishments:

Joint effort with Promotion and Tenure to pilot online portfolios for renewal of first-year renewals. Several candidates in departments in SEST, SEPS and CLASS participated. Feedback survey (attached) indicated satisfaction from most respondents with the process. Issues were identified with the evaluation part of the process and solutions will be considered by the newly appointed ad hoc committee on Promotion & Tenure guidelines review and revision.

An ad hoc website advisory committee was formed and charged with addressing issues related to the CCSU website performance, appearance and content. They drafted a web policy for CCSU with guidelines for how website updates will be requested and approved;   They also proposed some initial style guidelines for department websites which will be discussed further this summer and next fall. That committee proposed the formation of a Faculty Senate Website Advisory Committee and developed bylaws which ITC approved and forwarded to faculty senate, twice.

A Learning Management System Educational Technology Survey Committee met all through 2018-2019. CCSU was represented by Jennifer Nicoletti and Tom Burkholder. See the attached summary of survey results. Committee recommendations were sent to the RFP Steering Committee chaired by Shirley Adams of Charter Oak State College.
The committee recommendations are:

1. Contract Renewal: Renew Bb contract for 1 year with conditions of improvement of essential features and addressing usability issues.
2. RFP: Establish an RFP to explore the LMS market and determine if there is an option that can better meet faculty and student's needs.
3. Increased Training & Support
4. Promotion of Basic LMS Best Practices

Agendas and detailed minutes of other ITC activities are available here: http://itc.ccsu.edu

Submitted May 3, 2019

Renewals/Upgrades for Fall 2019					
Name	Dept	Software	Type of Request	Est Cost	Comments
Henry Rudzinski	SEST	Matlab w/all toolboxes	Renewal	$ 1,836	Same as last year
Henry Rudzinski	SEST	Solidworks	Renewal	$ 4,700	Down from 5500 last year
Henry Rudzinski	SEST	Famic Automation Studio	Renewal	$ 4,598	Same as last year
Henry Rudzinski	SEST	Rockwell Automation	Renewal	$ 6,570	Increase from 6240 last year
Henry Rudzinski	SEST	PTC Creo Parametric	Renewal	$ 3,020	Increase from 2875 last year
Henry Rudzinski	SEST	CGTech Vericut	Renewal	$ 1,000	Slight increase from $990 last year
Henry Rudzinski	SEST	CNC Software MasterCam	Renewal	$ 3,000	Same as last year
Henry Rudzinski	SEST	NIA	Renewal	$ 5,636	Same as last year
Henry Rudzinski	SEST	Bentley Microstation	Renewal	$ 3,750	Same as last year
Henry Rudzinski	SEST	ANSYS	Renewal	$ 3,000	Same as last year
Henry Rudzinski	SEST	Siemens	Renewal	$ 5,100	Same as last year
Henry Rudzinski	SEST	Trafficware	Renewal	$ 2,155	Crossing fiscal years
Maria Casas	Modern Language	Sony Virtuoso	Renewal	$ 4,685	down from 5185 last year
Nimmi Sharma	Physics	Matlab	Renewal	$ 140	Same as last year
Nimmi Sharma	Physics	IDL	Renewal	$ 420	Same as last year
Jeff McGowan	Math	Mathematica	Renewal	$ 17,692	Same as last year
Charles Menoche	Music	Logic Pro X	Renewal	$ 999	Same as last year
Charles Menoche	Music	Roxio Toast Titanium	Renewal	$ 318	Same as last year
Charles Menoche	Music	Avide Pro Tools	Upgrade	$ 2,178	Same as last year
Charles Menoche	Music	DSP-Quattro Version 5	Upgrade	$ 980	
Charles Menoche	Music	Finale	Upgrade	$ 1,750	Not renewed last year - needed this year
Lisa Washko	IT	MatLab	Renewal	$ 2,220	
Lisa Washko	IT	Respondus	Renewal	$ 2,545	
Lisa Washko	IT	Pharos	Renewal	$ 3,880	
Amy Kullgren	IT	SigmaPlot	Renewal	$ 1,550	
Amy Kullgren	IT	SPSS	Renewal	$ 8,744	
Amy Kullgren	IT	LabStats	Renewal	$ 8,250	
Amy Kullgren	IT	Final Cut Pro	Renewal	$ 14,998	
Amy Kullgren	IT	Adobe Creative Suite	Renewal	$ 78,561	
Amy Kullgren	IT	Minitab	Renewal	$ 1,080	
Amy Kullgren	Geography	ArcGIS	Renewal	$ 2,725	
Amy Kullgren	IT	Express Printing - PrinterOn	Renewal	$ 1,995	
Lisa Washko	IT	Microsoft Imagine	Renewal	$ 99	Same as last year
Lisa Washko	IT	LanSchool	Renewal	$ 339	3-yr license paid in 2017
Jan Bishop	PEHP	FitnessGram	Renewal	$ 149	maintain current contract***
			Total Renewals	$ 200,174	

New Requests Fall 2019 Prioritized					
Leone Konieczny	Nursing	Respondus Lockdown Browser	New	$ 4,795	Dept paid for this the last two years
Henry Rudzinski	SEST	Video Copilot Element 3D	New	$ 4,198	30 licenses
Henry Rudzinski	SEST	Grayscalegorilla Transform	New	$ 2,985	30 networked licenses
Henry Rudzinski	SEST	Maxon Cinema 4D	New	$ 3,000	was not purchased last year
Henry Rudzinski	SEST	Mathworks Matlab w/toolboxes	New	$ 2,980	10 additional licenses To allow off-campus access to the ITS server
Jeff McGowan	Math	Mathmatica Cloud Version	New	$ 4,530	Unlimited access and online for faculty, staff, and students ($ 4530 over current license)
Henry Rudzinski	SEST	CSI America SAP2000	New	$ 1,500	3-10 seat network licence purchased by SEST last year 4 courses 100+ students
Farough Abed	Ed Leadership	Apple Remote Desktop	New	$ 2,720	two classrooms - 34 Macs - approximately $80 per seat
Rahul Singhal	Physics	Origin 2019	New	$ 1,299	3 licenses for NC109 Phys450 & 452 and undergrad research- can he use SigmaPlot?
Steven Johnson	Engineering	Pandat	New	$ 10,000	Free version with limited database but wants more extensive database
Yan Liu	Ed Leadership	Stata 15	New	$ 1,495	single user perpetual license - research and teaching - doctoral ed leadership program
Laura Bowman	Psychology	IRBnet	New	$ 13,000	Installation and annual fee the first year 6000-8000 annually
Christopher Lee	Mgmt & Org	Palisade Dtools	New	$ 458	Dept has been purchasing - expires Dec. 31 - wants to get it on a July or Aug renewal
			Total New Requests	$ 52,960	

Keep on IT Radar					
Jooeng LeePartridge	MIS	RapidMiner	renew	$ -	
Marianne D'Onofrio	MIS	SAP Login	renew	$ -	paid by School of Business
Marianne D'Onofrio	MIS	Tableau	renew	$ -	paid by MIS Department

Fall 2018 Revisited

New Request Approved - Prioritized

C. Christopher Lee	Mgmt & Org	Decision Tools Suite	New	$	457	purchased by SOB Dec 2017 Educ disc 50 licenses 3 courses used in industry
Nusser Raajpoot	Marketing	Decision Pro	New	$	1,800	50 licenses 1 course MKT380 purchased by SOB last year
			New Approved	$	2,257	ITC recommended that these be funded

New Requests - Not Approved - Prioritized

Henry Rudzinski	SEST	Maxon Cinema4D Studio	New	$	3,000	30 network licenses purchased by SEST last year - 2 courses 48 students?
Henry Rudzinski	SEST	Palisade @Risk	New	$	978	30 networked licenses 2 courses 48 students
Henry Rudzinski	SEST	Thermo-Calc	New	$	9,500	99 network + 2 single seats - $2160 renewal - 7 courses 90+ students
Rahul Singhal	Physics	Origin Pro	New	$	2,200	3 licenses 1 course 12 plus indep study students
Jeff McGowan	Math	Mathematica Cloud Version	New	$	4,000	More access/features for students&faculty $4000 more than current
Haoyu Wang	Manuf & Constr Mgmt	PC-DMIS CAD	New			24 licenses - one course TM426 install in NC133

Digital Submission of First Year Renewal Materials Survey Results

April 4, 2019

I. What is your role in the Renewal Process?

		Response Total	Response Percent	Points	Avg
			No responses were entered for this question.		
Faculty being renewed		6	38%	n/a	n/a
DEC Chair or Member		5	31%	n/a	n/a
Department Chair		2	12%	n/a	n/a
Dean		2	12%	n/a	n/a
Dean's Administrative Assistant		1	6%	n/a	n/a
Other, please specify		0	0%	n/a	n/a
	Total Respondents (For this Question)	16	100%		

II. For each of the following techincal aspects of the renewal process indicate your satisfaction on a scale from very unsatisfied to very satisfied.

		Very Unsatisfied (1 Points)	Unsatisfied (2 Points)	Neutral (3 Points)	Satisfied (4 Points)	Very Satisfied (5 Points)	N/A (0 Points)	Response Total	Points	Avg
view	Setting up the folder(s)	0% (0)(0pts)	6.25% (1) (2pts)	0% (0)(0pts)	25% (4) (16pts)	43.75% (7) (35pts)	25% (4)(0pts)	16	53	3.31
view	Sharing the folder(s)	0% (0)(0pts)	12.5% (2) (4pts)	0% (0)(0pts)	18.75% (3) (12pts)	56.25% (9) (45pts)	12.5% (2) (0pts)	16	61	3.81
view	Instructions for setting up and sharing	0% (0)(0pts)	12.5% (2) (4pts)	6.25% (1) (3pts)	18.75% (3) (12pts)	50% (8) (40pts)	12.5% (2) (0pts)	16	59	3.69
view	Creation of PDF files	0% (0)(0pts)	12.5% (2) (4pts)	0% (0)(0pts)	18.75% (3) (12pts)	43.75% (7) (35pts)	25% (4)(0pts)	16	51	3.19
view	Information available about process	0% (0)(0pts)	6.25% (1) (2pts)	12.5% (2) (6pts)	37.5% (6) (24pts)	43.75% (7) (35pts)	0% (0)(0pts)	16	67	4.19
						Total Respondents (For this Question)		16		
						Total Responses		80		
						Total Points Earned		291		
				Point Average (total points all rows/responses for all rows)				3.64		
				Point Weighted Average (total points all rows/responses for all rows)				3.64		

III. What suggestions do you have that would make the process smoother?

1. When a new faculty member is hired from day one their PCN # should be used to create a data base file for them that will have all their professional information readily available. This will cut down on the excessive paper that is used for P&T and renewals. Not to mention the amount of binders that need to be delivered and stored.

2. During the process there were some questions that eventually were answered. Based on that experience from each department I am sure it will be useful to incorporate the answers into the instruction documents, and it might also be useful to create a list of frequently asked questions. If the point is to save paper, why make the DEC print out the recommendation, sign it, and then upload it? There should be a way to have electronic signatures for the DEC, candidate, Dean,and Provost.

3. I have little idea how these are being used at the end of the day. Am I signing a new contract? Do I get merit pay? It's unclear. I would wish for more transparency about this. Otherwise, it's a clear process and so much easier and cheaper than compiling a print folder. It also respects DEC time and labor more when the files can be accessed at any point.However, I'm not keen on everyone being able to access my file whenever they want and would like to know when I can un-share so I can build for next year. In general, the security and privacy aspect of this is lacking, but I've noticed this with multiple aspects of file collection across the department and institution.

4. The most difficult part of the process was the requirement that the documents be numbered - it made it very hard to add new documents because then every document afterward needed to be renumbered, then the list of documents needed to be renumbered, and the hyperlinks IN the list of documents needed to be updated because by changing the name of the file, the hyperlink no longer worked! If there is a main list, I do not see any need for the documents to be numbered, particularly if that main list has hyperlinks to the documents.

5. Sample of a first year renewal.

6. The example of how to organize the files was for teaching faculty, and for librarians the organization needed to be different. Examples and instructions that are tailored to faculty from different departments would be helpful.

7. There needs to be a better process for putting the letters into the candidate's folder OR having the DEC folder shared with the candidate. To be honest, I still don't have a digital copy of my department DEC's letter. Both the Dean and Provost e-mailed me their letters, but although I met with my department DEC, I never got a copy of their letter. The only one I have is the hard copy that came back with the Provost's letter in the big manila envelope. I mentioned above that the DEC never shared their Evaluations folder with me due to them thinking my letter might not be the only one in there (i.e., if someone else were up for evaluation, they would only have one folder with multiple people's letters in it). So the process for making sure those letters get back to the candidate needs to be improved. I also felt like this process came up VERY suddenly. It was only by coincidence that I heard during a New Faculty Meeting (with the Provost) in December that this could be a possibility. If I hadn't heard, I would have started to put together my dossier over break in hard copy. So information about this process needs to be disseminated much sooner. That issue will only be magnified if this is ever made retroactive or mandated for people who previously submitted in hard copy.

8. None

IV. (Faculty) What challenges did you encounter in the creation of PDF files?

1. I made the files in Word, when I saved them as PDFs, the hyperlinks were no longer functional. When I googled the problem, it turns out it might be a Mac thing. There's a workaround (sending the file to myself in my gmail account, opening it using the google document editor, then downloading it as a PDF) but it's annoying and complicated and had to be redone every time I updated a document. I don't have a solution, so this is mainly just whining.In general, though, this was a much more simple process than the binder creation would have been. I heartily endorse it.

2. None. It was easy to print to PDF from e-mail or save as PDF, from Word.

3. None

V. (DEC, chairs, deans) What changes would you make to the evaluation form? How did you handle the signatures?

1. Printed letter, signed, and uploaded.

2. We printed the form and signed it. We then took it to the dean's office.

3. We printed, signed and scanned the form.The whole process wasn't so bad, but that's only because we were dealing with a first year renewal. I can't imagine doing this for a tenure/promotion portfolio. The prospect of dealing with such a portfolio online rather than in print would actually make me think twice about serving on the DEC in the future should it become mandatory.

4. This is a very easy process. I hope we can institute it across the university. I had someone in our department create PDF fillable forms for our checklist and signatures form. Thank you.

5. We used the normal form and then scanned it in. The scans don't always look the best, but it works.

6. There should be a way to have electronic signatures for the DEC, candidate, Dean,and Provost.

7. We printed the form, signed it, scanned it, and uploaded it to the folder. Would electronic signatures be possible?

8. As Department Chair, I was expecting to receive some notification when the faculty member's materials were submitted to the DEC, but I didn't. I also expected there to be an electronic evaluation form but instead we were signing and uploading the paper form. Also, I was surprised that this form was uploaded to a different shared folder (separate from the one containing the faculty member's portfolio). If that is the way it is supposed to work that's fine, but it would be helpful to have some instructions on how all the different pieces are to be handled.

VI. What additions, deletions or changes would you make to the instructions?

1. The graphic with the blue arrows and boxes is more complicated than it needs to be.

2. In the main instructions for renewal, there is a request for a manila folder with select documents in it to be sent to the Dean. It was not clear if I needed to do that, so I did it just to be sure. Turns out it wasn't needed...not a big deal but maybe make sure to explicitly mention that the manila folder is not needed.

3. The instructions to the DEC/Department Chair should indicate that the folder recipient must have permission to forward the folder onward. If this was the case, at least one person missed that.
4. Area in the candidate file for their CV - perhaps a folder that would include all the materials of the Manilla folder (CV, student most recent evaluations etc)

5. There should be a fool proof master check-off sheet for P&T and Renewals. The DEC should be held accountable for dumping the file/binders on to the administrative professional who sometimes has no idea what to do. It is not right to make the Dean or his Admin. Asst. go through binders and make the correct number of copies of missing information for the folder that is turned into the Provost Office. Many feel that they do not need to follow directions even though they know what needs to be done because someone will fix it for them.

6. I would include specific instructions for where to include the CV and other documents that may be outside of the 4 areas covered in the main folders.

7. Initially, there was some confusion as to how to create the one drive folder for DEC submissions, but once we received the Creating Promotion & Tenure Evaluations Folder using OneDrive DEC Instructions it was pretty straight forward.

8. The instructions for sharing were clear, and I followed them. The issue was sharing with the correct people. For instance, for Provost Dauwalder's review, I gave him permission to view, but then I later got an e-mail from Dean Wolff asking permission to share with Michelle Lynes in the Provost's Office. So while I thought I knew the process, it got unnecessarily complicated. The instructions are also unclear in terms of the DEC's Evaluations folder. My department never shared this with me because their interpretation was that if multiple candidates were being reviewed, they obviously wouldn't share my letter with others and vice versa. So the process of sharing the Evaluations folder needs to be figured out, and the flow chart needs to be updated in terms of sharing both the Evaluations folder as well as who to share the Portfolio with (as discussed above).

9. The DEC instructions were vague. I had to ask the faculty member how she set it up.

10. None

VII. (Deans) Comment on the process of dealing with online candidate portfolios. Did you encounter any difficulties or would you recommend any changes?

1. See above. No real issues.

2. Communication among all parties regarding the process and expectations . . . for one I had to create the evaluation folder, the faculty had it online and received the evaluation from the DEC in hard copy. Another committee did part of the process online, but turned in the evaluation forms in hard copy.

LMS/Ed Tech Survey Committee Report
Executive Summary

Background:

In May 2018, a meeting was held comprising CSCU faculty and staff to discuss Blackboard issues, ideas, and needs, following significant reported disaffection within the CSCU community. In that meeting, Blackboard representatives gave an informational presentation. Faculty raised serious concerns about Blackboard's ability to respond to faculty concerns, Blackboard's focus in higher education LMS market, as well as the methodology employed when deploying new services/options in the LMS. As a result, a committee of faculty, staff, and system office Blackboard administrators was established to create a faculty focused survey to discern functionality and satisfaction with our LMS and identify concerns and issues. Additionally, the committee received a briefing on pertinent contract related considerations as well as the RFP processes and options to help us make informed and timely decisions.

Data & Findings:

This report reflects the findings of the survey. The survey was not intended to be a scientific study or analysis. Rather, the objective was to better understand faculty attitudes related to Blackboard (Bb) as an LMS and other educational technologies. A subcommittee led by faculty interpreted the results. Data was organized and interpreted from many different perspectives to understand what the data revealed.

Survey:

The survey was sent to faculty at all 17 CSCU institutions, the four state universities, the 12 community colleges and Charter Oak State College; an estimated 7,147 faculty. 2,180 responded to the survey, a response rate of 31%.

- 57% of respondents were from Community Colleges, 37% State Universities, 6% Charter Oak.
- 43% were part-time instructors, 37% full-time instructors, 20% not disclosed.
- 10.5% have never used an LMS of any kind, 77.5% currently use Bb. The remainder (12%) do not currently use Bb, but have some current or past LMS experience.

Users of Blackboard:

Of the respondents using Bb, a majority (1,200) have used it for an on-ground class; about half (630) for an on-line class, and about a quarter (326) for a hybrid class. Features used predominantly include: syllabus posting, the gradebook, assignment posting and submission, announcements, course copy, sharing files and weblinks, email, the discussion board and messages. Tests are used about 50% of the time. Numerous other features are rarely or never used; these include blogs, wikis, surveys, groups, the calendar and test question pools. See **Fig 1**.


Fig 1: Tool Use (Total responses = 1200)
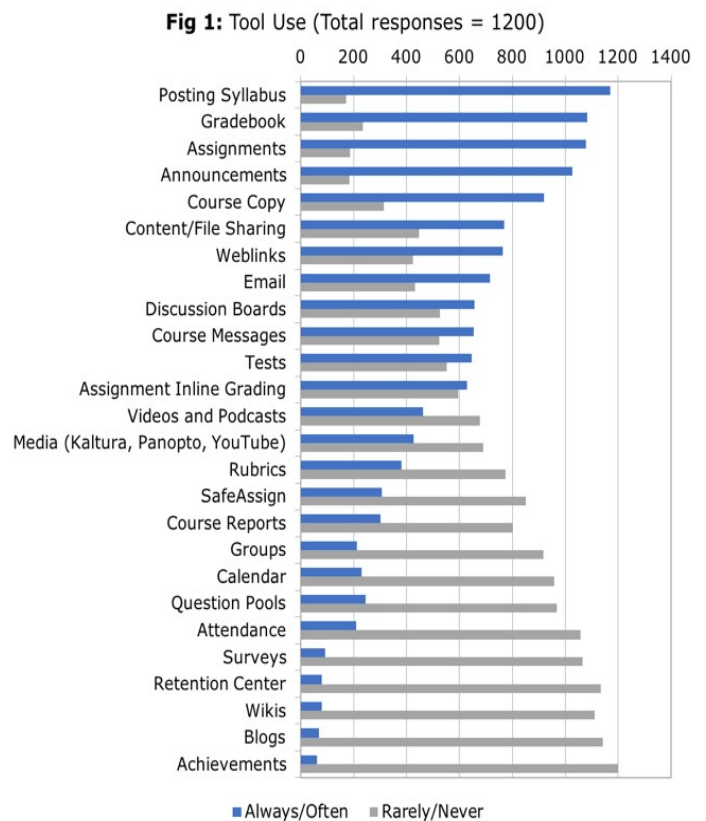
Sentiments about tools used:

Expectedly, respondents report being satisfied with the tools used more frequently: announcements, assignments and syllabus posting. More surprising, however, some of those highly used tools also lead disaffected sentiment: e.g. gradebook, inline grading. The majority of respondents are "neutral" towards most tools, which may reflect the non-use of many tools in the system. See **Fig 2.**

LMS/Ed Tech Survey Committee Report
Executive Summary

Fig 2: Satisfaction with BB Tools
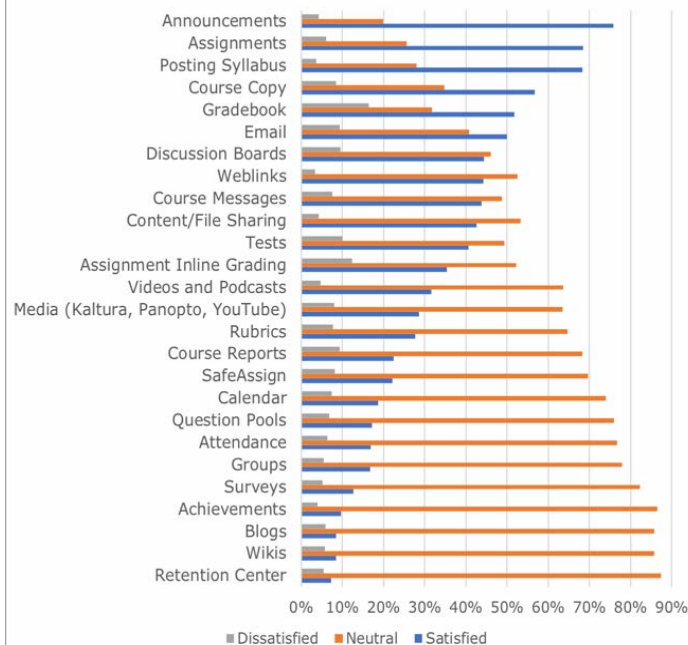
A diverse range of factors would reportedly encourage increased use of, but the perception of "greater ease of use" led other factors, including: more faculty training, more features and tools, system reliability, and student training. Respondents believe training is essential ("required") for efficient use of the system.

When asked in open-ended questions to opine on Bb, faculty gave both positive and negative sentiments. Positive issues raised: effectiveness (for task), local training, and general positive responses, e.g. "I like Blackboard." Negative issues raised included: usability, the mobile app, grading and in-line grading specifically, training, as well as infrastructure related problems.

Respondents appear to support a universal LMS for all faculty and students, and that an LMS is the "best way" to organize course materials and communicate with students. Though when asked specifically to opine on choice alternatives, on aggregate, survey respondents overall did not reflect an overwhelming desire to "get rid" of Bb or "keep Bb". Views were mixed. Rather, some respondents indicated a readiness/ willingness to adapt to any solution (39%); stay with Bb (36%), stay with Bb with major enhancements (19%). Others supported investigating an alternative (27%), pilot something new (18%), prefer open source solution (16%), or less expensive alternatives (11%). Broadly interpreted,

there is a near 50-50 split between "keep Bb" and "examine other options". However, these differences in opinion do vary by faculty type (part/full-time); universities, colleges, and Charter Oak; and when proxied for intensive users of the LMS vs. less intensive users of the LMS.

Actual usage statistics:
The survey use data reflected above is supported by actual system usage statistics across the system. Actual usage statistics were reviewed for some validation.

Committee members shared the belief that an LMS is an important information system in formal education settings, and therefore that a 50% passing grade for any LMS does not satisfice. The committee developed the following recommendations.

Recommendations:
1. **Contract Renewal:**
   The committee recommends the Blackboard contract be renewed for a 1-year term with conditions. Note, this does not imply there is an expectation for a resolution within a year, but the term is a signal of the intention to execute recommendation 2 below.

2. **RFP:**
   The committee recommends an RFP be established to explore the LMS market and determine if there is an option that can better meet faculty and students' needs.

3. **Increased Training and Support:**
   The committee recommends enhanced training and support for faculty and students. This is based on survey results.

4. **Promotion of Basic LMS Best Practices*:**
   The committee recommends the implementation of LMS best practices on campuses to promote consistent, student-friendly user experiences that will enhance ease of use for our students.
   *Committee members representing different perspectives from faculty to course designers and IT support and had numerous discussions about some comments in the data and their interpretation. There was a strong sentiment that the encouragement of basic LMS best practices would improve the user experiences of both faculty and students.