Report of the Library, Media, and Information Systems Committee
2006–2007

To: Faculty Senate
From: Andrew Nierman, chair
Date: April 30, 2007

During the 2006–2007 academic year the Library, Media, and Information Systems (LMIS) committee addressed the specific charges given to us by the faculty senate as well as several additional topics. Our charges for the year were:

1. Meet with OIS and Library representatives at the beginning of each term to learn about upcoming decisions and changes relevant to LMIS.
2. Continue discussion regarding multiple-format journal subscriptions.
3. Continue evaluation of Course Management Systems, with an eye towards replacing Blackboard.
4. Continue discussion of establishing a copyright policy (in support of the TEACH act).
5. Continue evaluation of "electronic classrooms" and wireless service.

As per faculty senate charges, OIS representatives (Norm Imamshah, Randy Thornton, and Theresa Duhart) and a Library representative (Karen Fischer) met with LMIS during each term to apprise us of new plans and changes. Representatives from OIS and the library also attended most meetings, which was very helpful and aided discussion. The outcomes for the specific charges above will be discussed in more detail later in the document. We discuss several topics explored by LMIS outside of these charges first.

Review of the Puget Sound Technology Plan and LMIS Recommendations to TPG

The LMIS committee reviewed the Technology Planning Group's (TPG) "Puget Sound Technology Plan" (PSTP) at our December 1, 2006 meeting. LMIS proposed minor changes to the document, encouraging collaboration with faculty and other users as part of the overall planning process. Specifically, the following addition was suggested by LMIS as a "tactic" for achieving Information Technology Goal #1[1], Objective #3[2]:

> Maintain an ongoing dialog with the Library, Media, and Information Services (LMIS) committee concerning the selection and implementation of instructional technology resources and services. The LMIS committee will

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[1] Provide, enhance and maintain instructional technology resources and services to help faculty and students achieve excellence in teaching, learning and research.

[2] Ensure that the faculty has an effective and forceful voice in matters of instructional technology and that the faculty participates actively to define current and future technology needs for teaching, learning, and research, and discipline specific needs.

play an active role in any significant decisions regarding technology resources that are used by faculty.

LMIS also wanted innovative use of technology emphasized more in the document. This view was shared with TPG by the LMIS representative, although specific language was not crafted for this recommendation.

LMIS Memo to Sherry Mondou Regarding OIS

A larger LMIS initiative that resulted from the review of the PSTP was a reflection on OIS and its effectiveness in serving the campus community. LMIS members viewed this as a key time to provide input to Sherry Mondou since the hiring process for a new director of OIS was just beginning. The key problem that LMIS identified was:

> The user community (faculty, students, and staff) needs to be more involved in decisions made by and about OIS. This involvement should be through an open, deliberative process that seeks to achieve consensus among technology users, technology providers, and administrators regarding OIS policies, procedures, and budget.

As a starting point for discussion, LMIS provided three suggestions at the end of the memo:
1. The Vice President of Information Services and the Director of Instructional Technology need to be adept at working with users, not just technology.
2. Investigate whether structural changes, such as having the Instructional Technology group report to the Academic Vice President, would help make OIS more responsive to user needs.
3. Expand the recent review of OIS by seeking input from all user groups (faculty, students, and staff) and, in a collaborative process that includes representatives from these groups, develop a strategic plan to improve the Office of Information Services at Puget Sound. We also recommend that this process begin prior to the search for a new Associate Vice President of Information Services.

LMIS met with Sherry Mondou during our March 19, 2007 meeting to discuss some of these issues, as well as other thoughts germane to the hiring of a new director of OIS.

Disaster Preparedness

LMIS discussed the need for better university preparedness for power failures and other emergencies. Information was not readily available to the campus community during (or after) the power outages at the end of the Fall 2006 term. OIS reviewed some of its emergency procedures as a result of the outage, and there is an ongoing effort to improve telephone service in the event of power failure. LMIS should remain involved in this discussion in the future.

We now move on to a discussion of the specific charges identified by the faculty senate for the 2006–2007 LMIS committee.

Charge #2: Multiple Format Journal Subscriptions

Library representatives detailed current trends with respect to paper versus electronic journals. We provide a summary of the changing nature of both our spending and our usage patterns for journals.
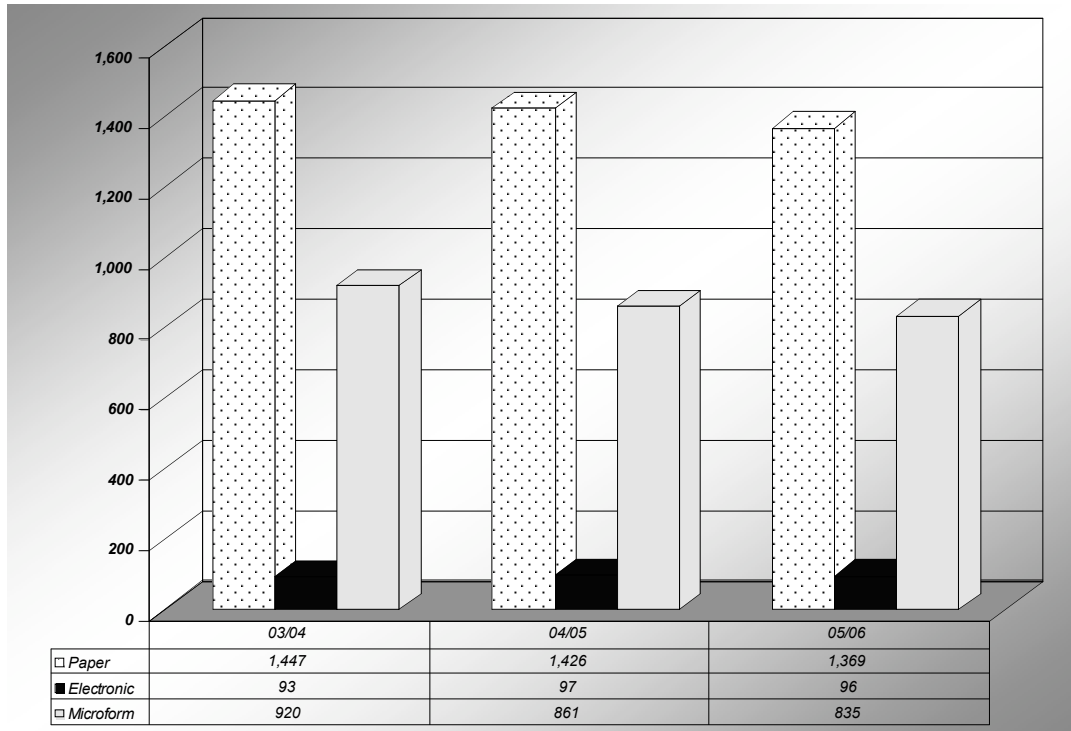
	03/04	04/05	05/06
☐ Paper	1,447	1,426	1,369
■ Electronic	93	97	96
☐ Microform	920	861	835

Figure 1: Number of individual subscriptions for paper, electronic, and microform titles
(Note: one electronic subscription may provide access to hundreds of journals)

Short-term trends indicate that the number of paper journals is gradually decreasing; the number of electronic subscriptions is remaining relatively steady; the number of microform subscriptions is gradually decreasing.

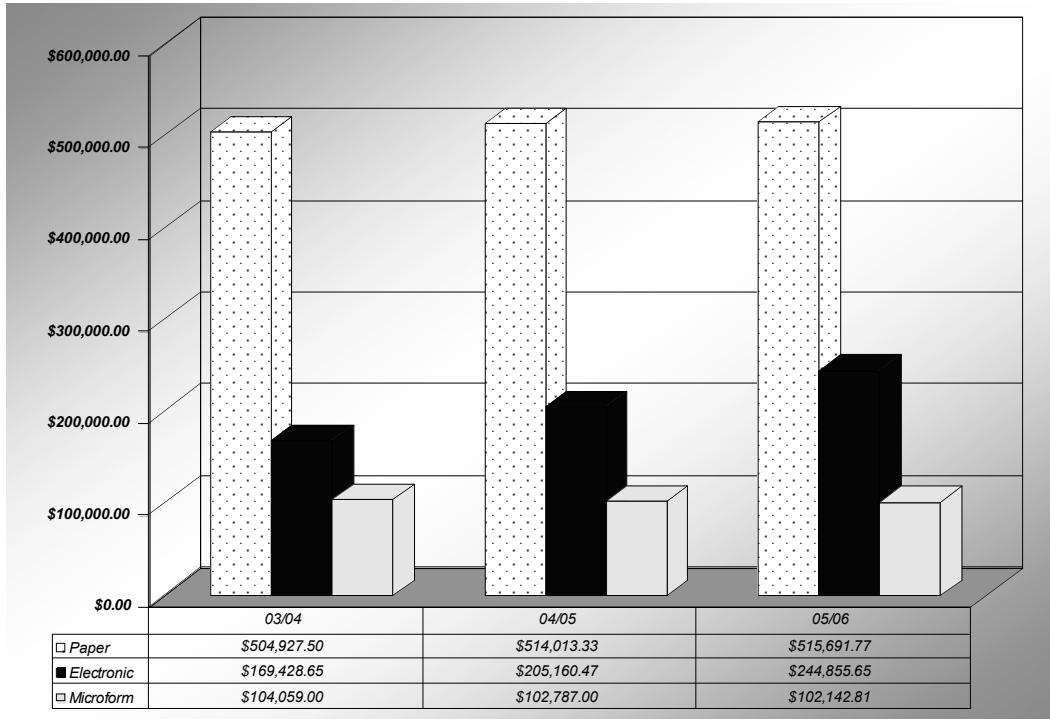The amount spent in each of these areas is seen in the next Figure:

	03/04	04/05	05/06
□ Paper	$504,927.50	$514,013.33	$515,691.77
■ Electronic	$169,428.65	$205,160.47	$244,855.65
□ Microform	$104,059.00	$102,787.00	$102,142.81

Figure 2: Amount spent on paper, electronic and microform subscriptions

Paper journal spending has been deliberately held steady (while number of titles subscribed to declines); the cost of electronic subscriptions is increasing; the cost of microform subscriptions is decreasing.

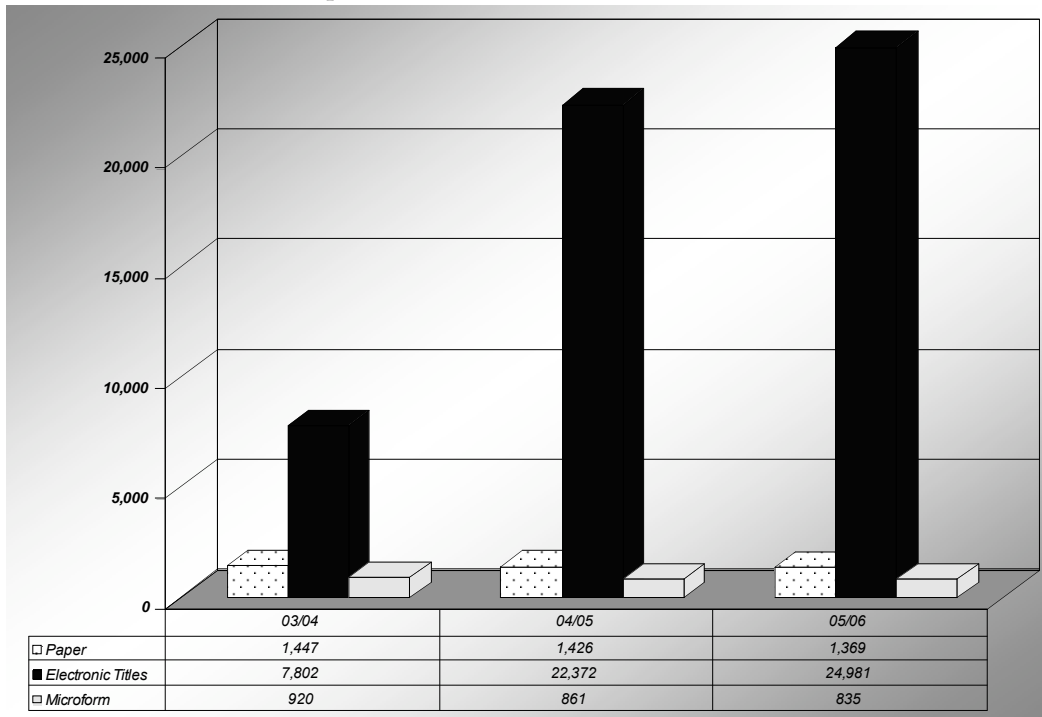The number of individual periodical titles is shown below:

	03/04	04/05	05/06
□ Paper	1,447	1,426	1,369
■ Electronic Titles	7,802	22,372	24,981
□ Microform	920	861	835

Figure 3: Number of individual periodical titles

The number of individual paper titles purchased is declining; the number of individual titles available through electronic vendors shows a large increase; and the number of microform titles is declining.

Based on analysis of electronic access data and re-shelving of paper journals, a growing trend is that students and faculty prefer to use journals in electronic format. This issue of paper versus electronic journals will continue for the next several years. The market place continues to change as vendors adjust to making a profit in an electronic world. The library will continue to analyze paper and electronic journal usage, as well as meeting with department chairs, to best direct spending for these resources.

Charge #3: Course Management Systems—Replacing Blackboard

In response to the faculty senate's charge to explore course management systems, Professors Patrick O'Neil and Lotus Perry "beta tested" a possible alternative to Blackboard as a course management system. Currently there is a realization that Blackboard is rather inflexible in comparison to newer open source systems that are being rapidly adopted around the world. In addition, Blackboard is more expensive than these alternatives. Our intention is to look at several to assess the advantages and disadvantages of the most popular options.

This semester we worked with Moodle, which originates from Australia and has been widely adopted at a number of major schools. Patrick and Lotus used it for their *Politics and Government* and *Chinese* courses, respectively, testing out features such as document storage, assignments, grade functions and communication tools. While only scratching the surface, both faculty found that the system was quite flexible and easy for faculty and students to use. In addition, Patrick and Lotus used the system in very different ways, which underscored the ability to configure the system to serve specific and diverse interests.

While work on additional systems will continue in the fall, there is a consensus by those involved that newer open source options far outperform Blackboard, which is essentially obsolete and quickly becoming a hindrance to pedagogical change.

Charge #4: Copyright and Intellectual Property

Two separate issues were explored with respect to copyright and intellectual property.

First, LMIS looked at the TEACH act. The university needs to establish a statement with respect to fair use in order to comply with the TEACH act. It is our understanding that a very simple statement, advocating use governed by copyright, would satisfy this requirement. A charge for next year's LMIS committee is to make this specific recommendation.

LMIS also engaged in a discussion of faculty ownership of scholarly work (research, curricular materials, etc.), and the lack of any university policies governing this intellectual

property. LMIS sees the need for a university policy as well as a modification to the faculty code. LMIS settled on the language suggested by the *Special Committee on Distance Education and Intellectual Property Issues* of the American Association of University Professors:

> Intellectual property created, made, or originated by a faculty member shall be the sole and exclusive property of the faculty, author, or inventor, except as he or she may voluntarily choose to transfer such property, in full, or in part.

Possible exceptions to this policy were discussed, but LMIS members settled on this simple policy rather than a more complicated policy with exceptions and/or stipulations. This simple policy is likely to work well in most anticipated scenarios.

A charge for next year's committee is to present this statement to the faculty and faculty senate.

Charge #5: Electronic Classrooms and Wireless Service

In the preceding academic year, LMIS produced a prioritized ordering of classrooms for conversion to "electronic classrooms". McIntyre 202, 204, and 212 were scheduled for conversion for this year based on that prioritization. Based on a presentation by OIS, these rooms were budgeted for a projector, a computer, and other AV equipment. LMIS recommends that the conversion of future classrooms consider a more minimal setup, with a projector and connections for a laptop computer. In fact, some of the electronic classrooms in Thompson have this more minimal (and less expensive) setup. This setup would allow us to convert more classrooms, and also reduce the upgrade and replacement costs. Clearly, there may be issues with this approach if a faculty member does not have access to a laptop. On a related note, LMIS identified that replacement of these e-classroom components needs to be planned for as a recurring item in the annual budgets.

On several occasions LMIS members have discussed the need for a "sandbox" to try out new teaching technologies (smart boards, clickers for audience voting, simultaneous display and marker use, etc.). Classroom space would be needed, as well as the equipment itself. The first step in this regard may be to bring in vendors to meet with LMIS and interested faculty. Also, some faculty have experience with newer technologies than currently in use at UPS and could help identify useful tools. In the past, requests have been made to the Budget Task Force, but were not funded. It was deemed appropriate to repeat this request.

Many students expect near-ubiquitous wireless access on campus, and in the recent past LMIS has recommended increasing wireless coverage as a high priority. New construction such as Thompson Hall will likely have wireless included as part of the budget. This year, the President provided money for McIntyre and Howarth wireless upgrades from contingency funds. Members of the LMIS wireless subcommittee would suggest

consideration of lower cost wireless access points than what has been used in the past. This may help to speed the coverage on campus.

It should be noted that some faculty members are reticent of ubiquitous wireless access, and wireless access in the classroom. Faculty may have a harder time competing for student attention, and more access may place a strain on an already saturated network. Some faculty already have difficulty presenting more network intensive materials in class due to network congestion problems. This is an issue that should be pursued by LMIS in the future.

Recommended charges for next year's LMIS committee:

We recommend a charge to LMIS to…

- meet with both OIS and library representatives early in the term about upcoming changes and plans for the term.
- finalize statements to present to faculty, and the faculty senate, with regards to intellectual property ownership by faculty. This should be done early in the fall term, since potential changes to the faculty code might take substantial time.
- review policies related to the TEACH act and to encourage a statement by the university so that we are in compliance with the TEACH act.
- continue course management software evaluation.
- continue the review of paper versus electronic subscriptions by the library.
- review wireless usage and access on campus. The committee should continue to explore the potential negative impact of ubiquitous access.
- participate in the technology budget cycle as laid out by the Technology Planning Group during the spring term.
- be closely involved in the hiring of the new OIS CIO/CTO position and the OIS head of instructional technology position.
- be closely involved in the hiring of the new director of the library.
- investigate options for backup of campus PCs.