

Faculty Senate

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Computing Resources Committee

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NOTE: The Computing Resources Committee (effective 6/99) was formerly the Instructional Development and Technology Committee.

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Faculty Senate

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Computing Resources Committee

Standing Rules

The Computing Resources Committee reviews and recommends policy concerning technology as used by faculty in instruction, research, and service on campus and off-campus. It assists in planning and advocating for the necessary technology to maximize student learning and enhance faculty research and service activities to OSU and the wider community. It acts to advise other committees and Information Services as well as providing leadership in adoption and effective use of computing for instruction, research, and service. The Committee shall consist of six Faculty, at least four of whom must be Teaching Faculty, and two Students, and the following ex-officio, non voting members: the Vice Provost for Information Services or a designated representative, and a representative from Technology Across the Curriculum (TAC). The Vice Provost for Information Services may recommend a resource person from Information Services as another ex-officio, non-voting member. The CRC chair serves as an ex-officio member of the Information Technology Coordinating Committee (ITCC).

The Executive Committee is encouraged to look for broad representation in the appointments to the committee in order to provide disciplinary diversity.

(Rev 04/10; 05/08; 04/06; 04/12)

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Computing Resources Committee

Membership

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Computing Resources Committee

Scheduled Meetings 2013-2014

November 12 – 2:00-3:00 PM ~ 319 Milam Hall

March 6 – 1:00 PM ~ 319 Milam Hall

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Computing Resources Committee

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Computing Resources Committee

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Computing Resources Committee

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Computing Resources Committee

Membership – 2013-2014

Stuart Sarbacker, Co-Chair '14

Victor Hsu, Co-Chair '15

Robert Reff (v. Myles) '14

Amy Flint '15

Paula Weiss '16

Bill Loges '16

Philosophy

Biochemistry

Student Health Services

Registrar's

Chemistry

New Media Communications

Ex-Officios:

Vice Provost for Information Services (Lois Brooks)

Information Services (David Barber)

Technology Across the Curriculum (Jon Dorbolo)

Student Members -

- TBA

- TBA

CRC faculty representative to the Blackboard Operations Committee – Richard Nafshun

Executive Committee Liaison – Mike Bailey

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Computing Resources Committee

Membership -- 2012-2013

Stefanie Buck, Co-Chair '13	OSU Libraries
Stuart Sarbacker, Co-Chair '14	Philosophy
TBA (v. Accapadi) '13	
Robert Reff (v. Myles) '14	Student Health Services
Amy Flint '15	Registrar's
Victor Hsu '15	Biochemistry

Ex-Officios:

Vice Provost for Information Services (Lois Brooks)
Information Services (David Barber)
Technology Across the Curriculum (Jon Dorbolo)

Student Members -

- TBA
- TBA

CRC faculty representative to the Blackboard Operations Committee – Richard Nafshun

Executive Committee Liaison – Mike Bailey

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Computing Resources Committee

Membership -- 2011-2012

Stefanie Buck, Chair '13	OSU Libraries
Haris Gunadi '12	Disability Access Services
Kate Peterson '12	Enrollment Management
Mamta Accapadi '13	Student Life
Stacey Edwards '13	Student Health Services
Daniel Myles '14	Chemistry
Stuart Sarbacker '14	Philosophy

Ex-Officios:

Vice Provost for Information Services (Lois Brooks)
Information Services (Jon Dorbolo)

Student Members -

- Julia Day
- TBA

CRC faculty representative to the Blackboard Operations Committee – Richard Nafshun, Chemistry (April 2012-April 2013)

Executive Committee Liaison - Jon Dorbolo

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Computing Resources Committee

Membership -- 2010-2011

Haris Gunadi, Chair '12
Henri Jansen '11
Kate Peterson '12
Mamta Accapadi '13
Stefanie Buck '13
Stacey Edwards '13

Disability Access Services
Physics
Enrollment Management
Student Life
OSU Libraries
Student Health Services

Ex-Officios:

Vice Provost for Information Services (Lois Brooks)
Information Services (Catherine Williams)

Student Members -

- TBA
- TBA

Executive Committee Liaison - Kevin Gable

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Computing Resources Committee

Membership -- 2009-2010

Ida van Schalkwyk, Chair '11	Civil & Construction Engineering
Curt Onstott '10	Crop & Soil Science
David Sullivan '10	College of Business
Henri Jansen '11	Physics
Haris Gunadi '12	Disability Access Services
Kate Peterson '12	Enrollment Management

Ex-Officios:

Vice Provost for Information Services (Curt Pederson)
Information Services (Catherine Williams)

Student Members -

- TBA
- TBA

Executive Committee Liaison - Kim McAlexander

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Computing Resources Committee

Membership -- 2008-2009

Jon Dorbolo '09, Chair
Haris Gunadi (v. Mack) '09
Curt Onstott '10
TBA (v. Sullivan) '10
Ida van Schalkwyk '11
Henri Jansen '11

Technology Across the Curriculum
Services for Students with Disabilities
Crop & Soil Science

Civil & Construction Engineering
Physics

Ex-Officios:

Vice Provost for Information Services (Curt Pederson)
Information Services (Catherine Williams)

Student Members -

- TBA
- TBA

Executive Committee Liaison - Kim McAlexander

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Computing Resources Committee

Membership -- 2007-2008

Kathy Howell '08, Co-chair	Forestry
Jon Dorbolo '09, Co-chair	Technology Across the Curriculum
Kathy Greaves (v. White) '08	Human Development and Family Sciences
Haris Gunadi (v. Mack) '09	Services for Students with Disabilities
Curt Onstott '10	Crop & Soil Science
David Sullivan '10	College of Business

Ex-Officios:

Vice Provost for Information Services (Curt Pederson)
Information Services (Catherine Williams)

Student Members -

- TBA
- TBA

Executive Committee Liaison - Tony Wilcox

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Computing Resources Committee

Membership -- 2006-2007

Dawn Wright '07, Co-chair	Geosciences
Kathy Howell '08, Co-chair	Forestry
Kris Rosenberg '07	College of Business
Kathy Greaves (v. White) '08	Human Development and Family Sciences
Jon Dorbolo '09	Technology Across the Curriculum
Andre Mack '09	Science and Math Education

Ex-Officios:

Vice Provost for Information Services (Curt Pederson)
Information Services (Catherine Williams)

Student Members -

- John Castle
- Yuliya Kostromitina

Executive Committee Liaison - Tony Wilcox

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Computing Resources Committee

Membership -- 2005-2006

David Finch '06, Co-chair	Mathematics
Kathy Howell '08, Co-chair	Forestry
Jonathan Kaplan '06	Philosophy
Curtis Onstott '06 (v. Palmer)	Crop and Soil Science
Dawn Wright '06	Geosciences
Jessica White '08	Education

Ex-Officios:

Vice Provost for Information Services (Curt Pederson)
Information Services (Catherine Williams)

Student Members -

- Jeremy Gragg
- Alex Polvi

Executive Committee Liaison - Lani Roberts

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Computing Resources Committee

Membership -- 2004-2005

David Finch '06, Chair	Mathematics
Carol Brown '05	College of Business
Kathy Howell '05	College of Forestry
Jonathan Kaplan '06	Philosophy
Todd Palmer '06	Nuclear Engineering
Greg Padilla '07	Valley Library

Ex-Officios:

Vice Provost for Information Services (Curt Pederson)
Information Services (Catherine Williams)

Student Members -

- Alex Polvi
- Jeremy Gragg

Executive Committee Liaison - Mike Quinn

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Membership -- 2003-2004

Bill Uzgalis (v. Schindler) '04, Chair	Philosophy
Kristin Barker (v. Gobeli) '04	Sociology
Edith Gummer '04	Science & Mathematics Education
Carol Brown '05	College of Business
Kathy Howell '05	College of Forestry
TBA (v. Carnegie) '05	
David Finch '06	Mathematics
Jonathan Kaplan '06	Philosophy
Todd Palmer '06	Nuclear Engineering

Ex-Officios:

Vice Provost for Information Services (Curt Pederson)
Information Services (Catherine Williams)

Student Members -

- Alex Polvi
- TBA

Executive Committee Liaison - Mike Quinn

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Membership -- 2002-2003

Bill Uzgalis '03, Chair

Marcia Brett '03

Curtis Cook '03

(v. Wannemacher '03)

Dave Gobeli '04

Edith Gummer '04

John Sechrest (v. Schindler) '04

Teena Carnegie '05

Carol Brown '05

Kathy Howell '05

Philosophy

Crop & Soil Science

Computer Science

College of Business

Science & Mathematics Education

Computer Science

English

Business

College of Forestry

Ex-Officios:

Vice Provost for Info. Svcs. (Curt Pederson)

Information Services (Rick Brand)

Student Members -

- TBA

- TBA

Executive Committee Liaison - Jim Lundy

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Computing Resources Committee

Membership -- 2001-2002

Bill Uzgalis '03, Chair	Philosophy
Teena Carnegie (v. Finch) '02	English
Paul Montagne '02	Civil/Construction/Environmental Engr.
Phil Sollins '02	Forest Science
Marcia Brett '03	Crop & Soil Science
Curtis Cook '03	Computer Science
Dave Gobeli '04	College of Business
Edith Gummer '04	Science & Mathematics Education
Jay Schindler '04	Public Health

Ex-Officios:

Vice Provost for Info. Svcs. (Curt Pederson)
Information Services (Rick Brand)

Student Members –

– Matt Newell
– Warren Vernon

Executive Committee Liaison – Dan Arp

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Computing Resources Committee

Membership -- 2000-2001

Bill Uzgalis '01, Co-chair	Philosophy
David Finch '02, Co-chair	Mathematics
Phil Sollins (v. Schindler) '01	Forest Science
Paul Montagne '02	Civil/Construction/Environmental Engr.
Marcia Brett '03	Crop & Soil Science
Curtis Cook '03	Computer Science

Ex-Officios:

Vice Provost for Info. Svcs. (Curt Pederson)
Information Services (Rick Brand)

Student Members –

- TBA
- TBA

Executive Committee Liaison – Vicki Tolar Burton

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Computing Resources Committee

Membership -- 1999-2000

Deborah Healey '00, Chair	English Language Institute
Carole Crateau '00	University Honors College
Jay Schindler '01	Public Health
Bill Uzgalis '01	Philosophy
David Finch '02	Mathematics
Paul Montagne '02	Civil/Construction/Environmental Engr.

Ex-Officios:

Assoc. Prov. for Info. Svcs. (Curt Pederson)
Information Services (Rick Brand)

Student Members –

- TBA
- TBA

Executive Committee Liaison – Vicki Tolar Burton

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Computing Resources Committee

Annual Report 2012-2013

To: President, OSU Faculty Senate
From: Stefanie Buck & Stuart Sarbacker, Co-Chairs, Computing Resources Committee
Subject: 2012-2013 Computing Resources Committee Annual Report
Submitted: July 2, 2013

Charge

The Computing Resources Committee reviews and recommends policy concerning technology as used by faculty in instruction, research, and service on campus and off-campus. It assists in planning and advocating for the necessary technology to maximize student learning and enhance faculty research and service activities to OSU and the wider community. It acts to advise other committees and Information Services as well as providing leadership in adoption and effective use of computing for instruction, research, and service. The Committee shall consist of six Faculty, at least four of whom must be Teaching Faculty, and two Students, and the following ex-officio, non-voting members: the Vice Provost for Information Services or a designated representative, and a representative from Technology Across the Curriculum (TAC). The Vice Provost for Information Services may recommend a resource person from Information Services as another ex-officio, non-voting member. The CRC chair serves as an ex-officio member of the Information Technology Coordinating Committee (ITCC). The committee met a minimum of once per month. (4/12)

Membership

Stefanie Buck, Co-Chair '13	OSU Libraries	The Chair of the CRC also acts as liaison to the ITCC.
Stuart Sarbacker, Co-Chair '14	Philosophy	
Rob Reff '14	Student Health Services	CRC representative to the Google mail and apps committee.
Amy Flint '15	Registrar's office	
Victor Hsu '15	Biochemistry	CRC representative to the classroom committee.
Richard Nafshun '13	Chemistry	CRC representative to the Blackboard Operations Committee.
Lois Brooks	Vice Provost for Information Services, Ex-Officio	David Barber is her official representative when Lois is unavailable.
Jon Dorbolo, Technology Across the Curriculum	Information Services, Ex- Officio	

We did not have a student representative this year. A student was recruited but failed to attend all but the first two meetings.

Action Items/Highlights

1. SafeAssign Plagiarism Prevention Tool in Blackboard

The Blackboard Operations Committee, headed by Lynn Greenough (TAC), asked for our input regarding the implementation of SafeAssign, the plagiarism prevention tool that is a part of the Blackboard LMS. Lynn Greenough demonstrated the tool to the

committee and informed us about the process that led to turning on SafeAssign in Blackboard. The CRC had a number of conversations on SafeAssign and the implications for instruction. Other guests who came to the meetings on SafeAssign included Dan Schwab from Student Conduct, Raphelle Rhoads and Sophie Wilson from College Student Services Administration and Jon Dorbolo from Technology Across the Curriculum (TAC). One of the main concerns expressed by the CRC is that this tool not be used for punishment but for prevention. The CRC highly encourages faculty to allow students to use the "draft mode" which allows students to check their work for potential issues and correct these before submitting the paper. TAC is providing the training materials and webinars to help train faculty on using SafeAssign which was made available at the end of the winter term, but will most likely be used starting in the fall. The CRC also highly recommended that the syllabus in a course using SafeAssign include a statement about the use of SafeAssign in the class and the consequences of plagiarism. The recommendation was sent to Bill Bogley and the Curriculum Council, but the Council expressed concern about the length of the course syllabi already. The CRC highly recommends that such a statement be added to any course using SafeAssign. The other significant issue about SafeAssign brought up by members of the CRC is the database to which the students' papers are uploaded. The CRC raised concerns about student privacy and intellectual property. Lynn Greenough, Jon Dorbolo and Stefanie Buck (Co-chair) presented SafeAssign to the faculty senate executive committee and presented it to the faculty senate.

2. Photo Roster App

In 2012, Jon Dorbolo discussed with the CRC the creation of a photo roster app. In the current photo roster system, students are opted out until they opt in. CRC provided significant input into discussion/conversation. The members of the CRC expressed considerable interest in their project and its implications for the quality for teaching. Concerns raised included the privacy and safety of the students, potential issues of discrimination (faculty judging student by their picture), and where the app would reside (who would take responsibility and maintain it) after it is developed. Some of these issues, such ownership, have not been resolved, but the ASOSU has approved the project and the registrar indicated that this is FERPA complaint, a concern expressed by CRC members. The CRC recommended that there be policies (safety, discrimination) and training available to faculty who decide to use the tool. The CRC may be able to make suggestions for new features once the tool is implemented. The question of whether the current system is going away or how it may change is not yet resolved. The app also needs to address campus-wide app standards and accessibility.

In 2013, Jon indicated to CRC that he had applied for a TRF grant to support development of an app, and would present in fall 2013 on the success of the project and the next steps.

3. LMS Review Process

Lois Brooks invited members of the CRC to participate in the preliminary presentations by four different LMS vendors in the spring quarter. Cheryl Middleton and Dianna Fischer, co-chairs of the committee, briefed the CRC on the purpose of the LMS review process. The CRC drafted a list of questions to take to the presentation and which can be used in fall 2013 during the RFP process. Issues that the CRC feels are important are ease of migration, support, integration with other third party tools, student data security, and how well the vendor keeps up with changes in technology. They also wanted to know what the benefits are to moving to a new platform as opposed to staying with the current platform and the pros and cons of using an open-source product. These are issues which will be revisited in the fall during the RFP process.

4. Move to Gmail and Google Apps

Lois Brooks provided regular updates to the CRC regarding the move from ONID email to Gmail for OSU students and the acquisition of Google apps for campus-wide use. Lucas Turpin attended a CRC meeting to discuss the move and implications for faculty and students. The CRC members noted that Microsoft products are still superior in terms of functionality to Google Apps and Google Docs may not work for all classroom applications. They also noted that transferring documents between the two systems is buggy. The CRC may be able to assist in assessment of these tools in the classroom once they have been in place for a while.

5. Other

- The CRC received regular updates on the classroom committee
- Yousef Qassim (TAC) updated the CRC on the new clicker technology
- Lois Brooks presented the IT strategic plan to the CRC
- David Barber provided regular TRF updates

Recommended Action Items for 2013-2014

- Partner with TAC on assessing the effectiveness and use of SafeAssign at the end of the fall term and/or the end of the academic year 2014.
- Partner with the TRF committee to host a showcase of submitted TRF proposals for that year and successful TRF proposals from past years to spur an interest in TRF. The CRC could also host a forum for future and successful TRF awardees to discuss the process and also to connect like proposals to each other.
- Continued involvement in the LMS RFP process. This is potentially a very significant change for the campus and all members of the CRC should participate in the process as much as possible.
- Discussions on cloud services and the benefits to the OSU community.
- Technology budget and how funds are distributed (e.g., computer labs). There are many questions about how many labs and types of labs are supported by the campus and TRF. Maintenance is taking up more of the TRF funding and less on innovative development. CRC needs to evaluate how faculty members are using labs.
- Discussion on the potential move of faculty email accounts to Gmail and implications for instruction.

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Computing Resources Committee

Annual Report 2011-2012

To: President, OSU Faculty Senate
 From: Stefanie Buck, Chair, Computing Resources Committee
 Subject: 2011-2012 Computing Resources Committee Annual Report
 Submitted: July 11, 2012

Charge (4/12)

The Computing Resources Committee reviews and recommends policy concerning technology as used by faculty in instruction, research, and service on campus and off-campus. It assists in planning and advocating for the necessary technology to maximize student learning and enhance faculty research and service activities to OSU and the wider community. It acts to advise other committees and Information Services as well as providing leadership in adoption and effective use of computing for instruction, research, and service. The Committee shall consist of six Faculty, at least four of whom must be Teaching Faculty, and two Students, and the following ex-officio, non-voting members: the Vice Provost for Information Services or a designated representative, and a representative from Technology Across the Curriculum (TAC). The Vice Provost for Information Services may recommend a resource person from Information Services as another ex-officio, non-voting member. The CRC chair serves as an ex-officio member of the Information Technology Coordinating Committee (ITCC). The committee met a minimum of once per month.

Membership

Stefanie Buck, Chair '13 ¹	OSU Libraries
Kate Peterson '12	Enrollment Management
Daniel Myles '14 ²	Chemistry
Mamta Accapadi '13 ³	Student Life
Stuart Sarbacker '14	Philosophy
Haris Gunadi '12	Disability Access Services
Stacey Edwards '13	Student Health Services

Ex-officio members:

Vice Provost for Information Services, Ex Officio - Lois Brooks⁴
 Information Services - Jon Dorbolo

¹ The Chair of the CRC also acts as liaison to the ITCC

² Resigned from committee, May 2012

³ On sabbatical

⁴ David Barber is her official representative when Lois is unavailable

This year we were fortunate to have a student, Julia Day, on the committee. She contributed informed thoughts and ideas from the perspective of a student and is an excellent addition to the committee.

Action Items/Highlights

The primary issues were the new IT Governance Structure and the Accessibility of Multimedia in the classroom.

- The [CRC Standing Rules](#) were reviewed and revised.
- The [2008 Blackboard Report](#) was [revised](#) and summarized. It had not been submitted officially to the

Executive Council and has now been submitted.

- We reviewed a request from a faculty member regarding the recording of class lectures, specifically using speech-to-text recording software. Policies regarding recording of lectures (regardless of device used) exist but are not widely disseminated.
- The CRC drafted a set of guidelines for the use of multimedia materials in the classroom with particular attention to accessibility issues. These [guidelines](#) were submitted to the Executive Council.
- David Barber and Lois Brooks apprised the CRC of the new IT Governance structure/changes. The new structure is designed to improve the decision-making process and develop policies and procedures for IT at OSU. The CRC appointed Richard Nafshun, Chemistry, as official CRC representative to the Blackboard Operations Committee.
- David Barber apprised the CRC of the
 - New TRF model and procedures for requesting TRF funds.
 - New NSF data management requirements.
- The question of the Blackboard Plagiarism detection tool, which was addressed in the CRC last year, has been passed on to the newly formed IT Governance Committee/Blackboard Governance Committee.
- Lois Brooks kept us informed about the Google project. Haris Gunadi is the CRC representative on this committee.
- Jon Dorbolo discussed an idea with us about having all students receive the new clickers when they start classes at OSU. The CRC supports this plan.
- We had a guest speaker to update us on various projects and activities around campus.
 - Jill Swenson gave an overview of the MyPortal project.

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Computing Resources Committee

Annual Report 2010-2011

The Computing Resources Committee serves as a liaison between the faculty and Information Services, as the faculty representative in reviewing and recommending policy related to information technology used by faculty in their many roles, and to assist in planning and advocacy for information technology tools which enhance faculty effectiveness in teaching, research, and service.

The committee met a minimum of once per month. The two primary issues were Blackboard Technical and Hardware Support and the use of the Clicker in the classroom.

- In line with the increase of student enrollment on campus, the course management system plays a significant role in assisting faculty and instructors to deliver course content and grades efficiently and effectively. The CRC members are in agreement that there is a need to address additional staffing in the TAC and Enterprise Computing in order to support software upgrades, training, and the ability to answer faculty questions. Lois Brooks, Vice Provost for Information Services, accepted the committee recommendation to fund these positions.
- Clickers were slated to be updated in FY 2012 due to hardware upgrades. Jon Dorbolo provided comparisons between different clickers that were being considered for OSU. The CRC members had multiple concerns regarding the cost of the buyback program for students and the way in which the buyback program would be implemented. In addition to the cost, members agreed that there is a need to inform students regarding the hardware upgrades; especially to those who currently own clickers.

Other topics discussed in the meeting:

- Jon Dorbolo gave a quick presentation on Plagiarism Detection (PD) from Blackboard. The functionality is currently integrated in Blackboard. Instructors have the option to turn on PD. A number of faculty on campus tested the PD and found it to be very useful. The committee members agreed that the PD can be used as a deterrent. The PD was originally created by Safe Assign and whenever a document is submitted, the application will perform up to four different checks: it will check the information submitted against the web, check it against other documents submitted (for that class), check it against the OSU database, and finally, check it against the Safe Assign database (nationwide).

Additionally, students can also voluntarily opt-in to submit his/her assignment as part of the Safe Assign national database. The committee is waiting for clearance from the Office of the Registrar before recommending the implementation of this functionality in Blackboard. Additionally, the Executive Committee should review this functionality and make a recommendation as to whether or not OSU should make this feature available for Blackboard.

- There was a student who made a request to access previous term materials in Blackboard. Generally, the CRC members supported the idea that a student might access grade information for all classes taken in the past; however, they had reservations with regard to providing past course documents (including quiz and midterm questions) to students. During FY 2012, the CRC will continue to discuss this topic.
- The CRC is currently part of a Google Task Force Review.

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Computing Resources Committee

Annual Report 2007-2008

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The committee met a minimum of once per term, October, November, March, and April. The primary issue of the year was continued from the previous three years of CRC committee work – the Blackboard review.

- In 2005 the CRC made a recommendation to the EC calling for a review of Blackboard. The CRC has continued to provide leadership to this review since that time. Timing was difficult to negotiate between Blackboard software upgrades and the OSU Survey Research Center's busy calendar.
 - Goals of the Blackboard Review
 1. Gather factual and altitudinal information about Blackboard usage at OSU in order to determine how Blackboard is being implemented.
 2. Gather information from OSU Blackboard users and stakeholders in order to determine their experiences and views.
 3. Gather information about the Blackboard support infrastructure at OSU in order to identify areas that may be improved; including maintenance, user support, and training.
 4. Report to the OSU community on the information gathered about Blackboard at OSU in order to form a common description of the system, an expression of user experiences and views, and identification of improvements that will most benefit the community.
 - 2007-2008 Blackboard Review activities
 1. Survey Research Center conducted the survey during Spring term 2008. 641 surveys were completed by instructors and 683 surveys were completed by students.
 2. The CRC plans to gather information by interview about Blackboard usage from the following units:
 - Academic colleges
 - Group of instructors who teach classes with >100 enrolled
 - Ecampus
 - Enterprise Computing Systems
 - Media Services
 - The Valley Library
 - The Office of the Registrar
 - Student Disability Services
 - Outreach and Engagement
 - ASOSU (heavy user of communities)
 - Colleges
 - Greek Life
 - Athletics
 - KidSpirit (as representative of communities)
 Information thus gathered will be used in producing the final report.
 3. The committee also identified the need to collect information about the Blackboard

experience at other universities for comparison.

4. Report: A final report of the Bb Review outcomes will be available to the campus community, pending Executive Committee approval, in Fall 2008.
- The CRC Standing rules call for the CRC to “advise other committees and Information Services as well as providing leadership in adoption and effective use of computing for instruction, research, and service.”
 - Kathy Howell, co-chair, has served as the CRC representative to the campus Information Technology Coordinating Committee, ITCC. The ITCC includes representatives from all major academic and administrative units that develop, deploy, and operate IT infrastructure on the OSU campus. The ITCC’s charge is to coordinate efforts by individual groups in order to improve the overall appropriateness, compatibility, interoperability, and cost-effectiveness of IT services in support of OSU’s mission. CRC representation serves a key faculty liaison role on this committee.
 - Kathy Howell, co-chair, has served as the CRC representative to the University Information Technology Committee, UITC, formed by the Provost at the beginning of the 2006-2007 academic year.
 - The CRC Standing rules call for the CRC to assist “in planning and advocating for the necessary technology to maximize student learning and enhance faculty research and service activities to OSU and the wider community.”
 - The committee has worked to improve liaison with Media Services, in particular the classroom support group.
 - CRC agreed to support the Media Services evaluation of Presentation Capture Systems. These are tools that take video of lecture events in a classroom including the lecturer, white board use, and presentation slide show (e.g. PowerPoint and Keynote) use. The resulting video is typically posted online for student access.
 - Key issue raised by the committee –
What are the “workflow” options? i.e., Can faculty produce presentations, or presentation clips, outside the classroom? Or is the system strictly for presentation capture?

Recommendations: [None]

Computing Resources Committee Membership 2007-2008

Kathy Howell (co-chair)	College of Forestry
Jon Dorbolo (co-chair)	Technology Across the Curriculum
Kathy Greaves	Human Development & Family Science
Curt Onstott	Crop and Soil Science
Haris Gunadi	Services for Students with Disabilities
David Sullivan	College of Business

Ex-officios: Curt Pederson, Catherine Williams

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Computing Resources Committee

Annual Report 2006-2007

The Computing Resources Committee serves as a liaison between the faculty and Information Services, as the faculty representative in reviewing and recommending policy related to information technology used by faculty in their many roles, and to assist in planning and advocacy for information technology tools which enhance faculty effectiveness in teaching, research, and service.

The committee met monthly, November through June. One of the primary issues of the year was continued from the previous two years of CRC committee work – the proposed review of Blackboard.

- In 2005 the CRC made a recommendation to the EC calling for a review of Blackboard. The CRC has continued to provide leadership to this review since that time. Timing has been difficult to negotiate between Blackboard software upgrades and the OSU Survey Research Center's busy calendar.
 - Goals of the Blackboard Review
 1. Gather factual and altitudinal information about Blackboard usage at OSU in order to determine how Blackboard is being implemented.
 2. Gather information from OSU Blackboard users and stakeholders in order to determine their experiences and views.
 3. Gather information about the Blackboard support infrastructure at OSU in order to identify areas that may be improved; including maintenance, user support, and training.
 4. Report to the OSU community on the information gathered about Blackboard at OSU in order to form a common description of the system, an expression of user experiences and views, and identification of improvements that will most benefit the community.
 - 2007 Blackboard Review activities
 1. Survey Model: Winter and Spring 2007, Dr. Steve Ehrmann, Director of Flashlight, worked with Jon Dorbolo to develop a "Skip-Logic" model for both the instructor and student survey designs. This model allows the respondent to answer questions relevant to their experience while skipping questions that are not so relevant. This allows a single survey to address instructors that use Blackboard regularly as well as instructors who have not used Blackboard at all, with accommodation for the levels of usage that fall between these poles. The surveys will ask for both quantifiable data and open-ended responses.
 2. Established Survey Populations: Summer 2006 through Spring 2007
 - Students: 19099
 - Instructors: 2418
 3. Oversight: Presented our Bb Review plan and draft questions to the Faculty Senate Executive Committee on 4/4/2007. The Executive Committee accepted the plan and Skip-Logic survey design, commented on some question phrasing, and emphasized the importance of working with the OSU Survey Research Center (SRC). CRC will present the penultimate stage of the Bb Review surveys to the Executive Committee.
 4. Survey Planning and Implementation: In April 2007 SRC agreed to include the Blackboard Review in their Fall 2007 projects. CRC will work with SRC and Flashlight in Summer 2007 to prepare for the Survey implementation. A cost estimate will be available from CRC in July 2007 and will be provided to Jim Corbett for approval.
 5. University Information Technology Committee (UITC): June 2007, CRC established liaison concerning the Bb Review plan and progress to the UITC.
 6. Report: A final report of the Bb Review outcomes will be available to the campus community, pending Executive Committee approval, in Spring 2008. Establish goals

- In the Fall of 2006 the CRC formed a new Campus Spatial Data Task Force with members from the College of Science, the College of Forestry, the College of Oceanic & Atmospheric Sciences, the Valley Library, the Institute for Natural Resources, the Institute for Water & Watersheds, and NACSE. The objective of providing a way to share and access geospatial data sets on campus (especially geographic information system or GIS data sets and satellite images) that are scattered, undocumented, or may be duplicated in various formats and places. Data sets are critical for scientific research, as well as for classroom instruction and student projects. It is recognized that (1) there is not currently an efficient method of discovering and retrieving much of the distributed spatial data, and (2) the campus is lacking in the proper support for the continued growth of spatial data stores. This is also an issue that is separate from the statewide *framework* data distribution services that have recently come online. These do not fully address the needs of *specialized* data generated here on campus nor are they designed to help us manage our own spatial data for university instruction or research here on campus.

The goal of our project would be to develop a working proof-of-concept of a *campus* spatial data distribution system using Web 2.0, including open source web mapping services, ArcGIS catalog and internet mapping services, and the Valley Library's LibraryFind services, all with the enablement of automatic harvesting of future, additional metadata via OAI-PMH (Open Archives Initiative - Protocol for Metadata Harvesting). Expectations are that this kind of internal campus spatial data distribution would be a model for other OUS campuses and of interest to the state's Geospatial Enterprise Office as well.

This initiative is starting with spatial data but could expand to any specialized research data sets. Three pilot projects (case studies) were launched to represent varying needs:

- (1) College of Forestry using commercial map service (ArcIMS) for large-scale college-wide access;
- (2) Geosciences using open source map service (MapServer) for smaller-scale department access;
- (3) Natural Heritage Program in Library using same open source map service for in-between, small-to-large scale campus need with connection to state agencies

The task force met several times during the academic year and also started a Wiki hosted by the Library. We determined that the best way to move forward was to secure our own start-up funding to pay for student assistance as a spatial data technician and librarian and for a server needed by the Forestry case study. The task force found out about an opportunity to obtain a \$10,000 grant from the Northwest Academic Computing Consortium and applied in February for a start date of May 1, 2007 if successful. We also hoped to leverage the NWACC funding as seed funding to then help us approach the OSU administration for more permanent, long-term funding for this critical part of our university infrastructure. Unfortunately, our proposal was not funded and the initiative immediately went into hiatus. This is still an extremely important issue for the campus that the CRC hopes can be revived in some fashion in the future.

- The CRC Standing rules call for the CRC to "advise other committees and Information Services as well as providing leadership in adoption and effective use of computing for instruction, research, and service."
 - Dawn Wright, co-chair, has served as the CRC representative to the campus Information Technology Coordinating Committee, ITCC. The ITCC includes representatives from all major academic and administrative units that develop, deploy, and operate IT infrastructure on the OSU campus. The ITCC's charge is to coordinate efforts by individual groups in order to improve the overall appropriateness, compatibility, interoperability, and cost-effectiveness of IT services in support of OSU's mission. CRC representation serves a key faculty liaison role on this committee.
 - Kathy Howell, co-chair, has served as the CRC representative to the University Information Technology Committee, UITC, formed by the Provost at the beginning of the 2006-2007 academic year.
- The CRC Standing rules call for the CRC to assist "in planning and advocating for the necessary technology to maximize student learning and enhance faculty research and service activities to OSU and the wider community."
 - The committee took time to assess and reevaluate areas of this charge where we could improve our involvement in input. We identified the need for improved liaison with Media Services, in particular the classroom support group.
 - The committee has kept tabs on the evolving use of Audience Response Systems and

serves to provide continued input to decisions regarding the use of this technology.

- The decision to provide central support for Quizdom is working well.
 - The CRC has been asked by Media Services and Technology Across the Curriculum (TAC) to assist them in an assessment of Presentation Capture systems. These are boxes that record **all** activities and interaction during a classroom lecture for posting on the web.
 - The CRC will be assisting in organizing a product comparison which will gather several aware folks to a 3-hour demo session of various products.
 - Additionally, summer instructors will be solicited to try out a system in their U07 classes.
 - **Issues:** *Scalability* – current companies are used to dealing with corporate customers, not higher education. *Licensing costs* – have been normally licensed individually which is a model that would be too expensive for university deployment. *Proper integration with Blackboard* is also a major issue.
- The committee responded to plans by Information Services to eliminate the Campus Software License Manager position. In memos to the Provost and Chief Information Officer, the committee presented the impacts of this decision on faculty and productivity and student success.

The academic community has benefited tremendously from the services provided in this position for the past six or seven years. Hundreds of hours of coordination time have been saved for some key faculty members, freeing them up to continue the research, teaching, and service commitments that are truly in their job descriptions. Hundreds of thousands of dollars have been saved in licensing costs alone as the campus has learned to "ask before you buy." With the license coordinator managing cross-campus communications, faculty are motivated to save money by gauging interest with the rest of campus before they buy.

The coordinator has insured that upgrades, patches, and renewals are completed in a timely manner, and our students and faculty have had seamless access to the software they depend on. This wasn't the case before 2000. Technical savvy and attention to the many details and flavors of license types has rewarded all of campus with a process that works exceptionally well, removing this time-consuming management task from the plate of countless faculty and staff.

This coordination makes a critical contribution to success in the classroom as well (where student success is one of the highest priorities of the Provost and of OSU). There are scores of classes that depend on functioning site-licensed software so that students may gain practical, hands-on experience, implement important theories and concepts, see scientific and engineering principles in action, and use real data sets and maps.

We recognize that the position has evolved to include all of the responsibilities envisioned in 2000, and then some, as capable people have filled the role. We have serious concerns about the effects that will be felt throughout the campus community if we attempt to return to some model that distributes any of these responsibilities from a central contact. The loss of time sensitive coordination of technical details and communications and time sensitive distribution support will undoubtedly be a priceless drain on faculty, students, and the entire academic effort.

The CRC worked with the campus IT Coordinating Committee (ITCC) and the deans of several research colleges to develop a compromise solution. The exact details of the funding for the position are still being ironed out (July 2007) but the efforts of many have preserved this campus software licensing function in a 0.5 FTE position which will be housed in the College of Science to serve all of campus.

Recommendations:

- The Computing Resources Committee Standing Rules should be revised.
 - REMOVING - One member of the Computing Resources Committee serves as the designated Faculty Senate representative to the Administrative Information Systems Advisory Council.
- Continue to support and encourage the work of the campus spatial data task force

Computing Resources Committee Membership 2006-2007

Kathy Howell (co-chair) College of Forestry

Dawn Wright (co-chair) Geosciences
Jon Dorbolo Technology Across the Curriculum
Kathy Greaves Human Development & Family Science
Kris Rosenberg College of Business
Andre Mack (fall, winter) Science and Math Education
Student Members: John Castle and Yuliya Kostromitina
Ex-officio: Curt Pederson, Catherine Williams

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Computing Resources Committee

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The committee met twice each term. There were two primary issues carried over from last year: these were revision of the OSU Acceptable Use Policy (AUP) and the proposed review of Blackboard.

- In spring 2005, the committee made recommendations on a draft AUP which went back to IS and legal affairs. Another draft was reviewed in the fall, with the committee approving a revision in January. This was sent to the FS Executive Committee. Representatives from the committee met with the EC, and the revision was posted as an information item on the March 9 meeting of Faculty Senate. Since then, there was one additional revision, at the request of legal affairs, to include language to make it clear to users that files and communications kept in electronic form are also subject to public record laws and court ordered discovery.
- Last year, the CRC made a recommendation to the EC to call for a review of Blackboard. The motivation may be found in last year's report. This was approved in the fall, and CRC co-chairs met with FS President Hale, President-elect Boggess, Vice-Provost Curt Pederson, and Catherine Williams (IS) to discuss a format. It was decided that a survey might elicit sufficient information. The Blackboard Review Committee was constituted in January, with representation from several FS committees, the Centers for Teaching and Learning and Academic Success, Ecampus, and IS and to be chaired by Jon Dorbolo. It met several times to establish a consensus on goals and methods. It is clear that for the majority of participants, the goal of the survey is Blackboard specific. The CRC had looked to this project as a first of kind post-selection evaluation of a large software system, but the Review Committee wants a narrower outlook. The CRC representatives will try to distill more general lessons from the conduct of this review in the hope that they may be applicable for other projects. For the Blackboard Review, the committee undertook to subscribe to the Flashlight program of the TLT Group which has compiled a large bank of questions, tested in numerous surveys, for evaluation of teaching technology tools. It also undertook to contract with the Survey Research Center on campus to conduct a survey of faculty and students on issues related to Blackboard. The first bid by the SRC was well beyond the budget foreseen for the project. The committee's proposal for TRF funds from the interim cycle was not successful. It was seen that if a survey could not be completed before the last few weeks of spring term, then participation would suffer. The beginning of fall term would also present a problem, in that a new version of the Blackboard software will go into production then, and so any survey questions dealing with the merits and faults of the implementation are not likely to have a well-informed response. The delays due to funding and this changeover to a new version of Blackboard will likely postpone the survey until winter 2007.

Several of the members this year come from units where research generates large data sets, primarily geospatial data. How to host these to ensure their long-term maintenance and enable access by multiple interested parties was the theme of two meetings this year. One was with Jimmy Kagan from the Institute for Natural Resources and the other was with Jeremy Frumkin from the ScholarsArchive@OSU (aka Institutional Repository) project at the Valley Library. The Institute for Natural Resources (<http://inr.oregonstate.edu/index.html>) is partnering with the Library on providing a portal to access to a number of geospatial and image data sets. Some of the public access is funded by the Oregon Department of Administrative Services, which will also host the state purchased data, but the data steward will be at OSU. The vision is that the data steward would also be able to assist

campus units in making their shared data sets available via the portal, but the financial model for supporting this endeavor and the actual hosting is unclear. In response to this situation, several units with such needs have formed a task force to investigate a course of action. An initial meeting was held on June 9, 2006 with participants from the College of Forestry, the Valley Library, the Institute for Natural Resources, the Department of Geosciences, NACSE (EECS), and the Oregon Climate Service (COAS). A workshop will convene on July 13 to discuss specific data sharing needs and develop a conceptual framework, implementation and funding strategies, and possible recommendations for the university administration.

- The Committee is committed to the work of this campus spatial data discussion. If the spatial data group's work continues into the academic year, the CRC will formalize the group as a working group of CRC.

ScholarsArchive@OSU is the new name for the institutional repository at OSU. The institutional repository is a place to deposit materials of "scholarly" value generated at OSU. Examples include preprints, images, class materials such as notes and syllabi, theses, and student projects. Such materials gain a permanent URL and meta-information which can assist others in searching them. In principle, data sets can be included, but there are currently practical limits based on storage capacity and expense. The project will need help from other units to expand in this direction. If departments want to place material which currently only exists in print form, there may be charges for scanning to an electronic format. For materials in popular formats (MS Word, PDF) the library will migrate these over time to maintain availability.

In progress is the development of search and reporting tools for users/owners of collections within the Archive. This may be useful for departments if all faculty members were to place their research papers in the Archive. On the horizon are direct methods for submission for publication of preprints hosted in the Archive, and for links with other projects such as arXiv.org.

- The Committee suggests that a presentation be made to Faculty Senate about the Archive to increase awareness and departmental participation.

At the last meeting of the year we invited Larry Landis, University Archivist, to discuss records retention, especially electronic records. This is a topic about which most faculty members are entirely unaware. Many email communications related to University business have mandated archival periods, and must be retrievable as public records. The Archivist's office will be preparing some training material which may be required of new faculty. A revision of the records retention schedule is underway in conjunction with UO, OUS and the state archivist.

The CRC has volunteered to serve in an advisory role to the Archivist as the University System considers changes in the public records retention schedule and needed clarifications and training.

- There is a need to raise faculty awareness on this matter.

The committee discussed its charge and operations. In connection with the five-year review by the Committee on Committees, we reviewed our standing rules. One item was seen to be obsolete and so we recommended its removal from our standing rules. We note also that we need better communication with other Faculty Senate committees. We discussed our role with respect to the proposed University Information Technology Committee. This will have to be elucidated when that committee is actually formed and given its charge.

Computing Resources Committee Membership 2005-2006

David Finch (co-chair)
Kathy Howell (co-chair)
Jonathan Kaplan
Dawn Wright
Jessica White (fall, winter)

Mathematics
College of Forestry
Philosophy
Geosciences
Education

Student Members: Jeremy Gragg, Alex Polvi

Ex-officio: Curt Pederson, Catherine Williams

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Computing Resources Committee

CRC Annual Report 2004-2005

The Computing Resources Committee serves as a conduit between the faculty and Information Services, as the faculty representatives in reviewing and recommending policy related to information technology used by faculty in their several roles, and to assist in planning and advocacy for information technology tools which enhance faculty effectiveness in teaching, research, and service.

A main theme for the CRC in recent years has been process and policy related to software selection having campus-wide impact. This has been detailed in the reports of previous years. Last year, the committee began discussion of how to continue to follow the software life cycle by establishing some procedures and policy concerning evaluation of existing software systems. We thought that the Blackboard system would make an excellent first example for this endeavor. This year we completed our call to the Executive Committee to recommend to the Provost that such an evaluation of Blackboard be initiated, and provided a template for organizing such a review. Our recommendation arrived too late for consideration by the FS EC this year, but is on the agenda for the fall. Since we understand that Blackboard reaches deeply into many aspects of the delivery of academic programs at OSU, we spent some time looking for other interested groups. We have received expressions of intent to participate from E-Campus, the FS Distance Education Committee, ASOSU, the Center for Academic Success, and the Center for Teaching and Learning.

We worked with Media Services to evaluate whether OSU should deploy Classroom Response Systems broadly throughout campus. These have been used successfully by Physics for some time, and more recently in introductory Biology courses, but there have been several departments interested in using them. From reports from other universities and from meeting with current users and other interested parties on campus, the evidence effectiveness of these systems in promoting student engagement, especially in large lecture classes, is well documented. Their pedagogic value for assessment is open to debate. Media Services performed a technical evaluation of the systems from various vendors and found that the industry is undergoing rapid change. As a result, they did not think that it made sense for OSU to invest in a wide deployment of any system at present.

Media Services will support the software from two system vendors on classroom computers during the next academic year, but will not provide the hardware. One of these systems appears to only work with Power Point™ presentations – a feature the CRC unanimously deplores.

Other issues:

Software licensing: We met with Lena Ferris and Tammy Barr to discuss the campus site license coordination service. We made some suggestions on how to increase faculty awareness of what is available and on means to solicit user input when licenses are negotiated.

We met with Jon Dorbolo to discuss the IS initiative "Technology Across the Curriculum." This is a project whose aim is to ensure that every student is equipped with a base set of skills in using technology for accessing, evaluating, and communicating information. Some on-line training modules have been prepared, which are used during student orientation and ALS Odyssey.

We met with Jeremy Frumkin from the Valley Library about the institutional repository. This is an initiative to create an electronic archive at OSU in which the collections are managed by communities with members across campus (and perhaps beyond). It is currently in pilot status, and is open to involvement by faculty.

Acceptable Use Policy: As a result of a review by the office of the Secretary of State, OSU has to update and make more understandable parts of its Acceptable Use Policy. The committee made a review of a draft of the revised AUP which has gone back to IS for modification.

Open Source Initiatives: In the last several years, OSU has become active in a number of open source projects, several of which are coordinated through the OSU Open Source Lab. We commend IS for their support of this movement. OSU is also involved in the Sakai project to create an open source collaboration and learning environment for higher education. Though it will not be ready for production use for some time, it is a possible substitute for Blackboard, and so merits attention and experimentation.

Issues for next year:

The draft acceptable use policy will need review again next year before it is forwarded to Faculty Senate. We hope that our recommended evaluation of Blackboard is adopted by the Executive committee and then by the Provost. If it is, we may have a significant role in that project. Network Engineering is proposing a campus wide firewall. Policy issues related to this have already caused enough controversy that the proposed implementation date has been pushed back. This needs to be considered by the CRC (among other groups), and may belong to a wider review of campus information security policy and practice.

Membership 2004-2005

David Finch (chair)	Mathematics
Carol Brown	College of Business (resigned, fall)
Kathy Howell	College of Forestry
Jonathan Kaplan	Philosophy
Todd Palmer	College of Engineering (resigned, winter)
Greg Padilla	Valley Library (left OSU, July 2005)

Ex-Officio:

Curt Pederson Vice-Provost for Information Services
Catherine Williams Information Services

Student Members:

Alex Polvi
Jeremy Gragg

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Computing Resources Committee

CRC Annual Report for 2003-2004

This annual report begins with three important issues about information technology that the CRC has been dealing with over a number of years - (1) IT planning, (2) the selection and evaluation of IT tools, and (3) training for faculty in the use of IT tools. We then turn to some additional projects and issues that the committee has considered this year. At the end of the document is a list of recommendations and also a list of the committee members for the year.

IT Planning

Background

The CRC has been discussing Information Technology (IT) planning for OSU since Vice Provost for Information Services Curt Pederson told us that then President Risser had mandated an Information Services (IS) five-year plan some four years ago. During the CRC's discussions, it became clear that the colleges collectively spend much more money on IT than does Information Services. We came to the conclusion that it would make more sense to have some kind of university planning process for IT since the funding and implementation of IT is not centralized under IS. In the interest of getting the colleges and IS to coordinate and cooperate, we successfully lobbied for the creation of the Information Technology Coordinating Committee (ITCC) which includes among its members college computer administrators, IS managers and the Chair of the Faculty Senate (FS) Computing Resources Committee. We then advocated for the creation of an additional Planning Committee that would have created the organization to make IT planning at OSU possible and to then start the process of creating a plan. A good IT plan for OSU must involve feedback from the clients who use IT technology to carry out the mission of the university, i.e. teaching, research and service. This feedback would include, among other things, reports of problems and difficulties as well as views about emerging technologies to be investigated. As there was no existing organizational system to create or accept this feedback, a mechanism needed to be created.

We very nearly succeeded in having a planning committee created. However, Provost Tim White, acting in consultation with the Deans, decided that creating such a planning committee would represent too much centralization or too much work. Perhaps they were right about this.

IT Planning after the Planning Committee proposal.

Although no University IT Planning Committee was created, IS continues to work on producing an IS plan. We commend IS for continuing this effort. This IS planning effort raises all of the issues about the relation of IS to the rest of campus that may well have been the first item on the agenda of a Planning Committee. It is, however, not entirely clear what the process is going to be for involving the stakeholders outside IS in the planning process. Catherine Williams arranged for Jason McKerr, who is in charge of producing the IS plan, to inform the CRC about the progress he is making. At the time he met with us, however, he was just getting going and so there was not much to report. We expect to receive regular updates. At the final CRC meeting Jim Corbett remarked that the large addition of OUS people over the next couple of years is going to change IS significantly and thus slow down the planning process.

We would like to point out that the failure of the OSU administration to create a University IT Planning Committee is no reason to abandon the idea of IT planning in some form. The point then is to start thinking about what pieces and processes are needed and bringing them into existence in a piecemeal way as opportunity arises. What this really means, however, is that the Vice Provost for Information Services and others must have a clear idea of what sorts of pieces are needed to produce these optimal results so that, when the occasion arises, they can seize the opportunity to create or modify existing organizations to make the whole system more efficient, i.e., more responsive and effective in serving the real IT needs of those

carrying out the mission of the University.

We recommend that the Faculty Senate Executive Committee reaffirm to the administration its desire to see OSU make the most of its current and future IT resources by engaging in some reasonable form of planning.

The selection and evaluation of IT tools.

Background

Over the past three years the CRC has considered the role of faculty in the selection of IT tools that have an enterprise-wide impact. As it is in part the faculty who end up having to use the IT tools selected to try to carry out the teaching, research and service parts of the mission of the university, they have considerable stake in whether the tools being selected really meet their needs. The Faculty Senate Executive Committee was particularly upset that the CRC had not been consulted in the acquisition of the Blackboard Portal. The President of the Faculty Senate at that time, Henry Sayre, directed us to raise the relevant issues with IS.

At the beginning of these deliberations we argued that while faculty did have some input into the selection process, it was largely ad hoc and that IS needed a better process of (1) utilizing relevant expertise among faculty in evaluating IT tools, (2) determining what the real needs of those carrying out the university's mission are and (3) determining which tools best meet those needs. We argued that a definite process with a definite beginning, middle and end, which began by determining needs and then evaluating IT tools against those needs would serve this purpose. This is in contrast with present practice, which is that IT selection is usually vendor driven. In the envisioned process, the role of faculty (and other stake holders) was clearly articulated. Faculty would serve on the selection committee, and the community-at-large would have a report from the selection committee about the needs and the products that would allow them to most efficiently comment on the aspects of the selection noted above during definite well-publicized periods. While this process was designed for large, enterprise-wide selections of IT tools, we expected that the common sense elements in the process envisioned would be applied proportionately and appropriately to lesser selections.

Vice Provost for Information Services Curt Pederson was cautiously receptive to our proposal. He worried that the process could not be carried out in a reasonable period of time. However, the following year, with Pederson's active involvement, the Provost established the Provost's Educational Technology Committee, one of whose jobs was to test the selection process we had described. The committee did, in fact, test the process. While the committee did a pretty spectacular job in accomplishing this mission, no final report by its co-chairs was ever written. This leaves the test of the process unpublicized and, so, of little use to IS or college IT managers. We expected that the University IT Planning Committee we had proposed would see the process the CRC had proposed as a perfect piece of the kind of IT planning process it needed to create at OSU and so drive its implementation. Since the report of the test of the process did not get published, and the University IT Planning Committee did not come into being, the current status of this selection process even in Information Services is unclear.

Evaluation of IT tools

In the wake of the failure of the Planning Committee proposal, the CRC had to decide what course to take next. We decided that there are still some "best practices" that IS and the University need to adopt with respect to the evaluation, acquisition, and use of IT tools. One of these is the Selection process noted above. The other is the evaluation of IT tools to see if they are meeting the needs of those using them to effectively accomplish the various parts of the mission of the University. We noted that IT tools are simply not evaluated in any formal way at OSU. We also noted that the selection and evaluation of IT tools are intimately connected. Thus it made considerable sense for the CRC to go on from its efforts at designing an optimal IT selection process to consider the evaluation of IT tools.

There are two distinctively different forms of evaluation possible. The first is evaluation in the absence of the kind of selection process outlined above. This is going to be distinctly more difficult than evaluation for IT tools selected by the kind of process outlined above. The reason for this is that the selection process we proposed would determine what needs the IT tool is supposed to meet, the nature and number of those who are using it, its competitors, upgrade schedule and so on. With this information in hand, evaluation is a relatively straight forward process of determining whether the tool has, in fact, done what the selectors said it would do or not. With this information in hand, it then becomes possible to make judgments about how effective any given IT tool has been and to decide what to do next. Without this information, evaluators have to create the standard against which to measure the IT tool they are evaluating.

We decided that we would write an evaluation document. Having written this document, we decided that we could effectively combine this with the selection document we had already written and submit the whole

document to IS and the Faculty Senate Executive Committee. This process has not yet been completed.

We believe that the Blackboard Portal and Teaching system is a prime candidate for such evaluation. We suggest that the Faculty Senate Executive Committee urge the Provost to use the Educational Technology committee or some other appropriate body to do such an evaluation. We contacted Jeff Hale, the chair of the FS Distance Education Committee to see if his committee might be interested in working with us on the design of the evaluation process, and advocating that the Blackboard Portal and Teaching system be evaluated. Jeff attended one of our meetings and his committee has endorsed both the idea of evaluating IT tools and evaluating the Blackboard Portal and Teaching system.

Training

One of the chief recommendations of the Quinn satellite group in the OSU '07 planning process was that Information Services could maximize the use of IT resources at OSU for the least amount of money by providing training to faculty in the use of existing IT resources. The committee had a discussion with Jon Dorbolo, Mark Dinsmore, and Larry Pribyl on methods for improving the delivery of training to faculty. One possibility is for trainers to go to departments to hold workshops. We also discussed again the possibility of a faculty development lab. It is unclear, though, whether the benefits of such a lab will justify the cost. On a longer horizon, it would be desirable to have some forum where faculty could learn about, and inform one another on, emerging technologies and their potential impact on teaching, research, and service. The model for such a program might well be the WIC program. Again, the possible costs and benefits of such a proposal have not yet been analyzed, and no structure is now proposed.

Additional Projects and Issues

In addition to the projects noted above, the CRC hosted a meeting with faculty from the school of Forestry and the Research Office to help coordinate efforts to automate the grant writing process. It became clear that faculty have one set of problems and the Research Office another. Faculty and the colleges are concerned about things like automating the formatting for different agencies, preparing budgets, and reporting grant accomplishments to sponsors, while the Research Office is concerned with monitoring compliance. The upshot of this discussion was that efforts to automate the grant writing process are going to happen largely on a college level and that coordination of the pieces as they develop will be important.

The CRC cooperated this year in a Faculty/Student/Staff IT Orientation working group with the Campus Information Technology Coordinating Committee. Bill Uzgalis and IS Manager Rick Brand served as co-chairs of the working group and IS Manager Tammy Barr arranged to get most of the work done. We expect that the new Faculty/Staff/Student IT Orientation web page will be in service by fall 2004.

The CRC invited Scott Kveton to come and talk to us about the creation of an Open Source Lab at OSU. This lab promises to provide at least one way for software development to happen at OSU and for OSU to be a leader in this area.

Last year the CRC was asked to look into the uses of Blackboard community sites for the use of the Faculty Senate. With the help of Frank Kessel, the chief Blackboard administrator, a CRC Blackboard site was created. The Blackboard Community sites are just like Blackboard classes, except that they are not connected to Banner. So, anyone familiar with the classes will have no trouble with the community sites. The system may be of some use to FS committees for posting documents that are not appropriate for posting on the official Faculty Senate web site. Obviously, maintaining a Blackboard site requires some work. This is also a factor that needs to be taken into account by any committee proposing to use such a site. The committee will continue to experiment with this. The control software for the system is, however, still not sufficiently bug free for general use, and Kessel thinks the system will not be generally available until next fall at the earliest.

Information Services has accomplished some very good things this year for OSU. Perhaps the most notable achievement is the completion of the project to build a 20-mile stretch of fiber optic cable to connect OSU to a Bonneville Power Administration network that has already increased the bandwidth at OSU to 2.5 gigabytes and will allow for additional expansion as the next generation of Internet 2 arrives. This is of enormous significance for the research, teaching and service missions of the university. We all owe our thanks to Curt Pederson, Jon Dolan, Shay Dakan and the others involved in this project. We would, however, like to add one note of concern. In addition to his duties as Vice Provost for Information Services, Curt Pederson was appointed interim Vice President for University Advancement. As a result of these increased responsibilities, Pederson was unable to attend only one of our meetings this year. This unfortunate situation is likely to persist. At the end of the year, CRC Chair Uzgalis suggested to Pederson that he appoint a deputy who would be responsible for running the computing operations at OSU and that deputy could then attend CRC meetings. Pederson said he was opposed to appointing a deputy, but would send Jim Corbett to CRC

meetings when Pederson was unavailable. Corbett serves as acting Vice Provost for Information Services in Pederson's absence. The FS Executive Committee could perhaps indicate a concern to the relevant administrators that the Vice Provost's increased duties and the burden on IS of absorbing former OUS IT personnel and tasks should not diminish their ability to serve the faculty and students of OSU.

Recommendations

1. We recommend that the Faculty Senate Executive committee reaffirm to the administration its desire to see OSU make the most of its current and future IT resources by engaging in some reasonable form of planning.
2. We believe that the Blackboard Portal and Teaching system is a prime candidate for evaluation. We suggest that the Faculty Senate Executive Committee urge the Provost to use the Educational Technology committee or some other appropriate body to carry out such an evaluation.

Committee Members for 2003-04

Bill Uzgalis '04, Chair	Philosophy
Kristin Barker (v. Gobeli) '04	Sociology
Edith Gummer '04	Science & Mathematics Education
Carol Brown '05	College of Business
Kathy Howell '05	College of Forestry
David Finch '06	Mathematics
Jonathan Kaplan '06	Philosophy
Todd Palmer '06	Nuclear Engineering

Ex-Officios:

Vice Provost for Information Services (Curt Pederson)
Information Services (Catherine Williams)

Student Members:

Alex Polvi

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Computing Resources Committee

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Annual Report 2002-2003

Information Technology Acquisition:

Background

In 2000-01 the Computing Resources Committee (CRC) engaged in a series of discussions with Vice Provost Curt Pederson about the inadequacies of the process of purchasing the Blackboard Portal. In fall of 2001 the CRC developed a proposal for enterprise-wide Information Technology (IT) acquisition and in January 2002 sent it to the Faculty Senate Executive Committee.

2002-2003

In September 2002 the Teaching and Learning Subcommittee (TLS) of the Provost's OSU Educational Technology Committee (ETC) was charged with testing the proposed procedure on student assessment (i.e. testing) software. The TLS has completed its work and the chair of that subcommittee and the co-chairs of the ETC are writing their report. The CRC will write a separate report about the acquisition process. We can say, however, that Information Services (IS) has taken the recommendation of the CRC seriously and made an effort to test the feasibility of the process we proposed. We believe the test was largely successful. We also believe that this initiative will fit nicely into the IT planning environment that the CRC hopes will be established at OSU.

Information Technology Planning:

Background:

In 2000-01 the CRC engaged in a series of discussions with Vice Provost Curt Pederson about a five-year plan for IS. We then discovered that the Colleges spend three to four times more on IT than IS does. It therefore makes little sense for IS to create a five-year plan in isolation. In 2001-02 these discussions led to the creation of the Information Technology Coordinating Committee (ITCC) to share information and help to coordinate the efforts of IS and College IT managers. The CRC proposed to create an OSU planning process and a planning committee in addition to the ITCC. This second part of the proposal was put on hold as the OSU '07 process got underway.

2002-2003

In fall 2002 we reconsidered the planning process proposal. First, we decided that given the scope of the changes that would be involved in implementing such a proposal, that it would be better to create a task force to design such a planning process along with recommendations for its detailed implementation. Given that such a process would involve the Colleges and other units, we decided, on the advice of Vice Provost Pederson, to consult with the Deans Strategic Computing Committee about the proposal for the task force. We spent much of fall quarter 2002 writing a document to present to the Deans. In winter quarter 2003 Howell and Wannemacher presented this document to the Faculty Senate (FS) President and the Faculty Senate Executive Committee (FSEC). The FS President and the FSEC endorsed the proposal. Uzgalis then contacted the Dean of the College of Science, Sherm Bloomer, the Chair of the Deans Strategic Computing Committee, to arrange a joint meeting of the two committees. It proved impossible to arrange such a meeting, and eventually, at the end of spring quarter 2003, the two committees engaged in an e-mail discussion of the proposal. Subsequently, the proposal, along with a letter explaining the context for the proposal and the upshot of the discussion with the Deans, was sent to Tim White and Sabah Randhawa on June 18, 2003.

Response to OSU '07:

Bruce Sorte, FS President, asked the CRC to respond to the relevant portions of the OSU '07 report. The CRC wrote and submitted a response in spring quarter 2003. One of the recommendations of the satellite group chaired by Mike Quinn (Computer Science) was to create materials to help new faculty to quickly learn what they need to know about IT at OSU. In our response we proposed to help IS do this. Subsequently, a joint working group of the ITCC and the CRC was established to carry out this project. In our response to OSU '07 we also noted that the Quinn committee (on which two CRC members served) had advised the University to engage in a planning process. We offered the planning proposal we had developed as a way to proceed to implement that recommendation in the Quinn report.

Automating the Grant Process:

At the end of spring quarter 2003, at the initiative of Kathy Howell (Forestry), the CRC invited Rich Holdren of the Research Office and Lisa Ganio from Forestry to discuss Research Office and Faculty initiatives in automating the research process. This was a positive piece of coordination between IS (Brand and Pederson), the Research Office (Holdren) and faculty (the CRC, Ganio). The CRC plans to continue to try to coordinate these efforts.

Blackboard Community for the Faculty Senate:

Bruce Sorte, FS President, asked the CRC to send a representative to the Community Development subcommittee of the Provost's Educational Technology Committee (ETC) to learn how to make use of the new Community tools that will become available with Blackboard 6. Edith Gummer represented the CRC and FS and we plan to use these tools for engaging in committee business and to explain to the FSEC how the FS can make use of these tools.

Service on other Committees:

Phil Sollins, Kathy Howell, Rick Brand and Bill Uzgalis also served jointly on the CRC and the Information Technology Coordinating Committee (ITCC) in 2002-03. Gummer served as FS representative to the Community Development subcommittee (CDS) of the Provost's Educational Technology Committee (ETC), and Sechrest and Uzgalis served as members of the Teaching and Learning Subcommittee (TLS) of the ETC.

Committee Members:

Bill Uzgalis (Philosophy, Chair)
IS Vice-Provost, Curt Pederson (ex-officio)
Rick Brand (IS, ex-officio)
Marcia Brett (College of Agriculture)
Carol Brown (College of Business)
Tina Carnagie, (English)
Curtis Cook (Computer Science)
Dave Gobeli (College of Business)
Kathy Howell (College of Forestry)
John Sechrest (Computer Science)
Phil Sollins (College of Forestry)
Nick Wannemacher (College of Engineering)

On behalf of the committee:

Bill Uzgalis
CRC Chair

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Computing Resources Committee

Computing Resources Committee Report for 2001-2002

The CRC had two main projects this year. The first, undertaken fall quarter, was a proposal that set forth a process for acquiring technology or making other changes in the IT infrastructure when such acquisitions or changes would impact the entire campus. The second project was to create an Information Technology Coordinating Committee that would bring together IT managers from the Colleges and other units across campus. The purpose of this committee is to increase cooperation, reduce duplication and to solve campus wide IT problems efficiently.

I. CRC Activities

Technology impact report

In fall 2000, with the purchase of the Blackboard Portal system, the need for a more inclusive process for acquiring Information Technology became a topic for the CRC. The CRC suggested that a University Technology Impact Report should precede the purchase of new hardware, software or other changes in infrastructure that affect the entire campus. In response, the Executive Committee of the Faculty Senate asked the CRC to produce a proposal outlining the process and focus of the report. In fall quarter 2001, the CRC accomplished this goal and delivered the proposal to the FS Executive Committee in early winter 2002.

Planning

While drawing up the proposal, the CRC concluded that the process outlined in the University Technology Impact Report would require more planning and coordinating of activities concerned with centralized computing and Information Technology. During the previous year, the committee had talked with Vice Provost Curt Pederson about the IS five year plan. It became apparent that the colleges spend vastly more money on IT than IS does. The committee agreed to expand discussions about IT planning to include the colleges and other units with substantial budgets for IT. The Committee also noted that it was important for information to flow up from faculty, students and other IT users to the planners.

As a result, the committee compiled a two step proposal for an IT Planning Committee (ITPC). The first step would be to create an IT coordinating committee (ITCC) made up of IS and IT managers from the colleges and other units. This committee would coordinate on-going projects thereby reducing duplication. The second step would be the creation of a larger campus IT planning committee (ITPC) that would include the coordinating group (ITCC) as a subcommittee. This proposal was presented to the Executive Committee (EC) of the Faculty Senate early in winter quarter 2002 by Bill Uzgalis and Phil Sollins and the EC directed the committee to create the IT planning committee (ITPC).

To this end CRC Chair, Bill Uzgalis visited the Deans of the colleges and asked them to appoint appropriate persons to the IT coordination committee (ITCC) and urged the creation or revitalization of college computing committees. Such committees would solicit planning information from departments, collect information and produce college-computing plans. The college computing plans would then be passed on to the IT Planning committee (ITPC).

With the advent of the OSU '07 planning process, however, it became unclear whether to proceed with the establishment of the IT Planning Committee. The CRC decided, therefore, to simply proceed with the creation of the IT Coordinating Committee (ITCC) and to wait for the completion of the work of the IS Alignment Committee -- Mike Quinn, Chair -- (OSU'07) before proceeding with the creation of a planning committee.

Information Technology Coordinating Committee

The IT Coordinating Committee came into being late in winter quarter 2002. The committee chose Jon Dolan and Cherri Pancake as its co-chairs and has been meeting every two weeks since then. Several members of the CRC are also members of the ITCC. The ITCC members have been sharing information about ongoing projects and having working groups focused on various projects, e.g. a campus wide e-mail system and wireless technology. By all reports the committee is functioning well.

Other committees on which CRC members serve

Last year, various committees and task forces asked for CRC participation. This year the committee was expanded in order to accommodate such demands. This year Teena Carnegie and Bill Uzgalis are serving on the 2007 IS Alignment Committee. Paul Montagne is serving on the TRF committee, the Blackboard committee, and committee for the implementation of schedule 25. Rick Brand and Uzgalis are serving on the Academic affairs IT Accessibility Group, and Uzgalis remains co-chair of the Provost's Portal Implementation Committee. Brand, Pederson, Uzgalis and Sollins are members of the IT Coordinating Committee.

II. Information for the FS about IT matters

This section of the report is intended to provide the Faculty Senate with information about IT activity on campus. A number of committees have been meeting this year: each committee has a different set of objectives.

The IS Alignment Group (OSU 07)

This committee (Mike Quinn, Chair) is part of the OSU '07 process. It is charged with examining how OSU can best provide robust information and communication systems that enable first-rate instruction, research, outreach, and administration. As part of its charter the committee has agreed to analyze central resources commonly needed and used by the four areas of primary concern and to assess the needs of a representative group of stakeholders. Through the completed analysis, the committee will identify opportunities for short-term action and long-term improvements.

The Academic Affairs IT Accessibility Group

This group (Bob Burton, Chair) is charged with producing both a detailed accessibility policy and a plan for implementing it by the end of June 2002.

The Portal Implementation Committee

While the Portal Implementation Committee (Mark Merickel and Bill Uzgalis, Co-Chairs) has met two times this year, its subcommittee on Teaching and Learning has continued to meet and has produced a number of proposals that were presented to the full committee at its meeting on May 30, 2002. The production of these proposals has made it clear that there is no central location to house and manage these proposals. We believe that the central planning and coordinating committee proposed by the CRC might provide the ideal solution to this problem. The Portal Committee is producing a report to the Provost and seeking a clarification of its charge.

III. CRC in 2003

Plans for next year

1. The CRC will continue its efforts to promote IT planning on campus and faculty involvement in the planning. We will collect and/or produce tools such as questionnaires and examples of planning documents to help colleges and other units produce plans. We believe that all units should engage in on-going planning in respect to Information Technology. We will also continue our efforts to create the university wide IT Planning Committee we proposed to the EC in winter 2002.

2. It has also been suggested that we hold a series of forums where faculty can let us (and representatives of IS) know what kinds of problems they are facing in using Information Technology in Teaching and Research.
3. Faculty have reported that they do not know where to find information on technology resources available on campus. We will work with IS to produce a map of IT organizations, committees, contacts, sources for training, etc. From this we plan to develop a template for a Faculty Member's Survival Guide to IT at OSU with options to fill in at the college or departmental level. We will also suggest other ways of disseminating information about the IT structure at OSU such as a technology orientation for new faculty.

CRC members for 2001-02

Marcia Brett, Rick Brand (ex officio), Curtis Cook, Teena Carnegie, Dave Gobeli, Edith Gummer, Paul Montagne, Curt Pederson (ex officio), Jay Schindler, Phil Sollins, Warren Vernon, Bill Uzgalis (Chair)

Response from Curt Pederson, Vice Provost for Information Services

On behalf of Rick Brand and myself I want to thank the Faculty Senate for allowing us to serve as non-voting members of this committee. Over the past year we have gained a much broader appreciation for the technology needs of our faculty and have been reminded how vital it is to have faculty input and involvement in decisions affecting them and their important work.

As we have tried to walk in the shoes of faculty there has also been recognition of the fact that the information technology (IT) spending, outside of Information Services, is at least three times greater than what is invested by our central IT organization. My hope is that the current work of the ITCC will allow us all to make more collaborative and smarter technology investments in the future. Our overall campus-wide IT spending far exceeds any of the other OUS schools and current efforts to better plan and deploy IT should yield a better return on our investments.

In 2003, we need to find a way to implement the University Technology Impact Report. This is one area where the ITCC would be able to help us find a practical way to make this happen. There seems to be consensus on the need and value but we must find a way to incorporate this concept into the IT community and the value can be realized.

Lastly, I would be remiss if I didn't give kudos to Bill Uzgalis and the CRC Committee members for the collaborative and constructive spirit they brought to every meeting and every issue. The CRC has made a positive difference and it should be recognized and applauded.

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Computing Resources Committee

Annual Report 1999–00

Report from the Computing Resources Committee, June 2000

Members:

Deborah Healey, Chair, English Language Institute

Bill Uzgalis, Philosophy

Carole Crateau, Honors College

David Finch, Mathematics

Jay Schindler, Public Health

Paul Montagne, Engineering

Curt Pederson, ex officio, Information Services

Rick Brand, ex officio, Information Services

The CRC sees itself as the voice of the faculty to Information Services (IS), advocating for faculty concerns with IS and for support for IS to meet faculty needs in teaching, research, and service. Having redefined itself the previous year, the committee began this year by discussing and setting its goals. The primary goal was to improve communication between OSU faculty and Information Services. With better communication, OSU faculty could hear about and respond to IS initiatives in a timely manner, and IS would be able to modify plans, as appropriate, to meet faculty needs and concerns. Related goals included discussing the IS agenda with Vice Provost Curt Pederson and setting up a mechanism to get information to and from faculty.

Our initial mechanism for IS–faculty interaction was the FacultyTech listserv, maintained by the CRC. We had solicited membership from across campus last year, and used the listserv this year to communicate with a broad range of faculty and staff involved with computing on campus. This will remain one mechanism for communicating with faculty. Toward the end of the year, we decided to add another approach. We asked deans of each college to recommend a few of their faculty to participate in CRC forums. Our goal was to ensure cross–campus information sharing. We held our first forum in May with e–commerce as its topic. We had about 23 people at the meeting from 18 departments, representing 10 colleges. The discussion was broad–ranging and active. (The notes are online at the CRC website.) We have set up a web–based discussion area and a listserv (crcforum@mail.orst.edu) for this group. We feel the forums in combination with the webboard and listserv will be a productive mechanism for next year.

We addressed several issues over the course of the year. Of perennial concern was the adequacy of the IS budget to meet campus needs. We asked Curt Pederson to provide a budget that would help us better understand how IS uses its money so that we could better advocate for funding. He provided a version of the budget that we found somewhat sparse. We asked for a version that would give a better sense of where money went. We suggested providing a couple of vignettes that would give a clear image of how much we depend on information technology infrastructure to do our jobs, and how much it costs. For example, a faculty member sitting at her desk, accessing email and the Web and perhaps adding material to a course website, requires certain infrastructure at a certain cost. A faculty member doing collaborative research on crop patterns with a partner in Southeast Asia requires infrastructure at a certain cost. This is not the usual way of doing accounting, but having concrete examples such as these would make it much easier to understand what IS does and at what cost. Since IS has had to do more elaborate accounting as part of OSU's accreditation process, detailed budgetary information should be easier to come by. We hope information in a more broadly usable form will come to next year's committee.

We also discussed OSU's e–commerce initiatives over the course of the year, both as a committee and with the FacultyTech listserv. The committee reviewed the draft RFP for an e–commerce portal connected to the OSU home page and got a number of useful suggestions from the listserv, most of which were incorporated into the RFP. Our May 17th forum raised other issues to be addressed when creating a campus–wide e–commerce policy. These include having cross–campus participation on an e–commerce committee, disclosure

beforehand of any use of data collected via e-commerce at OSU, oversight of student groups using e-commerce, and the need for a policy regarding commercial sponsors on departmental web pages.

The committee also participated in discussions about student Technology Resource Fee funding priorities (the CRC Chair serves on the TRF committee), the ORST project that provides students a web-based interface for email and a universal login across student labs, the modem pool, difficulties in navigating the OSU web page, multimedia resources and training for faculty, and computer-based training possibilities for faculty and staff.

In most of our discussions, lack of resources of IS — both in money and in personnel — arose. Student fees are increasingly used to fund infrastructure, not just enhancements of student learning. Departments with limited revenue sources are falling further behind in technology. While there will always be some disparities in departmental computing resources, a basic level of information technology is essential in every department for the ongoing functioning of the university. If we are to see ourselves as a university rather than as a collection of units competing for scarce resources, we need to determine a basic level of support for all units and to find a way to provide it. Hence our recommendations to the Faculty Senate:

OSU must make an ongoing commitment to fund its information technology infrastructure so that every member of the faculty and staff can be provided with a basic level of information technology resources. What this basic level is will need considerable discussion; work already done by the College of Forestry may be helpful in moving the discussion forward. The basic level should be the same across colleges and units. The basic level should be in some way centrally funded, whether as a line item in the central budget, a percentage of the overhead charged to grants, a percent of each department's budget, or a fixed fee per FTE. This is another area for further discussion. Individual colleges, departments, and units may fund technology to a greater degree than the basic level, depending on their own resources.

OSU representatives should continue to encourage the Legislature to fund a basic level of infrastructure support. This is a need not only at OSU, but across the Oregon University System and throughout state government.

In looking back, this has been a busy and productive year. The meetings with Curt Pederson and Rick Brand of Information Services were informative; we hope they proved equally helpful to IS. The Computing Resources Committee is looking forward to an ongoing collaboration with IS next year, as well as meeting with faculty and staff to discuss what should be funded, by whom, with what resources, in order to help OSU achieve its aim of becoming a Tier I university.

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Computing Resources Committee

Annual Report 1998-99

July 14, 1999

TO: Ken Williamson, Faculty Senate President

FROM: Deborah Healey, Instructional Development and Technology Committee Chair

Subject: 1998-99 Annual Report, Instructional Development and Technology Committee (IDTC)

Committee Members

John Block - Pharmacy

Mark Merickel - Education

Carole Crateau - University Honors College

Jay Schindler - Public Health

Bill Uzgalis - Philosophy

Ex-officio: Larry Pribyl - CMC/Information Services

This year the committee had the basic task of redefining itself. In previous years, a large part of the committee's task was to allocate the faculty grants portion of the Technology Resource Fee money. Since that task was taken over by the Technology Resource Fee committee, the IDTC looked at whether it had a role at OSU and if so, what that role should be. We used the recommendations from the Information Services Review Task Force and discussions with the Ad Hoc Information Services Committee to help examine these questions.

In our discussions, we noted a need for a way of providing faculty input to Information Services to improve the quality of their decisions in areas that affect faculty, not only in instruction but also in the research and service arenas. It was also clear that faculty could benefit from help in using instructional technology effectively. These areas became the focal points of our work in redefining the role of the committee, deciding on a new name, and revising the IDTC's standing rules to reflect the changes in the committee's role.

We decided that the committee should have a role as the faculty voice to Information Services and the technology arm of the Faculty Senate. It should broaden its mandate to cover not only instruction but also the areas of research and service, on and off campus. Representatives from this committee should serve on the new Information Technology Advisory Committee, which would be charged with developing a vision for computing at OSU in the 21st century. These are the elements incorporated into the revised standing rules - and that influenced the choice of committee name as the Computing Resources Committee. The revised standing rules were accepted by the Faculty Senate at the May meeting. They are:

The Computing Resources Committee reviews and recommends policy concerning technology as used by faculty in instruction, research, and service on campus and off-campus. It assists in planning and advocating for the necessary technology to maximize student learning and enhance faculty research and service activities to OSU and the wider community. It acts to advise other committees and Information Services as well as providing leadership in adoption and effective use of computing for instruction, research, and service. The Committee shall consist of six Faculty, at least four of whom must be Teaching Faculty, and two Students, and the Associate Provost for Information Services, ex-officio, non-voting. The Associate Provost for Information Services may recommend a resource person from Information Services as another ex-officio, non-voting member. The Executive Committee is encouraged to look for broad representation in the appointments to the committee in order to provide disciplinary diversity.

In order to be the faculty voice to IS, we needed a way to reach out to faculty. We set up a mailing list, the FacultyTech listserv (facultytech@mail.orst.edu) and invited faculty to participate. Approximately 80 people

from departments across campus are now subscribed to that list. Questions raised on the list include enhanced classroom design, Novell licensing (which raised the have vs have-not issue), student printing, faculty input to IS, and faculty development with technology. As this mailing list grows, we feel it will be increasingly useful.

In order to improve faculty use of technology, we asked OSU Statewide to fund a faculty development system on the WIC model. This would build a core of faculty from each department who were experienced in technology use in teaching and who would share their knowledge with their colleagues. While there is agreement in principle to fund this project, the details have not yet been finalized.

Also in progress is a proposal from Ray William for an enhanced classroom that would encourage group work in large classes, with breakout rooms for discussion and ways for several groups to interact with each other. The topic was discussed on the FacultyTech list. Information about that proposal can be found at <http://osu.orst.edu/dept/eli/idtc/william.html>. There is a link as well on the Faculty Senate IDTC web page.

For next year, we propose that the committee continue to work on improving faculty use of technology for instruction, focusing initially on the faculty development system we proposed to OSU Statewide. We would like to finalize a recommendation about the enhanced classroom proposed by Ray William. We see looming issues in the role of Information Services in supporting research as well as instructional computing, and in the question of have vs have-not departments. We hope to work regularly with Curt Pederson to improve the way that Information Services addresses faculty needs.

The past year has been an interesting one, working through many transitions. We feel the end result with our redefined committee role is a positive one that will benefit OSU in the years to come.

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Computing Resources Committee

E-Commerce Forum Notes

Notes by Deborah Healey

[Editorial comment by Deborah (feel free to add your own take on this): The discussion brought up a number of very good issues to be addressed further. One theme that went through the discussion was that, although policies made for a print world should not necessarily be the same in the electronic world, there are still some basic policies and systems that already exist that we can build on. Contracts are contracts, electronic or otherwise, and need to go through the Contracts Office; official student groups have an authorization process and rules governing the group; revenue generation is normally charged overhead; and an activity done with university equipment that leads to personal profit is not acceptable use. Another theme that went throughout was the idea that we need to build flexibility into any policy, since technology will change rapidly and since different groups on campus will have different needs. A third theme was that we need to keep the educational mission of the university in mind. If an activity does not promote instruction, scholarship, or service, then it is probably not an appropriate use of scarce university resources.]

Introduction to the Process (handout - see the earlier email message from DHealey). The group was small enough to act as a single large group rather than breaking into small groups. Brief description of the final draft of the OUS e-commerce policy by Curt Pederson (handout; not currently available in electronic form). OUS is worried about unregulated entrepreneurship, which is why they have established a policy. The policy is very broad, however. OSU is in the process of developing an e-commerce policy. Stephen Mosley of WebWorks has put together a first draft (handout and in the earlier email message - also on the web at <http://forums.library.orst.edu/ePolicy.htm>). Mosley says this is just a framework at this point, waiting for content. There are seven issue categories in the draft -- is this all we need? Do they accurately reflect the decision-making process?

Comments

Bandwidth, infrastructure, and privacy are all issues related to setting policy for e-commerce. Bandwidth is an issue being taken up with the Legislature as a statewide problem, not something unique to OSU. Infrastructure is an area everyone is concerned about. Two major issues are what's right in what faculty, staff, and students can do; and the facilities and infrastructure constraints on what can be done. Research funds go through an assessment process; student privacy is covered by current law and policy.

First topic: Data mining. Should OSU profit from selling information about students? How does OSU protect itself from others mining data about students? If the activity is research, then the Human Resources Committee comes into play. If an organization can take the OSU phone book and make a database out of it, adding value, why shouldn't OSU get some profit from it? There are different levels of information and privacy. The first is public information -- why not sell it to value-added vendors? This isn't just personal data -- there are all kinds of databases at OSU created by departments that could be made more accessible or more useful by third party vendors. Disclosure up front is an issue with selling personal data. We need to tell students/staff up front what will be done with their data and give them a chance to opt out. OSU doesn't have a disclosure policy now, but it should. Some department websites have a lot of personal faculty information. Both policy and faculty education are needed.

Question: Are there rules now about selling personal info at OSU? (No answers from the group; this is a question for Legal Affairs.) Another question is whether OSU can legally exclusively license a database, especially a public information database. There is a Community of Science database at OSU that is given selectively to organizations and corporations looking for research on topics of interest to them. OSU may be competing with private industry, so can't set up exclusive deals for public data.

Let's step back and discuss not just can we, but should we. This relates to the role of a public institution and the research we generate. If e-commerce is about revenue generation, what are the products we're selling? We have datasets of information that people want. We should be able to license those and get a percent back from value-added resellers. We can't do just one

thing all across campus. Decisions will be made both by each unit and by OSU as a whole. E-commerce is not just products; it's also services. For example, should Mark Merickel's students be able to pay for the DCE courses online? We have the tools to enable many different services. We might think about services first and datasets later. Useful datasets may exist that aren't in electronic form or aren't easily accessible. Why not sell or license them to someone who can make the information more available to people? If there is going to be a group making decisions about e-commerce, they will need to be aware of the many different regulations that cover different grants, too.

Second topic: Student groups and individuals - what is allowed? Student groups registered on campus may do e-commerce. For example, KBVR could do streaming audio and have banners, using bandwidth. Bandwidth is a key issue. If the streaming audio on KBVR makes it impossible to teach, then the station should not be allowed to do it. We can say it's legitimate of groups to sell products/services online, but there may not be enough infrastructure resources. If groups can put money back into bandwidth and resources to cover those costs, then it's fairer. There is also the issue of selling a product/service related to the student group vs. selling university resources in the form of a banner. We should probably only allow e-commerce activities related to the group (like an entomology student group selling bugs). For example, a group could sell tickets to its own events online, but couldn't start acting like a travel agency. We need to ask what the business model is that is the umbrella for all this -- what can OSU afford to provide to meet its fundamental activities of instruction, scholarship, and service. It's hard to scale the cost of e-commerce activities. Or, to take a devil's advocate position, we may say that e-commerce activities for students are part of the educational objectives of OSU, and encourage them to explore. What is the bounding box? Can we have a separate course server and student server to resolve some of these issues? Bandwidth is still a problem, even with separate servers. A guiding question is the relatedness standard -- how is a specific e-commerce activity related to the mission of the university? We need to identify different stakeholders and costs, informing faculty of what e-commerce means. We need to be sure that benefits accrue to all stakeholders, as well. We do have bandwidth problems now; if it's because of banners and streaming, then these are a big problem. OSU is starting to split resources. For remote access, we're working on cable modems and DSL for university students to reduce the demand on university modems.

We need to provide for the basic needs of the university and make sure that e-commerce has an infrastructure that won't harm basic needs. We need to know what the costs are now in creating bandwidth -- and more than just the \$18,000/month of Internet access charges. If we split domains and create both a .com and a .edu, this will help some of the bandwidth problems. The division isn't neat, however. Some things are both com and edu. Do we know how many colleges at OSU have dean-endorsed commercial e-commerce activities? Curt Pederson's response: Most deans don't know about what people are doing until Curt points it out.

Third topic: Department sponsorships. This is where the department would have an acknowledgement of some sort on the web page about commercial sponsors. Who should benefit? Should some of the revenue go to the university as a whole? We have a system now; it's the 42% overhead charged to grants. It depends on how infrastructure is supported now. If overhead already goes to infrastructure, then there's no need for more. Who pays for the increased security required for credit card transactions? Who assumes liability?

Question: In principle, do the people in the room support the idea that a portion of e-commerce revenue should go to infrastructure? This would apply to student groups, too. There are several secure servers on campus now; it doesn't make sense to have a proliferation. Maybe five years from now, Internet transactions will be as easy and straightforward as PayPal and we won't need secure servers. What do we want to allow once the technical part isn't an issue?

Fourth topic: Who should the institutional decision-makers be? Chester Bateman and Kevin McCann are working on an e-commerce project, looking at who should be on a decision-making group, what process should be followed, and what the mission should be. The existing group will make a proposal to the President's Cabinet. There will probably be several subgroups created. The student group related to e-commerce is gathering information about e-commerce now. It's enthusiastic and entrepreneurial. We shouldn't put the brakes on their enthusiasm. There are similar policies in place now in the Technology Transfer Office and the Trademark Office. They address the issues of licensing and who enforces licenses and trademarks. You can't just use university logos on a banner, for example, without getting permission from Trademark.

Sponsors and commercial entanglements are a big issue. Sponsorships are a contract like any other. The Contracts Office needs to be involved. There must be a code of conduct in place. Many groups need to be involved in policy-making, including the departmental computer administrators (DCAs), the Faculty Senate through the Computing Resources Committee, the network resource people at each college, and IS.

Opinion polling: As we were running out of time, the group was asked to give a show of opinion on several issues. The first question was about data mining - what is the most important area of concern if we are going to mine OSU data? The group strongly supported privacy as the most important issue to address first.

The second question asked how student groups should be allowed to benefit from e-commerce. The group strongly supported the ideas that student group e-commerce should only be allowed if it doesn't interfere with instruction and if the group uses part of their profit to pay for infrastructure costs.

The third question was about who, in principle, should receive or share in profit generated by e-commerce. A large majority felt IS should get something from e-commerce, though several people felt the question was premature until we know the costs and business model.

The fourth question was whether we should have goods/services available through e-commerce, and if so, how do we take it to the next level? This raised several questions in response, including: Is there a business model for OSU? Can we meet those objectives with our current resource base? Can we add e-commerce to our current needs without harming basic needs?

Comments emailed by Greg Scott, who could not be at the meeting:

1st Topic: Data Mining

I have problems with OSU profiting from the sale of student data. I understand all the economic arguments but there is something about a State agency profiting in this fashion that troubles me. I also see some potential for student complaints about this sort of activity.

As for the second question, I would need more information about the data that others would be accessing. My assumption is that most data on campus is reasonably secure. If an individual on campus chooses to visit a site that monitors traffic, I don't see that we can control that sort of activity if the individual elects relatively low security on their browser.

2nd Topic: Shopping Portals

Who should benefit from shopping portals? What information should be given to shopping portal contractors?

I am not sure I understand this issue. In general, I oppose the commercialization of OSU's name for purely profit reasons. There are hidden costs (bandwidth, wasted time, etc.) that I suspect have not been considered.

3rd Topic: Department Sponsorship

Should departments be allowed to have sponsorships? How many? What form could/should they take? Who would make decisions on the appropriateness of the sponsorship?

Personally, I am very uncomfortable with this. While I support increased revenue generating activity on campus, this sort of activity has a very different feel. Unlike activities that build on core OSU competencies like the seed certification lab, network based profit looks like simple commercialization based on the OSU identity. I realize we do this in the context of athletics. I see little precedent for this sort of thing within academic units. I do not favor this type of activity.

4th Topic: Students

Should student groups be allowed to fund-raise? Clubs? Students?

I assume this means fund raise using state resources like the network? In effect we would be saying that while the acceptable use policy clearly says you may not use State resources for personal gain, it would be OK to use them for the benefit of OSU sponsored groups. This looks very difficult to control and impose any standards.

5th Topic: Decision Making

Who should make decisions, provide oversight? If there is to be an E-Commerce Committee, who should be on the group? Who should decide on the members?

I sense that attempts to regulate user activity are going to be a losing battle. As technology evolves, regulators are going to be in constant catch-up mode. Once we open this box, it is going to be very difficult to manage.

People at the meeting:

CRC Committee

Bill Uzgalis, Philosophy
Carole Ann Crateau, Honors College
David Finch, Math
Deborah Healey, English Language Institute
Jay Schindler, Public Health
Paul Montagne, Engineering
Curt Pederson (ex officio), Information Services
Rick Brand (ex officio), Information Services - moderator

ZoeAnn Holmes, Nutrition and Food Management

Larry Hughes, Geosciences

John Block, Pharmacy

Stephen Mosley, Information Services

Danny Shapiro, Copyright Office

Stephen Maze, Copyright Office

Dave Gobeli, Business

Dave Sullivan, Business

Mark Staben, Engineering
William Hostetler, Trademark Office
Chester Bateman, E-commerce Project, WebWorks
Phil Sollins, Forestry
Marcia Brett, Crop and Soil Science
Mark Merickel, Statewide
Tim Cowles, COAS

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Computing Resources Committee

Recommendation of the Computing Resources Committee to the Faculty Senate May 22, 2000

The Computing Resources Committee has been meeting this year with Curt Pederson and Rick Brand of Information Services, as well as offering various issues for discussion on the FacultyTech listserv. Our discussions have led us to the conclusion that OSU needs but does not have the information technology infrastructure to be a Tier I university. Our ability to offer a compelling learning experience to all students at OSU is also constrained by the limits in our current information technology infrastructure. Oregon Statewide has been able to reach out as much as it has because of a large federal grant. Once that money is gone, Oregon Statewide will need something in place to enable outgoing and even continuing outreach to everyone in the state and beyond.

Funding as it stands now is not adequate to meet OSU's current and growing information infrastructure needs. NASULGC reports that its member institutions invest from 1% to 25% in their IT operations, with 5% of operating budgets being average. OSU's portion of the budget dedicated to IT is 3%, which puts us at 60% of the average land grant institution of higher education. We are currently limiting Internet speed and access (bandwidth) at peak times for financial reasons, even as faculty try to incorporate the Internet more into their courses. The need for Internet access for research in today's world goes without saying.

Student fees are not the answer. The library is asking for part of the student Technology Resource Fee funds to pay for electronic journals. In Tier I settings, libraries are not held hostage to student fees in order to provide electronic access to ordinary journals and indexes. Increasing student fees to the planned \$75 per term will allow funding of ongoing costs of student labs and classroom labs. It will not provide the access to technology that all OSU faculty and staff need.

Perhaps we are a victim of our own success: OSU's being named a "most wired" university raises expectations on the part of incoming and current students, faculty, and staff. These expectations are appropriate for a university that plans to equip students with the knowledge they need to be productive, educated citizens in this electronic age.

Budgets are tight all over campus. The increase in enrollment will provide both additional revenues and additional costs. In making these preliminary recommendations, the Computing Resources Committee has considered the need to provide for a stable infrastructure with some additional money from tuition.

Our preliminary recommendations are as follows:

OSU must make an ongoing commitment to fund its information technology infrastructure so that every member of the faculty and staff can be provided with a basic level of information technology resources. What this basic level is will need considerable discussion; work already done by the College of Forestry may be helpful in moving the discussion forward. The basic level should be the same across colleges and units. The basic level should be in some way centrally funded, whether as a line item in the central budget, a percentage of the overhead charged to grants, a percent of each department's budget, or a fixed fee per FTE. This is another area for further discussion. Individual colleges, departments, and units may fund technology to a greater degree than the basic level, depending on their own resources.

OSU should continue to lobby the Legislature to fund a basic level of infrastructure support. This is a need not only at OSU, but across the Oregon University System and throughout state government.

The Computing Resources Committee is looking forward to meeting with faculty and staff during the next academic year to discuss what should be funded, by whom, with what resources.

We hope that the Faculty Senate will support the Computing Resources Committee's efforts to address the following issues:

- a) Determining what a "basic level of support" might be
- b) Coming to consensus on the mechanism for funding that level of support

CRC members:

Deborah Healey, Chair

Carole Crateau

David Finch

Paul Montagne

Jay Schindler

Bill Uzgalis

Curt Pederson, ex officio

Rick Brand, ex officio

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Computing Resources Committee

March 6, 2014 ~ 1:00 PM
319 Milam Hall
Agenda

1. Introducing New Student Members
2. Learning Management System Review Process Update – Lynn Greenough, Jon Dorbolo
3. ITCC Liaison and Update – Jon Dorbolo
4. Additional Items and Assignments

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Computing Resources Committee

January 15, 2013

The Valley Library Drinkward Conference Room (4th floor) Agenda

1. Approval of [December 11 Minutes](#) from last week.
2. New meeting time/day?
3. Updates on SafeAssign
 - Lynn has sent us the tentative timeline. SafeAssign will probably be available before spring term begins. Support resources, such as instructional videos on how to use the tool, will be in place.
4. Jon Dorbolo and guests – presentation of photo roster.

SafeAssign Implementation Timeline

General timeline is below, and as mentioned, we will work closely with the Bb admins as we hone in on the actual go-live date for SA

November

- Meet with key stakeholders (Office of Student Conduct; Writing Center; WIC; English dept; ASOSU; Library)
- Define assessment goals + plan

January

- Finalize training material
- Review training material with key stakeholders (Student Conduct; Legal; Writing Center; Center for Teaching and Learning; INTO; ASOSU, CRC, and probably more)
- Present academic training plan and rollout to Faculty Senate Executive Committee

February

- Meet with department chairs and academic advisors
- Schedule Webinars, workshops and training events
- Public announcement of Academic Integrity Training and Support rollout

March

- Conduct Webinars, workshops and training events
- Enable SafeAssign in production Blackboard

April

- Conduct Webinars, workshops and training events
- Begin baseline assessment of academic integrity training and support program

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Computing Resources Committee

February 19 , 2013

**The Valley Library Drinkward Conference Room (4th floor)
Agenda**

1. Minutes from of [January 15](#)
2. Classroom building and Gmail updates
3. Ideas for marketing SafeAssign (brainstorming)
4. Developing questions for the LMS presentations (schedule TBD)
 - [Teaching and Learning Expectations Taskforce Final Report](#) – July 3, 2012
 - [Report of the Benchmark Taskforce](#) – July 2012
5. TRF Showcase

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Computing Resources Committee

March 19 , 2013

**The Valley Library Drinkward Conference Room (4th floor)
Agenda**

1. Approval of [February 19](#) minutes
2. Updates on Blackboard (Mobile, Crosslisting, SafeAssign)
3. Discussion of emergent LMS issues and Q & A
 - a. Cheryl Middleton (Associate University Librarian)
 - b. Diana Fisher (Ecampus)
4. Brainstorming questions and priorities for CRC's role in LMS discussion
 - [Teaching and Learning Expectations Taskforce Final Report](#) – July 3, 2012
 - [Report of the Benchmark Taskforce](#) – July 2012

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Computing Resources Committee

April 16 , 2013

**The Valley Library Drinkward Conference Room (4th floor)
Agenda**

1. Lucas Turpin, Community Network, on the move to Google Apps.
2. Reports (Classroom building, etc.)
3. May meeting- need to reschedule

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Computing Resources Committee

May 21 , 2013 ~ 1:00 PM

**The Valley Library Drinkward Conference Room (4th floor)
Agenda**

1. **Approval of [April 16, 2013 Mintues](#)**
2. **IT Strategic Plan**
Lois Brooks, Vice Provost for Information Services, will share the IT Strategic Plan
3. **Reports** (Classroom Building, etc.)
4. **LMS Vendor Presentations**
 - Thursday, May 30, 9:00-11:00 AM – Desire2Learn, Andrew Fung and Ryan LeClair – Kidder 202
 - Monday, June 3, 10:00 AM–Noon – Kidder 274 – Hart Wilson, Carla Yockers, SOU; Chris VandenBosch, Moodlerooms
 - Wednesday, June 5, 11:00 AM–1:00 PM – Instructure (Canvas), Eddie Sampson – Kidder 202
 - Monday, June 10, 9:00-11:00 AM – Kidder 278 – LMS = Sakai (Scott Siddall, Longsight) and others TBD
 - Wednesday, June 12, 10:00 AM-Noon – Darren Stahl and Cyril Juanitas, Blackboard – Kidder 278

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Computing Resources Committee

June 18 , 2013 ~ 1:00 PM

**The Valley Library Drinkward Conference Room (4th floor)
Agenda**

1. **Updates** (Classroom committee, etc.)
2. **Vendor presentations update** (Lois)
3. **Wrap up and discussion about what CRC should be working on next year.**

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Computing Resources Committee

November 12, 2013 ~ 2:00 PM
319 Milam Hall
Agenda

1. **Introductions**
2. **Review of [Standing Rules](#) and Faculty Senate Assignments**
3. **LMS (Learning Management System) Review Process** – Lois Brooks
4. **Blackboard Updates and Issues** – Lynn Greenough, Jon Dorbolo
5. **Additional Items and Assignments**

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Computing Resources Committee

February 16, 2012 Agenda

1. Jill Swenson from Enterprise Computing
2. Google email (Lois)
3. IT Administration (Lois)
4. TRF (David)
5. TAC Faculty Lounge (Jon)

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Computing Resources Committee

March 15, 2012

**Drinkward Conference Room, 4th floor, The Valley Library
Agenda**

1. CRC representative needed for Blackboard operations committee (David)
 - [Blackboard Operations Committee](#)
 - [Blackboard Steering Committee](#)
2. [Student recording policy](#) – update
3. Request from Kate Hunter-Zaworksi (Faculty Senate President) for guidelines on making video recordings and other materials accessible.
 - Office of Equity and Inclusion actually maintains a website on that policy (<http://oregonstate.edu/accessibility/>)
 - [Captioning](#)

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Computing Resources Committee

May 17, 2012

**Drinkward Conference Room, 4th floor, The Valley Library
Agenda**

1. [Letter to Faculty Regarding Guidelines for Multimedia Accessibility in the Classroom](#) (Stefanie)
2. New Educator Orientation (Jon)

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Computing Resources Committee

September 25, 2012 ~ 1:00 PM

**The Valley Library Drinkward Conference Room (4th floor)
Agenda**

1. Introductions
2. Review of charge
3. Need 1-2 students for committee
4. Need representatives on following committees
 - a. Google gmail committee (Lois Brooks)
 - b. Liaison to classroom building committee
5. Potential topics for the year
 - a. Student photo roster (Stu)
 - b. Blackboard (Stefanie)
 - c. Open Education Resources (Stefanie)
 - d. Other thoughts/suggestions?

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Computing Resources Committee

October 9, 2012 Agenda

1. Meeting with Lynn Greenough re: Blackboard Operations Committee

- a. Update on [SafeAssign](#)
- b. Blackboard for mobile learners – There is a module out for a mobile version of Blackboard.
 - Blackboard Mobile Learn: BSC should be aware of what's available in Bb's mobile app, including licensing options and prepare to make a recommendation; use of mobile devices is growing at a faster rate than use of PC's.
 - ECS reports increasing requests by students for mobile access to Bb. Other instructors report no requests from students. Library reports that users enter their sites via mobile but, for interactions, tend to use PC's because of better usability.
 - Mobile Learn – allows students to get announcements, check grades, use discussion boards & blogs, view class lists, check tasks. More features for students than instructors at this point. No upgrade needed to our Bb system.
 - Mobile Central – enterprise system that can offer mobile apps and connection to prospective students, parents, alumni, donors, etc.
 - Individual vs. institutional license – \$1.99 for one year; \$5.99 unlimited. Institutional license needed to enable Mobile Central. See action items on pricing of institutional license.
 - Bb's mobile app is developed and supported for the following platforms: iPhone®/iPod Touch®; iPad®; Android®; BlackBerry™*; webOS®* (* Blackberry and webOS require institutional license)
 - Team expressed need to ensure that all types of devices and platforms can participate; mobile solution must not be platform- or technology-specific.
 - Faculty training needed to support teaching & learning for mobile.
 - OSU does not currently have a comprehensive mobile strategy; there are many different groups moving ahead with development (Central Web Services; Libraries; INTO, etc.)

2. Student access to prior Blackboard courses

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Computing Resources Committee

November 13, 2012

**The Valley Library Drinkward Conference Room (4th floor)
Agenda**

1. Introductions
2. Review of minutes from previous meetings
3. Lynn Greenough will demonstrate SafeAssign (Blackboard plagiarism tool) and answer questions about the tool and plans for implementation
4. Dan Schwab on plagiarism and academic dishonesty at OSU and the process.
5. Reports from committee members

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Computing Resources Committee

December 11, 2012

**The Valley Library Drinkward Conference Room (4th floor)
Agenda**

Guest: Lynn Greenough

1. Meeting times for next quarter. Does this time still work for everyone? Move January meeting?
2. Approval of [minutes](#) from last week.
3. Wrap up [SafeAssign](#) conversation
 - a. Any additional questions or concerns? See attached document for a summary from previous meetings. If you have any additional questions, please bring them to the meeting.
 - b. A statement regarding Safe Assign could be added to the course description and/or the course syllabus. Jon Dorbolo is investigating adding something to the course description. Stefanie has been investigating having a required statement on the course syllabus. See attached document. What do we want it to say and what is our rationale for having this statement? Ideas welcome.

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Computing Resources Committee

May 26, 2011 Agenda

1. Follow up with student concern on having access to Blackboard
2. Follow up with clicker
3. Lois Brooks on Google Apps
4. Any other comment/suggestion?

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Computing Resources Committee

October 20, 2011 Agenda

1. New members
2. New NSF data management requirements (David)
3. [Policy on speech-to-text recording](#) (please see [Jon's email](#))
 - a. The question about student use of speech-to-text recording devices in the classroom has come up.

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Computing Resources Committee

December 15, 2011 Agenda

1. TAC Hiring and Other Initiatives (Jon)
2. IT Governance (David)
3. TRF Changes (David)
4. Update on Policy on Students Recording Lectures
5. Google Project

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Computing Resources Committee

October 30, 2008 Agenda

1. Future meeting times
2. New member search (replacement for David Sullivan)
3. 2007-2008 Annual report
4. Blackboard Review
5. ITCC and UITC
6. New projects for the 2008-2009 committee. For consideration:
 - Critique student assessments of instructional technologies.
 - Review of Audience Response System use on campus.
 - Committee process for vetting new instructional technologies.

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Computing Resources Committee

April 15, 2008 Agenda

1. Discussion of University hosted computing services and 3rd party Web apps (including Second Life) – suggested reading:
 - This hour-long program provides a fairly good discussion of Web 2.0 issues in higher education. A short Second Life discussion starts at about 42:00.
 - <http://www.researchchannel.org/prog/displayevent.aspx?rID=20002&fID=568>
 - Can Campus IT Outsource to Web 2.0? <http://campustechnology.com/articles/60410/>
 - What's Happening at the University of Washington
<http://depts.washington.edu/etech/2008/02/05/etech-project-thoughts-web-20-and-social-networking/>
 - Web 2.0 Treats Loom Large for IT <http://campustechnology.com/articles/57748/>
2. Campus plans for Microsoft software updates - Vista and Office 2007
3. Update on Blackboard survey status

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Computing Resources Committee

March 10, 2008 Agenda

1. Update on Blackboard Review
2. Ecampus faculty
3. Update on blogging for the educational community
4. Update on classroom capture development

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Computing Resources Committee

October 25 , 2007 Agenda

1. Welcome new members
2. Objectives and process of the committee
(Find attached the [Annual Report](#) from last year to get an idea of the committee's work.)
3. Update: Black Board Review status
4. Update: Work of campus committees and opportunities to participate
(University IT Committee - UITC, Information Technology Coordinating Committee - ITCC, and Data/Information Security Committee)
5. Proposal: Qwizdom Fall 2007 case study
6. Update: Apreso Presentation Capture Beta program
7. Advisory: Scantron reporting questions

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Computing Resources Committee

May 9, 2007 Agenda

1. 2007-08
 - Agenda items
 - Encourage faculty to indicate CRC on their committee interest forms
2. Updates on activities since our last meeting

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Computing Resources Committee

March 14, 2007 Agenda

Present: Catherine Williams, Kathy Greaves, Jon Dorbolo

1. Jon presented the current state of the Blackboard Review.

- Kathy Howell and Jon met with the Faculty Senate Executive Committee on 04/04/2007.
- EC accepted the plan and format of the 'skip-logic' surveys for faculty and students.
- EC members made several sensible suggestions with regard to question phrasing.
- EC expressed a strong desire for the Blackboard Review to work with the OSU Survey Research Center (SRC).
- EC agreed to the timing plan of survey implementation in Fall 2007.
- Kathy and Jon agreed to update the EC on developments in the Review process and content.

Catherine raised the question as to whether the four point Likert scale is preferable to the four point scale. All agreed that the correct approach is to procure expert rationales for both methods and measure against the Review goals. The SRC will provide one source of this expertise.

2. Jon presented planning for the Supporting Courses at Large Enrollment (SCALE) group to be co-sponsored by the Center for Teaching (CTL) and Learning and Technology Across the Curriculum (TAC). This effort is to provide a forum for communication among and from instructors who teach courses at enrollments of 300 and above. Effective uses of technologies such as Blackboard, PowerPoint, and Audience Response Systems are important to large courses and present unique issues. TAC and CTL will facilitate communications among the instructors in addition to organizing issues and solutions that they raise.

3. Kathy raised the issue of the Technology Licensing position that IS losing due to current budget pressures. Since CRC co-chairs Kathy Howell and Dawn Wright are already addressing this matter with the relevant administrators, no action at this meeting was required.

Minutes taken and prepared by Jon Dorbolo

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Computing Resources Committee

March 14, 2007 Agenda

1. Further work on Blackboard review survey issues and questions
(Jon Dorbolo will be distributing materials in advance.)
2. Check-in on campus discussions
 - Data security (Kathy)
 - Spatial data repository (Dawn)
 - University IT Committee (Kathy)
 - If we want to stir up other trouble...
 - Records retention policy update discussion
 - Capital equipment policies as they relate to IT

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Computing Resources Committee

January 10 , 2007 Agenda

- Discuss Blackboard review goals
- Report back on Scholar's Archive discussion at December Faculty Senate meeting
- Report back on Blackboard discussion at December Faculty Senate meeting
- Discuss any committee next steps on the ARS question
- (Possibly) Look at first draft of faculty multimedia needs survey

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Computing Resources Committee

**Computing Resources Committee
Wednesday, November 8th, 2006
358 Kidder Hall
Agenda**

Possible topics for the year include:

- Campus Spatial data repository
- Input to OUS and campus data security discussion
- Blackboard review
- Student Response systems
- Raising campus awareness of the Scholar's Archive
- Consulting on revisions to the OUS records retention policy
- Sorting out the CRC relationship with the new University IT Committee
- Formalizing in the CRC standing rules
- Possibly getting involved in discussions about the capital equipment policies (what qualifies and difficulties in using the equipment reserve for IT replacement)

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Computing Resources Committee

Computing Resources Committee May 22, 2006 Agenda

1. Discussion with Larry Landis on record retention policy, especially with regard email and computer files
2. Review of AUP
3. Tasks for year-end report

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Computing Resources Committee

Computing Resources Committee April 17th, 2006 358 Kidder Hall Agenda

1. Conversation with Jeremy Frumkin about the institutional repository project and campus access for large data sets.
2. Report from David and Kathy on Blackboard Review Committee work
3. Discussion of 2006-2007 committee membership and chair
4. Schedule May and June meetings (bring your calendars)

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Computing Resources Committee

February 13, 2006 - 11:00-12:30

358 Kidder Hall

Agenda

1. Discussion with Jon Dorbolo from TAC. They offer training and a small lab for developing faculty skills in using technology for instruction. They also (intend to) offer a place where research results on use of instructional technology can be found.
2. Continuation of the discussion of the role of the committee and our operating procedures. See the below notes from a meeting with S. Argyres from the FS Committee on Committees.

Report on a meeting of CRC co-chairs with Sherri Willard Argyres of the Faculty Senate Committee on Committees.

We had some discussion about whether the CRC was keeping informed about technology introductions on campus which might have a substantial impact on faculty or on the learning environment for students. Two particular which were brought to our attention are a system for advisors which was introduced without consultation with advisors and a potential return of the campus wide clicker adoption which is being discussed at the Center for Teaching and Learning.

As to our standing rules and charge, do we think they are consistent with how we perceive our role on campus? We may think about proposing some guidelines for committee activities to further clarify our role, without incorporating these in the standing rules, since changes in guidelines do not require consent of the Committee on Committees and Faculty Senate.

Does the committee think CRC should be more involved with other Faculty Senate committees as they consider campus issues with IT impacts? (e.g., IRIS, evaluation of assessment tools, and a statewide articulation system) If so, how do we proceed?

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Computing Resources Committee

January 23, 2006 - 11:00-12:30

358 Kidder Hall

Agenda

1. Jeremy Frumkin from the library and Jimmy Kagan from the Institute for Natural Resources will join us to discuss the Institutional Repository and other campus-wide data management issues (particularly geo-spatial data and associated imagery, documents, and metadata).
2. Check back in with any feedback and further discussion on the revised Acceptable Use Policy.
3. Check in on Blackboard review progress (First committee meeting scheduled for January 25)
4. The Faculty Senate Committee on Committees will be reviewing the CRC. Any committee input on the "committee's standing rules, actions and functions, annual reports, student membership, and connection to the university's strategic goals?"

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Computing Resources Committee

December 2, 2005
Agenda

- A. Appoint a CRC representative for the TRF committee (Consider this opportunity and come prepared to volunteer!)
- B. Discussion of revised Acceptable Use Policy [attached] (Jacque Rudolph will join us and Jacque and Catherine Williams will lead the discussion.)
- C. Report on Nov 14 meeting (Finch, Williams, Howell, Boggess, Hale, Pederson) and plan for Blackboard review

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Computing Resources Committee

May 27, 2005
Agenda

1. [Acceptable](#) Use of University Computing Resources Policy – Review proposed revision

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Computing Resources Committee

April 19, 2005
Agenda

1. Jon Dorbolo will discuss TAC (technology across the curriculum) plans for a faculty computing resource lab, and updates on their blog project.

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Computing Resources Committee

March 9, 2005
Agenda

1. Site–licensing policy and practice on campus – Lena Ferris and Tammy Barr

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Computing Resources Committee

January 27, 2005 – 3:30–5:00 p.m.
109 Gilkey Hall
Agenda

1. Review of projects carried over from last year.
2. Initiatives ?
3. Input for Jeff Hale — Mike Quinn (our executive committee liason) and I are scheduled to meet with Jeff Hale (new fac senate president) on Friday.

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Computing Resources Committee

November 11, 2004 - 3:30 p.m.
358 Kidder
Agenda

1. Classroom Response Systems - Rick Brand from Media Services will join us, and we will have several guests who are currently using such systems on campus. Kathy Greaves from HDFS will not be able to attend, but has been using the system from einstruction in a course on human sexuality. She has some interesting comments which I will forward in a subsequent email.

Greg found some papers on evaluation of such systems, which are posted on our community site on Blackboard. Rick Brand has added some more links at <http://oregonstate.edu/itcc/wgs/ars.htm>

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Computing Resources Committee

October 29, 2004
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1. IS Developments – Curt Pederson
2. Evaluation of classroom response systems

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Computing Resources Committee

December 12, 2003 Agenda

1. Reports from other committees or University IT news
2. Project for automating the grant process and the Research office (Lisa Ganio and Rich Holdren. Rich will not be able to join us until about 11:15. I have also invited Scott Kveton of the Open Source Lab to join our discussion. He has other commitments but may also come late.)
3. Plans for next quarter
4. The Faculty Development lab discussion
5. Other?

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Computing Resources Committee

December 3, 2003 Agenda

1. Reports from other committees. (Perhaps none)
2. Status of the Planning Advisory Committee. (Curt)
3. Plans for a Faculty Development Lab. (Larry Pribyl and Mark Dinsmore)
4. Discussion of getting faculty input for both the Faculty Development Lab or the project of automating the grant writing process. (Uzgalis et al)
5. Other?

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Computing Resources Committee

October 31, 2003 Agenda

1. Introductions and charge of the committee
2. Report from the chair about on-going initiatives
3. Discussion of the direction of the committee for the year Direction of IS for 2003-2004 -- Curt Pederson

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Computing Resources Committee

May 14, 2003 Agenda

1. Initiative for helping new faculty with technology. This will be a joint working group with the ITCC. Rick Brand and Tammy Barr
2. Discussion with the Deans about the planning proposal. Bill Uzgalis
3. ETC - Community Groups - Edith Gummer
4. Automating the grant process - invite Lisa Ganio?
5. Final report

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Computing Resources Committee

May 2, 2003 Agenda

1. The Educational Technology Committee

Jon Dorbolo and Frank Kessel -- the co-chairs of the ETC will talk to us for about 20 minutes about the activities of the ETC

2. Initiative for helping new faculty with technology. This will be a joint working group with the ITCC. Rick Brand

3. Discussion with the Deans about the planning proposal

4. Final report

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Computing Resources Committee

January 24, 2003 Agenda

Introduction

The FS Computing Resources Committee believes that the effective use of information technology (IT) is crucial to the achievement of the mission of the University in the 21st century. Instituting a cyclic five year IT University wide planning process would make efforts to accomplish the mission of the University more effective. It would allow administrators to set long term goals and objectives for accomplishing those goals, and by providing planners with information from faculty, staff, students and administrators about what IT technology is needed to effectively do their work. A planning process, by providing a view of what is coming down the road both in terms of goals and objectives on the one hand and technology needs on the other, will allow effective planning for implementation, maintenance and support of appropriate IT technology. In short, such a planning process will provide an infrastructure for orderly change in the IT structure of the University. Changing the OSU culture so that the setting of clear goals and objectives for achieving those goals will make IT management at OSU significantly more effective. Once the general use of goals and objectives occurs, meaningful assessment of the use of IT at OSU becomes possible. This in turn, provides the means for effective improvement in IT use. Such an IT plan should be reviewed regularly, and should be flexible. Goals for such a plan might include a level of support for innovation as well as increasing use of appropriate technology among mainstream faculty. Since the Colleges spend three to four times as much money on IT as central IS, central IS cannot effectively plan without coordinating its efforts with the Colleges. It is crucial that a process be worked out so that OSU IT budgets mirror the comprehensive plan.

How to Proceed?

There are many questions that need to be answered in order to bring make such a planning process a reality at OSU. What committee, task force or group on campus should create this planning process? What group is going to do the planning once the process is created? What would the process look like in some detail? How is information from faculty, staff and administrators to be collected and transmitted to planners? How are university five-year goals and the objectives for achieving these goals to be decided and then transmitted to those who are to carry them out? How is the budget process going to be aligned with the planning process?

In order to answer these questions, the CRC suggests that

1. either a new task force be charged with producing a detailed plan for the implementation of the planning process, or that this job be given to the Information Technology Coordinating Committee (ITCC).
2. the charge include the following elements:
 1. Determine what the parts of the planning process are. This should include, provision for planning, implementation and assessment.
 2. Produce a timeline for the creation of a comprehensive five-year IT plan that includes all of the colleges, central IS and other appropriate units.
 3. Describe the process by which information is going to be collected from IT users about present problems and future needs. Such a process needs to be inclusive.

4. Determine what the nature of the group is that will carry out the planning process. Who will serve on it, who will it report to, and so forth. Will it be a presently existing group or does a new group need to be created?

5. In conjunction with Deans and the Central Administration, work out procedures for making OSU IT budgets mirror the comprehensive plan.

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Computing Resources Committee

November 15, 2002 Agenda

Introduction The FS Computing Resources Committee believes that the effective use of information technology (IT) is crucial to the achievement of the mission of the University in the 21st century. Instituting a cyclic five year IT University wide planning process would make efforts to accomplish the mission of the University more effective. It would allow administrators to set long term goals and objectives for accomplishing those goals, and by providing planners with information from faculty, staff, students and administrators about what IT technology is needed to effectively do their work. A planning process, by providing a view of what is coming down the road both in terms of goals and objectives on the one hand and technology needs on the other, will allow effective planning for implementation, maintenance and support of appropriate IT technology. In short, such a planning process will provide an infrastructure for orderly change in the IT structure of the University. Changing the OSU culture so that the setting of clear goals and objectives for achieving those goals will make IT management at OSU significantly more effective. Once the general use of goals and objectives occurs, meaningful assessment of the use of IT at OSU becomes possible. This in turn, provides the means for effective improvement in IT use. Such an IT plan should be reviewed regularly, and should be flexible. Goals for such a plan might include a level of support for innovation as well as increasing use of appropriate technology among mainstream faculty. Since the Colleges spend three to four times as much money on IT as central IS, central IS cannot effectively plan without coordinating its efforts with the Colleges. It is crucial that a process be worked out so that OSU IT budgets mirror the comprehensive plan. How to Proceed? There are many questions that need to be answered in order to bring make such a planning process a reality at OSU. What committee, task force or group on campus should create this planning process? What group is going to do the planning once the process is created? What would the process look like in some detail? How is information from faculty, staff and administrators to be collected and transmitted to planners? How are university five-year goals and the objectives for achieving these goals to be decided and then transmitted to those who are to carry them out? How is the budget process going to be aligned with the planning process? In order to answer these questions, the CRC suggests that (1) either a new task force be charged with producing a detailed plan for the implementation of the planning process, or that this job be given to the Information Technology Coordinating Committee (ITCC). (2) the charge include the following elements: a. Determine what the parts of the planning process are. This should include, provision for planning, implementation and assessment. b. Produce a timeline for the creation of a comprehensive five-year IT plan that includes all of the colleges, central IS and other appropriate units. c. Describe the process by which information is going to be collected from IT users about present problems and future needs. Such a process needs to be inclusive. d. Determine what the nature of the group is that will carry out the planning process. Who will serve on it, who will it report to, and so forth. Will it be a presently existing group or does a new group need to be created? e. In conjunction with Deans and the Central Administration, work out procedures for making OSU IT budgets mirror the comprehensive plan.

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Computing Resources Committee

November 1, 2002 Agenda

1. Reports of activities of other committees (ITCC, PIC, OSU07, Accessibility etc.)
2. Report on effort to try out the CRC technology impact process. (Uzgalis and Pederson)
3. Discussion of how to proceed in respect to IT planning on campus.

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Computing Resources Committee

February 8, 2002 Agenda

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Computing Resources Committee

November 30, 2000 Agenda

- (1) review of the Blackboard issue to bring the committee up to date (Rick Brand);
- (2) discussion of a proposal to have a single committee advising IS (Curt Pederson); and
- (3) discussion of forums which the committee may want to organize for Winter/Spring

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Computing Resources Committee

**May 17, 2000
Agenda**

Process for CRC Conversation on E-Commerce

Roles:

Facilitator: Rick Brand
Assistant: Jay Schindler
Notetakers: Deborah Healey, other CRC members
Support: Vickie Nunnamaker

Agenda:

12:00 Welcome and description of the purpose of the meeting: In its role as a Faculty Senate Committee, the Computing Resources Committee reviews and recommends policy concerning technology as used by faculty in instruction, research, and service on campus and off-campus. It assists in planning and advocating for the necessary technology to maximize student learning and enhance faculty research and service activities to OSU and the wider community. It acts to advise other committees and Information Services as well as providing leadership in adoption and effective use of computing for instruction, research, and service.

Desired Results: The CRC is seeking information to shape a recommendation to Faculty Senate as well as advise IS on the issue of e-commerce. The committee want to make sure any recommendation made is informed and reflects the opinions of campus.

Definition of E-commerce: E-commerce is the ability to conduct business electronically. In the broad sense, OSU is already conducting many forms of e-commerce. Some current examples are letting students register for classes on the Web and advertising workshops, processing enrollments, and having participants pay for workshops on secure websites residing on OSU web servers. The type of e-commerce pertinent to the discussions at this meeting are revenue-generating e-commerce, designed to raise money for an individual, a student organization, a college or department, or a research center or institute.

The working definition we will be using today: E-commerce is generating revenue via the Internet, using OSU bandwidth, equipment and/or personnel. This includes faculty, staff, students, student groups and organizations, departments, colleges, research institutes and training centers that reside on or are affiliated with the campus.

12:10 Describe Process: Attendees will divide into four groups depending on their interest. Each group will be assigned a CRC member to take notes on the discussion and elect a spokesperson to report out on each topic. The four groups are:

- Individual Issues
- Students/Student Group Issues
- Department Issues
- Institutional Issues

12:15 1st Topic: Data Mining

Should OSU profit by selling information about students?

How does OSU protect itself from others mining data about students?

12:20 Groups report out; tally the group's feeling on the subject

12:30 2nd Topic: Shopping Portals

Who should benefit from shopping portals?

What information should be given to shopping portal contractors?

12:35 Groups report out; tally the group's feeling on the subject

12:45 3rd Topic: Department Sponsorship

Should departments be allowed to have sponsorships? How many?

What form could/should they take?

Who would make decisions on the appropriateness of the sponsorship?

12:50 Groups report out; tally the group's feeling on the subject

1:00 4th Topic: Students

Should student groups be allowed to fund-raise? Clubs? Students?

1:05 Groups report out; tally the group's feeling on the subject

1:15 5th Topic: Decision Making

Who should make decisions, provide oversight?

If there is to be an E-Commerce Committee, who should be on the group?

Who should decide on the members?

1:20 Groups report out; tally the group's feeling on the subject

1:30 Thank you and adjourn

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Computing Resources Committee

April 12, 2000 Agenda

1. Planning for faculty/staff forums for next year - topics and timing We talked about reaching out more effectively by contacting the academic deans and asking for the names of 3-4 people who might be willing to take part in some discussion forums about information technology on campus. Here are the list of deans and who's signed up for what so far. If you don't see your name here, please select a college and let everyone know. Possible text of a message to the deans is in the notes toward the end. We'll need to divvy up the remaining ones, as well, so feel free to select two now.

Agricultural Sciences
Business
Engineering
Forestry
Health and Human Performance - Jay
Home Ec and Education - Deborah
Liberal Arts - Bill
COAS
Pharmacy
Science - David
Vet Medicine

2. Recommendation to the Faculty Senate about information technology on campus - Curt was going to bring us more detail so that we could see where money was going. This will help in planning the forums and information faculty/staff. The report from this committee can include the steps we're planning to take next year and some comments on IS funding.

3. Jay did not reject being volunteered for the position of CRC chair next year. If you would like the job, please step forward; we'll discuss it at the next meeting. A discussion of the role of the chair is in the notes.

If you need a copy of the notes from last time, please let me know and I'll email them to you.

--Deborah

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Computing Resources Committee

March 10, 2000 Agenda

- 1) Faculty relations to the CMC -- memoranda of understanding for the purchase of tools for electronic instruction, etc.
- 2) What sort of recommendation we want to make about IS funding. This will be affected by considerations of
 - a) Ways that IS might generate revenue other than charging departments for every service, aka cost recovery
 - b) University priorities in terms of becoming a Tier I school
 - c) Have and have-not departments and what faculty and students need at a basic level to function academically (in a Tier I school, presumably)
- 3) Chair for next year.

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Computing Resources Committee

December 7, 1999 Agenda

1. Discussion of [Joint Telecommunications-Network Engineering](#) projects and potential faculty response
2. [Adaptive Technology proposal](#)
3. Discussion of IS budget issues and a potential CRC recommendation about funding

--Deborah

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Computing Resources Committee

November 4, 1999 Agenda

- 1) How the CRC can help address IS needs identified at the last meeting: lack of money and personnel. Perhaps a proposal for a Faculty Senate resolution? We'd need more information, such as IS budget/income/needs. This would be the beginning of a discussion of this topic.
- 2) Have vs have-not departments; instructional vs research computing. Can the CRC help address these issues?
- 3) From last time: any further discussion of CBT (online courses) and portals on the OSU home page? Ready for a recommendation?
- 4) CRC suggestions about direction for the Technology Resource Fee committee to take in reviewing requests for funding. When there are more requests than money available, how should decisions be made? See the TRF RFP website at <http://osu.orst.edu/admin/uap/trf-rfp.htm> for details.

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Computing Resources Committee

June 30, 1999 Agenda

- 1) Ray William classroom design -- further discussion, pros and cons; decide the committee's recommendation. Please review the design and description at <http://osu.orst.edu/dept/eli/idtc/william.html>
- 2) Mission of the Computing Resources Committee (CRC): how we will work with Curt Pederson. He will be part of the CRC when it begins in July. Please review the CRC standing rules -- the changes in the IDTC Standing Rules were accepted at the last Faculty Senate meeting. The Standing Rules are on the Faculty Senate webpage at <http://osu.orst.edu/dept/senate/idtc.htm>
- 3) Role of IS in supporting research vs instructional computing -- this is a large area of discussion. The CRC can gather comments and ideas from OSU faculty, both research and instruction oriented, and work to shape IS policy. We need to discuss a framework for our work in this area. We want to complement rather than compete with the new IS oversight committee by providing a faculty perspective.
- 4) If and how the CRC will work to improve faculty use of technology for instruction.
- 5) Other?

We will try to schedule the meeting after this one on a Tuesday or Thursday; please be thinking of a workable date in mid-July.

--Deborah

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Computing Resources Committee

May 18, 1999 Agenda

- 1) Thanks to outgoing members John Block and Mark Merickel
- 2) Ideas for design of a technology classroom from Ray William (you can see what he's talking about during his class 3:30-5:00 Thursday, May 13 in Strand Ag 111)
- 3) Possibility of offering complementary workshops for "Teaching at a Distance" (see John's message below)
- 4) Input from the FacultyTech listserv; other questions to pose to the listserv Implications for getting a Faculty Computing Center and WIC-style training Meeting with IS?
- 5) Possible research computing group forming, consisting of system administrators; this may provide more information for this committee

--Others?--

[From John Block's recent message:]

With Deborah's notes, I want to fill you in on information distributed at the last OSU Statewide Council meeting. Jon Dorbolo was present. Two workshops with the title "Teaching from a Distance" have been scheduled. The first one is June 15 - 17. The second one is scheduled for early September. These are overview workshops and include selection of appropriate instructional technologies, copyright and intellectual property rights, library support, technical infrastructure at OSU, use of TV, web-based instruction, etc. If I understood Jon correctly, IDTC sponsored workshops focusing on a particular technology or a technique within the technology would complement the distance learning short course.

John

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Computing Resources Committee

March 17, 1999 Agenda

- 1) finalize the new standing rules and committee name, given the input from the Ad Hoc Info Services Committee so these can go to the Committee on Committees, then to the Faculty Senate (I'll report on any response I get from Ken Williamson to my query about our suggested new name and rules).
- 2) report on gathering faculty contacts -- I sent out a notice on Netadmin, the network administrators list, and got quite a few responses; any other areas to tap?
- 3) what to do with our new list of faculty contacts; any issues for right now (such as the role of the IDTC?)
- 4) Community server costs and implications

=====

Name and Standing Rules info:

A change in committee name from Faculty Senate Instructional Development and Technology Committee to Faculty Senate Computing Resources Committee (possibly Technology Resources Committee). The new name better reflects the fact that faculty have three major areas of responsibility: instruction, research, and service.

Original standing rule:

The Instructional Development and Technology Committee reviews and recommends policy concerning instructional technology resources and their application to the teaching/learning process and curriculum change. It assists in planning and advocating for the necessary technology to maximize student learning. Included within technology resources are instructional services, training, and distance and extended campus learning opportunities. The Committee shall consist of six Faculty, at least four of whom must be Teaching Faculty, two Students, and the Director or Associate Director of the Communication Media Center, ex-officio, non-voting.

Proposed new standing rule:

The Faculty Senate Computing Resources Committee reviews and recommends policy concerning technology as used by faculty in instruction, research, and service on campus and off-campus. It assists in planning and advocating for the necessary technology to maximize student learning and enhance faculty research and service activities to OSU and the wider community. It will act to advise other committees and Information Services as well as providing leadership in adoption and effective use of computing for instruction, research, and service. The Committee shall consist of six Faculty, at least four of whom must be Teaching Faculty, two Students, and the Vice Provost for Information Services as an ex officio, non-voting member. The Vice-Provost may recommend a resource person from Information Services as another ex-officio, non-voting member.

The Executive Committee is encouraged to look for broad representation in the appointments to the committee in order to provide disciplinary diversity.

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Computing Resources Committee

March 16, 1999 Agenda

- 1) finalize the new standing rules and committee name, given the input from the Ad Hoc Info Services Committee so these can go to the Committee on Committees
 - 2) report on gathering faculty contacts -- I sent out a notice on Netadmin, the network administrators list, and got quite a few responses; any other areas to tap?
 - 3) what to do with our new list of faculty contacts; any issues for right now (such as the role of the IDTC?)
-

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Computing Resources Committee

January 15, 2013 Minutes

Members Present: Lois Brooks, Stefanie Buck (minutes), Amy Flint, Stu Sarbacker

Guests: Jon Dorbolo, Richard Nafshun

Review of [December 11](#) minutes

New day and time – Stu would like the third

Updates of SafeAssign (Jon Dorbolo)

- Lynn has sent out basic agenda for rolling out Safe Assign.
- TAC is actively pursuing some things we have discussed and keeping an eye on the assessment process.
- TAC will be assessing training. CRC could have role in developing best practices and assessment of the tool and the approach we are taking to plagiarism prevention. TAC is developing assignment models. Jon feels the OSU plagiarism definition is not totally clear, so there may be some work in clarifying that.
- Lynn has suggested CRC revisit SafeAssign post-activation to see how it is being used and what the reaction among faculty is to the tool.

Photo Roster (Jon Dorbolo)

Process started about 3 years ago

- Jon talked to Registrar and ASOSU about changing the photo roster from opt-in to opt-out.
- ASOSU:
 - Agreed as opt-in only so faculty don't see it (advisors see pictures).
 - Only if the system will allow disable printing. Don't want pictures and information lying around.
- After a change in ASOSU government, Jon and Malcolm went back to ASOSU and recommended turning this into a mobile device so printing can be limited.
- Worked with a group of students to build an app (currently proof of concept).
- Registrar believes can do this within FERPA.
- The user can view, scroll and search for student photo. Can add notes to student picture, email them.
- After a change in ASOSU government; Jon went back to ASOSU who don't like it because concerned about discrimination. Jon points out already happening if can see the student face-to-face. ASOSU has agreed to support app and opt-out method.
- Malcolm and Jon are working on TRF to build app and make it completely secure.
- Students like it when instructors know their names – it's one of the top things students feel builds community; they don't feel so anonymous. The app also helps with name/face recognition.
- We still need the policy and training plan.
- For courses of 40-50, knowing names can really change dynamics of class.
- Some use of photos to check that students submitting their own work.

CRC could help with development of feature set if the grant is approved.

Questions and issues raised:

- Discrimination was the main issue with ASOSU. Is there a possibility of pre-conceived notions if the picture is seen ahead of time?
 - Discrimination is an institutional issue and needs to be addressed on that level. There are instructors who are currently taking pictures of their students. Students who don't want their picture to be available can always opt out.
- Will existing system go away?

- The existing system would not change. Opt-in/opt-out is very hidden. Jon would like to see that at the top of the screen so it's more obvious. Other possibilities are to restrict the online version to opt-in or get rid of the online version since it is still possible, with difficulty, to print. These are issues that still need to be worked out.
- What kind of training – safety, discrimination
 - Jon says TAC may be able to do that. They are also looking at FERPA training and looking to streamline this so everyone gets the same training. Students with confidentiality on their record would (presumably) be automatically opted out
- Sometimes students want to make changes. This is an issue rather than a question.
 - Pictures do get old and students change and don't look the same.
 - Lois noted that they have had students request to use a preferred name so this could be incorporated into the app.
- Who will own the app and who will maintain it?
 - Jon thinks probably CWS, but that still needs to be determined. There needs to be a plan for that and build it into the TRF proposal. TAC would not be the owner, but is helping to get the process going.
- Who else will use the app?
 - Advisors are another community who use the photo roster. Right now, for them, it is opt-out. Advisors currently use their monitor to see the photos, but would like to use a pad or phone for this.
- Things that still need to be outlined are the proper uses of this tool and assessment of the tool.
- What is the app timeline if the TRF is funded?
 - Probably about a year.

LMS review (Lois Brooks)

Lois reported that IT governance will be undertaking a market review of different LMS. Right now this is an informal process but later (spring?) will probably do a call for RFP. She is looking for a cadre of people who will see all the presentations. How does CRC want to be involved? There would probably be 3-5 presentations over winter/spring. There will be a formal feedback mechanism and discussion mechanism for that cadre of people who see all or most of the LMS demonstrations. This would probably start mid to late quarter. Everyone on campus will be welcome to come to presentations/demos.

Action item – How does CRC want to be involved? Could we split this up among ourselves or is someone available to go to all 5 meetings?

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Computing Resources Committee

February 19 , 2013 Minutes

Members Present: Stefanie Buck, Amy Flint, Stu Sarbacker, Lois Brooks, Victor Hsu (minutes)

Minutes

The minutes from the January 15 meeting were distributed for review and approval.

Update on the Classroom Building

- Lois and Victor noted that a "go ahead" was given to mockup the 600-seat classroom.
- The Classroom building is one of Governor Kitzhaber's top construction funding priorities.
- Legislative approval is anticipated this summer.

Update on gMail transition

- Plans to announce the transition to gMail are to be put in place by Spring Break.
 - Undergraduates will be migrated first as a "forced" move in Fall 2013.
 - Everyone will have access to Google Apps and Google Drive.
 - Login credentials will be separate from user's personal accounts.
 - Faculty/staff migration is still under study with regard to retention of pre-existing email.

Update on SafeAssign

- Lynn and Stefanie spoke at Faculty Senate about SafeAssign.
 - No major pushback from those in attendance.
 - Noted that it should be on for Spring Term.
 - Stu noted that Ecampus has also announced SafeAssign as being available Spring Term.
 - TAC has a "marketing plan" in place for getting the word out on SafeAssign
 - Stefanie requested any ideas for getting information out the faculty and students on SafeAssign.

Update on Photo Rosters

- Amy noted a need to address campus-wide app standards and accessibility.
- Anticipating a Fall 2014 release.

Action item: Revisit Photo Rosters (why have a mobile app, integration with the online photo class list already on Online Services, opt-in vs. opt-out, etc.) and have questions answered by Jon and Malcolm.

Update on LMS presentations

- Dianna Fisher and Cheryl Middleton plan to have vendors present their products this academic year.
- The CRC should compile a list of common items would like to see/ask/learn of all presenting vendors (as it's unlikely to have full attendance at every presentation).
- Invite Dianna and Cheryl to a future (March?) CRC meeting to discuss the plans, timeline and process for vendor presentations.
- Recommend that the CRC indicate its desire to support and assist in the process.

TRF Showcase

- Stefanie and Stu met with Kevin Gable to see if the CRC was meeting its objectives.
- Suggested that, since the CRC is involved in Instruction and Technology, perhaps the CRC could facilitate a "TRF Showcase".
- The showcase could be run like a poster session to get people excited about TRF projects.

- Students could better understand and see how some of their fees are being used to improve instruction and technology access on campus.
- Could provide a forum by which proposers with common interests/projects could connect.
- Should not be a major time burden to the CRC.

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Computing Resources Committee

March 19 , 2013 Minutes

Members Present: Amy Flint, Richard Nafshun, Robert Reff, Stuart Sarbacker, Victor Hsu

Ex-officio Members Present: David Barber, Lois Brooks

Guest: Lucas Turpin

1. Updates on Blackboard

- Mobile app (personal license) available
- Crosslisting of new courses is now enhanced
- SafeAssign has been implemented and is active

2. Discussion of emergent LMS issues with Cheryl Middleton and Dianna Fischer

- Background: two review groups looking at suite of instructional systems
 - List of 10 systems
- Dianna: Benchmarking task force
 - Question of tools used (including but not only LMS)
 - Critical perspectives on Blackboard system
 - Recommendations/Trends
- Cheryl: Series of faculty forums distilled “ten expectations”
 - “next generation technology task force” document started process of bringing vendors (pre-RFP)
 - questions of path forward, beginning with broader discussion of technology needs and larger goals of educational process
- Dianna: Process is underway with vendors
 - Developing webpage and blog for updates
 - Studies have drawn from data from other LMS and tech, drawing down from 40 to 4/5 of top
 - Reps in to have conversation, narrow the list, and identify “dealbreakers”
- Cheryl: Core working group plus invested faculty across campus participating (Center for Teaching & Learning, Agricultural Sciences, Business, etc.)
 - Blackboard, Desire to Learn, Moodle, and Canvas appear top rated
 - Issues include Open vs. Closed-Source, Cloud vs. Local Data, which affect support and development issues
 - We have lots of useful data from other Universities

3. Issues identified as of significant import for the CRC:

- Migration (easier the better, but not a dealbreaker)
- Support (internal, external)
- Relative “bugginess” of platforms
- Keeping pace with process (half-life of platform?)
- Integration with other tools, modularity
- Shift to different LMS? (ease vs. difficulty)
- Why stay with blackboard vs. why go with another platform?
- Open vs. non-open source
- Companies that support open source platforms
- Security
- Development, apps, webtools, etc.

Ecourse support

- FERPA
- Support for teaching, service, and research respectively
- Traditional vs. non-traditional modes of learning supported integration with other tools, technologies (apps, webtools)

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Computing Resources Committee

April 16 , 2013 Minutes

Members Present: Stefanie Buck, Victor Hsu, Richard Nafshun

Guest: Lucas Turpin

1. The move to Google Apps

Lucas Turpin, Community Network, talked about the plan to move to Google Apps :

- All OSU students will move to Gmail this summer. 75% of higher education institutions have already moved to a cloud provider for student email.
- Exchange account holders can opt-in if they want to move accounts, but they are not required to do so. Use of Google is optional for employees.
- Training will be provided, especially with researchers with export controlled data.
- All ONID accounts will be gone by the end of next fall (faculty, staff and students). This does not affect Exchange/Outlook services.
- Email addresses will not be changing (@onid.orst.edu).
- ONID accounts will still continue. The only thing going away is ONID email. Other ONID services, such as file space will be reviewed later.
- Project timeline
 - April - Launch marketing and communications
 - May – Launch training and outreach
 - May 15 – pre-sync ONID email to Google
 - June – Enable access to Google Mail opt-in process
 - Dec – Opt-in period ends, sunset ONID email service
 - Access enabled June 18, 2013
- OSU Computer Helpdesk will be providing support.
- Core Google applications – email, drive, calendaring and sites – are all covered by contract. This does not include Google + and Hangout, but IS is still working with legal.
- In the future, OSU may be looking at lifetime email accounts.
- TAC is looking at Google apps to plan on how apps can be integrated in instruction.
- Other institutions have said training and communication are the keys to a successful move.

Concerns/Questions:

- Microsoft applications are still superior to Google Apps.
 - Lucas – it's totally optional and we have a significant investment in the Microsoft licenses.
- Moving things back and forth between environments can be problematic. Some training on how to do this would help.
- Victor noted that IS might need to increase drive space if more people are using it.
- Some apps like Google hangouts are not free. Some apps are not being turned on due to privacy issues.

There is an email (google@oregonstate.edu) where people can send comments or concerns.

2. Reports (Classroom building, etc.)

- Classroom – We are getting more details on each of the spaces and how the classrooms will be configured.
- Blackboard Steering – Blackboard operations is setting up LMS vendor presentation meetings.

Blackboard also did a remote presentation on BB and the newest updates. The new service pack from BB does not have a lot of new features. Most of the changes are in the interface.

3. **May Meeting**

May need to reschedule. This is still TBD.

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Computing Resources Committee

June 18, 2013 Minutes

Voting Members Present: Stefanie Buck, Robb Reff, Stu Sarbacker

Ex-officio Members Present: David Barber (Information Services), Lois Brooks (Information Services)

Guest: Yousef Qassim (TAC)

1. **Clicker Update** – Yousef

- a. New version of Turning Point clicker software will be introduced on August 10.
- b. Now have flash drive and receiver all in one.
- c. In the past, there were a lot of different software pieces that had to be installed; now it will be in one interface.
- d. Instructor can bring in all the classes at once. Also now able to view the participant list within the software without going to Blackboard.
- e. Also have Mac software now.
- f. Software runs off flash drive. Faculty who use it now can trade in for the new flash drive.
- g. Testing using clickers to take exams. Students can see final grade right away.
- h. Can see what students are doing in real time.
 - i. Can have students log in (OSU ID), set time limits, etc.
 - j. Need to have TAs trained on how to use it. Also need to put some safety measures in place in case software crashes (did not happen during test phase).
- k. Software can generate four versions of an exam.
 - l. Still testing the app to see if this can work. Talking to Turning Point so students can get both the hardware and software options.
- m. Reports available so instructor can see how students are doing question by question.
- n. Works with Microsoft 2013 (not sure about MS 365).

2. **Updates (Classroom committee, etc.)** – Lois

- a. Google Apps
 - i. Google live in July (date TBD).
 - ii. Students will migrate at the end of July.
 - iii. Google apps will be available to everyone. Training sessions available.
 - iv. Will have discussions about Google email for faculty and staff re: moving to the cloud (conversation for next year)
- b. TRF
 - i. TRF – final recommendations will go to IT instruction and infrastructure committees for next week. More proposals than money.
 - ii. TRF money has been used for upgrading classrooms and there is a rising cost in maintaining these labs. Need to balance new, innovative stuff with supporting classrooms and replacing equipment.
 - iii. TRF will probably need to evaluate what will be funded (computer classrooms vs. free, large format printing vs. new stuff). Will be doing cost modeling around these decisions.
 - iv. Loaner services may also be looked at. Have 1000s of loaner laptops and 96% computer ownership. Also issues like do we buy a few really high-end cameras or more lower-end cameras?
 - v. Now have access to MS 365. Has not been launched.
 - vi. Want to get student voice, but it's hard to get the student feedback. Need to do this in the fall so

changes in funding can be determined. ASOSU is a good choice, but it depends on what is on their agenda.

3. Vendor Presentations Update – Lois

- a. The point of the presentations what just to see what's out there.
- b. The committee has decided to issue an RFP, which will go out in fall quarter. Those vendors on the short list (around five) will create test sites for people to play with.
- c. Will be checking in with Faculty Senate EC at major milestones. EC wants CRC to be involved.
- d. Looking carefully at the LMS vendor's vision of interoperability around other tools (higher ed. ecosystem), open content and e-content – what is the right model for us in terms of engaging the community?
- e. The main issue is the learning curve for faculty. The latest version of Blackboard has many more features than what we have now, so really not good to compare what we have now with other current LMSs.
- f. Some of the questions to be considered are hosting here or cloud hosting and down time and control over what version we are on.

4. Wrap up and discussion about what CRC should be working on next year

- a. Cloud service discussions.
- b. Computer labs. Questions about how many labs and types of labs that are supported by the campus. Need to evaluate how faculty members are using labs.
- c. Revenue streams of what pays for what technology on campus.
- d. Ecampus and hybrid courses.

Minutes prepared by Stefanie Buck

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Computing Resources Committee

**November 12, 2013
Minutes**

Introductions

Review of [Standing Rules](#) and Faculty Senate Assignments

Overview of Decision to Review LMS/Blackboard System – Lois Brooks

- RFPs going out in mid-November
- Winter/Spring LMS review process

Standing Agenda Item for Rest of Year for CRC

- Dan Edge and Kevin Gable
 - Suggested coming back to CRC as necessary
- Both technology and corporate relationship (!)
- HOW to structure engagement for LMS process?
 - Larger decision-making bodies vs. focused
 - Visits to CRC from task force (overview/consultation)?
 - Reimbursement/compensation for faculty?
- Timeline: November RFPs/Winter quarter shortlist, prep for courses/interviews
 - Spring Quarter demos courses and preparation
- Flint: Who are the right people to have in the decision-making process?
 - Faculty and Staff broadly construed
 - Executive committee
 - Dean's offices (Associate Deans/Committees)
 - Structural goal-setting technologies/facilities
 - Others?
- Additional systems for evaluating particular aspects in light of goals/objectives?
- When is CRC input going to be important? (strategic moments?)
- Is there going to be a "kick-off" presentation for the University?
 - General consensus: more publicity = better?
- What are the principles/priorities? Integration with campus, etc.?
- Dorbolo: TAC would be willing to support the process in whatever way it can

Blackboard Updates and Issues – Lynn Greenough, Jon Dorbolo

- December upgrades? Interface changes, in-line grading, content editor, adding multimedia ("video everywhere"), integration with google.
- Social learning tools?
 - Social learning tools:
 - OSU can't administer monitoring, but would leave it as global free speech)
 - OSU Hands-off vs. Instructor Opt-in
 - Difference vs. discussion boards, email, etc.?
 - Students set limits course, university, global blackboard community
 - Test run?
 - Already have a judicial process? Does there need to be new one?

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Faculty Senate

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Computing Resources Committee

February 16, 2012 Minutes

Present: Haris Gunadi, Daniel Myles, Stuart Sarbacker, Kate Peterson, David Barber, Lois Brooks, Jon Dorbolo, student rep Jessica Chantler for Julie Day

1. Our guest speaker, Jill Swenson from Enterprise Computing, provided an overview of the MyPortal project. The university was looking for something to help make it easier to find content, reduce log-on frequency and improve ability and communication. Jill explained how they gathered the requirement for the system using open forums. So far, the portal is being used regularly and not just by students. There have been minimal support/load issues. There are still some outstanding issues, such as some single sign-on problems, that are being addressed. Future enhancements that are being investigated include context sensitive portlets, among others.
2. Lois reported on policies regarding the move to Google email. She is still waiting on Google to address some accessibility issues. She will be meeting with different groups, including the ASOSU, to get input on policy development.
3. Lois reported that the IT Administration group is trying to inventory all the current work and projects going on related to IT. The IT Instructional Group is looking at different technologies used in teaching and identifying the functional expectations of these tools. The infrastructure group is holding meetings regarding TRF and IT policy issues. One issue relates to system ownership and who owns what data on the university systems.
4. David reminded everyone that TRF proposals are due on the 21st.
 - a. He will work with people to help revise proposals if relevant information is missing. The Deans and Vice-Provosts will review them and rank them.
 - b. A committee made up of students, faculty and staff will also rank them and present their rankings to the IT governance committee.
 - c. Awards are announced in May.
 - d. This year proposals are divided into recurring and start-up.
 - e. Award winners will be required to submit a final report.
 - f. David stressed that the IT committees want the process to be transparent and open so people know where the money is going.
5. David and Lois excused themselves from the meeting.
6. We discussed an idea that Jon Dorbolo and the TAC have to create a faculty lounge in the new shared space with CTLA.
 - a. This lounge will be a place where faculty can share ideas, prepare for lectures, work collaboratively with other instructors, etc. It will have computers and eventually have video conferencing and other technology. TAC/CTLA would also offer brown bags and workshops here.
 - b. Jon wants to know if the CRC would be an appropriate body to assess the effectiveness of such a lounge. We thought the CRC could play a role in this, but could only assess aspects of the lounge, such as instructional technology but not necessarily pedagogy.
7. Jessica pointed out that TRF money needs to be clear about what it can and cannot be used for, what was the original intention, and how TRF money is currently being used. She feels this is important for students to know.

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Computing Resources Committee

March 15, 2012 Minutes

Present: Stefanie Buck, David Barber, Julie Day, Jim Day, Jon Dorbolo, Haris Gunadi, Stuart Sarbacker

1. CRC representative needed for Blackboard Operations Committee (David)

- David would like a representative from CRC for the Blackboard Operations Committee. This is a sub-group of the Instructional IT Committee. Having this committee serves several purposes:
 - It recognizes the importance of Blackboard for the University;
 - The committee will address how to best manage and take advantage of the features of Blackboard (e.g. plagiarism module); and
 - The committee will bring technical concerns, such as speed or response times, to IS.
- Jon Dorbolo helped draft charter
 - This committee is more of a workgroup/operational group to address things like requests for changes. Currently there is no process.
- This will probably be an ongoing group with an initial focus on Blackboard.
- Please contact David by the end of next week if you are interested.

2. Student Recording Policy – update

- We looked into the question of a policy regarding students recording lectures in class. This was based on a faculty request to Jon Dorbolo. Such a policy does exist under the student conduct code (OAR 576-015-0020 (14)). We decided no further action was needed by the CRC, but that this reflects a recurring issue of faculty not being aware of these policies or knowing where to find them.

3. Request from Kate Hunter-Zaworski (President of Faculty Senate) for guidelines on making video recordings and other materials accessible

- Haris checked into this. Anglo Gomez sent out a policy in 2010 and a revised policy on August 22, 2011 to all faculty and instructors. The policy established minimum standards of accessibility for university websites and web-based content.
- The Office of Equity and Inclusion maintains a [website](#) on multimedia accessibility (as well as software, web sites, hardware and document accessibility)
- Since these policies exist, it appears that there is a need to communicate these more broadly and more frequently. DAS and TAC could do an information campaign on what needs to be done to be compliant.
- To write guidelines, there are some questions that need to be addressed
 - Is the goal to increase the degree of compliance or to mandate compliance?
 - What is the enforcement? Would an instructor lose pay if not all the materials are accessible?
- Other issues
 - To make everything accessible would take a great deal of the instructor's time.
 - Julie pointed out that many instructors use YouTube videos to demonstrate something on the fly. If they have to have it closed captioned first, the instructors lose some flexibility in the classroom.
 - DAS can assist faculty with closed captioning but they have limited staff. A requirement that all multimedia materials be made complaint would probably overwhelm them.
 - When a student registers for a class and has special needs, the instructor is informed and needs to make those arrangements. This is reasonable and should be done.

- Additional guidelines could be written to help faculty understand accessibility requirements and give them information about things they can easily do to address student needs, e.g.:
 - Creating PDF documents that are accessible to a screen reader
 - Selecting videos that already have Closed Captioning whenever possible
 - Creating PowerPoints with audio narration and including a transcript
 - Resources (DAS, software to create closed captions, etc.)
 - Using Blackboard instead of creating course websites in other platforms
- TAC, DAS, Equity and Inclusion (Jon Dorbolo, Haris Gunadi and Gabriel Merrell) will work to update the current guides on how to address accessibility with different tools, policies and other information and disseminate these. TAC will do webinars on accessibility each quarter.
- Stefanie will talk to Kate about the Guidelines and next steps.

Next meeting:

April 19, 2012, 3:00-4:30 PM, Drinkward conference room, 4th floor, The Valley Library

Agenda item: Open Access

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Computing Resources Committee

May 17, 2012 Minutes

Present: Haris Gunadi, Julie Day, Stuart Sarbacker, Jon Dorbolo, Kate Peterson, David Barber

1. [Letter to Faculty Regarding Guidelines for Multimedia Accessibility in the Classroom](#)

Stefanie drafted a letter to go out to faculty and instructors on the use of multimedia in the classroom and the necessity of making these resources accessible to students. The purpose of the letter is to raise awareness among faculty and instructors of the importance of making multimedia materials accessible, and to give them resources where they can get assistance. Disability Access Services (DAS) and Technology Across the Curriculum (TAC) will help distribute the letter. Stefanie sent the letter to DAS, Office of Student Life and the Office of Equity for review before bringing it to the CRC.

- Kate asked about the distribution of the letter. Information tends to get outdated so it needs to go out regularly and need to be revised often.
- The CRC recommends the letter go out in the Fall and again in Spring early in the quarter as faculty and instructors are preparing course materials. Fall is tricky because everyone is very busy and overwhelmed with email and letters, so it should go out more than once per year.

Action item:

- Stefanie will contact Human Resources and see if the letter can be added to a packet at the point of hire.
- Stefanie will check with CTLA to help get this information distributed to the GTAs.
- The CRC will need to review the letter annually to make sure it is up-to-date.

Approval: Jon moved approving the letter and sending it to Kate Hunter-Zaworski and Stuart seconded the motion. The motion carried unanimously.

2. **New Educator Orientation**

TAC hosted a New Educator Orientation to get new faculty and instructors acquainted with teaching support services and resources on campus. TAC is building a resource for new educators in Blackboard to help them get oriented. As new educators come into the university, they will be added to the Blackboard community. Eventually TAC will make one for GTAs and other groups. Jon enrolled all the members of CRC. If you have ideas or suggestions about resources to add, please contact Jon or Lynn Greenough.

3. **Student Photo Roster** (Stuart)

Students currently have to opt-in to the student photo roster. Stuart pointed out that having student pictures is a very useful pedagogical tool – it helps him get to know his students' names early on. He encourages students to opt-in but many do not. Could there be a way to make the default opt-out rather than opt-in?

Students may not want to opt in because of privacy concerns, a fear that they will be judged on their appearance or they are uncomfortable with their picture being available. There have been legal issues with student photo rosters at other institutions. The ASOSU asked that the photo-roster not be printable before changing it from "opt-out" to "opt-in." TAC has some students who are developing a photo roster iPad app that will not be printable. This is still in the proof-of-concept phase. Jon will arrange for a demonstration of the app for the next CRC meeting.

4. **Technology Resources Fund (TRF) Update** (David)

TRF awards are being finalized and announcements should go out late this week or early next week.

5. Kate asked for an update on the ODS/EDW/Cognos project. Stefanie will see if the project manager is available to come and give us an update at the next meeting.

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Computing Resources Committee

September 25, 2012 Minutes

Voting Members Present: Stefanie Buck, Amy Flint, Victor Hsu, Robert Reff, Stuart Sarbacker

Ex-officio Members Present: David Barber and Lois Brooks (Information Services)

1. **Read through and discussed the standing rules for the committee and discussed the need for representation on the Blackboard Committee.**
2. **Discussed the need for student representatives** (the experience last year was a positive one for the student) – two students are ideal, we should have at least one. ASOSU needs to approve, and it is unclear whether they will actively recruit.

Action item: Stefanie will ask Vickie Nunnemaker to put word out regarding our needs.

3. **Discussed the possibility of having a representative on the Google Mail Committee** (David) David gave us an update on issues: an agreement is in process, but we need to work out issues such as where the data will be kept (US vs. abroad). This is in the process of negotiation. David doesn't think there are FERPA problems. Some of the issues apply to specific apps.

Action item: Solicit a volunteer for the Google Mail committee; Robert volunteered for this position.

4. **Discussed the possibility of having a representative on the Classroom Building Committee from CRC** (Kevin) Kevin Gable asked for a liaison for this project. The prospective building would include lecture halls with a 600-student capacity, to be built behind the Women's Building on campus.

Action item: Solicit a volunteer for the classroom building committee; Victor volunteered for this position.

5. **Potential issues for CRC to work on during the academic year**

a. Stuart Sarbacker: instructor access to "photo rosters," which was discussed briefly in the spring, in particular the issues regarding "opt in" and "opt out," and whether CRC wants to make policy recommendations. Victor wondered if other committees are working on this already, and this was unclear; we suggested talking to Jon Dorbolo, who was involved in implementation to bring in campus representatives (IT, legal, etc.), and to get perspectives on policies at other institutions.

Action item: Contact Jon to discuss bringing in guests to future CRC meeting to speak on the topic.

b. Stefanie Buck: Blackboard issues – 1) implementation of Blackboard plagiarism module, which is currently installed (available) but not implemented (turned on); 2) mobile access to Blackboard (either as individual or institutional license); 3) future of Blackboard at OSU (i.e. possible use of or move to other platforms); 4) continuing access by students of content from previous quarters (response to a unique student request).

Action item: Contact Lynn Greenough about bringing representatives to a CRC meeting to talk about implementation of the plagiarism unit and other issues.

c. Open education resources: gather information on growing interest/relevance of open resources (open

textbooks, etc.) and new media models (multimedia, etc.) that expand pedagogical options.

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Computing Resources Committee

October 9, 2012 Minutes

Voting Members Present: Stefanie Buck, Amy Flint, Victor Hsu, Robert Reff, Stuart Sarbacker

Ex-Officio Members Present: David Barber, Lois Brooks (Information Services)

Student Representation: We have a student willing to participate and will be going through the ASOSU process to get assigned to the committee

Rob will be representative to Google (gmail) Committee

Victor is the liaison to the Classroom Building Committee

1. **Stefanie met with Lynn Greenough, chair of Blackboard Steering Committee to see where the CRC and BSC can work more closely.**

- a. [Safe Assign](#), review the draft document and send comments to Stefanie.
 - Lynn is looking for discussion and feedback from CRC.
 - Some are concerned that this tool has an inherent assumption of guilt.
 - BCS will be considering training needs for faculty and students.
 - The end of 2012 calendar year is current timeline for moving on this. It is already paid for as part of BB.

Questions:

- Are papers added to data repository if student or instructor submits or both?
- How will we frame this for students? As a tool to educate them on what plagiarism is? For example, one gotcha is copying your own prior paper in the same or a different class is often not recognized as plagiarism.
- University policy what is plagiarism versus phrasing? What are the consequences at OSU? Student Affairs (Dan Schwab) will discuss the policy and its workability
 - Some students are asking for this to level the playing field.
- Knowing which instructor uses it and who doesn't could impact course enrollment. Are there guidelines for instructors?
- Opt in or opt out of having their paper added to database? Student anonymity? How are student papers anonymized?

Action item: Ask Dan Schwab to come to CRC to talk about policy and consequences of plagiarism at OSU.

2. **Blackboard Mobile Learn**

- Individual vs. institutional license - \$26,000 for institution or student pay \$1.99 year or \$5.99 for lifetime.
- What impact on the instructor do we need to consider?
- Carrier agreement concerns, in the past they were partial to one carrier and their texts were free while students with other carriers faced additional charges. If we get an institutional license what might student cell phone bills look like?
- CRC, if the question of carriers and potential costs to students are made transparent and are acceptable then allowing students to purchase, the app seems reasonable.

3. **New agenda item - the Classroom Building** (Lois)

- It is up for funding in the next legislative session.
- October 10, 2012 discussion on design, technology, and pedagogy is open to anyone who wants to attend.
- Victor is our liaison to this committee.

4. **Student access to prior Blackboard courses** (Stefanie)

- Is there a lot of call for this?
- Defer discussion for now for more information.
- If there is a significant need for this and is BB the right/best tool?

5. **Instructional Technology Announcements/Reports**

a. **IT Governance Report** (David and Lois)

- Survey COB student computing labs – utilization, how is it being used (printing, software, etc.)? Printing Task Force – labs heavy printing, off-campus possibilities. Investigating a print release system–code to prevent printing until student is present to pick it up.
- Networking Cost Task Force–paying through phone fees is archaic.
- There is a major initiative to open up data on campus to everyone who needs it. This means more openness and trust to release data to people. One example is reporting on grants, TRF funds, etc. To look at how they are used and make that information public. Strategic use of funds through gathering more data/reports.

6. **Qualtrics Campus wide license** (Stefanie)

ITCC – Malcolm LeMay is working on university license for Qualtrics. Single sign-on issue is being worked on. Three departments on campus already have it so merge issues need to be considered. Also, we need to make sure people know it is available and to use it. If departments are using it they will have an interest in contributing to future funding to sustain the product. The library will host some training sessions. A challenge to address is why added value is in this tool that makes it worthwhile to move surveys to Qualtrics from survey monkey – don't want university to be paying for both tools if one will meet needs. Exit strategy is needed – if future funding or health of the company becomes problematic how do we keep data/survey information without rebuilding.

7. **Google Contract** (Lois)

We are going into contract with Google. All Google apps, calendar, mail etc. We will not force use of it yet (accessibility issues to address). Contract is working to keep data on US servers to comply with security concerns for sensitive data, particularly research data. Need to get the colleges to come together under one service. Storage sizes will go up. Google drive; they are trying to contract for it. The initial task force is becoming more of an implementation team.

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Computing Resources Committee

November 13 , 2012 Minutes

Voting Members Present: Stefanie Buck, Amy Flint, Victor Hsu

Ex-Officio Members Present: David Barber (Information Services), Jon Dorbolo (Technology Across the Curriculum)

Guests Present : Lynn Greenough, Sam Kelly-Quattrocchi, Raphelle Rhoads, Dan Schwab, Joni Tonn

1. **Review of Minutes** (Delayed to end of meeting)

2. **Lynn Greenough – Review of the Blackboard SafeAssign Tool**

Lynn reviewed her role with Blackboard and Technology Across the Curriculum. She spoke about Jon Dorbolo's research on plagiarism. Feedback was solicited from across the campus from academic departments, disability services, and other support departments. The College of Business is already using an existing tool that they purchased.

Lynn stated that the deployment of the SafeAssign tool is fairly easy, that the pedagogical questions and training that will be more complex, and that they are using a sandboxed version of BlackBoard to test the SafeAssign tool. She showed us a demonstration of the product. She stated that, if we were to move forward, it would become activated for the entire campus. It cannot be switched on or off by a department or college. The use of the tool is up to the discretion of the instructor teaching the class from their BlackBoard toolset.

Lynn stated that the paper is matched against four databases:

- 1) the OSU database
- 2) global database (hosted by BlackBoard)
- 3) ProQuest database of web documents
- 4) an internet database.

When a file is uploaded, it is checked against these databases. It does not upload into the BlackBoard controlled database. It does not leave the campus. From the grade center you can access the SafeAssign report for the assignment. She then showed a mock report that showed percentage of matching and the sources in which the text was found.

She described how the software functions as it looks for a word for word match. It will then show the students' source versus the matched other document. If the student plagiarizes another local student's paper, you can pull the local source from the campus database.

Instructors can submit a draft assignment in which it is checked against the local database but not uploaded to the local database. So, a student can see if they are quoting a large quote. There was a lot of discussion on the utility of this function as it will help inform students if they are using a large number of quotes.

The instructor must setup the draft mode in order for a student to check against the database prior to handing it in.

The retention length for the database is set by the institution.

Question: If a student intentionally creates typos will it catch the plagiarism? Unknown.

Question: What will happen to educate the community if this goes live? Training, TA's, Students?

Jon Dorbolo stated that we need a policy to protect students and faculty. He stated that it should be noted in the syllabus if it is being used. He also stated the importance of training faculty on what to do if a match is found. He stated that we need to provide students with a robust set of tools and information on how to avoid plagiarism.

Question: What is the role of a student's consent? None, except for opting to stay in the class.

Question: Do instructors see student's names from other sections in which there is a match? Unknown. Will follow-up.

Dan suggested that instructors be encouraged to use draft mode. Jon stated that faculty views on this are varied. Dan stated that his office will work with instructors to help educate instructors who might be over zealous in their approach.

Dan stated that he currently has about 150 cases a year for academic integrity and that number has gone up.

Dan stated that instructors need to have the proper definitions for plagiarism in their syllabus. Dan shared the document that outlines the plagiarism process for academic integrity. Raphelle stated that the sanction process is educational. She stated that first time offenders typically are required to complete an educational class on how to properly cite. She spoke about the content of the class for the first infraction. She stated that there is a writing assignment in which the student must submit their work.

Dan stated the second incident goes before a conduct committee and there is the possibility of suspension. He stated that the third time may result in suspension.

Jon stated that a faculty member used SafeAssign for two terms with classes of about 200 students. He stated the COB is using their product well.

John stated that many scientific journals are using this for their publications.

The group discussed student's desire to stop cheating versus issues about perceived privacy.

3. **Meeting Adjourned** (No time to approve minutes)

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Computing Resources Committee

December 11, 2012 Minutes

Attendees: Lynn Greenough, Robert Reff, Stuart Starbucker

1. Review of [November 13](#) Minutes approved
2. Meeting was focused on looking at potential CRC recommendations with regard to SafeAssign.
3. Lynn Greenough from the Blackboard Steering Committee was present to answer committee questions and provide additional perspective.
4. With regards to the issue of the policy of recommending instructors indicate they are using SafeAssign and that there should be a plagiarism definition in the syllabus, was agreement about it being a good idea. There was some discussion, however, about to what degree a plagiarism statement was already required and the possibility of duplication. [Following the meeting, Lynn noted that the Blackboard committee was already incorporating the idea of a syllabus statement in their training material

Action Item : Have CRC review current plagiarism policies, especially with respect to notification on syllabus; check to see if Blackboard committee's syllabus statement addresses our concerns.

5. With regards to assessment, there was agreement that CRC revisiting (and reviewing?) these issues post-implementation would make sense.

Action Item : Have CRC plan to review/study implementation of SafeAssign during next academic year to evaluate impact and identify any emergent issues or problems.

6. With regards to draft mode, Rob asked the question of whether we should "encourage" use of draft mode, as opposed to simply encouraging training in proper use. There was agreement that the risk of abuse (using it to "avoid detection") shouldn't be an impediment to its use and implementation.
7. Lynn emphasized that many of the issues we are discussing are going to be handled in the context to the training, and Stuart wondered if the CRC should think in terms of the recommendations it could make to the Blackboard committee which is implementing the training material.
8. It was noted that CRC has served in an advisory position throughout this process, and there is a bit of a question as to whether formal recommendations are needed (as opposed to the an process of oversight which has been performed in detail and will presumably continue).

Action Item : co-chairs will consult regarding next steps.

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Computing Resources Committee

September 15, 2011 Minutes

Voting Members Present: Haris Gunadi, Daniel Myles, Stuart Sarbacker, Kate Peterson

Ex-officio Members Present: David Barber (representing Lois Brooks), Jon Dorbolo

1. Introduction of members
2. Meeting schedule and note-taking
3. Review of Standing Rules
(<http://oregonstate.edu/senate/committees/crc/sr/index.html>)
Stefanie will ask that we amend our Standing Rules to add "or designated representative" to the ex-officio to give the ex-officios more flexibility in sending representation in light of their busy schedules.
4. Call for students
If anyone knows of a student who would be willing to serve, we have 2 openings. Please send names to Stefanie.
5. Google Haris reported on the Google Apps project.
 - Several subcommittees are reviewing different aspects of this project and looking at the pros and cons of moving to Google Apps. They are looking at calendar, emailing, Google sites and some other features. They are also discussing data and storage, ownership, how email will be managed at the local level, single-sign on, which is another big issue.
 - One of the concerns about the calendaring app is the lack of functionality. It might work for students, but probably not for university faculty and staff. Single sign-on is the biggest issue. Universities that have done this have found students like it but staff and faculty are less happy because of the lack of functionality.
 - Haris also talked about the issue that Google is not as accessible as Office but Google is working on it.
 - There is a lot of training online that colleges can use to help with the transition.
 - OUS signed an agreement with Google and we are not sure how long the contract is and what would happen if we move away from Google. It also does not mean the contract will be implemented here.
 - The committee will be giving a recommendation to Lois, probably in early November. Moving the students to Gmail is the most attractive feature but no decision has been made yet if we will go forward with it.

Some issues that were raised by the CRC:

- a. What happens when Google Apps (e.g. Wave) disappear? Right now the committee is looking at only some of the apps and these are the most standard and also the most stable.
- b. What would be the process for faculty to ask that a certain app be added to the suite? Is there a role for the CRC?
- c. Security issues and how these are being addressed?
- d. Google Analytics and its use. There may be issues with confidentiality. This has happened elsewhere on campus. How will the committee address this?
- e. Sharing Google docs. Right now it is easy to share a Google doc with anyone but, in some cases, OSU has been restrictive about how things are shared. Will the sharing be restricted in Google?
- f. What will the student email address look like? Haris said it will be an OSU address not a Gmail

address.

g. Are there any indications of interoperability between Google and our CMS?

6. Discussion Clicker Assessment Report (Jon)

(http://oregonstate.edu/tac/images/2011_osu_clicker_assessment_final_report.pdf)

Jon reviewed the report about the new clickers at OSU.

- It is currently in the implementation stages. The report went to Deans, Associate Deans, all chairs and associate chairs, and the exec committee of faculty senate. It will also go into OSU today and other places so faculty can see what is available to them.
- There will be 52 classes using Turning this fall. TAC will be providing the support. Instructors can download the software from a website. They get the receiver and instructions from TAC. There is no cost to the instructor. Currently there are about 100 instructors using the centrally supported system; biology is using iClicker. Turning has a Blackboard plug-in that is in place and it works.
- Students will be buying the clickers at the bookstore and there is a buy-back for Qwizdom clickers. Students will get a \$15 trade-in allowance. The bookstore has about 10,000 clickers.
- Jon expects students in large classes will be using clickers and will need them.
- TAC will be doing assessment on on-going basis. TAC will have 100 clickers on hand to use for events and demonstrations. Have a special clicker for visually impaired.
- The next big issue will be should OSU provide the clickers. Jon's goal is to write a proposal that the university should make clickers available to students at Start. Jon also wants to find out if we can use the system to flag students missing class as an early warning system.
- Jon is also looking at Response Ware – a web-based clicker software that works on cell phones or laptops. Jon has 50 response ware licenses and will run pilots this year. The advantage is that this could be used by distance courses.

Questions from the CRC:

1. How will this be advertised to the students? Jon has drafted some statements to tell the students why; these will be posted on the TAC website. The bookstore will point to it, there will be ads in the Barometer, posters in major student centers, digital signs in MU and Dixon and all the instructors using clickers in fall will have it. Trade- in will be accepted for all four terms but it has to be done within a 3-day period.

Next meeting

October 20, 3:00-4:30 PM, Drinkward Conference room, 4th floor, Valley Library

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Faculty Senate

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Computing Resources Committee

October 20, 2011 Minutes

Present: Kate Peterson, David Barber, Stuart Sarbacker, Haris Gunadi, Stacey Edwards, Julie Day, Stefanie Buck

1. New members

Julie Day is our new student representative. Welcome Julie.

2. New NSF data management requirements (David)

- David reported on the new NSF data management requirements. This is new and there will likely be issues to come on how we manage and store research related data. The library is hiring someone to do data management.
- NSF funded grants need to have a data management plan attached. Researchers cannot just publish their research; they also have to have a data management plan attached. This may include documentation, software, models, etc. This represents a big shift in the way some of the sciences operate and manage data.
- This is not just an issue for sciences, but also social sciences.
- The policy raises issues about format, where to save it, what documentation to include, etc. There are still a lot of policies and procedures to be determined regarding data plans. ICPSR has found it difficult to get the documentation so people later can reuse the data.
- Other potential issues
 - Confidentiality. A researcher could have data with commercial value and there may be questions about where that is stored and used and who owns it.
 - Also raises new preservation issues.
- Expands the problem across campus. Experiments are generating more data and now have a requirement to preserve it for longer periods of time. The university will be developing more services around how to preserve more data. Other funding agencies are looking at data management. The Research Office and Library will be working together.
- The plan is in place as of January – people may not be aware of practice and what that means. What is the intersection between these plans and current campus practice?

Action item – Stefanie will talk to Evviva and the Research Office for more information and to possibly come to a CRC meeting

3. [Policy on speech-to-text recording](#) (please see [Jon's email](#))

- a. The question about student use of speech-to-text recording devices in the classroom has come up.
 - Faculty seem to be dealing with this question on an ad hoc basis. Students have been capturing lectures in a variety of ways for a long time, but speech to text may make it easier to get a complete transcript of a lecture. Technology in general has made it easier to capture lectures (video cameras, digital recorders, etc.). Many students do it to accommodate different learning styles. Committee members brought up several concerns about this practice and its implications.
 - Taking copied lecture material and distributing it to other classmates or outside of class.
 - Taking portions of a lecture and using them out of context, e.g. a student posts a small clip of a lecture that makes it appear the instructor is making a claim when that is not the case.
 - Some of the classrooms have video capability and it has been up to the instructor to decide if he/she wants to be videotaped (i.e., the faculty member chooses to have the lecture captured).
 - We all agreed that if there is a policy in place, it cannot keep students from capturing a lecture if it

supports their learning. Disability services assists students with this process, but today's technology allows many students to use assistive technology without going through disability services. Julie mentioned how valuable it is for hard of hearing students to be able to use technology in the classroom.

- We discussed the possibility of something that can be added to the standard syllabus that defines how that can (or cannot) be shared or distributed. It informs students about intellectual property rights.
- We decided we need to gather some more background information about campus policies on recording lectures (if these exist), policies regarding academic dishonesty that might be relevant, and what issues (if any) have arisen surrounding this practice.

Action items

- Information gathering from
 - Student Conduct and Community Standards – Stacy
 - CLA Student Appeals Committee – Stuart
 - Executive Committee – Stefanie
 - Other polices – David
 - Haris – Disability services

Kate also mentioned the new BRM software OSU has purchased. This is a tool that can be used to track things like student retention and may be useful for early intervention programs. It should be implemented in November.

Next meeting

November 17th, 3-4:30

Valley Library (4th floor, Drinkward)

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Computing Resources Committee

December 15, 2011 Minutes

Present: Julie Day, Lois Brooks, Stuart Sarbacker, Haris Gunadi, Jon Dorbolo, David Barber

Excused: Stacey Edwards, Kate Peterson

1. TAC Hiring and Other Initiatives (Jon)

- Completed two professional hiring's:
 - Immersive social media position – to develop social media methods to bring instructors and students together. The idea is to provide something that becomes a resource for people to help each other. TAC is still working on picking a platform. This position will also develop uses of social media for learning. If you have ideas, contact Jon.
 - Instructional Technology Specialist – This position provides direct support to the instructional community for Blackboard and wikis and blogs, Google Apps, etc. It is a full-time professional faculty position. The new hire will be commuting from Portland for the time being.
 - Jon wants to have a new instructor orientation for people hired any time during the year. This will provide all the resources (technology and otherwise) to help instructors. The new ITS hire will be getting to know new instructors and find out what they need and assess them so TAC can build resources. She will also be working with CTL to provide pedagogical models, for example, a number of well-developed grading schemas that people can use and implement in the CMS. The Center for Teaching, Learning and Assessment can provide vetted models for setting up a grade book and OSU the accepted practices for how to grade. The new hire will work with Enterprise Computing for Blackboard support.
- Other hiring's:
 - GTA – new hire, will be leading four groups of senior capstone students developing projects to help instructors,
 - Photoroster apps
 - Study Buddy – a way to find someone who is studying same topic you are
 - Scale – for supporting courses with a large enrollment. This will focus on technologies, common bottlenecks and problems, and identifying some areas for improvement.
 - GTA to manage clickers. OSU has gone from 23 sections using Qwizdom to 85 sections using Turning.
 - Undergraduate Intern who is working on augmented reality projects (Art at OSU).
 - Half-time Intern to work on assessment. This person will build a robust IRB'd assessment of technologies (e.g. with Clickers).
 - OSU has 2 clicker systems now – Biology uses iClicker and may not change.
- TAC is partnering with SMS to provide multimedia equipment to faculty including video cameras, audio recorders, etc. Training would be provided by TAC and managed by SMS.
- CTL – TAC will probably co-locate and produce faculty collaboration zone.

2. IT Governance (David)

- David talked about the new IT Governance structure.
 - IT includes Information services as well as technology
 - IT governance is working to align their processes with the university's strategic goals
- Structure
 - Strategy Committee oversees work of three advisory committees and reviews draft

recommendations and policies

- Administrative Committee – Tier 1 administrative computer systems. Currently developing roadmap for systems deployment and investments for the next 2-4 years
 - Instructional Committee – Decision-making for cross-program and campus-wide instructional technology investments. Currently working on the LMS review, instructional technology investments for the next 2-4 years and TRF (with Infrastructure Committee)
 - Infrastructure Committee – Sets investment priorities for university wide infrastructure (network, telecom, etc.). Currently working on infrastructure plan for next 2-4 years.
- Groups are formed and have had one meeting and are getting organized.
 - Committees can create a task force to gather data and bring it to the committee. A lot of the leg work will be done with task forces.
 - How does something get on the agenda? Right now, tell David.

3. TRF changes (David)

- Taking up with Infrastructure and Instructional committees, next round of TRF grants.
- UITC – Report called for a number of changes to TRF
- Changes –
 - Funds will be managed by Vice-Provost; and
 - Allocation should be part of campus IT governance plan.
- Most of this process will be vetted by IF governance committee on 12/16.
- The RFP will go out in January. Many organizations are relying on TRF funds for recurring costs (funding labs, classroom maintenance, etc.). This will let them do a majority of the work over the summer.
- Right now, IT Governance wants to start with some modest changes and figure out how money is being used and what the results are. Then they will need to figure out how to fund things that may no longer be funded by TRF in the future.
 - Separate out one-time projects. They don't want all the money to go to recurring projects.
 - Create a more open process –
 - People felt they did not get enough feedback on proposals
 - Not a lot of data gathering, assessment of completed projects
 - Updating permitted use of funds
 - Writing new RFP and then creating the group that will review proposals
 - Evaluation/assessment of projects
- Jon asked about having a robust liaison program for this process to make sure that there is no overlap or requests are asking for something that already exists.

4. Update on Policy on Students' Recording Lectures

- There is a policy on recording lectures in the classroom which essentially states that students must ask the professors' permission. This policy does not appear to be widely known.
- Jon suggested the university bookstore should post the policy next to where they sell the digital recorders.
- Stefanie will follow up with Susie Brubaker-Cole and Kent Kuo.

5. Google Project

- The recommendation has been made to move undergrad email to Google and have an "opt in" for everyone else. Lois is working on a draft of policy framework. That will go to IT governance to see if this is feasible. If approved, the change will happen over rest of academic year mostly over summer. OUS has an existing contract with Google.
- Apps will be included. Need to think about managing and branding and how web sites will work.
- Jon suggested prioritizing apps so TAC and CTLA can develop training.

Future Agenda Item 1. Universal ownership of clickers (i.e., university buys it and supplies it to all students)

- Need to figure out a method how to purchase institutionally and hand out and register them at START.
- Discussion of plusses and minuses.

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Computing Resources Committee

October 12, 2010 Minutes

1. Next Meeting
Next meeting schedule for November 18, 2010: (Doodle Link: <http://doodle.com/pbuateuauwraruvf>)
If you would like to meet earlier, please let Haris know.
2. Discussions:
 1. IT Security Manual for Faculty:
Haris will initiate 10 things for Faculty to know about IT Security Manual. Board will review the 10 from the list and give suggestions. Committee also discussed ways to promote IT Security Manual on a monthly basis (i.e. 10 things to know every month) on mailing lists and, perhaps, posting it on several websites. In the next meeting, we might discuss how we include security tips on the new employee handbook.
 2. Blackboard Review:
Haris will connect with Jon Dorbolo and get FlashLite review result for BlackBoard. There was a discussion on how the university can support additional infrastructure (staff and hardware) to Course/Learning Management System. From our next meeting discussion, CRC will decide when we can provide recommendation to the university.
 3. Clickers:
Haris will connect with Jon Dorbolo to get matrix of features from different clickers.
 4. Blackboard Functionality: Plagiarism Detection/Prevention:
Committee was interested to know whether the functionality compares only student submitted assignments or also against the website.

Attendees:

- Haris Gunadi
- Catherine Williams
- Stacey Edwards
- Stefanie Buck
- Kate Peterson

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Computing Resources Committee

November 4, 2010 Minutes

Members present: Stefanie Buck, Jon Dorbolo, Stacey Edwards, Haris Gunadi, Henri Jansen and Curt Pederson

1. Topic to be discussed:
 - a. Review of Blackboard Survey Result 2008
 - b. Additional Infrastructure and IT Support for Learning Content Management System
 - c. IT Security Manual for Faculty
 - d. Blackboard Functionality: Plagiarism Detection / Prevention
 - e. Clickers
2. Any other comment/suggestion?

Meeting Notes

1. Jon Dorbolo gave a presentation on the history of Blackboard Review in 2008. The committee agreed to form a subcommittee to release the Blackboard Review results to the OSU community. Jon Dorbolo will head the subcommittee and the review will be released in the early Winter 2011. Draft for the survey will be available before the December meeting. Since Blackboard 9 was released earlier this term, the committee members agreed to postpone the next iteration of blackboard review until next year.
2. Jon Dorbolo gave a quick presentation on Plagiarism Detection (PD) from Blackboard. The functionality is currently built integrated in Blackboard. Instructors in the class have the option to turn on PD. A number of faculty on campus tested the PD and found it to be very useful. The committee members agreed that the PD can be used as a deterrent. The PD was originally created by Safe Assign and whenever a document is submitted, the application will perform up to 4 different types of checks:
 - a. Check against the web
 - b. Check against one and another (in the class)
 - c. Check against OSU database (since it depends on the number of assignments submitted through the PD software, it may take a while before it can be really useful)
 - d. Check against Safe Assign database (nationwide).

Additionally, students can also voluntarily opt-in to submit his/her assignment as part of Safe Assign national database. The committee is waiting for clearance from the office of the Registrar before recommending to turn-on this functionality inside Blackboard.

3. IT Security tips were reviewed and will be submitted to Jon Dolan for review.
4. As the number of students enrolled at OSU has been increasing and Blackboard utilization is at an all time high, the committee members agreed that the additional personnel in Technology Across the Curriculum will support the growing number of training requests and questions from faculty on campus (including department outreach).

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Computing Resources Committee

April 15, 2008 Minutes

Attending: Williams, Gunadi, Greaves, Sullivan, Dorbolo, Howell

Excused: Onstott, Pederson

1. Update on Blackboard survey status

- Surveys are still trickling in - between 600-700 for faculty and about the same number for students.
- Data analysis will be worked on by SRC in May.

2. Campus plans for Microsoft software updates

- Vista and Office 2007
 - All were supportive of putting off the move to Vista as long as possible due to software and hardware/driver incompatibilities. Current Microsoft End of Support date for XP is April 2009.
 - The move to Office 2007 will start in earnest on campus this summer. Forestry and TAC are two groups that will be offering training.

3. Discussion of University hosted computing services and 3rd party Web apps (e.g., wikis, blogs, social networking, Second Life)

- The group affirmed the transforming power and appeal of the myriad of Web 2.0 services available. One example in academia: <https://digitalcommons.georgetown.edu/>
- It was observed that Web 2.0 applications have turned Web users from consumers of Web content into producers of Web content.
- A current reality of applications in the Web 2.0 world is that the tools are often Beta and the rapid evolution, appearance and disappearance of tools outpaces the user learning curves training efforts, and the course development required to integrate a particular tool.
- Concern was expressed that so often such tools are greeted in academia by attempts to use the new tools in support of doing instruction the same old way. How do we support and encourage faculty to leverage these tools to dynamically change the nature of teaching and learning?
 - TAC has taken the approach of presenting instructors with models of use rather than focusing on training for a specific tool. The blog project is such an example.
- Dorbolo and Gunadi are working on a TRF proposal to support creation of a development community for OSU students and educators to explore capabilities of the Second Life virtual world environment.
- A couple more articles of potential interest
 - Wikis, Blogs, and More, Oh My! <http://campustechnology.com/articles/60298/>
 - The Social Web: Academic Zoning Rules
 - <http://campustechnology.com/articles/60934/>

4. Informational Items

- The meetings for instructors of large classes will now use >100 as the lower enrollment limit.
 - This group will be an interesting group to talk with about Blackboard usage.
- Media Services is still working on the classroom presentation capture software.
 - Kathy will invite Rick Brand to our May meeting.
 - Currently working with the product iPod Producer.
 - Questions
 - What are the "workflow" options? i.e., Can faculty produce presentations, or presentation clips, outside the classroom? Or is the system strictly for presentation capture?

As discussed in our March meeting, Jon sent a letter to Lisa Templeton with Ecampus expressing Ecampus instructor concerns:

1. Feeling isolated from the OSU educational community.
2. Desiring greater interaction among Ecampus instructors, especially with respect to teaching practices.
 - Jon asked Lisa to respond with information as to "what may exist to support the connectedness of instructors with the campus community and one another."

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Computing Resources Committee

December 6, 2007 Minutes

Introductions and welcome*:

Kathy Howell

Dawn Wright

Kathy Greaves*, HDFS, instructor (800 students per term)

Kris Rosenberg*, Chief Technology Officer, College of Business

Catherine Williams

Yuliya Kostromitina* - ASOSU, Accessibility Affairs

Jon Dorbolo – TAC (Technology Across the Curriculum)

(1) Online Learning Systems (OLS) and Student Response Systems (SRS)

- update from Gwen Wolfram following her Monday meeting with Phil Brown, Frank Kessel, primarily on OLS

OLS vs. SRS:

OLS - online extension of a textbook such as Thomson Now - when students buy a textbook published by Thomson, they also receive an online account granting access to practice quizzes, study guides, other resources – a pre-built curriculum, grades can be a part of it as well. The OLS can be directly connected to Blackboard if desired.

SRS – a remote or “clicker” that each student uses in class as an electronic replacement for raising their hands, or to facilitate short writing exercises, pop quizzes, or polls in class. SRS data *cannot* be directly connected to Blackboard. Data must be downloaded first before any transfer to Blackboard. Students can enter a student ID number if they wish, but mostly name and payment.

- College of Business using Thomson Now online learning system which can feed results back into Blackboard
- Issue of communicating class lists and student IDs – possible violation of the Federal Education Records Protection Act (FERPA)
- Outcome: Registrar will work with contracts office on campus, which can negotiate with 3rd parties - non-disclosure - Thomson Now and Pearson will be first two companies to enter into such an agreement, which should cover most usage on campus
- Do students have a way to opt out if they are concerned about privacy issues (e.g., possibility of creating aliases for student names or IDs)?
- Annual reminder going out to faculty about FERPA, so now include this issue of OLS
- Does the use of SRS (the “clicker”) or similar technology have implications for curricula, in other words, does adoption of the technology need to go to the curriculum committee? No, just another technology or a tool being used in the classroom
- Student perspective – can there be just one clicker for all to save students money? Accessibility issue for students - classroom support is for Quizdom
- Students are currently buying up to 3 different keypads and would like to avoid this in the future
- Button sizes, visual issues – students want a clicker that looks like a regular 10-number keypad – better accessibility can mean higher cost though
- Kris also sits on SSD (Services for Students with Disabilities) campus committee and can share back and forth; they are working with Media Services
- Kathy G. has 800 students a term - marches to her own clicker - Quizdom was adopted by Media Services only 2 weeks before the term started, making it hard to switch, but she will be moving to Quizdom in future.
- How to solve multiple vendor problem - issue of what is the university standard
- Media Services moving to support a system with hope that people will migrate
- COB now has mandated Quizdom for future usage as well

ACTION: Jon will send his report on SRS to CRC when he is finished

- Any future policy on SRS will need to consider student disability and privacy issues
- There will be future workshops on SRS by TAC which will include disability education issues as well

(2) Scholar's Archive at Thursday's Faculty Senate Meeting

- Scholars Archive is the Library initiative to collect scholarly materials generated on campus - collect and archive and make available on the web with unique addresses. Graduate School now requires all theses and dissertations to be submitted to Scholar's Archive.
- CRC wants to raise faculty awareness of Scholar's Archive

ACTION: Catherine will be at the Thursday meeting and will report back on the discussion - we can then follow up with the library as needed

(3) Blackboard update at Thursday's Faculty Senate Meeting

- President Ray --> Curt ---> Catherine. Catherine charged with summarizing Blackboard Improvements: Recent and Planned

[Blackboard Improvements – Recent and Planned November 20, 2006](#)

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Computing Resources Committee

June 13, 2007 Minutes

Members Present: Jon Dorbolo, Kathy Greaves, Kathy Howell, Catherine Williams, Dawn Wright, Rick Brand (guest)

1. NEXT YEAR

Kathy Howell and Jon Dorbolo will co-chair the CRC next year. Kathy Greaves will be able to continue as member, Catherine Williams continues as ex-officio, Dawn Wright rotating off. New members needed and will defer to Faculty Senate Exec for further guidance later on in year.

2. CLASSROOM CAPTURE TECHNOLOGY

The CRC has been asked by Media Services and Technology Across the Curriculum (TAC) to assist them in an assessment of Presentation Capture systems. These are boxes that record **all** activities and interaction during a classroom lecture for posting on the web.

Capture can be used for distance ed classes certainly, but main thought was to provide this as an additional study aid for students, possibly to share classroom content with other instructor colleagues as well, capture guest lectures, etc.

Perennial question: "Will students stop coming to class?" One solution is to do only part of the lecture using capture technology

Media Services has three systems to review, with a fourth possible this summer.

Idea will be to assess the availability, usability, and suitability of products, needs of instructors and students, reactions. Jon has proposed a two-part approach:

- A. Product comparison: gather several aware folks to a 3-hour session in which we try out and discuss the three systems side-by-side in a classroom. CRC will assist Jon in sending word out about this. Need to recruit around 5 instructors. Kevin Ahern of Biochem/Biophysics has already expressed interest. Session planned for 2nd or 3rd week of term in July.
 - Peter Saunders of the Center for Teaching & Learning might be of help recruiting too.
 - Dawn has sent out message to Geosciences, Science & Math Ed, and broader College of Science instructors.
- B. Solicit summer instructors to try out a system in their U07 classes - Kathy Greaves is able to do this. She can test all 3 systems independently of each other in her course of 75 students in Owen 106, second half of the summer (July 23-August 16),

Rick Brand gave an overview of the technology and how/why OSU Media Services has been pursuing. They have also been following the discussions about these systems on the CCUMC listserv (Consortium of College and University Media Centers).

Situation with classroom capture parallels the audience response clickers in terms of a technology that is steadily gaining acceptance, traction. Media Services researched products out there and whittled down to the top 3-4 that we might consider.

Scalability issue in that companies are used to dealing with corporate customers, not higher ed – more work

needed to reign in the expense of the "boxes" which are normally licensed individually – would be too expensive for the university in this mode.

Proper integration into a Blackboard a major issue also (e.g., capture sessions, tools, or widgets should be available *only* for courses where the instructor wishes to use them).

All 125 general-use classrooms are enhanced now, so the technology to support this is there – need to find out how best to leverage.

3. REPORT on SCALE

Jon Dorbolo has started a new user group for faculty who teach large-enrollment courses (e.g., 300 or more students), called SCALE (Supporting Courses at Large Enrollments).

First meeting was held on June 5th - very successful

- 12 instructors participated, 10 others could not attend but indicated interest in future meetings (~50 instructors total teach 300 or more students at OSU)
- Frank Kessel, Mark Dinsmore, Peter Saunders also participated
- Small group discussions produced 5 issues that mattered the most to the subgroups which then led to identification of 8 major issues that mattered to all: e.g. training and support of instructors and TAs, TA training and knowledge (to help them cope), physical space of large classrooms, etc.
- strong possibility of future Technology Across the Curriculum offering on teaching large-enrollment courses
- online Blackboard community has been created for SCALE
- SCALE will also be welcoming discussion/input from instructors who teach "only" 100-200 students

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Computing Resources Committee

March 14 , 2007 Minutes

Members Present: John Castle, Jon Dorbolo, Kathy Greaves, Kathy Howell, Catherine Williams, Dawn Wright

(1) Further work on Blackboard (Bb) Review Survey Issues and Questions - Jon Dorbolo

[Review of Jon's handout](#)

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Computing Resources Committee

Minutes

Wednesday, February 14, 2007

Members Present: Jon Dorbolo, Kathy Greaves, Curt Pederson, Catherine Williams, Dawn Wright

(1) Various

- discussion of some of the wireless technologies on campus, including a device that degrades wireless within a single classroom to discourage students from distracting themselves and others by "surfing" in the middle of class
- also the "magic button" (as named by Kathy Greaves), a device that synchs the display on the instructor's terminal to all other terminals in a computer classroom - Valery King uses this quite effectively in the Autzen computer classroom, Valley Library

(2) Update on Blackboard (Bb) Review Process - Jon Dorbolo

- value of working with Flashlight and our consultant Steve Ehrmann from the Teaching, Learning, and Technology Group (TLTG). Steve is the Director of Flashlight, which is a network of institutions using a common set of assessment tools - <http://www.tltgroup.org/programs/flashlight.html>
- Flashlight has a specific process in development to help with reviews such as what we aspire to. They are looking to refine this, using OSU's situation as a case study and perhaps a national model.
- various handouts from Jon, including overview of TLTG process at <http://www.tltgroup.org/FL-subscribers/Tools/CMS/intro.htm>
- discussion of what constitutes a formative evaluation
- Our specific focus for OSU: Is Bb succeeding according to our expectations? Where is there under-use (i.e., what powerful features are users not taking advantage of)?
- Jon shared a diagrammatic, an example of a formative study questionnaire that he developed, using the top-level question: "How important is your ability to dynamically communicate to students throughout a term (e.g., upcoming deadlines, schedule changes, clarifications, etc.)? (category is Communication: instructor-to-student)
- nothing in the introductory questions in this sample survey had anything to do with technology, a very GOOD thing because EVERYONE at the university should be able to relate to these questions, find them important (45% of faculty do NOT use Bb; 96% of students do)
** Idea here is to determine what a faculty member does that matters to them in their educational environment. Later questions bring up Bb and how that contributes to or detracts from success.

- Bb is in use even by those who are not instructors. For example, some groups on campus use Bb to podcast to the world. There are 200 campus organizations that use Bb.

** Important "aspiration" issue raised earlier by Kathy Howell regarding what would be on a faculty "wish list," what faculty needs are NOT being met with Bb? For example, what are the needs of faculty at the cutting edge (the innovators)? At the other extreme, why is there so little use of the technology, or is there under-usage and how to turn this around?

*And what is the level of technical and pedagogical support that the faculty receive?

- Consensus by group that we are on the right track - excellent work by Jon.

NEXT STEPS/ACTION:

(a) CRC, led by Jon, to draft questions for survey - what subject areas should the survey cover. Kathy Howell, Dawn, and Steve Ehrmann will continue to assist.

(b) present draft survey to Bb Review Committee for their approval

(c) deploy survey campus-wide, perform follow-up interviews with those willing, write final report

(d) remember that we should also do a survey for students, after completing this first effort for the faculty

(e) if survey(s) successful, may lead to a set of survey templates that can be made for faculty to use in their own courses (topics of surveys on the effectiveness of Bb, PowerPoint, and student response systems)

** Ideas for additional top-level subject areas for questions ("candidate activities") to be made part of the overall survey:

- Communication - we already have instructor-to-student, but could do student-to-instructor, student-to-student

- Testing and Assessment

- Access to Course Materials (docs, lecture slides, audio, video, web sites, library)

- Grade Reporting

- Questions on the "aspire" factor could be a part of each and every one of these subject areas. "What do you imagine could be done in the area of communication.... testing.... etc.?" "What do you hope for in terms of technical support, pedagogical advice?" These questions might be posed with a comment box for lots of written input.

ACTION: Jon will convene a small working group of faculty (e.g., from each of the colleges, including the Honors College and E-Campus, and instructors of courses varying in enrollment size) - canvas these faculty members, develop sample questions

NEXT MEETING - Wednesday, March 14th, 12:00-1:00 p.m., Milne 228

Faculty Senate

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Computing Resources Committee

January 10 , 2007 Minutes

Members Present: Jon Dorbolo, Kathy Greaves, Kathy Howell, Catherine Williams, Dawn Wright

1. Report back on Scholar's Archive discussion at December Faculty Senate meeting
No input/discussion to report in response to the presentation
2. Report back on Blackboard discussion at December Faculty Senate meeting
 - No input/discussion to report in response to the presentation
 - The mention of Blackboard not generating discussion maybe says as much as anything.
3. Discuss any committee next steps on the ARS question
 - Seems that the decision to provide central support for Quizdom is working well.
 - From conversation with Rick Brand
 - There are a few instructor kits available for one or two term loan for instructors who want to try the system.
 - Quizdom clickers run \$62 from the Bookstore.
 - Rick is hoping to get testing units for Media Services and the Bookstore which would hopefully make clicker buyback and resale more realistic for the Bookstore.
 - TAC is working to offer February workshops on effective use of Classroom response systems. Ideally, the TAC workshops would be offered in tandem with the Center for Teaching and Learning also offering workshops on pedagogy.
4. Discuss [Blackboard Review](#) goals
 - Jon's earlier email to CRC
 - helpful to have specific charge to get things done - reconvene Blackboard committee and decide on implementation approach
 - should we address issue of supplemental tools to augment what Blackboard does? May be important to get that feedback from the faculty
 - content created outside of Blackboard is crucial (e.g., Word, PPT, etc.) - interaction between desktop tools and Blackboard system is indeed important

ACTION -- is Blackboard meeting your needs for a course mgmt system? What would you like to do with it that you can't do now? How valuable is it as a tool? Does it take too much of your time to implement content in Blackboard? Issue of ****Emerging Needs****

- broad review of course mgmt systems is outside of scope Faculty Senate/Information Services Blackboard Review handout - examples of other surveys of Blackboard (Instructor and Student Reviews at other universities)
- ACTION: Add to OSU draft Blackboard Review Faculty Survey, Under I. Educational Value - "What are features that you would like to see"

Under III. Support - would like to know which training they took and were the most valuable to them

- issue of including teaching assistants in survey - should they be surveyed as well - all faculty in Banner? Blackboard faculty?

graduate student TAs? Blackboard Review committee to decide

- issue of taking time - perhaps combine h. and j. under I. Educational Value

Idea: offer training on Blackboard but also one-on-one sessions to help individual faculty or graduate student TAs get their site up and running - TAC could really help here

Jon is available to go to departmental faculty meetings for quick trainings as well

Next step Conversation with Steve - start with CRC and then move on to the Blackboard Review Committee

- brief him with the goal of going to Blackboard Review Committee and helping us to work with committee

ACTION: January conference call to be arranged by Jon, on a Wednesday at 1:00. Failing that it could be Feb. 14

5. First draft of faculty multimedia needs survey

- tools to ASSESS their uses of multimedia in the classroom e.g., tons of people using PPT without background, so they use templates, but no feedback on how it's going for them
- one idea is to provide templates for PPT use provide formative evaluation to help instructors improves
- will go through IRB procedure
- sharing results will helpful to many units
- how to get faculty to show up for training Vulcan mind meld would be best of all worlds :-)
- to get information from faculty on their needs would be important link to computing resources staffers who are trying to support faculty in the classroom and in research labs important to bring these computing resources staffers into the conversation
- baseline awareness of what is possible (asking a faculty member what they need can be problematic because faculty do not know about all the possibilities)
- baseline awareness of the PHONES that are available in enhanced classroom for emergency assistance from Media Services
- others who might want to add input run this needs assessments by other multimedia groups
- forthcoming is the creation of a new user group of faculty who teach courses of enrollments at 300 or greater
- common issues that can be addressed? faculty share solution

NW Blackboard Technical Group exists Blackboard people can get the important feedback from the large enrollment user group

- e.g., possible to get a gradebook on one long page rather than groups of 25
- Dawn will report on ITCC meeting on Friday
- Kathy will report on University IT committee

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Computing Resources Committee

November 8, 2006 Minutes

Members Present: Jon Dorbolo, Kathy Howell, Andre Mack, Catherine Williams, Dawn Wright

Hoping for full attendance at next meeting, now scheduled for Wed., Dec. 6th (finals week), noon to 1:00, Milne 228.

{First arrivals were treated to a tour of the OSU central server room in Milne by Catherine, where we met "Blackboard" and "ONID" in person!}

1. Campus Spatial Data Repository (Dawn)

- New task force of CRC. Overview of objectives of project which are to provide a way to share and access geospatial data sets on campus (especially geographic information system or GIS data sets and satellite images) that are scattered, undocumented, or may be duplicated in various formats and places. Data sets are critical for scientific research, as well as for classroom instruction and student projects.
- initiative is starting with spatial data but could expand to any specialized research data sets
- Group has met several times since June '06 with representatives from Valley Lib, INR, Forestry, Geosciences, COAS, NACSE
- URL for project Wiki is <http://wiki.library.oregonstate.edu/confluence/display/OE/Campus+Spatial+Data+Pilot+Project> (password protected but access can be gained by contacting Kuuiipo.Walsh@oregonstate.edu)
- 3 pilot projects (case studies) underway to represent varying needs: (1) College of Forestry using commercial map service (ArcIMS) for large-scale college-wide access; (2) Geosciences using open source map service (MapServer) for smaller-scale department access; (3) Natural Heritage Program in Library using same open source map service for in-between, small-to-large scale campus need with connection to state agencies
- we have the technology and resources for the pilots; if anything we have redundancy
- legacy data sets an issue
- will ultimately bring to Faculty Senate as we will need resources to expand to entire campus effort - funding for servers, storage space, and ultimately a full-time campus spatial data librarian
- volunteer effort, funding ourselves internally for now

2. CRC on Information Technology Coordination Committee (ITCC) (Dawn)

- Dawn will go to meetings and share notes with CRC
- at last ITCC meeting let them that CRC was active and about campus spatial data repository
- ITCC briefly mentioned College of Business embarking on use of Student Response Systems, and a vendor different from Quizdom, which is supported by Media Services

3. Student Response Systems (Jon and general discussion)

- issues of students having to buy multiple remotes (gleaned from survey of students)
- there is campus support for Quizdom - all enhanced classrooms have Quizdom software installed - instructors can borrow the equipment - but students must buy a Quizdom remote - ultimate goal is to have students do only one outlay of cash for this kind of technology
- Rick Brand is person to contact re: more details on classroom support of Quizdom by Media Services - TAC (Technology Across the Curriculum) will offer classes in how to use the tool
- however, publishers will want to push and bundle their own brand of SRS when selling textbooks to faculty

- Physics has a different system already adopted; same with College of Business
4. OUS/OSU Information Security Policies (Catherine)
 - Catherine gave recap of recent discussions about data security - serious data breach that occurred at Ohio State spawned serious discussion of data security here in Oregon - OUS involved, Jackie Rudolph of HR at OSU; at OUS level a data security group has formed to draft an umbrella OUS security policy (which should help formation of guidelines at individual campuses) - we can use that document to comply with Ed Ray's request
 - this is much broader than use of Banner data; would like to include faculty and other staff members in departments; e.g., research data security and backups would be an issue for faculty to weigh in on (shadow copies of data in Banner or exports from Blackboard)
 - would it be reasonable to have a CRC member be part of the group looking at OSU policies developed to respond to OUS guidelines, someone with a lot of research data?
 - draft copy of OUS policy and survey link to be sent around to CRC by Catherine - she posted this to the listserv today
 5. Consulting on Revisions to the OUS Records Retention Policy (Kathy)
 - OUS record retentions policy - freedom of information requests for people's email (recent experience in Forestry after Donato controversy)
 - due for an overhaul in next year
 - 200-400 categories of info, how long to keep the info, when and how to securely get rid of it (really refers to old paper document days - how to deal with it in electronic age)
 - CRC needs to keep tabs on it and stay in communication with Larry Landis
 6. Sorting out the CRC relationship with the new University IT Committee (Kathy)
 - Kathy is CRC rep on University IT
 - this committee will finally MEET and get their charge from the Provost
 - University IT takes a campus level view of IT
 - formulation of campus strategic IT plan is the first and main charge
 - hoping this will be the committee to go to when needing to make large decisions - will avoid need for individuals going out and contracting services on their own
 - University IT committee vs. ITCC - this is a policy committee as opposed to ITCC which is more about implementation (ITCC made up of directors of IT units on campus, including University Housing, in order to keep themselves on the same page and working together; no charge from provost, no charge desired; more of a grass roots organization which, what do you know, can be effective at actually getting things DONE)
 7. Formalizing in the CRC Standing Rules (Kathy)
 - change this to add necessity of rep on University IT committee
 8. Capital Equipment Policies (Kathy)
 - what qualifies and difficulties in using the equipment reserve for IT replacement?
 - faculty perspective: (1) grant money to buy capital equipment, you don't pay indirect costs - get the price up over \$5K; (2) service center, collect fees for services, with any equip purchases you pay into an equip reserve, so that is usually avoided
 - rules for equip reserve don't work as well for IT - can't use what we paid into equip reserve because computer prices drop so quickly in the future below \$5K and that new computer is more powerful than original
 - so in the IT world it does not work to replace something with exactly the same thing
 - Jim Corbett to assist on this? It's an OUS policy so hard to know who to talk to influence change - Jim possibly knows the right people at OUS to influence them
 - this is a problem of interest to faculty - could we bump it up to Director of Budgets, Nancy Heiligman, nancy.heiligman@oregonstate.edu
 9. Raising Campus Awareness of the Scholar's Archive (Kathy)
 - many faculty still don't know why it exists or how to use it
 - Grad school is requiring all theses and dissertations to be submitted to Scholars Archive
 - could Library advertise this more widely, especially services available to faculty (such as various "collections" for their documents or course materials)?
 - placing item on faculty senate agenda might help

10. Blackboard Review (Jon)

- have CRC talk to consultant by phone
- devise strategy for going back to whole group
- have meeting of full group with a plan to draft surveys for fac/staff with goal of having surveys in Wtr or spring

11. Other Business:

Jon Dorbolo reported that the Technology Across the Curriculum (TAC) program has a multimedia lab available. Some equipment is available for checkout and faculty can come to the lab (Waldo Hall basement) to use the equipment with the support of excellent assistance. Jon would appreciate CRC support for a faculty survey to gauge faculty needs for multimedia assets.

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Computing Resources Committee

April 17, 2006

Minutes

Members present: Kathy Howell, David Finch, Jeremy Gragg, Jonathan Kaplan, Alex Polvi, Catherine Williams, Dawn Wright

Guest: Jeremy Frumkin

Agenda items

1. The institutional repository and a home for large data sets.
2. Acceptable Use Policy: There was an additional clause requested by Meg Reeves from legal.
3. Membership for next year.
4. Scheduling of May and June meetings.
5. Report on Blackboard Committee work.

Scholar's Archive: This is the new name for the institutional repository at OSU. The institutional repository is a place to deposit materials of "scholarly" value generated at OSU. Examples include preprints, images, class materials such as notes and syllabi, theses, and student projects. Such materials gain a permanent URL and meta-information which can assist others in searching them. In principle, data sets can be included, but there are currently practical limits based on storage capacity and expense. The project will need help from other units to expand in this direction. If departments want to place material which currently only exists in print form, there may be charges for scanning to an electronic format. For materials in popular formats (MS Word, ?) the library will migrate these over time to maintain availability.

In progress is the development of reporting tools for users/owners of collections within the Archive. This may be useful for departments if all faculty were to place their research papers in the Archive. On the horizon are direct methods for submission for publication of preprints hosted in the Archive, and for links with other projects such as arXiv.org.

Some members of the committee were particularly interested in public availability of large GIS data sets. There will be a meeting of the interested members with representatives of the library and other parties.

AUP: The phrase which M Reeve wants to have added alerts users of computing resources at OSU that the University may be required to produce documents or emails in various legal and public records settings. There is also an ominous "administrative order" embedded in the suggested alteration. The committee asked for further explanation.

Membership for next year: Vickie Nunnemaker has requested of committee chairs recommendations on membership and chairs for next year. Wright said that she could continue for another year. Finch's term will expire, and Jessica White has informed the committee that parenthood will prevent her attendance. Several members agreed to help seek new members.

Blackboard Review: Due to a delay in funding and timeline for the survey research center, it is likely that the survey will not happen this term.

Action Items:

1. Invite Larry Landis for May meeting.
2. Solicit potential members for next year.

3. Help solicit new members.

Future Meetings:

- May 22, 11-12:30, Kidder 358
- June 5, 11-12:30, Kidder 358

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Computing Resources Committee

February 13, 2006

Minutes

In attendance: C. Pedersen, D. Finch, J. Kaplan, C. Williams, K. Howell, D. Wright, A. Polvi (late)
Guest: Jon Dorbolo)

Primary on the agenda was a progress report on the "Technology Across the Curriculum" (TAC) program. Jon Dorbolo joined us to present the report and respond to questions. Jon's [TAC report](#) is attached.

Some questions and information items that arose during discussion --

Training

- Jon recruits units for the unit-based training efforts and likes to have everyone in the unit involved from the Dean/Director on down.
- The PowerPoint Clinic workshops give faculty the opportunity to bring in a slideshow and receive feedback and critique from graphic design and instructional experts.
- PowerPoint workshops attempt to move beyond technical instruction to offer tips on how lecturers can maintain their lecture style rather than falling into "PowerPoint karaoke." Two basic tips in that regard - learn how to turn the projector off; make your point and then have a slide follow to reinforce the point made.
- TAC submitted a TRF proposal to the 2006 Round 2 that proposes development of student Blackboard training. A major component of this training would be foldout poster inserts for the Barometer with basic usage information on Blackboard, and advertising for workshops.
- Related to inquiries about podcasting ...
 1. Apple has approached OSU, UofO, and others about becoming part of the iTunes on campus program. For a model of what's proposed, see: <http://itunes.stanford.edu>
 2. As studio space is available, KBVR has offered to make that space available to faculty wanting to create podcasts.

Research

- The research work with the HDFS240 course could ultimately lead to defining a project for Blackboard support to build a tool that could be used by all Blackboard users.

Development

- The currently developed online tutorials are for Blackboard and will be ready for release in spring. These monitor participant behavior and help identify trouble spots.
- Development efforts will be moving to creating tutorials for PowerPoint as Blackboard transitions to v7.x.

Assessment

- Media Services requested that TAC do a teaching-learning evaluation of classroom response systems (CRS).

Blackboard Review

- The Survey Research Center has been approached and is preparing a bid for assisting with constructing a survey instrument.

Other Topics

- How should the CRC be working to be better informed and involved as needed in campus computing discussions?

- C. Williams will circulate minutes from Administrative Computing Users Group discussions so the committee can get a taste of the work that happens in these groups. (no minutes available)
- This could be a topic of discussion when the CRC chairs meet with the Faculty Senate president on Feb 21 for a discussion of the committee's work.
- K. Howell will invite Jeremy Frumkin to attend our March 20 meeting to update us on the institutional repository project. (He has agreed to attend.)

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Computing Resources Committee

January 23, 2006
Minutes

Members present: Jim Corbett (for Curt Pederson), David Finch, Kathy Howell, Jonathan Kaplan, Catherine Williams, Dawn Wright

Guest: Jimmy Kagan (Information Program Director, Institute for Natural Resources)

Agenda items:

1. Acceptable Use Policy: The committee approved the revised AUP presented by Catherine Williams. She will send it to the Faculty Senate Executive Committee. D. Finch will send committee approval to CRC FS liaison Lani Roberts.
2. Blackboard Review: A group from IS has met to discuss how to handle the workload. The [Flashlight Program](#) has been found which has handled such reviews elsewhere. It is a subscription model which already has banks of questions and will add any others which we produce. The first meeting of the review committee is Wednesday, the 25th.
3. OSU Write report from J. Kaplan. No board meetings yet, since student members have not yet been recruited.
4. Wiki proposal circulated by Curt. No action. If the need appears to be strong, this issue will return.
5. Preparation for meeting with FS Committee on Committees. What is the value of this committee? Maybe our main role is as liaison between IS and faculty.
6. Discussion with Jimmy Kagan, Institute of Natural Resources. The INR is partnering with the library on providing public access to a number of geospatial and image data sets. Some of this public access is funded by the Oregon Department of Administrative Services, who will also host much of the state purchased data, but the data steward will be at OSU.

State funding for Fiscal Year 07 includes funding for a fulltime data steward to reside at OSU. Access is through a portal being built in the library. Portal models include [Oregon Explorer project](#) and the [USFS National Map project](#).

The vision is that the data steward would also be able to assist campus units in making their shared data sets available via the portal. The portal will facilitate access to distributed data sets but, in the short term, DAS will be hosting much of the data. Performance issues or the financial model may change this plan, however.

Jeremy Frumkin was not able to join us due to illness. We hope to have him attend a future meeting to discuss the Institutional Repository initiative and its linkages to the plans for the [data portal](#).

CRC Issues:

How many departments/programs have large data sets which need to be maintained? How to publicize to units the benefits of the institutional repository.

Updates:

(J. Corbett) IS is struggling with budget issues along with every other unit on campus.

The mid-year TRF review is nearly ready to make recommendations to the Provost.

On-line reporting for TRF awardees will help publicize to students where their money is going (http://oregonstate.edu/leadership/provost/trf/fy06_funded_proposals.html) In order to inform their decision making, the TRF committee is:

1. working to see that a campus map is developed showing wireless network coverage
2. preparing to undertake a campus-wide student computing lab inventory

Action Items:

1. Ask to make a presentation at FS meeting about Blackboard review. (D. Finch)
2. Invite Jon Dorbolo for next time. (Done)

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Computing Resources Committee

December 2, 2005
Minutes

Members present: Kathy Howell, David Finch, Jonathan Kaplan, Jessica White, Catherine Williams, Jim Corbett (for Curt Pederson) Guest: Jacque Rudolph (HR)

Agenda items:

1. TRF evaluation panel: The faculty appointments made by the FS Exec Committee last year carry through this year. They are Paul Montagne and Antonio Torres. There is a minor TRF request for proposals underway now. The big round for FY07 will be in April/May.
2. Acceptable Use Policy (AUP) revision. There was substantial discussion of the proposed changes to the AUP, with questions posed to C. Williams and J. Rudolph. It is apparent that even with greater specificity in the current draft, there will still be many grey areas. J. White asked whether those parties responsible for disciplinary action with respect to violators of the code have had a chance to review the draft. This revision has been shaped by a group from the Administrative Computing Users group -- B. Barker, B. Balz, K. Peterson, a representative from the budget office, C. Williams, and J. Rudolph. Dan Schwab and Larry Roper have been kept in the loop.
3. A brief report was given (D. Finch) about the meeting between Jeff Hale, W. Boggess, D. Finch, K. Howell, C. Pederson, and C. Williams concerning the upcoming evaluation of Blackboard. There has now been a call to potential committee members to solicit participation.
4. Possible meeting times for next term. Friday mornings or late Monday mornings appeared to be consensus choices.
5. Student appointees are still to be confirmed by ASOSU.

Action Item:

1. Catherine Williams will mail out a side by side comparison of the current AUP and the proposed AUP to highlight where changes have been made. (DONE)

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Computing Resources Committee

November 4, 2005
Minutes

Attending: David Finch, Kathy Howell, Jonathan Kaplan, Jessica White, Catherine Williams, Dawn Wright

1. David Finch and Kathy Howell will be co-chairing the committee this year. David and Kathy will meet with the Faculty Senate president, Jeff Hale, FS president-elect, Bill Boggess, and Curt Pederson on Monday, Nov 14 to discuss what the committee will be working on in the year ahead, and specifically discuss the committee's Blackboard review recommendation.
2. What might the committee work on this year?
 - a. Blackboard review
 - in use for four years
 - IS will be doing a technical evaluation/comparison of Sakai and Blackboard ... whether or not Sakai is a mature product worthy of consideration from a technical support standpoint, a feature by feature comparison with Blackboard, and an evaluation of what sort of automated process might move Blackboard courses to Sakai.
 - b. Work with the Technology Across the Curriculum group, OSUWrite and the campus blogging project
 - Jonathan Kaplan will represent CRC on this group
 - c. Provide input on the revised Acceptable Use policy
 - IS has to enforce the current policy and is pushing for revisions (current policy is outdated, for example, discussing sharing copyrighted "software" but not mentioning "music or media")
 - d. Any input on campus resources moving behind a firewall?
 - e. Audience Response Systems ... resolved last year to the technology changing too quickly to make a campus-wide investment
 - f. Institutional Repository project
 - Electronic theses
 - Campus-wide data management and repository for spatial data and other data sets used by multiple campus groups
 - g. Technology Resource Fee committee
 - ITCC (campus IT Coordinating Committee) is working with the TRF committee to sort out a process for evaluating on-going, historically funded projects and innovative new projects.
 - Need to appoint a CRC representative to serve on the TRF committee
 - h. Committee will aim to meet monthly Wednesday or Friday mornings Fall term

-- ACTION ITEMS --

- A. Jonathan will notify Jon Dorbolo that he will be the CRC rep to the OSUWrite group.
- B. Kathy will schedule the next meeting.
- C. Meeting minutes are posted to CRC community space in Blackboard.

-- NEXT MEETING AGENDA --

- A. Appoint a CRC representative for the TRF committee
- B. ?? Contact Jimmy Kagan (?? and Jeremy Frumpkin ??) to come talk about what they're working on with regard to institutional repository projects and possible larger spatial data management and portal.

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Faculty Senate

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Computing Resources Committee

April 19, 2005
Minutes

Present: Finch, Gragg, Kaplan, Padilla, Pedersen, and Williams.

The agenda for the meeting was a presentation by Jon Dorbolo on a faculty computing resource lab, and an update on blog planning. Jon was delayed on his way, and did not arrive for the meeting.

This gave an opportunity for an update from Curt Pedersen on developments in IS. Most of his effort has been going into integration of the IT team from the Chancellor's office and representing the state system in Salem. (This has caused some anguish at UO and PSU.)

There were several issues brought forward by Catherine Williams. The first concerns an upcoming extension to the Banner system. There is a portal component, which contains a workflow tool which is deemed to be very useful on the administrative side. The portal component may change the way that Blackboard is used, in that it may replace the "portal" part of Blackboard, leaving Blackboard to handle course management.

This will need to be tested. Volunteers?

On a somewhat longer range, OSU is part of the group sponsoring development of an open source course management system called Sakai. (It is not expected to be really ready for at least 18 months.) Nonetheless, faculty and student input should be sought during the development phase.

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Computing Resources Committee

November 11, 2004
Minutes

Rick Brand stated the purpose and history of the Audio Response System. To determine if a central solution is feasible, and if so, which solution and how will it be administered.

Ken Krane, David Bannon and Mary Burke described their experiences with PRS and eInstruction systems. Issues discussed:

- Faculty training on methods and hardware necessary
- System registration methods
- Cost of clickers (to student or fund with TRF)
- Method of clicker distribution
- Build our own vs use eInstruction or other hosting service
- Response time of system needs to be fast enough as not to slow down class
- Need the ability to go at own speed as opposed to the system controlling speed during tests
- Need to be able to go back to change answers
- Needs an anonymous mode of operation
- Scalability for large numbers of students and clickers
- System programming methodologies
- Needs to be able to be supported by single projector/display systems
- Need for assessment of effective uses

Other institutions who have adopted eInstruction as campus standard:

- Univ of Colorado
- Purdue
- Possibly Univ of Oregon

The new TLC and TAC should play a roll in assessment and training. Student members of CRC emphasized that they don't think using the system for major testing was a good idea for students. Too much pressure if it comprised a major part of the grade. Okay for quizzes making up small amount of grade. David Bannon said testing is not the best use of the systems. Student engagement and gaining knowledge of student understanding of materials is the reason to use ARS. Rick Brand says Media Services is willing to support the infrastructure in general-use classrooms. Catherine Williams of Central Computing says Banner can handle passing clicker registration info to faculty with class lists. David Finch is having a Bb discussion board activated for the working group to use to engage campus. CRC will explore the pedagogical and classroom issues and Rick Brand will lead a group looking at technical issues and cost.

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Computing Resources Committee

April 20, 2004
Minutes

Present: Kristin Barker, Catherine Williams, Kathy Howell, Jeff Hale (chair of FS distance ed committee)
Lacking an agenda, those gathered spent time discussing:

1. what the Distance Education and CRC committees have been up to and
2. how we might work together to move forward the software evaluation process (particularly for Blackboard).

Jeff described the distance education committee's purview as "for credit educational activity that occurs outside the campus setting." For example, the initiative to offer 25 Bac Core courses online is aimed at on-campus students so is not something the committee is working on.

The DE committee's primary efforts of this year have been --

- Working with e-campus and others to develop best practices for how to do DE and what tools to use. This includes encouraging e-campus to inventory what faculty want and need - how to buy, how to evaluate, how to build capacity in the future.
- Working to create stronger linkages with other Faculty Senate committees.
- Working to describe how DE efforts fit into the P&T process.

Jeff explained that the DE committee does not make the call on whether or not a course should be a DE course. Delivery of academic programs is the responsibility of the Colleges which is where such course delivery decisions should lie.

Some time was spent discussing E-Campus involvements. Those present were in agreement that E-Campus as a broker is a good model — identifying student/faculty needs, responding to student concerns, doing marketing,...

Discussion then moved to the software evaluation memo (Has the memo gone forward to the Faculty Senate Executive Committee??). Jeff will check with the DE committee about throwing their support behind the memo.

Most of the discussion was about what the evaluation process might look like and considering what work can be done upfront to lay the groundwork for launching that process. The group felt that fleshing out the possible process would help the EC and others make reasoned decisions about how to proceed. We could see that the process could easily require one full time staff person with many others supporting the effort.

1. Polling faculty who are using (and not using) Blackboard – Polling students?
2. A recent Community Network survey of customers included some general questions about Blackboard use. Kristin will check into getting access to that information.
3. Kathy had vague recollections of a Blackboard survey being done 2 or 3 years ago, soon after the Blackboard implementation. Kathy will check with Jon Dorbolo about that. [Apr 21 - Kathy called Jon. No survey of Blackboard user satisfaction has ever been done. Jon raised a number of assessment/evaluation questions and indicated that he would be meeting with the CRC on May 7 and can continue the discussion. Summarizing a larger conversation... Blackboard is a large system with many components. When folks say they don't like Blackboard, often when you pin them down, they are happy with many of the components but have some beef with just one component. "A poll or survey is just going to give a thumbs up or thumbs down and Blackboard is going to get hammered." Jon

suggested that focus groups might be more useful.]

4. Likely any data already gathered would need to be supplemented by a secondary, new, Blackboard specific survey
5. A decision needs to be made that we are committed to doing something rather than staying the current Blackboard course. At the end of the process, "something" may be determined to be moving to another product or it may be to pull together other Blackboard institutions in joint advocacy for Blackboard changes. (Blackboard's track record to this point has not been one of a mature software company's responsiveness.)

At this point the group felt it would be best to have Catherine work on further development of this software evaluation process outline draft. Catherine agreed to work on it.

Meeting adjourned.

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Computing Resources Committee

January 12, 2004 Minutes

Present: Brown, Finch, Palmer, Polvi, Uzgalis and Williams with Scott Kveton from Network Services and the Open Source Lab visiting

Discussion with Scott Kveton about the Open Source Lab/Movement

Scott described the open source idea – that the code for any given piece of software is publicly available – and thus open to improvement or modification for other purposes by anyone interested in doing so. Scott described a couple of successful Open Source projects at OSU relating to web servers and the registration of computer IP numbers. Maintain was one of these. It was worked out internally, released and has gone through five upgrades. So, a student can now go to the wireless environment in the library and easily register their laptop. There are a couple of companies that may be interested in paying to have certain parts developed for particular purposes and then these would become open source available. The Help Desk software being developed by Tammy Barr's Technology Support Group will become open source software. The Open Source lab also has a relationship with NERO that allows them to host open source materials for downloading on a cost effective basis. The hope for Open Source is that it will allow code to be produced cheaper for anyone who is writing software, and that hosting can be expanded.

Brown raised the issue of what happens with Open Source software process when it reaches the point of diminishing return. Kveton replied that that would represent success and Palmer noted that people might take pieces and develop them in new ways. Uzgalis asked, given the mission of the CRC, when this was going to filter down to departments and faculty. The answer is that the OS Lab is in the developmental stage and the Kveton has talked to the President's Council and various colleges. Uzgalis noted that there may well be a battle over Open Source. The Israeli government has just refused to sign a new contract with Microsoft and is pushing its agency to use Open Source software. Given corporate attitudes about intellectual property, it seems likely that there may well be a serious attack on the Open Source movement. Scott suggested that Microsoft may well become the biggest contributor to Open Source because they will adopt a new business model – writing code as a service rather than producing a product. Finch wanted to understand in what ways the Open Source lab might be of interest to students. Kveton responded that COB students are writing a business plan for the Open Source Lab, and that when they graduate they can go out and make use of this as consultants. Polvi asked if the OS Lab people here were collaborating with the Open Source Development Lab in Portland. The answer was that the OSU and the Open Source Development lab in Portland are doing complementary things. The Portland Lab is mainly concerned with Linux whereas the OSU group is not. Uzgalis noted that Curt Pederson had told us that the Mozilla Foundation might be moving here. Kveton described the Mozilla foundation and its relation to Mosaic, Netscape, AOL and the collaboration with OSU. Finch asked if there was a website for the OSL and Kveton gave us the URL: OSUOSL.org

After Kveton left, Uzgalis asked Williams about the issue of electronic signatures. She reported that she had convinced Rich Holdren that there is no module in Banner that can be turned on to do this. She suggested that this would be an excellent project for the Open Source group.

The meeting then adjourned and some of us took an interesting tour of the Communications Media Center (soon to be renamed Media Services) with Rick Brand. Rick told us that, as they manage to enhance all classrooms, they will start to consider what other functions to add. I invited him to come talk to us as they reach that point.

The committee also has to consider what projects to take up next. Uzgalis plans to go talk to the EC about this. One possibility is that we could think about procedures for assessing IT tools on campus.

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Computing Resources Committee

**December 12, 2003
Minutes**

Reports from other committees or University IT news

Project for automating the grant process and the Research office (Lisa Ganio and Rich Holdren. Rich will not be able to join us until about 11:15. I have also invited Scott Kveton of the Open Source Lab to join our discussion. He has other commitments, but may also come late.)

Plans for next quarter

--The Faculty Development lab discussion

Other?

Reports from other committees or University IT news

Under news from other committees, Kathy Howell mentioned an item from the ITCC. Since COE has a large percentage of graduate admission applications, they are developing an on-line tracking system for graduate admissions. Kathy suggested that this might be of interest to the CRC. Howell will monitor progress on this progress and let us know if she thinks the CRC needs to take up the topic.

Uzgalis mentioned that he had talked to Vickie Nunnemaker about making a recommendation to reduce the size of the CRC by 3 members in order to make it easier to get people to serve and to schedule meetings where everyone could be present. Uzgalis noted that the size of the committee had been increased because there had been requests for CRC members to serve on other committees. However, this trend had not continued. Uzgalis said that Nunnemaker had suggested that the committee make the recommendation soon, so that it could go through the Faculty Senate procedures and she could count on it next July. The committee agreed to the recommendation. Uzgalis will contact Nunnemaker and make the recommendation to reduce the committee size by 3 members.

Project for automating the grant process and the Research Office

Carol Brown began our discussion of automating the grant process by talking about the benefits of XBRL. This is a tagging language like XML for financial products. Instead of changing the appearance, the tags in XML mark content and allow content to be manipulated. The tags create a financial taxonomy, and allow pieces of spreadsheets, for example, to be moved into different formats without affecting the original. The use of this in the grant-writing process might create much greater flexibility.

This led Uzgalis to read an e-mail from Todd Palmer noting that Todd had talked to Jack Higginbotham, the Faculty Liaison in the Research Office, about our plan to facilitate a conversation between the folks in Forestry and the Research Office. He noted that Higginbotham expressed some skepticism about the possibility of a tool that would serve the needs of all faculty. Uzgalis then asked Ganio to tell us about what the folks in Forestry have been doing.

Ganio asked if everyone had received the spreadsheet from Colorado State. The answer being affirmative, she noted that their project started when someone in forestry had gotten this and wished that we had something as good or better here at OSU. There was a discussion of current problems in the COF. She noted that the COF keeps records of applications and awards, but currently this is done by hand. They are working on a database that they would like to make available to all PIs. She pointed out that the group working on

this had made an effort to discover what current faculty problems were. There were two in particular: 1.) dealing with research associated paperwork, and 2) a change in the culture of administrative offices. There was a question about which units were more likely to have these problems. The suggestion was that COAS, Forestry, Fisheries and Wildlife and COS were the most likely units to be experiencing problems.

Uzgalis asked Ganio to think about what the CRC could do to help. One possibility is the one that originated this conversation with the CRC in the first place - to try to expand faculty awareness of the forestry initiative and to get faculty input either by a survey or forum. Williams noted that it is going to be expensive to automate the Research Office processes (perhaps half a million dollars) and that perhaps the best way to proceed was to follow a decentralized strategy and let the colleges develop the pieces of the process on their own. Uzgalis noted that as the colleges spend more money on IT than IS does by a factor of 3 or 4 to 1, that this was a reasonable suggestion and that it might well be that the ITCC could serve as both a communication and coordination body for this project. Uzgalis and Howell will bring this to the ITCC.

Holdren arrived and we briefly recapped the discussion for him. He explained (as he had at the meeting he attended last spring) that the Research Office is primarily concerned with compliance issues. He said that Rick Brand had done a survey of products and that by far the most sophisticated of these was Web Bridge. This is a system with various modules to deal with the various parts of Research Office concerns. He confirmed what Williams had said about its costs. There are currently no resources available to do this. OHSU received a grant to develop one of the Web Bridge modules, and it was hoped that OSU might get the software from them. However, it turns out that one would have to buy the core and the other modules, to get the one from OHSU. Ganio asked whether OSU might try to pursue a similar grant. Another possibility for the solutions to these problems is the Open Source lab being developed at OSU. (Uzgalis had invited Scott Kveton to join the discussion but Scott had another meeting and couldn't make it.) This would allow incremental development. Finch asked if there were other institutions that were pursuing Open Source solutions to these problems and to what degree they were competitive or cooperative. Holdren replied that institutions are generally cooperative about these issues, and that MIT has something that they will give you for \$500, but it was not clear how extensive it is. Kaplan asked if the faculty pursued an incremental strategy and the Research Office did as well, how these were to be coordinated and connected. Holdren replied that this was a good question. Uzgalis noted that the ITCC again might be able to play a role here. Uzgalis noted that one of the problems with preparing grants is gathering signatures and asked about the possibility of an electronic signature system. Holdren suggested that we have a module in Banner to do this, but don't have the horsepower to turn it on. Williams thought that there was some confusion here, and agreed to look into the matter. Holdren explained that the goal of automation for the Research Office was partial automation so that staff could be focused on the most important issues.

Uzgalis thanked the participants for a useful discussion and suggested that we invite Ganio and Holdren to come back again at some future date to continue the discussion when there has been more progress.

Plans for next quarter

Before adjourning, Uzgalis noted that we had not had time to talk about plans for next quarter. However, we have the issues of the Faculty Development lab to discuss and the Open Source Lab. We still have no news about the proposed IT Planning Committee. The Committee should think about other topics.

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Computing Resources Committee

December 3, 2003 Minutes

Present: Barker, Brown, Howell, Kaplan, Palmer, Polvi, Uzgalis, Williams

The meeting opened a little after 8:00 A.M.; Alex Polvi, our new student member, introduced himself.

Carol Brown talked about the TRF committee. She has one proposal for automating tracking international students on the State Department INS Watch List that she notes has been funded with TRF money before but that doesn't seem appropriate to her. There was some discussion of this.

As Curt Pederson (presumably due to his new duties) did not come, nor did Larry Pribyl or Mark Dinsmore, we moved to a discussion of getting faculty input. Uzgalis suggested that we could do surveys or forums or both. There was some discussion of the merits of each. Williams noted that forums provide interaction. Barker noted that she would have time to fill out a survey at home.

Williams asked for clarification of the CRC role in respect to automating the grant process. Uzgalis explained that we have no power other than the power to persuade, and that in this matter we were simply helping to put to important pieces of a project together, i.e. the Research Office interest in dealing with compliance issues and faculty PI's desires to have paperwork reduced for them. There was a discussion of automating the grant process. Folks really wanted to see the CSU spreadsheet. Kathy Howell offered to send one around. Todd Palmer, who is in Nuclear Engineering and works closely with Jack Higginbotham, faculty liaison to the Research Office, was very interested in seeing the spreadsheet and offered to make any connections with Higginbotham that would be helpful. Folks thought that Cherri Pancake's group had some sort of automated tools they used in the grant tracking process. There was some discussion about the value of XBRL (based on XML) output from whatever is developed. It was agreed that for either a survey or a forum we needed to have something for faculty to react to. It was decided that we would let this go in respect to automating the grant writing process until our next meeting.

As our guests did not arrive, we adjourned at about 9:00A.M.

Note: The chair ran into Rick Brand who arrived at 10:00A.M. to inform us about what was up with the Faculty Development lab. I later received an e-mail from Larry Pribyl apologizing for not informing me that he and Mark were not coming and that they were planning to have a meeting with Academic Affairs, DPD and other concerned folks to coordinate their efforts before they come and talk to us.

Our next meeting is scheduled for December 12, at the more civilized hours of 10:30-12:00. We will hopefully have Lisa Ganio and Rich Holdren as visitors.

--Bill Uzgalis

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Computing Resources Committee

November 17, 2003 Minutes

Present: Barker, Finch, Howell, Pederson, Sollins, Uzgalis, Williams

Reports of other committees

Kathy Howell noted that the minutes of the latest ITCC meeting were distributed to the CRC list.

Planning Process etc.

Curt Pederson distributed an organizational chart of IS ([see attached](#)) and he and Catherine Williams explained and discussed it with the members. Curt also noted that he is taking on other duties. This may limit his involvement with the CRC this year. It appears that these increased duties may be temporary. Uzgalis and Sollins noted that they would be worried that IT at OSU would suffer if these increased duties were to turn out to be permanent. Curt also distributed a list of proposed IS investments and we discussed these as well ([again see attached file](#)).

Automation of Grant Writing Process

Uzgalis noted that we have scheduled Rich Holdren to visit the committee at our last meeting of fall quarter. In the meanwhile, we can take up the distinct question of how automating the grant writing process might help faculty. The question is how we are going to go about getting faculty input into this process. We could, for example, put out a survey. If so, we are still going to have to design the questions. The chair asked committee members to think about how we should proceed with this project for the next meeting.

The committee is going to discuss the proposal for a faculty development lab with Larry Pribyl and Mark Dinsmore at our next meeting. We considered what sorts of things we would like to hear from them. One question is what % of the faculty the lab is intended to serve. What would count as success? There was some discussion of what faculty might like, training or development services and assistance. The chair noted that we are likely to have the same kind of problem with this as with the automation of the grant writing process - figuring out how to get faculty input into the process.

We discussed inviting the IT chiefs from the U. of O. or PSU to get some sense of comparison.

The meeting adjourned at about 2:20 to take a tour of the Computer Center.

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Computing Resources Committee

October 31, 2003 Minutes

1. Introductions and organization

Bill Uzgalis - Committee Chair - Faculty, Philosophy
 Catherine Williams - Director, Central Computing
 Curt Pedersen - Vice Provost, Information Services
 Jonathon Kaplan - Faculty, Philosophy
 Kathy Howell - Director, Forestry Computing Resources
 Kristin Barker - Faculty, Sociology
 Carol Brown - Faculty, Business
 Todd Palmer - Faculty, Nuclear Engineering

Edith Gummer - Faculty, Science and Math Education (would have attended by phone if the phone cord would have been long enough)

2. Charge of the Committee

Everyone said they had read and understood the charge of the committee.

3. Report from the chair about on-going initiatives

1. Process for evaluating and purchasing IS tools that are implemented for general campus use (Technology Impact Process). (The original Technology Impact document is available at the CRC Blackboard Community site.) Educational Technology Committee (ETC) tested this process last year. (Report is expected this quarter.) Process was applied to a search for technology to support academic testing.

Unofficially, the process worked very well. For example, when it came time for the committee to evaluate vendor presentations and products, the committee was very well informed about campus needs and expectations and could ask vendors the questions that needed to be asked.

2. IT Planning on campus

Campus IT Coordinating Committee (ITCC) is functioning well but that committee's charge is to coordinate implementation of more immediate projects, not long-range planning.

Along came OSU 2007 and a call for campus IT planning. CRC responded with a plan. The CRC plan went to the Strategic Computing Deans for feedback but no consensus was reached. The plan, along with the Deans' comments, went forward to the Provost. [Some Deans commented that campus-wide IT planning sounded like IT socialism and some common standard that might mean lowering the bar from where they are now.] Curt Pederson reported that the current status of the planning proposal is that Provost White is working on writing a charge for a campus IT Advisory Group with broad representation to give input into campus IT decisions. Curt also presented a document ([see attachment](#)) that outlines proposals for IS improvements -- some of which could use input from faculty and others of which faculty are unlikely to be interested in.

3. CRC is serving as something of a guinea pig for the Blackboard 6 community/organizational support features. One of the goals is that the Blackboard site will become something of a CRC archive/library to help create an institutional memory about IT matters.
4. Campus projects related to Research Office grant compliance tracking and faculty need or technical support to simplify the grant writing and tracking process.

CRC has a role in taking information back to faculty and contributing faculty input to these processes. Rich Holdren and the Research Office are working with IS on the compliance piece.

Lisa Ganio and Forestry have started working on the faculty support piece. Curt Pedersen mentioned IS interest in possibly developing the MIT open source project to meet some of the faculty need. Ganio and Holdren (and maybe others?) will be invited to update us on these processes at our November 17 meeting.

5. ITCC and the CRC are jointly involved in a working group looking at developing new employee/faculty IT orientation information. J. Kaplan, K. Howell, and B. Uzgalis are representing CRC in this group. The group is working to have a product ready by next Fall.
4. Committee Direction
 - Not sure where the campus planning initiative is going
 - Will work on the grant support pieces at our next meeting

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Computing Resources Committee

May 2, 2003 Minutes

Present: Bill Uzgalis, Kathy Howell, Carol Brown, Curt Cook, John Sechrest, Jon Dorbolo, Frank Kessel

- Educational Technology Advisory Process (Jon Dorbolo)

How do we access products for campus wide acquisition of products?

Working on Student assessment products.

Analysis of needs criteria for products/processes/solutions find products. Evaluate the top candidates in a detailed way.

Demonstration on the 15th of May for Brownstone -- this process need to be done for tasks/projects that have a critical mass impact on campus activities

Support, Funding, Infrastructure needs to all be part of the process.

With any tool/process on campus, we need to have a method to assess if the tool/product/solution achieved to goals that it was put into place.

What is the feedback loop for the product?

What are the impacts on the process, infrastructure, budgets at OSU from the aquisition of a tool or the adoption of a new process.

Need to hook this up to 2007.

Carol: Are there any comparisons on how we spend money on academic and instruction with other institutions of education?

There are some sources of support numbers in some of the journals.

Who does the assessment of a product purchase/process implementation? who plays the role of the GAO - General Accounting Office for campus? And does the oversight for processes....

Possible measures of success:

- adoption rate
- per capita cost (per faculty/per student)
- number of students impacted

Two reports needed:

- Here is the product that we got and how we got there
- Here is the process and what happened with the acquisition process

Part of an impact analysis might be to look at how can this "save money", "save time".

Other topics:

As of yet, the CRC has not heard back from the Deans.

Working group for ITCC and CRC -> New Faculty Technology orientation NFTOwg - Rick Brand and Bill Uzgalis will be chairing that working group. More to come later.

Final report for this committee is due in June. Bill will write a draft.

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Faculty Senate

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Computing Resources Committee

February 19, 2003 Minutes

Present: Carnagie, Cook, Howell, Uzgalis, Wannemacher

The meeting began with a review of where we are with the planning proposal. Kathy Howell and Nick Wannemacher presented it to the Faculty Senate Executive Committee and there were no objections. Bruce Sorte will send it to Dean Bloomer for distribution to the Deans Strategic Computing Committee.

There was a discussion of what we need to do next. This included a discussion of the Educational Technology Committee (ETC) and how we can help them.

There was a discussion of web grading and how it works.

There was a proposal that the committee write a response to the relevant portions of OSU '07.

There were suggestions that we invite Jon Dorbolo (ETC chair), Uzgalis noted that he still has to invite Barbara Balz (the Registrar) to cometalk to us Howell suggested inviting Greg Scott (COB) to talk about projects he is doing with Academic Affairs.

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Faculty Senate

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Computing Resources Committee

February 5, 2003 Minutes

Present: Brand, Cook, Carnagie, Gummer, Howell, Pederson, Sollins, Uzgalis, Wannemacher
Visitors: Landau, Lundy, Reeb

Agenda:

1. Information about other committees
 2. Academic computing
 3. Review of planning document
 4. The next steps
 5. CRC web site
 6. ITCC/COE policy about DNS
 7. On-line grading issues
1. Uzgalis noted that as CRC members are now receiving the minutes of ITCC meetings
 2. There was a presentation by Rubin Landau on Academic Computing. Rubin explained the nature of Computational Science and argued that it needs to be integrated into the curriculum and that there needs to be a single administrator whose job it is to watch out for Academic Computing - software, hardware (especially high-end research needs such as needed for visualization, high-speed computing, and large-sale data storage), training and curricular implementation. He noted that this had been left out of the '07 plan. There was a discussion in which Curtis Cook tried to determine if this was a matter best left to the colleges. The upshot of this discussion was that Science had retrenched on Academic Computing after CS moved to Engineering, and that there are some features of academic computing that are best done on a college basis, some in cooperation between colleges, and some on the central level. Pederson and Sollins had a discussion about whether Academic Computing is a priority for Pederson. It became clear that portions of it (especially campus-wide coordination of site licenses) are IS priorities, while others are not. Landau suggested that Wisconsin would be a good model to look at.
 3. The review of the planning document suggested that we leave off the last lettered item that the task force was supposed to deal with - that about budgets, and that we include a final paragraph suggesting that the final report of the task force be distributed to the CRC, the ITCC, and the Deans' Strategic Computing Group and that the comments from these groups be included in the final report.
 4. Uzgalis is going to talk to Faculty President Bruce Sorte on Feb. 6 to see if Bruce is willing to send the document to the Deans. After that, Uzgalis may meet with the Faculty Senate EC as a whole. Uzgalis noted that he had received no reply from Dean Bloomer about the requested joint meeting of the CRC with the Deans Strategic Computing Group and Pederson volunteered to contact Dean Bloomer.
 5. We now have a CRC web site for conducting the affairs of the committee. Members will hear more

about this from Uzgalis and Sechrest.

6. There was a discussion of Sechrest's problem with DNS policy in COE. It was noted that ITCC simply made a recommendation, and that COE has implemented it in a particular way. It was suggested that Uzgalis inquire as to what alternatives have been proposed.

7. There was a discussion of a complaint about a new on-line form to request exam rooms that makes things more difficult than they were before. It was noted that there ought to be a protocol for doing these things in which early adopters do usability testing, and that such on-line replacements only be put into effect if they save time. Toward this end, Uzgalis will invite Barbara Balz to visit with CRC to brief us on its plans for the next year or so. Barbara should be accompanied by someone from IS (Catherine Williams?) who is conversant with Banner as it relates to student info issues.

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Computing Resources Committee

January 24, 2003 Minutes

Present: Bill Uzgalis (Philosophy); Phil Sollins (Forestry); Carol Brown (Business); Kathy Howell (Forestry); Nick Wannemacher (Chemical Engineering); Curt Cook (CW); John Sechrest (Computer Science); and Rick Brand (CMC/IS)

Not present: Curt Pederson (IS); Edith Gummer (English); Marcia Brett (Crop & Soil Science); Dave Gobeli (Business)

Agenda -

1. Reports from IT related committees
2. Discussion of the "Proposal for an IT planning process" we could give to the deans
3. Should we invite Rubin Landau to come and talk to us about problems with academic computing on campus
4. Bill Myers and the firewall proposal?

Activities of other computing committees on campus --

ITCC met - The planning proposal; - Security report - from bill Myers

ETC met - Grinding forward

Response to 2007 report --

- 5-year continuous moving window of a 5-year plan.
- To clearly identify priorities
- We will know that this process is working if: 1) There are ongoing priorities set 2) That there is regular assessment 3) That there is campus-wide participation in the planning process.
- Need to break up the first paragraph. Change the title of the first paragraph to "Goals"
- Where is the strategic process for campus investment in infrastructure?
- College of Forestry runs a fee-based service department, and is an example of demand driven services.
- How does the planning group decide about issues related to centralized computing versus distributed computing.
- This committee is responsible for strategic investment on campus, and is also responsible for defining and managing the metric for assessing progress towards the strategic objectives.
- What is the "point" of the letter? What are we specifically asking them to do?
- This new committee is responsible for strategy as opposed to the ITCC which is focused on tactical opportunities and operational management.
- The make up of the committee should involve a wide representation including faculty, staff and students.
- All stakeholders....
- This committee needs to be authorized by the provost.
- The ITCC has no reporting responsibility to any of the existing structure.

Action items --

1. Polish the first paragraph
2. Integrate the "why should you care" discussion from the last meeting
3. How do we know if this process is working:

1. Priorities established regular
2. Regular assessment of metrics
3. Campus-wide participation in planning
4. Add a "What we want you to do" paragraph at the end.
We want an in principle endorsement for the provost to create this.
5. CRC would recommend who would be on the task force. List of stakeholders --
 - graduate students
 - undergraduate
 - research faculty
 - teaching faculty
 - extension staff
 - administrative staff
 - staff
 - technical staff (IS, computer staff)
 - administrative functions (business office, registrar, facilities)
 - Plus some strategic planners (Need at least 3 people who are strategic planner type.)

The task force needs to be small and mobile.

This has to be done right, it could fail if it becomes a mechanism for autocratic behavior or it could flounder in the swamp. Either of these is a bad thing.

Action Item: Bill Myers will be invited to CRC to evaluate the process.

Minutes by John Sechrest

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Computing Resources Committee

December 6, 2002 Minutes

Present: Bill Uzgalis, Kathy Howell, John Sechrest, Nick Wannemacher, Marcia Brett, Carol Brown, Rick Brand, and Edith Gummer Absent: Phil Sollins, Curt Pederson, Curt Cook, and Dave Gobeli

Agenda:

News of other committees
Planning process document
Website for CRC

Proposal for OSU Information Technology Planning Process -- Faculty Senate Computing Resources Committee

Marcia and Nick put forward proposals to start the conversations about IT Planning.

Reviewed details of the proposals to merge them into one.

Goals -

- Community engagement in the IT planning process.
- Which services are appropriate for campus-wide services?
- Campus planning
- Involved top down -- goals -> objectives -> tasks
- Need a bottom up information flow into the planning process.
- Need to include the diagram
- Re-write to have a stronger focus on points

Key focus points:

- Need to have coordination between the planning and the actual users/clients of the systems
- this type of involvement is what produces the best results
- by doing this , we can generate systems that will generate more bang for the buck.
- There are key aspects of a good planning process that are important for this to work well.

Two items to add to the list that Nick has:

1. Planning involves a full cycle. That is ongoing: planning, deployment, evaluation, and refactoring planning principles
2. The planning/evaluation process needs to be fully open and transparent, with direct staff, faculty, student involvement at all stages.

Do a lot of this by email...

How can we use new technologies to move this issue?

Q: What tools does this committee find easy to use? (out of eight)

1. email lists - 8
2. read web pages - 8
3. write web pages - 8
4. wiki - 1
5. forums - 4 (but not effective)
6. source forge type project management - 1
7. groupware management tools - 0
8. surveys online - 1
9. newsgroups - 2
10. RSS feeds - 0

Contact Herb voledman (herb.voledman@orst.edu) about web site.

Actions:

1. Nick - find 2007 stuff
2. John - look into the web stuff
3. Carol will rework the document for the deans
4. Bill - talk to Vickie/Bruce for timeline of 2007 comments

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Computing Resources Committee

November 15, 2002 Minutes

Present: Bill Uzgalis, Curt Pederson, Kathy Howell, John Sechrest, Dave Gobeli, Nick Wannemacher, Curt Cook, Marcia Brett, and Rick Brand
Absent: Phil Sollins and Carol Brown

Nick: How do we do survey's now?

Bill: We are going to try to create that structure.

We need to find a way to have people get consulted on large purchases.

Assessment of student assessment tools is a task we will cover this year.

Agenda:

Students for CRC

Reports from other committees

ITCC

TLC

Update on the test of the impact process

Report of the CRC Chair's meeting with the FS president

How should the community go about responding to the OSU 07 report concerning issues related to computing and technology?

Discussion of IT planning process continued

Proposal to hold a joint meeting of the FS Computing Resources Committee and the Deans strategic computing group to discuss the creation of the ITPC and an ongoing planning process.

Other?

1. Students for CRC -

The ASOSU is supposed to do this for us. If we think we have students we would like, have them go to AOSU and have them fill out the forms to be on the Computing Resource Committee. Let Bill know if you have done this.

2. Reports from other committees -

ITCC - Just met. Many working groups:

- Security - new report coming out this morning
- Dwight sent around the note that Bob Burton had sent around accessibility focus on solving problems, less study
- Has formed a basic infrastructure for how to address the report for the 07 reports.
- The Sollins proposal was to take the college of engineering and business and see if they can have all the services running and then see how it goes.
- Prototyping the process.
- Business is on board and Cheri Pancake was not there, so they don't know about Engineering. If not, Forestry will do it.

Tammy reported about the helpdesk working group. They have had all the demo's.

Rick reported on the web content working group, which will do:

1. Return on investment on web content management system (?)

2. Common requirements on feature sets
3. Support issues
4. Platform

The group will meet soon.

CRC report given to ITCC - They wanted to see all the relevant documents, which Bill will send.

TLC - TLC has agreed to help by doing the work for creating the feature set for the student assessment tools.

- Bill went to talk to Jon Block and to Curt Pederson to outline the process. They are going to work a letter about this process.
 - Curt and Sabah Randhawa are going to head the project.
 - Bob Burton and Larry Pribyl will lead the implementation.
 - Sabah is charged with how to deal with accreditation and assessment.
 - Bob Burton is responsible for assessment. Bob has Michelle Abbott who has charge for this area. Want to have Michelle involved.
 - Curt is taking on new responsibilities with Paul Risser leaving. The southern Willamette council membership.
 - A timeline for this process will be published outside the CRC and TLC.
 - The process will be as open and visible as possible
 - Will use the inform list, build a web site, OSU this week
3. We have a problem with web sites. We asked about a CRC website. Vickie said no. We need to revisit the question of how to establish a CRC web site for the surveys.
 4. Report of the CRC Chair's meeting with the FS president --
 - Bill had a meeting with Bruce Sorte - discussed the work that CRC was working on.
 - Suggested that the Dean strategic computing committee meet with the CRC.
 - The new Dean's strategic computing committee has not yet met since the new members have been appointed.
 - All of the committee's from the Faculty Senate need to respond to the corresponding part of 07 report. So, the CRC will need to respond to 07 for the Faculty Senate.

Curt will get a list of the current Dean strategic computing committee to the group.

5. Talked about the issues around task forces and committees and stuff. We looked at the diagram below. We need to be prepared if when we meet with the deans and when we visit with the ITCC.

Phil Sollins diagram:

```
digraph committees {
  "President, Provost, and VP's" -> "IT Council";
  "Deans and Directors" -> "IT Council";
  "IT Council" -> "IT Planning Committee/IT Coordinating Committee";
  "Faculty Senate CRC" -> "IT Planning Committee/IT Coordinating Committee";
  "College Computing Committees" -> "IT Planning Committee/IT Coordinating Committee";
}
```

```
"IS Directors/IS Staff" -> "IT Planning Committee/IT Coordinating Committee";  
"Dept Computing Administrators" -> "IT Planning Committee/IT Coordinating Committee";  
"Dept Computing Administrators" -> "IS Directors/IS Staff"  
}
```

What are the explicit goals and objects for the CRC meeting with the Deans strategic computing council?

6. Look at the ITPCC draft --

- ITCC is too focused on short term and focused on staff issues.
- The ITPCC can be used to bring in the faculty to the process of technology planning.
- Goals coming down for where the university is going and input from the bottom for what is needed gets brought together into a sustained planning process.

Send any editing points into the group and we will work on re-editing the ITPCC wording.

Action: All committee members post input to mailing list for the ITPCC to the email list.
crc@lists.orst.edu

We need a process diagram for doing what?

- resolve the technology plan for the university
- the deliverable is the technology plan.
- And the maintenance
- A sustainable process for how we achieve convergence of our existing processes with our goals.
- *what is the name of the greek guy that made people fit the bed?
- Optimize the university accomplishing its mission.
- Establish a planning process with a common format, so that we can economize to reach common goals.
- This is a living process that goes on over time.
- Who will the recommendations go to?
- And how will the progress on the recommendations be monitored?
- What is the process that we will address ongoing planning?
- Make the an integral part of an ongoing planning process that does not exist.
- How can we take the 07 information and momentum for turning this into an ongoing sustainable planning process?

-> Update on the test of the impact process

-> How should the community go about responding to the OSU 07 report concerning issues related to computing and technology?

-> Discussion of IT planning process continued

-> Proposal to hold a joint meeting of the FS Computing Resources Committee and the Deans strategic computing group to discuss the creation of the ITPC and an ongoing planning process.

Bill will propose a time around mid January/February

Action: Bill will contact Sherm Bloomer

-> Other?

Next meeting on 12/6 at 12:00 at Hovland 103. What can we have done for the next meeting? Refine the ITPCC report via email.

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Computing Resources Committee

April 9, 2002 Minutes

Present: Brett, Gobeli, Montagne, Pederson, Schindler, Uzgalis

Pederson reported that the IT-Coordinating Committee that we worked to create is operating well. It currently has two task forces working on coordinating wireless technology and campus e-mail issues.

Uzgalis reported that the OSU'07 group is meeting at the same time as the CRC and that Teena Carnagie is attending and will let us know what happened there. Uzgalis is also on that committee. He talked to Mike Quinn and Quinn has relatively modest objectives for the OSU'07 group. Pederson pointed out that one of the basic missions of this group is to decide what should be centralized and what decentralized.

This led to a discussion of the role that the CRC could play in encouraging faculty involvement in producing college IT plans. Uzgalis noted that in his visit to the Deans it was clear that the 'rich' colleges were actively engaged in planning while the 'poor' colleges were not. The committee agreed that encouraging planning at the college level and faculty involvement in that planning would be an important direction for the CRC to pursue. Gobeli suggested that it might be a good idea to produce a mentoring program where the 'rich' would help the 'poor' to produce plans. Schindler noted that plans can produce false expectations -- his college produced a plan and then found that there was no money to implement it. Pederson agreed that financial down times make it difficult to plan. Montagne said that he would like to see the 'poor' colleges turning in TRF proposals on a regular basis. (Paul is serving on the TRF committee this year.) Uzgalis added that a college IT plan would be a good basis for making such proposals and could serve as a basis for arguing for funding. It was also noted that having a plan means that when opportunities for funding come along, a college with a plan is more likely to be ready for them.

* Dave Gobeli and Paul Montagne were appointed as a subcommittee to produce a set of questions and other materials that college IT committees can use to help them in the planning process. We would like to look at a draft by next meeting. When this is completed, Pederson and Uzgalis will produce a cover letter to be sent to the Deans. If you have suggestions about questions or other materials that should be in the planning packet, send messages to crc@lists.orst.edu and we can all join in the conversation.

* We are going to collect college plans both to serve as models for new plans, and to help the OSU'07 group. Brett and Montagne are working on this.

* Phil Sollins and Jim Corbett are updating Sherm Bloomer's data on IT spending on campus.

Uzgalis suggested to Pederson and the committee that an IT Newsletter be created (or recreated). This would provide a forum for the CRC, Blackboard Implementation Committee, the OSU'07 Planning committee, IS and other groups that have IT information to be communicated to the campus. Uzgalis pointed out that resources need to be committed to this for it to work. Someone in IS should be appointed editor. The committee felt that this newsletter should be a web site.

Uzgalis said that he would send around topics for the committee's annual report and that others could then add to that list.

Next meeting is April 26, 10:00-11:30 A.M. in Hovland 203.

--Bill Uzgalis
CRC Chair

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NOTE: The Computing Resources Committee (effective 6/99) was formerly the Instructional Development and Technology Committee.

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Computing Resources Committee

November 30, 2000 Minutes

Present: Bill Uzgalis, David Finch, Paul Montagne, Curtis Cook, Rick Brand, Curt Pederson

The meeting began with Curt Pederson explaining the proposal to have a single IS oversight committee. There was some discussion of what the composition of such a committee would be, and the difficulties it would face. One possible scenario for the establishment of this committee would be that various other committees would be abolished. The consensus was that the CRC would not be abolished as faculty feedback to IS is important and that when and if the single oversight committee is established, the CRC chair or a CRC delegate would be a member of that committee, and that there would be two way interaction or cross pollination between the CRC and the IS oversight committee. Paul Montagne volunteered to be a delegate to the oversight committee.

The second agenda item was the purchase of Blackboard V which Henry Sayre had asked (at the organizational meeting) the committee to review in the light of objections from the Executive committee. Mark Merickel (DCE director), Phil Isensee and Curt Pederson made a presentation to the committee. Merickel explained that they were looking for a portal system. He described DCE students. He described the development of the Blackboard system and OSU involvement with it. Isensee suggested that OSU did not want to be one of the testers for the system, but also did not want to be a late adopter. There was a clear consensus among the presenters that Blackboard was the best of the competitors in terms of scalability (the ability to include large numbers of users effectively and at the same price), extendibility (the inclusion of other tools), and would provide a portal. Pederson suggested that the objections from those on the Executive committee were being addressed, and were largely not addressed to the merits or demerits of Blackboard. Both he and Merickel agreed that they should have come to the CRC before this for its input. After some discussion about what the committee was being asked to do, it became plain that the decision to buy Blackboard V has already been made. The estimated cost is \$611, 000 for initial licensing, with yearly recurring expenditures of approximately \$60, 000. The IS team suggested that what would be useful to them at this point would be help in making faculty aware of the decision. Paul Montagne agreed to write a first draft of a recommendation to the Faculty Senate. There was a discussion of what role faculty should play in evaluating tools such as course management systems. Pederson strongly objected to the idea that the faculty should establish a committee to evaluate software as this would reduplicate the efforts of IS which has the responsibility. Uzgalis urged that faculty did not play a significant role in the decisions to buy Blackboard, that this did not seem right given the central role of software like this in the delivery of courses for which faculty are responsible, and that some better way should be found to include them in the process.

The final agenda item, the discussion of forums for the year was put off to the next meeting which it was agreed would take place in the week before the beginning of Winter quarter.

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Faculty Senate

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Computing Resources Committee

March 10, 2000 Minutes

Present: Rick Brand, David Finch, Deborah Healey, Curt Pederson, Jay Schindler, Bill Uzgalis

So that the action items don't get buried, here they are at the beginning:

1. We talked about reaching out more effectively by contacting the academic deans and asking for the names of 3-4 people who might be willing to take part in some discussion forums about information technology on campus. Here are the list of deans and who's signed up for what so far. If you don't see your name here, please select a college and let everyone know. Possible text of a message to the deans is in the notes toward the end. We'll need to divvy up the remaining ones, as well, so feel free to select two now.

Agricultural Sciences
Business
Engineering
Forestry
Health and Human Performance - Jay
Home Ec and Education - Deborah
Liberal Arts - Bill
COAS
Pharmacy
Science - David
Vet Medicine

2. Jay did not reject being volunteered for the position of CRC chair next year. If you would like the job, please step forward; we'll discuss it at the next meeting. A discussion of the role of the chair is in the notes.

People's initials are used to indicate who said what below. The notes may be unreliable on this point; please tell me if I've ascribed a comment in error.

Agenda:

- 1) Faculty relations with the Communication Media Center (CMC) -- memoranda of understanding for the purchase of tools for electronic instruction, etc.
- 2) What sort of recommendation we want to make about IS funding. This will be affected by considerations of
 - a) Ways that IS might generate revenue other than charging departments for every service, aka cost recovery
 - b) University priorities in terms of becoming a Tier I school
 - c) Have and have-not departments and what faculty and students need at a basic level to function academically (in a Tier I school, presumably)

3) Chair for next year.

BU: OSU is trying to follow a new model - not of teacher plus chalk, but of teacher plus technicians. There was a problem in developing my distance ed class. The original proposal of online video was deemed too expensive; the idea of videotaping lectures was considered too much of a "talking head"; so we were going to do a web version. This meant I needed to write a book as my part, with the background information, core content, and activities. CMC agreed to do a multimedia overview segment. I did my parts and had the script and storyboard ready for CMC when they decided not to go ahead with the project after all. CMC needs to be in charge of their own resources. It may have been a mistake to have committed to the project in the first place, but it was badly handled. The major question is, Where do faculty stand in designing the process?

RB: I'll try to speak for Larry Pribyl. One issue is that we had no instructional designer for a year. Now we have one and are trying to set up a production process. CMC is still running on a funding model that expects a few graphic designers and occasional video work. This is not the current reality, but there is no money. We need to spend \$30,000 for software tools to be able to do our jobs. The only money coming in is from OSU Statewide. They have funds also to provide some tools to faculty, but CMC doesn't. CMC resources have shifted from helping OSU in general to working with Statewide. CMC had moved forward with many projects under the previous administration, but developed its large deficit as a result.

JS: A multimedia staff of five people means faculty will do most of the course building. CMC needs to train faculty to build courses themselves, and to support the faculty.

RB: CMC could provide background support -- graphic design, putting it on the web, and supporting course pages -- but resources are stretched too thin.

JS: It's like being up to our ass in alligators, so we can't drain the swamp. There are other models where faculty get trained. If we keep going on this way, we'll never get out from behind the eight-ball.

BU: I've had the training, but couldn't get CMC to do what they'd agreed to do.

JS: I've had a similar experience with misleading information and a refusal to respond. Even with the financial crunch, we still can have clear protocols and procedures in place and distributed to faculty.

DH: So we're looking for personnel training in faculty relations, clear policies, and good communication with faculty about policies.

BU: One part of the problem is that there is no review mechanism with faculty built in. With my project, the CMC team probably decided to call it off but didn't tell me.

JS: What tools are standards for faculty use? What are officially supported? I chose simpler tools so as not to be dependent on a group as overworked as CMC. Are there standards?

RB: CMC is developing the standards now. We've been spending more time up to now working on R+D than on using the tools.

CP: CMC needs to come up with a set of supported tools. Bob Baker may be setting up a shell for all web courses at OSU. We need to get everyone to buy into the basic shell. Some faculty are only happy if they get the specific tools they want. We're limited by funding. OSU Statewide wanted to use grant revenue to share with Information Services (IS), but Finances took the \$1 million and shared it with all departments. Deans, administrators, and faculty wanted the money to go to the colleges. OSU Statewide just has the grant itself to work with as a result. We don't know what Statewide is funding. They expect IS to support everything, including streaming video, with no resources. The new Statewide Director, Bill McCaughan, understands what's going on, so it should improve.

BU: I'd like to see a way to get the relationship working better.

CP: Too many people and units are setting standards. Now perceptions are changing due to equipment failures. It cost \$50,000 for the email outage and \$40,000 for the new server for registration. Internet charges are based on megabit service on peak. Before this, it was \$6250/month. OSU uses 18 megabits/second at peak every day, so now we're paying more.

DF: What would it cost to add capacity using ADSL?

CP: We're doing a study with AT+T. It seems to be a quality of service issue.

DF: You can do routing for different users, for example, sending the dorms out via ADSL.

CP: We're doing an RFP for this, but we don't have it now. UofO and OSU will limit bandwidth during spring break. We won't be able to spike over 18 megabits/second; we have no money to pay for demand. IS will go after student sites that are violating acceptable use with things like porn banners that pay the student for each click and music downloads. We'll also be working with faculty selling books and related items for kickbacks, playing the radio, and running personal stock portfolios on OSU time and equipment. We have to report to the legislature on OSU's use of the Internet. In other areas to note, we have gone through the Justice Department and are in the RFP process to have an e-commerce portal on the OSU home page, the Alumni page, and the Athletics page. The revenue will fund information technology infrastructure at OSU. We've also signed up with SmartForce CBT for computer-based training through OSU. It will be free during spring and summer for faculty and staff. Central funding will be provided through SoftSource or cost recovery. It will provide faculty and staff training in information technology that IS can't handle now.

JS: Faculty and staff have been signing up for ZD University and paying for it themselves, so this will be good.

CP: The deans have said they'll support paying for this, if need be. Tony Korwin will announce it once the site is set up. We're now in the process of selecting the 200 courses that will be offered for free.

JS: Are some Macintosh classes available?

CP: They're trying to build in Mac acces, but it's still in process. We got a very good deal on the courses, including mentoring. It came to around \$25,000 vs \$1 million or more. We're starting to work with Paul Risser and Tim White on infrastructure issues. Paul wants 20,000 students on campus and 20,000 off-campus by 2003. The handout lists what we see as IS issues to address to make that happen.

JS: And students have a media development lab, but not faculty.

CP: That's from students' Technology Resource Fees -- the lab was for graduate students because they saw little benefit to them from the fees. There's also a Virtual Oregon proposal from six of the 20 GIS-using groups on campus, where they're requesting \$60,000 from outside funding sources to help them work together on GIS.

JS: Our department is moving away from the web - there's no additional money or faculty to support or teach online courses. We're planning to do more teaching at remote sites instead.

BU: Another question is how distance courses integrate into faculty workloads.

DF: Departments are looking at online classes of 20 vs campus classes of 120 -- it's just not cost-effective.

DH: This is back to the question of where money will come from -- the administration or outside sources need to be part of the picture.

JS: We need technology and information infrastructure, and faculty and student support for it.

CP: There's a problem with ongoing costs that we saw with the enhanced classrooms. We got a grant to implement them, but no money to run them. They'll be free for classes but a fee will be charged for other groups. We need a revenue stream to support these. The cost of information technology on campus now is about \$900/student/year -- about \$5 million for 16,000 students. This is deficit funding. The average land grant college has closer to \$10 million. It's hard to see where to cut.

DH: Faculty and the CRC need more information from IS -- more detail than we've had so far on the expenditures. It needs to be clear to people where the money is coming from and where it's going. Short vignettes would be helpful, where you take a typical end user of one sort and describe the cost of the information infrastructure to support that person -- the email, Internet access, hardware and software maintenance and upgrading, and detail on the indirect costs, etc. as provided by IS.

BU: If people understood, IS would get more support. IS is put in the same basket as Athletics now.

CP: I'd love to be treated like Athletics and get some debt relief. OSU pays to connect to Internet2 through UofO. We pay only to call UofO and ride free on their grant. It would be \$10,000/month to install our own circuits. Places like COAS get a grant and plan on IS support for no additional money to IS.

DH: Overhead should be paying for this. Why doesn't it?

JS: When COAS goes to get money approved, why doesn't someone note that IS needs to be supported as part of the grant? The Research Office does that for other cost areas.

CP: Part of the problem is administrative unwillingness to change the current use of overhead.

JS: It should be a specific line item on any grant where it's permissible.

CP: We tried to do that with OSU Statewide, but no dean supported it. There is a question of what we are really prepared to do this year and next to meet President Risser's vision. He wants OSU to be the largest university in Oregon, with technology making up the financial difference. IS is doing three things to increase revenue now:

- 1) E-commerce portal: the problems came to IS, so the revenues will
- 2) "Branding" of non-credit information technology course offered via CBT, with the revenue split between OSU Statewide and IS.
- 3) OSU Foundation -- there are still some issues to resolve between OSU and the Foundation in their new separate identity. When that settles, we'll ask for money. We want money to fund core computing, but the Foundation prefers slick, glitzy projects.

DH: So why not Internet2 as a slick project?

JS: Grant writers are another approach. Student Health has shifted a person to writing grants part of the time. Can IS do something like that?

CP: We had someone before.

BU: Think about Jon Dorbolo as a possibility.

JS: OSU is good at getting grants. PAHEC is writing grants with graduate students, since it looks like the Legislature won't fund them. IS needs to talk to grant writers on campus about building in line items for IS to fund special projects.

DF: COAS shaves off a certain amount from their grants for technology infrastructure support.

Agenda item 3:

DH: The duties of the chair are to work with the committee to set the agenda, call meetings, and move the agenda forward.

DF: We still need to figure out a way to be the voice of faculty. On the other hand, it's hard to be a voice if it's really a babble.

BU: Maybe we can talk about expanding the system, going to faculty meetings and raise this issue.

JS: We need a more effective communication infrastructure than the listserv. As a faculty committee, who can we talk to and persuade to listen to us? Who can we influence, if anyone?

DF: We need a liaison to the Dean's Computing Committee.

DH: I talked to Brent Dalrymple about that at a meeting earlier -- he said that committee hadn't met very often.

RB: One good role for the committee is to funnel information back to IS from faculty. Another role is to make Faculty Senate recommendations. It helps IS in talking to administrators that it's faculty and the Faculty Senate, not just IS, that are behind recommendations. IS is a service organization. If it's not meeting faculty and student needs, it's not succeeding.

JS: If they give you \$.50 and ask you to buy groceries for 20 students, you can't serve those students. We can help reduce Curt's blood pressure with these meetings, but we really need to communicate with faculty.

BU: Maybe we should organize forums about specific issues. We might hit a different group from the ones who are on the listserv.

DF: You don't necessarily want people with an ax to grind as the only ones coming.

JS: Maybe we should call the deans and ask them to identify 3-4 people with a strong interest in information technology, then ask those people to show up. It should include people who are happy as well as ones with technology problems.

DH: What would be some good discussion topics?

JS: The future of computer-supported instruction at OSU

DF: IS support for instruction/technology support for instruction

JS: We need to say what we'll do with the information -- make it a part of a recommendation to the Faculty Senate.

DH: Let's also have how to fund IT on campus

JS: In the discussions, how about having a box where people press a button to record their opinions -- it gives survey information and helps generate discussion. I've seen this technology. You have an overhead with the question, then a barchart with results projected. This generates a discussion based on responses and gets people to have a sense of what others are thinking. The questions start people thinking about tradeoffs.

DF: We should set up a web forum for continuing the discussions, since more issues will come up.

DH: We can go the low-tech route, too, of having sheets of paper with each area of discussion on the wall, and have people mark with colored dots the three areas they're most interested in or the opinions that most match theirs.

DF: These will be a series of conversations.

JS: Spring could be a planning time to discuss how to set up meetings -- questions to IS about issues to raise with faculty and questions to people identified by deans about the issues that they'd like to discuss.

DH: Let's look at the tasks, then.

RB: I'll talk to Bob Baker about setting up web boards and will solicit topics from people at IS to ask faculty.

BU: I can deal with CLA

JS: Health and Human Performance

DF: Science

DH: I'll make a list of colleges to send around and divvy up. How about this as what we tell deans, etc:

The Computing Resources Committee (CRC) is setting up a series of discussions with faculty about information technology on campus. We want to find people in each college with an interest in this area. Discussions will address topics such as teaching, research, training and support, and funding issues related to information technology. The CRC will use the information for several purposes: to prepare recommendations for the Faculty Senate, to recommend priorities for Information Services to the Vice-Provost for Information Services, and to provide information for faculty. We will also have web boards set up for ongoing discussion of topics identified during the discussion forums. A current recommendation as part of the CRC report would be to have more money for IS.

?: Possible title for the report: OSU Information Technology-- Walking on Thin Ice or Going Down the Tubes?

In a lively discussion of who might want to be CRC chair next year, Jay was volunteered for the position and did not immediately offer to commit hara-kiri. If anyone else has an interest, please speak up now.

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Faculty Senate

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Computing Resources Committee

November 4, 1999 Minutes

Present: Deborah Healey, Carole Crateau, Curt Pederson, David Finch, Paul Montagne, Bill Uzgalis

Agenda:

- 1) How the CRC can help address IS needs identified at the last meeting: lack of money and personnel. Perhaps a proposal for a Faculty Senate resolution? We'd need more information, such as IS budget/income/needs. This would be the beginning of a discussion of this topic.
- 2) Have vs have-not departments; instructional vs research computing. Can the CRC help address these issues?
- 3) From last time: any further discussion of CBT (online courses) and portals on the OSU home page? Ready for a recommendation?
- 4) CRC suggestions about direction for the Technology Resource Fee committee to take in reviewing requests for funding. When there are more requests than money available, how should decisions be made? See the TRF RFP website at <http://osu.orst.edu/admin/uap/trf-rfp.htm> for details.

Deborah: Three of the four items here-- IS needs, have vs have-not departments, and TRF decisions -- are somewhat related. The most immediate one is #4, with recommendations due this week. A theme through these three issues is the question of who should pay for what: what kinds of services are part of the core mission of the university, defining what makes this a university and thus funded centrally; what should be the funding role of departments; what students should pay for; and what should be on a cost-recovery basis. In looking at some of the funding requests for TRF money, there's an issue of ongoing vs one-time costs. Some of the proposals are for labs in the same building, but it's unclear from the proposals whether they're for the same labs, and if not, why there's a need for more. Some of the proposals seem to overlap, such as the ORST (Oregon Roaming Student Technologies) and mainframe improvement/maintenance requests.

David: That's a future vs present use -- we will still need the mainframe, but ORST is a better system. We'll need a migration strategy.

Paul: Incoming freshmen will not necessarily get ucs accounts on the OSU mainframe; they'll use ORST in the general use labs. There are 8000 student accounts now on the Windows NT-based ORST. It will be hard to put every student on that server. Another use is to authenticate printing, so students will only get a certain number of copies before they need to pay for printing.

Curt: Network expenses should be treated like the gas bill -- you assume increases in costs as time goes on. We shouldn't assume that all the costs can be shifted to the users.

Deborah: How does the ORST system tie into OSU's offer to alumni of email accounts for life?

Paul: OSU is doing email forwarding, not email -- users don't have space on the server, so there's virtually no load on the server. Users can now fill out a form on the web to select the username they want and a forwarding address.

Curt: In looking at the modem pool request -- we've found when we've asked that students assume their technology fees are going to modems and the student labs. We're shifting now to a model where faculty use

of the modem pool is funded through telecommunications and student use, through TRF. We're also adding an option to use a local Internet service provider at a reduced cost, negotiated by IS. Another request to look at is the one for adaptive technology. This is an area that will become more important than handicapped parking in terms of the university's obligation to provide appropriate accommodation. Our request for funding for adaptive technology was turned down last year by the TRF committee, but the Provost put the money into it. We're asking again this year, and we're looking for outside funding as a long-term solution.

Deborah: We're back to the question of where IS should get its funds -- university, grant-writing, TRF. The CRC could put together reasons the Faculty Senate should recommend better funding, like the Ad Hoc Information Services Committee did with the library.

Bill: After reading how much the library wanted to move into the digital area, Philosophy requested some electronic texts. We were told to buy them out of departmental funds. This would have taken the whole departmental library budget for a few electronic texts.

Curt: The library should be moving into better financial shape now with a new donation, but costs have increased more than expected with the library's expansion. Bob Baker got \$150,000 for WebWorks from state funds, which helped, but we're at \$350,000 per year for a basic level of service, and we'd need closer to \$750,000 to do the things everyone wants us to do. We're seeing increased costs on a general level for networking as our need for bandwidth increases. President Risser is planning to ask the Foundation to provide funding for new and emerging technologies. We're getting some support from state funds for Banner as well as the library this time.

Deborah: What information do we need in order to make a recommendation for overall IS funding?

Curt: IS isn't getting much of the new funding. The allocation was done primarily on the basis of student numbers, without considering the effect of student numbers on IS. The recommendation to increase funding for the library, for example, ended up increasing the dept for the other parts of IS rather than being something that received state or university money.

Deborah: Let's come back to the TRF question first as the most constrained in time.

Paul: Was the adaptive technology proposal not funded by the TRF committee last year because they were looking at the relatively small number of students served? I can understand why the College of Business might threaten to close their lab and turn the operation over to IS if COB doesn't get the funding they want. Students realize the COB labs are well-equipped, so they go there. More users means greater degradation; being open 24x7 means more lab monitor costs. There is a question, though, of whether that lab is really open to anyone at OSU.

Bill: If we're supporting labs all over the university, why not have a common standard?

Paul: We wouldn't be able to keep everyone up to the highest level.

Bill: Why not a common standard in terms of funding? You can get a core amount to pay for basic needs, and extras you pay for yourself as a department.

David: How would you measure it?

Carole: By student use?

Curt: There's not necessarily a feeling of sharing -- when the College of Business got a \$6 million unrestricted grant after getting \$90,000 in TRF money, I asked them to give the \$90,000 back so that it could be used in other labs. They refused.

Deborah: The TRF should probably ask applicants to include information about what students are doing now without the funding in the department, and what the department would do without the funding.

Curt: The College of Science will probably be getting an extra \$1 million -- there's a question of whether they'd use some of that money to fund their lab requests if they don't get TRF money.

David: How do you identify the students who are benefiting? Students can go just about anywhere to use a lab. Department labs are more of a convenience.

Deborah: There are some resources available in department labs that aren't across campus. Special software

is one thing, but also faculty nearby and lab assistants who know the software and the discipline in a departmental lab are part of the resources. How about this thought for rank ordering priorities this year: [with wording suggestions from various committee members] If students can go elsewhere, let them go elsewhere (don't fund). If students need to use specific resources, then upgrade equipment to an acceptable operating level with TRF funding. If departments want more than that, they can find funding elsewhere this year (not TRF funding).

Paul: You need an engr account to get on the computers in the College of Engineering labs. There's a high student population there.

Carole: We should also consider resources needed to support a large number of students -- this would open the door to College of Engineering and College of Business requests.

Deborah: This year can be a Chevy rather than a Cadillac year. Next year can be different.

Paul: Engineering students pay an additional \$25 per term for engineering labs. When engineering students ask what they're getting for their technology fees, it's hard to answer. Now it's ORST accounts and use of the modem pool.

Deborah: I keep coming back to the question of what makes a university, rather than a collection of colleges. We need a shared sense of purpose, and the idea that you help fund the many directions that make this a group larger than the one you yourself belong to. The TRF is useful to more students than the child care center, for example, but student fees help fund that. We want student parents at the university; we want a range of academic areas; we need to fund things that aren't necessarily in our own immediate interest.

Curt: Re the other items on the agenda: I'll send the current proposal from Tony about CBT, now known as SmartSource. The offer is now \$5 per title per person. We could sell CDs and make some money for IS that way. Sandy Woods in OSU Statewide is helping fund the up-front costs. The e-commerce question is sitting in the Department of Justice, waiting on their ruling as to whether or not OSU can have that kind of portal on its web pages.

Deborah: It would be good to have some information on IS budget for next time so we can talk about a recommendation for IS funding with some specifics in hand.

[Side note -- I didn't write down where this tidbit came up in the discussion, but it's too good an anecdote to let go. In previous years, infrastructure was not a required consideration in a TRF application. This meant that when the lab in Milam was funded, they realized after the fact that the electrical wiring was not set up for a traditional lab, and that they didn't have enough money to rewire. Their [pedagogically interesting] design of having computers around the edge of the room came from the brilliant insight that computers could be plugged into the circuits that the irons -- located around the edges of the room -- had been on. It's a variation of swords into plowshares, sort of.]

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Computing Resources Committee

October 6, 1999 Minutes

Present: Rick Brand, Carole Crateau, David Finch, Deborah Healey, Curt Pederson, Jay Schindler
Notes by Deborah

The first topic of discussion was the e-commerce idea, putting a button that would link to a portal on the OSU home page. If someone clicked on the button, then bought something, a portion of the sale would go to OSU.

DF: The discussion on the FacultyTech listserv has been basically negative from faculty. The best that can be said is that everything at OSU is for sale.

CP: E-commerce is going on now via faculty and department pages. It is against OSU policy, but faculty do have businesses that they are running via pages hosted on the OSU servers. Information Services does not want to be the network cop, policing sites. IS only responds to complaints about a page. In all cases so far, people with offending pages have been very cooperative about making the changes needed to comply with OSU policy. IS needs more revenue. We're not getting help with the debt this year, and we haven't been allowed to charge for areas where we support departments. A key question for us still with the e-commerce idea is where the revenue would go. If IS is taking the heat about e-commerce, we want some direct benefit. President Risser wants this idea to move forward -- at least to put out the RFP and see what responses come in.

DH: Many of the comments made were good ones. For me, data mining -- collecting information about users to sell -- is more egregious than just counting hits to sell ads with on the portal.

CP: IS is now using software called "Web Trends" to track where students are coming from. It provides more detailed information than wwwstat does, and offers a better presentation of the information. Bob Baker can come and talk about it at the next CRC meeting.

DF: On the formatting side, OSU's page is a lot more cluttered than most other pages.

CP: We've made changes to make the page easier for the visually impaired to navigate.

DF: But there is just too much on the page.

DH: The organization follows the OSU administrative structure -- I have a hard time finding anything there.

CP: We want to keep changes the page periodically. We rely heavily on student workers to help.

DF: What are the benefits to OSU of e-commerce besides revenue?

CP: It provides a connection for students and alumni. It allows friends of OSU to support OSU through their purchases. The idea came initially from the Alumni Office. They were going to go ahead and do it, putting a button on the alumni page. OSU put a stop to that and said we needed an RFP. The Alumni Office wanted to do it to generate revenue for their office. Paul Risser said that the Alumni Office was part of OSU, not a separate entity, and they couldn't go it alone with this. I can send the URLs of other universities using an e-commerce portal to the CRC.

DH: I'll pose the question on FacultyTech as to whether the button would be somehow different if it were on the alumni office page, with a link to that page from the OSU home page.

CP: OSU Foundation can't do a button on their page because of their legal setup.

JS: Let's think about guilt by association here. Imagine Nike wants to be the preferred shoe provider at OSU, and more news breaks about sweatshops. That would make OSU look bad.

CP: The Fans Only website has a page for OSU, among other universities. The Athletic Department made an arrangement with them. There was some controversy that arose when Victoria's Secret ads came on that page. OSU doesn't control the ads there.

There is also the issue of Oregon's Uniform Commercial Code. This states that if you accept ads from one legitimate business, you cannot refuse ads from any other legitimate business. Some of the companies we've been talking to about e-commerce say they apply the Notre Dame Code of Conduct when screening who appears on their portal site. OSU would have the final say on who goes on the portal page from OSU, but this could be challenged in court.

JS: This raises another issue. There are groups at OSU fighting against binge drinking here. If the portal has alcohol and tobacco ads, we're working against our own interests.

DH: How can we control what's on the portal?

DF: When the Fans Only agreement expires, will OSU have a say about what goes on that site?

CP: Given the precedent for entrepreneurship, we've encouraged the behavior at OSU, especially in the Athletics Department. Entrepreneurship is the issue for IS, too. One example of a company signing up universities is z-university. UO decided not to go with them. Right now, they're waiting to see how OSU does with e-commerce. They aren't in as constrained a financial position as IS is here, so they're waiting on us to see what happens.

JS: Being the first may not be the smartest.

DF: If there is considerable sentiment against the Athletic Department route, following that route may not be good -- it's time to push back the breach.

CP: The reaction to things like the Victoria Secret ad isn't that huge, but you remember the complaints.

JS: I'm concerned about the very few. All it takes is one to make a serious problem.

CP: The Athletic Department wasn't interested in having IS do the same thing as Fans Only -- they could get it more cheaply with Fans Only.

DH: The heart of the problem seems to be lack of money in IS, forcing moves to generate revenue.

CP: And we may not even get the revenue from e-commerce if it goes into the general fund.

RB: We're using our limited resources to do things, and we have no guarantee that we'll get money back from our efforts.

JS: Speaking of resources -- the Valley library presentation recently mentioned various multimedia services available for students. Our faculty were wondering about resources available for faculty.

RB: TRF funds went to the graduate students to equip a multimedia lab. Because they have no specific academic home, the lab was housed in the library.

JS: It looks bad when faculty don't have access to good resources. We put pressure on our faculty to build online courses and do distance education, but good tools and help aren't forthcoming.

CP: We're evaluating tools now, but there hasn't been a campus-wide agreement yet. We will agree on one set of tools that will be supported by IS. IS needs new resources to do many things, and resources to continue what we're doing now. We don't know what will happen to the web without more funding.

JS: Our department is considering not doing web-based distance education because they can't get help. We'll do on- and off-campus short courses instead. This doesn't fit "any time, anywhere" learning. Faculty are frustrated, and resources are too thin.

RB: We did hire an instructional designer, but we don't have a faculty development lab the way we used to in Kidder.

CC: Do you have a plan in place for a faculty development lab?

RB: It's part of a budget request.

CP: I'm not optimistic about new funds. A revenue-sharing model of returned overhead where IS would get something from distance education fees makes the colleges unhappy. It's like wide bandwidth capability -- faculty want it, but departments don't want to fund it.

RB: Some colleges are doing their own funding of technology, such as Business and Forestry.

CP: And they don't typically share.

DF: Are they already sharing with other groups, like the federal government?

DH: Forestry does have some agreements with government agencies.

CP: We can get some cross-campus sharing by direct pressure from the deans on departments, but it's hard. This is the same have and have-nots problem.

DH: What seems to be missing is a university rather than a departmental perspective that we're all in this together.

CP: A number of deans are now taking more of a university perspective, but whether they will put resources into it is another question.

JS: Are the needs capital or personnel?

RB: Both. There's about a three-year hardware turnaround; personnel is also a problems. We have one instructional designer for all of OSU. There are a couple of models that Larry Pribyl and I have discussed. One is to have grad students who are multimedia majors assigned as a point of contact for individual faculty members; another way is to teach more classes and have user support.

CP: A couple of colleges have already picked their own standards for what they will support and use as courseware tools. It's hard to have consensus.

JS: Do you see the WIC model anywhere, where small groups of faculty are trained to train others?

RB: That's like the second alternative with classes.

CP: The TRF money is an issue for IS. IS lost control of the selection and its ability to use TRF to shore up core functions. For example, no adaptive technology is being funded now. We're looking to the private sector to fund adaptive technology. We have a strong need to generate revenue.

JS: What about the modem pool?

CP: We're using telecommunication reserves to fund it at this point.

JS: There's a group of students who need these services, and they're paying the TRF. The University of Minnesota has created an ISP that's cheaper than other options for students, and gets money that way.

CP: We had a lot of controversy over the modem pool, and now have a mandate to fund it. We will charge for printing. We're talking about a 50 pages per term quota, then \$.05 per page after that. We'll be using Print Manager software.

JS: You should encourage faculty to accept electronic papers rather than paper-based ones.

DH: We generally have students turn in all but the final draft in electronic form. I've found it encourages students to focus on content rather than on form. Now that they can use graphical mailers, it's easier to attach files and use formatting than with Pine.

DF: Is the \$.05 cost recovery or revenue generation?

RB: It's cost-recovery when you look at maintenance and indirect costs like accounting.

JS: Speaking of revenue generation, in our college, we have protocols to follow when pursuing grants. We have to go through a central location when looking for outside funding so that we don't have people like HP hit up continuously. Do we want to ignore the OSU Foundation and have each department do individual hits on bug donors, such as Microsoft, HP, or Sun?

CP: Foundation controls some priorities, but many departments have their own connections for donor money. It would be good to be able to take university needs to businesses without taking money away from departments.

To respond to some of the other issues for the CRC:

The Dean's Computing Committee is less comfortable with alliances than the CRC -- you should talk to Brent Dalrymple about making connections. IS has no funding for support for high-end computing. We refer people to Sherri Pancake's group at the Alumni Center. We've gotten no money from the Research Office despite Toby Hayes's support for the idea. We are upgrading the modem pool and holding the line on telecommunication rates. OSU's rates are as low as or lower than those of other OUS institutions.

JS: What are the resources faculty have access to? Where are we, and where would we like to be? I've been thinking about putting together a survey to see if there is a demand, or if people just don't care any more about using technology in teaching. After all, I know chalk will work, while the technology is questionable.

RB: Milan 123 and 213 and ECE 103 are the new enhanced classrooms that are up now. Fourteen more are in progress. All have a common user interface to make it easier for the teacher to use.

CP: Another area of revenue generation is a possible alliance with CBT. We have the possibility of taking about 200 of their non-credit technical training courses and certificate programs and branding them with the OSU name. They also have material to help faculty and staff, but it's very expensive; if we can get money from branding, we can use that money to fund courseware development products. I've left a copy of the CBT catalog with Deborah.

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Faculty Senate

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Computing Resources Committee

July 22, 1999 Minutes

Present: David Finch, Deborah Healey, Paul Montague, Curt Pederson, Jay Schindler, Bill Uzgalis; visiting: Scott Kveton

Agenda:

- 1) Relationship of Information Services and CRC -- discussion
- 2) Agenda for the coming year -- discuss
- 3) Timing for visit to Chemeketa -- discuss/decide
- 4) CRC support for Ray William's classroom design -- decide
- 5) ORST project: Scott Kveton -- get information

Most of the time was spent in discussing item 1, as anticipated. Curt described a couple of pending IS initiatives that should spark faculty interest: a) an e-commerce opportunity on the OSU website and b) a private/public partnership to create a lab on campus. E-commerce: the proposal being considered is to put out to bid the opportunity to have a button on the OSU home page that would lead to an e-commerce site. The winner of the bid would be the only e-commerce button on the OSU web, an attractive option to the web portal vendor. OSU would get a percentage of every sale through the portal, with a minimum amount specified in the contract. This would not prevent OSU departments, faculty, staff, and students from purchasing from any web vendor of their choice. It does mean that should someone visit, for example, Amazon.com via the OSU button, OSU would get a cut that they would not get if someone went directly to Amazon.com. In order to maintain OSU's good relations with the Corvallis business community, part of the proposal would specify that the winning bidder would have a "Local" button with links to Corvallis businesses and would help Corvallis businesses develop their own websites.

The discussion revolved around OSU's leasing the name of the stadium and its exclusive contract with Coke as precedents. There was support for concern about local businesses. Questions remain about the use of the revenue generated.

The private/public partnership is about a Beaverton group's interest in setting up a private lab on campus. OSU would have an equity interest in the lab, which would be looking at intelligent interfaces and improvement of teaching. People at OSU who are already involved include John Gardiner (adaptive technology for the blind) and Jon Dorbolo (IS liaison). Others at OSU who are interested in pursuing this are Robby Robson (Intelligent Advisor software), Ron Adams, and Jim Coakley. Richard Warren, formerly of MIT, is a principal in the company. Both Curt and Deborah have talked to Richard; he is enormously enthusiastic about this project, and has quite a few unusual ideas. The group has identified Health and Human Performance, the English Language Institute (ELI), and Foreign Languages as departments likely to be most involved in the project. See the attachment in the next message for more details on this project. The CRC will invite Richard Warren to talk to the committee, probably in conjunction with the Advancement of Teaching Committee, Health and Human Performance, Foreign Languages, and the ELI.

Jay said that the CRC needs to look at what faculty can do with information technology, both on- and off-campus, and try to change mindsets. It helps to have someone thinking way out of the box, then find others who are willing to discuss it and take small steps to it. Deborah mentioned that she'd been working on having the people at the University of Washington's UWired project to come and talk to us and any other interested parties here about it. That would be most likely to happen in October.

Curt also discussed some issues at IS related to the budget deficit. A major issue is personnel. There are vacancies in every area, and it is difficult to find good people who will work for IS salaries. Even student

workers are being siphoned off by Rogue Wave, for example, that pays \$25/hour to IS's \$6. Those who remain are good, but are being burned out by the demands of working with too little support. The Chancellor's Office received a proposal to increase salaries for information technology personnel, but the union objected, saying that these salaries would be increased at the expense of other workers.

Bill pointed out that things nowadays don't work as they used to in the classroom. Where before the teacher was able to operate more or less on his/her own, now teachers are supported by a large group of non-teachers who make decisions about the technology that will be used in the classroom. Part of the problem is finding a good way to get faculty input.

Curt mentioned that the deficit is still an issue. Status quo budgets are reduced by deficit payments, resulting in very little available for new initiatives. Telecommunications is the only area within IS that is allowed to have an equipment reserve fund, since Telecommunications is self-supporting and the other IS areas aren't. The fund is now being used to build infrastructure and a reserve account. For example, the satellite towers are sinking and need to be relocated.

In other areas, IS is also thinking about redoing building wiring for the places on campus that are in the worst shape and that don't have funds to do their own rewiring. Those who've already rewired out of their own funds are asking for refunds. It's the same thing with replacing non-Y2K compliant computers: departments who have already invested a lot of money in that area want IS to give them money if IS is helping other departments.

People have asked about campus-wide software licensing. Purchasing is trying to manage this, but no campus-wide inventory exists. There also is no money available in IS to globally manage all the software on campus.

Jay asked about good vehicles for disseminating information. Curt felt that threaded discussion lists were a useful approach. He also mentioned that IS had been frustrated in trying to include departmental computer administrators (DCAs) in discussions, since IS seemed to get flamed when it posted to the DCA listserv.

Curt brought some questions from IS personnel for the committee to respond to, as well:

- 1) Is the CRC interested in reviewing IS budget proposals? Curt and Jim Corbett set priorities now.
- 2) What information sharing between the Technology Resource Fee (TRF) committee and the CRC would be useful?
- 3) Is the current direction of the TRF endorsed by the CRC?
- 4) Are any more unfunded mandates coming? (this is a question more to Curt from the IS staff)
- 5) Would improving faculty use of technology be better addressed at the faculty level?
- 6) How does the CRC fit with the Dean's Computing Group?
- 7) What is the CRC support for high-end computing? Faculty and IS would like to see the Research Office fund high-end computing.
- 8) Should IS fund departmental computing projects, such as department labs like that in engineering and pharmacy?
- 9) What should be done about the modem pool? It costs about \$250,000 per year. Students seem to feel that TRF money goes into it now, though that's not the case. The discussion segued into SB622, which mandates a report to the Legislature on Internet utilization on OUS campuses. A campus-wide forum on acceptable use policy may be a good idea.

IS needs feedback on the e-commerce and private/public partnership lab proposals, as well as comments on these questions.

Bill mentioned that the CRC idea of an expanded technology-rich Faculty Development Center was continuing from last year. Jon Dorbolo and Bill will write a proposal for use of OSU Statewide grant money and ask Curt to sponsor it. Curt pointed out that the grant had overspent because they didn't add in the 8% for overhead and money promised to the Bend Center.

Jay asked whether there were any listservs the CRC could be on that would help. Curt said that his were mostly external to OSU, though he reads the outages and planned outages lists regularly. Deborah and other committee members are on the DCA list, which also can be useful for the CRC.

Due to time constraints, we skipped down to item 5, Scott Kveton's report on the ORST (Oregon Roaming Student Technology) project. The idea behind it started two years ago, when people were complaining about having to staff the labs with people who just checked ID and about printing costs. There are two major pieces of ORST:

a) ORSTware, a CD-ROM of software for remote access and with other utilities. Some 10,000 CD-ROMs should be ready for distribution at the beginning of Fall term, 1999.

b) My ORST, my.orst.edu, a web interface for users of the student labs. This is a login and authentication scheme with an NT Solaris back end, and with no shell access -- students would not be able to use telnet under this system. Students would use webmail from this interface, and links of interest to students would be populated automatically from the user database. WebWorks is interested in tying into this system, so that the course webpages for a student could automatically come up when the student logged in. WebWorks staff would put links into the overall ORST database. There could be departmental links, with a folder that departmental faculty and staff could put information into. Users of departmental labs would be able to connect to the ORST system to get to webmail and the other services. Students on Windows machines would map my.orst.edu as a local drive to transfer files; Mac users would follow the normal AppleShare process, selecting my.orst.edu as the server IP address. The College of Business labs are a different issue, and how students there could connect is as yet unknown.

One issue is that the \$25-30,000 for this system has not been funded and is currently being carried as an addition to the IS deficit. It could go as a TRF proposal, since it is for student labs and student benefit.

Since it was after 4:00, there was a quick suggestion to aim for the week of September 6-10 for the visit to Chemeketa. This and the rest of the agenda will be discussed on e-mail. See the What to Do Next message for a summary of actions for the next few weeks.

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Faculty Senate

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Computing Resources Committee

**June 30, 1999
Minutes**

Present: Carole Crateau, John Block, Deborah Healey

Because several committee members were unable to attend the meeting at this time, I'd like to get emailed comments on the discussion topics from everyone. Please send your comments to the committee listserv, instdevtech@mail.orst.edu, so that everyone can benefit. I've put the notes in plain text below and attached a formatted version for easier reading. Please let me know if the attachment doesn't work for you. **Deadline for comments: July 9.**

Also, please let me know what times are available for you to meet the week of July 19 and the week of July 26. I've asked Curt Pederson for his availability during those times, as well.

1) Ray William classroom design (please review the design and description at <http://osu.orst.edu/dept/eli/idtc/william.html>).

The goal of the proposed classroom design is to provide a technology-enhanced classroom conducive to group work in large classes. The room needs to make it possible to gather 80-100 students together for large-group activities and to provide work spaces for small groups of 5-6 to brainstorm, gather information, develop ideas, and share their ideas with other groups in a poster session format. Deborah discussed a meeting called by Ray William on June 29th with Rick Brand, the supervising engineer from CMC; Hong Liner, a space planner from Facilities Services; Andy Hashimoto, Associate Provost for Academic Affairs; Ronald Oliveira, assistant registrar; Leslie Burns, the director of Undergraduate Academic Programs; Peter Bloome, the associate director of Extension Services; Penny Hardesty from the Development Office; and Michael Henthorne from the MU. The group brainstormed possible locations for such a space, discussed the pros, cons, and costs involved in setting up the space in these various locations, and suggested some next steps to follow.

Spaces mentioned at that meeting ranged from the now unusable top floors of Waldo and Strand Ag and Weatherford Dining Hall to the currently unused 5th floor of Snell to currently used spaces such as the Horticulture Design Lab in Cordeley, LaSells Stewart Center, the International Forum in Snell, a series of rooms near each other in Strand Ag and in Social Science, and the ELI Learning Center, Room 201, and Room 301 in Education Hall. Currently unusable and unused spaces would be costly to remodel. Currently used spaces have limitations with multiple uses or scheduling. Scheduling is less of an issue if classes are held in the late afternoon or evening (the course Ray teaches is held 3:30-5 and is generally able to find multiple rooms). People at the meeting offered to send Ray a list of departmentally-controlled rooms for possible collaborative use and a suggested floor plan for the Horticulture Design Lab that would be in compliance with fire codes and ADA requirements. Ray will continue to explore collaboration, scheduling, and funding possibilities.

From the discussion at the June 29th meeting and at our committee meeting, the key issues seem to be

- having resources in the space that would let students work effectively in small groups rather than sit lecture-style; this includes having enough space so that chairs don't need to be stacked up and possibly broken in the process or blocking fire exits.
- training faculty to use small group discussions, including breakout rooms, and this type of

enhanced classroom for their classes.

- funding remodeling that would add sound reduction elements and Internet and electrical wiring for small groups -- multiple groups with laptops could then be in the same room.

- scheduling the use of the room in an efficient way -- many teachers would use breakout rooms occasionally rather than during every class.

For our committee to decide -- please comment on the following:

a) Do we support the idea of this type of enhanced classroom in principle?

- Responses on the FacultyTech listserv have generally been very positive, with comments from seven supporters (from seven different departments), one person who thought it should also have distance ed resources, and one person who felt OSU should spend its resources on providing high-end labs for science classes. This is not a broad consensus, but it does show interest across campus.

- We can encourage OSU and Ray to continue to explore the issue, to see what it would cost to set up a one-year trial with a scaled-back version of the design (using existing classrooms as breakout rooms, for example, but putting fewer student desks in the room).

- We can go ahead and say that we support the idea in principle but not recommend any specific funding.

- We can support the idea and recommend funding at some level. (Deciding what level would probably require more discussion.)

b) Do we want more information from Ray? If so, what information?

=====

2) Mission of the Computing Resources Committee (CRC): how we will work with Curt Pederson. He will be part of the CRC when it begins in July. Please review the CRC standing rules -- the changes in the IDTC Standing Rules were accepted at the last Faculty Senate meeting. The Standing Rules are on the Faculty Senate webpage at <http://osu.orst.edu/dept/senate/idtc.htm>.

The basic premise is that the CRC will help IS by allowing Curt to run ideas by us before implementing them so that we can help build support for ideas and raise red flags for potentially troublesome areas. I'm asking Curt to meet with us to talk about his role on the committee and IS plans; see the email message to Curt on this topic (cc'd to the committee).

Please comment on the basic premise and what we might want to ask Curt about (read the email message to him for more details).

=====

3) Role of Information Services in supporting research vs instructional computing -- this is a large area of discussion. The CRC can gather comments and ideas from OSU faculty, both research and instruction oriented, and work to shape IS policy. We need to discuss a framework for our work in this area. We want to complement rather than compete with the new IS oversight committee by providing a faculty perspective.

Two large areas were identified in the committee discussion about this issue:

- The role of the Community Server. It's subsidized by the university in part so that the technical support costs to individual departments can be kept down. It will cost member departments \$45 per user per year as of next year. Departments such as Forestry resent having to support IS and the Community Server that they feel do little or nothing to support them. John suggested that the issue comes from departmental computer administrators (DCAs) who feel threatened by the Community Server approach. The per-user cost in Forestry is higher than that charged by the Community Server. For most departments, it is cheaper to use the

central services than to have a separate structure, including a DCA, as long as the subsidies from OSU continue.

We may want to meet with Tony Korwin, the person in charge of the Community Server, to get his viewpoint on the long-term future of the Community Server, whether it would be possible for IS to support the whole campus, and the level of support OSU now provides to the Server. I'll ask him for emailed comments to the committee on these topics to start with.

- High-end computing at OSU. OSU seems to many people to be dragging its feet in institutional support for high-end computing, as evidenced by the delay in becoming an Internet 2 institution. Departments oriented toward research and graduate instruction that need high-end resources seem to be getting short-changed at IS.

Please comment on the following:

Both of these areas could generate a great deal of discussion among the faculty and administration in different departments.

- a) Should our committee get involved in this discussion? Are these issues we want to address in the coming year or so?
- b) Should we prioritize our involvement in these issues or limit our involvement in some way?

=====

4) If and how the CRC will work to improve faculty use of technology for instruction. There seems to be agreement that the CRC should keep working on appropriate use of technology in instruction at OSU. Carole mentioned the new technology-rich Faculty Center at Chemeketa as something worth looking at as a committee. She'll check to see how Chemeketa approaches faculty support with technology. John recommended that we invite someone from the University of Washington's UWired program (see <http://chronicle.com/free/99/05/99052401t.htm> and the Chronicle of Higher Education, May 28, pages A23-24 for more) to talk to the committee. If someone from UW is willing to come down, we can open the discussion to a larger group than just our committee. OSU's Faculty Development Lab that used to be in Kidder is now the OSU Faculty Development & Training Lab in The Valley Library, room 4140. Bill Uzgalis says that Jon Root is willing to allocate \$120,000 (from OSU Statewide money?) over three years for faculty training/enhancing a faculty development lab, but that meetings to discuss details haven't been set yet. Two OSU Statewide workshops on computer use have been set up, one that was to take place in mid-June on distance education and one to take place sometime in September. The Advancement of Teaching Committee should probably be part of these discussions, since this relates directly to their mission, as well.

Please comment on the following:

- a) Should we go as a committee to view the Faculty Center at Chemeketa in Salem? Carole is willing to talk to her contact at Chemeketa to set up a tour. Deborah will see if we can get a van for the excursion.
- b) Should we invite someone from the UW to talk with us about what they've done? (Deborah will check on what's possible in terms of paying someone to come for a visit.)
- c) Should we be working with the Advancement of Teaching Committee? If so, what should the format of our interaction be?
- d) If OSU Statewide will allocate \$40,000 for the next three years, what is the best way to make use of it for faculty development with technology? For example, what needs to be done with the current Faculty Development Lab in Valley 4140 to turn it into an effective space?

=====

Please send your comments to the IDTC listserv (instdevtech@mail.orst.edu or IDTC Listserv) by July 9.

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Faculty Senate

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Computing Resources Committee

**March 16, 1999
Minutes**

Present: Merickel, Block

March 16: only Mark Merickel and John Block could show up for the previously-scheduled time on the 16th, so the meeting with the rest of the group was rescheduled for the 17th. However, some useful discussion went on during our ad hoc meeting on the 16th.

We discussed some perspectives on the role of the IDTC -->Computing Resources Committee (CRC), in particular whether it would remain a Faculty Senate committee or become more of an ad hoc advisory board. Mark suggested a query to Ken Williamson, Faculty Senate President, and Henry Sayre, incoming President to clarify this point. One model for the CRC would be that of the Library Committee: faculty serve as advisors and assist in long-range planning and decision-making for the library, with the committee's recommendations going to the Faculty Senate for approval as resolutions. With the Library Committee model, the CRC would be meeting with Curt Pederson and could invite a member of the Deans' Computing Committee to attend.

The CRC could also be seen as the technology arm of the Faculty Senate, empowered to make recommendations about technology issues. In discussing where the CRC fit vis-a-vis OSU Statewide, it was suggested that OSU Statewide had an off-campus mission, while the CRC had an on-campus one. There are areas of overlap, but the on- vs off-campus distinction could be a useful one to keep in mind. There is still some question about where the CRC will fit in the Ad Hoc Information Services Committee's recommendations for a new committee with a constituency-based membership to advise Information Services.

In thinking about Information Services as the technology infrastructure on campus, it's clear that there needs to be a mechanism for faculty input into decisions.

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Computing Resources Committee

**March 17, 1999
Minutes**

Present: Jay Schindler, Bill Uzgalis, and Larry Pribyl

Deborah started off with a recap of the previous day's discussion with Mark and John and the response of Henry Sayre to the query about the role of the IDTC:

The AdhocISCom has been working on a larger structure (University wide) into which the IDTC in its new incarnation would fit with 2 representatives. I'm sending off a "chart" by campus mail tomorrow.

In your absence we've come to see your role more or less along the lines you describe, as a Senate Committee with input on the larger committee.

[the chart Henry mentions is coming to you by campus mail; it hadn't arrived by the meeting time]

The group agreed that there was a need for the CRC to be a Faculty Senate committee and to advise Information Services. Re finalizing the name and standing rules: Jay said that "technology" rather than "computing" may spread us too thin, implying that we would be taking on lab equipment and telecommunications issues such as what audix system or standard voice mail messages OSU should have. Bill said that he preferred the focus on instruction, but agreed with the addition of research and service as faculty functions. The group looked at a few minor (mostly typographical) changes, then approved the standing rules with those changes [a copy of the Standing Rule as it is going to the Committee on Committees is coming in regular mail].

Deborah mentioned the query she had sent out to the Netadmin mailing list to get faculty contacts from a range of departments. There was a good response, and a listserv has now been set up on the OSU system called FacultyTech. [To subscribe, send email to listserv@mail.orst.edu, saying SUB FacultyTech your name]. Early next term, a few general questions should go out on the listserv to start discussion going.

Jay suggested asking FacultyTech members about:

- the specific roles they would like the CRC to play in representing faculty in teaching, research, and service
- the three top issues they would like to bring to Information Services and to share with OSU faculty
- what a Faculty Computer Resource Center should provide (a full-time staffer? what kind of information resources? what equipment?)

Bill wanted to have the larger group discuss the issue of increased community server costs. The cost is increasing to \$40/month/workstation next year for Tier I service, then \$45/month the following year. It is hard for departments to find money to replace computers if these other costs keep rising. If you can't afford computers, it affects teaching, research, and service.

Jay suggested that departments will probably just choose not to pay for the service, instead paying \$75/hour for immediate needs -- or just not doing anything sophisticated that might require support.

Deborah brought up the idea that poorly-supported servers could be a security risk for the campus-wide network, costing everyone money in the long run.

Bill pointed out that even assuming the fee increases are legitimate, there is still the question of how departments will find the money to pay for them. Jay noted that it was difficult to complain without being labeled a whiner and ignored. Larry mentioned the idea that whether we're discussing the monthly fee or \$75/hour, it's unclear how the amount was arrived at. The highest paid IS people are about \$30-\$35/hour, and we don't know how many hours they actually work -- whether part of the fee is an "inventory" cost of having people available, even if they're not doing sophisticated work.

Jay wondered about the funds for information technology that the deans are getting, and whether those funds are supposed to be used to pay for things like network services for faculty and staff who are not on grants.

Deborah said that we could ask the Budget Office and Curt Pederson where computing money at OSU comes from and where it goes so that we know where the resources are.

Jay asked if there was a database of computing resources on campus. Larry thought that even if it existed, it was probably outdated. Larry will check with Phil Isensee to see if someone is tracking the computing resources on campus.

Bill told the group about his conversation with Jon Root about getting money for a faculty development system based on the WIC model. It seemed like there were a number of projects being funded by the OSU Statewide grant, but not many related to the original purpose of faculty development. Jon said he didn't have much left in the budget, but could put some money toward the project, maybe reassigning Jon Dorbolo to work with us on this idea. Larry will find out what kind of funding might be available and what IS and we could do with it. Bill will go to Curt Pederson and get his take on the proposal. This proposal might be a way to get the OSU Web Association faculty development projects revived and moving forward. Larry pointed out that over 90% of all OSU Statewide courses take place at least in part on campus, so the CRC and Statewide have joint interests in this. Bill said that Jon Dorbolo will be talking with Sandra Woods of Statewide about working with our committee on this project, too. Deborah mentioned her hope that we could feel free to talk with anyone on campus who shares our interests, keeping the focus on improving faculty use of computing resources and away from any turf battles.

=====

Please feel free to send mail to the instdevtech list about any errors or omissions in these notes. The next meeting is very tentatively set for Wednesday, April 21st at 1:30. Please let Deborah know if this will or will not work with your schedule. (Carole - I'm not sure what days you're on campus next term; please let me know if we need to shift the meeting to another day.) I'll be in Egypt March 27-April 16, then heading to Turkey April 25-May 1. I'm hoping for decent email access when I'm in Egypt.

In other notes, it looks like John Block will be able to meet with the Ad Hoc Information Services Committee to represent the IDTC at their next meeting on April 2nd. Thanks to all who have moved us forward so far!

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Computing Resources Committee

(Formerly Instructional Development and Technology Committee)

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Materials linked from the Computing Resources Committee 2011-2012 Annual Report.

Computing Resources Committee (Stefanie Buck, Chair)

The Committee shall consist of six Faculty, at least four of whom must be Teaching Faculty, and two Students, and the following ex-officio, non-voting members: the Vice Provost for Information Services **or a designated representative**, and a representative from Technology Across the Curriculum (TAC). The Vice Provost for Information Services may recommend a resource person from Information Services as another ex-officio, non-voting member. The CRC chair serves as an ex-officio member of the Information Technology Coordinating Committee (ITCC).

Rationale: Rather than having to find a representative for each meeting that the Vice Provost for Information Services may not be able to attend, allowing a designated representative will offer him or her more flexibility and accommodate his or her busy schedule. A designated representative will also provide continuity and a consistent flow of information between the CRC and the Vice Provost for Information Services.

Committee on Committees Review: Approve
Faculty Senate approved on April 12, 2012

**THE OREGON STATE UNIVERSITY
BLACKBOARD TOOLS EVALUATION SURVEY
PROCEDURES AND RESULTS**

Submitted to:

Jon Dorbola
Associate Director
Technology Across the Curriculum

Report Prepared by:

Lydia Newton
Virginia Lesser
Rachael Sexton
Oregon State University
Survey Research Center
June 2008

Sampling Design and Operations

The Oregon State University Blackboard Tools Evaluation Surveys were conducted by the Survey Research Center at Oregon State University (OSU-SRC) during Spring Quarter 2008. The purpose of this study was to ask undergraduate students and instructors at Oregon State University about the use of OSU Blackboard. This survey is part of a review initiated by the Faculty Senate Computing Resources Committee in cooperation with OSU Information Services.

The primary purpose of this survey is to solicit information from the user population of Blackboard to identify aspects of the Blackboard system and related infrastructure that may be improved to better serve the OSU educational community. It is important to gather feedback from instructors who use Blackboard to any extent, from instructors who choose not to use Blackboard, from instructors who have never considered or tried using Blackboard, and from students who may or may not use Blackboard.

Every instructor who taught a course anytime between spring quarter 2007 and winter quarter 2008 received an invitation from the OSU Survey Research Center to participate in the online survey. In addition, every student that was enrolled at OSU during winter quarter 2008 had the chance to be included in this study. A random sample of 2,500 graduate and undergraduate students was selected by Frank Kessel of OSU Enterprise Computing. All primary instructors that taught in any of the four quarters listed in SIS Data Warehouse was included in the instructor sample. Carla Simonson of OSU Enterprise Computing was responsible for pulling and updating the instructor list for OSU-SRC. The faculty list included email address and campus address information.

In order to improve response rates, an advance email message was sent from a Computer Resources Committee (CRC) email address on March 4th to all teaching staff in the sample. The email with the link to the survey questionnaire was sent to all instructors two days later on March 6th. A follow-up paper survey was delivered to the campus address for all instructor non-respondents on March 12. The paper survey was mailed to instructors located off campus using first-class postage through the U.S. Postal Service.

The advance email message was sent from CRC to all selected students on March 6. The first notification of the link to the survey questionnaire was sent by email to students on March 10. Two follow-up emails were transmitted to all non-responding students on March 14 and April 3. Copies of the email messages and a hard-copy of the web surveys are attached in Appendix A-1 and A2 for instructors and students respectively.

Results

Response Rates

Results for the student and instructor surveys are presented in Table 1-A and 1-B. Six hundred and eighty-three students completed and submitted the web survey, while 475 instructors completed the survey and an additional 166 instructors completed the paper survey. Some students and instructors asked not to be included in further contacted and are considered refusals in the disposition table below. Any faculty or students that could not be reached by the email or campus mail address provided are reported as “undeliverable” below.

Table 1-A. Student Response summary for the Oregon State University Blackboard Tools Evaluation Survey

<u>Frequency</u>	<u>%</u>	<u>Description</u>
683	27.3 %	Completed
11	.04 %	Undeliverable email address
4	.02 %	Refusal
1802	72.1 %	Not returned

27.3% RESPONSE RATE
27.4% ADJUSTED RESPONSE RATE¹

Table 1-B. Instructor Response summary for the Oregon State University Blackboard Tools Evaluation Survey

<u>Frequency</u>	<u>%</u>	<u>Description</u>
475	24.4 %	Completed Web
166	8.5 %	Completed Paper
111	5.7 %	Undeliverable email address
27	1.4 %	Undeliverable paper address
17	0.9 %	Not Available (On leave/Sabbatical)
33	1.7 %	No longer at OSU
10	0.5 %	Refusal
1108	57.00 %	Not returned

33.0% RESPONSE RATE
36.5% ADJUSTED RESPONSE RATE²

Frequency Results

All questions were summarized in a frequency analysis. Results of the frequency analyses for all records are provided for the instructors in Appendix B, while the results from the students are provided in Appendix C. The coding for these frequency results is interpreted as follows. For all questions, "number" represents the number of respondents replying to each category, "percent" represents the percentage of respondents answering each category, and "cumulative" refers to the cumulative frequency or percentage of respondents answering each category as you work down the sequential list of choices in the question. The codebook showing variable names, acceptable codes, skip patterns, and other survey formatting information is located in Appendix D-1 for instructors and D-2 for students. Open-ended comments from instructors and students are available in Appendix E-1 and E-2 respectively.

Instructor Results

Fifty-seven percent of the questionnaires were completed on the web while 20% completed the survey by paper. The largest percentage of instructor respondents (19%) were located in the College of Science, followed by the College of Liberal Arts (18.6%). Thirty percent of the respondents were tenured professors, while 23% were instructors (Question 2). The average total credit hours taught by the respondents between spring quarter 2007 and winter quarter 2008 was 13.5 hours (Question 3). These respondents stated that the average credit hours not using Blackboard during this same time period was 5.3 hours (Question 4), while the average credit hours using Blackboard during this same time period was 10.4 hours (Question 4).

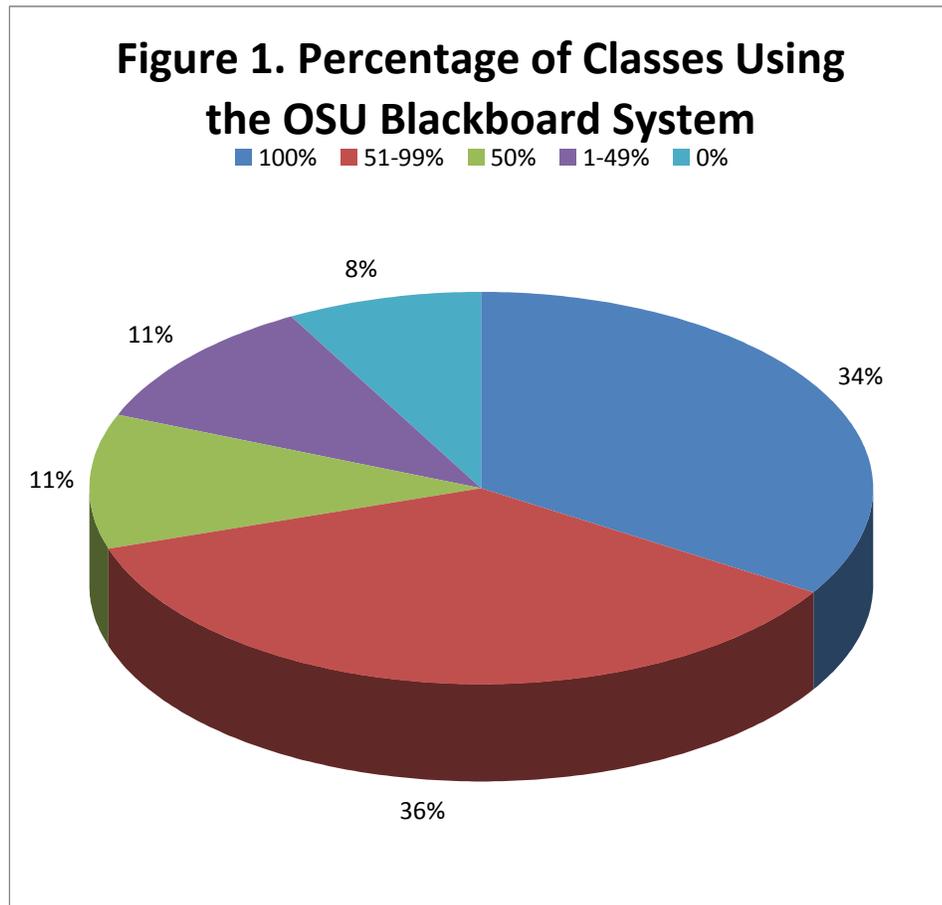
Instructors were asked to rate the importance of a number of features related to teaching and learning processes. Eighty-five percent of the respondents felt that having the ability to post course materials online was either very important or important (Question 7c), while nearly 80% felt that having the ability to communicate with students as a group and/or individually by means other than face-to-face was very important or important (Question 7a). The responding instructors felt that the ability of students to communicate with one another outside the classroom (Question 7b) was either slightly or not at all important (24.0%). The ability to post grades and scores online (Question 7d) and the ability to evaluate what students know, understand, or have yet to learn (Question 7e) was rated as very or somewhat important by 63% and 59% of the respondents, respectively.

Nearly 94% of the respondents stated that he/she used Blackboard to communicate with students and they plan to continue to do so (Question 8). However, the largest percent of respondents to Question 9 answered that they had never used Blackboard to assess student knowledge, understanding or progress because they are not familiar with the Blackboard tools for this purpose 35.8%. When asked about students communicating with one another outside of the classroom, 42% of the respondents use Blackboard to allow students to communicate and plan to continue to do so, while 30.7% have never used blackboard to allow students to communicate because they are not familiar with the Blackboard tools for this purpose (Question 10).

Nearly 95% of the respondents felt that students were either very effective, effective or somewhat effective in making use of Blackboard (Question 11). Respondents stated that they asked for feedback from students on their uses of Blackboard very little (33.8%), followed with a moderate extent (32.0%) (Question 12). The choice most frequently selected by respondents to learn about Blackboard tools and techniques was online tutorials (21.2%), followed by face-to-face workshops (19.3%), (Question 14).

Student Results

Seventy-three percent of the responses were obtained from undergraduate students (Question 1). The major courses of study for these responses covered just under 100 different majors (Question 2). Eighty-three percent of the respondents were enrolled in OSU Corvallis campus locations, while 13% were enrolled in OSU Extended Campus (Question 3). Just over 70% of the respondents stated that over 50% of their classes use OSU Blackboard (Question 4; Figure 1).



Students were asked about the level of importance of certain Blackboard tools. Ninety-two percent of the respondents felt that having online access to course materials was either very important or important (Question 5c), while 90% felt having online access to the course grades and scores was very important or important (Question 5d). Seventy-six percent of the respondents felt that the ability to communicate with instructors by means other than face-to-face was very important or important (Question 5a); while 45% said the ability to communicate with other students by means other than face-to-face was very important or important (Question 5b)).

Students were asked to evaluate the effectiveness of various OSU Blackboard features (Question 6). The most effective feature was access to course materials followed by access to grades and scores, which was rated as very effective by 52% and 45% of the respondents, respectively. The feature that had the lowest effectiveness rating (not at all effective) was communication with other students, which was selected by 14% of the respondents (Question 6b).

Seventy percent of students felt that the instructors use OSU Blackboard effectively in 51 to 100% of their classes (Question 7). Sixty-one percent of the respondents stated that instructors who used Blackboard did not ask for feedback regarding their use of Blackboard (Question 8). Eighty-five percent of the students rated their own ability to use Blackboard effectively (Question 9).

When asked about methods to learn more about Blackboard, the largest percent (26.6%) answered that they did not want instruction about Blackboard (Question 10). However, of the learning options selected by students, 16.7% favored online tutorials, while 12.5% favored learning from their instructors.

APPENDIX A-1:
INSTRUCTOR
PRENOTIFICATION EMAIL MESSAGE, FOLLOW-UP LETTER
AND HARD-COPY OF PAPER QUESTIONNAIRE

{Instructor prenotification email}

Dear OSU faculty and instructors,

Within the next week, the Survey Research Center (SRC) will conduct a survey to gather feedback concerning the OSU Blackboard system.[1] This survey is part of a review initiated by the Faculty Senate Computing Resources Committee (CRC) and carried out in cooperation with OSU Information Services.

The primary purpose of the Blackboard Review is to identify aspects of the Blackboard system and related infrastructure that may be improved to better serve the OSU educational community. This survey is a crucial part of the review because it solicits feedback directly from the user population of the tools. It is important to gather feedback from instructors who use Blackboard to any extent, from instructors who choose not to use Blackboard, and also from instructors who have never considered or tried using Blackboard. **Whatever your experience with Blackboard may be, even if none at all, we need to hear from you via this survey.**

Instructors who use Blackboard do so in a variety of ways and levels of involvement. It is important for the University to assess the suitability and value of the tool set to reflect the diversity of conditions among the educational community. Your teaching and learning conditions are a unique part of that diversity.

Every instructor who taught a course anytime between spring quarter 2007 and winter quarter 2008 will receive an invitation from the OSU Survey Research Center to participate in the on-line survey. Your invitation will arrive by e-mail and include a password and link. The survey should take no more than 15 minutes to complete.

Your voice matters and we encourage you to respond candidly so that meaningful information will result. Your responses and comments will remain anonymous and confidential. The information will be exclusively gathered and analyzed by the Survey Research Center.

Thank you in advance for your participation. We know that your time is precious.

Jon Dorbolo
Co-Chair Computer Resources Committee

Kathy Howell
Co-Chair Computer Resources Committee

[1.] OSU Blackboard is an enterprise-wide online learning resources management system that is available to all OSU instructors and students at <http://my.oregonstate.edu>. This system provides a web interface and tool set by which instructors may provide information and activities to students. You may learn more about OSU Blackboard at <http://oregonstate.edu/tac>.

{Instructor 1st linked email}

Dear OSU Faculty Member,

One or two days ago, you should have received an email from Faculty Senate Computing Resources Committee (CRC) Co-Chairs Jon Dorbolo and Kathy Howell that introduced an important study that the CRC is conducting to evaluate the OSU Blackboard system. All instructors who have taught a course from spring quarter 2007 through winter quarter 2008 are being asked to participate in this important online survey for Blackboard.

In order to ensure the anonymity of respondents, the OSU Survey Research Center (OSU-SRC) is administering the survey and will provide an analysis of results to the CRC.

We would like to hear from every instructor regardless of whether or not you have used Blackboard. We encourage you to be candid in your responses so that meaningful information will result.

The survey can be found online at
<http://www.stat.oregonstate.edu/Blackboard-Instructors/>

Once there, you will need a PIN number to access the survey.

Your personal PIN number is XXXX.

This survey is meant to learn about the Blackboard features that are most useful to the teaching process for OSU instructors. Also important, are your likes and dislikes with the Blackboard system.

Please know that your responses and comments will remain anonymous and confidential. The Survey Research Center takes steps to ensure that anonymity will not be compromised in any way. Your name will never be associated with the information you provide.

The survey should take about 10 to 15 minutes to complete. We know that your time is precious and we are grateful for your participation.

Thank you,

Virginia M. Lesser
Director, Survey Research Center

If you have any questions about the purpose of this survey, please contact Jon Dorbolo (Associate Director, Technology Across the Curriculum; Co-Chair, Computing Resources Committee) at Jon.Dorbolo@oregonstate.edu

If you have technical issues with the survey, please reply to this email at src@oregonstate.edu

Should you have questions about your rights as a research participant, please contact the Oregon State University Institutional Review Board (IRB) Human Protection Administrator at 541-737-4933 or by email at IRB@oregonstate.edu .

{Instructor follow-up paper letter}

Dear OSU Faculty Member,

March 12, 2008

About a week ago, the Oregon State University Survey Research Center (OSU-SRC) sent you a request to complete the **OSU Blackboard Tools Evaluation Survey** online. To the best of our knowledge, we have not yet received a completed questionnaire from you.

OSU Information Services has been asked by the OSU Faculty Senate Executive Committee and the Computer Resources Committee (CRC) to evaluate the OSU Blackboard system. In making this evaluation it is crucial to ask both users and those who choose not to be users to rate aspects of the systems' functionality and provide their likes and dislikes.

All instructors who are teaching have taught courses from spring 2007 through winter 2008 are being asked to participate in this important survey for Blackboard. Even if you have not used Blackboard, we would like your participation.

In order to ensure the anonymity of respondents, the OSU Survey Research Center (OSU-SRC) is administering the survey and will provide analysis of results to the CRC.

The survey can be found online at

<http://www.stat.oregonstate.edu/Blackboard-Instructors/>

Once there, you will need a PIN number to access the survey. **Your personal PIN number is XXXX.**

We have enclosed a hard-copy of the survey in case you prefer to complete the survey in this format.

Please know that your responses and comments will remain anonymous and confidential. The Survey Research Center takes steps to ensure that anonymity will not be compromised in any way.

The survey should take about 10 to 15 minutes to complete. We know that your time is precious and we are grateful for your participation.

Thank you,

Virginia Lesser

Virginia M. Lesser
Director, Survey Research Center

If you have any questions about the purpose of this survey, please contact Jon Dorbolo (Associate Director, Technology Across the Curriculum; Co-Chair Computing resources Committee) at Jon.Dorbolo@oregonstate.edu

If you have technical issues with the survey, please reply to this email at src@oregonstate.edu

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APPENDIX A-2:
STUDENT
PRENOTIFICATION EMAIL MESSAGE, FOLLOW-UP EMAIL MESSAGES
AND COPY OF WEB QUESTIONNAIRE

{Student prenotification email}

Dear OSU Student,

Within the next week, the Survey Research Center (SRC) will conduct a survey to gather feedback concerning the OSU Blackboard system.[1] This survey is part of a review initiated by the Faculty Senate Computing Resources Committee (CRC) and carried out in cooperation with OSU Information Services.

The primary purpose of the Blackboard Review is to identify aspects of the Blackboard system and related infrastructure that may be improved to better serve the OSU educational community. This survey is a crucial part of the review because it solicits feedback directly from the user population of the tools. Students who use Blackboard do so in a variety of ways and levels of involvement.

Whatever your experience with Blackboard may be, even if none at all, we need to hear from you via this survey.

A representative sample of students will receive an invitation from the OSU Survey Research Center to participate in the on-line survey. Your invitation will arrive by e-mail and include a PIN number and link. The survey should take no more than 15 minutes to complete.

Your voice matters and we encourage you to respond candidly so that meaningful information will result. Your responses and comments will remain anonymous and confidential. The information will be exclusively gathered and analyzed by the Survey Research Center.

Thank you in advance for your participation. We know that your time is precious.

Jon Dorbolo
Co-Chair Computer Resources Committee

Kathy Howell
Co-Chair Computer Resources Committee

[1.] OSU Blackboard is an enterprise-wide online learning resources management system that is available to all OSU instructors and students at <http://my.oregonstate.edu>. This system provides a web interface and tool set by which instructors may provide information and activities to students. You may learn more about OSU Blackboard at <http://my.oregonstate.edu/tac>.

{Student 1st linked email}

Dear OSU Student,

A few days ago, you should have received an email from Faculty Senate Computing Resources Committee (CRC) Co-Chairs Jon Dorbolo and Kathy Howell that introduced an important study the CRC is conducting to evaluate the OSU Blackboard system. You are one of a small number of Winter quarter OSU students asked to participate in this important online survey for Blackboard.

In order to ensure the anonymity of respondents, the OSU Survey Research Center (OSU-SRC) is administering the survey and will provide analysis of results to the CRC.

We would like to hear from you regardless of whether or not you have used Blackboard. We encourage you to be candid in your responses so that meaningful information will result.

The survey can be found online at
<http://www.stat.oregonstate.edu/Blackboard-Students/>

Once there, you will need a PIN number to access the survey.

Your personal PIN number is XXXX.

This survey is meant to learn about the Blackboard features that are most useful to the learning process for OSU students. Also important, are your likes and dislikes with the Blackboard system.

Please know that your responses and comments will remain anonymous and confidential. The *Survey Research Center* takes steps to ensure that anonymity will not be compromised in any way. Your name will never be associated with the information you provide.

The survey should take about 10 to 15 minutes to complete. We know that your time is precious and we are grateful for your participation.

Thank you,

Virginia M. Lesser
Director, Survey Research Center

If you have any questions about the purpose of this survey, please contact Jon Dorbolo (Associate Director, Technology Across the Curriculum; Co-Chair Computing Resources Committee) at Jon.Dorbolo@oregonstate.edu

If you have technical issues with the survey, please respond to this email at src@oregonstate.edu

Should you have questions about your rights as a research participant, please contact the Oregon State University Institutional Review Board (IRB) Human Protection Administrator at 541-737-4933 or by email at IRB@oregonstate.edu.

{Student 1st follow-up email}

Dear OSU Student,

About a week ago, the Oregon State University Survey Research Center (OSU-SRC) sent you a request to complete the OSU Blackboard Tools Evaluation Survey online. To the best of our knowledge, we have not yet received a completed questionnaire from you.

OSU Information Services has been asked by the OSU Faculty Senate Executive Committee and the Computer Resources Committee (CRC) to evaluate the OSU Blackboard system. In making this evaluation it is crucial to ask both users and those who choose not to be users to rate aspects of the systems' functionality and provide their likes and dislikes.

You have been chosen at random from a list of OSU winter quarter students to participate in this survey. Even if you do not currently use Blackboard in your classes, we would still appreciate your participation.

In order to ensure the anonymity of respondents, the OSU Survey Research Center (OSU-SRC) is administering the survey and will provide analysis of results to the CRC.

The survey can be found online at
<http://www.stat.oregonstate.edu/Blackboard-Students/>
Once there, you will need a PIN number to access the survey.

Your personal PIN number is XXXX.

Please know that your responses and comments will remain anonymous and confidential. The *Survey Research Center* takes steps to ensure that anonymity will not be compromised in any way.

The survey should take about 10 to 15 minutes to complete. We know that your time is precious and we are grateful for your participation.

Thank you,

Virginia M. Lesser
Director, Survey Research Center

If you have any questions about the purpose of this survey, please contact Jon Dorbolo (Associate Director, Technology Across the Curriculum; Co-Chair Computing resources Committee) at Jon.Dorbolo@oregonstate.edu

If you have technical issues with the survey, please reply to this email at src@oregonstate.edu

Should you have questions about your rights as a research participant, please contact the Oregon State University Institutional Review Board (IRB) Human Protection Administrator at 541-737-4933 or by email at IRB@oregonstate.edu .

{Student 2nd follow-up email}

Dear OSU Student,

Just before finals week, we emailed you a request to complete the OSU Blackboard Review Survey. We recognize this was a busy time for you. This survey is very important for all students to help us improve Blackboard for your education here at Oregon State University. Please take a few minutes and respond to this survey. Even if you have not had experience with Blackboard, taking the survey will still determine the proportion of the student body not utilizing the Blackboard system. This will also give us a chance to learn about your own educational technology needs. This is very important for us know.

The survey can be found online at
<http://www.stat.oregonstate.edu/Blackboard-Students/>

Once there, you will need a PIN number to access the survey.
Your personal PIN number is XXXX.

OSU Information Services has been asked by the OSU Faculty Senate Executive Committee and the Computer Resources Committee (CRC) to evaluate the OSU Blackboard system. In making this evaluation it is crucial to ask both users and those who choose not to be users to communicate their educational values.

You have been chosen at random from a list of OSU winter quarter students to participate in this survey. In order to ensure the anonymity of respondents, the OSU Survey Research Center (OSU-SRC) is administering the survey and will provide analysis of results to the CRC.

Please know that your responses and comments will remain anonymous and confidential. The Survey Research Center takes steps to ensure that anonymity will not be compromised in any way.

The survey should take about 10 to 15 minutes to complete. We know that your time is precious and we are grateful for your participation.

Thank you,

Virginia M. Lesser
Director, Survey Research Center

If you have any questions about the purpose of this survey, please contact Jon Dorbolo (Associate Director, Technology Across the Curriculum; Co-Chair Computing resources Committee) at Jon.Dorbolo@oregonstate.edu
If you have technical issues with the survey, please reply to this email at src@oregonstate.edu

To learn about OSU Blackboard go to: <http://oregonstate.edu.tac>.

Should you have questions about your rights as a research participant, please contact the Oregon State University Institutional Review Board (IRB) Human Protection Administrator at 541-737-4933 and or by email at IRB@oregonstate.edu and refer to IRB # 3877.

Instructor Survey

OSU Blackboard Tools Evaluation Survey



A study initiated by the Faculty
Senate Computing Resources
Committee (CRC)

Q1. In which OSU college was most of your instruction in the last year (Spring 2007 – Winter 2008)? (Circle one number)

- | | |
|-----------------------------|------------------------------------|
| 1 Agricultural Sciences | 7 Liberal Arts |
| 2 Business | 8 Oceanic and Atmospheric Sciences |
| 3 Education | 9 Pharmacy |
| 4 Engineering | 10 Science |
| 5 Forestry | 11 Veterinary Medicine |
| 6 Health and Human Sciences | 12 Other (<i>Describe</i> _____) |

Q2. What are your roles for OSU? (Circle all that apply)

- 1 Tenured Professor
- 2 Tenure-track Professor
- 3 Research Professor
- 4 Instructor
- 5 eCampus Instructor
- 6 Adjunct Instructor
- 7 Teaching Assistant
- 8 Other (*Describe* _____)

Q3. Thinking about spring quarter 2007 through winter quarter 2008, approximately how many total credit hours did you instruct?

_____ TOTAL CREDIT HOURS FROM SPRING 2007 – WINTER 2008



If you answered "0" to this question, please skip now to question 14 on page 4.

Q4. Of the total credit hours you instructed from spring quarter 2007 through winter quarter 2008, approximately how many did you instruct NOT using OSU Blackboard and how many did you instruct using OSU Blackboard?

_____ TOTAL CREDIT HOURS NOT USING OSU BLACKBOARD FROM SPRING
2007 – WINTER 2008

_____ TOTAL CREDIT HOURS USING OSU BLACKBOARD FROM SPRING 2007 –
WINTER 2008

Q5. Approximately how many students did you instruct from spring quarter 2007 through winter quarter 2008 NOT using OSU Blackboard? (Circle one number)

- | | |
|----------------------|-------------------------|
| 1 None | 6 101 to 200 students |
| 2 1 to 25 students | 7 201 to 300 students |
| 3 26 to 50 students | 8 301 to 400 students |
| 4 51 to 75 students | 9 401 to 500 students |
| 5 76 to 100 students | 10 501 or more students |

Q6. Approximately how many students did you instruct from spring quarter 2007 through winter quarter 2008 using OSU Blackboard? (Circle one number)

- | | |
|----------------------|-------------------------|
| 1 None | 6 101 to 200 students |
| 2 1 to 25 students | 7 201 to 300 students |
| 3 26 to 50 students | 8 301 to 400 students |
| 4 51 to 75 students | 9 401 to 500 students |
| 5 76 to 100 students | 10 501 or more students |

Q7. How important, if at all, are each of the following to your teaching and learning processes?

	Very Important	Important	Somewhat Important	Slightly Important	Not at all Important	Not sure/ No basis for opinion
a. The ability to communicate with students as a group and/or individually by means other than face-to-face ..	1	2	3	4	5	0
b. The ability of students to communicate with one another outside the classroom	1	2	3	4	5	0
c. The ability to post course materials online..	1	2	3	4	5	0
d. The ability to post grades and scores online	1	2	3	4	5	0
e. The ability to evaluate what students know, understand, or have yet to learn, so that you may plan appropriate activities for class meetings/activities	1	2	3	4	5	0

IMPORTANT, PLEASE READ BEFORE CONTINUING

If you did not instruct any students from spring quarter 2007 through winter quarter 2008 using OSU blackboard, please skip now to question 14 on page 4.

Q8. Please read the following statements and choose the one that best describes your level of use of OSU Blackboard to communicate with students. (Circle one number)

- 1 I use OSU Blackboard to communicate with students and plan to continue to do so.
- 2 I have used OSU Blackboard to communicate with students in the past, but do not plan to do so again.
- 3 I have never used OSU Blackboard to communicate with students because Blackboard capabilities do not meet my needs.
- 4 I have never used OSU Blackboard to communicate with students because I am not familiar with the Blackboard tools for this purpose.
- 5 Other (*Describe* _____)

Q9. Which statement best describes your level of use of OSU Blackboard to evaluate the level of student knowledge, understanding, or progress? (Circle one number)

- 1 I use OSU Blackboard to assess student learning and plan to continue doing so.
- 2 I have used OSU Blackboard to assess student learning in the past, but do not plan to do so again.
- 3 I have never used OSU Blackboard to assess student learning because Blackboard capabilities do not meet my needs.
- 4 I have never used OSU Blackboard to assess student learning because I am not familiar with the Blackboard tools for this purpose.
- 5 Other (*Describe* _____)

Q10. Which statement best describes your level of use of OSU Blackboard to allow students to communicate with one another outside of the classroom? (Circle one number)

- 1 I use OSU Blackboard to allow students to communicate with one another outside of the classroom and plan to continue to do so.
- 2 I have used OSU Blackboard to allow students to communicate with one another outside the classroom, but do not plan to do so again.
- 3 I have never used OSU Blackboard to allow students to communicate with another outside the classroom because Blackboard capabilities do not meet my needs.
- 4 I have never used OSU Blackboard to allow students to communicate with one another outside the classroom because I am not familiar with the Blackboard tools for this purpose.
- 5 Other (*Describe* _____)

Q11. In your opinion, how effective are your students in making use of the OSU Blackboard system? (Circle one number)

- 1 Very effective
- 2 Effective
- 3 Somewhat effective
- 4 Slightly effective
- 5 Not at all effective

Q12. To what extent do you ask for feedback from your students regarding your uses of OSU Blackboard for instruction? (Circle one number)

- 1 To a great extent
- 2 To a moderate extent
- 3 Very little
- 4 Not at all

Q13. How effective do you rate your own ability to use OSU Blackboard? (Circle one number)

- 1 Very effective
- 2 Effective
- 3 Somewhat effective
- 4 Slightly effective
- 5 Not at all effective

Q14. By which of the following methods are you interested in learning about OSU Blackboard tools and techniques? (Circle all that apply)

- 1 Face-to-face workshops
- 2 One-on-one consultation
- 3 Online tutorials
- 4 Email consultation
- 5 Telephone consultation
- 6 Working with other instructors
- 7 Other (*Describe* _____)
- 8 No thank you, I don't want instruction about Blackboard

If you do not want instruction about Blackboard, please skip now to Question 16.

Q15. What aspects of OSU Blackboard would you like to learn more about?

Q16. What changes do you suggest that could potentially improve the OSU Blackboard system?

Q17. If you could make only one suggestion on how to improve the Blackboard system, what would it be?

Q18. What else would you like to say about OSU Blackboard or about your needs for a course management system in general?

Student Survey:

Welcome to the OSU Blackboard Tools Evaluation Survey

Thank you for choosing to participate in this important survey about OSU Blackboard.

Because we know that users of OSU Blackboard have much to say about the quality of Blackboard as a classroom tool, we have included several questions at the end of the survey where you will have an opportunity to comment openly about your views and experiences with OSU Blackboard.

To begin, please enter the 4-digit PIN number assigned to you. You can find your PIN number in the email you received about this survey.

Q1. What is your current class standing?

- Freshman
- Sophomore
- Junior
- Senior
- Masters
- Doctorate
- Other (*Describe*)

Q2. In which program is your major course of study? If you have a dual major or cannot find your major in the list provided, please check "Other" at the end of the drop down list and type your response in the box below.

If you could not find your major in the drop down list above or have a dual major, please type your response here.

Q3. Thinking of this term only (Winter 2008), in which of the following OSU class locations did you enroll? (Click all that apply)

- OSU Corvallis Campus
- OSU Cascades Campus
- OSU Extended Campus
- Other (Describe)

Q4. Thinking of this term only (Winter 2008), what percentage of your classes use the OSU blackboard system?

- 100% or all of my classes use OSU Blackboard
- 51 - 99% of my classes use OSU Blackboard
- 50% or about 1/2 of my classes use OSU Blackboard
- 1 - 49% of my classes use Blackboard
- 0% or none of my classes use Blackboard
- I am not sure

5. How important, if at all, are each of the following Blackboard tools for your learning process?

	Very Important	Important	Somewhat Important	Slightly Important	Not at all Important	Not sure/No basis for opinion
a. The ability to communicate with instructors by means other than face-to-face	<input type="radio"/>					
b. The ability to communicate with other students by means other than face-to-face	<input type="radio"/>					
c. Having online access to course materials	<input type="radio"/>					
d. Having online access to your course grades and scores	<input type="radio"/>					

Q6. How effective, if at all, have the following OSU Blackboard features been for you?

	Very effective	Effective	Somewhat effective	Slightly effective	Not at all effective	Not Applicable/No Basis for Opinion
a. Communication with instructors	<input type="radio"/>					
b. Communication with other students	<input type="radio"/>					
c. Access to course materials	<input type="radio"/>					
d. Access to course grades and scores	<input type="radio"/>					

Q7. Understanding that your instructors must operate within the current OSU Blackboard feature set, what percentage of your instructors who use OSU Blackboard this quarter do so effectively?

- 100% (All)
- 51 - 99% (Most)
- 50% (Half)
- 1 - 49% (Less than half)
- 0% (None)

Q7A. Understanding that your instructors must operate within the current OSU Blackboard feature set, If you could make one change that would improve your instructor's use of the OSU Blackboard system, what would it be?

Q8. Of those instructors who use OSU Blackboard this quarter, what percentage ask for your feedback regarding their uses of OSU Blackboard for instruction?

- 100% (All)
- 51 - 99% (Most)
- 50% (Half)
- 1 - 49% (Less than half)
- 0% (None)

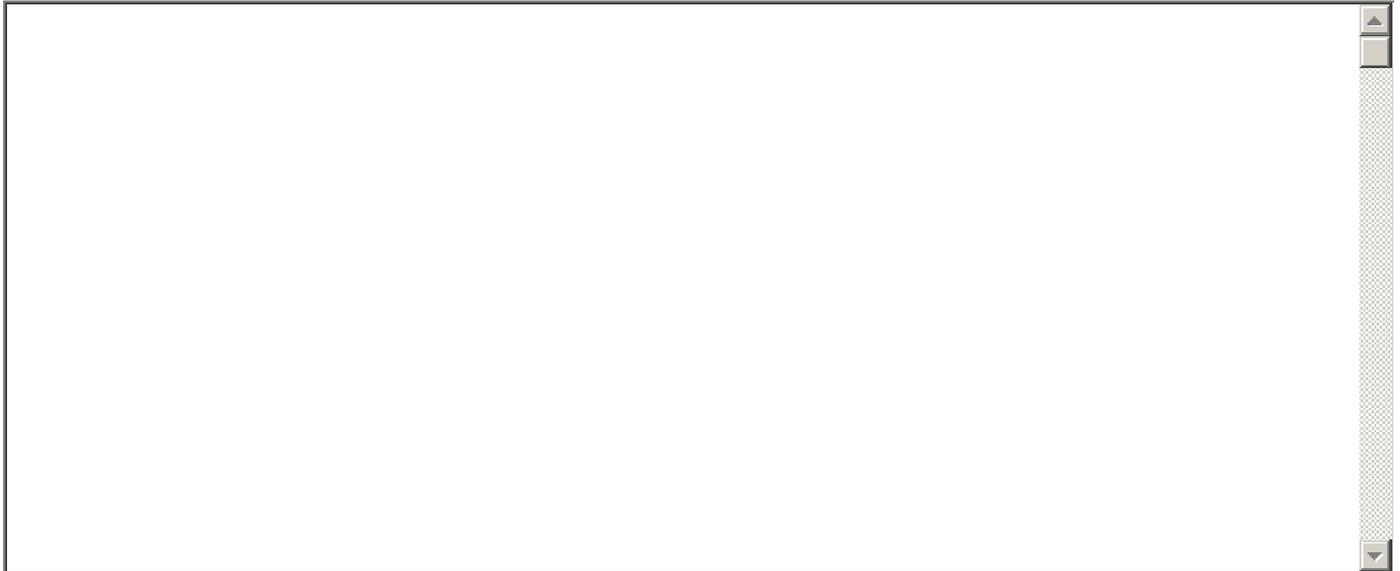
Q9. Overall, how effective do you rate your own ability to use OSU Blackboard?

- Very effective
- Effective
- Somewhat effective
- Slightly effective
- Not at all effective

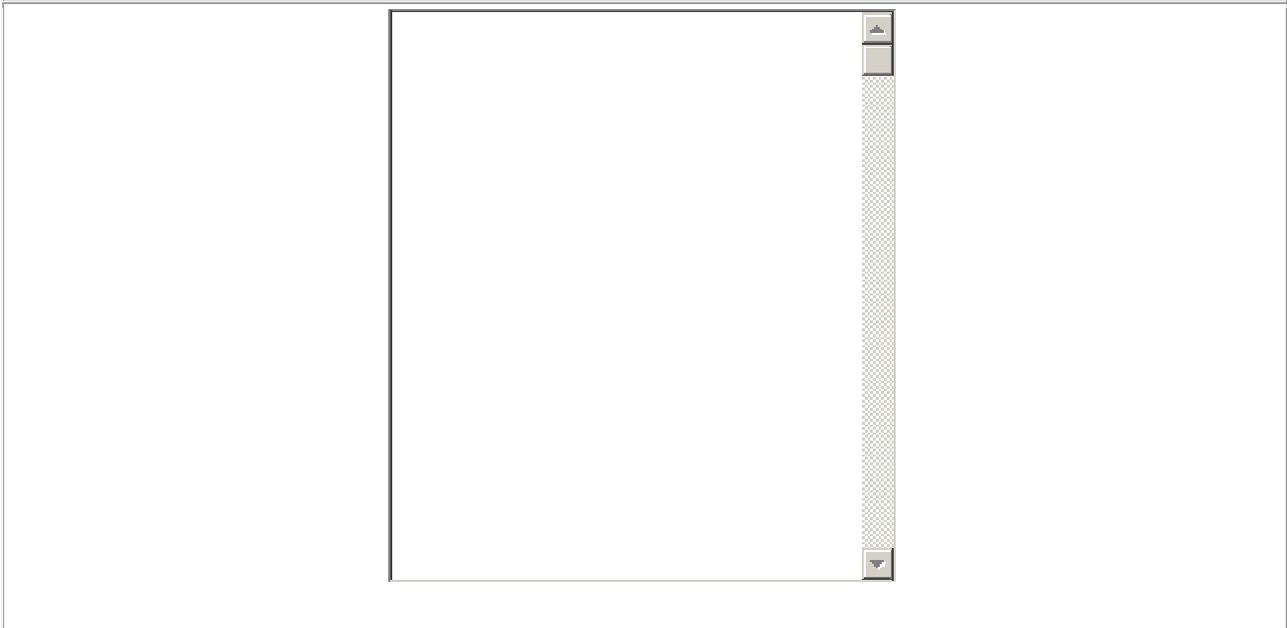
Q10. By which of the following methods are you interested in learning about OSU Blackboard tools and techniques? (Click all that apply)

- Face-to-face workshops
- One-on-one consultation
- Online tutorials
- Email consultation
- Telephone consultation
- From my instructors
- Working with other students
- No thank you, I don't want instruction about Blackboard
- Other

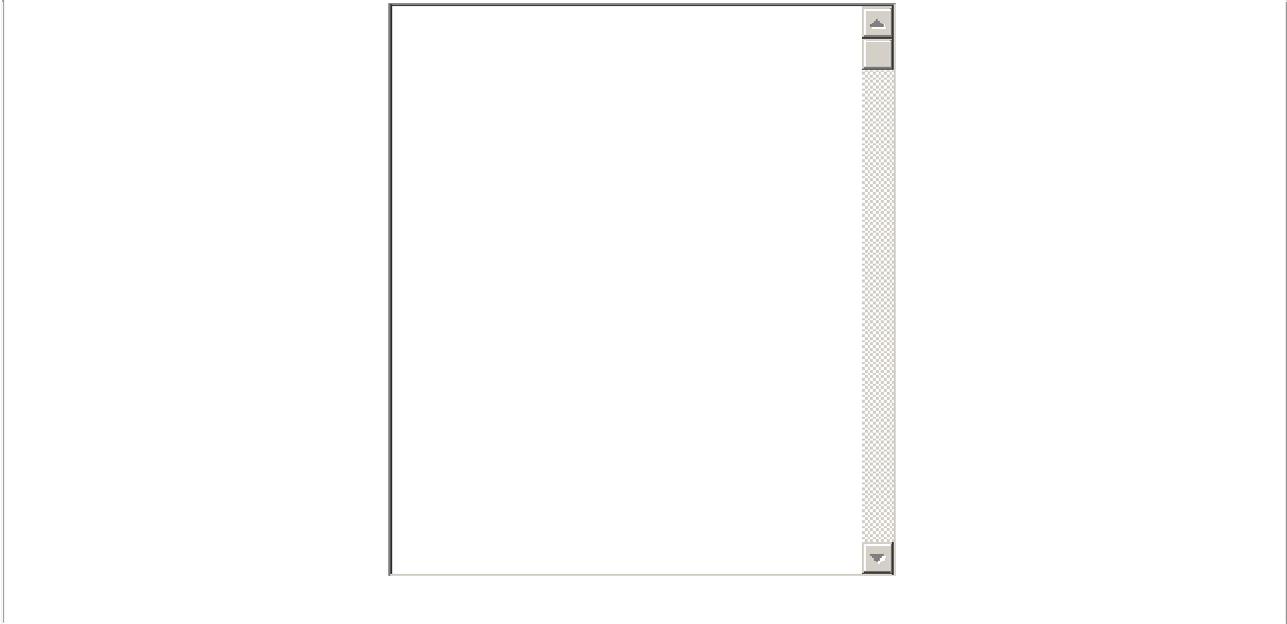
Q11. What aspects of OSU Blackboard would you like to learn more about?



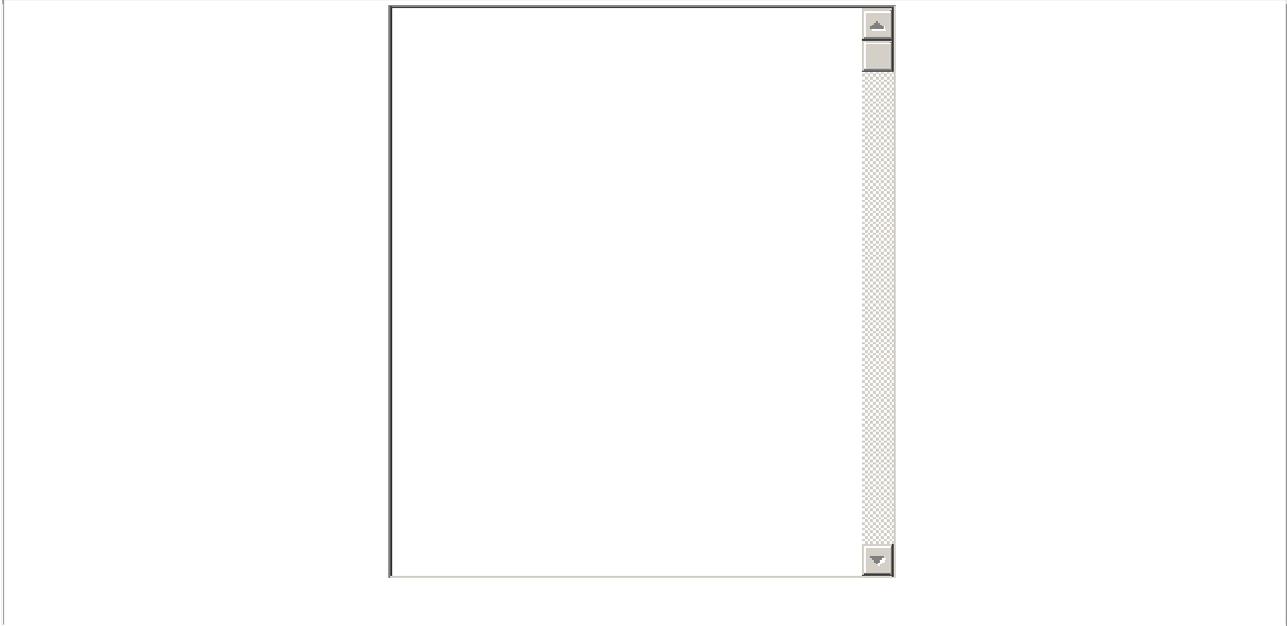
Q12. What changes do you suggest that could potentially improve the OSU Blackboard system?



Q13. If you could make only one suggestion on how to improve the Blackboard system, what would it be?



Q14. What else would you like to say about OSU Blackboard or about your needs for a course management system in general?

A large empty rectangular box for text input, with a vertical scrollbar on the right side. The scrollbar is positioned on the right edge of the box, indicating that the text area is scrollable. The box is currently empty, suggesting that no text has been entered yet.

APPENDIX B:
INSTRUCTOR FREQUENCY RESULTS

*Blackboard Review Survey
Frequency Analysis For Completed Instructor Surveys*

The FREQ Procedure

Return Disposition				
DISP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Complete Paper	166	19.79	166	19.79
Refusal	10	1.19	176	20.98
Undeliverable Email	111	13.23	287	34.21
Not available (on leave, sabbatical)	17	2.03	304	36.23
No longer at University/Retired	33	3.93	337	40.17
Undeliverable Mail	27	3.22	364	43.38
Complete Web	475	56.62	839	100.00

*Blackboard Review Survey
Frequency Analysis For Completed Instructor Surveys*

The FREQ Procedure

Q1. In which OSU college was most of your instruction in the last year (Spring 2007 - Winter 2008)?				
Q1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agricultural Sciences	66	10.30	66	10.30
Business	29	4.52	95	14.82
Education	38	5.93	133	20.75
Engineering	67	10.45	200	31.20
Forestry	37	5.77	237	36.97
Health and Human Sciences	84	13.10	321	50.08
Liberal Arts	119	18.56	440	68.64
Oceanic and Atmospheric Sciences	19	2.96	459	71.61
Pharmacy	17	2.65	476	74.26
Science	122	19.03	598	93.29
Veterinary Medicine	16	2.50	614	95.79
Other (Describe)	23	3.59	637	99.38
No response	4	0.62	641	100.00

Frequency Missing = 198

*Blackboard Review Survey
Frequency Analysis For Completed Instructor Surveys*

*The **FREQ** Procedure*

Q2. What are your roles for OSU? (Check all that apply)				
Q2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Tenured Professor	227	30.35	227	30.35
Tenure-track Professor	87	11.63	314	41.98
Research Professor	15	2.01	329	43.98
Instructor	169	22.59	498	66.58
eCampus Instructor	44	5.88	542	72.46
Adjunct Instructor	53	7.09	595	79.55
Teaching Assistant	67	8.96	662	88.50
Other (Describe)	78	10.43	740	98.93
No response	8	1.07	748	100.00

Frequency Missing = 1584

Blackboard Review Survey
Frequency Analysis For Completed Instructor Surveys

The FREQ Procedure

Q3. Thinking about spring quarter 2007 through winter quarter 2008, approximately how many total credit hours did you instruct? (To calculate, add the total number of credits per course you taught for the specified time period. For example: 3 courses with				
Q3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	9	1.40	9	1.40
1	11	1.72	20	3.12
2	18	2.81	38	5.93
3	69	10.76	107	16.69
4	44	6.86	151	23.56
5	15	2.34	166	25.90
6	56	8.74	222	34.63
7	26	4.06	248	38.69
8	30	4.68	278	43.37
9	47	7.33	325	50.70
10	16	2.50	341	53.20
11	20	3.12	361	56.32
12	50	7.80	411	64.12
13	9	1.40	420	65.52
14	12	1.87	432	67.39
15	32	4.99	464	72.39
16	21	3.28	485	75.66
17	5	0.78	490	76.44
18	25	3.90	515	80.34
19	3	0.47	518	80.81
20	13	2.03	531	82.84
21	18	2.81	549	85.65
22	2	0.31	551	85.96
23	2	0.31	553	86.27
24	17	2.65	570	88.92
25	3	0.47	573	89.39

Blackboard Review Survey
Frequency Analysis For Completed Instructor Surveys

The FREQ Procedure

Q3. Thinking about spring quarter 2007 through winter quarter 2008, approximately how many total credit hours did you instruct? (To calculate, add the total number of credits per course you taught for the specified time period. For example: 3 courses with					
Q3	Frequency	Percent	Cumulative Frequency	Cumulative Percent	
26	2	0.31	575	89.70	
27	7	1.09	582	90.80	
28	5	0.78	587	91.58	
30	7	1.09	594	92.67	
31	2	0.31	596	92.98	
32	2	0.31	598	93.29	
33	1	0.16	599	93.45	
34	1	0.16	600	93.60	
35	4	0.62	604	94.23	
36	8	1.25	612	95.48	
39	1	0.16	613	95.63	
40	4	0.62	617	96.26	
42	3	0.47	620	96.72	
43	1	0.16	621	96.88	
45	1	0.16	622	97.04	
47	1	0.16	623	97.19	
48	5	0.78	628	97.97	
52	1	0.16	629	98.13	
60	1	0.16	630	98.28	
84	1	0.16	631	98.44	
No response	10	1.56	641	100.00	

Frequency Missing = 198

Blackboard Review Survey
Frequency Analysis For Completed Instructor Surveys

The MEANS Procedure

Q3. Thinking about spring quarter 2007 through winter quarter 2008, approximately how many total credit hours did you instruct? (To calculate, add the total number of credits per course you taught for the specified time period. For example: 3 courses with				
N	Mean	Std Error	Lower 95% CL for Mean	Upper 95% CL for Mean
631	12.1679873	0.4038535	11.3749255	12.9610491

Blackboard Review Survey
Frequency Analysis For Completed Instructor Surveys

The *FREQ* Procedure

Q4A. Total credit hours NOT using OSU Blackboard				
Q4A	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	385	60.92	385	60.92
1	10	1.58	395	62.50
2	22	3.48	417	65.98
3	41	6.49	458	72.47
4	25	3.96	483	76.42
5	6	0.95	489	77.37
6	31	4.91	520	82.28
7	6	0.95	526	83.23
8	13	2.06	539	85.28
9	12	1.90	551	87.18
10	2	0.32	553	87.50
11	3	0.47	556	87.97
12	15	2.37	571	90.35
13	4	0.63	575	90.98
14	2	0.32	577	91.30
15	8	1.27	585	92.56
16	3	0.47	588	93.04
17	2	0.32	590	93.35
18	4	0.63	594	93.99
20	3	0.47	597	94.46
21	7	1.11	604	95.57
22	1	0.16	605	95.73
23	1	0.16	606	95.89
24	5	0.79	611	96.68
25	1	0.16	612	96.84
35	1	0.16	613	96.99
36	3	0.47	616	97.47
40	1	0.16	617	97.63
42	1	0.16	618	97.78

*Blackboard Review Survey
Frequency Analysis For Completed Instructor Surveys*

The FREQ Procedure

Q4A. Total credit hours NOT using OSU Blackboard				
Q4A	Frequency	Percent	Cumulative Frequency	Cumulative Percent
84	1	0.16	619	97.94
No response	13	2.06	632	100.00

Frequency Missing = 207

Blackboard Review Survey
Frequency Analysis For Completed Instructor Surveys

The MEANS Procedure

Q4A. Total credit hours NOT using OSU Blackboard				
N	Mean	Std Error	Lower 95% CL for Mean	Upper 95% CL for Mean
619	3.2956381	0.2804086	2.7449688	3.8463074

*Blackboard Review Survey
Frequency Analysis For Completed Instructor Surveys*

The FREQ Procedure

Q4B. Total credit hours using OSU Blackboard				
Q4B	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	122	19.30	122	19.30
1	9	1.42	131	20.73
2	18	2.85	149	23.58
3	74	11.71	223	35.28
4	42	6.65	265	41.93
5	8	1.27	273	43.20
6	50	7.91	323	51.11
7	25	3.96	348	55.06
8	25	3.96	373	59.02
9	41	6.49	414	65.51
10	6	0.95	420	66.46
11	18	2.85	438	69.30
12	41	6.49	479	75.79
13	7	1.11	486	76.90
14	8	1.27	494	78.16
15	18	2.85	512	81.01
16	12	1.90	524	82.91
17	4	0.63	528	83.54
18	14	2.22	542	85.76
19	3	0.47	545	86.23
20	10	1.58	555	87.82
21	5	0.79	560	88.61
22	1	0.16	561	88.77
23	1	0.16	562	88.92
24	14	2.22	576	91.14
25	4	0.63	580	91.77
26	1	0.16	581	91.93
27	6	0.95	587	92.88
28	6	0.95	593	93.83

*Blackboard Review Survey
Frequency Analysis For Completed Instructor Surveys*

The FREQ Procedure

Q4B. Total credit hours using OSU Blackboard				
Q4B	Frequency	Percent	Cumulative Frequency	Cumulative Percent
30	5	0.79	598	94.62
31	1	0.16	599	94.78
32	2	0.32	601	95.09
33	1	0.16	602	95.25
35	3	0.47	605	95.73
36	4	0.63	609	96.36
39	1	0.16	610	96.52
40	3	0.47	613	96.99
42	2	0.32	615	97.31
45	1	0.16	616	97.47
47	2	0.32	618	97.78
48	3	0.47	621	98.26
52	1	0.16	622	98.42
No response	10	1.58	632	100.00

Frequency Missing = 207

Blackboard Review Survey
Frequency Analysis For Completed Instructor Surveys

The MEANS Procedure

Q4B. Total credit hours using OSU Blackboard				
N	Mean	Std Error	Lower 95% CL for Mean	Upper 95% CL for Mean
622	8.9356913	0.3812080	8.1870782	9.6843044

***Blackboard Review Survey
Frequency Analysis For Completed Instructor Surveys***

The FREQ Procedure

Q5. Approximately how many students did you instruct from spring quarter 2007 through winter quarter 2008 NOT using OSU Blackboard?				
Q5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
None	384	60.76	384	60.76
1 to 25 students	94	14.87	478	75.63
26 to 50 students	39	6.17	517	81.80
51 to 75 students	29	4.59	546	86.39
76 to 100 students	20	3.16	566	89.56
101 to 200 students	31	4.91	597	94.46
201 to 300 students	11	1.74	608	96.20
301 to 400 students	7	1.11	615	97.31
401 to 500 students	2	0.32	617	97.63
501 or more students	8	1.27	625	98.89
No response	7	1.11	632	100.00

Frequency Missing = 207

Blackboard Review Survey
Frequency Analysis For Completed Instructor Surveys

The MEANS Procedure

Q5. Approximately how many students did you instruct from spring quarter 2007 through winter quarter 2008 NOT using OSU Blackboard?				
N	Mean	Std Error	Lower 95% CL for Mean	Upper 95% CL for Mean
625	33.7192000	3.3196534	27.2001544	40.2382456

*Blackboard Review Survey
Frequency Analysis For Completed Instructor Surveys*

The FREQ Procedure

Q6. Approximately how many students did you instruct from spring quarter 2007 through winter quarter 2008 using OSU Blackboard?				
Q6	Frequency	Percent	Cumulative Frequency	Cumulative Percent
None	122	19.30	122	19.30
1 to 25 students	75	11.87	197	31.17
26 to 50 students	78	12.34	275	43.51
51 to 75 students	75	11.87	350	55.38
76 to 100 students	52	8.23	402	63.61
101 to 200 students	104	16.46	506	80.06
201 to 300 students	51	8.07	557	88.13
301 to 400 students	26	4.11	583	92.25
401 to 500 students	13	2.06	596	94.30
501 or more students	32	5.06	628	99.37
No response	4	0.63	632	100.00

Frequency Missing = 207

Blackboard Review Survey
Frequency Analysis For Completed Instructor Surveys

The MEANS Procedure

Q6. Approximately how many students did you instruct from spring quarter 2007 through winter quarter 2008 using OSU Blackboard?				
N	Mean	Std Error	Lower 95% CL for Mean	Upper 95% CL for Mean
628	115.7149682	5.4828979	104.9479017	126.4820346

*Blackboard Review Survey
Frequency Analysis For Completed Instructor Surveys*

How important, if at all, are each of the following to your teaching and learning processes?

The FREQ Procedure

a. The ability to communicate with students as a group and/or individually by means other than face-to-face				
Q7A	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Not sure/No basis for opinion	6	0.95	6	0.95
Very Important	356	56.33	362	57.28
Important	148	23.42	510	80.70
Somewhat Important	70	11.08	580	91.77
Slightly Important	30	4.75	610	96.52
Not at all Important	18	2.85	628	99.37
No response	4	0.63	632	100.00

Frequency Missing = 207

b. The ability of students to communicate with one another outside the classroom				
Q7B	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Not sure/No basis for opinion	41	6.49	41	6.49
Very Important	129	20.41	170	26.90
Important	150	23.73	320	50.63
Somewhat Important	149	23.58	469	74.21
Slightly Important	67	10.60	536	84.81
Not at all Important	90	14.24	626	99.05
No response	6	0.95	632	100.00

Frequency Missing = 207

*Blackboard Review Survey
Frequency Analysis For Completed Instructor Surveys*

How important, if at all, are each of the following to your teaching and learning processes?

The FREQ Procedure

c. The ability to post course materials online				
Q7C	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Not sure/No basis for opinion	4	0.63	4	0.63
Very Important	445	70.41	449	71.04
Important	92	14.56	541	85.60
Somewhat Important	36	5.70	577	91.30
Slightly Important	17	2.69	594	93.99
Not at all Important	31	4.91	625	98.89
No response	7	1.11	632	100.00

Frequency Missing = 207

d. The ability to post grades and scores online				
Q7D	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Not sure/No basis for opinion	10	1.58	10	1.58
Very Important	286	45.25	296	46.84
Important	110	17.41	406	64.24
Somewhat Important	69	10.92	475	75.16
Slightly Important	43	6.80	518	81.96
Not at all Important	109	17.25	627	99.21
No response	5	0.79	632	100.00

Frequency Missing = 207

*Blackboard Review Survey
Frequency Analysis For Completed Instructor Surveys*

How important, if at all, are each of the following to your teaching and learning processes?

The FREQ Procedure

e. The ability to evaluate what students know, understand, or have yet to learn, so that you may plan appropriate activities for class meetings/activities				
Q7E	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Not sure/No basis for opinion	44	6.96	44	6.96
Very Important	212	33.54	256	40.51
Important	162	25.63	418	66.14
Somewhat Important	87	13.77	505	79.91
Slightly Important	53	8.39	558	88.29
Not at all Important	69	10.92	627	99.21
No response	5	0.79	632	100.00

Frequency Missing = 207

*Blackboard Review Survey
Frequency Analysis For Completed Instructor Surveys*

The FREQ Procedure

Q8. Please read the following statements and choose the one that best describes your level of use of OSU Blackboard to communicate with students.				
Q8	Frequency	Percent	Cumulative Frequency	Cumulative Percent
I use OSU Blackboard to communicate with students and plan to continue to do so	477	93.71	477	93.71
I have used OSU Blackboard to communicate with students in the past, but do not plan to do so again	6	1.18	483	94.89
I have never used OSU Blackboard to communicate with students because Blackboard capabilities do not meet my needs	1	0.20	484	95.09
I have never used OSU Blackboard to communicate with students because I am not familiar with the Blackboard tools for this purpose	4	0.79	488	95.87
Other (Describe)	17	3.34	505	99.21
No response	4	0.79	509	100.00

Frequency Missing = 330

Q9. Which statement best describes your level of use of OSU Blackboard to evaluate the level of student knowledge, understanding, or progress?				
Q9	Frequency	Percent	Cumulative Frequency	Cumulative Percent
I use OSU Blackboard to assess student learning and plan to continue doing so	168	33.01	168	33.01
I have used OSU Blackboard to assess student learning in the past, but do not plan to do so again	19	3.73	187	36.74
I have never used OSU Blackboard to assess student learning because Blackboard capabilities do not meet my needs	90	17.68	277	54.42
I have never used OSU Blackboard to assess student learning because I am not familiar with the Blackboard tools for this purpose	182	35.76	459	90.18
Other (Describe)	49	9.63	508	99.80
No response	1	0.20	509	100.00

Frequency Missing = 330

*Blackboard Review Survey
Frequency Analysis For Completed Instructor Surveys*

The FREQ Procedure

Q10. Which statement best describes your level of use of OSU Blackboard to allow students to communicate with one another outside of the classroom?				
Q10	Frequency	Percent	Cumulative Frequency	Cumulative Percent
I use OSU Blackboard to allow students to communicate with one another outside of the classroom and plan to continue to do so	214	42.04	214	42.04
I have used OSU Blackboard to allow students to communicate with one another outside the classroom, but do not plan to do so again	22	4.32	236	46.37
I have never used OSU Blackboard to allow students to communicate with another outside the classroom because Blackboard capabilities do not meet my needs	42	8.25	278	54.62
I have never used OSU Blackboard to allow students to communicate with one another outside the classroom because I am not familiar with the Blackboard tools for this purpose	156	30.65	434	85.27
Other (Describe)	71	13.95	505	99.21
No response	4	0.79	509	100.00

Frequency Missing = 330

***Blackboard Review Survey
Frequency Analysis For Completed Instructor Surveys***

The FREQ Procedure

Q11. In your opinion, how effective are your students in making use of the OSU Blackboard system?				
Q11	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Very effective	136	26.72	136	26.72
Effective	228	44.79	364	71.51
Somewhat effective	118	23.18	482	94.70
Slightly effective	15	2.95	497	97.64
Not at all effective	3	0.59	500	98.23
No response	9	1.77	509	100.00

Frequency Missing = 330

*Blackboard Review Survey
Frequency Analysis For Completed Instructor Surveys*

The FREQ Procedure

Q12. To what extent do you ask for feedback from your students regarding your uses of OSU Blackboard for instruction?				
Q12	Frequency	Percent	Cumulative Frequency	Cumulative Percent
To a great extent	46	9.04	46	9.04
To a moderate extent	163	32.02	209	41.06
Very little	172	33.79	381	74.85
Not at all	126	24.75	507	99.61
No response	2	0.39	509	100.00

Frequency Missing = 330

*Blackboard Review Survey
Frequency Analysis For Completed Instructor Surveys*

The FREQ Procedure

Q13. How effective do you rate your own ability to use OSU Blackboard?				
Q13	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Very effective	44	8.64	44	8.64
Effective	237	46.56	281	55.21
Somewhat effective	178	34.97	459	90.18
Slightly effective	39	7.66	498	97.84
Not at all effective	9	1.77	507	99.61
No response	2	0.39	509	100.00

Frequency Missing = 330

*Blackboard Review Survey
Frequency Analysis For Completed Instructor Surveys*

The FREQ Procedure

Q14. By which of the following methods are you interested in learning about OSU Blackboard tools and techniques? (Check all that apply)				
Q14	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Face-to-face workshops	203	19.28	203	19.28
One-on-one consultation	153	14.53	356	33.81
Online tutorials	223	21.18	579	54.99
Email consultation	143	13.58	722	68.57
Telephone consultation	107	10.16	829	78.73
Working with other instructors	98	9.31	927	88.03
Other (Describe)	23	2.18	950	90.22
No thank you, I don't want instruction about Blackboard	95	9.02	1045	99.24
No response	8	0.76	1053	100.00

APPENDIX C:
STUDENT FREQUENCY RESULTS

*Blackboard Review Survey
Frequency Analysis For Completed Student Surveys*

The FREQ Procedure

Q1. What is your current class standing?				
Q1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Freshman	104	15.23	104	15.23
Sophomore	86	12.59	190	27.82
Junior	140	20.50	330	48.32
Senior	167	24.45	497	72.77
Masters	81	11.86	578	84.63
Doctorate	68	9.96	646	94.58
Other	12	1.76	658	96.34
Non-degree	9	1.32	667	97.66
Post-bac	12	1.76	679	99.41
Professional	4	0.59	683	100.00

*Blackboard Review Survey
Frequency Analysis For Completed Student Surveys*

The FREQ Procedure

Q2. In which program is your major course of study? If you have a dual major or cannot find your major in the list provided, please check "Other" at the end of the drop down list and type your response in the box below.				
Q2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agricultural Business Management	1	0.15	1	0.15
Agricultural Economics	1	0.15	2	0.29
Agricultural Sciences	3	0.44	5	0.73
Animal Sciences	21	3.07	26	3.81
Anthropology	5	0.73	31	4.54
Art History	1	0.15	32	4.69
Biological Engineering	5	0.73	37	5.42
Botany	5	0.73	42	6.15
Business Administration	57	8.35	99	14.49
Chemistry	8	1.17	107	15.67
Communication	9	1.32	116	16.98
Computational Physics	1	0.15	117	17.13
Computer Science	16	2.34	133	19.47
Crop Science	1	0.15	134	19.62
Early Childhood Development and Education	14	2.05	148	21.67
English	9	1.32	157	22.99
Environmental Engineering	2	0.29	159	23.28
Environmental Health	2	0.29	161	23.57
Environmental Sciences	13	1.90	174	25.48
Exercise and Sport Science	16	2.34	190	27.82
Fermentation Science	3	0.44	193	28.26
Fisheries and Wildlife	13	1.90	206	30.16
Food Science	4	0.59	210	30.75
Food Systems Management	1	0.15	211	30.89
Forest Management	6	0.88	217	31.77
Forest Products	3	0.44	220	32.21
Recreation Resource Management	3	0.44	223	32.65

*Blackboard Review Survey
Frequency Analysis For Completed Student Surveys*

The FREQ Procedure

Q2. In which program is your major course of study? If you have a dual major or cannot find your major in the list provided, please check "Other" at the end of the drop down list and type your response in the box below.					
Q2	Frequency	Percent	Cumulative Frequency	Cumulative Percent	
French	2	0.29	225	32.94	
Geology	3	0.44	228	33.38	
German	2	0.29	230	33.67	
Health Management Policy	2	0.29	232	33.97	
History	9	1.32	241	35.29	
Horticulture	3	0.44	244	35.72	
Mathematical Sciences	3	0.44	247	36.16	
Mathematics	5	0.73	252	36.90	
Merchandising Management	9	1.32	261	38.21	
Microbiology	6	0.88	267	39.09	
Music	3	0.44	270	39.53	
Natural Resource and Environmental Law and Policy	1	0.15	271	39.68	
Natural Resources	17	2.49	288	42.17	
New Media Communication	3	0.44	291	42.61	
Nuclear Engineering	6	0.88	297	43.48	
Nutrition	11	1.61	308	45.10	
Oceanography	3	0.44	311	45.53	
Outdoor Recreation Leadership and Tourism	1	0.15	312	45.68	
Pharmacy	28	4.10	340	49.78	
Philosophy	1	0.15	341	49.93	
Physics	2	0.29	343	50.22	
Political Science	9	1.32	352	51.54	
Psychology	15	2.20	367	53.73	
Public Health Promotion and Health Behavior	6	0.88	373	54.61	
Radiation Health Physics	5	0.73	378	55.34	
Rangeland Ecology and Management	1	0.15	379	55.49	
Regional Studies	1	0.15	380	55.64	

*Blackboard Review Survey
Frequency Analysis For Completed Student Surveys*

The FREQ Procedure

Q2. In which program is your major course of study? If you have a dual major or cannot find your major in the list provided, please check "Other" at the end of the drop down list and type your response in the box below.					
Q2	Frequency	Percent	Cumulative Frequency	Cumulative Percent	
Sociology	6	0.88	386	56.52	
Soil Science	3	0.44	389	56.95	
Spanish	4	0.59	393	57.54	
Statistics	2	0.29	395	57.83	
Theatre Arts	1	0.15	396	57.98	
Visual Arts	4	0.59	400	58.57	
Women Studies	1	0.15	401	58.71	
Zoology	6	0.88	407	59.59	
Other/More than one major	98	14.35	505	73.94	
Biology	10	1.46	515	75.40	
Chemical Engineering	12	1.76	527	77.16	
Electrical and Computer Engineering	22	3.22	549	80.38	
Civil Engineering	24	3.51	573	83.89	
Construction Engineering Management	5	0.73	578	84.63	
Computer Engineering	4	0.59	582	85.21	
Engineering Physics	2	0.29	584	85.51	
Industrial Engineering	6	0.88	590	86.38	
Mechanical Engineering	27	3.95	617	90.34	
Liberal Studies	11	1.61	628	91.95	
Human Development and Family Sciences	11	1.61	639	93.56	
Interior Design	4	0.59	643	94.14	
Housing Studies	3	0.44	646	94.58	
Public Health	3	0.44	649	95.02	
Biochemistry and Biophysics	6	0.88	655	95.90	
Veterinary Medicine	4	0.59	659	96.49	
Education	4	0.59	663	97.07	
General Science	3	0.44	666	97.51	

***Blackboard Review Survey
Frequency Analysis For Completed Student Surveys***

The FREQ Procedure

Q2. In which program is your major course of study? If you have a dual major or cannot find your major in the list provided, please check "Other" at the end of the drop down list and type your response in the box below.				
Q2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Wood Science and Technology	2	0.29	668	97.80
Wood Science	1	0.15	669	97.95
Public Policy	1	0.15	670	98.10
Forest Engineering	2	0.29	672	98.39
Forest Science	2	0.29	674	98.68
Forest Operations Management	2	0.29	676	98.98
Adult Education	2	0.29	678	99.27
Geography	1	0.15	679	99.41
Geographic Information Science	1	0.15	680	99.56
College Student Services Administration	3	0.44	683	100.00

*Blackboard Review Survey
Frequency Analysis For Completed Student Surveys*

The FREQ Procedure

Q3. Thinking of this term only (Winter 2008), in which of the following OSU class locations did you enroll? (Click all that apply)				
Q3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
OSU Corvallis Campus	604	83.54	604	83.54
OSU Cascades Campus	15	2.07	619	85.62
OSU Extended Campus	94	13.00	713	98.62
Other	10	1.38	723	100.00

*Blackboard Review Survey
Frequency Analysis For Completed Student Surveys*

The FREQ Procedure

Q4. Thinking of this term only (Winter 2008), what percentage of your classes use the OSU blackboard system?				
Q4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
100% or all of my classes use OSU Blackboard	234	34.26	234	34.26
51 - 99% of my classes use OSU Blackboard	247	36.16	481	70.42
50% or about 1/2 of my classes use OSU Blackboard	72	10.54	553	80.97
1 - 49% of my classes use Blackboard	77	11.27	630	92.24
0% or none of my classes use Blackboard	52	7.61	682	99.85
I am not sure	1	0.15	683	100.00

*Blackboard Review Survey
Frequency Analysis For Completed Student Surveys*

Q5. How important, if at all, are each of the following Blackboard tools for your learning process

The FREQ Procedure

Q5A. a. The ability to communicate with instructors by means other than face-to-face				
Q5A	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Not sure/No basis for opinion	4	0.59	4	0.59
Very Important	271	39.68	275	40.26
Important	246	36.02	521	76.28
Somewhat Important	102	14.93	623	91.22
Slightly Important	40	5.86	663	97.07
Not at all Important	13	1.90	676	98.98
No response	7	1.02	683	100.00

Q5B. b. The ability to communicate with other students by means other than face-to-face				
Q5B	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Not sure/No basis for opinion	6	0.88	6	0.88
Very Important	128	18.74	134	19.62
Important	180	26.35	314	45.97
Somewhat Important	181	26.50	495	72.47
Slightly Important	124	18.16	619	90.63
Not at all Important	58	8.49	677	99.12
No response	6	0.88	683	100.00

*Blackboard Review Survey
Frequency Analysis For Completed Student Surveys*

Q5. How important, if at all, are each of the following Blackboard tools for your learning process

The FREQ Procedure

Q5C. c. Having online access to course materials				
Q5C	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Not sure/No basis for opinion	2	0.29	2	0.29
Very Important	502	73.50	504	73.79
Important	129	18.89	633	92.68
Somewhat Important	37	5.42	670	98.10
Slightly Important	3	0.44	673	98.54
Not at all Important	2	0.29	675	98.83
No response	8	1.17	683	100.00

Q5D. d. Having online access to your course grades and scores				
Q5D	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Not sure/No basis for opinion	2	0.29	2	0.29
Very Important	484	70.86	486	71.16
Important	133	19.47	619	90.63
Somewhat Important	42	6.15	661	96.78
Slightly Important	8	1.17	669	97.95
Not at all Important	9	1.32	678	99.27
No response	5	0.73	683	100.00

*Blackboard Review Survey
Frequency Analysis For Completed Student Surveys*

Q6. How effective, if at all, have the following OSU Blackboard features been for you?

The FREQ Procedure

Q6A. a. Communication with instructors				
Q6A	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Not Applicable/No Basis for Opinion	58	9.19	58	9.19
Very effective	92	14.58	150	23.77
Effective	197	31.22	347	54.99
Somewhat effective	135	21.39	482	76.39
Slightly effective	77	12.20	559	88.59
Not at all effective	52	8.24	611	96.83
No response	20	3.17	631	100.00

Frequency Missing = 52

Q6B. b. Communication with other students				
Q6B	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Not Applicable/No Basis for Opinion	99	15.69	99	15.69
Very effective	67	10.62	166	26.31
Effective	139	22.03	305	48.34
Somewhat effective	127	20.13	432	68.46
Slightly effective	91	14.42	523	82.88
Not at all effective	88	13.95	611	96.83
No response	20	3.17	631	100.00

Frequency Missing = 52

*Blackboard Review Survey
Frequency Analysis For Completed Student Surveys*

Q6. How effective, if at all, have the following OSU Blackboard features been for you?

The FREQ Procedure

Q6C. c. Access to course materials				
Q6C	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Very effective	326	51.66	326	51.66
Effective	214	33.91	540	85.58
Somewhat effective	47	7.45	587	93.03
Slightly effective	17	2.69	604	95.72
Not at all effective	5	0.79	609	96.51
No response	22	3.49	631	100.00

Frequency Missing = 52

Q6D. d. Access to course grades and scores				
Q6D	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Not Applicable/No Basis for Opinion	5	0.79	5	0.79
Very effective	285	45.17	290	45.96
Effective	187	29.64	477	75.59
Somewhat effective	95	15.06	572	90.65
Slightly effective	23	3.65	595	94.29
Not at all effective	9	1.43	604	95.72
No response	27	4.28	631	100.00

Frequency Missing = 52

*Blackboard Review Survey
Frequency Analysis For Completed Student Surveys*

The FREQ Procedure

Q7. Understanding that your instructors must operate within the current OSU Blackboard feature set, what percentage of your instructors who use OSU Blackboard this quarter do so effectively?				
Q7	Frequency	Percent	Cumulative Frequency	Cumulative Percent
100% (All)	146	23.14	146	23.14
51 - 99% (Most)	296	46.91	442	70.05
50% (Half)	118	18.70	560	88.75
1 - 49% (Less than half)	43	6.81	603	95.56
0% (None)	9	1.43	612	96.99
No response	19	3.01	631	100.00

Frequency Missing = 52

Q8. Of those instructors who use OSU Blackboard this quarter, what percentage ask for your feedback regarding their uses of OSU Blackboard for instruction?				
Q8	Frequency	Percent	Cumulative Frequency	Cumulative Percent
100% (All)	37	5.86	37	5.86
51 - 99% (Most)	47	7.45	84	13.31
50% (Half)	42	6.66	126	19.97
1 - 49% (Less than half)	102	16.16	228	36.13
0% (None)	384	60.86	612	96.99
No response	19	3.01	631	100.00

Frequency Missing = 52

*Blackboard Review Survey
Frequency Analysis For Completed Student Surveys*

The FREQ Procedure

Q9. Overall, how effective do you rate your own ability to use OSU Blackboard?				
Q9	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Very effective	237	37.56	237	37.56
Effective	300	47.54	537	85.10
Somewhat effective	69	10.94	606	96.04
Slightly effective	8	1.27	614	97.31
No response	17	2.69	631	100.00

Frequency Missing = 52

*Blackboard Review Survey
Frequency Analysis For Completed Student Surveys*

The FREQ Procedure

Q10. By which of the following methods are you interested in learning about OSU Blackboard tools and techniques? (Click all that apply)				
Q10	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Face-to-face workshops	65	5.20	65	5.20
One-on-one consultation	42	3.36	107	8.55
Online tutorials	210	16.79	317	25.34
Email consultation	96	7.67	413	33.01
Telephone consultation	27	2.16	440	35.17
From my instructors	156	12.47	596	47.64
Working with other students	103	8.23	699	55.88
No thank you, I dont want instruction about Blackboard	333	26.62	1032	82.49
Other	219	17.51	1251	100.00

APPENDIX D-1:
INSTRUCTOR CODEBOOK

Codebook Name: BLACKBOARD_2007_INSTRUCTORS

Date: June 10, 2008

Number of Variables in Codebook: 40

Data Record Length: 2295

Var. 1	Fmt: N4	Col: 1-4	Name: ID (A)
Survey ID			
#			

Var. 2	Fmt: N1	Col: 5	Name: DISP (B)
Return Disposition			
1=Complete Paper		5=No longer at University/Retired ;95	
2=Refusal ;95		6=Undeliverable Mail ;95	
3=Undeliverable Email ;95		8=Complete Web	
4=Not available (on leave, sabbatical) ;95			

Var. 3	Fmt: N2	Col: 6-7	Name: Q1 (C)
Q1. In which OSU college was most of your instruction in the last year (Spring 2007 - Winter 2008)?			
1=Agricultural Sciences		8=Oceanic and Atmospheric Sciences	
2=Business		9=Pharmacy	
3=Education		10=Science	
4=Engineering		11=Veterinary Medicine	
5=Forestry		12=Other (Describe)	
6=Health and Human Sciences		99=No response	
7=Liberal Arts			

Var. 4	Fmt: N1	Col: 8	Name: Q2_1 (D)
Q2. What are your roles for OSU? (Check all that apply)			
1=Tenured Professor		5=eCampus Instructor	0=Not selected
2=Tenure-track Professor		6=Adjunct Instructor	9=No response
3=Research Professor		7=Teaching Assistant	
4=Instructor		8=Other (Describe)	

Var. 5	Fmt: N1	Col: 9	Name: Q2_2 (E)
Q2. What are your roles for OSU? (Check all that apply)			
1=Tenured Professor		5=eCampus Instructor	0=Not selected
2=Tenure-track Professor		6=Adjunct Instructor	9=No response
3=Research Professor		7=Teaching Assistant	
4=Instructor		8=Other (Describe)	

Var. 6	Fmt: N1	Col: 10	Name: Q2_3 (F)
Q2. What are your roles for OSU? (Check all that apply)			
1=Tenured Professor	5=eCampus Instructor	0=Not selected	
2=Tenure-track Professor	6=Adjunct Instructor	9=No response	
3=Research Professor	7=Teaching Assistant		
4=Instructor	8=Other (Describe)		
Var. 7	Fmt: N1	Col: 11	Name: Q2_4 (G)
Q2. What are your roles for OSU? (Check all that apply)			
1=Tenured Professor	5=eCampus Instructor	0=Not selected	
2=Tenure-track Professor	6=Adjunct Instructor	9=No response	
3=Research Professor	7=Teaching Assistant		
4=Instructor	8=Other (Describe)		
Var. 8	Fmt: N1	Col: 12	Name: Q2_5 (H)
Q2. What are your roles for OSU? (Check all that apply)			
1=Tenured Professor	5=eCampus Instructor	0=Not selected	
2=Tenure-track Professor	6=Adjunct Instructor	9=No response	
3=Research Professor	7=Teaching Assistant		
4=Instructor	8=Other (Describe)		
Var. 9	Fmt: N1	Col: 13	Name: Q2_6 (I)
Q2. What are your roles for OSU? (Check all that apply)			
1=Tenured Professor	5=eCampus Instructor	0=Not selected	
2=Tenure-track Professor	6=Adjunct Instructor	9=No response	
3=Research Professor	7=Teaching Assistant		
4=Instructor	8=Other (Describe)		
Var. 10	Fmt: N1	Col: 14	Name: Q2_7 (J)
Q2. What are your roles for OSU? (Check all that apply)			
1=Tenured Professor	5=eCampus Instructor	0=Not selected	
2=Tenure-track Professor	6=Adjunct Instructor	9=No response	
3=Research Professor	7=Teaching Assistant		
4=Instructor	8=Other (Describe)		
Var. 11	Fmt: N1	Col: 15	Name: Q2_8 (K)
Q2. What are your roles for OSU? (Check all that apply)			
1=Tenured Professor	5=eCampus Instructor	0=Not selected	
2=Tenure-track Professor	6=Adjunct Instructor	9=No response	
3=Research Professor	7=Teaching Assistant		
4=Instructor	8=Other (Describe)		

Var. 12 Fmt: N2 Col: 16-17 Name: Q3 (L)
Q3. Thinking about spring quarter 2007 through winter quarter 2008, approximately how many total credit hours did you instruct? (To calculate, add the total number of credits per course you taught for the specified time period. For example: 3 courses with 3 credits each = 9 credit hours)
00=0 ;29 99=No response #

Var. 13 Fmt: N2 Col: 18-19 Name: Q4A (M)
Total credit hours NOT using OSU Blackboard
99=No response

Var. 14 Fmt: N2 Col: 20-21 Name: Q4B (N)
Total credit hours using OSU Blackboard
99=No response

Var. 15 Fmt: N2 Col: 22-23 Name: Q5 (O)
Q5. Approximately how many students did you instruct from spring quarter 2007 through winter quarter 2008 NOT using OSU Blackboard?
1=None 5=76 to 100 students 9=401 to 500 students
2=1 to 25 students 6=101 to 200 students 10=501 or more students
3=26 to 50 students 7=201 to 300 students 99=No response
4=51 to 75 students 8=301 to 400 students

Var. 16 Fmt: N2 Col: 24-25 Name: Q6 (P)
Q6. Approximately how many students did you instruct from spring quarter 2007 through winter quarter 2008 using OSU Blackboard?
1=None 5=76 to 100 students 9=401 to 500 students
2=1 to 25 students 6=101 to 200 students 10=501 or more students
3=26 to 50 students 7=201 to 300 students 99=No response
4=51 to 75 students 8=301 to 400 students

Var. 17 Fmt: N1 Col: 26 Name: Q7A (Q)
a. The ability to communicate with students as a group and/or individually by means other than face-to-face
1=Very Important 5=Not at all Important
2=Important 0=Not sure/No basis for opinion
3=Somewhat Important 9=No response
4=Slightly Important

Var. 18 Fmt: N1 Col: 27 Name: Q7B (R)
b. The ability of students to communicate with one another outside the classroom
1=Very Important 5=Not at all Important
2=Important 0=Not sure/No basis for opinion
3=Somewhat Important 9=No response
4=Slightly Important

Var. 19 Fmt: N1 Col: 28 Name: Q7C (S)
c. The ability to post course materials online
1=Very Important 5=Not at all Important
2=Important 0=Not sure/No basis for opinion
3=Somewhat Important 9=No response
4=Slightly Important

Var. 20 Fmt: N1 Col: 29 Name: Q7D (T)
d. The ability to post grades and scores online
1=Very Important 5=Not at all Important
2=Important 0=Not sure/No basis for opinion
3=Somewhat Important 9=No response
4=Slightly Important

Var. 21 Fmt: N1 Col: 30 Name: Q7E (U)
e. The ability to evaluate what students know, understand, or have yet to learn, so that you may plan appropriate activities for class meetings/activities
1=Very Important 5=Not at all Important
2=Important 0=Not sure/No basis for opinion
3=Somewhat Important 9=No response
4=Slightly Important

Var. 22 Fmt: N1 Col: 31 Name: Instructed_Students (V)
Added Question: Did the instructor instruct student using Blackboard during time-frame?
1=Yes 2=No ;29 9=No response to Q6 ;29

Var. 23 Fmt: N1 Col: 32 Name: Q8 (W)
Q8. Please read the following statements and choose the one that best describes your level of use of OSU Blackboard to communicate with students.
1=I use OSU Blackboard to communicate with students and plan to continue to do so
2=I have used OSU Blackboard to communicate with students in the past, but do not plan to do so again
3=I have never used OSU Blackboard to communicate with students because Blackboard capabilities do not meet my needs
4=I have never used OSU Blackboard to communicate with students because I am not familiar with the Blackboard tools for this purpose
5=Other (Describe)
9=No response

Var. 24 Fmt: N1 Col: 33 Name: Q9 (X)
Q9. Which statement best describes your level of use of OSU Blackboard to evaluate the level of student knowledge, understanding, or progress?
1=I use OSU Blackboard to assess student learning and plan to continue doing so
2=I have used OSU Blackboard to assess student learning in the past, but do not plan to do so again
3=I have never used OSU Blackboard to assess student learning because Blackboard capabilities do not meet my needs
4=I have never used OSU Blackboard to assess student learning because I am not familiar with the Blackboard tools for this purpose
5=Other (Describe)
9=No response

Var. 25 Fmt: N1 Col: 34 Name: Q10 (Y)
Q10. Which statement best describes your level of use of OSU Blackboard to allow students to communicate with one another outside of the classroom?
1=I use OSU Blackboard to allow students to communicate with one another outside of the classroom and plan to continue to do so
2=I have used OSU Blackboard to allow students to communicate with one another outside the classroom, but do not plan to do so again
3=I have never used OSU Blackboard to allow students to communicate with another outside the classroom because Blackboard capabilities do not meet my needs
4=I have never used OSU Blackboard to allow students to communicate with one another outside the classroom because I am not familiar with the Blackboard tools for this purpose
5=Other (Describe)
9=No response

Var. 26 Fmt: N1 Col: 35 Name: Q11 (Z)
Q11. In your opinion, how effective are your students in making use of the OSU Blackboard system?
1=Very effective 3=Somewhat effective 5=Not at all effective
2=Effective 4=Slightly effective 9=No response

Var. 27 Fmt: N1 Col: 36 Name: Q12 (AA)
Q12. To what extent do you ask for feedback from your students regarding your uses of OSU Blackboard for instruction?
1=To a great extent 3=Very little 9=No response
2=To a moderate extent 4=Not at all

Var. 28 Fmt: N1 Col: 37 Name: Q13 (AB)
Q13. How effective do you rate your own ability to use OSU Blackboard?
1=Very effective 3=Somewhat effective 5=Not at all effective
2=Effective 4=Slightly effective 9=No response

Var. 29 Fmt: N1 Col: 38 Name: Q14_1 (AC)
Q14. By which of the following methods are you interested in learning about OSU Blackboard tools and techniques? (Check all that apply)
1=Face-to-face workshops
2=One-on-one consultation
3=Online tutorials
4=Email consultation
5=Telephone consultation
6=Working with other instructors
8=No thank you, I don't want instruction about Blackboard
7=Other (Describe)
0=Not selected
9=No response

Var. 30 Fmt: N1 Col: 39 Name: Q14_2 (AD)
Q14. By which of the following methods are you interested in learning about OSU Blackboard tools and techniques? (Check all that apply)
1=Face-to-face workshops
2=One-on-one consultation
3=Online tutorials
4=Email consultation
5=Telephone consultation
6=Working with other instructors
8=No thank you, I don't want instruction about Blackboard
7=Other (Describe)
0=Not selected
9=No response

Var. 31 Fmt: N1 Col: 40 Name: Q14_3 (AE)
Q14. By which of the following methods are you interested in learning about OSU Blackboard tools and techniques? (Check all that apply)
1=Face-to-face workshops
2=One-on-one consultation
3=Online tutorials
4=Email consultation
5=Telephone consultation
6=Working with other instructors
8=No thank you, I don't want instruction about Blackboard
7=Other (Describe)
0=Not selected
9=No response

Var. 32 Fmt: N1 Col: 41 Name: Q14_4 (AF)
Q14. By which of the following methods are you interested in learning about OSU Blackboard tools and techniques? (Check all that apply)
1=Face-to-face workshops
2=One-on-one consultation
3=Online tutorials
4=Email consultation
5=Telephone consultation
6=Working with other instructors
8=No thank you, I don't want instruction about Blackboard
7=Other (Describe)
0=Not selected
9=No response

Var. 33 Fmt: N1 Col: 42 Name: Q14_5 (AG)
Q14. By which of the following methods are you interested in learning about OSU Blackboard tools and techniques? (Check all that apply)
1=Face-to-face workshops
2=One-on-one consultation
3=Online tutorials
4=Email consultation
5=Telephone consultation
6=Working with other instructors
8=No thank you, I don't want instruction about Blackboard
7=Other (Describe)
0=Not selected
9=No response

Var. 34 Fmt: N1 Col: 43 Name: Q14_6 (AH)
Q14. By which of the following methods are you interested in learning about OSU Blackboard tools and techniques? (Check all that apply)
1=Face-to-face workshops
2=One-on-one consultation
3=Online tutorials
4=Email consultation
5=Telephone consultation
6=Working with other instructors
8=No thank you, I don't want instruction about Blackboard
7=Other (Describe)
0=Not selected
9=No response

Var. 35 Fmt: N1 Col: 44 Name: Q14_7 (AI)
Q14. By which of the following methods are you interested in learning about OSU Blackboard tools and techniques? (Check all that apply)
1=Face-to-face workshops
2=One-on-one consultation
3=Online tutorials
4=Email consultation
5=Telephone consultation
6=Working with other instructors
8=No thank you, I don't want instruction about Blackboard
7=Other (Describe)
0=Not selected
9=No response

Var. 36 Fmt: N1 Col: 45 Name: Q14_8 (AJ)
Q14. By which of the following methods are you interested in learning about OSU Blackboard tools and techniques? (Check all that apply)
1=Face-to-face workshops
2=One-on-one consultation
3=Online tutorials
4=Email consultation
5=Telephone consultation
6=Working with other instructors
8=No thank you, I don't want instruction about Blackboard
7=Other (Describe)
0=Not selected
9=No response

Var. 37 Fmt: A750 Col: 46-795 Name: Q15 (AK)
Q15. What aspects of OSU Blackboard would you like to learn more about?

Var. 38 Fmt: A500 Col: 796-1295 Name: Q16 (AL)
Q16. What changes do you suggest that could potentially improve the OSU Blackboard system?

Var. 39 Fmt: A500 Col: 1296-1795 Name: Q17 (AM)
Q17. If you could make only one suggestion on how to improve the Blackboard system, what would it be?

Var. 40 Fmt: A500 Col: 1796-2295 Name: Q18 (AN)
Q18. What else would you like to say about OSU Blackboard or about your needs for a course management system in general?

APPENDIX D-2:
STUDENT CODEBOOK

Codebook Name: BLACKBOARD_2007_STUDENTS

Date: June 10, 2008

Number of Variables in Codebook: 36

Data Record Length: 4680

Var. 1	Fmt: N2	Col: 1-2	Name: Q1 (A)
Q1. What is your current class standing?			
	1=Freshman		6=Doctorate
	2=Sophomore		7=Other <i>(Describe)</i>
	3=Junior		8=Non-degree
	4=Senior		9=Post-bac
	5=Masters		10=Professional

Var. 2	Fmt: A250	Col: 3-252	Name: Q1_Other (B)
Other			

Var. 3	Fmt: N3	Col: 253-255	Name: Q2 (C)
Q2. In which program is your major course of study? If you have a dual major or cannot find your major in the list provided, please check "Other" at the end of the drop down list and type your response in the box below.			
	01=Actuarial Science		
	02=Aerospace Studies		
	03=Agricultural Business Management		
	04=Agricultural Economics		
	05=Agricultural Sciences		
	06=Air Force Studies		
	07=Animal Sciences		
	08=Anthropology		
	09=Applied Health		
	10=Art History		
	11=Athletic Administration		
	12=Biological Engineering		
	13=Botany		
	14=Business Administration		
	15=Chemistry		
	16=Chinese		
	17=Communication		
	18=Community Health		
	19=Computational Physics		
	20=Computer Science		
	21=Crop Science		
	22=Cultural/Historic Aspects of the Near Environment		

23=Early Childhood Development and Education
24=Earth Information Science and Technology
25=Economics
26=English
27=Entrepreneurship
28=Environmental Engineering
29=Environmental Geosciences
30=Environmental Health
31=Environmental Sciences
32=Equine Science
33=Ethnic Studies
34=Exercise and Sport Science
35=Exercise Physiology
36=Fermentation Science
37=Fisheries and Wildlife
38=Food Science
39=Food Systems Management
40=Food Technology
41=Forest Management
42=Forest Products
43=Recreation Resource Management
44=French
45=Geology
46=German
47=Health Management Policy
48=History
49=Horticulture
50=International Agricultural Development
51=Irrigation Engineering
52=Japanese
53=Mathematical Sciences
54=Mathematics
55=Merchandising Management
56=Microbiology
57=Military Science
58=Multimedia
59=Music
60=Natural Resource and Environmental Law and Policy
61=Natural Resources
62=Naval Sciences
63=New Media Communication
64=North American Environmental Sciences
65=Nuclear Engineering

66=Nutrition
67=Oceanography
68=Outdoor Recreation Leadership and Tourism
69=Pharmacy
70=Philosophy
71=Physics
72=Political Science
73=Print Media
74=Psychology
75=Public Health Promotion and Health Behavior
76=Radiation Health Physics
77=Rangeland Ecology and Management
78=Regional Studies
79=Resource Economics
80=Resource Geography and Rural Planning
81=Russian
82=Sociology
83=Soil Science
84=Spanish
85=Sports Injury Care
86=Statistics
87=Telemedia
88=Theatre Arts
89=Turf and Landscape Management
90=Visual Arts
91=Women Studies
92=Writing
93=Zoology
94=Other/More than one major
95=Biology
96=Chemical Engineering
97=Electrical and Computer Engineering
98=Civil Engineering
99=Construction Engineering Management
100=Computer Engineering
101=Engineering Physics
102=Industrial Engineering
103=Mechanical Engineering
104=Liberal Studies
105=Human Development and Family Sciences
106=Interior Design
107=Housing Studies
108=Public Health

109=Biochemistry and Biophysics
 110=Veterinary Medicine
 111=Education
 112=General Science
 113=Wood Science and Technology
 114=Wood Science
 115=Public Policy
 116=Forest Engineering
 117=Forest Science
 118=Forest Operations Management
 119=Forest Engineering
 120=Adult Education
 121=Geography
 122=Geographic Information Science
 123=College Student Services Administration

Var. 4 Fmt: A150 Col: 256-405 Name: Q2Other (D)
 If you could not find your major in the drop down list above or have a dual major, please type your response here.

Var. 5 Fmt: N1 Col: 406 Name: Q3_1 (E)
 Q3. Thinking of this term only (Winter 2008), in which of the following OSU class locations did you enroll? (Click all that apply)

1=OSU Corvallis Campus	4=Other (Describe)
2=OSU Cascades Campus	0=Not Selected
3=OSU Extended Campus	

Var. 6 Fmt: N1 Col: 407 Name: Q3_2 (F)
 Q3. Thinking of this term only (Winter 2008), in which of the following OSU class locations did you enroll? (Click all that apply)

1=OSU Corvallis Campus	4=Other (Describe)
2=OSU Cascades Campus	0=Not Selected
3=OSU Extended Campus	

Var. 7 Fmt: N1 Col: 408 Name: Q3_3 (G)
 Q3. Thinking of this term only (Winter 2008), in which of the following OSU class locations did you enroll? (Click all that apply)

1=OSU Corvallis Campus	4=Other (Describe)
2=OSU Cascades Campus	0=Not Selected
3=OSU Extended Campus	

Var. 8 Fmt: N1 Col: 409 Name: Q3_4 (H)
Q3. Thinking of this term only (Winter 2008), in which of the following OSU class locations did you enroll? (Click all that apply)
1=OSU Corvallis Campus 4=Other (Describe)
2=OSU Cascades Campus 0=Not Selected
3=OSU Extended Campus

Var. 9 Fmt: A250 Col: 410-659 Name: Q3_Other (I)
Other

Var. 10 Fmt: N1 Col: 660 Name: Q4 (J)
Q4. Thinking of this term only (Winter 2008), what percentage of your classes use the OSU blackboard system?
1=100% or all of my classes use OSU Blackboard
2=51 - 99% of my classes use OSU Blackboard
3=50% or about 1/2 of my classes use OSU Blackboard
4=1 - 49% of my classes use Blackboard
5=0% or none of my classes use Blackboard
6=I am not sure

Var. 11 Fmt: N1 Col: 661 Name: Q5A (K)
a. The ability to communicate with instructors by means other than face-to-face
1=Very Important 5=Not at all Important
2=Important 0=Not sure/No basis for opinion
3=Somewhat Important 9=No response
4=Slightly Important

Var. 12 Fmt: N1 Col: 662 Name: Q5B (L)
b. The ability to communicate with other students by means other than face-to-face
1=Very Important 5=Not at all Important
2=Important 0=Not sure/No basis for opinion
3=Somewhat Important 9=No response
4=Slightly Important

Var. 13 Fmt: N1 Col: 663 Name: Q5C (M)
c. Having online access to course materials
1=Very Important 5=Not at all Important
2=Important 0=Not sure/No basis for opinion
3=Somewhat Important 9=No response
4=Slightly Important

Var. 14	Fmt: N1	Col: 664	Name: Q5D (N)
d. Having online access to your course grades and scores			
1=Very Important		5=Not at all Important	
2=Important		0=Not sure/No basis for opinion	
3=Somewhat Important		9=No response	
4=Slightly Important			
Var. 15	Fmt: N1	Col: 665	Name: Q6A (O)
a. Communication with instructors			
1=Very effective		5=Not at all effective	
2=Effective		0=Not Applicable/No Basis for Opinion	
3=Somewhat effective		9=No response	
4=Slightly effective			
Var. 16	Fmt: N1	Col: 666	Name: Q6B (P)
b. Communication with other students			
1=Very effective		5=Not at all effective	
2=Effective		0=Not Applicable/No Basis for Opinion	
3=Somewhat effective		9=No response	
4=Slightly effective			
Var. 17	Fmt: N1	Col: 667	Name: Q6C (Q)
c. Access to course materials			
1=Very effective		5=Not at all effective	
2=Effective		0=Not Applicable/No Basis for Opinion	
3=Somewhat effective		9=No response	
4=Slightly effective			
Var. 18	Fmt: N1	Col: 668	Name: Q6D (R)
d. Access to course grades and scores			
1=Very effective		5=Not at all effective	
2=Effective		0=Not Applicable/No Basis for Opinion	
3=Somewhat effective		9=No response	
4=Slightly effective			
Var. 19	Fmt: N1	Col: 669	Name: Q7 (S)
Q7. Understanding that your instructors must operate within the current OSU Blackboard feature set, what percentage of your instructors who use OSU Blackboard this quarter do so effectively?			
1=100% (All)		4=1 - 49% (Less than half)	
2=51 - 99% (Most)		5=0% (None)	
3=50% (Half)		9=No response	

Var. 20 Fmt: A750 Col: 670-1419 Name: Q7A (T)
Q7A. Understanding that your instructors must operate within the current OSU Blackboard feature set, If you could make one change that would improve your instructor's use of the OSU Blackboard system, what would it be?

Var. 21 Fmt: N1 Col: 1420 Name: Q8 (U)
Q8. Of those instructors who use OSU Blackboard this quarter, what percentage ask for your feedback regarding their uses of OSU Blackboard for instruction?
1=100% (All) 4=1 - 49% (Less than half)
2=51 - 99% (Most) 5=0% (None)
3=50% (Half) 9=No response

Var. 22 Fmt: N1 Col: 1421 Name: Q9 (V)
Q9. Overall, how effective do you rate your own ability to use OSU Blackboard?
1=Very effective 3=Somewhat effective 5=Not at all effective
2=Effective 4=Slightly effective 9=No response

Var. 23 Fmt: N1 Col: 1422 Name: Q10_1 (W)
Q10. By which of the following methods are you interested in learning about OSU Blackboard tools and techniques? (Click all that apply)
1=Face-to-face workshops
2=One-on-one consultation
3=Online tutorials
4=Email consultation
5=Telephone consultation
6=From my instructors
7=Working with other students
8=No thank you, I don't want instruction about Blackboard ;34
9=Other
0=Not selected

Var. 24 Fmt: N1 Col: 1423 Name: Q10_2 (X)
Q10. By which of the following methods are you interested in learning about OSU Blackboard tools and techniques? (Click all that apply)
1=Face-to-face workshops
2=One-on-one consultation
3=Online tutorials
4=Email consultation
5=Telephone consultation
6=From my instructors
7=Working with other students
8=No thank you, I don't want instruction about Blackboard ;34
9=Other
0=Not selected

Var. 25 Fmt: N1 Col: 1424 Name: Q10_3 (Y)
Q10. By which of the following methods are you interested in learning about OSU Blackboard tools and techniques? (Click all that apply)
1=Face-to-face workshops
2=One-on-one consultation
3=Online tutorials
4=Email consultation
5=Telephone consultation
6=From my instructors
7=Working with other students
8=No thank you, I don't want instruction about Blackboard ;34
9=Other
0=Not selected

Var. 26 Fmt: N1 Col: 1425 Name: Q10_4 (Z)
Q10. By which of the following methods are you interested in learning about OSU Blackboard tools and techniques? (Click all that apply)
1=Face-to-face workshops
2=One-on-one consultation
3=Online tutorials
4=Email consultation
5=Telephone consultation
6=From my instructors
7=Working with other students
8=No thank you, I don't want instruction about Blackboard ;34
9=Other
0=Not selected

Var. 27 Fmt: N1 Col: 1426 Name: Q10_5 (AA)
Q10. By which of the following methods are you interested in learning about OSU Blackboard tools and techniques? (Click all that apply)
1=Face-to-face workshops
2=One-on-one consultation
3=Online tutorials
4=Email consultation
5=Telephone consultation
6=From my instructors
7=Working with other students
8=No thank you, I don't want instruction about Blackboard ;34
9=Other
0=Not selected

Var. 28 Fmt: N1 Col: 1427 Name: Q10_6 (AB)
Q10. By which of the following methods are you interested in learning about OSU Blackboard tools and techniques? (Click all that apply)
1=Face-to-face workshops
2=One-on-one consultation
3=Online tutorials
4=Email consultation
5=Telephone consultation
6=From my instructors
7=Working with other students
8=No thank you, I don't want instruction about Blackboard ;34
9=Other
0=Not selected

Var. 29 Fmt: N1 Col: 1428 Name: Q10_7 (AC)
Q10. By which of the following methods are you interested in learning about OSU Blackboard tools and techniques? (Click all that apply)
1=Face-to-face workshops
2=One-on-one consultation
3=Online tutorials
4=Email consultation
5=Telephone consultation
6=From my instructors
7=Working with other students
8=No thank you, I don't want instruction about Blackboard ;34
9=Other
0=Not selected

Var. 30 Fmt: N1 Col: 1429 Name: Q10_8 (AD)
Q10. By which of the following methods are you interested in learning about OSU Blackboard tools and techniques? (Click all that apply)
1=Face-to-face workshops
2=One-on-one consultation
3=Online tutorials
4=Email consultation
5=Telephone consultation
6=From my instructors
7=Working with other students
8=No thank you, I don't want instruction about Blackboard ;34
9=Other
0=Not selected

Var. 31 Fmt: N1 Col: 1430 Name: Q10_9 (AE)
Q10. By which of the following methods are you interested in learning about OSU Blackboard tools and techniques? (Click all that apply)
1=Face-to-face workshops
2=One-on-one consultation
3=Online tutorials
4=Email consultation
5=Telephone consultation
6=From my instructors
7=Working with other students
8=No thank you, I don't want instruction about Blackboard ;34
9=Other
0=Not selected

Var. 32 Fmt: A250 Col: 1431-1680 Name: Q10_Other (AF)
Other

Var. 33 Fmt: A750 Col: 1681-2430 Name: Q11 (AG)
Q11. What aspects of OSU Blackboard would you like to learn more about?

Var. 34 Fmt: A750 Col: 2431-3180 Name: Q12 (AH)
Q12. What changes do you suggest that could potentially improve the OSU Blackboard system?

Var. 35 Fmt: A750 Col: 3181-3930 Name: Q13 (AI)
Q13. If you could make only one suggestion on how to improve the Blackboard system, what would it be?

Var. 36 Fmt: A750 Col: 3931-4680 Name: Q14 (AJ)
Q14. What else would you like to say about OSU Blackboard or about your needs for a course management system in general?

Appendix E-1
Instructor Comments

Q1_Other

AAIP

Academic Affairs - Naval Science

Academic Learning Services (ALS)

ALS

anthropology

Developmental Math

E-Campus

eli

English Language Institute

EOP

exclusively E-campus

Extension teaching

International Programs

math

Mathematics

Military Science

Military Science

Naval Science

Univ Honors College

Q2_Other

Academic Affairs Administrator

Administrator

administrator

Adminstrator/non-faculty rank

adviser

Advisor

Assistant Professor

Chair

Clinical Professor

courtesy asst professor

Courtesy Faculty

Courtesy Faculty

courtesy faculty

courtesy faculty

courtesy faculty

courtesy Prof. Appt

Coutesy Faculty

Department Chair

Dept Head

Emeritus 1039

emeritus professor

Emeritus Professor

Extension Specialist/Satff Chair

Faculty Research Associate

formely Graduate TA

GRA

Graduate Student

Graduate Student

GTA

half-time professor

librarian

Officially a TA, but I'm the instructor for 2 courses because of previous experience and education.

PAC Program Director

post-doc

Professional faculty

Professional Faculty

Professional Faculty

Professional Faculty - Director

Professor Emeritus

Professor Emeritus

Professor Emeritus

Program Director

Program Director

Program Director

Research Assistant

Research Associate

Research Associate

Senior Faculty Research Assistant

senior FRA

tutor

Undergraduate Student

Visiting Assistant Professor

Q8Other

Creating an email group is more effective for me.

have other communication media

I communicate by posting announcements; I do not use the communication device

I communicate with students by talking to them. I don't need Blackboard for that interface.

I have never used OSU Blackboard to communicate with students because other means meet my needs.

I have used it, but no longer teach, therefore won't use it because I don't need to. I would continue to use it if I were to continue to teach.

I have used OSU Blackboard to communicate with students and may do so again

i post lecture notes

I use email

I use OSU Blackboard to communicate with students and I don't know if I want to use it yet. It depends on the class I teach.

I use other means.

My TAs have done this as I am not familiar with the Blackboard tools for this purpose and it is a black-hole trying to get the necessary permissions

The only time I use Blackboard is when I'm forced to by Ecampus

why

Q9Other

Again, I assess students through personal interaction. I don't need Blackboard for this interface.

between choices 1 and 2: I have used BB for assessment, and may again, but not for sure.

E-Campus only

have not had the need for this

have not used the assessment tools but would love to learn how.

have only used blackboard to receive files (drop box) but not the measure knowledge though the information contained in the files is used to measure knowledge blackboard itself is not.

have other assessment media

I do not want to use Blackboard for this purpose

I doubt I'll use it. I'm WebCT expert and Blackboard is simply too clunky in this regard. WebCT is much more elegant and time-saving. On the other hand, since BB has purchased WebCT there is always hope that some of the better WebCT features will be incorporated.

I have and will continue to use Blackboard, though it does not fully meet my needs

I have but am unsure if I will continue to

I have never used Blackboard to assess student learning

I have never used OSU Blackboard to allow students to communicate with one another outside the classroom because I prefer to use other methods than online.

I have never used OSU Blackboard to assess student learning because other means meet my needs.

I have never used OSU Blackboard to assess student learning but I plan to learn how to do so.

I have never used, but I am familiar with the tools

I have not used Blackboard to assess student learning but I would like to do so more in the future.

I have used Blackboard to assess student learning. I used it extensively for an on-line course, and one year I made self-study quizzes available on-line. I have not used Blackboard for that purpose recently, but I would use it again if it met a particular need.

I have used OSU Blackboard to assess student learning and may do so again

I have used OSU Blackboard to assess student learning in the past, and depending on the structure of class I may use it again.

I just haven't used it.

I know what I can do with Bb, I just haven't implemented it.

I plan to use Blackboard for *some* assessment, but not all

I post lecture notes

I prefer to use homework, exams, and in-class questions to evaluate student understanding.

I teach activity courses, so I do most of my evaluation work through physical activity, not on the computer.

I use Blackboard to assess student learning at some levels, but use other means to assess learning at higher levels of understanding.

I use Blackboard to assess students in my online class, not in my on-campus class

I use blackboard to post assignments, everything else is done through email. I do not feel that Blackboard is appropriate for assessing student knowledge and understanding

I use it to assess 1 safety quiz. It is such a pain that I don't use it for more than that.

It might work but I am happy with my existing processes and don't see any big gain using Blackboard. But I can think of times I would, they just haven't come up.

just use it for course management, i.e. postin syllabus, assignments and using gradebook

No need to do so

none apply

not interested in this function

TAs don't do that.

The course exams are scheduled by e-campus as paper-and-pencil. Quizzes follow the same procedure as practice for exams.

This use of Blackboard is not appropriate for the type of course I taught.

Q10Other

A few students use this capability, I do not monitor.

Again, I have had discussion boards, study groups, etc on Blackboard in the past. I'm teaching graduate level classes now. The students see each other regularly, so there is no need. I would use it again in particular circumstances.

Again, I use Bb for communication between students in my online class, not so much for my on-campus class

For seminar-sized classes, I encourage postings and responses by students on Blackboard.

Have not used Blackboard for this purpose because they have other means to communicate. have not used this

Haven't had the need to allow student to communicate through Blackboard

Haven't used Bb to do this because I don't find that kind of communication necessary/useful.

I am aware of the capabilities of students being able to communicate outside of class with one another. However, I have not highlighted it to my students or make it a requirement. If they request such a service then I'll absolutely point them to Blackboard.

I do not need the capability

I do not need this service

I don't use Bb because I don't need to

I encourage students to talk to each other in person.

I have given the students the opportunity to communicate through the Discussion board, but few to none have done this.

I have left it up to the students.

I have never used OSU Blackboard to allow students to communicate with each other outside the classroom because I am not a proponent of this type of communication

I have never used OSU Blackboard to allow students to communicate with one another outside the classroom because other means meet our needs.

I have no idea if the students used it for my class.

I have not directly used Blackboard to allow students to communicate with one another

I have not done it

I have not done so, but plan to do so

I have not used Blackboard much for this purpose but plan to use it more in the future.

I have used Blackboard for this purpose because I do not have a need for it.

I have used it to allow students to communicate but they rarely do unless it's assigned for them to have to communicate via blackboard

I have used OSU Blackboard to allow students to communicate outside class and may do so again

I have used OSU Blackboard to allow students to communicate with one another outside the classroom, but may do so again

I have used OSU Blackboard to allow students to communicate with one another outside the classroom; we may consider doing it again.

I just haven't

I just haven't found the need for that capability

I make it available. Students don't use it.

I make the capability available, but don't know if students use it.

I may add discussion board in future terms

I see no need for students to communicate outside the classroom

I will be using it for this purpose this spring

I'm not concerned with this

in a large lecture class, students do not need to communicate with each other for course purposes

In my line of work face-to-face communication is essential and encouraged over interface.

lectured for extremely short time

My courses do not require Blackboard help to communicate.

no need at this time

no need, they all communicate regularly anyway
not aware of the need
not interested
not interested
Not needed
Only done this once; will do again
only for online courses
Plan to try it this spring
some discussion board use - may use it in the future
students have used blackboard to email each other in my classes, but I did not facilitate the communication.
There are tons of ways for students to communicate with each other. Blackboard is not necessary for that.
tried once, students just didn't use it
Used in the past, may use in the future
We communicate VIA list serves.
We have other means.

Q14_Other

being able to ask a specific question and get a specific answer immediately
Blackboard needs massive updating, including to the usability of it's interface. I shouldn't have to be trained to use it.
cannot predict
Compile FAQ answers into a usable document
Doesn't really matter what I check, there is no time.
grouping students within classes
hand-outs, booklets
I have graduated from OSU and will not be teaching any more courses
I have specific questions from time-to-time, and don't know who to ask so they go unanswered.
For example, we had difficulty downloading students assignments in zip files this year, so we had to do that one by one. It wasn't a problem before.
I listened to Dr Dorobolo once and left teh presentation frustrated and disgusted. Other than talk about what he does with it he offered no useful information. We had specifically asked for a practical session in how to use the system.
I only wish I had time!
Is there a book I can read?
My lab classes meet daily for nearly 5 hours; we are able to communicate well face to face, so blackboard is not currently an interest. If I were working in another venue I would access any or all of the options suggested.
online documentation -- small help files for individual blackboard functions
online whiteboard where all students can write collaboratively
retiring after winter 08
See comments at the end
SHORT e/mail tips
System capabilities
user's manual
whatever methods allow me time flexibility to do it
word of mouth

Q15

- how to allow students communicate with each other? is it possible to have add-on capability developed by an instructor?

-- Its limitations for web site format design -- Its limitations for large-enrollment courses (online testing and assignments)

Posting course materials and students communicating with each other.

(1) How to copy information easily from one course area to another. (2) How to get rid of the useless class listings in my personal Blackboard area.

1) Evaluating student learning progress. 2) Using BB to compose quizzes and exams.

1. homework and assessment exercises.

1. The grading feature in the Discussion Board. 2. The assignment tools such as the Learning Unit, Assignment feature, etc. 3. The variety of tools available for use in creating quizzes and tests.

1. Using podcasts; 2. How to incorporate guest speakers/panels into Ecampus courses; Adding assessments to BB (how to streamline), adding content to content manager (not the BB portal), adding users not enrolled administering evaluation materials

Administering exams through blackboard

administering quizzes, exams

administering tests/quizzes; ensuring students do not cheat; digital drop box again, no longer at OSU.

All aspects of Blackboard

All aspects.

All of it...haven't used it yet.

All the functions it can offer

Allow students to post their homework and paper online.

alternatives to Blackboard

Anything positive about it, so far I do not like Blackboard and I do not see the need for it besides eliminating paper in my classroom

assessment

Assessing student learning

assessing student learning

assessing student learning more creatively without allowing for cheating.

Assessing student learning/understanding and communication between students.

Assessing student performance. Currently, exams are graded at the Milne Computer Center and I use Blackboard to post scores. However, if Blackboard could be used for the purposes of quizzes, I would be interested. I guess helping students find help within the group might be useful too if that is possible.

Assessing students and encouraging them to communicate with each other through blackboard.

assessing students previous knowledge, how to compile information from various threads or postings,

assessment

assessment

assessment

assessment of student learning

Assessment of student learning (in Mathematics); Students communicating with each other.

Assessment Techniques and how to get students to communicate with each other and set up discussion groups

Assessment tools

assessment tools, grade organization tools

assessment tools; posting video clips;

Assessment, especially ensuring individual assessment (without cheating). On-line discussion groups. How to use blackboard so students can communicate with each other.

Assessment, weighting scores in the grading process

At this point, I am satisfied with the Bb skills that I have already learned.

Basic general orientation to the system. A sense of what it offers that is different and valuable for my teaching.

Basis functions and features

Can we mess with the overall architecture? I need an area like discussion boards, but that allows students to post their own profiles and share their work.

Changes in course instruction

communication of students w/each other, which sounds like it would be valuable in classes that have group activities, and also for assessment, which I don't know anything about communication with students, online examination, and any new features which I do not know since spring 2007.

Content system, tests and quizzes, podcasting

Continuity of data; learning assessment

Copying content from one term to another. Group discussions.

Course design, interactive techniques used by other instructors, time management by Blackboard instructors, etc.

creating online exams -- I wish it would select from random questions so students had different questions. I would also like to use the online chat function

customizing it to make it easier for my students to find where materials are.

Cutting and pasting the information I've put in for one term into the course info for the same class that's offered the next term. I hated having to re-enter everything because I couldn't figure out how to move it from one term's page to the next.

Deploying the WIC WPP online. (I have just attended a seminar to gain this skill.

digital drop box, portfolios

Digital dropbox, electric blackboard, tasks; generally making a course more appealing to students

digital dropbox, test, polling and survey managers, content collection, course portfolios, recycling, importing, exporting and archiving the course

Discussion board Course statistics

discussion board management, automatic grading and exam delivery/access.

Discussion Boards

discussion forums, external links eg to video, quiz and exam design and administration

discussion groups & grade book

distance learning applications

don't know

don't know enough to know; don't have time at present to find out

editing text lectures

Effective assessments; group projects

Effective use of Blackboard as a teaching tool beyond posting announcements, lecture notes, reading materials and assignments.

Evaluating and assessing student understanding with Blackboard. Suggestions for using discussion boards in mathematics.

evaluating students' learning

Evaluation of student learning

everything

Everything I don't use so I know whether I want to use it. e.g. student to student communication

Everything, I don't have a clue as to how to use it.

examinations

exams & quizzes; self-assessment tools

For future courses, I would like to be able to use online exam tools and also be able to better organize the materials that I post.

fostering rapid communication between instructor and students and among students

General -- when I have time!

general use and abilities... how different than Web for advisors, Employee on line services, Banner, Datawarehouse, etc. and/or sending electronic files to class list serves?...need established good reasons to learn yet another computer program.

Getting rid of homepage clutter

grading

grading

Grading and assessment

Grading with complex grade formulas. Monitoring term-long projects. Simple short answer quizzes. Anonymous student learning assessment

Groups, digital drop box, collaboration

how do I easily upload grades from the Mline computer center directly into Blackboard. I just can't figure it out. Also, I would like to learn how to have students take a test on Blackboard and have their grades automatically put into Blackboard, and have the test send variable questions for each student (or variable order of questions).

How it can help with student projects

How to assess student learning via Blackboard

How to be more efficient at using its' features, how to expedite my tasks

How to craft a useful learning assessment using blackboard that the students can easily respond to (students take less than 30 additional seconds to enter answer over paper response). Note that the student response may (will almost certainly) involve lengthy math work.

How to customize Blackboard to fit the need of my course content and student's needs, i.e., large number of students with various abilities and how to manage this via Blackboard.

how to do quizzes and grade them automatically via Blackboard, in a way that is timed (ie, the quiz is available for a specific time period then is automatically graded and returned to me...can do? how?

How to effectively run online discussions.

How to effectively use Blackboard for student instruction in and outside of the classroom.

How to effectively use the program. What is the program capable of. How to post and assess quizzes in Blackboard.

HOW TO ENCOURAGE COLLABORATIONS AMONG STUDENTS

How to evaluate student learning and how to promote student communication with each other.

How to get IPA fonts to work directly in Blackboard

How to import exams into blackboard, and to learn more about options regarding exams, quizzes, with the formats.

How to make it easier to upload and download grades between Blackboard and Excel.

How to navigate through Blackboard faster and set up my own navigation heirarchy (sp). I feel the interface is slowly and the navigation structure is confusing. There seems to be a lot duplication in the navigation structure.

How to organize the 'classes I'm teaching' list so it's easier to use.

how to put articles on blackboard, how to allow students to communicate on blackboard, what are all the possible uses of blackboard.

How to use blackboard to administer tests.

How to use Blackboard to assess students and to allow them to communicate with one another.

How to use discussion boards.

how to use the grading system to its fullest. How to use discussion board most effeciently, How to use statstics tracking more effectively, Mainly how to get the most out of the system in the shortest amount of time. It feels akward and inflexible.

How to utilize it so the students see it as more of a hassle than a help. With courses being offered 'in the classroom' how can it be used more efficiently or augment the classroom experience.

hoz to gather assessment data to measure student accomplishment of learning outcomes; how to upload scantron grade results to Blackboard and then extract assessment data;

HTML translation tools from word processing, enhancing non-blackboard communications, podcasting if available.

I am satisfied with my use of Blackboard

I am using relatively simple assessment questions (T-F, multi choice) and short essay questions on Blackboard. I could use more information on more probing sorts of questioning tools if they are available.

I do not know how to use blackboard for any other functions except email and posting materials. I would like to learn what else blackboard can do for me in the classroom.

I don't know if this is the right spot for this comment, but since I don't have a 'back' button on this survey to go to a prior question, I'll put this in here. I am VERY frustrated with blackboard's gradebook - it is cumbersome and not at all flexible. I have done my grades in a spreadsheet

for years and I am forced to upload stuff to gradebook because I can't get the gradebook to do what I typically do in a spreadsheet. Next term I will fight through getting an 'alternate' ID from 130+ students so that I can post my excel spreadsheet on blackboard with student scores/grades - that will be easier than fighting with gradebook

I don't remember well the assessment tools of Blackboard.

I have a form that needs changing. Also, I'm sure there are nice functions I do not use.

I have been able to figure out most things that I needed. I did find the early warning system that was added very unintuitive this year, so have not used as much as I thought I would.

I have had terrible problems with BB assessments especially this last quarter - we have now figured out that Firefox should be used instead of IE, but I had some students who had to restart the exams repeatedly b/c it kept freezing on them. I would like more information on why this is happening and what, if anything, I can do to help minimize this very frustrating problem. I would like ideas on how to improve the lecture format of my ECourses as I don't think the written lectures are as engaging (in comparison to having someone face to face talking about the subject. Also I would like to incorporate some short videos of me introducing a topic into my lectures for my ECourse. Perhaps this is something that a tutorial could be written on?

I have never had a complete orientation to its features. I have consulted with another faculty member to learn the basics. I mostly use the system just to post my Powerpoint slides prior to lectures.

I just use the basics right now...posting materials, emailing the class, using the discussion board for weekly reflection questions. I'd like to learn more about other features, but just haven't taken the time to explore yet.

I need to learn how to post grades. I know the procedures are probably explained there but haven't felt a need to invest time to do it. Now that I've taken a class where the instructor used it I know it can be useful.

I only know how to activate my site, enter assignments and announcements and email the entire group or selected individuals. I would like to learn how to have them turn in assignments to the site, etc.

I really only use blackboard for posting grades, and email communication. For the rest I use my own website. This is mostly because I want others besides those enrolled in the the class to have access to the site.

I teach art studio courses and see only a minor application of Blackboard.

I teach infrequently as an adjunct so my memory needs refreshed after six months or so of not using it.

I think I've used most of the options at one time or another. My questions are usually pretty specific, so I wouldn't go for more classroom training.

I use MacIntosh to prepare my powerpoints and handouts. When posted to Blackboard, figures often do not appear. I am most dissatisfied with this. Students download my notes and I often then have to copy hard copies and hand out to correct for the Blackboard errors.

I want to add more images and videos. I also want to use assessment for my large classes. In other classes I would love to have a slide show on line

I want to learn more about virtual classroom and virtual chat, which I have tried to figure out but can't. I would also like to learn more about creating quizzes in Blackboard, which I have never tried. Until I read this questionnaire it never occurred to me to ask my students about how effective Blackboard was for them - so I will! Most of them do not seem to realize that they can email each other, until I tell them. I use Group Pages in business and technical writing classes. I was hired one month before the term began and did not have time to learn how to use and effectively integrate Blackboard into my class. I need Blackboard 101 in the form of an online tutorial.

I will be using it next term so I need to learn how.

I wish for some extra functions but I think I understand (and greatly appreciate) what we do have.

I would like to know more about Blackboard's grade calculation features. It doesn't appear to have the capability to automatically drop the lowest grade from a set of grades. Other classroom grade-sheet programs have this capability and one would think that Blackboard would as well, but if it does, it isn't well documented.

I would like to learn how to speed it up. It currently takes an hour or more to post items. Why does it go away once the next quarter begins. Returning students can't find their grades.

I would like to learn if there are more efficient ways to post scores and material.

I would like to learn more about gradebook.

I would like to learn more about initiating and managing discussing boards and forums.

I would like to learn more about software compatibility. I have had several issues related to students using different software and having to have them either change the settings (if possible), or cut and paste text. Either way, it is time consuming and sometimes frustrating. This is really only related to the dropbox.

I would like to see example of how other instructors (those who are highly rated by students) use Blackboard, so that I can adopt any 'best' practices that I may not be aware of.

If there is a way to enter the grades all at one time, rather than individually. Right now, it is cumbersome to have to add one grade at a time, and to need to go through multiple steps.

Including dimensions such as video and additional online resources to my blackboard site.

Inputing grades into it

Interaction between students;Online use of tutorial materials

Is ELI still different from OSU use?

It would be great to see how other instructors are using Blackboard in their courses.

It's capabilities and how to use them

It's more of matter of just taking the time to figure it out. With ESL students, face-to-face instruction, guidance, and couseling is really the way to go. Low level students are frequently not computer literate enough to make virual classroom interaction effective. Students need to have adequate reading and writing skills first.

Keeping my own Web site for each course is more covenient for me as I have total control on it.

Know nearly nothing about it. Took a class once but didn't learn much.

Live use, for example, 'meeting' remotely online at the same time. And, I'd like to learn how to digitize and post recordings.

live webcards

making the website more appealing visually and more functional for user- both instructor and student.

Media content within lecture materials.

more on course content delivery

NA

Navigating, settings, discussion boards that appear less confusing to students

None

None

None

None at the moment

none at this time

none.

Not applicable

not sure

Not sure as I do not believe use of blackboard is a limiting factor in the courses I teach. The courses are typically graduate level, and with a low number of students enrolled. Therefore, face-to-face interaction is easily accomplished and I view this type of interaction as optimal.

Not sure. Don't know what I don't know.

Not sure. I prefer to browse through material. That way, I can find out what I don't know.

not sure; show me what is available; give a 'demo' of what can be used/what is mostly used

nothing at this time

Nothing comes to mind.

Nothing comes to mind. I use it for posting powerpoint lectures, quiz solutions, and grades.This seems sufficient for my needs.

Nothing in particular

on-line assessment of learning

on-line assessments

Online exams.

On-line quiz feature

On-line quizzes or other assessment tools
on-line testing Creating more Blackboard exciting pages. Having students communicate together.
Organizational strategies; use of the drop box
Page design, Podcast, etc.
podcasting
Portfolio development is my next step
Portfolios and content packages
posting grades, publishing slides and other material, allowing students to provide anonymous feedback/questions
Posting relevant Youtube videos that relate to course learning that are embedded in Blackboard. Versus providing a link they have to follow and which might become broken at some point.
posting video-like lectures on-line
Printing hard copy of the Blackboard frames is quite frustrating sometimes. I often get the 'logo' frame, table of contents, etc. which precede the subject frame I really want. It's wasteful of paper. Other times, I don't get the frame I want because it's not selectable.
Providing quizzes online through BB.
quiz administration, inserting video clips and associated commentary - possibly audio.
Facilitating question and answer from students.
Quizzes
Quizzes with Respondus
Setting up group communication for workteams.
set-up and workflow (versus static repository of documents, etc.)
shortcuts to make it less clunky to roll one term over to the next
Some of the finer details of use, including but not limited to blogging, tools, and course portfolios.
spreadsheets for grading; manipulating percentages of scores
Student assessment
student communication and student assessment of learning
student communication with each other tools
Student evaluation
student evaluation
Student evaluation
Student Evaluation
student team creation and video sharing
student to student communication
Student to student communication
student-student communication & learning assessment
Student-to-student communications and student evaluations
surveys and test set up and the student contact
test creation; chat
Test Manager
Test manager. I have not been able to score 1/2 point per answer in matching. I also do not know how to use the Pool section.
testing
testing capabilities
Testing via Blackboard, and keeping track of grades via Blackboard.
Testing, posting lectures
Testing; use of media; course organization; student feedback
That depends on the courses I'll be assigned. In general, I'm interested in keeping current on a variety of Internet resources.
The ability to put videos on it.
the features of blackboard that make it accessible to students who use assistive technologies
There are subject headings that I never use. Some seem redundant and only confuse the student as to where something is located (on-line class). I use gradebook, course materials,

digital drop box, assignments, and a couple others but several are never used. Students complain they have to search through the headings to find what they need (although I generally have told them where to find an assignment).

tips, tricks and shortcuts

To learn how to use some features that I am not currently using; learn how to include Skype; also, how to use something like Centra for an online voice discussion

Tools for composing scientific content

Uploading Grades

uploading grades into Registrar's system.

uploading grades; group discussion

Use it to assess student learning

use of discussion forums, using on-line testing, setting up links to outside resources

Use of images and video in snippets.

Using assessment capabilities, and how to monitor if individual students are accessing information from blackboard (how often, when etc.)

using blackboard for students to turn in assignments (digital dropbox), I have no idea how this works

Using Blackboard to access student learning and to set up chat rooms.

Using Blackboard to administer lab quizzes

Using Blackboard to assess student competencies and its utility for student portfolio development

Using Blackboard tools to assess student learning.

using discussion board and using assessment capabilities

Using groups and chat rooms.

using it for assessment

Using it for pre and post tests to assess student knowledge and learning.

utilizing Blackboard for quizzes

What each item in the Control Panel means so I know better what the full capabilities of Blackboard are.

What is available beyond posting course materials, links to course supplements, posting grades and providing easy e-mail communication.

when and if new features are added it is nice to know, but other than that I feel comfortable with BB.

When Blackboard can lead class discussions (discussions not lectures) and read and grade papers, please let me know.

When I get on the blackboard page for the course instructor there are many many tools that I have not used. It would be helpful to get an overview of what each of them do so that I can decide which to use. Also, I have taken workshops on using Blackboard for student assessment. It has appeared quite daunting and so I'd appreciate instruction on how to make it appear less so. Thanks.

Whether setting up communication, assessment would work for me

Why we (pay for and) use blackboard, and not less expensive and better open source products, such as Moodle, or Saki.

Writing collaboratively where all students can access the latest drafts; plus using discussion boards so that students must post first before being able to read other students' posts

Q16

(1) Continuity of data, i.e. have my formatting and materials ready for the next time I teach the course. (2) Be able to clone a course

(1) differentiating audits from graded students, (2) easier manipulations of gradebook

* Blackboard uses too much browser area! Have the option for a sparse window. Think Google. * Blackboard is faster than in previous years, but it could still use improvement. The problem is a combination of processing speed and too many confirmatory buttons! * Quiz editing is cumbersome at best. Respondus helps, but has its own problems.

1) Simplify the process for setting content and tool preferences for a given course. 2) Make the on-line grade book more flexible, including a report line for current grade percentage. 3) Make it easier for the instructor to 'see what students see'.

1. Make the uploading of grades from Excel master rosters easier. 2. Allow simultaneous login of instructor and test student.

1. Quick making it so CLICK happy. 2. Make it easier to access. 3. Make it more responsive. 4. Improve the user interface to incorporate human interface guidelines - see Apple, if this makes no sense.

1. See Q #15 above for the printing problems. 2. Uploading exams--particularly multiple choice and multiple answer exams--is a tedious process. I now have Ecampus folks do it, but that requires an extra step in the process of preparing exams.

1. Gradebook - leave names showing when scroll right. 2. Provide option to global delete all items in a Content Area. When I copy a course from one term to the next, I have to delete each entry individually. 3. When adding a new entry in a Content Area, cursor disappears after 5-10 seconds.

1. Larger text entry fields (more lines visible at one time). 2. Larger fields when viewing discussion forum threads (more lines visible at one time). 3. Ability to expand/collapse discussion threads without having to open each one (this was available on an earlier version) 4. Easier and more reliable copying of materials from one course site to another (ordered lists of items frequently get scrambled when copying)

A button or link that gives online tutorial about using blackboard. And frequent meetings or calls or workshops on how to use blackboard.

a method for securely delivering exams over BlackBoard (managing exams so that other students aren't coaching the exam taker).

Ability to add guest or TA access myself

Ability to import grades from scantron results. Online, midterm course evaluation survey. The gradebook should allow category averages (e.g., quiz averages), and the early warning system should be able to use these averages. Grade book should allow dropping lowest grade or replacing lowest with highest in category, etc. Front page should clearly separate courses by term. This is especially annoying for faculty, but it would also preclude disenrolling students after each term.

ability to remove prior term classes

Ability to save courses in a place that would always be accessible to the instructor

ability to upload multiple documents at one time

Accommodating large classes (i.e. allow multiple grades to be added to the gradebook in a more expeditious fashion). Allowing discussions to be automatically stopped at a particular time point (date/time).

Add the ability to score individual criteria/rubrics for open-ended projects. Also, I'm unable to comment on scores I make for the Grade Forum function.

Allow scripted group creation, either upload 'these people in this group' or use a column in the grade book and say 'add students to the group name which matches this column. Resolve usually sluggish and occasionally slow page loads.

Allow the dropbox to be set up by assignment (i.e. so there are separate drop boxes for each assignments or separate locations like in WebCT). Allow direct access to student homepages from the course menu so that you don't have to list the roster first. Get a much better instruction manual for instructors.

Allow work on Blackboard to be done less clumsily. It takes five keystrokes to post a grade. Terribly inefficient.

Allowing individuals from off campus to see course material - not hiding everything so much.

An easy way for the material to be retained from quarter to quarter so it does not all have to be put on. I know there is a way to save it but it is not easy.

Anything that can be done to make it more user friendly is good.

Anything that might help with translation of software from student to teacher or vice versa.

Basic training

BB meets my needs given how I am using it which is to disseminate material.

be able to easily post something to more than one class at a time (I teach 2 sections of the same course and I have to post each item twice so it is on both blackboard sites)

being able to do things in batches!

Being able to use videos.

Better content management -- ability to select multiple documents to upload at once, ability to move documents (etc) around the site more easily, etc.

Better format of discussion board threads

Better gradebook functions

Better instruction on how to use Blackboard. Maybe I just missed it but everything I know about using Blackboard I have learned through trial and error (and a great deal of swearing). It is very cumbersome when the class size is large (mine can be anywhere from 24 up to 750). It would be really nice to be able to upload several columns of scores at one time rather than doing only one at a time and having to go through several screens each time.

Better method of entering formatted text (e.g. computer programming text) other than raw HTML

Better online examination capabilities for engineering/math problems.

Better online manual.

Better support for certain specialized technical fonts in text input fields, easier work flow for narrative (rather than letter grade, numerical) feedback on assessments, better user interface for the e-portfolio module (it was a disaster)

Better user interface. In general it's too complicated.

Blackboard allows grades of A+ but A+ isn't a grade used by OSU. It would be good if the maximum grade shown on Blackboard reflected OSU allowable grades. It would make it easier when sending grades at the end of the term instead of having to enter manually.

Bugs seemed to be fewer and fewer; thanks.

cannot think of anything significant to say here.

Can't recommend changes because I know little about all of its functions

capability of simultaneously uploading multiple files into the course documents section. Now it must be done one at a time.

chat system -- it is confusing, ability to use testbanks from the textbook and random selection of those questions

Defaults are sometime set and forgotten but show up in unexpected moments.

Does the grading scale (letter grades) align correctly with the standard OSU grading scale (including +/- grades)?

dON'T HAVE ALL CLASSES EVER TAUGHT OR TO BE TAUGHT AUTOMATICALLY POP UP ON MY HOME SCREEN

don't know

Don't know--I've never used Blackboard.

download from excel into blackboard

Drawbacks of blackboard - when students withdraw, my excel spreadsheet has to be adapted before I can upload grades - this takes time - it would be nice if we could upload info from our original list and id numbers would be matched so as not to worry if my list contains more than the blackboard list. Also, within the announcement page - it would be nice to be able to use boldface or different fonts, etc.

Easier gradebook; ability to not show thesis courses and other blanket numbered courses on 'front page' every time I log in.

Easier rollover of course content

Easier to navigate

Easier way to include extra credit - which is added to final student score - but not added to total number of points for course for computation - so use Excel to compute final grades.

Easier-to-understand interface, maybe the ability to design our own 'buttons' that tell where

materials and discussion groups are

Easy transfer of previous terms' material to a new section of a course.

Efficiency would be nice. Rather than clicking 'OK' twice to enter student grades why not advance to the next student? Currently it goes back to gradebook.

eliminate it, go to open source software

Enable uploading folders so that one doesn't need to go through so many page refreshes, which are the sloooow link in the process of depositing documents

enabling posting such that must post to blackboard before reading the postings of others

Entering grades for large classes can be difficult. It would be great if the column containing the grades being entered was directly adjacent to the name column.

Error messages

Faster response times.

File package download in readable format for retention of materials

for community use, use the name of the community not a number

For my purposes, it was very effective and relatively easy to use.

for on-line classes - make it easier to re-open tests for individual students who have had power failures or computers that freeze during the time a test is open. Also, students often complain they have problems submitting large reports into the digital drop box.

Get a better help system. A good on-line manual with potential to have sections printed or saved for off-line use is needed. Present system is too complex. Also improve the FAQ to be more searchable

Get rid of the pop-up window that appears before I can load a new announcement.

Getting rid of Blackboard and replacing it with an Open Source system. We should not be channeling money into a corporate system when we have the capabilities to create and maintain a system that could be just as useful and more easily navigated.

Grade system is cumbersome. Better if it were more like a spreadsheet

grade weighting and point assignment constraints sometimes did not meet my needs by forcing certain elements to be worth a number of points (up to 100%) and this caused confusion among my students because my weighting system was not adequately modeled by Blackboard.

I also had a large class (200) with students concurrently enrolled in separate lab courses.

There needs to be a way to quickly find out which lab a particular student is enrolled in by looking at the full lecture class roster.

Gradebook showing up all at once. Copying of course work working the first time. Being able to erase Discussion Board easier to start new term.

Gradebook speed & management - it is extremely slow for my large classes; Adding questions to assessments is burdensome; general appearance is not very forward - it needs to be able to compete with other more visual websites that do not rely on student's previous knowledge of how to use the site.

Have an ID column separate on Blackboard grade book. Allow multiple column upload to the gradebook. I would like to be able to upload an entire spreadsheet at one time instead of column by column.

I am not quite sure because my knowledge of blackboard is still limited, so I would love the opportunity to participate in a workshop, to learn about the features of blackboard. I use it basically to post grades, assignments, and open up the discussion board for students. I would like to know if there are other features with Blackboard to facilitate learning.

I am often setting up blackboard in the evening or weekends. I would love to be able to just go look at the way other instructors have set up their class and are having students use it. I would like to have you solicit sample class blackboards to review and then make some that are done well available for use to see.

I am VERY frustrated with blackboard's gradebook - it is cumbersome and not at all flexible. I have done my grades in a spreadsheet for years and I am forced to upload stuff because I can't get the gradebook to do what I typically do in a spreadsheet. Next term I will fight through getting an 'alternate' ID from 130+ students so that I can post my excel spreadsheet on blackboard with student scores/grades - that will be easier than fighting with gradebook

I am very happy with it now

I cannot think of any right now

I can't figure out how to move individual folders from one class to another.

I don't know enough about the system to suggest anything at this time

I don't know how to delete or hide all the courses I've taught, so when I open Blackboard I have this huge list of non-active courses. I don't understand why this list does not default to courses to be taught in the next term, on-going courses, and courses taught during the prior term.

I find Blackboard useful for group communication with my students, and they're required to use it for one of our assignments - Otherwise, I think that we're impersonalizing our communication with our students badly enough already - since all their other classes have them at a 350:1 ratio, at least I can pride myself on being one instructor that cares enough to communicate with them in conferences, face to face.

I find the current system to be cumbersome for large classes. It would be nice if you could upload more than one grade book column at a time and it would also be nice if I could link different sections of the class instead of having to post everything multiple times.

I find the discussion board format clunky. When adding items or modifying, there are so many steps to click Yes-Yes-Yes. If Blackboard ran faster I wouldn't have to wait, especially when I post activities into 25 sections at a time. The ability to embed videos for our WR 121 Info Lit Portfolio would help. More training for undergrads would help. Also maybe if the applets loaded faster so that I didn't have to wait to start typing.

I find the grade book entry system bulky and difficult to use; I'd like to have the ability to enter grades, use the return key to move to the next student. There are too many key strokes to entering grades. In addition, I'd like to be able to enter a lot of different assignments without the course total disappearing in the length of the spreadsheet.

I found everything that I needed (which isn't much) fairly self-explanatory *except* posting surveys for the students.

I hate having to enter grades individually when using the blackboard gradebook... it is inefficient. It is also particularly inefficient to upload grades when I have more than one assignment to post to update. Additionally, I dislike how even a simple procedure usually involves multiple clicks and 'double checks' before the action actually occurs.

I hate the new dialog boxes that get in the way when you are entering scores.

I have found that the tutorials at the Blackboard site are very slow to load, and many require that the user be working in MS windows, which I do not. Broaden platform support, and have tutorials available locally.

I have had several discussions about blackboard. I teach a class that is offered twice a day - BI212. It is the exact same class but at different times. The set up of Blackboard for this class is inconvenient and does not allow me to use some of the features. I have to upload everything twice. Additionally, the discussion boards are run separately. I was tempted to use the digital office hours but would have to do it separately for each class.

I have NO idea.

I have none at this time

I have not used Blackboard since 2005, so I can't comment on the most recent version.

I haven't used it since its first version in 1997/8 and wouldn't be able to give much constructive feedback at this time.

I haven't used the grade book feature because it asks for percentage grades instead of point grades. Can this be changed? Maybe I just don't know how to use it.

I like blackboard and have no specific suggestions

I remember hearing that it is down before fall term begins which seems to be a problem.

I have some students that, for reasons I do not understand, say that they cannot access blackboard, which I have to set up a different set of materials for them. Blackboard needs to be available to all students and user friendly to all

I teach overseas one term a year. During that term I don't use Blackboard because the OS numbers are by level (100, 200, 300) so there is no way to distinguish between 2 300 level courses taught the same term.

It would be great if the grade weighting system worked the way I do grade weighting which I have never been able to make work in Blackboard - any given work product could have a unique weight from week to week.

I would like the grading program to be more flexible. I wanted to put up a make-up column so students could see that points were counted, but I could not add a column that affected only certain students. I would like to make it smaller so I can get as much info on a page as possible. I like using the blackboard system so students always have a clear picture of there

grade and you cannot do that using your own program at home.

I would like to learn how to speed it up. It currently takes an hour or more to post items. Why does it go away once the next quarter begins? Returning students can't find their grades.

I'd like to list the courses I teach by number, not alphabetically by title! I'd like the CURRENT terms courses to be listed first. That list is long and I search forever to find my current classes. If not currently available, a way to add all of the students' grades for assignments in one step, rather than entering a grade for one student and going through multiple steps and then repeating the process for each student.

improve the system so it doesn't crash or get overloaded so often.

In a large class, it takes 40 seconds for the first page of the gradebook to load. If I'm looking for a student who isn't on the first page, I have to guess which page to go to and wait another 40 seconds for it to load. The upload grades function is fragile. It's inconvenient not to be able to add more than one gradebook item at a time. In classes with multiple lectures plus a lab, there are three Bb courses for each student. The class average for items should NOT be reported to students.

in the gradebook you need to place the box for the entering the score immediately next to the student's name. It's too easy to misplace grades as it stands now.

Incorporate homework and testing tools like those in WebAssign to enable a one-interface solution.

interface could be more streamlined, its a bit clunky (though effective)

it is so dog slow that grading papers actually takes longer on BB than on paper

it needs to be faster - it takes A LONG TIME for me to pull up a students grade record in the gradebook, and the system often goes blank when I try to post on the discussion boards.

It should be easier to hide classes that are not currently being taught. The blackboard greeting page is a mess because of this.

It would be nice if Gradebook would work more like an Excel sheet such that I could move around the columns. I never figured out how to delete one of the entries. Also, just post the current courses we are teaching, not all the courses we have ever taught.

It's the end of the day and right now I can't think of what they are. There have been improvements in the 8 or so years that I have been using Blackboard (at OSU and another campus). Being able to not show the average score for an assignment or test is one. I would like the default to be not showing the average rather than showing the average as is now the case. It is good to be able to use written comments in the gradebook for assignments rather than being constrained by a number or letter.

it's too slow, i dislike the slight delays for every step, also, it cannot be customized to eliminate annoying extra questions and pages when making simple changes, also the ability to format pages in textboxes is terrible

It's very good as it is, although I would like to have the text editor updated to the 7.3 level (which I use at another school), rather than being used at the older pre-7 level.

last year the grades were automatically erased from blackboard and lead to major hassle to find grades.

live websides

Make availability options more concise. In order to make information available to students (particularly for tests) it seems like you have to select several redundant options.

Make Blackboard compatible with Mac

Make grade updating more efficient. Allow multiple columns to in a spread sheet to be uploaded and updated simultaneously.

Make grade-book functions more consistent and probably easier to manipulate.

make gradebook more user friendly -- right now can't accommodate extra credit

make it accessible for students who use assistive technology

Make it easier to form and manage groups, like it used to be (with a table and check boxes). Its very time consuming now. Also, list all users on the same page. the ability to sort users by last name on the discussion board sure would be helpful, too.

Make it easier to include people from other classes and outside of OSU (e.g. to view selected content). Allow students to post content in course sites (not just discussion forum). Acquire a student advising/audit system (e.g. UO Duckweb) and integrate with Blackboard. Allow non-anonymous surveys. Support direct posting of content from desktop applications such as Word.

Make it easier to translate simple word processing formatting into html text for better appearance of online coursework units and syllabus.

Make it easier to understand and use

Make it faster! Get rid of the verification screen (Thaw Systems or something to that effect - it really slows down the process of uploading documents)!

Make it faster. It has gotten extremely slow. It is painful to use because the wait times are so long. This is most obvious in the gradebook. In addition, the methodology for being able to put things in is primitive at best. My grade book is all crapped up with practice tests that come with the course cartridge. I cannot get them out of the gradebook without deleting the practice quizzes. It is very confusing for the students.

Make it less clunky - ie think about how many clicks it takes to get a certain action done. Also PLEASE try to get it so that the cursor stays in text fields while the page loads. It often deactivates a field so that you are typing away and nothing happens.

Make it less clunky when copying or transferring information from one area to another.

Make it less cumbersome to move from place to place; make surveys/quizzes less cumbersome to create; allow the use of IPA fonts (I teach linguistics/language online, and IPA is an essential part of the course)

Make it more reliable. It tends to crash or be down for maintenance far too frequently.

-Make it possible to mirror a course site for testing -Provide access to instructors well in advance of their course term - Allow for REAL collaboration with other instructors by making the process of adding another instructor to the class list easy.

MAKE SURE that new (and old!)instructors have EASY access to learning how to use Blackboard, especially at the start of the school year. I was extremely frustrated trying to figure out BB, at the start of last Fall term, as a new instructor.

Make sure that the forwarding element always works

make sure that the professors new to using blackboard are shown how to use it, I had to ask fellow TA's to show me how to do it, and how to make it available to the students in the class. I was unaware that I had to activate it for the first week.

make the front end less busy

make the gradebook uploading easier (should be no need to upload a single column at the time; should be a text file, etc).

Make the gradebook utilities much faster, i.e., inputting and uploading grades manually. This is my biggest pet peeve about Blackboard.

Make the input of class names less clunky. Ie. CH_202_2008_003 or whatever is not real intuitive or user-friendly.

Make the inputting of grades easier by allowing keyboard manipulation around the form. It would also speed entering grade data if the cursor would jump to the first student name in the list that begins with a letter entered on the keyboard. Reduce grade entering errors by putting the grade column next to the name rather than on the opposite side of the screen.

Make the most frequently done tasks more prominent so all the many options do not confuse

Making instructor accessibility seamless and easy.

Making it easier to view large class gradesheets without having to continually wait for the next page.

making the items listed in the answer to the previous question *easy* to do.

Many students seem to have problems opening ppt documents in BB windows. Because I've been a student, I know to save it to my desktop, but many students report problems with opening and saving ppt documents through BB.

Maybe more shortcut keys to navigate from/to the control panel and other commonly used menus

message system (show the senders in the inbox, recipient is ME!), allow multiple attachments in the message system, allow multiple messages without re-editing the entire in other type of content, allow the attachments in the message system carry their original names when downloaded

more computing power

More design options (e.g., how and what to show the first page, etc.)

More FAQs for infrequent users like me who cannot call anyone during business hours to address my situation.

More flexibility in course design, both visual and available tools.

More flexibility in how the layout appears -- the current menu system options constrain the use of multiple options such as graphics, additional text that is not an announcement and can be placed in multiple locations on the page

More flexibility in organizing gradesheets. Less esoteric terminology (technobabble) in explanations of Blackboard.

more information about the grade book.

More on-line instruction available, with suggestions about implementing all the various features.

More sophisticated grade posting system

more training for students in utilizing Blackboard. I know that in my undergrad classes there were several students who had never used it before taking my class and I really didn't have time in class to do a tutorial.

More up front assistance; feedback on which components do not work well;

More user friendly...it feel complicated, especially for instructors, and I'm accustomed to working with computer programs.

My courses are math and equation intensive. The equation editor is better than it was but still hard to use and very quirky. Students complain about it all the time. It may be the result of students having different version levels of Java on their PC. Need to standardize this, if it is the problem. Impress on the students at the start of a term that they should have such and such a version of Java on their machine for effective use of Blackboard.

My response here will be the same for the next two questions. I find BB cumbersome to use. Too much clicking to enter into and back out of each action. This seems especially true for the grade book functions but I need to know more about those. I can easily use Excel for all of that kind of work. I have heard that there are much better software packages available. I wonder if BB is salvageable.

n/a

n/a

N/A I've never used it.

NA

na

NA

No

No changes, seems to work fine!

no comment

No recommendations at this time

No suggestion

none

None

none

none

none

none

None

none

none

None at the moment

none at this time

None I can think of

none, I'm still exploring its functionality

None.

Not have it go 'down' so often.

not sure

Nothing I can think of.

Nothing that I can think of. It seems to have many more features than I actually use.

Online tutorial.

Only show courses that instructors are currently teaching. I know you can select for these, but

the default should be that term. Make gradebook function quicker. With a big class it is slow evaluating and posting scores. After grading and posting instructor's feedback, the screen goes back to columns on far left and you have to scroll across to click on the next student's submission. This slows things down.

option to have outside access.

OSU relies only on Blackboard in its instructional system-where is the diversity in education?

This is not a manufacturing organization where all the product must be identical. How do you challenge the students if there is no variability in instruction. Our students today demand convenience and minimal personal effort to learn. We are in a technologically new era but should not be training human robots!

Perhaps, because I don't have a lot of time I don't use Blackboard to its full potential. It's very simple, but I would like to ramp it up some.

Provide a familiarization course. I was unaware of the capabilities of Blackboard until late in the term. I would have used it more extensively, but by the time I understood the capabilities it was no longer timely.

Provide a fool-proof means for submitting grades from Blackboard to the Registrar's record.

Provide an evening orientation for all adjunct faculty.

Providing tests on blackboard seems inflexible and difficult.

Quite frankly, less reliance on it.

React faster and with fewer keystrokes -- work more like EXCEL. Files dropped into 'digital drop box' must be retrieved one at a time. I think it would be helpful to be able to have students put submittals in folders -- per assignment, etc. -- where the entire folder could be moved, copied, or printed in one operation

Redesign it to be much more intuitive and require fewer steps to do each task.

Reliability of access, especially during the first hours and days of class for each term.

Remove it. Install ANGEL or another, quicker system.

Remove Java application system used to make changes to gradebook or when posting course documents. The application sometimes takes too long to load.

See Q15

simplifying the control panel, so the instructor finds the most commonly used 6-10 tools rather than 35 (most of which are not in use).

Simply - less cluttered

Some menus are confusing, especially setting up assessments and getting to different levels of control. There was one check-box on an test menu (I think it said 'Do display score' or something like that) which apparently was only for student practice tests, which threatened to wipe out all of the data from students testing because I unwittingly checked it (I didn't want students to see their correct answers and communicate that to other students). It seems like a ridiculous oversight.

Some of the interface features are awkward to use. As an instructor I teach a large number of courses - having a large number of past courses appear in the selection list makes it rather difficult to find the courses for the present term. The past courses should be under a separate menu. Also it is difficult to upload multiple columns of grades in one session - there should be some ability to upload multiple columns at a time.

Sometimes I drop the lowest midterm and/or homework grade, I think blackboard should do this automatically. Availability to get percentage scores on grade section per item (i.e. for each homework and each exam). The colors of the rows, when entering grades, should be stronger so it would be easier to distinguish them.

Speed, system is too slow, too long to load assignments, slide sets, etc. Also there is one serious problem when you start typing in one section, e.g. title of new material, and the cursor just goes away. Since I look at the keyboard to type, I never look up until I'm done and then see I have entered nothing. Wow, that really needs fixing. Happens just about everyday that I use the system.

Streamline it as much as possible. Sometimes there are multiple screens to say 'OK' to before you are finally finished with an operation.

Streamline the navigation structure, or make it more customizable (or give instructions on how to customize the structure more prominent).

Strengthen incoming student skills for using blackboard.

Student Support for online quizzes - Blackboard kicks students out of the quizzes frequently

and this takes a lot of instructor time and frustrates students - I MAY NOT HAVE THE PATIENCE OR TIME TO USE ONLINE QUIZZES IN THE FUTURE IF THIS IS NOT REMEDIED. I do not think this is a student error problem; its a problem with the Blackboard system.

Students seem to have issues with being able to access Blackboard from some computers (or dial-up home services)...? Is there some way to package the program to reduce Blackboard 'hang-up's?

Submitting grades, adding documents, etc is rather unwieldy at times (too much navigating and clicking required).

Suits my current purposes.

The ability for a letter grade to be automatically figured from the total points, the ability to connect student names (left side) with columns (right side) that don't show on the screen (i.e. need to scroll)

The ability to limit what courses are displayed on 'My Courses' page

The ability to sort within the digital dropbox. Faster performance with gradebook. The ability to format online quizzes using tables.

The blackboard site is not very conducive to a constructivist learning environment.

The discussion board needs to allow the outline of all the threads, as in the previous BB version. My students commented on how much more difficult it was to use the recent version and that they needed to know who had not been responded to in a more global way.

The fact that the names of the students are alphabetized by first name in the Discussion Board tool makes it very difficult to use when posting grades, especially with large classes.

The front page needs to be cleaned up a bit and made less cluttered

The gradebook is HORRIBLE and not user friendly. Overall (not just with respect to gradebook) the interface is cumbersome and takes too much time to access and post items. I will not use the test/quiz function again because it is simply too time consuming to create tests/quizzes. The Calendar system could be simplified. Overall too cumbersome needs streamlining. If I wanted to be the kind of teacher that creates materials once and uses them for years and years, this would be ok. Not me.

The help system is very poor... could use a major overhaul.

The user interface for instructors is not intuitive. Possibly this could be improved.

The user interface should be more user-friendly. For example, as an instructor, I should have a specific tools page to upload files etc that should not require me to click on so many links!

the whole user interface needs an overhaul. It is ugly, non-intuitive, confusing, and makes my life harder rather than easier.

There are too many courses listed in the teaching column. It is very difficult to find the correct course from the way they are listed.

To allow students more than one submission for an assignment without me clearing what has already been submitted. Allow for a choice of how many submissions can occur.

To be able to customize the columns like a spreadsheet with the flexibility of a spreadsheet (ie move the last column over near the first column so we don't have to scroll all the way over to the last column)

too new to it to know

Too slow!!!!!!!!!! Navigation through BB is extremely cumbersome and laggy. Gradebook is an excellent example of this. One has to navigate through 3 windows to enter a SINGLE GRADE. tutorials

uncertain

upload grades from Milne computer center.

Upload speed

Usability testing, a layout that doesn't use frames, the ability to create and update our own modules, better communication with non-Blackboard products, tabs that actually act like tabs

Use of another setup than frames, seamless integration of page contents.

user workshops

We need too many clicks to get from one point to another. I would suggest that anyone entering blackboard with administrator capabilities should be able to get directly into managing the course. Adding files and folders is not very user-friendly...again, too many clicks, confirmations and having to go back a screen to add a file into the folder I just created.

Well, it's student attitudes that might be changed here. Students aren't wise to see the access to transparencies and Powerpoint slides and homework solutions that it provides as a substitute for regular class attendance.

When I log on to Blackboard, there is always a long list of courses which are all variations of the one course that I teach. Every year, I have to go through this list to figure out which one actually has the students in it so that I know which one to use. I would like to be able to log on and see one class in the list of courses that has all of the students in it.

When I used WebCT, the ability to set up links and items in a grid pattern, as opposed to a vertical list, allowed me to set up Jeopardy games for reviewing material.

Q17

I would recommend a little more 'fuzzy' logic to allow more flexibility in fill-in-the blank sorts of activities.

(1) Continuity of data, i.e. have my formatting and materials ready for the next time I teach the course.

1) It would be nice to not have to scan through multiple pages of the gradebook to get to the student's name. I enter grades individually rather than upload, as students turn in extra credit, etc. Too many 'OK' makes it slow and awkward. 2) When a student turns in a Word document, I would like to edit it online using track changes and have the student see it without having to email it separately. Not having to email it separately will save me 3 hrs per assignment.

A button or link that gives online tutorial about using Blackboard.

A way to upload more than one column of grades, rather than one column at a time and clicking on upload grades and upload another column.

Ability for students to post and for instructors to retrieve, grade, and repost assignments and exams

ability to import text book test banks that would allow random selection of these questions. It would save the students a lot of money because I make them purchase the textbook software for homeworks and quizzes

Ability to link the total points column with the student name instead of scrolling across the screen while holding my finger to the screen in order to follow the row and connect the name with the points.

ability to remove prior term classes

Ability to run computer models directly from it.

Ability to upload grades from Blackboard to the Registrar for final grade submission

Ability to upload text with embedded images and media content directly without losing format including different fonts and paragraph structures.

ability to view examples of quality courses to stimulate ideas for use again, it currently serves my needs well enough.

Allow access to student list once they are enrolled and not to wait until a week before class begins.

Allow more flexibility in gradebook formats. Right now I have to keep two, one for bb.

Allow the uploading of data in a fashion similar to the online services. (By student name, ID and the item (score, grade, etc....)) It takes a long time to get my spreadsheet into the sorted format required by Blackboard.

Allow the use IPA fonts to directly in Blackboard. At this point, students and I need to create documents in Word and convert them to PDF to show IPA correctly. This just doesn't work.

An interface that is initially easier for students to understand. Most of them 'get it' by week 3 but some are not comfortable and drop the class.

automatically roll over course material to the next applicable term

Basic training

Be able to change exam answers after posting exam.

Be able to take just one step to get to the control panel--now it takes several steps to get there.

being able to change the fonts: underline, use color, italic etc....

Being able to do things in batches!

Being able to upload an entire spreadsheet instead of column by column

Better instructor support (manual, online instruction, etc.)

better job of categorizing FAQs.

better online documentation -- I don't necessarily want to sit through a tutorial to learn something. of course, maybe I just missed the documentation!

Better on-line help/tutorials/examples

Community-based course test bank for online quizzes. Faculty can contribute problems to a community test bank (categorized, randomized, etc.) and other faculty can select problems or categories of problems for online quizzes in subsequent terms. Faculty could rate problems in terms of difficulty, relevance, creativity, etc., to help other faculty choose among a large list of potential problems. Should be very simple for faculty to use to encourage widest possible

participation.

Connecting e-mail directly to discussion board so you can respond individually to a student without having to open extra windows.

Continued from above. It would also be nice when we move our info from term to term - that all the settings would stay exactly the same. Also, I created timed tests but they were word documents which I graded by typing comments on the quiz. It would be nice after I grade the quiz for it would go back to the gradebook like homework does. (I want to time to students so I used the test feature rather than the homework feature.)

Currently it annoys me that I can't go between my classes without getting back to the beginning. (Or maybe I just don't know how to do it.)

do not hold students responsible for electronic failures

Don't have a constant flow of new steps. There seems to be a continuous learning curve.

don't install system updates the weekend before fall quarter starts

Don't know--I've never used Blackboard.

Don't show a list of 30-40 courses not being taught each time you go into Blackboard

Don't tie it directly to Banner, so that instructors can add assistants, etc.

downloading class list like the online system. When an announcement is posted a notification email should be sent to the students automatically. They don't check it regularly and miss info about their responsibilities and I don't want to send them email everytime for every announcement I want to post.

Easier ability to upload grades to university

Easier instructions... more user friendly.

easier manipulation of gradebook

Easier rollover of course content

easier to add auditors or others interested in checking out the course (including a way to add people for a short time on the discussion board).

easier to link excel spreadsheets with grades into the BB system

easier transfers of previous courses

Easier use of gradebook - ease in moving around, ease in manually entering grades.

eliminate it, go to open source software

enable more cross-talk between the two different sections of my class

enabling posting such that must post to blackboard before reading the postings of others

face-to-face tutorials where we could learn about other blackboard capabilities

Faster response times

Find a way to get all faculty to use Blackboard

Fix the printing problem--or make it less ambiguous.

Flexible manipulation of rows and columns

format and navigation of discussion board

From the support mail I get, it looks like it has a reliability problem compared to the COE classroom tools available at no extra cost.

Get a different system

Get a much better instruction manual for instructors. OSU could actually do this and the current instruction manual is woefully inadequate.

Give instructor's more flexibility for access to others (external observers features are rather limited)

Grade book calculations. If a grade item is extra credit, the points should not count toward the final points in the class. I have not been able to figure this one out.

Grade management, particularly when using weighted grades and extra credit can become confusing. I had to figure out by trial and error and google searches that the extra credit was doing a percentage of the overall grade. It would be nice if we could assign it a value of 0% and let the extra credit add to the total like a raw score instead of a weight.

Gradebook being more accessible ie showing up at once.

Have clear guarantees on the confidentiality of the gradebook and on the security of the system. Rumors about students hacking into the system don't help with belief in using it.

Have the gradebook function more speedy. I currently open up multiple windows of the same gradebook so that I can move between these to avoid the time lag.

Haven't used it yet.

Having question sub-parts on exams.

Help instructors to see and learn from one another and each other's courses.

Historically, Blackboard has not worked or integrated well with the systems in place at the COB.

How to say materials.

I am entirely dependent on this medium for large classes so reliability is critical

I do not like having a menu of 15 or so courses facing me when I open blackboard. I would rather just have the two courses I am teaching the particular term.

I have NO idea.

I have none. It works very well for me.

I mostly only the gradebook, and I can't format it with averages, standard deviations, etc.

I ran into problems with using the # symbol. Blackboard failed to download assignments with the symbol in the assignment title or within the title of the individual work submitted.

I think the grade-book option could be improved. The grade-book I use does weird things, for example when I change the grades and come back to it a day or so later, I notice that it hasn't been changed. Even though it was when I initially changed.

I wish I could access the gradebook directly from the 'home page' for each course rather than having to go through course tools, etc.

I would like the ability to easily place audio and video from my course. I am running into trouble mainly because of copyright issues, but also to a minor degree with logistical issues.

I'd like more flexibility in moving things around (i.e. in the gradebook).

I'm not sure I know enough about it to be of any help here. I tend to use those aspects of things that are useful to me and ignore the rest. Nonetheless, I cannot imagine teaching nowadays apart from this type of resource.

Improve the discussion interface. The discussion boards in the previous version of Blackboard were much better, because in the standard view you could view all messages in all threads at once. The current version of Blackboard took a big step backwards in this regard.

Improve the grade calculation portion of the program by adding the capability to drop the lowest grade from a set of grades.

improve the gradebook function so that it is as flexible as a spreadsheet in terms of calculating groups of scores (for example, a quiz average) and being able to easily weight scores

Improve the navigation structure by making it more customizable.

Improve the reliability of the Blackboard.

Improve the user interface to incorporate human interface guidelines - see Apple, if this makes no sense.

Improved quiz editing.

Include an instant messaging system

It really meets all my needs as I currently teach classes.

It should be easier to hide classes that are not currently being taught. The blackboard greeting page is a mess because of this.

It's great - very user friendly.

Just more training offered on features that are not commonly known on BB. I feel like I just know the basics and would like to learn more efficient ways of completing certain tasks.

Just the text editor updated.

Kind of a minor suggestion, but it was difficult for me to enter grades because I couldn't tell which square to enter the grades went with which student's name. Make the lines more easily distinguished (one dark, the next light, etc.)

Larger text entry fields (more lines visible at one time) and more flexible page formatting. For instance, we should be able to collapse the 'Collect/Flag/Clear' field at the top of the 'Thread detail' page, and the black banner with OSU and the orange tabs at the top of each page. The current format is fine on a 20" screen, but on an older desktop or a small laptop, it is very frustrating!

Less black outs

Less clicks to manage the course.

Less clunky, fewer steps to do things. Rename the Discussion board +Thread. Students do not know what this means. Can't we call it 'post a reply' or something more intuitive?

Less command heavy. Blackboard is not intuitive; it functions like some sort of Microsoft

product. Make Blackboard more like a Mac operating system.

List courses which are current and activated separately from those that are not active or were taught in the previous year.

Make announcement creation more easily accessible than having to go through 'Control Panel', etc. Why not just put a button 'New' as in other areas?

Make Blackboard compatible with Mac

Make grade updating more efficient. Allow multiple columns to in a spread sheet to be uploaded and updated simultaneously.

make it accessible for students who use assistive technology

Make it easier for instructors to learn

Make it easier to form and manage groups.

Make it easier to move existing Course documents into a newly created folder

make it easier to remove courses already completed and do not list all sections for a large lecture class - only the section that each instructor is responsible for

make it easiler to use

Make it easy to use.

make it faster

Make it faster.

Make it faster. If the speed does not improve SOON I am likely to move most of my stuff off Blackboard. The students are complaining as well.

Make it handwriting friendly

Make it less clunky when copying or transferring information from one area to another.

make it more intuitive and memorable

Make it MORE TEACHER FRIENDLY. We need to save time while grading, not spend more time navigating the multiple screens for one action.

make it more user friendly

Make it more user friendly. For example, it took me quite a while to figure out that the reason I couldn't upload grades was that I had them centered in the column and Blackboard expected them right-justified in the cell.

make it more user friendly... it is impossible to navigate. it is VERY difficult to find anything on the site. I can't stand using blackboard because i get so frustrated by the inefficiency and the bulkiness of it all...

Make sure all students are aware of it. I posted a lot of material on the website and I am not sure if the students understood it.

Make tests easier to administer. The system had trouble handling my tests when used with Explorer.

Make the grade entry pages load faster. I like to provide students prompt grades and find it annoying and time-consuming to have the pages load so slowly after entering each student's grade. With 60+ students, this can take over an hour.

Make the gradebook faster, more robust, and more convenient.

Make the gradebook more user friendly to large classes!!

Make the instructor interface more intuitive and obvious.

Make the instructor interface more natural to use.

Make the software more user friendly, by eliminating some of the 'OK' prompts.

Make the uploading of grades from Excel master rosters easier.

More choices

More flexibility in the grading system--ability to include 'best 9 of 10' or even 'best 5 of 10' scores if appropriate.

more interactive tools

More interactive, i.e., more options that I can choose from.

More on-line instruction available.

More sophisticated grade posting system

More tools to help students use blackboard in more ways. For instance, record keeping for students, like keeping track of what assignments they have done and how many they haven't.

n/a

N/A

n/a
NA
na
NA
na
Navigation
No comment
No suggestion
No suggestions
No suggestions at this time
none
none
none
none
none
None
none
none
none
None, but I have had only limited use
not sure
not sure
Nothing leaps to mind
One suggestion is to set the quota limits to higher than 1 GB.
One time I couldn't get course copy to work and had to retype everything, but that has only happened once and otherwise I have no suggestions
Online tutorial
Orientation for STUDENTS on how to use Blackboard effectively
Please learn from the tools of the read/write web--make it easy for me to create, update, share, and otherwise work with my content (and for my students too.) And don't try and charge more for it either.
Please see above!
provide access to instructors well in advance of their course term.
Provide evening orientation, consultation, and training. Many adjunct faculty members work full time off campus, and need access to this type of support in the evening or on weekends.
Provide more information to students about how to use it.
Providing faculty/staff, adjunct prof, K-12 instructors, etc... (all instructors of Blackboard) with something they have to sign regarding their conduct. I believe some have treated the Blackboard support staff quite poorly and disdainfully. Perhaps because they can't physically see them and view them as 'merely support staff' who they can belittle when frustrated.
Students have to follow rules of conduct; so should faculty/staff, etc... who use the system on OSU's dime.
Q16
redesign the way the attachments are handled throughout the system
Reduce the amount of scrolling per screen just to click the submit button when editing.
Reduce the headings
reduce the number of times blackboard appears to 'go down' at the beginning of the quarter.
Reliability of access, especially during the first hours and days of class for each term.
Replace it with Sakai.
Replace with an open source system.
Require Blackboard to convert a non-word document into something intelligible when it prints. I know this is a vague comment, and I really don't know what needs to happen to Bb to make this possible, but I've seen student syllabi that, when printed from Bb, look more like HTML code. This is a huge problem, as it contributes to attrition (: students get 'lost' early in the term) and just a general lack of interest in the class. Is it a software compatability issue? I don't

know...

Rewrite the e-portfolio module.

same as above.

Same comment as above

Same response as Q17.

see 16

SEE ABOVE

see above

See above

See above

see above

See above on technological problems with online quizzes

See above.

See above.

See above.

see above. Otherwise, I think this program is GREAT! Very user friendly!

See answer to question 16 - this missing cursor drives me nuts!

See answer to question 16.

See complaint above. Make it faster and less laggy. Also make the navigation more streamlined and by drastically reducing the number of pages that you need to navigate through to accomplish a single task.

See Q. 15

See Q. 16.

See Q15

See Q16

see Q16

See Q16

See Q16.

See Q17

See question 15

see question 16

shared experiences -- effective vs failed approaches

Shortcut to the e/mail link.

Simpler user interface.

simplify it

simplify the front page

Simplify the process for setting content and tool preferences for a given course.

Simplify the user interface

Simplify.

Some of the pathways are a little clunky. For example, students can only attach one document to a discussion posting, so if they must either create a zipped folder or must do multiple postings.

Sometimes I drop the lowest midterm and/or homework grade, I think blackboard should do this automatically. Or allow me to give different midterms different weights according to the performance of each student.

speed

Speed & flexibility of options in the gradebook

speed it up - I have been on lightning fast computers that, as soon as I go into blackboard gradebook, move slow as molasses from screen to screen

SPEED IT UP!

speed up whatever server it runs on or optimize the code. It's needlessly slow.

Speedier servers that crash less

Stabilize it so that it doesn't freeze on quizzes and exams, this is perhaps the one source of great frustration for both myself and the students. Although we occasionally have problems with the Assignment tool freezing, invariably the problems are with the assessments.

Streamline it. Make it more efficient and user friendly. No other software package I use is as cumbersome as Blackboard.

That the classlist and gradebook do not go away at the end of the term. There have been many times that I'd like to go back and look up the classlist of a course in previous terms that the classlist is 'gone'.

The ability to format online quizzes using tables.

The branching display for the various discussion fora and their threads is not very logical sometimes and is not displayed (at least I could not get it to display) in the most user friendly manner. Somehow, I have the recollection that the various layers in this board were better organized and more clearly nested in earlier version of Blackboard. I could not tailor the current view to what I thought made sense.

The email portion of BB is total garbage; difficult to use, awkward icons, and absurd processes. Have a competent software designer totally redesign the email interface, or substitute a popular email package.

The gradebook needs much improvement.

The Help Desk has been outstanding responding to my questions. What can be done to make it easier to find answers to questions without having to go to the Help Desk, e.g. how to use the Test Student member.

The help system.

The most consistent problem I encounter is students taking quizzes or exams and the system somehow locking up. This is probably not a single issue, but my most important concern for improvement would be reliability/stability, and related to this is ease of use for students.

The online help for Blackboard was not as useful as contacting other instructors with questions. This is not always convenient, however, so I would suggest that the online tutorials be more detailed and interactive.

The only time I used a Blackboard test most students seemed to have difficulty understanding how to stop their test time clock (by logging out?), how to properly submit their exam (they appeared to be in-progress or they were uncertain which version of an exam they were submitting). Working through such complications was not worth any convenience the online testing provided. In which ways could OSU Blackboard make the testing environment and rules more transparent and user friendly/foolproof?

The Q16 limited my response. Those kinds of limitations in Blackboard are irritating because the descriptive feedback that I want to give to individual students is sometimes inhibited by word/space limitations. In the one class where I used a lot of the Discussion Board, I noticed that students were not always following the same format for response to a previous comment. As the instructor I was not always effective at helping students improve the format of their responses.

The system is not flexible

The tutorial needs to be more flexible, ask a question and get an answer, instead of watching the entire tutorial examples. Too slow!

To put the previous courses under a different menu to make finding the current courses easier to find.

To streamline the process of updating files - it takes about twice as many steps as it should. I have to delete the file, approve it, re-open the link, and then upload. It would be great if it took one step, i.e. replace the existing file with a new one.

Train students and instructors to find alternatives to using it--ONID mass emails, traditional group phone and email trees, etc.

TRAINING. (The on-line training was not terribly useful). Very available, very searchable, starting with the simplest tasks (posting documents, entering grades) to more complex tasks (on-line discussion, assessment, other capabilities)

upload grades from Milne computer center easier

Upload speed

Use videos

What I said above.

When students work on tests and problem sets in Blackboard (all managed by the test manager) they often complain about getting error messages when they try to submit their work for grade. This, of course, is very upsetting for them and they end up having to email me their answers for insurance. It may be that the system is heavily loaded at the time (they all wait til

the last minute) but that is no excuse. Makes for alot of extra work for evereyone.
Where all the courses are listed on the right side of the screen, have a special box for courses being taught AT PRESENT. They get lost in the jumble. Often I post things for a Fall section of a course that I mean to post for the Winter section.

Q18

A few years ago, I took a training course for about half a day on Blackboard, but have found it so difficult to use that I haven't tried since that time (except when I substituted for a colleague on medical leave, when I had help from tech-saavy teaching assistants -- I can explain this further if those conducting this survey are interested.)

A tutorial that was online or on a disk would be nice because then we could study how to use Blackboard at our own pace

All-in-all, it's a pretty slick system. I couldn't teach my online classes without it.

Also, one of the grades that was AUTOMATICALLY UPLOADED from Blackboard was wrong last spring. It showed up as an A on the grading book in blackboard, but it uploaded as an A-. Strange.

An online system is absolutely mandatory, be it blackboard or another system.

BB is a good system

Blackboard definitely enhances my practice as a teacher and opens up more avenues for success for my students. I very much appreciate being able to use it.

Blackboard generally works very well for an on-line class but opening materials for the students is not always intuitive

Blackboard is an enormously useful tool and a far better product than WebCT.

Blackboard is central to my teaching. Thank you!

Blackboard is flexible enough to allow me to do what I want on the web. Support folks have been very helpful.

Blackboard is much worse than Frontpage, I would rather use a webpage developer like Frontpage or other main system

Blackboard is one of the newer technological 'improvements' that helps neither students or instructors.

Blackboard is painfully slow at times.

Blackboard is very cumbersome to use. I gave up giving quizzes on BB to my enormous (~1000) freshman class, because a large number of students would screw up and lock themselves out. I had to reset those locks 1 at a time-- it was impossible...

Blackboard is very useful and it makes teaching and grading easier. It makes it easy for me to post assignments, create assignments on blackboard, and stay current on my grading so that students are always aware of their grade and anything else that is going on in the classroom. It also makes it convenient to email the students and post announcements.

Blackboard suffices for the time being.

Blackboard was great for my large class size. It allowed me to assign all homework assignments and not have to manually grade them, unless there was a problem with a question (which occurred on occasion). I don't think it's particularly helpful for the smaller classes in the sense that I didn't find it interactive enough. For a smaller class size, I would only use Blackboard to post grades/scores. The great thing about Blackboard was that we could submit grades straight from our grade book.

computer learning works for some folks and not so well for others

Couldn't imagine instructing without it, but there is much room for improvement.

Coure management is essential to my courses. It is effective, but could be significantly improved to be more intuitive. Thank you.

Currently Blackboard allows the instructor to see results of a survey in progress. In theory the instructor cannot see an individual's responses, but if only one student has filled in the survey, their responses are clearly visible. Survey access should be locked out until the assignment is unavailable. Changing availability should erase results to prevent circumventing lockout. I hope that there will be enough information dispersion after the upgrade, in particular dept level tutorials.

don't know

Easy navigation, easy updating, setting controls on appearances, better functions with grade sorting and entering

eliminate it, go to open source software

Excellent software

extremely useful but limited for full web enabled learning.

Faculty/Course designers receive stipends for developing online courses. Graduate students generally do not have the time or expertise required to do this within their fte allowance. There should be at least one faculty member responsible for developing and maintaining the integrity of online courses.

Fantastic!

For lecture sections I still prefer to do my class management by paper. For e-courses Blackboard is very helpful. My complain in general is the move to make teaching and learning a sit in front of a computer system. I believe the best learning is still face-to-face in person student and teacher interacting and mentoring.

For my purposes, it has been a useful tool for communicating grades to students, making announcements, and posting notes and study guides. It is fairly easy to use.

Frankly, it is unweildy and slow, especially when uploading large PowerPoint files.

From an instructor's point of view, it is invaluable. From a student's point of view, it is becoming almost unmanageable. As more and more courses become entirely dependent on Blackboard, simply keeping track of quizzes and class note downloads and homework, etc. becomes a mind-boggling endeavor. Realizing this, instructors need to organize their Blackbard materials much more effectively, and also need to post materials into Blackboard in a much more timely manner.

Generally, I like Blackboard and its functionality.

GOOD SYSTEM

great tool

Group pages have been an effective resource for students.

have never had a problem with blackboard use, either myself or students

having capability to require students to post before reading the posts

I also use BB for my research projects and have found it to be an excellent tool.

I am fairly new and have limited need for this tool, but I was happy to have it and found it fairly easy to use. Looking forward to using it more fully in the future.

I am only teaching one term as a substitute for a sabbatical professor who gave me a complete separate website, so I didn't need Blackboard for much except grades and email. It was generally satisfactory for that.

I appreciate giving students 24 hr access to course materials and grades. I am not inclined to do on -line tests because that doesn't fit my teaching style. In-class daily quizzes initiate conversations - on-line would not allow that immediate process.

I currently find Blackboard difficult to use and would rather set up my own webpages than use Blackboard again.

I do not use Blackboard to its fullest for two major reasons. First, the instructor interface is complex and intimidating and second, I do not perceive that the benefits to be gained by using it outweigh the costs of figuring out what it can do and learning how to use it.

I don't think that it applies to all disciplines and don't find that my courses are lacking without it.

I enjoy learning to use it more effectively

I find it a great way to make documents accessible before the quarter begins and during the term. For example, students cannot say they lost their syllabus and didn't know because it is available online.

I find that students don't like to study posted information on line and tend not to print documents from blackboard. Most seem to prefer to have hard copies in book form to work with.

I gave up on Blackboard years ago when I used it to give a weekly quiz (Sophomore engineering class). It was painful to use; I had to enter all possible 'correct' solutions, including use of different numbers of significant figures and expression of the units and could not possibly cover all variations. This led to much angst among the students and to their instructor. I then gave up on Blackboard forever.

I have found Blackboard useful when I have taught large classes. However, it seems mildly inconvenient for small or even middle sized (under 30) classes.

I have found it extremely useful in communicating with students and getting course materials out to students who, for whatever reason, are not in class.

I have found the help desk to be extremely professional, polite and helpful.

I have my own system of classroom management with which I can do everything I want to do ... and it seems much cleaner, more efficient, and easier to monitor than Blackboard.

I have no idea because of the registration problems I have had with the system.

I have NO idea.

I have not used blackboard

I have used Blackboard 8-10 times over the last few years and find it to be cumbersome, linear, limiting, and lacking the kind of qualities I desire, qualities I gain by face-to-face interaction. I want eye contact, inflection, stammers, tone of voice, facial expression, etc. to figure out what students are asking, what they seem to be learning, and what they mean. Now I use Blackboard only occasionally to obtain an email list of class members.

I have used Blackboard mainly as a means of providing course materials for the students, posting grades so students were aware of their official scores, and for communications with students - announcements and e-mails. A lack of 'free' time and other demands have kept me from further exploring the capabilities of Blackboard, but self tutorials or some other kind of information transfer may help me get more out of Blackboard.

I know that I could learn a lot, but finding time to do workshops is nearly impossible.

I like it - its OK.

I like it and want to keep using it. It allows my students and I to connect from anywhere in the world, which is becoming more important with the times we live in.

I like it. Students however, still do not always check it on a regular basis even when reminded. However, this is not your fault in any way.

I like that enrolled students have access and the rest of the WWW does not - my class notes are my intellectual property and I only want to share them with my students

I like the Blackboard system. Access information from previous years is very useful.

Exchanging of information with students is easy.

I like the idea in principle, but it's hard to find time to become an expert at yet one more thing.

I like to put up course content on an external website, and link to it through blackboard. I can make immediate changes in my own course material and we have more flexibility that way, so I hope that remains an option for us (I know there have been efforts to keep the content internal to Blackboard). I mostly use Blackboard to give students feedback on assignments, posting grades, and announcements.

I look forward to the next workshop!

I love the grading aspect and the ability to have my course and community aspect is very useful!

I love using the system in staying in contact with my students over the course information.

I loved having blackboard as a tool to use to help increase student involvement in class. I like how everyone can email each other easily without having to know addresses. I currently use WebCT and feel that it's email system is seriously lacking. All email goes only to the homepage instead of to student email accounts. This is a big problem. I prefer how blackboard sends email to the student's school email account.

I need decent, accessible how to information so that I can figure out how to do stuff myself.

Lacking that an active online discussion community is nice.

I need frequent workshops

I need one, and blackboard (except for email) is workable, but it is archaic. Blackboard needs significant improvement to make it more usable, but this is an effort that should be undertaken.

I object to the assumption that Bb is the best tool for course management on campus. The original selection was undemocratic and we are not now allowed to question openly whether it should remain our single course management solution despite the millions spent on it every year. Open source alternatives should have been on the table from the start.

i often have problems with students who don't use their ONID email---so when i send a mass email, i still doubt whether or not the studetns receive or even know that i have made an announcement. It would also be nice to be able to easily remove classes from my 'recently taught' class scedule... i'm sure that there is an 'easy' way to remove them.... but b/c the site is so difficult to navigate i tried once and quit;(and this was with emailed instructions.)

I only use Blackboard for the ability to securely communicate grade information and to send blanket emails to the class. I otherwise maintain an outside extensive website for posting homework and announcements. Blackboard is too slow for me to use given the amount of updating I do on the course websites. Also I must admit that I developed the templates for my course websites before Blackboard was available, so I have little reason to drop these templates and learn another system. ran out of room

I only use Blackboard to post grades and sometimes for forums. Other than that, I prefer to build my own website because it tends to be easier than using blackboard. I find the blackboard user interface fairly unintuitive.

I only use it to publish grades.

I really like being able to post grades immediately through Blackboard and posting assignment guidelines, it is extremely valuable with teaching.

I really like being able to use Blackboard -- it helps me immensely in managing larger classes in particular -- and it gives me an easy way to communicate with my grad class which only meets once a week.

I really like Blackboard. I don't have to have my own website because of it. But I wish I did more with it.

I really like having my materials presented to students as they wish to/need to review them.

I really like using the discussion board feature. I have my graduate students post their papers there so that others can read them and discuss them. It has proven to be a very successful tool.

I really, really like it.

I see Blackboard as solely a course content management system. It provides me a means to send material out to the class, email them, and to have them return materials to me. I do not see Blackboard as a means of safely testing students' knowledge (in its current state). In general, I like using it as a convenient tool. However, I was surprised to hear from a colleague that Univ Delaware's WebCT went down for over a WEEK! If that were to happen at OSU, we (I) would be critically constrained.

I see no need for Blackboard in small graduate-level courses I teach.

I should comment that I established web sites for my courses in the late 1990s before Blackboard was available. I continuously update these websites and find them extremely useful. Although it is possible that Blackboard could be useful too - or even better (who knows?) - in the interest of time efficiency I don't see any reason to change from the system I'm currently using.

I started out feeling that was an imposition, and to a certain extent it is. It has created new needs and new expectations for teachers, but it has also improved the quality of my teaching. So now I love Bb...

I started using blackboard less and less over the course of that year it crashed frequently, sometime before the recent upgrade. I also never got into the habit of using it regularly because I shared an office and computer with a colleague who also had over 100 students to manage every term. It just seemed easier to not have to schedule computer time or deal with connectivity issues...I still use it to post extra copies of assignments or links to resources. I teach one class a year plus workshop credits each of the other terms, so I do not have time to become an expert Blackboard user, having said that I have had no instruction in the use of Blackboard at all, so just do the things that I can figure out quickly on my own.

I think Blackboard is a marvelous teaching tool.

I think I have summarized everything I wanted to say in the previous questions.

I think it is a great tool or site that has made my job so much easier.

I think it works pretty well, I am not enough of an expert at this point to make suggestions.

I think there are things I could do if I had training and time; however, Bb is functioning pretty well for me. I have gone to the f2f trainings, but usually the presenter gets side-tracked by the one newbie, and the rest of us sit idly by while that person learns Bb. I guess the best is one on one.

I tried to use Blackboard in the past at least twice and gave up because it was not working well, required too many steps to achieve simple things, and was just overall too clumsy and too burdensome to use.

I use BB only for communication and quizzes. The rest of my class information is on my class web sites. The grade book in BB is too primitive for keeping my class grades (I use Excel).

I use Blackboard for posting material and sending e-mail to the class. These two functions are very handy for me. I do not think the graduate classes I teach would benefit from more sophisticated use of Blackboard.

I use Blackboard in all of my classes and also teach an eCampus course. It works fairly well, except for this alphabetical name glitch. I'm looking forward to this being fixed.

I use Blackboard only as a supplement for the management of my courses.

I use my course Blackboard in conjunction with an externally available web-site where essentially all the course materials are available. I want the external site so that prospective students can see what materials my course covers.

I will be inquiring about intelligent test taking possibilities

I would be interested in a blog about blackboard use at OSU

I would like a way to encourage the students to make use of it more - only a small core group of students use the discussion boards even though I encourage it.

I would like to be able to print off of each 'page' Like print a hard copy of my grades on blackboard, print a hard copy of discussion board in the smallest amount of space possible.

This way I have a written record. with little extra paper. I would also like to see a page where I can see what the students see. I used some students to learn what they see vs. what I see. I would also like on grading to be able to manipulate points etc. to see how something effects everyone's grades, faster etc

I would like to be able to write password protected web pages and stop using Blackboard altogether.

I would like to break classes into smaller groups for discussions without having to set up separate forums. I typically have at least 10 forums that students need to respond to. It would be very difficult to manage grading and separate forums for small groups and to be able to print off grade sheets for permanent records.

I would like to have the email function with all enrolled students available earlier than it usually is available. It is good to contact students early in preparation for buying books, providing info, etc. and often the student list is not available until right before the class starts.

I would like to have virtual office hours. If this is already a part of Blackboard, then I need instruction. If it isn't, it should be.

I would like to see Ecampus open its doors by allowing completely free access for anyone who wants to view the content. This wouldn't cost OSU anything and would, in fact, make more people aware of what's here. Credit, of course, should always be charged, but content should be free.

I would say that I'm rather tired of talking about/hearing about/being forced to interact with Blackboard. Not all instruction is dependent on technology. I wouldn't care if Blackboard was available to me or not. I spend too much time as-is staring at a computer screen.

I wouldn't want to be you. So many teachers and students rely now on Blackboard that when something goes wrong it is like martial law conditions. Obviously, you are providing a vital service to the university. Good luck in the future. (Suggestion: Regardless of how this survey comes out, please don't make major, wholesale changes to Blackboard all at once. This would cause immeasurable amounts of frustration and work to everyone on campus. Think baby steps. Thanks.)

I'd don't really use Blackboard, except to redirect students to the web page I create and which is completely under my control without having to conform to Blackboards constraints. I do this because it takes far too much time to set up and maintain BB to have it do what I want it to do (it's a matter of time management for me). Until BB becomes far more user-friendly, I do not plan to use it (except to redirect students to my web page).

I'd like to learn more about having Blackboard exams, but don't want to spend hours and hours and hours trying to figure this out.

I'd prefer WebCT by a mile but BB is much better than the 'old days' where you had to create your own web pages!

If I can't depend on it being accessible to me as I prep for courses (I'm part time), I will have to find other alternatives

I'm sure that Blackboard has all of the capabilities that I need. I was never able to learn more than other instructors nearby had done, however, because training was not timely or available when I needed it. Please do not make changes that mean instructors have to start over from ground zero with new software--just train to the capabilities that already exist!

In general it works although I don't really have anything to compare it to as this is the only system I have used in this fashion.

In general it's a wonderful system. It has many more benefits than challenges.

In general, I find Blackboard quite useful in my courses.

In some ways its good, because it allows more listening time for students - but it does NOT encourage classroom attendance, and this is always a fight, because attendance is the #1 way to learn.

Is it the most simple solution to accommodate instructional needs?

It certainly works well for many functions.

It could be useful to have some presentations made by instructors who are power instructors, so that we can learn from 'real-world' examples.

it does fine.

It does the job that I need, i.e. post classes for student's review.

It has a very rigid interface. It would be nice to be able to make a minor change to a document without deleting the old document and putting in a new document. It would be nice to be able to reorganize what is there more easily.

it is a useful system but a bit bulky and not streamlined enough

it is a very effective tool...I like it!

It is difficult to know when a problem students are having is due to the system or due to their own systems or procedures. Often we find out that the problem was with Blackboard too late.

It is great. Please cut down on the number of steps it takes to move from one place to another.

It is important that the text support site has meaningful and useful content. Students have to pay a premium for the books because of the text support, and are often unhappy if the sites are mediocre or difficult to use.

It is not perfect but it ADDS a lot to my classroom and teaching experience. I do not bring paper to class. I am able to update homeworks, assignments, the syllabus at any point. It is VERY useful for posting announcements and getting messages out to students. Once they know you are serious about using it they will check it regularly.

It is satisfactory.

it is very useful for teaching large classes-as both a means of communicating outside of the classroom setting and for organizing students' scores

It meets my needs, but I don't think it's necessary to stick with Blackboard over an open source system.

It might be used more if we had some training about its features.

It seems like a pretty good system. Material can be posted for students to see and their grades are readily available for them to see. That's about all I ask.

It seems like it could be more user-friendly and require less keystrokes and less wait time.

It serves my purposes.

It should be easier to change things once I discover a piece of information in the posted syllabus or weekly instruction list is incorrect. First, I could not change any of those documents remotely. I had to be using my computer, the one where the file I wanted to modify and re-attach resided to be able to change things. Second, because the documents were available as pdf, word and html files, I had to correct three times as many documents as I should have had to (it is a bit cumbersome).

It should be easier to hide classes that are not currently being taught. The blackboard greeting page is a mess because of this.

It was easy to learn and get started on as a neophyte - Now I need to develop my skills more :)

It's a nice tool, even though I don't use it as much as I should. It's nice that students know how to use it.

It's cumbersome for large courses and extremely time consuming. It's really only set up for smaller courses in its' current form. I strongly suggest meeting with people that are using Blackboard and currently teaching large classes to fully understand the frustrations and special problems that we experience on a day to day basis. Students expect us to use the system, but it is very difficult for a large course.

It's not as much flexible as I want.

It's OK, probably a bit too many options that are a bit redundant cause the biggest issue.

It's ugly.

It's working very effectively for me.

I've found a variety of other tools meet my requirements better.

John Dobolo has been very helpful!

Keep up the good work?

More freedom with structure, i.e. ability to format syllabus, course documents, etc. in a more visually stimulating way. I like to use Blackboard, but I'd like to make it reflect the values and

interests of my class more. It's so boring and generic. Having more design freedom would make it a better communication tool.

More knowledge. The students are clueless about it, the helpdesk struggles, and students are emailing the instructor asking for help instead of calling the helpdesk. Its a brillinat concept, but in reality more of an obstacle for a new instructor with new students.

Much easier to distribute course information especially to students who live off campus.

My classes are typically small, so I don't need online communication tools. I like online posting of course materials and grades, and I get positive feedback about online grade availability from the students

My limited experience with it has been very favorable.

My under-utilization of the resource is no reflection on your 'product'. I lack the time to incorporate new teaching modalities into my repetoire.

n/a

N/A

n/a

NA

na

NA

na

nada

Nice idea in concept if not execution.

No comment.

none

none

Nope.

not sure

Nothing

nothing

nothing

Nothing

Nothing more at this time.

offer regular workshops for the community of users; offer workshops for students

other profs speak wel of it

Really its only redeeming quality is that students are used to it.

Regardless of what has not worked on occassion, and what I don't use of the system, I am very thankful for the hard work that the team does to make Balckboard available and keep it functioning - Great Job!

see #15

see 16

Seems like there were a lot of problems in the beginning, and I therefore chose to use e-mail and listservs for student interaction and communication. I feel that I am ready. My class sizes were also at the graduate level and very small - that is a reason I chose to use other forms of communications.

sometimes I find Blackboard to be extremely slow. I assume it is due to the high traffic created by students logging in. It would be nice if instructors who are expected by their students to have material loaded in a timely manner were given priority access or access that wouldn't be affected by student traffic.

Starting about two years ago or so, I put every lecture on Blackboard as a *.pdf file converted from PowerPoint presentations. I usually teach only grad classes so the classes are small. The students come in with the notes already printed out, and this helps communication 100 percent. I never use Blackboard for testing because all of my exams are problem solving oriented using equations and Blackboard does not work for this application. I make all of my course material available on Blackboar

Thank you for providing OSU Blackboard. Please continue to have a dedicated helpline such as Jon Dorbolo provides. His assistance is much valued. Others might be able to also assist who are not professors but are staff members and would have a different way of explaining

Blackboard.

Thanks to Jon for his help!

The ability to provide course materials, copies of lecture materials, etc. is invaluable. Not very long ago, a lot of time was spent photocopying handouts, etc. in advance of class. This Blackboard feature alone is quite a time-saver.

The Blackboard support folks are very helpful when I email questions or call. I definitely rely heavily on Blackboard for posting materials and communicating with students; I would not want to teach without a course management system and I don't think I want to try something like Moodle on my own. Thanks for asking for input!

The cursor occasionally drops out when entering a message to the discussion board or entering an email for distribution. Very annoying.

The first time I taught, I stopped using Blackboard, due to the system crashing, and because I had not been properly oriented. The second time I taught, I consulted with another instructor, and received some help. It went better. However, I still don't feel that I have been properly oriented to all of the features.

The only reason I haven't tried it out as an assessment tool is that I teach a laboratory course with practical exams, thus the students need to be in the lab to test their knowledge and understanding.

The students who do best at Blackboard are the ones that would do well anywhere. It's hard for me to see that the less-talented or marginal students are served by this system, and I'd recommend face-to-face instruction for those who need to develop college level skills. They won't get them using Blackboard.

The system pretty well meets all of the teaching expectations I have for it, but managing the system is troublesome. None but the simplest of its management elements can be fairly called 'easy to use'.

The university needs a system like Bb to deliver content. If Bb isn't the best tool, it's a tool, and more faculty and students ought to use it. Many faculty are not aware of its improvements from their old, first impressions. Thank you for the Gradebook and Forum. The forums is quite fast to score now.

The uptime of Blackboard has been phenomenal! Much better than ever in the past. I like the direction it is going.

There are faculty on the campus that have developed their own course management systems for student use. We need to continually challenge our students to help them to learn.

This is a tool that I will only use for large lecture courses. For smaller classes it adds an unnecessary interface layer; it is easier to maintain a course web page and communicate directly with students. My impression is that students prefer the direct communication.

This is the first and only system I've used, and I've found it very useful and generally easy to use. Students in two of my three classes used it extensively. In the third class, students didn't use it and I'm not sure why. In part, it had to do with styles of communication - in that third class, students kept in touch via cell phones much more regularly. If that's a trend, then allowing interface between blackboard and cell phones might be worth something???

This is the main means of communication with all of my students ... since most of them are distance students.

This sort of survey would be much better if you had two sets of questions: one to pertain to online courses and one to pertain to classroom courses. I teach both online and in the classroom, and many of my answers about Blackboard use and value would be different depending on whether I'm referring to my online courses or my classroom courses.

Thx for all your efforts and interest in my feedback.

Training sessions set up for GTAs and ongoing workshops for instructors/professors.

We have students from outside OSU (LBCC, CCC, WOU, Corban and Willamette), therefore an OSU Blackboard solution does not work well for our in and out of class discussions and work groups. We have a Cadet Command (ROTC) BB that all students can use, and that has shown better utility in meeting our unique requirements.

We need to be able to combine some sections of a single class into a single Blackboard course. For example, if two teachers are teaching two sections each of a particular course, they EACH would need a combined Blackboard course for their sections. As it stands, instructors have no control over grouping of sections.

What we really need is a way to copy files to directories where only individual students can see them. This should be coupled with a process such that the scantron results sheets (you said

AAA - correct is ABA) can be distributed 'automatically'. This would make it possible to avoid handing back materials (scantron and others), saving class time. I realize we might be able to use Blackboard quizzes instead but that has some important (in my opinion) limitations. When polling my senior students about blackboard almost 100% hate it. I don't know why. So for 10 years I have used the excellent class support tools that COE computing has provided with class mail lists and web pages. They are easy to setup, easy for students to use, and have almost perfect uptime. BTW, this survey does not seem to be very objective. It seems to be a attempt at justifying the cost of Blackboard. Why not use Moodle instead? It's cheaper, more easily customized, and probably even allows IPA fonts. works well Workshops are the easiest way for me to learn and would go to them to help learn more about what blackboard can do. You should know that I presently use two class websites and email

Appendix E-2:
Student Comments

Q1_Other

unknown, taking classes toward my bach.
5th year senior
junior in high school
still being evaluated
classes needed for job with the US Forest
Service
4 of 5 or 6 years!
International Exchange
exchange student
Continuing Education
Continuing Education
just finished bachelors

Q2Other

Chemistry and chemical engineering and wood science
Major in Biology, and a double degree in education
Master's of Arts in Interdisciplinary Studies
Liberal Arts
History/Education
Dual: Chemistry and Finance
Molecular and Cellular Biology
Irrigation Engineering and Liberal Studies
Adult Education - College Student Services Administration
PharmD not PhD in Pharmacy
Botany and Plant Pathology
Undeclared
Water Resource Policy and Management
Spanish and Education
I am a non matriculating student
History/Education
I am a non-degree seeking student.
I take dual classes in both Forestry and Fish and Wildlife
Undecided. Will determine this summer.
Taking classes for BLM 401 series
Pre-nursing
Liberal Arts with a minor in Anthropology
Liberal Arts-law, communication, & writing
Molecular and cellular biology
English and Education
Masters in Education with an emphasis in bilingual education
Undeclared
Liberal Arts - Middle Eastern Studies
Bioresource Research
my major is currently undeclared
Natural Sciences
Teacher Counselor Education
I am a biology major, and also Pre-med.
pre-nursing
Zoology and Education
Health Management Policy and Human Development & Family Sciences

History and Philosophy - already have - just adding courses.
Interior Design, Housing Studies
post graduate courses for medical school
Natural Resource Extension and Education
International Public Health
Pre-Pharmacy and Business
Enology and Viticulture
Economics and Education
Biochemistry/Biophysics, Radiation Health Physics
Computer Science with a Double Degree in Education
Industrial Engineering and Spanish
Undecided
Fisheries and Wildlife/International Degree/Honors College
non-degree
Dual major: Mathematics/Education
Graphic Design
graphic design
Economics and Business Administration
Art History and Education
Agribusiness Management and Food Science and Technology
Undecided
Nursing
Marine Resource Management
Business Administration and Spanish
I'm in General Engineering, and I have not yet decided on what major that I will take in the Engineering
Branch.
Business Administration and Merchandising Management
Fermentation Science, Aerospace Studies
Bioresource Research
History & English
Economics and Mechanical Engineering
Chemistry and Chemical Engineering
Medicinal Chemistry
Dual Major: Business Admin. w/ marketing and Fish and Wildlife Sciences
Nutrition and International Studies
Psychology and Human Development and Family Sciences
Psychology & Education
Apparel Design
Manufacturing Engineering
Marine Resource Management
general social science
Wood Science and Engineering
Fine Arts
Psychology and Human development and Family Sciences
Geology and Hydrology
Bioengineering
History and Education
Master of Arts in Teaching
Vocal Performance/Music Education
Pre-Engineering
Fine Arts
Fine Arts.
Nursing

Pre-Nursing
Electronics
Materials science, MEIE, Engineering
Forest Biometrics and Modeling
Early Childhood Development and Education and Human Services option
MAIS-- Music Education, Music, & Education
counseling education and supervision
Mathematics Education
Teacher Counselor Education
Working towards a Masters in Community Counseling, OSU-Cascades, TCE
Psychology and Human Development & Family Sciences

Q3_Other
COCC
OSU Seafood Lab
No Cources
PSU and OHSU
did not enroll, thesis credits
only
PSU (joint campus
registration)
Hatfield Marine Science
Center
rotation
OHSU
dissertation

Q7A

Faster and more detailed grade posting.
Checking the course materials and mini-lectures before the term starts.
More Organized and efficient use of features especially pertaining to course materials
Using the announcements part of blackboard instead of sending emails
Please use the calender feature
online exam
Have all documents open into a new screen so that the documents can be easily changed and printed
Setting up the discussion boards, some use more threads and others expect all to post under one thread, which can be confusing
I am not sure
Keep current scores online- I like to see my grades!
post info where it is suppost to do, assignments under assignmnets rather than anouncgements
Posting graphics that can be viewed by everyone: sometimes they are not able to be seen unless extra software is available or the student owns a Mac.
Discussion board could be a little more user friendly. It would be great if you could get an email alert to your ONID account when someone replies or posts a new message.
commonality in the formating of standard documents such as the syllibus, for those taknig multiple courses, a great deal of time can be wasted in sorting out different formats and locations of course specific documents.
Have all of them post grades on blackboard.
More frequent grade updates and easier access to contacting classmates
I wouldn't make a change.
To update the grades more often

More consistent use of the different folders in Blackboard.

can't think of any

Use more of the features many don't know about.

Updates more regularly on grades; only one wasn't very good about that.

To have instructors return emails a little sooner

na

Um, actually using it

If the instructors used HTML more as opposed to Word documents. The docs are time-consuming to open compared to HTML.

No recommendations

Improve class discussion

I understand class deadlines are student responsibility but the announcements page can be used to post deadlines for weekly class work more regularly than what it is now. Some professors do this but not all and for sole student convenience it is great. This is a superficial improvement, but in the last 2-3 years online classes have been good for me, no real improvement needed.

Post all grades on blackboard immediately.

None.

Teach them how to use it and make them use it. It's pointless if they just use it half the time.

Email notification and first-page of Bb announcements when new course documents, content, assignments, and/or course changes have been posted.

Eliminate the dual Blackboard and COB class website. One or the other.

Timely grade postings

power points up before class!

This is my first term returning after a long absence. I don't really have any other term to compare it to. It is a vast improvement from courses 20 years ago.

Sorry, it's gotta be 2 changes: 1. Use and encourage students to use discussion feature!! 2.

Make all lectures downloadable as a file, not just a slide show!! That way we can save it for future reference in our education and/or careers!!

Make how they use it more universal, meaning that there would be some continuity among the way in which it is used between classes.

make it so teachers are forced to update the grades on a regular basis, rather than only once or twice a term.

The problem is not the instructor's use of the Blackboard system, it is the overall flawed nature of the Blackboard system itself. It has an unfriendly GUI, is unintuitive, and lacks basic notification features that might make the system useful.

I wish they would use the course grades. So many of my classes I have no idea what my scores were on assignments. I love the instructors who use the grade feature. You always know exactly where you stand in a class.

In one class, I still have not received a grade!

Have more contact with the students. Be available at specific times online for questions.

publish grades more often including weighting and midterms and homeworks

All of my instructors were completely satisfactory and I was never left wishing I could do anything more with Blackboard. It has always enabled me to see anything I want to see and offered communication sources to anyone I wished.

If the instructor is expecting students to use blackboard for communication and course documents, the the instructor should be willing to reciprocate by utilizing our access to grades etc.

Sometimes the grading would not make any sense and it was hard to tell what was counting for grades and what wasn't. Also, some professors posted lots on blackboard which was awesome, but other posted nothing, which made it difficult to know how I was doing in that particular class.

Keeping grades up to date.

notes to go with the required text would be helpful.

Easier access to the articles that we were suppose to read.

I get the impression there are too many links to the same things. Simplify it.

Take advantage of more feature offered.

I wish that more instructors would post grades for assignments and tests so that students have a better idea about where they stand throughout the term.

teach them how to use it

Be consistent and timely with updating grades.

Use it frequently. Some teachers do not use it consistently. For example they will only post grades or slides for a class once every three weeks. The teachers that do things daily or at least weekly are much better because we have ethings in a timely matter that allows us to keep up to date in our courses.

none

None. I am enrolled in an online course so the instructor uses Blackboard effectively and there are no changes needed.

To make imputting grade a must. Some teaches have the link set up, but nothing is ever posted so you can't keep track

knowledge of how to use the blackboard system. Most instructors do not know how to completely utilize the blackboard system and then don't; or the blackboard system takes too much of their time to edit, so the do not use it or its full features.

Utilize the same format

Posting powerpoint/lecture material in sequence, so it matches to a date it was presented.

posting score to tests earlier, and making it easier to find documents on blackboard- there seems to be a lot of different course document/assignment/whatever sections and I have a tough time knowing where my assignment is going to be- I eventually find it but it is just a big hassle, especially when the internet isn't working as fast as it should

This term my instructor posted some of the quizzes we took and not others. He stated there was a problem and if we wanted copies of our tests, we could email him. It would have been easier had the problem just been fixed. Having easy access to what I have missed might have helped me study for the midterm and final.

None

To organize the class material a little better some instructors will just throw all the material in on folder at random and it makes it hard to find things.

Post grades

Updating grades as often as possible.

easier to find documents in the the tabs to the side

Require all teachers to post their grades on Blackboard

Instructors don't always use the full suite tools availble on Blackboard.

learn to post notes better.

not so many e-mails!

Actually use the grades feature so that we are able to track our own grades online. Keep grades updated weekly so when we take the final, we have an idea what our final grade will be.

If they but all the lectures slides on blackboard.

Post their grades on blackboard. Most of my teachers just post the assignments or the readings, but therre are not grades taht are posted on there.

Timely response

I have had a great experience so I have no suggestions

Using the discussion area more

Seemed fine, no changes needed

Having them get a better understanding of how/what to do on there. I love the messages on blackboard, I wish more teachers used that and checked that feature out!

PLEASE POST GRADES IN A TIMELY FASHION

I would prefer if OSU would do away with proctored exams.

For one instructor to post lecture slides on Blackboard like many others do.

I use Blackboard at least ten times a day. I feel every professor that I have uses Blackboard very efficiently. All my professors are able to return an email quickly and post my grades quickly. I had one issue with a grade because the TA grading my homework got my name mixed up with another student and gave me a zero instead of the other student. If I had not had Blackboard to check my grades efficiently, I would have got a zero on the assignment. Since I caught this so quickly, I was able to speak with my economics professor and get the grade that

i deserved.

real-time chat capabilities.

Some instructors use the blackboard system for turning in papers, but some want you to email them directly. I find it confusing sometimes to remember who wants what. It would be nice if things were always turned in the same way.

None: the three instructors I had this quarter all used Blackboard to it's full potential, and were able to guide new students through as well.

None, very satisfied.

Communication with instructor via blackboard instead of outside email.

post grades more or earlier

I'm all right with the way things are right now, actually.

Provide more information.

Keep up on grades

The 'make viewable' check box or whatever it's called that teachers have to click to make it visible for students to see. Some instructors don't see that and say that it's online when it really isn't for their students to view. The check box needs to be more noticeable or have the default be that it's viewable and have a check box that makes it visible.

Less features on Blackboard, as a very few are used.

Post the announcements in time

Post test scores and assignment scores on Blackboard

Provide professors with a tutorial on how to use Blackboard.

Make sure that new teachers are aware of the features that are in blackboard and the fact that other instructors actually use these features and they're not just unnecessary fluff, but that students have come to expect and rely upon instructors' use of the features (namely grades and the ability to organize documents).

Some instructors use BB for posting materials, but not for posting grades. I would prefer it be used for both.

Posting Midterm grades on blackboard to give you a better sense of where you are in the course.

having grades posted more frequently

One place and one set of instructions for submitting class work. Perhaps a 'Course Work Submittal' tab.

The ability to be absolutely clear with their instructions and consistent in how they post to the Blackboard.

grades updated more frequently

I would like them to utilize it more and make sure that things they hand out in class are on the site; it is hard if you lose instructions for something and you cannot find them easily.

Streamline the system for releasing assignments at a certain time. The professors seem to have issues getting it to work.

Require posting of grades from assignments and tests in a timely fashion.

replace the instructors who do not communicate with their students with instructors who will
Organization between formats, many of my classes have multiple teachers who put things on blackboard in differing formats

Actually using the 'my grades' section in a meaningful way would be awesome. I had professors who used it very well, didn't use it at all, or used it in a confusing and ineffective manner. Some continuity in knowing grades for assignments, tests, etc. will be on Bb would be awesome.

Have them better trained to upload material.

Maybe post grades a little bit more regularly

Make the blackboard pages more unique to each class. Most of the pages are very generic, which is not helpful for some classes.

a more user friendly discussion board.

Make it simpler to submit work in the Digital Dropbox. Having the 'Add a file' option and 'Send a File' is confusing, since the only option needed is the 'send file.' Adding a file seems to have no functionality for communication with the instructors.

Either they use it for everything, or not at all. Some professors give half of the class info in the syllabus, and the other half on blackboard. Some post some things on BB and tell us others in

class. It would be nice if they used BB for everything, or nothing at all

Have more readings posted on Blackboard, so that we don't have to print so many articles.

study guides for tests and course grades in all classes.

Make all professors use blackboard. It's so much easier to keep track of what's going on.

Double checking to see if they recieved my assignment through the discussion board. On my end, it says that I sent it; on their end it must have said that I didn't send it.

I wish they would update grades more often, some are good about it, some are not.

Ability to read all posts to any snlge thread in a list, as opposed to having to click each one individually.

Understanding the Blackboard system more effectively

Consistency of layout (how to find course materials for example) and actual material posted (course materials and grades) because not all instructors post materials the same way or post the same things (some of my instructors do not put grades on blackboard).

post grades more quickly

train the instructors before the term on how to use blackboard, specifically the upload/posting of coarse documents.

Video Lectures and labs

Better material oragnization

n/a

Consistent use of posting places ie announcements, course documents, discussion board.

Updating their information or course documents more early

More discussion between instructor-student.

That all of the instructors place all important information pertaining to the course on blackboard.

I took a few courses through Chemeketa, and they use a form of Flash Macromedia, so I could open up the lectures that had Powerpoint slides but I also had voice of the instructor, as if it were being taught in a classroom, allowing the instructor to expound upon the slides. This was amazingly more effective and engaging than just reading a Powerpoint presentation. It would be an extremely useful tool at OSU.

Improvement of organization

Encourage interaction between students via the message board - something more meaningful than 'dude, I slept through class. can anybody tell me what we talked about?'

It's not Blackboard, it's the professors slow response to using Blackboard's features.

Make it easier for them to enter our grades, and total grade percentages. Although it does not seem like it should be hard, I find many of my teachers complaining that it takes too long, so they never enter in course grades and scores.

the way grades can be displayed and totaled

manditory grade entry onto blackboard

have more materials ahead of time

sometimes large files loaded onto blackboard take a long time to access - but I don't know if this is a problem with the way instructors put them on the site or if it is a shortcoming of the site design

posting up important dates such as the midterms and final at least 2 weeks before. Also making sure to put up lots of practice test.

Updating efficiency on the professors' part.

Be sure all Blackboard messages can be accessed on Blackboard.

Make sure the instructors use current term's dates!

Create a more natural/accurate grade entry system, that shows percentages for assignments, does not include weighting unless it is specifically requested, and does not include assignments that have not yet been assigned in the final point totals.

easier navigation to certain documents.

None

post lectures earlier

I would have the instructor give more correspondance. Dr Egenolf, Statistics, was terrible; Dr Sanborne, Technical Writing, was outstanding.

Having good outlines of course deadline dates and materials to cover for each week.

I think it is perfect already.

Announcing that they have posted materials on Blackboard via email to communicate with students that something is available.

I have helped staff load documents to the blackboard site. For professors that do not know a lot about computers, it seems difficult. It also seems time consuming to load files and maybe the options could have a quick loading without going through all the options, or remember the options for the last loaded file.

I don't have anything to complain about.

Posting all notes for lectures online

Encourage posting of student questions on blackboard and posting answers to those questions on blackboard

All teachers post grades quicker

Put all grades on blackboard

Less categories to put stuff into. Sometimes if I'm looking for a document, I have to go into course information, course documents, and the homework folder to find what I want.

Keep scores up to date, don't just put a link to the prof's homepage under blackboard-- actually use the program

Keep all announcements from the professor up for the entire term, not just the last 30 days.

I wish more of my professors would have homework online because it is so much easier.

Keep grades updated

Make it easier for them to enter grades and announcements

More timely posting of grades

Many of the instructors do not update scores online on a continuous basis. This makes it difficult for students to know how they are doing until the end of the term. Some instructors choose not to use it and make their own page which is difficult to go to as often. It would be beneficial to have the button links on the side of each teachers page be customizable because most go unused in my classes or they just post everything under one link.

upload lecture slides one to two days before class rather than the day of class

Post all grades quickly (right after being graded) and in order so that we can keep track of how we're doing.

organization

none...It's been all good so far. Like the course document access at any time

It's fine, just maybe post more things.

Train professors a bit better on how to use and post through Blackboard. Some have had issues with it yet others are wonderfully skilled.

Easier access

Allow things to automatically be posted when they are uploaded. Many of the professors uploaded the files and then when we didn't have notes in class, they realized that they didn't push the button that allowed the students to see the file.

Check BlackBoard messages.

more user friendly

I would have them post all their lectures on blackboard, so if you miss a class you can go on blackboard and see what the class went over that day.

I would have them not use Blackboard at all. It causes more confusion and frustration than anything else. This has been my experience every year that I have gone to OSU.

Set up file sharing system.

none

Stop using it. In no way do instructors have to 'operate within the current OSU blackboard feature set'. My CS class, for example, uses a wiki website quite effectively. No one would be harmed by an instructor setting up an alternative to blackboard, such as Moodle, and it would improve teaching effectiveness.

Organization

More organized access to various class material.

Actually update grades on black board

Post the grades earlier

Add grades

Some instructors have Blackboard, but they don't use it as much as they could.

To actually use it, not just have a course listed, then not put any information up weekly.
effective posting of assignments
Have them be able to check to see if the files they are putting on are available on the student side. Sometimes things don't show up when they think they have.
Post more announcements
updating grades more often
Keeping all of the grades updated would be great. I can always find lecture notes, but i can never see what my grade is.
better training. all sections of course NEED to be under one link. Some instructors make terrible clutter.
Some teachers make it so difficult to find things on their blackboard pages! I would create a simple way for you to link to different portions of the page. Or, at least, have all of my instructors make APPROPRIATE use of the side bar links!
Keep the grades updated!
I really don't know...The only reasons professors say they don't use it is because they don't like it. I don't see any problems there, so you should ask them.
none
nothing
Some professors use the tabs(course documents, assignments, etc.) for different things. It would be nice if they used the tabs specifically as they are described. Shuffling to find information would be easier.
Putting course documents under folder tabs that make sense and are easy to remember.
Reduce multiple sites for the same course. My Statistics 351 course had three sites: one for lab, one for the specific lecture, and one for the combined course (i.e. all lectures)
Maybe if they take notes and are able to, to scan them on to black board.
It would be nice if they could make more outside resources available to us through blackboard.
Somehow motivate them to keep grades updated on a more regular basis.
all instructors post grades on blackboard
Timely feedback!
upload our assignments to them rather than wasting paper by turning in a hard copy.
I would like for EVERY instructor to use Blackboard, at least the bare minimum of putting the syllabus online.
If an instructor teaches two or more of the same courses in the same term, I would make Blackboard capable of allowing them to enter information at one time. This would keep instructors from getting confused and possibly only inputing information about one of their courses and not the other.
Improve access to grades and scores, update them more than once a term
Keeping grades up to date.
Keep everything updated and put things such as assignments where they actually need to be.
im no sure...
If instructors are to do online grading, they need to keep it up to date.
They would post grades online more frequently.
Some instructors should use the Grading system on Blackboard.
Have all the instructors know how to use blackboard.
Better organization of class notes provided- better labeling of files and accurate dates they will be presented.
Use it more!
To respond to students more quickly through blackboard, posting grades sooner, etc.
use the announcements more.
Communicate, with students by checking onid and emails on blackboard. ASAP.
I really like how blackboard is set up, the only change I would like to see would be that the professors keep it up dated reguarly. From my experience, most professors update their blackboard page twice: once at the beginning of the term and once at the end. This makes it very un-useful and frustrating.
Making sure some lecture notes are available, and having more announcements and more reading online.

Post grades in a timely manner and use the toolbar buttons like their supposed to be used. course documents needs to have stuff in their relavent to the course (syllabus) and assignments need to go in the assignments area.

chatroom

Make it outrageously easy for them to post grades for classwork, midterms and other assignments. That way they will actually post grades before week 8 and its too late for you to do anything about it!

To take advantage of the capabilities that blackboarb presents. I have only had a couple instructors that used blackboard to its full extent; those experiences have been a pleasure.

Nothing.

Grading updated regularly

update grades more often

Some of my professors didn't post grades as often as I would have like them to.

The instructor did a great job using the OSU Blackboard system.

respond to discussion boards more frequently

No response.

To be more timely when posting assignments.

Perform daily updates regarding grades and course documents such as assignments.

Making the grading system easier for them so the grades could be online in a more timely fashion.

Message boards

To make better use of the announcements for important new information.

Have a session to teach instructors on using it.

Actually post materials other than just the syllabus such as grades, readings, handouts, etc.

Make them use blackboard and post things to it.

use it more

The grading system. Most complained that it was too difficult to input grades, so they only would do it at the end of the term. Rather than letting their students know their progress throughout the term.

In the section for grades, it often shows the points earned and points possible, but not how each assignment was weighted, and also running totals so I can get an idea of what my overall grade is so far. That would be helpful.

*Have all classes post slides

Not everyone has access to the internet all of the time and it isn't always easy to walk 20 minutes to the library when one is off campus, so it would be nice if professors could also give the option of passing out material in class instead of ONLY on blackboard.

A training or how-to manual. I would say a training course, but I don't think instructors have the time for that. So something that walks them through how to load documents, and how to best organize folders in a clear manner.

none

make all things on blackboard that way we dont have to wonder if it was a handout or if it was on blackboard.

Put more course documents online

When we open word document, we cannot print out, so I need save everytime somewhere. It is better if I could print out.

None

Not sure

It would be that the instructors should have a better way to post grades where it's easier to find.

none

Announcements on Blackboard are automatically notified via OSU email or other emails that the students use so that students are reminded to check Blackboard

They use it all the same

I would make it mandatory for all grades to be posted online.

update the grades more often

not just cramming everything into one section like 'course documents' when some are assignments, some are study guides, etc.

Combine the set of instructions with the Assignment(s) in 1 page instead of different attachments (unless that is too big)

All would post grades on Blackboard

I would prefer that all of my professors use it to post grades.

Organization of where the documents are located.

Some instructors are very disorganized.

Teach them how to use the damn program. Most of them don't know how to enter in the grades.

It would be better if there weren't so many places for them to put different documents. They can be very hard to find.

N/A

placing course grades online as well as lecture power points.

All teachers would have us submit papers electronically so as we will not waste as much paper.

When things are graded, to post them in the gradebook on blackboard.

Instead of saying there's something new up on the announcements page, link to it.

no change- have had good experience with blackboard

to keep grades updated to black board at all times

n/a

Make it a little more organized with dates and assignments. Also, when submitting tests and assignments I have had complications but overall, fairly successful. No big complaints.

uploading grades from an excel sheet

Using some other system. Blackboard is not worth the money the school is paying. Switch to some much cooler open source solutions!

Posting information about assignments farther in advance.

A standard on where certain information should be located. My different instructors place different things in different locations for example, one instructor places homework problems under course documents another in assignments.

Putting up grades in a timely manner.

The grades tend to load slow, if there is anything that can be done about that.

Remove clutter from features that no one uses.

Removing extraneous links that seem to be the default for each Blackboard listed class. They only serve to confuse me, and have never led to anywhere useful.

Some of my teachers don't post grades on blackboard, and it would be nice if they did so we know where we stand in the class.

I would like them to post more under the announcements section. I find it very effective.

All use the online grade posting method

Make it easier to load media.

Better organization of teaching materials/ updated grades

More up to date grading, and using the entire system not just using it to post a syllabus and making us wait for our grades.

There should be a rolling screen that shows all updates to each students Blackboard account.

New postings, new grades, new discussion topics should be easier to find.

They should all post grades on Blackboard.

Teachers, when using the BB system, do not consistently put all of the class information, or update things according to where we are at in the terms.

more notifications of class assignments and due dates

Grades being put up effectively.

Just that I wish ALL my instructors used it in general.

They could use it more, some teachers used it for nothing but to post assignments, it would have been nice to see more up there.

Make it a requirement for all teachers to use it!

I don't know, ask the instructors; they probably have a better idea of what makes the system easier or more difficult to use, that factor having considerable influence on their decision to even use BB in the first place.

Make lab TA's insert the grades online on blackboard for you lab grades.

Making sure they organize the items they issue onto blackboard. If The folder says 'Course

Information,' then I would assume to find a syllabus not the homework for next week.

organize their documents better (and chronologically)

be up to date on the grades.

It would have been nice for our grades to have been updated in a timely manner, and for each class to only have one section to look under. I have a stats class with 3 different headings in blackboard, two of which do nothing but take up space and create confusion, as they are not used in accordance with the one, most updated section.

Many instructors do not give access to grades online

This is a confusing question. Are you asking what I would change on the Blackboard website, or are you asking what I would change about what my instructor does?

Updating more frequently.

They could be more organized in posting materials online. They don't seem to put things in logical places or orders.

I would want them to actually USE it to post grades and such. For example: BI 211, 212, and 213 the instructor/LAB doesn't use it at ALL for posting grades. It would be very helpful if they did. But they don't.

Make all instructors use Blackboard!

More uniform organization

None that I could possibly think of.

All links work and files load.

Post all assignments and documents on blackboard for easy access.

Posting grades

using the weighted percentages, and putting up the final percentages for each assignment toward your grade, against the overall class 100%.

More knowledge of how the system works (capabilities).

How to update grades from spreadsheets to online for students to keep track of their grade in the course!

Post grades to all assignments

Some teachers use blackboard but do not post grades at all, which makes it difficult to gauge how you are doing in the course.

Post our current grades on there.

If an instructor is going to use the Blackboard system, it is very important for them to display ALL pertinent assignment material. Not just some of the material, but all the material must be displayed. If the instructor is not educated in a particular area, perhaps they should seek instruction from educators who are proficient in the particular area they are trying to teach so they can display correct guidelines so that students can correctly proceed. Also, an instructor MUST follow the model of their course they are presenting and requiring their students to follow. The instructor MUST be the EXAMPLE and NOT deviate from their set criteria. Blackboard is 'Very effective' if the instructor is 'Very effective.'

Post all lecture notes/materials

I think there should be a standard amount of usage between all teachers. Only one used the gradebook. Some only post lecture notes and some post only announcements. If they could all use the same amount of features that would be great. It would help me trust blackboard's dependability better.

when scores are weighted, have that calculated in for the students so that the grade displayed is accurate

Stop using it entirely and use course websites as is done with many of my other courses.

Post grades on BB.

Make it so that there is an easier way to post lecture notes. Sometimes they do not always post correctly. So if there could be a standard program to use that might be helpful.

Organization of the posted lecture notes

no idea

Organization of the course documents, something that help to easily identify them without having to open files (i.e. Titles).

Using more of the given features

Describe in the announcements area in as few and precise words as possible what was updated and how to navigate to the updates.

Update often and put as much materials as you can. Also, update grades more regularly
Grades would be posted sooner.

I wish my instructor would use the option to post our current grades on all completed assignments.

Have them learn the use from the student side so that they could see how to better communicate with students

fsd

Keep grades updated.

not putting all course materials under 'course documents' but organizing them logically with the Blackboard menu options

Unknown

It would be best if some instructors realized that they can organize some of their online materials better so that I don't get lost in poor file organization.

Instigate discussion earlier in the quarter

The instructor has us click on one page to read one sentence or paragraph and then another for an additional sentence or paragraph. Why can't they all be on the same page instead of all that clicking for what is basically the same subject matter?

Keeping information current on Blackboard. Including contact info, assignments, and grades. Use the discussion section more to ask extra questions to all the students to improve their learning process. Use this same section to encourage students to discuss the topics of the course among them.

To include grades for our assignments and post them within a reasonable amount of time. One instructor kept all notes on Blackboard but mine did not show I was even enrolled. After discussing it with him, he merely said that it was unfortunate, but he did not know how to remedy the problem.

More frequent updates

Ability to offer more updated grade updates

Consider formatting for printing when providing lengthy reading materials. Not all materials posted allowed efficient printing formats.

I would have all the professors put categorize information put on blackboard in a uniform way. That way everything would be easier to find.

Posting Grades!!

That they all use it. I paid 600 extra dollars this term to add 3 credits for an e-campus class.

What a rip off that was! I am writing a course journal that is to be turned in as a hard copy, have no direct communication with anyone, and we do not use blackboard in any way. What exactly was that 600 dollars for anyway? I already pay enough to this school!

Allow unused sections/folders to be removed by the instructor to save the time of looking through all of the folders to find one document.

Be more timely with posting grades and apply the correct weight to the score so I have an accurate representation of my grade.

Actually use blackboard and not link to their own websites.

better organization

posting grades

post current news or brief summaries of what will/has been covered. post lecture notes

Working links within blackboard

Can't think of any at the moment

make it easier to post grades.

It would be beneficial if it were used more consistently, both by the professor who used it and among all professors. Without consistent use, it is difficult to know when to check it and what to look for.

Ease of use

Adobe - it made me purchase the program to view the course docs.

Posting grades. Often they will not post grades until the end of the term so it's pointless to have blackboard for that class.

nothing.....my teachers use is very well!!!

Video taped lectures for e-campus courses.

get rid of it

Make full use of forums, so students can talk about class topics.

More frequent updates of the system, to post grades or documents or such things on the web for students to access.

To have them use it! Only one instructor (of four) used the site to regularly post materials and grades. Other profs prefer to maintain their own web pages, or no web resources at all.

use it more

It would be nice if we could enter, or change, what email address we prefer to use. I don't use the default email account much, so don't check it very often.

That they make use of the system they have and correctly label the materials on their web site. post all grades on blackboard

require instructors to post lecture notes and grades on BlackBoard

They would update it more often. Often waiting for grades to come in.

They did an alright job using it. It would be better if all of the teachers used Blackboard.

More consistency among instructors.

More utilization of the electronic resources (websites, videos, podcasts, etc.) rather than textbooks.

BB isn't for every class or every instructor, but those that do use it should either do so consistently or not at all (some will put one grade in and never keep it up/add to it, for example).

No opinion

Be constant from class to class of what is posted in what links. It would be helpful if the links were all the same for each class and the information was organized more efficiently.

Post grades in an up-to-date manner.

A better working application. Half the time it seems like the system won't even let the teachers access the grade books.

All instructors should put course materials and grades on blackboard and update it regularly.

Clarity of links and getting around the website

Them using the grades section.

None.

don't know.

all documents should be posted

grading

I wish that the discussion feature was open for students to use without the instructor having to 'turn on' this feature.

Instead of having course reserves at the library, which sometimes you can never get ahold of, just post everything online, its much easier that way

Actually post the grades.

That the instructors use either blackboard or the COB web page, not both!

Most of them refuse to use it and if they do they only post the syllabus. I almost wish it were required for them to post their syllabi and grading progress.

No idea

It would be that the instructors would actually use blackboard and make the resources available to students.

Know answers to quizzes, right or wrong, after the time period of allowable testing. Helps study for future tests without having to ask teacher.

Lecture notes online that are in some other format than PDF

The weighted grading system. Would like it to be accurate from the beginning rather than finding out the grades are wrong and then trying to bring them up last minute.

Make it more user friendly for professors so that they can be more organized in the way they import material, and so that it's easier to keep up with grades.

Attentive to emails.

I do not know.

I would like it if all my instructor's would use blackboard. I like being able to see my grades and how i am doing overall and its very frustrating when some teachers don't post your grades on blackboard, its so much easier to go to one website (blackboard) then go to five separate teacher's websites.

Post some interesting reference related to course

Q10_Other

online upon request

education about the system in general would be great

Pop-up tools during use

give professors BB tools instead?

I actually find it pretty self-explanatory, but the other option makes me sound arrogant. The best would be for instructors to notify classes about the Blackboard features they intend to use and then fielding any questions that the students may have.

place on campus to go to for help with blackboard

How to e-mail all students from a specific class all at once

If I can't figure it out, it's too geeky to use.

getting ready to graduate

Q11

Unknown

How to use the calendar

online communication with teacher and students

new features

I am not sure

As a graduate GTA I would also like to learn more about Blackboard's applications for instructors

the use of the other features such as how to use some of the other tools which we normally don't use on a daily basis

na

How to store work both completed and in progress

Nothing, I believe I have been doing ok in using blackboard and know most of the in and outs.

I have not used anything beyond downloading course documents, discussion thread communication with other students & instructors, posting my web page to the roster, and submission of assignments. I have a hunch that there is a wealth of capability that I don't even know exists.

Editing tools for text contributions to discussion groups.

How to set up calendars

none. I'm done at OSU for a while!

submitting coursework, communication with instructors & other students

Sending out emails to all students, all teachers, or selected ones.

How to use it?

N/A

extra's like online library features. And make sure all future blackboard classes have a section for grades! One class did not and it is a very negative experience.

I actually think I understand it quite well, unless there are some new features.

I don't know because I haven't learnt about them yet!

How to communicate with other students

There is so much available I have not even begun to utilize anything other than the basic blackboard stuff found within the 'course' outline

This is my fourth class and I am comfortable with blackboard

How to use the library portion.

nothing right now

Course information

I would like the teachers to be taught more about how to use blackboard so that there isn't always such a mess between what we are given in class, homework we are expected to do, etc. Profs hand out assignments on the syllabus, but then post an additional assignment on blackboard which no one knows about. The level of confusion is overwhelming. Professors should either completely use blackboard or not use it at all because it just ends up creating

confusion.

attaching files, etc.

none, just make it easier to use and easier to find things

announcements

I was unable to log into some documents in the online library. I do most of my studying at night and did not have telephone help available. An online tutorial would help.

i would like to learn more about the communication part of blackboard.

Is there an audio component to Blackboard? As a visually impaired student, I am just learning how to access class information and software that will help.

how to email other students in the class.

none

none currently I am pretty fluent with it

None at this time

None

How to use the calendar and what that has to offer

HOW TO MANUEVER WITHIN THE SYSTEM MORE EFFICIENTLY

All of the tools other than discussion boards. Also the other tabs lines along the top other than courses.

how to work in html, so that things on the discussion boards would turn out the way you want. Such as underlined words.

The discussion boards that some students use to talk about classes. It would save on people sending mass emails out to the list serves.

Discussion boards

To know how to check material for previous term classes which I took

nothing

Personally I think I'm pretty good at it (I'm not exactly sure if that last question was a call for suggestions or an invitation to make a personal request for help). In general though, I would have appreciated tutorials on how things actually function behind the scenes as well as general help: whether those grade percentages are accurate or if teachers haven't accurately put in the information, how emailing the class or an individual works (I'm always nervous I'm going to send something to the whole class), general introductions in tutorial form (with practice).

Content Collection/ Online Tutoring

discussion boards

How much time it takes between the time the instructor posts something and I am able to access it.

communications

The use of the library and online materials

tools

The Digital Drop box, needs to be clearer. The rest I figure out if I need it for a particular class.

none, I know how to use it

I know how to use all the features I feel are necessary for my education.

communication with classmates

Video Conferencing

Use of discussion board to know how many responses to postings I have made without going through them all. How to use discussion board more effectively.

I feel that I know enough about blackboard to be efficient

I have taken probably 10 courses through Blackboard and feel that it is quite user-friendly, I think more than learning about what it currently does, it should be upgraded to match the features that other schools use. I am not sure if it is just how the teachers set them up or what but some classes Discussion board's can be cumbersome by not allowing you to read multiple threads at one time and how it threads your responses to other posts.

Anything

I'm not uncomfortable with any aspect of the program. I wish the instructors would take advantage of more of its features.

I actually understand the system and use it effectively. I don't think I have nothing to learn, but I get what I need from it already.

printing items listed on the board

Not sure.

I'm O.K. at moment.

Modifying postings after submission.

I am pretty sure that there are aspects of blackboard that I don't even know are available, let alone how to use them. Online tutorials that show all aspects of the program would be helpful to me.

I am pretty comfortable with Blackboard.

If I can access any information once the course is completed. How to retract postings or modify.

if there are other interesting information provided other than what I know now

online course catalog

I am content. I would like to help train others.

None

Posting threads

Not sure.

Collaboration tools like file-sharing services

calendar

File sharing with other students.

basics

No particular desire to learn anything in particular. I just like it to be easy and fairly intuitive to use.

How the class emails work.

are there any tools on blackboard that would help my learning, besides the information provided by professors?

I would like to point out that my freshman year here not once did an instructor show me what black board was or how to use it. They ALL assumed I knew, and I assumed I was the only lost person in class and was too embarassed to ask what they were talking about. I didn't use blackboard until my sophamore year, when I had to... because I didn't know what it was or where to find it!

I would like instructors to spend about 5-10 minutes in class going over how they will organize course documents, communication, grades so that I know that THEY realize what it is like to use blackboard, and so that students do not have to scour the course site to figure everything out.

More about the basic features.

None

There really aren't any, but that's nothing against Blackboard. I'm fine with how it's set-up and think it's extremely easy to use and navigate. Short of there being hidden aspects of the Blackboard system that I am unaware of, I'm content with the knowledge I already possess.

tutors

i feel i understand it pretty well. its a fairly straight forward program

How to better use the discussion boards.

student online services

Learning about the communication tools and electronic blackboard.

nothing really

none

The whole thing.

How to upload and store files

No response.

Nothing at this point. It would have been nice to be introduced to blackboard during start week.

None

the gradeing system

how to add individual users to special groups/ organizations that belong to blackboard

posting assignments

Blackboard is so much nicer than other systems. My home university switched from Blackboard

to Desire to Learn system. It cost more money and not as simple as blackboard. This system is the best!

None that I am aware of.

chat room, online whiteboard, communication...

file sharing between classmates

None that I can think of at the moment.

exchange of documents with other students

easier screens to view the tutorials with -- a program the US Forest Service uses is PeopleSoft and it allows the user to control the screens or touch this and read about that...

How to communicate with other students

All of the different tools

I just would like to know what all black board has to offer I don't think I know everything it has to offer

calendar

all of the different tools it offers

I am not sure if I use blackboard as effective as it is possible. i would like to know in general alloptions which it give students.

Forums

Deleting stupid extra things on my pages that I don't use. They just make for things to accidentally click on and annoy me.

Online Resources

None. I'm really good at it.

N/A I don't think I need to learn more about it. I think that professors need to decide how they are going to use it before the term starts and lay out concrete expectations when it comes to Blackboard use.

file share

Tools, how to email other students, etc.

none

Announcements from campus

digital drop box: I had multiple errors and problems using this method of submission.

How to encourage instructors to do more with their Blackboard to allow better access to class lectures and materials for the class

Podcast, email

I feel that I have a thorough knowledge of how the Blackboard system works, and if there's anything I don't understand, there is always someone else who does.

None impartial.

Submitting via assignments posted online or digital dropbox, how to print powerpoint slides that are uploaded online without having to save them first to access the program.

how to use the disscussion bOARD

I feel I don't need to learn anymore about the program since I have been able to navigate it well enough for the classes I have had so far. If a course were to use something that I was not aware of on the program then I would like to learn how to do it.

statistics and tracking tools

How is it organize, but I think different professors use it in different ways...

online homework submissions

The other options... other than getting lecture materials, I am not really sure what blackboard can do for me.

None right now, I'm graduating in a term and it would be a waste to train me, but others should get more assistance

creating exams, quizzes on blackboard

1) Discussion threads and submission in general
compatibility

2) Keeping e-notes and file format

3) Troubleshooting cross-platform

issues Windows to Mac

I'm fine at this time.

All the possible uses of the tool section.

Integration of multiple tasks,i.e., scheduling of assignments, course schedules and calendars

If audio language learning materials were available, I would like to know about it.

The grade input feature and how to read it.

How to better navigate the system. An overview of system features and how to distinguish between when to use BB and when to log in for other student online services.

emailing and discussion boards

I believe there is a lot to Blackboard that I am not aware of, so some type of overview of the options available would be great. Operations are generally simple and easy.

i know how to use it well but have little experience.

none at this point in time

I only use it to access course material. I am not very familiar with it beyond that. But I don't feel like I need it for any more.

Nothing

I feel I know how to use the parts that I really need. It's fairly intuitive.

I feel I already know how to use Blackboard effectively

Storing documents. Other functions and tools that I might not know about.

not quite sure.

comuacation

I'm not sure that I need to learn more about it.

Nothing really, but there may be tools on blackboard I don't know about. I would like to know more about the things that may not be as abvious.

Communication possibilities.

Its pretty basic, I've used it for a year now and understand it well nor have I had any problems. I love the online grading system.

The discussion board

How to email your teachers and students in your class

Customizing

Why some instructors use it and others don't. I found it really good to be able to access required readings, copies of labs and assignments, and most importantly my grades online. I was suprised that all instructors wouldn't take advantage of this powerful tool.

Actually I don't know about blackboard system.

Features and navigability.

learning how to use it when I am teaching

general use of blackboard and how to be in contact with teachers, the use of drop box

Pod Casts

I have thought that OSU blackboard was valuable when instructors did not live in the area. I did have trouble with it at first, and forgot how to use it when we didn't keep up with the technology some terms. All in all I did like it.

Overall features. Nothing specific.

the 'collect' function

getting my students to be interactive

communication and collaboration with other students

I don't need it with what I am working on right now - my communication w/in the college that I am working in is excellent - very prompt and eager to assist - have no probllems contacting and getting responses

None.

Q12

Cannot think of any

I have multiple online book sites that I must access. If it could access all of them on Blackboard in one place it would make life easier.

none

unknown

Not so many gliches in powerpoints and other downloadable documents. Sometimes they are impossible to get off the internet.

The user interface is a little confusing. I had a hard time finding some of the documents, but I eventually found them.

no

While looking at a thread on the discussion board and using the back button it takes you to the beginning of the thread instead of the last entry that you were looking at.

Allow students to form their own groups. One of my classes had a group file exchange and discussion board, and this was very beneficial for our group project. However, I don't think we could have set this up on our own.

If instructors new how to use it better. They often don't know how to use a lot of the features.

Email alerts

A summary page that would allow me to see all of my discussion board traffic on a single page and perhaps a calendar that would work to allow me to view assignment due dates that updates with the gradebook.

Make it easier to email peers

none

Allow instructors to name their own folders instead of using generic folder names which are sometimes misleading.

none

Increase digital dropbox so student's could see materials as well (basically a sharing and editing feature)

Well, it would be nice if there were more user options. I mean, I mean I know you can change your layout and color and stuff, but it would be cool if there was a little bit more configurability. Also, it would be kind of cool if there was something like maybe an RSS feed, that would alert you about changes, such as when grades are updated. Another thing that would be nice would be a way to differentiate between your labs, recitations and lectures for one class when picking from your class list; or even better, combining them into one so I don't have to open all of them just to find my class. Another thing is can we get a more intuitive layout? I mean, lets see some Web 2.0 or something. This is a college, make the ECE students do it.

Loading times can sometimes be very long, and some files stop loading and refuse to open.

I cant think of any

I haven't been using blackboard as much this quarter. So, I currently don't have any thoughts Some how make it more accesible for online students to open up student service page from blackboard, perhaps making it one username one password accessed on one site??? the same can go for library services, it is hard to keep up with all of the passwords, and usernames, I understand confidentiality plays a huge part in this, perhaps this suggestion can help in some way. Also when a student is replying to the post of another student it would be nice if the student replying could see the name of the person they are replying to, unless of course, it is an anonymous post.

It would be nice to be able to click on another students name in the roster and see their webpage and a link to send an email.

Training for greater use of announcements. Additional course materials.

More 'Word' features in message field

make it a little more user friendly for first-time users

Highly encourage all teachers to put their lectures on Blackboard (unless it is impossible due to format).

Have an RSS feed to allow students to know when new information has been posted to the sites.

make a more efficient schedual that shows all assignments and quizzes for all classes at the same time.

Redesign a more user-friendly GUI, make it more intuitive, and create a notification feature that alerts users to changes since their last login.

get all the profs on board! it is rediculous that they aren't all using it! post grades there and use the subsections correctly. post assignments in the assignments folder. I hate hunting for where a professor hid a document. Can you make those tab more specific so there is no question where different types of documents should be posted?

see last

Library and article access.

I think the system works very well

Uniformity across classes and the way the use the system, e.g. some put powerpoints from lectures in course documents, others in course information so each class is different and you have to dip into all folders to find what you are looking for.

I do not have any suggestions.

If a professor posts something on blackboard it would be nice to get an email telling us that the professor has posted something and we should go and check it out.

more consistent use by instructors

I don't know

I had a difficult time trying to find articles that I needed to read.

like I said before, standardize and simplify the menus. Its annoying to have different menus for different classes. Have the same links leading to the same places every time.

nothing!

make it easier to find email addresses for classmates

none

Enforce all teachers to use it and maintain it frequently. Make it more accessible from a mobile device.

Make all instructors have to use Blackboard. Some say it is too complicated or time consuming and won't use it for anything.

professors would use the system more if it were easier to navigate and more user friendly and worked properly 100% of the time. All of the teachers that I have ever had hate using blackboard because the processes they have to go through to use it is so confusing, and a lot of the time, teachers do the exact same thing, and blackboard will operate correctly one time and not function at all or post anything the next time. Obviously, the motivation to use blackboard is not very high when a teacher doesn't know whether or not the work that they are putting in to posting something on blackboard is even going to work or not.

Allowing the instructors to personalize the mainpage. Ideally they could get rid of tabs that are never used.

don't let the teachers set up a bunch of different areas where we have to find different homeworks in different sections on blackboard

There are too many system crashes and slow responses. I end up spending way more time than I want to in Blackboard (in discussions, etc.) than I want to because the system is so slow. i think to make it so when your classes are listed on the right hand side of the screen in a box to only have one link to each class. Some of my classes have more then one link and it makes it hard to know which one the instructor is going to use.

different look. allow students to see all grades at once from different classes.

none

Once you have accessed a course page, make the left hand column more simple and catered only to areas instructors need. During quizzes, make time limit more obvious. Don't have so much clutter on main page. If you had never used it, wouldn't know where to find grades, etc. Easier use of forums with classmates. Feature like Valley Library has where instructors have instant messaging during certain hours of the day.

Make it easier to communicate with other students.

Well when we go to our individual courses on Blackboard it would be nice if we could see our grades for that class after we select the class. Instead at the home page we have to look on the left side of the screen and see a link that says view my grades in blackboard. and the we see a list of our classes and our grades for the classes. That is nice, but the grades should also be available when you select one of your classes and are looking at the course material

None; I have used a couple of other online course systems - Blackboard is the easiest system to use

Designing it to work with Internet Explorer, had issues early in the class using the world's most widely used browser and it not working correctly. Something to keep in mind. At least put a disclaimer in that states you should use a certain browser.

I want to be able to attach more than one file at a time through the messages link in the communication link

I've gone to three other online schools and Blackboard is the best one I've used. I have noticed Blackboard can get a little hesitant when taking exams over it. That's really the only issue I've had.

Make seeing grades easier so you don't have to go to tools first.

Tough to say. The grades take a while to generate when there is a lot, but that could also be my internet connection.

That every professor is required to use it. It is frustrating when only a few of your professors use it and the others don't. I like to be able to have all my information for each class posted.

On-site organization.

Some information provided in Blackboard that referenced outside website could be a slight hassle. Allowing more of these references to open in another window would make it easier to view the information, while continuing to view the questions of papers that referenced the information.

It would be nice to be able to check email on blackboard, or have OSU email and blackboard be linked together

better connections between students on BB. less links, there are so many. simpler navigation.

I like it the way it is. Great color scheme.

none

Make the grading options less rigid for the instructors. Some instructors have extra assignments that are extra and shouldn't be counted in the total points, but have to be because of the way blackboard is set up so it throws off the accuracy of the grade

Have the list of classes that you're enrolled in should be on the left-hand navigation, not just on the home screen. This will make it easier to switch between classes while viewing the course materials on another, etc.

Require teachers to take a course in how to use it efficiently.

Less options, more organization.

Blackboard itself seems decent as is, it just needs to be put into more use by some instructors.

It would be nice if the video for online courses could be incorporated into Blackboard.

make it less cluttered when you log on

More simplified design-not various sub-sub-menus buried under main menus.

Decrease the chance of getting locked out of quizzes and exams. This has happened twice to me...quite frustrating.

open posted documents in a new window

Make sure instructors are using it, and make it their first line of communication with us. I check Blackboard every day, so it is annoying if they send out an email saying something they could have posted in the announcements section.

classes only need to be listed once

This is pretty petty, but calling it Blackboard makes it seem sort of archaic. :) The slowness and lack of a nice-looking interface make it a pain to use for test-taking or 'discussion board' assignments.

more access to online libraries especially important for those doing extended campus classes and who live out of state

Nothing, blackboard works well

Library and online articles are VERY hard to access.

Have the grades tab easier to find, not in the tools section.

Making the Digital Drop Box Options more clear between what happens if you 'send a file' or 'Add a file'... Or simply remove the 'Add a file option'

Change the Discussion portion to make it easier to go back to the main page instead of backing up a dozen screens or going all the way to the beginning.

Require all professors to use it the same way (e.g. put the same documents under the same files, etc.)

none

be able to access onid webmail through blackboard, instead of using an entirely different site.

a requirement that all teachers must use blackboard and at least post course grades. Maybe make it easier to connect with a small group of students, promote the study group application better.

less tabs in the left hand column, to keep things simpler especially if the instructor doesn't use all the tabs.

Training instructors on how to use it better and penalties for not using it to its full extent. For example, I have one instructor who does not post grades, so if we had questions about grades

we had to go see them in office hours. The office hours weren't convenient (for me at least) and I would much rather have simply been able to check on Blackboard. It was inefficient for the instructor too; having all the students try and see them in office hours.

Blackboard has been fine for my uses.

online proctored tests were extremely slow and not very responsive. It takes a long time to get through the test.

More Video

Well what I usually hear from Professors is that it is not that user friendly like they are told. So do something to make it more user friendly.

Personalize views of postings - make it easier to use to avoid wasting time.

None.

I like the set up of blackboard

Already mentioned the Flash program that Chemeketa and Nevada uses.

Organization

Blackboard is fine

Making it easier for the teachers to enter grades electronically so that students have them faster.

Make the names of the courses clearer.

the ability to add extra credit to the grading system

Overhaul the structure - I hate having to go to the main page to find grades and stuff. Plus e-mail notifications of announcements posted would be great. I don't always remember to check blackboard and sometimes miss important announcements.

making sure teachers use blackboard.

Not sure.

Make it easier to access grades. The three things we (as students) do with Blackboard are (in this order): Grades, Course Materials (posts/quizzes, etc), Announcements. Two of the three are available directly from the main page of almost every blackboard. Grades require digging through 'other' menus that contain a wide variety of unused features (podcasts?!?).

I found emailing students somewhat difficult and confusing

None

none

Better email

From a recitation instructors standpoint, there are some things that could be less time-consuming to use. For example, having to upload and download grades for each of multiple recitations takes at least 3 times as long as needed (since there are at least 3 recitations).

There are other issues along these lines that could be changed.

Train all instructors on effective use. Those in education seem to have the most training, the instructors in science that are use to lecture format need more strategies and efficiency in blackboard use in relaying their materials

Listing classes that had previously been taken and grades attached.

require having grades on blackboard.

Make it mandatory for all instructors to use it for communication with students

From what i mentioned in the previous statements about the speed and effectiveness of uploading files.

It works fine for me

How to communicate with other students

Less categories to put stuff in

Make the roster more user-friendly so that when you need to reach a fellow student you can easily obtain their email address without necessarily knowing their full name or the spelling of their name

Have options so that you can let only the professor e-mail you from blackboard and not the entire class. For example, in a large class people are constantly e-mailing the entire class for notes, I don't want to receive an e-mail every time someone misses class and wants notes!

The 'grades' tab is sometimes under 'course tools' and it would be easier if it was its own tab on the front page because grades are what really concern me. Also, my blackboard wouldn't allow me to complete and submit homework with Mozilla Firefox. I had to use Internet Explorer or else it wouldn't work.

Create a simplified, easy to use interface which isn't so visually painful to look at.
Menu access to all classes from every page so you don't have to navigate back to the home page; eliminate left sidebar menu choices that have no content.
Better way to look at grades. Encourage instructors and students to use the communication boards more.
Allowing it to be customizable for each course page would help with navigation issues. Pushing for teachers to update their grades often on the website. If not customizable perhaps allow a survey of the teachers to see what is absolutely necessary on their pages.
Blackboard is fine but a lot of teachers don't use it well.
Test taking. Test in one class don't save my answers to view later.
All changes
Allow the files to be seen when they are posted instead of having to click a button that allows it to be visible to students.
none
I don't really think there's anything that needs improvement. I personally think Blackboard is good right now.
Not using it. There are far too many features which causes a lot of confusion. It is unclear where different items are located such as documents, grades, announcements.
Stop using it. Paying money for expensive proprietary software when there are better free/open source systems available (For example Moodle) is a waste of student resources. Any current investment is a poor reason to continue using the system, as alternatives are cheap to switch to.
Works great
The grading section could be broken down further. For example: one of my teachers has overall grade percentage (tests, projects, assignments), but he also has what he calls 'checks'. Checks are a separate total and if you reach a certain number you get a boost in the grade. But the totals can't be separated in the program and it also requires the professor to enter a point value for the checks, so it results in a total point percentage in my grades section that means nothing. Hopefully that makes some sense. My teacher ends up just posting an excel spreadsheet in course info.
have professors display past, present, and future assignments
on the first page of the class page (where the comments are shown) it would help to show notices whenever anything is added or updated on the site.
Sometimes it is really hard to find what you're looking for. It could be better organized.
It gets the job done now, I don't think anything really has to be done
Layout could be cleaner. I think the vast majority of the features are not used.
I'm not a big fan of the fact that there are separate links for recitations, lectures and labs. when they are in most cases the same class
That every teacher would use it! And not just have the course on Blackboard, but actually update it.
Better compatibility with Acrobat in Firefox and fix printing bugs in Acrobat documents.
Encourage instructors to post in powerpoint not Acrobat.
I think it should be required by all classes/professors to use Blackboard. It's difficult when some classes use it and others don't. Also, I think that what it looks like could be improved.
Make the 'Home' icon at the top of the screen go to the Blackboard home page, not the OSU homepage, I always click on it trying to get my to Blackboard home page. And take off last names on the discussion boards, make it more anonymous - I don't know or want to know the first and last names of everyone and I don't want everyone to know my last name.
I have none, it seems great to me.
none
Take off unused or underutilized tabs on the main page. I often find myself tabbing through entirely empty pages looking for something in particular. There is little consistency in how instructors categorize things on Blackboard. Perhaps some general guidelines on where to put particular kinds of materials would help. I rarely use any of the features on the opening page, and would rather have it open to 'My Courses'. I really like the 'hotlinks' on the opening page, and it would be great to have those on each page within Blackboard.
As mentioned above, make one course or lab have one site rather than two.

I like it the way it is.

Make the discussion board actually work in a way where it's easy for students in the same class to discuss assignments and get help from each other.

Some times it goes down in the middle of the term... very hard to print notes when this happens.... So try to fix BB before classes start :)

I'd make it mandatory for instructors to put up at least a rudimentary Blackboard page with a syllabus, exam dates, office hours, etc. I think there's a lot of potential in the discussion board section of Blackboard pages, but they are rarely used -- this is likely to be the fault of the students, though, as I think the majority just aren't interested in posting to it and engaging in further discussion. Perhaps if it was anonymous or you were allowed to choose a username that even the teacher couldn't trace? Also, I'd like to see the 'Grades' section of Blackboard featured more prominently, it's a minor quibble, but it's a pain to go through the 'Tools' when all I ever want is 'Grades' -- also I sometimes forget it's even in 'Tools'.

Make it mandatory.

Its a little slow on loading pages

Removing some of the clutter of unused features, focus on the key elements.

make a sign in area on the osu homepage. i use blackboard alot and i hate going thru the website to get to it.

Overall class grade calculator for a certain class at a certain point in term.

Pick some program other than blackboard

Links to the 'my oregon state' links directly from 'my courses' page.

make it more user frendly

Everything on blackboard are useful.

Availability of course readings online

have it respond faster when you click on a button, especially the grades. I wish it were a requirement for teachers to use blackboard to post stuff.

i don't know

Make discussion boards more appealing so students will actually use them, aside from the times they are FORCED to use them.

My only suggestion is to require the use of Blackboard in all classes. I understand some do not need all the capabilities (PAC classes and what not) but most other classes are much easier to keep organized, up to date with and intouch with that use the system already. I do not understand why some instructors choose not to use Blackboard, it irks me.

I don't know.

Make it so that all teachers have to use it and that it should be updated regularly by teachers
none

updated information would be nice, there is no point of looking at out dated info.

none

A grade calculator would be a quick way to calculate your grade in certain classes.

Getting to Blackboard easily from the OSU homepage.

Require all instructors to use it and post grades on it.

No response.

A grades button instead of listing it under tools.

Not having as many links. Sometimes pofessors put course documents under 'course documents' and sometimes under 'course information'. I feel like I have to search around the site to find things.

Add the ability to stay logged in on a computer. It's annoying to have to log in every single time.

Faster, don't shut it down. More easy to navigate.

none

easier links

Grading system

Send a digest to my email, which includes updates for all my blackboard courses.

A physical hand out of what each link does.

i don't read any of the announcements on the front page. i know that they are sometimes there, but i don't read them. and in general, i don't look at any of the information on the front page after signing in, i just click on the course i need to access. so maybe cleaning up some of

the clutter on that page? make it a little bit more streamlined so that any new, important information stands out more?

The interface is really impersonal and rough to work with i kinda get lost in it all again, make it all or nothing. its annoying when one prof uses bb but just to post grades and nothing else, or vice versa.

make the links on the left hand side have a more clear description of what they are used for.
not sure

it seems like a good system right now

none

Better navigation and automatically notification when instructors post announcement on Blackboard

make it faster and more reliable

Make the layout more appealing to the eye. There are too many links all over the place, and it's rather bland as a whole.

n/a

make it more personalisable

not such stringent sections; teachers may want to define their own sections.

If there is not already, I would like to see an e-mail-type thing where you can't communicate back and forth with the instructor without clogging up your actual inbox. If this does exist, I would like to see it utilized.

Reformatting the layout of the pages. Right now they don't always have the links available that I would like.

Having it required that all professors need to use Blackboard and post grades on Blackboard.

Educate the teachers

Make the menus easier to navigate. There are some things you have to go through many menus to get to.

N/A

make every professor use it.

If more teachers would use it.

It works fine for me.

Better overview of all your classes on the main page. An automatic notification when something new is posted. Ability to tag things as important or read.

no changes

n/a

More use of it!

When you click on announcements - have it go to the class's page so that I don't have to go back to the homepage to get to the course.

Make it so if you log into blackboard you can also check your e-mail without signing in again at onid

Get something else!

None

N/A

Make grades easier to find. Don't hide it under 'tools'. Also it would be great if all instructors would use the same system.

I'm unsure, I haven't used had to use the full system. With my limited experience, having files in word rather than pdf help because of the longer loading times, either works though just preference.

mostly it depends on instructor if/when it post things on blackboard.

Clear up clutter from features that aren't used, create a more dynamic folder display (more like standard windows interface), standardize professors' use of the system.

1)Altering the options for the options page to allow students to NOT view the default things on their homepages. 2)Simpler tutorials. 3)Easier way to make student websites via ONID accounts.

Integrated Email Client

Can't think of any

More User Friendly navigation

Make it mandatory for instructors to make use of it so that students have a centralized location to get homework and class materials.

Teachers need to understand how to use it more, the features available are good and students understand technology - but teachers sometimes don't. The notification system is also kind of weird- sometimes I get notifications that I don't think are significant but other times important things are not notified

Nothing.

Rolling updates on what is new on your individual Blackboard account, email updates connected to Blackboard updates, deadlines for completing assignments

I'm not sure. Making it easier to email other individual students or select groups of students, rather than the whole class.

Getting all teachers to use it.

n/a

Make it easier to access the discussion board, I couldn't this term

Have all the teachers use it.

See other answers

Some teachers don't know how to post slide shows to blackboard because they 'are too big'.

Show teachers how to use blackboard effectively.

color coding of classes. This was they don't look all the same initially.

To require Instructors to give feedback using Blackboard instead of personal websites

I don't know. It seems to work fine for what I need.

Sometimes there are too many options that aren't even used by the instructor (the page says something like 'document folder empty'). I would like to have those pages not included in the course Bb because it gets confusing.

Professors seem to use it because it's there and available, not because it presents a useful form of pedagogy. When we are asked to use it, it seems like busy work rather than meaningful tools for learning. I would like to see profs use it more effectively.

Make all instructors use it for course materials and grades.

Some teachers post documents in formats that I can't read. Make it clear what format they need to be in.

I find no difficulties so far with the Blackboard system.

Better instructions for professors? I know some are intimidated by it.

More aesthetically pleasing

Not really any, I like everything about it

mandatory use for each class, so that teachers won't make stupid personal websites that don't show up with the rest of the classes on blackboard.

Increase the number of servers offering the service during dead/finals weeks, as the page request will often time-out before getting any information.

DON'T ALLOW INSTRUCTORS TO POST THE SAME CLASS WITH ONE SPELLING ERROR. Teach them how to erase duplicate courses from the system!

Have the professors use it.

The only means of improvement that I can see right now is how effective an instructor is at presenting material. Accessing information is not an issue on Blackboard.

Make it less time consuming for professor to input information, so they will be more likely to use it.

(1) In announcements (in the tools column) it should be arranged chronologically only instead of by class and date together. (2) Also allow students to possibly set the color scheme. By doing this, it gives them a sense of ownership over their blackboard and they are more likely to use the other features. (3) Maybe have a feature that is one trivial OSU fact a day. Something fun

Don't have so many different applications. The place where grades are is all hidden behind numerous links.

Fix all the stupid browser compatibility problems. As an example, you CANNOT submit documents using the assignment page's upload in Firefox due to broken javascript. It's incredibly annoying.

Make it faster.

I have no suggestions.

nothing

maybe clarify the use of the blackboard for TAs and instructors mainly the gradebook that sometimes is not very convenient to use

Until now professor just use it to post stuff... I believe Blackboard has much more potential to make classes more interactive...

A customizable interface would be nice, displaying descriptions on link mouse-overs, and general usability makeover.

n/a

Easy accessible instructions

Not sure

Better integration with home computer calendar programs (ie Outlook and iCal). I don't use Blackboard because I would have to enter my entire schedule every term, when I already have done it on my mac. I'm not going to use many of the features available on Blackboard if it is a pain to implement and the benefits are minor.

Make upload process easier for instructors with large graphics or media files

Works fine for me.

If the instructor chooses not to use Blackboard, provide a link through Blackboard to their class website.

Adding a help or a tutorial tool in the blackboard

none

Ability to simply make it relevant to courses, rather than ASOSU and other campus services.

none

Integrating webmail into the blackboard system, course calenders and scheduling in an easily accessible format.

Make it more user friendly for the professors so all of them feel comfortable using the system, which will make it easier for students to become more knowledgeable about the system because they can ask their professors if they have any questions.

standardize document presentation parameters that allow consistent efficient printing, i.e., being able to print documents taken from magazines/online sources without wasting paper and ink on stupid advertisements or Blackboard menus or webpage frames.

Make blackboard more uniform between subjects and teachers.

An automatic login (remember me option) for personal computers would be great.

Maybe have optional email alerts. For example if an upcoming assignment was due, or new grades were posted.

Don't charge extra money to add e-campus classes.

Allow the instructor to choose the relevant folders and leave out all others.

Have all instructor use the system.

making sure the instructors know how to use blackboard, and encourage them to do so, even if their class is not an online class.

i dont know

Make it easier for professors to use it.

not so confusing of a grades and score table

live question and answer section for the class--like group chat that can help to work with classmates on assignments, that can be used with other programs like google talk, aim or msn messenger.

More intuitive navigation; more flexibility for how it is used by professors (for example, if no course documents are available, don't have that as a navigation option); the log in screen is very crowded--simplify options here to make it relevant and easier to use.

if teachers actually used it!!! i have never had a term where all my classes were on BB. Its really inconvenient for the students.

Online chat with advisor. Show status (busy or free) of advisor when he/she is in his/her office hour.

I am happy with regular class web pages and email... I hate blackboard... often because of speed issues among other things

The system is fine.. more teachers need to use.. only about 10% of my teachers over my college career have used blackboard.

Having the system more widely used, so every teacher would use Blackboard to post scores

and documents.

More routine use of it. Most professors still don't seem to use it, when I think it could be very useful for them and the students. Perhaps they're resistant to learning how to use the system. Encouragement and tutorials might help improve participation (maybe that's done already). Digital dropbox rejects papers a lot because of symbols (I believe). Identifying what can/cannot be used in titles would be nice.

online textbooks or readings from the text books.

no changes to suggest

A more intuitive and user-friendly interface. In fact, PowerSchool is much, much better.

<http://www.powerschool.com/>

Make it easier for the faculty to use so more of them would actually use it.

Nothing

Really, things mostly just depend on how much professors decide to use it. If they use it to its full capabilities, things are fine.

A directory tree structured left-hand navigation.

More opportunities to interact with students, podcasts

Consistent links on the page for each class. Consistent gradeing posted regularly. A more efficient use of space and links on blackboard itself. A simplified menu would be alot less stressful and confusing.

I hardly use it other than to get grades before they appear on a transcript, so I'm not sure.

Make the system easier to load

A more efficient way of conducting exams would be a great improvement. For example, if the back button is hit on accident or a computer crashes, someone has to retake their entire exam from the beginning, and it's highly inefficient. I don't know how this would be improved, but it should be.

Allowing teachers to manipulate the site more

More interactive with student's overall courses. Being able to leave documents from coursework in storage from previous courses and go back and retrieve them.

make it easier for teachers to understand, that way they'll use it more.

easier to navigate

It would be GREAT if we could save course materials/documents from previous terms. It's frustrating when the term ends, and all the powerpoints, etc. are no longer available. Also, some professors are horrible at organizing the material on black board. If there was a manual for them so that there could be consistency, that would improve blackboard's usefulness. Also, some professors don't like to input grades on BB because they think it's 'unreliable,' maybe if the grade sheet had more functions, such as in excel, they would use it more. It's really helpful to keep track of your scores in the class, so you don't have to bug the professor about minutia. It would be helpful to be able to print 2-sided, so paper's not wasted.

Make it easier for student and teacher interactions. I.e. option for an instant messaging type system. I also found the organization slightly lacking. I was usually primarily focused on my grades, and there were slightly annoying to navigate into and between classes.

Make the categories more instinctive.

Consistant use by teachers in all classes.

Make grades more accurate rather than on a weighted system.

Make it more user-friendly for those importing data. Maybe allow students to upload material as well.

I do not know.

More teachers would be encouraged to use blackboard

Automatically show any upgrade,such as having a star next to the course name or something else.

Ability to access classes from previous terms

One thought is incorporation of a type of instant messaging system where students/professors that log on are notified of presence of other students/professor and are able to communicate instantly.

Require instructors to use it.

Can't think of anything at the moment outside of encouraging more faculty to post grades for their classes.

I did not use Blackboard system.

The OSU Blackboard system should be open source so that professors and students are able to modify the way the software works. Also, this would provide professors in CS with research opportunities related to HCI and security.

I've used BB only once as a GTA for a lab class. I don't have much experience with which to comment. Overall, grade entry via spreadsheet download/upload is OK. The system does seem to have a lot of 'down' time, although that did not affect me.

It's good.

I think there is a lot of functions that aren't actually frequently used--there seems to be lots of extra stuff and a more streamlined, cohesive design would be much more user-friendly. I don't like having to hunt around in different screens to be able to access what I need.

blogging issues in the past

The ability to allow non-OSU students/faculty to have a log in.

My experiences with blackboard have been generally positive. The interface can be a bit clunky and slow at times, but this has improved in recent years.

Teachers who use blackboard should actually keep up with the grading posts on blackboard. more course information such as textbook pages, study guides and links to online information. i've used other online systems similar to blackboard, for economics, and the best feature they had was an EMAIL REMINDER SYSTEM that automatically sends u a message at least the day before an assignment is due.

Teach Instructors how to use it. They are very inconsistent in their abilities.

Toss blackboard. There are better open source programs, we shouldn't be paying for this.

I've used BB for teaching and am currently using it for another school system. It doesn't interact well with Mac users.

More incentive for all professors to use it.

I don't know.

I have not had much experience with blackboard so I cannot make a suggestion at this time. in one class with a high volume of posts, I wanted to use the collect function to read many at one time. the problem was that blackboard did not mark posts as read those I had read with the collect function. I don't know if this has been fixed since then. Also, blackboard should allow users to upload a small picture of themselves to go on their page and/or with their posts. At the least, incorporate avatars. Offer training to profs and GTAs so they'll use blackboard more so I can see my grades and other stuff.

-more graphics, ... more interaction among students

teachers trained and required to use it to at least some extent. For instance to post grades. that all teachers used it to some extent and all core classes taught students how to access and use it.

I don't know have not used it recently

Q13

Cannot think of any

see above

none

give a mandatory class to professors on how to use the Blackboard System effectively

Improve the interface

A calender system that shows every assignment and test and when they will be due. I want to be able to add my own items to it too

no

While looking at a thread on the discussion board and using the back button it takes you to the beginning of the thread instead of the last entry that you were looking at.

make it faster maybe

More student freedom

Improve it's efficiency--it sometimes becomes very slow.

Email alerts

interactivity between individual courses and a main page, grades, discussions, coursework etc.

Make it easier to email peers

none

Make a live forum, so students could instant message to each other. It would make meeting in groups easier because of busy schedules.

Allow instructors to name their own folders instead of using generic folder names which are sometimes misleading.

none

A document editing feature for students to work on group projects

Make it more intuitive.

Improve loading performance for users at home.

I cant think of any

From an instructor point of view, the grading is not completely user friendly. I haven't used it in awhile though to give specifics.

see above, first suggestion

Fewer 'clicks' to get where I'm going.

Less shutdowns and make it run faster...ITS SO SLOW

I don't have the time between school and work to run through the tutorials about full use of Bb. Bb is too rich to absorb all at once at the beginning of a program. I would love to have had our Extended Campus Masters program begin with explicit Bb training during every session of the first term of our IT course. This would allow us to build our foundational understanding of Bb, try it out, and then learn additional features, try them out, etc.

Better use of date and time of announcements.

One suggestion is to ask the instructor to use Blackboard only. At least one of my instructors uses Blackboard sparingly, with most of the material on his class website. Less navigation would increase efficiency.

(?) see previous answers?PUT BI 314 CELLULAR AND MOLECULAR BIOLOGY ON ECAMPUS AS AN ONLINE COURSE, AND LINK IT TO BLACKBOARD. THE LECTURES FOR THAT COURSE WERE NOT AVAILABLE (FALL 07) ON BB, AND THE TESTS WERE DIFFICULT BECAUSE THEY DID NOT COINCIDE WITH THE TEACHING AND STUDY GUIDE FORMAT!!!

Make is more user friendly, having to make multiple clicks to do a single task is tedious and an unnecessary consumer of time.

have teachers use it more often to assign homework.

Increase interactivity by introducing features that notify users of changes and allow for comments on each page of blackboard usable by instructors and students for each course.

teach profs to use the gradebook

All grades/exam grades posted on blackboard

Make library and article access easier. It is near impossible to find and pull up an article for research.

see above

Uniformity across classes and the way the use the system, e.g. some put powerpoints from lectures in course documents, others in course information so each class is different and you have to dip into all folders to find what you are looking for.

I do not have any suggestions.

It should be all or nothing

Make it easier to find out who else is in the class and if you need to email them, an easier way to find them.

i don't know

Easier access to the library and the materials available.

force everybody to use it and keep course materials and grades current.

I think the set up is perfect!

Make every teacher use it and use it to its full potential.

Its very good the way it is

Make all Blackboard pages the same, so things are consistant and easy to find.

take away a lot of the unnecessary hyperlinks and 'make it easier' type things. I don't care if I have to click 3 more times to do one function, as long as there isn't 5 different ways to do the

same function, it's just confusing. List all the courses in plain sight, with separate link to each component of each course's material directly under the course. That is more straight forward and easier to do than having to find the document that you're looking for on blackboard. So often when I click on a course, it takes me to the course website and then I need to look through 10 different tabs to find the one document that I'm looking for. Have two tabs: assignments, and course documents; everything else is confusing.

to speed it up somewhat

don't let the teachers set up a bunch of different areas where we have to find different homeworks in different sections on blackboard

Get the bugs out that slow the system down. I hate typing in a discussion response and submitting it only to have Blackboard come back with an error response. I go through this daily.

when you do maintenance on the site do it over a break and not in the middle of the week or weekend and if it does happen to be on a week or weekend during the term don't make it during midterms or finals because when my class has all the information for the test on blackboard and i cant get on it it makes it hard to study.

give more options for visual appearance, as blackboard itself is fine.

More pleasant appearance.

More instructor interaction with Blackboard instead of TAs. Instant messaging with professors if we have a quick question.

Make the grades section on the left tab area so you don't have to go through up to five clicks just to see your grades.

see previous question

none

I do not have any suggestions for improvement

Make it work with Internet Explorer

Make it possible to attach multiple files in the messages

Speed can be a little choppy while taking exams. Other than that, I really like Blackboard.

Make all of the features easier to understand or find out about. I don't use half of it, and I wonder what all the other features are.

Allow it to upload larger data files.

see question 12, other than that, I loved it.

mandatory for all classes to use blackboard

the discussion boards are hard to use so perhaps forums instead that are easy to access and simple to use.

Have the list of classes that you're enrolled in should be on the left-hand navigation, not just on the home screen. This will make it easier to switch between classes while viewing the course materials on another, etc.

I only use it to keep track of documents not handed out in class and to check my grades, so putting these categories on the BB homepage would make things move along quicker.

Please use different color for different classes to better see them

An improvement in the system would be for more instructors to use Blackboard, including lab T.A.'s, for example.

Email that's easier to use or somehow incorporated into OSU webmail.

Online Detailed Tutorials Addressing ALL the BB features.

Quite a few of my instructors seem to have their own process for posting Course Information. That is, there is duplicate course information in 2 or 3 places on Blackboard. Makes for some very frustrating hunting when you are trying to find instructions.

better homepage. more personalized

Require instructors to utilize it

Better Interface. There are plenty of graphic design and computer science majors at OSU, and they could be used effectively.

fix the problem that kicks us off when taking a quiz

Nothing, seems to work good.

Library access

Make the tabs in each page easier to follow.

Make the Instructors able to hide all previous quarter classes. Otherwise they have to visually

look through a list of about 100 classes named the same thing, but have a different year.
Change the Discussion portion to make it easier to go back to the main page instead of backing up a dozen screens or going all the way to the beginning.
none
onid webmail access
course grades in all classes
A faster connection to the site. No matter what type of internet I use it takes a while for blackboard to load up.
The system itself is very good, it's just the instructors who don't use it well or to its full extent.
see Q12
train the instructors
More video
Just making it more user friendly for the professors. I know how to use it and I haven't had any complaints, this is just what i hear from professors.
Ability to view own postings made and new responses to postings - very problematic with a large class and multiple responses required to different postings.
None.
See above.
Organization
Blackboard is fine
Fixing glitches with access to grades in some classes (may be teacher's fault).
see Q12.
the ability to add extra credit to the grading system
I only use the stuff about my grades, classes, and class announcements. I don't want all the rest of the junk making it slower to load.
Having every single class be up on Blackboard.
Not sure.
send some automatic message when we have some new informations on blackboard
Make it easier to see/access/interpret grades!
Don't let it be customizable by the professors because it can become confusing adapting to each professor's blackboard.
Require teachers to use it for all of thier courses.
It is pretty good now.
To improve the controls/page flows so as to improve time-efficiency.
More opportunity to have 'live' discussions with other students and the possibility to see the instructor 'live' at least once.
Make it a requirement for the professors to put their syllabus on line or on blackboard, but not as a requirement for students to be able to access the internet.
Make the teachers better informed about how to use all the options.
Post all grades faster
Make the teachers put all grades up
Less categories to put stuff oin
Have options so that you can let only the professor e-mail you from blackboard and not the entire class. For example, in a large class people are constantly e-mailing the entire class for notes, I don't want to receive an e-mail every time someone misses class and wants notes!
Maybe a tab for 'ask your professor' which is a direct link to email or something. Or 'ask for help' in case people do have questions.
Have/let teachers post dates of when the assignemnt should be graded so we don't have to keep checking 10 times a day to see if a grade is posted.
Run more efficiently when a lot of students are logged on.
The only real thing that needs to be changed about blackboard is its User INterface. The way its set up now, everything blends together, and its difficult to find things if you dont already know exactly where to look for them.
Menu access to all classes from every page so you don't have to navigate back to the home page.
Have it customizable for the teachers. I'm not sure of the status of this at the moment but it

would be beneficial to the students to be able to find everything the teacher wants them to without searching every section.

Almost nobody uses most of the communication tools.

More forward directions

Maybe that PDF files can load faster.

its fine how it is

Can't think of anything.

Stop using Blackboard and have teachers use websites like the College of Engineering.

Ability to add multiple users to a group at once.

none

Stop using it. Paying money for expensive proprietary software when there are better free/open source systems available (For example Moodle) is a waste of student resources.

Any current investment is a poor reason to continue using the system, as alternatives are cheap to switch to.

Works great

Get more teachers on board (which may mean making it easier for them to use by allowing them to upload spreadsheets instead of tediously entering numbers one at a time).

either use it or don't, it gets confusing when teachers put stuff on there that they don't tell you about in class

Make it mandatory that all teachers use blackboard.

See above

Again allowing professors to view the student side so they could make sure the information they placed is truly up and running properly.

see Q 12

More organization, and updates

FASTER PRINTING!!

Make it look more up to date and user friendly. The interface looks old and boring.

Take off last names on the discussion boards.

I would bedazzle the website with many colors and logos, thus, making it more appealing to the eye.

Find a way to fix the amount of times that it crashes/does not work

Require teachers to enter grades into blackboard during the term.

As mentioned above.

Sending out email notifications when there is an update in the system.

None.

More grade-related tools in the grades section, such as a way to easily calculate GPA based on all classes currently being taken.

Deja vu. Mandatory, rudimentary Blackboard pages for all! Ok, a different suggestion would be adding (although there might be one already and I'm simply unaware of it) a calendar/daily planner where you could add assignments and tests (perhaps even by hyperlinks through actual class pages) and your main page would alert you to upcoming things that you need to do. It would also be cool if you could get e-mail alerts from this daily planner sent to your onid account. 'Test tomorrow at 4pm! Bring a bluebook!'

If there was some sort of advising system so you dont have to speak with an adviser in person to figure things out.

Once a class is elected from your enrolled courses, make the left hand tool bar where 'assignments' and 'course documents' are located, make it more simple. There is too many links than there needs to be.

Make it run faster, perform better.

post a link somewhere where we can send an email directly to the teacher.

course documents, assignments, tools and categories are too closely similar and teachers can't organize accordingly in a sensible manner.

It's hard to find things that you need - too many tabs to choose from, and only like 1/3 of them are used

Educate teachers

Stated above.

Communication with teachers through blackboard instead of only email. The digital drop boxes should apply to every instructor and be used by them for quick questions and comments.
Have instructors check blackboard and use it so that students could follow up on grades.
Requiring all classes to have a site
have it respond faster when you click on a button, especially the grades
live chat
Integrating a better calendar or schedule program to help keep track of important class dates and exams. I think that this would be extraordinarily helpful to all student that use Blackboard.
Having all of your individual class information is very useful, but perhaps including one window with important dates from all your classes rather than having to look at each one would help students to stay more organized.
I have no suggestions.
it's fine
See question 12
Finding Blackboard. Once located on the OSU page, it is easy to use.
Increase ease of navigation- allow users to view announcements concurrently with other course sections such as 'Course Documents'
No response.
See above
Daily updates from teachers.
Less links.
To change the way the grading part of blackboard works.
Email notifications when Professors update announcements, or students reply to my comments in discussion board.
Make adding users to the system easier, so when I lead an organization I can easily manage all users.
some way to move between courses without having to click on the courses tab (ie- have links to the other courses available from another course's site)
highlight new in areas with new or unread material newly posted by professor
better looking user interface. its too, eh blah for me. the profs can alter their pages a bit but still it needs some new spacial arraignment and shapes to it that make it less bureaucratic looing
Let students access to course blackboard for a while after semester is over.
make ALL teachers use blackboard
Dont have so many different tabs when in a specific course. It makes finding what I need a hassle. Due to the fact that I have to go through each one till I find it.
It seems to be a good system right now
less tab
Automatic notification for announcement
make it more reliable
Make it mandatory that all courses use it.
I just made it. see above.
A different user software for tutorials
See Q12
I just made one.
Getting the pages to load faster would be a great improvement on the Blackboard system. I know at times the 'My Grades' section freezes, at least on my computer.
Make it more faster, as it doesn't work sometimes in the times of need.
I would change the interface... it is pretty jumbled...way to much stuff not very organized. Make it more like a user friendly search engine.
It would be awesome if it could combine the lectures and labs and recitations together under one heading.
N/A
make all of the profs use it, fully.
To make it a requirement that teachers put your course grades on blackboard, even if that's all that it was used for.

Make it look nicer and easier to move around it.
Make it easier to get to different folders.
Tagging files on Blackboard to your specifications.
i've had good experience- no suggestions (sorry- i really don't have any complaints)
Separation of classes in a different format possibly.
read Q12
Make it so if you log into blackboard you can also check your e-mail without signing in again at
onid
Get another software and don't throw away money on something that isn't very good. You
could spend that money more effectively.
Give instructors better training on how to use the program.
allow you to click on the announcements to open the class you want
Make grades easier to find. Don't hide it under 'tools'.
No major changes. Just speed up loading times.
Standardize professors' use of the system.
Altering the options for the options page to allow students to NOT view the default things on
their homepages.
no suggestions
make it required for instructors to post grades or course materials
See above
more logical notification system
Nothing.
Rolling updates, somewhat like the ones you have on Facebook
Making it easier to email select classmates.
MAKE IT MANDATORY
Make it easier to access the discussion board, I couldn't this term
Have all files be directly on blackboard, don't go through Mic. Word or other programs.
I would have a way to select only certain recipients for the e-mail tool. As it is, I have to choose
to send to the entire class, or the entire class plus the teachers. I would like to be able to just
e-mail the people who the subject is relevant to (or who live near me), not the whole class.
make it so you can connect to your onid email account seamlessly.
less-cluttered interface
make sure that the teachers who use it, use it.
Make all teachers use it
Make it required that Instructors use Blackboard to allow students access to lecture materials,
study guides, grades, etc.
I don't know. It seems to work fine for what I need.
See Q12.
Not sure.
Fix PDF printing problems.
Make every teacher use it
make it mandatory for all teachers to use.
**DON'T ALLOW INSTRUCTORS TO POST THE SAME CLASS WITH ONE SPELLING
ERROR.**
I would make Blackboard system available for every course. However, because courses taken
on campus are not online classes, then perhaps it may prove to be too much work for an
instructor to also devise their live courses online. Anything adding to a bureaucratic system
does not sound appealing to me. Instructors **ALREADY** cut students short in final's week.
Sometimes there hardly seems adequate time for students to realistically get things
accomplished based on unreasonable time constraints. I realize instructors want to get on with
their term breaks, but students get short-changed in the end.
Make it compatible with excel
I would have to say by making it visually customizable by color.
have a link directly to grades
Get rid of it and replace it with an open-source system. Blackboard is buggy, slow, and

obnoxious, and I'd rather never have to use it if possible.

Make it faster.

New color scheme.

let you see your grades on assignment from previous terms

simplify the menu of option when you access the control panel when you are a TA... it's not always very clear when you are looking for something specific

Professors please organize it well

Have a research team sit with a student who is using it to design a more cognitive layout.

n/a

Have a list or instruction manual with all the features in it and how to use them if you choose to.

Not sure

By focusing on integration with our personal computers I think Blackboard could be more of use to me. The program should be able to upload calendar programs.

Continue to expand options for tutorials

Don't have any suggestions.

Make it easier to navigate.

drop all the non-course clutter. I go to blackboard to get info my professors post, nothing else.

Make it more uniform.

An automatic login (remember me option) for personal computers would be great.

Standardize it- make it so every instructor uses it in the same way.

Require that all instructors post grades on Blackboard so we can always know how we're doing.

Don't charge extra money to add e-campus classes.

Allow the instructor to choose the relevant folders and leave out all others.

Speed, the blackboard system is slow to load slow to log in slow to navigate. It needs to be sped up.

encouraging instructors to use blackboard to post class notes, assignments and other useful information.

i dont know

make a better user interface or make the options faster to navigate through. something like the windows folder structure seems easy enough...The tabs and all the links can get to be confusing and slow.

Automatically send emails to students when there are changes made by the advisor (new materials added, new score posted, etc.)

get rid of it

Remove duplicate listing for slash classes. Often, a web page exists twice for the 400/500 course, with all the materials posted on one page or the other, and sometimes access to the one with the material is difficult.

have teacher post grades on time

When the discussion board is being used, can email alerts be sent out notifying when comments are added? At least the option to do so would be nice.

the ability to look at and use all classes blackboards, but only be able to post on the blackboard for the classes that you are in.

make it more intuitive in terms of navigation

Get rid of it, use PowerSchool <http://www.powerschool.com/>

I cannot think of any suggestions

Nothing

Consistency among instructors.

podcasts

The main page seems overly crowded with information, most of which I have no interest in. I really only want to see the information that applies to the classes I'm enrolled in. I would love to see that cleaned up/simplified.

A simplified menu of links and classes.

Same as above.

Connect Blackboard to Webmail so we don't have to constantly sign into both

See above.

see above

Professors use the grading section.

Link lab section gradebooks to general lecture gradebooks, so that grades do not have to be uploaded twice.

not sure.

one class one link

The ability to save material from previous terms, especially for courses that span over a whole year.

Easier interaction like mentioned above

I think there should be a universal requirement that all assignments with their due dates are posted on blackboard along with the course syllabus.

Put direct links to commonly used features such as grades on the front page.

Instant access to grades after tests.

Having all classes participate online instead of just a few instructors

N/A

Make it more user friendly

Access from other countries could be very good. Because last summer, when I was in Turkey, it was not allowed to access to the Blackboard. I think this is a crucial problem.

More teachers should use it

Automatically show any upgrade.

Ability to access classes from previous terms

Have the ability to save contacts from previous classes. Access information for classes your not currently enrolled in.

I would make the entrance page after you log in more appealing, it seems very cluttered at the moment.

Set up for e-mail alerts for new postings such as grades or lecture material.

I did not use Blackboard system.

Not continually badger someone until they take your stupid survey.

The software running Blackboard should be open source.

when entering grades, the process is slow for individual entries/updates. Maybe reducing the number of mouse clicks, or parsing the last names into smaller groups (instead of searching the entire class list...) could be implemented.

I would like to be able to see multiple threads of a discussion in the same screen, and be able to respond in the same multi-thread screen

dont know

The ability to allow non-OSU students/faculty to have a log in beyond 'guest'.

Accessing course grades has always been placed in a very non-intuitive location of the course navigation menu, in my opinion. No major complaints though.

Make it easier to sign in. Onid passwords are difficult to remember when having your mail forwarded to your personal email account.

less downtime. it seems like blackboard is out of service alot, and usually when i need it the most.

That the default message that tells students, that they are not currently enrolled, before the term starts should be changed to, 'Blackboard is not open until the first day of the term.' This panics students and results in a lot of confusion and extra work for student services.

SEE ABOVE

Direct links to course grades.

Give the blackboard the ability to remember students by some other way except login and password. There are so many login names and passwords to remember I went to writing them down on a sheet that I carried with me.

I have not had much experience with blackboard so I cannot make a suggestion at this time.

make it easier to read posts. look at the inbox structure of gmail, it is easy to use.

Training teachers

I don't know have not used it recently

Q14

Cannot think of anything to comment on.

nothing

unknown

I really like the way it is set up and how teachers are able to 'make it thier own' with the toolbars of the left of the screen.

I like the Idea of Blackboard. It seems good to have a universal way of managing all of the online course information for OSU.

I hope all teachers can use blackboard.

The system seems to work fine. Occasionally a teacher will make things more difficult than they need to be.

I would like for all instructors to use it for not only posting class materials, but also grades.

I think that OSU Bb is more functional than Bb used at other schools, but enhancing the interaction between students and instructors would make the system better.

exam proctors are also a waste of student resources and I believe that methods could be derived to eliminate the need for a student to drive 20 miles to take an exam. (call in start, lower standards for proctor quals, eliminate proctoring, etc) every drop of gas I save by not driving to school is used to take a single exam.

Its a great tool to have and it allows students to access articles and other papers necessary for class that otherwise would only be available on course reserve at the library. Also it would be nice if there was more distinction between the class and the lab under the courses since it is oftentimes confusing.

good place to get class notes/updates and view grades

The thing is, is I don't like the use of blackboard for some of the things that I've heard people talk about it for. E-mail is a much easier way of communicating with professors and students, and its a better way of turning in assignments to (although maybe it's harder that way for some professors). All in all, all I ever use blackboard for is checking my grades; that is, for the one professor who actually posts grades on a regular basis. For all my other classes, I have no idea how I'm doing until the end of the term when I get my final grades. Sure, it's nice to know your progress in class, but I can live without it. I feel blackboard has many flaws, but that it works good enough for me.

There is often too many tabs, it would be nice if the links would be eliminated if instructor doesn't use them or highlighted in some way.

All is great in blackboard and I am sure there are ideas that can improve the system but I am not very creative.

some times there are repetitions of the same course that dosen't work.

Bb is an amazing tool. Even so, it does not offer the well-rounded exchange of ideas that comes with face-to-face meetings. I find the mix of face-to-face and Bb excellent. ***I've been impressed that I have not encountered ANY technological glitches in 2 terms of use. This is exceptional! Good work!

Blackboard seems more stable this term than previously.

After a learning period, Blackboard is very easy to use. I also use Moodle through LCC and Blackboard is more student friendly.

It is a great system, and teachers and students should continue to use BB and expand their use of it. I would love to see more online courses offered via Blackboard,

It would help if there is more continuity among users (both students and instructors) it seems like everyone uses it differently and we spend a great deal of time each quarter just trying to figure out how each course/instructor will use it.

Blackboard is not up to the web 2.0 standards. The interface is ugly, difficult to navigate, and as a result, has a tendency to hide important content behind multiple tabs that are often mislabeled or not obvious indicators of where content is stored. Plus, it lacks the interactivity necessary to make an online application useful these days. It is an overall poorly developed program that might have been revolutionary in 1998, but is embarassing to use at a modern university in 2008. I hope someone actually reads this message and does something to drastically upgrade Blackboard or just remove it to make room for a more useful software system.

sometimes I feel like blackboard runs my life rather than helping me. there is NO consistancy between profs on how to use the system and I spend a lot of time figuring out which folder has what, if there are new postings without an announcement, on and on and on. Can we

standardize that? And maybe have an option for a auto generate email to be sent to us when a prof posts/changes something in a class, so I don't have to check the whole site for unannounced postings 3 times a day? Something in an email like: 'instructor J. Beckman has posted a new document.' I go print and don't spend 20 minutes 3 times a day seeing if J. Beckman has posted his next set of notes.

I really like taking Blackboard classes

I love blackboard and I think it's an outstanding way for students to be connected with their fellow students, teachers, grades, course material and anything else they could wish to get from the class online.

It is an unattractive set-up and difficult to navigate. It is unclear how to make full use of its services

I think Blackboard is really good and I like how easy it is for me to use.

Those message boards are annoying. Some instructors have required the use of it for communicating with classmates. I found it to be more of an annoying chore than educational/helpful.

It is a great system that is underused and full of inconsistencies, mainly due to instructor error.

OSU Bb is very effective and easy to use.

More or less, Blackboard is fine/

in its current form, it's confusing, teachers hate to use it, students hate to use it, and no one is happy with it. Simplify the format and layout of blackboard, and maybe teachers will be more willing to work with it, and students will have an easier time using it.

Blackboard is great. I never thought I could work as well on-line as I have. It is due to the school, teachers, and Blackboard!

make sure the teachers know how to use it and do actually use it

I like that fact that i can look at my grade online and know how i am doing in the class at any point in time. and not just finding out what my final grade is at the end of the term.

This is an outstanding way to take courses for distance learners. It's easy to find out how classes are going and communicate with other students.

i like blackboard.

It would be cool if it supported podcast.

nothing

I do not use all the feature on the system, but the ones I do use work nicely.

There were issues in the last class where they changed how the timer on exams worked and this caused all kinds of problems with Internet Explorer. Don't make changes like that in the middle of a class, wait until the break between classes so the bugs can be worked out without causing problems in the exams.

IT'S THE BEST WAY I'VE USED TO GET COURSE MATERIALS OUT TO EVERYONE

Get rid of proctored exams. Can be very inconvenient.

I think its a great tool, what I use is at least great.

I don't know what I would do without Blackboard. I can remember high school when either we had to ask a teacher about what our grade was at the time or we got monthly report cards.

Blackboard helps me determine my grades and speak with my professors efficiently.

It is a very easy system to navigate through, never had any access problems, and the instructors appeared to be able to utilize it to it's full potential. I loved it.

OSU Blackboard is very effective for me. I work fulltime and this system enables me to take these classes. It is very easy to navigate and provides an immense amount of information all in one spot.

nothing

i like the announcement section, always helpful

I think Blackboard works well. It's a great way for teachers to post things that students need, and if you miss a class it's much easier to catch up.

none

I think it is better than nothing.

It is great to have access to important and crucial class material at home. Also it cuts down on waste by having everything electronically available.

The 'My Grades' doesn't need to be so deep into the list of choices. It's used often but listed with options that are seldom used. Put it on the left hand navigation within the class, or better

yet, have all the classes' grades on one 'My Grades' page.

My priorities for the system are simply to have a place where I can conveniently see class announcements and course grades. Blackboard is a good forum for this, I just wish more instructors and lab T.A.s would make more use of Blackboard.

nothing

Blackboard's great as long as instructors realize that students do appreciate it, and these instructors actually use it well.

It could be organized a lot better-'content collection' is probably not understood by most younger students, nor 'digital dropbox'; those are arcane and antique terms.

I have used the Angel system with two other universities, and I would say they're both about the same in terms of ease of use. Since I am a distance ed student, the online system has to be effective and has to work (almost) flawlessly. There are very few other means to contact instructors who maintain very limited phone and office hours.

It is nice to have everything in one place, especially for each individual class. I really like being able to look at the class syllabus whenever I need to; I have a tendency to lose them over the course of the term, but if they are on Blackboard I can easily find them.

I sometimes find so much course material scattered, what seems like, all over the BB that I am afraid I will miss something. Maybe material could be simplified so that our assignments are located in just assignments, etc. Also, that all instructors follow the same procedure so that there is consistency.

overall a positive experience. i only had one class to manage though. looks like you did some good usability work on this system - keep at it.

Its functional, but not great.

I like using Blackboard because it is a faster and easier way to obtain course information. I would not change anything.

No other comments.

very effective when the teacher uses it in addition to the class. Lecture notes, assignments, and course grades are a must.

We have a similar system in place in my home university (Lancaster University, United Kingdom) but I feel that Blackboard is superior to our system - I was very impressed when I first came to OSU.

It would be easier to view attachments posted in the system rather than having to download responses and manage them separately.

It's a very useful system. I like it.

I feel that it is a very useful tool in education.

Nothing really, I have an easy time using Blackboard and I have never really had trouble searching what I am looking for.

Blackboard is fine, the professors need to stay on track and keep it updated

It serves its purpose. A bit more timely feedback about scores and grades would be helpful, but mostly it is the fault of the teacher.

some emails went to people's trash folder, maybe copies of sent emails should be accessible on Blackboard

Use blackboard for course evaluations! It costs me a lot of money for each lecture session, so if a whole lecture is taken out of the term for course evals, I've lost a lot of instruction time.

I think the OSU Blackboard system is a very effective tool and wouldn't change anything about it.

OSU Blackboard does a pretty good job, but it really provides a much richer feature set than is necessary or used. If professors need to post large amounts of data or complex text to their students, they do so through separate websites and use Bb for the occasional announcement, grading, and sometimes assignment posts. A standardized course-management system is necessary and effective, but Blackboard is really overkill.

It makes it more simple to keep track of all courses at once, as they are all there together.

This program has been very helpful for me. It is nice to have constant access to classroom information. It is also great for cutting down paper usage, and prevents me from losing those papers and not knowing what is going on in the class. I would benefit more, from all instructors using blackboard and being required to enter grades into blackboard in a timely manner.

I think it is useful to have online access to courses, grades, syllabus, projects, etc.

I, as an instructor, use the Blackboard system extensively and find it very useful in conveying

information (grades, documents, announcements, etc...). As mentioned above, however, there are procedures within the system and items that could be changed that would improve my time-effective usage of the system. Please feel free to contact me if you would like my thoughts on this issue.

It is effective way to gain an education degree if you don't live on campus, I am about an hour drive and it has saved me time and money by not having to commute several times a week.

However, it does take just as much or more time than attending a class on campus.

overpriced for what it does.

Blackboard is great for what it does. For the size of OSU, it would seem that software invented from free ware would be a better option to keep costs down to the students and staff. Maybe something designed by and for OSU students and staff?

I think it is useful and I use it on a regular basis.

I honestly cannot think of anything at the moment. I've been very happy with Blackboard

Not much

I really like Blackboard and it is generally very helpful. I enjoy being able to do everything online.

It works efficiently overall and I am satisfied with the current layout.

Did i mention the user interface is painful to look at and difficult to use? Because it needs a ton of improvements.

Most of the time when there are problems with using Blackboard it's because of the teacher's lack of knowledge about how to use the system.

I once had a teacher in an online class who belittled one of his students, and then when others complained, deleted the evidence. I hope that this sort of thing can be looked into by system administrators.

Blackboard is a valuable resource for students, but some instructors refuse to use the system. I feel like this takes away a potentially powerful learning tool.

It's a good system that needs some personal tweaking. It also needs more teachers to use it so that students can find what they need all in one location.

I think it's fine.

I like how it gives you your score, the total score you could have gotten, and the class average.

Blackboard is a very important resource and I think it doesn't need to be changed.

Blackboard has too many features. Having a simple webpage with Announcements, Course Documents, and My Grades would be more helpful. The overabundance of features makes it difficult to find the useful ones. I really think Blackboard is a good idea but it's trying to be too many things at once.

nothing

Again, I advocate stopping use of Blackboard entirely. There are free open source alternatives such as Moodle that will serve our needs better. Open source also offers an opportunity for us to change the software to suit our needs, and we already have such expertise on campus at the open source lab, as well as talented students in the CS curriculum. I feel that such a change would be for the better. Every faculty member I've spoken to in my studies has agreed with this assessment.

Works great

If I didn't have access to all of my course materials it would change school dramatically for me! I think it fits my needs well, but it would be nice if all professors either used blackboard OR all profs used their websites.

don't ask for suggestions in three different ways, just read the above two

I think that it is more important to teach teachers how to use blackboard then to teach students, we figure it out, but I think some teachers need help, especially if they are older.

I think that all instructors should be required to use Blackboard! It makes it so much easier to know where you stand in class, plus it's so much easier to catch mistakes in your grades.

It seems to be working well for me right now, so there's not much to change.

It's pretty handy

It is good for disseminating information to students rapidly as long as the information gets up.

nothing

this is the same question as before!

Make it faster!

Being able to keep track of your scores on tests and activities is very helpful. If it was required of all classes, it would make keeping track of school a lot easier.

Blackboard is great when Professors utilize it. Most students that I know want their grades up on blackboard to monitor their class progress more than anything else.

It is effective at showing me my grades whenever I want them. Now if only Resnet will get their internet figured out to work more than half the time we will be in business.

All of the 'type-in' questions seem the same to me, and thus seem ineffective. I have no recommendations for Blackboard.

I really appreciate being able to submit assignments electronically, though I find many teachers prefer paper copies. I also appreciate that my email in-box isn't being filled with course documents, pdf's of required readings, etc. Overall my feeling about blackboard is quite neutral. I'm sure that I'm not utilizing all of its capabilities, but I get by just fine as it is. It seems that few instructors utilize many of its capabilities, though in many ways I'm glad for that. I can imagine instructors thinking it would be great to make all of their students post discussion board posts all the time, and I think that would defeat the purpose of taking on-campus classes rather than online classes.

NA

It's really useful for keeping track of grades and notifications about the class when teachers use it.

I think it is adequate the way it is.

A system like Blackboard is very important, but more of the instructors need to start using it, even if just for grading.

I think it is a helpful tool

I really enjoy Blackboard, I've used it to check dates and times and assignments more than I ever thought I would. It's great when teachers use it and post reminders and little notes and things.

Sometimes feels messy, cluttered, as opposed to being visually appealing, smooth, and logical. require all teachers to use it!!!

Course management systems are important for grades and easy access to class tools. But, blackboard is hard to navigate. At my old school we used the same type of thing but not blackboard that I liked much more.

I like the ability to check my grades and get course materials. Also, the ability to take online classes. I love blackboard.

I think the best improvement that could be made is that if the teachers were encouraged to use the system more and to keep their pages updated. If encouragement is not enough then maybe something like a bribe would be because that is the only thing that is frustrating about the whole system.

nothing

i don't know

Its a pretty good system really...wealth of uses, if all classes were required to use Blackboard, even just for syllabi and grades, I think the system would be pretty close to complete.

it's a good way to calculate grades

OSU Blackboard seems to work well. I found it very helpful with the class I took winter term.

OSU Blackboard is an effective tool and I think it has done its required job very well.

I like it a lot. It would be more useful to me if all teachers used it to post grades.

I like knowing my grade in each class and on each assignment.

The system is too broad. A more 'compact' system would be more helpful...where everything could be found within just a few links instead of having to search for my course information.

Make teachers use it.

none

its a good system and is helpfull

It's helpful. My sorority uses blackboard for our organization and it's a feasible way to send out mass e-mails.

overall, its clunky and hard to navigate because there is generally only one way/link to get to certain areas, which is super frustrating. I really like BB when used well, but most profs don't use it well or at all, and this inconsistency is very frustrating to deal with on a course to course basis.

its good for keeping things organized but only if it is up to date.

I'm satisfied with current system.

I like blackboard. I find it very helpful when looking up course materials and my grades.

Nothing

none

I like how I can check my grades online and get access to the materials for my class.

could we keep our info from blackboard after the term is over?

It would be nice if the discussion boards were more actively used. One of my classes uses them on a regular basis, and they're quite effective.

Good tool overall

Professors don't utilize it enough

I feel that Blackboard is a very useful tool in staying successful in college. I can see what assignments I still need to turn in, I can see the grades I have received on homework and tests, and also get notes from class.

Get rid of the links that no one uses especially in the tools menu.

Other than the items mentioned previously, Blackboard is pretty useful.

N/A

i love bboard. it has been very helpful. I just want all of the teachers to use it to its full potential.

If more teachers used it, it would be helpful.

Needs more cowbell. A todo list, perhaps.

none

This is a good system and more professors should use it.

The opening screen format is very confusing. I always go directly to 'courses' because before that point I don't understand the format or outline of anything on the screen.

Faster :)

I think that Blackboard is really not that great of a tool. I have had teachers that use it well to post assignments and keep us informed on the course, which is nice. Most professors however don't use the system well.

It is important and blackboard needs to be changed. Ask instructors and students. Everyone seems to hate it but needs it. Switch to something good!

Require all instructors to use Blackboard.

It's pretty helpful if my instructors actually use it. I've never had a term where all of my instructors use it.

As a whole I feel it to be very helpful.

It seems that some professors don't use Blackboard to retain their proprietary rights to their material. Interesting issue. Centralized, online file storage for group projects would be handy... I know it's available, but none of the professors set it up for us.

One of my teachers accidentally made two Bb accounts for one class, and I always click on the wrong one :(It won't let me delete one.

I like Blackboard overall. Its nice to have lectures posted on it, and the ability to see my grades.

I think the Blackboard system is incredible and a very valuable asset.

It works great.

I like the fact that everything can be right where I need it. I like that I have access to my grades and assignments when I need them, it makes doing papers easier when I know I can find the instructions for the assignment from wherever I am.

Nothing!

Have an introduction to blackboard for all new and transfer students.

all teachers should have to use blackboard, because it can get confusing as to which teachers use it and which ones do not.

its nice to know where you stand compared to the rest of the class. If there was more showing how well you are doing in the class that would be nice.

Blackboard is a good system, it needs to be better utilized by instructors as to meet every student's needs.

It is very important for me to be able to access this class information from the internet because I can get to the information when I am away from home.

I like being able to see my grades. Not all instructors who use Bb post the grades at all. This is

annoying and I would like all instructors to include grades so that I know my progress.
All teachers should be required to use it. It would make life as a student SO much easier.
I wish all teachers used the Blackboard system.
It's a great system, just needs bugs worked on w/ uploading and linking to files.
Have all professors use it as it is a very easy way to have only one site that students need to used for all class information.
It is a very good system which most teachers use for my classes. They use it only for putting up class outlines but then that is good as well.
I personally like the use of blackboard, so none
DON'T ALLOW INSTRUCTORS TO POST THE SAME CLASS WITH ONE SPELLING ERROR.
It is helpful.
No further comments.
Encourage the teachers to use the gradebook feature more because most often kids don't know how they are doing.
It works well, when the professors use it. They are able to keep their students more informed.
function fine without it but if it is there its an added bonus
nothing overall it works pretty well and it's a good thing to have. I wish more instructors would use it.
Most of the teachers who have used their own web pages to display information have been able to better lay out their information. I personally am not a big fan of blackboard.
I think it is a good tool, and I'm not sure how to improve it, but continuous improvement is good
none
It works for those instructor who know how to use it. However, it is a pain to use on my end sometimes. I appreciate that the feature set is robust, but there is no point in using it if it takes me forever and a day every day to get it set up to be useful to me.
Greater integration with software such as OneNote
That it would be great if teachers were required to post our assignment grades on BB.
One of the most debilitating things about blackboard is when it is sporadically down.
The system has potential, but like most computer software, requires learning yet more computer geek info to use it. It does cut costs to be able to download and print required readings, rather spend a small fortune buying a photocopied packet at the bookstore. I understand there are copyright and publishers' fees involved in releasing some materials. Perhaps if we can get what we need on Blackboard, it will discourage outrageous publisher fees for academic use of copyrighted materials? Worth a try, eh?
It's been pretty helpful in previous quarters when I used it more. As a TA, the grade entry interface is cumbersome.
More teachers should use it.
I think that backing up using the web browser back button should not be so cumbersome.
Warnings sent to e-mail to warn you about changes in assignments and quizzes.
good system, i just wish professors would be better with blackboard, and be more consistent with using blackboard and posting material.
I have found blackboard helpful in reviewing class notes, keeping up with assignments, and contacting instructors
blackboard is a good system
I would like blackborad to provide a better resource of communication with professors and other classmates than it currently does-- right now the fastest way is to email directly or wait in office hours, so I have no idea what blackboard is doing differently than a course website, otherthan securing grade information.
Like any system, it is only as strong as the data that are input. If most courses are not using BB or if courses are selecting only certain information to post, then BB loses its effectiveness. It becomes just one more place to check.
again, get rid of it
OSU Blackboard is really quite good.. instructors need to understand how to use it to its full potential, to allow for the best education experience.
Overall i think the system is very effective and efficient. Some instructors only update weekly in some cases, i would just encourage them to update more frequently and possibly use the

content headers more literally...not a issue with blackboard per se.

It's helpful when it's used, especially with grades and knowing where you stand in a course. Profs who don't use it seem to do all right with their own pages, but that seems like it's probably more work for them than it should be.

The need is great, and the current system is effective for me currently. I am not sure if video streaming is available directly off the site, but this could be beneficial

overall, Blackboard meets my needs

I use it in a very limited way (to access course material) but it seems to work well for that. I really can't comment on the other features because I have not used them. A web based into/tutorial may be helpful to showcase all of the ways that it can be used.

Blackboard does the job, but it's unintuitive, hard to figure out, and aesthetically unpleasing.

PowerSchool. <http://www.powerschool.com/>

I think that overall Blackboard is fine when teachers actually use it. I find it difficult because a lot of faculty don't use it which makes it hard to know when to check it and when not too.

Blackboard is a great tool that should be further utilized by the entire staff.

BB is great for online courses, but seems less efficient for other classes, unless used as a secondary resource to the in class instruction/materials.

Blackboard should be made available to TAs to contact students. This term my instructor didnt do so. It seems like he/she just thought that he controls everything, and the TA just have to do what he wants.

Being able to find my grades online is a great thing but they need to be posted more consistantly. Also, the organization of the site's appearance could use some help in streamlining and grabbing the attention for the important information, the way it is now causes stress and confusion because, with all the words, it is hard to find the particular link that will lead you to where you want to go.

If Blackboard is used in moderation and for the right reasons it can be an effective tool, but a lot of the time it seems to be more of a hassle than a help.

It is a good idea, but it is flawed and seems clunky. I feel almost as if it is out dated with how it should be used. Too many things you have to click on to get where you want to go. There should not be so many links just to get to one thing. Personally I never enjoyed having to use it that much, because I much rather have my teacher tell me what I need to do in class rather then having to get online and check to see what they want me to do.

I love this website and I wish all of my teachers would use it

I think that being able to access your grades without having to meet with an instructor is very resourceful, and that it would be helpful if all instructors did so.

nothing.

I love having blackboard! I wish that more instructors used it. It's a great way to set up study groups & have discussions. But when black board is not available, then sometimes students must resort to 'stalking' each other on facebook.

It is hard enough each term to have to learn and unlearn each professor's individual formats. It would make it easier to universalize a little more.

I would like a personalized calendar that would automatically email alerts about tests, club activities, and teacher-made schedule modifications.

It is the most effective way to manage classes and course material with an institution as big as Oregon State

I do not know.

Great tool for distributing course information and encouraging discussion.

I have been using WebCT at PSU this quarter so have forgotten alot about Blackboard. Sorry! The system seems somewhat bloated, if there was a way to customize it for my needs I may be more inclined to use it.

I think it is a very effective way to keep on track of classes' material, grades and to communicate with instructors and other students.

I did not use Blackboard system.

In the past when I was required to use Blackboard in classes it seemed as that no one (Instructor or students) know how to best utilize the tool. It seems that instructors could use more training on what are the effective ways to use blackboard and what are the unproductive ways that should be avoided.

I did like being able to easily send email to my lab students through the section-compiled email

addresses.

I think it's use and implementation between professors is completely different. I would like to be able to get more course materials via the internet (like articles or sound clips), instead of having them only on reserve in the library.

Blackboard is not perfect in every aspect, and clunky at times, but I also understand that the wide variety of feature requests that instructors have make this something of an inevitability. In general, I think that it is a good system and it has been a helpful resource for many of my classes. I would say that on average instructors greatly under utilize its power.

cool idea, and its very helpful but sometimes teachers use it too much. THE BIGGEST PROBLEM FOR ME IS FORGETTING ABOUT ASSIGNMENTS. very few people check blackboard daily. there should be an email reminder system for assignments and tests that are due.

I think that it works really well.

From my experiences with blackboard so far (only one course) the system is fine the way it is.

Mostly the way Blackboard is used depends on the instructor.

24/7 tech support.

I don't know have not used it recently

**THE OREGON STATE UNIVERSITY
BLACKBOARD TOOLS EVALUATION SURVEY
Brief Summary
2012**

Background

The Oregon State University Blackboard Tools Evaluation Surveys were conducted by the Survey Research Center at Oregon State University (OSU-SRC) during Spring Quarter 2008. The purpose of this study was to ask undergraduate students and instructors at Oregon State University about the use of OSU Blackboard and to identify aspects of the Blackboard system and related infrastructure that may be improved to better serve the OSU educational community. This survey is part of a review initiated by the Faculty Senate Computing Resources Committee in cooperation with OSU Information Services.

Methodology

Every instructor who taught a course anytime between spring quarter 2007 and winter quarter 2008 received an invitation from the OSU Survey Research Center to participate in the online survey. In addition, every student that was enrolled at OSU during winter quarter 2008 had the chance to be included in this study. A random sample of 2,500 graduate and undergraduate students was compiled by Frank Kessel of OSU Enterprise Computing. An email was sent to the selected instructors and students with a link to the survey followed up by a paper survey.

Response Rates

The response rates for the surveys were 27% for the students and 33% for the instructors.

Demographics

The instructor/faculty respondents were primarily from the College of Science followed by the College of Liberal Arts. They were primarily tenured professors or instructors.

Table 1: Demographics (Instructors)

College		Status	
College of Science	19%	Tenured professors	30%
College of Liberal Arts	19%	Instructors	23%
HHS	13%	Tenure-track	12%
Engineering	11%	Other ¹	10 %
Agricultural Sciences	10%		

- The average total credit hours taught by the respondents between spring quarter 2007 and winter quarter 2008 was 13.5 hours (Question 3).
- The average credit hours not using Blackboard during this same time period was 5.3 hours while the average credit hours using Blackboard during this same time period was 10.4 hours
- Instructors, on average had 115 students in their courses using Blackboard.

¹ Primarily courtesy faculty, graduate assistants, emeritus and professional faculty, and program directors.

The student responses represented all class levels from freshman to non-degree seeking students to post-baccalaureate students. Most of the respondents were upper-division undergraduates.

Table 2: Student demographics

Class standing	Percent
Senior	24%
Junior	21%
Freshman	15%
Sophomore	13%
MA/Doctorate	22%

- 84% of the students were on the Corvallis campus. 2% were at the Cascades campus and 13% were Ecampus students.
- Most of the students used Blackboard in over half of their classes.

Table 3: Blackboard use in classes

Percentage of classes using Blackboard	Percent
100%	34%
51-99%	36%
50%	11%
1-49%	11%
0%	8%

Results

Instructors and students were asked about the importance of certain features in Blackboard and their use of Blackboard as well as their perceived skill at using Blackboard. In some cases, a comparison between the two populations is valuable.

Use

Instructors were asked to describe their uses of Blackboard to engage in certain activities, such as communication and assessment. Instructors are most likely to use Blackboard to communicate with their students and to continue to do so. They are least likely to use Blackboard to evaluate the level of student knowledge, understanding or progress because they did not know how to use the tool, effectively for this purpose. This could indicate an instructional need.

	Communicate with students	Evaluate the level of student knowledge, understanding or progress	Allow students to communicate with one another outside of class
Have used and plan to continue	94%	33%	42%
Have used do not plan to continue	1%	4%	4%
Have not used because does not meet my needs	.20%	18%	8%
Have never used because not familiar with the tools	1%	36%	31%
Other	3%	10%	14%

Value

Instructors were asked what processes or activities they felt most important in their teaching and learning. These are all processes that can be supported by different Blackboard tools. Instructors value the ability to assess their students learning to help them prepare future lessons as the most important process.

The instructors value most of the other processes highly. The ability to post course material and the ability to communicate with the students are the most important processes. The least valued is the students' ability to communicate outside of class.

	Very important	Important	Somewhat important	Slightly important	Not at all important	Not sure/No basis for opinion
The ability to communicate with students as a group and/or by means other than face-to-face	56%	23%	11%	5%	3%	.95%
The ability of students to communicate with one another outside the classroom	20%	24%	24%	11%	14%	7%
The ability to post course materials online	70%	15%	6%	3%	5%	.63%
The ability to post grades and scores online	45%	17%	11%	7%	17%	2%
The ability to evaluate what students know, understand, or have yet to learn, so that you may plan appropriate activities for class meetings/activities	34%	26%	14%	8%	11%	7%

Students responded to a question about similar processes and how important the Blackboard tools were for their learning processes. For them, the primary value of Blackboard is having access to online course materials followed by having access to grades.

	Very important	Important	Somewhat important	Slightly important	Not at all important	Not sure/No basis for opinion
The ability to communicate with instructors by means other than face-to-face	40%	36%	15%	6%	2%	0.59%
The ability to communicate with other students by means other than face-to-face	19%	26%	27%	18%	9%	1%
Having online access to course materials	74%	19%	5%	0.44%	0.29%	0.29%
Having online access to your course grades and scores	71%	20%	6%	1%	1%	2%

While instructors value the ability to post materials online as much as students, they do not value using the online grade book as much. The contrast between the value of the grade book as perceived by instructors (45%) and students (71%) indicates an important issue to further investigate.

Effective Use

Instructors were asked to rate themselves and their students on their effective use of Blackboard. Students, they found, are effective to very effective in their use of Blackboard. Students rate themselves more effective in their use of Blackboard than their instructors do.

	In your opinion, how effective are your students in making use of the OSU Blackboard system	Overall, how effective do you rate your own ability to use OSU Blackboard (students)
Very effective	27%	38%
Effective	45%	48%
Somewhat effective	23%	11%
Slightly effective	3%	2%
Not at all effective	0.59%	--
No response	2%	3%

Skill

Students and instructors were asked to rate their skill levels at using Blackboard. Instructors consider themselves to be somewhat effective to effective with only a few who rate themselves as highly effective. Students rate themselves as highly effective or effective users of the system.

	How effective do you rate your own ability to use OSU Blackboard? (Instructors)	Overall, how effective do you rate your own ability to use OSU Blackboard?
Very effective	9%	38%
Effective	46%	48%
Somewhat effective	35%	11%
Slightly effective	8%	2%
Not at all effective	2%	--
No response	0.39%	3%

Feedback

Most students report being given no opportunity to provide faculty with feedback regarding their use of the Blackboard system. Instructors indicate they provide these opportunities with more frequency than the students do. It is possible that instructors provide these opportunities but students either do not see them or take advantage of them.

	To what extent do you ask for feedback from your students regarding your uses of OSU Blackboard for instruction?
To a great extent	9%
To a moderate extent	32%
Very little	34%
Not at all	25%
No response	0%

	Of those instructors who use OSU Blackboard this quarter, what percentage ask for your feedback regarding their uses of OSU Blackboard for instruction?
100% (All)	6%
51-99% (Most)	7%
50% (Half)	7%
1-49% (Less than half)	16%
0% (None)	61%
No response	3%

Assisting instructors in providing students with feedback opportunities about Blackboard, or increasing student awareness of those opportunities, will contribute to more consistent perceptions about the value of the system.

Guidelines for Multimedia Material use in Classes

Computer Resources Committee

Letter to all incoming faculty

Dear OSU Faculty/Instructor,

The OSU Policy on use of media materials (multimedia, audio, video) in the classroom to meet accessibility guidelines (<http://oregonstate.edu/accessibility/multimedia>) delineates how and when instructional materials must be made accessible. The primary purpose of the policy is to ensure equal access to individuals with disabilities.

Creating and providing materials for students with a disability is an essential part of creating a friendly, respectful and stimulating classroom environment. As we use more multimedia in the classrooms, making these resources accessible becomes more critical.

Individuals who are deaf or hard of hearing must have access to the audio portions of multimedia and audio only products. This can be accomplished by using captioned video resources—by purchasing captioned video resources whenever possible and by working with Disability Access Services (DAS) (<http://ds.oregonstate.edu/home/>) to provide captioning on uncaptioned video resources. Common types of videos that should be captioned include, but are not limited to: videos from internet resources, video sharing websites (e.g., YouTube), DVDs, and video cassettes. If you receive a request for accommodations, any media materials as well as PDF documents, must be made accessible. The DAS office can assist with this process.

Please note, if you are creating new materials (e.g., a video or a handout), the new material should be created in an accessible format regardless of a accommodation request. If you are using content created by others and have a choice between a video that is closed-captioned or not, you should choose the closed-captioned version.

The Computing Resources Committee urges you to consider the implications of social media tools on accessibility. You should choose tools that are ADA compliant. Prior to selecting ADA non-compliant software, instructors should contact the Office of Equity and Inclusion.

There are many resources and services to help you become compliant.

Informational Websites

- Multimedia Accessibility [<http://oregonstate.edu/accessibility/multimedia>]
- Document Accessibility [<http://oregonstate.edu/accessibility/documents>]
 - Are your PDFs accessible? [<http://blogs.oregonstate.edu/dasblog/2011/05/03/are-your-pdfs-accessible/>]

Assistance

Disability Access Services [<http://ds.oregonstate.edu/home/>] - DAS facilitates access to University programs and services for students, faculty, staff and visitors with disabilities through accommodations, education, consultation, and advocacy.

- Working with Students with Disabilities [<http://ds.oregonstate.edu/faculty/awareness.php>]
- Faculty and Staff Guidelines for Students with Disabilities [<http://ds.oregonstate.edu/faculty/guidelines.php>]

Technology Across the Curriculum [<http://oregonstate.edu/tac/>] – TAC serves faculty and staff who use technology in the classroom through webinars, tutorials and one-on-one

assistance. TAC also provides assistance in using Blackboard (an ADA compliant course management system) and Clickers in the classroom.

Office of Equity and Inclusion

Workshops offered by the Office of Equity and Inclusion on "Accessibility Basics for the Web" and "Accessibility Basics for Electronic Documents." Register online at <http://oregonstate.edu/training/>.

Gabriel Merrell, Office of Equity & Inclusion, is available if you would like training or an assessment of your materials at either accessibility@oregonstate.edu or Gabriel.merrell@oregonstate.edu.

Tools

- Disability Access Services Resources and Tools
[http://oregonstate.edu/accessibility/additional_resources]

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Teaching and Learning Expectations Taskforce
Final Report
July 3, 2012

Dave King created a teaching and learning expectations task force charged with “developing a list of (no more than 10) functional expectations our campus has for the process of teaching and learning.”

The committee consisted of Cary Green (Chair), Susie Brubaker-Cole, Cub Kahn, Kathy Becker-Blease, Richard Nafshun, Alfonso Bradoch, Dennis Bennett, Milo Koretsky, Kathy Greaves, and Cheryl Middleton. The committee is grateful to Karren Cholewinski, who provided administrative support for our efforts.

The committee had its initial meeting on May 10th. To accomplish the charge, listening sessions were held with stakeholder groups. The listening sessions were held on Thursday, June 7, 2012, 1-2 pm, Friday, June 8, 2012, 9-10 am, and Monday, June 11, 2012, 4-5 pm. Additional discussion sessions were held with groups of students on May 31, and June 6, 2012.

The task force also developed a survey that was sent to OSU faculty and administrators. Notes from the listening sessions and the results of the survey are provided in the appendices of this report.

Context

We intentionally framed our inquiry as teaching and learning as it occurs across all learning environments, not necessarily as a technology-focused process. Nonetheless, the technology was a recurrent theme in our listening sessions, survey responses, and committee discussions. Our discussions also emphasized that even in the context of technology, the human dimension and affective component of teaching and learning processes are paramount. Finally our intention when we imagine teaching and learning has been to include *all settings* in which teaching and learning occurs, not just those of the traditional classroom.

Expectations

The following is a list of the teaching and learning expectations we compiled from both the listening sessions and the survey. Expectations contain examples and/or negative examples, the latter of which we hope provide insight into the importance of the expectation.

1. *Frequent feedback*: Students should receive frequent and timely feedback so that they can gauge learning and make adjustments incrementally.
 - Example: Early drafts built into writing assignments
 - Example: Performing test autopsy to understand where students failed to respond correctly
 - Example: Online quizzing or in-class clicker quizzes

2. *Frequent interaction with other students and faculty*: Learning is a social process and thus occurs through meaningful, deliberate interactions in classrooms, out of class work, and co-curricular experiences.
 - Example: Collaborative and group work
 - Example: The “flipped classroom”: content delivered outside class; in class interactive activities
 - Example: Office hours; student/teacher conferences for projects/assignments
3. *Flexible and adaptive learning environments*: Learning environments should appropriately adapt and respond to diverse and evolving student needs. This includes instructional space (on-site or online) that accommodates different teaching approaches and learning assignments—as well as instructional design that takes into account the diverse needs and goals of students.
 - Example: Assignments that differentiate learning goals between majors and non-majors as appropriate
 - Example: Learning management systems with built-in flexibility
 - Negative example: Classrooms with fixed seats and one forward orientation
4. *Active learning*: Students should engage with course content to problem-solve and construct meaning. This is to be distinguished from the relatively passive knowledge-recipient mode of traditional lectures.
 - Example: Students grapple with case studies
 - Example: Students turn to their neighbor and identify the main idea or most challenging concept discussed in class
 - Example: Authentic research projects
 - Example: Field work and interaction with communities
 - Example: Clickers and pre-lecture online quizzing
5. *Clear articulation of expectations*: Students and faculty should have a shared understanding of learning outcomes and how course (or co-curricular experience) components align with and contribute to these. Additionally, students and faculty should have a shared understanding of performance standards.
 - Example: Providing models and rubrics for successful student work
 - Negative example: “I don’t know how to describe excellent work for this assignment, but I know it when I see it.”
6. *Teaching for transfer and integration*: Students create transferrable skills and knowledge and make connections between different learning experiences. Students think beyond the midterm or final to how learning will be extended to other courses and learning experiences. This includes making connections across disciplines and transferring knowledge and skills to co-curricular experiences on campus and beyond.

- Example: Experience with professional practice and authentic contexts
- Example: Vertical integration across a given curriculum from introductory to advanced studies; or horizontal integration across different disciplines or areas of the Baccalaureate Core

7. *Teaching that fosters reflection and the development of metacognition*: Curriculum, pedagogy, and technology require students to become self-guided learners who recognize what they know and don't know and to develop as increasingly effective and independent learners.

- Example: Adaptive quizzing that requires students to rate their confidence in their answers prior to submitting answers
- Example: Through conversation with peers in the Writing Center, a focus on the writing/learning process (as opposed to just product) develops metacognition and reflection.

8. *Access to reliable and consistent technology*: In order to deliver high-quality instruction and co-curricular experiences, faculty and students need classroom technologies to be consistent and reliable.

- Negative example: Not all classrooms have the same equipment.
- Example: Effort to streamline clickers
- Example: Reliable infrastructure (so that Blackboard does not go down)

9. *Access to fill in gaps in prior knowledge*: Academic support services and disciplinary review materials are available in recognition of differing levels of student preparedness and natural gaps in prior knowledge. This applies equally to technology literacy gaps for students and faculty.

- Example: New ALECKS math placement test system with tutorials and interactive materials for review and brush-up
- Example: TAC online tutorials and webinars
- Example: Access to course material from prior courses or prerequisites for brush-ups on content
- Example: Writing Intensive Curriculum writing guides
- Example: Student access to Blackboard for a class completed several quarters prior.

Appendix One

Notes from Listening Sessions

June 6th, 2012

Student Discussion Group #1

What students need to be successful?

- Prompt feedback (1 week?)
- Access to instructors
- Detailed schedules/syllabus- helps to establish clear expectations
- Engaging environment- established through passion and dialogue, not just lecture
- Purposeful exercises- not just busy work meant to kill time
- Some sort of standards for TA's- some are helpful while others are not
- Students appreciate instructors who connect the material to real world applications
- Required to use Blackboard- its meant to be standard so instructors should use it
- Appreciate turning point clickers- need to have one standard clicker for all of OSU
 - Helps students stay engaged
 - Provides instant feedback to students
 - Can offer insight into sample test questions
- Respect for students- not condescending
- Instructors should not read straight off PowerPoint
 - Lectures should be adding value to the slides, additional info or insight
 - "Notes as you go" or fill in the blank are nice- maintain engagement
- Group projects through Blackboard help with collaborative learning
- Emails and posts to Blackboard help with flow of communication
- Students should be able to make up work missed for excused absences more easily
- Instructors need to establish preferred form of communication
 - Maintaining open lines of communication is essential

June 7, 2012
Listening Session

Moderated by Kathy Becker-Blease, Cheryl Middleton and Susie Brubaker-Cole

Discussion Notes:

- Need to ensure that people who are engaged in creating technology interfaces are engaged in determining appropriate processes.
- There is interest in using technology to enhance basic academic skills such as listening and speaking for English language learners.
- Is there potential for COB students who work on IT audit skills to do some technology audit in this project?
- Expectation that students are able to do collaborative work: doing something hands-on with the aid of technology (either individually or in small groups) rather than see something projected on the screen with which they can't interact.
- Need for visualization of data, models, and other types of course material (not every student can have her own cadaver).
- How should faculty be engaged in decisions about this so that good decisions are made about what technology brings to bear?
- Technology should create efficiency in use of classroom time and not be a burden.
- Expectation that students can do project-based learning and that projects can engage with a larger community (either online community or local community).
- Expectation that we can create repository of student learning projects that can be shared with other students, future classes, and other communities.
- Students need to be able to collaborate on producing documents (such as enabled by SharePoint).
- Expectation that we can assess student learning and determine the degree to which learning experiences are producing expected learning outcomes.
- Need for evidence based explorations of whether technology is producing outcomes before making large purchasing decisions.
- Governance structure needs to reflect allowance for individual instructor choices in teaching styles and approaches. "Central" does not know best because any technology is only as good the enthusiasm the teacher has for using it.

- Effective learning environments provide tools for students to use that reinforce effective learning processes. Example: adaptive flash cards to facilitate memorization. Adaptive flashcards adjust the level of difficulty based on student performance, potentially allowing for more personalized and efficient instruction.
- Clickers:
 - Student: student interactions and student collaborations.
 - Checking attendance.
 - Quick formative assessments of learning (I-clickers). Allowing students to self-assess and correct misunderstandings in a timely way.
 - Summative assessments through clickers.
 - Clickers put students into an active/interactive learning mode rather than listening mode.
- Need for stable technology platforms that work in different circumstances. Someone besides the champion needs to evaluate the technology on the table.
- There should be opportunities for idea exchange and shared faculty learning about what works and effective approaches to teaching. This should be facilitated by offices like TAC and CTL.
- Students need to access faculty notes from lectures (such as PPT slides).
- Need for ability to have live demonstration and exploration of concepts in class, rather than relying on quick visual representation in PPT slides. Chalk and chalkboard facilitate appropriate pace.
- Students benefit from being able to pace their learning individually, pause for reflection, repeat content when they need a second time through. Need to be able to manipulate course materials and make different components of course content in different formats (readings, chalkboard demonstrations, lectures, PPT notes) interact.
- Students appreciate flexibility of scheduling available through asynchronous courses such as Ecampus courses.
- Students should have interaction with course concepts and materials in class time; class time should not just be about information transmission.
- Lecture capture is problematic because you can't capture jokes and informal interactions in video in the same way you can live.
- Students need sense of personal presence and connection with instructors. Instructors need to be able to gauge the tone and engagement of students in the classroom.
- Pen and paper and board and chalk are also technologies that add great value.

June 8, 2012

Listening Session

Moderated by, Cary Green, Cub Kahn and Cheryl Middleton

Discussion Notes:

- Efficiency of setup and implementation of classroom technology was a theme of this conversation
- Adobe Connect software that we use on campus is not an effective solution for facilitating off-campus communication
- Our campus culture seemed to want to develop a home grown software solution to enable teaching rather than purchase a product that is already on the market.
- There was a brief discussion related concept of faculty sharing lecture notes in an instruction repository. For example, a faculty member who is teaching a course that presumes a certain skill set is present to support higher learning could embed links to the skill set so that student could refresh those skills before moving into more complex course requirements.
- One individual asked “how do you get faculty buy-in to the repository” when there will be some faculty who do not want to use another teachers lecture notes even if they are better. Conversation indicated that students will pass this type of information along to each other even if there is not a repository.
- Scope and Sequence of learning is important and it is a technique that is used in secondary schools but not in higher education. You can go back to previous course material and use it to illustrate a point you are making or the students can go back to previous course material to refresh themselves on a previous concept or skill.
- There need to be clear expectations for teaching and learning.
- One participant shared with the group that she thinks Blackboard is a useful learning management system and TAC is providing good support for Blackboard as a tool that enables interactive instruction, uploads assignments and tracks changes. There are other functionalities that Blackboard has and she wants to make sure that we just don't move onto another tool without reflecting on what Blackboard does well.
- Using Blackboard, she wants to be able to easily pull up assignment information from the previous year to be able to back track more easily to the comments that she made in the past. This is particularly important when she is working with someone who wants to discuss their grades or is working on an incomplete. Blackboard retention records should align with the university policy of keeping at least 1 year of student records and assignments.
- OSU gives students a year to make up completes but they are cut off of online access to University/Library resources 1 term after their last registered term. This is problematic for students trying to complete an incomplete grade.
- Lynn Greenough of TAC is compiling a list of all of the functions that faculty think blackboard should do.
- Another participant commented that since the 2011 classroom upgrades to Macs with dual boot the windows side is taking a lot more time for computers to boot up before class. While the

instructor station mac is wonderful for visualization of her photos of sage steeps it is a problem when it is projected to the students. The projected image is bad. Since she does not have a field experience with these students it is important that she be able to interpret the photos for the students with a projected image that is visually effective. She has mentioned this to IT folks and is aware that it is a problem between systems but she needs the issue to be resolved to enhance student learning.

- Another topic that came up was the problem of following another instruction. Students and instructor already in the room are engaged and enthusiastic about the teaching session and that' wonderful. However, it leaves little time for the instructor coming into the room to setup and make the changes needed for their teaching session. Perhaps a staging centers could be implemented for class set up so that there is a seamless transition from one session to the next.
- OSU needs to be sure that students get value from attending face-to-face class systems.
- The instructor also indicated her the value and quality of conversation regarding teaching that she has gained from programs such as TAC and WIC.
- The session closed with the sentiment that Technology should be a tool for teaching/learning and not run us

Teaching and Learning Listening Session – Monday, June 11, 2012

Moderated by: Cary Green, Kathy Greaves and Cheryl Middleton

- Question from a participant from Information services.
- Is teaching and learning within a particular time frame?
- Comments, it depends on who the audience is. From a student perspective they may want 24x7 access to teaching and learning tools and the faculty member. Distance students might have another timeframe. A discussion ensued that centered on students having access to information 24 hours but not to 24x7 to the instructor.
- An expectation might be that faculty post when a student can expect the timeframe for a reply from the instructor and when the instructor is available to them online, i.e. posted office hours.
- Faculty member needs to have 24 hours access to the LMS. Additionally when the system goes down after the 8-5 schedule there is a need for support.
- Expectation maybe that there is 24-hour access to the tools and information.
- Another person asked about when should the faculty member respond. The student should have the expectation that the availability of the instructor is available to them.
- E-campus says best practice is response within 48 hours and let students know when you will respond and office hours when you can expect the faculty will respond either in person or virtually.
- What expectations should students have that their faculty be available to them by a variety of contact methods that include online and face-to-face.
- Expectation students will need to know when they have access to faculty and what the access looks like.
- Is there one set of expectations or two regarding student learning, services and access one for on campus and one for off campus?
- Expectation for on campus and off are the same but there maybe different ways to facilitate the expectation to on campus and off campus student.
- Expectation is that the learning systems facilitate collaboration between students and faculty to promote learning and collaborative project development.
- On campus our classrooms have a wide range of access technologies that determines the ability to teach. From white boards and markers to high-end technology.
- The group discussed a standardization or baseline of technology that students and faculty could have access to regardless of what classroom they were teaching in.
- For example if you are teaching the same class in 3 different classrooms and you have to develop 3 ways of teaching.
- Minimum expectation that the faculty and student have access to the technology they want.
- What about university provided equipment verses personally owned is there a set of tools and services that the university should provide or facilitate access to? For example having every student purchase clickers or their own laptop.
- Expectation students and faculty have access to and support for whatever technology/software OSU decides to utilize. Technology and tools are readily available.

- Group engaged in a conversation about students using productivity software for their course assignments and some of the group felt that students lacked knowledge in how to use those tools effectively.
- Expectation that the access to and support for the technology is out available, be it university supported or purchased by a department.
- An example of this need is that there are 4 types of clickers on campus because different departments invest in different products. Students may end up having to purchase more than one clicker to meet program expectation. We need to be aware that the unexpected financial burden on the student.
- One group member presented the concept of departments developing and publishing standards for minimum expectations for students. For example make the International Computing Drivers License ICDL is a requirement for all entering students. Industries are interested in these certifications. Also mentioned the possibility of developing a placement examination for technology training/instruction.
- Expectation is that any technology is available not just for certain departments or the academic departments, but is available for co-curricular department/education for the purpose of developing teaching and learning skills.
- Expectation that our technologies are seamless and able to integrate with each other so they can engage with learning as needed. One spot, one log-in that everyone can engage with and multiple systems integrate well. Moving away from proprietary nature of the technology that is out there.
- Propriety and use of blackboard – at end of term access to student is no longer allowed. All information created by students is lost, unless they copy and paste and download to keep for the future. Be away to export and archive someplace else on line for a certain number of years?
- Not everything is time bound by the 10-week schedule term, for example co-curricular learning
- Is there a focus at OSU on learning how to learn, regardless of the technology?
- Learning Goals for graduates – students develop into life-long learners.
- Expectations students learn how to learn. Does our tool need to be able to address how do I do the basics and learn how to learn?
- Expectation faculty engage the student, show them the value of learning and excite them about learning.
- Part of the bacc core value is the development of citizen of the world. Understanding the interconnectedness of all of their classes, outside class, co-curricular activities. Understanding the global nature of learning.
- Expectation that all students become more information literate and that faculty incorporated how to be information literate into their learning curriculum. Students need to know how to find information to meet their information/research need within their discipline.
- Not everything is course bound or time bound. Create tool that is accessible by any time – anybody.
- Theme in this group is expectation there is a baseline level of technology proficiency for our students to have.
- After a student leaves the university their record of achievement is the transcript. What about tracking learning experiences gained outside the classroom. What if there was a way to create a

e-portfolio that our graduating students so they have access to their work and accomplishments after they leave the University. The concept of E-portfolios is being discussed on other campuses.

- OSU is great in that students have the ability to have minors and create their own interdisciplinary degrees but no synthesis courses that pulling their minors and major together. For example students could do a capstone project. There may be a need to create learning outcomes and determine what it looks like when the student meets those outcomes.
- OSU should be looking at technology neutral ways of meeting learning outcomes. Making sure that the technologies are contributing to the ability to synthesis information and develop critical thinking. Giving the students the same learning experiences no matter what type of technologies they have. Faculty using the best pedagogies and making appropriate use of technology for learning.
- Expectation, All students should be technology literate and information literate.
- One participant informed us that we should talk with the division of student affairs and technology taskforce regarding this project and if there is any overlap between the two taskforces. Tom Kirch is chairing this committee.
- Another participant mentioned the global learning initiative and the work Larry Beckers is doing with the CTL, as well as the international degree program and education abroad. We need improved technologies would enable these courses that are co-taught in another country to really facilitate deep learning. These practices could also be applied to E-learning.
- A graduate student pointed out that in some departments students are required purchase of textbooks and reading of them did not get you any points because you are not tested on any of the material. He considered this a waste of student time and money.
- Expectation is that a faculty member will not require students to purchase required technology or books if they are not used as part of the course and students are not being assessed on content of technology or materials for a grade.

Student Discussion Group #2 – Thursday, May 31, 2012

Moderated by: Dennis Bennett

Resources

- Service Learning
- Advertising campus resources (visible and “discoverable” resources)
- Department resource link (with style guide etc. on website)

Collaborative Relationships

- Establishing relationships within cohorts
- Learning in the Zone of Proximal Development (ZPD)
- Collaboration
 - Between students
 - Between students and faculty

Instructors/ Faculty

- Instructors who know material, but engage at the level of the student
- Instructors who have time for students
- Opportunities to interact with faculty outside of classroom (office hours are intimidating)
- Clear expectations from instructors

Learning Methods

- Variety of instructional methods
- Curriculum that flexes to student input
- Opportunities for self-directed learning & research (better preparation for graduate school)
- Movies (visual learning)
- Well crafted assignments
- Reading list out of class curriculum
- More interdisciplinary learning
- Exposure to professional side (more internship opportunities)

Other

- Not huge lecture halls
- More opportunities for teachers to evaluate colleagues

Appendix Two

Survey Results

Learning Management Systems Survey Report

Last Modified: 06/20/2012

1. I am:

#	Answer		Response	%
1	Teaching faculty		92	66%
2	Research faculty		30	21%
3	Professional faculty		11	8%
4	Administrator		7	5%
	Total		140	100%

2. I teach:

#	Answer		Response	%
1	On-site		94	67%
2	Online		8	6%
3	Both on-site and online		24	17%
4	Neither, I don't teach		15	11%
	Total		141	100%

As you consider high quality teaching and effective learning, please think of teaching and learning in the broadest sense. Different activities, processes, and interactions vary in importance across different settings. We would like you to consider as many settings as possible when answering these questions. Please consider those activities, processes, and interactions that are important for high-quality learning that occur outside the formal curriculum (for example, undergraduate research, service learning, internships, student clubs and organizations), as well as those occurring in distance learning, and on-campus classrooms, laboratories, and studios.

3. Given the broad context described above, what types of activities, processes, and interactions are important for rigorous and high-quality teaching and learning at OSU? Examples might include “Effective learning requires extensive interaction among students and between the students and teacher,” or “Effective learning requires frequent feedback.”

Text Response (*These responses have not been edited for grammar or spelling.*)

"Effective learning requires extensive interaction among students and between the students and teacher."

"Effective learning requires frequent feedback."

A repeated approach to like content from multiple perspectives is effective.

Ability to provide the students visual clips of the docking of molecules to macromolecules on a site they can access easily after seeing this in lecture. For undergraduate research one of the greatest problems is finding blocks of time sufficient to complete experiments and it would help if we could develop videos demonstrating lab techniques that would allow them to learn these on their own schedule to make the most effective use of the times they have available to work in lab with adequate supervision.

Any activity that will engage (involve) the learner is proven to be more effective than lecture only.

Assessment is key. Demands for online courses to have all their assessments online compromise this absolutely important aspect of high quality teaching, and threaten the integrity of OSU courses.

Both examples would apply. In some disciplines, hands-on, in-the-field exercises are very important. Use of video can partially suffice for field-based examples. Interaction with professionals at distant locations would be helpful.

Both extensive interaction and frequent feedback are important.

Both of the examples given ("Effective learning requires extensive interaction among students and between the students and teacher," and "Effective learning requires frequent feedback.") hold. However, in order to achieve those goals, administration needs to understand that "doing more with less" is not going to work. Class sizes need to be reduced to improve learning.

Creating a community where people are comfortable testing out new ideas with each other. Having access to equipment to test ideas. Being able to develop agency so providing an instructional setting where it isn't about being judged by authority in a right/wrong, pass/fail way but the teacher is instead a mentor to guide and help with agency.

Creating an engaging experience for students in the classroom and finding relevant applications outside of the classroom are essential to effective teaching/learning.

Effective course-level learning requires clear articulation of expectations and supportive infrastructure for delivery

and staging of course content. Effective program-level learning requires intentional integration of the curriculum and co-curriculum, including vertically within a program (eg Core, major) and horizontally across the various components of the student experience.

Effective instructors should be able to integrate high-tech (e.g., using cutting-edge teaching software, and learning how to communicate with students using social media) and high-touch (e.g., letting them meet leaders in the field, the public, remembering individual student's names, matching their career goals with additional opportunities for service learning) approaches in as many aspects in their teaching as possible.

Effective learning (mastery and competency of subject matter) requires face-to-face instruction and mentoring. In my opinion, online learning reflects the same mindset responsible for the debacle that is "no child left behind"; a mindset that suggests simple memorization and regurgitation of materials equals success. In having to use Blackboard as a class resource, it is obvious Blackboard was designed without much faculty input. So much of Blackboard processes makes more work than it saves time.

Effective learning and production of quality reports requires that students and teachers alike are conversant with the tools needed to produce and publish, photographs, videos and audio and interactive digital media. Short courses over weekends or between terms should be offered to all (faculty, staff and students) at minimal cost so that the technology being used does not become a distraction from the content being studied. Perhaps, one four hour block a week could be set aside with no formal classes offered and at these times all the labs on campus would be offering various tutorial opportunities. Students could be required to take competency performance tests on software required in certain classes--before they could enroll. This would really elevate the learning and sharing of learning from those sections.

Effective learning can vary widely among individuals. The main factors for successful learning depend on the course level, material covered, style of learner and goals for the students in the course. Each course should incorporate opportunities for peer interaction, student teacher interaction and frequent feedback. Some students require a high degree of guidance and interaction, and some students function independently with minimal supervision. The key to providing rigorous and high-quality teaching lies in assessing each class and each student in an independent manner.

Effective learning includes frequent communication between teacher and students for clarification of assignments and engagement in the class. While students do not need gold stars to encourage them in college they need to experience enthusiasm in both the teaching and their responses to the teaching.

Effective learning requires access to tools that support such learning. Whether it be standard tools such as MS Office/iWork packages (ie spreadsheet/presentation software), access to and knowledge of tools to manage the discovery and research process, or tools that support group work online (ie. gotomeeting) and in person, all students (ecampus/on-site) and all types of learners in all disciplines need this access and an opportunity to use them effectively.

Effective learning requires activities that allow students to interact with one-another, express their learning and ideas and make connections between what they learn and the broader world.

Effective learning requires an enthusiastic interaction between teachers and students in a blended learning environment.

Effective learning requires diversity in activities to accommodate varied learning styles, and frequent high-quality interaction among students and teachers.

Effective learning requires efficient and reliable protocols for distance interactions.

Effective learning requires extensive interaction among students and between students and teachers.

Effective learning requires extensive interaction among students, between the students and teacher and between the students and content of the class.

Effective learning requires frequent feedback and clear instructions -- particularly in online courses.

Effective learning requires frequent feedback and extensive interaction between students and teacher. Effective learning requires individual quiet time spend with the material without interruption. Effective learning is improved by interaction among students. Effective learning requires knowledge transfer from other classes. Effective learning requires integrating knowledge and not only learning for exams. Effective learning requires

critical evaluation of the information provided.

Effective learning requires frequent feedback. Effective learning requires students to encounter skills and concepts in a variety of contexts - learning to transfer what they know into unfamiliar situations and settings. Effective learning requires metacognition - students must be able to reflect on their own learning, and make adjustments as settings, situation, audience, etc. demand. Effective learning requires students to have access to help, that they get from peers, that they get from teachers, that they access independently.

Effective learning requires hands on experience in my discipline.

Effective learning requires hands-on experience with real-world examples or in professional settings. Effective learning requires application of skills and knowledge for retention. Effective learning requires instilling a motivation for engaging with the material.

Effective learning requires hands-on experience; also, teaching is a great way to reinforce acquired knowledge.

Effective learning requires high quality teaching and research computing facilities. Computer classrooms should be kept up to date with hardware and software. Computer classroom should not have to compete in a lottery format (TRF) for funding but should be placed on a consistent budget.

Effective learning requires prepared students that understand what the expectations are and are interested and invested in their own learning.

Effective learning requires repetition and relevancy to their lives.

Effective learning requires significant effort on the part of the student struggling with unfamiliar concepts and/or methodologies to achieve ends. Learning further requires synthetic integration of the new knowledge into an overall intellectual construct in which the faculty is a facilitator. Effective teaching (by the faculty) requires high expertise in their chosen field, frequent interaction with the students in contexts including exposition of new knowledge (i.e., lecture), discussion (in and out of class), and application (as in thought provoking assignments). Ideally testing is not needed except as a measuring technique to ensure the student is learning and to allow the teacher to assign a grade signifying something like "A: the student exhibited superior ability to demonstrate proficiency in the intended course learning outcomes when tested" or "C: the student was able to demonstrate adequate proficiency in some of the intended CLOs", etc. Therefore, effective teaching and learning requires a partnership to be formed between an expert in a field and an able student strongly committed to the topic (interested, intellectually able, willing to do hard work) to occur. The best aid to effective teaching and learning at OSU would be to: i-decrease student/faculty ratio to enable sufficient time for effective interactions, ii-eliminate less able students that take up disproportionate amounts of teaching/learning time with pointless discussion (same as i?), iii-ensure that faculty have time to engage in effective interaction with higher end students (e.g., effectively working with a PhD student takes 4x more effort than an MS student and an MS student takes 10x times more than a senior undergraduate, etc, and therefore someone that has 5 PhD students should be exempted from undergraduate teaching)(same as i?).

Effective learning requires significant interaction between the teacher and the students, between and among students, engaging in activities outside of traditional classroom settings particularly hands-on and service learning activities.

Effective learning requires strong communication between the learner and the instructor/facilitator. Effective learning requires clear goals and solid measurable objectives. Effective learning requires an environment conducive to learning and free of distractions (e.g. comfortable chairs, temperature is pleasant, effective lighting, sufficient space, technology that works).

Effective learning requires sustained contact between student and teacher, scaffolded instruction and engaged students.

Effective learning requires that instructors consider what type of outcome the student is looking for. It is important to bring the real world into the conversation by introducing real people from the area being studied so the students can see an embodiment of their goal.

Effective learning requires that teacher and students have regular access to basic classroom technologies. This includes stereo equipment, an LCD projector, computer, and document camera. Unfortunately not every building on campus meets these requirements. Ensuring that every building on campus has these basic necessities is

essential for both the success of the teacher and the students. Additionally, effective teaching and learning requires that both teachers and students have digital access to electronic journals pertinent in their field of study. Currently, there are major gaps in electronic journal access in my field (either limited or no access) which severely hinders student progress in research classes, and hinders my ability to remain current and productive in my field.

Effective learning requires the ability for teachers and students to gather in a learning-centered community. This means having technology that is a useful tool in the learning process (i.e. doc cams, computers with internet connected to projectors) but not having technology just for the sake of technology (i.e. Starboards, which are completely useless and a waste of money and space). Learning happens as a result of positive relationships between teachers and students collaboratively.

Effective learning requires the ability to use a multitude of media types so you can impact students who learn by different methods (sight, sound, touch)

Effective learning requires: extensive intereaction between students-content, students-instructor, students-students. Frequent specific feedback is essential in writing classes. For effective progress in writing, students need the opportunity to submit several drafts at different stages and get feedback from classmates and instructor. Effective learning in writing frequently involves research. Working with the OSU Library Instructional Faculty aids student learning. The ability to get feedback from the OSU Writing Center is valuable. Students benefit from opportunities to discuss ideas and concepts and see how this works in the broader world. All of these (and more) take place either in the classroom on campus or the online classroom.

Effective teaching requires ... Well organized classes with challenging work to engage the interest of students with potential to deeply and honestly learn.

Effective teaching requires that the instructor build interest, motivation, and high expectations for the students. One to one, or small group environments are much more useful than large lectures for achieving this.

E-Technology in classrooms that allows projection of high resolution powerpoints, ease of playing DVD, etc. Current systems are slower than 3 yrs ago and do not 'talk' to Microsoft format readily Quick log-on access to Vsley Lib resources, improved menue to access e-journals & e-databases Blackboard functions that allow dialog among faculty and students or groups of students within a class

Face to face contact between teacher and student: relationships are essential; also inspiration to excel

Face to face teaching, honest criticism, starting with what students think they are interested in, and standards in grammar, analytical thinking, and stretching the student mind.

Faculty support staff

Frequent and timely feedback Real time discussions that allow students to learn from each other

Frequent interaction is required among students as well as between students and faculty Effective learning and teaching requires feedback

Good interaction with students who care and want to learn, and not just getting a degree for the sake of the letters behind their name. We need adequate time and facilities, as well as supplies.

Good learning rarely happens in a vacuum. If a student only has his or her own input, they can memorize what they hear and see, and come to some conclusions, but there is no testing of these until there is interaction--with an instructor, other learners, friends, people in the community and so on. Anything that fosters interactions leads to more effect learning--these can be discussion sessions, online challenge questions, assignments that involve thinking outside of their own head, and many other kinds of interactions. Learning also happens when information is applied in some way, such as through examining samples or studies, group projects, a guided research paper, etc. etc.

hands-on experience, interactions among students with diverse backgrounds, dialog between students and instructors, feedback and revision processes for projects and writing, challenging opportunities/high expectations

High level of energy and engagement by the teacher, and same for the student; hence, open enthusiastic teaching and committed students, inviting Q&A periods during class, input/feedback from students, and student discussion/break-out groups.

High level of interaction between all parties high level of mutual communication group/collaborative

work/projects ability to apply knowledge to local community issues interdisciplinary connections on and off campus ability to access resources on and off campus opportunity for face to face interaction or virtual face to face ability to disseminate information that is public or limited to a specific audience ability to use technology to upload or download information quickly real-time interaction with multiple parties group discussion and presentations data storage for individuals and groups for future use

High quality learning requires preparation, interaction, "intelligent design", and easy access to information.

High-quality and frequent electronic communication with students is vital to how I teach. I would love to explore new and effective ways of expanding this kind of exchange.

I believe that teaching is both a science and art. There are clearly some empirically validated teaching techniques (e.g. online pre-lecture quizzes) and many that have mixed results depending on how they are used and how enthusiastic the instructor is (e.g. clickers). OSU should consider empirical research, not just what students or faculty *think* are necessary for effective teaching and learning. We should also consider faculty's preferences and resource constraints in considering what is effective. Many things would be possible in a course of 25, but in a class of 300+, some high-quality, effective practices are not supported (e.g. frequent, personalized feedback, extensive interaction between instructor and students.) That said, in general, high quality, rigorous teaching and learning includes: Activities that are within students' ability level. In large classes, this can mean activities that adapt to students' abilities, or the provision of extra/remedial help (e.g. Supplemental Instruction). When too much help is provided, our highest achieving students are actually harmed. For example, strong readers create structure as they read and listen. When books or lecturers add the structure for poor readers/listeners, strong readers cannot create their own structure, and they end up with impoverished understanding. Activities that are thoughtfully chosen by the instructor of record. Not administration or student preferences. Activities that the faculty member chooses to meet a specific need. Feedback that increase's students awareness of what they know and don't know, and what processes work (elaboration as a study technique) and those that don't (rehearsal as a study technique). Efficient mechanisms for dealing with unusual situations (e.g. DAS exams, incompletes, emergencies). A way to post grade information securely (e.g. Blackboard gradebook). Time on task. Students are, in general, need a great deal of support in structuring their study time and actually studying. Self-regulated learning. This is a "real world" skill. No boss is going to tell you how long to spend on something, tell you how to do it, and give you a rubric for evaluating the product. We need activities that require real-world applicable skills. Retrieval practice. Empirical research clearly indicates that practicing retrieving information is more effective than re-reading, highlighting, recopying notes, etc. Students need to understand that they can adjust their techniques and effort to get better results. This is a huge practical problem right now. A quarter isn't much time for a student to adjust and improve, and some students are simply not able to do college-level work, and no amount of effort will change that before they are asked to leave the university. Interaction between students is not necessary, especially for some classes. Group work and other processes requiring students to engage with each other have downsides. Even short, low or no stake activities have downsides: they are hostile to introverts, they tend to bog down the highest performing group member, and there is the potential to learn incorrect information from peers. A deference to students' learning styles or other preferences is harmful. Instead, OSU should focus on those activities that work for everyone. Faculty and students need reliable technology. In many classrooms at OSU, faculty routinely encounter: poor lighting/burnt out bulbs/no electricity; slow computers, particularly booting on the PC side in classrooms; broken DVD players; overheated projectors; bugs with the clickers; etc. It seems unwise to invest in learning to use any technology that may or may not work all classrooms.

I think effective learning requires enthusiasm, collaboration, and interaction between students (and their teacher) as well as frequent assessments and timely feedback.

In engineering, effective learning of concepts requires doing. Engineering courses, particularly upper division, require projects and extensive faculty interaction.

individual nteraction with peers and faculty; small group interaction with the same.

Interaction between students and teacher, connecting the dots for the students, making real-world connections for the students between the theory and practice.

interactive engagement timely feedback

Internships and hands-on activities.

It is pretty clear that students need to have direct interaction with the material in order to learn. The actual implications depend, of course, on the topic of study. Passive learning is a contradiction in terms. Also, it is beneficial to the students to have several different avenues of interaction.

Much assigned work (e.g., reading, analysis and summaries, problem sets, essays and paper writing, information/literature searches). Valid assessment (grading and feedback) of completed work. Iteration (performance, evaluation and feedback, repeated performance, evaluation and feedback, etc.)

Much cognitive research shows that students need to process information effortfully and, in thinking about the information, make mental connections with other things they know.

My student/participants are here briefly and return to their home countries. Mechanisms for forming groups to keep in touch with "alumni" of our programs would be valuable to me, along with ability to continue to share work and projects across the world. Survey tools (like this one) for pre-program planning are also essential. Being able to track progress in non-traditional ways -- such as keeping an on-line portfolio of projects and assignments is useful. Also good tools for maintaining a database of volunteers who interact with our students and of volunteer organizations which can host them are useful.

need interaction between faculty and students. Clickers are a good way in large classes, which I teach. However, we need reliable equipment and software that easily interfaces with Blackboard (or other system that is adopted). the current Clicker (Turning Point) and Blackboard are mostly compatible by about 20% or time, it does not record the activity properly.

no comment

Student learning requires student engagement. I believe student learning is not only from a direction instruction from an instructor but also interactions among students.

Students learn effectively through hands-on experience, interaction with teachers, as well as peers and other students, and the community. Real-world assignments are as vital as assignments based on teaching theories. Students also need effective feedback that provides them with constructive criticism.

Students need to be able to seek clarification on information provided.

Support, reward, academic freedom and freedom of structure and opportunities; varying from well working smart classrooms, to flexibility in learning tools used, and support for experimenting in classes beyond what exists in current syllabi.

Technological tools can enhance interactions among members of the learning community (fac & students) however the "person-time" still has to be invested to keep those interactions rich.

The two statements you provide on effective learning are important. Effective learning incorporates the use of technology, experiential learning/teaching, and interactions that happen outside of the physical classroom. Helping both professors/instructors and students know how to use of various technologies and programs expands the learning environment.

We need effective tools to promote interaction between teachers and students

Wow, this has to be the most open-ended question ever. Should I just keep typing until I answer the question, or just just give a short, one-off blurb like the two examples you've provided? survey fail on page 2

Writing, and feedback on writing use of question and answer sessions in the classroom -- forcing students to think and come up with answers

4. What teaching and learning-related tools do you use in your class and how do you use them to help your students learn? Examples of teaching and learning tools include social networking technologies, simulations, digital gaming, document reader, Smart board, audience response system, survey tool, Google docs, podcasts, and SharePoint.

Text Responses *(These responses have not been edited for grammar or spelling.)*

a little of all but not reliant on any one tool except for dialog.

audience response system: for attendance tracking as part of the grading criterion and to gauge student understanding of the material

audio and video system, social networking, etc.

Blackboard

Blackboard -- post grades, deliver announcements, collect and grade assignments, post PPT slides, deliver answer keys to students immediately after the exam. Publisher-supplied LMS including simulations, adaptive quizzes, interactive activities, etc. -- reading quizzes, homework, added exercises for struggling students, reports on students' quizzes are used to plan lecture and in-class tests. Email - Communication with students and TAS Doc Cam -- demonstrate how to take notes, display student work, show students how to fill out a scantron personal iphone -- I get email on my personal phone. If there is a problem in a large class (e.g. an answer key has an error), I find out quickly and post an announcement.

Blackboard for document delivery, collecting assignments, some "quiz" like testing, and posting grades Audience response system for in class testing

Blackboard is sufficient for me at this time.

Blackboard is very helpful in allowing me to put up material I will cover ahead of time and provide supplementary explanations

Blackboard, adobe, surveymonkey

Blackboard, clicker

Blackboard, data analysis software, interactive websites

Blackboard, digital video,

Blackboard, Google docs, Google sites, extensive numerical simulation tools

Blackboard, podcasts, video teaching tools, interactive discussion boards, survey tools

Blackboard, Power Point, demonstrations

chalk and board, always

Chalk board and laptop projector. I think the old-fashioned way of taking notes from a chalkboard (or dry-erase board) is still the best way to study math/physics-based material.

Currently I use clickers. I am investigating using other items as mentioned above next year.

Different art materials in describing visually the perceived world and the invented world. Tech tools include projectors, digital cameras, smart phones, copiers.

Digital gaming, podcasts, survey tool, blogs Digital gaming to improve memorization. Podcasts are for student-centered reinforcement. Blogs for self-reflection. Survey tool for assessment.

Doc reader, internet images, Powerpoint on my flash drive, Blackboard

document reader smart board

document reader, Blackboard

Email, it is the best way to reach the students and interact. Blackboard has some good things, but since we are always dealing with one issue or another, the most reliable way to communicate is email.

email, video capture of my computer screen, and survey tool.

FB; Adobe connect

Good chalk boards. I am in the mathematics department, and I assure you that there is nothing better than a set of large boards in good condition ... the students can see a large amount of material and can interact with the instructor with questions that relate various aspects of the material. I also use Computer Algebra Systems (Maple, Mathematica); in entry-level courses this is mainly to show examples (as possible with dynamic figures); in higher level courses this is to allow the students to grapple with difficult problems by allowing the CAS to perform trivial computations. Some of this falls under your rubric of "simulations"; other aspects go deeper. I have also found "on-line" exercise banks, which are "immediately" graded to be very helpful for entry-level courses.

Hardly any of it, as technology isn't really a substitute for student thought, and much of it feels like a waste of class/student time with regard to the payoff. Anything that helps present information more readily (e.g., document readers, etc.) is potentially useful, though.

High tech classroom is very useful and effective in presentation of the masses of visual and experiments I use during lecture.

I am not a classroom teacher. For the orientations I conduct, an old fashioned document reader is helpful because these are different for each group and don't really rate putting together a new powerpoint every time. I also like to be somewhat low tech as my participants often come from places where they don't have the latest gadgets.

I do not use "Enough" new technology tools and programs in my classroom, and would like to use more. Often times, a handful of students are the tech savvy people in the classroom and help guide other students and instructors through use these new teaching and learning tools. I have used the document reader, blackboard, internet, some social networking and you tube clips as examples (simulation). I want to become more proficient and use more.

I don't currently teach, but last time I did, Google Earth was very useful.

I frequently use discussion forums on Blackboard. I use the document camera and the internet almost everyday in class for accessing videos, listening activities, or simply Google images. I don't use the Starboard at all. It requires far too much planning time to far too little actual classroom productivity.

I have begun using an online free blog (Word Press), since the blog user interface is more user friendly than Blackboard. I have been encouraging my students to use the blog as another way to interact and collaborate with each other regarding the course content. Online discussions and debates are one of the requirements of the class.

I have not used any of these as yet as I have taught only for one term, but I do hope to use social networking technologies to engage students in both the online and onsite mediums of instruction.

I have students investigate something on the web, ask a question about it, and pursue the answers using web or paper resources, then report out to the class for feedback. Reporting out can be online or in class. I use "learning quizzes" which allow students to change their answers until they get them "right." No penalties for these particular quizzes. Sometimes we do role-playing, forcing students to take roles that are not their usual ones. Students connect on Facebook. When teaching blended classes, I give an assignment to pursue and report on in class, briefly. This seems to motivate them to actually do the assignment because they are presenting to peers. Have used surveys too. I believe these and many more technologies will expand greatly in the future. Our students, regardless of age, are often ahead of us as teachers.

I have used the document reader and a Smart board. I think these tools can enhance the clarity of the presentation of material.

I only use blackboard, but i wish there was something easier than the clickers that we currently use. They are so hard to set up and use!

I post partial notes on blackboard so students can print them and bring them to class to fill in missing information. I open discussion boards also on blackboard so the students can correspond with each other. Other than that I don't utilize the above mentioned tools. I feel it is important to have personal interaction with students.

I teach classes with 250 students, 75 students, 20 students, graduate seminars with less than 8 students, and training graduate students in my research labs. Each of these classes requires a completely different set of operations and technologies.

I teach Geographic Information Systems and utilize the blackboard system for posting laboratory exercises related to ArcGIS software, video clips and streaming video lectures. The students interact via email and Discussion Boards.

I teach off campus. We do not have access to the same level of technology as those on campus. I utilize podcasts, webinars, Google docs as well as polycom and face-to-face sessions.

I teach very large classes. I use Blackboard, taped lectures available through OSU media, iClicker, and YouTube

I use all of your examples. This term I used PBS and UTube information.

I use Blackboard for my online classes. I will not use social networks (not appropriate faculty) but I do use YouTube, podcasts and Google. I would like to add smartboards to my classroom instruction.

I use BlackBoard and powerpoint, video, sometime group debate, disucssions, position papers, peer review. etc.

I use Blackboard extensively in my courses, as well as other web-based tools including TED/TED ED and iTunes U.

I use blackboard mostly for posting content and grades - as a course library and archive. The discussion board is a really nice aspect of encouraging students to help each other. I use simulations and the document reader a lot. I also use the audience response system a lot - and often for open-ended questions where there isn't one right answer, so it's only for participation points, not for grade based on what they picked. I have tried podcasts but not very much yet.

I use Blackboard to post syllabus and PDF readings. As an adjunct instructor, I favor keeping it simple. I'm a big believer in th principle that deep learning occurs best in the classroom with engaged live interaction.

I use social networking with my partners. I use document readers when working in elementary classrooms. I use polycom and skype for meetings. Partners use meeting doodle, google docs and audience response systems (in classroom and webinar). I am looking into using the I-pad and pico-projector for more flexible presentations in a variety of classrooms settings (even outdoors).

I use SoftChalk to create games, social networking technologies to reach students, digital gaming (virtual learning environments in Second Life), survey tools (qualtrics), and Adobe Captivate.

I use the internet and Blackboard mostly, with all my lectures in PowerPoint. I am a hands-on teacher, so I like to give the students real-world examples. For instance, we use Grants.gov, and the OWL at Purdue.

I videotape my lectures and stream them through YouTube. I also provide digital downloads of them through iTunes U.

In the campus classroom, I depend on the computer and projector plus document reader to share concepts with students and provide discussion. My campus classroom also uses Blackboard heavily during class (assuming I have a projector) to show the assignments and links. I store any PowerPoints I am going to use in Blackboard for easy access during class. I use Blackboard for online submsision of student work even for my campus classes. That way, I can annotate student drafts and reattach them in a permanent archive so that students have access and never "lose" my comments.

Individual assessment of material then group.

Interactive white board, survey tools, wikis, podcasts, screencasts, VoiceThread

Multi-media tools should be able to be used simultaneously and in parallel. Eg whiteboards and screen/projector used at the same time with seamless transitions. Also, class-to-class transitions (shut down, set up) need to be less time-consuming. Can the next class's materials be set up and primed while the previous class is still in session? Also, can we move control of the projector system to pads, rather than fixed desktop/crestron setups now in use?

NA

None of the above yet.

None of those given, and none in particular. Primarily encouraging classroom participation.

Presentation software - PowerPoint - primary instructional tool in the computer classroom Video clips from YouTube and other such sources - use these short (2-5 minute clips) to illustrate a point or help provide a conversation piece, also used for motivation purposes Tools that work specifically with PowerPoint - Articulate, Turning Point - use these to enhance the presentation capabilities of PowerPoint InDesign and Excel software applications for basic skill building Good texts - Some supplemental texts presenting a point or introducing skill set Blackboard for elearning opportunities

Response systems. Electronic homework.

Routinely: Information management tools (Zotero) to teach principles of metadata and the research process, as well as to give students an important learning tool. Flickr and Youtube to demonstrate principles of metadata and information organization. Youtube also provides content. Smart board as a demonstration tool (for me and for them) Survey tool to create out-of-class learning modules Google docs for collaborative commenting on texts Library databases to demonstrate information literacy concepts and to find content. Course webpage to provide resource lists and course documents. Blackboard for transparency in grades and communication Sometimes: Online discussion fora (on Zotero, social networks or Blackboard) Audience response systems in the classroom (though I am just as likely to do something low-tech)

Simulations Doc cam Demo cam

simulations, document reader, sharepoint

Skype and oovoo for discussions Blackboard- assignments, groups, tests

Smart board

Smart Board - I do a lot of live searching for information with students; survey software to do pre- and post-feedback.

Smart board, podcasts, computer programs, blackboard, and powerpoint. INTERNET.

SmartBoards Audience Response System Simulations Document Reader

social networking, google docs, podcasts, Adobe connect.

social networking, video & audio productions, blogs, etc.

survey tools discussion boards blogs video-conferencing Skype uploading/downloading documents announcement boards editing tools to provide feedback on document (tracking info and posts)

Those listed are good. Access to web-based information.

Tools, primary from library resources, that help with the research process such as RSS feeds from searches as well as connection of those resources to citation managers such as zotero.

Traditionalist. Sorry.

We have used Blackboard, the internet, audience response systems, podcasts though media.oregonstate.edu,

Why on earth do you limit "tools" to "technological tools"? I care far more about classroom design -- no tablet armchairs, for instance -- than about the ever-changing availability of technological tools. Access to (good quality) blackboards (not whiteboards) covering multiple walls would be another example.

5. What are the most important issues or challenges you face in using an LMS like Blackboard today?

Text Responses *(These responses have not been edited for grammar or spelling.)*

1. technical glitches that render the system unavailable, though infrequent these do occur 2. after a new version is installed there is little time to come up to speed on new features. TAC does a good job of offering webinars, etc, but teaching schedules often conflict

A challenge is remembering what to enable at the beginning of the course. There is be a set of questionnaires when starting a new quarter for each course rather than relying on the instructor to remember to set a certain number of parameters in order for the students to be able to access the materials, etc.

Ability to use the grade book easily, ie, be able to put in a zero total points for dropping the lowest quiz.

assessment

Bb is so slow

Blackboard could be more efficient and adaptable, and work faster. It is slow to upload work. Working with the course site takes many clicks. Grade Center would be much better if it were as flexible as Excel, with the easy ability to move columns around, re-size them, etc. It would be more effective for students and instructors if Grade center were faster in loading and moving around. NOTE: Surveys are easier if we can see all the questions at once ahead of time to brainstorm answers. Going through like this it is not possible to remember or think of everything one might want to suggest. I hope we can have another opportunity. I will probably think of other things to add.

Blackboard has an absolutely CLUNKY interface. It is not intuitively designed and clearly has been put together in piece that were never clearly planned in advance. As a result, its interface is ridiculous and requires much more training to use effectively than it should.

Blackboard interface seems outdated and not as easy to utilize as it should be - in general across a wide variety of areas.

Blackboard is a good product, but it is difficult to create truly interactive experiences in blackboard. Threaded conversations are not best. I would like to see or learn about possibilities for conversations all on one page, where people can just check in and comment.

Blackboard is a time sink. Blackboard is obviously not been designed with much of any faculty input. You can not enter certain things into Blackboard fields unless you do exactly what Blackboard demands: this is not always what I want shown or totalled. The result is confusion and frustration to myself and students.

Blackboard is cumbersome for me, especially in a class of almost 1000 students. I find it useful for posting class materials and sending emails. I have found it very difficult to use for giving quizzes or having discussions. It would be useful to have a "rate comments and answers" system so that good questions and good answers rise to the top in a big class.

Blackboard is not particularly intuitive, but I've learned its quirks.

Blackboard is not particularly user friendly and even though it permits micro-management of items, it also requires a component which will allow multiple items to be edited at once...

Blackboard is often too slow. The hardware and/or software needs to be upgraded and/or augmented.

Blackboard is overly complicated to use. Furthermore, OSU has to pay for this. That seems crazy given there are free alternatives that are much easier to use. Due to this, I only use Blackboard with my online classes.

Blackboard is still buggy. It will crash or kicks me out for no reason. Students submitting assignments or test often have failures and lose their work.

Blackboard is totally clunky, slow and non-intuitive in so many ways. Turning on student access to a course should not be something hidden in a seemingly random control panel. Simply posting a file takes multiple clicks when it should as close as possible to drag-and-drop. Finding the results from a survey requires that I pull out a written list

of instructions every time. Try finding the help section on survey results; its a nightmare. If you want to check a student answer to an online quiz, you click through multiple layers. I want to interact with the LMS similarly to an online email account or a Google doc. I want to be able to EASILY find a podcast and link it to Blackboard (this now requires several steps). I could go on and on.

Blackboard is very bulky, but it's an adequate place to post documents or have discussion forums.

Blackboard is very cumbersome, and is bloatware. There are too many menus and features that are totally worthless. I know how to give students quizzes on blackboard, but there are too many complications for me to figure out how to have students submit things in blackboard, etc.

Blackboard runs too slowly to make use of all of it's features. Creating quizzes and setting adaptive release quickly becomes unmanageable in large classes with weekly quizzes. Blackboard is incredibly bloated, cumbersome, demoralizing to use. The gap between Blackboard and other technology I use (e.g. iphone, ipad) is growing. Blackboard doesn't integrate well with other technology I want to use. Students will never use Blackboard after they graduate. It would be better for them to learn to use software that they will also use on the job (e.g. dropbox, google docs, excel). Blackboard is difficult or impossible to use with mobile devices. Run into a delay on my commute to campus? I have to call the TA, who can post an announcement in Blackboard. I'd prefer to be able to use Blackboard from an iphone and ipad.

Blackboard? I wouldn't use it if you paid me. Every action requires a dozen mouse clicks, and customization is painful. The "learning-related" tools I use in the classroom are all available elsewhere with superior interfaces. Examples include blogs and wikis. The only additional "features" an LMS provides are class management options, such as gradebooks; I'd rather make my own spreadsheet.

Controlling student access/visibility. We have to be really careful not to make mistakes otherwise it is more hassle than its worth.

don't use blackboard

Ease of use. Blackboard is very clunky to use; its one of my least favorite pieces of software. It should be almost immediately obvious to novices how to get things done with the technology. Unfortunately, many tech companies (outside of, say, Apple) aren't very good at this. This ultimately wastes much time and, ultimately, money because end users end up spending time trying to figure things out or doing things inefficiently and the university has to pay support staff to help with the problems.

Finding time to learn how to use Blackboard features effectively and to incorporate more learning technologies into my teaching.

Getting my material prepared far enough ahead

Giving step-by-step directions to students on how to interact with technology. I am moving away from written directions to recording examples through video capture of what I am doing on my computer screen. But this has been difficult because of lack of equipment and software.

Hard to figure out how to use it. Suggest you create a user guide and offer whatever you consider 'best practices' for faculty use.

how to make interaction exciting rather than one-dimensional discussion board.

I do not stretch myself on this front and have not utilized Blackboard capacities to the extent that I should. This is a fault of the instructor's time constraints, not a reflection of a deficit in the LMS.

I don't like that it's a walled garden - my teaching is focused on how to learn, gather information and use information (frequently, but not always online) and the walled garden structure of the LMS doesn't work well with that. I still find the interface non-intuitive and clunky. Mostly, though, the focus of my teaching is on how students can build their own library of resources and learning materials as they progress through their course of study and the way that the LMS is structured around courses - effectively turning each course into its own silo - undercuts that.

I don't use an LMS as my teaching is in other instructors courses. I don't have my own courses.

I have had issues with Blackboard and my class this year. I don't want to depend on it and would rather just pass handouts in class. I feel it takes more of my time to maintain class information using Blackboard than just

communicating directly with the students and allowing them to take responsibility for organizing materials.

I have taken graduate courses using Blackboard and similar technologies. Access is easy. Some difficulty locating submit buttons and other key items when using a small laptop screen. Discussion boards are a key component of many classes, but can be lengthy-- can you highlight what comments have already been read? (maybe that already happens)

If I was more technologically oriented, I might be able to describe issues or challenges. Blackboard works fine for my current needs.

Integrating gradebook and course documents across linked sections, eg lecture and multiple recitations/labs.

It can be so very slow.....The interface could also be designed better, but that is a much more controversial issue. We often have different preferences. If they could be built in, so we had choices in how the site presented itself to the instructors, that would be nice. And just to repeat, it can be so so so slow.

It is NOT intuitive some names for some links don't make sense things are difficult to find sometimes some things don't always work i don't use extensive material distribution, so I don't need something that cumbersome that requires 4 mouse clicks and reloading windows to do a single thing.

It is often slow, and while I love Blackboard, some things don't work very well. For instance, I would like to simply be able to copy announcements from class to class. Also, when I copy my courses over, sometimes all my materials fall out of the folders and I spend hours trying to fix it. I would also like to use Blackboard for quizzes, but have had challenges with the grading.

It is slow and sometimes crashes, Blackboard does not always have the easiest to use editing and user interfaces.

It is sometimes quite slow, especially when deleting folder materials that are outdated. No method, that I can find, to mass delete a group of files without deleting them all.

It's awkward interface, slow response, and the multiple "clicks" required to do simple things.

Keeping up with the changes when we go to a new blackboard system or other programs that are updated, and then using all of the capabilities. Time - I do not take the time to play, explore, and learn new technology and programs. I'm thinking about signing up for or establishing a "technology challenged" group to meet each week and learn something new and play around.

Lets start with the technology itself - bandwidth, speed of the system, reliability of the technology, capabilities of the software. In today's world more and more video is being used. This is a limitation with Blackboard. Synchronous communication is difficult with LMS systems.

n/a

N/A

NA

No access due to off-campus location

No challenges. It is a terrific tool.

No one taught me how to use it or told me where to find out how to use it. Everyone just told me "yes it is very hard to use." I was completely unsupported until I complained....loudly, and I never did get any lessons. My supervisor just told me she would do what needed to be done.

None

Not all students bother to use the system. It is also a step toward automatic teaching which depersonalizes the process. Also, students are less attentive in web reading than in hard copy. It is also cumbersome to use, and the updating at the start of fall quarter has been a ritual. Our best teachers, who win awards, frequently don't use BlackBoard.

Occasionally it doesn't work so well.

Once you know how to using it, newer program and/or different systems are adopted by OSU. I see the value of LMS, but I feel I spend more time to learn how to use a new system than the content of subject matter.

Poor reliability of the system requiring much frustration and wasted effort - for example, crafting "tests" with figures works *sometimes* without any apparent rationale...

real time interaction providing access to people outside of the course publishing materials for both the class and limited outside audience promoting collaborative/team projects and providing space for that to happen

some people are locked out of their Bb tests before they are complete, instability

Speed at which it moves.

Students do not spend enough time by themselves to use the tools.

The biggest - BIGGEST - issue with blackboard is that it is slow. It takes way too long to upload or edit things that are posted there. Making small changes to 4 files can take up to 15 minutes because of the wait times.

The emphasis on the electronic technology may well be distracting attention from design, purchase and maintenance of the classic low-tech tools (good chalkboards). All of the above said, I use and appreciate LMS; I have recently used MyMathLab and found it a good experience and have the impression that my students were aided by its use. Issues and challenges: as with the use of Computer Algebra Systems in both my teaching and research, the challenge is to balance the investment of time to become an efficient user of the system of the day with benefit reaped by its use.

The ever-changing landscape of updates adds a layer of course management, especially when I have to learn the changes myself and then train new or retrain/update teaching assistants.

The grade center tasks are very time-consuming.

The most important issues I have encountered in using an LMS system are related to communication and feedback. The nature of my subject matter is highly technical and involves learning complex software. It can be challenging to assist students with computer based exercises in an online manner. There is can be a disconnect in not having the opportunity to assist the students in a real world laboratory situation. Using tools like powerpoint, video clip tutorials and saving archives of past help sessions helps address these challenges.

The system is slow. When I key punch student grades the delay is so great that I am 3 names below the one that finally appears in the box above. Archives for all courses, back at least one year, should be readily accessible to faculty to look at previous grades & answer student questions. Student have a year to resolve incomplete &/or contest grades andn we must access this info. Currently this is cumbersome and tech support is irritable when this is requested.

They remove the Grade Center too soon ! My students want to see their final exam score and last week of homework. These get posted the day the grades are due. The Grade Center is closed shortly after.

time to learn what is new and how to use it.

Training and guidance. Having training available is not the issue. What's needed is for local units to guide/suggest/advise discipline relevant integration of technologies into educational activities. E.g., department chairs or curriculum committees should be doing much of the work that I believe you are trying to do with this survey. Right now, technology adoption is driven largely by instructor initiative and comfort. This is slow, inefficient, and potentially very stressful for some instructors who are less comfortable with the task of changing their methods. If a norm is established within a unit, however, then the changes occur as a matter of course as opposed to an option based on preference. Instructors should not be forced to use any technology in their classes, but they can certainly be required to learn how to use them. In other words, we can force instructors to learn how to use a copy machine and computer even though they do not necessarily have to use either when teaching their classes. Likewise, it seems reasonable to request as a condition of employment the training and mastery of certain instructional tools regardless of whether an instructor chooses to use them.

Trusting the memory.

Understanding how to do it and finding the time to both learn how to create the media and then creating it.

Understanding how to use it after every iteration, finding out how to use it best.

Unexpected outage.

Unreliability of the software

Used to it - works OK

User-friendliness for the international students i teach.

Utilizing the quiz tool.

Very cumbersome to edit documents in a Blackboard environment - Google Docs works much better for collaborative learning projects. Its difficult to blend outside websites into Blackboard. Archiving function in Blackboard is terrible. There is a need for better management of video presentations.

While blackboard has a lot of capacity- most of my students are basic users and struggle to navigate and find material or use the group work features. Overall it can be difficult to sort and filter assignments or discussions when I need to evaluate a student 's overall performance.

While I feel Blackboard is an efficient method of storing and retrieving course material, some of its other options are not as user firendly. For example, as I mentioned in the previuos question, its blog interface is not conducive for commenting on discussion threads, or "threads within threads." I have also found that other survey tools are easier to use and more efficient than Blackboard (i.e. Survey Monkey and Qualtrics).

6. What are some teaching and learning-related tools that you would like to see available in an LMS?

Text Responses *(These responses have not been edited for grammar or spelling.)*

"Magic Planet" (large size) in the new Classroom Building in a circular classroom. This tool has unlimited applications in the natural sciences, social sciences, and the arts: <http://www.globalimagination.com/>

"stack- overflow" type rating system for comments to encourage good thinking and good peer interaction.

?

1) Qualtrics for creating professional surveys in social marketing. 2) Inspirations or Webspiration for mind mapping.

A Blackboad user guide.

A simple version of a clicker system A way to post letter grades, and i want the OSU grading program to interact directly with blackboard

ability for student writing on special tablet/voice annotation imported directly into LMS for observation/replay by instructor

Ability to share video more easily.

Adaptive quizzes. Analytics -- what are students doing and when. Quizzes with item anaylsis. Integration with publisher-supplied materials (single sign-on). SI groups run through Blackboard. A much easier way to downlad and save student work beyond the end of classes.

As mentioned earlier, I already under-utilize this teaching resource, expanding it won't change that.

Audio, video, and documents. HYPERLINKS.

Better tools than Blackboard.

Better video capabilities, better video conferencing capabilities.

Can't think of any at the moment

Catch with most advanced one.

Cheating proof tests that make it impossible for two or more students to collaborate in taking a test (probably

impossible without a "policeman"...) (I'm sure I meant a "proctor") (look up the meaning of "proctor" as applied in early english speaking universities like Oxford - you'll find something like "university police"...) (while you're at it, look up "provost" - it implies OSU is a prison...) (ok, enough of that) How about a Skype like "chat" facility for remote student-faculty discussion?

discussion board

Don't know enough to respond.

easier ways for student to voice, picture record short items and spot them for toher students in class.

Expanded opportunities for off-campus faculty to utilize the latest techniques to reach students statewide.

Higher-quality projectors!!! Make sure that all necessary cables/connections are available to put the laptop resolution onto the projector! When I am forced to go from my HD graphics to VGA (as opposed to HD or HMI) there is loss of quality and content.

I am not sure if an LMS is the right place for tools. I see the LMS as an administrative piece of software. I think it is a mistake to load everything into an LMS.

I don't know

I don't know.

I have nothing specific to offer. I am willing to explore options as I become aware of them.

I like it this way.

I like links to articles and videos that give more depth to the curriculum. Audio feedback from instructors is good.

I prefer to have the money spent directly on supplies to teach the students.

I would like to be able to post videos of student presentations, so that the students can do self-evaluations and reflections.

I would like to see interactive technologies where teachers and students can interact online, similar to Skype software. I also would like to make use of software platfoms like join.me.com that allow the instructor to access the student's computer while talking on the phone for technical assistance.

I would really like to see plagiarism detection software.

I'm not sure.

interactivity that does not require hours of reading on the part of students and instructors.

Make the media software available to students and teach them how to use it for their online courses

More effective wiki type application, easier way to organize students into groups and for them to interact within their groups

More engagement with rss feeds, news sites, and an online chat component.

More social network tools

My main interest is with area specific LMS. I look forward to improved methods for students to enter mathematical formulas and the like into LMS.

N/A

N/A

No big ideas here.

no opinion

None that I can think of right now.

None. I do not use an LMS, and am not likely to do so in the future. You're asking the wrong question.

Open chat rooms and sessions. Ability to collaborate online in an easier way, such as for a group project, in a kind of wiki environment where they put something together jointly. Maybe it already exists and I am not aware of it. Incorporating live talks and video, sort of like a skype group, might help a bit, especially for students who work or have odd schedules for other reasons. When students ask each other questions rather than just interacting with the instructor, they learn in different ways, sometimes more effectively.

Please see my response to the first open ended question. There are still buildings on campus that do not meet the basic technology requirements for a 20th-century classroom. In order to meet the needs of a 21st-century classroom, these basic technology needs must first be addressed in EVERY building on campus.

Private student folders where they could post a portfolio of final documents. An attendance tool.

Provide for students to login in real time to view a lecture from a distance--something like "GoToMeeting" for a class. Have the ability to have real-time "white board" talks to students logged in from a distance for virtual recitation sections with audio.

publishing accessibility management to allow for in class and off class groups to participate at various times as needed and appropriate real time communication (office hours and group activities) tools that support large group collaboration, document editing, document sharing, and communication

satisfied with current tools

screen capture of my computer screen

Smartphone apps...

Speed and consistency. Each new release of a Bb version requires relearning a bulky interface.

survey too long

This is hard to answer when I feel behind already on what is out there and what to use.

This relates to my answer to #5. If I had known that you would ask this question, I could have done some research and asked instructional development colleagues for suggestions. I'm sure there are many things I would like that I am not thinking of at the moment.

this was my first session, so I am not sure. I brought in people to talk to students about what they did in my field as I work in the field I taught about.

Video presentations, collaborative work environments.

Well, since its just about the only company that seems to emphasize end-user experiences, I'd say the Apple learning tools.

wikki type features links to twitter and other social media

7. What features and functions would you like to see in an LMS five years from now?

Text Response *(These responses have not been edited for grammar or spelling.)*

?

??

1) Synchronization with diet, physical activity tracking devices. 2) Link to virtual classroom in Second Life.

ability for student writing on special tablet/voice annotation imported directly into LMS for observation/replay by instructor

Basic features that help reporting of material and grades. I do not think centralized software should be

the starting point. Instructors need to go out on their own and find technology, play with it, and report to the OSU community. New technology is not introduced centrally. Locally proven technology can be made more accessible centrally, but that would be step two in the process. Committees do not innovate, but they can advocate for incorporation of innovation. I see an LMS in the same way. An LMS is also intended to be an administrative tool. For example, I would not integrate clicker responses directly into the LMS data. It is much easier to copy to a personal data base and then go from there. This allows me to think about the educational aspects of the data gathered. If they go directly to the LMS data base, it just becomes bookkeeping and not instruction.

Better video capabilities, better video conferencing capabilities. Better interaction with standard applications like Excel, PowerPoint, Word.

catch the most advance one.

Chat features.

Classrooms should be elevated like amphitheatres so people in the back can't hide and it is a more intimate experience for the students. This is the way all the old lecture halls were built, cost savings that put students on flat ground, regardless of how many there are, takes this away and everybody suffers.

Completely compatible with our grading system

Continue to simplify ease of use, for students and instructors

Database control to enable grade centers in linked courses to communicate.

Don't know

Don't know enough to respond.

Easier access for students to videos and to professors for making them.

Easier communication, easier grade center, more flexible multi media for uploading, more flexible links to outside sources (and the defaults need to change - the default should be "open in another tab" versus - keep it here as the option one has to take. See my answer to #5 - with advance warning - yes the email did prepare us generally for the topic and questions, but a chance to see the actual questions would have allowed for some research and brainstorming to give the best answers. Thank you for allowing us to provide input.

Easy and reliably operational crafting of documents in a WYSIWIG sort of environment

I don't know.

I don't know.

I expect that in 5 years, LMS tools will be extinct and we'll be using Google docs, sites, fusion, etc.

I would like it to be easier to use.

I would like to be able to create a private bookshelf where students (or instructors) can review books/articles that they are reading in class in the same format that you find on goodreads.com or shelfari.com.

I would like to have the ability to invite teachers and scholars from around the country to my virtual classroom, and present via Skype, or another similar program. However, since not every building on campus has this capability, I have not been able to do this.

iiincreased use of computer generated videos that allow student interaction with the program as in drug receptor binding

Integration with scantron or some other way to quickly regrade, drop questions, etc. after an in-class assessment. Some publisher-supplied LMS's do this much better than Blackboard or Angel. The ability

to use the LMS from mobile devices.

interactive face to face learning via internet -- at the moment too slow and many students do not have the internet/hardware capability to use it.

Just to return to my main point, I look forward to a balanced approach to low- and high-tech methods for instruction. (In particular, the recognition that for certain domains the *simultaneous* display of all parts of a serious argument (proof) or of a challenging computation offers a student a unique type of learning opportunity. So far at least, screens --- whether they be direct video displays or receive projections) are too small to permit deep discussion of large quantities of serious argument. Perhaps in 5 years, one could have a good high-tech wrap-around presentation.

Lightning speed and sensical distribution.

Like I mentioned before I like personal interaction with students, not interaction via the computer.

mobile interfaces.

More interactive platforms, integration of video games into the curriculum and communication tools.

More social network tools

N/A

N/A

No big ideas here.

No comment.

no opinion

No suggestions.

not sure

Not sure.

Online social group problem solving spaces with an interactive whiteboard and video chat.

Please remain intuitive enough to use without extensive training

random problem generator

real time face to face communication/interaction for individuals and large groups regardless of physical location publishing ability for dissemination to any selected audience ability to organize and promote collaborative projects with full support for document sharing, posting, editing, presenting, and publishing

same

Same answer.

See above.

survey too long

Teach my class for me. lol

The ability to change default values in Blackboard. For example, when I create an announcement in Blackboard, I always have to change the Duration to "Not Date Restricted". I would like the ability to make this the default value.

The ability to have secured exams online. Meaning, have a feature in the LMS where the rest of the computer is locked out while the student is taking an exam. Integrate the lecture capture system

directly with the LMS. Have the ability to record voice to powerpoint slides and then post it directly in the LMS.

unknown

Report of the Benchmark Taskforce

July 2012

The OSU Benchmark Taskforce looked at different trends at peer institutions around the country regarding learning spaces, technological tools, LMS migration, adoption of e-texts, and future technology drivers in light of the changing methodology applied to learning. We also surveyed the faculty for their specific tools they use and what they would want if they had a wishlist.

The use of technology in education is diverse, with faculty and students continuously experimenting with new learning environments. Such innovation must be encouraged with clear pathways to assess and expand successful instructional innovations. It is also critical that all OSU students and faculty have access to a baseline of instructional technologies that meet 21st century expectations for communication, information retrieval and academic engagement.

In developing instructional technology recommendations and actions for OSU, it is valuable to acknowledge trends in higher education that speak to the potential and ability of technology to enhance student engagement, collaboration and academic success. The investment to partner with any one technology—or vendor—must look beyond the core functionality and consider the fit with the user organization to meet current and future needs in methodologies in teaching, learning, and technology. These trends include:

Mobility – Teaching and learning have moved beyond the classroom and require content, interaction and assessment that is modular, flexible and on-demand. Students seek easy access to media-rich content and learning materials that are accessible in a variety of formats through multiple devices. Mobility allows classroom activities to become more interactive and collaborative as more instruction moves to online formats. Mobility requires investments in media production and distribution platforms, ability to create and share learning modules, ability to access and share materials from outside the university and flexible distribution platforms.

Blended Learning – Further growth in the phenomenon of flipped classrooms will result in more students learning from mobile lessons delivered asynchronously and doing ‘homework’ in the classroom. The instructor becomes a facilitator in the classroom, and an instructional media designer for online content delivery. This will have a direct impact on the pedagogy of blended courses and the tools necessary to support them.

Collaboration and Engagement – New communication and interactive technologies are key to student persistence and success by creating collaborative, active and social learning communities. Collaboration requires rethinking the geometry of both physical and virtual learning spaces. These include spaces associated with

classrooms and computer labs and expanding communication tools that link OSU with the world and advances interaction among students, between students and faculty and between students and instructional materials.

There is a cultural shift from individual learning to *social* learning and authentic assessment. Linear lock step is out. Nonlinear, interactive is in. Technocratic, developer-king rule is out. Learner-driven democracy is in.

Integrated (and Flexible) Learning Systems – The traditional LMS evolved from and still clings to a faculty-centric perspective. However, the new order is student-centric, moving away from teaching and toward learning. To meet this new normal, learning systems are becoming more integrated and holistic. Stand alone teaching and learning technologies are giving way to sub(?)systems that are modular and can be integrated into systems that manage content, facilitate communications, deliver media, support assessment and provide user support. These systems provide flexible learning environments and support teaching and learning across the curriculum, in the classroom and online. They will be increasingly used to create persistent products that can be easily repurposed, parsed and shared in a variety of learning environments, from full-blown courses to single-objective learning objects.

Readiness for New Metrics of Learning. – The quest for degree-based learning and credits is shifting to the desire for lifelong learning, learning outcome assessment, and mastery certification. There is a subsequent movement away from final exams and the grade culture and movement towards learning outcomes. New demands and new audiences will necessarily move us away from the LMS as walled garden. and toward open access.

Demand for more use of video will necessitate increases in both video origination (1-to-many) and video brokering (many-to-many) technologies. We will see an increased demand for tools to facilitate learner created media. Demand for speed and efficiency will only increase. LMS content is single-purpose, and ends when a course is complete. The trend is to move to products with better support for multi-institutional adoption.

Training and support – Investments in instructional technology are fully realized only with adequate faculty and student training and support. To ensure IT investments improve instruction and learning, excellent training and support services must be in place. The training and support services must include technical expertise, best practices, assessment and feedback loops to advise future investments. Faculty support systems should utilize and demonstrate mobility, collaboration and be system-focused.

Learning Spaces

Classrooms will remain a core teaching and learning arena for the campus. However, classroom capacity will not keep pace with projected enrollments and

active learning environments are changing how classroom space is designed and utilized. With a new classroom building scheduled in the next 5 years and funds set aside for classroom remodels, it is imperative that the campus design spaces that facilitate learner collaboration, and, engagement, and activities associated with the “flipped” classroom. See appendix for specifics on classroom standards.

Instructional technologies/presentation ware

All classrooms will have Internet access, presentation ware and collaboration tools appropriate to the room size and teaching methods employed. Collaboration tools can include: electronic white boards, clickers, videoconferencing, collaborative writing and media production tools, etc.

Collaborative Student Study Areas

All new and remodel space must include and plan for collaborative work spaces and a review of existing building space should be undertaken in increase areas for students to work collaborative. Collaborative work space will include tables, chairs, wireless internet, electrical outlets, electronic white boards.... Such space should be integrated with classrooms, labs, and student support areas.

Academic Content Providers

Microsoft and Barnes and Noble (April 2012) formed a subsidiary for e-books and college textbooks. They see the e-textbook market pretty much doubling in the next few years.

Faculty and administrators think E-content has a big advantage in being suited for adaptive learning tools and for real-time assessment, but are concerned about loss of critical thinking when textbook use declines.

Student preference drives decisions about content type and delivery modes. More modular/granular delivered content rather than full course texts. Big publishers will continue to develop more modularized content. This means lecture+multimedia+interactive+assessment on individual topics. Topics will be smaller than a textbook chapter. Full sets are already available from some publishers, instructors can pick and choose.

There are also new models of what an e-text could be – more interactive, modular and containing ways for instructors to assess students, another example of that trend is Nature’s Principles of Biology

http://www.nature.com/nature_education/interactive_textbooks

Faculty are using Open Access (free and publicly available) materials to create online course packets that students would not have to pay for. The Alternative Textbook project at Temple University is an example of this. <http://sites.temple.edu/alttextbook/>

Publishers are moving away from holding faculty focus groups and prefer holding student focus groups. Students want multimedia and different and cutting-edge

delivery choices. Faculty don't care as much as students, and will not drive this decision.

Publishers want to improve and use more adaptive learning technology, both to improve student experience and to improve assessment data.

Summary

The task force findings support the observation that technology and our understanding of learning are ahead of current academic practice. This is true within the LMS as well, whose design perspectives support the status quo, while the new order is future facing.

The future of the LMS can be summarized in four points

(http://campustechnology.com/0711_brown):

1. The most important issue facing the LMS is its relevance to the kinds of initiative-based and authentic learning that it will be used to support.
2. For the LMS to be useful in the new world of personal learning environments and e-portfolios, it will have to be so seamlessly integrated into the World Wide Web that it will be difficult to recognize.
3. Facebook has taught us that learning is fundamentally and irrepressibly social in nature.
4. Educators must evolve, not as sages or guides, but as agents responsible for educational strategy, activity, and assessment design. Those who prevail will become mediators for learners brave enough to face today's many pressing and all-too-authentic challenges.

APPENDIX 1: Survey (complete survey is attached)

This taskforce joined with the taskforce chaired by Cary Green to survey faculty about their use of different learning-related tools they use to help their students learn. We used open-ended questions that allowed for different responses and also asked a couple of questions specific to a "wishlist" for LMS features to attempt to find out what they thought was missing. An overview of the results of the survey follow:

What teaching and learning-related tools do you use in your class and how do you use them to help your students learn?

There were different uses listed for some of the technologies that faculty employed in the classroom. Some used audience response systems for attendance tracking as part of the grading criteria while others used them to gauge student understanding of the material being presented and for in class quizzes.

Blackboard is being used in the on campus class room in many different ways ranging from just a place to post a syllabus and handouts to an integral part of the instruction where student interact with each other and with course materials outside of the classroom.

Social media is also being integrated – everything from a class Facebook page to students creating Wikis as group projects and Blogs to share thoughts and writings.

The most used classroom tools are the document reader, smartboards and projectors.

Several responses noted that they use tools outside of Bb that do that same thing as Bb tools, but are easier to use (blogs, wikis, discussions). Also, various other web tools such as Zotero, Google docs, skype, and library tools were mentioned.

Also of note were responses that were non-technology related such as group work, discussions and personal interaction. There were several responses that stated that the chalk board was the best technology and that the old fashioned way of students taking notes from an instructor writing on the chalk board was the best way for students to study math. One response said it would be great if they had access to good quality blackboards (NOT whiteboards) that covered multiple walls.

What are the most important issues or challenges you face in using an LMS?

Most of the comments in reply to this question were describing technical glitches, slowness, clunkiness, and outdated features of Bb. Many also said it's more hassle than it's worth to do the many clicks required for a single action. It was pointed out that students will not use Blackboard after graduation and they should be using something that will be useful to them later such as Google Docs, Dropbox, other online tools.

What are some of the teaching and learning tools you would like to see available?

Most answers to this questions were the same: Adaptive learning tools, analytics, mindmapping software, the ability to share video easily, voice tools in Blackboard, interactive features that are synchronous, social networking tools, Apple learning tools.

What features and functions would you like to see in an LMS five years from now?

Flexibility was answer that stood out along with the ability to collaborate online in an easier way, such as for a group project, in a kind of wiki environment where they put something together jointly. Real time face-to-face communication/interaction for individuals and large groups regardless of physical location

APPENDIX 2: Peer Institutions and LMS

North Carolina State University (31,000 students) has decided to move from Vista to Moodle in 2011.

University of Minnesota (51,721 students) is moving from Vista to Moodle in 2012.

University of North Carolina Chapel Hill (28,916 students) is moving from Blackboard to Sakai in 2014.

Michigan State University Currently using ANGEL - moving but not sure where – Moodle possibly.

Cornell University - Blackboard 9.1

The Ohio State University - Carmen

Pennsylvania State University

Feldstein says: “The 14 schools in the Pennsylvania State System of Higher Education, or PASSHE (119,513 students) were on a mix of Blackboard, WebCT, and eCollege—but mostly Blackboard—and they recently switched to Desire2Learn.”

Purdue University - Blackboard Learn. In the process of moving from Blackboard Vista

Texas A & M University - Blackboard Vista (formerly used WebCT)

University of Arizona - Desire2Learn.

University of Illinois - WebCT and Blackboard

The second generation of Illinois Compass made its debut on the Illinois campus in November 2011. CITES will offer both the original Illinois Compass software (powered by Blackboard Vista) and Illinois Compass 2g (powered by Blackboard Learn 9.1) for Spring, Summer, and Fall 2012 semesters, giving instructors time to choose when to move their courses to the new system over the next year

University of Wisconsin - Desire2Learn is supported system-wide, but UW has been looking at alternatives.

<http://www.wisconsin.edu/olit/luwexec/projects/exploratorytask/>

LMS Exploratory Task Force Report

<http://www.wisconsin.edu/olit/luwexec/projects/exploratorytask/finalreport.pdf>

Faculty Staff Survey of Online Teaching, Learning and Support, 2010

<https://learnuw.wisconsin.edu/survey/Report%20on%202010%20Faculty%20Survey%20-%20FINAL.pdf>

APPENDIX 3: Highlights of research on LMS trends and future expectations:

MIT plans for LMS (http://web.mit.edu/fnl/volume/242/hastings_abelson.html)

In 2009, the MIT Council on Educational Technology charged the Faculty Committee on Learning Management Systems (LMS) to provide strategic guidance on the future of LMS at MIT. MIT needed a more robust LMS with the flexibility and features necessary to support the evolving pedagogical and technological innovations in the classroom.

In moving forward, MIT shifted resources to the development of the Modular Service Framework as the new foundation for learning management at MIT. This approach offers a set of discrete, flexible Web services driven by a common data framework and based on a standardized set of Application Programming Interfaces (APIs).

With a focus on flexibility and integration, the Modular Service Framework is well positioned to meet MIT’s future LMS needs, including the technological evolution mandated by Digital MIT, as well as the emerging trends in curriculum development and online education. In this model, key functional components are represented by individual Web services that can be utilized as either standalone modules or as part of an integrated set of user tools. These Web services are driven by common core data sets, and share common standardized APIs. This aspect of the model eases integration and interoperability with community-developed and third party tools. Such an approach encourages community innovation while balancing individual customizability and extensibility with service standardization and the reduction of support overhead.

APPENDIX 4 – Classroom standard recommendations

Classroom standards

- Large Lecture Halls - 300+. Fixed seating with an extra aisles for circulation, multiple projection, clickers, presentation capture and other enhancements that allow for flexible pedagogy in large classes.
- Large Classrooms - 130-300. Seating that provides circulation and group work (rotating seats) so even a large class can feel like a community of learners, including dual (or triple) projection, clickers, and presentation capture.
- Medium Classrooms – Mixture of the following:
 - o 70-130 seats: “lecture” seating like the 300+ seat rooms to accommodate enrollment growth and provide some level of learning community.
 - o Medium SCALE-UP Room 50 - 70 seats: SCALE-UP style classroom where true interactivity and community are built into a classroom - these classrooms have round tables that seat 9 per table, and no 'front' - this is truly student-centered learning.
- Small Classroom - 35-70 seats: movable seating that can be reconfigured from lecture to group work, to function between the modes of student centered and instructor centered as needed – presentation and group technology.
- Small group rooms - > 35 seats: moveable seats and to provide flexibility for different types of activities and student centered technology.

Dianna Fisher, Ecampus
John Greydanus, Information Services
Michael Lerner, College of Science (Chemistry)
Margaret Mellinger, Library
Jeff Hino (EESC)
Robin Pappas, CTL
Malcolm LeMay, College of Business

Faculty Senate

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Computing Resources Committee

February 19 , 2013 Minutes

Members Present: Stefanie Buck, Amy Flint, Stu Sarbacker, Lois Brooks, Victor Hsu (minutes)

Minutes

The minutes from the January 15 meeting were distributed for review and approval.

Update on the Classroom Building

- Lois and Victor noted that a "go ahead" was given to mockup the 600-seat classroom.
- The Classroom building is one of Governor Kitzhaber's top construction funding priorities.
- Legislative approval is anticipated this summer.

Update on gMail transition

- Plans to announce the transition to gMail are to be put in place by Spring Break.
 - Undergraduates will be migrated first as a "forced" move in Fall 2013.
 - Everyone will have access to Google Apps and Google Drive.
 - Login credentials will be separate from user's personal accounts.
 - Faculty/staff migration is still under study with regard to retention of pre-existing email.

Update on SafeAssign

- Lynn and Stefanie spoke at Faculty Senate about SafeAssign.
 - No major pushback from those in attendance.
 - Noted that it should be on for Spring Term.
 - Stu noted that Ecampus has also announced SafeAssign as being available Spring Term.
 - TAC has a "marketing plan" in place for getting the word out on SafeAssign
 - Stefanie requested any ideas for getting information out the faculty and students on SafeAssign.

Update on Photo Rosters

- Amy noted a need to address campus-wide app standards and accessibility.
- Anticipating a Fall 2014 release.

Action item: Revisit Photo Rosters (why have a mobile app, integration with the online photo class list already on Online Services, opt-in vs. opt-out, etc.) and have questions answered by Jon and Malcolm.

Update on LMS presentations

- Dianna Fisher and Cheryl Middleton plan to have vendors present their products this academic year.
- The CRC should compile a list of common items would like to see/ask/learn of all presenting vendors (as it's unlikely to have full attendance at every presentation).
- Invite Dianna and Cheryl to a future (March?) CRC meeting to discuss the plans, timeline and process for vendor presentations.
- Recommend that the CRC indicate its desire to support and assist in the process.

TRF Showcase

- Stefanie and Stu met with Kevin Gable to see if the CRC was meeting its objectives.
- Suggested that, since the CRC is involved in Instruction and Technology, perhaps the CRC could facilitate a "TRF Showcase".
- The showcase could be run like a poster session to get people excited about TRF projects.

- Students could better understand and see how some of their fees are being used to improve instruction and technology access on campus.
- Could provide a forum by which proposers with common interests/projects could connect.
- Should not be a major time burden to the CRC.

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Computing Resources Committee

April 16 , 2013 Minutes

Members Present: Stefanie Buck, Victor Hsu, Richard Nafshun

Guest: Lucas Turpin

1. The move to Google Apps

Lucas Turpin, Community Network, talked about the plan to move to Google Apps :

- All OSU students will move to Gmail this summer. 75% of higher education institutions have already moved to a cloud provider for student email.
- Exchange account holders can opt-in if they want to move accounts, but they are not required to do so. Use of Google is optional for employees.
- Training will be provided, especially with researchers with export controlled data.
- All ONID accounts will be gone by the end of next fall (faculty, staff and students). This does not affect Exchange/Outlook services.
- Email addresses will not be changing (@onid.orst.edu).
- ONID accounts will still continue. The only thing going away is ONID email. Other ONID services, such as file space will be reviewed later.
- Project timeline
 - April - Launch marketing and communications
 - May – Launch training and outreach
 - May 15 – pre-sync ONID email to Google
 - June – Enable access to Google Mail opt-in process
 - Dec – Opt-in period ends, sunset ONID email service
 - Access enabled June 18, 2013
- OSU Computer Helpdesk will be providing support.
- Core Google applications – email, drive, calendaring and sites – are all covered by contract. This does not include Google + and Hangout, but IS is still working with legal.
- In the future, OSU may be looking at lifetime email accounts.
- TAC is looking at Google apps to plan on how apps can be integrated in instruction.
- Other institutions have said training and communication are the keys to a successful move.

Concerns/Questions:

- Microsoft applications are still superior to Google Apps.
 - Lucas – it's totally optional and we have a significant investment in the Microsoft licenses.
- Moving things back and forth between environments can be problematic. Some training on how to do this would help.
- Victor noted that IS might need to increase drive space if more people are using it.
- Some apps like Google hangouts are not free. Some apps are not being turned on due to privacy issues.

There is an email (google@oregonstate.edu) where people can send comments or concerns.

2. Reports (Classroom building, etc.)

- Classroom – We are getting more details on each of the spaces and how the classrooms will be configured.
- Blackboard Steering – Blackboard operations is setting up LMS vendor presentation meetings.

Blackboard also did a remote presentation on BB and the newest updates. The new service pack from BB does not have a lot of new features. Most of the changes are in the interface.

3. **May Meeting**

May need to reschedule. This is still TBD.

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Faculty Senate, Oregon State University, Corvallis, OR 97331-6203 · 541.737.4344

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Materials linked from the March 15, 2012 Computing Resources Committee agenda.

Blackboard Operations Committee

February 29, 2012

Name	Affiliation
Lynn Greenough (chair)	Technology Across the Curriculum
Cub Kahn	Center for Teaching and Learning
Shannon Riggs	eCampus
Karen Watte	Extension Service
Kathy Greaves - HDFS	Human Development and Family Sciences
Jill Swenson	Information Services (Enterprise Computing Services)
Evviva Weinraub	Library
Chris LaBelle	Professional and Noncredit Education
Amy Flint	Registrar's Office
Devon Quick -Zoology	Zoology
Faculty Senate CRC Rep	

Blackboard Steering Committee

Charged by the IT Instructional Governance Committee
March 2012

Goals:

- Ensure Blackboard feature choices and timing of upgrades align with campus needs
- Ensure Blackboard operations integrate with related systems
- Provide clear processes for needs assessment, prioritization, and decision making

Mission

The mission of the Blackboard Operations Committee is to guide greater alignment of Blackboard implementation and University needs. This will be accomplished by establishing a framework for constant improvement of Blackboard and related capabilities. A basic outcome is to give the University community frequent, specific, concrete evidence of Blackboard improvement at a minimum of once each term. In a continual process, the Blackboard Operations Committee will gather data, set Blackboard improvement priorities, weigh costs and benefits, and communicate outcomes to the IT Instructional Governance committee. The Committee gather input in any way it deems useful, including engagement with OSU faculty and students, information from Information Services staff and from Blackboard, and benchmarking against other Universities.

Expectations

- Review and provide guidance to Blackboard proposed upgrades
- Review and approve Blackboard planning documents
- Report quarterly on outcomes to the IT Instructional Governance committee

Buck, Stefanie

From: Schwab, Dan
Sent: Monday, November 28, 2011 11:40 AM
To: Buck, Stefanie
Cc: Eklund, Sara
Subject: FW: Policy regarding speech to text recording in the classroom

Hi Stefanie, yes the university does have a policy and it is in the student conduct code: **It specifically prohibits unauthorized recordings of a class or of organizational or university meetings. To obtain the required authorization, the Student must obtain expressed permission from the faculty member, Student Organization, or University Representative in charge of the class, meeting or activity. (OAR 576-015-0020 (14)).** Many students, especially international students are unaware of this policy so we encourage faculty members to put this in the syllabus. Please let me know if you have any other questions. Dan

Dan Schwab, Director
Student Conduct and Community Standards
Oregon State University
(541) 737 - 3656
"Just Do What's Right!"
POWERED BY ORANGE...driven by integrity

From: Eklund, Sara
Sent: Monday, November 28, 2011 10:01 AM
To: Schwab, Dan
Subject: FW: Policy regarding speech to text recording in the classroom

Dan,

Is this something your office handles?

Thanks,
s

Sara Eklund (Daly)
Office of the Senior Vice Provost for Academic Affairs
628 Kerr Administration Building | Oregon State University | Corvallis, OR 97331
ph 541.737.0732 | fx 541.737.3033 | sara.eklund@oregonstate.edu
Go Beavs!

From: Buck, Stefanie
Sent: Thursday, November 10, 2011 12:58 PM
To: Eklund, Sara
Subject: Policy regarding speech to text recording in the classroom

Hi Sara,

I'm chairing the CRC this year and a professor has asked about a policy regarding students using speech-to-text recording software in the classroom. I have been searching the faculty senate meeting minutes and making some inquiries and as far as I can tell, the university does not have a policy regarding students recording faculty lectures. Vickie Nunnemaker suggested I contact you about this to see if this has been an issue in the past or if there have been any discussions about such a policy. Are you aware of this ever coming up?

Thanks,
Stefanie

Stefanie Buck
Instructional Design/Ecampus Librarian
Valley Library
stefanie.buck@oregonstate.edu
541-737-7273



Office of Affirmative Action and Equal Opportunity

Oregon State University, 526 Kerr Administration Building, Corvallis, Oregon 97331-2139

T 541-737-3556 | F 541-737-0712 | <http://oregonstate.edu/dept/affact/>

October 25, 2010

To: Deans and Department Heads

From: Angelo Gomez, Director of the Office of Affirmative Action and Equal Opportunity

Re: Video captioning and reasonable accommodations under the Americans with Disabilities Act

As we begin another busy academic year, it is important that we attend to our responsibilities under the Americans with Disabilities Act to ensure that students with disabilities have equal opportunity to participate in and benefit from all of our programs, services, and activities.

One of these responsibilities extends to our communications. When we provide programs through videos we must ensure equal opportunity for success to students who are deaf or hard of hearing. This can be accomplished by using captioned video resources—by purchasing captioned video resources whenever possible and by working with Disability Access Services to provide captioning on uncaptioned video resources. Common types of videos that should be captioned include, but are not limited to: videos from internet resources, video sharing websites (e.g., YouTube), DVDs, and video cassettes.

Refusal of this form of accommodation is not reasonable unless it can be established after the appropriate deliberative process that this form of accommodation would fundamentally alter the course or program, or is unduly burdensome, or that there are reasonable alternatives. Only rarely can these justifications for refusal be demonstrated. It generally is not unduly burdensome that the faculty member may have to plan a little further in advance or spend the minimal time needed to request captioning.

For captioning of uncaptioned videos we ask that faculty please work with Disability Access Services (DAS)(7-4098) to arrange for captioning of videos that will be used in the course. If at all possible, please plan ahead as much as possible by giving at least two weeks notice of the need for captioning. If two weeks simply is not possible, DAS will try to meet your needs as their staffing capacity allows; however, the more notice the better. Funding for captioning of videos shown in the classroom is provided by Disability Access Services. There is a small cost for the captioning of videos used in department sponsored public events. If your department is unable to cover captioning costs or needs financial assistance, please contact the Office of Affirmative Action and Equal Opportunity (7-3556).

We request that deans and department heads bring this issue to the attention of all teaching faculty. Please direct any questions regarding this memo to the Office of Affirmative Action and Equal Opportunity (7-3556).

We thank you for cooperating in ensuring equality of educational opportunity.

Guidelines for Multimedia Material use in Classes

Computer Resources Committee

Letter to all incoming faculty

Dear OSU Faculty/Instructor,

The OSU Policy on use of media materials (multimedia, audio, video) in the classroom to meet accessibility guidelines (<http://oregonstate.edu/accessibility/multimedia>) delineates how and when instructional materials must be made accessible. The primary purpose of the policy is to ensure equal access to individuals with disabilities.

Creating and providing materials for students with a disability is an essential part of creating a friendly, respectful and stimulating classroom environment. As we use more multimedia in the classrooms, making these resources accessible becomes more critical.

Individuals who are deaf or hard of hearing must have access to the audio portions of multimedia and audio only products. This can be accomplished by using captioned video resources—by purchasing captioned video resources whenever possible and by working with Disability Access Services (DAS) (<http://ds.oregonstate.edu/home/>) to provide captioning on uncaptioned video resources. Common types of videos that should be captioned include, but are not limited to: videos from internet resources, video sharing websites (e.g., YouTube), DVDs, and video cassettes. If you receive a request for accommodations, any media materials as well as PDF documents, must be made accessible. The DAS office can assist with this process.

Please note, if you are creating new materials (e.g., a video or a handout), the new material should be created in an accessible format regardless of a accommodation request. If you are using content created by others and have a choice between a video that is closed-captioned or not, you should choose the closed-captioned version.

The Computing Resources Committee urges you to consider the implications of social media tools on accessibility. You should choose tools that are ADA compliant. Prior to selecting ADA non-compliant software, instructors should contact the Office of Equity and Inclusion.

There are many resources and services to help you become compliant.

Informational Websites

- [Multimedia Accessibility \[http://oregonstate.edu/accessibility/multimedia\]](http://oregonstate.edu/accessibility/multimedia)
- [Document Accessibility \[http://oregonstate.edu/accessibility/documents\]](http://oregonstate.edu/accessibility/documents)
 - [Are your PDFs accessible? \[http://blogs.oregonstate.edu/dasblog/2011/05/03/are-your-pdfs-accessible/\]](http://blogs.oregonstate.edu/dasblog/2011/05/03/are-your-pdfs-accessible/)

Assistance

Disability Access Services [<http://ds.oregonstate.edu/home/>] - DAS facilitates access to University programs and services for students, faculty, staff and visitors with disabilities through accommodations, education, consultation, and advocacy.

- [Working with Students with Disabilities \[http://ds.oregonstate.edu/faculty/awareness.php\]](http://ds.oregonstate.edu/faculty/awareness.php)

- Faculty and Staff Guidelines for Students with Disabilities
[<http://ds.oregonstate.edu/faculty/guidelines.php>]

Technology Across the Curriculum [<http://oregonstate.edu/tac/>] – TAC serves faculty and staff who use technology in the classroom through webinars, tutorials and one-on-one assistance. TAC also provides assistance in using Blackboard (an ADA compliant course management system) and Clickers in the classroom.

Office of Equity and Inclusion

Workshops offered by the Office of Equity and Inclusion on “Accessibility Basics for the Web” and “Accessibility Basics for Electronic Documents.” Register online at <http://oregonstate.edu/training/>.

Gabriel Merrell, Office of Equity & Inclusion, is available if you would like training or an assessment of your materials at either accessibility@oregonstate.edu or Gabriel.merrell@oregonstate.edu.

Tools

- Disability Access Services Resources and Tools
[http://oregonstate.edu/accessibility/additional_resources]

Communication campaign

1. Letter from CRC/DAS that goes out to all faculty. Letter includes a list of resources where faculty members can get help. (See above)
2. Add sources to a web site (TAC, DAS, IS) – something we can point faculty to
 - On campus resources
 - Software - free and fee
3. TAC, DAS webinars on how to make your classroom resources accessible. TAS and DAS will coordinate webinars for the fall (???) quarter. Webinars will be announced in the OSU Today and faculty listservs.

DRAFT

Request for Feature / Functionality in Blackboard

General information

Requestor name and department: Malcolm LeMay, College of Business; Phil Harding, School of Chemical, Biological and Environmental Engineering

Date requested: 7/19/2012

Request title: Implement SafeAssign plagiarism prevention tool

Note: in 2010-11 Jon Dorbolo of Technology Across the Curriculum conducted an extensive evaluation of plagiarism detection tools, including SafeAssign. He worked closely with colleagues from College of Business, Engineering, Writing Intensive Curriculum, Center for Teaching and Learning, and the OSU Registrar. Jon presented his findings to the Executive Committee of the Faculty Senate. His report is linked as an appendix to this evaluation summary document, and addresses questions about pedagogical impact, FERPA, and legal concerns. ([link pages 6-12 of this document as a PDF from the underlined text](#))

Description of need

What is the need to be addressed? The College of Business has been using a plagiarism prevention tool called TurnItIn during 2011-12. The publisher for that software has discontinued department licenses and now requires a university-wide agreement. This increases the license renewal fee by \$1,000, to a total of more than \$7,300, which is paid for with TRF funds. SafeAssign is another plagiarism prevention tool that is bundled and integrated with Blackboard. COB is requesting that SafeAssign be enabled in Blackboard in order to replace TurnItIn.

How will fulfilling this request address this need? SafeAssign offers similar functionality to TurnItIn, but there are no additional license fees. A critical factor is that SafeAssign is bundled with Blackboard, so it would be available for use in all Blackboard course sites. TurnItIn is not currently integrated with OSU Blackboard.

How SafeAssign Works:

SafeAssign can be used in two ways.

1. Instructors can set up SafeAssignments in their Blackboard courses and let students submit papers to these assignments, in a way very similar to standard assignments. As students submit papers, they are checked against SafeAssign's comprehensive databases of source material. The papers will then be delivered to instructors through Blackboard together with the originality reports, with the results of the matching process, attached to them.

2. Instructors may upload papers directly with the Direct Submit feature, without student involvement.

SafeAssign checks all submitted papers against the following databases:

- Internet - comprehensive index of documents available for public access on the Internet
- ProQuest ABI/Inform database with over 1,100 publication titles and about 2.6 million articles from '90s to present time, updated weekly (exclusive access)
- Institutional document archives containing all papers submitted to SafeAssign by users in their respective institutions
- Global Reference Database containing papers that were volunteered by students from Blackboard client institutions to help prevent cross-institutional plagiarism.

<http://wiki.safeassign.com/display/SAFE/How+Does+SafeAssign+Work>

Impact to students

How often do you think students would make use of this feature/functionality? (Every day, once per term, etc.) Instructors who choose to use SafeAssign would do so by creating a specific assignment type called a SafeAssignment. SafeAssignments are different from all other Blackboard assignments and content types. It is not possible to convert an existing Assignment a SafeAssignment without starting from the beginning, so frequency of use depends on adoption of SafeAssign by instructors. Note that some OSU instructors have raised significant concerns on the use of plagiarism detection tools, which are included in the 2010-11 report appended to this document. As of Spring 2012 TurnItIn was used in 30 COB courses, with approximately 370 users.

Describe how students would benefit: There would be a financial benefit to students if OSU discontinues paying license fees via TRF funds for a product that we already own in Blackboard.

Plagiarism detection tools can protect students from having their work used by others, and can strengthen their understanding of academic integrity and ethical behavior. SafeAssign and similar tools also encourage original writing from students and proper attribution practices. Students may be given opportunities to analyze and revise their work, and correct accidental or intentional errors of documentation.

For a pedagogical perspective at this university, in July 2012 Dr. Susan Meyers, Director of Writing, submitted a [report on the effectiveness of writing curriculum within the Baccalaureate Core at OSU](#). It was prepared by the Committee for the Review of Writing within the Baccalaureate Core, which was appointed by the Faculty Senior Executive Committee to assess writing components within the Baccalaureate Core. As stated in the report's Executive Summary: "The committee found that, although writing at OSU is not yet in a dire situation, we are not where we want to be, neither in terms of internal expectations, nor with respect to peer institutions." The committee recommended actions in the following areas: Faculty, Student, and University Involvement; Clarity of Expectations; Quality of Assignments; Effective Evaluation of Student Work. In addition, the faculty survey portion of the report noted concerns about student dishonesty and recommended, among other things, improving student understanding of plagiarism.

Describe how benefit to student would be measured or evaluated. E.g., what improvement would you expect to see one term or one year out? Do you know if the requested feature or functionality includes a way to track usage? [Click here to enter text.](#)

Approximate number of students who would benefit (e.g., all students who use Blackboard? One class? One or more departments/colleges?): [Click here to enter text.](#)

Are there any costs, training considerations, or other elements that would impact students? The following training resources would be recommended, at a minimum: 1. A tutorial for students on submitting SafeAssignments. The tutorial should include a description of how SafeAssign works, and how and where the work that students submit is used and retained. *The BSC should consider recommending whether students should be informed prior to enrolling in a course if SafeAssign is required.*

Impact to instructors

Describe how instructors would benefit: With proper use, tools like SafeAssign give instructors a way

to proactively guide students to original, properly-cited work. They can provide an opportunity to set expectations for academic integrity at OSU, and offer a consistent way to evaluate all student work within in a given course or program.

Approximate number of instructors who would benefit (e.g., all instructors who use Blackboard? One class? One or more departments/colleges?) At a minimum 30+ COB courses would use a plagiarism detection tool as soon as it is available in Blackboard. There are many requests across the university, from Engineering, eCampus ,etc.

How often do you think instructors would make use of this feature/functionality? (Every day, once per term, etc.) Frequency of usage depends upon the nature of the course and the number of writing assignments an instructor gives.

Would this feature help implement specific pedagogical tools associated with teaching? If yes, please describe briefly. The College of Business reports that they use TurnItIn (which essentially works the same way as SafeAssign) as an instructional tool in their 100-200 level courses for properly citing sources as well as for helping students define and recognize plagiarism; in the 300-400 level and MBA courses the system is used to actively discourage plagiarism. A number of COB students have requested that instructors use plagiarism detection software to reduce incidences of cheating and to help them improve their writing.

Instructors can set up a Draft SafeAssignment that allows students to run a draft of their paper through the plagiarism prevention algorithm without submitting it to the reference database(s) for indexing. This can give students a way to learn proper citation of sources.

Describe training impact for instructors, i.e., how significant do you think would the change be for instructors in their use of Blackboard? In their course development/delivery? Implementing SafeAssign (or similar tool) would have a significant impact on the instructors who elect to use it, and potentially on those who do not. A rich offering of training and support must be developed, delivered and maintained for instructors as a condition for enabling it in Blackboard. Training is required because SafeAssign returns statistical reports on scanned assignments with links to questionable sources. Instructors must proactively investigate to assess the flagged content and rule out false positives or other issues. Instructors must also receive training and support on cultural factors that may influence students' awareness and understanding of academic dishonesty.

Compliance

FERPA - The Family Educational Rights and Privacy Act requires that schools have a student's consent prior to the disclosure of education records. Will any student data be sent or exposed to outside parties (e.g., publishers) with this solution? If so, provide statements from the solution provider to demonstrate how the requested feature complies with FERPA.

In the report appended below, Jon Dorbolo requested a finding from the Registrar's office to ensure FERPA compliance of SafeAssign. OSU's Registrar at the time, Kent Kuo, along with Tom Watts determined that SafeAssign usage would comply with FERPA and is consistent with OSU privacy and information policies. Kent emphasized that instructors must include their intention to use SafeAssign in the course syllabus in order to comply with academic rules. Kent asserted the need to produce an FAQ on SafeAssign and plagiarism for students and faculty, including links to information about the student appeal process. *These findings should be reviewed by the new registrar, Rebecca Mathern, after she joins OSU (September 10, 2012).*

508 – Section 508 of the American with Disabilities Act requires that all Web site content be equally accessible to people with disabilities. Provide statements from the solution provider to demonstrate how this feature is compliant with 508.

SafeAssignments are a content type that is fully integrated with Blackboard. Uploading a SafeAssignment to Blackboard is very similar to uploading a standard Assignment. [SafeAssign reports](#) are displayed on a Web page; they can be printed or emailed. The BSC recommends that Disability Access Services review this system.

[OSU IT Acceptable Use Policy](#) – Note any potential issues with the Acceptable Use Policy (information security; copyright, etc.)

[Click here to enter text.](#)

Legal / contractual

Do you know if the solution requires an agreement with an existing vendor?

No

Do you know if the solution requires an agreement with a new vendor? No

Any concerns around copyright or intellectual property to be aware of? The appended report documents extensive analysis on legal concerns raised by plagiarism detection tools. This work reached the conclusion that archiving student work for plagiarism detection falls within the fair use exception to copyright infringement. *These findings should be reviewed by OSU's legal counsel.*

Other considerations

Will any work roles or business processes be changed or created if the request is implemented?

Training and related documentation are recommended for Help Desk support staff.

Are there any usage or licensing restrictions for the proposed solution? I.e., does it only apply to a particular college or sub-set of users?

SafeAssign would be enabled as a building block. Once this happens the SafeAssign content type would be available for instructors to configure in all Blackboard course sites, just as they do with quizzes, discussion boards, links, assignments, etc.

The Blackboard Steering Committee recommends the following action on this request:

	Approve – move ahead with implementing request (following IT scheduling and change control processes, as applicable)
	Decline – take no action on this request
	Defer – hold off further action on this request pending other conditions or further information

Impact - The Blackboard Steering Committee has determined that this request has the following impact on Blackboard users:

	High – Requested solution benefits many; addresses a critical liability
	Medium – Requested solution benefits some users; workaround is awkward
	Low – Requested solution is ‘nice to have.’ Change is cosmetic / not disruptive to end user experience

Priority - The Blackboard Steering Committee has assigned following priority to this request:

	High – Requested solution should be implemented as soon as is feasible, ahead of lower-priority requests
	Medium – Requested solution is not urgent but should be scheduled for a reasonable time
	Low – Requested solution should be implemented when resources/capacity allow

Recommendation details:

Compliance summary (FERPA; 508; Legal/contractual) -

Technical analysis -

Other considerations (e.g., work / process change; user restrictions; licenses)-

Date of Steering Committee Action:

This evaluation summary drafted by:

This evaluation summary drafted on:

Appendix 1: TAC SafeAssign Investigation

Summary: SafeAssign is a program designed for detection of plagiarism. SafeAssign is already part of the OSU Blackboard system but is not enabled. Faculty from Engineering and Business have requested access to plagiarism detection tools. A SafeAssign processed assignment will be created by an instructor if and as desired; students will submit their written work files (e.g. doc, docx, rtf, pdf) in Blackboard. SafeAssign will run a match-check in four ways (1) against the web, (2) against a database of journal articles, (3) against an institutional database of OSU assignments, (4) against a inter-institutional database shared among SafeAssign using schools. The instructor will have reports on each submission with a statistical rating of the matched content and links to the matching sources. To use SafeAssign effectively, an instructor must go to the sources to judge the appropriateness of the matches and the possibility of plagiarism. In order to determine whether SafeAssign should be enabled as part of the OSU Blackboard tool set, Jon Dorbolo (TAC) has devised and conducted a process including liaison and pilot testing. Having determined that SafeAssign is technically sound, legal and policy compliant especially with respect to FERPA, and considered pedagogically valuable by some faculty, but having also found strong objections from the OSU writing community, it is time to bring this issue to the Faculty Senate. The issue is presently urgent because at least one college is planning to purchase Turnitin, which is a competing system to SafeAssign. That matters because the proliferation of plagiarism detection systems run locally by units will produce an inconsistent system without policy in a matter that is inherently curricular; academic honesty.

Proposal: The Faculty Senate Executive Committee will create an ad hoc "SafeAssign Investigation" committee with the charge of making recommendation to the Faculty Senate on whether SafeAssign should be enabled at OSU or not, and recommending policies and actions in the event that SafeAssign is enabled for the teaching/learning community.

Activity: To conduct an investigation into the practicality, policy compliance, and pedagogical effect of enabling the SafeAssign tool set as an option for instructors.

Purpose: To provide instructors with a common, centrally supported tool set for deterring and detecting student plagiarism on written assignment. To develop policies and actions to promote effective and reasonable use of plagiarism detection tools at OSU.

Background: Instructors come to TAC asking for help in checking suspected plagiarism cases. TAC has supported several plagiarism search tools which are used on a case-by-case basis, including Wcopy, Plagium, Jplag, and EVE2. These tools are collected or installed on a TAC workstation for instructor use. While these tools are effective in some instances, they are single- purpose software. In order to get the full value of a plagiarism detection, the instructor must use more than one. The interfaces and outputs of these low-cost programs leaves much to be desired. Instructors have voiced the desire to have such (improved) capabilities available in their own offices. When SafeAssign became potentially available with the Fall 2010 Blackboard upgrade, it seemed opportune to investigate this tool as a possible enterprise scale solution.

Jon Dorbolo (TAC) is leading this investigation as a liaison process. There is not a single committee or office (technical or administrative) with the charge to make instructional technology choices. Even if there were such an authority, it would be prudent to engage in a robust liaison process to ensure consultation with relevant stakeholders. The model of this investigation is to collect relevant information by analysis and testing; address the technical, management, legal, and policy aspects of the tool use at OSU; engage the academic community to assess the value, pedagogic impact, and ethical aspects of the tool use at OSU. The result is a sort of educational impact statement. If consensus is reached across the stakeholder groups, then the outcome of that consensus is carried forward (e.g. make the whole or parts of SafeAssign available to instructors). If a state of significant dissension of stakeholder groups is reached and cannot be negotiated, then the issue will be referred to the Faculty Senate Executive Committee.

Description: SafeAssign is a text matching program with a document upload (e.g. assignment submission) interface built into the Blackboard LMS. SafeAssign is implemented for an assignment by the instructor's choice. SafeAssign reports are available to the instructor. There are several aspects of SafeAssign, some of which may be enabled or disabled at the system level. In this process it is important for participants to recognize the complexity and options of the tool set. This is not merely a "turn it on or not turn it on" decision.

A SafeAssign assignment will be checked against four sources for matching text:

1. The internet. This helps to defeat copying from Wikipedia and other internet sources. The report provides a statistical analysis indicating the degree of the found matches and links to the suspected sources.
2. A published articles database (2.6 million articles from more than 1000 publications). Work lifted from published articles, such as those available online from the OSU library, may be detected by these means.
3. SafeAssign papers submitted at OSU. This allows checking for copying within a course, across courses, and cumulatively through terms. This also deters students from resubmitting identical work in multiple courses; self-plagiarism.
4. A cross-institutional database. This database extends the scope of student works to be checked against. An option is to allow students to voluntarily submit their work to the cross-institutional database by selecting a checkbox at the same time that they upload their assignment. This is an opt-in for the student, who may decline just by not selecting the box.

Instructors have a "manual upload" tool by which they may submit files to SafeAssign for text-match checking. This allows plagiarism checking for work that is not submitted through a Safe Assign assignment. For instance, if the instructor collects files by email, they may run a check on those files. The instructor does not have the option to send student files to the cross-institutional database. That prerogative belongs to the student author.

SafeAssign will process the following file types:

- .doc and .docx – Microsoft Word
- .odt – OpenOffice.org Writer
- .pdf – Adobe PDF
- .txt – Plain text
- .rtf – Rich text
- .htm or .html – Web page
- .zip – Package of multiple files in any of the above formats (Direct Submit only)

Impact: TAC asserts that enabling SafeAssign at OSU will act as a deterrent to plagiarism, especially as TAC will communicate the purpose and operation of that tool to students via student groups, faculty, and student publications. SafeAssign will give instructors a structured, regular procedure for computer-assisted plagiarism checking. TAC will provide support to all instructors in the effective use of this tool set.

Process:

>Faculty Senate Executive Committee In Summer 2010 Blackboard 9 became available on an OSU development server in preparation for the Fall 2010 upgrade. Included in version 9 is SafeAssign. TAC worked with Frank Kessel, Blackboard Administrator (ECS) to analyze and test. We agreed that campus liaisons with key University stakeholders must be completed before SafeAssign could be enabled for instructors. Frank emphasized the need to establish FERPA compliance.

>Summer 2010. Philip Harding (Chemical,Biological & Env Engr) and Paul Montagne (Civil/Constr Engr) performed an investigation using archived papers to assess tool capability. Dr. Harding reported SafeAssign to be an easy to use tool with a high degree of value in the reporting. He and several other faculty have requested access to

SafeAssign for their courses. From this pilot, TAC concludes that SafeAssign is a tool that many instructors will value and use. Robust training and support (e.g. how to interpret reports) is a necessity in optimizing this value.

>11/04/2010: TAC Associate Director Jon Dorbolo presented SafeAssign to the Computer Resources Committee (CRC) of the Faculty Senate. The CRC members agreed unanimously that SafeAssign will be a valuable and acceptable resource for instruction. CRC members agreed that given that SafeAssign is part of the existing tool set, there is no basis to search for an alternative plagiarism detection tool, so long as Blackboard is in use at OSU.

>11/19/2010: TAC requested a finding from the Registrar's office to ensure FERPA compliance of SafeAssign. Kent Kuo and Tom Watts determined that SafeAssign usage will comply with FERPA and is consistent with OSU privacy and information policies. Kent emphasized that instructors must include their intention to use SafeAssign in the course syllabus in order to comply with academic rules. Kent asserted the need to produce an FAQ on SafeAssign and plagiarism for students and faculty, including links to information about the student appeal process.

>11/19/2010: TAC presented the current stage of the process to Dennis Bennett, Writing Center Director. Dennis voiced strong concerns about the value, propriety, and impact of the use of SafeAssign. We agreed to pursue these issues by convening key members of the OSU Writing Instruction community including The Writing Center, Writing Intensive Curriculum (WIC), and the Director of Writing.

>April 29, 2011: I learned the College of Business may seek TRF funding to purchase and deploy Turnitin, a competitor to SafeAssign. Clearly one of the difficulties of this liaison process for technology choices is that individual units may move independently of the process. Whatever the ultimate decision concerning SafeAssign, it will be better practice for students to have a consistent environment.

>June 10, 2011: I met with the Faculty Senate Executive Committee to update them on the plagiarism detection investigation and the development of COB licensing of Turnitin. I suggested the creation of a task force to draft policy and research issues related to plagiarism detection. They agreed to the task force and recommended that a COB deployment engaged as a pilot opportunity and that task force efforts be focused on answering key concerns (e.g. copyright violation of student work) and drafting of policy for instructors and students. The core of this task force consists of Dennis Bennett (Writing Center), Robin Pappas (CTL), Malcolm Lemay (Business), Philip Harding (Engineering), and Jon Dorbolo.

Future Liaisons:

- >Office of Student Conduct
- >ECampus
- >Valley Library
- >Baccalaureate Core Director
- >Curriculum Council
- >Assoc Prov Acad Success and Engagement
- >Academic Deans
- >ASOSU

Cost: Added support role, Blackboard administrative role, FAQ development, GEM development. SafeAssign is part of the implemented OSU Blackboard system, thus it is already paid for within that license.

This document is a result of the liaison process investigating the viability of implementing the SafeAssign program that is part of the OSU Blackboard Learn system.

In discussion about SafeAssign with faculty, staff, and students including leaders of the OSU writing community, several concerns and issues were raised. This document is meant as a summary of the positions put forward, though

not the full reasoning of the arguments involved. If this summary raises questions and further points it is advised to raise them with the respective individuals. Most of these issues are currently debated throughout higher education.¹ I will gladly facilitate further discussions on these issues.

>Impact on Students

Presumption of guilt

General use of Plagiarism Detection Software promotes a culture in which students are treated as potential cheaters without cause. This is a negative image to bring to teaching and learning on a system-wide scale. This objection was the basis for Jesse Rosenfeld's successful suit against McGill University.²

Re-purposing of student work

SafeAssign saves and reuses a student's work beyond the scope and time-frame of the course for which it was produced. Student writing for graded assignments is effort with a specified purpose: as learning and demonstration of knowledge/ability. Appropriating student assignments for an institutional database creates a separate use of the work from that for which it was written. In SafeAssign students are not able to opt out of this extended use.

Valuation of effort

Appropriating student writing for extended uses without the permission of the writer conveys a negative message about the value and uniqueness of individual work. This message is in conflict with the values that underlie the prohibition of plagiarism.

>Impact on instruction

Detrimental to the quality of writing assignments

Computer content scanning may reinforce lower-quality writing assignments. Plagiarism and illicit collusion can be deterred by well-crafted writing assignments. Merely implementing SafeAssign will give the impression that plagiarism can be dealt with automatically rather than pedagogically. In a climate of rapidly increasing enrollment and class sizes, this is the wrong impression to produce.

>Impact on OSU

Precedents from universities, conferences, and courts

Some universities, via administrations, student groups, and faculty senates, have banned the uses of plagiarism detection software.³ A Canadian court ruled in favor of a McGill student who refused to submit assignments computer content checking.⁴ At the very least the use of computer content scanning is controversial and open to legal challenge.

Dan Burk (University of Minnesota Law) argues (Foster, 2002) that archiving student work via Turnitin and SafeAssign methods does not meet the conditions for fair use. [6]

Case law supports the claim that plagiarism detection tools need not infringe copyright of students' work. In a 2007 suit, Eastern District of Virginia against iParadigms LLC, high school students claimed paper archiving in the Turnitin system is copyright infringement of the student's

work. [7] The district court found that the archiving of the papers fell within the fair use exception to copyright infringement, 17 U.S.C. § 504, and dismissed the students' claims. In

2009 the United States Court of Appeals for the Fourth Circuit unanimously affirmed the 2007 decision of the district court. I have not found case law related to copyright and SafeAssign. There is plenty of speculation by those who are not legal professionals.

Court findings that archiving student work for plagiarism detection is a practice of fair use and not copyright infringement. That is, archiving student's work was not a copyright infringement because it falls within the fair use exception to copyright infringement.

Placing appropriate value of education

To effectively address plagiarism and the qualities of writing, OSU should dedicate resources to faculty development and student education. To do so would be an educational approach to the issues as befits an educational institution. Only with such a commitment to pro-actively increasing integrity and honesty, could technologies such as computer content checking be considered valuable. It may be appropriate to augment the instructor's role via technology, but it is not appropriate to automate it, particularly not with educational writing.

Accuracy of SafeAssign reports

SafeAssign returns statistical reports on scanned assignments with links to questionable sources. This is valuable only as an indicator for the instructor to investigate further. SafeAssign may flag false positives, for instance by judging properly for quotes as instances of copying. There is no substitute for human judgement in these matters. With SafeAssign OSU runs the risk of mistaken charges of plagiarism based on errors in or misuses of the software.⁵

Notes:

1. Scott Jaschik. 2008. Winning Hearts and Minds in War on Plagiarism. Inside Higher Education. April 7.

<http://www.insidehighered.com/news/2008/04/07/plagiarism>

2. McGill student wins fight over anti-cheating website. CBCNEWS.

http://www.cbc.ca/news/story/2004/01/16/mcgill_turnitin030116.html

3. University of Louisville. 2009. Policy Against the Use of Plagiarism Detection Software

<http://louisville.edu/english/composition/policy-against-the-use-of-plagiarism-detection-software.html>

4. Op cit.

5. Scott Jaschik. 2009. False Positives on Plagiarism. Inside Higher Education. March 13.

<http://www.insidehighered.com/news/2009/03/13/detect>

6. Foster, Andrea L.; May 17, 2002; Plagiarism-Detection Tool Creates Legal Quandary; The Chronicle of Higher Education; retrieved September 29, 2006.

7. 2007. Eastern District of Virginia against iParadigms LLC.

www.umbc.edu/ogc/docs/av_v_iparadigms%20re%20turnitin.pdf

Faculty Senate

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Computing Resources Committee

November 13 , 2012 Minutes

Voting Members Present: Stefanie Buck, Amy Flint, Victor Hsu

Ex-Officio Members Present: David Barber (Information Services), Jon Dorbolo (Technology Across the Curriculum)

Guests Present : Lynn Greenough, Sam Kelly-Quattrocchi, Raphelle Rhoads, Dan Schwab, Joni Tonn

1. **Review of Minutes** (Delayed to end of meeting)

2. **Lynn Greenough – Review of the Blackboard SafeAssign Tool**

Lynn reviewed her role with Blackboard and Technology Across the Curriculum. She spoke about Jon Dorbolo's research on plagiarism. Feedback was solicited from across the campus from academic departments, disability services, and other support departments. The College of Business is already using an existing tool that they purchased.

Lynn stated that the deployment of the SafeAssign tool is fairly easy, that the pedagogical questions and training that will be more complex, and that they are using a sandboxed version of BlackBoard to test the SafeAssign tool. She showed us a demonstration of the product. She stated that, if we were to move forward, it would become activated for the entire campus. It cannot be switched on or off by a department or college. The use of the tool is up to the discretion of the instructor teaching the class from their BlackBoard toolset.

Lynn stated that the paper is matched against four databases:

- 1) the OSU database
- 2) global database (hosted by BlackBoard)
- 3) ProQuest database of web documents
- 4) an internet database.

When a file is uploaded, it is checked against these databases. It does not upload into the BlackBoard controlled database. It does not leave the campus. From the grade center you can access the SafeAssign report for the assignment. She then showed a mock report that showed percentage of matching and the sources in which the text was found.

She described how the software functions as it looks for a word for word match. It will then show the students' source versus the matched other document. If the student plagiarizes another local student's paper, you can pull the local source from the campus database.

Instructors can submit a draft assignment in which it is checked against the local database but not uploaded to the local database. So, a student can see if they are quoting a large quote. There was a lot of discussion on the utility of this function as it will help inform students if they are using a large number of quotes.

The instructor must setup the draft mode in order for a student to check against the database prior to handing it in.

The retention length for the database is set by the institution.

Question: If a student intentionally creates typos will it catch the plagiarism? Unknown.

Question: What will happen to educate the community if this goes live? Training, TA's, Students?

Jon Dorbolo stated that we need a policy to protect students and faculty. He stated that it should be noted in the syllabus if it is being used. He also stated the importance of training faculty on what to do if a match is found. He stated that we need to provide students with a robust set of tools and information on how to avoid plagiarism.

Question: What is the role of a student's consent? None, except for opting to stay in the class.

Question: Do instructors see student's names from other sections in which there is a match? Unknown. Will follow-up.

Dan suggested that instructors be encouraged to use draft mode. Jon stated that faculty views on this are varied. Dan stated that his office will work with instructors to help educate instructors who might be over zealous in their approach.

Dan stated that he currently has about 150 cases a year for academic integrity and that number has gone up.

Dan stated that instructors need to have the proper definitions for plagiarism in their syllabus. Dan shared the document that outlines the plagiarism process for academic integrity. Raphelle stated that the sanction process is educational. She stated that first time offenders typically are required to complete an educational class on how to properly cite. She spoke about the content of the class for the first infraction. She stated that there is a writing assignment in which the student must submit their work.

Dan stated the second incident goes before a conduct committee and there is the possibility of suspension. He stated that the third time may result in suspension.

Jon stated that a faculty member used SafeAssign for two terms with classes of about 200 students. He stated the COB is using their product well.

John stated that many scientific journals are using this for their publications.

The group discussed student's desire to stop cheating versus issues about perceived privacy.

3. **Meeting Adjourned** (No time to approve minutes)

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SafeAssign

Background:

SafeAssign is a plagiarism checking module integrated into Blackboard. OSU has had access to this module for some time but so far it has not been deployed to the instructors. In 2010 Jon Dorbolo conducted a review that addressed questions technical as well as legal questions such as FERPA and intellectual property rights. The Blackboard Operations Committee, formed in 2012, has taken on the task of deploying the tool. In fall 2012, the chair of the Blackboard Operations Committee asked the CRC to review the Request for Feature document to see if the CRC had any questions or concerns regarding the tool or the deployment process. The co-chairs of the CRC invited the Blackboard Operations Committee chair, Lynn Greenough, Dan Schwab and Raphelle Rhoades from Student Conduct, and Joni Tonn from College Student Services Administration, to address a CRC meeting to review the product and answer questions regarding the deployment and use of the tool.

Questions and Concerns:

1. Educating the community
 - a. How will this tool be marketed? The CRC expressed some concerns that SafeAssign be marketed and used as a learning tool, not a punishment. Students should not see the use of SafeAssign in a class as an assumption of guilt.
 - b. Faculty and students need to have a clear understanding of how to interpret the results of the tool. Who will be responsible for making sure students and instructors know the how to use the tool?
2. Privacy and anonymity for students
 - a. There are several databases against which SafeAssign checks a student submitted paper. It needs to be very clear when a student's paper is entered into the BB Controlled database and how the student's privacy is protected
 - i. When student papers are compared to other student papers, what student information is displayed?
 - ii. Do instructors see student's names from other sections in which there is a match?
 - iii. Will students be able to opt out of adding their papers to the global database?
 - b. Student Rights
 - i. The instructor does not need the student's consent to run the paper through SafeAssign. How will students be informed? What options do the students have for opting out of using SafeAssign? Will they be permitted to do that?
3. Policies
 - a. There needs to be a policy to protect faculty, e.g., a mandatory statement on the syllabus that the instructor will be using Safe Assign and in which mode (draft or graded) and what impact this will have on the students.
4. Implementation
 - a. What are some ways in which students may circumvent the system (i.e., if they submit something with a lot of typos)? What can be done to help faculty be aware of these issues?

Recommendations from the CRC

1. Course Syllabus:
 - CRC recommends a policy that instructors using SafeAssign in a course have a statement to that effect on the course syllabus.
 - CRC recommends a policy that faculty who use SafeAssign in a course include a definition of plagiarism in the course syllabus.
2. Assessment

- The CRC recommends a plan for evaluating the impact of the tool on
 - a. Classroom enrollment (are students avoiding certain classes because of SafeAssign?)
 - b. Student academic integrity (understanding of plagiarism and properly citing sources)
3. Instructors should be made aware of and encouraged to use draft mode
4. A specific policy that can be given to instructors and students that clearly explains
1. FERPA issues
 2. Intellectual Property rights of the students
 3. Student privacy

Description: SafeAssign is a plagiarism checking tool built into Blackboard. An instructor can choose to implement the tool and use it to detect plagiarism in student papers. Student upload their papers to a SafeAssign module that checks the paper against 4 different databases; the Internet, ProQuest/ABI inform databases, institutional document archive containing all papers submitted to SafeAssign by users in their institution, and the global reference database containing papers that were volunteered by students from Blackboard client institutions to help prevent cross-institutional plagiarism. SafeAssign works in two modes; student can use it to check their own work without their score being recorded or the instructor can record the score/grade in the grade book.

Estimates of current and future usage patterns: This is difficult to estimate at this time. The Blackboard Operations Committee estimates that “at a minimum 30+ COB courses would use a plagiarism detection tool as soon as it is available in Blackboard. Frequency of usage depends upon the nature of the course and the number of writing assignments an instructor gives.” At least one department (English) has expressed interest in using the tool.

Draft of Text required: The instructor in this course will be using the SafeAssign plagiarism detection tool. You may be asked to upload your work and have it checked by the Safe Assign software for originality. The results may be calculated as part of your grade. Your work may be retained in the SafeAssign repository so other papers can be checked against your work. If you work is deposited, it will be anonymous.

Rationale explaining why this issue rises to the level of the disabilities and academic integrity notices: SafeAssign does two things; it checks student work for plagiarism and a copy of a student’s paper may be deposited into the SafeAssign repository. This brings up the questions of student privacy and is directly related to academic integrity. Student need to understand how the tool will be used in the class, how the scoring works, and what the consequences are if plagiarism is detected. Students may not feel comfortable submitting their paper to the database and should be aware of what is done with their work.

Policy on Tape Recording Lectures

1. The Rehabilitation Act places a responsibility on Higher Education Institutions to ensure that disabled students are not at a substantial disadvantage in comparison to students who are not disabled. This includes a responsibility to make reasonable adjustments in order to remove any disadvantage that may exist.
2. For some students with disabilities, permission to tape-record lectures is a useful adjustment which enables them to gain full advantage of a course or lecture, which might otherwise be inaccessible to them. This is consistent with existing copyright legislation, due to the exception of 'fair use'.
3. It is assumed that any information which a University lecturer conveys during a lecture, seminar, tutorial, practical or fieldtrip is information which any student is entitled to have a record of, in some format. Students who need to receive information in an audio-format should, therefore, be permitted to tape-record this information, unless there are justifiable reasons why this might not be possible in an individual situation.
4. If a student has permission to tape-record a class, the accommodation will be outlined in the student's Memorandum from the Services for Students with Disabilities office (SSD). The name of the person who will place the tape-recorder should be given to each relevant member of staff. This would normally be the name of the student himself or herself, except in cases where the student has requested confidentiality. In these circumstances, the name of the person assisting the student will be given. The student may be asked by the lecturer to sign an agreement that the recording will be used exclusively for the purposes of private study.
5. Possible alternatives: If it is not possible for anyone to tape-record a particular class, students should be made aware of this well in advance, preferably before the start of the course. The duty to ensure that all students have full access to all lectures/tutorials etc. still remains and alternative means of enabling this should be negotiated with the student(s) concerned. If a student is able to access written material, options may include the services of a note-taker or the provision of a full transcript of the lecture (not just copies of the presentation itself). If it is essential for the student to receive information in an audio-format, options may include the provision of the full transcript in electronic format (enabling the student to use text-voice software, if they utilize this) or having lecture-notes dictated onto tapes. The specific alternative which may be appropriate in an individual case should never be assumed but should be discussed by the lecturer, student and the SSD. All parties should be clear on what provisions are being made well in advance of the class itself.
6. Visiting Lecturers: According to the legislation, visiting lecturers are considered to be 'agents' of the University. As such, the University needs to demonstrate that an approach was made to the lecturer, requesting that a student is given permission to tape-record a class, in order to prevent them being at a substantial disadvantage for a reason related to his/her disability or impairment. If the visiting lecturer does not grant permission, the responsibility remains with the institution to ensure that any existing disadvantage is alleviated. In such circumstances, alternative options, such as those listed above, should be considered.

Lecture Tape Recording Agreement Form
University of Indianapolis (UIndy)

In the "Rules and Regulations" outlining procedures for compliance with Section 504 of the 1973 Rehabilitation Act (Non-discrimination On the Basis of Disability), it is stated, in Section 104.44(B), "a recipient to which this subpart applies [i.e., UIndy], may not impose upon disabled students, rules, such as the prohibition of tape recorders in classrooms, that have the effect of limiting the participation of students with disabilities in the recipients', [UIndy's] education program or activity." (Note: *Title II of the Americans with Disabilities Act of 1990 also applies*)

I, _____ agree that I will not
(Student Name and Student ID Number)

release the tape recording or transcription of class lectures or otherwise hinder
_____'s ability to obtain a copyright on the
(Professor's Name)

lectures I taped in _____ .
(UIndy Department and Course Title, Number, and Section)

Student Signature: _____ Date: _____

Professor's Signature: _____ Date: _____

Materials linked from the October 20, 2011 Computing Resources Committee agenda.

Sent: Tuesday, September 27, 2011 6:31 AM
To: Dorbolo, Jon; Wilcox, Anthony
Cc: Ameele, Melinda
Subject: Student Request to Use Voice to Text Software

Tony & Jon-

In one of my HHS231 lecture sections I had a student request to use voice to text software to generate a "transcript" of each class. Without knowing a lot about this I was hesitant to grant him permission and in discussion with Melinda she suggested that I contact both of you. Is there any University policy on using such software in class? Is there any risk to allowing a student to use this? The only risk I could think of was if he attempted to sell the transcripts. I would appreciate any insight either of you may have on this.

Thank you!

From: Dorbolo, Jon
Sent: Tuesday, September 27, 2011 9:24 AM
Subject: RE: Student Request to Use Voice to Text Software

That's one I've not fielded before!

The speech-to-text recording has similarities to audio recording of lectures. Students do tape, and now Mp3, lectures.

Our Academic Success Center encourages students to do so if they are *audio learners*; "Use tape recorders to document lectures and for reading materials."

<http://success.oregonstate.edu/learning-styles>

Some schools have policies about recording lectures, usually with regard to gaining permission. I am not aware that OSU has such a policy. Attached is a fairly elaborate policy and permission process from the University of Indiana. The practical part in this case is the Agreement Form. I think that your concerns may be covered with a modified version of that form, especially focused on "*I will not distribute in electronic or paper form, with or without compensation.*" Or something like that.

That will cover audio, video, and speech-to-text recording, I think. I'm not stating a legal opinion. My amateur opinion is that if you want to copyright a lecture (I'm not sure if we even own our own words by Oregon Administrative rules!) then write it out before hand and/or record it yourself.

Intuitively, given that the student asked permission, they are likely on this side of the good line already :-)

I have doubts that speech-to-text will work in the lecture environment. If so, I'd sure like to talk with the student to find out how they did it.

It is a good idea to have some policy on this at OSU. I'll take it to the Computer Resources Committee for consideration.

A statement in your syllabus; e.g. *"You may audio record lectures so long as you agree to the following conditions.....or with expressed permission.....or with a signed agreement which is online at....etc."*

In good spirit,

Jon

See also <http://tit-swg.blogspot.com/2011/10/text-to-speech-for-tablets-phones.html>

Acceptable Use of University Computing Resources

Oregon State University supports an environment of learning and sharing of information through the acquisition and maintenance of computers, computer systems, networks, and associated computing resources and infrastructure. University computing resources are intended to support the University's missions, administrative operations and activities, student and campus life activities, and the free exchange of ideas and information between the University and the greater community in which it operates locally, nationally, and internationally.

Computing resources and facilities of Oregon State University are the property of the University and shall be used for legitimate University instructional, research, administrative, public service, and approved contract purposes. Personal use of computing resources may be permitted if it does not interfere with the University's or the employee's ability to carry out University business, and does not violate the terms of this policy. The use of University computing resources is subject to the generally accepted tenets of legal and ethical behavior within the University community. The computing resources system shall not be used for material or activities that reasonably could be considered harassing, obscene, or threatening by the recipient or another viewer.

This policy applies to all users of university computing resources, whether affiliated with the University or not, and to all use of those resources, whether on campus or from remote locations. Additional policies may apply to computing resources provided or operated by individual units of the University or to uses within specific units.

- **All users of University computing resources must:** Comply with all federal, state and other applicable laws; all generally applicable Board of Higher Education and University rules and policies; and all applicable contracts and licenses. Users are responsible for ascertaining, understanding, and complying with the laws, rules, policies, contracts, and licenses applicable to their particular uses.
- Use only those computing resources that they are specifically authorized to use and use them only in the manner and to the extent authorized. Accounts and passwords may not, under any circumstances, be shared with or used by persons other than the individual(s) to whom they have been assigned by the University.
- Refrain from attempting to circumvent the security mechanisms of any University system.
- Refrain from attempts to degrade system performance or capability, or attempts to damage systems, software or intellectual property of others.
- Refrain from using University computing resources for commercial purposes or personal gain, except as specifically authorized by the University in written approval of a request for approval of outside employment. Any such approval shall include full detail of the employee's financial obligation and the charge for such use, if any.
- When using University computing resources to access non-University resources, observe the acceptable use policies of those non-University organizations.
- Refrain from unauthorized viewing or use of another person's computer files, programs, accounts, and data.
- Refrain from sharing a password or using another person's password. All such activity is strictly prohibited. Access to such information does not imply permission to view or use it. Users are responsible for ascertaining what authorizations are necessary and for obtaining them before proceeding.

- Refrain from using electronic mail systems for "broadcasting" of unsolicited mail or sending chain letters or for any purpose prohibited by state or federal laws. Exceptions may be authorized by the appropriate unit head for the purpose of conducting official University business.
- Abide by federal copyright laws when using University computing resources for the use of or the copying of copyrighted material . The unauthorized publishing or use of copyrighted material on a University server is prohibited and users are personally liable for the consequences of such unauthorized use.
- Abide by his/her supervisor's direction regarding personal use of University computing resources.

Users should be aware that their uses of University computing resources are not completely private. It is the policy of the University not to monitor individual usage of computing resources. However, the University reserves the right to monitor and record the usage of all computing resources if it has reason to believe that activities are taking place that are contrary to this policy or OUS, state or federal law, regulation or policy, and as necessary to evaluate and maintain system efficiency. The University may use information gained in this manner in disciplinary or criminal proceedings. In addition, state or federal law may require disclosure of individual computer files that are deemed public records under public records laws. Communications made by means of University computing resources are also generally subject to Oregon's Public Records law to the same extent as they would be if made on paper.

Information Services is the appropriate campus unit for the negotiation of contracts and licenses for computing resources used on a campus-wide basis, and is the appropriate repository for those contracts and licenses. Individual units may negotiate for computing resources of more specific nature and must abide by state and OUS contract and license requirements. Contracts with external organizations must be approved and signed by the University Contracts Officer.

ENFORCEMENT

Users who violate this policy may be denied access to University computing resources and may be subject to disciplinary actions and/or criminal and civil penalties. Violations will normally be handled through the University disciplinary procedures applicable to the relevant user and may include referring suspected violations of applicable law to appropriate law enforcement agencies. However, the University may immediately suspend or block access to an account, prior to the initiation or completion of such procedures, when it appears necessary to do so in order to protect the integrity, security or functionality of University or other computing resources or to protect the University from liability.

SCOPE

This policy is the University's complete acceptable use policy and replaces the Department of Administrative Services Statewide IT Policy 1.3, Acceptable Use of Information Related Technology.

Joint Telecommunication/Network Engineering Projects **November 29, 1999**

1. Digital Satellite Up-link and Facilities remodel...\$305,000. Start: Dec 1999 - Complete: TBD

This project covers the remodel of the former Entomology machine shop to house digital and analog control equipment. This will bring the control facility up to relevant codes and updates OSU's capability to transmit video both regionally and nationally. The remodel is approximately \$100,000 and enabling digital video over IP (Internet) is \$50,000. This project also includes \$150,000 to purchase a digital satellite uplink system, which is subject to validating both need and customer willingness to pay for the ongoing services.

2. Electronic Access Upgrade...\$100,000. Start: Sept 1999 - Complete: Feb 2000

The remote access dial up equipment, "the modem pool", is being relocated from Milne Computer Center to the Telecommunications "Switch" room in the basement of Kerr Administration Bldg. T1's (large dedicated phone lines) that carry the traffic will be reconfigured to bypass the telephone switch and the US West circuits will be re provisioned to avoid a current Eugene detour. This interim solution will provide immediate improvements for those needing off-campus electronic access. In addition a feasibility study is underway that looks at outsourcing options for more advanced access services. What is now being installed will not be expanded in the future but will serve as a baseline level of access. We envision a " fee for service" for the future advanced offerings.

3. Core Network Backbone and Services Equipment...\$150,000. Start: Sept 1999 - Complete: Dec 1999

Routing and switching modules are needed to upgrade the capacity and capability of the existing equipment that comprise the campus "network backbone". Upgrades are needed for the computer systems that support e-mail, news, ftp, listserv, and other core services. This upgrade is essential to maintain adequate and reliable services for the campus.

4. Network Reliability and Security Improvements...\$50,000. Start: Nov 99 - Complete: Feb 2000

Improvements to the central network/computer room (Milne 212) that will provide increased security and reliability. The project includes equipment racks, redundant power sources, digital locks, improved cable trays, seismic bracing, alarm monitoring system and a room partition to isolate noise.

5. Network Test Equipment...\$25,000. Start: Nov 1999 - Complete: Nov 1999

Test equipment that is required by our technicians who must support our expanding networks (100mb Fast Ethernet, OC3 Sonet and gigabit speeds).

6. Campus Network Inventory...\$72,000, Start: Jan 2000 - Complete: Feb 2000

Audit of campus building cable infrastructure (copper/fiber/coax) to determine quality and condition. This includes individual building assessments. As funds are available, this audit will assist us in establishing priority for future campus building wiring projects.

7. Residence Hall Rewire...\$259,000, Start: July 1999 - Complete: Aug 2000

A project designed to improve direct dorm access to our campus backbone network.

Specifically, this project includes wiring each dorm with one voice jack, two data jack and one cable TV jack. Each jack labeled and corresponding to a labeled termination point. Each of the Intermediate Distribution Facilities will be equipped with 3rd generation hubs. Each of the Main Distribution Facilities will have a switch with 100-Mb fiber uplink to the OSU Network.

8. Inventory Program...\$17,000, Start: Dec 1999 - Complete March 2000

This will enable the Telecommunications and the Residence Hall Network sections track their inventory. It will also enable us to comply with a previous audit finding that recommended a secured storeroom with increased inventory controls.

9. Rewiring of Kerr Administration Building...\$100,000, Start: Jan 2000 - Complete March 2000

The main distribution cable in Kerr needs to be replaced, the wire is deteriorating and corrosion has formed where the cable terminates on the hardware. The current situation is leading to frequent repairs making this "band aid" approach unacceptable.

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Oregon State University's Northwest Consortium for Technology Access A Concept Paper

Introduction

The Consortium for Technology Access is being developed to assist the State of Oregon, and the region in meeting the challenges imposed on individuals with disabilities by the rapid infusion of information technologies into all aspects of our society. The primary purpose of the consortium is to promote "Universal Access" to technology by individuals with disabilities and to develop and promote cost effective and efficient systemic solutions to help in meeting this goal of anytime, anywhere technology access. Modern information technologies inherently present some very significant challenges for individuals with disabilities, but these challenges can be overcome through the development of cooperative service delivery models and the infusion of adaptive technologies into the education, work and home environments.

The Need

K-14 education in the State of Oregon served 68,778 students with disabilities during the 96/97 academic year, this was out of a total student population of 563,330 and clearly reflects the widely held population standard that 10-15% of the general population are significantly disabled. When we look at post-secondary education in the state, of the 429,864 students who attended college only 4500 students, or 1%, registered for services for students with disabilities at the various institutions around the state. In addition, 20,000 adults received services from the state Department of Vocational Rehabilitation through the various programs they offer.

The fact that the demographic projections do not follow through into post-secondary education is a disturbing trend, but is also impacted to some extent by the way in which services are delivered and accessed at these institutions. It is a widely held belief that students with disabilities are vastly under-served in post-secondary education and these statistics would tend to support that assertion. Given the

established need for some type of advanced education and/or a college degree to be a productive member of our modern economy the statistical outcomes for post-secondary students are truly problematic.

The impact of access to technology on these populations is dramatic, in a study conducted by the National Council on Disability the following benefits were concluded, and these statistics tend to be supported by similar studies conducted around the country. These studies provided the following insights:

- In K-12 education 75% of students with disabilities were able to be mainstreamed into the regular classroom.
- 45% reduced their use of school-related services.
- Among working and school attending adults 65% were able to reduce dependence on family members for assistance, 58% reduced their use of paid assistance, and 37% increased their earnings.
- Among the elderly, 80% reduced their dependence on others, 50% reduced the need for paid assistance, and 50% were able to remain self-sufficient.

The Challenge

Through the use of assistive and universally designed technology an individual with a disability is able to be more productive and enjoy a higher quality of life in school, at work and in their personal life. They are able to be more self-reliant and require less in the way of outside services and supports. Unfortunately, access to these technologies and the training in their use is very difficult to obtain, and employers and educational institutions are unaware and uninformed as to the extent and type of access technologies that exist and the impact these technologies can have on their students and employees with disabilities.

Current models of service provision and delivery are very fragmented, and few incentives exist for private and public agencies to work collaboratively and for service delivery systems to be networked. Due to these factors very few links exist between institutions that conduct research and development in assistive technologies, the modification of mainstream technology, and the public and private sector agencies that are responsible for providing services to individuals with disabilities. Students and workers requiring access to assistive technologies have a very difficult time accessing any adaptive equipment, and an even more difficult time securing training, and implementing the technology in their lives.

A Partial Solution

The Northwest Consortium for Technology Access is being developed through the cooperative efforts of Oregon State University, statewide disability service organizations, other post-secondary institutions and community groups focused on the needs of individuals with disabilities. It is the goal of these efforts to fulfill a regional void that exists for a program focused on access to advanced technology by individuals with disabilities. This project will serve four very unique but critically needed functions:

1. The establishment of an adaptive technology resource facility in cooperation with the Alliance for Technology Access. This facility would be one of 30 community-based projects nationwide that seek to promote access to information technology at school, work, and home for individuals with disabilities. This program would also provide adaptive technology evaluation and referral services for individuals, organizations, and employers seeking to implement adaptive technology solutions.
2. Act as a campus resource for students, faculty, and staff with disabilities to promote and support their learning and working activities at OSU. It is the goal of this program to develop an exemplary model, at OSU, for the support of students with disabilities in all aspects of post-secondary education. Particular emphasis will be placed on the development of programs to support and sustain students with disabilities in the hard sciences and mathematics.
3. The development of collaborative partnerships with K-14 education, public libraries and other community service organizations to increase the availability of adaptive technology and access to information technologies for individuals with disabilities. The goal of these partnerships is to make access to information technology for individuals with disabilities a reality in the local community.
4. To conduct research, evaluation, and dissemination of information on access to leading edge technology by individuals with disabilities. The project will conduct beta testing of adaptive hardware and software solutions produced by leading adaptive technology researchers, manufacturers, and vendors. Particular emphasis will be placed on the exploration of the interface of learners with these technology solutions and the impact on the teaching and learning process.

The Initial Costs

Establishment of the Northwest Consortium for Technology Access

Facility activation, equipment costs, and overhead for the first two years of operation will have to be obtained in order to make this proposal a reality. Once operational, ongoing operational funding will be available from a variety of sources, Oregon State University, the State of Oregon, private foundations, federal grant programs, and fee for service arrangements. Oregon State University has provided physical space for the facility and is funding a portion of the costs for administrative support, and logistical overhead. In addition, the OSU related activities of the facility are to be funded by Oregon State.

Initial capital requirements:

Renovation of allocated space and disabled access modifications:	
\$250,000	
Personnel, administration, and facility overhead:	\$265,375
Development and Implementation of Beta-testing/Training lab:	
\$200,000	
Adaptive Hardware/Software lending library:	\$125,700
Campus technology access modifications:	\$ 68,500
Statewide faculty development and training initiatives:	\$
75,000	
Total Capital Required:	\$984,575

Student Support and Development Services

One of the initial goals of the Northwest Consortium is to develop at Oregon State the logistical and support services necessary to accommodate the needs of individuals with disabilities wishing to pursue an education at Oregon State. The ideal measurement of our attainment of this goal would be the completion of degree programs by a significant number of students with disabilities. To this end the consortium would like to seek funding for the partial scholarship of 20 students with profound disabilities into the math and science programs that Oregon State offers. In exchange for these scholarships these students would agree to work with the beta testing/training program in its efforts to develop comprehensive real world solutions to the educational challenges created by profound disability.

Funding Requirements:

Student tuition and living expenses:	\$240,000
Academic Support Services:	\$100,000
Total Scholarship Funding:	\$340,000

Research and Development Projects

K-12 Education Initiatives

One of the major obstacles universities face when trying to attract students with disabilities into math and science programs is their lack of adequate mathematical preparation. Lack of universally accessible material is one of the reasons for this problem. With this in mind the Oregon State University's Science Access Project in collaboration with Carolyn Gardner began developing an instructional mathematical tool kit called the MathPlus ToolBox under sponsorship of the National Science Foundation.

A unique opportunity currently exists for the Northwest Consortium, in cooperation with the Child Development and Rehabilitation Center at OHSU and the Oregon Technology Access Project, a program of the Oregon Department of Education, to participate in the final development and dissemination of the MathPlus ToolBox. This project would be one of the initial research efforts sponsored and supported by the Northwest Consortium and its outcomes would be realized both on a regional and national level.

This will be a three-year project with two phases of research and development. During the first phase teachers and students will evaluate the tool and further refine the features of the program so that it will be a useful tool to teach mathematics both to disabled and non-disabled students. Although students have been involved at all stages of its development, it is crucial at this time to do wider testing and evaluation of the computer program to insure its universal accessibility. Students with a variety of disabilities and their math teachers need to evaluate the program. During the second phase of the project the number of teachers and students involved in the project will be increased. One of the unique features of this program is the capability of script writing to allow teachers to tailor their lessons to the needs of their particular students. Additional scripts will be written, and the value of the MathPlus ToolBox as a teaching tool will be comprehensively evaluated.

Initial capital requirements:

Personnel, administration, and project overhead:	\$ 225,000
School faculty development and training:	\$ 75,000

Hardware and Software for project and training initiatives:	\$ 50,000
University overhead and indirect costs:	\$ 148,000
Total Capital Required:	\$ 498,000

Distance Education and Web Access Initiative

This is a multifaceted research and development effort focused on universal access to graphic and multimedia content delivered via the World Wide Web for people with print disabilities. This effort includes a major contribution by the Oregon State University Science Access Project headed by John Gardner.

This project will include the following components:

Faculty development and support:

Best practice web development strategies and tools will be developed to assist educators in their efforts to create and deliver fully accessible web based instruction. Training will be delivered on tool use and resources made available to assist teachers at all levels in their web based educational efforts.

Development of web browser improvements permitting audio, tactile, and haptic access:

The World Wide Web Consortium is developing guidelines to make web materials more accessible in general. These include guidelines on displaying text and tables as well as assuring that new languages such as the multimedia language SMIL are accessible in principle. The OSU Science Access Project has been a leader in developing accessibility methods for mathematics and graphics. Access to mathematics, graphics, and SMIL multimedia requires expanded browser capabilities permitting them to display information flexibly in audio as well as by tactile and haptic methods.

The OSU Science Access Project will complete development of its prototype AVBH (Audio Visual Braille Haptic) browser that adds these capabilities to one or more existing web browsers. An essential component of this development is collaboration with ViewPlus Technologies Inc, a Corvallis firm that manufactures the TIGER tactile graphics embosser, and Immersion Inc., a San Jose firm that develops haptic display technologies.

Initial capital requirements:

Personnel, administration, and project overhead:	\$ 200,000
Hardware and Software for project and training initiatives:	\$ 50,000

University overhead and indirect costs: \$ 124,000

Total Capital Required: \$ 374,000

Total Proposal Funding and Priority Order:

Program Component	Capital Required
1. Northwest Consortium for Technology Access	\$984,575.00
2. Student Support and Development Services	\$340,000.00
3. K-12 Education Initiatives	\$498,000.00
4. Distance Education and Web Access Initiative	\$374,000.00

Total Outside Capital Required:

\$2,196,575.00

[Agendas](#) | [Bylaws](#) | [Committees/Councils](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings/Locations](#) | [Membership](#) | [Minutes](#) |

Blackboard Improvements – Recent and Planned November 20, 2006

The Blackboard system hardware was showing its age during the last academic year. It was slow, and a bug in Java was causing occasional load-sensitive system crashes. There was also frustration reported by the users with having a single person doing system support. The following improvements have been made, or are in the planning stages for the 2006-2007 academic year.

Hardware improvements in place for the 06-07 academic year, completed September 19th:

- Replaced the NFS server (file server)
- Replaced storage disk arrays with SAN storage
- Replaced the database server with a newer, faster server
- Replaced an older application server
- Added RAM to the remaining application servers

Software improvements in place for the 06-07 academic year, completed September 19th:

- Upgraded from Blackboard 6.2 to Blackboard 7.1
- Blackboard 7 includes desirable new features
- Upgraded the operating system to Solaris 10
- Upgraded to Java 1.5
- Upgraded to Oracle 9.2 (completed October 7th)

Training and Support Efforts for Fall 2006:

- Fall term workshops: 43 workshops, 169 participants
- Departments requesting on-site training visits: 9
- Faculty consulting meetings: 6
- GEMS (Generating Educational Mastery System) on-line tutorials created: 10
- GEMS tutorials are based upon feedback from the OSU Computer Helpdesk staff members

Personnel and support improvements planned for the 06-07 academic year:

- We hope to have an additional Blackboard administrator in place by January 1st.

Software improvements planned for the 06-07 academic year:

- Implement the Content Management module of Blackboard (Thanks to funding from Ecampus)
The Content Management module gives users the ability to share content with other users, their classes, their organizations and guests. In the current system everything works within either a course site or organization site structure. In addition, it allows students to easily set-up an ePortfolio and chose who can view it.

Hardware improvements planned for the 06-07 academic year:

- Add an additional “shelf” of disk storage (Thanks to funding from Ecampus)
- Add an additional application server

Blackboard faculty and student survey planned for Winter 2007:

- We plan use the results of this survey to improve the Blackboard experience for students and faculty in the areas of training, support and technology.

- Regarding Content Management Module, will need to come up with changes in ONID procedures; ONID accounts are dropped after graduation but now with e-portfolios, students will need the lifetime of their accounts lengthened (lifetime email addresses from OSU are just aliases, not accounts)
- one guideline is to maintain ONID past graduation (with limited services) long enough to sustain a student's first round of job applications (2 years may be right; 5 years may be too excessive with all the accounts and storage that would be needed)
- does Content Management Module help with web page design? Or do students have to build an actual web page and lodge the portfolio? Would imagine that it does assist with page design as this is already a feature in Blackboard. The module also allows the user to create an email that invites users directly to the e-portfolio.
- funding for another sysadmin person from recent TRF grant - this would be a second sysadmin person to join Frank Kessel
- many of the Blackboard problems are due to Comcast/ISP issues, but OSU Helpdesk support takes care of that also
- Yuliya has experienced more problems with MySpace than with Blackboard! :-)
- digital native assumption does not hold - a new technology to learn still has to be learned and there will always be challenged, plus Mac vs. PC issues
- SURVEY - wish to do a survey of campus of Blackboard usage - what do you like, don't like, how to improve it - Jon is point person - the consultant to this project (Steve Ermann – sp?) wants to talk to CRC about this - need a conversation before we talk to Steve
- plan to look for places in improvement, training support and technology
LONG-TERM SUPPORT, Blackboard as permanent infrastructure → One important question that may come up at Faculty Senate - Blackboard is an infrastructure service, hence funding with TRF is now insufficient. How do we move to a model that is more stable and long-term (so that Catherine and staff do not have to compete within the TRF structure) - this might fall to the University IT Committee
- For example, after latest TRF funding, Frank did not get proposed new hardware until August 23rd - didn't hear back from TRF until late July - extremely difficult to have updates ready in time for fall - would really like to get out of TRF cycle or get goodies at beginning of the summer

- The other 2 large universities in OUS use a TRF process but the money goes straight to Information Services

- Helpful stats - approximately 53-56% of all faculty use Blackboard; nearly 100% of the students use Blackboard at some time or another; more than 90% of students take a course that requires Blackboard each term; EVERY faculty that has significant impact on students uses Blackboard

- actually an irritation to students if a professor does NOT use Blackboard (or at least some kind of course web site where resources can be reached)

- how to avoid taking Blackboard down for critical updates at times near the start of a term or for long periods - (1) they are nowhere close to a point, technology wise, where they can do this seamlessly (e.g., the way Amazon runs) - they run on one Oracle db server (Real application cluster allows running on multiple app servers but is not working with Blackboard yet); (2) funding and staffing issues - lesser of two evils - still break it up and push it out or do it all at once and have long downtime; (3) no day is a good day for down time; extremely small window of opportune downtime, and even then it is not optimal

- what is best forum for discussion? Faculty Senate? ECampus should be part of discussion as ALL of their students use Blackboard and they have K-12 students
→Blackboard is mission critical, requires infrastructure to be permanent, long term

Perhaps an order of magnitude (4 times the cost) set of hardware, warm spare, but cost of not having it available is getting to be far greater to university; need personnel as well - plan, write, implement, deliver among Catherine's staff

- For example, \$350K is spent right now - multiply that by 4

- requires a business decision by the university; needs to be on par with Banner (\$1.5 and \$2M per year) and central web services

- a committee needs to make these parallels explicit (brick-and-mortar, Banner, etc.); Blackboard kind of edged into being - perception remains that Blackboard is just an add-on to a whole - administrators still unsure about what Blackboard really is, have not seen it in action

- Kathy H. is the CRC representative to the University IT committee formed by Provost. This committee has met once, basically an organizational meeting. The UITC will first be working on an inventory of campus IT services and an assessment of IT needs (followed by a gap analysis) as the first steps to coming up with a master plan for IT on campus. This puts the UITC a long ways from making any policy decisions on IT infrastructure funding changes.

→ACTION - by Dec 11 Jon will supply an outline of Blackboard review goals and suggest ways in which to turn that into a single doc that specifies outcomes of the survey review - need agreement as to what a "review" constitutes

- will talk to Steve about available times in next 3 weeks or in January for a conference call

(4) Use of CRC to Help TAC gauge faculty needs for multimedia assets (Jon)

- in addition to training, they have a small but real set of assets for instructors (cameras, video decks - can dub VHS to DVD, etc.)
- they provide support to faculty to do these kinds of projects; cannot do the projects for them
- good time now to query the faculty on what types of multimedia or training assets they would value - TAC can then make adjustments as to what they offer based on that - want to be able to match capabilities to the needs and market these capabilities accordingly

➔ACTION - TAC needs to come up with set of questions, pass it through CRC, perhaps ECampus, get feedback, will circulate in next 2 weeks

Blackboard Activities for Review

Listed are six activity topic areas for each assessment, instructor and student, in this Blackboard review. The first five activities for each assessment will be constructed using skip-logic, where a response will take the respondent to the next most relevant area according to their choices (see the attached sample activity questions. In addition to the objective-type selections, respondents will be offered opportunities to add open-ended responses, make suggestions, raise issues that are not evident in the survey, etc.

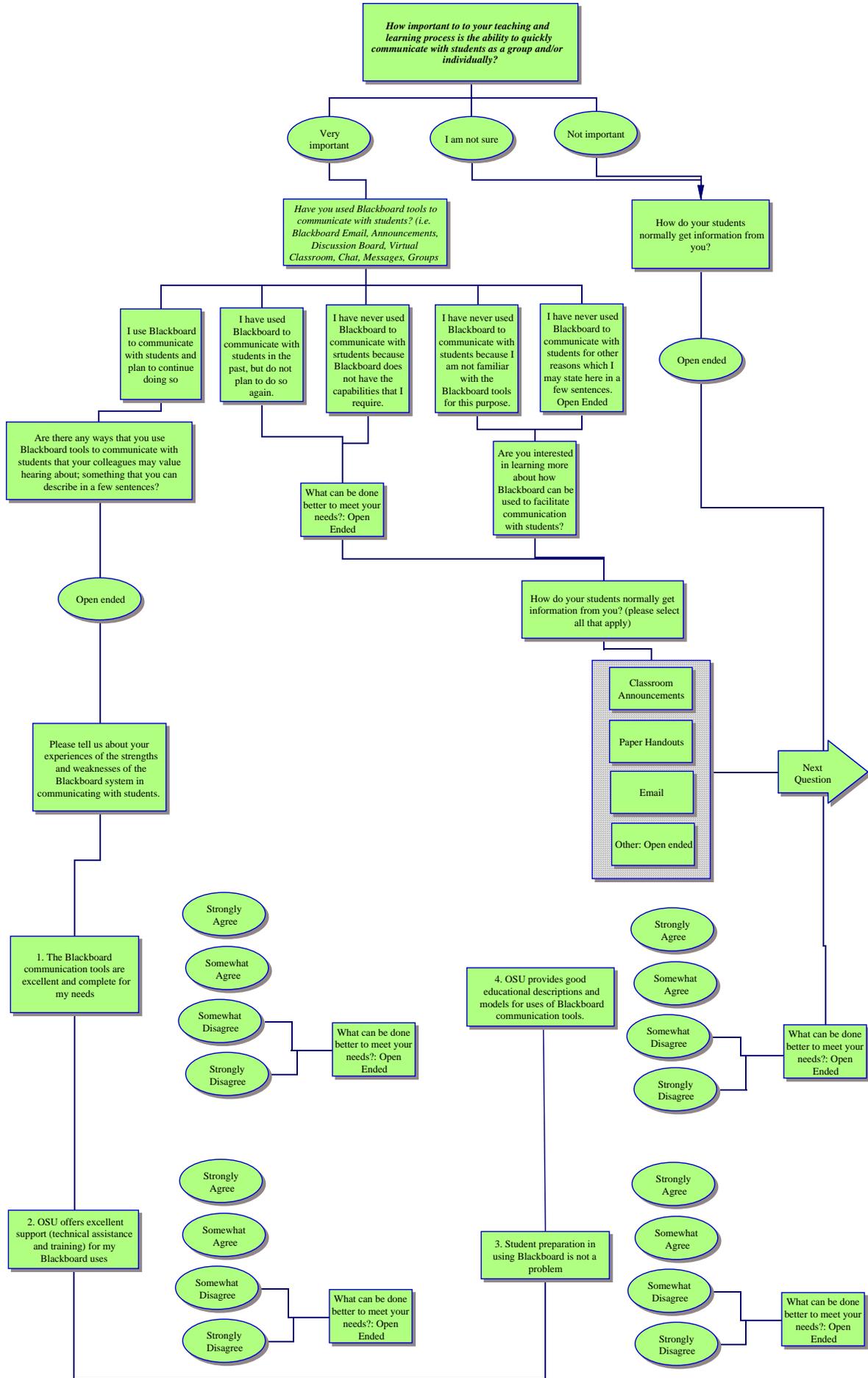
Instructor Assessment

1. Enable instructors to effectively communicate with students as a group and/or individually.
2. Enable faculty, between class meetings, to assess what students understand, and don't understand, so that the faculty can design appropriate activities for subsequent class meetings.
3. Enable instructors to conduct course activities outside of the classroom in order to allow learners more time on task and to free up class meeting time.
4. Enable instructors to easily share course materials with other instructors across various courses and disciplines.
5. Enable students to communicate with one another outside of class.
6. Evaluate interactions with Blackboard, demographic data, etc.

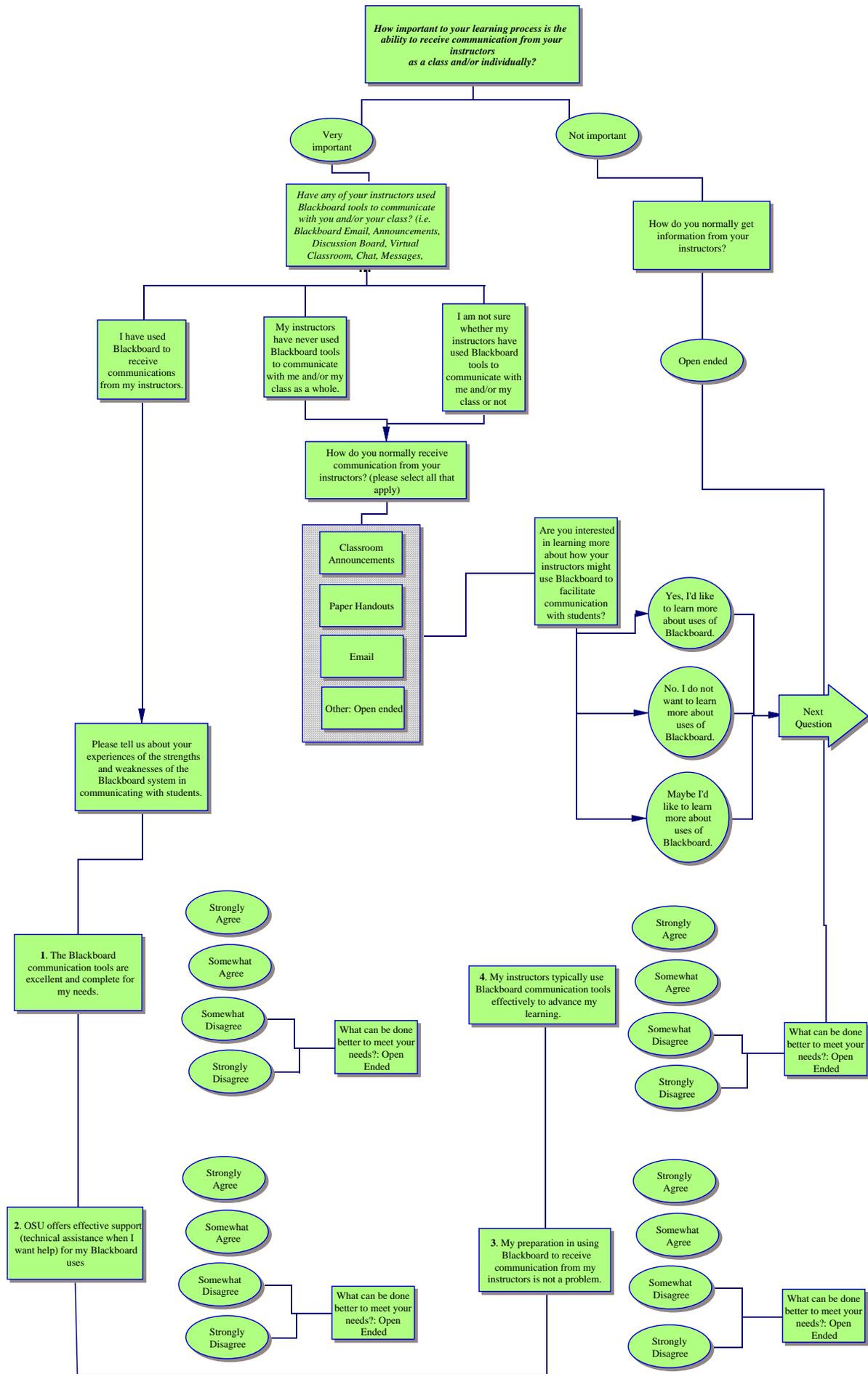
Student Assessment

1. Enable students to receive communication from instructors a class and/or individually.
2. Enable learners, between class meetings, to assess what they so understand, and don't understand, so that they may prepare for subsequent class meetings and activities.
3. Enable learners to conduct course activities outside of the classroom in order to allow learners more time on task and to free up class meeting time.
4. Enable learners to easily access course materials anytime, anywhere.
5. Enable learners to communicate with one another outside of class.
6. Evaluate your interactions with Blackboard, demographic data, etc.

OSU Blackboard Review
 Instructor Assessment
 Sample Activity Question .v2
 Jon Dorbolo



OSU Blackboard Review
 Student Assessment
 Sample Activity Question .v2
 Jon Dorbolo



Faculty Senate/Information Services Blackboard Review handout -

examples of other surveys of Blackboard (Instructor and Student Reviews at other universities)

ACTION: Add to OSU draft Blackboard Review Faculty Survey,
Under I. Educational Value" "What are features that you would like to see"
Under III. Support - would like to know which training they took and were the most valuable to them -- issue of including teaching assistants in survey - should they be surveyed as well - all faculty in Banner? Blackboard faculty? Graduate student TAs?

Blackboard Review committee to decide -- issue of taking time - perhaps combine h. and j. under I. Educational Value

Idea: offer training on Blackboard but also one-on-one sessions to help individual faculty or graduate student TAs get their site up and running - TAC could really help here

Jon is available to go to departmental faculty meetings for quick trainings as well

Next step Conversation with Steve - start with CRC and then move on to the Blackboard Review Committee - brief him with the goal of going to Blackboard Review Committee and helping us to work with committee

ACTION: January conference call to be arranged by Jon, on a Wednesday at 1:00. Failing that, it could be Feb. 14

Computer Resource Committee

Progress Report

Technology Across the Curriculum (TAC)

February 13, 2006

Purpose: This report details the major initiatives and projects currently underway in TAC. Detailed documentation of any of these areas are available to the members of the CRC upon request.

Mission: Technology Across the Curriculum (TAC) facilitates the OSU teaching and learning community in the employment of educational technology through research, development, training, support, and assessment. TAC offers a variety of workshops for faculty and staff, maintains an TAC Lab for faculty/staff access to educational technology, and partners with OSU programs to evolve advanced uses of educational technologies.

Staff: Jon Dorbolo, Associate Director
Mark Dinsmore, Program Manager
Haleh Bahrami, Analyst/Developer/Trainer
David Davis, student programmer
Derek Cheung, student programmer
Dawson Hunter, student lab assistant

Initiatives: TAC organizes effort into four areas: training, research, development, and assessment. Listed here are the major initiatives and projects in which we are currently engaged.

Training

TAC Workshops

36 faculty/staff workshops offered W06 (<http://oregonstate.edu/tac>)

A full schedule of workshops and clinics, including Blackboard, Powerpoint/slideshow, Dreamweaver, and general computing skills, will be offered S06 and U06. In the 2006-2007 academic year, we plan to seek partnerships with units to provide intensive unit-wide training.

Blackboard 7.0 Training Upgrade

A grant proposal to the FY06.2 TRF round to develop a set of materials and workshops

TAC Lab

Scanning station
Digital video & imaging station

Computer Resource Committee

Progress Report

Technology Across the Curriculum (TAC)

February 13, 2006

Ten standard lab build workstations
Two Nikon digital still camera kits
Two Sony digital video disk camera kits
Issue: staff

PowerPoint/Slideshow program

Workshop series
Clinics
Flash conversion with narration

Research

OSUWrite

Pilots

Personal
Teaching/learning
Academic/research
Organizational

Complete specifications in Spring 06
Hire Blog homepage manager in Summer 06
Launch OSUWrite in Fall 06

HDFS240

In F05 TAC assisted Kathy Greaves in developing an online assignment submission and grading tool for her HDFS240 course which has about 400 students per term. Dr. Greaves' major need was to reduce the bottle neck created by grading large numbers of written assignments. We are treating this effort as a research project with the aim of determining what teaching and learning gains are possible by these means. If successful, this effort will point the way to potential application in a course management environment that can be used by other instructors.

WR121 Essay Power Tools

This proposal has the potential to impact the entire undergraduate student population. Almost all undergraduates take WR121 and all WR121 sections include the Library Research unit. We believe that using online technology in combination with the

Computer Resource Committee

Progress Report

Technology Across the Curriculum (TAC)

February 13, 2006

Blackboard Learning System in ways designed to help students become more organized and more thorough researchers will accrue positive benefits throughout the student population. The situation where an academic unit (English) works with a major academic service unit (the Library) and a technology unit (IS/TAC) is an emerging model for intelligent technology design for educational value. We intend to improve this proposal and seek other sources of support.

Development

Online Tutorial System

We continue development of online tutorial system for Faculty, Staff, and students. Expected release of the first 24 tutorials is Spring 2006.

Assessment

Blackboard Review Committee

The CRC is leading a review of the Blackboard system. Curt Pederson charged TAC with coordinating this effort.

Classroom Response Systems

TAC has developed and will conduct a survey of selected classes using Classroom Response Systems (CRS). TAC is Co-PI of a TRF grant proposal to conduct a test of the Quizdom CRS products in Spring 06. With or without the grant, TAC will gather data from students and instructors, conduct a literature review, and produce a white paper on CRS at OSU.

Flashlight

Information Services is expected to invest in a network subscription to Flashlight, run by the Teaching Learning and Technology Group of the American Association for Higher Education (<http://www.tltgroup.org>). Flashlight is a suite of tools that assist in institutional and individual assessment of educational technologies. TAC will pilot the uses of TAC .

DRAFT Strategic Projects
Information Services – 11/17/03
Curt Pederson – Vice Provost Information Services

Central Computing: \$3,500,000

- *Computer Center Emergency Power Replacement, Upgrade and Enhancement - \$1,000,000*
To provide for replacement of the ten-year old uninterruptible power supply, upgrade the power capacity in the computer room, and to install a generator to power the computer room and associated systems during an extended outage.
- *Hardware and Software To Extend Enterprise Technology - \$2,500,000*
To purchase and implement features of the SCT Banner product, the Blackboard Teaching and Learning environment, and associated products including such items as document imaging, knowledge management, workflow, UNIX-based Oracle, and the like.

Network Services/Network Engineering - \$2,500,000

- *Upgrade Campus Backbone - \$2,500,000*
The Campus Network Backbone Upgrade Project is to continue to acquire and install upgrades to the current campus backbone so it is able to handle the continuing expansion in bandwidth requirements, and to provide network capability for Internet2 and super computer level access for campus users in COAS, Engineering, and Forestry. Associated with this is acquiring and installing additional equipment to provide backup capability for major mission-critical systems.

Telecommunications - \$15,000,000

- *Upgrade Campus Telecommunications Wiring System - \$15,000,000*
The Campus Telecommunications Wiring Project is to provide upgraded fiber optic service to parts of campus not currently served, and to rewire a large number of existing buildings to provide capability to meet current high-end voice, data, and video needs.

Communication Media Services - \$1,250,000

- *Digital Media Initiative - \$1,000,000*
OSU is faced with fundamental changes in how media (video, audio, graphics, documents) is stored, retrieved and handled. Small incremental changes have been occurring in recent years, but with the availability of large scale media servers and storage environments, and with the introduction of integrated software solutions to index, search and stream those assets, it makes sense that OSU invest in a central media server to serve all areas of the University. The addition of the server and management system greatly impacts both the media producer's workflow and how people use the media assets of the University are accessed and used.

Such a system would be comprised of a central server, peripheral application servers, points of presence hardware, a storage area network, near online archival storage, and a digital asset management software suite. Due to the distributed nature of the media producers, the system will require multiple points of presence. The system would leverage existing IT hardware and personnel resources, but would require an additional 2.0 FTE for systems maintenance. The project would be phased over a two-year period with the central infrastructure put in place first, followed by the addition of distributed equipment.

- *Development of a Faculty Development Laboratory - \$250,000*

The mission of Faculty Technology Training Lab is to provide resources and training for OSU faculties who are developing multimedia materials for instructional purposes. With the arrival of the Blackboard Instructional Portal [enterprise level], faculty, staff and students will need training and assistance for this system to be successful.

The Faculty Technology Training Lab will provide faculty access to computer hardware, software and assistance from professional staff and graduate students. The Lab provides consultation to OSU faculty for developing instructional web sites, scanning images, and converting files for on-screen presentations, digital image editing, file transferring, and video capture. The Faculty Technology Training Lab will be a centralized source on campus for the resources crucial to on-line web course development.

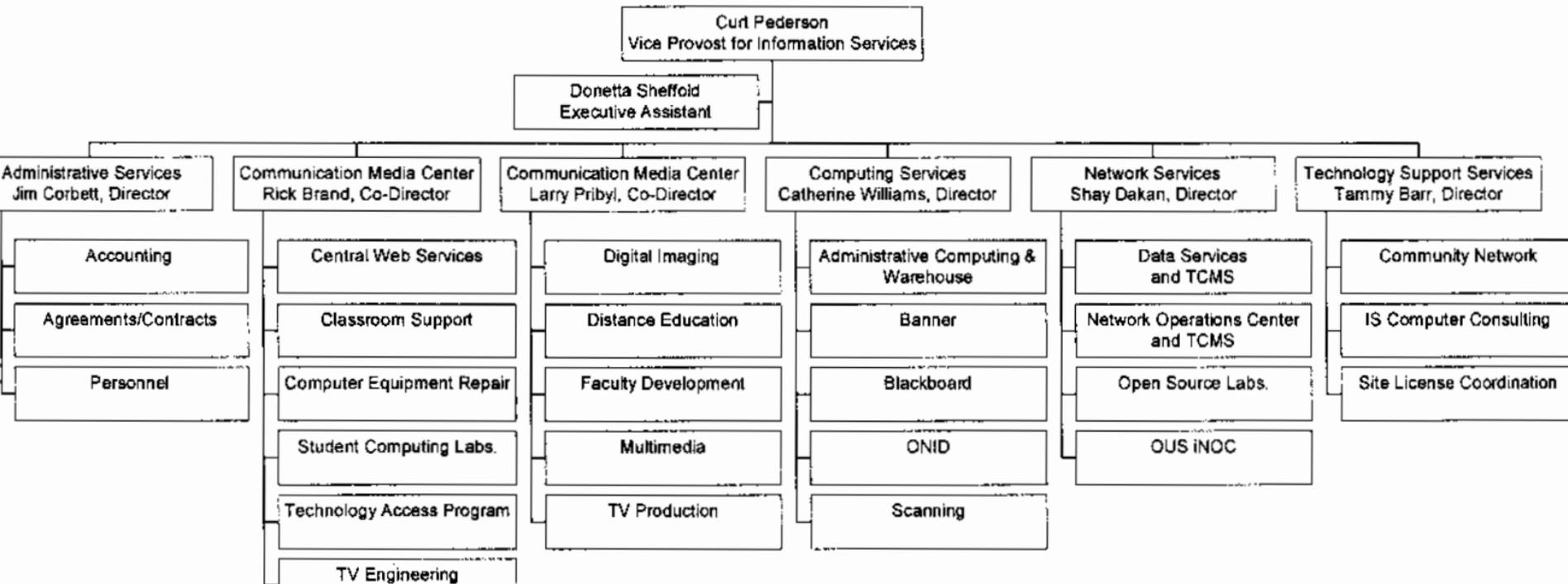
Technology Support Services - \$100,000

- *Campus-Wide Help Desk Solution - \$100,000*

The helpdesk system would provide a systematic methodology for user support, and provide efficient functions for remote voice and electronic user requests. The system would document support center activities and provide for knowledge to be recorded in the knowledge-base system for future and general use. Support requests are automatically tracked with prompts and escalation (automated forwarding) when appropriate. Levels of support are identified and requests are directed to the appropriate level. The first line of support and/or the knowledge bases handles general requests. More complex questions are handed off to higher levels of expertise.

Phase one would consist of developing and implementing an IS helpdesk solution, including appropriate knowledge bases, which could in turn be scalable to the campus. Approximate up front costs for implementing this first phase is \$50,000, which would include software licensing fees, hardware and FTE, with \$50,000 recurring needed.

Information Services



31 Oct 2003
(Curt Pedersen)

Information Services Strategic Initiatives/Improvements 2004/2005
(draft #2)

IT Strategic Plan

- Due date March 2004
- Faculty representation/participation on global IT Advisory Group

Instructional Technology

- Blackboard
- Enhanced classrooms
- Student labs
- Technology teaching and learning center

Open Source

- Hosting, development, and distribution
- Open source lab

Network Services

- Major upgrades and improvements to campus infrastructure
- Internet2 – fiber build out

Telecommunications

- Upgrades and improvements to infrastructure
- Voice over IP
- Wireless

Enterprise/Administrative Computing

- Banner, TouchNet, ONID
- Back up power supply & enhance infrastructure

Interactive Media and Communications

- Centralized web improvements
- Digital asset and content management

Technology Support Services

- University-wide help desk software implementation
- Roles and responsibilities around front office/back office support

Business Process Improvement

- Fully enable and leverage more of Banner enterprise system
- Web and open source solutions for non Banner processes

Blue = areas suggested for strong faculty participation.