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EXECUTIVE COMMITTEE Annual Report for 2019-2020
Report of Progress on Charges

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ACADEMIC RESOURCES AND COMPUTING (ARCC)

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A. Below please find information addressing the charges and list of accomplishment of the committee during the last academic year.

    1. **Charge 1: Allocate ARCC resources, including Dee Family Technology Grant funds, using consistent, objective, fair and reasonable criteria.**

This year, there was insufficient monies to hold a Fall 2019 funding round for Dee Grants, but there was money left over to fund an ARCC round. In the Fall of 2019 ARCC funded both grants submitted totaling $5,890.00. Statistical analysis on consistency of scoring between rating members was not conducted as there were only two grants submitted and thus insufficient data points. In the Spring of 2020, ARCC was able to fund all 14 submitted ARCC grants, totaling $80,442.36. Statistical analyses of the ranking of the applications indicated that rankings (i.e., which grant was the best, second best, etc.) were statistically similar between the members of the group (i.e., were within 2 z-scores of the mean). For the overall total score rank analysis, the statistical agreement among members was 96.97%. ARCC was funded 9 of the Dee Technology Grants submitted in the Spring of 2019, totaling $38,091.00. Statistical analyses of the ranking of the applications indicated that rankings were statistically similar between the members of the group. For the overall total score rank analysis, the statistical agreement among members was 97.46%. Thus, there was a high degree of consistency in the evaluation of both of the grant types among the 12 committee members.
The following ARCC Grants were funded in the Fall of 2019:

Grant Title	Amount	Project Director	Department
Experimental Building and Data Collection Software for Psychology	$2,790.00	Aaron Ashley	Psychology
3D Printing for Everyone	$3,100.00	Jamie Weeks	Library
GRAND TOTAL	**$5,890.00**		

The following ARCC Grants were funded in the Spring of 2020:

Grant Title	Amount	Project Director	Department
3D Printing Clay & CAD Programming	$1,670.00	Stephen Wolochowicz	Visual Art & Design
Audio/Visual Equipment in a Classroom (that has never had any previously)	$3,807.50	Stephen Wolochowicz	Visual Art & Design

Avalanche Safety Equipment for REC 1304, 1305, and 1306	$8,101.37	Derek DeBruin	Health, Physical Education, and Recreation
Acquisition of a Cardiac Stress Testing System with Treadmill	$13,050.00	Cory Butts	Exercise and Nutrition Sciences
Department of Performing Arts Digital Video Technology	$7,050.00	C. Philion & J. Blake	Performing Arts
Ancillary Lab Development for the Department of Health Sciences at the Ogden & Davis Campuses	$5,000.00	Justin Burr	Health Sciences
Lightform Projection Mapping Tools	$1,376.00	Jessica Greenberg	Performing Arts
iPad for Online and Hybrid Math Courses	$1,357.00	Mahmud Akelbek	Mathematics
Development of an Online Statistics in Psychology Course	$749.00	Sarah Herrmann	Psychology
Robotics Laboratory Hardware	$8,279.49	Jonathan West	Engineering
Class Discussions – LMS-based vs. AI-based Discussion Boards. A Mixed-Methods Study	$650.00	C. Ryan Dunn	Child and Family Studies
Teacher Education Media Lab Upgrade	$8,352.00	Ryan Cain	Teacher Education
Thermal-Fluids Laboratories	$17,800.00	Kirk Hagen	Mechanical Engineering
VR Gaming Headsets for the CS 4280 Computer Graphics Course and Other VR Workshops	$3,200.00	Abdulmalek Al-Gahmi	School of Computing
GRAND TOTAL	**$80,442.36**		

The following Dee Grants were funded in the Spring of 2020:

Grant Title	Amount	Project Director	Department
Airline Baggage and Cargo Trailer Product Design and Development	$4,871.00	Glen West	Manufacturing & Systems Engineering
Collaborative-Use 3D Printer	$4,550.00	Christian Hearn	Electrical & Computer Engineering
Attending KNIME Summit in Fall 2020	$1,875.00	Lixuan Zhang	Management & Information Systems
Digital Imaging System for Cell Biology and Genetics	$2,300.00	J. Clark & E. Sandquist	Zoology

Electric Vehicle Research	$2,700.00	John Kelly	Automotive Technology
Machine Learning and Computer Vision Automotive Systems Hardware	$4,000.00	Scott Hadzik	Automotive Technology
Master's Degree in Audiovisual Translation: Localization, Subtitling, and Dubbing	$2,700.00	Isabel Asensio	Foreign Languages
How to Stop a Surveillance State – A Documentary Series	$9,100.00	Aimee Gillette	Communications – Digital Media
Tracking Behavioral Markers in Zebrafish Model of Autism	$5,995.00	Jim Hutchins	Health Science & Neuroscience
GRAND TOTAL	**$38,091.00**		

2. **Charge 2: Review funding criteria and procedures for ARCC and Dee Family Technology for possible revision or clarification.**

   During the last academic year, changes were made to the Dee scoring rubric. During our first meeting we discussed the success of these modifications, and it was agreed that at present no major modifications were needed for the Dee scoring Rubric or the ARCC scoring rubric. However, it was decided to add clear language to both grant forms that quotes/pricing information had to be submitted along with the grants.

3. **Charge 3: Assess faculty and possibly student computer needs, solicit faculty input and lobby for faculty computer-related interests.**
   - **Update college/departmental WSU software usage & needs document and disseminate this information to chairs and deans.**
   - **Coordinate with student senate to assess student IT-related needs and promote knowledge of software access**

A continuing endeavor of ARCC this past year was to systematically assess the software needs of individual departments. Specifically, the representative(s) from each college were to reach out and ask each department was asked to provide information: 1. What software their department is paying for? (and how many people in their department use this software). 2. What software is on their department wishlist? (and how many would like to have this software) and 3. Software they can't live without (and how many people use this software). Unfortunately, the only college that was completed assessed was the college of Social and Behavioral Sciences. No departments were assessed from Arts and Humanities, 1 department from Business, 1 department from EAST, 3 departments from Education, 0 departments from Health Professions, and partial responses from 4 departments in Science. While this information was deemed very valuable to IT, the fact that this endeavor has not been completed after two years suggests that the current strategy of reaching out to individual departments is not working. It is unclear whether departments were not responsive to attempts, or if members did not attempt to contact these departments. While ARCC feels this is important, it may not be feasible at present to complete. Additionally, ARCC was unable to develop a coordination plan with student senate to assess student needs. Unfortunately, this goal was not achieved. During the last ARCC meeting (after campus was shut

down) ARCC discussed what we could do to better help faculty in an online environment. As of last week, a comprehensive survey was created by ARCC in conjunction with the executive task force (with input from WSU online, WSU testing, IT, and the provost office) to assess faculty technology and training needs if instruction were to continue in a primarily online setting. An amendment will be submitted containing the results of this survey when it is available.

4. **Charge 4: Maintain close communication with other IT related entities on campus (for example, WSU Online and the IT governance council) in order to:**
• **Examine product implementation in computer labs and assess faculty input to determine if some products could be used on a campus-wide basis.**
While the information regarding Departmental Software Usage and needs described above would have been useful to assist in accomplishing this point, as noted, this goal is at present incomplete. There was some discussion that the software most likely to be used across campus (that is not currently available on all computers), is Matlab. Lastly, IT was interested in gaining insight on whether faculty felt they could use google products (i.e., Google Docs, Sheets, and Slides) instead of Microsoft Office Products. Currently, the license for Office is quite expensive, and IT was interested in faculty's willingness to switch. A survey was created to assess faculty, and the results were shared with IT. The results of the survey are included at the end of this report.

• **Review (with computing support) and assess faculty concerns regarding standards and policies for hardware and software purchases.**
ARCC has remained in contact with Nancy Jarvis from IT Policy, Planning, and Assessment, and she has been invited to ARCC meetings. This academic year there were no changes to IT policy documents that necessitated faculty input. It was discussed that not all faculty are aware of current policies (e.g., not using Skype or Dropbox), and ARCC members were tasked with communicating these policies within their college.

• **Provide the faculty point of view in regard to the review, discuss and communication campus wide, of the security policies, procedures, and practices to protect student, faculty, and staff data.**
An ARCC representative has been to all IT Council meetings to serve as a faculty voice regarding these matters.

• **Provide faculty input regarding new software implementation.**
ARCC has endeavors to remain in contact with IT and other entities to discuss changes and new software implementation. ARCC members were included in a test-trial of the new testing software XZAM. ARCC has worked with Kaycee Paskins to provide faculty input for this new testing software.

5. **Charge 5: Create a structure that allows ongoing collaboration between ARCC and the IT Governance Council.**

Shannon McGillivray, ARCC chair, has attended and participated in all ITC meetings, Academic Portfolio meetings, and I have solicited input and advice from and frequently communicated with IT. In addition, there is always at least one, if not more, IT members at ARCC meetings.

6. **Charge 6: Work with IT to promote the new WSU IT-portal and LinkedIn Learning portal.**

All ARCC members were encouraged to share this information widely within their college to better inform their colleagues about these helpful resources.

7. **Charge 7: Investigate the possibility of creating a new training funding line under ARCC.**

Over the last few years, ARCC has noted that there has been a slight increase in training-related grant requests. Currently, technological training falls under Dee grants, which typically has about 1/3 of the monies as does ARCC grants. ARCC discussed what this new funding line may look like. For example, it was discussed whether or not we would fund travel to the training, or just the training itself. In addition, whether there would be a cap on the amount of total money that would be allotted for training. While progress was made on what requirements may accompany a new funding line, data from this year suggests that it is perhaps not needed. Last year, ARCC was able to fund all training requests under Dee. This year, only two training requests were submitted under the Dee grants, and there was also close to 20K left over in funding AFTER funding all of the grants. Thus, at present the data suggest that while training is important, the current Dee grant funding line is sufficient to cover these requests

8. **Charge 8: Ensure that the language of generated policies is inclusive**

ARCC maintains close contact with IT policy makers. This past academic year there were not changes to IT-related policy impacting faculty members that were noted.

B. Number of committee meetings held since August 2018
We have held 4 in-person full committee meetings, two in the fall, and two in the spring. In addition, information, questions, and assignments have been distributed to the full committee via email as needed.

C. Attendance of committee members
All committee members, or suitable replacements, attended the first ARCC meeting. Julian Chan, Bridget Hilbig, Jason Manley, Taylor Klover, and Chris Yencha did not attend the second meeting. Julian Chan, Bridget Hilbig, Ryan Cain, Todd Hillhouse, and Taylor Klover did not attend the 3rd meeting. Chris Yencha did not attend the last meeting.

D. Names of exceptionally outstanding members who provided significant service
N/A

E. Subcommittee or special assignments
No subcommittees or special assignments were created this year.

F. Charges from this year that should carry forward to next year.

Many of the charges should be ongoing, and carry forward to next year. Specifically:
- Allocate ARCC resources, including Dee Family Technology Grant funds, using consistent, objective, fair and reasonable criteria.
- Review funding criteria and procedures for ARCC and Dee Family Technology for possible revision or clarification.
- Assess faculty and possibly student computer needs, solicit faculty input and lobby for faculty computer-related interests.
- Maintain close communication with other IT related entities on campus (for example, WSU Online and the IT governance council
- Create a structure that allows ongoing collaboration between ARCC and the IT Governance Council.
- Ensure that the language of generated policies is inclusive.

G. Recommendations for new charges.

Brian Stecklein has suggested that ARCC work with WSU online to assist in an issue regarding integration of LMS software in Canvas. Specifically, textbooks that have LMS software attached that may or may not integrate into Canvas. To integrate them they have to be vetted for security, FERPA, and other compliance stuff with Canvas which can take up to 2 weeks. It's a fairly time consuming process and most faculty don't realize this. ARCC could try to investigate: How many using or plan on using textbook LMS software; How many need/want canvas integration

Another important avenue, given the current COVID-19 crisis, is ARCC should work to ensure that faculty have needed hardware, software, and training to teach in an online setting. The ongoing survey (results pending) should help to direct the committee as to the specific needs of the faculty, and can be used to inform new charges.

H. Suggestions for new directions the committee may pursue and ways in which the committee can increase its effectiveness.

As noted in the last paragraph, the COVID-19 pandemic has drastically changed how many faculty teach their courses. Specifically, teaching and interactions are now exclusively online (and may continue in that format for the foreseeable future). It may be beneficial for ARCC to partner more closely with WSU online, and perhaps even TLF to work to better serve and represent faculty needs.

Microsoft Office
vs
Google
SURVEY RESULTS – FALL 2019

Respondent Breakdown

- 422 responses
  - (54 A&H, 33 B&E, 56 Education, 53 EAST, 65 HP, 28 Library, 80 Science, 52 SBS)

- Assistant Professor = 80
- Associate Professor = 57
- Professor = 95
- Instructor = 57
- Adjunct Professors = 15
- Administration = 16
- Staff = 102

Google Knowledge

- 98.8% had heard of Google Docs
  - 97.8% aware of the collaboration features
- 92.3% had heard of Google Sheets
  - 91.3% aware of the collaboration features
- 84.9% have heard of Google Sheets
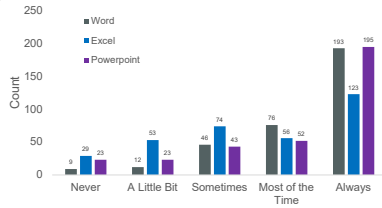 - 83.1% aware of the collaboration features

Google Products Use

- How often have you used the following products?
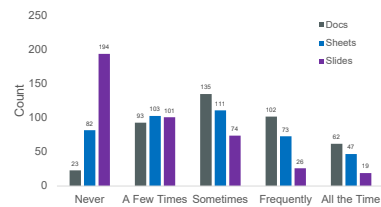
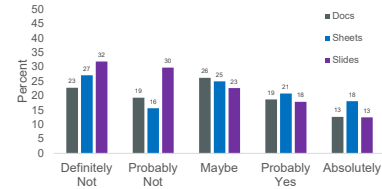## Microsoft Current Use - Teaching

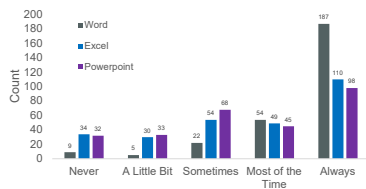n = 336 indicated they teach classes. How often do you use the following product for teaching-related activities?

Legend: Word, Excel, Powerpoint

	Never	A Little Bit	Sometimes	Most of the Time	Always
Word	9	12	46	76	193
Excel	29	53	74	56	123
Powerpoint	23	23	43	52	195

Google Instead? - Teaching

Instead of Office, could you use Google products for teaching?

Legend: Docs, Sheets, Slides

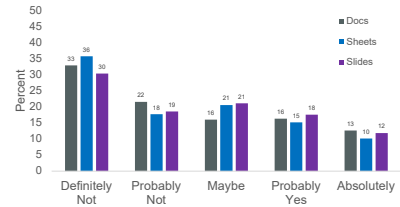|	Definitely Not	Probably Not	Maybe	Probably Yes	Absolutely
Docs	23	19	26	19	13
Sheets	27	16	25	21	18
Slides	32	30	23	18	13

Microsoft Current Use – Research/Scholarship

n = 277 indicated they engage in research/scholarship. How often do you use the following product for research/scholarship related activities?

Legend: Word, Excel, Powerpoint

	Never	A Little Bit	Sometimes	Most of the Time	Always
Word	9	5	22	54	187
Excel	34	30	54	49	110
Powerpoint	32	33	68	45	98

Google Instead? – Research/Scholarship

Instead of Office, could you use Google products for research/scholarship?

Legend: Docs, Sheets, Slides

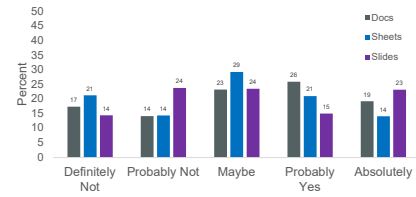|	Definitely Not	Probably Not	Maybe	Probably Yes	Absolutely
Docs	33	22	16	16	13
Sheets	36	18	21	15	10
Slides	30	19	21	18	12

Microsoft Current Use – Service

- n = 365 indicated they engage in service. How often do you use the following product for service related activities?
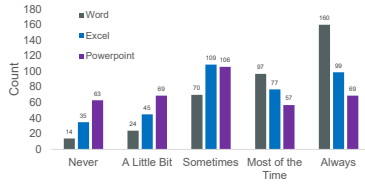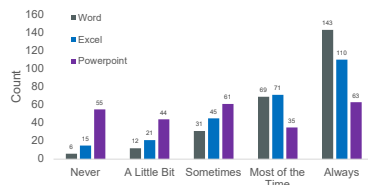

Google Instead? – Service

- Instead of Office, could you use Google products for service?

Microsoft Current Use – Administrative

- n = 262 indicated they engage in administrative duties. How often do you use the following product for administrative-type purposes?

Google Instead? – Administration

- Instead of Office, could you use Google products for administrative work?