Louis D. Brandeis School of Law

Unit Technology Plan

March 2004

Section 1: Mission and Scorecard

Mission Statement

The mission of the Louis D. Brandeis School of Law at the University of Louisville is:

A. To conduct a program of legal education providing students with opportunities to:

   1. Receive an outstanding legal education through a curriculum that develops the students' knowledge of the basic principles of public and private law, skills of legal analysis, oral and written communication, legal research and other fundamental skills necessary to pass the Bar exam and to achieve effective participation in the legal profession;

   2. Understand diverse perspectives that influence and are influenced by the law and its institutions, through a diverse faculty and student body, and through legal research and scholarship;

   3. Understand their ethical responsibilities as representatives of clients, as officers of the court, and as public citizens responsible for the quality and availability of justice;

B. To engage in significant faculty scholarship developing the law and informing public policy; and

C. To serve as an active partner with the community and the legal profession in addressing significant issues.

Scorecard

University of Louisville
1999-2008 Indicators of Progress for Excellence

University of Louisville - Brandeis School of Law

Not applicable to Unit

I. Educational Experience

Create a responsive, challenging, and supportive educational environment characterized by high expectations, respect for diversity and intercultural understanding, and engaged and purposeful learning.

		Baseline	Goal		
		1999	2002	2004	2008
1	Average ACT scores for all entering freshmen (S: I-EM-1a)				
2	Number of entering freshman students with ACT scores greater than 27 (S: I-EM-1a)				
3	Number of entering freshman students in upper 10% of class (S: I-EM-1a)				
4	Year-to-year first-time freshman retention rate (G: I-EM-1)				
5	Number of undergraduate students (S: I-EM-1a)				
6	Number of graduate students *(excludes postdoctorate students)* (S: I-EM-1b)				
7	Number of professional students (S: I-EM-1b)	394	400	400	400
8	Number of doctoral graduates (S: I-R-2b)				
9	Number of disciplines graduating doctoral students (G : II-AC-1)				
10	Six year graduation rate - all entering first-time, full-time bachelor's degree-seeking freshmen (G: I-EM-1)				
11	Retention rate of Pathways students (S: I-EM-1a)				
12	Number of residential students (G: I-EM-1)				
13	Number of international students (S: I-AC-1b)				
14	Number of international graduates in off-site programs (S: I-AC-1b)	0	0	0	0
15	Number of students studying abroad (S: I-AC-1b)				
16	Number of faculty traveling abroad for teaching or research (S:1-AC-1b)	7	11	11	12
17	Number of undergraduate students involved in research or creative activity as part of investigative teams (S: I-R-2a)				
18	Number of students enrolled in Honors courses (S: I-AC-2b)				
19	Order of the Coif (Brandeis School of Law) (S: II-LS-1a)	Not Achieved	Not Achieved	Not Achieved	Achieved
20	Phi Beta Kappa Chapter (Arts & Sciences) (S: II-AC-1b)				
21	Number of students receiving national awards and / or national recognition (S: II-AC-1b)	4	6	8	10
22	Total student scholarship awards (S: I-EM-1a)	$673,879			
23	Professional advisor / undergraduate student ratio (S: I-AC-2a)				
24	Percent of full-time faculty (with rank of Professor through instructor) with terminal degree (G: I-AC-1)	100%	100%	100%	100%
25	Number of students per full-time faculty (S: I-AC-1a)	13.9	12	12	12
26	Percent of senior faculty teaching lower division courses (S: I-AC-1a)				
27	Percent of student credit hours produced by part-time faculty (S: I-AC-1a)	2.0%	25.0%	25.0%	25.0%
28	Cumulative number of Eduprise courses (S: I-AC-1a)	2	3	5	7

(14) *LL.M. Program - partly off-site*
(21) *Includes regional recognition*
(27) *1999 data extrapolated from 1997 study. The ABA and AALS impose a limit of 33% on instruction students in either full-time or part-time courses of study may receive from part-time faculty. This disproportionately affects evening courses largely taken by part-time students when most part-time instructors in law are available. The practical effect is that part-time instructors will not deliver more than approximately 25% of hours to all students combined.*

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II. Research, Creative and Scholarly Activities

Concentrate energy and resources to advance to national prominence in areas of programmatic strength identified in the Challenge for Excellence.

		Baseline	Goal		
		1999	2002	2004	2008
29	Total number of grants and contracts funding proposals submitted (G: II-R-1)	0	4	4	5
30	Total number of grants and contracts awarded (G: II-R-1)	0	2	3	4
31	Total grants and contracts--dollar amount received (excluding financial aid) (G: II-R-1)	$38,950	$45,000	$60,000	$75,000
32	Federal funding awards (excluding financial aid) (S: II-R-1a)	$0	$15,000	$30,000	$40,000
33	Total publications in refereed journals (S: I-R-1a)	20	22	25	28
34	Number of refereed presentations and / or papers sponsored by national organizations (S: I-R-1a)	10	12	14	16
35	Number of refereed exhibits, artistic performances, etc. (S: I-R-1a)				
36	Nationally recognized academic programs (G: II-R-2)	0	1	1	1
37	Number of academic programs nationally ranked in first quartile of programs ranked (S:II-AC-1b)	0	0	1	1
38	Number of faculty receiving/holding national awards and / or national recognition (S: II-AC-1b)				
39	U.S. Patent applications filed (G: II-R-4)				
40	U.S. Patents issued (G: II-R-4)				
41	Licenses / options executed (G: II-R-4)				
42	Business start-ups (S: II-R-4a)				
43	Businesses incubated (S: II-R-4a)				
44	License income received (G: II-R-1)				
45	Associated Research Funding (Grants and contracts) (G: II-R-1)				
46	Invention disclosures received (G: II-R-4)				
47	National Institutes of Health (NIH) Cancer Center Recognition (G: II-R-3)				
48	Membership in the Association of Research Libraries (G: I-LIBS-1c)				
49	Library Volumes (S: I-AC-1c)				
50	Number of Endowed Chairs and Professorships (S: II-HR-1a)	5	6	6	7
51	Number of faculty on sponsored research (S: I-R-1a)	2	3	3	4
52	Number of students on funded research (S: I-R-2a)	5	6	6	6

(30) *Includes public service program special activities*

(32) *Baseline 2000 as provided by VPR*

(33) *Includes law reviews*

(34) *1999 estimated*

(36) *Includes law school recognition in professional skills. The law school has one "academic program" which may be recognized in several ways (e.g. for its Public Service Program or its Professional Skills Program).*

(51) *Includes IOLTA*

(52) *Includes IOLTA Fellowships*

III. Accessibility, Diversity, Equity, and Communication

Develop a seamless system of access and create a culture that promotes and supports race and gender diversity, inclusivity, equity, and open communication.

		Baseline	Goal		
		1999	2002	2004	2008
53	Number of full-time tenured and tenure track women faculty (S: III-HR-1a)	7	10	10	11
54	Number of full-time tenured and tenure track African-American faculty (S: III-HR-1a)	3	5	5	6
55	Number of full-time African-American professional / administrative staff (S: III-HR-1a)	1	2	2	2
56	Average ACT scores for entering African-American freshmen (S: I-EM-1a)				
57	Year-to-year retention rate of first-time African-American freshmen (G: I-EM-1)				
58	Year-to-year retention rate of African-American Pathways students (S: III-EM-1a)				
59	Six year graduation rate of first-time, full-time, bachelor's degree-seeking African-American students (G: I-EM-1)				
60	Number of African-American undergraduate students (S: III-EM-1a)				
61	Number of African-American graduate students (S: III-EM-1a)				
62	Number of African-American professional students (S: III-EM-1a)	26	30	32	34

IV. Partnerships and Collaborative Programs

Encourage inter-departmental and inter-unit collaboration in support of interdisciplinary teaching, research and service; cooperate with external agencies and other institutions of postsecondary education to leverage the resources of the university and its partners for mutual benefit.

		Baseline	Goal		
		1999	2002	2004	2008
63	Number of students in collaborative and joint educational programs (S: IV-R-1a)	10	12	14	16
64	Number of interdisciplinary research projects (S: IV-R-1a)	0	2	4	5
65	Number of research projects that support economic development (S: IV-R-1a)	0	1	2	3

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V. Institutional Effectiveness of Programs and Services

Improve the effectiveness and accountability of programs and services in fulfilling the mission and vision of the university and communicate its successes within the university community and to the public-at-large.

		Baseline	Goal		
		1999	2002	2004	2008
66	Total endowment (G: II-ADV-2)	$16,447,938			
67	Total Philanthropic Support (outright gifts & pledges) (G: II-ADV-2)				
68	Cumulative number of Department Chairs and/or members of leadership teams participating in leadership training and skill development programs (S: II-HR-1a)	0	1	1	1
69	Pass rates on licensure exams (S: V-AC-1a)	83.00%	≥Ky. Avg.	≥Ky. Avg.	≥Ky. Avg.
70	Percent of programs accredited (accredited / eligible) (S: V-AC-1a)	100.0%	100.0%	100.0%	100.0%
71	Salary catch up: Benchmark institution median difference in faculty salaries (G: V-HR-1)				
72	Salary catch up: Benchmark / Market median difference in staff salaries (G: V-HR-1)				
73	QMS survey - overall impression of unit by continuing students - mean response (S: V-AC-1a)	4.12	Pending	Pending	Pending
74	QMS survey - overall impression of unit by graduating students - mean response (S: V-AC-1a)	3.77	Pending	Pending	Pending
75	QMS survey - overall impression of unit by graduates - one year out - mean response (S: V-AC-1a)		Pending	Pending	Pending
76	QMS survey - overall impression of unit by alumni - mean response (S: V-AC-1a)		Pending	Pending	Pending
77	QMS survey - overall impression of unit by faculty - mean response (S: V-AC-1a)		Pending	Pending	Pending
78	QMS survey - overall satisfaction of unit by staff - mean response (S: V-AC-1a)		Pending	Pending	Pending
79	QMS survey - overall impression of unit by employers - mean response (S: V-AC-1a)	3.92	Pending	Pending	Pending
80	QMS survey - overall satisfaction of student services by African-American students - mean response (S: V-AC-1a)		Pending	Pending	Pending
81	QMS survey - overall satisfaction of university by African-American students - mean response (S: V-AC-1a)		Pending	Pending	Pending

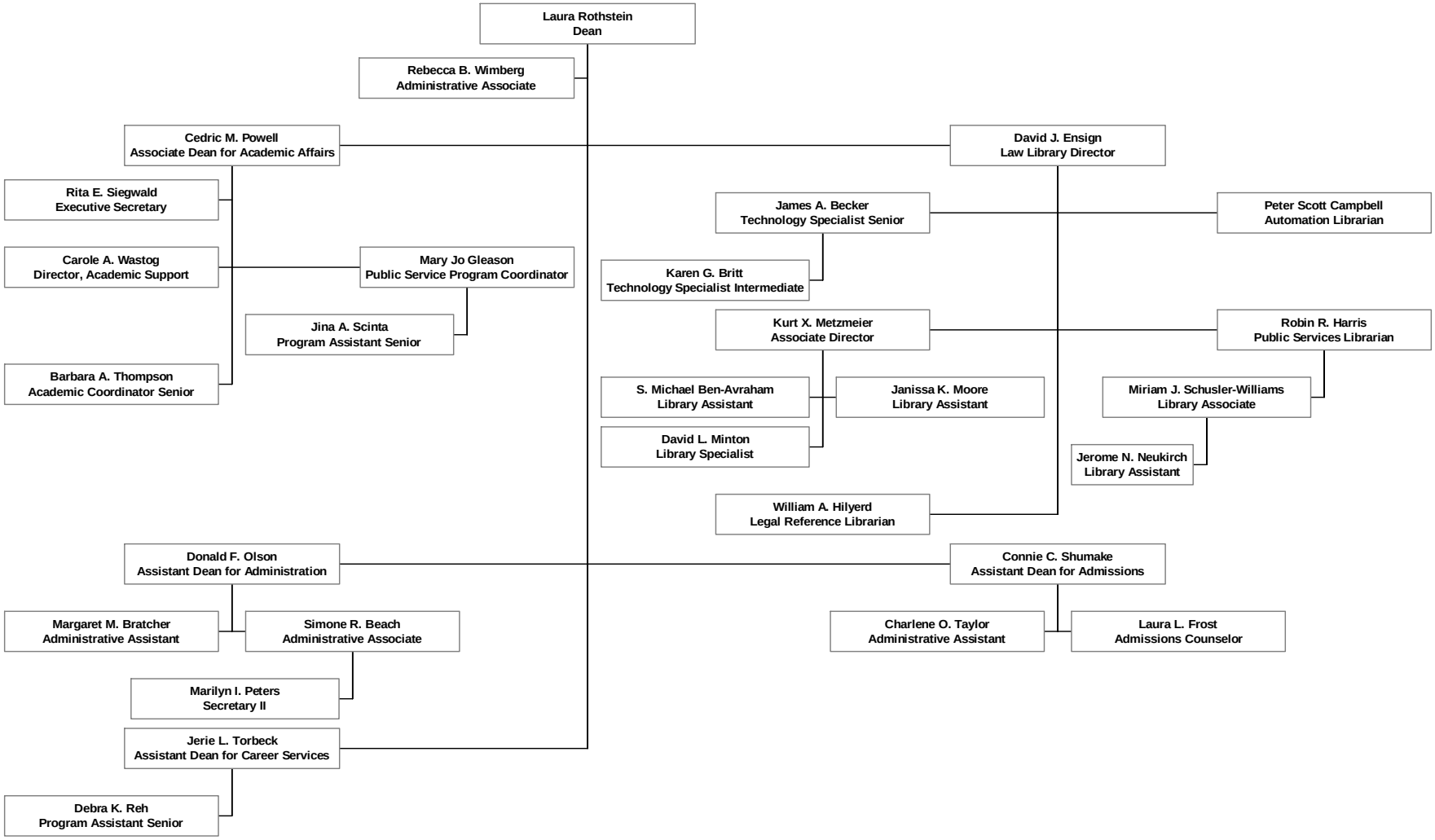
(66) *Baseline: Market Value for fiscal year ending 6/30/99.*

(67) *Baseline: Fiscal year ending 6/30/99 (Source: Development Office).*

(69) *1999--83% is greater than or equal to the Kentucky Average. This figure varies from year-to-year.*

(73)- *Mean based on a range from 1 to 5.*

Section 2: Organizational Structure



Section 3: Technology Committee

Brandeis School of Law Faculty Technology Committee

Academic Year 2003-2004

David J. Ensign, Law Library Director and Professor of Law..... Chair

Peter Scott Campbell, Automation Librarian

Timothy S. Hall, Assistant Professor of Law

Lars S. Smith, Assistant Professor of Law

James A. Becker, Manager of Computer Services.....*Ex Officio*

Karen G. Britt, Faculty Technology Coordinator .....*Ex Officio*

Section 4: Technology Needs Assessment

University of Louisville
Academic Technologies and Support Services Plan
Current Systems and Services Inventory

The purpose of this survey tool is to compile an inventory of the resources currently in place to provide academic IT systems and services to the University community. Your responses to this survey tool will be utilized to (1) depict the current state of academic IT systems and services at the University and (2) provide tangible illustration of the gap between the current state of academic technologies and services and desired future state of these resources.

Unit Name: Louis D. Brandeis School of Law
Contact Person: James A. Becker
Phone #: 852-6084
Email: j.becker@louisville.edu

Please respond to the following questions on behalf of your unit:

Technology Planning & Purchases

Does your unit have an active technology committee? Yes

Does your unit have an information and instructional technology plan? Do you follow it? No, No

Does your unit have an active technology replacement program in place? If so, how is it funded? Yes; $40,170 per year CAR.[1]

If so, how frequently does this program facilitate replacement of computing resources for:

- Faculty members: Four-year cycle
- Staff members: Four-year cycle
- Public computers/labs: Four-year cycle

Supply the total number and types of computing resources in your unit and their respective age:

	Number of Computers By Type			Last Upgrade Date			
	PC	Macintosh	Other	< 1 year	1-2 years	2-3 years	> 3 years
Faculty	38	0	0	4	5	21	13
Staff	24	0	0	5	7	3	7
Public/Labs	30	0	0	7	0	15	7

Student Computing Resources

Please provide an inventory of computing labs managed solely by your unit by completing the chart below.

Lab Location	Department	Lab Purpose	Public Access?	Number of Computers	Computer Type
First Floor, Law Library	Law Lib.	Law Student Use	N	11	PC
Basement, Law Library	Law Lib.	Law Student Use	N	11	PC

[1] While this survey covers both the School of Law and Law Library, each funds technology separately from the other. The Law Library has an annual CAR technology budget of $35,000, which includes library faculty and staff, public access PCs, and most student computing resources (two labs). The law school (inclusive of faculty, staff, classrooms and some minor student computing resources) has an annual CAR technology budget of $5,170. All other law school technology is funded through one-time funds as available.

Lab Location	Department	Lab Purpose	Public Access?	Number of Computers	Computer Type

Describe any other computing facilities (excluded classrooms) managed by your unit.

Facility Location	Department	Facility Purpose	Public Access?	Number of Computers	Computer Type
N/A	N/A	N/A	N/A	N/A	N/A

Unit Academic IT Resources

Post your unit spending on the following functions supporting academic IT systems and services. Please estimate spending based on AY2001-02. Indicate spending in thousands of dollars. Put any notes/explanation on additional pages if desired. Please see Attachment 1 for further information regarding each function in the chart below.

Function	Ongoing Spending	One Time Spending
Classroom technologies[2]	$0.00	$25,000
Distance/online learning	$0.00	$0.00
Networking/infrastructure	$0.00	$0.00
Research computing	$0.00	$0.00
Student computing resources	$20,000	$0.00
Technology acquisition[3]	N/A	$0.00
Technology support[4]	$99,630	$0.00
Technology training	$0.00	$0.00
Web development	$0.00	$0.00
Technology Planning/Governance	$0.00	$0.00
Total Spending	**$130,000.00**	**$25,000.00**

Estimate the FTE personnel effort within your unit expended on the following functions supporting academic IT systems and services. Put any notes/explanation on additional pages if desired. Please see Attachment 1 for further information regarding each function in the chart below.

[2] Matching funds to receive state Technology Trust grant for classroom technology in FY 2000-2001.
[3] I'm not sure what this means. It's all technology acquisition.
[4] I assume this is intended to include Tier I support. This figure represents our two Tier I personnel salaries plus fringe.

Function	Tier 1 Resources	Student Resources	Other Resources
Classroom technologies	.03	0	0
Distance/online learning	0	0	0
Networking/infrastructure	0	0	0
Research computing	0	0	0
Student computing resources	.15	0	0
Technology acquisition	.10	0	0
Technology support	1	0	0
Technology training	0	0	0
Web development	.025	0	0
Technology Planning/Governance	.025	0	0
Total FTEs	**2**	**0**	**0**

Networking & Technical Infrastructure

Has your unit implemented any of the following technologies?

- Wireless network: No If so, when? When we can afford it.
- Laptop requirement: No If so, when? _____
- PDA requirement: No If so, when? _____
- PDA infrastructure: No If so, when? _____

Does your unit have plans to implement any of the following technologies?

- Wireless network: Yes If so, when? _____
- Laptop requirement: No If so, when? _____
- PDA requirement: No If so, when? _____
- PDA infrastructure: No If so, when? _____

What percentage of all computing resources within your unit are currently served by a fast Ethernet connection (100mb to desktop)? None

What percentage of all computing resources within your unit require a fast Ethernet connection (100mb to desktop)? None

Provide an inventory of the number and type (e.g. application, database, file storage) of servers managed solely by your unit.

Server Type	Quantity	Server Purpose	Application(s) Supported
Application	0	N/A	N/A
Database	0	N/A	N/A

Server Type	Quantity	Server Purpose	Application(s) Supported
File	3	Student, faculty & staff file storage	N/A
Print	0	N/A	N/A
Other ___Web_____	1	Intranet Server	N/A
Other _____			
Other _____			

Technology Training

Has your unit implemented an active training program for:

- Students: Yes ☺ No ____
- Faculty: Yes ____ No ☹
- Staff: Yes ____ No ☹

A series of proposed technology competencies has been attached as Attachment 2. If your department has implemented an active training program, does it satisfy the requirements listed in this vision for:

- Students: Yes ____ No ☹
- Faculty: Yes ____ No ☹
- Staff: Yes ____ No ☹

List your unit's additional expectations regarding technology training/competency needs for students, faculty and staff. Indicate whether these expectations apply to students, faculty, and/or staff.

Technology Training Need/Competency	Student Need	Faculty Need	Staff Need

Instructional Technologies

What percentage of courses within your unit are currently utilizing distance or online learning technologies?
100%

What percentage of faculty within your unit are currently utilizing distance or online learning technologies?
100%

Please list the technologies that are being utilized. Web: 100% of courses are posted on the Law School's Intranet. This is provided by Tier I personnel, so even faculty who don't realize it are using online learning technologies.

Does your unit participate in any collaborative/partnership education programs with external entities? If so, what percentage of these arrangements currently utilizes distance or online learning technologies? No.

Please list the technologies that are being utilized. N/A

Does your unit reward and/or recognize faculty members who use online or distance learning technologies? No

Give examples of such rewards of recognitions. N/A

What percentage of faculty within your unit are currently utilizing classroom technologies (e.g. networked computer with projector)? 20%

Does your unit reward and/or recognize faculty members who use classroom technologies? No

Give examples of such rewards of recognitions.

Research Computing

How many of your unit faculty use specialized information technology resources for research? 96%

List the technologies used by your unit in support of research activities. Westlaw, Lexis, Internet, CD-ROM

What percentage of such resources are supported by:

- Funding from the University: 0%
- Funding from your unit: 100%
- Funding from the researcher's grants: 0%

Who provides service and support of these resources?

- Division of Information Technology Yes (Internet)
- Tier 1 and/or other unit resources Yes
- External service provider (specify) Yes
- Other (specify)

Academic IT Service Contracts

Please describe any contacts that your unit has developed with the University's Division of Information Technology for the provision of academic IT services. None

Please describe any contacts that your unit has developed with external service providers for the provision of academic IT services. Annual service contracts with Westlaw and Lexis for faculty and student research

Please direct questions to John Birkimer (birkimer@louisville.edu) or call 852-5209.

Please return completed surveys **no later than Wednesday, May 29th** to one of the following addresses:

- by email to acadit@louisville.edu
- by fax to 852-4182
- by campus mail to ACADIT c/o the Office of the University Provost, Grawemeyer Hall

Attachment 1. Function Analysis – Academic IT Systems and Services

Please use the following chart as a reference guide as necessary when completing the survey tool.

Academic IT Function	Sample Topics and Services
Classroom technologies	• Basic standards for classroom technology • Advanced applications for classroom technology • Support and funding for classroom technology • Mechanisms to research new classroom technologies • Incentives, rewards, and recognition for faculty
Distance/online learning	• Services provided by Delphi Center and KYVU • Partnerships with other entities for education delivery • Blackboard software • Faculty development and incentives • Continuing education
Networking/infrastructure	• Servers, databases, and applications operated by units • Maintenance, backup, monitoring, and security • Wireless networking • PDA infrastructure • Electrical infrastructure
Research computing	• Supercomputing resources • Databases for research • Acquisition, configuration, and support of high-end computing resources • Research software applications
Student computing resources	• Computer labs • Computing requirement/ubiquitous computing • Residence halls • Other public areas • Self-service student services (registration, grading, advising)
Technology acquisition	• Acquisition of computing resources for students, faculty, and staff on a recurring basis
Technology support	• Desktop support • Server, application, and database support • End user support • Services provided by Tier 1, help desk, Libraries, Delphi Center, others
Technology training	• Training for students, faculty, and staff • Appropriate course offerings, expected technology competencies • Method of training delivery • Cost of training, funding mechanisms • Curricula-specific training

Academic IT Function	Sample Topics and Services
Web/portal development	• Web pages for the University, schools, departments, and individuals • Consistency of design, functionality and content • Maintenance roles and responsibilities • Development tools and resources • Portal strategy and content
Technology governance/planning	• Departmental IT committees • Faculty and staff IT committees (e.g. AATC) • Management responsibility for academic IT • Planning responsibility for academic IT • Performance measurement for academic IT • University-wide vision and strategy for academic IT

Attachment 2. Proposed Technical Competencies – Vision for Information Technology

The following is an excerpt from A Vision for Information Technology: Principles, Guidelines, Resources published by the AATC in December of 2001. The complete vision document may be found at http://www.louisville.edu/provost/aatc/

Faculty and Staff

In this vision of the university, Employees embrace technology and its use to advance the mission of the university. Although individuals may possess varying degrees of expertise in technology usage, each university employee will develop core competencies in specific technology use as required by job duties. Further, based on job requirements the university will provide minimum core technologies and training to support these competencies.

Competencies

- Knowledge and use of electronic communication to support teaching, learning, student interactions, research, administrative duties, and other job requirements.
- Operational knowledge of computer hardware and productivity software that supports job requirements and adds to job efficiency.
- Working knowledge of the Internet.

Minimum Technologies and Training Provided

- State-of-the-art communication and computing infrastructure, including connections to both the university's data, video and voice network.
- Desktop and productivity tools with support services.
- Basic training on software and hardware productivity tools.
- Remote access to the university's wide area network.

Students

Under this vision, students develop expertise through continued use of and exposure to technology. The university provides an extensive range of technologies available to students including, but not limited to, modern computing facilities, high-speed access to the Internet, accounts for electronic communication, cutting-edge hardware, productivity and statistical software, access to multimedia equipment, and state-of-the-art research and scientific equipment.

Section 5: Technology Goals, Objectives, and Competencies

Goals	**Target Implementation Date**	**Projected Costs**		**Other Resource Considerations**
		One-Time	***CAR***	
I. Enhance student access to technology resources that support their learning and research.				
A. Deploy a wireless network throughout the library and classroom wings of the law school building.	4/1/2003 (library)	$13,000 (library)	$7,400 (library)	
	2004 – 2005 (classrooms)	N/A (classrooms)	N/A (classrooms)	
B. Permit students to use secure software during administration of examinations.	Fall 2003	N/A	$5,000/year	
C. Evaluate Loislaw, a web-based research service, for possible subscription.	Spring 2003	N/A		
D. Explore funding and/or rationing options related to student printing.	Ongoing	See notes, § 6.		
II. Develop and support programs to deliver instruction in a technology-enhanced medium.				
A. Develop and implement training regime for law faculty in use of instructional technologies.	Ongoing	N/A	See notes, § 6.	
B. Deploy a wireless network throughout the law school building (see I.A., above)	See IA, above.	See IA, above.		
C. Explore and assess web-based learning resources (e.g., Westlaw's TWEN, LexisNexis Web Courses, Blackboard).	Ongoing	N/A		See notes, § 6.
III. Employ and coordinate resources to provide technology support for the University community's academic technology systems and users.				

Goals	Target Implementation Date	Projected Costs		Other Resource Considerations
		One-Time	***CAR***	
A. Regularly assess need to increase and/or reorganize current Tier I staff positions.	Ongoing	N/A	See notes, § 6.	
B. Centralize unit technology planning, budgeting and purchasing under Law Library Director.	FY 2008	See notes, § 6.		
C. Migrate from WebEvent room calendaring application to University-purchased R25 system.	Fall 2004	N/A	N/A	
IV. Provide the technologies, systems, and services necessary to support and expand the University's research endeavors.				
A. Upgrade current 10 Mbps shared network to 100 Mbps switched network.	2004 – 2005	N/A		See notes, § 6.
B.				
C.				
V. Empower faculty, staff, and students to use technology to meet learning objectives, institutional goals, and personal needs in a technologically complex world.				
A. Migrate remaining faculty and staff to GroupWise.	Fall 2003	See notes, § 6.		
B. Explore costs and benefits of requiring students to own or purchase notebook computers or personal digital assistants (PDAs).	Ongoing	See notes, § 6.		
C. Permit students to use secure software during administration of examinations (see I.B., above)	See IB, above.	See IB, above.		
VI. Empower faculty in redesigning teaching, learning and research environments to include current and emerging technologies.				

Goals	Target Implementation Date	Projected Costs		Other Resource Considerations
		One-Time	***CAR***	
A. Using private gifts, install in all remaining classrooms instructor workstations and video presentation equipment.	Ongoing			See notes, § 6.
B. Explore distance education opportunities both within the University community and in collaboration with other law schools.	Ongoing			See notes, § 6.
C. Explore and assess web-based learning resources (e.g., Westlaw's TWEN, LexisNexis Web Courses, Blackboard). See II.C., above.	See IIC, above.	See IIC, above.		
VII. Facilitate the regular renewal of the University's computing resources to ensure operability and compatibility.				
A. Move current four-year replacement cycle for faculty, staff, instructional, and student computer hardware from one-time funding to CAR basis.	FY 2008			See notes, § 6.
B. Commit to regular software upgrades, including operating systems and applications, for all faculty, staff, instructional, and student computing resources. Explore feasibility of Microsoft Campus Agreement.	FY 2008			See notes, § 6.
C. Commit to funding network hardware and software resources on CAR basis.	FY 2008			See notes, § 6.
VIII. Provide the technical infrastructure necessary to support the patient care missions of the Health Sciences Campus.				
A. N/A				
B. N/A				

Goals	Target Implementation Date	Projected Costs		Other Resource Considerations
		One-Time	***CAR***	
C. N/A				
IX. Other Unit-Specific Goals:				
A. Assess current World Wide Web and Intranet sites. Develop new sites based on assessment.	Ongoing			See notes, § 6.
B. Explore web site hosting options, including purchase of dedicated web server or commercial hosting services.	FY 2004			See notes, § 6.
C.				
X. Faculty Technology Competencies (~30 Faculty):				
A. Every faculty member will be offered the opportunity for training in word processing, e-mail management and online legal and general research.	Ongoing	N/A	N/A	
B. Every faculty member will be offered the opportunity for training in Microsoft PowerPoint and other instructional technologies.	Ongoing	N/A	N/A	
C. Every faculty member will be offered the opportunity for training in the use of Blackboard, Westlaw's TWEN and LexisNexis' Web Courses.	Ongoing	N/A	N/A	
XI. Staff Technology Competencies (~25 Staff):				
A. Every staff member is expected to have a minimum of basic familiarity with word processing and e-mail management.	Ongoing	N/A	N/A	
B. As appropriate to job duties, staff members are expected to have necessary familiarity with Microsoft Excel and Access.	Ongoing	N/A	N/A	

Goals	Target Implementation Date	Projected Costs		Other Resource Considerations
		One-Time	***CAR***	
C. As appropriate to job duties, staff members are expected to have necessary familiarity with PeopleSoft applications.	Ongoing	N/A	N/A	
XII. Student Technology Competencies (~400 Students):				
A. As a graduation requirement, every student must have training in computer-assisted legal research using the Westlaw and LexisNexis services.	Ongoing	N/A	N/A	
B. As the School of Law communicates official announcements to students' University e-mail addresses, every student is expected to manage his/her UofL e-mail account.	Ongoing	N/A	N/A	
C. Every student is expected to have familiarity with basic word processing.	Ongoing	N/A	N/A	

Section 6: Technology Implementation Plans

I. Enhance student access to technology resources that support their learning and research.

A. Deploy a wireless network throughout the library and classroom wings of the law school building.

University IT installed an 802.11b wireless LAN in the law library in April 2003. As part of an ongoing, multi-year, data network upgrade project, University IT will install an 802.11b wireless LAN in law school classrooms and public spaces sometime in 2004 – 2005.

B. Permit students to use secure software during administration of examinations.

Beginning in Fall 2003, the School of Law plans to permit students to take examinations on student-provided laptop computers using Securexam software from Software Secure. The School of Law used it on a trial basis for two classes in Spring 2003, and the Kentucky Office of Bar Admissions will undertake a similar trial during the July 2003 bar exam.

A faculty policy prohibits use of computers on law school exams, but that policy is currently under review as part of the Securexam implementation process. For the 2003-2004 academic year, the School of Law will purchase the software with one-time money; a school-wide license costs $5,000. If the School of Law continues to use Securexam (or any similar exam-taking application) in subsequent years, CAR funds will have to be identified.

C. Evaluate Loislaw, a web-based research service, for possible subscription.

During the process of drafting this Technology Plan, the Law Library faculty evaluated and rejected an institutional subscription to LoisLaw, a new, web-based legal research service.

D. Explore funding and/or rationing options related to student printing.

The Law Library currently maintains its own two student labs, each of which has a networked laser printer, and provides printing at no cost to students. As printing volume increases by approximately 100,000 pages each year, the cost of subsidizing printing has increased dramatically. Unfortunately, our printing volume is still not at a level that would make participation in UnipriNT practical.

On an ongoing basis, we continue to monitor the volume of student printing and have begun using PCounter to prohibit certain kinds of printing. However, more drastic action may be necessary, in which case, the Faculty Technology Committee will have to work with the Student Bar Association to develop some rationing or funding solution.

II. Develop and support programs to deliver instruction in a technology-enhanced medium.

A. Develop and implement training regime for law faculty in use of instructional technologies.

The School of Law recently hired a third Tier I person who has extensive experience in computer training. As she is fairly new to the School of Law, she is still familiarizing herself with our particular needs but has begun to develop a training program for faculty and staff. On an ongoing basis, she will develop and deliver training to faculty who wish to use PowerPoint or other instructional technologies in the classroom, especially as we increase the availability of classroom technologies.

B. Deploy a wireless network throughout the law school building.

See IA, above.

C. Explore and assess web-based learning resources (e.g., Westlaw's TWEN, LexisNexis Web Courses, Blackboard).

On average each semester, one-third to one-half of law faculty utilize Westlaw's TWEN service, a web-based course management tool. While none currently uses Blackboard or the equivalent LexisNexis service (which is merely a customized version of Blackboard), we plan to encourage faculty to try Blackboard beginning with the Fall 2004 semester, as its interface with PeopleSoft makes communication with students extremely easy and convenient.

III. Employ and coordinate resources to provide technology support for the University community's academic technology systems and users.

A. Regularly assess need to increase and/or reorganize current Tier I staff positions.

According to recent survey results, each ABA approved law school employs, on average, 5.5 IT FTEs; the Brandeis School currently has 2.8. Consequently, the current personnel perform many functions. At the same time, IT support and administration requires increasing levels of specialization.

We will assess and reexamine our IT staffing on an annual basis, with particular attention paid to whether both contemporaneous and likely future needs are being or will be met.

B. Centralize unit technology planning, budgeting and purchasing under Law Library Director.

The Law Library Director supervises all law school IT personnel, either directly or indirectly. The Automation Librarian is responsible for planning, budgeting and purchasing computing resources for the law library; the Technology Specialist Senior has the same responsibilities for the law school. However, while the law library has established a CAR budget line adequate for technology expenditures, the law school's annual technology expenditures are made overwhelmingly from one-time funds.

As IT personnel are centralized under the Law Library Director, IT budget resources should be as well. Budget centralization will provide continuity and consistency in planning and economies of scale with respect to software licensing and server deployment in particular. The lack of adequate CAR funding for law school technology is the most significant obstacle to centralized, integrated budgeting.

C. Migrate from WebEvent room calendaring application to University-purchased R25 system.

Because of increasing demand for anytime, anywhere access to classroom calendars for faculty, staff and students, and the lack of a similar, web-based application at the University level, the Brandeis School in 2001 purchased WebEvent for use on its Intranet.

Since that time, the University has deployed R25, making WebEvent unnecessary. During the summer of 2004, we plan to discontinue using WebEvent and make a transition to R25 in time for the Fall 2004 semester.

IV. Provide the technologies, systems, and services necessary to support and expand the University's research endeavors.

A. Upgrade current 10 Mbps shared network to 100 Mbps switched network.

As part of its ongoing, multi-year data network upgrade plan, University IT will replace the law school's current 10 Mbps shared environment with a 100 Mbps switched one between May 2004 and July 2005.

B.

C.

V. Empower faculty, staff, and students to use technology to meet learning objectives, institutional goals, and personal needs in a technologically complex world.

A. Migrate remaining faculty and staff to GroupWise.

This was accomplished in Fall 2003 in anticipation of the termination of e-mail services on Athena.

B. Explore costs and benefits of requiring students to own or purchase notebook computers or personal digital assistants (PDAs).

Our recent deployment of Securexam has brought to the fore the issue of whether to require students to purchase notebook computers before entering law school. Universal ownership would eliminate perceptions that computer exam takers have an advantage over conventional examinees. At the same time, the absence of network access in all classrooms and electricity in some makes a laptop requirement seem rather premature.

Other significant issues include whether to recommend or require a particular make, model and configuration; whether and how to address the support expectation that a laptop requirement would create, given our current low level of IT personnel; and consideration of the additional expense to students in the larger context of financing a law school education.

C. Permit students to use secure software during administration of examinations.

See I.B., above

VI. Empower faculty in redesigning teaching, learning and research environments to include current and emerging technologies.

A. Using private gifts, install in all remaining classrooms instructor workstations and video presentation equipment.

Because of the substantial initial investment, the Brandeis School has had to rely on grant money from the Kentucky Technology Trust and a private donor to outfit our four technology-equipped classrooms, and we expect we will have to rely for some time on similar sources if we are to equip our four remaining classrooms and auditorium.

However, the equipment we have already installed will now have to be maintained and replaced just as other faculty, administrative and library computers are now. This will increase the need for annual one-time money until an adequate CAR technology budget can be established.

B. Explore distance education opportunities both within the University community and in collaboration with other law schools.

The law school plans to participate with the University of Georgia School of Law in a small-scale exchange of distance learning courses during the Fall 2004 semester. We will evaluate the exchange's success afterward to determine ways to improve and/or enlarge our distance learning offerings.

However, the law school is limited by the American Bar Association Section of Legal Education and Admissions to the Bar's Standard 306, which governs the use of distance education among accredited law schools.

C. Explore and assess web-based learning resources (e.g., Westlaw's TWEN, LexisNexis Web Courses, Blackboard).

See II.C., above.

VII. Facilitate the regular renewal of the University's computing resources to ensure operability and compatibility.

A. Move current four-year replacement cycle for faculty, staff, instructional, and student computer hardware from one-time funding to CAR basis.

Creating a continuing and recurring budget line for computing is the Brandeis School's most vexing and most important technology challenge. Incremental increases by a small amount each fiscal year would be helpful. However, even at an increase rate of five percent per year, starting with the $5,170 currently allocated, it would take approximately 35 years (*not* adjusted for inflation) to reach the roughly $25,000 we typically spend annually just on replacement and maintenance of existing systems.

In the current and foreseeable budget climate, regular increases of even small amounts are unlikely at best; but hoping for infrequent infusions of larger amounts from other CAR sources is even more fanciful. At the same time, the demands for new technologies increase constantly, requiring IT personnel to be extremely resourceful. Funding technology on a CAR basis is a major issue, and as long as it is unresolved it effectively undermines every other component of this technology plan

B. Commit to regular software upgrades, including operating systems and applications, for all faculty, staff, instructional, and student computing resources. Explore feasibility of Microsoft Campus Agreement.

The Brandeis School does not at present participate in the Microsoft Campus Agreement, so upgrades for licensed software typically occurs by two methods. Operating system (MS Windows) licenses are purchased almost exclusively from OEMs. Because we typically replace computers every four years, at any one time, law school personnel may use – and IT personnel have to support – two or three different OSs. MS Office (and occasionally Corel WordPerfect Office) has been upgraded and/or purchased for the past couple cycles when PeopleSoft support for whatever version of Office we had at the time was about to end.

Participation in the Campus Agreement would provide a uniform operating system for all users, current versions of Microsoft application software and other benefits, such as no-cost coverage for student lab computers and installation on home computers for all FTEs. Again, lack of adequate CAR funding is the obstacle. With about 57 FTEs at present, and at a per-user annual subscription rate of $65, we would need an additional $3,705 on a CAR basis. This amount would cover both law school and law library personnel.

C. Commit to funding network hardware and software resources on CAR basis.

See VII.A., above.

VIII. Provide the technical infrastructure necessary to support the patient care missions of the Health Sciences Campus.

A. N/A

B. N/A

C. N/A

IX. Other Unit-Specific Goals:

A. Assess current World Wide Web and Intranet sites. Develop new sites based on assessment.

Establishing a committee of faculty, staff and students to assess our current World Wide Web site and develop a new one is a very high priority. The University-mandated templates are restrictive, do not adhere to best practices for content and navigation, and use colors and other design elements inconsistent with the law school's printed materials.

A content management solution of some kind is quickly becoming a basic necessity and options for one will be considered as part of the Web site assessment process.

B. Explore web site hosting options, including purchase of dedicated web server or commercial hosting services.

The lack of a content management system, database integration and MS FrontPage extensions on Athena, the University's main Web server, have become problematic. At the same time, the law school lacks the funding and staff necessary to purchase and administer its own reliable Web server. Therefore, as part of the Web site assessment process discussed in the previous item, we will also consider moving our WWW site to a commercial hosting service.

C.

X. Faculty Technology Competencies (~30 Faculty):

A. Every faculty member will be offered the opportunity for training in word processing, e-mail management and online legal and general research.

As supported applications, both at the law school and University levels, change, providing training to faculty in those applications' use is a high priority. Our Technology Specialist Intermediate has extensive experience in end user training on a range of applications, and in the brief time she has worked for us, she has already begun to develop and offer structured training on several MS Office apps.

Obstacles to a more robust training regime include lack of an adequate training facility, funding to purchase training materials and balancing other responsibilities against the time required to develop and deliver training.

B. Every faculty member will be offered the opportunity for training in Microsoft PowerPoint and other instructional technologies.

See II.A., above.

C. Every faculty member will be offered the opportunity for training in the use of Blackboard, Westlaw's TWEN and LexisNexis' Web Courses.

Beginning in summer 2004, we plan to work with the Delphi Center to develop and offer a short training course for faculty members in the use of Blackboard. Training in the use of Westlaw's TWEN and LexisNexis Web Courses is provided by the vendors.

XI. Staff Technology Competencies (~25 Staff):

A. Every staff member is expected to have a minimum of basic familiarity with word processing and e-mail management.

See X.A., above.

B. As appropriate to job duties, staff members are expected to have necessary familiarity with Microsoft Excel and Access.

See previous item.

C. As appropriate to job duties, staff members are expected to have necessary familiarity with PeopleSoft applications.

PeopleSoft training is provided to staff by other University departments or units according to functional areas.

XII. Student Technology Competencies (~400 Students):

A. As a graduation requirement, every student must have training in computer-assisted legal research using the Westlaw and LexisNexis services.

Law students receive training in the use of the Westlaw and LexisNexis legal research services during the first semester of their first year; training is provided by the vendors, who also certify that each student has attended training in order to satisfy this graduation requirement.

Westlaw and LexisNexis also offer additional, optional opportunities for students to receive further training throughout their law school careers.

B. As the School of Law communicates official announcements to students' University e-mail addresses, every student is expected to manage his/her UofL e-mail account.

Law school students are instructed during first-year orientation that they will receive official communications from faculty and the law school administration at their University-provided e-mail addresses, and that they are expected to check that account regularly. Accordingly, the law school's IT staff have provided training and information at that time about Webmail (now NetMail) access and use.

As most law students are familiar with web-based e-mail before they enter, little additional or advanced training is necessary to ensure competence.

C. Every student is expected to have familiarity with basic word processing.

Most law students are familiar with simple word processing, at the very least, before they matriculate. Because legal education does not demand sophisticated word processing skills, little or no advanced training is necessary to ensure competence.

Section 7: Review & Maintenance

The faculty Technology Committee will review this document annually, and consult with other law school and University constituencies as appropriate, to ensure that goals and objectives continue to reflect the law school's technology priorities and that sufficient action plans are in place to realize those goals.