

# CALIFORNIA STATE UNIVERSITY • FRESNO

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ACADEMIC SENATE OFFICE

## Memorandum

TO: Dr. Lyman Heine  
Chair, Academic Senate

FROM: John D. Welty   
President

SUBJECT: **Task Force on Information and Technology Report**

Attached please find a copy of the report submitted by the Task Force on Information Technology. I am in the process of inviting comments on this report from the Senior Administrative Group. I would also like to receive comments from the Senate Executive Committee. Based upon comments received, I will then take action to adopt, modify or reject some of the recommendations.

Obviously, a number of these recommendations will require work by various committees of the Academic Senate. If the recommendations are adopted, I will then refer them to you with a request for those groups to begin discussion of the particular issue.

Thank you.

JDW/gje

c: Dr. Alex Gonzalez  
Dr. Helen Gigliotti  
Dr. David Zellmer

Attachment

CALIFORNIA STATE UNIVERSITY, FRESNO

Final Draft

REPORT OF THE TASK FORCE  
ON INFORMATION TECHNOLOGY

EDUCATIONAL TECHNOLOGY AND DISTANCE  
LEARNING

for the  
academic year 1992-93

Task Force Members:

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August 27, 1993

many complex reasons are unable to access our course offerings in a traditional setting. If we are to take seriously our role as a regional provider of comprehensive educational programs, we must adopt the new tools of technology in order to fulfill our mission.

The pressures on the University to move forward technologically are enormous. The CSU system is in the process of formulating details of the DELTA project which will attempt to make educational technology and distance learning integral parts of the CSU instructional program. This Chancellor's initiative has three stated goals:

- \* improving instructional quality and effectiveness
- \* increasing student access to higher education by making access more convenient
- \* promoting greater productivity and accountability in the use of public funds.

If adopted, DELTA promises to expand the outreach of existing campus programs and services; facilitate intercampus sharing of programs, resources and services; and, provide a viable alternative to building additional campuses. Department of Finance projections indicate that approximately 140,000 to 170,000 additional new students will enroll in the CSU by the year 2005. Approximately 14 campuses will approach or reach their facility ceiling in the next few years.

Perhaps most significantly, DELTA, promises change in the basic culture of higher education in the CSU. Legislatures are demanding greater accountability, efficiency and productivity. Higher Education policy centers are arguing for fundamental changes in instructional delivery. The popular press (from the Fresno Bee to Time magazine) constantly presents analyses on the anticipated impact of information and educational technology on higher education delivery. Entrepreneurial public and private colleges and universities are infringing upon our regional role --- and "raking in the profits". The Federal Government is planning an "Information Superhighway" (National Research and Education Network).

After digesting and debating all these background materials, the Information Technology Task Force is convinced that CSUF must develop a major initiative in the incorporation of educational technology and distance learning into its instructional program. The University must evolve by incorporating the emerging technologies if it is to carry out its mission. The alternative is to lose influence and prestige as a premier educational institution. Also lost will be the opportunity to capture resources which will most certainly become available for those institutions "on the move".

Accordingly the Task Force is recommending that **CSU Fresno adopt a major initiative to develop and accelerate the incorporation of educational technology and distance learning into its instructional program.** The Task Force is herewith presenting several recommendations which it believes will facilitate the development of this initiative. The recommendations are as follows (no priority order intended):

At the end of the academic year 1991-92, the Information Technology Task Force issued its first report following a year of deliberation. This report's major recommendations dealt with the campus information technology (IT) infrastructure; the organizational relationship of IT administrative units; access to and development of administrative databases; and the need for development of automated systems for administrative functions.

Adoption of these recommendations by the University has led to the following major results:

- \* integration of media services, computing and communications into a single organizational unit
- \* access to the campus data network (CDN) by every campus administrative unit, all faculty with workstations who wish access, and a number of students and staff
- \* an explosive expansion of electronic mail use
- \* major on-line campus access to the Student Information Management System (SIMS), the Library's automated systems, and financial records
- \* implementation of on-line student transcript capability
- \* major progress in developing student degree audit capability (an important component of an automated advising system)
- \* expansion of faculty and staff computer workstations
- \* development of a comprehensive, campus-wide computer maintenance program
- \* progress in replacing outdated workstations
- \* development of a strategic plan for main frame replacement which calls for eventual migration to a client-server, relational database environment
- \* hiring of an Instructional Technologist

For much of the 1992-93 academic year, the major focus of the IT Taskforce was the area of Educational Technology with special emphasis on distance learning. The goal was to develop a Strategic Plan which would serve the University in advancing these initiatives for the near future. Recognizing that the pace of technological advancement today is breathtaking, it is unlikely that any strategic plan to be developed would be useful for more than two years.

It is not the intention of this document to justify the use of educational technology in the classroom. For us, technology is a tool that, when properly used by enthusiastic and knowledgeable instructors, is proven to provide invaluable assistance in the classroom. Even the casual critic will agree that technology offers the ability to present many valuable concepts in a manner impossible or difficult when using traditional teaching techniques. Additionally, technology offers us the opportunity to reach audiences who for

## A. EDUCATIONAL AND INFORMATION TECHNOLOGY

1. All **tenure-track faculty**, at the time of their hiring, should receive a **computer workstation** appropriate to their discipline and be apprised of the University's commitment to educational technologies.

2. The University will immediately begin planning the **implementation of an Educational Technology Center**. The planning group will incorporate into the Center at least the following activities/concepts:

- a. **Faculty development** -- workshops, conferences and other programs to increase faculty awareness. The major factor in the Technology initiative will be the enthusiastic participation of the faculty. **Major attention must be given to this effort.**
- b. **Assembly of an expert staff** to serve as resource personnel for faculty wishing to incorporate the new technologies in their classes; design and production support.
- c. **Facilities for video and multi-media production** to create graphics, data, video or photographic materials in support of instructional goals and objectives.

3. The University will develop for the campus community a **major training program in the use of on-line world-wide resources** such as Internet and navigational tools such as Gopher. In addition, the University should develop its own presence on the Internet with well-organized information about our campus. Development of campus Internet resources (such as generated by CATI and our Satellite Imaging Group) should be encouraged.

4. The University will explore the **delivery of international programs by the use of technologies** such as satellite, compressed video, computer, FAX et al. International programs currently in place or in a planning stage should be assessed.

5. In order to stimulate innovative approaches to instruction, the University should fund a **competitive grant program** in educational development and technology. The program should provide funds to seed instructional development projects which show promise for immediate incorporation into the classroom.

How many to  
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6. Each academic School and department should be required to develop a strategic plan to incorporate technologies into the curriculum. Appropriate mechanisms should be developed to assess progress toward the stated goals.

7. A master plan should be developed to provide lecture rooms with appropriate levels of technology. Computer-capable video projection and network access and use of fully digital multi-media presentations are among the capabilities which should be assessed.

8. Innovative use of technology should be an absolute standard for hiring new faculty on tenure track. All else being equal, preference should be given to candidates who have a proficiency in technology-assisted instruction.

9. The RTP process should recognize innovative teaching using technology as a legitimate criterion for promotion and retention.

## B. DISTANCE LEARNING

1. As the only regional comprehensive University in the Central Valley, CSUF must assume a role as the information and educational systems hub for all public and governmental entities within our service area. Accordingly CSUF must willingly and aggressively pursue partnerships and consortial arrangements with educational and public service entities. Examples of potential partners are other CSU campuses, community college and public school districts, city and county libraries, and public utility companies.

2. The Information Technology Task Force is recommending that the University, for the next two academic years, focus its distance learning program development efforts on three areas for which regional demand appears to exist. These areas are as follows:

a. The CSUF/COS Center should be developed as a premier distance learning site for the University. Compressed video technology (two-way video) will be available to communicate with this site during the 1993-94 academic year.

i. based upon continuing demand, the Liberal Studies degree program should continue to be the primary degree program offering.

ii. by Fall 1995, all courses offered to this site should be delivered by distance education.

- iii. **clear responsibility should be assigned** to an individual for the coordination and development of this distance learning site. A **faculty advisory group** should be developed.
  - iv. through the Education Technology Center, **involved faculty should be provided with orientation and assistance** in proper presentation of distance learning courses. Training should be provided in all relevant modes of electronic communication alternatives.
  - v. an assessment should be made of **Library and knowledge/information services** available at the remote site. A mix of on-site services and electronic services should be developed for each site.
  - vi. an assessment should be made regarding **the need for support services** at the remote site including but not limited to admissions and financial aid processing, registration and academic advising. Solutions to such support issues should employ electronic communication to the degree possible.
  - vii. **student evaluations** should be performed in every class every semester for the purpose of program improvement.
  - viii. As a logical extension, CSUF should explore the prospect of **delivering the COS Center Liberal Studies program to other remote Valley sites** such as Hanford-Lemoore, Coalinga and Reedley (preferably in collaboration with area community colleges).
- b. The **second major Distance Learning focus should be the delivery of in-service teacher training programs**. This initiative would capitalize on the advanced technological capabilities contained within the new Education Building. It would also begin to engage the Division of Extended Education in the delivery of distance education programs.
- c. The **third major Distance Learning focus should be the expansion of the Scholastic Enhancement Program**. This is a logical extension of significant efforts already underway. This program establishes valuable liaison with local schools, enriches the college-prep. curriculum of local schools, and offers the potential to engage local high school students in the life of the University. Outreach opportunities for underrepresented groups might be enhanced. Once again, it would be **desirable to involve a faculty Advisory Group to provide a sense of direction for this initiative**.

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p. 2*

3. The Division of Extended Education and the University Business Center should be required to engage in a major assessment of distance learning potential in the program areas that they serve. Significant potential may exist for job retraining and career advancement purposes. If necessary, an external consultant should be employed to assist in this assessment. Major revenue sources for the University may result from a development of this initiative. This assessment should be completed by the beginning of the Fall semester, 1994.

4. Before tenure-track faculty are added to expand the knowledge base of the current faculty, departments should be required to explore the possibility of distance learning collaboration with other CSU campuses. Specialty courses should be particularly adaptable to this approach as should low-enrollment degree programs.

5. Currently, administration of the Distance Education program for the campus is housed within CCMS. The Task Force recommends that consideration be given to an alternative administrative structure that would provide a more programmatic focus. It is clear that CCMS should provide the technical support structure for program delivery and be significantly involved in planning; they should not, however, be charged with program development.

*Of all the issues discussed, the Task Force considered the program administration one to be most problematic. Although a number of structures can be conceived, the Task Force was unable to develop a clear recommendation. The administrative structure is a key element in implementation of all preceding recommendations and must be addressed at the highest levels within the University to ensure success in the recommended initiatives.*

CONCLUDING COMMENTS: As indicated earlier in this document, any recommendations made in the areas of educational technology are likely to be outdated by the time they are adopted as action items by the University. The final recommendation, therefore is that a new Task Force be convened during the 1995-96 AY to review progress made to date and set the agenda for future developments. This Task Force should be expected to work in collaboration with the Information Technology Advisory Council in developing its final recommendations.