

## MEMORANDUM

DATE: 1/29/2018

TO: Kevin Morningstar, Dean of Instructional & Information Technology Services (IITS) and Chief Information Officer (CIO)

FROM: Technology Policy Advisory Committee (TPAC)

SUBJECT: TPAC Input on the Technology Strategic Planning Process

Since the beginning of the Fall semester (2017), TPAC has been carefully reviewing and discussing the trends outlined in the Technology Strategic Planning Process and preparing our feedback from the perspective of faculty. The committee is comprised of faculty from each of the CSUSM colleges, from a diversity of disciplines, and our feedback is aimed to address faculty and student needs throughout the different colleges on campus. In discussing specific trends included in the Strategic Plan, we have identified some areas that are especially relevant to faculty needs in the classroom, in research, and the needs of students in completing their studies both in and out of the classroom. The attached document, "Discussion of Trends in the Technology Strategic Plan," organizes our feedback according to these three areas (Student Needs, Supporting Faculty Research, Faculty Pedagogy) and identifies specific trends that are being addressed in our response.

In addition to the trend-specific feedback provided in this document, we also discussed some broader questions of method, implementation, and assessment of technology use on campus, which we would like to summarize here. One crucial concern of faculty is the manner in which technology is adopted—as educators, we believe that technology use should always be driven by pedagogical needs, and reflect the best interests of our students rather than technology determining pedagogical possibilities. A closely related issue is the method by which technology is adopted: we believe that this process should be done with input from faculty, students, and staff who will be affected by technological changes. In other words, especially in data-driven decisions (such as the Degree Planner, for example), we believe there should be a feedback loop and open communication between different voices on campus rather than a top-down model of adoption and implementation. We very much appreciate the effort that is being made in the Technology Strategic Planning Process to speak with so many diverse groups on campus—this is an excellent example of the kind of communication we support.

Throughout our discussions, another concern was raised by faculty from different disciplines across campus—how do we address, as educators and as a campus community, the possible negative effects of technology implementation? For example, while the use of technology in teaching and research is an indispensable resource, it can also result in depersonalization, in limitations on thinking, and in dependence on technology instead of

confident, practiced skill. Depersonalization can happen in many different ways, as technology mediates human engagement—for example, online communication may replace in-person discussion between instructors and students. Technology is also capable of producing certain limitations on thinking; for example, a student may not think of novel ways to approach or solve a problem, if the program or platform they are using does not include them as options. In using technology for job training, students may depend on technology to solve problems for them without learning the skills to solve the problem should the technology malfunction. For these reasons, we wondered what kind of assessment model may be used to evaluate the success of new technologies adopted on campus—by what methods will we make judgments about both the benefits and possible drawbacks of new technology on campus?

Finally, we strongly support all the work of IITS to provide trainings, workshops, and information sessions for faculty, staff, and students in learning to use new technologies. As new technologies are adopted, the accessibility of these trainings is crucial to help users learn how to use new technology. Particularly when it comes to faculty, who do not all adopt new technologies at the same rate or at the same time, trainings may have to occur on a rolling basis rather than just once, when the new technology is adopted. TPAC strongly supports all the efforts of IITS to provide these trainings as well as providing support services outside of business hours, as both faculty and students frequently work outside of business hours.

Thank you for the opportunity to provide our feedback on the Technology Strategic Planning Process, and please feel free to contact the committee with any questions or should you want any additional information.

Sincerely,

Technology Policy Advisory Committee 2017-2018

Jessica Elbert Decker, CHABSS (Committee Chair)

Ian Chan, Library

Bill Kristan, CSM

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Jimmy Young, CEHHS (At-large Rep)

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