To: **Faculty Senate**
From: **Denise Despres (Chairperson LMIS Committee)**
Concerning: 2012-13 Activities
Date: **May 3, 2012**

Senate Charges to the Library, Media, and Information Systems Committee (LMIS) for 2012-2013:

1. **Assess the PrintGreen initiative, and review and revise its policies as appropriate. Extend sustainability discussion to include reducing printing of campus flyers and other promotional materials.**

The PrintGreen printing sustainability initiative has been very successful. There have been no additional system-wide issues since initial technical issues were corrected in the Fall semester of 2012. As expected, wasteful printing has largely been eliminated. The average number of prints per student is well below the 750 prints allotted to students. More than 95% of students printed below 750 prints for the Spring semester, 2013. PrintGreen has been successfully integrated into student orientations and has received positive feedback from prospective students and parents as a green initiative.

2. **Assess the effectiveness and viability of the TurnItIn system.**

TurnItIn is the university's plagiarism prevention tool, which is used by faculty to check on the originality of papers submitted by students. TurnItIn requires an annual subscription. Due to this annual expense, it was requested that the tool be re-evaluated to determine whether we should keep making the service available to our faculty. Given the number of faculty using it, the recognition that this is a national plagiarism standard tool in use by most universities, and the fact that there is no better tool available, the committee decided to keep the tool available for the campus community despite the expense of the annual subscription.

3. **Monitor and update as appropriate the copyright and intellectual property policies and find effective ways to inform the campus community about changes and updates. Identify issues, if any, related to the posting of student research and the posting of blogs and videos on the university's website in relation to copyright and intellectual property policies.**

The Library assumed responsibility for the implementation of the Copyright Clearance Center site license. Several efforts to inform faculty were implemented this academic year to help educate faculty concerning copyright policy and best practices. Two new guides were distributed to faculty via email:

Copyright Clearance Center Annual License: http://alacarte.pugetsound.edu/subject-guide/167-Copyright-Clearance-Center-Annual-License
Copyright Guide for Faculty: http://alacarte.pugetsound.edu/subject-guide/180 Copyright-Guide-for-Faculty

In addition, follow-up messages were distributed via the Collins Library Links and a series of posters shared with the campus community. Presentations were made to selected faculty groups.

The university's Intellectual Property policy was also reviewed and corrections made to comply with current practices. (See Addendum)

4. Assist with the Optimize Puget Sound implementation and provide feedback on policies and communication.

Over the last year, much has been accomplished to complete our conversion to PeopleSoft through the project known as Optimize Puget Sound.

As scheduled on March 25, the PeopleSoft Campus Solutions module became the system of record for the academic components of university administrative systems. Campus Solutions also went live with Financial Aid for all students on April 22. Previously, it had only been active for incoming freshman.

In addition, both the core PeopleSoft Human Resources (HR) module, which includes payroll, and the Time and Labor module, went live as planned on January 1, 2013. The first components of the university's new identity management system, known as Oracle Identity Manager, also went live in January. The Financials and Purchasing modules went live July 1, 2012.

To date, the project is on time and on budget.

The functional teams in HR and Accounting and Budget Services/Treasury continue to refine operational processes and train users across campus. The HR team began discovery on two additional modules to support operations in February: Recruitment, to handle the university's hiring needs, and Benefits Administration, to manage employee benefits through an automated, self-service portal. Both are scheduled to go live in late April.

Once core PeopleSoft implementation is completed, the focus will shift to design of a data warehouse to support predictive analysis. This work is scheduled to be completed in December 2013.

Taking full advantage of the university's new administrative systems involves a coordinated effort between the functional units and Technology Services. Challenges with using the new system are to be expected and have already been seen. However, the university's collaborative culture is enabling the teams to work successfully through issues as they arise.

Even after implementation is technically complete, much work will remain to be done. By fiscal necessity, the successful implementation of any ERP requires the system be very generic at the start. Indeed, in some cases, the newly delivered system is a step backwards to what some offices had in the university's previous system, Cascade. However, with the help of the ERP steering committee which includes representation from the Associate Deans, TS is already organizing enhancement requests for priority for implementation. Over time, the

department will work to configure the system such that it will fully meet Puget Sound's needs.

Schedule:
Project Updates
- Campus Solutions team
    - Faculty training
    - Fall 2013 registration
    - Summer 2013 registration
    - Student Financials
    - Advising

- Human Resources
    - Recruiting
    - Benefits Administration
    - Student earnings

- Financials team
    - nVision training
    - Year-end planning
    - Budget screens.

Next Steps (April/May)
- Campus Solutions team
    - Student Financials go live.
    - Prepare for graduation.

- Human Resources team
    - Recruiting and Benefits Administration go live.
    - Continue post go live clean up and operation refinement.
    - Campus directory.

- Financials team
    - Budget screen modifications.
    - PeopleTools upgrade.
    - Prepare for year-end processing

- Technical team
    - Report and query development.
    - Identity system (Oracle Identity Manager OIM).

- Training/User Education
  - Continue development of self-service guides (UPK).

Beyond May
- System refinements
- Remaining data conversions
- Bolt-ons: housing, SAG, Conduct, orientation
- Analytics: data warehouse, Hyperion planning
- Mobile applications
- myPugetSound (portal)
- Room Scheduling
- **Document management**

5. Assist the library staff in planning the use of library space for special collections (and use thereof).

Library Director Jane Carlin and Archivist Katie Henningsen conducted an LMIS Archive tour, introducing the Committee Members to the spaces under discussion, the ongoing work in the Archives, and the Collection. The LMIS charged Jane Carlin to put together an Ad Hoc Committee to deliberate the proper course of action concerning the development of Archives space and usage. The Ad Hoc Committee responded to a preliminary survey about archives usage and teaching potential, the subject of discussion at a meeting of the LMIS Archives & Special Collections Spaces Working Group on Monday, April 15, 2013, 3:30 p.m. – 5:00 p.m.

The Ad Hoc committee included Jane Carlin (Library), Katie Henningsen (Library), Amy Fisher (Science, Technology and Society), Laura Edgar (Art), Peggy Burge (Library), Denise Despres (English), Peter Wimberger (Museum of Natural History), Katherine Smith (History).

Based on responses to the survey that was sent out in February and the common themes that emerged, Jane shared with the group possible enhancements to the existing spaces as well as nearby spaces that could be made.
The Ad Hoc committee offered the following observations (selective):
- The space should be a place for students to work with images as well as paper. Material from the Archives & Special Collections should be digitized and made available online.
- Natural light would be great; the existing space is not inspirational.
- A glass exhibit space would attract our tours and appeal to parents, potential students, and alumni.
- Space to display student projects that utilized the collections.

- Display cases on the second floor for Archives & Special Collections material (the display cases in Jones help draw people in).
- Glass walls to see into the space, comfortable chairs, adequate table space to work, and dedicated table lamps for additional light on cloudy days.
- The space might also serve as a space for the printing press.
- Could the space serve as both class/learning space and reading room for researchers.
- The space should lend itself to professors and students working together on a project.
- Include artifacts in displays and collection.

Jane pointed out that five years ago, the Archives & Special Collections program did not exist. In the past five years, the interest in the collections has grown significantly and we can assume that additional growth and interest will continue.

The discussion then shifted to programming for the Archives & Special Collections.
- It was pointed out that Art students often ask for curatorial experience, perhaps the Archives & Special Collections could provide that experience.
- An interactive university history project using the University Archives, would make this material more widely accessible, while providing classes the opportunity to work with primary source material, with guidance students could select a piece from the University Archives and might research, transcribe, create descriptive metadata, digitize, and add to the university history project. This project would grow as more classes participated and become a large, interactive resource for faculty, students, and researchers.
- Opportunities to hold classes "in residence."
- Make maps from the Archives & Special Collections more widely available in digital format.
- Student generated exhibits for those working or using Archives & Special Collections.
- Book or material based talks.
- Attend department gatherings to share new collections/resources/services.
- Promote the Archives & Special Collections open hours to faculty, so they can share these with their students.

Toward the end of the discussion it was pointed out that there is a strong argument for creating an Archives & Special Collections/humanities teaching lab. The science students currently have labs and spaces to explore their subjects in a hands- on way, while humanities students do not have those same opportunities. A Humanities Lab would provide for:

- Additional student seating and research space. (furnishings can be phased in over time, but our preliminary floor plan has seating from 56 with a research and discovery space for large groups).
- Exhibit and display space for student and faculty research projects.
- Increased access points to collections and services.
- Research and Discovery Area designed for hands on engagement for classes and groups with access to digital image archives and high level scanners as well as historical artifacts such as the Collins Press.
- Creation of "absolute" quiet study area for all students.

6. **Devise and recommend venues for the librarians to provide faculty members with suggested techniques for teaching information literacy, particularly related to the new first-year seminars.**

Library support of first year seminars:

Librarians now serve on the Curriculum Committee, the working group of the Curriculum Committee to review FYE seminars, the Prelude Planning Committee and are also participating in the organization of the May CETL workshop that is focused on writing. In addition, we continue to partner with CETL to provide assistance to faculty in the FY seminars to expand their understanding and integration of IL. We have also participated in relevant Wednesday@4 sessions and updates about information literacy are often included in the monthly *Collins Library Links* which is distributed to faculty. Librarians continue to reach out to departments and some department specific presentations have been made. We are also running a pilot project with colleagues from Lewis & Clark College to review senior history theses and evaluate for evidence of research skills and develop a rubric for assessing competencies at the senior level. Below is a timeline that provides an overview of contributions associated with the first year seminar project.

June and August 2011:   A group of faculty, led by Julie Christoph, met to discuss the current first-year seminar rubrics and ultimately decided to create a new set of rubrics. As a participant in these conversations, Peggy Burge:
- Presented data about the research competencies of incoming students from the Research Practices Survey and then
- Suggested ways to incorporate six key information literacy competencies into the new rubric. (The librarians originally presented these suggestions at a May 2009 Burlington Northern workshop for faculty.)

October 2011 through March 2012: After the faculty voted to approve the new rubric, Peggy Burge was part of a smaller working group that hammered out details to propose to the curriculum committee

May 2012 Burlington Northern Workshop:
- Peggy Burge presented an overview of data from the Research Practices Survey, Project Information Literacy, and the Citation Project that support the need for information literacy to be integrated into the curriculum.
- The librarians presented a four-page guide for faculty on specific ways to integrate information literacy into assignments for both semesters of the Seminars in Scholarly Inquiry
- Jane Carlin hosted a faculty visit to the Archives and Special Collections to highlight materials in the collection that might be incorporated into first-year assignments.

August 31 through September 28, 2012:
- Peggy Burge (along with Julie Christoph, Eric Orlin, and Priti Joshi) held a syllabus workshop session every Friday afternoon for faculty working on new SSI syllabi to submit to the Curriculum Committee

September 12, 2012:
- Peggy Burge and Julie Christoph co-presented on the new SSI rubrics to faculty who were not able to attend the May workshop.

June through October 2012:
- Liaison librarians have held 24 consultations with faculty to offer suggestions and feedback on the design of syllabi and assignments for first-year seminars that incorporate information literacy.
- Jane Carlin serves on Curriculum Committee working group to review new FY seminars.

Additional Related Activities:
Library facilitated participation in two **Project Information Literacy** national research studies. Both studies are available from the PL site: http://projectinfolit.org/publications/
- *How College Graduates Solve Information Problem Once They Join the Workplace*

- *Balancing Act: How College Students Manage Technology While in the Library During Crunch Time*

Information Literacy Web Portal developed for faculty:
http://alacarte.pugetsound.edu/subject-guide/5-Information-Literacy-A-Portal-for-Faculty.
This portal provides guides to information literacy, recommended assignments, online learning tutorials, and links to subject specific standards.

Librarians are working with selected departments on a review of senior research skills competencies. This will include a review of selected senior research papers to assess research skills, review of the results of the research practices survey results administered to 2012 seniors, and development of subject specific research competencies.

(Note: Music program presented a checklist of research competencies last spring)
Updates on information literacy programs and initiatives are shared via **Collins Library Links** (distributed through faculty coms), correspondence with academic chairs, and through liaison librarians.

Librarians developed an **Introduction to Scholarly Practices** tutorial that is administered to all incoming students which provides an overview of academic research and academic integrity issues associated with higher education.

Librarians participate in Prelude as well as offer a program, **"Piece It Together at Collins"** which is a self-guided research tour of the Library during the first six weeks of class.

Research 101 is an online tutorial available to all students with selected modules on aspects of racy. http://library.ups.edu/research101/
The **Academic Integrity Tutorial** is also available for use in classes and on an individual basis: http://alacarte.pugetsound.edu/subject-guide/6-Academic-Integrity-Puget-Sound

7. **Although not formally charged to review faculty websites and observance of FERPA, the LMIS committee did begin discussion of the need to provide Faculty and Staff with FERPA education and reminders about application.**

The LMIS committee's initial charges did not include FERPA. However, during the meeting of October 24 2012, the committee members agreed that LMIS should take on FERPA issues as a new charge. In particular, committee members expressed concerns about infringement upon student privacy. This year, the committee discussed ways to make faculty more familiar with FERPA and to encourage use of the resources available on campus to assist them with compliance.
First, LMIS recommends consulting the links to FERPA resources already available on our campus website, which include the following:

- Using Cloud Service Providers and FERPA on Technology Services website (with links to pages on "The Cloud and My Classroom" and "Social Media and My Classroom"):

http://www.pugetsound.edu/about/offices--services/technology-services/help--support/using-cloud-services/
Indeed, the use of third party cloud storage (Dropbox, Google, etc.) to store students' data (grades, papers, class rosters, etc.) involves risks for students' privacy, as these service providers often mine the stored data for commercial purposes. To comply with FERPA, LMIS recommends that faculty back up students' data on their University of Puget Sound drive, rather than on third party cloud storage.

- FERPA Tutorial on the Academic Advising website:

http://www.pugetsound.edu/academics/academic-offices/academic-advising-registrar/know-educational-rights/ferpa-tutorial/

- Students' FERPA Rights:

http://www.pugetsound.edu/academics/academic-offices/academic-advising-registrar/know-educational-rights/

Furthermore, the committee recommends that faculty exercise care to comply with FERPA when writing letters of recommendation.

Similarly, faculty members need to be selective in the information shared during phone calls with employers who seek them as references for a students' job or internship applications, as well as in conversations with family members.

Of course, such restrictions on information sharing about academic data can sometimes undermine the ways in which faculty attempt to recommend students to employers and academic programs. One solution is to ask each student for explicit written permission to share information with third parties, if the faculty member believes it would help formulate stronger recommendations. Faculty might find a template useful in requiring such permission. In any case, it must be made clear to the student that s/he has control over this decision.

Conversations with family members seeking to know more about their students' academic performance can become quite uncomfortable if a faculty member is not adequately prepared to handle students' information in compliance with FERPA.
Thus, being well informed about the dos and don'ts regarding the use of students' educational records is extremely important, as issues can arise in many, sometimes unexpected circumstances. The availability of the resources above should be made clear, and faculty members should be encouraged to learn about FERPA to be prepared for a variety of practical situations.

The recommendations above summarize the work of LMIS in 2012-2013 on its charge regarding FERPA issues.

2013-14 Charges
Provide input and guidance to the Library during implementation of the new integrated library system (ILS) that will result in new ways of ordering materials, affect circulation procedures, as well as offer a new discovery system (library catalog)
Review of new technologies and their impact on infringement upon student privacy. This year, the committee discussed ways to make all faculty more familiar with FERPA and to encourage use of the resources available on campus to assist them with compliance.

Develop a preservation strategy for digital archives. As we all know, much of what is being written or said about Puget Sound is now electronic. We need a way to preserve that or there will be a huge gap in our history.

Continue to oversee the implementation of Optimize and keep the Faculty Senate informed about progress. The LMIS committee should also solicit feedback on areas of the system that might need our attention.

Continue to support initiatives to raise awareness and use of archives and special collection, building on the 2012-2013 LMIS Committee report.

Analyze issues of scholarly publishing and communication as they apply to Puget Sound and suggest ways to provide faculty with guidance on fair use, intellectual property rights, and management of their creative works. Promote initiatives and practices that encourage faculty to explore the challenges and opportunities associated with disseminating research, creative works, and teaching materials through new methods and electronic means through Puget Sound's institutional repository *Sound Ideas*, development of digital solutions for data storage and management supporting faculty research and teaching needs, sponsorship and encouragement of peer-reviewed electronic journals, and financial support for faculty copyright ownership in author-pays publications.