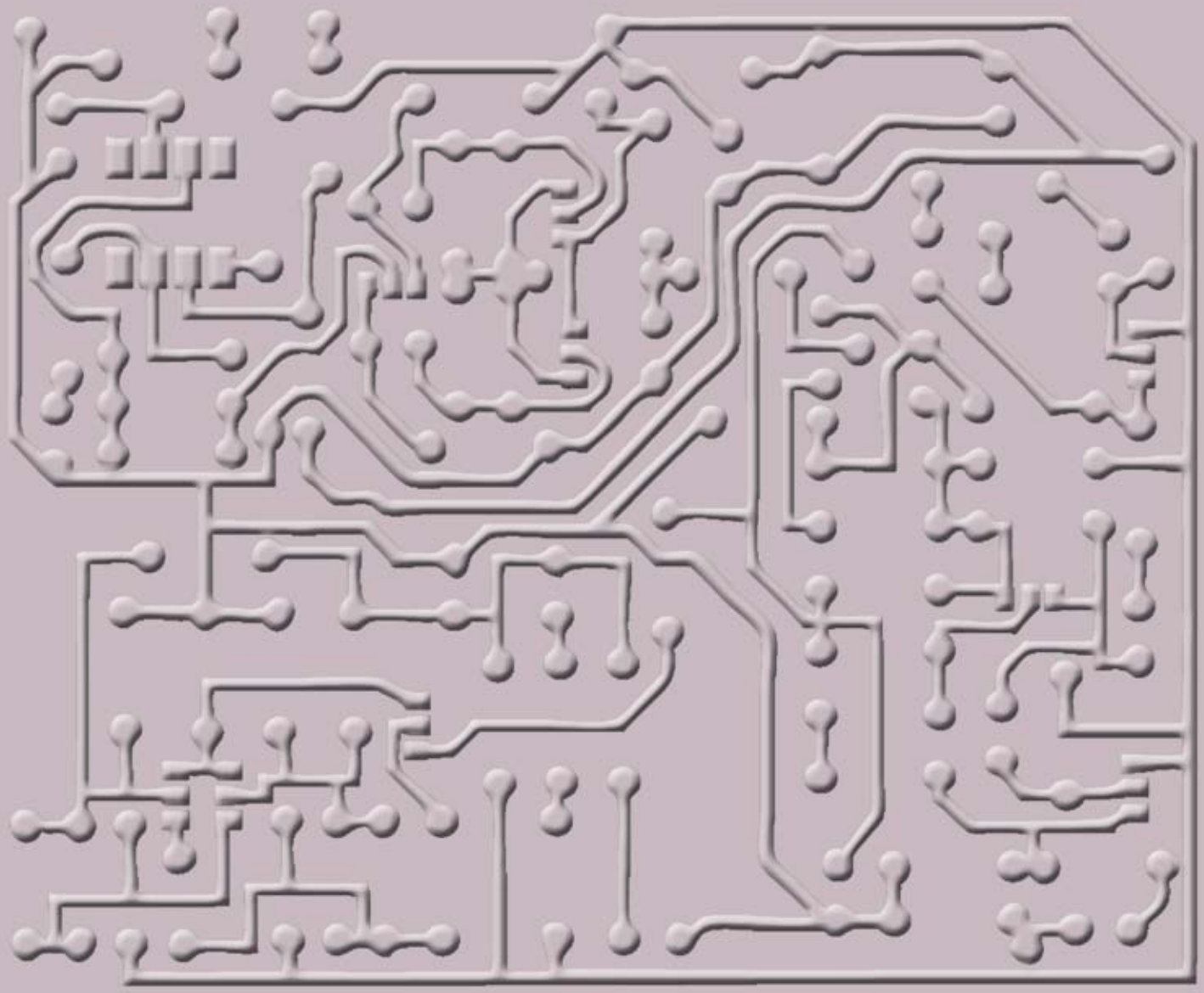
Technology Profile

INDIANA STATE UNIVERSITY



2006

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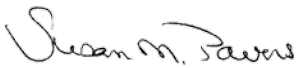
Note: All statistics provided by the Office of Information Technology and the Center for Instruction, Research, and Technology unless otherwise noted.

ITAC Chair Message

In the past twelve years, Indiana State University has definitively changed its technology landscape. When I came to campus as a new faculty member in Educational Technology in the Fall of 1995, I had to wait to three months to get my desktop computer–a zippy Mac (yes, I too was a Mac user for many years). I worked to limit myself to assignments that my students could do in our one multimedia lab or in the public labs because most of them didn't have computers and definitely didn't have the money to purchase the very expensive development software that was the only option then. The Internet was still a fledgling; I introduced my students to concepts like Gopher servers and newsgroups. The institution was cautious about technology–we didn't want to jump ahead of what our students could afford or the university could support.

It's a cliché, but my, how times have changed. Fall 2007, the university becomes a laptop university. Many of our students are coming to campus with technology that surpasses our imaginations, with both laptops and desktops, mp3 players, gaming technology and of course, the ubiquitous cell phone. This technology report gives us a snapshot of what our students are doing, what we are doing, and helps us to understand what new avenues may be revealed to us a new partner to help achieve learning outcomes, help learners express themselves differently, reach potential students, and provide unexpected opportunities for scholarship and collaboration. Change has been swift in my brief time at Indiana State University–I look forward to and anticipate even greater changes in the next few years!



Susan M. Powers, Ed.D.
Professor, Curriculum, Instruction, and Media Technology
Associate Dean, College of Education
Chair, Information Technology Advisory Committee

CIO's Message to Campus

As Indiana State University looks to the future, it does so with a strong commitment to student success–success built on a commitment to quality teaching and research, a belief in active learning, engagement and service, and a commitment to preparing the leaders of tomorrow. The foundation of that success is found, in part, in an engaged and caring faculty, a forward-looking administration, a staff strongly committed to the delivery of quality support services, and the underlying infrastructure on which it rests.

Information Technology (IT), in its many forms, is part of the infrastructure–supporting our daily communication, opening access to information resources, supporting teaching and learning, bringing us recreation and social interaction, and controlling the lights and heating of our buildings. In fact, most of our daily activities are touched by technology in one way or another–IT has become an integral part of our lives:

- When a student communicates using IM or blog, engages in a discussion group using Blackboard, accesses library resources to complete an assignment, or connects with friends using social software–information technology is at work.
- When a faculty member prepares a lecture presentation, uses an electronic journal to expand her knowledge in her field, conducts complex computations to further his research, or uses e-mail to respond to a student who is having difficulty with an assignment–information technology is at work.
- When a staff member assists a student with their financial aid, helps a student select and register for a class, prepares a paycheck for student work-study or assistantship, or explores career opportunities with a student preparing to graduate–information technology is at work.

As OIT and CIRT personnel support information technology we do so with an eye to the future and within the framework of supporting the educational and research goals of our faculty and students. Annually, however, we pause to review the accomplishments of the prior year and to evaluate our progress against our own past performance as well as that of our peers. It is through such reflection and evaluation that we can continue to provide a stable and robust state-of-the-art technology environment that supports the academic, research, administrative, and social activities of our students and faculty.

Profile 2007 has been prepared to share the results of that review with the campus community and the extended constituencies we serve. We hope that you find this document to be useful and informative. If you have questions or would like to share comments or make suggestions, I invite you to do so through e-mail at ed.kinley@indstate.edu.

Ed Kinley, Ph.D.
Associate Vice President and Chief Information Officer

Organizational Overview

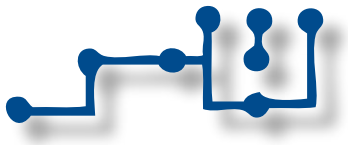
Ed Kinley, the chief information officer/associate vice president of academic affairs, provides direction to the Office of Information Technology (OIT) and Center for Instruction, Research, and Technology (CIRT). OIT has 79 full-time staff and is organized around three units. CIRT has 17 full-time staff. Over 300 student workers contribute valuable services in support of these offices' missions. The students come from all six colleges with the majority (63 percent) being juniors and seniors.

Institutional Computing Services (ICS) manages computer systems and applications to support the administrative functions of Indiana State. This includes the development, enhancement, maintenance, and production support activities of administrative applications as well as administrative systems and support utilities. Most of ICS' work revolves around systems impacting the campus as whole. One such system is the Banner data system which houses student, staff, and financial records.

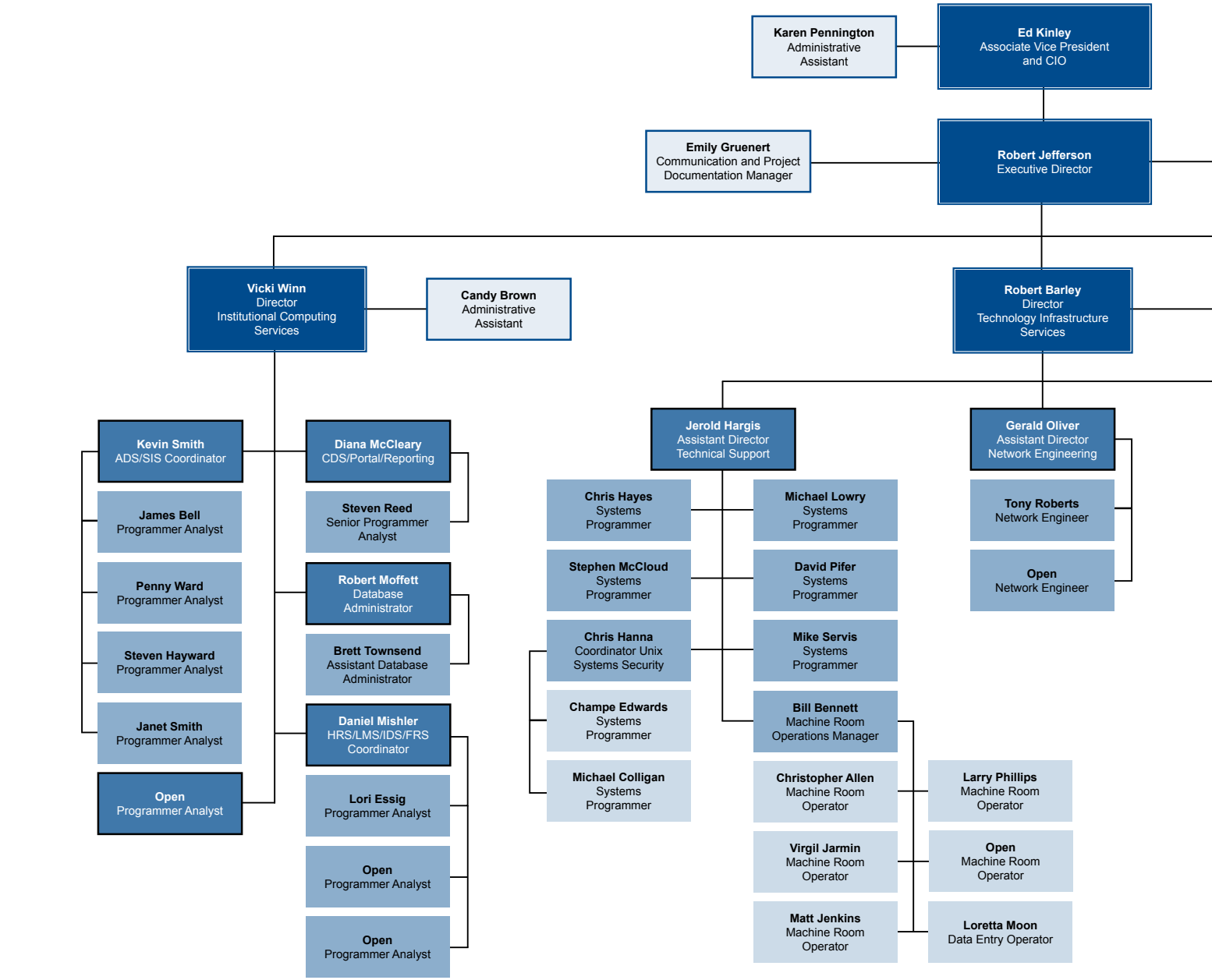
Technical Infrastructure Services (TIS) implements and maintains the campus-wide infrastructure for the delivery of technology and technology-based services. This group researches, specifies, and implements network hardware and software to support the delivery of voice, video, and data; installs and maintains the telephone-based system as well as the cable infrastructure that supports all technologies including voice, video, and data; and installs and maintains the hardware and operating system software for all IT central servers and other network-based services.

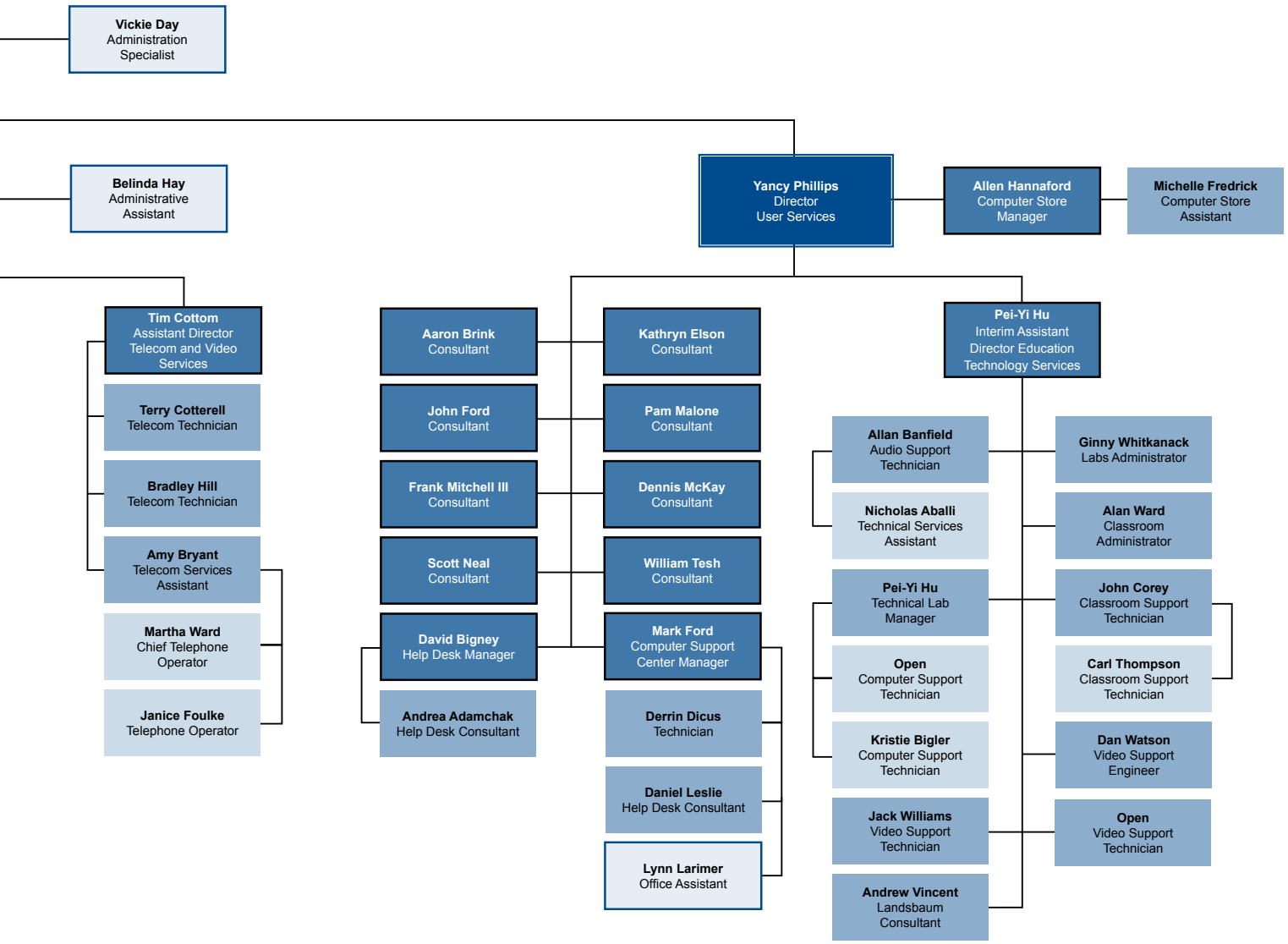
User Services (US) provides phone and face-to-face support for the ISU community, specifically associated with desktop computers and software. Implementing and maintaining the state-of-the-art instructional facilities on campus including technology-ready classrooms, public and discipline specific labs, and distance learning classrooms reside within this unit. Student support is a primary function within US and is provided through the Computer Support Center, Residence Computing Consultant program, and the walk-in Help Desk. The Computer Store is another function of the US area which gives students, faculty, and staff a convenient place on-campus to view and purchase all types of computer related technology.

Center for Instruction, Research, and Technology (CIRT) explores, develops, promotes, and supports effective teaching and research practices to advance knowledge and active learning at Indiana State University. CIRT endeavors to have a measurable impact on the academic community by building the reputation of Indiana State for innovative instruction and technology-enhanced research. Services within this group consist of faculty development and instructional design; research and emerging technology support; interactive and multimedia design; and evaluation and research support.

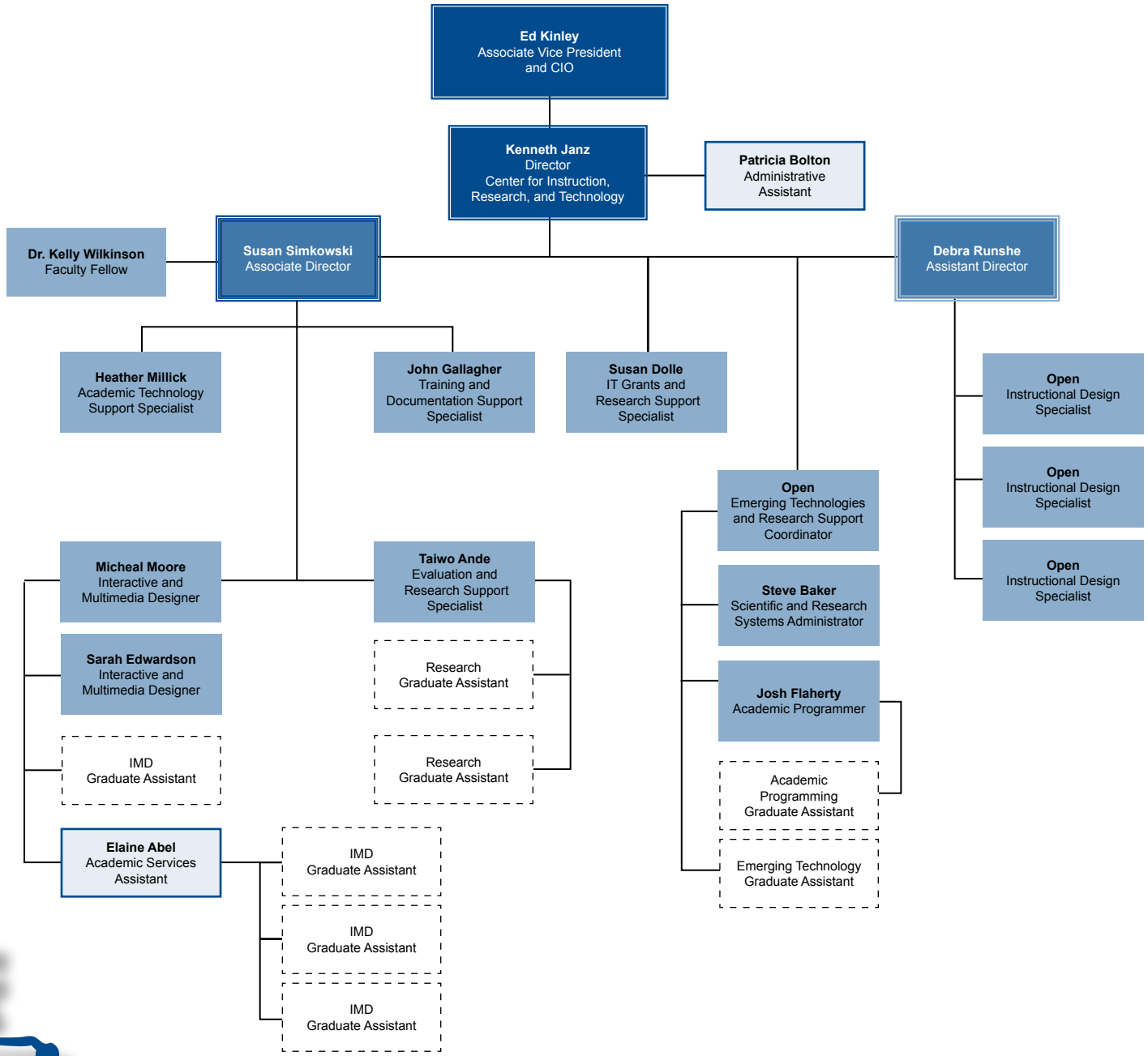


Office of Information Technology Organizational Chart




Vickie Day
Administration Specialist
Belinda Hay
Administrative Assistant
Yancy Phillips
Director
User Services
Allen Hannaford
Computer Store Manager
Michelle Fredrick
Computer Store Assistant
Tim Cottom
Assistant Director Telecom and Video Services
Terry Cotterell
Telecom Technician
Bradley Hill
Telecom Technician
Amy Bryant
Telecom Services Assistant
Martha Ward
Chief Telephone Operator
Janice Foulke
Telephone Operator
Aaron Brink
Consultant
John Ford
Consultant
Frank Mitchell III
Consultant
Scott Neal
Consultant
David Bigney
Help Desk Manager
Andrea Adamchak
Help Desk Consultant
Kathryn Elson
Consultant
Pam Malone
Consultant
Dennis McKay
Consultant
William Tesh
Consultant
Mark Ford
Computer Support Center Manager
Derrin Dicus
Technician
Daniel Leslie
Help Desk Consultant
Lynn Larimer
Office Assistant
Pei-Yi Hu
Interim Assistant Director Education Technology Services
Allan Banfield
Audio Support Technician
Nicholas Aballi
Technical Services Assistant
Pei-Yi Hu
Technical Lab Manager
Open
Computer Support Technician
Kristie Bigler
Computer Support Technician
Jack Williams
Video Support Technician
Andrew Vincent
Landsbaum Consultant
Ginny Whitkanack
Labs Administrator
Alan Ward
Classroom Administrator
John Corey
Classroom Support Technician
Carl Thompson
Classroom Support Technician
Dan Watson
Video Support Engineer
Open
Video Support Technician

Center for Instruction, Research, and Technology



Institutional Direction

Indiana State University is the pre-eminent public institution that integrates teaching and research for high-achieving, goal-oriented students who seek opportunities for personal, professional, and intellectual growth on a diverse, civically engaged campus. From their first day, our students are actively challenged by high-quality, experiential academic programs and are supported by personal attention from our dedicated faculty and staff who inspire students to create and apply knowledge through dynamic partnerships with the community and the world. Our graduates are valued for their demonstrated knowledge and expertise, active citizenship and leadership qualities.

To achieve this vision, the institution has adopted three strategic areas of focus:

- Experiential Learning
- Eminent Programs
- Community Engagement and Economic Development

These three strategic areas are made operational in six planning areas that define the institutional direction and articulate specific goals and the action items designed to achieve those goals. The six planning areas are:

- Enrollment Management
- Technology
- Institutional Environment
- Integrated Marketing
- Quality Assurance
- Facilities Master Plan

The inclusion of Information Technology as one of the six primary planning areas recognizes the critical and strategic nature of technology and the role that it plays in the future of the institution.

For higher education, the use and application of technology has particular significance. Our society, and the world in general, is looking increasingly at higher education for primary and applied research, to provide workforce preparation, to support economic development, to provide communication and access to information and knowledge, to support life-long learning without regard to place or time and to work with local and extended communities to address social issues.

Indiana State University, through the work of the ITAC committee, actively engages in an ongoing planning and direction setting activity that is reflected in a dynamic and ever evolving technology plan. This plan, while strategic in focus, is a living document that is positioned to respond to the fast changing pace of

technology while at the same time provides a series of over-arching strategies that guide and inform the general technology direction of the institution.

The plan is defined in sufficiently broad language to accommodate and dovetail with the stated long-range goals of the institution: experiential programs, programs of eminence, and community engagement and economic development. The IT plan strategies have been selected on the premise that: 1) information technology represents a core competency for the institution; 2) information technology is pervasive in its reach and scope; and 3) information technology (particularly in the areas of infrastructure, application and functionality, currency, and emerging technologies) plays an integral part in support of teaching, learning, research, and service delivery.

Alignment of Information Technology

Today's students and entering faculty engage education in an environment that is much different than those of us who have worked in higher education for the past 20 or 30 years. The freshmen who entered ISU this year never remember a time when computers or CDs didn't exist; they have always had portable phones, cable, VCRs, microwaves, remote controls and Walkman. For them, MTV has always been on television.

This frame of reference and a social, leisure, and work world that are fully integrated with technology-based tools and products and the pervasive use of technology have created an environment where computers are taken for granted. Today, technology touches nearly everything we do or use, the services and products that we consume, in the recreation that we enjoy, the workplaces where we are employed, and virtually all aspects of our lives. There is no place where this is a more evident than in higher education. Moreover—today's environment is more technologically complex than any time in the history of civilization. Technology supports our communication, manages our money and environment, and brings the world into our living rooms.

If a person were to be magically placed in our world and encountered the pervasive nature of technology they might understandably be led to believe that the evolution of technology and the application of computers are well into maturity. On the contrary, much of the technology that we presently enjoy and take for granted is nothing more than the dreams and aspirations of less than 40 years ago. Today's technology reality is the fantasy of comic books in the 1950s and 1960s. As amazing as the growth of technology has been during that period, it is equally amazing to realize that the application and integration of technology into our daily lives continues today at an unabated and ever expanding rate.

The acceptance of technology has grown into a reliance on technology—parents, current and prospective students, current and prospective faculty members, alumni, businesses, governments, and administrators all expect information technology to be an integral part of a university campus. It is highly unlikely that a college or university could hope to be competitive without a reliable and robust technology infrastructure. Any more, the question relative to technology is not "Do we need technology to do our jobs?" The question is "How could we do our jobs without it?" It is hard to imagine the higher education environment existing without technology such as:

- word processing, spreadsheets, databases, presentation software
- courseware, video conferencing, library systems
- Internet, intranets, e-mail, web sites, streaming media, web-casting
- enterprise (administrative) systems, imaging, enrollment management systems

- technology-based/enhanced research
- telephones, cell-phones, pagers
- HVAC control, security systems

The pervasiveness of technology has simultaneously forced the alignment of information technology strategies with the strategic goals of the institutions. On the ISU campus, as with many other institutions, the information technology leadership role is positioned at the senior administrative level and participates as an active member of the President's cabinet. The inclusion of information technology as one of the six key planning areas indicates that technology is perceived as being a integral part of strategic success. Increased focus is being placed on improving the service quality of information technology support and governance processes are being strengthened to allow broader participation in setting the information technology direction. Information technology is consistently included in the planning loop as new administrative system functionality and services, teaching and learning, and/or research are considered. The technology literacy of faculty, students, and staff continues to increase and is one of primary concern when planning professional development activities. Communication of technology issues has become increasingly important and additional efforts are being placed on identifying and using communication channels that can reach a wider student, faculty, and staff audience. Today, the direction of information technology must be aligned with the strategic direction of the institution and institutional planning and project prioritization must actively include information technology.

Information Technology Implications

The pervasive and strategic nature of technology, as highlighted above, has several implications that frame the direction of technology and strongly influence the selection of task initiatives. Specifically, the following elements form the foundation of the goals and tasks outlined in the University's Technology Plan:

- Information technology is important to the achievement of institutional strategic goals.
- Successful eminent institutions tend to be early adopters of information technology.
- Financial support for technology must be institutionalized as part of the operational budget augmented by an aggressive program of "opportunity" funding from grants.
- Information security and privacy are key concerns in any technology solution.
- Emphasis must be placed on training and professional development to assist students, faculty, and staff with the use and application of technology.
- Technology infrastructure must be robust, reliable, and affordable.
- Information technology should be seen as a competitive advantage.
- Information technology should be strongly aligned with the academic mission of the institution.
- The investment in information technology must provide a tangible return on investment.

These elements are consistent with the themes found in a variety of recent studies that surveyed colleges and universities relative to the most important strategic IT issues facing higher education today. Taken in aggregate,

the following issues are consistently identified:

- Assisting faculty efforts to integrate technology into teaching and research.
- Providing adequate support for students and faculty.
- Providing and funding a cyclical replacement strategy for technology.
- Promoting online and distance education tools.
- Improving student service with web-centric applications.

It is not surprising that ISU has identified several of these same areas and that our resultant technology plan identifies and incorporates tasks intended to address these issues.

Strategic Goals and Task Activities

Goal 1: Maximize Institutional Investment

Improve and enhance technology delivery and maximize institutional investment through the consolidation and coordination of support services and procurement.

In order to improve service delivery and to maximize the institutional investment in technology it will be increasingly important to consolidate and coordinate support services and procurement. The university makes a significant investment in technology at the institutional and unit levels. Because most work with technology takes place at the desktop, various support services and activities related to technology occur within departments or offices. This inherently creates some duplication of effort and can result in increased costs as a result of individual purchases that do not make use of economies of scale during procurement. Where appropriate, support functions and purchasing should occur at the institutional level to achieve related savings and where appropriate, department or office level support functions should work in concert and harmony with institutional level support services, thereby amplifying the value of the institutional investment that cannot be achieved when individual departments or units operate in isolation.

Goal 2: Current and Future Infrastructure

Support technology-based institutional goals by anticipating and providing for the current and future infrastructure needed to support the teaching and learning and administrative functions of the institution.

Just as the roads, railways, and airline routes of the country are the arteries that support and drive our economy, the technology infrastructure of the institution provides the information mechanisms that support teaching, learning, research, and the delivery of student services. Just as we take our transportation facilities for granted (until there is a problem), technology infrastructure is often overlooked as we go about our daily activities. Providing a robust technology infrastructure implies such things as technical currency, increased capacity and functionality in the areas of networking, desktop and instructional technology, reporting systems with enhanced end-user capabilities and currency in administrative systems.

Goal 3: New and Emerging Technologies

Support eminence for ISU through the use and application of new and emerging technologies in instruction and research.

The effective use of technology in teaching and research is highly dependent on providing the appropriate levels of support for the information technology aspects of those activities. Information technology needs to be leveraged effectively throughout the curriculum and support mechanisms enhanced to maintain cutting-edge research.

Goal 4: Position ISU as Technology Leader

Position ISU as a technology leader (locally, regionally, and nationally) and support technology-based engagement and outreach activities in service to the community.

Technology, and the way people interact with technology, is becoming increasingly web-centric. In order to address the growing faculty, student, and staff demand for enhanced applications, the university needs to aggressively expand and promote the use of web-based tools and services.

Goal 5: Increase Technology Governance

Increase campus involvement in technology planning and decision-making.

Enhancement of governance and community participation in technology decision making and direction will be accomplished by actively engaging the campus community through increased participation in governance, increased communication, etc.

Goal 6: World-class Service Delivery

Deliver world-class quality service to students, faculty and staff in support of their use and application of technology.

The President has identified quality service as one of the key initiatives for the campus. This initiative, while applicable to the entire campus, is particularly important for offices that provide support services to students and faculty (i.e., Registrar, Admissions, Financial Aid, OIT, etc.). This goal manifested will improve service delivery to all campus constituencies (students, faculty, staff).

Goal 7: Invest in Human Capital

Position institution for the future through investment in human capital.

Develop an aggressive professional development plan designed to ensure that ISU has and retains technically skilled and technology literate personnel.

Budget

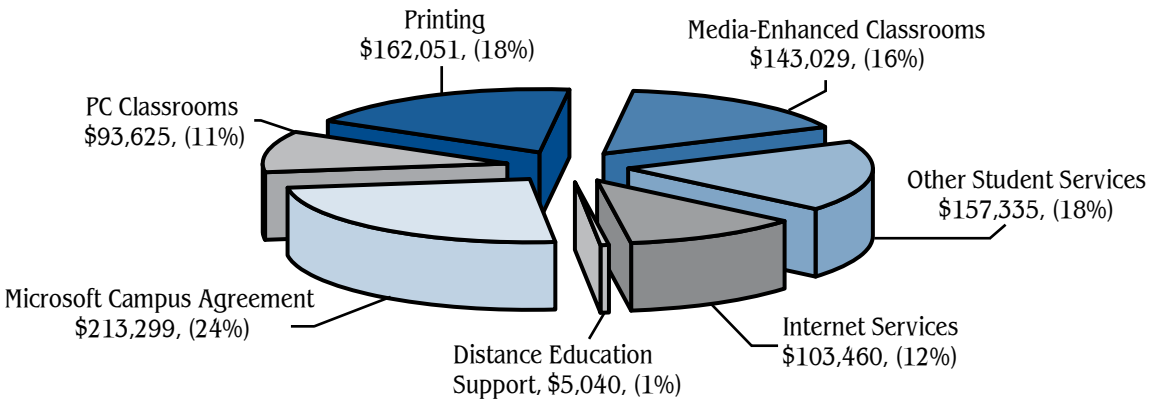
With a budget of approximately $9.4 million, OIT and CIRT represents a significant University investment in technology, equaling about 6.7 percent of the total budget. As is the case with most technology organizations, the largest amount is spent on personnel (46 percent). This is followed closely by the cost of supplies and maintenance (37 percent) needed to keep a complex infrastructure and support system functioning properly. Approximately 17 percent is invested in new technologies and the replacement of older equipment. It should be noted that student technology fee revenues represent approximately 10 percent of the total allocation and are used only for those expenses that can be shown to directly benefit the students of Indiana State University.

Did you know?

ISU leased and purchased over 1,200 computers in 2006.

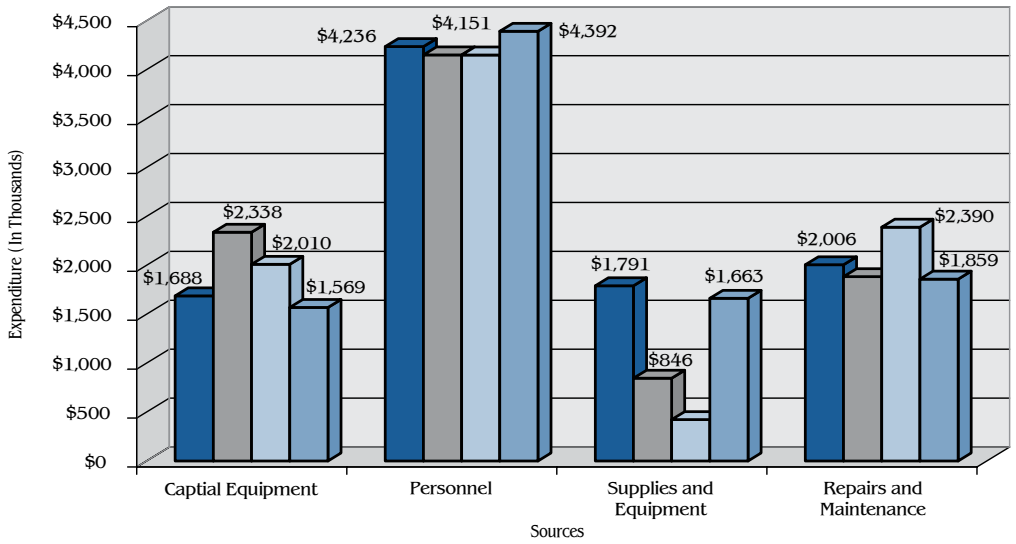
Student Technology Fee Expenditures

FY 2005-2006 Total = $877,839



Comparison of Expenditures

2003-2006 Fiscal Comparison



Total Expenditures

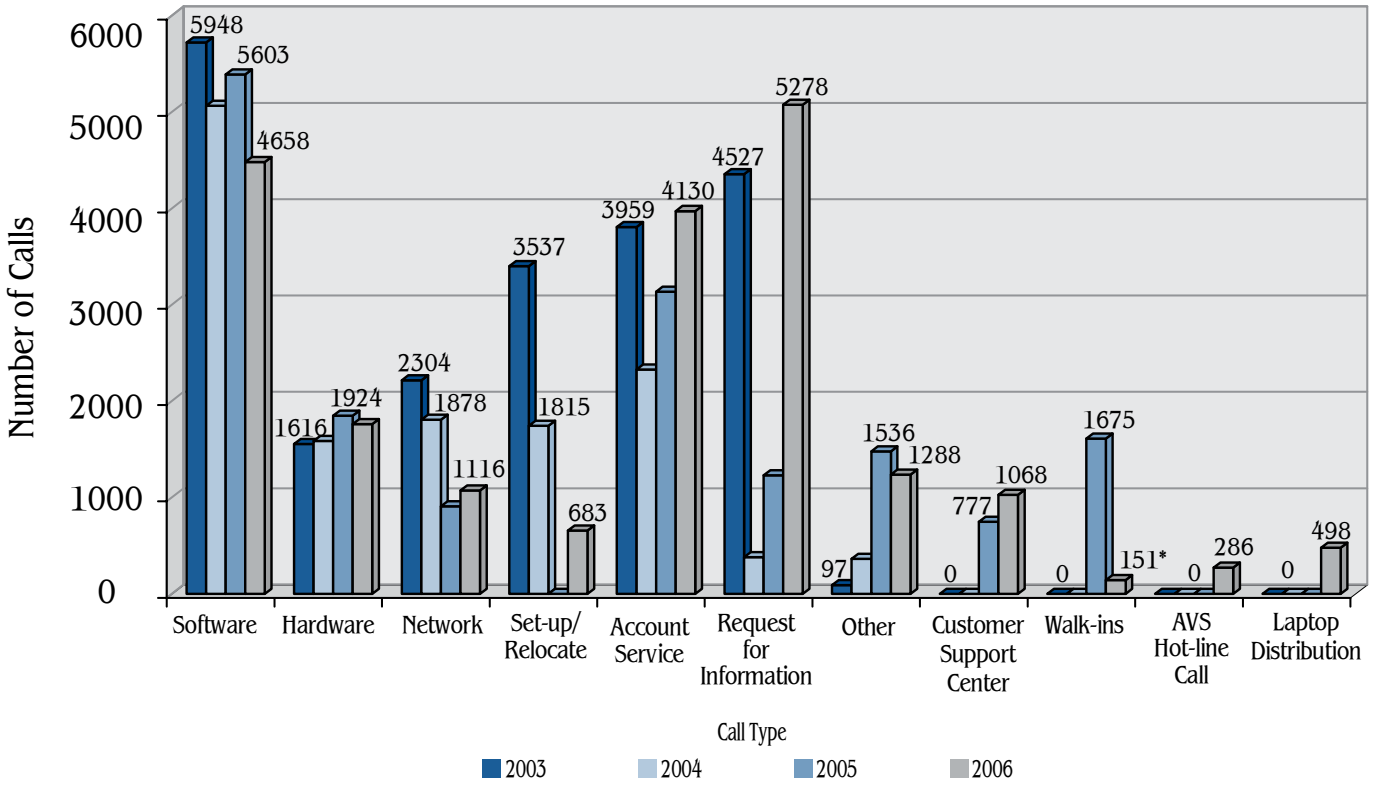
2003 Total - $9,721,327
2004 Total - $9,219,435
2005 Total - $8,973,031
2006 Total - $9,482,602*

* Increased expenditures as a result of CTL and IRTS merger into budget.

Personal Computing

Supporting the diverse and unique technology needs of Indiana State students, faculty, and staff is the core purpose of OIT. The services within OIT include the Help Desk, Computer Support Center, and on-site consultants. The following pages display the commitment and enormous amount of individual attention provided to ISU technology users.

Help Desk Tickets Created by Type

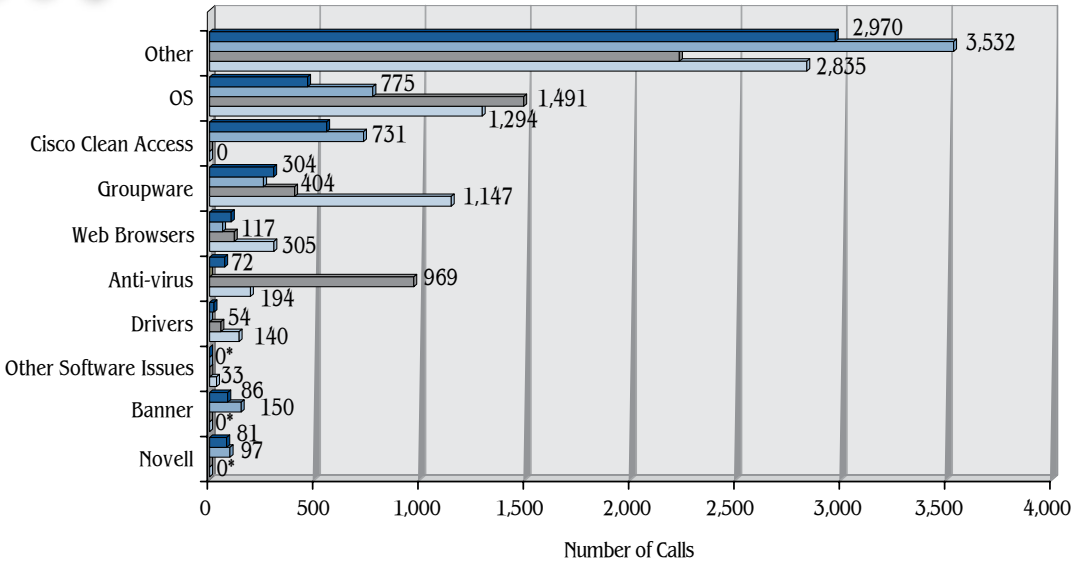


* October-December 2006
\+ 6,984 Walk-ins excluded
** 835 Service Tickets and 5432 Quick Calls excluded

Total Tickets

2003 Total Tickets - 21,988
2004 Total Tickets - 13,802+
2005 Total Tickets - 16,996**
2006 Total Tickets - 20,988

Software Support Calls



Total Software Calls

2003 Total Software Calls - 5,948
2004 Total Software Calls - 5,266
2005 Total Software Calls - 5,603
2006 Total Software Calls - 4,658

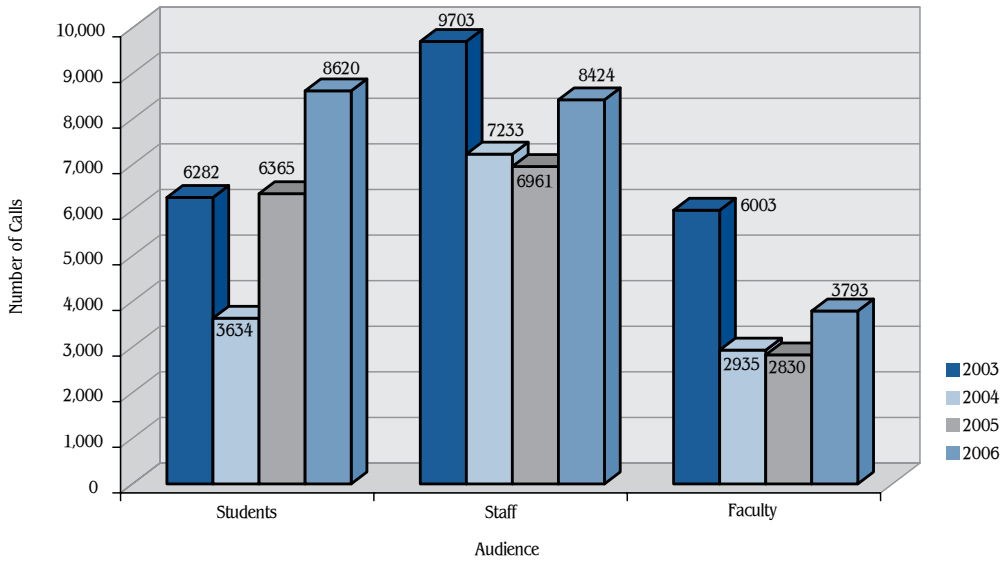
2003
2004
2005*
2006

* No cases reported in 2005

Did you know?

Over 4,000 copies of the Microsoft Campus Agreement software were downloaded in 2006.

Support Calls by Audience



Number of Calls Received by Help Desk per Building

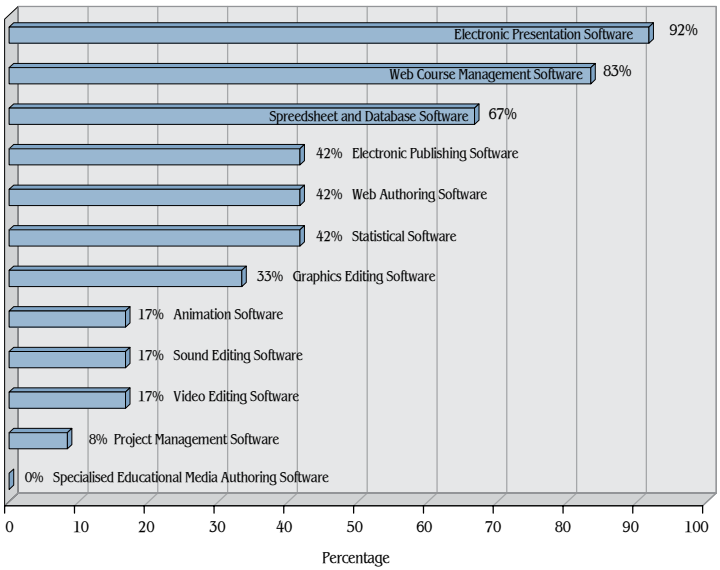
Building	Number of Calls			
	2003	2004	2005	2006
Afro-American Cultural Center	35	15	17	13
Animal Facilities Building	6	4	5	0
Arena	1074	814	763	970
Art Annex	22	9	7	10
Blumberg Residence Hall	247	208	406	410
Burford Residence Hall	174	83	46	109
Center for Performing and Fine Arts	203	124	118	110
College of Business	1107	655	834	853
College of Education	1206	858	821	1263
College of Nursing	661	368	460	521
Condit House	42	36	25	19
Cromwell Residence Hall	274	212	446	386
Dreiser Hall	148	154	77	250
Driver and Traffic Safety Center	5	18	3	3
Erickson Hall	995	845	940	1023
Facilities Management and Purchasing	320	265	148	250
Fairbanks Hall	23	16	14	15
Family and Consumer Sciences Building	122	101	95	115
Fine Arts Building	268	135	175	154
Gillum Hall	798	315	586	820
Hines Residence Hall	145	113	263	325
Holmstedt Hall	800	476	463	686
Hulman Center	96	48	43	56
Hulman Memorial Student Union	386	303	204	311
Jones Residence Hall	198	154	278	315
Landsbaum Center for Health Education	160	166	193	85
Library, Cunningham Memorial	81	50	88	181

Building	Number of Calls			
	2003	2004	2005	2006
Lincoln Quad Residence Halls	582	396	914	696
Maehling Terrece (University Apartments)	845	696	147	268
Mills Residence Hall	342	272	406	380
New Theater	49	44	15	38
Normal Hall	245	345	309	354
Offsite Locations	N/A	2	4	4
Other	N/A	879	1926	4168
Parsons Hall	659	453	478	483
Pickerl Residence Hall	123	60	146	183
Power Plant Main	51	21	14	12
Public Safety	N/A	71	58	48
Rankin Hall	754	484	417	638
Rhoads Hall	176	201	325	291
Root Hall	1054	538	539	829
Sandison Residence Hall	116	138	224	72
Science Building	1267	644	647	694
Stadium	N/A	320	34	3
Stalker Hall	446	110	159	314
Student Computing Complex	83	179	269	240
Student Services	392	314	226	338
Sycamore Towers	N/A	7	16	6
John T. Myers Technology Center	711	425	362	422
Technology Building	113	54	90	99
Tirey Hall	679	497	406	492
University Hall	176	141	123	12
Total	**21,988**	**13,802**	**16,156**	**20,382**

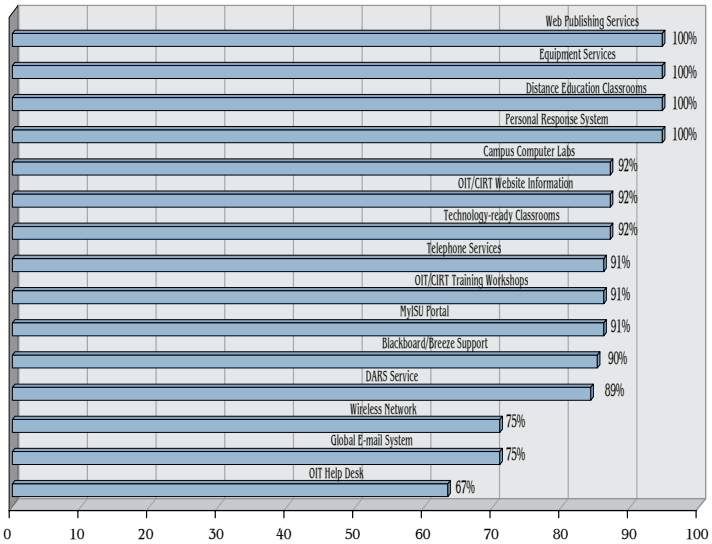
Did you know?

ISU has over 1,243 miles of fiber optic cable running under the campus.

Faculty Use of Various Software Tools



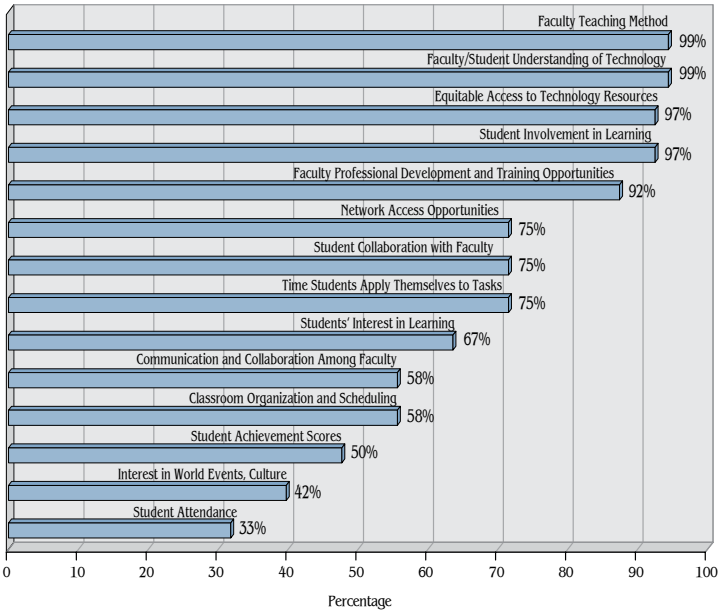
Faculty Satisfaction with IT Services



Did you know?

In a 2006 survey, over 94 percent of ISU students reported owning a computer.

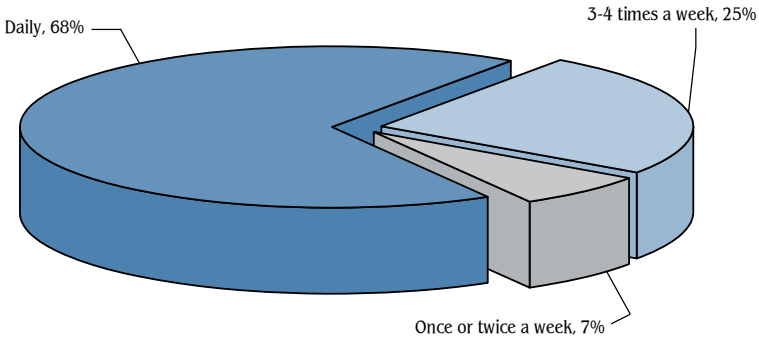
Faculty Perception of Various Improvements Due to Technology Implementation



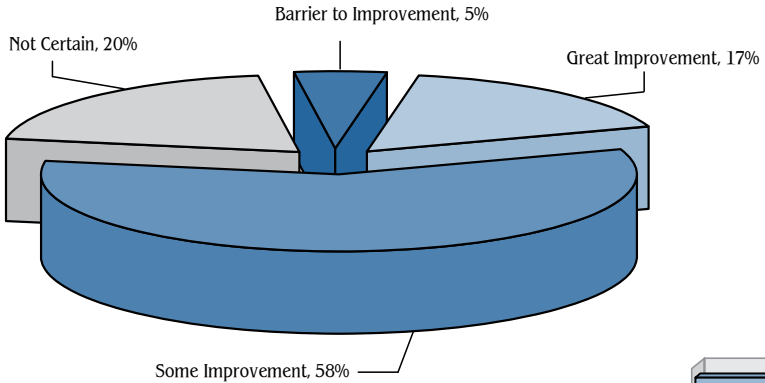
Did you know?

In 2006, OIT and CIRT employed over 170 student workers.

Students Use of Computers for Research and Assignments



Students Perception of Improvements in Learning Due to Technology Used in the Classroom



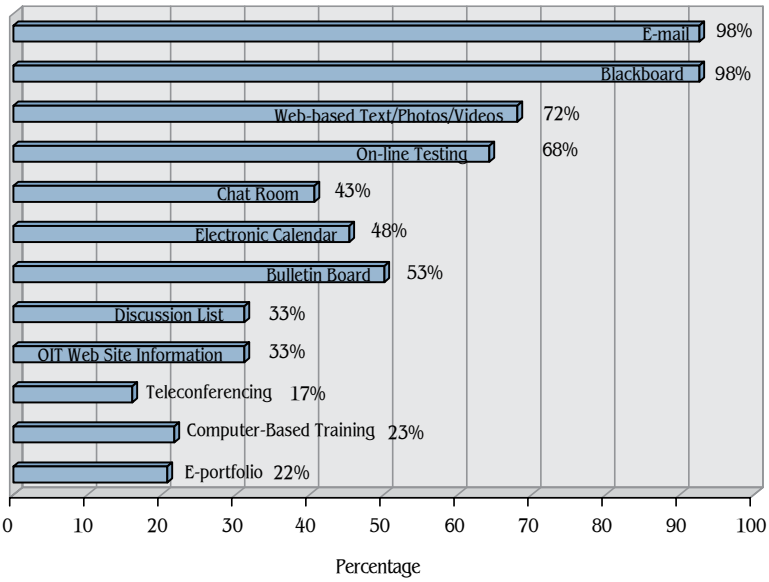
Did you know?

92 percent of students log in to the MyISU portal daily.

Did you know?

During 2006, over 1204 faculty development consultation sessions took place.

Students Use of ISU Online Resources



Academic Computing

To facilitate the academic mission of the University, the Office of Information Technology (OIT) and the Center for Instruction, Research, and Technology (CIRT) provide a wide variety of instructional environments, tools, and support to enhance faculty teaching, research, and student learning. The technology-enhanced learning spaces at Indiana State are designed to provide the best possible instructional environments for faculty teaching and student learning. The following pages describe the location of Indiana State's technology-enhanced classrooms (92), general computer labs (13), and discipline-aligned computer labs (45), and distance learning classrooms (6).

Technology-enhanced classrooms are multimedia-enhanced lecture halls and classrooms. These rooms create new opportunities in teaching and learning by integrating computer, multimedia, and network technology. Indiana State has made a commitment to upgrade the teaching technology installed in the classrooms on a continuing basis, adding to the number of technology-enhanced classrooms each year.

General computer labs are located across the Indiana State campus. These labs are available for use by all Indiana State students, staff, and faculty. Currently, three of the labs contain Macintosh systems with the rest containing PCs. Black and white laser printing is available in all labs. Color laser printers are available in select locations.

Discipline-aligned computer labs utilize software and hardware in a teaching environment specially designed for that discipline (i.e. interior design, communication, business, education, etc.). Frequently, the software (and often the hardware) in a discipline-aligned lab is non-generic and meets specific requirements of an academic program.

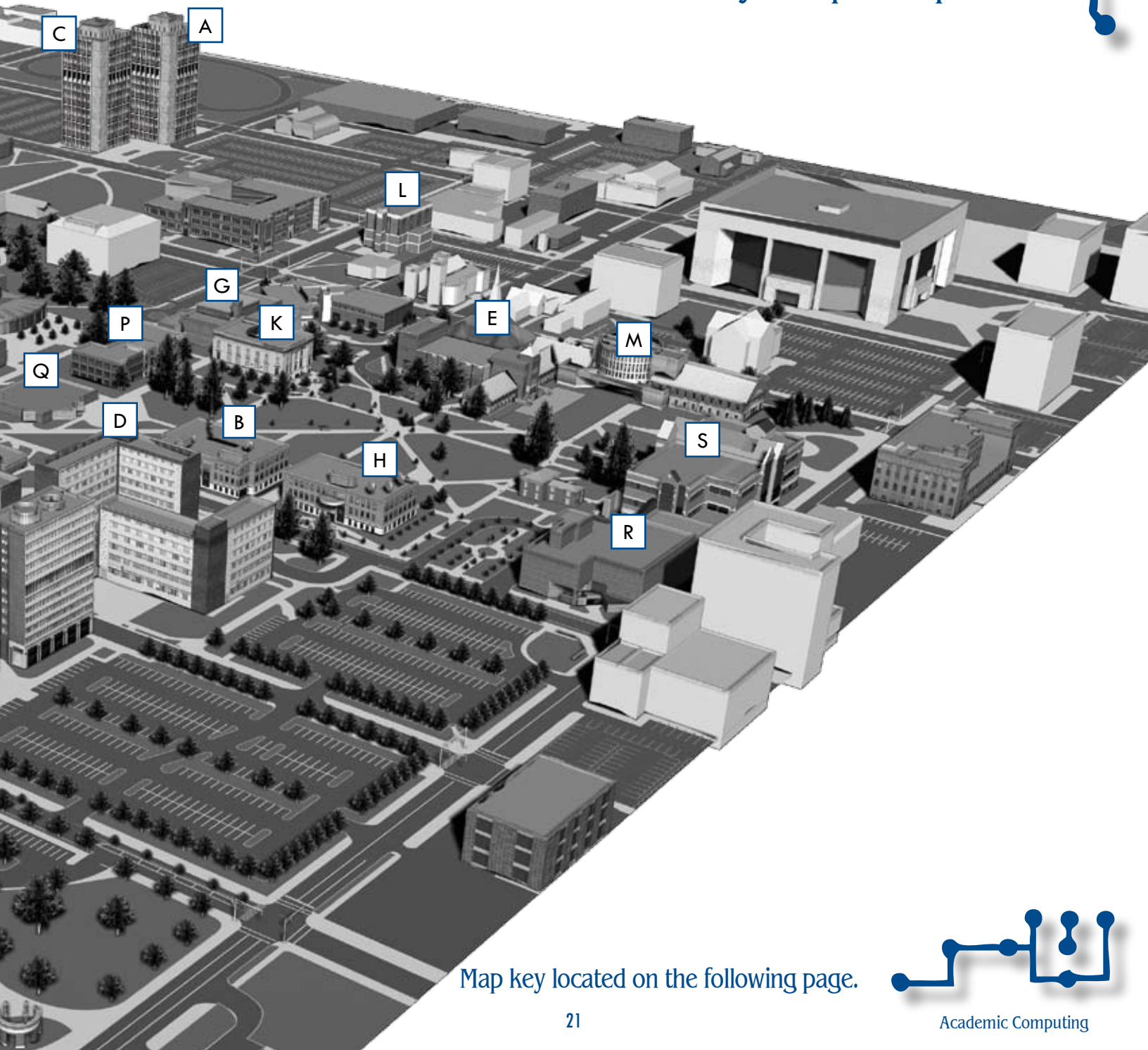
Distance learning classrooms are equipped with cameras and microphones that allow instruction in the classroom to be delivered live to students watching at remote sites across the state, nation, and globe.

In addition, CIRT provides core research computing services to the Indiana State community. The CIRT research group supports high performance computing, high performance networking, visualization, academic programming, statistical and research design consultation services, online survey development and support, IT project and grant evaluation services, and IT grant writing services. Through its emerging technologies activities, CIRT performs research and development in information technology for the purpose of developing, defining, and promoting new applications of information technology that position the institution to take advantage of rapidly emerging opportunities.

Finally, the instructional designers and interactive and multimedia specialists assist faculty members in course development through a variety of services and programs. These services range from providing workshops, individualized consultations, and problem resolution for faculty who are currently using Blackboard to development of interactive, multimedia, and digital classroom materials.

Landsbaum Center for Health Education is adjacent to the Family Medicine Center, located on the Union Hospital campus at 1433 N. 6 1/2 Street, Terre Haute, Indiana.

Indiana State University Campus Map



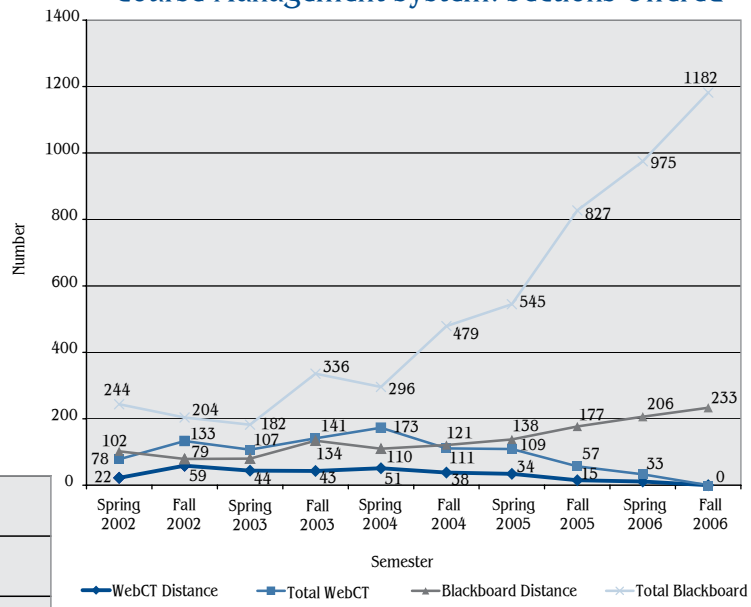
Map key located on the following page.

Technology Provided by Building

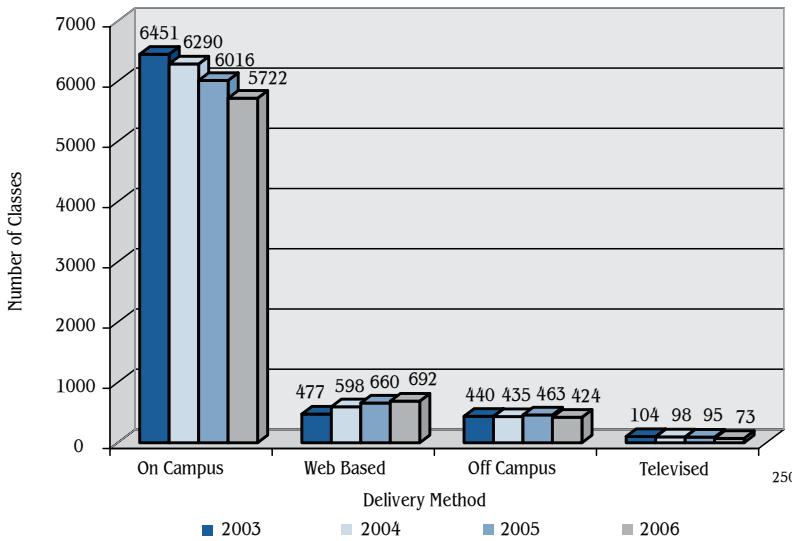
Did you know?

OIT operates two 24-hour computer labs open 363 days a year.

Course Management System: Sections Offered



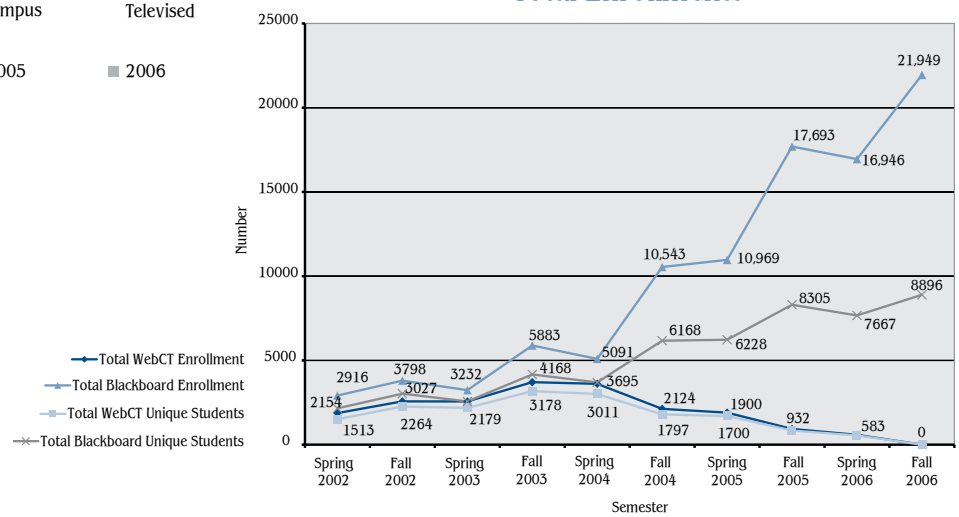
Classes by Delivery Method



Did you know?

Over 760 computers are available to students in the discipline-aligned computer labs.

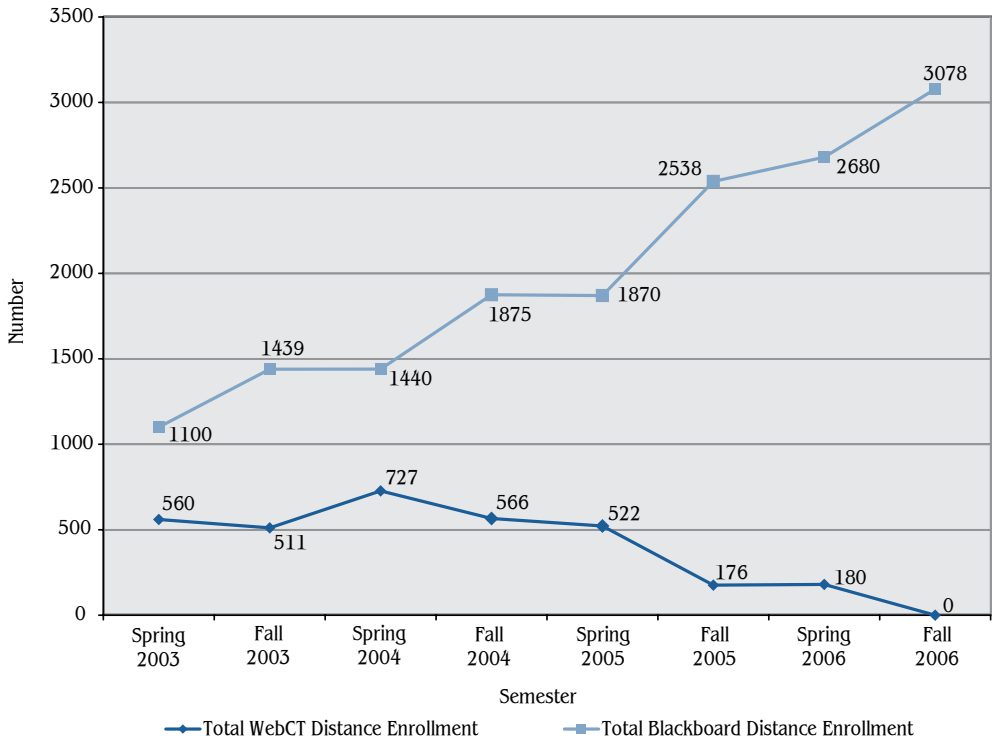
Course Management System: Total Enrollments



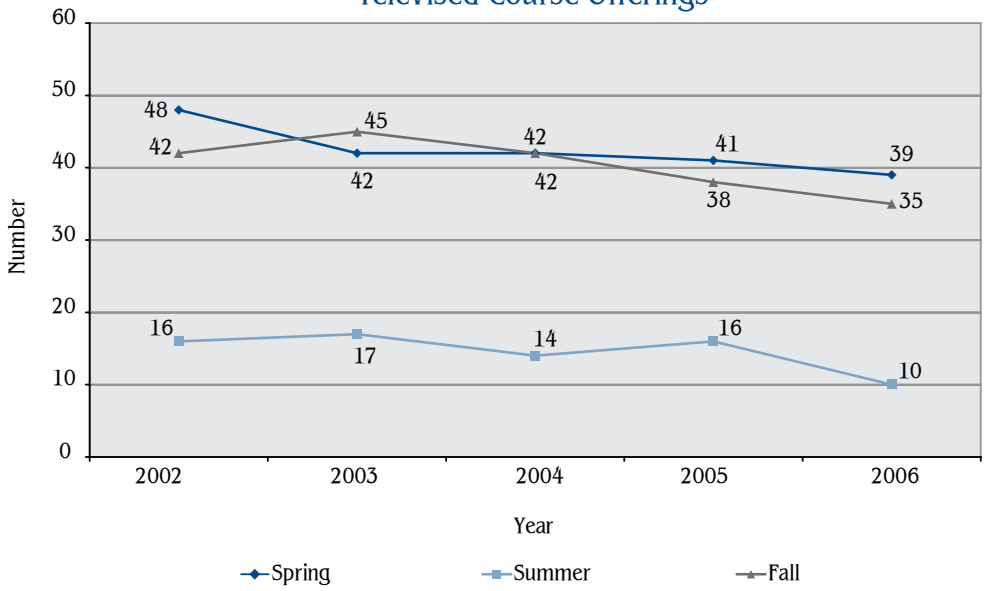
Did you know?

Over 620 students received free laptop computers through the Laptop Scholarship in 2006.

Course Management System: Distance Learning Enrollments



Televised Course Offerings



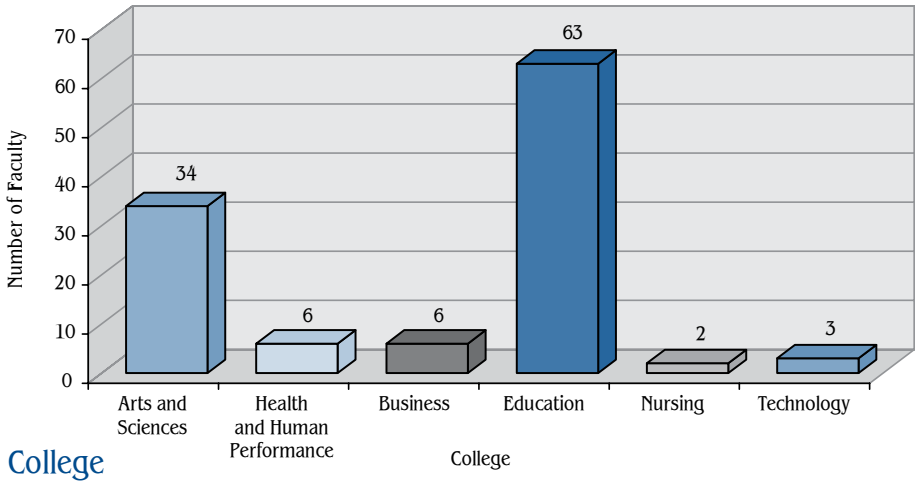
Did you know?

Over 332 GB of memory is available for computation on the ISU high performance computer (HPC).

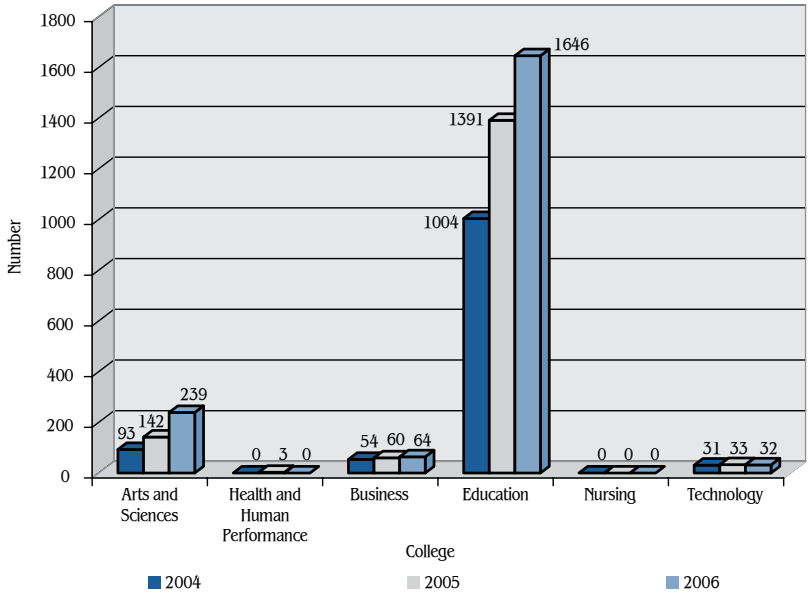
Did you know?

Over 240 people used the statistical consultation service offered by CIRT in 2006.

Faculty LiveText Adoption by College



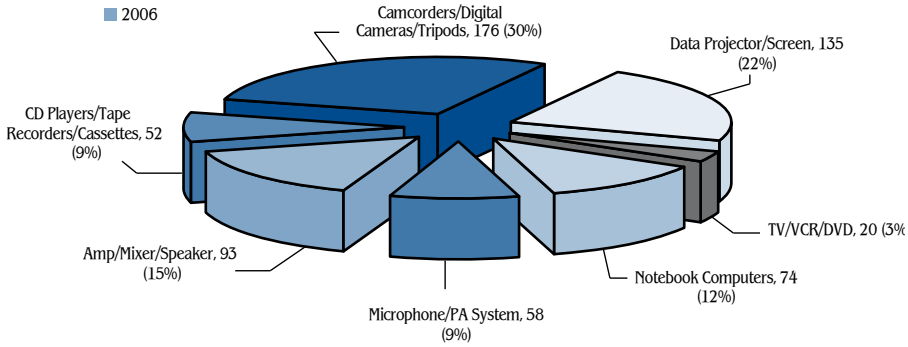
Student LiveText Use by College



Did you know?

Student wages in fiscal year 2005-2006 exceeded $840,000, equally over 125,000 student hours.

Equipment Delivery and Setup



Did you know?

In a 2006 survey, 98 percent of the students reported using Blackboard as part of a course.

Fall 2006

Technology-based Research Category

Detecting Structural Differences between Coding and Non-Coding Regions in Genomes

PI: David Hutchison; Co PIs: George Graham, Torsten Alvager

At the conclusion of the Human Genome Project it was known that over 90% of the Genome does not code for proteins. At first this was called "Junk DNA" and was thought to be useless to the organism. It is now known that much of this "Junk DNA" is important to the functioning of the organism. We propose to study the differences in structure in the coding and non-coding regions of the Human Genome and other Genomes. Briefly, we will do this by measuring how easy it is for a certain Neural Net to learn its input, which we will take from different portions of a Genome.

Mining and Visualizing Urban Heat Islands from Time Series of Landsat

PI: Qihao Weng; Co PI: Umamaheshwaran Rajasekar

Research will focus on: 1) the development of data mining methods (prototypes) for extraction of urban heat islands in major cities in the world, and 2) tracking of the objects in space and space-time by visualization. The technical needs for satellite data processing, especially for data acquisition, access, storage, product formats and generation, will also be studied in order to help in the effective space and space-time analyses of similar Earth's surface phenomena and urban ecosystems. Furthermore, it will develop methods for analyzing patterns and hidden relationships from the vast collection of time series images by integrating Landsat data and other systems (such as ASTER and MODIS data) currently in orbit or planned for launch in the near future.

Emerging Technologies Category

Biomechanical Sport Analysis and 3-D Stereoscopic Visualization Using the Ariel Wizard and Strobe Software

PI: Alfred Finch

This project objective is to increase the visualization capabilities of the Biomechanics Sport Analysis Center through the acquisition and implementation of the Ariel Wizard & Strobe 3-D visualization software. The Wizard is a new templated program from Ariel Dynamics that will determine the critical sport performance variables. The Strobe software creates a stereoscopic and stroboscopic 3-D reconstruction from multiple camera views for visualization analysis. These two packages will be the first copies installed at a major US university and newly introduced to the worldwide market.

This project will also test the use the strobe software for 3-D stereoscopic analysis using the recently renovated 3-D visualization laboratory system in Normal Hall.

Diffusing Geographic Information Systems across the ISU Campus

PI: Nancy Obermeyer; CoPI: Qihao Weng

The purpose of the activity herein proposed is to diffuse GIS technology across the ISU campus. We propose to do this by developing a pilot project that will involve faculty, staff, and students in the schools of Business, Nursing, Technology, Health & Human Performance, and Arts & Sciences and the ISU Library. Initially, we will focus on collaborating across these institutional boundaries to develop GIS modules for the faculty who are interested in using GIS as a query tool. This activity will entail developing discipline-specific and course-specific databases and class exercises that will meet the needs of our partners. The project will also serve as a pilot program for external grant submissions.

Forensic Drawing Project

PI: DeVere Woods, Criminology

The Department of Criminology will acquire SmartDraw Legal software to use for forensic investigation in three Criminology courses. Along with classroom projects and out of classroom assignments, students will use the software to participate in mock crime scene senarios where they will apply the principles of forensic drawing to field exercises. The crime scene scenarios will necessitate that students apply what they have learned in the classroom and their readings to work through realistic problems. In the process, students will need to electronically record the crime scene and check computerized databases. These skills will help our students be more competitive in the workplace. The software

will also be an important component in our efforts to incorporate technology into the laptop initiative.

Sycamore Business Advisors (Bus 401: Senior Business Experience)

PI: David Robinson

Sycamore Business Advisors (SyBA) is a not-for-profit strategic process consulting company that provides services for free to other not-for-profit organizations and small business in the Wabash Valley. SyBA is organized as a capstone business course summarizing the knowledge students have gained throughout their undergraduate education. Thus, the employees are senior level business students at ISU. The course allows students to utilize their skills and knowledge in a real business environment as process consultants for our clients with the help of advanced technology. SyBA will utilize a software program known as Breeze to enable video conferences with corresponding businesses and eventually allow SyBA to reach out to long distance customers.

Using Innovative Technology to Link the New Educational/ Outreach Aquarium Display to the Campus and Community

PI: Anthony Rathburn

Innovative use of technology is required to support and enhance the new, student designed, student built, and student maintained educational/outreach aquarium display at ISU. Funded by private donations and collaborative efforts of three ISU departments, this display is designed to facilitate experiential learning and enhance science education through a better understanding and appreciation of our natural world. Live views of the tanks brought to classrooms on and off campus via web cams would provide an exciting, novel means of bringing experiential science education to community students. Webcam technologies will enable teachers in remote classrooms to incorporate experiential aquarium activities in their educational programs. A plasma screen would showcase student projects, provide educational information, and promote science and conservation of natural resources.

Using Tablet PC Technology and Web Pages to Enrich the International Business Online Class

PI: Aruna Chandra

This project proposes to design and develop a dedicated, interactive companion web site to international business (IB) courses at the undergraduate/graduate levels and to use Tablet PC technology to enhance web site content as well as online course material. The IB web site is part of an innovative, experiential learning approach that is based on online delivery of student-developed, faculty-guided learning modules on relevant and timely international business topics to area high schools students and teachers. Expected outcomes are learning by creative teaching and discovery for ISU students, increased student engagement / interaction with local schools and contact with the local business community through dissemination of the web site.

Spring 2007

Technology-based Research Category

Developing Internet2 Based Remote Lab Applications

PI: Joe Ashby

Practical lab work is an essential part of engineering and technology education. The distance education remote lab provides the learner with access to traditional laboratory facilities through online digital portals. The enabling technologies involved in the remote lab approach include web cameras, audio, web connected instrumentation, and associated supporting software and safety systems. Remote lab design and development work is an ongoing effort in the COT. The advent of Internet2 opens a new area of investigation, namely high bandwidth audio, video, and data transfer capability. This project supports MS ECT graduate students in the research and application of Internet2 compliant technologies to remote lab systems. Any significant findings from this work will be published.

Quantum Chemical Calculations of the Conversion of Methane to Methanol on Metal Oxide Clusters

PI: Eric Glendening

Metal oxide catalysts can be used to convert natural gas (predominantly methane) to liquid fuels (like methanol). Efforts to enhance the selectivity and efficiency of these catalysts are hampered, however, because the reaction mechanisms are largely unknown. Over the past decade, chemists have sought to determine these mechanisms by studying reactions that simple hydrocarbons undergo on small clusters of metal oxides. We use quantum chemistry calculations on ISU's high performance computer to explore these mechanisms. This project will focus on gas-phase conver-

sion of methane to methanol on the most simple metal oxide clusters of manganese (Mn), cobalt (Co), and nickel (Ni), complementing our recent work on the reactions with vanadium (V), niobium (Nb), and iron (Fe) oxide clusters.

Virtual Behavioral Ecology Field Site

PIs: Rusty Gonser and Elaina Tuttle

Twenty years of field experience and research has created a wealth of information on white throated sparrows and fairy wrens, revealing behavioral variations that influence sexual selection and the evolution of a species. The PI's research utilizes observational and experimental methods in the field and laboratory along with concepts and techniques borrowed from molecular gnetics, physiology, and other disciplines to investigate evolutionary questions. This request supports educational outreach and experiential learning through creation of a virtual field experience in ecological biology. Video of the habitat and actual researchers in a base camp and wilderness will be captured and used to create multimedia resources and curriculum for freshman biology and K-12 outreach.

Bringing Remote Learning Experiences to Life in the Classroom

PI: Anthony Rathburn

Teaching students in the natural sciences poses the difficulty of conveying the excitement and challenges of field research. It is especially difficult to convey to students what life and research is like aboard a marine research vessel. Training students for these experiences has traditionally required a training cruise aboard a ship. I have been funded by NSF to conduct sea floor research off the coast of California in July, 2007, and will also send students on a training cruise. ISU undergraduate students will actively participate on both cruises. With the help of scientists from well-known oceanographic institutions, students will be trained in hands-on research techniques using the latest technologies, including a remotely operated vehicle (ROV). I will bring these experiences and training to ISU classrooms by using 3-D video, 2-HD video, still cameras, shipboard interviews, and student presentations.

The Use of Current Technology to Support Hands-On Experiences for Communication Students Studying the News Media

PI: Debra Worley; CoPIs: Rachel Wedding McClelland, Jeffrey Perkins

Students in the ISU Communication Department in the areas of journalism and public relations will develop, manage and report on a mock outbreak of Asian Flu on the ISU campus. This grant would allow for the acquisition of digital video cameras and related equipment, and editing software that will enhance the experiential learning component of the curriculum for communication students. Students will be able to view and evaluate their performance addressing the public during an emergency situation. An edited version of the students' work will be duplicated and given to them for use in their portfolios. Communications professors will also use the finished product as a tool for teaching writing students how to cover press conferences.

Emerging Technologies Category

Field Experience Artifacts

PIs: Dennis L. Ballard and Alex Ruthmann

The music education division is developing a collection of quality video and audio taped exemplars of field experience students working in music classrooms and ensembles. These video and sound files would be used for assessing the students' teaching capabilities as well as be available for them to include in personal portfolios that are going to be part of a dispositions final assessment for all music education students. With the students' permission excerpts will also be used in methodology classes to demonstrate effective teaching techniques in actual classrooms. The technology used will be hard drive based video cameras with external stereo microphones that can be positioned in the front of the classroom for quality recordings.

ISU ImageBuild, Phase I

PI: Alden Cavanaugh; CoPI: Cinda May

ISU ImageBuild utilizes collection management software to develop and deliver online searchable databases containing digital assets drawn from the collections of the Art Slide Library and Wabash Valley Visions & Voices Digital Memory Project in support of research, teaching, and experiential learning, particularly in the areas of Art History, Technology, Local History, and Family and Consumer Science. A web-based gateway furnishes access to the resources as well as provides links to other electronic repositories. Through ISU's wireless environment and laptop initiative, ISU faculty and students may develop personal slide shows for classroom lectures and presentations, as well as prepare and study for examinations 24/7. Phase I focuses on architecture and will digitize approximately 13,000 slides in the Art Slide Library and expand access to 2,200 images in Wabash Valley Visions & Voices.

Incorporation of Electronic Resources into the Advanced Organic Chemistry Laboratory

PI: Richard W. Fitch

We propose to introduce the organic chemistry laboratory to the electronic resources available to the modern chemist. These tools include electronic chemical structure drawing, molecular modeling, and electronic notebook keeping. Electronic resources allow the practicing chemist to prepare his/her notebook for an experiment, draw and look at the molecular structure of the molecule in two and three dimensions, giving him/her the ability to better see the arrangement of atoms in space and visualize possible outcomes of chemical reactions before the first flask is taken from the drawer. For the student, this means not having to keep a permanent paper notebook that can be lost or damaged. For the instructor, this means getting legible, unstained reports that are date and time stamped. Hopefully, for both teacher and student, this leads to greater focus on content rather than appearance.

Using Avid Xpress DV to Create Professional Video Projects

PI: Feng-Qi Lai

CIMT 625 is an interactive video production class. This class familiarizes students with various roles in a video production process. Based on the nature of the CIMT 625 course, the learning activities for CIMT 625 were redesigned and structured to facilitate student application of classroom learning to a community-based setting. The community benefited while students learned knowledge and skills much more thoroughly through the experiential learning approach.

Project Lead the Way Civil Engineering and Architecture

PI: Don McNabb

The College of Technology, Ivy Tech Community College-Wabash Valley, and the Vigo County School Corporation have formed an alliance for delivering the Project Lead the Way (PLTW) curriculum to the area schools. Funds from this grant will be used for attending a summer workshop to become a certified PLTW teacher. Strategies that will be used though out the project will include extensive use of; 1) the Internet 2 type of connection between ISU and Sullivan High School, 2) laptop assignments for students, 3) projection of true 3-D renderings, and potential use of Breeze for additional instructor/student accessibilities.

3-D Reverse Engineering Digital Microscribe

PI: Jeff McNabb; CoPIs: Ming Zhou and Affan Badar

The MicroScribe digitizer is ideal for reverse engineering which is perhaps the most critical tool set an engineering student can possess to be competitive in the job market. The MicroScribe is the only device of its kind that provides quick, efficient and accurate measuring of parts. It is prevalent in industries of all types and perfect for the professor in any engineering education classroom. Industry examples include automotive, rapid prototyping, product development, manufacturing, packaging, inspection, architectural, video gaming and animation. Students will learn concepts of 3-D reverse engineering, conduct research to compare reverse engineering with current coordinate measuring devices, and explore data exchange via Internet2.

Mobile Projection System for Art Projects

PI: Sala Wong

To accompany the University's laptop initiative, the Mobile Projection System will allow students to expand beyond the physical space of the classroom and into the campus and the city of Terre Haute. New Media Art, which works with the computer, relies very much on projection as a means of presentation. The newly acquired portable digital projectors will allow us to explore the projection surface as an art form more freely outside of the classroom with individual laptops. Projects will utilize alternative spaces and reach bigger and more diverse audiences. Enhancing their exposure to alternative use of digital media, students will be able to interact with physical spaces using the mobile projection system with their laptops. Works will be projected around the ISU campus as well as streets of Terre Haute.

2006 OIT/CIRT
External Grant Proposals

Status	# Proposals	$ Amount
Submitted	12	$ 5,087,693
Awarded	4	$ 889,549
Pending	3	$ 1,133,129
Awarded as partner with external institution		$ 680,000

Laptop Scholarship

As part of the activities relating to the ISU Laptop Scholarship–2006 program, a survey was conducted to obtain feedback from those who received the scholarship. The purpose of the survey was to better understand several aspects of the program and to make an early assessment of student reaction that can be used to inform decisions relating to ISU Laptop Scholarship–2007. The survey was specifically designed to look at the laptop scholarship process and was not intended to analyze details regarding student laptop use–those questions will be addressed at a later time through assessments recommended by the Notebook University Implementation Committee (NUIC).

During the last two weeks of October, 2006 all students who received a laptop computer as part of the ISU Laptop Scholarship–2006 program were asked to complete a 10 question "web-based" survey (two requests for participation were sent one week apart via e-mail). Of the total student laptop scholarship population (n=685), responses were received from 334 students for a response rate of 48.8 percent.

The survey included nine questions which were answered by a choice of options. Students were also asked for general comments in an open-ended format (of the 334 students who responded, 81 provided additional comments–the open-ended comments were analyzed separately and can be characterized as mirroring the results from the nine "choice" questions). Following is a summary of the results:

Awareness: Students were asked if they were aware of the laptop scholarship program prior to applying to ISU.

- 59.5% reported that they were aware of the scholarship prior to applying to ISU;
- 36.8% reported that they learned of the scholarship after applying.

This is consistent with the fact that the decision to offer the laptop scholarship was made fairly late in the recruiting cycle and that information about the scholarship was fairly modest due to the amount of time available for development and dissemination.

Impact on Decision: Students were asked to self-report the degree to which the laptop scholarship impacted their decision to attend Indiana State University.

- 42.2% reported that the laptop scholarship had an impact on their decision to attend ISU (118 indicated that "it was a factor in my decision to attend ISU" and 23 indicated that "without the scholarship I may have attended another school").

- 39.2% indicated that the scholarship had a limited impact and 18.6% indicated that the scholarship had no impact.

Quality of Information: Students were asked about their impressions of the information that was provided to them relative to the laptop scholarship.

- 87.8% reported that the information about the scholarship was effective or very effective.
- Only 9.3% felt that the information was ineffective or unclear with 3% having received no information at all.

Amount of Information: Students were asked whether they had received enough information about the laptop scholarship.

- 52.4% indicated the amount of information they received was "about right";
- 46.1% indicated that they would have liked to have more information.

This is again consistent with the fact that the program was developed late in the recruiting cycle and that there was not adequate time to fully promote the program.

Scholarship Notification: Students were asked to rate the scholarship notification and acceptance process.

- 74% rated the "notification and acceptance" process good (178) or excellent (69);
- 24% indicated that the process was acceptable.

Laptop Distribution: Students were ask to rate the distribution / pickup at start of school (instructions, location, wait time, efficiency, accuracy).

- 89.2% rated the distribution process as good (128) or excellent (170);
- 8.7% rated the process as adequate with only seven students indicating that the pickup experience was poor.

This is consistent with the anecdotal comments received from students and parents at the time of the laptop distribution in August.

Laptop Use: Students were asked to describe how frequently they use their laptop computer.

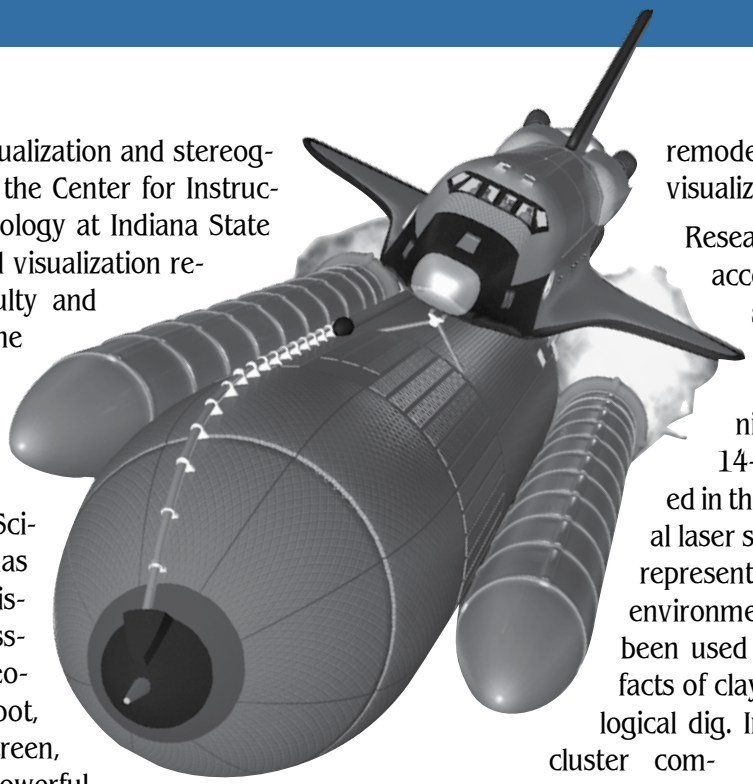
- 86.5% (289) indicated that they use the laptop frequently throughout the day;
- 9.9% described their use as "once or twice per day";
- 3.6% (12) reported only sporadic or occasional use.

Overall Laptop Scholarship Experience: Students were asked to rate the overall laptop scholarship program experience.

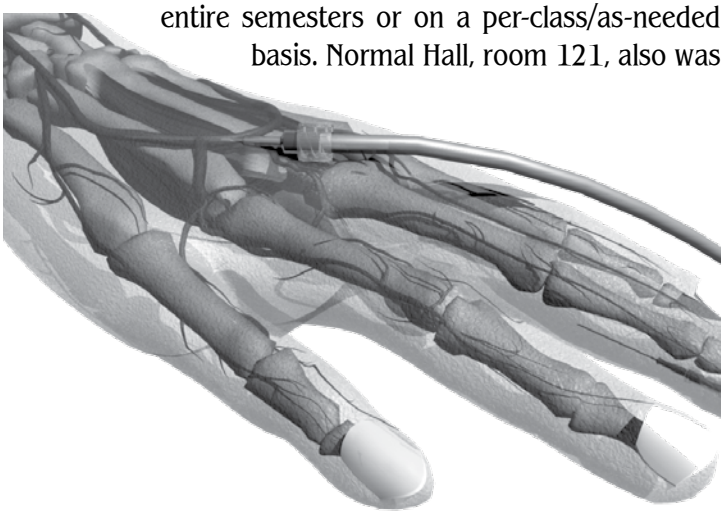
- 92.2% of the respondents indicated that the overall experience with the laptop scholarship program was good (117) or excellent (191);
- 6.6% rated the experience adequate with only 4 students indicating that they had a poor experience.

Program Continuation: Students were asked for their recommendation as to whether ISU should continue to offer the laptop scholarship.

- 319 students (95.5%) of those responding to the survey felt that the laptop scholarship program should be continued;
- 4.2% (14) were "unsure of the value" while 1 student felt the program should be discontinued.



Growing interest in visualization and stereography has prompted the Center for Instruction, Research and Technology at Indiana State University (ISU) to expand visualization resources available to faculty and students. Beginning in the spring of 2006, ISU built four new active learning spaces equipped to handle various faculty members' visualization needs. Science Building, room 020 has become a 20-seat, multi-disciplinary visualization classroom, equipped with stereoscopic projectors, an 11-foot, 16:9 format polarized screen, viewing glasses, and a powerful workstation. Faculty from any college who have stereoscopic instructional material may schedule the room for entire semesters or on a per-class/as-needed basis. Normal Hall, room 121, also was remodeled to become a multidisciplinary visualization laboratory.



Researchers and instructors now have access to both active and passive stereoscopic systems. One of the systems in Normal Hall is capable of displaying HR (high definition/high resolution) objects on a 14-foot large format screen. Included in the laboratory is a three-dimensional laser scanner capable of creating digital representations of objects in their natural environments. This scanner has recently been used by faculty to create digital artifacts of clay pots recovered from an archeological dig. In addition, a powerful rendering cluster combining supercomputing and visualization technologies used to simultaneously process 3-D graphics, imaging, and video data in real time, is available to help faculty tackle the most demanding visual computing challenges. Visualization applications are available for many disciplines including science, art, business, and technology.

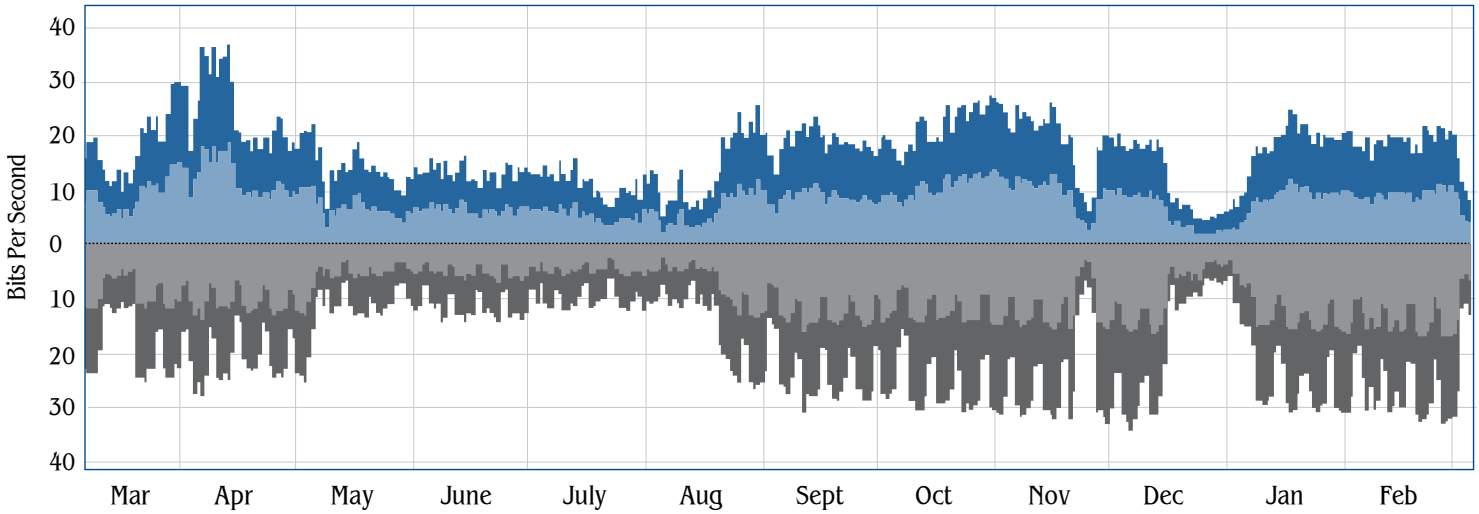
The CIRT Multimedia Design Specialists offer a wide range of design services to faculty and staff. A creative team of designers is available to help translate ideas into visual media.

Infrastructure

None of the previously highlighted activities of OIT would be possible without the consistent and ever-present technology infrastructure foundation. The cables, servers, routers, and wires bring life to the technological activities of Indiana State's faculty, students, and staff. Although many of the fundamentals of networking and telecommunications are well established, the OIT Technology Infrastructure Services unit is constantly adapting and applying new technologies, such as wireless network access, storage arrays, and fault tolerant servers.

Internet Bandwidth

One Day Average (March 2006-March 2007)



Traffic Out:

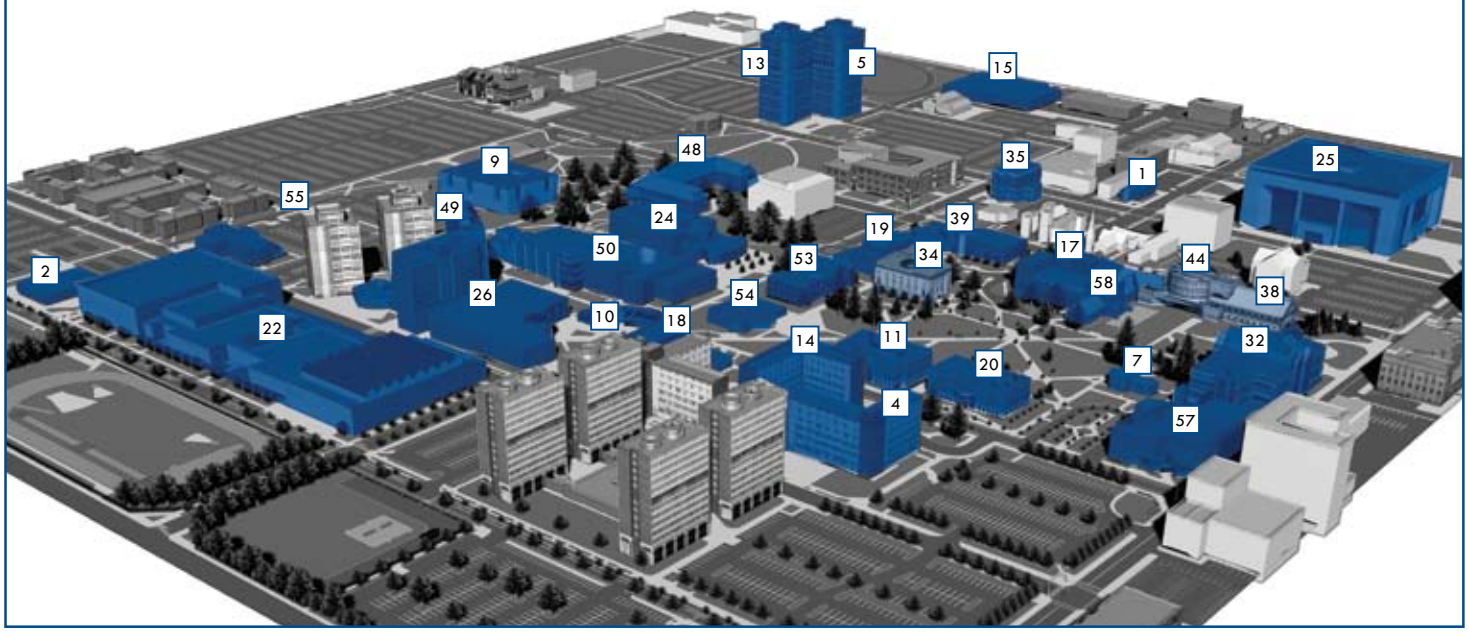
isu-edu-T1	Out	Current:	2.52K	Avg:	13.66K	Max:	145.02K
isu-edu-2-T1	Out	Current:	2.52K	Avg:	13.65K	Max:	144.87K
isu-edu-3-T1	Out	Current:	2.52K	Avg:	13.54K	Max:	144.91K
isu-edu-4-T1	Out	Current:	2.53K	Avg:	13.66K	Max:	144.81K
isu-edu-45m	Out	Current:	8.27M	Avg:	16.99M	Max:	38.36M
isu-edu-2-45m	Out	Current:	7.80M	Avg:	16.78M	Max:	35.85M

Traffic In:

isu-edu-T1	In	Current:	-1.98K	Avg:	-25.18K	Max:	-233.06K
isu-edu-2-T1	In	Current:	-2.30K	Avg:	-11.14K	Max:	-334.50K
isu-edu-3-T1	In	Current:	-147.42K	Avg:	-12.92K	Max:	-142.19K
isu-edu-4-T1	In	Current:	-5.72K	Avg:	-6.22K	Max:	-116.71K
isu-edu-45m	In	Current:	-13.82M	Avg:	-19.19M	Max:	-34.02M
isu-edu-2-45m	In	Current:	-11.42M	Avg:	-19.14M	Max:	-35.98M

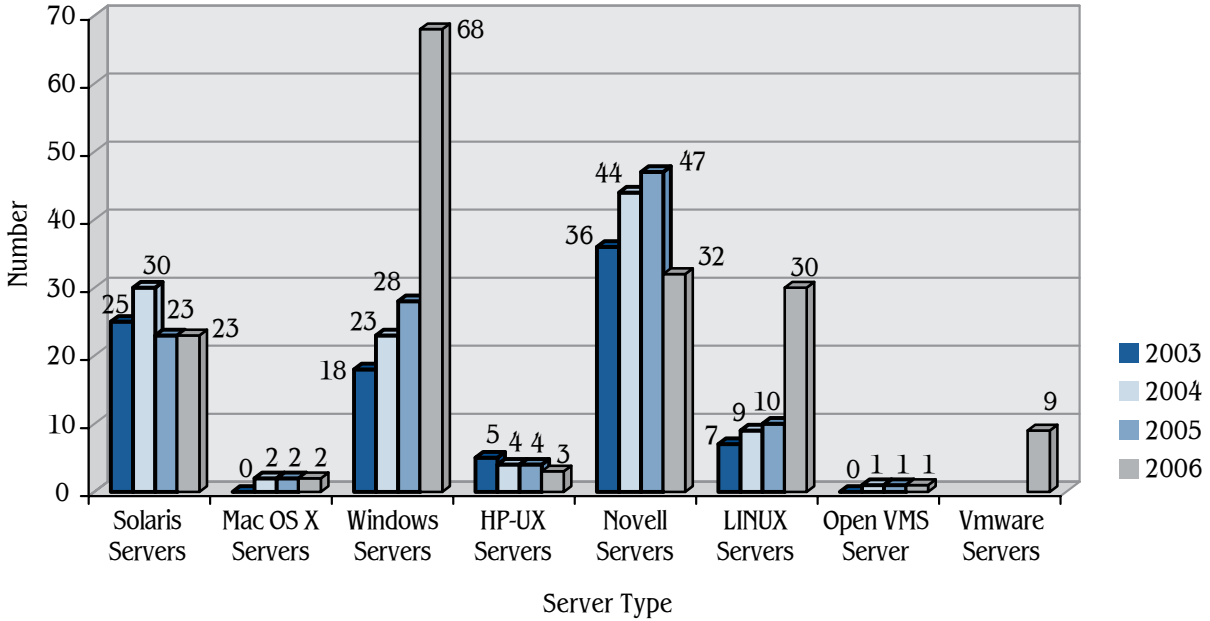
Campus Wireless Coverage

As of January 1, 2007

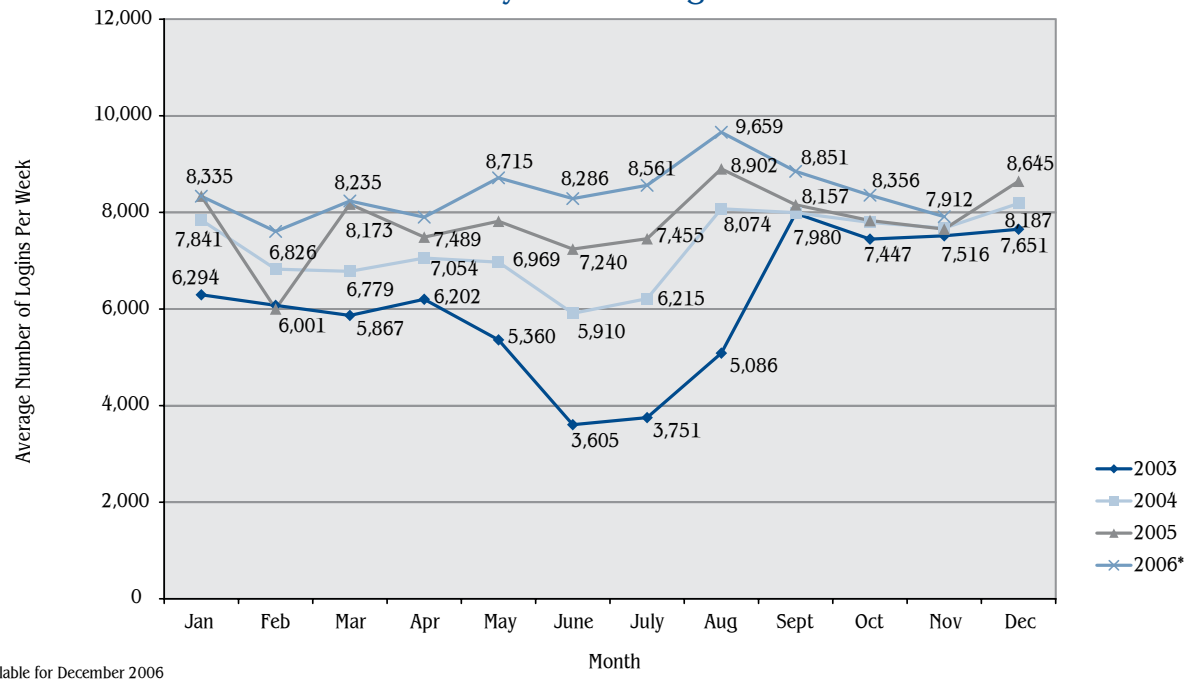


Full Coverage			
1	African American Cultural Center	25	Hulman Center
2	Art Annex	26	Hulman Memorial Student Union
4	Burford Hall	32	John T. Myers Technology Building
5	College of Business	35	College of Nursing
7	Condit House	39	Center for Performing and Fine Arts
9	Cunningham Memorial Library	48	Root Hall
10	Dede Plaza (Fountain area)	49	Sandison Hall
11	Dreiser Hall	50	Science Building
13	College of Education	53	Stalker Hall
14	Erickson Hall	54	Student Computing Complex
15	Facilities Management and Purchasing	55	Student Services Building
17	Fairbanks Hall	57	Technology Building A
18	Family and Consumer Sciences Building	58	Tirey Hall
19	Fine Arts Building	Partial Coverage	
20	Gillum Hall	34	Normal Hall
22	Health and Human Performance Building	38	Parsons Hall
24	Holmstedt Hall	44	Rankin Hall

Centrally Managed Servers by Type



MyISU Portal Logins

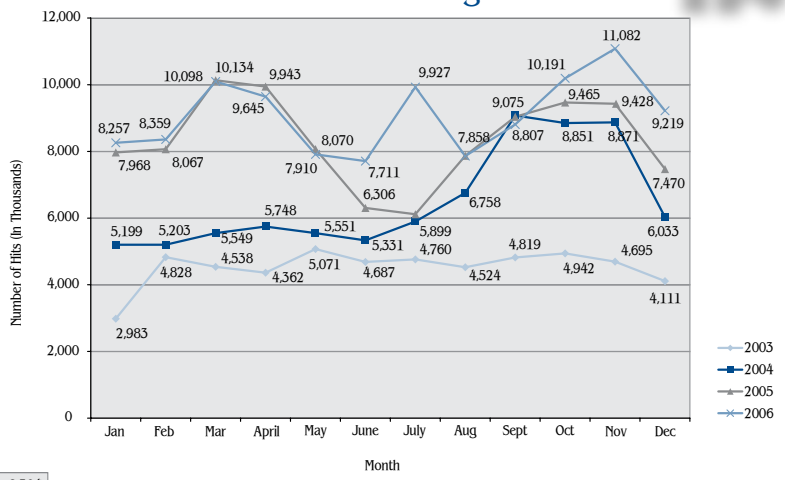


*Data not available for December 2006

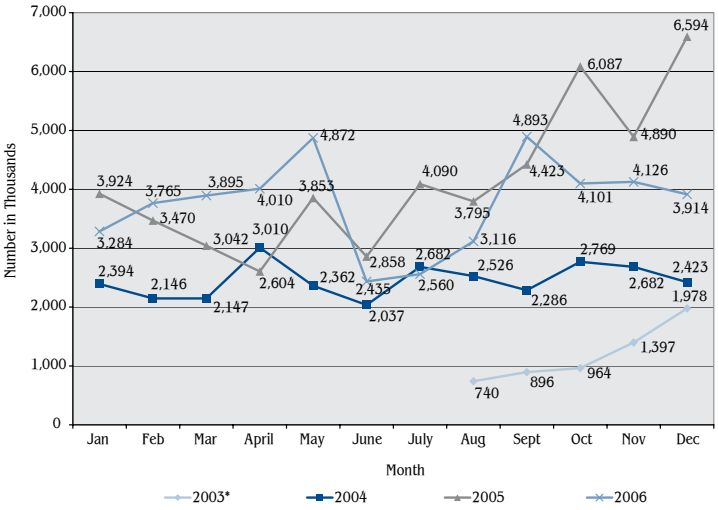
Did you know?

There are 52 servers run by academic departments on campus.

ISU Web Server Page Hits



Total E-mail Messages



* Data not available for January-July 2003

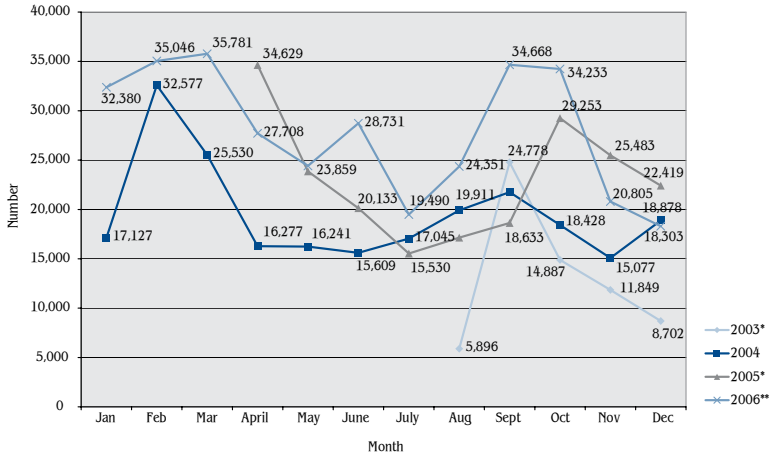
Did you know?

With the extension of the State I-Light network, ISU's connection to the Internet will increase from 90 MB to 1,000 MB (1GB).

Did you know?

2.9 million phone calls were made on campus in 2006.

Video/Audio Streams Served

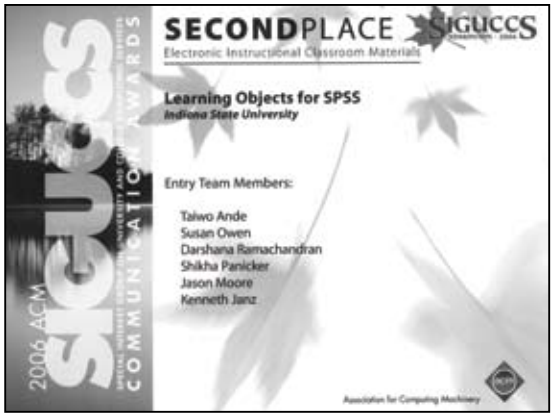


*Data not available for January-July 2003 and January-March 2005.
**December 2006 data not available.

Bits and Pieces

Publications

One of the responsibilities of the Office of Information Technology (OIT) is to facilitate the internal and external communications on matters of technology at Indiana State University. Through input from various stakeholder groups, OIT has developed a comprehensive communication strategy related to technology for faculty and students. This strategy has recently expanded to include academic publications as well. In working on this strategy OIT has identified and implemented best practices for communicating to its campus constituencies. In the fall of 2006 the publications arm of OIT won four national awards from the Association of Computing Machinery Special Interest Group on University and College Computing Services related to its communication activities. This followed three national awards in the pervious year. Over the past year OIT has published Technology @ Indiana State: Faculty and Staff Technology Guide, Technology @ Indiana State: Student Technology Guide, Indiana State University Technology Profile, six Sycamore.Net Newsletters, and eleven Statesman ads. The publication group is currently working on a redesign of the OIT and CIRT Web sites.



OIT/CIRT publications are available at: http://www.indstate.edu/oit/comm.

OIT and CIRT Publications and Presentations

Publications

Brown, P. D. & Janz, K. (2006). Facilitating innovative faculty projects: An information technology perspective. Expanding the Boundaries, 34th Annual ACM SIGUCCS 2006 Conference Proceedings (p. 161-165). New York: AMC Press.

Janz, K. & Gruenert, E. (2006). Creating a positive first impression of information technology support at the start of school. Expanding the Boundaries, 34th Annual ACM SIGUCCS 2006 Conference Proceedings (p. 161-165). New York: AMC Press.

Powers, S. M., Janz, K., & Ande T. (2006). Using theories of social presence and transactional distance to understand technology enhanced instruction. Willis, D. A. (Ed.), Information Technology & Teacher Education Annual 2006 (p. 502-506). Association for the Advancement of Computing in Education. Norfolk, VA

Powers, S. M., Janz, K., Dutt-Doner, E., & Coleman, C. (2006). Perspectives on meeting the immediate needs of accreditation and long-term goals of program improvement through electronic exhibit centers. Willis, D. A. (Ed.), Information Technology & Teacher Education Annual 2006 (p. 134-138). Association for the Advancement of Computing in Education. Norfolk, VA

Powers, S. M., Janz, K., & Kinley, E. (2006). Building campus support for the implementation of a campus-wide notebook initiative. Willis, D. A. (Ed.), Information Technology & Teacher Education Annual 2006 (p. 2134-2139). Association for the Advancement of Computing in Education. Norfolk, VA

Presentations

Ande, T. (2006, April). Statistics at a distance: Academic research consultation services for distance education students at Indiana State University. Poster session presented at The XYZs of e-Learning: Indiana Higher Education Telecommunication System and Indiana Partnership for Statewide Education All Partners Conference, Indianapolis, IN.

Brown, P. D. & Janz, K. (2006, June). Creating and managing an IT exploration laboratory for research and teaching faculty. Presented at the 7th Annual Academic Lab Management Conference, Purdue University, West Lafayette, IN.

Brown, P., Janz, K., Flaherty, J. & Moore, M. (2006, April). Building and supporting faculty projects for innovative delivery. Poster session presented at The XYZs of e-Learning: Indiana Higher Education Telecommunication System and Indiana Partnership for Statewide Education All Partners Conference, Indianapolis, IN.

Dolle, S. (January, 2006). Grants from the git go. Presented at Indiana Computer Educators Annual Conference, Indianapolis, IN.

Drummond, B. & Gallagher, J. (2006, April). Active learning with PowerPoint. Presented at The XYZs of e-Learning: Indiana Higher Education Telecommunication System and Indiana Partnership for Statewide Education All Partners Conference, Indianapolis, IN.

Gruenert, E., & Janz, K. (2006, March). Technology infomercials: Another tool in the communications toolbox. Presented at EDUCAUSE Midwest Regional Conference, Chicago, IL.

Hu, P. & Monroe, S. (2006, June). Hybrid method to secure and maintain lab machines. Presented at the 7th Annual Academic Lab Management Conference, Purdue University, West Lafayette, IN.

Janz, K. (2006, November). Facilitating innovative faculty projects: An information technology perspective. Expanding the Boundaries, 34th Annual ACM SIGUCCS 2006 Fall Conference Edmonton, Alberta, Canada.

Janz, K. (2006, November). Creating a positive first impression of information technology support at the start of school. Expanding the Boundaries, 34th Annual ACM SIGUCCS 2006 Fall Conference, Edmonton, Alberta, Canada.

Janz, K. (2006, November). Incorporating technology into the classroom: New trends and tools. Sycamore Educators Day, Terre Haute, IN.

Janz, K., Owen, S., & Brown, P. (2006, March). Building a centralized research support structure. Presented at EDUCAUSE Midwest Regional Conference, Chicago, IL.

Janz, K., Owen, S., & Kinley, E. (2006, April). The new frontier: Mobile learning for the masses. Poster session presented at The XYZs of e-Learning: Indiana Higher Education Telecommunication System and Indiana Partnership for Statewide Education All Partners Conference, Indianapolis, IN.

Kinley, E. (2006, April). Student self-managed companies: A strategy for engagement and active learning. 111th Higher Learning/NCA Higher Education Committee, Chicago, IL.

Magnuson, C., Janz, K., Brown, P., & Ande, T. (2006, April). Leveraging Breeze across the academic enterprise. Presented at The XYZs of e-Learning: Indiana Higher Education Telecommunication System and Indiana Partnership for Statewide Education All Partners Conference, Indianapolis, IN.

Magnuson, C. & Runshe, D. (2006, April). Captivate and student engagement. Presented at The XYZs of e-Learning: Indiana Higher Education Telecommunication System and Indiana Partnership for Statewide Education All Partners Conference, Indianapolis, IN.

Millick, H., Janz, K., & Owen, S. (2006, April). Expanding the roles of digital artifacts in assessment. Presented at The XYZs of e-Learning: Indiana Higher Education Telecommunication System and Indiana Partnership for Statewide Education All Partners Conference, Indianapolis, IN.

Peter, D., Runshe, D., & Millick, H. (2006, April). Connecting with technology - the personal response system (clickers). Presented at The XYZs of e-Learning: Indiana Higher Education Telecommunication System and Indiana Partnership for Statewide Education All Partners Conference, Indianapolis, IN.

Powers, S. M., Janz, K., & Ande, T. (2006, March). Using theories of social presence and transactional distance to understand technology enhanced instruction. Roundtable discussion presented at Society for Information Technology and Teacher Education 17th International Conference, Orlando, FL.

Powers, S.M., Janz, K., Dutt-Doner, E., & Coleman, C. (2006, March). Perspectives on meeting the immediate needs of accreditation and long-term goals of program improvement through electronic exhibit centers. Presented at Society for Information Technology and Teacher Education 17th International Conference, Orlando, FL.

Powers, S. M., Janz, K., & Kinley, E. (2006, March). Building campus support for the implementation of a campus-wide notebook initiative. Presented at Society for Information Technology and Teacher Education 17th International Conference, Orlando, FL.

Winn, V. (2006, November). Account provisioning and more. SETA Midwest, Cleveland, OH.

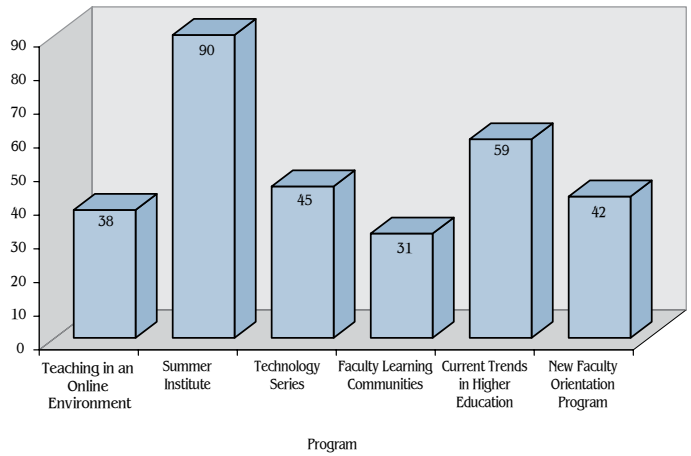
Faculty Development and Instructional Design

With the merger of the Center for Teaching and Learning and Instructional and Research Technology Services, technology training was expanded beyond the usual productivity software offerings to include a greater emphasis on instructional and research software. Some of the most popular training topics included Macromedia Breeze, the PRS system, SPSS, and Web Forms. Training was offered to faculty, staff, and students through traditional workshops, one-on-one sessions, online tutorials, and computer-based training. The goal of the training staff is to accommodate the learner's specific needs by offering training in a variety of formats.

Within the Center for Instruction, Research, and Technology (CIRT), instructional designers and trainers working in tandem assist in fostering effective teaching practices which contribute to the advancement of active learning. From learning such basic skills as setting up an e-mail account to more specialized skills such as learning about research software and designing online courses, CIRT also supports University personnel in development of other technology skills. Participating in these programs and activities provides faculty and staff with valuable information and skills as well as an opportunity to network with other professionals at Indiana State.

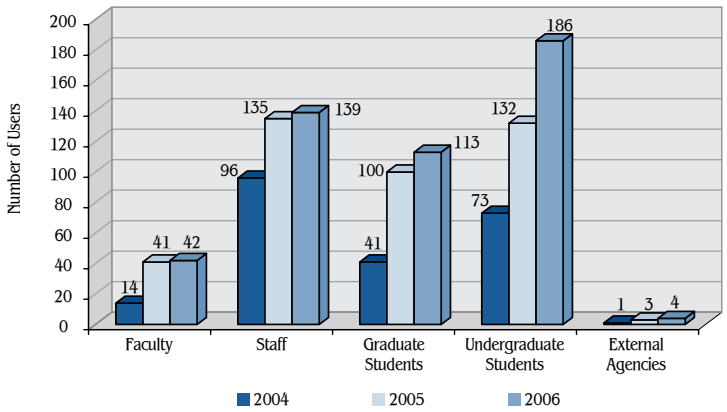
At the Center, faculty and students find resources to assist with their professional endeavors including workshops, computer-based training and self-paced tutorials, and a library which includes instructional resources to help faculty in the areas of teaching, learning, and assessment. CIRT also offers walk-in services through the Academic Technology Resource Center (ATRC), a facility designed to provide a technology-focused environment that meets student multimedia development needs. The ATRC is aligned with the Student IT Education Program to offer hands-on opportunities for students to build technology-related skills for both their course work and future employment opportunities. Engaging students actively in the learning process is of crucial importance. CIRT supports faculty as they strive to incorporate active learning strategies into their classrooms using the latest instructional methodologies and tools.

Faculty Participation by Program



Computer-based Training Users

225 Total Users in 2004
441 Total Users in 2005
484 Total Users in 2006



Information Technology Advisory Committee (ITAC)

The Information Technology Advisory Committee is made up of Indiana State University faculty and staff to provide consultation and advice to the associate vice president for academic affairs and chief information officer. ITAC examines global as well as local information technology issues, providing input and reviewing Indiana State's strategic plans for information technology, recommending priorities for information technology initiatives, and generally facilitating the flow of information about information technology. Additionally, the committee reviews the proposals and recommendations submitted by the Office of Information Technology core management team. Through these efforts, the ITAC ensures that information technology initiatives meet the needs of the Indiana State community.

ITAC Members 2006-2007

	Representative	Phone	E-mail
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CIRT Advisory Committee

To help communicate departmental, and/or college interests the CIRT Advisory Committee was created to provide input on policy, feedback on faculty development, and other programming proposals and efforts in the Center for Instruction, Research, and Technology. Committee membership is composed of faculty members appointed by the Deans of each college. Committee members assist in identifying strategically valuable initiatives and participate in selecting topics for faculty development programming.

Institutional Computing Steering Committee

The Institutional Computing Steering Committee membership is composed of one or more members from each of the major offices supporting or using Banner. The purposes of the Institutional Computing Steering Committee are: to provide guidance for possible recommendations to higher administration relating to the direction of institutional computing at Indiana State; to seek group consensus for matters relating to institutional computing that affect multiple offices; to discuss and make recommendations to higher administration for priorities relating to institutional computing which affect multiple offices; and to distribute information to the Indiana State community concerning matters relating to institutional computing.

The agenda for each meeting is distributed in advance and members may request items be added to the agenda or to have agenda items reprioritized for discussion. Action items that are agreed upon are documented back to the group.

Instructional Technology Facilities Committee

The Instructional Technology Facilities Committee (ITFC), a subcommittee of ITAC, reviews proposals and recommendations submitted by OIT in the area of instructional technology facilities (technology-enhanced classrooms, distance learning classrooms, and public and discipline-aligned computer labs). This committee reviews proposals to establish or modify academic IT standards and policies related to the instructional technology facilities and provides recommendations concerning approval and changes. The recommendations of this committee are submitted to the CIO for review and final approval.

Acknowledgements

February 2007

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Center For Instruction, Research, And Technology
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