Navigating the Future

Technology, Instruction, and Research

CIO Annual Profile 2007

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Mission and Vision

Office of Information Technology

Mission

The Office of Information Technology (OIT) provides technology-based solutions that support the academic, service, and administrative activities of Indiana State University.

Vision

The Office of Information Technology strives to position the University as a leader in the effective, efficient, and innovative use and application of technology.

Center for Instruction, Research, and Technology

Mission

The Center for Instruction, Research, and Technology (CIRT) explores, develops, promotes, and supports effective teaching and research practices to advance knowledge, student success, and engagement at Indiana State University.

Vision

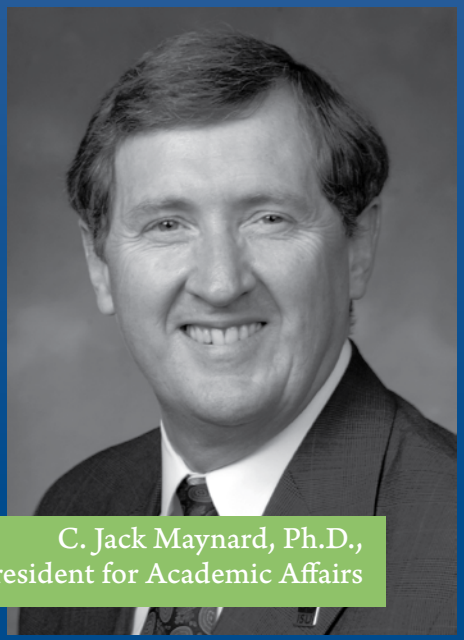
CIRT endeavors to have a measurable impact on the academic community by building the reputation of Indiana State University for innovative instruction and technology-enhanced research.

Table of Contents

Charting the Course 3
Organization and Governance 4
Instruction and Research 15
Student, Faculty, and Staff Computing 35
Resources 42
Environment 47
Bits and Bytes 52

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

"Technology is playing an increasingly important role in our society and nowhere is this more true than here at Indiana State University where we focus on student success and preparing our graduates to be successful in their careers and professions. Students come to ISU with the expectation that technology is an integral part of their academic and social world. Graduates are entering a world where technology is a given, a world in which they will be consumers and producers of tomorrow's knowledge. Indiana State University is committed to being at the forefront of this movement."

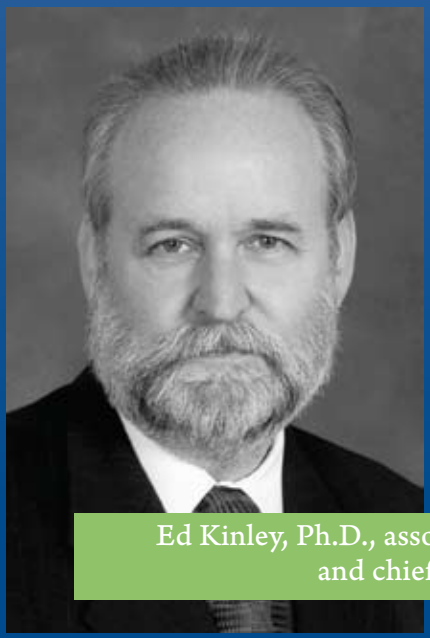


C. Jack Maynard, Ph.D.,
provost and vice president for Academic Affairs

Charting the Course

It is not surprising that 2007 brought us a continued expansion of technology in the appliances we use, the toys our children play with, and the tools we use for communication and entertainment. We've witnessed the rise of social networks such as Facebook, My Space, and Second Life, the use of YouTube in political debates, and the introduction of a variety of new Google capabilities (Google now sports more than 30 Web-based tools, one of the latest being Google Sky). Blogs are pervasive on the Web, Wikipedia is a commonly used source of information, and "open source" software is now viewed as main-stream. Vista and Leopard, the new operating systems from MicroSoft and Apple, made their long awaited appearance, and the iPhone user interface has defined a new way of thinking about the mobile technology experience.

During the same period the use of technology at Indiana State has continued to grow, change and accelerate. During 2007, we witnessed the introduction of new teaching tools, the expansion of the high performance computing cluster, and several significant technology-based or technology-supported faculty research projects, publications, and grants. Virtually all aspects of university life benefited from an increased use of technology. New examples of technology use emerged daily in the classrooms for teaching and learning and in laboratories for research. The daily lives of our students, faculty, and staff were impacted by technology enhanced communication and collaboration. While the state of technology at Indiana State has continued to be strong and vibrant, the activities of 2007 also served to position the University to enhance its reputation for the adoption, use, and integration of technology in teaching, learning and research.



Ed Kinley, Ph.D., associate vice president
and chief information officer

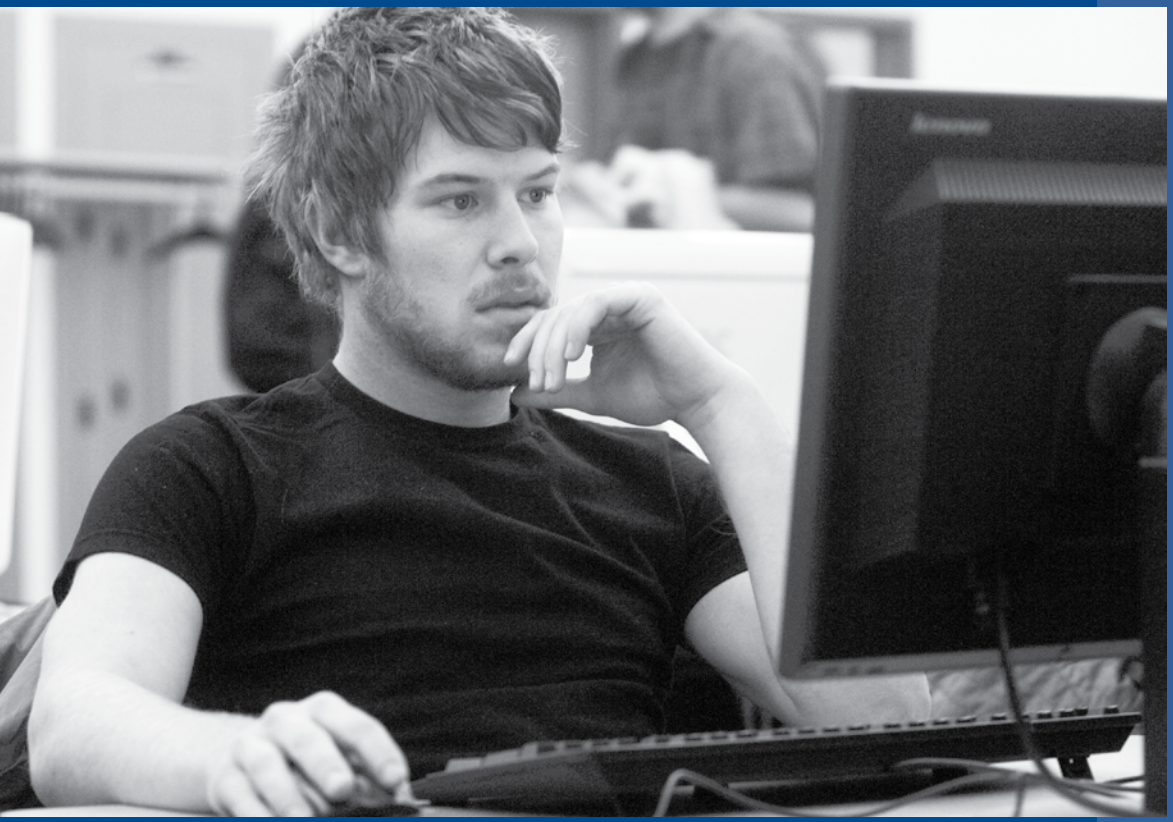
Annually, the Office of Information Technology and the Center for Instruction, Research, and Technology produces a profile to document the activities of the prior year. Through that document, we share information about the growth and progress of technology at Indiana State with members of the campus community as well as with external audiences such as educators, governmental agencies, and foundations.

With this publication, we reaffirm our commitment to provide students, faculty, and staff at Indiana State with a stable and robust state-of-the-art technology environment that supports their academic, research, administrative, and social activities. We also recommit ourselves to providing quality service and to an ongoing process of continuous improvement. We hope you will find the information contained in this year's report useful and informative. We welcome any suggestions or ideas you may have to improve the services and support we provide to the University.

Organization and Governance

"Technology is perhaps the most vital element of my day. E-mail is utilized as my primary means of communication. As a researcher I would be unable to analyze my data in a timely manner without technology. Without a doubt, technology is one of the few things in my life that would be hard to live without."

Brandon Cooper, senior,
Ecology and Organismal Biology



Chief Information Officer and Associate Vice President for Academic Affairs, Ed Kinley, 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; Institutional Computing Services, Technical Infrastructure Services, and User Services. CIRT has 17 full-time staff. Over 300 student workers contribute valuable services in support of the OIT and CIRT missions. The students come from all six colleges with the majority (63 percent) being juniors and seniors.

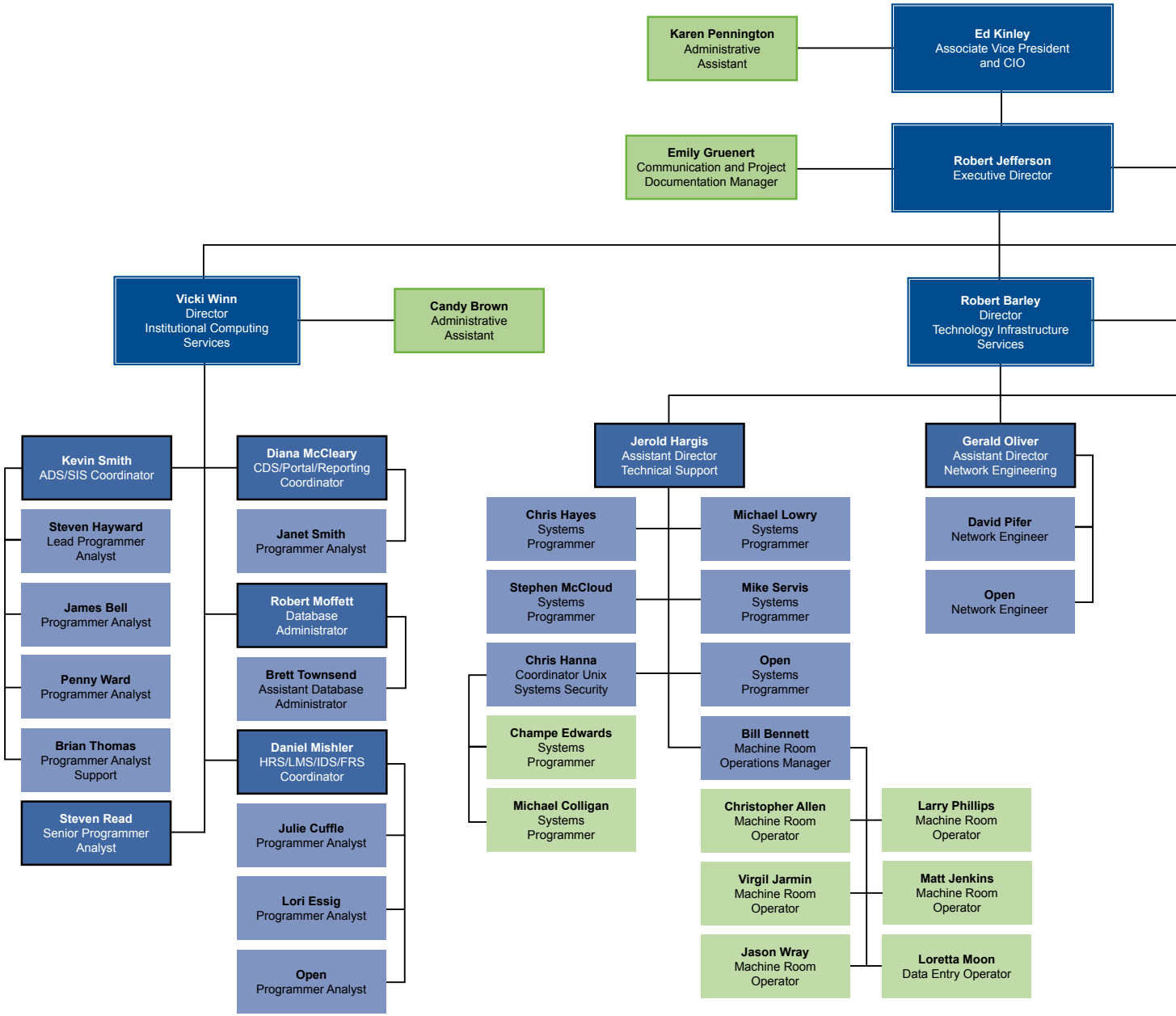
Institutional Computing Services (ICS) manages computer systems and applications to support the administrative functions of Indiana State. This includes the development, enhancement, maintenance, and production support activities of administrative applications, administrative systems and support utilities.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

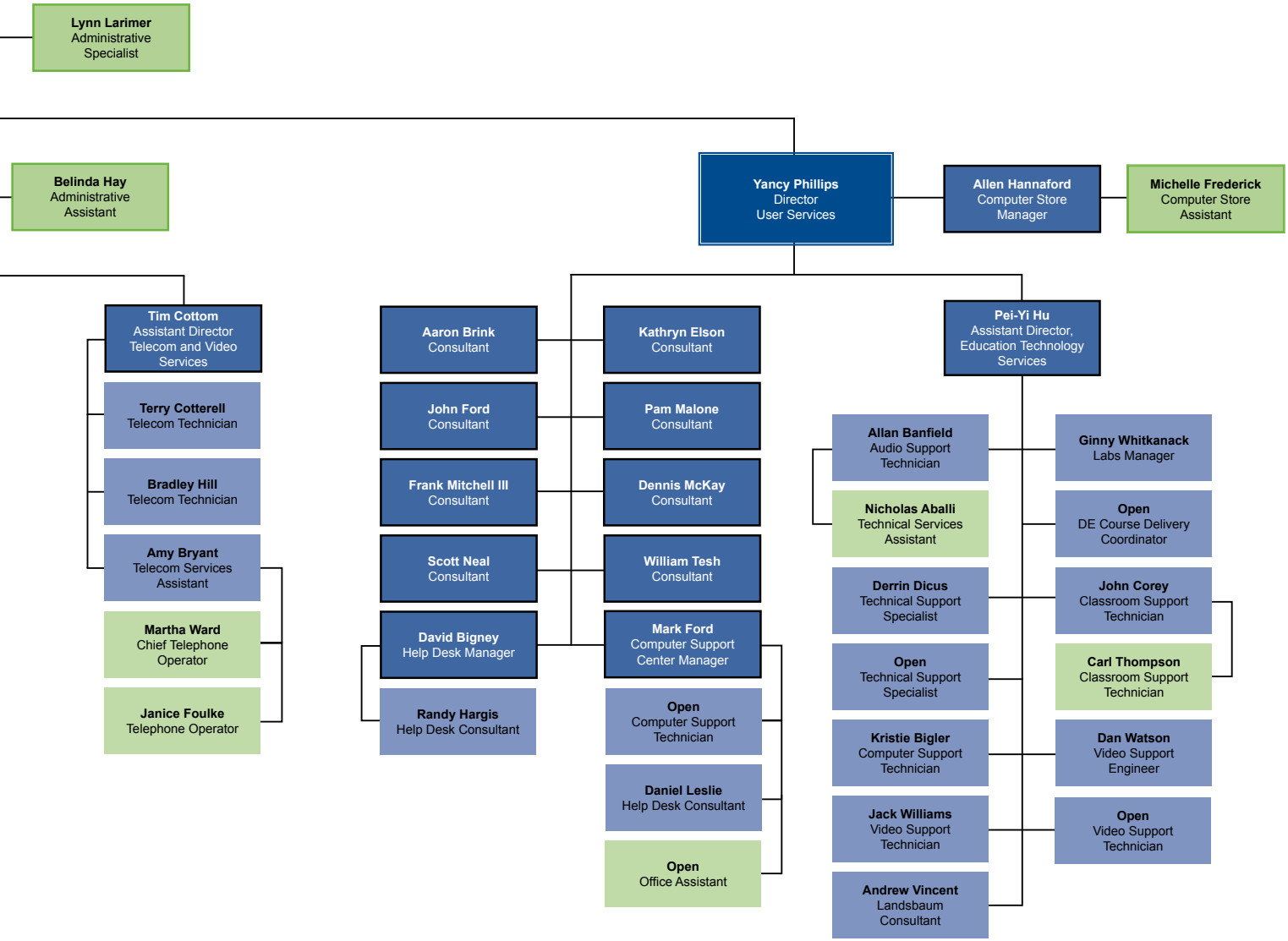
Technical Infrastructure Services (TIS) implements and maintains the campus-wide infrastructure for the delivery of technology and technology-based services. This unit researches, selects, and implements network hardware and software to support the delivery of voice, video, and data; installs and maintains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

User Services (US) provides phone and face-to-face desktop computer and software support for the ISU community. This unit implements and maintains the state-of-the-art instructional facilities on campus including technology-enhanced classrooms, public and discipline specific labs, and distance learning classrooms. 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, whick reports to the US unit, gives students, faculty, and staff a convenient on-campus facility where they can view and purchase all types of computer related technology.

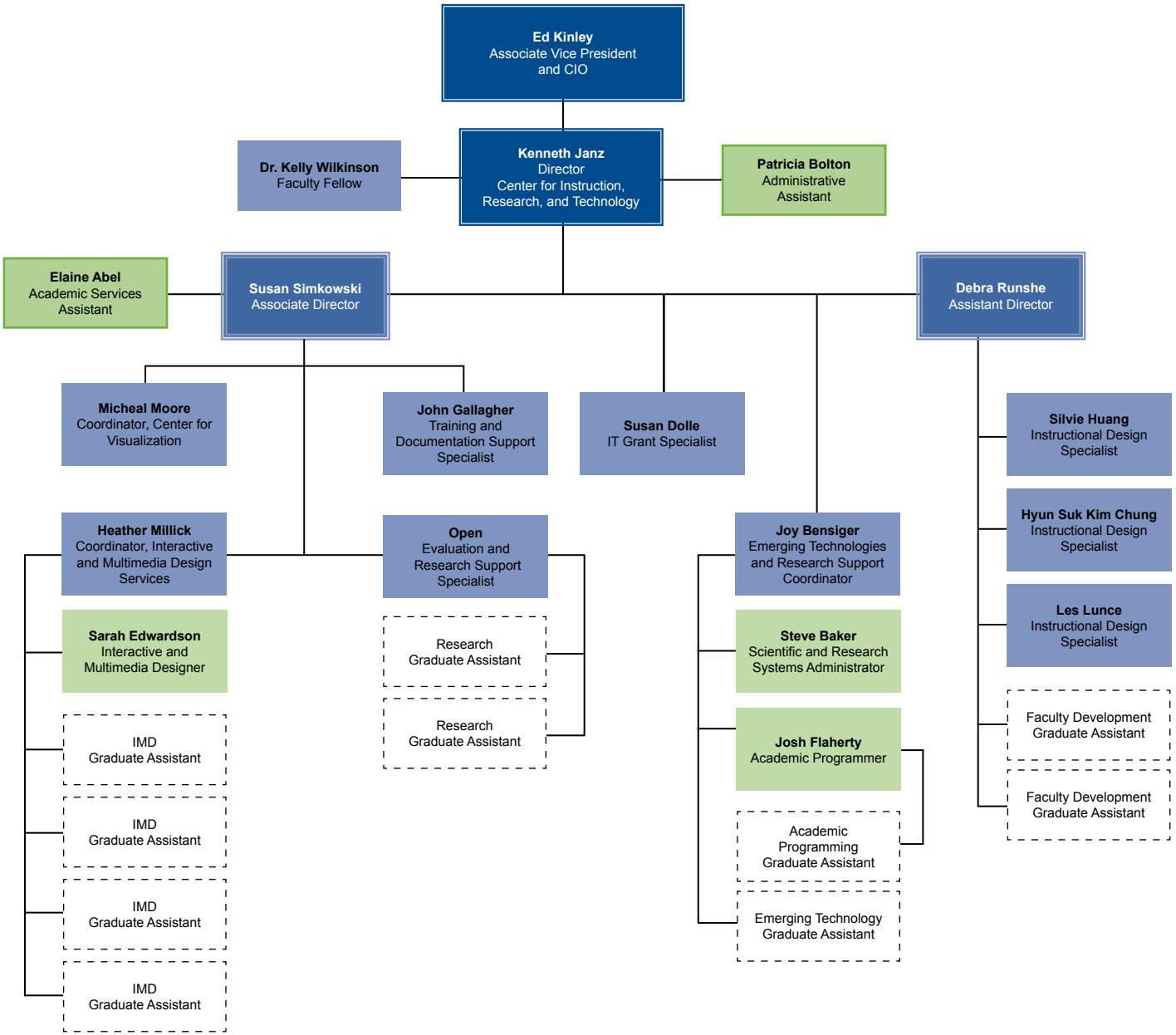
The Center for Instruction, Research, and Technology (CIRT) explores, develops, promotes, and supports effective teaching and research practices to advance knowledge and promote active learning at Indiana State University. CIRT endeavors to have a measurable impact on the academic community by building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

Office of Information Technology Organizational Chart




Lynn Larimer
Administrative Specialist
Belinda Hay
Administrative Assistant
Yancy Phillips
Director
User Services
Allen Hannaford
Computer Store Manager
Michelle Frederick
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
Randy Hargis
Help Desk Consultant
Kathryn Elson
Consultant
Pam Malone
Consultant
Dennis McKay
Consultant
William Tesh
Consultant
Mark Ford
Computer Support Center Manager
Open
Computer Support Technician
Daniel Leslie
Help Desk Consultant
Open
Office Assistant
Pei-Yi Hu
Assistant Director,
Education Technology Services
Allan Banfield
Audio Support Technician
Nicholas Aballi
Technical Services Assistant
Derrin Dicus
Technical Support Specialist
Open
Technical Support Specialist
Kristie Bigler
Computer Support Technician
Jack Williams
Video Support Technician
Andrew Vincent
Landsbaum Consultant
Ginny Whitkanack
Labs Manager
Open
DE Course Delivery Coordinator
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 Organizational Chart



As Indiana State University strives to move technology adoption and use to the next level, the alignment of technology with the strategic direction of the institution becomes increasingly important if we are to achieve the desired outcomes in service, student learning, research and engagement. For a higher education institution to be competitive in today's environment, the information technology (IT) solutions employed must move beyond basic competency. Rather, technology must be an integral part of the institutional fabric and the IT strategies must integrate with, and support, the academic and business strategies of the organization. Moreover, the technology direction must anticipate future institutional needs and provide leverage and support for long-term change.

During 2007, the Information Technology Advisory Committee (ITAC) engaged in a strategic planning activity that will result in a planning document (Information Technology Plan 2008-2010) which will guide ISU's information technology direction for the next three years. The plan is consciously aligned with institutional strategic priorities and is intentionally aspirational. While still in draft form at the time of the writing of this publication, the plan elements have been sufficiently vetted to justify their inclusion in this document.

The plan is comprised of five strategic goals, with each goal supported by a number of conceptual initiatives which will be operationalized through the development and completion of a targeted set of projects, tasks, and activities. The goals and initiatives for 2008-2010 are as follows:

Goal 1: Student Learning and Success

Select and implement information technology and other strategies that integrate with institutional efforts to foster the development of learning environments, address the needs of current and future students, and contribute to student success.

- Support institutional efforts to improve student success in gateway courses.
- Improve and enhance faculty professional development opportunities, programs and activities.
- Support and promote the exploration, adoption and assessment of innovative teaching strategies designed to improve learning.
- Improve the quality and delivery of, and support for, distance and "blended/hybrid" courses and programs.
- Improve student access to information resources and educational tools.
- Assist and support faculty and student efforts related to knowledge creation and dissemination.

Goal 2: Research

Support the scholarly and creative activities of faculty with appropriate technology-related and technology-enhanced tools, services, and infrastructure.

- Enhance the technology infrastructure (voice, video, and data) in support of faculty research activities.
- Identify, develop, and implement appropriate technology solutions and/or capabilities that facilitate the communication and dissemination of information related to ISU research activities.
- Support faculty research efforts through the enhancement of visualization and high-end computing capabilities.
- Expand and enhance support for grant activities (writing, project/research efforts, assessment, and dissemination of results) to include both technology and non-technology-based projects and research.
- Identify and implement best practices to encourage and support creative activities of the faculty in their respective disciplines.

Goal 3: E-Connection

Support the expansion, availability, effectiveness, security, and efficiency of institutional services through the use and application of technology-based solutions.

- Improve and enhance the voice, video, and data infrastructure in support of the current and future needs of students, faculty, and staff.
- Assist and support the investigation, adoption, implementation, and assessment of technology solutions that improve communication, collaboration, and information sharing in support of the learning, research, communications, and administrative functions of the institution.
- Enhance security for the network, servers, and user workstations to further protect institutional data and the communications/video/data environment.
- Investigate, select, and implement technology solutions and tools that augment and enhance learning, support faculty teaching, and improve access to information.
- Improve and increase e-service capabilities for students and employees.
- Improve and increase technology-based solutions that foster and improve office and administrative effectiveness and efficiency.

Goal 4: Recognition and Reputation

Pursue state, regional, and national recognition of, and reputation for, Indiana State's integration and application of technology in the academic enterprise.

- Improve communication and information dissemination on campus and in the local community.
- Identify and participate in state initiatives and activities to improve the awareness of, and visibility for, Indiana State University with higher education institutions, government, parents and prospective students, general public, business, and philanthropic agencies.
- Develop and participate in regional (mid-west multistate) higher education activities, collaborations, consortiums, and organizations.
- Support the marketing and enrollment services efforts of Indiana State University.
- Increase the visibility for Indiana State University by disseminating information about innovative uses of technology through publications, conference presentations, organizational memberships, and participation on national committees and subcommittees (i.e., MERLOT, EDUCAUSE, etc.)
- Build and enhance the "service orientation" and "support responsiveness" of the OIT and CIRT units.

Goal 5: Outreach

Work cooperatively with extended communities to enhance the general technology environments supporting educational, social, and business and economic development activities.

- Develop and pursue opportunities for partnerships with K-12 institutions, locally and at the state level, to improve academic preparation, encourage college attendance, and improve student success.
- Identify and participate in community engagement projects that support community improvement, promote life-long learning, and assist other non-profit groups and agencies.
- Seek out and build cooperative and collaborative relationships with other local higher education institutions in order to expand student and faculty opportunities.
- Identify and support the efforts of faculty and the Center for Business Support and Economic Innovation to foster and promote local and state business and economic development opportunities.
- Work with faculty and the International Affairs Center to develop, enhance, and support international collaborations, educational programs, and institutional relationships.

During spring 2008, the full draft plan (goals, initiatives, and projects) will be shared with the campus. Feedback from that process will be used to further refine the plan prior to final recommendation and institutional adoption.

Information Technology Advisory Committee (ITAC)

The Information Technology Advisory Committee (ITAC) 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, provide input and reviewing Indiana State's strategic plans for information technology, recommends priorities for information technology initiatives, and generally facilitates the flow of information about information technology. Additionally, the committee reviews and responds to the proposals and recommendations submitted by the Office of Information Technology Core Management Team. Through these efforts, the Information Technology Advisory Committee assists in ensuring that information technology initiatives meet the needs of the Indiana State community.

Academic Technology Subcommittee

The Academic Technology Subcommittee of ITAC considers proposals and makes recommendations for instructional technology facilities (technology-enhanced classrooms, distance learning classrooms, and public and discipline-aligned computer labs). This subcommittee reviews proposals to establish or modify academic IT standards and policies related to instructional technology facilities and provides recommendations concerning approval and change. The recommendations of this committee are submitted to ITAC for review and further recommendation to the CIO.

Strategic Planning/Steering Subcommittee

The Strategic Planning/Steering Subcommittee is charged with supporting the development and maintenance of the strategic plan for information technology at Indiana State University to ensure future choices in technology are informed and responsive to the academic enterprise of the future.

Web Advisory Subcommittee

The Web Advisory Subcommittee is charged with providing input on activities related to the Indiana State University Web site. This includes areas such as design, content, and structure. This subcommittee acts as a conduit for information dissemination to the broader Indiana State University community on issues related to the Indiana State University Web site.

Research Computing Subcommittee

The Research Computing Subcommittee advises CIRT and makes recommendations to ITAC on the best strategies for providing information technology resources to support research activities at Indiana State University. The Research Computing Subcommittee serves as an information conduit between the university and faculty engaged in research. The Research Computing Subcommittee stays abreast of technological, philosophical, and operational advances that impact research computing, advises CIRT, and makes recommendations on how the University should support research computing at Indiana State University in the future.

ITAC Members 2007-2008

	Representative	Phone	E-mail
Colleges (7)		812-237	
Arts and Sciences	Leslie Barratt	2677	lbarratt@isugw.indstate.edu
Arts and Sciences	Guo-Ping Zhang	3330	gpzhang@indstate.edu
Business	Bruce McLaren	3606	bmclaren@isugw.indstate.edu
Education	Susan Powers	2918	spowers@isugw.indstate.edu
Nursing, Health, and Human Services	Marsha Miller	2320	mmiller25@isugw.indstate.edu
Nursing, Health, and Human Services	Tom Nesser	2901	tnesser@indstate.edu
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	Jennifer Inlow	2242	jinlow@isugw.indstate.edu
Business Affairs (1)	Jeff Jacso	3525	jjacso1@isugw.indstate.edu
Development (1)	Amy Westgard	7610	ahardinwest@isugw.indstate.edu
ICSC (Chair–1)	Sharon Gick	2483	s-gick@indstate.edu
Library (1)	Tim Gritten	2057	tgritten@isugw.indstate.edu
OIT (CIO–1)	Ed Kinley	8439	ed.kinley@indstate.edu
President's Office (1)	Kevin Snider	7778	k-snider@indstate.edu
SITAC (1)	Open		
Student Affairs (1)	Mark Frederick	2653	mfrederick@isugw.indstate.edu
Support Staff (1)	Roxanne Torrence	2086	rtorrence@isugw.indstate.edu

Laptop Program Subcommittee

The Laptop Program Subcommittee makes recommendations on the best strategies for leveraging information technology resources to support the laptop program at Indiana State University. This subcommittee acts as a conduit for information dissemination to the broader University community on issues related to the laptop program.

Distance Education Subcommittee

The Distance Education Subcommittee makes recommendations on the development and implementation of distance education at the University. The Committee considers and makes recommendations on technology related academic policy matters, program development, academic and technical support services, and professional development.

Student ITAC

In 2002, a subcommittee of ITAC was created to ensure student input in the decisions affecting information technology direction at Indiana State. This subcommittee, called Student ITAC (SITAC), is comprised of eight students. A Student Government Association representative serves as the chairperson of SITAC. The SITAC chairperson is also an ex-officio member of ITAC. An OIT staff member attends all SITAC meetings and serves as a resource for the subcommittee. SITAC provides advice and opinions regarding information technology decisions that affect Indiana State students.

CIRT Advisory Committee

To help communicate departmental and/or college interests, the CIRT Advisory Committee was created to provide input on policy and to provide feedback on faculty development, and other programming proposals and efforts of the Center for Instruction, Research, and Technology. Committee membership is composed of faculty members appointed by the deans of each college. Committee members also identify 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 relating to the direction of administrative computing at Indiana State; to seek group consensus for matters relating to administrative computing that affect multiple offices; to discuss and make recommendations to for priorities relating to administrative computing which affect multiple offices; and to distribute information to the Indiana State community concerning matters relating to administrative computing.

Instruction and Research

"Technology impacts my life every day, at work and at home. I am a distance education student, so I am required to rely on computer technology to obtain my education. If it were not for technology, I would be unable to pursue my college degree. . . . Technology has benefited me tremendously!"

Missy Tincher, junior,
Insurance Risk Management

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 (112), general computer labs (12), discipline-aligned computer labs (44), and distance learning classrooms (6).

Technology-enhanced classrooms are multimedia-enhanced lecture halls and classrooms. These rooms create 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 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 unique 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 to students located 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 for the purpose of developing, defining, and promoting new applications that position the institution to take advantage of rapidly emerging opportunities.

Finally, the instructional designers and interactive and multimedia specialists assist faculty members with 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 develop interactive, multimedia, and digital classroom materials.

New Faculty Orientation

Fall 2007 saw the first semester-long orientation for new faculty. Twenty-five faculty members met twice a week over the fall semester completing the new faculty orientation program in January. The 45 hour program included three goals: 1) Enhancing the new faculty member's effective classroom teacher and as a developmental advisor, 2) enhancing the new faculty member's role as a productive researcher, and 3) supporting the new faculty member's integration/engagement into the ISU Community. Departments which participated had the option of receiving a course buy-out or $3,000 in a faculty professional development account based on completing the program requirements.

The faculty completing New Faculty Orientation were:

Shelley Arvin	Library Services
William Campbell	Health, Safety, and Environmental Health Sciences
Kevin Clifton	Music
Phillip Cochrane	Industrial and Mechanical Technology
Margaret Corey	Communication Disorders and Counseling, School, and Educational Psychology
Gerardo Cummings	Languages, Literatures, and Linguistics
Michael Elkins	Communication
Jacob Eubanks	Library Services
Marcee Everly	Baccalaureate and Higher Degree Nursing
Catherine Gosse	Baccalaureate and Higher Degree Nursing
Tim Gritten	Library Services
Susan Hagood	Physical Education
Rebecca Hinshaw	Elementary, Early, and Special Education
Cherie Howk	Baccalaureate and Higher Degree Nursing
Kurt Hozak	Analytical
Chul Soo Kim	Manufacturing and Construction Technology
Terry McDaniel	Educational Leadership, Administration, and Foundations
Lisa Phillips	History
John Reposa, Jr	Manufacturing and Construction Technology
Eulsun Seung	Chemistry
Jacqueline Shin	Psychology
Emily Symonds	Library Services
Larry Tinnerman	Curriculum, Instruction, and Media Technology
Catherine Tucker	Communication Disorders and Counseling, School, and Educational Psychology
Susan Yeargin	Athletic Training

Integration–Mary Sterling

I cannot imagine teaching my current set of courses without technology. Interior designers are trained to help balance objectives, functional needs, and budget through a combination of engineering and aesthetic considerations. Technology is playing a greater role in translating an interior designer's vision to the client. In my *Materials and Finishes of Interior Design* (FCS250), students use manual drafting and rendering skills plus Photoshop to complete course work. By the time the students start *Interior Construction and Detailing* (FCS260), they start using AutoCAD for the production of technical drawings.

Mary Sterling, associate professor, Interior Design

Interior Lighting and Color Theory (FCS355) utilizes AutoCAD for 2D designs while *Interior Design Studio II* (FCS351) uses AutoCAD for 3D designs. During the *Internship* (FCS353), Blackboard is used to reach students for anytime, anywhere learning to accommodate any chosen internship location. *Interior Design Studio V* (FCS452) uses Photoshop, Illustrator, In-Design, and AutoCAD, plus 3D software which varies from student to student, to create professional quality work for the student's emerging portfolio. Finally, *Professional Practices and Procedures* (FCS458) uses Microsoft Office to create agreements, business procedures, and project documentation. As described, technology is as essential to our courses as a pencil is to paper.

The personal computer, which is the industry standard in architecture, interior architecture, and interior design, provides a platform for students' experiences. Today, employers in the field of interior design advertise the software programs in which they expect competence from their future employees, AutoCAD and Adobe software dominate that list.

All teaching within the interior design program works toward balancing the use of manual and electronic methods to meet the needs of future employers. Our thirteen member advisory board has counseled the interior design professors that this balance of knowledge and skills in both arenas is critical to producing the most employable interior design students.

Technology has such a dramatic impact on my field that it is difficult to conceive teaching without technology. For example, practicing design professionals now produce designs once conceived as physically impossible, inspiring our students to push themselves to communicate the solutions they have in their heads onto the computer screen. This challenge not only applies to the spatial envelope but to innovative materials which respond to the need for healthy environments.

Georgeanna Tryban, Ph.D.
associate professor, Sociology
Jessica Hoffman, teaching assistant

Concept Mapping–Georgeanna Tryban

I have been integrating technology into my Social Psychology class (SOC 240) in two ways: laptop computers and Cmap software. Students bring their laptops to class and use them in a number of ways beyond just taking notes during lectures. Because the campus is wired for Internet, we have been able to do several exciting things in the classroom that have had a positive impact on my teaching and the material I am able to present to students.

I had students watch archival footage of a powerful, but lesser known interview with Dr. Martin Luther King. This provided an excellent chance for students to see the social psychology used by Dr. King in his civil rights movement strategy. During the following discussion, I could see that the film clip made them realize that these theories were not just 'academic' but had a radical impact on real historical events.

Students also took an on-line assessment of nonconscious prejudice known as the Implicit Association Test. Because they were able to take it right in the classroom, all together as a group, they were able to discuss and compare their reactions while they were still experiencing the immediacy of the emotions generated by the assessment. In these two examples of the "teachable moment," the necessary software was already on their computers and all they needed to do was have me give them a Web site.

In addition, I employed a free software program from the Institute for Human Machine Cognition to have students use a technique known as "concept mapping." This software facilitates and necessitates the construction of concept maps, thus forcing students to regard their texts not as a group of linear but unrelated facts to memorize for a test, but rather as a set of ideas connected within and between chapters. In another example of software in action, I projected their concept maps onto the video screen at the front of the classroom and asked them if they could walk the class through their concept map and tell us how they made the choices they did in constructing it. I was surprised to find that students who might have generally answered a discussion question posed during class with a one or two word answer were now standing up and giving long involved presentations about their thought processes and explaining complex concepts that they never would have tackled before.

Without these new tools, or the CIRT workshop at the beginning of the semester that introduced the use of concept maps in the classroom, and without the technology of the wired campus and the laptop initiative which meant students had the hardware and technology available to take advantage of my training, I could never have done this kind of effective teaching. Having used this technique, I am convinced that students are capable of operating at a much higher conceptual level than I'd previously thought. Now I can take my students to a much higher level of abstract reasoning in a 200 level class. Not only does it make it possible for them to learn increased skills in critical thinking, but by using the concept mapping method, it makes it almost impossible for them not to use a high level of critical thinking. This has made a significant difference in learning for my social psychology students.

Blogging–Darlene Hantzis

I decided to create a blogosphere as the environment for the ethnographic research work conducted by students in Gender Communication (COMM 483) during the spring 2007 term. I chose to work with "blogging" for several reasons:

- to enhance my understanding of the functionality and practice of blogs;
- to ensure students were able to work within the media structure of blogs, which have increased in presence and popularity at a remarkable pace;
- to provide a more robust environment for students to demonstrate their research efforts and engage others.

I was surprised to learn that very few of my students had ever worked with a blog or visited blogs on a routine basis. I structured their work in the blogosphere around minimum standards of engagement. Each student conducted field observations throughout the semester. Students were required to blog their field observations and to engage at least two other student blogs each month.

Students posted an initial entry to their blog describing their field site and articulating their initial questions. Following that, students posted six field observations six times. The blogosphere replaced a traditional review of field notes; I responded to the blogs rather than to written field notes. I maintained the traditional format for field research completion (public presentation, formal written report). I felt strongly that the field observations were appropriate for blogging because they are process, reflection pieces, capturing data, raising and responding to questions.

At the beginning of the term, I was very present in the blog—commenting on posts and responses to posts in an effort to teach field work (as I would be doing responding to individual field notes). Since my comments were public to the class, I was conscious of writing less to the specific student and more to the class, based on what an individual student provided. Students seemed to appreciate the comments—mine and the responses of their peers. My goal was to be less present as the semester went on and students became more routinely and actively engaged in talking with each other about their field work. In the best of the efforts, students responded to each other's work, initiating a conversation between or among students as the initial blogger responded to the response. Students were able to include multiple media texts because the blog environment supports them—photos, icons, video, and external links were common.

Darlene Hantzis, Ph.D.
professor, Communication & Women's Studies

I believe students did better work because they understood they were "in front" of their peers. The blog was closed to our class so they did not feel unduly at risk of a broader public response, but I'm convinced they were conscious of the audience they had and increased the quality of the work. Students began asking in class that other students read their posts and respond to them. Students worried when they received no response. That part of the experience was a wonderful surprise and, again, enhanced the learning provided by a field observation experience. I know some students showed their blogs to their families and other peers—quite proud of their work.

Web Conferencing–Denise Collins and Will Barratt

Like most faculty we cannot imagine doing our teaching, our research, and our service without technology. While most technologies were developed to solve specific problems, they often allow us to do new things in new ways. Our on-campus students' experiences are enhanced because of the work students do in Blackboard, from developing discussion questions on the reading to posting blogs on the reading assignments, all before we get to class. Our distance education students' experiences are enhanced because of the way that we use Adobe Connect in combination with Blackboard. Adobe Connect provides us with chat opportunities for the whole class and for small groups, all at the same time.

For the distance education program in student affairs and higher education (SAHE), the creative use of technology enhances the way we are able to interact with students in our classes. By using Adobe Connect, we have real-time class sessions once a week for each class. Students build relationships with the instructors and with each other in ways that are not possible with asynchronous technologies. We can use Adobe Connect to have students work in small groups and then bring their work back to the whole class for further discussion. We use web cams to allow students to lead a discussion session with their peers or do a presentation, showing a PowerPoint slideshow as they are explaining their ideas. Through the use of synchronous chats, group projects, and out-of-class instant messaging between students, the SAHE distance students develop a strong sense of connection to each other and to the SAHE program. They identify as Sycamores and become proud ISU alumni.

A few comments from distance students about the weekly chat format:

"I felt as though I was a fellow professional and not simply a student sitting in a classroom."

"I think you did a great job of facilitating our discussions and getting us to 'think out loud' more during the chats."

"I love the weekly discussion in class and being able to actively be involved in how the discussions will go has been an excellent way for me to learn from the others in my class."

While the first few weeks of the semester need to be dedicated to helping distance students become comfortable with the technology, this is an investment in their learning and not a waste of time. Using only a Web-based interface helps because students don't need to install any software. We have begun this semester to use wiki space to have students collaborate on projects and jointly write material. This has become an interesting learning opportunity in so many ways that we plan to expand our use of wikis next semester. The primary negative impact has the expectation for faster responses and accessibility, and this is greatly offset by the enhanced quality of the face-to-face, e-mail, chat, and text based relationships we have with all of our students.

Denise Collins, Ph.D., assistant professor,
Will Barratt, Ph.D., associate professor,
Student Affairs, Higher Education

Laptop Scholarship

As part of the annual activities relating to the ISU Laptop Scholarship program, a survey was conducted to obtain feedback from those who received the scholarship. By assessing student experience with, and reaction to, the program, the survey will inform decisions relating to the ISU Laptop Scholarship in 2008 and subsequent years. The survey instrument was developed and administered in 2006; the same survey instrument was used again in 2007 to allow a longitudinal comparison of student responses.

The survey was specifically designed to look at the laptop scholarship process rather than analyze specific details regarding student laptop use. Data related to student use of laptops will be gathered through assessments developed in conjunction with the Information Technology Advisory Committee (ITAC).

During the last two weeks of November 2007, all students who received a laptop computer that year as part of the ISU Laptop Scholarship program were asked to complete a 10 question Web-based survey. The level of student participation in 2007 was nearly the same as that achieved with the 2006 survey. Of the total student laptop scholarship population (n=747), responses were received from 332 students for a response rate of 44.4 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 332 students who responded, 140 provided additional comments—the open ended comments were analyzed separately and mirrored the results from the nine "choice" questions. Following is a summary of results for 2007, comparative information from 2006 is provided where differences were noted:

Awareness

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

- 71.1% were aware of the scholarship prior to applying to ISU.
- 25.6% learned of the scholarship after applying.
- 3.3% were not sure when they learned about the scholarship.

The response in 2007 represents a significant increase in student awareness about the laptop scholarship compared to the awareness reported in 2006 (59.5%). This change is consistent with the fact that the decision to offer the laptop scholarship was made fairly late in the 2006 recruiting cycle thereby limiting information dissemination. Information and promotional material about the scholarship was fully incorporated into the 2007 recruiting information.

Impact on Decision

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

- 43.3% reported that the laptop scholarship had an impact on their decision to attend ISU. This is nearly the same as the response from 2006 (42.2%).
- 120 indicated that "it was a factor in my decision to attend ISU" and 24 indicated that "without the scholarship I may have attended another school." These numbers were also similar to the prior year.
- 37.7% indicated that the scholarship had a "limited impact" and 19% indicated that the scholarship "had no impact."

Quality of Information

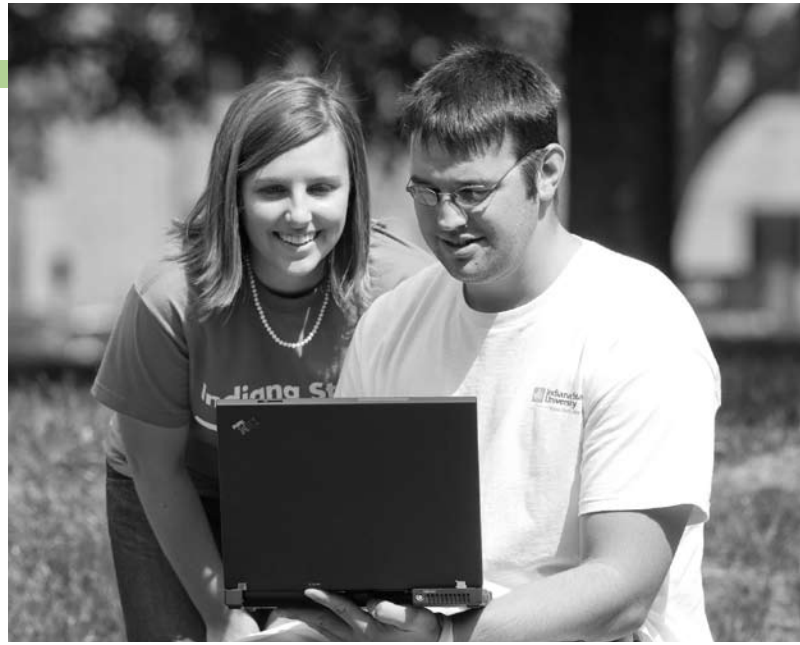
Students were asked about their impressions of the information that was provided to them relative to the laptop scholarship.

- Again, student response in 2007 was similar to that received last year. 91% reported that the information about the scholarship was "Effective" or "Very Effective" (compared to 87.8% for 2006).
- Only 7.5% felt that the information was "Ineffective" or "Unclear."
- 1.5% didn't remember receiving information about the scholarship.

Amount of Information

Students were asked whether they had received enough information about the laptop scholarship.

- 70.2% indicated the amount of information they received was "about right."



- 29.2% indicated that they would have liked to have more information (compared to 46.1% in 2006).

There was significant improvement in student perception about the amount of information received in 2007 vs. 2006 (70.2% vs. 52.4% respectively responded the amount was "about right"). This is again consistent with the fact that the program was developed late in the 2006 recruiting cycle which limited the dissemination of information that year. Incorporating laptop scholarship information into recruiting material and fully promoting the program in 2007 appear to have been effective. Nonetheless, nearly 30% indicated that additional information would have been useful.

Scholarship Notification

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

- 73.5% rated the notification and acceptance process "Good" (175) or "Excellent" (69); the 2007 response is consistent with 74% recorded in 2006.

- 24.1% indicated that the process was acceptable.

The notification and acceptance process ratings were somewhat lower than the ratings related to other aspects of the program, which were generally in the 85%-95% range. These results suggest the need for additional analysis and may represent an area of possible program improvement.

Laptop Distribution

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

- 85.9% of students rated the distribution process as "Good" (136) or "Excellent" (149), a slight decline compared with 89.2% of students that gave those ratings in 2006.
- 12% rated the process as "Adequate" with only 7 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.

- Students continued to report "heavy" use of their laptops in 2007 with 293 (88.3%) indicating that they use the laptop "frequently throughout the day"; this is a slight increase from the 86.5% reported in 2006.
- 7.8% described their use as "once or twice per day" and 3.3% reported "sporadic or occasional use."

Overall Laptop Scholarship Experience

Students were asked to rate the overall laptop scholarship program experience.

- 94.8% of the respondents indicated that the overall experience with the laptop scholarship program was "Good" (109) or "Excellent" (206); this represents an improvement over 2006 when

92.2% of the students rated the program as either "good" or "excellent."

- 4.8% rated the experience "Adequate" and one student indicated having a "Poor" experience.

Program Continuation

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

- 324 of the 332 students who responded (97.6%) felt that the laptop scholarship program should be continued; this reflects an increase from the 95.5% of students who expressed that feeling in 2006.
- Only 2.4% indicated that they were "unsure of the value" while none of those responding felt the program should be discontinued.

Comments

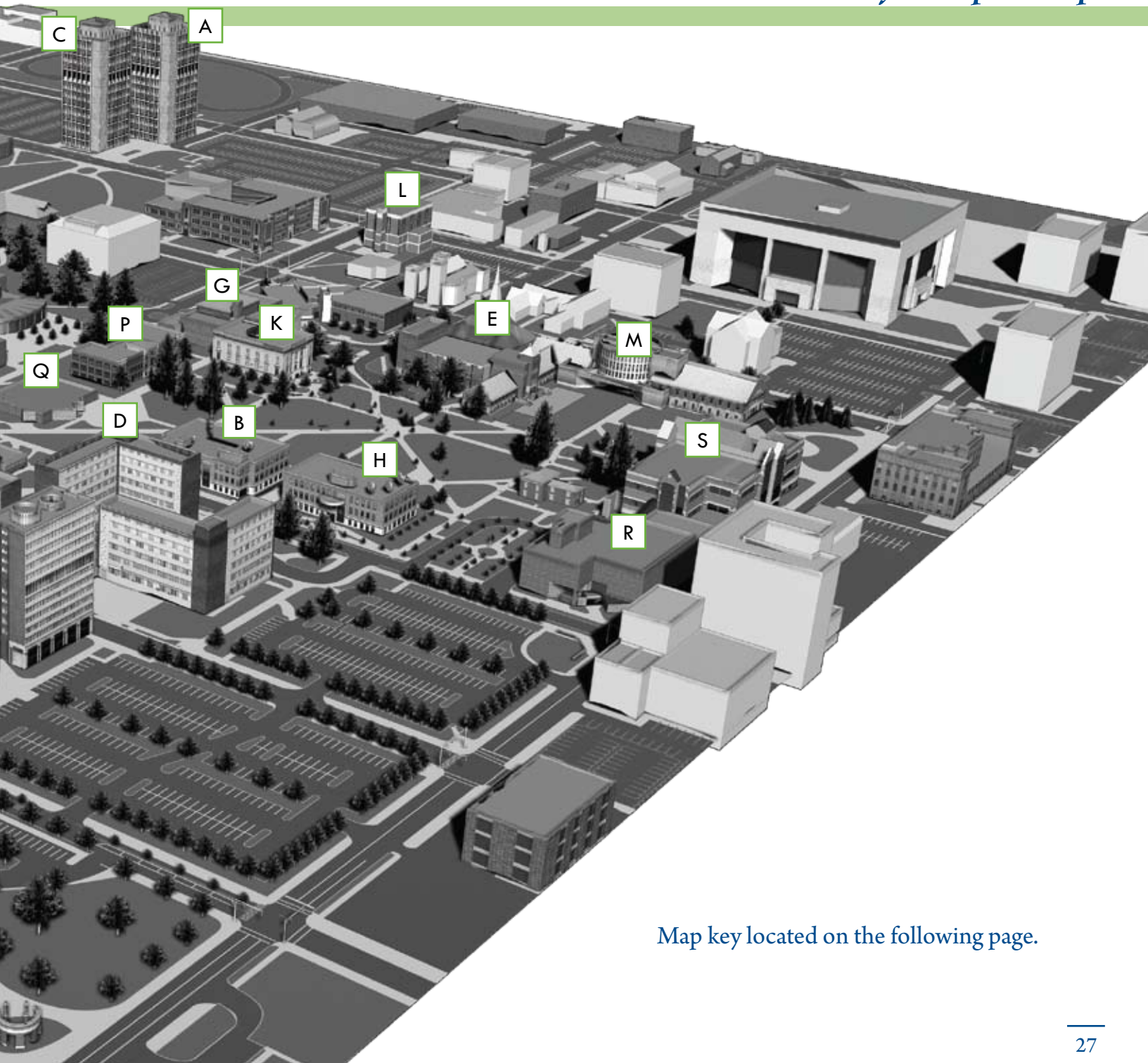
As noted above, student comments were analyzed separately and mirrored the results obtained from the questions. Detailed comments were shared with those who administer the program. In general, however:

- Students expressed positive feelings about the program and saw it as an incentive.
- They found the laptops useful although some would like to be able to upgrade the unit by paying additional money.
- Most students were positive about the equipment with some commenting that they would like to see consideration given to other brands (i.e., Dell, HP, etc.).
- Students indicated that additional information about using the laptop (particularly on updating virus protection) would be helpful.
- While a few students reported having problems, the Computer Support Center received high marks for service and repair.

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.

This map is one of many products created by the Center for Visualization.

Indiana State University Campus Map



Map key located on the following page.

Technology Provided by Building

A Business, College of
- Technology-Enhanced Classrooms....11
- General Use Lab....1
- Discipline-Aligned Labs....3
- Video Conferencing Site....1

B Dreiser Hall
- Technology-Enhanced Classrooms....7
- Video Conferencing Sites....2

C Education, College of
- Academic Technology Resource Center
- Technology-Enhanced Classrooms....16
- General Use Lab....2
- Discipline-Aligned Labs....2
- Video Conferencing Sites....3

D Erickson Hall
- Technology-Enhanced Classrooms....2
- Discipline-Aligned Labs....3
- Video Conferencing Site....1

E Fairbanks Hall
- Discipline-Aligned Lab....1

F Family and Consumer Sciences
- Technology-Enhanced Classrooms....2
- Discipline-Aligned Lab....1

G Fine Arts
- Technology-Enhanced Classroom....2
- General Use Lab....1
- Discipline-Aligned Labs....4

H Gillum Hall
- OIT Administration
- Telecommunications
- Video Conferencing Site....1

I Health and Human Performance, College of
- Technology-Enhanced Classrooms....6
- General Use Lab....1
- Discipline-Aligned Lab....1

J Holmstedt Hall
- Technology-Enhanced Classrooms....11
- Discipline-Aligned Lab....1
- Video Conferencing Site....1

K Normal Hall
- Center for Instruction, Research, and Technology
- Center for Visualization
- User Services—Educational Technology Services
- Video Conferencing Sites....1

L Nursing, College of
- Technology-Enhanced Classrooms....6
- General Use Lab....1
- Video Conferencing Sites....3

M Rankin Hall
- Institutional Computing Services
- Technical Infrastructure Services
- Video Conferencing Site....1

N Root Hall
- Technology-Enhanced Classrooms....9
- General Use Lab....1
- Discipline-Aligned Labs....4

O Science Building
- Technology-Enhanced Classrooms....15
- General Use Lab....1
- Discipline-Aligned Labs....9

P Stalker Hall
- Technology-Enhanced Classrooms....7

Q Student Computing Complex
- User Services—Help Desk
- User Services—Lab Management
- General Use Labs....2

R Technology Building A
- Technology-Enhanced Classrooms....6
- Discipline-Aligned Labs....3

S Technology Center, John T. Myers
- Technology-Enhanced Classrooms....11
- General Use Lab....1
- Discipline-Aligned Labs....14
- Video Conferencing Site....1

T Landsbaum Center for Health Education
- Technology-Enhanced Classrooms....4
- Discipline-Aligned Clusters....8
- Video Conferencing Sites....4

Fall 2007 Faculty Mini-Grants Awarded

Technology-based Research Category

A Novel Application of Passive Integrative Transponder Technology to the Study of Animal Behavior, Information Use, Species Interactions, and Energetics: Dr. William A. Mitchell and Justin R. St. Juliana, Ecology and Organismal Biology

Continuous Movement Measurement: Dr. Jacqueline C. Shin, Psychology

Recording of Habitat Selection and Behavior of Hibernating Bats with a Remote Monitoring System: Dr. John O. Whitaker, Jr., Justin G. Boyles, Virgil Brack, Jr., and Dr. Dale W. Sparks, Ecology and Organismal Biology

Emerging Technologies Category

Enhancing Classroom Presentation Techniques for Displaying GeoSpatial Information: Dr. Basil Gomez, Geography

Enhancing the Correctional Education Experience through Technology: Dr. Harriet Hudson, English, Dr. Jennifer Boothby, Psychology, and Kent D. Koerner, Life Sciences

Building a Virtual House: Dr. Chul S. Kim, Technology Management

Acquisition of a Tablet PC for Teaching Organic Chemistry: Dr. Richard Kjonaas, Chemistry

Spring 2008 Faculty Mini-Grants Awarded

Technology-based Research Category

The Impact of Climate Change on Animals Dependent on Variable Thermal Environments: Dr. Michael Angilletta, Matthew S. Schuler, and Ben Williams, Ecology and Organismal Biology

Investigating the Effects of Using Technology and Video Coding Software on Student Teacher Development in Physical Education: Dr. Molly Hare, Physical Education

Use of Biofeedback in the Assessment of Stress as a Factor Related to Chronic Health Problems and Serious Illness: Dr. David Howard, Recreation and Sport Management

Effectiveness of Ecological Niche Modeling as a Tool for the Conservation of the State Endangered Crawfish Frog (Rana areolata): Dr. Michael J. Lannoo and John A. Crawford, IU School of Medicine–Terre Haute

Emerging Technologies Category

Integration of Emerging Computer Video and Projection Technologies for the Accessibility of Youth and Deaf/Hard-of-Hearing Audiences in Live Performance: Dr. Christopher Berchild, Theater

An Exploration of the Use of Wireless Computing for Assessment, Diagnosis, and Treatment in the Clinical Setting: Dr. Margaret Corey, Communication Disorders and Counseling, School and Educational Psychology

Not in My Backyard!? A Student Digital Documentary on Illegal Immigration during an Election Year: Dr. Gerardo T. Cummings, Languages, Literatures, and Linguistics

The Use of Digital Video Technology in Physical Education to Enhance Student Learning: Dr. Susan Hagood, Physical Education

Developing Video Modules to Enhance Students' Active Learning: Dr. Peter Mikolaj, Analytical

Just-in-Time Delivery of Sociological Concepts of Culture Using Flip Video Technology to Produce Ethnographic Data: Dr. Georgeanna M. Tryban, Psychology

Development of a Virtual Urban Remote Sensing Lab at Indiana State: Dr. Qihao Weng and Umamaheshwaran Rajasekar, Geography

Using Biofeedback as a Tool to Maximize Student Learning of Mental Skills Training and Performance Enhancement: Dr. Rebecca Zakrajesk, Physical Education

2007 OIT/CIRT
External Grant Proposals

Status	# Proposals	$ Amount
Submitted	8	$ 1,968,590
Awarded	3	$ 753,470
Pending	2	$ 1,343,469

Faculty Development

The Center for Instruction, Research and Technology (CIRT) provides a variety of services ranging from workshops to individualized consultations. Some of the specific programs offered by CIRT include:

Faculty Learning Communities

Faculty learning communities are cross-disciplinary groups engaged in an active, collaborative, year-long program structured to provide encouragement, support, and reflection. Each learning community meets once a month during the school year to discuss latest trends and issues on the topic of the learning community.

- Spring 2007–3 communities: 15 total participants
- Fall 2007–4 communities: 25 total participants

Faculty Brown Bag Series

The Brown Bag is a chance for faculty members to get together and share their experiences in an informal environment around specialty topics such as research, the tenure track process, assessment, or teaching and learning.

- Spring 2007–6 brown bags offered: 51 participants
- Fall 2007–12 brown bags offered: 54 participants

Faculty Development Program Series

The Faculty Development Program Series is a series of five programs grouped by topic. Any tenured, tenure-track, or special purpose faculty member may attend individual workshops of topical interest without compensation or may attend the series and complete a project for compensation.

- Spring 2007–2 programs offered: 11 participants completed an entire series
- Summer 2007–3 programs offered: 32 participants completed an entire series
- Fall 2007–3 programs offered: 10 participants completed an entire series

Faculty Development Special Topics Series

The Faculty Development Special Topics Series offers sessions of topical interest. Several sessions are offered more than once during each semester. Faculty may also request a customized session on any topic of interest during a time that is most convenient for their individual schedule.

- Summer 2007–6 sessions offered: 77 participants
- Fall 2007–5 sessions offered: 140 participants

One-On-One Consultations Sessions (Instructional Design)

CIRT staff provides one-on-one, on-time consultations and training on demand to assist faculty and staff on a variety of topics. This includes reviewing material taught in workshops and learning new skills. In 2007, the CIRT staff provided 3,541 hours of one-on-one consultations.

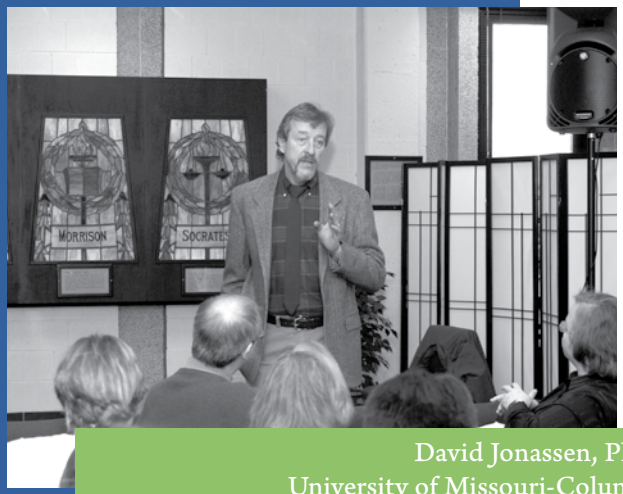
Productivity Software Training

CIRT provides hands-on, computer lab workshops. Topics include Microsoft Office, LiveText, multimedia, graphic, statistical, or web development products. These sessions are open to the entire ISU community. In 2007, CIRT offered 207 workshops attended by 1,357 participants.

New Faculty Orientation Program

The new faculty orientation program supports a new faculty member's integration/engagement into the ISU Community, and enhances the new faculty member's role as a teacher and researcher. The program consists of 42 contact hours covering topics from building a tenure portfolio to balancing life and work. In fall 2007, 25 new faculty completed the program.

CIRT Speaker Series



David Jonassen, Ph.D.
University of Missouri-Columbia

Sally Johnstone, Ph.D
Winona State University

In 2007 the Center for Instruction, Research, and Technology Speaker Series, "Designed to Learn," featured a number of exciting and engaging nationally known speakers who shared their research, stories, and methods for improving teaching and learning.

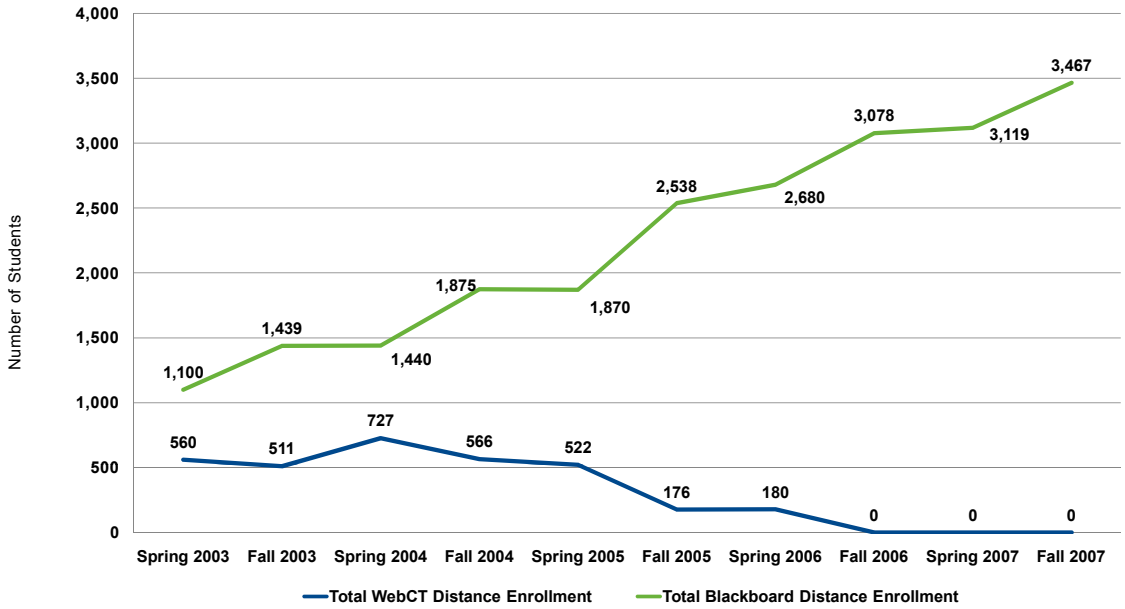
In January, David Jonassen, distinguished professor, School of Information Science and Learning Technologies, College of Education, University of Missouri-Columbia, discussed "Mindtools a key to Mobile Teaching Strategies." February featured Chris Dede, Timothy E. Wirth Professor in Learning Technologies, Technology, Innovation, and Education Program, Harvard Graduate School of Education. His topic was 21st Century Learning Styles and Mobile Technologies. March found Peter Jonas, associate professor, Graduate Education and chairperson, Doctoral Studies, Cardinal Stritch University, on the Indiana State campus presenting "Student Success: The Power of Formative Assessment." April brought George Mehaffy, vice president, Academic Leadership and Change, American Association of State Colleges and Universities (AASCU); his presentation "Rethink. Refresh. Renew," provided a provactive picture of the future of higher education. In October, Gordon Hodge, associate professor of Psychology and Presidential Teaching Fellow at the University of New Mexico, presented "Increasing Student Success and Retention: Required and Repeatable Low-stakes Quizzes." Sally Johnstone, Vice President of Academic Affairs at Winona State University presented "Issues and Opportunities for Integrating Technology into Teaching and Learning."

- Spring 2007–4 speakers: 163 attended the open sessions
- Fall 2007–2 speakers: 84 attended the open sessions

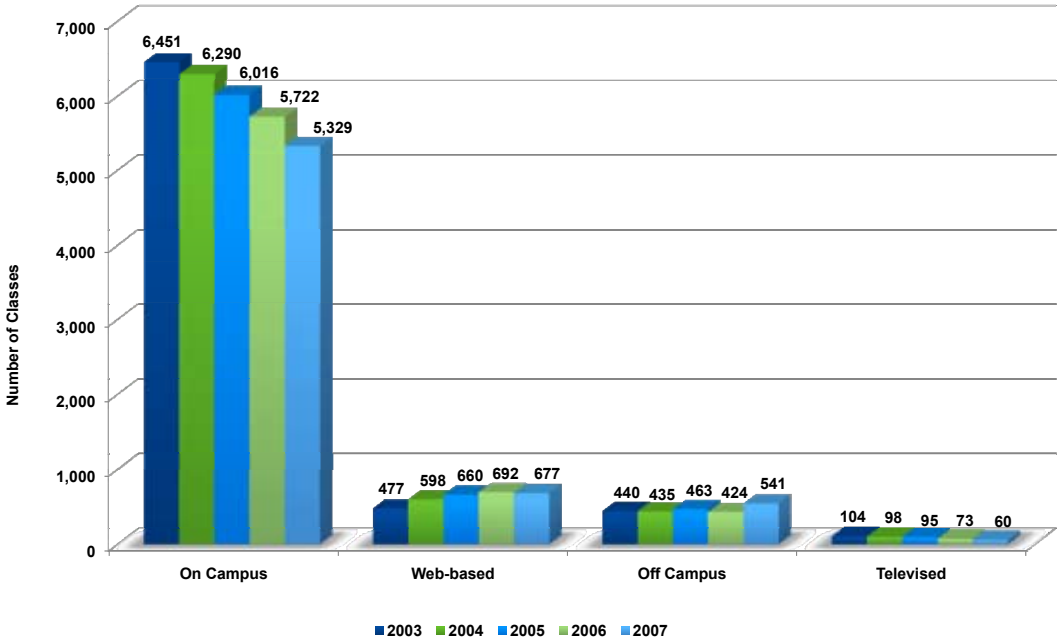
Did you know?

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

Course Management System: Distance Learning Enrollments



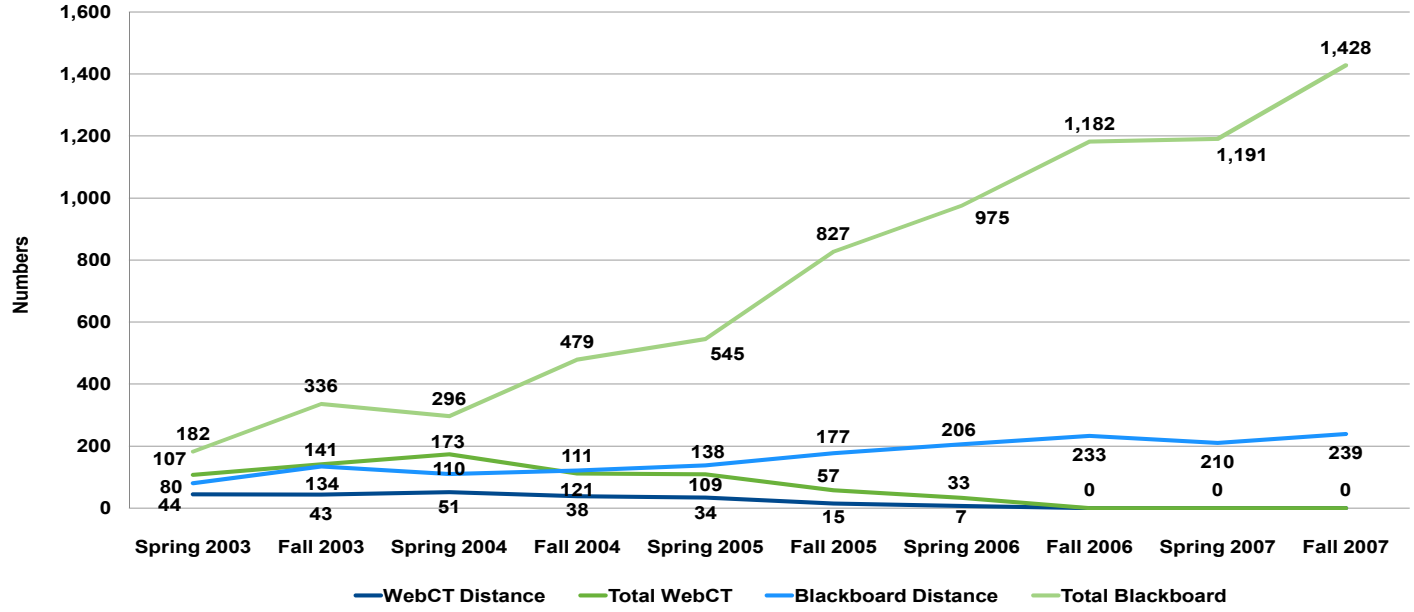
Classes by Delivery Method



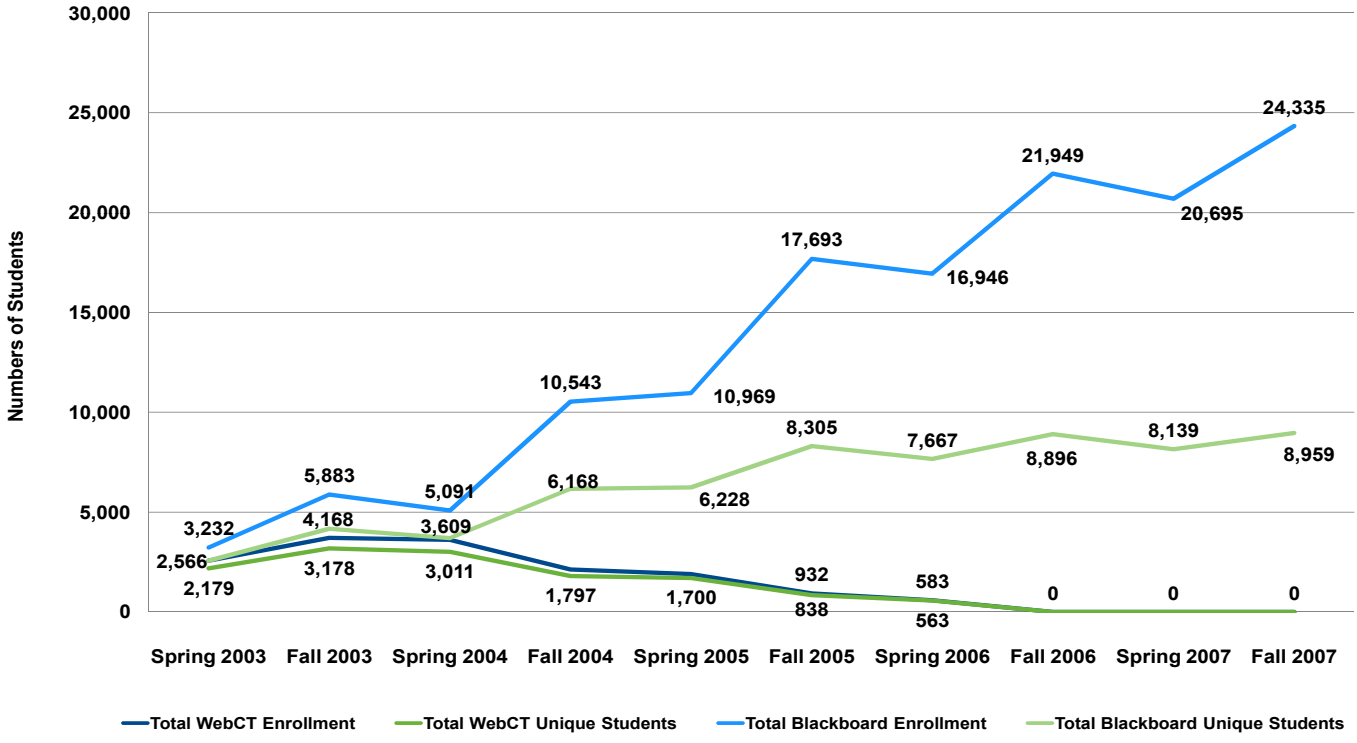
Did you know?

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

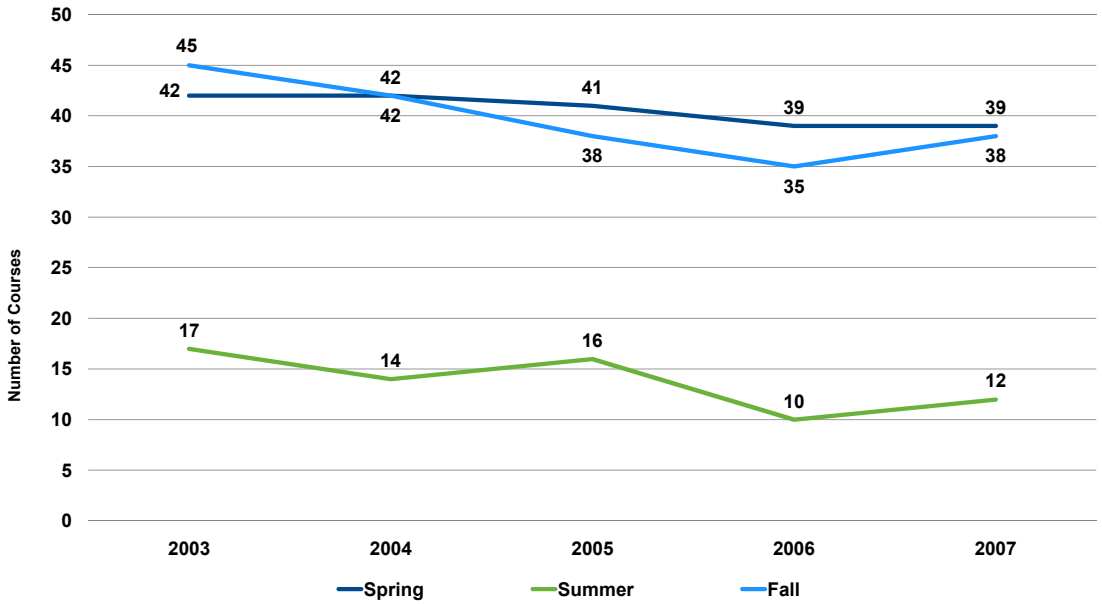
Course Management System: Sections Offered



Course Management System: Total Enrollments



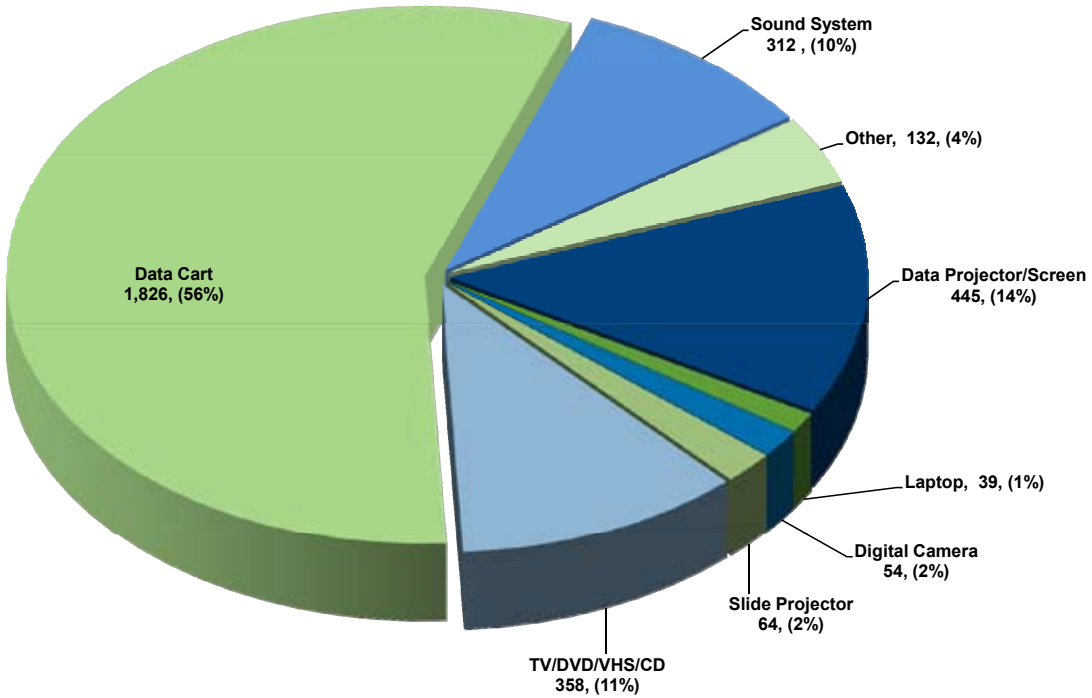
Televised Course Offerings



Did you know?

CIRT created over 160 conference posters for faculty in 2007.

Equipment Delivery and Setup



Did you know?

The Center for Visualization completed over 45 major projects in 2007.

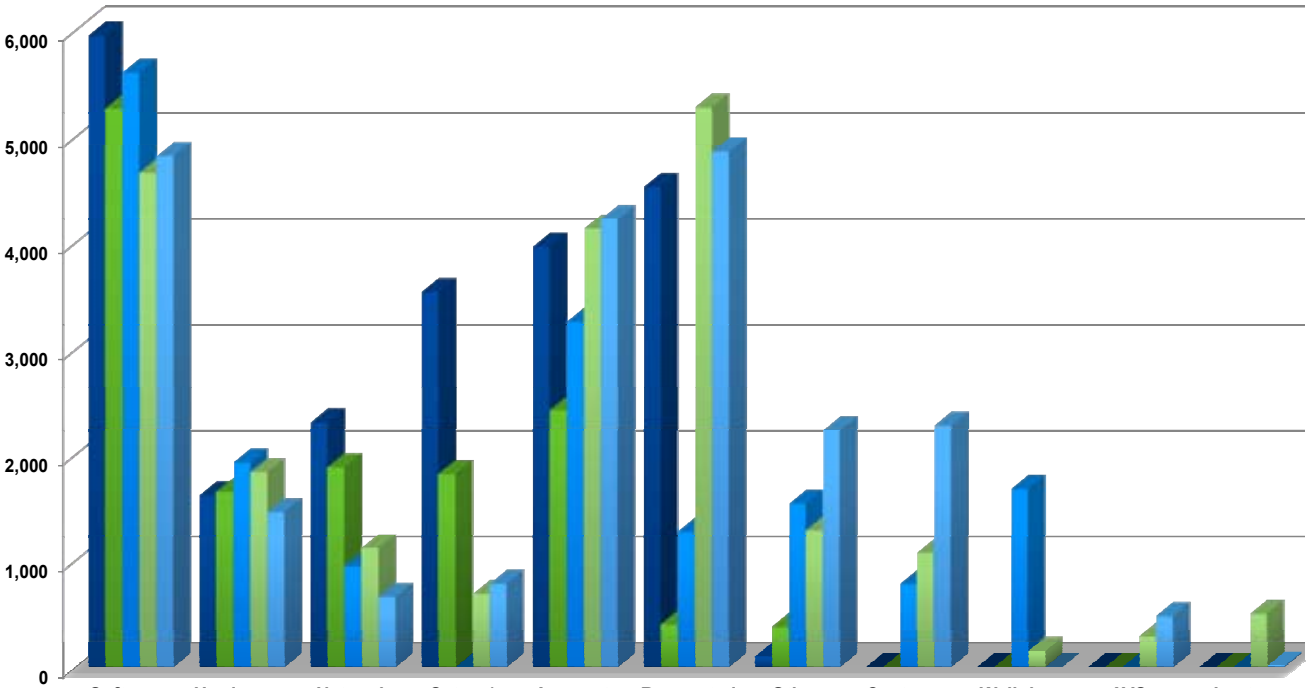
Student, Faculty, and Staff Computing

"Technology . . . allow[s] me to access accurate information for assignments in a timely manner. I am a student clinician in a speech clinic. I use technology in various forms to enhance therapy with clients depending on their communication disorder. Using technology leaves me with more time to enjoy the overall college experience."

Dianne Ziegler, senior,
Speech-Language Pathology

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, Computer Store, and on-site consultants. The following pages display the commitment, effort, and resources provided to ISU technology users.

Help Desk Tickets Created by Type



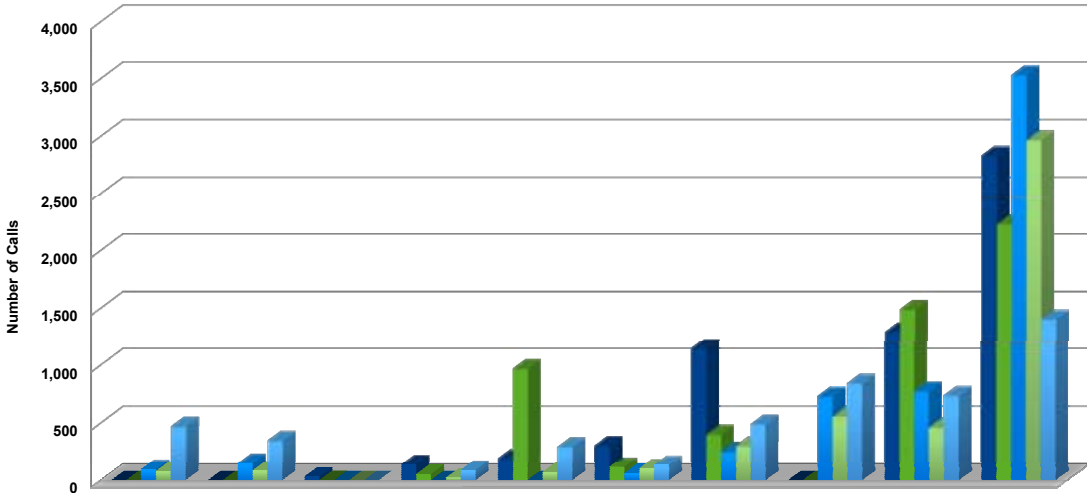
	Software	Hardware	Network	Set-up/ Relocate	Account Service	Requested Information	Other	Customer Support Center	Walk-ins	AVS Hot-line	Laptop Distribution
2003	5,948	1,616	2,304	3,537	3,959	4,527	97	0	0	0	0
2004	5,266	1,650	1,878	1,815	2,419	397	377	0	0	0	0
2005	5,603	1,924	944	0	3,259	1,278	1,536	777	1,675	0	0
2006	4,658	1,832	1,116	683	4,130	5,278	1,288	1,068	151*	286	498
2007	4,816	1,460	656	780	4,223	4,859	2,231	2,276	0	478	13

Total Tickets

2003 Total Tickets–21,988
2004 Total Tickets–13,802+
2005 Total Tickets–16,996**
2006 Total Tickets–20,988
2007 Total Tickets–21,792

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

Software Support Calls

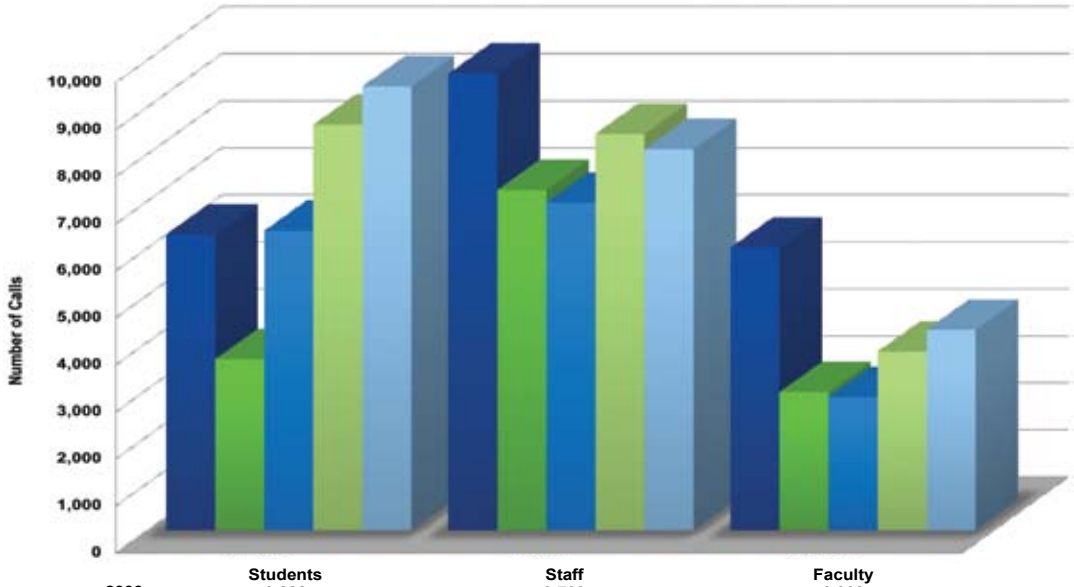


	Novell	Banner	Other Software Issues	Drivers	Anti-virus	Web Browsers	Groupware	Cisco Clean Access	OS	Other
2003	0	0	33	140	194	305	1,147	0	1,294	2,835
2004	0	0	1	54	969	117	404	0	1,491	2,230
2005	97	150	0	0	0	62	256	731	775	3,532
2006	81	86	0	21	72	103	304	556	465	2,970
2007	472	349	0	90	293	134	490	843	738	1,407

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
2007 Total Software Calls–4,816

Support Calls by Audience



	Students	Staff	Faculty
2003	6,282	9,703	6,003
2004	3,634	7,233	2,935
2005	6,365	6,961	2,830
2006	8,620	8,424	3,793
2007	9,434	8,099	4,259

Did you know?

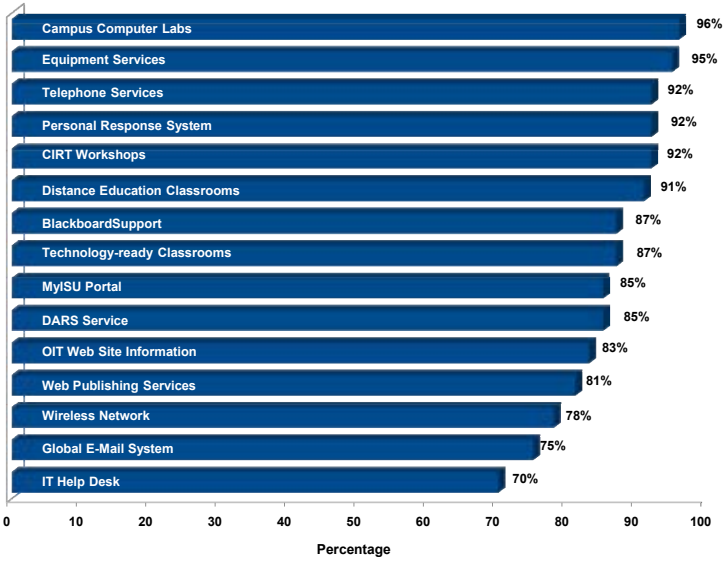
Over 745 students received free laptop computers through the Laptop Scholarship in 2007.

Number of Calls Received by Help Desk per Building

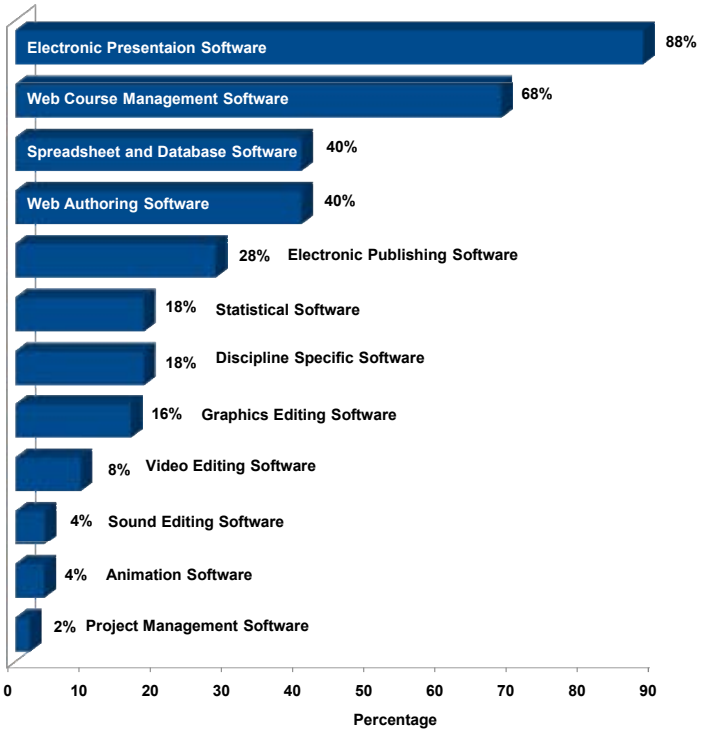
Building	Number of Calls				
	2003	2004	2005	2006	2007
African American Cultural Center	35	15	17	13	17
Animal Facilities Building	6	4	5	0	4
Arena	1074	814	763	970	1024
Art Annex	22	9	7	10	14
Blumberg Residence Hall	247	208	406	410	488
Burford Residence Hall	174	83	46	109	300
Center for Performing and Fine Arts	203	124	118	110	151
College of Business	1107	655	834	853	902
College of Education	1206	858	821	1263	1202
College of Nursing	661	368	460	521	715
Condit House	42	36	25	19	23
Cromwell Residence Hall	274	212	446	386	470
Dreiser Hall	148	154	77	250	163
Driver and Traffic Safety Center	5	18	3	3	3
Erickson Hall	995	845	940	1023	989
Facilities Management and Purchasing	320	265	148	250	202
Fairbanks Hall	23	16	14	15	5
Family and Consumer Sciences Building	122	101	95	115	140
Fine Arts Building	268	135	175	154	154
Gillum Hall	798	315	586	820	859
Hines Residence Hall	145	113	263	325	255
Holmstedt Hall	800	476	463	686	623
Hulman Center	96	48	43	56	86
Hulman Memorial Student Union	386	303	204	311	348
Jones Residence Hall	198	154	278	315	199
Landsbaum Center for Health Education	160	166	193	85	67
Library, Cunningham Memorial	81	50	88	181	200

Building	Number of Calls				
	2003	2004	2005	2006	2007
Lincoln Quad Residence Halls	582	396	914	696	557
Maehling Terrece (University Apartments)	845	696	147	268	486
Mills Residence Hall	342	272	406	380	372
New Theater	49	44	15	38	50
Normal Hall	245	345	309	354	851
Offsite Locations	N/A	2	4	4	16
Other	N/A	879	1926	4168	5085
Parsons Hall	659	453	478	483	475
Pickerl Residence Hall	123	60	146	183	215
Power Plant Main	51	21	14	12	6
Public Safety	N/A	71	58	48	58
Rankin Hall	754	484	417	638	499
Rhoads Hall	176	201	325	291	300
Root Hall	1054	538	539	829	777
Sandison Residence Hall	116	138	224	72	2
Science Building	1267	644	647	694	655
Stadium	N/A	320	34	3	0
Stalker Hall	446	110	159	314	304
Student Computing Complex	83	179	269	240	83
Student Services	392	314	226	338	297
Sycamore Towers	N/A	7	16	6	14
John T. Myers Technology Center	711	425	362	422	559
Technology Building	113	54	90	99	67
Tirey Hall	679	497	406	492	452
University Hall	176	141	123	12	2
Total	**21,988**	**13,802**	**16,156**	**20,382**	**21,792**

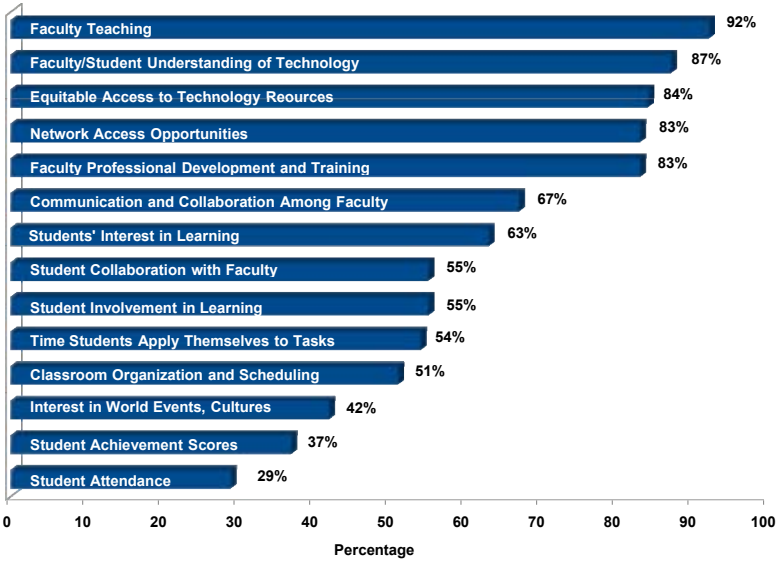
Faculty Satisfaction with IT Services



Faculty Use of Various Software Tools



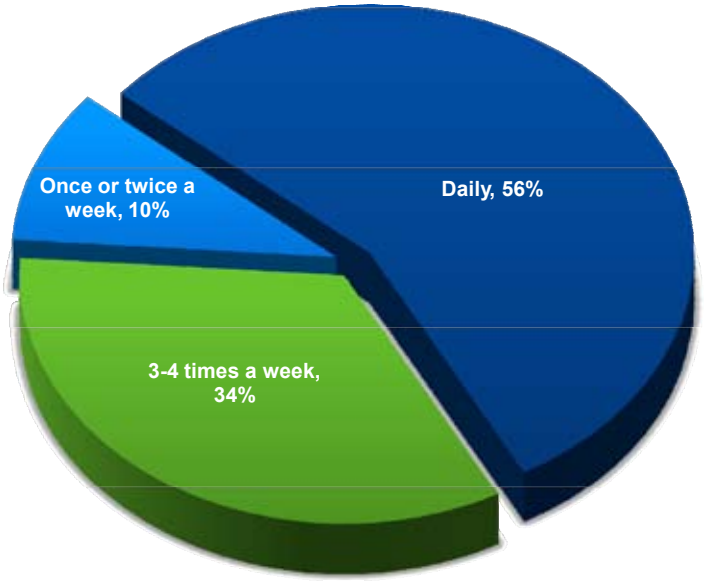
Faculty Perception of Various Improvements Due to Technology Implementation



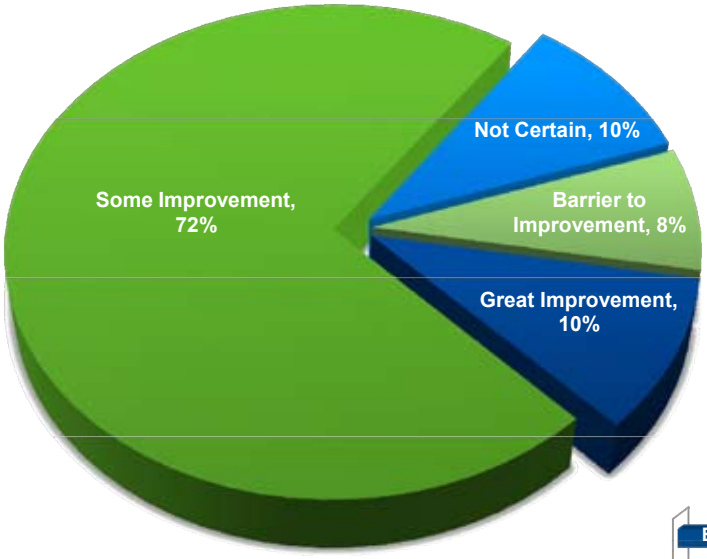
Did you know?

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

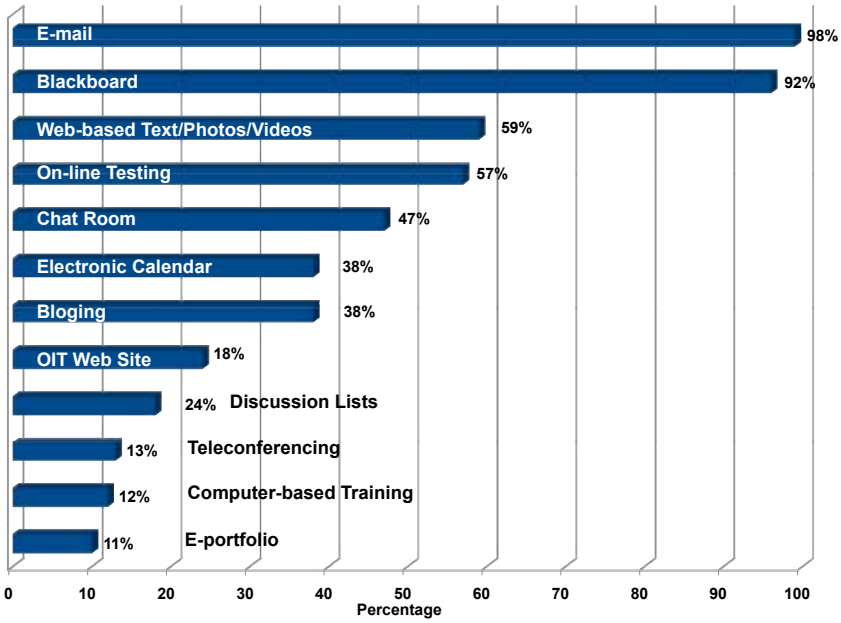
Students' Use of Computers for Research and Assignments



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



Students' Use of ISU On-line Resources



Did you know?

In a 2007 survey, over 98 percent of ISU students reported owning a computer.

The Computer Store started as a simple idea: provide students with a convenient location on campus for all of their computing purchase needs. In early 2006, The Computer Store went from that original concept to reality, opening for the first time on August 18, 2006.

The store was modeled after another successful technology retail establishment, the RAM Shop, located at the University of North Carolina Chapel Hill. Visits to the RAM Shop provided the necessary direction and information to create ISU's first technology store. To create the space for the store, the walk-in Help Desk and a computer repair area were relocated to another location within the Student Computing Complex. The vacated space was remodeled and a large store-front window was added. The RAM Shop manager, John Gorsuch, served as a consultant to guide in creation of the store. John walked into a room that had carpeting and paint on the walls, but not much more. He developed a detailed plan for setting up the store, including the overall store layout, merchandise display, cashiering system, merchandise selection, partnerships with vendors, advertising suggestions, and more importantly, a store manager job description.

OIT was fortunate to find and hire Allen Hannaford as the first manager of The Computer Store. With nearly 25 years of retail experience, Allen brought a wealth of knowledge and was instrumental in bringing the store to life.

The Computer Store has quickly established itself as a much needed campus service. Although tailored toward servicing students, it has become a faculty, staff, and departmental resource as well. The store sells popular technology related items such as thumb drives, USB cable and hubs, laptop carrying cases, wireless mice and keyboards, as well as the very popular Apple iPod and accessories. The Computer Store also showcases the current models of Lenovo and Apple laptops, allowing the campus community to "test-drive" before buying.

Although in existence for only eighteen months, it has quickly filled a void for supporting technology needs on campus. In the first eleven months of existence, The Computer Store served 2373 customers. In the first six months of fiscal year 2007-2008 it has already served 2643 customers.

With its high intensity neon sign and the ever changing technology displayed in its window, The Computer Store has quickly become an icon on the campus. Students, faculty, and staff alike are recognizing that The Computer Store represents a new era of technology at ISU.

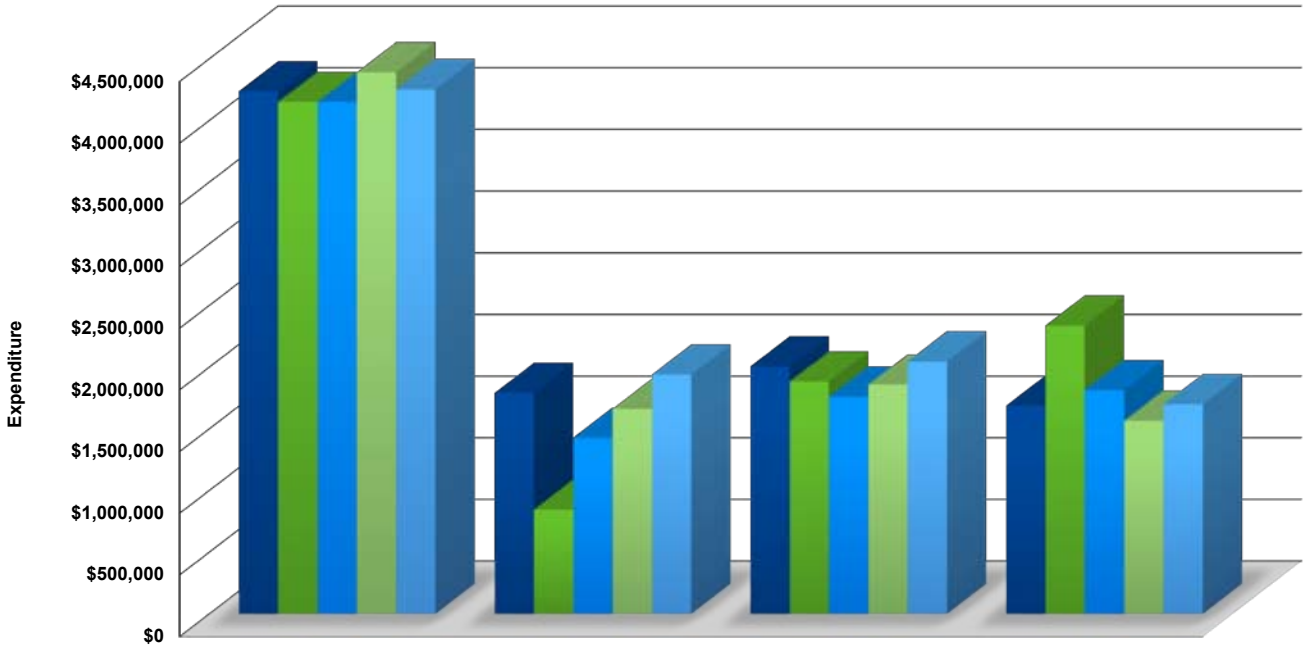
Resources

"Technology is a vital part of my life, and I am so accustomed to it that I have trouble imagining a life without it."

Lana Schrock, freshman,
Speech-Language Pathology

Indiana State University devoted a large share ($9.9 million) of its budget to funding the technology and services provided by OIT and CIRT. Personnel costs accounted for 43 percent of this total, with the cost of supplies and maintenance being a close second at 40 percent. Expenses for upgrading older equipment and investing in new technologies accounted for the remaining 17 percent. The student technology fee, which is used only for those technology expenses that directly benefit our students, represents approximately 10 percent of the total resources committed to support technology.

Comparison of Expenditures
2002-2007 Fiscal Comparison



	Personnel	Supplies & Expenses	Repairs & Maintenance	Capital Equipment
FY02-03	$4,236,465	$1,790,630	$2,005,915	$1,688,317
FY03-04	$4,150,744	$846,376	$1,884,174	$2,338,141
FY04-05	$4,149,905	$1,429,846	$1,760,923	$1,814,126
FY05-06	$4,392,132	$1,663,286	$1,859,888	$1,567,296
FY06-07	$4,255,153	$1,940,703	$2,048,551	$1,700,544

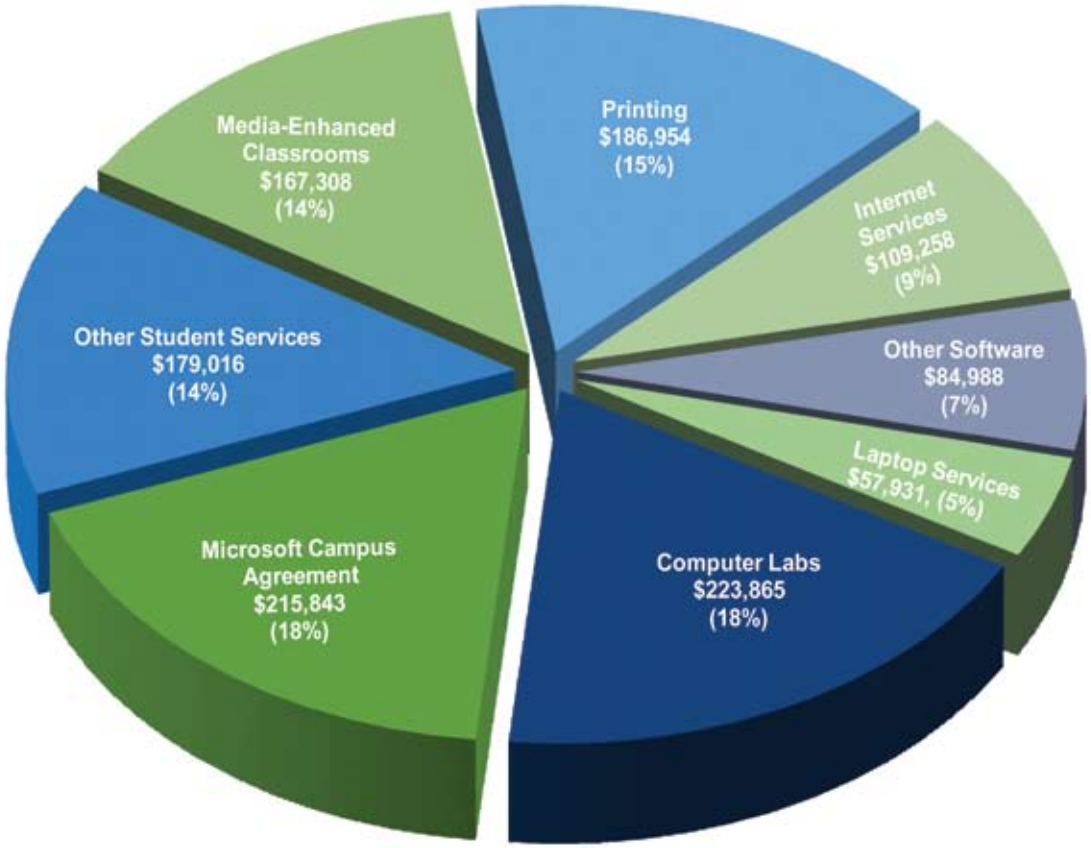
Total Expenditures
FY 02-03 Total–$9,721,327
FY 03-04 Total–$9,219,455
FY 04-05 Total–$9,154,800*
FY 05-06 Total–$9,482,602**
FY 06-07 Total–$9,994,951

* Includes $182K expenses not previously recognized
** Reflects the merger of CTL and IRTS into CIRT

Students at Indiana State pay a technology fee each semester as part of the tuition and fee structure approved and adopted by the Board of Trustees. The Office of Information Technology (OIT) has responsibility for the management and use of the funds generated by the technology fee. Each budget year, the University Budget Officer establishes a budget based on anticipated enrollment which is then used to provide technology services that directly impact students. Each year OIT develops a budget based on anticipated costs and proposed projects. Information about actual expenditures is communicated to students annually.

The chart above reflects the actual technology fee distribution for the 2006-2007 fiscal year. Consistent with prudent management practice, OIT attempts to budget as close as possible to actual expenses. It is worth noting that the technology fee pays for only a portion of the total costs associated with supporting the technology-related environment of the University. The technology fee compliments other baseline and one-time funding allocations.

Student Technology Fee Expenditures
FY 2006-2007 Total = $1,225,162



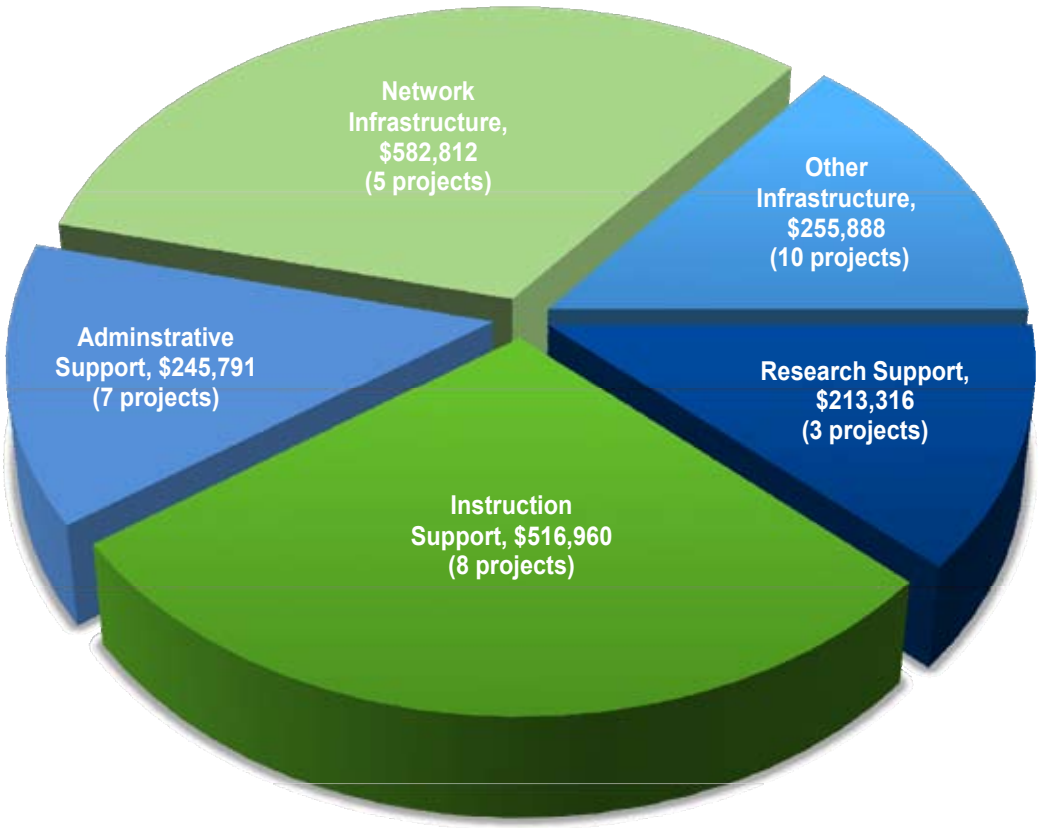
Did you know?

Over 4,000 copies of the Microsoft Campus Agreement software were downloaded in 2007.

Did you know?

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

Completed Projects
FY 2006-2007 Total = $1,814,766



The project budget in the Office of Information Technology pays for a number of one-time purchases to support the academic enterprise at Indiana State University. In 2007, 33 projects totaling $1,814,766 were completed in support of research, instruction, administration, and other infrastructure. Three research projects supported advanced computation, data collection and storage, enhanced visual displays, and the IT mini-grant program for faculty. Eight instructional projects supported the purchase of academic software, distance education classroom upgrades, new technology-enhanced classroom installations, and lab upgrades. Seven administrative projects supported Payment Card Industry compliance, calendaring, conference facility upgrades, time clock and Oracle upgrades, and staff desktop computer upgrades. Five network projects included network security enhancements, wireless survey tools, and higher density wireless in academic and administrative areas. Finally, ten projects supported enhancements of other technological infrastructure on campus including providing electrical service to desktops in five classrooms, upgrades for Luminis SunGard/Novell, machine room enhancements, server upgrades, continued implantation of virtualization technologies, and enhancements to Talisma.

Student employees are a valuable resource in supporting University instruction, research and administrative information technology and other needs. In fiscal year 2006-07, OIT and CIRT employed over 300 students in roles ranging from computer lab consultant to graphic designer to network maintenance technician, providing students with both income and valuable work experience. The average number of student employees in each payroll period was 160, with almost half of these being assigned to the computer labs. Every class was represented among the student employees, with the senior class providing the largest group of students. The largest percentage of students were enrolled in the College of Arts and Sciences. The areas of study of our student employees were diverse, with 85 majors represented. Seventy-one percent of the students were enrolled in majors not traditionally associated with information technology.

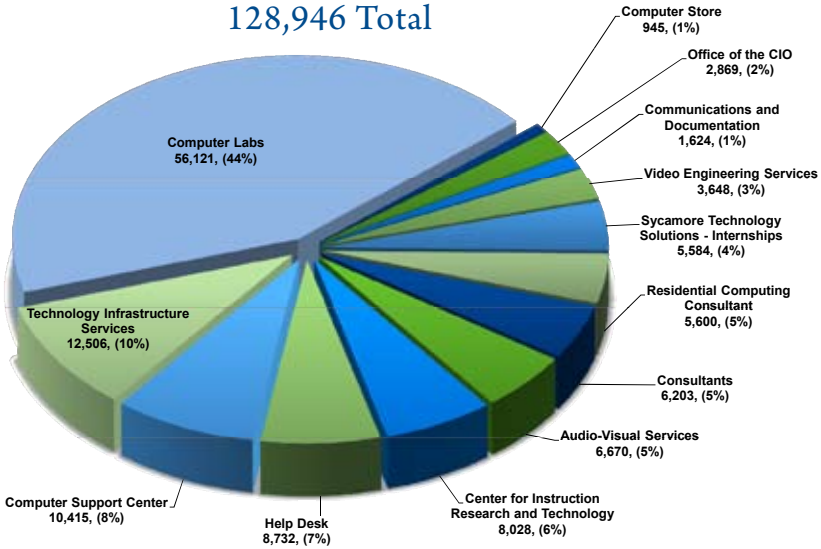
"I have learned valuable life experience working at the Computer Support Center. I believe the most important thing I have learned is how to deal with customers. This is a great life skill I will use for the rest of my career. Working at the Computer Support Center has been a great experience."

Brandon Brimberry, senior, Information Technology

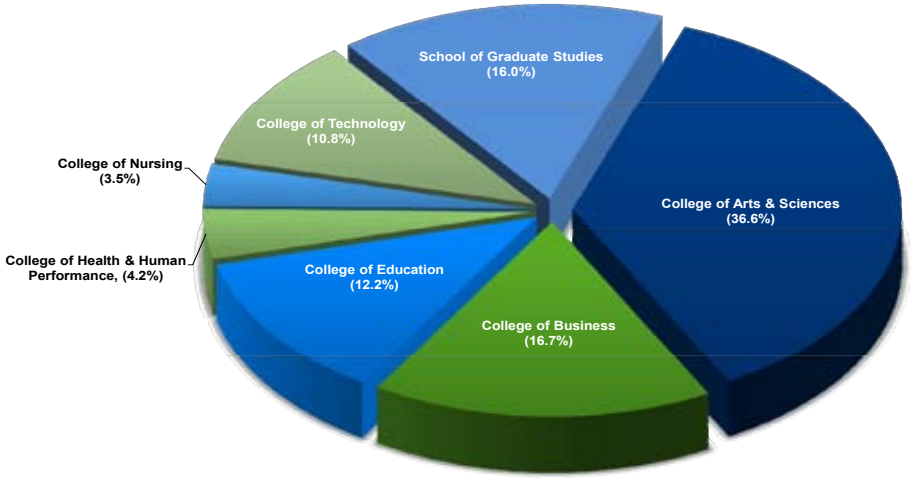
"Being a member of the STS team has provided me with significant technical experience in the majority of the Information Technology fields of study, including networking, graphic design, system administration, computer hardware and software, and Web site development. Overall, I feel I am better equipped for the outside work environment once I graduate and leave ISU."

Brian St. John, senior, Information Technology

2006-2007 Student Hours by Area
128,946 Total



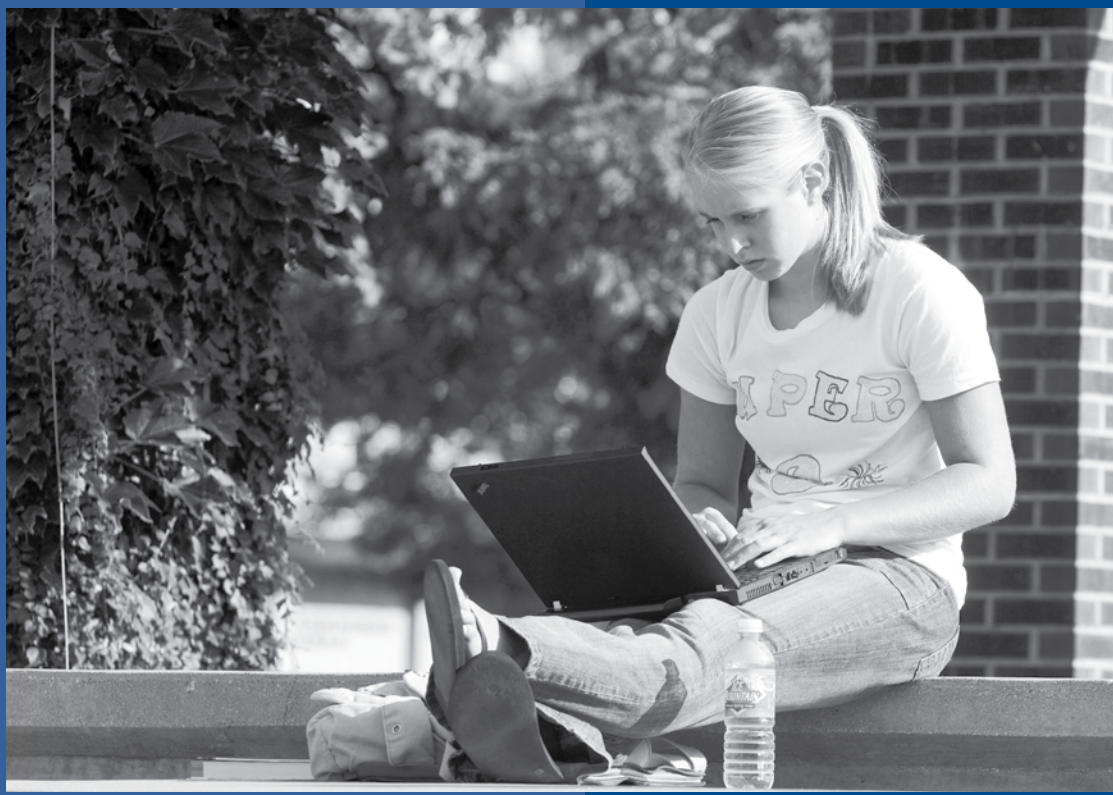
2006-2007 Student Employees By Enrolled College



Environment

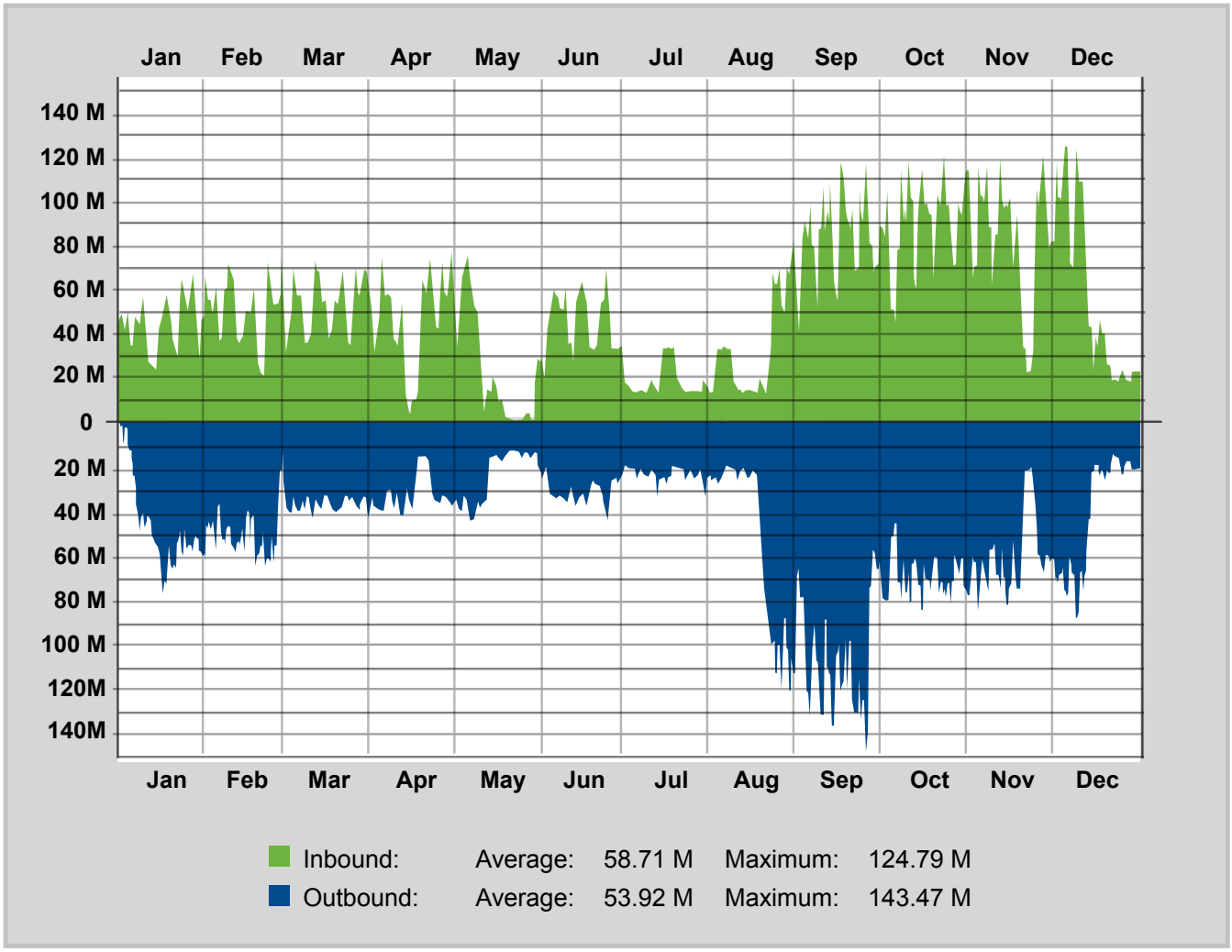
"I cannot imagine my life without technology in it. I use technology almost every hour of the day from cell phones to computers. At ISU I rely so much on the e-mail system or Blackboard to get information from professors and use instant messenger and other chat programs to keep up with friends and family members. Without technology my life would not be able to run as smoothly as it does."

Sarah Schwier, senior,
Special Education



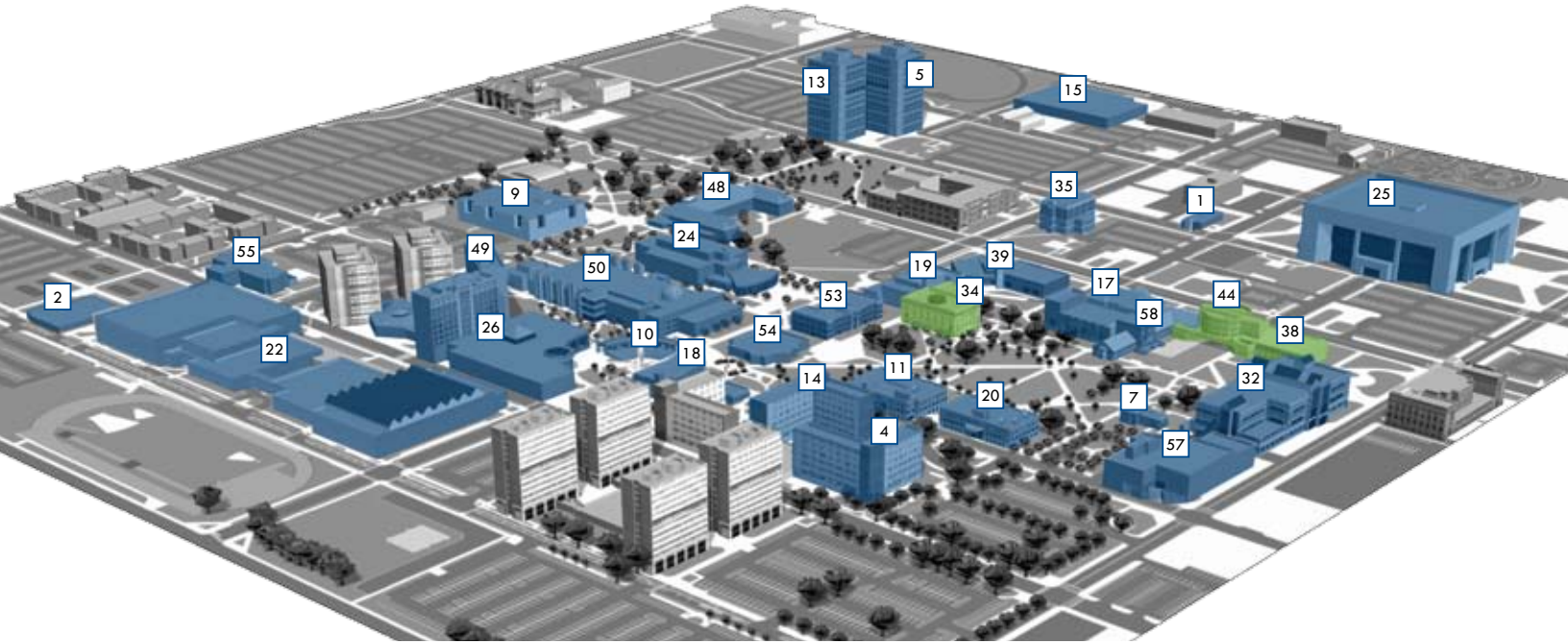
None of the technology tool and services would be possible without a reliable, stable, and robust technology infrastructure. The cables, servers, routers, and wires bring life to the technological activities of Indiana State's faculty, students, and staff. Although many of the fundamentals of networking and telecommunications are well established, the OIT Technology Infrastructure Services unit is constantly adapting and introducing new technologies, such as wireless network access, storage arrays, and fault tolerant servers.

Internet Bandwidth
One Day Average
(January 2007-December 2007)



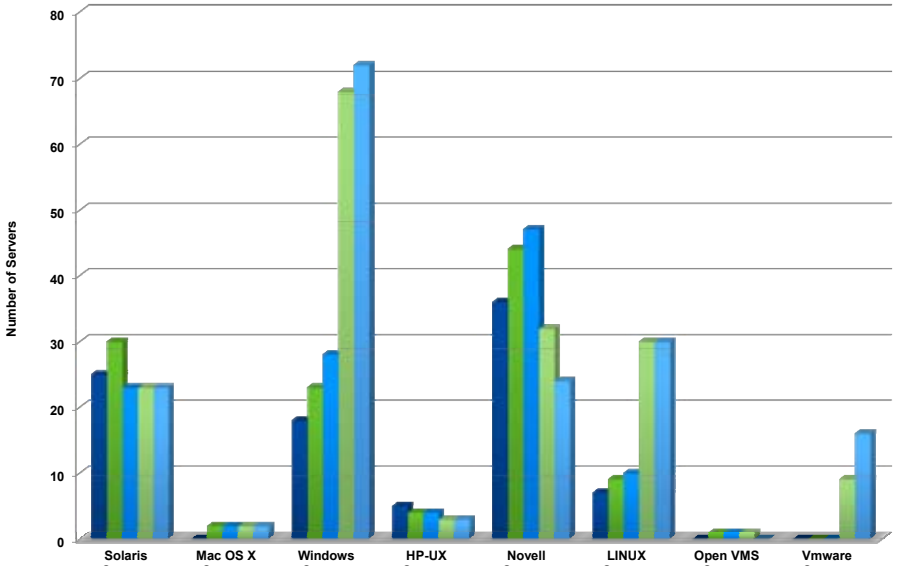
Campus Wireless Coverage

As of January 1, 2008



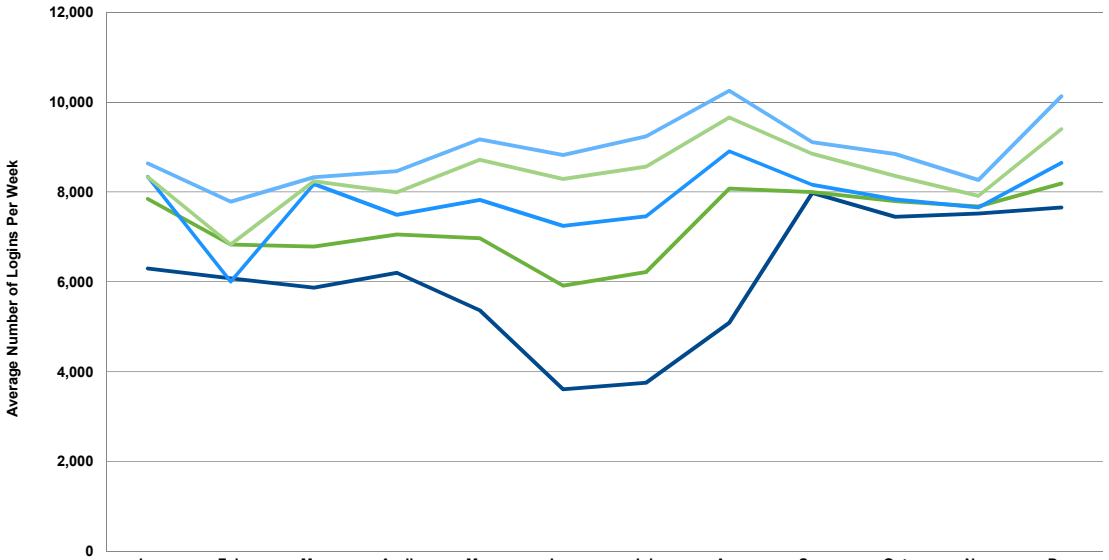
Full Coverage			
1	African American Cultural Center	25	Hulman Center
2	Art Annex	26	Hulman Memorial Student Union
4	Burford Hall	32	John T. Myers Technology Building
5	College of Business	35	College of Nursing
7	Condit House	39	Center for Performing and Fine Arts
9	Cunningham Memorial Library	48	Root 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



	Solaris Servers	Mac OS X Servers	Windows Servers	HP-UX Servers	Novell Servers	LINUX Servers	Open VMS Servers	Vmware Servers
2003	25	0	18	5	36	7	0	0
2004	30	2	23	4	44	9	1	0
2005	23	2	28	4	47	10	1	0
2006	23	2	68	3	32	30	1	9
2007	23	2	72	3	24	30	0	16

MyISU Portal Logins

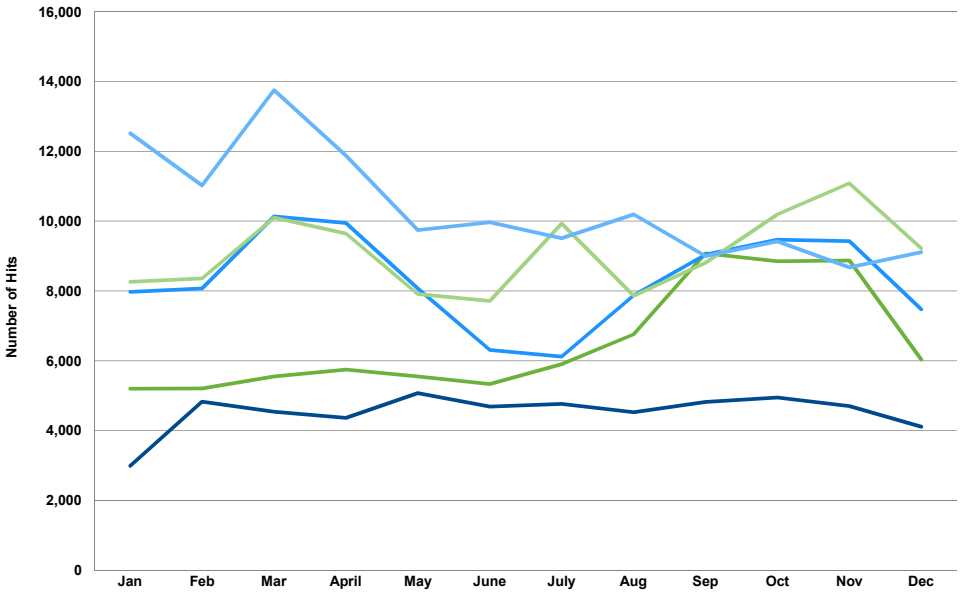


	Jan	Feb	Mar	April	May	June	July	Aug	Sep	Oct	Nov	Dec
2003	6,293	6,074	5,867	6,201	5,360	3,605	3,751	5,086	7,979	7,446	7,516	7,651
2004	7,841	6,825	6,779	7,053	6,969	5,910	6,214	8,074	7,995	7,792	7,673	8,186
2005	8,336	6,001	8,173	7,488	7,817	7,240	7,455	8,902	8,157	7,830	7,653	8,644
2006	8,335	6,826	8,235	7,990	8,715	8,286	8,561	9,659	8,851	8,356	7,912	9,401
2007	8,632	7,780	8,326	8,457	9,168	8,819	9,232	10,250	9,106	8,843	8,265	10,128

Did you know?

There are 52 servers operated by academic departments on campus.

ISU Web Server Page Hits

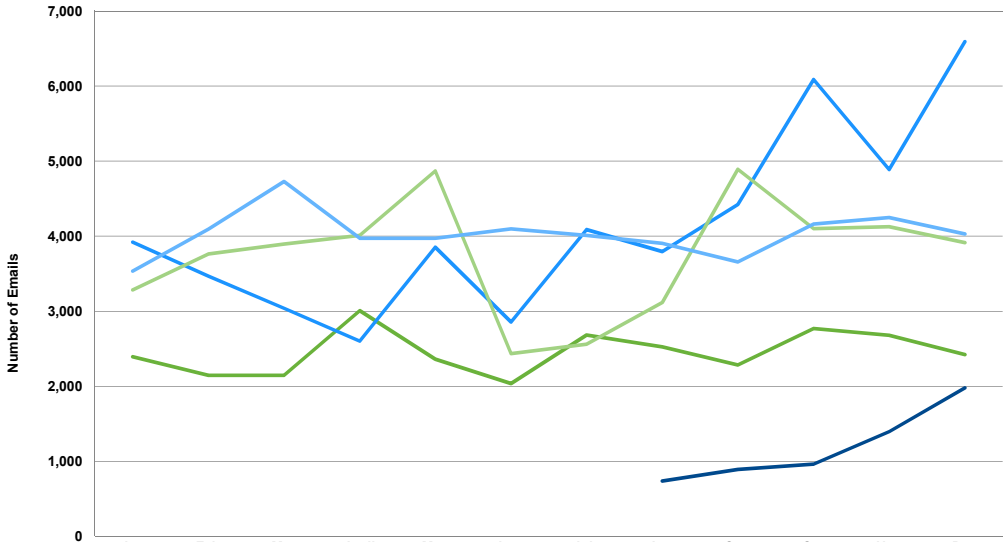


	Jan	Feb	Mar	April	May	June	July	Aug	Sep	Oct	Nov	Dec
2003	2,983	4,828	4,538	4,362	5,071	4,687	4,760	4,524	4,819	4,942	4,695	4,111
2004	5,199	5,203	5,549	5,748	5,551	5,331	5,899	6,758	9,075	8,851	8,871	6,033
2005	7,968	8,067	10,134	9,943	8,070	6,306	6,116	7,869	9,040	9,465	9,428	7,470
2006	8,257	8,359	10,098	9,645	7,910	7,711	9,927	7,858	8,807	10,191	11,082	9,219
2007	12,514	11,024	13,752	11,879	9,745	9,969	9,515	10,194	9,003	9,422	8,677	9,111

Did you know?

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

Total E-mail Messages



	Jan	Feb	Mar	April	May	June	July	Aug	Sep	Oct	Nov	Dec
2003*								740	895	964	1,397	1,978
2004	2,393	2,146	2,147	3,009	2,361	2,036	2,682	2,526	2,285	2,769	2,681	2,423
2005	3,923	3,470	3,041	2,604	3,853	2,858	4,089	3,795	4,423	6,087	4,889	6,593
2006	3,284	3,765	3,895	4,010	4,872	2,435	2,560	3,116	4,893	4,101	4,126	3,914
2007	3,537	4,098	4,730	3,975	3,973	4,100	4,014	3,908	3,659	4,164	4,252	4,031

* Data not available for January-July 2003

Bits and Bytes

"I am an adult going back to school and if it were not for technology, I probably would not have been able to do so. Technology assists me in taking my classes via distance education. I am able to work toward my degree, work full-time, and have a social life—all because of technological advances! My educational experience is greater due to information technology and wireless computing."

Sandra Dragoo, junior,
Human Resource Development

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 that implements best practices for communicating to its campus constituencies.

In 2005, OIT won three national awards from the Association for Computing Machinery Special Interest Group on University and College Computing Services (SIGUCCS) related to its communication activities. This was followed in 2006 by four national awards. In fall of 2007, OIT captured two first place awards in the national competition for its information technology communications efforts.

The "Cyber Security Haunted House" campaign, aimed at keeping students safe on the Internet, received first place in the general service campaign materials category. The integrated campaign used a variety of vehicles and promotional pieces to emphasize specific security themes.

"The campaign's very originally conceived haunted house brought each of the security concepts to life in a way that must have had broad appeal to students," judges said. "The content in each of the corresponding promotional pieces was well-written and clear, . . . the ideas were creative and the themes employed compelling. The overall effect was outstanding."

Receiving first place in the general service promotional materials category was the "Get in the Game" Student Technology Guide. This 60-page guide, depicting ISU mascot "Sycamore Sam" on the cover as an excited TV game show contestant, provided information on where and how students can access specific technology services. Printed booklets were distributed to all ISU students at the start of the 2007-08 school year and the guide was also available on-line.

All OIT/CIRT publications are available on-line at:
http://www.indstate.edu/oit/comm.

Community Outreach and Engagement

In 2004 the Office of Information Technology created Sycamore Technology Solutions (STS) to create an IT work experience program designed to give junior and senior Indiana State University students a unique opportunity to gain real world experience in their field of study. STS offers IT services, free of charge, to non-profit organizations dedicated to improving the local community. Students qualifying for this work experience program include those working toward degrees in Computer Science, Electronics, Information Technology, Management Information Systems, or other computer-related majors.

As a student-managed and operated IT company, the STS mission is to support the technology goals and needs of the local United Way 501(c)(3) member agencies. STS, working closely with these organizations, provides outreach, builds and maintains a positive relationship with the Terre Haute and Wabash Valley communities.

STS consultants work together as a team, uses the diverse skills they have acquired in courses at Indiana State University to successfully complete and deliver solutions to challenging real world technology problems. Project areas of interest include web site hosting and development, database development and administration, networking, hardware and software support, as well as technology research, planning, and proposal development.

STS consultants track and document client services offered, apply current cost analysis, and submit statements representing real savings. This cost analysis and statement system encourages clients to utilize the services offered by STS and Indiana State University by emphasizing actual financial savings to their organization and shows students their potential value to the business world after graduation.

STS currently serves 22 organizations, including the Vigo County United Way office, and hosts 17 Web sites for these organizations. The following organizations have been served by STS.

- Big Brothers, Big Sisters of Vigo County
- Boy Scouts of America, Crossroads Council
- Boys and Girls Club of Terre Haute
- Council on Domestic Abuse
- Crisis Pregnancy Center
- Family Health and Help Center
- Family Services Association

"All of the STS students that I have interacted with have been caring people. They have shown great desire to make sure that our needs have been taken care of. This has not always been an easy task.

As each student leaves the program and graduates I truly miss them. Each one has their own personality and their own expertise."

James D. Edwards
director,
Ryves Youth Center at Etling Hall

- Happiness Bag Center
- Kid Cake Project
- Lifeline
- Marshall Area Youth Network
- McMillan Adult Day Services
- Mental Health America of Wabash Valley
- Recovery Associates
- Ryves Hall
- Terre Haute Family "Y"
- Terre Haute Humane Society
- United Cerebral Palsy of the Wabash Valley
- United Childcare
- United Way, Main Office
- Wabash Senior Citizens Center
- Wabash Valley Family Sports Center

"We truly appreciate the wonderful service that you provide to the area nonprofit agencies and want to share that information with any other agencies which are considering major computer projects or simply need simple questions answered regarding their system or data needs.

Thanks STS for providing an excellent service to the non-profits of the Wabash Valley. Keep up the great work."

Betty Fisher James
executive director,
Big Brothers, Big Sisters
of Vigo County

Professional Service

Each year OIT and CIRT staff participate in many activities that help internal and external organizations in a manner that improves the quality of life on our campus, in our local community, and in the larger higher education community. These activities not only help our various communities but also enrich the personal and professional lives of the staff who participate. Among the activities during the past year are the following.

Bob Barley

- Indiana Higher Education Telecommunications System Technology Operations Committee–Member
- EDUCAUSE Enterprise Resource Planning Security Committee–Member

Kathryn Elson

- Illiana Tech–Secretary

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Publications

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Read, S. (2007, September). Oracle analytic functions for argos reporting. SETA, Indianapolis, IN.

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