

CLAYTON STATE UNIVERSITY
IT STRATEGIC PLAN

PHASE 2
FINAL REPORT

NOVEMBER 12, 2012

Committee Members

Carolina Amero, co-chair	AVP, Auxiliary & Administrative Services
Ginny Bass	Director, Degree Completion
Rodger Bates	Professor of Sociology
Dolores Cox	Communications Coordinator
Jim Flowers, co-chair	Strategic Planning Officer
Deborah Gritzmacher	Assistant Professor of Healthcare Management
Pamela Barnes	Programming Director, Continuing Education
Tom Marshall	Director, Administrative Systems
Katherine Ott	Assistant Dean, Libraries
Richard Pearce-Moses	Director, Master of Archival Studies Program
Lila Roberts	Dean, College of Information & Mathematical Sciences
Steven Smith	Faculty Developer, Online Learning Faculty in CIMS & Education
Sheryne Southard	Assistant Professor of Legal Studies
Shannon Thomas	Director, Client Support Services
Leon Wheeler	Human Resources Information Systems Coordinator
John Bryan – ex officio consultant	Vice President for Information Technology & Services

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1. Introduction

In February of 2012, President Hynes charged a committee composed of academics, business and finance, and administration to create this plan. The plan, explained in this document, responds to three challenges.

First, technology should be seen as a means of supporting all campus operations in all five campus divisions. Technology supports our core business of learning. Integrating technology into Clayton State's education, support, and business processes is necessary to future success. Second, the infrastructure and support services necessary to ensure access and reliability of access to technologies that enable learning are a critical university priority. Third, plans must frame choices institutions make under conditions of scarce resources.

Scarce resources require a consideration of the total cost of purchasing, and supporting, technologies. Scarce resources require a diligent review of needs, with a focus upon the alignment of those needs with strategic directions. Plans require a careful and realistic assignment of resources necessary to ensure success. Finally, the creation, execution and review of plans must occur in a transparent manner so that the entire community can celebrate in the accomplishments and learn from the disappointments. This plan addresses all three challenges.

The response from the community to the planning process was overwhelming. The committee reviewed countless survey responses; conducted focus groups composed of students, faculty, and staff; and met with community leaders. The committee observed that the inclusive, transparent approach to understanding the needs and the desires of the university community is necessary to meet the constant change in demands of our students and to manage the University's response to those demands with strategic input from our partners in government, business, and community. The Information Technology Council, as proposed in this plan, will continue to engage the campus community in the governance of information technology, and will provide the community with information, access, and visibility into the impact these decisions have upon the future success of Clayton State, our students, faculty and staff.

The Information Technology Strategic Plan for 2013-2018 is not finished. This document presents a start to a process that will evolve continuously as Clayton State evolves to meet the challenges of this century. Your participation will help ensure the success of this endeavor.

2. IT Strategic Plan

Mission

Provide a reliable, effective information technology environment supported by transparent governance of policies, budgets and practices that supports and fosters innovation, operational efficiencies, and exceptional service and support to the campus community.

Goals

- A. Provide a transparent governance process providing reliable access to data, decision-making, and performance measures regarding IT budgets, policies, and services.**
 - 1. Establish an Information Technology Council responsible for review and recommendations regarding IT policies, project requests, and budgets.
 - 2. Align IT operating budgets and project requests with University strategic goals.
 - 3. Create awareness of the needs of the University community for IT support through discussions of global technology trends in higher education and local technology needs.
- B. Implement and maintain a framework for strategic management of technology infrastructure.**
 - 1. Develop and implement a management methodology that includes lifecycle planning, risk management, change management, and inventory management, to provide reliable access to information resources.
 - 2. Develop a system support plan for each technology including details concerning staffing, service level agreements, and appropriate documentation.
 - 3. Provide a means for integrating appropriate technology trends and user preferences into planned infrastructure improvements.
- C. Provide the campus community with training, support, and services sufficient for a robust learning environment.**
 - 1. Effectively support market-driven technologies employed by the campus community to support their diverse work, educational and social activities.
 - 2. Create a training and support infrastructure that prepares campus community members to succeed and addresses the variety of needs of a diverse population.
 - 3. Provide knowledge-sharing tools and processes to support sharing of best practices and lessons learned.
- D. Create a more effective organization by employing IT to improve academic and operational efficiencies, integrating IT into university decision making, and positively positioning the Clayton State experience in the marketplace.**
 - 1. Leverage IT to improve the effectiveness and efficiency of academic programs, campus operations, and other services.
 - 2. Implement continuous improvement of knowledge and information management concerning teaching, research, operations and services.
 - 3. Expand use of information technology to improve decision making by providing simpler and more reliable access to information and knowledge.

3. IT Governance

Information technology plays a critical role in realizing the mission of the university, and in the effective and efficient operation of the majority of activities on our campus. Governance of IT is the process by which the entire campus is engaged in contributing systematically to strategic decisions regarding IT resources and policies. Strategic decisions involve the annual budget, three-year plans for systems and network infrastructure, alignment of IT plans with the University Strategic Plan, forecasting the effects of technology and social trends; and the process for policies designed to make our applications and IT infrastructure, secure, efficient, and effective.

The governance model proposed for Clayton State has one key objective – to provide transparency as to who is asking for what that costs how much and why it is important to implement.

This governance framework is recommended by institutional peers, organizational studies, and the USG Information Technology Handbook as the preferred method of aligning the university's IT infrastructure with strategic objectives. The USG Information Technology Handbook¹ defines the process and framework:

The IT governance process should be:

- Defined, established, and aligned with the overall organization governance and control environment.
- Founded on service management principles where all stakeholders are identified and participate actively in processes that prioritize how IT resources are allocated for the organization's maximum benefit, and these stakeholders are collectively engaged in the shared responsibility of ensuring that resources are aligned with needs.

An EDUCAUSE study on IT governance found that two thirds of respondents employed IT governance committees.² Governance committees that possess priority-setting and policy-setting powers are more effective (p. 15). The EDUCAUSE study defines IT governance as the means of aligning IT and IT use with institutional strategic goals and "... is concerned with the whole enterprise IT function, not just the central IT organization".

¹ 1.2.1 Shared Governance Framework within Information Technology Handbook found at http://www.usg.edu/information_technology_handbook/section1/tech/1.2_governance_structure/ last accessed 23 July 2012.

² Process and Politics: IT Governance in Higher Education, ECAR Research Study 5, 2008.

The governance plan described here formalizes activities that the Office of Information Technology Services and the Cabinet use today for creating budgets and policies. Transparency provides the highest likelihood that Clayton State will enjoy infrastructure, services and support to reliably and effectively accomplish its education, service and research missions. The process will improve campus awareness of IT needs across the university. The plan enables students, staff and faculty to benefit from the efficiencies that IT brings to operating a university of our size. The efforts of the Information Technology Council (ITC) will improve participation by all members of the campus community in advocating policies and projects that are necessary to provide environments that support innovative teaching and research.

The objectives for IT governance at CSU are:

- Create a transparent process providing reliable access to data, decisions, and performance measures regarding IT budgets, policies, and services.
- Create awareness of the needs of the University community for IT support through discussions of global technology trends in higher education and local technology needs.
- Align policies, standards and budgets with the strategic goals of the University.
- Align IT operating budgets and project requests with University strategic goals.

Strategic alignment requires “...a methodology and set of practices to demonstrate prioritization of IT services and initiatives”³. The goals prescribed above, and the processes defined below, provide Clayton State University with a methodology for integrating IT within university goals and objectives.

³ 1.2.2 Strategic Alignment found in within Information Technology Handbook found at http://www.usg.edu/information_technology_handbook/section1/tech/1.2_governance_structure/ last accessed 23 July 2012.

3.1 Information Technology Council

Charge

The Information Technology Council (ITC) makes recommendations regarding IT projects and policies to ensure they are consistent with the strategic goals of the university. IT projects or issues to be considered by the ITC must be submitted using the ITC Request Form (see Appendix A). The ITC reviews and prioritizes IT project and policy requests. It then makes IT policy recommendations to the President's Cabinet, and IT project recommendations that the requesting department can then present to the Budget & Planning Council to request funding. The ITC will participate in procurement decisions for hardware, software, and project-related purchases.

Membership

The following are permanent members of the ITC:

- Associate Vice President for Academic Affairs
- Assistant Vice President of Business & Operations/Controller
- Assistant Vice President for Student Affairs
- Dean of Assessment and Instructional Development
- Director – Telecommunications & Networking
- Director – Administrative Systems
- Director – Auxiliary Services
- Communications Coordinator
- SGA representative appointed by the VP for Student Affairs
- Vice President for Information Technology and Services (Ex Officio, non-voting)
- Ex Officio appointed by President.

The following serve two-year, staggered appointments:

- One representative of the Faculty Senate
- One representative of the Staff Council
- One representative of the Graduate Council
- One representative of the Institutional Research Board (IRB)
- One representative of proposed Academic IT Committee

The following serve a one-year appointment, but can be reappointed for a second term:

- One student representative appointed by the VP for Student Affairs

3.2 Officers and Staff

Chair

The chair will be elected by the committee and will serve a one year term and be eligible for re-election but may serve no more than two consecutive terms. The chair will work with the Assistant to the Council to convene the meetings, develop the agenda, cast a vote on all motions, and arrange minutes of the meeting.

Business Analyst

The Business Analyst serves the administrative needs of the Council; and supports the university community in the determination of project specifications and needs for consideration.

Position Description

- Analyze and assess customer needs to develop effective and appropriate solutions.
- Able to contribute to decisions based on weighing options and consequences.
- Receive and track all ITC Requests, ensuring that forms are complete and reasonably accurate.
- Manage the workflow for ITC Requests and Council business.
- Coordinate communications for the Council, including posts to websites, campus news, etc.
- Coordinate meetings, create agendas, and manage presentations.
- Record and manage the minutes for all meetings.
- Represents the ITC in the procurement process.
- Other duties as the Council may assign to aid in the “start-up” of the Council.

Desired Attributes of Candidate

- Stays current and conducts research to determine effective technical solutions for colleges and administrative units.
- Able to focus on task, manage task, and communicate.
- Background in information technology required.

3.3 Council Procedures

Meeting and Communication/Recording Keeping

All meetings are open to the campus community. Meeting agendas are distributed in advance of the meeting date. Pertinent information is attached to the agenda for review prior to the meeting. Requests to place new items on the agenda must be communicated to the chair at least one week prior to the meeting date. New business can be introduced and considered as appropriate. Minutes and notes are kept and posted to the Information Technology Council website. The committee will meet at least once per semester.

Decision Making

A quorum, consisting of at least 33% of membership, must be present for the ITC to take any official action. Consensus is preferred, but formal votes may be taken in the event of differing opinions. All members must vote. Proxies are permitted. Decisions take the form of recommendations to the requestor regarding IT projects, or to the President's Cabinet regarding IT policies.

Budget Setting

The USG IT Handbook recommends that the IT Governance process “would incorporate some degree of budget review that includes the cost/benefit analysis of major planned expenditures, a budget request process, and a method of expense monitoring throughout the year^[1]”. The review will depend upon data from the CIO's periodic review of performance and capacity plans, business demands on infrastructure, and trend analysis of that data. All recommendations and requests made to the President are advisory, as is the case with all departmental and divisional budgets.

The IT Council will work with the VP of OITS to promote and enhance the OITS budget process. Transparency and continuous communication are a means of ensuring that IT is funded strategically and that the budget resources are effectively employed for the greatest effect across the university^[2]. Transparency supports accountability, collaboration, and connectivity between services and the success of the students we serve. Transparency of the budget process requires:

- Stakeholders are identified and participate actively in processes that prioritize how IT resources are allocated for the university's maximum benefit.
- Stakeholders are collectively engaged in the responsibility of ensuring that resources are aligned with the needs and strategic goals of the university.

^[1] 4.2 Financial Management accessed at

http://www.usg.edu/information_technology_handbook/section4/tech/4.2_financial_management on 30 July 2012.

^[2] Grajek, Susan and Pirani, Judith A. “Top-Ten IT Issues, 2012” EDUCAUSE Review, vol. 47, no. 3 (May/June 2012) <http://www.educause.edu/ero/article/top-ten-it-issues-2012>, last accessed 30 Jul 2012.

Budget recommendations for OITS, as is the case with all other university divisions, are advisory in nature.

Project Selection

All requests for IT projects will be made by submitting the ITC Request Form (see Appendix A) to the Information Technology Council (ITC). Small projects (requiring less than 40 hours of OITS time) will continue to be submitted directly to OITS. The ITC will review all projects requests, prioritize them, and send its recommendations back to the project requestors. Also, the ITC will submit a list of ITC recommendations for each project to the Budget and Planning Council. Requestors will need to submit their projects that require funding, after ITC review, to the Budget & Planning Council using the existing budget process. The ITC has the authority to grant final approval for projects that do not require additional funding.

Policy Setting

All policy requests will be made by submitting the ITC Request Form (see Appendix A) to the Information Technology Council. The ITC will consider these requests in the context of the university strategic plan, the OITS strategic plan, and any external mandates or expectations. A risk assessment of the policy request must be completed prior to issuing a recommendation. IT policy-related issues requiring further action will be forwarded to the President's Cabinet after the ITC decides upon a recommended action.

3.4 Other Committees

Academic IT Committee

We propose the establishment of a new Academic IT committee that focuses on services to faculty in support of IT projects designed to enhance teaching and research. This committee would provide the IT Council with leadership in these academic areas.

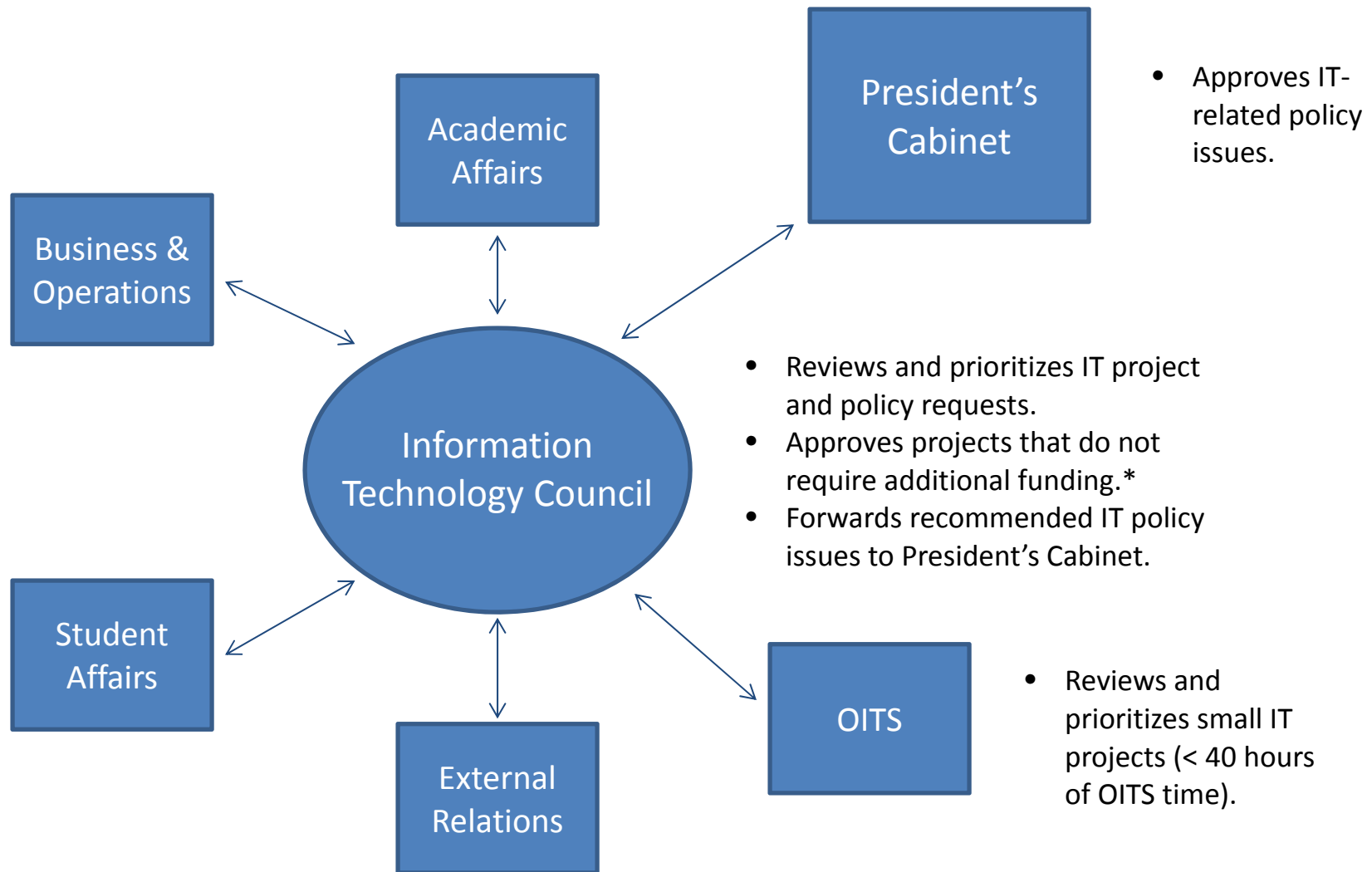
President's Cabinet

The role of the President's Cabinet in the IT governance process is to make final decisions concerning university-wide policies, standards and priorities related to the use of technology within the university environment.

Planning and Budget Council

The Planning and Budget Council (PBC) is a component of the university strategic planning process. It is charged to ensure the strategic allocation of resources in conjunction with Clayton State University's strategic plan and goals. The PBC develops the annual budget plan for recommendation to the President based on input received from all departments of the university through the strategic planning process. The Council's role in the IT governance process is to review and approve funding requests for IT projects that have been recommended by the Information Technology Council using the existing PBC process.

Clayton State University IT Governance Process



* Projects requiring additional funding must follow existing processes after receiving ITC recommendation (Budget & Planning Council, etc.)

4. IT Implementation Plan

Key action items have been identified as priorities for the first two years of the IT strategic plan. Those items are presented here for each goal in the strategic plan.

Goal A: IT Governance

	Activity	Date Due	Owner	See Report Section
1	Train IT Council.	31-Jan-12	Amero/ Flowers	
2	Identify resource and funding to help support the IT Council and manage the IT project request process and website.	1-Dec-12	Amero/ Flowers	3.2
3	Appoint IT Council.	1-Dec-12	Hynes	3.1
4	Appoint and implement Academic IT Committee.	1-Dec-12	Crafton	3.4
5	Create web page for IT Governance.	15-Feb-13	Council Chair	3.3
6	Deadline for submitting IT Year End project requests.	15-Feb-13	Campus	
7	Initial recommendations for IT projects.	28-Feb-13	IT Council	
8	Create budget process focused on transparency of decision-making focused on three elements: What is being requested, Why it is needed in light of alternatives; and how much will it cost.	15-Mar-13	IT Council	3.3

Goal A: IT Governance – continued

	Activity	Date Due	Owner	See Report Section
9	Develop process and website for IT project request submission, project segregation, tracking, and measurement.	31-Mar-13	OITS	3.3
10	Create initial three-year budget and plan for OITS using new processes.	15-Apr-13	OITS	
11	Evaluate the Notebook Computer Access Policy in the context of the requirement compared to the restrictions by faculty of bringing laptops to the classroom.	1-Jun-13	IT Council	Appendix D
12	Review all existing IT policies and align with BOR and CSU plans and policies.	30-Jun-13	IT Council	
13	Review and develop, as necessary, organizational policies regarding appropriate use by students, staff, and faculty of social media and other emerging technologies.	30-Jun-13	IT Council	
14	Refine IT project risk assessment and rating tool.	complete	IT Governance Subcommittee	Appendix F

Goal B: IT Infrastructure

	Activity	Date Due	Owner	See Report Section
1	Develop a CSU Information Technology Catalog which contains a detailed inventory of all the significant technology components used at CSU. This catalog would be designed to maintain all the information about each component needed to provide for understanding current technologies and forecasting future needs. Step one is to focus efforts to catalog the University's core enterprise technology components. Step two will expand the catalog to include technologies in other areas of the university structure.	1-Mar-13	OITS	Appendix B
2	Develop a robust technology change management process that will guide the introduction and changes to the hardware, software, and systems required to support CSU's technology needs. The Change Management Process will include cost evaluations, impact analyses, approval processes, support, testing, maintenance, schedules, timelines, replacement methodology (including costs), and other components needed to manage the technology over its life.	1-Mar-13	OITS	Appendix B
3	Develop a robust technology lifecycle methodology for each type of technology component intended to be introduced into the technology footprint at CSU. This methodology will contain all the required steps, including approvals, testing, impact analysis, support requirements and lifecycle projections needed before actual introduction of the technology into our environment. Step one will focus on core enterprise technologies.	10-Apr-13	OITS	Appendix B
4	Develop support plans for every major component in our technology footprint. This would include costs estimates for all aspects of support, service level agreements, and any maintenance considerations associated with each component.	1-May-13	OITS	Appendix B

Goal B: IT Infrastructure – continued

	Activity	Date Due	Owner	See Report Section
5	Review and update replacement criteria for faculty, staff and instructional hardware/software in collaboration with the Academic IT Committee. Consumerization involving student technology choices should be supported yet limited by the university's ability to manage the risk posed to the university mission and its technical infrastructure.	30-Jun-13	OITS, Academic IT Committee, ITC	Appendix B
6	Create a plan to develop and deploy applications for mobile (i.e. smartphone) devices.	30-Jun-13	ITC, Academic IT Committee	Appendix B
7	Develop a plan to create standards for future design and remodeling of learning spaces. Plan creation must include all stakeholders including Media Services, Facilities, OITS, Academic IT Committee, and others to ensure that facilities support all learning technologies and methods determined by the university to support the mission.	30-Jun-13	Facilities, OITS	Appendix B
8	Develop and implement a risk analysis process for all significant components in our technology footprint. It is especially critical in the near term to have plans in place for mitigating risks to our mission and business critical technology components.	1-Aug-13	OITS	Appendix B
9	Develop a plan to optimize wireless access for faculty, students and staff. Goal is to provide uniform wireless access sufficient to support the university mission by June 2014.	30-Jun-14	OITS	Appendix B

Goal C: IT Training and Support

	Activity	Date Due	Owner	See Report Section
1	Analyze HUB trouble ticket data by type of issue to identify possible areas to target for preventative efforts, new services, and other improvements.	15-Feb-13	OITS	Appendix C
2	Review, adjust and implement Client Support Services resources to improve availability, accessibility and quality of client support.	1-Mar-13	OITS	Appendix C
3	Identify resources to provide continued training opportunities and certification for staff employees, including but not limited to updating employee skills, and, to accommodate emerging information technologies and changing management and service delivery models.	15-Mar-13	CSU	Appendix C
4	Implement assessment of student online skills and training to improve student success with online learning strategies; provide training for skills and use of applications determined by Academic IT Committee to support student success. Determine how best to deliver assistance to both traditional and non-traditional students.	31-Mar-13	CID, OITS, Academic IT Committee, ITC	Appendix C, D
5	Develop a plan to increase online learning opportunities at CSU through a comprehensive program of faculty and staff development as part of a systemic change in recruitment of new, and the professional development of existing, faculty and staff members. Consider partnering with other USG units to achieve.	31-Mar-13	HR, CID	Appendix C
6	Review support models at peer institutions, and recommend changes to IT support model to provide more efficient and effective service.	1-Mar-13	OITS	Appendix C

Goal C: IT Training and Support – continued

	Activity	Date Due	Owner	See Report Section
7	Develop a plan to increase training opportunities for faculty, staff and students with an emphasis on online modules for applications (e.g., Desire2Learn, DegreeWorks, etc.) including but not limited to core duties, explanations, and how-to guides.	1-Jun-13	CID, OITS, Enrollment Management	Appendix C, D
8	Complete assessment of all computer resource management tools (e.g. ENAC, remote monitoring, etc.) by measuring impact on reliability, performance, and accessibility for students, staff and faculty.	1-Jul-13	OITS	Appendix B, C
9	Develop a plan to provide one-stop-shop for all support needs.	1-Nov-13	OITS, ITC, Academic IT Committee	Appendix C, D
10	Develop plans to provide extended support - nights, weekends, remote campuses and online courses.	1-Nov-13	OITS, ITC, Academic IT Committee	Appendix C, D
11	Improve retention of IT staff through analysis of benefits and compensation available in the technical marketplace.	1-Nov-13	OITS	Appendix C
12	Wireless access should be sufficient to provide reliable access to support classroom technology needs and student access.	1-Jun-14	OITS	Appendix B, C
13	Provide access to Learning Management System at least 2 weeks prior to the start of a semester.	Complete	CID	Appendix C
14	Identify opportunities to hire our best students for IT positions.	Ongoing	CSU	Appendix C

Goal D: Improving Operational Efficiencies and Decision Making

	Activity	Date Due	Owner	See Report Section
1	Create web page for IT Governance.	15-Feb-13	ITC Chair	3.3
2	Develop process and website for IT project request submission, project segregation, tracking, and measurement.	31-Mar-13	OITS	3.3
3	Create a plan to develop a medium and process for knowledge exchange to foster communities of practice employed by students, faculty and staff to share lessons learned and to access support from their peers.	30-Jun-13	ITC	
4	Implement self-service for basic IT support; campus learning systems (i.e. Desire2Learn, Degreeworks); support services, etc. - for students, faculty and staff. Aim for creating efficient, effective and convenient services online, anytime.	30-Jun-13	OITS	Appendix C
5	Implement process to accelerate incorporation of technology to enhance teaching effectiveness (online, hybrid, traditional classes).	30-Jun-13	Academic Committee	Appendix C, D
6	Improve access to online resources and provide instruction to continually improve the capability of students to employ online resources efficiently; to discern the quality of information presented; and to synthesize knowledge from many resources.	30-Jun-13	Academic Committee and Library	
7	Provide online processes to capture information currently captured in paper form with an emphasis on improved efficiencies through review and automation of workflow, data capture and data analysis.	31-Dec-13	ITC	Appendix D

Appendix A: IT Project Request Process and Form

The following process should be followed for all IT requests, including IT policy issues:

1. Evaluate your request:

If your request meets at least one of the following criteria, it must be submitted to the ITC for approval:

- Involves changes to or development of IT policies or standards.
- Work will require more than 40 hours of OITS time.
- Funding is being requested for the project.
- Work will impact another department, division, or operation.

If your request does not meet these criteria, please contact OITS directly.

If your request meets the above project criteria:

- Complete the [ITC Request Form](#) and submit to the IT Business Analyst.
- Requests may be submitted at any time, and will be considered according to a calendar set by the Council. At a minimum, project requests requiring budget support will be considered at semi-annual meetings in February and September.
- All requests must include approvals from the appropriate authorities (Department/Office Chairperson, Dean, Vice President).
- The ITC will do a preliminary review of the request and possibly consult with OITS to determine the merits of the request and confirm the estimated resources required.
- If the ITC determines that it requires an oral presentation to be made, the requestor will be notified and advised of the format to follow for the presentation. The same format must be used for all presentations. The requestor will also be told the date, time, and location for the presentation, with notification to be no less than ten days from the scheduled date.
- After reviewing all of the requests, the ITC will notify each project requestor whether or not their project has been approved. Approved projects requiring funding will need to be presented to the Budget & Planning Council using the existing process. The ITC has the authority to grant final approval for projects that do not require additional funding.
- The ITC will also submit all approved IT-related policy recommendations to the President's Cabinet. Decisions from the President's Cabinet will be communicated to the ITC chairperson, who will coordinate notification of the requestors.

Clayton State University ITC Project Request Form

All IT project requests, as well as IT policy requests, shall be submitted to the IT Council using this form. Please see the [IT Project Request Process](#) for the criteria to be considered an IT project and other process details.

After obtaining the preliminary approval signatures, forward this form to the IT Business Analyst.

Type of request: IT Project IT Policy

1. Title of request:

2. Date of request:

3. Point of contact for questions:

4. Description of request (briefly describe what the request would accomplish):

5. Justification for request:

a) What university strategic goals does the request support?

b) Please list the risks/consequences (if approved and if not approved)?

c) Potential impact on academic and/or administrative programs?

6. Estimated cost of project (e.g., funding for hardware/software, OITS time, etc.)

a) One-time cost:

b) Ongoing/recurring costs:

7. Source of Funding: Select one of the following:

a. Funding may be available from the requestor (OITS will provide a cost estimate before any funds are committed.)

b. Funding being requested

c. N/A

8. Preliminary approval signatures:

Department/Office Chair: _____

Date: _____

Dean (if applicable): _____

Date: _____

Vice President : _____

Date: _____

Appendix B: Technical Issue Subcommittee Report

Subcommittee Members

John Bryan, Leon Wheeler, Tom Marshall, Dan Newcombe, Paul Bailey.

Summary

The subcommittee's primary focus was originally directed at the technical issues identified in the analysis of the survey results from Phase I. Any strategic recommendation would have to begin with these core issues:

- Platform agnosticism
- Learning Management System
- Infrastructure
- Network capacity
- Network security
- Equipment
- Facilities

As we began studying each of these areas to develop an understanding of the issues, we reviewed the surveys, talked with Information Technology managers and others familiar with the topics. As we develop our vision of what technology is to be at Clayton State University (CSU) moving forward, we will have to address a number of issues in each of our key technology areas. Our goal is to communicate the findings of this subcommittee at this time in our investigation of each of the core issues.

Global Recommendations

As we investigated the various issues there were overlapping themes that led us to make the following recommendations:

- Develop a detailed inventory or catalog of all the technology components required for Clayton State University. This catalog needs to include all the information about each item needed to manage that technology component through its lifecycle at CSU.
- Establish a formal change management process describing all the steps involved in any change to our systems including a methodology to introduce new technical components into our technology footprint.

- Develop and follow a technology lifecycle methodology for each type of technology. This methodology would be followed for every component of any consequence that is introduced into the technology footprint at CSU.
- Create a support plan for all our major technology components that will enable us to have some level of expectation of the availability and costs required to maintain that availability. This should include estimates of staffing and training required to provide the support.
- Implement risk analysis on all technology platforms for which we have a significant reliance or investment. We need to have an awareness of the issues related to potential problems in all of our mission and business critical systems at a minimum.

Platform Agnosticism

Materials and programs should be generally available to a university community that is rapidly adopting platforms not currently supported (Apple and Linux operating systems; tablets, smartphones, and other devices).

In looking at this topic, we saw that the definitions of platform agnosticism varied greatly. How do we decide when to begin introducing new technologies into the technology footprint? How broadly do we support these new technologies? The questions seemed endless.

A platform is a combination of hardware and a software operating system. A Dell machine combined with Windows 7 would be considered a platform. That same Dell machine when combined with the LINUX operating system would be considered a different platform. An Apple iPhone running iOS and a Samsung Galaxy smart phone running the Android OS would be considered separate platforms.

There are also Virtual platforms. Java is a perfect example of this. Java software runs through the Java Virtual Machine rather than directly through the host operating system. There is also software that provides the capability of creating virtual platforms or virtual machines that can run through another platform. Some examples are VMWare, Virtual Box, Parallels, and Microsoft's Hyper-V. Through these virtual machines, it is possible to run Windows on the Mac, or to run LINUX from a Windows based platform.

Software can be written to run on multiple platforms, but no software is ever truly platform agnostic. It cannot run on all devices. Many software products are only available for one or two platforms but through the use of virtualization as described above, some, but not all, of these limitations can be overcome. In reality, there is no such thing as true platform agnosticism. No software can run on all devices, and not all devices provide, or even have the capability to provide, a virtual environment for all platforms.

For example, the iPhone cannot run Windows, and although it does have a browser, and can run a large portion of web content, it cannot run Java or Flash, so software written for these virtual platforms will not run on an iPhone.

As should be obvious now, no platform is completely interchangeable with any other platform although, it is possible to use and support more than one platform. It is impractical to support all platforms, so the question is, which platforms should we support? To answer this question, several questions need to be addressed.

1. Which platforms should be considered primary platforms which are required?
 - a. Many enterprise web based applications rely on Java, so any primary platform under consideration should support Java.
 - b. Flash is prolific on the web, so this should also be supported by our choice of primary platforms.
 - c. What other software needs to be available for a given platform? Who would pay for it? What would the cost be?
 - d. Should platforms requirements be different based on the school or college?
 - e. What would the minimum hardware requirements be, (RAM, CPU, Storage ...etc.?)
 - f. What level of support should we, or could we provide and what are the costs in terms of personnel, training ...etc.?
 - g. Could support be out-sourced and should the cost be covered by the University in all cases? (consider faculty/staff vs. students)
2. Which platforms should be considered optional, or supplemental? (This may include smart phones, tablets and other devices)
 - a. Do we simply adopt a communications strategy that allows the more prevalent technologies of the day to operate, (communicate)?
 - b. What level of support should we provide if any? i.e. Should we limit support to connectivity issues with our network, or should it include other issues such as backup and configuration? What training and personnel costs would be involved?

It was determined that a key component of our Strategic Plan would have to be the adoption of a “methodology” for introducing new technology into the CSU Technology footprint. With a well-developed method that encompasses the idea of a technology lifecycle, our Information Technology Council could better make the decisions related to introducing new technologies at CSU. This methodology would address testing, functionality, scalability, stability, fit for our platforms, supportability, training, infrastructure, hardware, support, and maintenance and implementation issues. There is more to be considered in acquiring new technology than “Can I afford to spend the initial purchase price?”

Learning Management System

The surveys introduced many issues related to our current Learning Management System – GeorgiaView. The University System of Georgia is currently in the process of implementing Desire2Learn as the replacement for GeorgiaView as our LMS.

There were concerns expressed about the WebEx limitation of seven microphones. Most groups that use WebEx or their competing products use a dial in number to get around the limit. If the need exists for the use of a dial in number, then a case should be put together to use this approach using the same criteria and all other new technology introductions.

What other technology tools would be effective complements to the LMS? This appears to be more of a functionality issue related to the new LMS. As we become more familiar with Desire2Learn and its various components, we will need to apply the same criteria to those as we do to all other new technology introduced into our technology footprint.

Network Related Issues

Many of the hottest topics in the survey involved the network. The university community needs a consistent, reliable network that can be accessed throughout campus. Faculty and students need reliable access to online content when they need it, such as during lectures. While it is essential to ensure that information is available to authorized individuals and personal data is protected, the current NAC security system is often disruptive; for example, the NAC agent interrupts students during exams and faculty during lectures.

We discussed with various managers in OITS the following topics related to the Network:

- Infrastructure
- Capacity
- Security

Infrastructure

The university community needs a consistent, reliable network that can be accessed throughout the campus. The focus on this area is really availability. Our findings were that in all buildings with wired connectivity, the network was very stable and consistently available and reliable. The wireless network had issues in this area primarily due to capacity issues.

Network Capacity

Most of the capacity issues on campus have to do with wireless saturation. There are wireless access points (APs) across campus in various strategic locations, in many cases, more than one

classroom share a single access point. The wireless access points on campus are controlled by a pair of redundant wireless access controllers. Data is collected on each wireless access point which can graph the users and bandwidth on each AP. Work is currently underway to outfit each classroom with its own AP. Some buildings such as the Continuing Education Building do not have the Ethernet drops or infrastructure necessary to install an AP in each classroom. As a result, some areas will be more costly to outfit than others and will take more time. Priorities for which area is worked first is determined by the areas with the greatest need based on data collected from the APs and based on those that can be fixed the fastest with the lowest cost.

Our internet connectivity is supplied by the BOR via PeachNet. Our current upload and download bandwidth is 130 mbps, (recently increased from 90 Mbps) In addition to the 130 Mbps, we have an additional 50 Mbps that is reserved solely for PeachNet traffic, (traffic to LMS, PeopleSoft, GALILEO, Data Warehouse etc...) For reference, Charter offers residential internet download speeds of up to 100 Mbps, and Comcast has speeds up to 105 Mbps, although upload speeds are severely limited. The USG monitors our traffic and can adjust bandwidth based on need. This usually requires a request from the campus. In addition to the internet bandwidth to the campus, we have another 215 Mbps also supplied via PeachNet which was purchased exclusively for Laker Hall and Clayton Station. It may be possible to increase our PeachNet bandwidth to the main campus as a paid option.

We need a change management component that addresses the capacity requirements and needed upgrades or modifications required to maintain acceptable levels of throughput based on the support levels determined by our Information Technology Council.

Network Security

While it is essential to ensure that information is available to authorized individuals and personal data is protected, the current NAC security system is often disruptive; for example, the NAC agent interrupts students during exams and faculty during lectures.

In working with the Networking group, we discussed the network issues that are related to eNAC, (Enterasys Network Access Control.) We have experienced minimal issues with wired eNAC. Most issues have been associated with wireless eNAC. As a result, wireless eNAC has been turned off until a solution can be identified. We have been working with the network vendor Entarasys on remedying the existing issues. We are putting equipment software upgrades in place that should address many of these issues. We have a separate Wireless Access Point controller in Clayton Station that is being used for beta testing prior to rolling out the changes campus wide.

Policies can be put in place to prioritize traffic based on the type of traffic. Peer-to-peer traffic is currently limited, rules can be put in place to limit other types of traffic such as iTunes, games, etc.

Currently, there are no limits imposed on individual bandwidth as long as the total network bandwidth is below 90%. Rules are in place to throttle back individual bandwidth if network traffic exceeds 90% for more than a brief period. Rules can also be put in place for at various bandwidth points to increase throttling as total bandwidth increases and this is being considered. Podium ports in the classrooms can be given a higher priority, and this is currently being worked on as a future enhancement.

This area will need to use monitoring capabilities within existing systems and develop additional ones as needed to monitor traffic. From this data, the Networking group can make recommendations as to potential changes in rules that could alleviate constrained resources.

Equipment

Classrooms need equipment that complements delivery of instruction, and the equipment needs to be refreshed on a schedule. Several faculty members requested that classrooms have computers rather than having to carry their laptops.

In meeting with the Media Services manager, we discovered that they have a process in place for keeping the equipment refreshed and operational in the classrooms.

The issue of workstations versus laptops becomes a matter of personal preference versus budgetary constraints.

Employee PC's and other technology also need to have an established replacement schedule. This sub-committee is recommending that we have a planned lifecycle for all technology components including PCs and Laptops. Since these are obtained by local departments from their budgets, we can only recommend when to replace them.

Facilities

Some classrooms have poor sightlines, making it hard for some students to see video. In some classrooms, audio is a problem. To correct this situation, we recommend that someone from Media Services be included with the Facilities Team when any work is being designed or implemented in a classroom facility.

Recommendations

- Develop a detailed inventory of all the technology components required for Clayton State University. With each component technology maintain the following types of data:
 - Type of technology

- Classification (USG wide, campus wide, division, department, small group or individual)
- Criticality rating (Mission critical, operationally critical, etc.)
- Product end of life
- Any uniquely identifying characteristics
- Capacity monitoring with regular reports on performance
- Availability reporting
- Location
- Support
 - Develop a support plan for each technology
 - Develop service level documentation for each technology
 - Staff according to support plan and service level agreements
- Change Management
 - Approval hierarchy
 - Decision Makers
 - Priority
 - Time constraints
 - Maintenance schedule
 - Notification Process
- Staffing
 - Identify subject matter experts by area/technology
 - Assess skill levels and training requirements
 - Develop plans to mitigate risks of losing key personnel
 - Develop individual training plans to bridge skill gaps
- Develop a technology lifecycle methodology
 - Identification of new/updated technology
 - Research impact on our technology infrastructure
 - Pilot new technology testing functionality and interoperability
 - Develop support plan
 - Develop implementation plan
 - Implement
 - Evaluate process
 - Support the technology
 - Develop phase out process
 - Retire technology

Appendix C: IT Training & Support Subcommittee Report

Subcommittee Members

Rodger Bates, Steven Smith, Shannon Thomas, Ginny Bass.

Summary

The IT Support and Training Subcommittee addressed five (5) issues previously identified in the surveys and focus groups in Phase I. These issues are: IT training and support for online instruction; IT support for classroom instruction including nights, weekends and other campuses; IT training for students, IT training for faculty; IT training for staff; and recognizing how a worldwide IT labor shortage threatens university's IT objectives. In each of these areas, one or more specific questions were identified, investigated and addressed.

A number of key issues exist which shape the focus of this report. Specifically, the context of higher education in general and the context within which Clayton State University is operating and will likely to continue to operate in the future clearly shaping the responses to the issues identified and our recommendations. This context includes the expanding role of distance education within the mission of Clayton State University and the growing expectations of our students and other constituencies as to access and the increasing quality of distance learning and its support within the university context.

The transition of our distance learning management system from a Blackboard-based model to the Desire to Learn (D2L) system is scheduled for January, 2013. Though this is a tactical issue, it is of great concern that the planning and implementation of this transition may not be completed in time for the Spring Semester. Even though the system may be in place, the faculty and students may not have sufficient time to successfully make the transition to this new learning management system. This issue is the "elephant in the room" that shapes and tempers all of this sub-committee's work.

In the following sections, each question and a number of related issues are addressed. At the conclusion of the discussions of each of these topics a number of specific recommendations are offered.

Issue #1: IT training and support for online instruction

A literature review of current trends was conducted. Numerous articles from the Chronicle of Higher Education and other journals and interviews with a number of leading figures in online learning indicated that access to online learning was an increasing student priority. In addition, a preliminary survey of online course demand at Clayton State indicated that online learning is a significantly growing component of the institution's mission and role.

This trend contributed to our initial focus on the importance of early access to the online learning management system (GeorgiaView) as a priority for student success. Though this issue had been raised for a number of years, the focus of the sub-committee on this question resulted in a change in policy beginning for the Fall Semester, 2012.

The second question with regard to IT training and support was an inquiry into the demand for online learning. In addition to the tremendous growth of online learning nation-wide, a survey of course enrollment history at Clayton State clearly reflects the growth of online learning. Hybrid instruction (approximately 50% online) and fully online (100%) instruction is an increasing component of student credit hours in most of the Clayton State University colleges. In addition, the majority of online courses currently meet or exceed their enrollment limits and do so frequently in the first or second day of early registration. Clearly online learning is an attractive option. As is the case at most institutions, online learning is not primarily a response to the need for geographic flexibility, though we have experienced an increase in courses serving students from out of our traditional service area. It is the asynchronous nature of online learning that increasingly appeals to our significant non-traditional student population. Given the demographics of Clayton State University with its majority of non-traditional and transfer student population, online learning is a significant component of our enrollment future.

Given the obvious importance of online learning to the success and growth of Clayton State University, promoting effective strategies to advance online learning is a fundamental prerequisite for institutional success in the future. These strategies will need to include

training and support for both quantitative and qualitative advancements in the availability and delivery of online learning. This training and support must be increasingly available to faculty and students. In addition, maintaining and enhancing the resources necessary for an effective environment for online learning is another strategic goal.

Issue # 1 Recommendations

Recommendation #1: With the resolution of the starting date issue for GeorgiaView having been resolved this semester it is recommended that the issue will continue to be resolved with the starting date for the new online learning management system (Desire to Learn). Specifically, the system should be available to students enrolled in online classes at least by December 31, 2012 for the Spring, 2013 Semester.

Recommendation #2: To address the issue of the need for the increased availability for online learning opportunities at Clayton State University a comprehensive program of faculty development should be required as part of a systemic change in the recruitment of new and the professional development of existing faculty members. Specifically, expertise and/or experience in successfully teaching in an online environment should be an expectation in the recruitment and hiring of new faculty members. For potential faculty recruits without this capability, a formal development plan should be a part of their hiring process. In addition, faculty should be expected, whenever possible, to teach in an online (hybrid/full/technology enhanced) environment by no later than their third semester at Clayton State University.

In addition, all current full-time faculty members should successfully complete the Online Learning Academy or have an online course successfully evaluated by the Online Learning Academy or a college committee as part of their Annual Faculty Evaluation within two years.

Recommendation #3: As critical as the availability of online learning opportunities is for the future of Clayton State University, there also must be a significant increase in the preparation of students who can benefit from this form of instruction. Therefore, it is also recommended that an online learning assessment program be developed which would be included in all 1022 classes for new students. This online orientation also would be a requirement for all students taking an online course at Clayton State in the same fashion as it is currently required for e-core students within the University of Georgia System. In fact, the assessment component of this learning exercise should be a required component of all online courses and be completed in the first week of a course to avoid having the student dropped from the course as a NO SHOW.

These recommendations would dramatically increase the online learning capabilities of Clayton State University at both the faculty and student levels.

Issue #2: IT support for classroom instruction, including/nights/weekends/ and other campuses

A survey of department chairs was employed to gather information with regard to Issue #2. The following questions were proposed with the inclusion of day, evening, weekend, and other campuses in the response set.

1. What is the minimum technology needs to support classroom instruction in your discipline?
2. What additional technology would improve classroom instruction? Would this technology be used primarily for core courses or for courses in the major?

Discipline	Minimum Needs	Additional Technology Needs
Bachelor of Applied Science	strong Internet connection and an overhead display system	Clickers
Bachelor of Business Administration	Laptop, Elmo, projector, and wireless connections are minimum needs. Students are required to be online during class. We sometimes lose connectivity in back of room during exams in room T152.	
Continuing Education	I believe we have wireless in all of our rooms at CE Main Campus, CSU East and CSU Peachtree City. We need internet access at CE Jonesboro.	
English	Computer lab with printers- to be used for in-class assignments and peer reviews	Smart boards or touch screen for composing essays and group projects
Fayette site	Strong and dependable internet access Wireless weak in some areas	White boards

Health Care Management	<p>Besides the document camera, internet access, white board we really think that the podiums should be equipped with computers so that we can sign into our h: drives instead of carrying around the lap tops all the time facing the prospect of those computers being lost or damaged and taking all our critical files (research etc.) with them.</p> <p>We recommend that the new baseline at the podium level is a hookup for the iPad and to allow access for mobile apps.</p> <p>Also very helpful would be the combo laser pointer/remote mouse so that PowerPoint presentations could proceed without the instructor returning to the podium.</p>	<p>Recommend the turning point clicker system be reviewed and that either instructors or classrooms be fitted with the receiver to work with computer system.</p> <p>Consider use of smart white boards (those that basically take what is written on the white board and make an image of it on the computer) be selectively placed on-campus.</p> <p>Both items would be used for core courses, particularly the clicker system.</p>
Information Technology	<p>Stable networking both wired and wireless. Projection equipment with HDMI support.</p>	<p>Smartboard. Integrated tablet or slate in the classroom for real time note taking.</p>
Interdisciplinary Studies	<p>Access to a laptop, LCD projector, DVD and VHS</p>	<p>Smart board, maybe a printer Support for Apple products. As we grow online offerings, this becomes a minimum need.</p>
Masters Archival Studies	<p>Windows or Mac operating system, 2GB RAM and 20 GB disk space, headset, webcam, Specified bandwidth to run</p>	<p>Additional cost of WebEx to support more than 7 microphones; improved audio; scanner; WebEx technologies for guest speakers; discussion board</p>

	WebEx	tool like Edmodo
Math Department	Internet connection for all students – wireless preferred; projector and screen	Computer labs for SPSS (statistical software) SmartBoard or MondoBoard, Clickers, iPads/iPods – used for all classes
Natural Science	Data projector, laptop, Elmo, sound sufficient for room size, dependable internet coverage (wireless is bad in many classrooms with frequent outages. Prefer use of Ethernet connections but many classrooms have rows where connections are inoperable. NAC Agent is disruptive to instruction.	My professors use clickers so having a personal response receiver already in the classroom would be beneficial. Clickers can be checked out of CID. SmartBoards
Paralegal	strong Internet connection and an overhead display system	
Psychology	<p>1)Working Wi-Fi or other connection in the classrooms</p> <p>Note: there are areas of campus where this is not present. In particular areas of Clayton Hall and the entire top floor of the University Center have reportedly weak or non-existent Internet connectivity (Additional Note: Some faculty report inadequate WiFi coverage in their offices in the Annex Building, and this problem impacts class preparation as well).</p> <p>2)Data projector 3)Audio/Video hookups (for either DVD or online streamed</p>	<ul style="list-style-type: none"> Problem: Time taken to set up and disconnect at the beginning and end of class, causing a loss of instructional time. Possible Solutions: Find and install equipment/technologies specifically targeted at improving the streamlined efficiency of the connection process. A more expensive measure would be to install dedicated laptop or desktop computers in the classrooms that connect easily and work virtually every time to ease setup/breakdown (most issues seem to occur when we are bringing our own laptops to the classroom). Another solution is to check the classrooms more frequently to insure that the most frequently

	<p>video playback)</p>	<p>used settings are in place and that faculty haven't made alterations that are going to create obstacles for other faculty who use the podium later.</p> <p>Problem: Out of date streamed videos. Solution: Updating of the streamed videos we have been collecting/creating (most through the CID) – there was an upgrade to the flash player used by the CID and some of the older recordings still have not been upgraded for that – some students have difficulty viewing these – this would be primarily for MAJOR level courses, but some of our core-level PSYC 1101 students watch these videos as well.</p> <p>Problem: A need to create on-demand recordings with minimal hassle to facilitate hybrid and online instruction. Solution: On-demand recording (video and/or audio) of lectures, either using in-classroom cameras or screen capture (such as with Camtasia) – many of us use this already but if this were done across the department it would facilitate with both in-class and online/hybrid instruction.</p>
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Visual and Performing Arts

This depends upon discipline. For all courses, A/V projection capabilities including Elmo. For particular courses, Apple computers, digital pianos with MIDI connections, digital video cameras, CAI software, etc.

Any additional technology would be primarily for courses in the major – updated software, updated audio and video production equipment, etc.

Social Science

Strong and consistent internet connection, wireless and hard-wired (as a backup). In Clayton Hall (ironically the “technology building), the wireless routinely doesn’t work in many classrooms and when it does, the signal is frequently weak/slow.

School of Nursing

We need the data projection and the internet connections in ALL classrooms. We give a standardized test in each of the nursing courses and students need to be able to hook up their computers to internet as wireless does not always work and they get kicked off. I am referring specifically to nursing courses, not any core courses as we do not teach any of these. We do, however, teach online electives HLTH courses and we like to use Camtasia, WebEx, and other online discussion software.

We have to request special classrooms when we are administering the exams for rooms with internet connections. This is sometimes a problem. Data projectors are in all of our classrooms.

SWOT

Upgraded laptops for faculty

Better conferencing software

More bandwidth to increase internet speed

Stationary computers at podiums

Uninterrupted network access (NAC interrupts classroom activities)

Improve poor sound and line of vision issues in classrooms

Remove NAC agent-disrupts access in class

Software selections are not suited for students with disabilities

Issue #2 Recommendations

Recommendation #1: It is recommended that wireless access should be sufficient to provide reliable access with performance levels sufficient to support classroom technology needs and student access to resources on campus.

Recommendation #2: It is recommended that a complete assessment of all network agents be conducted by measuring impact on reliability, performance, and accessibility for students, staff and faculty.

Issue #3: IT training for students (software/hardware – traditional/nontraditional)

The very nature of teaching/learning is undergoing change and quite possibly being challenged by new ideas, methodologies and technologies. The impact of this change within higher education requires us to take a close look at the way we address student preparedness for learning, and in particular the ability of the student to be successful using technology to learn.

Colleges and Universities around the nation have addressed student preparedness concerns by instituting a variety of measures through which they can help a student determine their current

level of skill and knowledge, and whether this level would be sufficient to ensure success in the classroom. Students are measured by a variety of tools from surveys ([University of Miami](#)) to assessments that test and track specific skills required for successful learning and participation in college course work ([USG GeorgiaOnMyLine](#)).

Assessments are frequently provided to students online and are often not required but strongly encouraged. In conjunction with these assessments, many institutions offer follow-up support and training to students. The training can be individualized or it can take the form of a tuition-free course. Providing the support and encouragement that allows each student an equal opportunity as they begin their college experience has been shown to increase overall student success in credit bearing courses ([Grush, 2012](#)).

There are currently [32 GA institutions](#) using SmartMeasure.com

Topics that might be included in an assessment include technology skills, learning styles, plagiarism, copyright, writing skills, reading skills, and comprehensions skills. By offering tools that can provide valuable feedback to prospective new students to Clayton State University, we are maximizing on the potential that these students will have every opportunity to be successful.

Currently at Clayton State University we do not offer a global solution to all students. While we do offer support through the HUB and to some extent, localized support from within departments and colleges, we must look closely at how these services impact student success and retention. If they do not significantly impact success and retention, then we must look to new ways of providing support or intervention across the university.

Issue #3 Recommendations

Recommendation #1: It is recommended that Clayton State University look at how other institutions provide technological support or intervention to promote student success.

Recommendation #2: It is recommended that Clayton State provide increased technological support to students. This may be in the form of better preparation for using online instructional tools and support for the major learning management and computer systems.

Recommendation #3: It is recommended that Clayton State University adopt individual student preparedness assessments. The assessments may be self-developed or acquired in partnership with other USG institutions.

Issue #4: IT training for faculty (pedagogical models that use technology effectively, consistent use of campus applications – i.e. LMS, and software/hardware used in the classroom)

The modern classroom is a dynamic educational environment that requires “modern” skills from faculty. With new technologies ever present in the classroom, strategies for engaging students are in high demand. Methodologies of the past may no longer be as effective. Lectures, presentations and discussions are undergoing radical changes ranging from the integration of PowerPoint slides to the concept of the [Flipped Classroom](#). We need to be aware of new strategies for teaching in the classroom as much as online teaching strategies ([Merlot Pedagogy Portal](#)). And, we need to understand that perceived differences in teaching approaches might someday only be measured in location.

Today’s faculty need to have strategies for engaging students who have grown up with technology and have developed different ways of learning using technology. Faculty need to engage the student and embrace the technology. New methodologies may be required that foster the use of many different technology devices in the classroom. As Dan Berrett puts it, “...the classroom experience is not all it could be” ([Berrett, 2012](#)).

Currently, Clayton State University offers support for faculty through the Center For Instructional Development (CID), IT Services, the HUB and with localized support from within departments and colleges. Of primary concern within the CID is the development of a number of different avenues for faculty to follow in pursuit of better teaching practices. To this extent, the CID created the Academy For Online Course Development to support faculty in both developing and teaching online courses.

We need to continue to look at ways to support faculty in their teaching and in their use of technology as this is a critical commitment of Action Step A1 on the Clayton State University Strategic Plan.

Issue #4 Recommendations

Recommendation #1: It is recommended that Clayton State University partner with other USG institutions to provide support or intervention for faculty development and training in the areas of instructional and institutional technology. Specifically, each full-time faculty member should complete some form of technology training as part of the annual professional development requirements.

Recommendation #2: Clayton State provides training support to faculty. Specifically, all full-time faculty should be required to complete the Online Learning Academy within the next three years.

Issue #5: IT staff training and retention issues are critical concerns which threaten Clayton State University's objectives.

A national survey indicated that 73 percent of employers can't fill IT positions due to the lack of skill by applicants. This situation impacts global companies as well as educational institutions. Also, training opportunities are less available in education due to the limited training budgets at the university level. Thus, university IT staffs increasingly can't complete relevant IT certifications. Additionally, the competition for skilled people is high and universities often cannot match competitive salary requirements. Furthermore, universities experiences difficulties with advancing technology when there is a lack of skilled personnel.

United States:

http://certification.comptia.org/news/12-04-11/IT_Worker_Shortages_Reaching_Critical_Point.aspx

Global:

http://atlantatrend.org/index.php?option=com_content&view=article&id=323&Itemid=96

A staff focus group was conducted to gain prospective about staff training retention at Clayton State University. The topics and key findings are outlined below.

Do we have enough IT staff at CSU?

No, the OITS department is very short staffed especially in Admin Systems. The University has grown, however the IT staff has not. It has remained at essentially the same level. Although services and responsibilities have increased, the staffing to support services have remained the same. With the current staffing levels in Admin System (serving over 50 applications) sufficient service cannot be sustained.

For example, Network Enterprise Services have not hired additional staff but have taken on support for Clayton Station, Laker Hall and other satellite locations. Additionally, Client Support Services have added student housing, the Fayette Campus and CSU-East, but have not added any additional staffing. Furthermore, Client Support Services has relied on student staff for Desktop support at a level close to 2.5 people at any given time.

What do you believe has prohibited the hiring of IT staff here at CSU?

Salaries are not close to what comparable positions garner and corporate IT jobs are paying twice the amount for entry level position in IT as CSU and other higher education jobs. Thus, applications are limited due to the low salaries offered for IT positions. Additionally, the unemployment rate within the IT industry is much lower than some industries. Thus, the available pool of IT candidates remains relatively low. Curt Carver of the University System of Georgia has noted that the System has had to increase salaries in hiring due to applicants rejecting salaries offered in general and in the USG in particular.

Does IT staff have access to training opportunities and on what scale?

There are training opportunities. However staff members have not been able to leave for extended periods of time to train. Additionally, OITS has no space or facilities for training and directors don't have time to create training plans.

Is there a big gap in salaries in higher education versus the corporate world? How does IT staffing in the metropolitan area impact salaries?

Salaries are higher in the metropolitan area but cost of living is higher. It is harder for higher education institutions in metropolitan areas to retain qualified IT workers than those in less congested areas due to the competition among corporations. Larger metropolitan cities have a more substantial pool of people from which to draw. However, salaries in smaller markets such as Valdosta, Macon, and Savannah are competitive with larger cities among schools in the USG.

What can higher education do to compete with the corporate world?

Adjust salaries and become more price competitive with salaries in the corporate community.

Issue #5 Recommendations

Recommendation #1: It is recommended that Clayton State University IT units should find the best students to hire in entry level positions. The cost to employ these recent grads may not be as costly as hiring a more experienced professional.

Recommendation #2: It is recommended that Clayton State University adjust salary requirements for IT staff at Clayton State University to be more competitive with the corporate world so that staff can be maintained for the long haul.

Recommendation #3: It is recommended that a budget be established within the IT area to provide ongoing training and continued certification for staff employees. In addition, an

established schedule for training should be incorporated in the work descriptions for all IT staff at Clayton State University.

Issue #6: IT budget and space challenges impact service capabilities.

The Student Technology Fee funds the HUB staffing and limits who can be provided services through the use of IT student staffing. Additionally, the OITS department lacks space for training and meetings.

Recommendations

Client Support Services are in need of the following resources in order to be able to continue to provide award winning service:

- Space adjacent to the Service Counter for Student Software and Virtual Services.
- Permanent training/multipurpose space for the HUB for training purposes.
- Conference room for meetings.
- Additional funding for Campus Support Student Analysts (due to the restrictions of the student technology fee usage).
- Service van/truck (transportation for the ability to service satellite campuses and locations).

Issue #7: Determine next steps to continue to improve Client Support Services customer experience and identify best support model and environment for the future.

Recommendations

Recommendation #1: Analyze HUB trouble ticket data by type of issue to identify possible areas to target for preventative efforts.

Resolving prevailing problems is an industry standard best practice in technical support. The HUB will review previous tickets to determine constant and prevalent issues reported that could be prevented from providing training and other preventive methods. Once the survey of tickets is complete the HUB will determine the best method in addressing those problem areas and put in place an action plan for implementing training.

Recommendation #2: Recommend changes to IT support model to provide more efficient and effective service.

The HUB will examine options for support including items such as self-service to enhance the current support model and to ensure continual service improvements.

Recommendation #3: Develop recommendations for enhanced IT training opportunities for staff.

The HUB will work with the Human Resources Department to assess the training needs of the staff here at the University and offer recommendations for staff IT training. In this effort, we must also take a look at the staffing needed to determine if there are additional resources needed to effectively carry out IT training for staff.

Recommendation #4: Develop summary of support models at peer institutions.

The Hub will look at several service models including those of universities and other corporate organizations to see how we can incorporate some of the components seen in other models and assess how they can be implemented in our environment and produce a better customer service experience for our faculty, staff and students.

Next Steps

The next steps to be considered in responding to the technology needs of students, faculty and staff would be to pursue the recommendations in this sub-committee report. Initially, faculty policies should be revised or developed to promote greater technological literacy among the faculty. This can easily be achieved through the incorporation of technological competence as a requirement for hiring and as a component of the annual faculty evaluation process. Likewise, student competence can be enhanced through the requirement of a distance learning training and assessment component required of each student enrolling in a distance learning course. Also, including more emphasis on technological competence as a component of student orientation and the freshman experience (1022) course would quickly improve student success in distance learning and other technologically enhanced courses.

Infrastructure improvements and greater economic support for staff retention and training is the third dimension necessary to meeting our general recommendations. Though financial issues influence some of these recommendations, the majority of the suggested responses require administrative leadership and commitment to prioritizing a more responsible culture of technological support for institutional and student success.

Appendix D: Students & Technology Subcommittee Report

SUBCOMMITTEE MEMBERS

Deborah Gritzmacher, Dolores Cox, Pamela Barnes.

TOPIC

This subcommittee addressed the topic of “Student Technology in the Classroom” including:

- Notebook Computer Access Policy
- Other technologies (Apple/Mac, smart phones, tablets, etc.)
- Social media – benefits & risks
- Students – support and training (traditional & non-traditional); software and hardware
- The notebook computer environment and the higher education marketplace

SUPPORTING RESEARCH COMPLETED

Select Faculty Members and Academic Advisors - individual interviews *(Summary included)*

Student perspectives – focus groups and individual student responses *(Summary included)*

USG and Peer Institutions – student technology usage guidelines/policies *(Summary included)*

PROJECT INQUIRIES AND SUMMARY COMMENTS

Clayton State University Notebook Computer Access Policy

Notebook Computer Access. Each CSU student is required to have ready access throughout the semester to a notebook computer that meets the ITP Choice requirements for the student's academic program. Students will click "I agree" when first logging into the DUCK attesting to such access.

- i. A student has a variety of options for "access." Student ownership of an appropriate notebook computer will be the most common approach, but students may also lease, rent, or share a notebook computer that meets minimum requirements as long as the student has regular, unrestricted access to the machine.
- ii. For students who choose ownership, a list of notebook vendors is provided to all students on the University's ITP Choice website. Companies that have authorized the CSU help desk (the HUB) to perform in-warranty repairs are designated as "preferred" vendors. Use of a CSU preferred vendor is not required.
- iii. Tablets, Netbooks & similar devices are not suitable substitutions for a Notebook computer, as these devices may not allow you to complete your assignments.

What does it mean to be a notebook university today versus when ITP began in 1998? What has changed? Is being a notebook university still a competitive advantage? Does the current laptop policy translate into actual classroom usage/instruction? What percentage of faculty uses or requires students to use laptops in class OR requires students NOT to bring laptops to class? What do students think of the policy and how it correlates to their actual classroom experiences? Is our environment distinctive in comparison to other institutions?

There has been a cultural shift in our environment since ITP in 1998. At that time, all faculty and all students were actively using technology in the classroom. Since the transition to ITP Choice and the modification of the policy to "access" to a laptop rather than the requirement of bringing a laptop to class, not all students and faculty are using computers in the classroom. One student cited use of a laptop in only one of four classes. Some students responded that the University is "behind" and not competitive compared to other institutions.

Our environment may still be distinctive because of ubiquitous computing and the network resources available to the campus community. Some feedback was most positive about Clayton State in this regard. While both students and faculty recognize the importance of using technology to achieve learning objectives as well as to prepare for career success, there is great discrepancy in expectations and in abilities.

Other Technologies

What is the estimated percentage of usage for other computer technology (Apple/Mac) on our campus? How are smartphones/tablets/other learning tools changing instructional technology? How are faculty utilizing different technologies in creative ways? What do students want to see in terms of how we approach other technologies? How do we handle the challenges of multiple technologies from the perspective of being a MS/PC institution?

“How do students learn?” “How can we engage them?” Having and using technology is the means to the end (learning), and we might want to concentrate on seeking to understand what it is that students are getting that is successful, what are they missing that we are not providing, and how we can better adapt to their needs.

Some of the highlights of what professors are doing in the classroom involve the use of Apple/Mac technologies – such as a mathematics class using iPads. Many faculty members are indeed using technology in creative ways – and students are responding. One student raved about a professor who used Camtasia to record lectures for an online class enabling her to learn at her own speed and to replay sections as needed. She compared this to another professor who simply placed material on GeorgiaView and provided little interaction.

Students express a desire for making additional technologies available – because they are already using them. If cannot accommodate what best helps them learn, then they experience a disconnect. Again, there are challenges involving compatibility and availability due to our longtime PC institution policy. A simple walk around the campus to observe students – and many faculty and staff – reveals the strong preference for Apple products.

When even our metropolitan area high schools have a BYOT (“Bring Your Own Technology”) day, we must acknowledge that change has occurred – especially in the populations of traditional age students. There is some collective support for the attitude that we must position ourselves in the marketplace for the future. Perhaps more data could be gathered to glean success rates for students in classrooms with high technology integration and explore the collaboration between the type of technology which is embraced and the learning outcomes.

Social Media and Student Communication

How is social media impacting classroom instruction? How do students view social media in their educational environment? Are there benefits to using social media? How can the risks of these forms of communication impact the institution?

How do our students want to communicate (face-to-face, online, email)? How do they want to get information? How could technology tools offer help in ways we are unaccustomed to acknowledging?

Almost without exception, students indicated that they view social media as “social.” Almost none admitted to using SM to network with classmates or to seek out information on a project... although one faculty member does acknowledge that it occurs occasionally. Students seem to compartmentalize their school lives from their extracurricular lives. Latest news is that the average age of Facebook users has hit 40... and that smartphone users prefer texting to voicemail or even actually talking on the phone.

The increased and extensive use of social media has amplified the situation which has resulted in students being asked not to bring their laptops to class. In past years, there may have been “surfing the web” activities, but now the constant connection to Facebook and myriad other social media outlets may prompt some faculty to simply remove the laptop from the classroom equation. In the absence of a clearly articulated social media policy, this and other related occurrences will likely continue.

The objective of social media is to remain in constant communication with friends, relatives, and (with LinkedIn) even professional associates. Comments were also received regarding the status of communication between the University and students.

Although the official mode of University communication with a student is his/her Clayton State e-mail address, some students refuse to read their messages (this was quoted in focus groups). And others say they do but do not. We all know that first-hand. One student (and some faculty) stated that there is too much being sent out, and the delete button is heavily used. This creates a very difficult situation for departments, student organizations, public safety, and other critical communication efforts.

The decision was recently made to send announcements of Student Laker Lines postings via the University Relations Facebook page rather than email. We will monitor whether this new approach increases the readership or whether lack of interest prevails regardless of the notification method.

One of the ways in which social media is affecting students and graduates is the likelihood that a prospective employer may check out a Facebook page prior to making a decision. We still have work to do on this area and the implications of social media for higher education.

Support and Training

Notebook Computer Access Policy.

Computer Skills. Students will be responsible for having or obtaining basic computer skills including the ability to send and receive email, internet browsing, and word processing. Higher level skills will be expected for many courses.

What are the challenges faced by students when adjusting to the notebook university environment? Do traditional students cope better because of their familiarity with computers and technology? Do nontraditional students begin at a disadvantage if their comfort level with technology is low? How could we approach providing assistance with support and training?

Are digital resources emerging as the norm? How does this dependence affect learning and the students' abilities to differentiate appropriate scholarly research?

The gap between “traditional” age students who expect and utilize a high level of technology and “non-traditional” age students who are cited by advisors as often struggling with technology creates a challenge. Some of the students who participated in our focus group know freshmen who don’t skip a beat in the transition to college, yet faculty and advisors often find that the older student may have difficulty making an online appointment... or completing financial aid forms.

With an average age of 28, this is a viable concern and perhaps the availability of an optional, non-credit course could aid non-traditional students in reaching a comfort level with technology. Assessment is a key component of identifying the student’s skill level and training support needed. Additionally, some students try to “tough it out” rather than seeking help.

The lack of computer labs is a fact of life due to our notebook university environment and the policy that all students are required to have access to a computer. Labs would require both physical and human resources that we are sorely lacking. However, we heard a variety of suggestions: a small lab for students whose laptop has broken temporarily; access to computers to make simple document edits to print an assignment; and checking out laptops for a very limited period of time as is done at another institution.

Part of the support and training that should be considered is the careful distinction between “internet” information and scholarly research. This comment kept surfacing – along with another from a high school student who concluded that Clayton State could not be tech savvy because we still have a library. Students have ready access to all types of online data which is incredibly convenient but should not be confused with accurate or appropriate. They need to receive instruction which enables them to function and perform in the context of standard higher education protocols.

The Notebook Computer Environment and the Higher Education Marketplace

As the higher education landscape evolves (seated, hybrid, online, distance education), how does the University continue to be competitive in the marketplace? What do we do best? What distinguishes us from other institutions offering the same courses? Have we carefully defined our target audiences?

When Clayton State University began ITP in 1998, the institution established itself as being the third public university in the country to require access to a notebook computer. The ubiquitous computing learning environment was conveyed in the marketing campaign entitled: “The People, the Place, the Power.” This clearly distinguished Clayton State as unique in its market.

The reputation that Clayton State enjoyed for some time was that of a campus connected with technology, and that is still evident today when observing students as they study and network using their laptops. With ITP Choice and wireless access, our environment is indeed different. The absence of computer labs defines our commitment to the notebook computer.

Georgia Tech’s proposal to require laptops contains many of the pros and cons we discovered in our research. Based upon trends at their peer institutions, they followed Clayton State about 10 years later: “Georgia Tech requires all undergraduate students, including transfer students, to own a laptop computer.” Note that their policy requires ownership and not simply access.

In much of our committee discussion and the supporting documentation shared by committee members and in media articles, having technology does not necessarily equate with being competitive in the marketplace because technology is “assumed” to be an essential component of the higher education environment. The extent to which technology is utilized to achieve learning objectives, to engage students in retaining knowledge, and to prepare students for successful careers is the more important inquiry.

As other institutions – and prospective students and parents – have acknowledged the necessity of having a computer and using technology in the classroom, Clayton State’s unique position has softened in the marketplace. We should assure that what we do best with technology is emphasized. In order to promote the use of technology in the most positive light, the conflict of requiring access and restricting usage should be resolved so that what distinguished us in 1998 can continue to attract students and faculty in 2018.

Student Perspectives

(class of seniors, student focus group, individual responses)

Laptop policy

- “Hardly ever” use my computer in class
- Technical difficulties frustrating / internet does not work / wait time in HUB
- Lots of professors don’t allow you to use them
- “Something of the past” (ITP 1998)
- Advancement of technology is assumed – a “given”
- Most students already come in with laptops
- Laptops are “necessary”
- “Required” gets pushback from non-traditional students
- Having a policy does not address competency
- Don’t require and then say don’t use
- If we keep the policy, should be stressed to faculty
- Not using laptops is more the professor than the discipline; the professor is “not engaged”
- Technology NOT integrated in the classroom
- If the professor is USING technology, YOU will be USING technology; no time to be on Facebook
- Essential to use laptops in class, for example, to view a PowerPoint presentation
- Biology major – I use Google to search and find info during class
- If students don’t pay attention, that’s their choice
- Expectation is that students have “access”
- Some faculty are not “tech savvy”
- Not sure if the Notebook Computer Policy has a positive and tangible effect on students
- Another expense for students; not necessarily needed to enhance education
- Making it a requirement puts an unnecessary strain on student finances
- It's good.
- Love it, although several teachers prohibit the use of computers in class
- Some students take notes on their laptops; majority of students use them to surf the web or work on other class work instead of paying attention to the class.
- I'm not permitted to use my computer except in 1 out of 4 classes.
- Reasons for not having laptops in class: students will be on Facebook; takes away your attention/concentration; disruptive in class.

Other technologies

- ❖ Would prefer Apple/Mac; would not hurt to have options
- ❖ If you have a Mac, you have to partition the computer
- ❖ Would be too confusing to have more
- ❖ OS for Mac and PC – too much
- ❖ North Georgia uses MacBooks
- ❖ Our school has been supporting ONE for so long
- ❖ Other schools have multiple apps; we have NONE
- ❖ We are behind
- ❖ Need to keep up with trends
- ❖ Campus is diverse – people want a range of options
- ❖ Having other technologies would be better for recruiting

Social Media - *How do you get information?*

- SWAN – school info
- Georgia View – for class
- Facebook, Twitter – social only, “Too much, too public”; social media not for school assignments
- Emails – for class

Computer Labs

- Have a lab for use if laptop breaks; could help with assignments
- “I just bought my laptop last semester”
- Glad to have experience with laptop – will help with job
- Must have computer expertise for job preparation
- Computers in library – only can do so much
- Have some option if laptop is broken; only 6 computers in CAS, can only edit
- No – students will be on Facebook
- No – in conflict with laptop policy
- At North Georgia, students can check out laptops; more efficient; part of student fees
- Laptops are outdated more quickly
- Desktops are easier to upgrade than laptops

Training

- “Learned as I went along” – always something new
- Not a problem – don’t use it enough to really use it
- HUB will show some things – example: how to download a video
- ITFN class – just basic operation, not Office, Access, PowerPoint, Excel
- Example: a Business CPGT class had a one week session covering each program
- “Now that we are going into the field, we need Access and Excel”
- Training should help non-traditional students
- Using technology is second nature for traditional students
- Class should be optional and non-credit
- HUB and SSS could have workshops to help those less comfortable with technology
- On Macs if policy changes

Faculty/Advisor Interviews

Laptop Policy

- a. Laptop policy changed after CSU stopped providing laptops for students. Policy now states “access” to a computer is required.
- b. Some faculty, depending on the discipline/course, require and encourage laptops in the class with the caveat that if a student disrupts others, the behavior will be dealt with accordingly.
- c. Some faculty do not allow laptops to be used in class
- d. Advisors want students to be able to access the course syllabus to allow them to make informed decisions about workload. Not all faculty accommodate this request.
- e. Courses are mis-coded when listed in the schedule. There needs to be consistency when using the terms online, partially online, and hybrid.
- f. Incorporating technology and computer skills into classes is essential if CSU wants to be competitive with other universities.
- g. There are computer savvy faculty and students in every Department/College
- h. There are faculty and students in every Department/College that lack knowledge and that is detrimental to student outcomes.

Other technologies

- a. Students use every known kind of computers (PCs, MACs, I Pads, notebooks, smart phones).
- b. Support for these systems is essential if CSU is to be competitive.
- c. E-book options are more cost effective for students.
- d. Applications from textbooks and information sites are essential but not always supported by CSUs platforms.

Social Media

- a. Students do not always use/even monitor their CSU email. The complaints are that they get too much mail and much of it is Spam. Many faculty do not consistently use their CSU email accounts.
- b. Some Departments/Colleges have a presence on Face book but are not certain that students monitor the site or could be held accountable to receive messages on the site.
- c. Most important when considering social media sites is that students understand the consequences of what is posted. Many potential employers check these sites pre-interview.

Student support and training

- a. All faculty and advisors feel the students need a basic assessment to see what they need specifically
- b. All faculty and advisors feel the students need basic computer skills preparation to include word processing and netiquette.
- c. COB and HCM specifically need all students to have Excel training.
- d. A&S is hopeful that all students will have DTL orientation.
- e. Students continue to complain to faculty and advisors about the lack of a computer lab.

USG and Peer Institution Student Technology Usage Guidelines/Policies

Armstrong Atlantic State University

http://www.armstrong.edu/Departments/cis_training/cis_training_it_services_post_admission_checklist1

http://www.armstrong.edu/Departments/cis_systems/cis_systems_wireless_students

http://www.armstrong.edu/Departments/cis/cis_network_use_policy

Columbus State University

<http://uits.columbusstate.edu/parents.php>

CUNY York College

<http://www.york.cuny.edu/produce-and-print/contents/bulletin/policies-policies>

Farmingdale State College

<http://www.farmingdale.edu/it-campus-computing/wireless-access.shtml>

Georgia Institute of Technology

http://www.sco.gatech.edu/downloads/SCO_2012_Final.pdf

<http://www.facultygovernance.gatech.edu/EB2007-021307-A-Attach3.pdf>

Indiana University – Southeast

<http://www.ius.edu/it/help/network-and-security#ComputerUser>

Metropolitan State College of Denver

<http://www.msudenver.edu/technology/policies/>

University of Houston – Downtown

<http://www.uhd.edu/computing/helpdesk/services.html>

UNC Pembroke

http://www.uncp.edu/doit/news/committees/students_computing_April2011.html

<http://www.uncp.edu/doit/policies/policy0307.html>

South Carolina Upstate

https://www.uscupstate.edu/campus_services/it/its.aspx?id=38222

https://www.uscupstate.edu/campus_services/it/its.aspx?id=4190

Wisconsin Parkside

<http://newweb.uwp.edu/departments/campus.technology/policies/>

School Name	Technology Policy for Students	Required	Suggested	Notes
Albany State University	Computers available on campus		Option to purchase at discounted price for personal use	
Armstrong Atlantic State University	Students pay technology fee for computer labs	Technology fee covers computers, printers, scanners for labs, purchasing software improve data connectivity for student labs and residence halls and pays for student support		
Augusta State University		\$45 technology fee per semester	Computer labs available for student use, several being open 24 hours	
Columbus State University		Nursing school requires laptop	Other programs, laptop is not mandatory	Library and computer labs available
Georgia College and State University		Laptops for students		

School Name	Technology Policy for Students	Required	Suggested	Notes
Kennesaw State University		\$50 technology fee per semester	The ITS Computer Lab is composed of five rooms with access to the following resources: Windows-based Systems with 17" LCD monitors, Group labs - 20inch dual boot iMacs, Equipment for students with disabilities, 2 scanners, Faxing, Access to fast printing including laser color printing, Wireless Access spots and network cable connection for laptops, USB port to plug in a flash drive,.	KSU has over 3000 instructional and administrative computers on campus
North Georgia College & State University	No info online, possibly due to merger			

School Name	Technology Policy for Students	Required	Suggested	Notes
Southern Polytechnic State University	No mandatory policy for laptop			Have 56 PC's, 10 scanners, 2 gues computers, 4 MACs, 5 Laptops, 1 Black laser printer and 1 color laser printer
University of West Georgia	Technology fee used to purchase instructional technology that directly benefits students. This includes classroom technology like overhead projectors and smartboards, software applications, library databases, and computer hardware.			

Appendix E: Knowledge Management & Sharing Subcommittee Report

In phase two of the IT Strategic planning, the Knowledge Management subcommittee increased the number of members to conduct interviews pertaining to how a culture of sharing is created within academic departments and across campus.

Subcommittee Members:

Multiple service departments were asked for volunteers for this subcommittee. The two originating members are Katherine Ott and Sheryne Southard. Members added to the committee are Kathy Garrison (CAS), Lou Brackett (CID), Chris Hansen (IT), Anastasia Tosouni (faculty), Robin Faulkner (Library) and Sabrina West (student).

Objectives:

This subcommittee has three main objectives: 1) identify how a culture of sharing is created within a department, 2) identify how the university can create a culture of sharing and 3) identify how other universities create a culture of sharing.

To accomplish objectives one and two, the committee interviewed department heads, faculty and students within the university to glean ideas and information about university sharing and cohesion. In order to maintain the anonymity of the faculty and students, Katherine Ott and Sheryne Southard did not participate in those interviews. They interviewed department heads and the other committee members interviewed the teaching faculty and students. The committee members provided their findings to Katherine and Sheryne. The committee's goal was to find general information on sharing and the culture and not specific systems or practices.

To accomplish objective three, Robin Faulkner reviewed multiple university and college websites. She chose the top 10 websites that accomplished an overarching knowledge sharing objective and presented them to the committee. She contacted five of these universities to gather information on their culture and sharing practices.

The individual findings of each committee member are located after the Secondary Recommendation section of this section.

Summary of Findings

Students

Students generally feel like they are being communicated with but they have some concerns. They identified a lack of office hours and delays in answering emails as major limitations to communication. They also believe that department heads have no knowledge of whether or not professors are communicating with students. They would like the ability to switch advisors or have alternate points of contact when the assigned faculty member is nonresponsive. They are also having trouble with GaView. They indicated that some functions with GaView are not compatible with some browsers and some professors are not knowledgeable enough to advise students when encountering problems.

Faculty

Faculty members feel a sense of community with their respective departments, but not with their respective colleges. They communicate with each other and their department heads primarily via email and monthly meetings. In many cases, the department head is identified as the “glue” that holds the department together. The department secretary is identified as the person who keeps the department informed.

The one major issue mentioned by the faculty is advising. They feel in many circumstances that faculty are tasked with advising without training, and are not updated on changes in procedures. They rely on in-house “experts” to clear up confusion, misunderstandings and other problems with this duty.

Department Heads:

Internal communication is primarily done through email and department meetings. Documents are shared a variety of ways, such as email, dropbox, a shared drive, and a GaView lounge. Communication with students is done via email and class announcements primarily. Other ways mentioned were listservs, distribution lists, websites, and student representatives on committees. It was mentioned that department heads were not sure how well student representatives disseminate information to the rest of the student body. Department heads mentioned GaView, Camtasia, Webex, and other special software for faculty instruction. Communication with administrators was done via email and meetings primarily. It was commented that department heads were uncertain if administrators cared about what they were doing, and that administration perhaps shared too much information.

One major issue identified was advising. It was suggested that the departments create training modules for advising including core duties, explanations and how to videos. It was noted that AdvisorTrak is cumbersome and does not work well; they did not seem to know about the new software for advising.

Many suggestions centered on ease of use. It was suggested that there be one location for all forms (either the documents or links) to facilitate locating and using forms. It was commented that governance documents need to have a central location and university committee information needs to be updated in a timelier manner. It was suggested that websites be easier to use and that a committee be formed of non-tech members to ensure easier navigation. Paper systems need to be updated into electronic format and there needs to be a way for faculty and staff to share student documents electronically (e.g. course substitution forms).

Some concerns centered on systems. One department head said if we are ever going to be successful online, we need to do effective remediation for online students. Another one mentioned that the SWAN did not work the way it was supposed to and one mentioned that they did not think it was utilized enough.

Classroom issues were mentioned. One mentioned that the conference rooms were better equipped than the classrooms. They suggested updating podiums, smart boards, internet connections, wiring, outlets. Also, they would like to know who controls what in the classroom and have a listing of who to call when available on the podium. It was noted that OITS needs to support Apple products, support products bought by departments and that they needed to provide support for evening classes. It was suggested that an emergency laptop loan system for faculty be established.

Also mentioned was the budget office making its changes in policies and procedures more accessible, and using more film and speaker series and increasing their exposure.

Other Universities:

The universities interviewed use similar tools to us and have similar issues. The primary methods of communication at other universities are email, newsletters and meetings. One university uses an executive broadcast video that cannot be deleted. Satellite campuses appear to have difficulty blending into the main campus culture. Satellite facilities are unaware of all the software options available on the main campus and therefore utilize what they know. Two universities had a “brand cheerleader” who was seen as the go to person for all excitement and knowledge about the university and its brand.

Main Recommendations

- Increase training and create online modules for advising, including but not limited to core duties, explanations, and how to guides.
- Increase training for the learning management system to include browser issues and offering support for evening courses.
- Create one point of entry on website for all forms.
- Create a committee for ensuring easy navigation of websites who are not technology savvy.
- Improve communication between technology units on campus:
 - Define which department is responsible for which equipment and provide that information where it is easy to locate.
 - Improve communications from technology departments... replacement for AdvisorTrak was unknown.

Secondary Recommendations

- Support all products bought by departments including Apple
- Improve communication and sense of community with satellite campuses.
- Create effective online remediation for students.
- Create an emergency laptop loan system for faculty.
- Create one point of entry for all governance documents updated in a more timely manner.
- Update all paper systems into electronic format.
- Update the classrooms with new technologies: podiums, smart boards, internet connections, wiring, outlets

For more in-depth information and additional findings not related directly to knowledge management and sharing consult the individual committee member reports. Individual committee member reports are located after this section in the following order:

- Students
- Faculty
- Department Heads
- Other Schools

Student Interviews

Sabrina West

As a student representative, it was fairly easy to withdraw information from other students about their methods of sharing and receiving information. I approached most students in casual manner and began by asking them their major. Once I received this information, I proceeded to ask about how information about their departments, degree, or major was distributed to them. I received many of the same answers between students in different departments and even some students returned questions and concern.

Questions concerning:

- Better ways to communicate:
 - Lack of office hours
 - Delayed or no responses to student emails
 - Department head have no knowledge of whether professors are communicating accordingly.
 - Ability to switch advisors or alternate contact when assigned contact is not helpful
 - Parts of GaView are compatible with different browsers.
 - Students are unaware of switching browsers as a possible solution.
 - Some professors are not knowledgeable enough to advise students to try alternatives in using GaView through different browsers.
 - GaView should be able to operate throughout any browser or one should be specified as the best option.

Department of English & Department of Teacher Education:

The three students reported that these departments are very proficient in their sharing of information. The sense of community is noticeable as the Department head and the advisors are involved and encouraging. Advisors are helpful and uses email to set-up appointments, advise and communicate overall. If there are any updates, changes, resources or events, there is an email sent to Undergraduate and Graduate students alike. Faculty and staff are very responsive.

Department of Psychology:

I spoke with three Psychology students, two Undergraduate students and one Graduate student. These students reported good communication within their department. Most students report to their advisors and if their advisors did not have the answer, he/she would contact the department head and report back to the student quickly. Announcements and updates are delegated through student's emails from department heads and advisors alike. The sense of community seems proficient in this department as well.

Department of Social Science:

The student that I spoke with in this department was Criminal Justice major. He reported that any information that was delegated to the students came from the department head. He also reported that professors are usually available and willing to share any requested information. The feedback about the advisors in this department was very general. The student reported that they will go through the course selection for that major and gives much generalized information. This student said they relied heavily on knowing other student in their major to work with and share pieces of information to keep up.

Department of Nursing:

I spoke with two Pre-Nursing major's student, both females. Both students reported that they do not get any emails, newsletters or announcements from their department for anything. If they have any questions, they both said that they ask their advisors, which is never much help either. They both coincidentally stressed that their advisors are a bit discouraging and reluctant to go beyond in sharing information or resources, as they tell the students what they will be able to handle or not. The sense of community comes for pre-nursing students finding one another and working together.

Faculty Interviews

Anastasia Tosouni

I interviewed 5 faculty members from Social Sciences. My sample included members of all programs, and two ranks (assistant and associate professors). The answers were very consistent to each other. First, all respondents noted that because the Department of Social Sciences (SS) is very big, and comprised of four different programs (CRJU; Soci; Poli Sci; and Legal Studies) they felt the need to specify cohesiveness and culture development separately for the department as a whole and then within their respective program. Another point that was made regarding the development of SS culture was that there has been a high faculty turnover (members left, while others were recently hired), making this a department with either very new faculty or faculty who have been here for a long time. Overall, there is a sense of community in the department, a sense much stronger within each program, nevertheless. Information is disseminated primarily via email. Direct communication is pretty much restricted to the monthly department meetings. There were some concerns raised by faculty as to whether cohesiveness will be maintained or become stronger when office space for them is scattered throughout campus rather than being in one building. This undercuts the potential of informal interactions, through which some information is often communicated (that information, when important, eventually makes it to everyone's "ear" or mailbox; but some people get it earlier than others. This does not pose a big problem, but it definitely does not contribute to a close knit and cohesive culture). Personal communication with other faculty one shares office or friendships as well as the Department chair were reported as the "to go" persons for questions/issues/problems. Thankfully, the chair is very responsive to faculty questions and requests. Last, a major issue among faculty in SS is advising. Confusion, misunderstandings, and peculiar problems requiring solving arise in relation to this duty that most faculty have never been professionally trained or prepared to undertake. Keke Knight along with the chair were the two persons mentioned the most in regards to that. Whereas everybody gets along well with others, some faculty wished they were able to interact more frequently and more in depth with others, especially others who were recently hired, perhaps in a non-task oriented context (meeting), such as for example, a social.

Faculty Interviews

Lou Brackett

The following are responses to questions posed to four faculty members representing different departments in Arts & Sciences.

Q. Is there a sense of community within your department?

Yes. We have a very friendly and approachable department chair who I think fosters a sense of community and congeniality among our members. On an individual basis, I get along with and like everyone in our department.

Yes; as far as I can see, we are free of "office politics." The three disciplines sometimes interact, but we also have separate concerns at times

I think overall that we have a general sense of community within our department; however, there are smaller groups within the whole that may or may not share the same educational philosophy or the same sense teamwork or the same sense of unity as their peers. We are definitely not all of one mind.

Somewhat, but could be more developed.

Q. Do you share what you are doing with your fellow community members?

At our monthly department meetings. We have time set aside to acknowledge each other's accomplishments and pursuits.

Conversations; nothing formal.

I share with some, but not all.

Some.

Q. Is there cohesiveness to your department?

I believe so, although I generally feel closest to the people within my individual program.

Yes. It is very collegial.

[Dept. head] provides the cohesiveness for us all. Although we may have our differences—both overt and covert—we do support her in her endeavors. She does a masterful job, but I suspect she spends a lot of time “putting out fires” (hopefully small ones!) and smoothing “ruffled feathers.”

Some.

Q. How is this community created? How has it grown?

It has developed over time as we’ve all gotten to know each other better. I think the monthly department meetings (and the way they are run by our chair) help to foster this growth.

Leadership at the top, good people in the group. There is a sense of professionalism. We were pleased with the reorganization that took place a few years ago. Humanities folks have similar interests.

[Dept. head] provides our “glue.” When she came, we were really splintered as a department. Our most recent department chair prior to [Dept. head] had been divisive and horrid; she was followed by a wonderful, but very overworked interim wearing two hats and straddling two departments. Because of this, when [Dept. head] came, she really had some serious rebuilding to do. She reaches out to everyone on a personal level. We can expect frequent, genuine visits from her even though our department isn’t located in one spot. She is an excellent listener and will really go to bat for us if we need help. She even organizes a pot-luck at her house early in the fall semester and works hard to get all of us there.

Through limited interactions outside of campus life – one Christmas party per year.

Q. How does information get disseminated in your department?

Primarily via email (which is fine with me; I definitely don’t want more than one dept. meeting per month). I think there are some individuals in the department who get their information earlier and more first-hand due to the nature of their teaching area being aligned with that of our chair. However, I never feel left-out or lacking for information and believe our chair is forthcoming with information.

Email (with attachments) and department meetings.

Mostly email, though some is followed up with a personal visit from [Dept. head]. The department secretary does an excellent job of keeping general information circulating. Some information is secondary—those horrid “reply to all” emails that may or may not pertain to all recipients. And then there is always the “grapevine”—from peers and students.

Via email.

Department Head Findings

Katherine Ott

Faculty

- Departments share information internally primarily through department meetings and email.
- Some departments collaborate on research, work in teams for P&T, use mentorships and have a summer retreat for sharing instruction, projects, and how to change classroom instruction to keep up with the most current data
- They use dropbox and the shared drive to share documents. Some use a “lounge” in GAView to house all their documents.
- Department heads do not know what is happening in other departments

Students

- Departments share information with students via email primarily. They also make in class announcements... they also use listservs, distribution lists, and websites.
- Many departments are using Camtasia to record instruction and make it available online.
- They utilize GAView for chat rooms, discussion boards, presentations, assignments
- Some departments have specialized software for student work like LiveText, WebAssign, Webex
- Student representatives sit on department committees and are supposed to inform the student body, but the departments aren't sure how well that works

Administration

- Departments get information for administration via email primarily.
- They also attend meetings.
- One department head commented that they weren't sure administration were interested in what they did
- When asked what type of information was shared they commented that the administration was very good at sharing information... and sometimes they thought it was too much.
- Departments use film and speaker series for share national and local information on research and issues.
- More exposure of lecture series to increase attendance
- One mentioned that the SWAN didn't work the way it was supposed to and one mentioned that they didn't think the SWAN was utilized enough

Improvements Needed:

- It was noted that AdvisorTrak is cumbersome and doesn't work well
- Also the budget office making their changes in policies and procedures more available and frequent was suggested
- It was suggested that there be one location for all forms (either the documents or links) so that it was easier to find and use forms
- It was commented that governance documents need to have a central location and university committee information needs to be updated in a more timely manner
- It was suggested that websites be easier to use and that a committee be put together to ensure easy navigation (not just tech people)
- Create training modules for advising including core duties, explanations and how-to sections
- One mentioned that the conference rooms were better equipped than the classrooms... they suggest updating podiums, smart boards, internet connections, wiring, outlets
- It was noted that OITS needs to support apple products, support products bought by departments and that they needed to provide support for evening classes
- One said if we are ever going to be successful online, we need to do effective remediation for online students
- It was suggested that an emergency laptop loan system for faculty
- Would like to know who controls what in the classroom – have a listing of who to call when available on the podium
- Paper systems need to be updated into electronic format - there needs to be a way for all documents for a student to be shared electronically

Knowledge Sharing at Other Schools

Robin Faulkner

I interviewed faculty and staff representatives from four institutions, Georgia Perimeter College, Georgia State University, University of Arkansas – Hot Springs, and University of Arkansas. Besides the Georgia Perimeter College representative, each representative concentrated on distinct tools for communication beyond the typical email, newsletters, meetings (face to face and web-based), and website. I suppose the answers I received during the interviews slant toward the positive aspects of their campus experience and lessen or even omit the negatives. Every representative I interviewed approached my questions differently, but effectively answered my queries to relate to the culture of sharing on each specific and unique campus.

Georgia Perimeter College's representative concentrated on the basic technological tools used by the institution, such as email, newsletters, and meetings. Although Georgia Perimeter utilized the tools available at any typical campus, he highlighted multiple newsletters that were available by email. Official newsletters sent from the university administration are not optional and every student and employee receives the information through their email. Other newsletters that highlight specific subject areas are available and students and employees may subscribe and unsubscribe to their preference. The college creates "executive broadcast videos" which are distributed by email. I searched for this tool on Georgia Perimeter's website, but did not find the service mentioned. The method of communication is interesting, though. The delivery of information through a fresh and popular outlet like a YouTube channel may spark interest and provide a fresh, entertaining media outlet on campus. The representative also emphasized the importance of the one college-wide convocation per year. Georgia Perimeter consists of five campuses. The meeting unifies the faculty and staff and establishes a distinct course for the year.

The Georgia State University representative concentrated on word of mouth, active participants on campus, and the student experience. She singled out one specific faculty member as the champion of the GSU brand, but recognized that the vast majority of the employees at GSU "believe in the brand". As at GSU, the Georgia Perimeter representative identified one specific active employee that is excited about the college brand and is very active at the university. The information tools are available to the students, the staff is involved, but students must make the effort to connect. The culture experienced on campus is "what you make it". If a student neglects their email, ignores university news sources, does not subscribe to the GSU Twitter feed, and walks directly to class from their mode of transportation, they will probably not experience the same positive campus culture of an active participant.

I received very little verbal information from the University of Arkansas – Hot Springs representative. After a very different interview with the University of Arkansas representative later in the week, the Hot Springs interview gained more significance. The campus culture is very different on the satellite campus from the main campus of the University of Arkansas. According to the representative, information sharing on the satellite campus as well as with the main campus centered on SharePoint, collaboration software produced by Microsoft. The satellite campus appeared disconnected from the very structured and positive culture of the main campus.

The University of Arkansas representative concentrated on the stable structure provided by each college dean. Multiple colleges make up the large university of approximately 25,000 students. Each college dean remains informed and shares campus information with the departments below. The sharing of information continues to the very bottom of the chain of command. The University of Arkansas representative admitted that each department had their own tools for sharing information that fit their particular needs. The representative's department focused on recruiting of students as well as the retention of students. Peoplesoft and Hobsons are two of their unique tools that directly fit the needs of her department and help the department work more efficiently. Beyond the use of technology and leadership, the representative mentioned the use of "student ambassadors" that are active on campus and interact with incoming students. Not only do these very involved students give tours of the campus, but they also serve as a friendly face for later in the year when the freshmen need advice from a dependable and approachable student.

Although the Hot Springs representative did not mention fun activities or unique tools on campus, she highlighted technology, which is the most powerful aspect of each institution's culture of sharing. Although each representative works at very different universities, they have one characteristic that determined my choice: a user-friendly website. Distinct pathways for information access customized for multiple end users convinced me that the culture of information sharing must be present on their campus. Four of the four representatives supported my theory that a navigable and effective website is a very important element of successful information sharing on the current college campus. Each university website devoted webpages for specific groups such as faculty, students, and parents. The webpages provided a central webpage for forms and links relevant to that particular end user. There is always a dependable information source consistently available and accessible, the website.

Appendix F: IT Project Risk Rating Tool

**Clayton State University
Information Technology Project Priority Ranking**

Priority Category	5	3	2	1	Comments/Notes
Compliance requirement					
Shared systems requirement					
Strategic alignment requirement					
Applicable to multiple departments					
Revenue generating					
Competitive advantage impacting					
New infrastructure/business capability					
Operational efficiency/effectiveness impacting					
Teaching/learning impacting					
Academic Engagement impacting					
Administrative/staff function impacting					
Related Risks: (enter a separate line for each risk being impacted)					

Rating:
Rationale/Comments:

Last updated: by Cheryl Jordan on October 15, 2012.

Clayton State University Information Technology Project Proposal Summary

Project Title: 	Project Requestor: 	Type of Work: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10px; height: 15px;"></td> <td>Project Request</td> </tr> <tr> <td style="width: 10px; height: 15px;"></td> <td>Policy Request</td> </tr> </table>		Project Request		Policy Request	Core or Elective Service: 		
	Project Request								
	Policy Request								
Project Description: 	Alignment to Strategic Plan: 	Benefits of the Project (How will we know this project has been successful?): 	Constraints and Dependencies: 						
Qualitative Outcomes: 	Quantitative Measures and Metrics: 	Numbers of Affected Users: 	Security Issues Addressed: 						
Funding: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10px; height: 15px;"></td> <td>Available from Requestor</td> </tr> <tr> <td style="width: 10px; height: 15px;"></td> <td>Being Requested</td> </tr> <tr> <td style="width: 10px; height: 15px;"></td> <td>N/A</td> </tr> </table>		Available from Requestor		Being Requested		N/A	Potential impact on other departments or operations: 	Date of request: 	Dealine Date: No Hard Deadline: __
	Available from Requestor								
	Being Requested								
	N/A								

Preliminary approval signatures:

Department/Office Chair: _____ Date: _____

Dean (if applicable): _____ Date: _____

Vice President: _____ Date: _____

**Clayton State University
Information Technology
Project Proposal Summary (example)**

Project Title: Change of academic plans form and workflow	Project Requestor:	<table border="1"> <tr> <td colspan="2">Type of Work:</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>Project Request</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Policy Request</td> </tr> </table>	Type of Work:		<input checked="" type="checkbox"/>	Project Request	<input type="checkbox"/>	Policy Request	Core or Elective Service: Elective		
Type of Work:											
<input checked="" type="checkbox"/>	Project Request										
<input type="checkbox"/>	Policy Request										
Project Description: Develop a student-facing online form that can capture responses to questions associated with a student's change of academic plans. Responses need to be stored in such a way that they can easily be tied to student ERP data and can be attached to a workflow for advisor follow-up. This process will replace the existing Qualtrics and manual follow-up procedures.	Alignment to Strategic Plan: Change of academic plan data is mission critical for managing enrollment and evaluating student retention. New performance-based funding model includes retention rates.	Benefits of the Project (How will we know this project has been successful?): Students who do not register for classes as anticipated are contacted by their advisor in a timely manner.	Constraints and Dependencies: The project needs to be completed by mid-November in preparation for the end of early registration for the spring semester.								
Qualitative Outcomes: Enhanced reporting will allow the Registrar, advisors, academic deans and department heads to analyze trends related to student retention. The data collected will be integrated with the student's record in the Banner ERP, allowing for more seamless analysis and minor automation.	Quantitative Measures and Metrics: <ol style="list-style-type: none"> The Registrar will spend less time collecting, maintaining and analyzing change of academic plan data compared to the current method. Student identity will be verified against the ERP, providing better data integrity. The appropriate advisor will be automatically emailed following a form submittal. 	Numbers of Affected Users: Non-returning students, advisors and the Registrar's Office	Security Issues Addressed: None								
<table border="1"> <tr> <td colspan="2">Funding:</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>Available from Requestor</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Being Requested</td> </tr> <tr> <td><input type="checkbox"/></td> <td>NA</td> </tr> </table>	Funding:		<input checked="" type="checkbox"/>	Available from Requestor	<input type="checkbox"/>	Being Requested	<input type="checkbox"/>	NA	Potential impact on other departments or operations:	Date of Request: 09/07/2012	Deadline Date: No Hard Deadline: __
Funding:											
<input checked="" type="checkbox"/>	Available from Requestor										
<input type="checkbox"/>	Being Requested										
<input type="checkbox"/>	NA										

Preliminary approval signatures:

Department/Office Chair: _____ Date: _____

Dean (if applicable): _____ Date: _____

Vice President: _____ Date: _____

**Clayton State University
Information Technology
Project Funding**

Funding and Resources	What is the Work of IT for this Project?						
<u>Description of Work</u>	Source	<u># of Hours</u>	<u>Pay Rate</u>	<u>Name of Position</u>	FY13	FY14	FY15
Total:							
Funding and Resources	Other Estimated Project Cost						
<u>Description of Expense</u>	Source	One-Time	Ongoing	<u>Vendor</u>	FY13	FY14	FY15
Total:							

**Clayton State University
Information Technology
Project Funding
(example)**

Funding and Resources	What is the Work of IT for this Project?						
<u>Description of Work</u>	Source	<u># of Hours</u>	<u>Pay Rate</u>	<u>Name of Position</u>	FY13	FY14	FY15
Analysis and design	IT	24	\$61.46	Bus & Tech Apps Specialist	\$1,475.04	\$0.00	\$0.00
Development and implementation	IT	40	\$61.46	Bus & Tech Apps Specialist	\$2,458.40	\$0.00	\$0.00
Workflow configuration	IT	16	\$61.46	Bus & Tech Apps Specialist	\$983.36	\$0.00	\$0.00
Total:		80			\$4,916.80	\$0.00	\$0.00
Funding and Resources	Other Estimated Project Cost						
<u>Description of Expense</u>	Source	One-Time	Ongoing	<u>Vendor</u>	FY13	FY14	FY15
Purchase of hardware				No Hardware required; Web-based system			
Purchase of software	Human Resources		x	PeopleAdmin	20,000	20,000	20,000
Implementation/Training	Human Resources	x		PeopleAdmin	10,000		
Total:					30,000	20,000	20,000

Need to identify Total Cost of Ownership categories (include impact on hardware, software capacity in future years as use grows)

**Clayton State University
Risk Categories**

STRATEGIC RISKS

Risks that directly impact the organization's ability to achieve goals and objectives.

<p>1. Industry/Market/Competitor Risk. Changes in opportunities threats or alternative educational options, or actions of other educational outlets or new entrants threaten institution competitive posture.</p>	<p>2. Partner Relations Risk. A breakdown in relations with strategic partners.</p>	<p>3. General Economy Risk. Movements in economic indices or other economic factors (e.g., economic recession) threatens institution success.</p>
<p>4. Governmental/Political Risk. Adverse governmental or political actions (funding cuts or increase regulation) threaten INSTITUTION's resources and future cash flows.</p>	<p>5. Infrastructure Risk. The risk that the university does not have effective information technology, hardware, networks, software, people, and processes to effectively support the current and future needs in an efficient, cost-effective, and well-controlled fashion.</p>	<p>6. Environmental Scan Risk. The risk that INSTITUTION does not have an effective process to obtain relevant information about the environment/market, or key assumptions about the environment are inconsistent with reality and may have an impact on accomplishment of goals and objectives.</p>

COMPLIANCE RISKS

Impacting laws, rules, regulations which, if violated, can result in significant penalties. An example of where a compliance risk may manifest itself would be the false reporting of time and expense related to a federal grant program.

<p>7. Compliance Risk - Regulatory. Nonconformance with laws, regulations exposes the university to sanctions, fines, and penalties and threatens reputation, opportunities, and expansion potential.</p>	<p>8. Compliance Risk - Industry Standards or Expectations. Nonconformance with industry standards like the PCI Data Security Standard exposes the university to sanctions, fines, and penalties and threatens reputation, opportunities, and expansion potential.</p>	<p>9. Compliance Risk - Policy/Procedures. Nonconformance with policies or procedures exposes the university to sanctions, fines, and penalties and threatens reputation, opportunities, and expansion potential.</p>
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<p>REPUTATIONAL RISK</p> <p><i>Situations where media attention can significantly increase the organization's potential exposure. Examples of situations involving reputational risks include where acts of malfeasance become a significant drain on the institution due to perceptions of incompetence, lack of accountability or other perceptions of mismanagement. Also includes situations and scenarios where students and employees may lose or fail to gain trust in the organization. Examples may include unfriendly work/study environments, preferential treatment, or unbalanced resource allotments.</i></p> <p><i>Reputational risks often have a secondary strategic risk impact.</i></p>		
<p>10. Customer Satisfaction Risk. Processes do not consistently meet or exceed student or customer expectations.</p>	<p>11. Human Resources Risk. A lack of training, knowledge, skills, or experiences of key personnel threatens the achievement of critical objectives.</p>	<p>12. Change Readiness Risk. Employees are unable to implement process and service improvements quickly enough to keep pace with student/customer expectation.</p>
<p>13. Cultural Risk. Lack of sensitivity to cultural differences or sensitivities leads to situations where trust is lost or fails to be gained.</p>		
<p>OPERATIONAL RISKS</p> <p><i>Process related risks that impact the efficiency or effectiveness of operations. Risk situations may manifest themselves in operations which fail to satisfy student's or other customers expectations.</i></p>		
<p>14. Labor Supply Risk. Labor shortage affects critical work groups.</p>	<p>15. Efficiency/Cycle Time Risk. Inefficient operations and unnecessarily slow processes threaten the ability to accomplish goals or objectives.</p>	<p>16. Obsolescence Risk. Lack of adequate technology or facilities creates an adverse effect jeopardizing the success of goals or objectives.</p>
<p>17. Leadership Risk. The risk that people are not being led effectively, which may result in a lack of direction, customer focus, motivation to perform, management credibility and trust.</p>	<p>18. Authority/Limit Risk. The risk that ineffective lines of authority and/or failure to establish clear policies or limits on personnel actions may cause managers or employees to do things they should not do or fail to do things they should.</p>	<p>19. Communications Risk. Ineffective communication channels may result in messages that are inconsistent and could impede accomplishment of goals and objectives.</p>
<p>20. Access and Availability of Information Risk. Access to information, regardless of the media on which it is stored (data or programs) will be inappropriately granted or refused or that upon have gained access, the necessary information or system is unavailable.</p>	<p>21. Completeness and Accuracy Risk of Operational Information. Incomplete and/or inaccurate nonfinancial information may cause inappropriate operating decisions.</p>	<p>22. Catastrophic Loss Risk. A major disaster or security event threatens the ability to sustain safe operations, provide essential services, and/or recover operating expenses.</p>

FINANCIAL RISK

Situations leading to financial deterioration affecting assets, technology, financial reporting and auditing. Additionally this includes situations where the information needed to make financial decisions is not relevant, complete, accurate or timely.

23. Data Integrity Risk. The risk that data upon which you rely is not authorized, complete and accurate or is cryptic and difficult to interpret.

24. Management/Employee Fraud Risk. Fraud, Waste, Abuse or other illegal activities by INSTITUTION personnel adversely impact the university's reputation or exposes INSTITUTION to financial loss.

25. Cash Flow Risk. Risk that enrollment fluctuations expose the university to financial difficulties impacting the accomplishment of goals and objectives.

26. Opportunity Cost Risk. The risk that funding is allocated in a manner that has an adverse impact on the department's ability to accomplish goals and objectives.

27. Budget and Planning Risk. The risk that budgets and business plans are not (1) realistic, (2) based on appropriate assumptions, (4) accepted by key managers, and/or (5) useful. This also includes the risk that budget to actual information and performance measures are not available and therefore threaten management's ability to monitor performance.

28. Completeness and Accuracy Risk. Incomplete and/or inaccurate financial information may cause inappropriate financial conclusions and decisions.