Senate Committee on Information Technology and Media Services
2012—2013 Annual Report
Chair: Vincent Cicirello, Associate Professor of Computer Science

October 2012:

In October of 2012, the committee conducted its annual review and discussion of Computer Services' Institutional Information Technology Strategic Plan Project Portfolio (subsequently referred to as the "IT Project Portfolio"). The IT Project Portfolio is a prioritized portfolio of current, ongoing, and proposed future Technology projects and how they map into the College's 2010 Information Technology Strategic Plan. It is reviewed annually by the Senate Committee on Information Technology.

One previously unfunded project in the project portfolio particularly caught the committee's attention: "Annual upgrade and replacement of faculty and staff computers." The Ex Officio members of the committee, Jim McCarthy and Bob Heinrich, explained how in the past upgrades to faculty and staff computers have been funded through discretionary departmental and divisional funds, and that there was believed to be large numbers of older computers (5 or more years old) no longer under warranty still in use. This project from the IT Project Portfolio would provide an annual fund to assure that old and obsolete computers are replaced under a planned schedule.

It was decided to continue discussion of this issue at the November meeting where more specific data could be examined to see the extent of the problem.

November 2012:

In November 20102, there were two items under discussion:

- Bob Heinrich presented the committee with data on the age of faculty computers. The obsolescence was not quite as dire as believed (see October 2012). However, over 13% of faculty computers were, as of November 2012, more than 5 years old. Another 6% were exactly 5 years old. In total, over 19% of faculty computers were out of the warranty period, and likely no longer meeting the technology needs of faculty. The committee voted unanimously to recommend that the college initiate an annual dedicated fund to support a five year replacement cycle for faculty computers.

- Also in November, the Information Technology and Media Committee also "toured" new electronic classroom podium designs in lower H-wing and in the lower level of the library. This was a follow-up to the March 2012 survey of electronic classroom and podium use conducted by the Committee, and part of an ongoing effort to produce a set of design guidelines for future electronic classrooms.

February 2013:

In February 2013, the committee considered the following items:

- A faculty member contacted the committee chair about their e-mail inbox quota (was actively receiving daily warning messages). The committee investigated to see if this was a wide scale concern or an isolated case. A year or two ago there was a problem with e-mail inbox quotas for faculty (large numbers of faculty near the limit with daily warning messages, those who reached the limit potentially unable to send mail). The quotas were increased significantly (to 400MB). Some faculty (as of February 2013) had yet again approached the new limit. A closer investigation showed that nearly 50% (363 out of 763) were using 75% or more of their allocation. As a result, Computer Services in February 2013 increased all faculty mailbox sizes by another 50%.

- As a continuation of the March 2012 survey of electronic classroom and podium usage conducted by the committee, and the November 2012 tour of the new podium designs, the Committee began brainstorming for the development of a set of design guidelines for future electronic classrooms. The initial discussion lead to some preliminary guidelines (e.g., Tc -0.001r(AtT9potenq 202000dcsi)(4tsoule)-1( )TJ0.0009 Tc -0.0009 Tw 893w ctrog09 Tcobs0 T

it. After discussing the content and structure of the course, it was determined that it would be infeasible to handle this as a MOOC (the "massiveness" of the modality wouldn't allow for certain aspects).

April 2013:

Beginning over a year ago, the Information Technology and Media Services Committee has been exploring the design of a set of guidelines for use when designing and initiating new electronic classrooms and instructional spaces on campus. Last year, in March 2012, the committee took a first step by conducting a survey of faculty usage of electronic classrooms. In November 2012 of this academic year, the committee "toured" a few new podium designs in H-wing, the library, and G-wing. In February of 2013, we conducted some additional brainstorming. Everything was compiled and organized into the document, "*Design Guidelines for Electronic Classrooms*" (see attached). The intention of the document is as a guide for new or remodeled instructional spaces. It's contents spans all aspects of the instructional space, including: podium design and positioning, instructor and student seating, baseline electronic classroom equipment, power, lighting, acoustics, audio systems, classroom entrances, projection, whiteboards, the classroom control system, etc. At the April 2013 meeting, the committee reviewed and fine-tuned a draft of the document. The final version of the "*Design Guidelines for Electronic Classrooms*" is attached to this report to the Senate as an Appendix.

Appendix

Design Guidelines for Electronic Classrooms

The Richard Stockton College of New Jersey
Last Updated 4/11/2013

General Guidelines

The College's 2010 strategic plan   a   E

right or the left.   In large rooms with two screens, the podium is ideally located opposite the doorways and centrally placed between the screens. (See also diagonal layout guideline under Room Orientation.) Lecterns should be oriented to allow instructors to maintain eye contact with students while using keyboards and allow students to see projected media from any location in the classroom. Listed below in order of concern and preference are the important factors that must be considered in placing the podium:

1. Student line of sight viewing of the video projection display or electronic smart board, and traditional black/white board.
2. Amount of black/white board space available for faculty use when the projection screen in lowered.
3. Instructor and student interactions (An instructor should be in the front of the room and located where she/he can comfortably interact with students while presenting lecture and discussion materials).

Instructor Seating

The instructor should be provided with seating at the podium that will enable an instructor of any height to easily view all students. The overall height of the podium plus the podium display screen should be

- o Work surface must be large enough to accommodate a notebook computer and text book.
- o Seating should be durable and able to withstand student's moving and swiveling to view white boards
- o ADA accessible seating in classrooms should comply with Stockton College Accessibility Standards.

Electronic Classroom Equipment

Classroom teaching technology must be reliable and "user friendly". The institution has established a standard baseline of equipment for classrooms. Standardization provides faculty with a familiar teaching environment, improves troubleshooting, equipment replacement and maintenance by technical staff, reduces training time and costs for both the users and the support staff, and lowers equipment costs through volume purchasing.

The standard baseline of electronic classroom equipment includes the following:

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Podium Enclosure

The podium enclosure must contain all equipment except the display, control interface keypad (with

The preferred lighting fixture should be a recessed, parabolic, fluorescent fixture that provides in direct lighting throughout the classroom. This drop ceiling mounted fixture can be suitably placed in a 2' x 4' or 2' x 2' suspended grid. The lamp to be used with this fixture is a T8 lamp with 35K color. A specification is included in the appendix for the Coffaire II Recessed Fluorescent CFH2GPF232, which is currently the college standard classroom lighting fixture.

Although it is not the preferred fixture, if a room will be equipped with pendant lighting fixtures that drop down from the ceiling, it's important to orient the fixtures perpendicular to the front of the room so that they do not obstruct the video image from the projector or preclude a projector from being optimally located.

Adequate lighting for safety should be controlled at entrances to rooms, with system controls at the in podium location. Lighting over seating should be sufficient for taking notes during media presentations. For note taking during projection, it should be possible to reduce the lighting over the seating area while still eliminating light from the projection

The flow of students should be a major factor in determining the location of entrances. The classroom entrance/exit should be located near the rear of the classroom, where possible. This location of doorways minimizes disruptions during class from students entering and exiting the room. Large tiered classrooms, or auditoriums that require multiple doors located at the front and rear of the space, are examples of exceptions to this rule.

Acoustics

All classrooms should be designed to minimize noise from outside the classroom and from the heating and air conditioning system. When possible, classrooms should be located away from noise generating areas such as mechanical rooms, elevators, vending machines, and restrooms. If physical separation is not feasible, increased acoustical treatment may be needed.

In cases where ceiling speakers are installed in a classroom, speakers should be baffled or enclosed to minimize sound traveling through open plenums and disrupting adjacent classrooms.

Projection Screen

The width of the projection screen is determined by the room size. Screen width should be 1/4th of the distance of the farthest viewer in a room. All projection screen aspect ratios should be 16:10 to accommodate high definition format. This screen provides a screen large enough for the use of electronic projection of video and computer images, which have a lower resolution than optical projection. The first row of seats should be no closer to the screen than 1.5 times the width of the screen. Example, if a projection screen is 90"H x 120"W, the first row of student seating should be no closer than 15′ from the front of the room. Electric screen controls should be integrated with the classroom control system.

LCD Projector

A ceiling suspended LCD projector mount should be centered on the projection screen and located between 12′ and 18′ from the center of the bracket to the face of the projection screen. Elevation of the projector mount should be level with the top of the projection screen. Fixed projector mounts must be rigid and completely free of sway or rotation deviation. Video projector mounts shall be installed and tested for stable operation and isolated from building vibrations. Due diligence shall be performed during installation to assure projector mounts do NOT move or vibrate due to building systems or operators working above the area of the projector mounts.

Large

Appendix:

Podium Design:

        RTHogg Design

        Nova Lectern

Diagrams of Sample Classroom Layout

Projector Mounts:

        Chief Vibration Isolator

        Premier Universal Projector Mount