



The IT Advisory Committee has been meeting all year with the IT Management Team. They have been busy developing a new IT Plan for the next 3-5 years. Here is the Statement of Principles that has emerged; goals and objectives are being finalized and will be published soon.



Information Technology Plan

Statement of Principles

In an effort to effectively meet the numerous and often conflicting information technology needs of the William Paterson University community, the following principles describe a set of core values that serve as a foundation to guide campus priorities and implementation decisions. Recognizing the inevitability of limited resources that exist within a campus community, adherence to these principles provides a context and value system useful for decision makers as they strive to balance the relative weight of fundamentally opposing goals, such as:

- Innovation vs. stability/reliability
- Standardization vs. autonomy/experimentation
- Accessibility vs. security/privacy
- Consensus vs. efficiency in decision making
- Centralized vs. distributed services
- Proprietary vs. open source applications*

Support the University's Mission and Student Success Plan

IT strives to support teaching, research and service by enriching and enhancing teaching and learning with the use of current and innovative technologies. Technology usage increases students' competitive edge, enhancing their excellence and creativity.

Ensure equal access for the campus community

Fundamental connectivity with essential standardized support for classrooms and departments enables equal access for WPUNJ users. Campus software systems and applications, communication methods and classroom technologies are integrated and user-friendly. If not intuitive to the end-user,

documentation and training is provided on a regular basis.

Provide a reliable, stable and secure IT environment

Because students, faculty and staff are dependent upon reliable computing resources as a basic need, the IT environment must be sustainable, value standards and enforce diligent safeguards. Operational support includes implementation, maintenance, renewal and replacement, backup and recovery, and ensures system and information security.

Anticipate and respond to continuous change

Timely implementation and responsive support for technology are

(Continued on page 4)

Table of Contents

IT Plan	1
Are WPUNJ Students Information Literate?	2
22,000 Journals and Counting!	2
Respondus	2
ePortfolio	3
Poster Printing in MediaServices	3
Banner No Social Security Numbers	4
TAC Workshops	5
IRT's Online Institute	6
Joining the IRT Department	6
Ken Templin Joins Information Systems	7
Mark Sandford Joins Library	7
Christian Kourkoumelis Joins the IRT Department	7
Vladimir Pichardo Joins Information Systems	7
New Technologies	8

Contact IRT
 (973)720-2659
www.wpunj.edu/irt

* From UC Berkeley <http://technology.berkeley.edu/principles.html>; viewed on August 9, 2005

Are WPUNJ Students Information Literate?

Do our students have the skills they need to perform the following everyday functions?

- Determine if the web site they found using Google is an authoritative source for answering their information need?
- Create and attach documents to email messages?
- Compose a 4x6 table using word processing software?
- Differentiate between statements of opinion and those of empirical truth?
- Interpret correctly data presented in a bar chart?

These and similar questions are the concerns of the University's Information Literacy Strategies Team as they work to develop a plan for ensuring that such "information literacy" skills are integrated throughout the curriculum and thus in each graduate's skill set to enable them to meet the challenges of lifelong learning. The group has defined information literacy as an umbrella term encompassing competencies related to information-seeking and understanding, technology, critical thinking and numeracy.

The diversity of the team's membership signifies the importance of this collaborative effort as well as the understanding that these issues are truly the responsibility of all faculty and staff. Team members are Anne Ciliberti (Library), Mark Ellis (First Year Seminar), Pixy Ferris (CTE), Sue Godar (COB), Marge Ginsberg (Basic Skills), Eleanor Goldstein (CSH), Kathy Malanga (Library), Sandie Miller (IRT), Jeannie Sabatini (CTE Graduate Assistant), Miryam Wahrman (GE), Nancy Weiner (Library), Hilary Wilder (TAC), Dewar McLeod and Jane Zeff (IR& A). For more information or to participate, please contact any member of the team!

22,000 Journals & Counting!

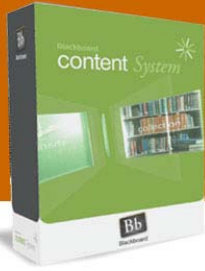
The Cheng Library is moving closer to its goal of easier access to information of its more than 22,000 print and electronic periodicals. We have changed the Library web page to include a link to Journals & Periodicals. Formerly a listing of electronic journals and subscriptions only, we have added our local print and microform holdings information to make this an all-in-one lookup where all formats are displayed. This interface allows searching for journals by the beginning words in the title or words contained in the title as well as a subject search for journals. The new consolidated directory will make it easier for the Library to add and manage new content, and we expect our total periodicals collection to approach 25,000 titles by the fall.

Our ultimate goal is to have all information about our journals and periodicals, both local and online, print and electronic, to appear in one searchable database. In a parallel effort, we are working to implement a federated search tool and link resolver that will allow searching across multiple databases for journal content with results fed in from all of our different subscriptions or local sources.

Stay tuned!

Respondus

Respondus is a powerful tool for creating and managing exams that can be printed to paper or published directly to Blackboard. Exams are created offline in a familiar Windows environment and the software provides many time-saving tools, such as the ability to import existing exams from word processor files. Respondus is available for installation on the home computers of WPUNJ faculty. You can find the software request form at: <http://euphrates.wpunj.edu/irt/respondus/> Training sessions for installing and using Respondus are also available upon request either through one-on-one (Faculty Technology Curriculum <http://www.wpunj.edu/irt/ftc>) sessions or providing self-directed materials based on your preference.



ePortfolio

WPU is currently piloting an ePortfolio system using Blackboard's Content Management System. This is different from Blackboard's Course Management System, but it operates very much the same. Keystrokes and menus look similar, but the Content Management System offers features that enable WPU students to store content for and to create ePortfolios. So, it's important that you first understand the value of ePortfolios for your students.

Helen Barrett, ePortfolio expert and guest speaker at WPU, presented three main purposes for ePortfolios. Faculty can use them for assessing the student both for formative evaluation in which they give the feedback to the student and help the student get better, and in summative evaluation in which the student is assessed perhaps for a final grade or for an outside accrediting agency. Another purpose of ePortfolios is the showcase ePortfolio. Art students have been using this for a long time (not necessarily electronically), but the idea is to present one's best work and give an excellent idea of one's capabilities. The Russ Berrie Institute uses ePortfolios to demonstrate their students' capabilities to prospective employers. Finally, and most

importantly for the students, themselves, the ePortfolio can be used for reflection. Because the ePortfolio stores work over the duration of time that the student is here at WPU, he/she can look back and reflect on his or her body of work, choose the best, decide what was good about it and what could have been better. This leads to growth.

The Blackboard Content Management System offers the students space to store their content, not by course, but simply within a directory that is their space and organized as they wish. They can pull from that content to create an ePortfolio that is a webpage complete with links to the particular content that they've chosen as best for their ePortfolio for the purpose you've designated. Students give permissions to those they want to view their ePortfolio. Those people can type in comments and give feedback.

If you are interested in finding out more about ePortfolios, please contact Sandie Miller, ext. 2659 or email millers@wpunj.edu. If your department is considering implementing ePortfolio assessment or learning, IRT will be happy to discuss this added dimension of teaching and learning.



Poster Printing in Media Services

Are you giving a poster presentation at a conference soon? IRT can print your poster professionally now. IRT acquired a color HP posterprinter that will print posters from 24 x 30 up to 42 x 52.5 inches on regular, heavy stock or photo paper. A request form is available on the IRT website at: http://euphrates.wpunj.edu/cf_evaluation/poster_request/insert.cfm. Our Instructional Design team in the Atrium will work with you in creating an attractive poster that can be saved as a file and then printed. A week's notice is requested so that the team member can work with you to develop the poster that you need to highlight your work.

Banner: No Social Security Numbers

You can help your students find their the Banner IDs by having them do the following steps:

1. Log In to WPConnect by either typing in <http://wpconnect.wpunj.edu> or simply go to the WPUNJ homepage (<http://www.wpunj.edu>) and click on



(Students' Usernames and passwords are the same as their email account)

2. Click the tab "Student Services"
3. In the Registration & Schedule Section, click on My Student ID which is located under Misc. Student Records.

Please be aware, the following New Jersey State legislation went into effect January 26, 2006 which prohibits the use of student social security numbers in listings or postings for public display.

18A:3-28 (Effective January 26, 2006) Display, certain, of student's social security numbers prohibited.

No public or independent institution of higher education in the state shall display any students social security number to identify that student for posting or public listing of grades, on class rosters or other lists provided to the teachers, on student identification cards, in student directories or similar listings, unless otherwise required in accordance with applicable state or federal law.

While the University already restricts the use of social security number on documents including class rosters, grade reports and directory services, the use of social security number as a primary key for information has been widely used. Therefore, all offices, departments and individual faculty and staff need to review current practices in providing information services and ensure that social security number is not referenced or printed in any listing or report that is made publicly available. If you need assistance in complying with this law, or are aware of instances where we may not be in compliance, please email Help@wpunj.edu with the subject SSN.

As part of an overall privacy and identity management plan for University, the elimination of social security number as the primary identification for student information will be an ongoing effort. Beginning the migration into Banner for student records this semester, the non-essential use of social security number in local or departmental files and databases needs to be replaced with the student or employee ID. More information about the transition to Student

and Employee ID will be forthcoming soon. For now, in addition to complying with the new legislation regarding displaying social security numbers, please review any local or departmental databases that use social security number as an identifier.

Information Technology Plan

(Continued from page 1)

dependent upon anticipating continuous technology change that requires ongoing planning, commensurate support, organizational readiness and appropriate evaluation.

Promote and facilitate communication and collaboration through technology

Technology users are empowered through greater information access, enhanced discovery and the increased ability to share knowledge. Student success is based on knowledge and skills gained through shared learning. IT's infrastructure and applications assist communication across the campus community.

Support the interdependence of University information needs

The University's Enterprise Systems, Blackboard, Banner, Library Information Services, and Email along with ancillary systems in departments are dependent upon the effective integration of their respective databases and processes. These systems are a basic necessity of students, faculty and staff.

Recognize the specialized technology needs of individuals and departments

In exceptional cases, academic needs mandate the use of cutting-edge or specific technology. All efforts will be made to meet these needs within the capabilities and resources of the University's IT structures.

Recognize and address the information literacy needs of all campus users

The effective delivery of information technology at the University extends beyond the traditional role of network and hardware concerns and mandates that end-users are equipped with the information, technology and critical thinking skills to use these resources effectively and efficiently.

Technology Across the Curriculum

Collaborative Faculty Development Series

The Technology Across the Curriculum (TAC) committee was pleased to sponsor a repeat of last year's successful educational technology workshops. These workshops/seminars were designed to help faculty in all disciplines integrate technology into their teaching and create technology-enriched learning experiences for their students.

October 2005

Low Tech/High Tech Applications - Hobart Hall

Four stations were set up (2 low-tech and 2 hi-tech) and staffed by IRT personnel. Participants rotated through the hands-on stations in 20-minute blocks.

- Office Tricks: Grading with Word and Tracking Changes
- Office Tricks: Grading with Excel and integration with Blackboard
- Tegrity: using Tegrity for streaming video lessons
- Digital Video: using a digital videocam and editing digital video with iMovie

November 2005

Weblogs - Atrium 114

Weblogs was a hands-on workshop to set up your own 'blog'. Also, there was lots of discussion about the pros and cons of this hot new technology.

January 2006

E-Portfolios

Dr. Helen Barrett joined us to discuss the different uses and configurations for electronic portfolios. Dr. Barrett discussed how we encourage learners' intrinsic motivation to maintain an e-portfolio as a lifelong learning tool. Dr. Barrett is an "internationally-known expert on electronic portfolio development for learners of all ages" (<http://www.electronicportfolios.com>).

February 2006

Teaching and Collaborating with Synchronous Video

Hobart Hall – ITV Classroom and Martini Center

This workshop covered opening your class up to students from sister schools or neighboring high schools and collaborating in real time with colleagues in across the country and internationally. Participants found out about all the exciting technologies available at WPU for distance learning and collaboration, including ITV and satellite video conferencing.

April 2006

Information Literacy Fundamentals – Library

Nancy Weiner and Kathy Malanga from the Cheng Library provided practical strategies/suggestions for helping your students combine research skills with technology. They discussed search strategies, evaluating resources and the management & presentation of results. Participants experienced the student perspective with hands-on exercises illustrating the information research process using today's technologies.

Note: These workshops are not intended to teach basic technology or introductory Blackboard skills. It is suggested that faculty interested in learning these skills attend IRT Faculty Technology Curriculum workshops (<http://www.wpunj.edu/irt/ftc/>) or the Blackboard Institute (<http://www.wpunj.edu/irt/bbinst.htm>).

For more information on the workshop series or mini-grant program please contact: Hilary Wilder (wilderh@wpunj.edu)



IRT's Online Institute

Have you ever thought about teaching online? What do you think it's like for your students? Learn how to teach in cyberspace and manage your students so you know they are truly learning although you can't "see" the expression on their faces. It's amazing when you begin to realize that you can be just as effective online as face-to-face and that sometimes your students actually can get to know you even better. What's different? Lots! But that doesn't mean it isn't fun or creative or engaging. Join the Online Institute for July 10-21, 2006 to actively participate online in learning about online pedagogy. More information about the course is available here:

<http://www.wpunj.edu/irt/OnlineInstitute.htm>

Only experienced Blackboard users should take this course. Call ext. 2659 or email giummarrad@wpunj.edu to enroll.

Joining the IRT Department

Evan Gregor

Evan Gregor is a first year graduate student in the jazz performance program. Since graduating Berklee College of Music in Boston with a degree in jazz composition, Evan has been making a living as a freelance bassist/composer and has been represented in several international events.

During the fall semester he participated in a tour of London and Eastern Europe performing original music.

In the IRT Department, Evan works primarily in the studios, assisting with student-run shows and TV production classes while maintaining the lights and studio equipment. He often provides an extra set of hands or works as crew member for productions such as Commencement or the Society of Leadership and Success.



Paola Morici

Paola Morici is a graduate student pursuing a Master's Degree of Education in School Counseling. Paola anticipates completion of her requirements in Spring 2009. During her time as a graduate student, Paola joins the IRT team.

She is currently working on projects that include creating and editing web pages for different academic programs on campus. Paola is skilled in using Dreamweaver software to update, create, and design new web pages. Her strength is instructing and teaching others to become familiar with and efficient in using this software. Paola is able and willing to help in any way she can and can be contacted through the Department of Instruction & Research Technology.



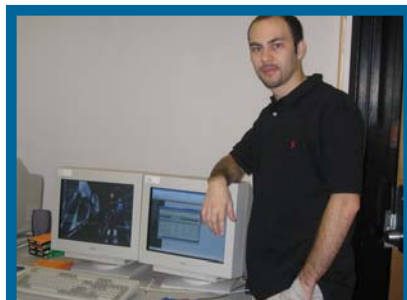


Mark Sandford Joins the David Cheng Library

Mark joined the Resource Management Division in the beginning of February, where he is the Special Formats Cataloger, handling the media, electronic resources and music scores. Mark received his Masters in Library and Information Science from the Long Island University's Palmer School of Library and Information Science. Before coming to William Paterson, he interned at Columbia University's Burke Library as well as at a private cataloging company working on their website catalog. Mark is very excited to be joining the wonderful staff at the Cheng Library.

Vladimir Pichardo Joins Information Systems

Vladimir is a recent William Paterson University Computer Science Graduate. During his four years at WPUNJ, he worked for the Help Desk Technical Assistant (HDTA) program assisting faculty and staff with any computer related problems. He now works part time out of College Hall for the Information Systems department. He oversees and coordinates software and image deployment to the all the labs here on campus as well as all the maintenance work that is associated with newer versions of software when they are released.



Christian Kourkoumelis Joins the IRT Department

Christian joined the Instruction & Research Technology Department, after serving four years as an officer in the United States Army. He is a graduate of the Valley Forge Military College, and Colorado State University. His primary



responsibility is to administer the processing of the STCs timesheets. His secondary responsibility is to assist in any administrative functions for the IRT leadership.

Although he only works 20 hours a week, Christian is always willing to assist anyone with any issue that may arise. Please feel free to stop in Atrium 108 or call him at X3078 if you need anything.

Ken Templin Joins Information Systems

Ken Templin joined Information Systems in July 2005 as a support specialist. Prior to that, while studying Computer Science at WPUNJ as an undergraduate, he worked in the STC program as a Help Desk Technical



Assistant (HDTA), and took on the role of Team Manager. Now he serves as the HDTA Program Coordinator in addition to providing desktop support all over campus.

Ken says about his job, "I like the work atmosphere at WPU. I am part of a team in which everybody gets along," and "My student assistants are great – it's exciting to train them, see them learn and get involved. I give them lots of responsibility, and they deliver."



The Net Generation in the Classroom

Can you Hear Me Now? Delivering Vital
Campus Information Over
Cell Phones

Lectures on the *Go*- Podcasting



Mightier Than the **Pen** Alone— Tegrity Links
the Pen to its Video Streamed Lectures

If you would like more information about any of the ways that students are using technology to enhance their learning as pictured above, contact IRT (ext. 2659 or millers@wpunj.edu) and we will demo, discuss and describe it all for you.