

## **Faculty Senate Information Technology Committee**

### **January 15, 2010**

Attendance:

Members: Nigel Ward, Chair, Carolyn Alwalt, Darla Smith, Karl Putnam, Brian Giza, Jose Hernandez.

Ex-Officio: Mary Duffy, Lisa Weber, Robert Stakes, Stephen Riter

1. Minutes. The minutes from the last meeting were approved.
2. Committee revision. It was decided not to change the committee charge.
3. IT Literacy at UTEP.

Who is the target? Students, faculty, resource people and curriculum committees.

Focus? Because technology changes all the time we don't want to focus too narrowly.

Instead we should focus on broad categories and / or goals.

We need to identify what technology can be used for a specific task but realizing that the technology may change.

It was suggested that we base our standards on the ACRL Competency Standards

(<http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>)

but substitute the term "technology" for information to give it a broad framework, i.e. "to organize the conversation."

Committee broke into three groups for further discussion:

We need some way to let faculty know what resources are available: publicity; compliance training (do you know where to go for resources?)

We need to reach out to UTEP Students: 1301; online tutorials; social network with it all built in.

Goal: Social network interface.

Methods: workshops for students that don't have the basic skills. Prime examples are returning students/graduate students. Minimum toolbox for students should allow them to function in classes, and is based on list of requirements. It was suggested that there be a placement test for technology competency. It was pointed out that the starting point should be high school competencies and that another test wouldn't be politically acceptable. The faculty senate could mandate a list of skills necessary to successfully complete class assignments. In other words, technology would be used to improve student performance.

Toolbox: What technology should students be proficient in when they graduate from UTEP? Each discipline needs to identify specific skills required. A survey could be built into 1301 classes to identify gaps in student competencies.

A related issue is that students don't know how to conduct research. They rely on Google and often end up plagiarizing. This leads back to Information Literacy (ACRL) and asks the question, what should an information literate person know?

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What do we need to do?

- a. List of technical literacy expectations for incoming students.
- b. Means to gain literacies for students that are below par.
- c. Provide links to resources wherever possible, such as blackboard.
- d. Encourage faculty to put expectations / requirements in their syllabus. Create a template that faculty can then use to create the syllabus (that will include requirements) which can be imported into Digital Measures. This will align UTEP proficiencies with state law.

Action Items:

- a. Brian Giza, Mary Duffy, Nigel Ward: create a list of expectations for incoming students.
- b. Bob Putnam: Encourage faculty to put expectations in their syllabus.
- c. Next meeting we will discuss both.

#### 4. Future discussions:

Faculty expertise/skills  
Links to resources  
Publicity for resources  
Survey to find the gaps  
Expectations for UTEP Graduates  
Curriculum technology requirements

5. Next meeting. The next meeting will be held on February 12<sup>th</sup>, at 11:10 AM in the Library Administrative Conference Room on the 3<sup>rd</sup> floor.

6. Adjourned: The meeting was adjourned at 12:25 PM.