

Information Technology Committee

December 13, 2013, 10:00 AM – 12:00 PM, Union South

1. Call to order by Constance Steinkuehler and November minutes approved. Katrina Forest reminded the committee of the need for a committee member to serve on the Campus Planning Committee. She noted that the IT Decision-Making Team will present its work at the January 2014 meeting.

2. CIO/COO updates.

Bruce Maas reported that the UW System Network project is proceeding on schedule. By December 31, all UW-payrolled staff (from WiscNet) will either be direct WiscNet employees or UW employees with reassigned duties. The Telecom industry remains interested in this project and Bruce continues to have dialogue with its representatives.

UW-Madison continues to be active in e-Text initiatives as a part of the Internet 2 Net+ Services. We have also been active on the issue of accessibility. At our last meeting with I2, Cornell and UW-Madison both indicated that we want to experiment with content that is either in ePub2 or ePub3 format. We're currently working with one e-text publisher.

Q: (Gurinder Sohi): Will the employees in WiscNet be part of the state (501c) retirement system? A: No. Employees had a choice to go to WiscNet or the UW-Madison. Those reassigned at UW remain in the state retirement system. Those choosing to work for WiscNet resigned from the University. We will be providing periodic updates to Regents, legislative leaders, and others who have known interest in this project.

3. DoIT Priorities

John Krogman distributed a draft of the DoIT New Project Prioritization List. While this draft is not yet ready for wider publication, it can give the committee a good idea about new projects. There are 3 ways projects generally get on this list: 1. Cost is greater than \$100,000, 2. Project is in support of EI, AE or Campus IT strategic plan, or 3. Campus Administration requests the project. This represents DoIT's internal evaluation of priorities. Some projects are carryover from last year. If you have questions, contact John. The projects are of varying size - some projects are much larger than others.. This is a working list. The ITC will be asked for feedback at the February meeting.

Q: (Jon McKenzie): How much of these projects are in support of straight-up research? A (Bruce): These projects aren't in direct support. ACI received an initial allocation of resources (\$500,000). We have made a request for faculty and departments to add on funds. There was \$400K allocated for staff for 2 years. We will come back with a proposal for permanent funding in the Fall 2014. These are partially in the works. There are also 2 federal grants (\$800K) directly adding to ACI for network and Science DMZ. We are assembling different components. We have to demonstrate results.

Q: (Alan Ng): Are the funding decisions an art or science? A: Mixed. We won't start a project until funding has been secured. Sometimes we don't know our level of involvement as we begin this prioritization.

Q: (Ellen Zweibel): It would be useful to know big projects versus small projects. A: Yes, the projects vary in magnitude quite a bit. John will incorporate \$ magnitude in the next iteration of the list.

Q: (Jon McKenzie): It would be valuable to know which are associated with research. Q: (Katrina Forest): Which have a research funding source? A: Maybe we could identify the projects by category of impact such as research, instruction, administration.

Q: (Gurinder Sohi): We need to purchase Amazon compute services. A: We are working on this.

John Krogman said that we will get a new version of the DoIT New Project Prioritization List out before the next meeting.

4. Accessibility – Morton Ann Gernsbacher

Morton Ann Gernsbacher, chair of the Committee on Access and Accommodation in Instruction reported on a survey conducted by the Committee. The committee wanted to know about the awareness, access and accommodation experienced by students with disabilities, for students without disabilities, and faculty and staff. It was a multi-pronged investigation. They created their own survey instrument. It was administered in Fall 2013 with Amazon gift certificates as incentives. They've finished the data collection. There were over a 1000 respondents (379 students, 345 instructional staff/faculty, 328 other staff). They are not finished analyzing.

Gernsbacher presented a small portion of the results. Those surveyed included instructional staff for courses with more than 20 students in the past 2 years. These were the instructors of record. There was quite a breadth of respondents. Students with disabilities surveyed were those who had been at Madison at least 2 semesters. There was a good distribution of students – both for those with disabilities and those without.

Eight questions of approximately 60 were presented – largely about level of knowledge about disabilities.

Q: (Gurinder Sohi): What is the average student population of McBurney clients by area indicating disabled students in their courses? A: Instructors, to my knowledge, report students with disabilities in their courses fairly proportionally across areas. We did look at faculty/instructor/TAs that reported students with disabilities – what were the disabilities. We can map those responses to the McBurney service data. Faculty/instructor/TAs underestimate the presence of psychological disabilities and overestimate physical and visual ones. Students also underestimate the presence of psychological disabilities and overestimate visual and physical disabilities.

A: (Claire Huhn): I was surprised by the knowledge of disability among students without disabilities. A: Yes, we were pleasantly surprised by those results. We asked about fairness of testing accommodations. Everyone thinks a Braille test is fair but some other things are not perceived as fair such as extended time, etc. All of the accommodations were deemed fair but some more fair than others.

Q: (Jon McKenzie): I work with media design. Ed Van Gemert would like to share that the libraries are very interested. Also, we should look at the Trace Center's Cloud for All project. How does Trace fit in?

A: (Cathy Trueba): Our office doesn't have a formal relationship with Trace although we touch base sometimes. Their research is largely in accommodations for physical disabilities – voting technology for example, is one of their areas. They have had testing labs.

5. MOOC – Jeff Russell, Greg Konop, Linda Jorn, Constance Steinkuehler, Ryan Martinez

Jeff Russell explained that in February 2013, he informed ITC of plans to implement 4 courses with Coursera. In general, it's been exciting. The faculty has enjoyed working with Academic Technology. Design has been the major time investment. We are now through the first 2 courses, "Video Games and Learning" and "Markets with Frictions." The new 2 courses are "Human Evolution: Past and Future" starting in January and "Globalizing Higher Education Research for the Knowledge Economy," starting in March. Claire Huhn and Josh Harder are looking at student assessments of the course. In January there will be a call for course proposals for Phase 2. Courses will be selected in February with the goal of having some ready for Fall 2014. Then we hope to go to some sort of steady state.

Q: (Katrina Forest): What did faculty directors of the courses do on the ground every day in support of the course? A: (CS) We spent the summer making course assets. Some MOOCs have a bad reputation because the course is just a video of a professor's presentation. We expected students to view 60-90 minutes of videos per week. We also created some slides and cameos of leaders in the field. For assignments, rather than multi choice assessments, we actually did activities. We did community management of the forums. Kurt would, once a day, engage with the forum. There is no limit to the amount of work you could put into it.

Q: (Katrina Forest): The numbers presented by Jeff on # students enrolled/ # completing work match what was in a recent NY Times article on MOOCs. How much of a drain are those students who don't complete the course? A: (Ryan Martinez): We had 6000 active students. The main questions/issues gravitated to the top of the forums. I went through forums - not every post. There were a lot of students who weren't going to do assignments but just watch the videos. They take the content they like. There were a lot of lurkers providing no comments. About 4,000-5,000 people were posting. (KF) It is important to ask what the desired outcome is. Even if only 1/100 students are active this is still a large number.

Q: (Greg Downey): Discussion forums also fostered student-student interactions. Ryan Martinez: There was one student from Australia who I think never slept. A: I was struck by the comments. Is it a course? Courses have expectations of a start, completion, and assessment. But if you view the MOOC courses more as a resource, it is something where you just learn along the way. There are digest summaries of the discussion because of the large volume. What is it? It is unfolding.

Q: Are the courses going to be run again? A: (Constance Steinkuehler): It's heavy lifting. This includes assets I created plus all the data I gathered from the students. I now have enough material for another online course. We committed to creating an Undergraduate and Graduate Online course. These would be online UW for-pay courses. Because it is too hard to get into our program, I think this is the next pilot. Ryan: We also have other instructors wanting to use our assets.

Q: (Jon McKenzie): We have Graduate education and TAs. If we had 300-500 students turning things in, we'd need 10 grad students. What about Portfolio projects? A: Portfolio assessments are feasible. Our final assignment was playful learning knowledge base. There is a minority of MOOC students that say why are you making me work? Greg: You could do peer evaluation as well as faculty/TA.

Q: (Ellen Zweibel): Who is your population for the MOOC course? A: Coursera collects demographics. We have published some of our information at this website: apr.wisc.edu/collaborations/MOOCs. A: The MOOC students are international and an educated population. Most students are taking the courses for lifelong learning. Most people have at least a bachelor's degree.

Q: (Meg Mitchell): How do faculty members sell their interest in MOOCs to their departments? A: (Jeff Russell) They are designing research into this. How does it play that you can leverage assets and reuse content? Q: (Greg Downey): Given the uncertainty around activity-based budgeting – how can I do this now that the rules may change?

Q: (Alan Ng): Continuing studies. MOOCs can be a way to increase revenue of the institution. Stanford delivers free webinars and discovered that they were linked to \$3 million/year in increased revenue. A: We were impressed with the DoIT infrastructure and leveraging possibilities with online courses. There is direct acknowledged impact for our institution. We were more organized than most institutions. A: (Constance Steinkuehler): DoIT staff were tremendous and patient -diligent and fierce.

5. Move to closed session

At the end of today's regular meeting, a brief closed session was held to discuss purchasing with public funds as specified in WI statutes 19.85(1)(e), Wis. Statutes. Briefly, Bruce Maas sought feedback from the committee regarding allocation of funding for campus IT projects. He requested the closed session because the amount and availability of the funding were both uncertain and the conversation was thus very preliminary with no final decisions reached.

Next Meeting:

Jan 17, 2014, 10:00-12:00 Wendt Commons, Rm 410A

Future Meetings: 2/14, 3/14, 4/25

Members in Attendance:

Gurindar Sohi, Computer Sciences; Physical Sciences
 Meghan Mitchell, Art; Arts and Humanities
 Greg Downey, Library and Information Studies; Social Sciences
 Katrina Forest (chair), Bacteriology; BiolSciences
 Ellen Zweibel, Astronomy; Physical Sciences
 Jon McKenzie, English; Art and Humanities
 Constance Steinkuehler, Curriculum & Instruction; Social Sciences
 Mike Pitterle, Pharmacy
 Mike Pflieger, L & S
 Jennifer Bonifas, SMPH
 Matthew Awad
 Benjamin Emmel

Non-Voting Members

Bruce Maas, CIO and Vice Provost for Information Technology
 John Krogman, Chief Operating Officer, DoIT

Provost Appointments

Mark Field, Graduate School
 Clare Huhn, Representative of the Provost

Campus Liaisons

Catherine Stephens (School of Ed), ComETS
 Bruno Browning (L & S), MTAG
 Alan Silver (Chemistry), NAG
 Mike Pitterle (Pharmacy), Moodle Council

Members Absent:

Matthew Jones, Neuroscience; BiolSciences

Guests

Deborah Helman, College of Engineering
 Rob Kohlhepp, College of Engineering
 Brian Rust, DoIT/CIO
 Joanne Jones, DoIT
 Paul Oliphant, School of Business
 James Lloyd, OHRD
 Morton Ann Gernsbacher, CAAI
 Brian McNurlen, DoIT Academic Technology
 Emily Baker, DCS-EIPD
 Braden Bruington, DoIT Academic Technology
 Ryan Martinez, Curriculum & Instruction
 Jeanne Blochwitz, DoIT
 Greg Konop, DoIT Academic Technology
 Joe Goss, DoIT ADI PMO
 Alan Ng, Continuing Studies
 Kris Olds, Geography

T&L Partners Report

December 13, ITC meeting

In-person report provided at January ITC meeting.

1. Educational Innovation (EI) Highlights

- EI Phase two and phase three announced.
- See Educational Innovation online for news, events, and new innovations: <http://edinnovation.wisc.edu/>.
- Blend@UW program applications for Spring 2014 due by December 14, 2013.
- Blend@UW program info and link to application: <http://sites.google.wisc.edu/blend/>
- [MOOCs at Coursera](#):
 - *Video Games and Learning and Markets with Friction* - wrap-up
 - Human Evolution Past and Future - begins Jan 21st
 - Globalizing Higher Education and Research for the Knowledge Economy - begins March 24th

2. Learn@UW news

a) Desire2Learn will be upgraded to version 10.1 during the overnight of January 8-9. The system will be unavailable from 10pm Wed January 8 until 10am Thursday January 9. Upgrade scheduling decisions are made in coordination with UW System campuses via the Learn@UW Executive Committee. Details about new features, key changes, and more at <http://upgrade.learnuw.wisc.edu>

b) Interactive workshops for faculty/staff planned for January 14-16. Campus communications forthcoming. Current schedule posted at <https://learnuw.wisc.edu/training/index.html> Over a dozen sessions offered on effectively using campus technologies for teaching and learning including: Desire2Learn, Blackboard Collaborate, Piazza, and Moodle.

3. New Kaltura media service coming to UW-Madison

UW System has licensed [Kaltura](#), a leading video management platform to meet instructional media needs. A campus implementation team led by Jeff Bohrer (DoIT Academic Technology) will begin planning in late December the roll-out to campus. Communications to campus are forthcoming. Spring semester is an initial goal for phased-in availability.

4. Reports from schools, colleges, departments

a) Information and Technology Leadership event - December 9th.
<http://www.cio.wisc.edu/information-technology-conference-2013.aspx>
Over 250 attended event at Pyle Center.

b) Sterling Collaborative Teaching spaces [available for Spring semester](#). Reservation through Space Management office.

c) General Library System & DesignLab are organizing the 5th annual [Digital Salon](#) to be held April 6 -12, 2014. There are two opportunities for UW-Madison students to submit projects. The Fall deadline is December 11. The Spring deadline is March 12.

5. Celebrating the launch of campus Moodle

Dec 19th at 3:00 pm at Union South. Gathering for campus faculty and staff instrumental in the launch of the campus Moodle service.

Members of the group: Jonathan Klein, Diana Wheeler, Rosemary Bodolay, Catherine Stephens, Mike Pitterle, Brian McNurlen, Jeff Bohrer, Sarah McDaniel.