A Strategic Plan for Essential Technology in the Liberal Arts

CLA Technology Committee
   Original: Fall 2006
   Revision 1: Spring 2008
   Revision 2: Fall 2008
   Revision 3: Spring 2010
   Revision 4: Spring 2011
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CLA TECHNOLOGY COMMITTEE

Voting Members
Colleen Ebacher, Foreign Languages (Chair)
Devin Wallace, Psychology
Harvey Lillywhite, English
Andrew Quach, Family Studies and Community Development
William Lahneman, Political Science
Rita Duarte Marinho, Women’s Studies
Jeff Larson, Sociology, Anthropology and Criminal Justice
Michael Masatsugu, History
Barry Gittlen, Philosophy and Religious Studies
Beth Hall, Geography
Bill Tsitsos (Fall) and Barry Gittlen (Spring), Interdisciplinary Studies

Non-voting Advisory Members
Theresa Jenkins, Coordinator, Facilities, Information & Events
Clifton Santiago, Director, Dept. of Psychology Laboratories
Hugh Wiegel, Office of Technology Services

Ex officio Members
Irena Makarushka, Associate Dean
INTRODUCTION

The College of Liberal Arts (CLA) Strategic Plan for Instructional Technology identifies the short- and long-term technology goals for the College. The plan is the result of discussions undertaken by the members of the CLA Technology Committee to address the current and projected technology needs of students and faculty. Although the plan speaks to faculty technology issues, the overarching concern is the enhancement of student learning. The integration of technology into teaching and learning requires thoughtful planning to achieve a level of expectation on the part of students and faculty that has become the industry standard. The plan is designed to assist the Division of Academic Affairs and the Office of Technology Services in making recommendations that will be integrated into the list of University-wide technology priorities. The Committee is mindful of the fact that CLA is one of eight colleges and that the availability and apportionment of resources for technology, maintenance and security are part of a larger University-wide agenda.

ABOUT THE COLLEGE OF LIBERAL ARTS

CLA is the largest college at Towson University and includes the departments of English; Family Studies and Community Development; Foreign Languages; Geography and Environmental Planning; History; Philosophy and Religious Studies; Political Science; Psychology; Sociology, Anthropology and Criminal Justice; and Women's Studies. The college additionally offers interdisciplinary degree programs in cultural studies, international studies, law and American civilization, metropolitan studies, and social science. Graduate programs are offered in geography and environmental planning, humanities, professional studies, professional writing, psychology, social science, women’s studies, and several interdisciplinary studies programs.

With regard to facilities and technology, CLA is in transition. In the summer of 2009, the first phase of the construction of the new CLA building was completed. The second phase is scheduled for completion in 2011. In the new building, all classrooms will be state-of-the-art technology-enhanced. The issue that looms large is technology support. How OTS will manage the support for this new building remains to be determined. In addition, more faculty development for technology enhanced teaching will be vital.

CLA supports a larger percentage of the general education curriculum than any other college, and over thirty percent of all undergraduate and graduate credit hours are offered by CLA. Psychology is the second largest undergraduate major at Towson. Also, CLA furnishes a significant percentage of the courses required by teacher education. Several CLA departments
directly underwrite teacher certification programs (History, English, Foreign Languages, Psychology, Sociology/Anthropology/Criminal Justice, and Political Science).

As of the start of Fall 2009, the CLA faculty consists of 360 individuals: 165 are full-time tenure/tenure track faculty; 33 are full-time lecturers; 1 is a part-time lecturer; and 190 are part-time adjunct or visiting faculty members. The distribution by department is reported in Table 1.

Table 1: Number of faculty in each department as of Fall 2011

<table>
<thead>
<tr>
<th>Department</th>
<th>Full-Time Tenure Track</th>
<th>Full-Time Lecturer</th>
<th>Part-Time Adjunct/Visiting</th>
<th>Total</th>
<th>Projected Growth In 2011-12</th>
</tr>
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<tbody>
<tr>
<td>English</td>
<td>25</td>
<td>29</td>
<td>4</td>
<td>58</td>
<td>6</td>
</tr>
<tr>
<td>Family Studies</td>
<td>6</td>
<td>1.5</td>
<td>13</td>
<td>21.5</td>
<td>1 + 2 Clinical</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>15</td>
<td>2</td>
<td>11</td>
<td>28</td>
<td>0</td>
</tr>
<tr>
<td>Geography</td>
<td>13</td>
<td>0</td>
<td>9</td>
<td>22</td>
<td>0</td>
</tr>
<tr>
<td>History</td>
<td>17</td>
<td>2</td>
<td>15</td>
<td>34</td>
<td>2</td>
</tr>
<tr>
<td>Philosophy and Religious Studies</td>
<td>15</td>
<td>1</td>
<td>12</td>
<td>28</td>
<td>1</td>
</tr>
<tr>
<td>Political Science</td>
<td>4</td>
<td>1</td>
<td>13</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>Psychology</td>
<td>31</td>
<td>2</td>
<td>46</td>
<td>79</td>
<td>4</td>
</tr>
<tr>
<td>Sociology</td>
<td>22</td>
<td>4</td>
<td>18</td>
<td>44</td>
<td>3</td>
</tr>
<tr>
<td>Sociology Anthropology Criminal Justice</td>
<td>22</td>
<td>4</td>
<td>18</td>
<td>44</td>
<td>3</td>
</tr>
<tr>
<td>Women's and Gender Studies</td>
<td>5.5</td>
<td>0</td>
<td>7</td>
<td>12.5</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>165</td>
<td>33.5</td>
<td>190</td>
<td>359.5</td>
<td>17</td>
</tr>
</tbody>
</table>

CURRENT TECHNOLOGY RESOURCES:

- 43 Technology Enhanced Classrooms in the Liberal Arts Building, Linthicum Hall and LH238
- Geography Computer Lab LI 001 – 24 student computers
- English Computer Lab LI 207 – 23 student computers
- Social Science Computer Lab LI 211 – 23 student computers
- CLA Computer Lab LI 304 – 42 student computers
- Social Science Survey Computer Lab LI 104 – 8 student computers
- 2 Foreign Languages Computer Labs – LA 4114 (24 student computers) & LA 4118 (40 student computers)
- 2 Psychology Computer Labs – LA 2101 (36 student computers) and PY 406 (40 student computers)
- 1 Distance Learning Classroom – LA 2114
- 5 Mediasite classrooms – LA 2105, 2110, 2114, 2130, 4114
- 3 ALS spaces equipped with computers, and additional Ethernet, VGA & RGB ports.
- 6 Digital Signage monitors to promote events and specialized messages.
- 2 “Smart Carts” w/Computer, LCD Projector and VCR/DVD player
- 2 “Smart Carts” w/LCD Projector, VCR/DVD Player and Document Camera
- 2 “Smart Carts” w/LCD Projector and VGA cables to connect to Macs.
- Some departments have “department laptops”
- Four LCD Projectors
- Two digital cameras
- Three “boom boxes”

Every full time tenure track faculty member is assigned a personal computer (typically a Dell desktop PC). Laptops and Apple products are available and are paid for through departmental funds.

Most faculty members are proficient in using PeopleSoft, a web browser, and the applications in the Microsoft Office 2010 standard suite: Word, PowerPoint, Excel, and Outlook. (MS Office 2010 Enterprise edition is installed on all faculty, classroom and lab computers.) Approximately 40% of CLA faculty use the University’s online learning course management application, Blackboard. The use of Blackboard will increase in the coming years because students come from high schools where Blackboard or similar software is in use. Community colleges from which students transfer to Towson use Blackboard. A large percentage of new faculty come with Blackboard or similar course management software experience and expectations.

Available discipline specific software applications in all CLA smart classrooms and labs:

<table>
<thead>
<tr>
<th>Acrobat (Adobe CS5)</th>
<th>IDRISI Taiga</th>
</tr>
</thead>
<tbody>
<tr>
<td>ArcGIS 10</td>
<td>MapViewer 7</td>
</tr>
<tr>
<td>ATLAS.ti</td>
<td>MicroCase</td>
</tr>
<tr>
<td>Audacity</td>
<td>Microsoft Office 2010</td>
</tr>
<tr>
<td>Dragon</td>
<td>PASW 17</td>
</tr>
</tbody>
</table>
GOALS AND STRATEGIES

The CLA Technology Committee identified two primary goals that are shared by all departments.

- **Enhancement of student learning through the cultivation of pedagogies that integrate technology into teaching.**
- **Development of a reliable, cost-effective technology support, maintenance and replacement plan.**

Therefore, the CLA Technology Committee recommends that the following be considered as funding priorities:

- **Enhancement of student learning through the cultivation of pedagogies that integrate technology into teaching.**

Technology is central to students’ expectation about learning modalities. Many come from high schools or transfer from other post-secondary institutions where the technology is used to enhance learning. Many, if not most, have been on the internet, email, blog, send instant messages, use a range of software, and are familiar with Blackboard or a similar program. They expect to a learning environment that reflects today’s technology defined world. New faculty also expect to find teaching technology that is on par with the current industry standard and can support their pedagogical practices.
Both with regard to current trends and in consideration of the new CLA building, technology-enhanced classrooms are an industry-wide norm. Each Department has identified faculty whose teaching requires reliable and available technology. Currently there are two large lecture halls (LI 200 and LEC 238), several classrooms (LI 007, 115, 208, 215, 307), one seminar room (LI 014) and two classrooms in Psychology (PY 302 and 304) which qualify as technology enhanced. Some departments maintain one or two media carts. With the current level of growth, MRS has found it difficult to keep up with increasing faculty demand for classroom technology. The committee notes that Linthicum Hall is likely to be in use till about 2015. Even when the CLA moves to a new building, those who are assigned to Linthicum Hall would find well equipped classrooms a plus.

Many members of the faculty understand the usefulness and importance of integrating technology into their teaching. However, faculty development must continue for CLA will be ready to fully embrace and benefit from the high level of technology that is available in Phase I of the CLA building and will be available in Phase II. CLA needs to be supported as it creates classroom environments that serve as a laboratory for launching new technologies and as it creates new faculty development workshops to encourage a broader integration of technologies in teaching. One important element of building faculty buy-in is the availability of technology for faculty use.

- Development of a reliable, cost-effective technology maintenance and replacement plan.

Fiscal responsibility begins with planning. Currently, CLA is responsible for funding the replacement and maintenance of computers and other equipment as well as funding proprietary software which require updates. Most replacement is on a three or four year schedule. Faculty computer upgrades and maintenance are part of the PC trade-up program which is funded through the TU budget within Office of Technology Services (OTS). Requests for supplementary memory or for a Macintosh are funded through the CLA or Department budgets. All computers in labs are funded through the CLA or Department budgets. Printers in labs are funded through the CLA or Department budgets.

Cost of equipment, replacement, printing and peripherals increases dramatically every year, as do software licenses. Breakdown of equipment, vandalism and theft disrupt student learning and add significantly to faculty frustration. A reliable plan designed to deal with budgetary constraints as well as to address the implications of growth needs to be developed. Staffing implications, in CLA and at OTS and MRS, must be taken into consideration. Planning for the future needs to focus on centralizing services, purchases and maintenance agreements that would be fiscally beneficial to all.

CONCLUSION:
CLA regards technology as central to its teaching mission. The Strategic Plan represents the commitment of CLA to provide students and faculty with resources that increase the quality of the educational experience.
APPENDIX

DEPARTMENT TECHNOLOGY STRATEGIC PLANS
As of Fall 2009

Department of English Technology Plan

Many English Department faculty members use teaching methods that take advantage of recent advances in modern technology, especially the use of computers, computer projectors, video (DVD and videocassettes), and audio. The department owns three TVs capable of playing DVDs and VCRs as well as three audiocassette/CD players, but for computers and projectors most faculty rely on Media Services to bring the equipment into the classrooms. The equipment reservation process and occasional technology glitches discourage some faculty from using the Media Services equipment.

The additional smart classrooms that have been installed in Linthicum have been welcomed by some faculty in the department, but here again some perceive a need for better just-in-time documentation and training for using the equipment. The smart classroom setup in LI 307, with its touch panel control, is easy to use but needs to have easy-to-access, how-to and troubleshooting documentation available. Technical assistance should also be readily available.

Department faculty have benefited greatly from the purchase of two networked laser printers, but one of these suffered a major failure and needed to be replaced in summer 2009. The department has also acquired a portable LCD multimedia projector that faculty may use for classroom teaching (as well as for conference presentations). was replaced with a larger, heavier-duty model.

A sizable percentage of English faculty use Blackboard to support their traditional classroom-based courses, and a few of them use Blackboard to teach hybrid or all-online courses. Blackboard’s importance for English faculty will continue to grow, in line with the University’s support and encouragement for faculty who wish to teach hybrid and online courses.

In general, English Department faculty do not use specialized software or statistical packages for instruction—with one exception. A New Media specialist who joined the faculty in Fall 2009 will take charge of the online help course in the Master’s in Professional Writing program. He will use free and/or open-source content management applications that must be installed and run on a Linux server. Thanks to a grant from the Maryland Higher Education Commission, this faculty member will be able to purchase the Linux server application through OTS, which will install it on available hardware. The grant will also enable the faculty member to hire a graduate student assistant to perform the job of server administrator under the purview of OTS.
Below is an inventory of the English Department’s technology hardware and software.

**Technology Hardware**
- 2 TV/VCR sets
- 1 TV/DVD/VCR set
- 1 Slide Projector
- 4 Tape/CD players
- 1 Record Player
- 1 Portable DVD Player
- 2 Laptop Computers (one old)
- 2 Asus Netbooks
- 1 LCD multimedia projector
- 2 Digital Camcorders
- 2 Digital Cameras
- 39 Inkjet Printers (in instructors’ offices)
- 2 Heavy duty LaserJet networked printers
- 3 Color Laserjet printers
- 2 old HP Laserjet printers
- 3 Xerox Documate scanners
- 1 External DVD Drive
- 1 Flatbed scanner
- 1 External Media Card Reader
- 1 Projector

**Technology Software**
- 4 copies of Macromedia Contribute
- 12 copies of Adobe Creative Suite 3.0 Premium Design Edition (most in LI 207)
- 1 copy of Adobe Professional 8
Department of Family Studies and Community Development Technology Plan

The Department of Family Studies and Community Development has increased needs for IT equipment and software. As the department continues to grow in both faculty and student numbers, the need for media classrooms, equipment, and software continues to grow. The department has grown from its initial program onset of 10 students to 265 majors and 100 minors.

In Fall 2007, the department established a Family Science Lab for research, analysis, and assessment. Currently, there are 7 dedicated computers in this lab.

Administrative

<table>
<thead>
<tr>
<th>Administrative Uses</th>
<th>Software</th>
<th>Wish List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extensive databases and reports; budget maintenance; PeopleSoft for academic and financial reports; in-house copying of exams, classroom materials; assessment, website maintenance; scanning all materials</td>
<td>ATLAS TI; SNAP; SPSS; Microsoft products</td>
<td>1-2 more scanners</td>
</tr>
</tbody>
</table>

Classroom Needs

Media equipment that functions well. More in-college media enhanced classrooms (dvd/vhs players; laptops for media presentations, internet for instruction; and a computer lab to facilitate the methods & capstone courses.

Department hardware/software

<table>
<thead>
<tr>
<th>Hardware</th>
<th>Software</th>
<th>Wish List</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 PCs; 2 laptops; 2 scanners; fax machine; high speed printer; start-stop transcription system; flip video camera; digital camera; digital video camera; color laser printer; assorted printers (laser and inkjet); 2 smart media carts; clicker student response system (50 handheld units); wireless presenter with</td>
<td>ATLAS IT; Contribute; SNAP survey; SPSS, 5 computers with Vista OP system; Microsoft 2007 on all PCs</td>
<td>1-2 scanners; DVD player; DVD burner, video recorders</td>
</tr>
</tbody>
</table>
Faculty Needs
Faculty members need software for qualitative and quantitative analysis, assessment, classroom preparation, exam preparation; digital media classrooms for internet usage, and DVD/VHS presentations.

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Research</th>
<th>Office</th>
<th>Wish List</th>
</tr>
</thead>
<tbody>
<tr>
<td>DVD/VHS player; digital media classrooms; internet; Blackboard; PowerPoint; SPSS</td>
<td>ATLAS TI, SPSS, SNAP</td>
<td>MS Products, SPSS, SNAP, Scantron,</td>
<td>Extra component for SPSS for complex samples; software to develop tests/assessments;</td>
</tr>
</tbody>
</table>

Family Science Research Lab
This lab was established in Fall 2007. The lab supports external grant & self support funded projects. Current research initiatives include analyzing data from the Building Relationships with Families/MSDE grant funded partnership and the project investigating Family Quality of Life for families impacted by Autism.

The lab also supports preparation work for the Child Life, Administration and Family Collaboration Master of Science degree, the Post-Baccalaureate Certificate in Family-Professional Collaboration, the Building Relationships with Families Professional Development Program, and the American Humanics Certificate Program.

<table>
<thead>
<tr>
<th>Hardware</th>
<th>Software</th>
<th>Wish List</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 laptops; 7 desktop PCs; Start-Stop Transcription System; Flip Video Camera;</td>
<td>ATLAS TI, SNAP Survey; SPSS</td>
<td>2-3 additional installations of Start-Stop Transcription System; DVD editing software; DVD burner; Extra video recorders</td>
</tr>
</tbody>
</table>

Service Learning Initiatives
A strong emphasis is placed on community engagement field base initiatives in the department that needs technical support and collection of data.

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Data Collected</th>
<th>Equipment/Software</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship</td>
<td>Community service placements; semester internships; completion of FMST 297; student internship plans;</td>
<td>Microsoft products; Contribute; PCs; SNAP</td>
</tr>
<tr>
<td></td>
<td>list of all organizations with current contact person; updated handbook, online internship page; internship forms for students and supervisors; online requirement process; field supervisors evaluate student interns online using SNAP technology</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>American Humanics</td>
<td>Active students in program; completion of competencies; cross reference with department partnerships (i.e. workshops, community service, internships that are with AM organizations); Tracking of fund raising activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Microsoft products; PCs</td>
<td></td>
</tr>
</tbody>
</table>

**Student based needs as determined by department learning objectives**

Media for presentations for upper level courses

**Summary**

As the department continues to grow, our need for hardware and software increases. FMST uses visual media for classroom presentation to enhance student learning and understanding. This is a very important component of the department in teaching of family science.
Department of Foreign Languages Technology Plan

It is the mission of the Department of Foreign Languages to provide linguistic, cultural and literary studies supported by technology in order to provide authentic modeling and practice for students.

There is an evident increase not only in the use of technology in the Foreign Languages classrooms but also in the interest in technology by all faculty, full time (15), lecturers (3) and part time (14), since almost everyone has indicated there is software and hardware that they would like to use.

The potential for dramatic expansion in the use of technology in the classroom afforded by the Department’s August 2009 move into the new Liberal Arts building cannot be overstated. While faculty continue to use standard technologies in important ways, many have developed innovative uses of technology that incorporate video creation, audio recording, internet use, online written and oral chat, blogs, podcasting, mediasite, etc. These uses of technology required sustained and reliable training and support of hardware and software.

Technology Goals for Language Students

- Provide authentic language and culture through the use of multimedia.
- Increase collaboration and knowledge sharing among students and faculty.
- Maintain and update equipment.
- Attract prospective students and serve current students with a technologically equipped environment that facilitates and enhances their learning process.

Short Term Technology Goals for the Department

- Fully develop the potentialities of the Department’s two laboratories in Liberal Arts – for instance, the capacity to film classroom activities.
- Insure that Sanako features advertised during the procurement process are in fact operational.
- Continue to train faculty to understand and use the in-class potentialities of these laboratories.
- Assign smart classrooms to faculty who want to teach in such classrooms and have the skills to use them.
- Develop increasingly effective strategies for student uses of technology that support learning and increase opportunities for graduate education and professional opportunities.

Long Term Technology Goals for the Department

- Have a replacement plan for hardware.
- Update software.
• Continue to keep one lab available when possible for individual drop-in students in order to support increased enrollment.
• As existing monitor-trolleys wear out and require replacement, consider higher-stamina models which would permit raising and lowering the screens during a given class session.

**Current steps:**

Foreign Language faculty continue to use the software and hardware available in the new Liberal Arts building in innovative and creative ways. Student use of technology for learning parallels this innovation. Furthermore, through technology sharing sessions, faculty share and train each other in best practices. As innovation and use increase, our needs for sustained support also grows.
The Department of Geography and Environmental Planning Technology Plan

Computer technology is playing an increasingly important role in the classrooms and offices of higher education and Geography is especially dependent upon computers and new classroom technology. The TU Department of Geography and Environmental Planning is expanding its already heavy use of new technology with the creation of new degree programs (Minor in GIS, B.S. and M.A. in Global Skills, and B.S. in Land Surveying) and the recent hiring of three new technology specialists to the faculty. These expansions require additional resources.

The primary mission of the Department of Geography and Environmental Planning is teaching. To support that mission, we need both the access to digital resources, training to help us keep up with the rapid expansion of the digital environment, and support to help us pay for annual software licenses and keep our hardware and software running.

The faculty of the Department of Geography and Environmental Planning have embraced technology more readily than those of many CLA departments. Even long-time faculty use word processors, spreadsheets, email, PeopleSoft, and PowerPoint. A relatively high proportion of the older faculty has adopted Blackboard and a few have used Dreamweaver to create their own websites. The Department currently owns four LCD projectors and two laptop computers. They are so heavily used for teaching that several faculty have bought their own laptops to assure that they have the equipment necessary for classroom presentations. Among all faculty, there is a consistent refrain: classroom technology needs to be more omnipresent, reliable and easy to use. For Geography, this means more “smart” classrooms, which we are looking forward to using extensively in the new Liberal Arts building.

Each new addition to our faculty has increased the Department’s technology needs. New faculty come to us from research one institutions that often have more sophisticated hardware and software than does the Department. Most of our faculty extensively use software for geographic information systems (GIS) (primarily from Environmental Systems Research Institute), remote sensing (IDRISI Andes, ERDAS Imagine, eCognition, ENVI, and Feature Analyst), and spatial statistics. Most of us maintain our own websites. Those who do are dissatisfied with Microsoft Frontpage and prefer either Dreamweaver or “hard coding” their html pages. Many use illustration software (Adobe Illustrator or Macromedia Freehand), image manipulation software (Photoshop, GIMP), mathematical and statistical software (Mathworks, Matlab, MathCAD, S+, and SPSS), 3D rendering (Surfer) and animation software (Macromedia Flash, SketchUp Pro), mapping software (MapViewer, Grapher, Google Earth Pro, MAPublisher), citation software (Endnote, Procite and Stylese), and Adobe Acrobat Writer for creating higher-end PDF files to share documents with students and colleagues. Because we frequently work with very large data files, we need data compression software such as WinZip and Mr. SID. Many faculty members also use Google Earth in their office, in the student laboratory, and for live demonstrations in the classroom using an LCD projector.
Currently, most of the Department faculty still is using OTS-distributed computers Dell Optiplex 280’s that barely meet the minimum standards for faculty computers. Two professors have higher-end, dual-core computers due to the heavy computational requirements of their work. Three of our faculty members are now using Macintosh computers issued by OTS and one faculty member requires a server running the UNIX operating system and a large amount of storage space for research needs. Most Department faculty need computers with faster processors and more RAM because our specialized software tends to hog computer resources. With increasing use of streaming aerial photography, audio and video, we will need more bandwidth and more reliable networking.

With the recent addition of three new faculty members whose work and teaching are highly technical, the department is poised to expand and enhance its instruction in geographic information sciences. We have added a minor in Geographic Information Sciences, a Bachelor’s degree in Geography and Land Surveying, and the computer-oriented Global Skills track and 3+2 year dual B.S./M.S. degree. In order to run these popular new programs effectively, we will need access to servers to handle web mapping applications. The Department computer lab uses the OTS maintained CLA server as a file and license server for its lab teaching requirements. In the Fall of 2006 Dr. Morgan opened the Geospatial Research and Education Lab to promote graduate and faculty research in GIS and to lend GIS support to faculty research in other geographic fields. The new lab also supports an education mission aimed at the dissemination of GIS capabilities among students and faculty. The research lab is in the process of purchasing more servers for file and applications related to GIS research, education and data distribution.

Talk of technology often tends to focus on computers, but several professors, particularly those teaching regional courses, have asked for televisions with access to satellite broadcasts of international programs, particularly feeds from the Middle East and Latin America. These needs will become especially acute as the Global Skills programs enter their fifth year.

Departmental administrative assistants are critical to the teaching mission. In addition to organizing information, they have increasingly assumed a major role in the dissemination of information to students. They design posters, keep the Department’s Web site up to date and scan and post documents for ready digital dissemination. As with our faculty, the administrative assistant prefers Dreamweaver. She is also learning illustration software, and has ever-increasing scanning requirements. The OTS configuration for computers is currently adequate.

The digital role in higher education is rapidly expanding. The expansion is even more rapid in geography. Given the role of the Department as the leader in geospatial technologies and global skills in the State of Maryland, the Department of Geography and Environmental Planning needs to update its computer resources in order that we maintain a competitive advantage over similar programs at other college and universities.
The Department of History Technology Plan

Computer assisted instruction, research, and service have become increasingly central to the overall mission of the Department of History. Accordingly, given current and expected enrollment growth, faculty and student technology needs will escalate significantly in the next decade. This increase will pose resource challenges that require careful planning for the future. The projected move into the new CLA building in 2011 will resolve many of the current technology issues.

Hardware

At present the Department of History is a fully PC environment. Every faculty member has either a desktop or laptop computer with internet access and printing capabilities, both via an in-office inkjet printer and two networked laser printers in the department office. With the addition of our second high-capacity laser printer (HP LaserJet P45145x), faculty are transitioning away from in-office printers to the networked printers. Additionally, all faculty members have access to two flatbed scanners, digital cameras (both still and video), other media devices and portable remote control devices. (DVD, VCR, TV, LCD). At present, no faculty member can claim that there is not sufficient access to any media or computing technology.

However, as more faculty transition to using digital images in their courses there is increasing demand not only for scanner access, but for software (photoshop, etc.) in the department. While faculty have access to this software elsewhere on campus, having it within the department would greatly aid out teaching. Finally, although not all faculty have a personal laptop computer, in addition to their Towson University supplied desktop systems, the department does maintain several departmental laptops for faculty use as needed.

This current resource availability is significant in three regards. First, faculty members have ready and consistent access to technology in the department. Consequently, departmental faculty members are using more technology in the classroom, in their research, and in their service commitments. Second, this usage builds upon and increases student expectations that appropriate levels of technology will be used throughout the department. Finally, anecdotal evidence suggests that faculty members are becoming more comfortable with the technology, or at least open to exploring technology applications in their work, regardless of where they are in their careers.

While untenured faculty appear to be the most ready to employ technology in their work, more senior faculty also are open to exploring, and employing, computer and computer related technologies in the classroom. This latter finding is significant in that the department’s technology needs will escalate not only as new faculty are hired, but also as current and continuing faculty adopt new technology in their work. Indeed several new faculty members are those driving the department’s current technology needs. In short, although an
exponential increase in faculty technology demands is unlikely to occur, departmental technology needs will increase faster than an incremental straight-line growth pattern might suggest.

Software

All faculty use Microsoft Office 2007 software (Word, Excel, PowerPoint) and a number of faculty members have already expressed interest in the transition toward the use of Microsoft Office 2010. Similarly, with one exception, all faculty use Microsoft Outlook as their primary professional email system. However, at present the proficiency level in these programs continues to vary greatly but trends toward minimal to moderate, i.e. very few faculty members employ the full functionality of PowerPoint, i.e. media files, animation, etc.

In terms of course management software, the percentage of departmental faculty members who either use Blackboard or express an interest in using Blackboard in the future has grown from two-thirds in 2008 to ninety percent of faculty members. In addition to using it to complement their regular courses, several faculty members occasionally use Blackboard to offer fully on-line courses. But, as in the case of Microsoft software suites, Blackboard usage by most faculty members is limited to the basic system functions, i.e. posting of course documents, grade book, etc. While Blackboard is utilized as an important instructional tool, it is also utilized by faculty as an important management tool. Faculty utilize Blackboard as a way to manage information for our majors, something which has allowed us to communicate better and to reduce the amount of paper stored in the office thus allowing the department to move toward a less paper intensive environment. The department is also moving toward more fully using the portfolio tools now included in Blackboard as a way to keep track of students’ work for assessment purposes is also one of the Department’s goals. In addition to using Blackboard to manage student information we have also begun to use a Department Blackboard site to disseminate information within the Department, posting important documents and using the group calendar feature.

However, as in the case of hardware, there is growing openness to and adoption of a range of additional software that will increase the department’s technology needs over time. Several faculty use Adobe Acrobat, Photoshop, and other media related software. Similarly, three faculty members currently use EndNote, a bibliographic management software program, and two other faculty members have expressed an interest in using it. Moreover, there is anecdotal evidence of faculty interest in using voice recognition software (Dragon Naturally Speaking), GIS software, and database management programs. In short, there is a clear indication of greater future use of software programs.

Classroom Teaching

Faculty demands for smart classroom technology continue to grow. At present, three fourths of faculty members in the department employ some form of smart classroom technology up
from slightly more than half in 2008. Several faculty members teach one or more of their courses in fully dedicated smart classrooms, and each semester more request to do so. Departmentally purchased and maintained ‘smart carts’ allow much of the same functionality as a smart classroom and these supplement the smart classrooms. Demands for these carts, as well as the rooms, continues to escalate as evidenced by growing requests for smart carts and smart classrooms in general. Increased demand continues to be driven by new faculty hires and, more importantly, because of growing interest among the continuing faculty. As a department the faculty look forward to taking advantage of the new classroom technologies that will be available in the new CLA building. Faculty expressed hope that these new rooms will alleviate pressure on the smart classrooms in Linthicum and on the smart carts. Several faculty members have also expressed interest in utilizing media sites and distance learning classroom capabilities that will be available in the CLA building.

Based on this activity, the department anticipates growing needs for both more technology and more training in the use of this technology. Similarly, closely allied with this development is an expressed interest in two technologies: streaming video and podcasting. Although at present only two faculty members use such technology, several other faculty have expressed an interest in this technology. Given the likely benefits and other attractive features of this technology, additional training requests and support services can be expected.

Summary Evaluation

Given the reported realities, the Department of History anticipates a great need for further technology resources: hardware, software, training, and technical support. Additionally, with the rapidly increasing usage of internet based teaching and research, there will be increased demands on college/university server capacities.

Although not seen traditionally as a technology-intensive discipline, the Department of History will require significant additional technology resources, both in terms of its own unique needs and in concert with other departments in the College of Liberal Arts (CLA). The new CLA building will resolve many of the Department’s technology issues particularly with regard to the availability of technology enhanced classrooms.
Department of Philosophy and Religious Studies Technology Plan

Current Assets and Uses

The Department of Philosophy and Religious Studies currently has the following technological assets:

18 computers and 18 printers maintained by OTS.

In addition to the 16 computers and 16 printers assigned to full time tenure-track faculty members, we also have one computer and 2 printers (one laser) for the Administrative Assistant, two computers and printers to be shared by 7 adjunct members, one computer and printer assigned to a full-time lecturer.

1 combination TV/VCR/DVD player
2 Radio/CD players
2 Regular TV’s
1 Slide Projector
1 Fax machine
1 Scanner
1 Small Copy Machine

Many members of the department currently employ various technologies in their teaching. Most of them use videotapes, CD’s and DVD’s about various philosophical or religious studies subjects in the classroom. 10 of the 16 full-time members have used (or are using) both Blackboard and PowerPoint as part of their classes, and two of the remaining members would like to incorporate those technologies into their teaching in the future. The use of media carts in non-smart classrooms would be of value for the department. 12 members have made use of the smart classroom, 2 others would like to do so in the future and the other 2 do not use these classrooms. All current members make use of the Word, Outlook, and PeopleSoft programs. Some software the department would like include: Datawriter, Bar Ilan, Judaic Classics, latest version of Photoshop and PaperPort, and flash player on the PCs.

Projected Growth

The Department of Philosophy and Religious Studies has grown enormously over the past 5 years. The number of Philosophy Majors has doubled (from 40 to 80) over that period, with a corresponding increase in Philosophy Minors. And the Religious Studies Program has grown from 0 Majors to approximately 20 (with several minors as well). Hence, the number of students for which we have some responsibility has grown from approximately 50 to around 100. During this period of growth in our responsibilities to students, the technological resources assigned to our department on a priority basis have actually shrunk.

Our Department estimates that the number of Philosophy and Religious Studies Majors (and Minors) will continue to grow as Towson University’s total enrollment continues to grow. Looking forward to such growth, there is certainly a need to provide computing resources on a
comparably growing scale. We would hope that a student computer lab at which our students have priority (or at least share priority with one other department) would be appropriate available, or that additional “smart carts” be purchased, either to be kept in the department. With the inclusion of many new faculty due to the Baltimore Hebrew University merger, and the expected hire of an Islamicist to begin teaching in Fall 2011, the technology needs of the department will more likely increase. In addition, many faculty are interested in integrating various technologies in the classroom. Toward this end, the need for course placement in spaces wired for PowerPoint and multimedia presentation (or having available media carts) has grown over the past two years and will continue to expand.
### Department of Political Science Technology Plan

#### Answers to Questions From the CLA Technology Committee – Updated Fall 2010

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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| How many faculty members are in the department (break down by full-time and adjunct)?                                                      | • 16 full time  
• 13 part time                                                                                                                                                                                                                                                                |
| How many are “new” faculty members (who usually utilize more technology in teaching)?                                                        | • 8, counting both full time and adjuncts. However, with the recent shift to using Blackboard for all courses and the incentives to develop new online courses, all of the faculty now use more technology in their courses. |
| How many of the continuing faculty are (or would like to) enhance their technological skills?                                                 | • 20                                                                                                                                                                                                                                                                                    |
| How many new hires do we anticipate in order to keep up with expected enrollment growth and support current POSC offerings?               | • Need 1 hire immediately to support expansion of Metropolitan Studies Major Program.  
• Need about 1 per year if we grow at 800-1000 FTE/year, plus 1 to make up for unsuccessful hiring process in AY09-10                                                                                                         |
| How many people in our department are “tech savvy” now? How many would like to become more “tech savvy”?                                     | • 15 use teaching tech regularly. 3-4 would like to become more tech savvy. However, since the increased use of Blackboard and online instruction, most faculty members are becoming more tech savvy. |
| What is the enrollment in the courses offered by the department now? What do we expect it to be in the future?                                | Fall 2010 Semester:  
• 1878 students  
• 72 sections                                                                                                                                                                                                                                                                |
| Is there anything happening in our program that is likely to generate significant new or expanded technology use over the next 5 years?      | • MA in Homeland Security  
• Required Research Methods Course  
• Increased hybrid/online offerings  
• Trimester pilot  
• Use of Blackboard in all POSC courses  
• Greatly increased use of smart technology classrooms in LA bldg  
• Increased use of Skype technology in POSC courses  
• Redesigning senior seminars to integrate research methods course content (c.2012)  
• Increased use of technology in student advising  |
Additional Comments:

1. Improved life cycle management of departmental PCs and laptop computers is a concern. Several older computers need replacement. 25 of the department’s 44 computers are over 5 years old.

2. Faculty training sessions on LA building technology is needed.
Psychology Department Technology Strategic Plan

The Psychology department currently is serving a tremendously large and varied student base. In addition to the need generated by the large number of undergraduate majors (well over 1000), graduate programs in School, Experimental, Counseling and Clinical Psychology and Human Resources Development are constantly increasing their dependence on technology for both scheduled classes and faculty/student research. The department has 37 full time faculty and 46 part time faculty members. Currently the department is engaged in two tenure-track searches with another two expected in the coming academic year. As new faculty join the department, the demand for technology support certainly will increase, if for no other reason than new faculty are using the available technology resources at a greater rate than the older faculty. This trend will stretch the current resources to their limits.

Technology is a crucial ingredient in the basic knowledge of our students. Beyond basic computer skills, the ability to use more advanced software is increasingly necessary in the field. The graduate programs especially need increased support in order to be able to familiarize students with the latest computer program capabilities. Knowledge of the use of statistical packages, electronic versions of psychological tests, and test scoring software are becoming expected skills for our graduates.

Current Technology available in the Department

- Computer labs,
  - LA2101, 32 student stations and 1 faculty station. Lab for teaching classes.
  - PY404 , 40 student stations and 1 faculty station. The Department maintains a computer lab for teaching and student work. [We will lose this facility when the remainder of the Psychology Department moves to Liberal Arts during the summer of 2011.]

- One file server for classroom support

- One file server for faculty research and student print service

- One print queue for faculty use

- Three independent servers supporting research and clinic in the LA building

- Twenty five desktop computers in LA research space.

Short Term Technology Goals for the Department

- Continue to replace old computers in the research labs on the first floor of LA.
• Maintain a schedule for replacing lab computers.

• Update software on departmental server. Faculty depends on this for their research. This is a crucial part of our technology.

Long Term Technology Goals for the Department

• Have all classrooms be technology enhanced, smart classrooms. This goal should be met when the entire department moves to the new LA building in 2011.

• Have a replacement plan for hardware of all three types of support: 1) Faculty and staff computers, 2) lab and smart classroom computers, 3) research computers. This issue is being addressed on three separate avenues, with faculty and staff needs served by OTS, lab and smart classroom needs by the ACT committee, and research labs at the departmental level.

• Maintain software and a schedule to purchase yearly license renewals

• Increasing demand for computer access in all aspects of research makes maintenance and replacement of old equipment imperative.

• Have two labs available for students in order to account for increased enrollment. Classroom use of teaching labs increases with each new faculty member hired. Student use of labs outside of scheduled class times has been increasing. Faculty are scheduling more lab time for classes as well. The loss of PY 404 will have a noticeable impact on our ability to provide computer laboratory access for classes and group research projects demanding access to multiple computers at one time.

Summary

The demand for resources has been constantly increasing with no reduction anticipated in the near future. This situation will tax the current resources; use in the new building will undoubtedly increase. The move to the LA building will mean a loss of the Lab in PY, use of the LA lab will be an issue. All technology resources will need to be increased and a meaningful schedule to replace and maintain the current equipment and software will be needed.
Department of Sociology, Anthropology, & Criminal Justice: Technology Strategic Plan

Department Information:

The Department of Sociology, Anthropology, & Criminal Justice (SOAN) is one of the largest departments in the college and among the larger departments on Towson University’s campus in terms of majors and faculty. We anticipate that the growth in the department will be consistent with the growth of the university looking toward 2012 and 2014. Please see table one for department information related to current size and growth. The Department offers an undergraduate major degree in sociology-anthropology (called SOAN), with a choice of three different concentrations for study: sociology, anthropology, or criminal justice.

Table 1: Current and Projected Department Size

<table>
<thead>
<tr>
<th></th>
<th>Current (Fall 10)</th>
<th>2-Year Projection</th>
<th>4-Year Projection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Faculty</td>
<td>45</td>
<td>52*</td>
<td>56*</td>
</tr>
<tr>
<td>Full Time</td>
<td>26</td>
<td>27*</td>
<td>31*</td>
</tr>
<tr>
<td>Part Time</td>
<td>19</td>
<td>25*</td>
<td>25*</td>
</tr>
<tr>
<td>Number of Majors</td>
<td>709</td>
<td>780*</td>
<td>850*</td>
</tr>
<tr>
<td>Number of Minors</td>
<td>59</td>
<td>70*</td>
<td>100*</td>
</tr>
<tr>
<td>Number of Courses</td>
<td>91/semester</td>
<td>110*</td>
<td>120*</td>
</tr>
</tbody>
</table>

* These numbers are approximations and depend on enrollment growth, potential expansion to HCC satellite site, future reorganization of the general education curriculum, and other unknown factors. Growth in majors based on a rough 3% upward projection.

Technology Needs:
Instructional Technology
Computing Labs

Currently SOAN shares one instructional computing laboratory (LI 211) with the department of Political Science, an arrangement that will carry over to a similar lab in the Liberal Arts (LA) building beginning in the fall of 2010. The department will have two new research labs in LA, both of which will need new technology. The social science research lab will require approximately ten work stations and a printer, and the archaeology lab will require one or two computers. The main course instruction that students learn in the lab is with SPSS (Statistical Package for the Social Sciences), and the department considers it absolutely imperative that working current versions of SPSS remain available throughout the foreseeable future. Without adequate training in SPSS (and for some students, other more specialized statistical software), our students will be unable to compete with students from other universities for jobs that require analytical skills and training or with application to graduate programs in the disciplines of the department. As the SPSS computing environment advances, it may become necessary and cost efficient to purchase and maintain a designated server for this purpose.
In addition, the department uses the GSS (General Social Survey) data set as well as miscellaneous other data sets for student use with SPSS. The GSS data set must likewise be readily accessible in whatever computing lab is available for use. To this end, LI 211 remains the most functional and well organized lab for effectively teaching students how to analyze complex data using SPSS. One final note is that in years past, both SOAN/CRMJ and POSC, along with other social science departments on the campus, had access to the ICPSR, the main repository for Social Science data in the U.S.. The campus membership in the ICPSR lapsed approximately five years ago and since that time has not been renewed. Data sets contained in the ICPSR are critical for both instructional activities in the classroom and for use by faculty in their basic research. We suggest the University reconsider and renew its subscription to the ICPSR.

**Smart Classrooms and Media Carts**

Approximately one-third of our faculty members (both full and part-time) use technology of some form in the classroom. Department faculty is migrating in increasing numbers to smart classrooms as more of these rooms become available. Approximately one-quarter of our department courses are scheduled in such spaces. To the extent that SOAN classes in the future will be offered in the LA building, the availability of smart classrooms should be sufficient to meet the department’s needs. However, at present, most courses continue to convene in classrooms equipped with mobile media carts. Three additional carts belonging to the College of Liberal Arts are also available for use. With the recent replacement of out-dated computers on the media carts, problems of the past (e.g., improperly working equipment) seem to have all but disappeared. Nevertheless, some faculty members remain concerned about the availability of quick-response IT support when glitches arise.

The most common classroom applications of technology remain use of PowerPoint or access to the internet with media projection. In addition, our visual and media analysis courses require use of DVDs and other film media with computer projection capabilities.

**Faculty Computing**

Currently, each full-time faculty member is assigned a computer and a desktop printer (the latter purchased with department funds). In addition, the department maintains two desktop computers in the main office, along with a color printer and two networked high-speed laser printers to support administrative and faculty efforts. In addition, the department has three laptop computers that faculty can check out for use at conferences and to complete research activities away from campus. While nearly all faculty use Dell configurations for their computing, four faculty members use Macs and we anticipate more Mac use and OTS support for same in the future. As the department expands to the new Harford campus in the coming years, it will require new technology and facilities to support the faculty, staff, and students at that location. Installation of printers has been provided by OTS, and printer assistance remains a continued need. The Office of Technology Services is responsible for the purchase,
maintenance, and support of the computing hardware and some software applications. We are generally pleased with the support provided by OTS, however, to remain consistent with industry standards for technology development, we would prefer to see that the University continues to schedule replacing and/or upgrading computer equipment for the office machines on a roughly three to four year cycle. **The current trade-up policy is not well understood and the means by which it operates is largely unknown.** In addition, for those faculty who work on Apple computers, the infrastructural support is inconsistent and lacking, although efforts are apparently being made by OTS to address these issues.

The department does have faculty members who specialize in media production who also teach method and theory courses centered on the production of media in various manifestations including video, film, photography, web design and audio design. The equipment needed to facilitate this pedagogy and maintain a high level of academic output by both faculty and students would be greatly assisted by consistent and dedicated technology and equipment support. As it stands, faculty in the department have been able to cobble together equipment to execute these projects with the assistance of internal grants, support from the dean of CLA and the SOAN department chair. In order to facilitate future curriculum and media projects, equipment and software will need to be replenished in the future. Therefore, it is important that courses dedicated to the permanent curriculum, and tied to the research and scholarship of faculty in the department, have the equipment necessary to execute these goals. The type of equipment necessary to maintain this consistency would include Apple computers, 3 chip video cameras, decks for digitizing, playing and burning media, and a host of other equipment in the form of microphones, cables, batteries, bags, and other miscellaneous supporting equipment. In addition to this hardware, software for video, photography and web based applications consistently need to be updated and purchased to maintain a prosumer/professional quality.
Department of Gender and Women’s Studies Technology Plan

The Women’s Studies Department supports a minor, a major, and a graduate program consisting of three academic tracks as well as a professional certificate graduate program. Its academic focus is interdisciplinary; it offers students the opportunity to study the complexity of gender/sex systems, emphasizing intersections of race, class and globalization. Grounded in the liberal arts, its academic programs embrace an applied focus. In addition, the Women’s Studies Department contributes markedly to the University’s General Education Program, especially through its introductory course WMST 231 – Women in Perspective. The Department houses the Institute for Research on Women. The Department is the second oldest Women’s Studies Department in the United States.

In support of its academic program, the Department’s faculty appointment include: 2 tenured full professors, 2 tenured associate professors, 2.5 assistant tenure-track professors (one position is half-time with the Philosophy Department. In addition, 3 adjuncts who teach at least 3 classes a semester and 3-4 other part-time adjuncts who teach one or two courses a semester are an essential component of the teaching faculty.

The Women’s Studies Department was among the first to move into the new CLA Building. Faculty will continue to need extensive training in the use of the new CLA Building smart classrooms.

Instructional technology needs to meet WMST learning outcomes include:
1. CD, DVD, film and related media in a ‘smart’ classrooms
2. Adequate broadband access to Internet, data bases, etc to support research at both undergraduate and graduate levels
3. Reliable software instructional operations like Blackboard and WebEx in order to support virtual teaching with both synchronous and asynchronous teaching and which includes both audio and video.
4. Adoption of fair use policies so that faculty can respond to millennial students “just in time” learning needs and which speak to departmental needs of integrating various media as venues for teaching popular culture and related literacy education outcomes.
5. Site licenses for appropriate software like SPSS and other data manipulation packages are essential, especially at the graduate level.

The WMST Graduate Program has dramatically increased in size and as of September 2010 supports approximately 40 students annually. In addition, the General Education sections consistently support maximum enrollment. On-line courses and in-person courses are taught with the same enrollment maximums.