Minutes of Meetings:
November 7, 2002 (there was no meeting October 31)

Present: virtual meeting

Review of last meeting's minutes.

1. Budget issues. It is way too early to tell what effect the current college budget discussions will have on IT. We are fortunate to have an endowment for IT, even though it is not big enough, yet.

2. R25. Work is proceeding on installation, testing, and staff training for the new scheduling and online calendar system, Resource-25. For an example, see the Middlebury calendar. Note the list of filters (different calendar views) available on the list at the right.

3. e-Portfolios. We have signed our pilot e-Portfolio agreement with Connecticut College. The pilot will involve roughly 5 advisors and 50 students, and will begin Winter or Spring term. More information at: http://minerva.union.edu/kleind/wwwarchive/

4. Web Archiving update. The next stage of the web archiving project (Mellon sponsored) will be at Skidmore College on November 21. More information at: http://minerva.union.edu/kleind/wwwarchive/

5. Upcoming webcast. Whatever Happened to Technology? Thursday, November 21 2002; 2:00 p.m. - 3:30 p.m. ET
Some argue that the education and technology policy concerns identified in the December 2000 report of the Congressionally chartered Web-based Education Commission are being ignored. Others suggest that these issues are secondary compared to state budget problems, which have played havoc with technology spending in schools and colleges. Others note that the events of 9-11 have shifted the technology discussion to homeland security.

Register at http://ready2net.net
http://csumb.edu/ready2net

As a reminder, several weeks ago we found that, Realplayer works better than Windows media player to receive these webcasts. The webcasts are also archived at the ready2net web site.

6. Department web sites. Departments have not been overwhelming in their response to Tom Smith's offer to help them upgrade their websites. As Tom says, perhaps we need to be more direct, and tell departments to upgrade, rather than making the offer. If you know of departments or programs in need, let them and Tom know. (Refer to our notes last Spring on the status of websites.)

7. Curricular Conversations - Gen Ed and Tech Lit. Kimmo Rosenthal will host one of his "Curricular Conversations" on Thursday, Nov. 21, from 2-4pm in CC410 (for faculty and staff; sorry Josh). The topic is the future of Union's General Education Curriculum. This conflicts with our meeting time, but it might be an opportunity for us to raise the issue of technical/information literacy and its place in the College curriculum, if indeed it still has a place. As Tom M. has noted, this topic has all but disappeared from the 1st-year preceptorial syllabus.

8. Pervasive Computing. Felmon Davis's new Pervasive Computing course will be offered Winter term:

> Phl 48: Philosophy and Current Affairs:
"Life after 'Pervasive Computing'"
(Davis, Winter, Gen Ed: Am-C)
"Pervasive Computing" names a phenomenon that is increasingly shaping our everyday lives in significant and sometimes unseen and unforeseen ways. Computers are everywhere from 'smart' devices in toasters, mobile gear and id cards to the networks that extend power, knowledge and control, by gathering, storing and sharing information.

The course looks at some of the technical underpinnings as the basis for investigating the influence of these developments on our private, work and civic lives (identity-theft; surveillance; cyber-terrorism; virtual voting; medical monitoring; privacy interests). Technical and non-technical students are welcome, and will be able to engage in conversation and debate with experts working in these areas. No prerequisites; three short papers will be required and some modest lab work and field visits.

9. CT. With my CT hat on, I am interested in collecting "converging technology stories" about students, faculty, staff, alums, who are teaching or working in interdisciplinary areas (especially humanities and social sciences). For example, Ted Gilman (Political Science) told me that one of his senior thesis students was studying how Tibetan exiles are using the Internet in their political struggle to free Tibet. And East Asian Studies is hosting a conference here in the Spring called "Serious Pop". It will focus on how popular culture, especially technology-driven culture, is shaping society and politics in Japan and the rest of East Asia. If any of you know of any good CT stories, send them my way.

**LETTER URGES UNIVERSITIES NOT TO MONITOR FILE SHARING**
In response to a recent letter from members of the entertainment industry to colleges and universities, encouraging them to use technological means to monitor and limit file sharing on their networks, the Electronic Privacy Information Center (EPIC) has sent a letter urging institutions not to engage in such monitoring. The EPIC letter argues that monitoring could violate student privacy, expose the institution to liabilities under the Family Educational Rights and Privacy Act, and constrain the "marketplace of ideas" that the schools embody. A representative from EPIC said the group thought the entertainment industry was "reasonable" in asking schools to try to limit piracy of copyrighted material but had gone too far in supporting monitoring. A response issued by the Recording Industry Association of America said universities do not need to be lectured about "academic freedom ... or [the] privacy rights of their students." Chronicle of Higher Education, 8 November 2002 [http://chronicle.com/free/2002/11/2002110802t.htm](http://chronicle.com/free/2002/11/2002110802t.htm)

**Internet cheating.** Tom M. alerted us to a November 2, 2002 NYT article on internet plagiarism:

*The New York Times*, "With cheating on the rise, more colleges are turning to honor codes", by Kate Zernike

Like most other college students, Eric Rogers knows that submitting a term paper taken off the Internet is outright plagiarism, cause for suspension or a failing grade. ...  

**REPORT ENVISIONS FUNDAMENTAL CHANGES IN HIGHER EDUCATION**
A new report from the National Academy of Sciences predicts fundamental changes in the way universities function due to the introduction of information technology. The report, "Preparing for the Revolution:
Information Technology and the Future of the Research University," proposes that changes in technology could lead to a future in which instructors sell course material to many institutions and students assemble an education from courses at several schools. Mark F. Smith of the American Association of University Professors expressed concern over the notion of an educator as "more of a consultant or a coach than a teacher," as the report states, saying that information technology cannot substitute for human interaction. The report makes a number of suggestions for how institutions should adapt to the role of technology in education.

*Chronicle of Higher Education*, 8 November 2002