Faculty members serving on the LTLC during 2013-14 included: Jason Goodman, Karen McCormack (new member 2013-14), Scott Hamlin, Susan Wawrzaszek, and Montserrat Pérez-Toribio (Chair, 2013-14).

The committee held five regular meetings during the year. In Fall 2013, LTLC met three times. The committee's meetings focused on the following areas:

- **Next Steps for Blended Learning.** After a successful May 2013 workshop on blended learning, sponsored and organized by LIS and LTLC, the committee has been trying to further its efforts in discussing the potential role of technology-enhanced blended learning at Wheaton, and to engage with faculty to work through a shared vision and common vocabulary on our own version of blended learning. On the one hand, LTLC has been debating how to support and offer suitable technological funding for those who are currently experimenting with blended learning environments in their courses; on the other hand, the committee is also committed to find new ways to engage interested faculty with no experience on blended learning techniques. In this matter, LTLC supports the initiative of the Research and Instruction (R&I) group to create two communities of practice "Clouds and Crowds" and "Flips and Clips," a first step toward creating teaching with technology resources for the whole community where attendees are able to participate in a structured, purposeful conversation about teaching with technology: [http://wheatoncollege.edu/technology/communities-practice-active-communities/](http://wheatoncollege.edu/technology/communities-practice-active-communities/).

- **Technology Website.** LTLC extended an invitation to Pete Coco to attend one of our meetings to discuss the creation of a much needed website devoted to teaching with technology. Pete graciously offered to put together and present the committee a draft-site of the proposed website. The committee was very impressed and agreed with the main purposes of this new site: 1-To support and incorporate blended learning into our pedagogical curriculum, 2-To offer inspiration and new teaching with technology approaches where faculty can find resources, platforms and tools to match their own pedagogy, 3- To showcase the transformational potential of already blended learning courses taught at Wheaton. This new website, intended for both internal and external audiences, and being built by the LIS Research and Instruction team, plans to create a digital space that Wheaton faculty will value both as a resource and as a platform for their teaching with technology. LTLC and LIS sent out an online survey on December 9 to gather information from Wheaton faculty about the site in order to build a website
that works best for our community. Finally, LTLC and LIS hosted a discussion/meeting about this proposed new teaching with technology website.

- **Academic technology funds:** In an effort to create a transparent process, LTLC with the help of LIS designed a new rubric to better evaluate the funding applications and be more specific about the criteria that LTLC follows to fund applications. LTLC announced in October a round of funding for faculty interested in enhancing teaching, learning and/or scholarship through the innovative use of technology. The committee offers two different categories of funding: 1-Innovative use of technology or information resources with the potential for a broader application to teaching across our campus. 2-Technology that does not fit into the category of innovation, but which is still required for your research or instruction. Five faculty members received support for innovative use of technology in the classroom (Dipankar Maitra, Tom Armstrong, Matthew Gingo, Tommy Ratliff and Russell Williams); and three were granted with technology requests that do not fit in the category of innovation (Jenni Lanni, Josh Stenger and Michael Berg).

During **Spring 2014**, LTLC met two times. The main discussion items during this semester were the technology funds applications and the current contract Wheaton has with Google Apps for education.

- **Google Apps for education.** Scott Hamlin and Sue Wawrzaszek (also a member of the Information Oversight Committee) explained to LTLC how the current Google contract covers a limited number of Google applications (email, calendar, and Google Drive). Even though the college can have access to more Google applications that could enhance the teaching, learning, research, and work environment at our institution, such as Blogger and Google Plus; these new applications would have different service-level agreement since they are outside of our current Google education contract. The committee discussion focused on whether Wheaton should open these new applications up to the community. After considering the issues of privacy, security and liability very carefully, LTLC was in unanimous agreement and recommended that Library and Information Services make Blogger and Google+ available for use under the [wheatoncollege.edu](http://wheatoncollege.edu) domain. Members of Wheaton community that decide to use these new services will need to agree to Google’s [Consumer Terms of Service](http://consumerterms.lib.wheaton.edu), which differs from the [Google’s Education Terms of Service](http://educationterms.lib.wheaton.edu). The Education Terms of service will continue to cover email, calendar, and Google Drive; the Consumer Terms of Service will cover all additional services from Google.

- Even though Wheaton already has a specific college policy about the use of social media, some members of LTLC expressed their concern about liability issues and believe the topic of faculty and students expectations of privacy should be revisited by the committee next academic year.
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- **Academic technology funds.** In March LTLC announced a second round of Academic Technology Innovation Funds. Five faculty members have received support for innovative use of technology.
- The committee has discussed at several points during the year how best to provide support for faculty technology needs, not only for the purpose of implementing innovative practice in any area of learning and teaching, but also for research and scholarly projects. The Committee will further explore this issue next year.

Respectfully submitted,
Montse Pérez, Chair