

Queensborough Community College
Academic Senate
COMPUTER RESOURCES COMMITTEE
Report on QCC Computer Resources
Spring 2004

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Vision

With respect to College computer resources and educational technologies, the Committee foresees In five years the following:

- Every location for group instruction has available technologies for those faculty who choose to use them. This would include computer operated projections systems along with video, and touch sensitive screens (smartboards), as well as white boards with dry marker pens for more traditional presentations.
- Faculty would have the training and support systems to make use of individual websites along with course websites with a course management program (e.g, BlackBoard) and thus can choose from standard form, web assisted, hybrid or asynchronous modalities for the delivery of instruction.
- Faculty and students alike would be using the wireless system on campus in ways that do not distract from but rather reinforce and support instruction.
- Administrators, faculty and students alike would be aware of and using the College email systems in ways that support the instructional program and assisting the college in its mission.
- Student services offered by means of the college website would increase in their number and quality and ease of use.
- Faculty would receive rosters and submit attendance forms and final grades via a website application increasing the efficiency and economy of these operations.
- Faculty and the Office of Student Affairs would be operating a highly computerized advisement and registration system.
- The faculty would be participating in offering classes linked with faculty and/or students on multiple CUNY campuses via the CUNY media distribution system (MDS): an enhancement to current and future joint programs and articulations.
- All sectors of the community will be using computers in effective ways that improve upon what we are doing here at the College.

Overview

This report is a quick sketch of the current status of computer resources at the College. It highlights some of the remarkable advances made by the College and the increased capacity and potential now available for communications and educational applications. It also presents a number of problems related to the planning process and decision making structure. It concludes with a series of recommendations. While it is of uncommon length for a report to the Academic Senate it is so due to the tremendous number of advances and activities involving computer resources. A continuing increase in the amount of computer resources and in the ways in which computers are used in academics and administration is now a feature of this institution.

This report is intended to inform the college community on the current status of the college's computer resources. The primary focus is on the educational technologies associated with computers and access to the instructional program offered through or with computer equipment in any form. The report does not offer a great amount of detail; rather it is a sketch of the current situation offered in support of recommendations. It also offers brief suggestions as to where we might be and perhaps should be in the not too distant future.

There has been a planning process begun at the College and legitimate attempts have been made to make planning part of the culture of the institution. Further, there have been several and large expenditures on computer resources and there are revenue sources for a continuation of such expenditures. The Committee makes what it believes to be important and needed recommendations for the welfare of the College.

The college has made great strides in attempting to follow the recommendations of the prior Middle States Team Response Report pertaining to educational and information technologies (See the section below and appendix one) in all of its items related to technologies and in particular educational technologies. Of particular note is that the College now has what are termed technology "plans" where before there were none. Furthermore, and most visibly, the college has made great strides over the last few years in increasing both the number of computers and the variety of uses for those computers. Most notable is that in some ways the College has been a leader in CUNY in the installation, development and use of computer technologies for administrative and educational purposes. Our concern is that the college is still lacking in some fundamental elements needed for an institution of its size, capacity, population and functions that will be indicated herein.

The college has a physical communications infrastructure that has become in many ways far superior to its current use. The basic college network reaches all parts of the campus and involves all basic units. The wireless network is virtually college wide. The classrooms of the college have access to one or more information networks. While the administration proceeds steadily to develop, employ and improve on computer applications in its operations that save on personnel effort and make operations more efficient, the adoption of the technologies in the instructional programs does not proceed on pace with that of the administration in either the variety or scope. Further, while the administration has proceeded to offer services to all students via the technologies (registration, advisement, bursar, transcripts, grades), the faculty **as a whole** has not yet adopted the technologies available in the provision of its fundamental instruction and support services.

At this time the effectiveness and value of educational technologies for student learning has not been established at QCC. For this reason the lack of widespread adoption by faculty is not necessarily bad. On the other hand, if it becomes established that there are great benefits to using these technologies, then it is incumbent on the college to adopt the technologies already available on campus, both to further the aims of better pedagogy and to take advantage of the considerable outlay of resources already committed by the college.

This Committee believes that the College should proceed with assessment and careful planning to decide what resources are needed and how they will be infused into the instructional setting.

The Committee also suggests that the Administration review and consider readjustment of the information technology management structure, with an eye toward improving efficiency.

Recommendations

Based on a consideration of the current state of affairs, a history of the college, and an awareness of the emerging culture of the college the committee recommends to the Academic Senate that the Senate and the College administration working with the faculty should do the following:

1. Consolidate the QCC **Student Technology Fee Plan** within the QCC **Technology Plan** and integrate that within the **Strategic Plan** of the College;
2. Review and enhance the plan for the **regular maintenance and upgrading** of all computer resources within the Technology Plan.
3. Reevaluate the management structure for all information technologies that recognizes, plans for, and supports the coordination and implementation of all aspects of information technology at the College, including the administrative side and the academic side in an effort to make their operation more responsible and responsive to both the communities being served and to the planning and implementation process.
4. Study and assess the provision of educational technologies and facilities so as to determine the most efficient, economical and secure mechanisms to insure the expansion of equipment and facilities and their utilization and the non-interruption of the programs and classes and do so with particular attention to the issue of central versus local (department level) development, design, management, maintenance and upgrading .
5. The management structure should not only continue providing instruction in, and support for, academic uses of computers (educational technologies) for both faculty and students, as currently carried out by the Academic Computing Center, but this should be expanded to include:
 - a. educating faculty and staff on the variety of ways in which the e-mail system can be used as an educational tool. This would be prudent in order to realize greater value from the expense in creating and maintaining the **student email system**.
 - b. educating faculty and staff on the variety of ways in which the wireless system can be used with students in support of instruction. Again this would be prudent in order to realize greater value from the expense in creating and maintaining the **wireless network**
 - c. educating faculty and staff on the variety of ways in which **smart classrooms** can be used in the instructional setting. And once again this would be prudent in order to realize greater value from the expense in creating and maintaining these facilities.
6. Examine the possible need for a full **Distance Education Program**. This program would be more comprehensive with greater marketing than the current practice of faculty voluntarily developing web sites that enhance, partially substitute or fully substitute for regular classes. The need is currently being examined by the Computer Resources Committee's Sub Committee on Distance Education. A report is to be issued, Spring, 2004. Should such a program be recommended, it is suggested it be placed under Academic Affairs with Instruction in the technologies, modalities, strategies and best practices the responsibility of the Academic Computing Center.
7. Develop a policy concerning **faculty use of email and computer resources** that is respectful of academic freedom and the privacy that is sometimes needed for conducting research.

Highlights

There now exists an information technology infrastructure capable of supporting a wide range of activities, services and instructional programs. However, more needs to be done to plan on the best way to utilize this capacity.

The College has an email system that is second to none within CUNY. It is constantly being safeguarded and upgraded. The system offers a wide variety of ways in which members of the community can transmit information or make it available to others, both on and off campus.

Nearly every member of the community has an email account. Faculty, both full time and adjunct, as well as students. That all students have been given email accounts creates a number of possibilities for how the email system may be used by the instructional staff in support of the instructional program. However, at this point, there has been no organized or planned attempt to make it well known and realize some of that potential value for a return on investment made in this system.

The college has been the first within CUNY to offer registration online. Payment is also available online and most recently a form of academic advisement has been added to the ever expanding list of services for students that is offered through the use of the communication technologies.

While the college has the ability to admit and register students completely online, and some faculty voluntarily provide instruction online, (sometimes referred to as distance education) it does not have a plan for providing distance education, or even a definite decision on whether or not to offer such a plan as part of the mission of the College.

The College has not one but three separate information networks to be accessed by computers. One is the wireless network that has reached nearly every location on campus. This is a remarkable achievement and also remarkable that it is almost unknown on campus by most people, and, to the best of our knowledge, it is seldom used. This network offers tremendous possibilities, but again there is, as yet, no planned effort to educate the community and to realize the potential value for the academic program and student services that could provide return on the investment made on this network.

The College has created an Academic Computing Center (ACC) that provides workshops on all manner of educational technologies for faculty and for other computer applications for faculty and staff. The training program is second to none within CUNY in its variety and quality. Unfortunately the ACC has also been assigned other responsibilities beyond the academic area (e.g. web site responsibilities), without the resources needed (e.g. staff) to discharge those responsibilities.

The College website is under constant development and improvement. The website is being used for a variety of purposes including the provision of services to students via an increasing number of applications including offering basic information about the college and the marketing of the college through web pages and features aimed at prospective students. The current state of the website is one of prolonged transition to a new appearance and improved functioning. In transition it suffers from several problems. Some of them are indicated herein and most will surely be addressed and corrected to facilitate the actual delivery and operation of a website of positive distinction.

Technology Plan: Schedule and Adherence

The 2001 Technology Plan for the College was one of the first to be developed in all of CUNY. For that the College is to be commended. However, when the Middle States report called for the development of a formal technology plan, it is implied that such a plan include:

1. an underlying pedagogical philosophy as to the role of Information Technology in learning and teaching,
2. an assessment of which specific tools will implement or facilitate that teaching/learning experience and which are not effective in doing such
3. a source of funding, and a timetable for its implementation.
4. a procedure to evaluate the effectiveness and appropriateness of the plan

Several individual items specifically requested in the Plan have been addressed, such as the provision for "Internet access to all students as soon as possible", and (to some extent) the provision of increased funding for the acquisition, maintenance, and replacement of instructional laboratory equipment. The technology fee plan is definitely a commitment to expend funds for the purposes outlined in its report, however, a commitment to spend is not the same as a spending plan to achieve some well defined set of goals for the college and one such set of goals and objectives should be developed and be available for review and comment.

The pedagogical vision which was not articulated is only now being clarified with this report.

Additionally, there ought to be a mechanism in place by which to assess whether this plan, in fact, is effective in addressing the Middle States Association's recommendations. For example, are the appointments of paid student interns sufficient to provide the needed departmental services? Or, given the socio-economic demographic of our student community, will the creation of a wireless network throughout the campus, in fact, provide useful Internet access for our students? Or will 30 or so additional laptops available from the library be sufficient to cover the need for laptops to allow students to access this network in a meaningful way? Perhaps more PC workstations in mini labs around campus would have provided a more realistic, and practical benefit to a student population for whom ownership of a suitably configured laptop might represent unrealistic financial commitment.

The Plan also makes assertions that have not been acted on, as revealed in the passage:

The Technology Plan proposes to meet the technological needs consequential to the goals of the Strategic Plan, as well as to impart a design for the integration of educational technology in instruction. The final expectation is, therefore, that an amalgamated implementation of the two plans will augment the College's academic resources and enhance its offerings to the global community.

Not only has there been no "design for the integration of educational technology in instruction" but there also has been no "amalgamated implementation of the two plans" and in other sections of the Plan "...to ensure that the goals of the Technology Plan are complementary to those of the College's Strategic Plan" and "...developing a technology plan which would serve in concurrence with the College's *Strategic Plan*", the goals of the Technology Plan have not been incorporated into the Strategic Plan of the College.

What is now needed in the continuing revision of the Technology Plan are the many elements normally found in a plan, such as some specification of what the goals are that are to be achieved by the plan and a timetable with target dates to indicate progress towards achieving those goals.

The Technology Plan has been acted upon, however, that plan of Spring 2001 reported the following:

The Technology Planning Committee should review the *Technology Plan* on an annual basis and issue an updated version thereof.

No such annual reviews have been conducted in any formal and detailed manner and no updates have been issued to the College community.

Student Technology Fee Plan: Schedule and Adherence

In accordance with the principles established by the University, student technology fee revenues have been dedicated to improving technology and expanding access to modern technology for all students. To ensure that technology is not focused on a specific student constituency, program, or academic department, but provides the most general access to technology, the committee agreed that approximately 50% of the annual revenue is dedicated to a [4-year hardware upgrade cycle](#) and 10% for software upgrades in existing computer labs in all academic departments, including the Library, Instructional Resource Center, and the Academic Computing Center. Click here to view the details of the [Queensborough Student Technology Fee Plan](#). The second year report is available at : <http://www.qcc.cuny.edu/Governance/docs/YearIIReport.htm>

The four year upgrade cycle for departmental workstations in place as of Fall of 2002 is available at : http://www.qcc.cuny.edu/Governance/docs/4Year_HW_Replacement_Plan.htm

With regard to both the Technology Plan and the Student Technology Fee Plan recently (Fall , 2003), Vice President Howard Lapidus informed the CCR chairperson that Vice President Diane Call would now head both the QCC Technology Plan Committee and the Student Technology Fee Plan Committee and would be responsible for the oversight of the development of a new plan. Such a plan when devised needs to be a strategic plan and part of the Strategic Plan of the College or else it would exist outside of the actual development and funding process. At the date of this report there has been no action towards the development of such a college wide plan with target dates and budget specifications that could become part of the Strategic Plan of the College.

Academic Senate Policy on Maintenance and Upgrading

The Academic Senate passed two resolutions concerning the maintenance and upgrading of computer resources:

- A. The Senate maintains that it is the responsibility of the College for the upgrading of hardware and software as are involved in the instructional program and such responsibility for the upgrading of hardware and software will not be placed on individual academic departments.**
- B. The Senate recommends and expects that by 2005 the QCC Strategic and Technology Plans will provide for the yearly upgrading of computer resources so that by 2008 there are no such resources that are more than seven years old (exceptions being made by request of the users and for special purposes related to instruction in such hardware).**

There was a meeting with the Senior Vice President, Howard Lapidus in the Fall of 2002. Dr. Lapidus was at the time head of the QCC Technology Plan Committee and the Student Technology Fee Plan Committee. The CCR was informed that there was no plan in existence at that time to implement the Senate action but he remained committed to accomplishing the Academic Senate resolution. As of February, 2004 there is no evidence in the physical record of any plan at the present time to develop a plan to implement the Senate measure. There is language concerning a 4 year replacement cycle for departmental computer instruction sites but no such plan for the computer resources of the entire College. It is hoped that this will soon be rectified and there will be a comprehensive plan for computer resources at the college that would provide for maintenance and upgrading on a periodic basis that was financially sustainable with the basic college revenue resources.

With regard to the computer resources that are to be updated with other-than-tech-fee monies, those upgrades must come from OTP (Other Than Personnel) funds which are set forth in the annual college budget and can vary significantly from year to year. VP Lapidus reiterated his support for and the administration's commitment to this upgrade. However, as there was no "dedicated revenue stream" associated with these needs he could not be sure how much upgrading will take place nor when it might begin until the next budget is finalized.

VP Lapidus explained that planning for these upgrades was made more problematic by the fact that since most of the computers were given to faculty at the same time and are of similar generation, the entire faculty at the present time has essentially the same need for upgraded computer resources. VP Lapidus explained that the committee therefore has no clear-cut, need-based criteria on which to form a plan for the equitable distribution of whatever monies eventually come in. Since we can be certain that whatever monies might become available will be inadequate to make all the upgrades at once, there would be of necessity an initial inequality in the distribution of any computer upgrades. However, the decision as to who gets what, and when they get it, VP Lapidus assured us, would be determined by the QCC technology Committee as part of the comprehensive plan for the College.

These reasons cited by the Vice President obtain equally with the provisions to maintain and upgrade the computers in the academic departments with the student technology fee funds and yet they did not defeat that effort. To the contrary, a multiple year plan was devised so that the needs of all departments would be met across a four-year span. It appears that there was no will to expend any effort to devise a similar plan to implement the Senate measure. Instead there appear specious objections to making such an effort.

Again this situation should be alleviated through the development and implementation of a comprehensive Technology Plan for the College with target dates and budget specifications that would become part of the Strategic Plan of the College.

Academic Department Uses and Needs

The CCR conducted a survey (Spring 2003) of the academic departments with regard to their computer needs and found that most reported that their needs were not being met. Subsequent individual reports indicate that the needs as perceived by the departments is not being met by the current expenditure plans of the College.

At the current time each department receives funding for technologies from a variety of sources including:

- annual department funding (@\$3500)
- student technology fee plan http://www.qcc.cuny.edu/Governance/tech_fee_plan.asp
- Community College Investment Plan (CCIP)
- Grants obtained by the department

The funding from the student technology plan was to provide for the replacement of those computers at workstations within department facilities as of Fall of 2002. The current funding does not provide for the maintenance and upgrading of workstations and facilities installed after the Fall of 2002.

The current approach to providing for the maintenance and upgrading of workstations and facilities at the departmental level is insufficient to meet the reasonable needs of the departments. The QCC Technology Plan and the Student Technology Fee Plans will need to be revised into a more comprehensive and detailed planning process and calendar for provisions for maintenance and upgrading of workstations and facilities at the departmental level and for the overall expansion of educational technologies college-wide.

The College reports in its Middle States Association Periodic Review Draft (Fall, 2003) :

In 2003, the Community College Investment Plan provided OTPS money. A pressing unmet need is the replacement of instructional equipment. As part of the College's annual strategic planning process, the academic department chairs listed over \$600,000 in proposed equipment need expenditures. The College proposes to spend the vast majority of its instructional OTPS funds, \$400,000, for instructional equipment. Given this commitment, the backlog of equipment needs should be eliminated in two years. All equipment to be replaced is used by students; none is used by faculty for research purposes.

Many academic departments whose needs are not being met by the provision of equipment and services from the ACC are requesting their own equipment. The ACC was not funded to supply all department requests for educational technologies. Academic departments requesting their own materials and services is a long lived and a continuing trend that leads to equipment being purchased for use at the departmental level and yet many such departments have not the support services for it or the supplies for repair or replacement as needed to maintain the instructional programs that utilize the technologies. This issue is addressed below under Problems:

Central vs Departmental Provision for Educational Technologies

Faculty Uses and Needs

Supply:

While there appears to be a sufficient supply of computers for all full time faculty, these computer are outdated and there is a relatively minor problem with providing access to computers with network connection for adjuncts. Departments should be encouraged to place a number of computers with network connection for adjunct use in their department offices set aside for adjunct use.

Upgrades:

When the Committee on Computer Resources conducted a survey of faculty the result was that several individual faculty reported that their needs for software and hardware not being met. The most common expression was the need for upgrading of the administrative computers placed with faculty.

The Office of Information Technology has been doing what it can on limited resources to provide for maintenance and upgrading of the administrative machine provided to faculty and staff. OIT has upgraded memory and operating systems and provided for some applications at the request of faculty and staff.

Software applications are available for faculty and staff through a contact in either the OIT or the ACC depending on the type of application. The number and range of such applications and licenses appears to be satisfactory for the most part. When more faculty, particularly the new faculty, begin utilizing more of the educational technologies in their research and instruction the ACC will need additional funding to meet the increase in requests for software and educational technologies in order to continue the faculty efforts to improve teaching and learning in part through the use of the technologies.

When the college does reach a position where it will offer replacement computers for faculty the college should allow faculty who seldom use their computer to waive such replacement and other faculty who use it in a variety of ways to specify whether they want a replacement or the addition of a notebook computer equipped with a wireless card as well as a network card that will allow for their use throughout the wireless campus. Not to allow for such an option undermines the effort and expense that went into the creation of the wireless environment and the program of faculty development to encourage the use of educational technologies in classrooms and labs with wireless access. Notebook computers can operate within the College Administrative Network and within the wireless network thus accessing the full array of applications being made available by the College. Monitors can be supplied in the faculty offices to be connected to the notebooks when operated at that location.

Student Uses and Needs

Library

There have been considerable additions and upgrading of computer resources in the Library. With both external funding and internal support the Library has:

- a. added computer workstations
- b. IT installed a wireless network with several notebook computers for use within the library
- c. commenced a project for digitizing important resources

The needs of the Library are being addressed in the Student Technology Fee Plan and the CCIP as well as in the basic OTPS portion of the College budget.

When the ACC was created and placed within the general Library space students came to think of it as a place within the library where they had access to computer resources to do their work. The ACC was not identified as being apart from the library but part of it and still another place within the library where computers were available. So successful was the ACC provisions of computer and internet access services that were once offered by the library that students have come to rely on those resources. Library staff report problems when the ACC, due to insufficient provision for staffing, is unable to operate during periods when classes are in session and students are looking for access to its computer resources: January, summers, the first and last week of the Spring and Fall semesters. At these times students demand not only access to computers which is greater than the Library can supply but also for access to computer applications that the Library is not equipped to supply.

Student Government

Student government has not expressed any complaints with regard to student government needs not being met. They have agreed to the Student Technology Fee Plan. They have had many students hired with funds from that plan to provide assistance in various computer facilities on campus.

A number of student kiosks have been placed in areas agreed upon by the student government leaders. The number of such and there locations should be increased. Some are being relocated from the Campus Center to other locations, particularly in the Library area.

Classroom Access

All classrooms have both a wired connection to the College Network and access to the wireless network.

There are "smart carts" or "smart podiums" that can operate within any classroom. They are supplied by the ACC that reports their use being increased each semester. So successful has been the use of such podiums that academic departments are requesting and some have received similar equipment to be operated by departmental faculty and staff.

There are "smart classrooms", designed, maintained and scheduled by the ACC that reports their use being increased each semester. So successful has been the use of such rooms that academic departments are requesting and some have received similar equipment to be operated by departmental faculty and staff.

Other than in the specifically designed "Smart Classrooms" there is no information available concerning any concerted efforts to use the wireless network within classrooms.

Special Needs Disability Issues

After much effort the college now has a description of a process for supplying students with special needs what is needed for them to participate in the instructional program with their classes in the learning facilities of the college.

Obtaining Hardware and Software for those Students with Special Needs:

Current Policy and Procedure

Due to the actions of Howard Lapidus, the Chief Operating Officer of the College, and Diane Call, Vice President of Finance and Administration, the College now has adopted a new policy and set of procedures.

- a. Basic provisions for accommodations: The College has conducted a survey of the instructional facilities of the College and will insure that each location where there is instruction being provided to groups of students will have a minimum of one work station with equipment for those with special needs. The College will provide the funds needed to make this provision.
- b. Resources on Reserve: In addition there will be a number of hardware and software items held by the Office for Services for Students with Disabilities in the event that there is more than one student in a class with such a need or there are needs that are not met by the basic workstation for those with special needs. Thus the items can be installed where needed on a timely basis, hopefully, avoiding any interruption of instruction for those with special needs.
- c. Additional Resources: In addition there will be a number of hardware and software items provided by the Office for Services for Students with Disabilities in areas for students with special needs that will provide for those with multiple needs, total blindness and learning disabilities.
- d. All future renovations and construction or installation of facilities for instruction that incorporate computers will be reviewed by the College before work begins to insure that compliance with ADA requirements and the presence of at least one workstation with a basic set of accommodations.
- e. The College will conduct a periodic review of all learning facilities to insure for ADA compliance and the presence of workstations with a basic set of accommodations wherever instruction takes place and elsewhere as needed.

It appears that the college entered the Spring of 2004 semester with many learning facilities unequipped or under equipped. This should not be the case in the following academic years.

Administration: Uses and Needs

Administrative Offices:

There are no reports of needs for computer resources that are unmet at the current time. The computers used by the administration and staff of the College fall under the Academic Senate Policy for periodic review and upgrading and the plan to insure the implementation of that policy must include these resources as well as those used by faculty and by students.

Information Technology (IT)

The Basic Network

IT maintains and upgrades the college network that has over 2400 devices connected to it. IT has expanded the network extending it into every classroom and adding additional computers for faculty and staff. It provides safeguards and security operations for the entire system.

Three Networks

The college now has three distinct networks that can be accessed by computers. The first is the basic Faculty and Staff Network that links the office desktop computers to the local area network.

In order to ensure the stability of the Faculty and Staff Network, the Office of Information Technology (IT) decided to implement a Wireless Student Network as a separate logical network. The Wireless

Network is limited to the Internet access, Instant Messaging and network printing (in the Library). For security reasons, it is scheduled to stop operating every night between 11:00 PM and 6:00 AM.

Several viruses and worms have infected the wireless network but, so far, have been kept isolated to that network. This has been successful because of strict firewall policies that also notify IT when a virus has attempted to infect other equipment. IT has created custom programs designed to stop infected wireless users from accessing the network. Infected users can now be directed to a website explaining how they can remove the virus or get additional help with removing the virus and protecting against viruses. Anti-virus software is now available on loan on cd's from the library.

The QCC Faculty and Staff network has few restrictions. Its major limitation has been its video conferencing ability. Due to the resources used by video conferencing protocol, it is prohibitive to provide video capability at every network jack. Instead, IT has created a separate Video Conferencing Network. IT can configure any campus network connection as a dedicated Video Conferencing network jack for those who need one.

Communication between the Faculty and Staff network and the Wireless network is blocked. The Faculty and Staff network is also protected every night by having Internet access blocked between 12:30 AM and 6:00 AM.

As more threats arise from the Internet, IT will have to modify QCC's firewall policies and the way we access the Internet. IT is trying to make sure that the right tools are in place to ensure a constant, acceptable level of Internet service.

Email System

Nearly every member of the community has an email account. Faculty, both full time and adjunct, have accounts. Students have been given email accounts and this creates a number of possibilities for how the email system may be used by the instructional staff in support of the instructional program. Thus far there has been no organized or planned attempt to make these known.

Access to Refurbished PCs at QCC

When a department receives new PC's Information Technology occasionally receives some of the older PC's. Information Technology (IT) will determine the usefulness of the old PC and, if warranted, will rebuild it with appropriate operating systems and applications and a memory upgrade if required. These PCs are then made available for College office use. A list of requests for refurbished PCs is maintained by George Sherman, Director of IT. If faculty or staff have a need for an additional, serviceable PC, such requests from department chairpersons are handled as they are received.

The College WEBSITE

Any report concerning the College website would contain many good items and unfortunately more negative items. The website is in transition and so whatever there is that might be seen as a negative, it will hopefully be addressed and remedied in the new website now being designed and built. Even in reporting this state of transition there is a negative in as much the date for the activation or "roll out" of the new site has been "delayed" several times. There is now no definite date set at all. The College website has progressed a great distance from what it was in 2000. It has a great deal more information and offers more services than ever before. The website is now recognized for the potential it offers for assisting the College to fulfill its mission. There are plans for further development and the addition of additional services for faculty, staff and students. In addition the college website will be integrated within the CUNY Portal Project and the Integrated University Model and the provision of many services.

There are at the present time a number of problems with the QCC website.

Website: Responsibility

While the final responsibility for the Website rests with the Chief Operating Officer, the College has no single person appearing to take full responsibility for the website and to effectively oversee its development. This allows for the continuation of the under support given to the website.

There is a College policy that, among other things, establishes clear methods involving departmental websites and their web coordinators that are responsible for requesting changes and in some cases making changes to their section of the website. The policy encourages both departments and faculty to develop their sections of the website to the best of their capacities and invention to serve the needs of their department and students.

There appear to be a number of different entities who in some way make decisions concerning the website:

1. Howard Lapidus, Vice President and the Chief Operating Officer – who answers to the President
2. Susan Curtis, Director of Marketing and Communication, Chairperson of the QCC Website Committee – who report to the COO
3. David Moretti, the Webmaster – who reports to the Director of the ACC
4. Bruce Naples, the Director of the ACC- who reports to the Office of Academic Affairs

Any changes in the website are assigned a priority that appears set by one or more of the four principle parties listed above. Any other person or group making a request or noting the need for a change or addition is likely to have success depending on their ability to convince one of the four principle parties listed above. There is no comprehensive planning and setting of target dates in the development of the website. The diffusion of responsibility may be the cause of the insufficiency of support as there is no one to effectively lobby for more support. The diffusion may also be responsible for there being an acceptance of the continual delays and reassignment of tasks for the webmaster and those working on the web pages.

Those familiar with the situation are loathe to expect any greater speed in progress on the redevelopment of the website because they know about the lack of staffing for the work that needs to be done.

Assigning the responsibility for the website to the ACC was perhaps, at the time it was done thought to be, the most expedient thing to do however in time that assignment without additional supporting staff has appeared to be one of the reasons for the delay in website development and in corrections of problems in the present site.

Personnel working on the website work with those who provide them with its content and they answer to the ACC Director who reports to the Office of Academic Affairs that provides the funding for the ACC. The Office of Academic Affairs does not determine the amount of website work or the priorities for it nor the development process. Thus the website work comes from all parties at the College: from Academic Departments, Academic Affairs, Student Affairs Public Relations and Marketing and Finance and Administration , etc... but is funded out of Academic Affairs budget.

Evidence of this diffusion of responsibility for the website and subsequent delay in the progression of the basic college website can be seen in the development of the QCC Online Catalog. As a tool for Marketing and Communication it was obviously given priority over the development of the academic portions of the website as it is currently available at:

<http://www.qcc.cuny.edu/Catalog/Default.asp> while the new design for the basic website has yet to be implemented. This catalog is a fine accomplishment and, having many good features that should serve current and prospective students well, it might serve as an exemplar for CUNY. It is yet another achievement for QCC and its website services. However, where is the website for the college? It is far

behind the Catalog. While reasons can be given for its development before the rest of the College and for the entire set of priorities all one needs to do is to look at those who are doing the setting of priorities and then at the result.

The current website has many very fundamental problems with it that are not being addressed with remediation while the community served by the website must wait for the new design to be determined and then employed in the redevelopment and then made available for use.

Website: Resources for maintenance and development

While the need for the development of the website is recognized in virtue of the work being done on it. The delay is the result of the responsibility for such renovation being assigned to the ACC while there are insufficient resources provided for it in an institution as large as Queensborough Community College. Those assigned to work on this website development are also given other responsibilities and the work is such that the new website is not yet ready. There should be a full time webmaster assigned to the work of communicating with those to be served and the designers and webpage developers and at least one full time webpage creators. At the present time QCC has no full time person assigned exclusively to work on its website. The webmaster has several other responsibilities as do those working on the web pages. This need for additional support may be addressed shortly by the administration.

Website: web address (the url)

As of March , 2004 the College website is not in compliance with the President's Policy Memorandum of January, 2001. It directed that the college website and all pages related to it were to have the common address prefix of "www.qcc.cuny.edu". There are several departments and units whose materials are placed on servers with an address other than the common address for the college.

Website: Content

The current website does not have all the information that it should have available to faculty and students on it or the website does not have all the information that it should have made available in a manner that is easily obtained or used.

A fundamental purpose for the website is to provide information about the course and programs offered by the College. Yet, the basic requirements for all the degree programs and certificates are not available on the current website.

Finding a course offered by the College is difficult as courses listed by disciplines brings one to: <http://www.qcc.cuny.edu/courseschedule/DepartmentListing.asp> where the listings are incomplete and by Academic Department and not disciplines at all.

Finding a class by "areas of interest" is also somewhat misleading as:

1. it is not immediately obvious what is meant by "area of interest"
2. and when you arrive at: <http://www.qcc.cuny.edu/courseschedule/AreaofInterestDescriptionform.asp> courses are listed by disciplines and programs that are not generally considered as areas of interest !

Information concerning the governance of the college and its official documents are either not available at all or only with a great effort are they located.

Many documents are placed in pdf files that make searching for them and using the materials very difficult for members of the college community with average computer skills.

The Governance and administrative areas of the website are incomplete, misplaced and inadequate. All of these problems are noted while acknowledging that the website is being revised, particularly in these areas of governance, staff and personnel, and administration. This has been the case for over one year now and there has been no improvement in terms of the information being placed in a manner that would make it more evident and accessible and useable.

Website: Navigation

The current navigational system and sets of links and their arrangement is difficult to use even for someone who is quite knowledgeable about the College and the University.

In some instances, and important ones at that, a viewer would need to be quite familiar with the college, its organization and history and quite patient as well to find something. This is acknowledged as the College is committed to a new design. But there is only the present one to work with and no date set for the new one to "roll out".

The "universal tabs" appearing atop nearly every page take the viewer to listings that are in many ways not well serving. They contain items not generally thought of as being under the headings; e.g., under "programs" is listed "dates" and "directories". How are they conceived as programs?

While those who created the tabs and the listings can explain why they did what they did it appears that the listings and design were not all the result of testing with potential users of the design.

The "universal tabs" appearing atop nearly every page are more often than not misleading as once a viewer reaches some point in the website looking for information the tabs distract and send the viewer to areas not desired : e.g. at the webpage for the Foreign Language and Literature Department: <http://www.qcc.cuny.edu/ForeignLanguages/default.htm>

The tabs for students and faculty and staff take the viewer not to information about the students taking foreign languages or the department faculty but away from the department altogether and to the basic listings under those headings. The links to the departments own information appear at the bottom of the page in small font.

This is not the place to list all that is deficient with the current website design, organization and navigation scheme. All of those features are being revised. It is the place to note that unless or until there is a new website for the College without the deficiencies that are current there are problems with obtaining needed information.

Academic Computing Center (ACC)

In the language of the QCC Technology Plan (Spring, 2001):

The Academic Computing Center, commissioned in March 2000, was designed to establish an infrastructure that supports the use of technology through all curricula. An early objective of the Center was to evaluate existing academic educational technology capabilities, determine faculty usage and proficiency levels, and assess technological needs that may exist across the disciplines. These assessment measures were necessary for the ACC staff to design and launch technology-centered programs that would best accommodate the different levels of proficiency reflected among the faculty.

In response to a questionnaire of the CCR (Fall, 2003) concerning needs the Director of the ACC, Bruce Naples, reported as follows:

a. What is the mission of the ACC?

It is our mission to help improve the quality of classroom teaching, at Queensborough Community College, through the use of educational technology.

b. Does it have sufficient resources to fulfill its mission? Do you have any needs in this area not being met at this time?

In the technology field there are always needs, but generally the QCC Administration continues to provide adequate support to help us meet our goals.

c. If the ACC provides student support what is the range of such support? Is the support adequate in range and quantity?

We endeavor to support all student out-of-classroom needs especially providing access to, and support for, the Internet and myriad software utilized throughout all QCC curricula.

d. Is the ACC Blackboard support for faculty sufficient? Do you have any needs in this area not being met at this time?

At this time support is sufficient.

e. Do you have any needs in the operation of the ACC not being met at this time?

"No"

Despite these statements by the ACC Director there are many concerns related to the nature and operation of the ACC including its ever increasing number of responsibilities.

Academic Computing Center : Responsibilities

Shortly after its inception the ACC began to acquire additional responsibilities without being given additional support to fulfill them. By the Spring of 2001 the Technology Plan would report that:

Among its support services, the ACC recommends specifications for departments ordering or upgrading equipment; hosts faculty development workshops; provides a high speed local area network (LAN) and a faculty Web hosting system for development of online instruction into the curricula; and provides a link for faculty and staff to outside educational initiatives, such as "CUNY Online."

The ACC was given responsibility for the academic "side" of the QCC website and then for the overall design and creation and updating of the website. The QCC webmaster serves in the ACC and reports to its Director.

The ACC supplied not only a link to CUNY Online but became solely responsible for the creation and operation of all online classes at QCC that are so listed and using the Blackboard course management program.

ACC facilitates distance learning through its workshops on BlackBoard and academic website support.

In support of the QCC Online classes the ACC had acquired responsibilities for populating those classes and thus performs functions associated with registration. The ACC obtains the registration information from OIT and then populates the BlackBoard class websites. Unless the students are populated or enrolled by the ACC into the Blackboard class website they can not participate in the online portion of the class.

The ACC has been assigned responsibility for all matters related to distance education by the Office of Academic Affairs and Vice President Robert Kahn. Thus the ACC develops policies and protocols related to online instructional activities in the absence any such policies and protocols set elsewhere.

The ACC was assigned the responsibility not only for making recommendations concerning the purchase of educational technologies but in many instances became responsible for approving and effectuating the purchases.

The ACC Director and staff have also been assigned responsibility for developing and offering of classes –non-credit- related to CISCO training, XML and other areas. This is done in some relationship with the ECET Department and the Continuing Education , Arts and Business Development Program.

Academic Computing Center : Staffing

The QCC Technology plan of Spring 2001 reported the following:

Additionally, the staff of the Academic Computing Center needs to be increased to include three additional computer/network technicians; two additional Web knowledgeable employees to consult with faculty and staff about their departmental Web needs; and two trainers to develop faculty and staff training materials and conduct ongoing educational technology workshops.

Such staffing has yet to be realized.

Academic Computing Center : Advisory Body

The QCC Technology plan of Spring 2001 reported the following:

Academic needs include an advisory body to the ACC staff to assist in designing and expanding Web-based services, as well as creating content to support academic computing needs.

There is no such advisory body functioning effectively with the ACC. If the Computer Resources Committee were to function in this capacity the Director of the ACC would need to make such an arrangement with the committee and receive advisory reports.

Academic Computing Center : The CUNY MDS System

The QCC Technology plan of Spring 2001 reported the following:

CUNY MDS – Media Distribution System – This program provides each CUNY campus with a T1-based video conferencing facility. Current plans will install this facility in Library Room 112.

Responsibility for the installation and operation of the MDS System was assigned by the College to the ACC, having it serve as the CUNY contact for QCC. Due to no fault of the ACC, to date the system is not operative and QCC remains one of the last of the CUNY units not participating in the system. Once it is installed its operation and scheduling may be assigned to the Library.

Academic Computing Center : Distance Education: Status and Needs

The ACC has been assigned responsibility for all matters related to distance education.

There are too many questions and issues related to distance education to be covered in this report. The Computer Resources Committee has created a sub-committee that will be sending its own report to the committee and then the committee will send a report on just this matter to the Academic Senate in the Spring of 2004.

The QCC Technology Plan of Spring 2001 reported the following:

There should also be established a task force of faculty chosen by each academic department working with the Director of the Academic Computing Center focused on online courses and distance learning.

No such Task Force has been created. The college has thus far made no effort at all to consider what a distance education program at QCC would consist of and how it would function. It has not considered how the offering of education at a distance helps it to fulfill its mission let alone how well distance education is particularly suited for the unique mission of community colleges as opposed to other institutions of higher education. This lack of consideration is reflected in the haphazard development of the QCC online offerings, the lack of marketing or advertising and the insufficiency of support services for faculty and students alike.

Distance Learning at QCC should and does incorporate more than is stated at:

Academic Computing Center : QCC Online

The QCC Online Program consists of the offering of a course management program secured through CUNY (BlackBoard) for faculty use with their classes. Faculty are trained in faculty development programs of CUNY and or QCC. Workshops on the course management program are taken faculty at QCC in the ACC. An online instructional class is offered by CUNY for faculty participating in the CUNY Online program which offers stipends or released time to support the efforts of faculty.

On a purely voluntary basis faculty elect to take the training, to use the program and websites and the manner in which they will use those resources. QCC Online consists of classes being offered in the following modalities (using CUNY lexicon):

Web assisted (somewhat online: less than 30%)

Hybrid or blended (Partly online: 30-70%)

Asynchronous – (almost completely online: more than 70%)

The number of classes in all of these modalities has been increasing and yet there is no pattern discernable in the development of these offerings. There is no formal plan for the development of these classes. The QCC Strategic Plan targets a modest increase in the number of classes using these technologies. There is no reason given for promoting the increase and there is no effort to ascertain the value of offering these modalities of instruction for the communities served by the College.

Problems

Lack of Planning

While there is a great deal of planning occurring at the College and a Strategic Planning Process the computer resources of the College are not effectively or adequately addressed in the current process. The College does have the elements in place that can remedy that as it has appropriate committees and plans and finances.

Information Infrastructure: administrative network and Email system and the wireless network

While the College has invested considerable expense in providing a first class information infrastructure and computer systems and networks it has not provided the support system to encourage anything near a level of usage that would justify those investments. The result is that there are many underutilized computer resources at the College. There is little justification for expenditures on systems that are underutilized, particularly in times of limited fanatical resources.

Educational Technologies in the Classroom

While the College has dramatically increased the technologies available for use in classrooms of all descriptions it has done so without:

- a comprehensive plan for the development of the education information infrastructure,
- a plan for the training of all of the faculty and students in the use of the technologies ,
- the assessment of the various modes of employing the various technologies.

Central vs Departmental Provision for Educational Technologies

It has been the recent custom to supply technologies to the academic departments for their use. As these technologies become more sophisticated they require more support services, personnel and materials. The current educational technologies require careful supervision, maintenance and upgrading. Many academic departments do not have sufficient staff to support the educational technologies. The college can ill afford adding clt's to academic departments for the support of their educational technology. Further as academic departments request the technologies they vary in their specifications leading to a variety of vendors supplying a variety of models from different manufacturers. When there is need for servicing or replacement parts they are often specific to a particular unit. With little or no inventory of replacement parts held at the college the academic departments must struggle to acquire what they need to place the technology back into use. This is a process that is wasteful of time and money and human resources. An alternative needs to be developed by the college.

In the QCC Technology Plan of Spring 2001 the following was noted:

Over fifty percent of the faculty reported that high tech facilities (classrooms, labs, and centers) should be maintained by College-wide services. Germane to this idea, future College Laboratory Technicians hired to focus on technology would operate out of the Academic Computing Center and receive training on software applications used throughout the disciplines. Eight smart classrooms would be dedicated for the use of class instruction.

Despite this recommendation the College did not supply adequate support to the ACC to fulfill this function and additional equipment and clt's have been assigned to academic departments. The academic departments have been wary of accepting any approach to providing for their needs with technology through a central unit of the college. At present their reluctance is warranted as the college does not have a history of timely and adequate responses to the needs of the departments.

Recently many of these technologies have become the province of the Academic Computing Center to review. As the Academic Departments report a variety of difficulties with obtaining support from the ACC for their needs they are reluctant to accept having their need for educational technology met by the ACC providing the equipment and support services. The College has placed too many responsibilities on the ACC and this has created a poor impression of the ability or willingness of the College to provide for adequate support for departmental needs from a central unit.

If and only if the College created an adequately funded and staffed new unit with responsibility for creating and maintaining and upgrading of the educational technology infrastructure of the College would it become feasible to remove the obtaining, maintaining, and upgrading of such equipment from the academic departments to such a central unit.

The advantages of a centralized provision of educational technologies include:

1. maximizing use of the equipment
2. allowing for a degree of uniformity to permit timely replacement of equipment or parts
3. allowing for group purchases and economies of size
4. central staff supporting the maintenance of the equipment
5. offering for greater security for the instructional program by having reserve equipment and personnel to be deployed as needed
6. facilitating a single budget for college wide system of educational technology
7. assisting in college wide planning for educational technology
8. promoting the utilization for such equipment through the provision of information and demonstrations (instruction in such technologies would remain with the Academic Computing Center)

Given the history of the College it is unlikely that the academic departments will accept such a central provision of educational technologies and support for their maintenance and upgrading. Nevertheless, the idea of central or shared resources and services to meet common needs should be seriously considered by both the academic departments and the administration as such an approach potentially provides for more technology and services at less cost and with greater security.

Website

The problems with the website have been described above. They include difficulties with its design, navigation and content. They have been acknowledged in the commitment to revise and redesign the site and in the development of a superior online catalog. The website is also not consolidated in as much as there are several departments not located on the basic website web servers with the common address of www.Qcc.cuny.edu as required by the President's directive. Nearly all the current problems with the website are now the result of the lack of adequate support for its revision, maintenance and development.

Academic Computing Center

The center does many things exceedingly well, particularly in providing the basic instruction in educational technologies that it was designed to provide. However, the center has been assigned more responsibilities than it has been given resources to do let alone do well and in a timely manner. The center has also been assigned responsibilities that are not in keeping with its original mission and not academic in nature.

Email and Computer Use and Privacy Concerns

The community should be aware that the college and university reserve the right to monitor, under appropriate conditions, all data contained in the system to protect the integrity of the system and to ensure compliance with regulations. The College is capable of accessing, reviewing, and recording:

1. Access to the system, including successful and failed login attempts and logouts;
2. Inbound and outbound file transfers;
3. Terminal connections to and from external systems;
4. Sent and received e-mail messages;
5. Web sites visited, including uniform resource locator (URL) of pages retrieved;
6. Date, time, and user associated with each event.

The policy is appears at <http://www.qcc.cuny.edu/IT/ComputerPolicy.htm>

The policy raises interesting questions concerning academic freedom. There are faculty members of the University Faculty Senate examining these policies. There is particular concern since the passage fo the Patriot Act on the chilling effect of such policies on research conducted by academicians. Please see the relevant AAUP Statement: <http://www.aaup.org/statements/archives/reports/pre2000/Statelec.htm> on Academic Freedom and Electronic Communications . Finally there is a very interesting story concerning this that appeared in the journal Academe (September- October 2003 Volume 89, Number 5) available at <http://www.aaup.org/publications/Academe/2003/03so/03somcca.htm> Windows Without Curtains : Computer Privacy and Academic Freedom by Martha McCaughey

QCC Middle States Association Periodic Review Draft (Fall, 2003)

Technology and Planning

- The College should consider the immediate development of a technology plan that includes both equipment and staff training for academic programs,**** based on internal and external needs assessment. (page 16 – Middle States Team Response Report)
- A formalized plan should be implemented to ensure the continued maintenance, repair, and upgrading of computer hardware, software, and laboratories and other instructional equipment.
- The College should assist departments in establishing and maintaining the computer support needed to deliver the curriculum and keep it current.
- While much of the technology infrastructure is being acquired with capital project and grant funds, the College must consider ongoing funding for technical support, faculty and staff development, and maintenance and replacement costs. (also include in faculty development)
- Ongoing institutional funding needs to be secured for programs currently funded by VATEA grants.*****
- The instructional resources center's service to students would be greatly enhanced with the addition of more staff to help students in the computer labs. (page 18 – Middle States Team Response Report)
- Consistent and increased funding should be provided to acquire and maintain equipment and increase full-time staff in the Instructional Resource Center.
- The College should consider budgeting regularly for the installation, maintenance, and upgrading of necessary instructional technology, including computers. (page 16 – Middle States Team Response Report)
- The College should provide consistent and increased funding for the acquisition, maintenance and replacement of instructional laboratory equipment.
- The College should attempt to provide Internet access to all students as soon as possible. (page 16 – Middle States Team Response Report) (also in distance learning section and online courses)
- Expand the role of the Academic Senate Committee on Computer Resources to address College-wide computer, equipment and laboratory needs.

In 2000, significant infusion of funds for technology development occurred at the College under the leadership of Interim President Lapidus. The Library Instructional Resources Center was converted into the Academic Computing Center; administrative infrastructure development was headed by the Office of Information Technology; the College's website was developed; and a Webmaster was appointed. At this time, a technology grant from State Senator Frank Padavan, matched with NYC funds, provided 2.4 million dollars to equip full-time faculty with computers, establish an on line registration center for students, and upgrade IT infrastructure for administrative and student services.

The College continues to increase its funding for the Academic Computer Center. The College added two college lab technicians, a web-site coordinator and tech-fee student interns with the plan to hire another full time college lab tech during the 2003-4 academic year. The College

Web site is currently being redesigned to make it more dynamic and agile. Personnel and phone directory, course offering and changes will appear on the web site.

In fiscal year 2001-02, the President established a goal in the Strategic Plan to increase resources for Other Than Personnel Services (OTPS) from \$2-3million to \$4 million by shifting resources from personnel allocations. There have been several initiatives to supplement this redistribution of resources: the College uses technology fee money to replace departmental laboratory equipment on a four-year replacement cycle and the College has successfully petitioned an allocation of \$1.6 million for the 2002-03 fiscal year from City elected officials for areas other than instruction. The funds from elected officials were used as capital expenditures primarily for instructional equipment and to equip laboratories. NYC Council funds (describe how these funds relate to the facilities master plan funds) were reallocated to support smaller capital projects for which NYC Office of Management and Budget Certificates to Proceed had been issued.

In 2003, the Community College Investment Plan provided OTPS money. A pressing unmet need is the replacement of instructional equipment. As part of the College's annual strategic planning process, the academic department chairs listed over \$600,000 in proposed equipment need expenditures. The College proposes to spend the vast majority of its instructional OTPS funds, \$400,000, for instructional equipment. Given this commitment, the backlog of equipment needs should be eliminated in two years. All equipment to be replaced is used by students; none is used by faculty for research purposes. The instructional equipment purchased under the Investment Plan is listed in the Community College Investment Plan. (Appendix _____)

Technology Plan and Technology Fee Plan

In September 2002, the City University of New York's instituted a technology fee that provided the College with an infusion of over \$1.2 million annually to assist the departments with computer and instructional needs. In response, members of the Queensborough Community College faculty, administration and student body established the College's Technology Fee Plan. This is an expenditure plan that designates priorities for technology fee money over a four-year cycle. The College uses the technology fee money to replace all departmental laboratory equipment on a four-year rotating replacement cycle. The committee agreed that approximately half of the year-one revenue would be dedicated to upgrading software (10%) and hardware (50%) in all existing computer labs in all academic departments.

The three-year strategic Technology Plan, which was prepared the previous year, guided the development of the Technology Fee Plan. The specifics of Technology Fee Plan will be incorporated into the existing Technology Plan to reflect the recommended four-year computer lab upgrade replacement cycle in all academic departments. As stated in the Technology Plan, "...the ultimate goal for Queensborough would be to provide student access to information technology at any time and at any location on campus, in effect, the establishment of ubiquitous computing. The Committee believes that the future needs of college students concerning the use of information technology can best be served with the development of a wireless environment." In accordance with the principles established by the University, student technology fee revenues will be dedicated to improving technology and expanding access to

modern technology for all students. Paid student internships will be provided to increase staffing and hours in departmental computer labs. This will also enable student interns to gain work-related experience in a number of different technological environments. A new annual plan was adopted in May 2003.

According to the new Community College Investment Plan, new College Laboratory Technician (CLT) lines have been distributed as follows: One each to Biological Sciences and Geology, Electrical and Computer Engineering Technology and Music, with one additional position to be shared between English and Foreign Languages and Literatures.

During the Spring 2002 semester, every campus classroom and non-computer laboratory is being equipped with an Internet connection point. To enable instructors to take advantage of these connections, the College has acquired ten smart podiums that can be rolled into any classroom, connected to the Internet, and project Web pages onto a screen. Smart-carts include a laptop computer with DVD player, a projection monitor, a VCR, and speakers. Smart classrooms, with computer stations for all students, overhead projectors, and smart blackboards, are available for general use by the campus or within specific departments. There are four general use smart classrooms—two in the Humanities Building, one in the Library, and one in the Medical Arts Building. The following departments have their own facilities: Electrical and Computer Engineering Technology (2); Foreign Languages and Literatures (1); Instructional Support Services Center (1); Mathematics and Computer Science (1); and Social Sciences (1). During the Spring 2002 semester, the Office of Information Technology implemented a student e-mail system. There are more than 1,200 computers in instructional labs. The College has upgraded the memory of older computers and intends to meet the goal expressed by the Academic Senate during the 2002-03 academic year of replacing all faculty office computers over a five-year cycle.

The Offices of Homebound and Services for Students with Disabilities will receive assistive technology. It should be noted that, as each academic student laboratory is upgraded during the four-year cycle referred to earlier, it will be equipped with an ADA-accessible workstation. The 2003 University Community College Investment Plan provides for Computer setups for students with disabilities in each of 16 computer laboratories across the campus for a total allocation of \$82,000.

As the College continues to work toward a campus-wide wireless environment for student access, the College expects to have a wireless network in selected areas of the campus by the start of the Fall 2002 semester.(i.e. the Academic Computing Center (ACC), the Instructional Support Services Center (ISSC), Library, ___???) The library received funding for 30 laptop computers in 2002-2203 for instructional support. Students may borrow laptops from the library for use on the wireless campus.

The College has completed a student government initiative to expand student access to computing through a Cyber Café. This allows students to gather in an informal environment to socialize and access the Internet via 20 kiosk-enclosed computers located in the Student Union Building.

The College provides special technology programs like A+ Certification for women, an XML Center for businesses, and the Holocaust Resource Center and Archives which serves the college, the community and elementary and high schools (URL: www.qcc.cuny.edu/HRCA.)

(also in new programs)The College's renovated Art Gallery, which will re-open in Fall 2004, will use both wireless and GPS technology to assist the community in discovering the breadth of the gallery's permanent collection as well as its fine exhibitions of local, national, and international artists. The gallery's Web presence is currently under construction, and will open shortly before the Gallery reopens. (also in gallery)

Appendix 2: Response to Middle States Periodic Review

Below are listed 11 items from the Periodic Review and very brief indications of the status as seen by the Computer Resources Committee. The sections following provide more details.

1. *The College should consider the immediate development of a technology plan that includes both equipment and staff training for academic programs,**** based on internal and external needs assessment. (page 16 – Middle States Team Response Report)*

A Technology Plan was promulgated in April 2001,
http://www.qcc.cuny.edu/Governance/technology_plan.asp
and a Technology Fee plan [Queensborough Student Technology Fee Plan](#).
A critique of the two plans is given in the next sections.
<http://www.qcc.cuny.edu/governance/docs/YearIIReport.htm>.

The two plans should be more fully developed and integrated into one and made a meaningful part of the Strategic Plan of the college.

2. *A formalized plan should be implemented to ensure the continued maintenance, repair, and upgrading of computer hardware, software, and laboratories and other instructional equipment.*

Such plans are part of the Technology Plan and Technology Fee Plan, however, these need to be reassessed and more formalized. Limited implementation is occurring with funding from the Student Technology Fee revenue and the Community College Investment Plan CCIP. The Committee believes it should be made part of the College's regular OTPS Budget.

3. *The College should assist departments in establishing and maintaining the computer support needed to deliver the curriculum and keep it current.*

To a limited degree this is being done under funding from the Student Technology Fee revenue and the Community College Investment Plan CCIP, but

4. *While much of the technology infrastructure is being acquired with capital project and grant funds, the College must consider ongoing funding for technical support, faculty and staff development, and maintenance and replacement costs. (also include in faculty development)*

A more formalized assessment and plan that will also make funding a part of the College's regular OTPS Budget should be established.

5. *Ongoing institutional funding needs to be secured for programs currently funded by VATEA grants.******
6. *The instructional resources center's service to students would be greatly enhanced with the addition of more staff to help students in the computer labs. (page 18 – Middle States Team Response Report)*

The College created the ACC that has led to some problems in relation to the Library that will be indicated below in the section on the Library. The Student Technology Fee Plan has provided for student assistance for students in the ACC, Library and departmental labs.

7. Consistent and increased funding should be provided to acquire and maintain equipment and increase full-time staff in the Instructional Resource Center.

The College created the ACC and placed some of the functioning of the IRC with the ACC. There is under staffing of the ACC given its mission and the frequency and size of demand for services by students and faculty.

8. The College should consider budgeting regularly for the installation, maintenance, and upgrading of necessary instructional technology, including computers. (page 16 – Middle States Team Response Report)

See 2. above.

9. The College should provide consistent and increased funding for the acquisition, maintenance and replacement of instructional laboratory equipment.

See 2 above.

10. The College should attempt to provide Internet access to all students as soon as possible. (page 16 – Middle States Team Response Report) (also in distance learning section and online courses)

This has been accomplished in a stunning manner. The College has supplied email access for all students and access to the internet via a wireless network that reaches all buildings and many open areas. The number of computer workstations available to students at student kiosks, library, and academic department and ACC areas has proven to meet the current need at most times. However, here, too, there is some question as to the needs assessment for this service. In a world where the internet has become an integral aspect of many people's lives, the value of providing a blanket e-mail system for all students could be wasteful in so far as many students have their own e-mail accounts, using monikers that serve as a form of self expression and self-celebration, like customized license plates that they would be loath to give up for an anonymous, institutional account. It may have been a more functional goal to provide access and e-mail addresses for those students without other resources than those offered by the school, in the same way public transportation (and the new on-campus bus stop) provides access to that percent of our student population that does not have private transportation. There may also be questionable value, even a liability in providing wireless Internet access in classrooms used for teaching where there is no pedagogical need to access the Internet. Access, by definition, means that students have the "ability" to use the Internet. Similarly there is access to, faculty, food services, books, and sanitary facilities. It seems that, as with these other necessities, "access" to the Internet should be convenient, but not necessarily omnipresent or constant. Again, some clear articulation of the role of information and educational technologies in learning would help to clarify the nature and extent of any particular computer-related installation or application.

11. Expand the role of the Academic Senate Committee on Computer Resources to address College-wide computer, equipment and laboratory needs.

This has not yet been accomplished but while it is possible it may be undesirable. The committee remains restricted to computers and the educational technologies that involve computer resources. The current scope of its charge has proven to be so challenging that it has had its size increased from 5 to 7 faculty in order to assist it in accomplishing its current charge. The current committee is not constituted with expertise in the areas of equipment and laboratory needs. In some cases this expertise is specific to department or discipline.