

AS - Eamon de Tracy



Office of the President

February 24, 1997

Professor John Travis
Chair, Academic Senate
Humboldt State University
Arcata, CA 95521

Dear Professor Travis:

This acknowledges receipt of the transmitted minutes of the January 28th, 1997 meeting, which cite two Resolutions. After consultation with the Provost, I am pleased to approve the Resolution Regarding the Proposal for a Center for the Support of Instructional Technology (#06-96/97-FA), except that I would have the Center's Advisory Committee be an administrative committee, advisory to the Center Director and with membership as in the original document, but with the addition of the Dean for Undergraduate Studies.

The Resolution on Sabbatical Leave Review Process (#07-96/97-FA), comes across as exceedingly cumbersome in the proposed form. Naturally, I am referring it to the Provost for commentary before arriving at final conclusions on this subject. In the meantime, I would observe that, given the increasingly numerous external and other demands on the President's and Provost's time, the cumbersomeness of the recommended process (which calls for certain time-consuming actions on their parts within rather short time constraints) portends serious operational difficulties.

Cordially yours,

Alistair W. McCrone
President
AWM:lgm

cc: Provost Guillaume

RESOLUTION REGARDING PROPOSAL FOR A CENTER
FOR THE SUPPORT OF INSTRUCTIONAL TECHNOLOGY
(#06-96/97-FA)

WHEREAS, The Academic Senate of Humboldt State University has approved a Resolution endorsing principles and recommendations of the CSU Academic Senate regarding technology mediated instruction, while acknowledging that said principles and recommendations require more specific definition for this campus [#04-96/97-FA]; and

WHEREAS, A proposal for a Center for the Support of Instructional Technology (hereinafter referred to as the "Center") has been offered for Humboldt State University [see Attachment A] which would consolidate the technology mediated instructional services on this campus; and

WHEREAS, Such integration would be of value in promoting the unified and coordinated development of technology mediated instructional services; and

WHEREAS, The growing impact of technology mediated instruction in higher education requires careful attention to identification of issues, formulation of objectives, evaluation of outcomes, and assurance of educational quality; and

WHEREAS, Said proposal calls for creation of a Center Advisory Committee which could undertake such a mission; therefore, be it

RESOLVED: That the Academic Senate of Humboldt State University endorses the idea of consolidating campus technology mediated instructional services; and be it further

RESOLVED: That the Academic Senate of Humboldt State University recommends that the organizational structure of the Center be modified in regards to the position of the Center Advisory Committee from that illustrated on page three of Attachment A to that shown in Attachment B; and be it further

RESOLVED: That the Academic Senate of Humboldt State University recommends that the Center Advisory Committee be designated a University Committee, with membership consisting of: one faculty representative elected from each academic college; one faculty representative from the Library; the Chair of the University Curriculum Committee; the Faculty Development Coordinator; a

Admin. per Pres 2/24/97

RESOLUTION REGARDING PROPOSAL FOR A CENTER FOR THE SUPPORT OF INSTRUCTIONAL TECHNOLOGY (198-10-11)

WHEREAS: The Academic Senate of Humboldt State University has approved a Resolution endorsing principles and recommendations of the CSEI Academic Senate regarding technology mediated instruction while acknowledging that said principles and recommendations were more specific definition of this campus [00-00-00-00] and

WHEREAS: A proposal for a Center for the Support of Instructional Technology (hereinafter referred to as the "Center") has been offered for Humboldt State University [see Attachment A] which would consolidate the technology mediated instructional services on the campus and

WHEREAS: Such integration would be of value in promoting the unified and coordinated development of technology mediated instructional services and

WHEREAS: The growing impact of technology mediated instruction in higher education requires careful attention to identification of needs, formation of objectives, evaluation of outcomes, and assurance of educational quality; and

WHEREAS: Said proposal calls for creation of a Center Advisory Committee which could undertake such a mission; therefore, be it

RESOLVED: That the Academic Senate of Humboldt State University endorse the idea of consolidating campus technology mediated instructional services and be it further

RESOLVED: That the Academic Senate of Humboldt State University recommend that the organizational structure of the Center be included in regards to the position of the Center Advisory Committee from that illustrated on page three of Attachment A to that shown in Attachment B; and be it further

RESOLVED: That the Academic Senate of Humboldt State University recommend that the Center Advisory Committee be constituted a University Committee with membership consisting of one faculty representative elected from each academic college and faculty representatives from the Library; the Chair of the University Instructional Center; the Faculty Development Committee; a

student representative appointed by Associated Students; and, as ex-officio, non-voting members, the Director of Computing and Telecommunications Services and the Director of the Center; and be it further

RESOLVED: That the Academic Senate of Humboldt State University recommends that the mission of the Center Advisory Committee include, but not be limited to: (1) identifying and communicating to the Provost instructional technology issues; (2) developing a specific plan to consolidate and coordinate technology mediated instruction services for the Humboldt State University campus; (3) formulating and prioritizing objectives which facilitate that plan; (4) conducting an ongoing evaluation of outcomes as they reflect the stated objectives, and maintain or enhance the educational goals of the University and the quality of its course offerings; (5) evaluating the performance of the Center in providing computing and telecommunication services; and (6) recommending to the Provost future directions for the Center based upon its ongoing evaluation and assessment; and be it further

RESOLVED: That the Academic Senate of Humboldt State University recommends that any substantive principles, policies or guidelines offered by the Center Advisory Committee be brought to the Academic Senate for discussion prior to implementation.

RESOLVED: That the Academic Senate of Humboldt State University, recommends that the

- (1) the Director of the Center for the Study of the History of the State of California
- (2) the Director of the Center for the Study of the History of the State of California
- (3) the Director of the Center for the Study of the History of the State of California
- (4) the Director of the Center for the Study of the History of the State of California
- (5) the Director of the Center for the Study of the History of the State of California

RESOLVED: That the Academic Senate of Humboldt State University, recommends that the

Director of the Center for the Study of the History of the State of California

**CENTER FOR
THE SUPPORT OF
INSTRUCTIONAL
TECHNOLOGY:
A REVISED PROPOSAL**

SEPTEMBER 1996

**PREPARED BY
TECHNOLOGY
ROUNDTABLE
SUBCOMMITTEE:
GAIL FULTS
BILL CANNON
REZA AZARMSA**

INTRODUCTION

As a CSU pilot campus of assured student access to computing, Humboldt is moving purposefully toward the integration of technology mediated instruction within the curriculum. To support this move, HSU opened a Faculty Development Laboratory and a Courseware Development Center during Spring 1996 in response to faculty initiative and with the generous support of the President, Provost, and Academic Senate. Using these facilities, the institution is involved actively in developing effective technologies to support learning. Examples of current technology at HSU include using active web pages and PowerPoint in classroom presentations and posting lecture notes on the web supplemented with links to additional information wherever it may reside on the Internet. The materials are then available for review and as general study aids from students' home computers and the campus computing labs. Another example is online testing with immediate feedback to the student and grade reporting to the instructor.

Technology under development melds active web pages with CD-ROM video to create a new textbook for the future. This will be an important technology for supporting a more flexible schedule that will allow our students to learn when they are available rather than being constrained by fixed class times. Supporting services such as electronic mail and home pages for all faculty and students, list servers, and conferencing systems also have or are being implemented. HSU already has an integrated automated library system and the librarians and staff have held a long-standing commitment to using technology to enhance access to materials for faculty, staff, and students wherever the materials or the user is located. As part of its efforts to ensure that students and faculty have access to the information and scholarly resources required for learning and research, HSU is developing electronic reserves and creating a searchable database of copyright-free images. The imaging project will permit access to unique resources such as slide collections assembled by the faculty, to the benefit of the University community and scholars everywhere.

STATEMENT OF THE PROBLEM

As recognized by the Technology Roundtable participants, technology-mediated instruction services at HSU are fragmented. A faculty member trying to develop a course may have to go to Media Services for video and/or voice recording and digitizing. Then he has to go to the Courseware Development Center to place it on the web or a CD-ROM. If it takes too much space, she needs to go to Computer Operations to expand his quota on sorrel. To load it in the labs, he needs to go to Academic Computing. And, to offer it off campus, she has to go to Extended Education. In this time-consuming procedure, no particular office can be held responsible and often results in disappointment for faculty.

RECOMMENDATIONS

The Technology Roundtable Subcommittee recommends establishing a *Center for the Support of Instructional Technology* to consolidate the technology-mediated instructional services in the campus. This proposal is a revision to a proposal written in response to a series of meetings of the Technology Roundtable during Summer 1996. The revision is in response to suggestions made by the Council of Deans, Council of Faculty Leaders, and the Technology Roundtable after their review in late August of the original proposal.

The general objectives for the Center are:

- To offer a *seamless* technology-mediated instructional service, from the planning stage throughout the delivery stage, to the campus community
- To provide faculty, staff, students and community members (through distance education and structured alliances) access to education and training in state-of-the-art, new media technologies. This may include instruction in the following areas:
 - Interactive design and authoring
 - Desktop publishing/pre-press
 - Graphic design and illustration
 - Three-dimensional modeling, animation and visualization
 - Digital and analog photography/image processing
 - Digital and analog film/video production
 - Digital and analog audio/music production
- To foster the development of innovative educational tools and products (e.g. teaching modules, templates, demonstrations).
- To provide a model for the integration of new media technology throughout a host of academic curricula
- To develop a showcase for new media technologies, helping to increase awareness and use among key constituencies within the campus community and beyond
- To facilitate intellectual interactivities in the area of new technologies. This may include:
 - Offering lecture series
 - Conducting workshops
 - Arranging technology exhibitions
 - Providing a space and resources for faculty interchange on technology topics.
- To solicit external funds and resources to aid in developing and promoting instructional technology.

ORGANIZATION

To carry out the Center for the Support of Instructional Technology objectives, the following organization is recommended:

Center for the Support of Instructional Technology

Center for the Support of Instructional Technology comprised of three components: *forum*, *design and development*, and *utilization*. The Center reports to Computing and Telecommunications Services which is responsible for all technology-related activities in the campus, including computing (academic and administration) and telecommunications. The Figure 1 illustrates these components.

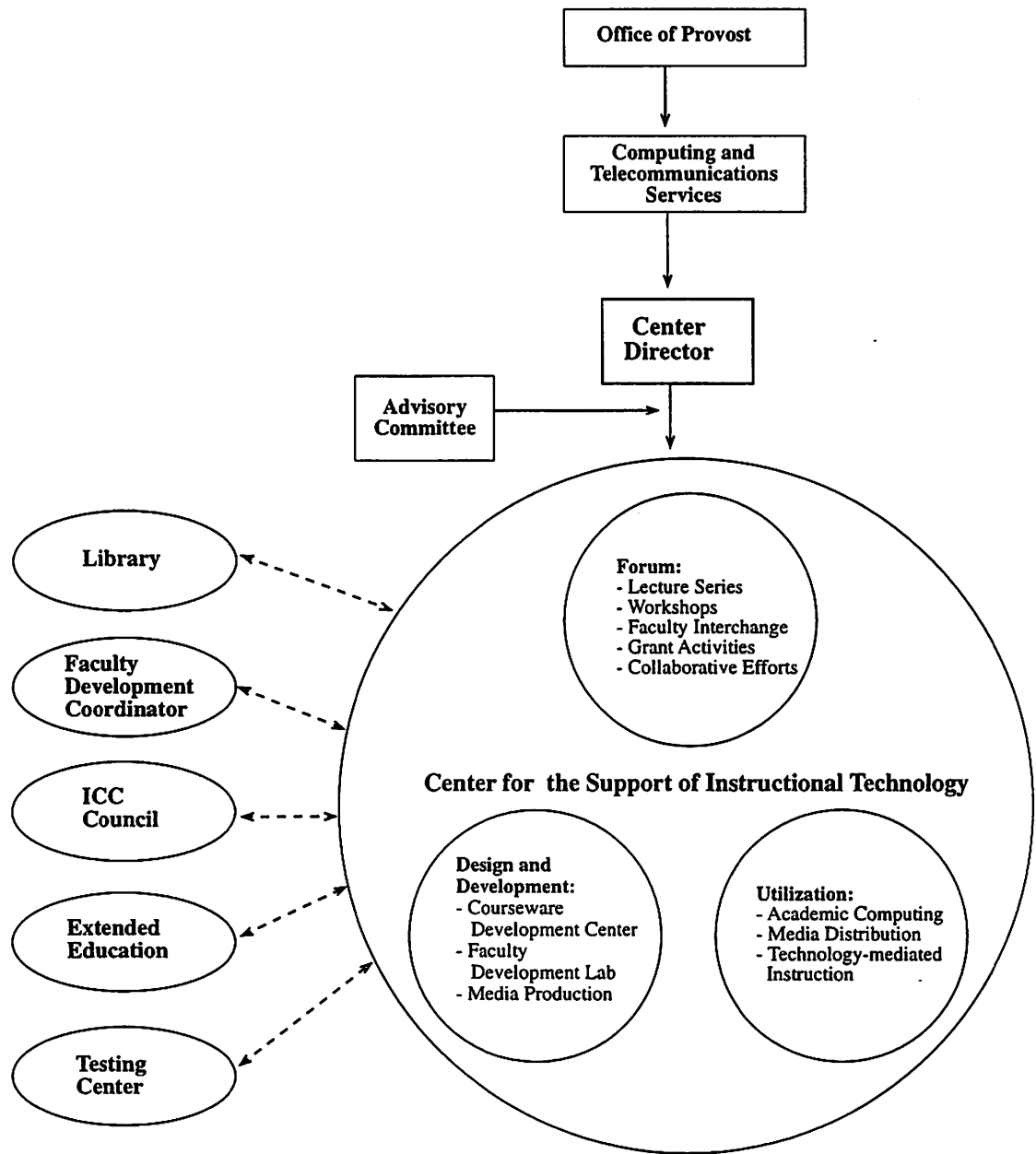


Figure 1. Center for the Support of Instructional Technology organizational chart. These resources are existing resources brought together under one umbrella.

Center for the Support of Instructional Technology

The Advisory Committee will provide guidance for the Center as well as technology advancement in Academic Affairs. Members of the Committee do not need to be especially technology oriented, the goal is to bring their pedagogical expertise to the Center to ensure that products that are produced meet the educational goals of the institution. The Advisory Committee will consist of

1. One faculty representative from each academic college recommended by the college's computer advisory committee and appointed by the Provost. Term of appointment will be for two academic years.
2. One faculty representative from Library recommended by the University Librarian and appointed by the Provost. Term of appointment will be for two academic years.
3. Chair, Educational Policies Committee of the Academic Senate.
4. Faculty Development Coordinator.
5. Faculty Technology Advisor.

The Advisory Committee shall elect its chair. It will identify instructional technology issues to the Center's Director for communicating to Computing and Telecommunications Services Director and the Provost, such as identifying the support requirements for disabled students and faculty.

The Director of the Center will provide staff support for the Advisory Committee. The Center's Director also will be responsible for: providing general supervision for staff for day-to-day operation; overseeing the achievement of the Center's objectives, developing plans, and performing on-going evaluation; managing budget, soliciting external funds, and coordinating grants writing; and arranging intellectual activities such as lecture series and workshops.

The Center's *forum* component will provide an intellectual home for the advancement of instructional technology on the campus.

The Center's *design and development* component will provide assistance in instructional materials production.

The Center's *utilization* component will be responsible for providing facilities for delivering and distributing the instruction to students.

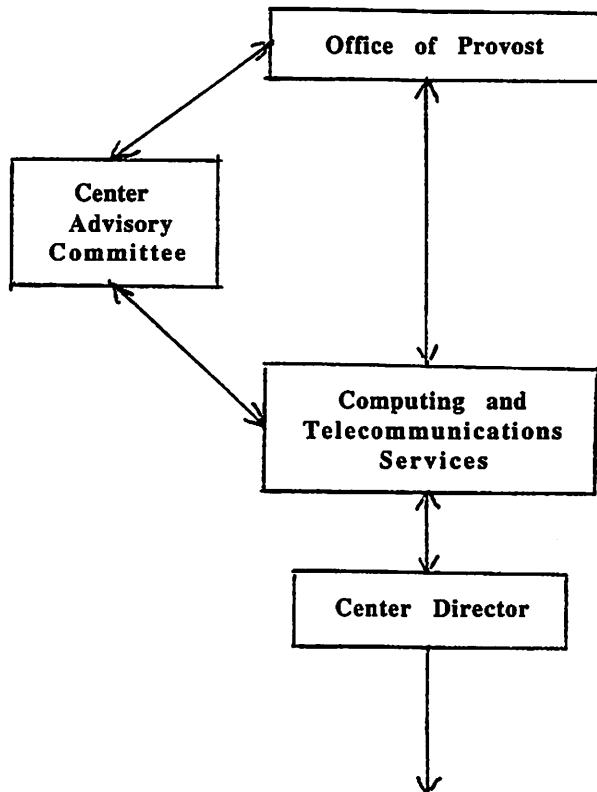
The Center, as well as Computing and Telecommunications Services as a whole, will need to maintain close working relationships, including joint planning, with collateral units of the campus. For example, the Faculty Development Coordinator is responsible for development in areas other than just instructional technology. The Center, through its *forum* function must be responsive in supporting the Coordinator to ensure the availability of resources so the Coordinator will be successful in the instructional technology area. The Library provides significant information

Center for the Support of Instructional Technology

resources, including access to local and remote information, electronic reserves, and image cataloging and creation services. The Library and the Center must work together to ensure their services complement each other, and, when services are required from both, the services are coordinated to support the faculty member. And the Center must provide the technological assistance to ensure that Extended Education is able to offer HSU content to the distance learner.

The Center for the Support of Instructional Technology will operate for three years on a probationary basis. At the end of this period, the Advisory Committee will recommend to the Provost the future direction of the Center.

CENTER FOR THE SUPPORT OF INSTRUCTIONAL TECHNOLOGY
Revised Organizational Chart



[Chart continues as per Attachment A]