Charges for 2011-2012

I. Recommend how best to ensure ISO/ITS is effectively connected to Academic affairs. Consider the establishment of a standing committee of the Institute on such matters, under the purview of the Provost, with appropriate representation from the Senate.

The committee, in consultation with Jeanne Casares (Assistant Vice President and Chief Information Officer), John Zink (Assistant Vice President for Global Risk Management Services), and Jonathan Maurer (Information Security Officer), believes the existing ISO/ITS structure adequately addresses representation from Academic affairs. This structure includes a core team to create initial drafts, and a standards review team to review proposed standards to assess their feasibility within the individual colleges and departments. The standards review team is comprised of representatives of both faculty and staff in each college, as well as other units, such as Library, Academic Affairs, Development and Student Affairs. However, while these
policies provide for the framework for participation, the committee is aware that communication between unit representatives and the faculty varies considerably.

The supporting documentation includes:

- Review of the RIT Information Security Policy and Standards (http://security.rit.edu/standards/) with John Zink, Assistant Vice President for Global Risk Management Services, and Jonathan Maurer, and Jeanne Casares of ISO/ITS.

Recommendation:
Therefore, the ASC does not recommend adding an additional standing committee to manage the connection of ISO/ITS to academic affairs. However, the committee would like to emphasize that dissemination of information from ISO/ITS be reiterated by the College/Unit representative to those individual units to reinforce that this representation helped to inform the policy.

Actions taken:
The committee contacted John Zink to request that the site get updated with current members to raise campus awareness of the connections between ISO/ITS and academic affairs.

II. Consider present and future support needs for blended and online learning

The committee met with Donna Dickson (Director of Faculty Success) regarding current online learning initiatives. This work is currently being done by other established taskforces and committees across campus.

The Future Educational Technology Taskforce was formed to address emerging trends in higher education and to develop a set of recommendations for new approaches in learning methodologies and educational technologies, including future scenarios and approaches for online learning at RIT. In addition, the Provost has been facilitating conversations with Deans and faculty across campus to establish RIT’s online strategy and goals and several current reports on online learning are available on the Provost’s website, http://www.rit.edu/provost/priorities_keyfocus#Incubating. As a next step, the Academic Technology Advisory Council will be addressing metrics for the online learning goals in their spring quarter meeting.

Recommendation:

Academic Senate stay informed of the progress and work of these groups and provide input via these channels.
III. Consider impact of semester conversion on academic advising and the potential benefit of moving toward development of permanent advising staff.

The committee met with Lynn Mazadoorian, Director of the Institute Advising Office. Currently, the practice of advising varies widely across campus. The committee recognizes the need for a variety of different levels of advising and feels that addition of a permanent advising staff would provide for consistent practices and information delivery to students. A permanent advising staff could potentially reduce overall student confusion and reduce faculty load.

Recommendation:
The committee would support the administration moving forward with a permanent advising staff provided funding is available.

IV. Assess the present state of the Wallace center and the extent to which it is meeting our academic needs.

To address this charge, members of the Committee met with Lynn Wild, Associate Provost for Faculty Success for an overview of the Wallace Center, including services, budget and challenges. The merger of Wallace Library and Teaching and Learning Services to form the Wallace Center occurred in 2009. The services of the center remain the same, but the merger provided opportunities for collaboration and for increased operational efficiencies. The Wallace Center includes the RIT Libraries, the University Press, Teaching and Learning Services, Academic Technology and Media Services, the Scholarly Publishing Studio, Faculty Recruitment and Retention and ETC Production.

Lynn shared the budget of the center which is approximately $11.5 million of which more than ⅓ accounts for salaries and benefits, typical of most organizations. Library materials account for 20% of the budget and have not been negatively impacted by the merger. Other budget items include support for classroom technology, faculty recruitment and retention and software support for applications such as MyCourses.

Major challenges for the Wallace Center include the outdated facility which is heavily used by students (on average 2500-3000/day), the sustainability of library resources with yearly inflationary increases, the evolving digital environment, and the necessity of addressing multiple priorities with finite resources.

The challenges faced by the library are the same challenges that existed pre-merger. Benchmarking data illustrates that the library’s budget is far below RIT’s benchmark schools and AITU schools. In 2010, RIT’s per FTE expenditure for library materials was $163 per student FTE as compared to Drexel at $252/FTE, Virginia Tech at $302/FTE, RPI at $326/FTE and WPI at $459/FTE. Support at research level libraries such as Cornell ($728/FTE) and University of Rochester ($1021/FTE) is even higher. This metric is best for comparison purposes as FTE based pricing is common for electronic library resources resulting in increases in price for library resources as FTE counts increase.

A growing percentage of the library’s budget (85% as of 2011/2012) supports subscription based resources, i.e. journals or databases that have had an average annual inflation rate of 5% over the last 5 years. Inflationary rates mean that the library’s budget must increase on a yearly basis
just to sustain existing resources. Budget increases over the last 5 years have fallen short of inflation, resulting in the cancellation of over $200,000 of library resources. New subscription based resources can only be purchased if existing resources are cancelled, limiting RIT’s ability to acquire new journal titles or databases or respond to new research areas of faculty. To manage costs, new models of purchasing such as demand driven acquisitions, which allows libraries to make purchases based on actual use rather than predicted need, have been implemented. The library also has multiple partnerships for the sharing of resources between other academic libraries.

On a yearly basis, a detailed cost per use analysis is completed for all electronic resources for which data is available. This analysis illustrates that library resources are heavily used and cost effective. In 2010/2011, close to 2 million items (articles/images/books sections) were downloaded from library resources. Resources used for undergraduate study were as low as $.04 per article download and research level resources such as Elsevier were under $4.00 per article.

**Actions Taken:**

The committee undertook two initiatives to gain further information on the use and need for library materials:

- With the support of committee member Xumin Liu, Assistant Professor in the department of Computer Science, the library is partnering with GCCIS to investigate data retrieval, data analysis, and data visualization techniques that will facilitate the collection of use analysis data and provide deeper insight into use patterns of electronic resources. Two GCCIS graduate students are currently working on this project.

- A campus wide faculty survey was distributed to department chairs to solicit feedback from faculty on their use of library resources and whether or not the library is meeting their research and teaching needs. Response to the survey was limited but preliminary results indicate that resources to support both research and teaching are lacking in the library. For example, in the College of Science, 46% of the respondents indicated that their primary teaching and research needs are not being met by current library resources.

**Recommendations:**

- The committee recommends that the survey be forwarded to the library to administer next academic year to gain additional input on the resource needs of faculty.

**General recommendations:**

- It is recommended that the Wallace Center and all other entities under the purview of the Academic Support Committee report directly back to the committee on a regular basis to provide services and resource information.