

Campus Technology Committee (CTC)

February 16, 2021

Minutes

Meeting held via Zoom

Present: Ana Marie Alameda, Ken Cruz, Bill Fritz, Nolan Hibbard-Pelly, Darcy Janzen, Chris Knaus, Patrick Pow, Jim Thatcher, Forrest Tyree.

Absent: Uba Backonja, Andrea Coker-Anderson, Haluk Demirkan, Wes Lloyd, Stephen Rondeau, Sean Schmidt, Susan Wagshul-Golden, Jenny Xiao.

Guest: Vasudha Sundaravaradan

1. Updates

- 1.1. The construction of Milgard Hall will start this summer. The building location is Cragle Parking Lot. Therefore we plan to move the Cragle Lot WiFi access point to the TLB Parking Lot. Outdoor WiFi access point will also be provided for the new Cragle Parking Lot in 2023.**

Patrick reported work to secure funding for the WiFi move is underway. Downtime for the move is expected to last one day.

- 1.2. STFC Annual Allocation submission deadline is February 19 (Friday).**

Nolan mentioned submissions must be received by 5pm on the 19th.

- 1.3. Student Self Study Spaces web page is being updated with symbols of power outlets; and will add symbols of the locations of all the portable charging stations funded by STFC.**

There are 156 self-study spaces available for reservation, including space in UWY. Ten building/floor locations now have portable charging stations. These stations have multiple cables and different types of connections for charging phones, tablets and other portable devices. Patrick emphasized that the IT helpdesk can also provide backup power to those using WiFi in Cragle Lot.

- 1.4. Expecting more faculty and students return to campus in spring and summer, the campus will encourage them to use outdoor spaces. UW WiFi covers the seating areas in Prairie Line Trail (PLT), Gillenwater Plaza and the Grand Staircase.**

As the weather improves, outdoor WiFi provides another option for faculty, staff and students to study and work on campus.

- 1.5. Implementation of Slate CRM is well underway. June/ July is the projected completion date for Phase 1 (Admissions and Recruitment Office). Phase 2 will include Academic Schools.**

Both SET and Milgard School of Business have expressed interest in using Slate. Schools will be added during Phase 2.

1.6. IT web site will be migrating to Drupal 8. One of the new features is the IT Chatbot.

Bill reported the IT website should be up and running on Drupal 8 in the next few days.

2. Discussion on Post-pandemic planning (Summer, Fall Quarter and beyond)

2.1. Our Experiences and Expectations

Patrick reviewed the table provided in the agenda which describes the experiences and expectations of students, staff and faculty as it relates to the learning and working environment pre and post-pandemic. IT wants to provide as much support as possible for the technology needs as we shift back to more in-person learning. Vasudha raised concerns regarding resource availability and support for ensuring work from home setups can be effective for teaching. Specifically, she mentioned the need for a document camera when working from home. Patrick acknowledge her concerns and stated this information will be used to address faculty needs. Chris also mentioned the need for larger screens/multiple displays in classrooms for Zoom meetings.

2.2. CTC Remote Access and Technology Survey result Q.4 and Q.5

Patrick reviewed the response to question four of a survey sent to faculty. The results of question four indicated continued flexibility for students to participate in classes remotely even as the university moves to more in-person instruction, as well as faculty splitting courses into multiple sections to accommodate smaller numbers of students in the classroom.

2.3. Observations and Questions

- Continuation of remote technologies to enable an elastic workforce. (Do we have appropriate solutions to support faculty and staff working at home and in the office?)
- Students expect the integration of both digital and physical elements in their coursework and learning. (Should we look at “Hyflex” course model as well as hybrid? Must consider faculty workload, faculty code and additional resources)
- Managing staff expectations while providing integration of both digital and physical systems in their workspace, whether remote, hybrid or in-person. (What resources and support are most important to provide?)
- Faculty expectations of seamless integration of digital & physical elements in the classrooms. (To accommodate 1/3 to half of the students in the classroom and the rest connect remotely via Zoom, do we need better two-way audio such as ceiling array microphone system in every classroom, possibly with multiple cameras?)
- There would be high demands for more equipment from every other universities, K-12 schools, non-profit organizations and private sectors. (Should we wait until summer to place orders for more laptops, hotspots, flat panels, headsets, web cameras? Or should we buy them soon?)

Darcy acknowledged the turn to remote learning happened quickly last spring and that some technologies currently in use may need to be reassessed. She serves on a tri-campus committee which is looking into new technologies and third party apps better suited for higher education

instruction. Darcy also mentioned Hyflex requires more resources than can be supported at this time. Chris highlighted the need for better virtual collaboration tools. The group discussed the merits and limitations of Microsoft Teams as a collaborative platform. Additionally, Patrick mentioned the need for improved audio and additional screens in classrooms to support the various formats of instruction. Vasudha stated the significant need to come back to campus for faculty teaching science and lab classes and for students to complete their capstone projects. She also mentioned the technology burden her students are experiencing and asked Nolan if he thinks students are using the resources available. Nolan discussed Zoom fatigue and the difficulties accessing campus to stay engaged. He acknowledged that students are trying to take advantage of resources, such as laptops and hotspots for checkout, and thanked Vasudha for promoting resources to her first-year students.

2.4. References

- UW Tri-Campus teaching remotely <https://teachingremotely.washington.edu/>
- Survey: Interactive, In-Class Engagement Makes a Difference to Students <https://campustechnology.com/Articles/2020/11/16/Survey-Interactive-In-Class-Engagement-Makes-a-Difference-to-Students.aspx?p=1>
- Different campuses described many flavors of HyFlex Experience/ Hybrid Flexible Courses <https://philonedtech.com/covid-19-planning-for-spring-2021-what-we-learned/>

3. Technology Pilots

Some users reported that accessing campus computers remotely seemed to be slow. We are looking into various solutions from internet connection to lap setup. We would like to set up a pilot with some high-end computers and specialized software clients to see if we could speed up the remote connection. From the survey results, we might have found partners to work with to conduct the pilot.

IT has identified a faculty member and student who would be willing to participate in the pilot.

Meeting adjourned at 2:57 pm.