

Faculty Senate Information Technology and Library Committee
Minutes, December 1, 2011
1:00-2:30, 605 Hodges Library

Present: Carole Myers, Chair (Assistant Professor, College of Nursing), Mark Baggett (Assistant Professor, Library), Donna Braquet (Associate Professor, Libraries), Marianne Breinig (Professor, Physics), Bob Campbell (Associate CIO, UTK Administration), Jean Derco (Executive Director, OIT Support), Wonjae Hwang (Assistant Professor, Political Science), Jerry Riehl (Interim ACIO, UTK Academic), Fernando Schwartz (Assistant Professor, Math), Steve Smith (Dean, Library)

Guests: Mike Stanley (OIT), Teresa Walker (Associate Professor, Libraries), Elizabeth Pemberton (SAIS Coordinator, Institutional Research and Assessment)

1. Welcome – Carole Myers
2. OIT Update – Bob Campbell
 - a. UPS outage in December. Virtually all applications and IT infrastructure will be down from 12/26 11 p.m. to 11/28 8 a.m. (full list at end of minutes). Comment from **Breinig:** Independent study was dissolved, but there are still courses running with final due dates of December 31. Should notify students. **Riehl:** We will post to Banner. **Breinig:** Those students don't go to Banner, they go to DE.
 - b. Organizational changes. Chris Cimino and others are working on final details of campus / system reorganization.
3. Apps@UTK.edu – Mike Stanley
 - a. Apps@utk.edu started as a project to change how computer labs are handled and will be rolled out in labs in the spring.
 - b. Similar to analysis.utk.edu (where users can log in via web browser and run statistics applications), but a larger scale (analysis supports 50 concurrent users; apps@ut will support 1,500).
 - c. Shifting from running everything locally to running almost everything on a server. Will allow move to lower-cost / lower powered computers in labs (thin clients). Will allow PC applications on Macs. Shifting all execution from local machine to cloud (data center).
 - d. Will start with OIT managed labs and partner with LANMan Exec Committee to roll out in their labs. Later, but still in spring, will roll out for all OIT staff, to start running apps virtually / virtual desktops, either Windows apps or full Windows sessions. Next step would be administrative offices (Athletics, Purchasing).
 - e. This will offer more security, especially for apps like IRIS or other sensitive information, with all programs running remotely, and will be coupled with secure TStorage. Another benefit for students is that expanding TStorage (networked storage) to include all students. If in Windows and AD, may see it as your H: drive. Students and faculty won't have to worry about saving to local drive, keeping copies on thumb drives, etc. Question from **Schwartz:** Can you use TStorage as Time Machine? **Stanley:** TStorage takes snapshots of itself every hour or so. On your TStorage drive you'll have a folder called "Snapshots". You can reach into Snapshots folder and grab earlier versions if needed.

Schwartz: But can you use it as your Time Machine, storage space for your computer?

Campbell: Between apps@ut, TStorage, and SharePoint you will never need to put anything on your computer again. **Schwartz:** That would be bad, if you get out of internet range. **Stanley:** Can use as backup but yes, do need an active internet connection.

- f. Technical strategy behind apps@ut: We've increased the number of labs we take care of and are having to do more with less. Old methods of doing things were as efficient as they could be, but were geared toward a larger staff. Want to preserve and enhance quality of service and scalability with fewer staff. Eventually want to provide full access to all apps for all faculty /staff / students.
- g. Have always heard, "No one will want labs anymore." That's not true; labs are not just about running programs, but also about working in groups, collaborating, having a different location to study. Technology will enhance labs and make it easier or possible for people to take advantage of software remotely.
- h. Demonstration.
- i. **Campbell:** This is an interim step to true cloud computing, where services might be obtained from a provider; UT could deploy thin clients and purchase set of services from a provider. That would get us out of commodity level services and allows focus on UTK specific issues.
- j. Question from **Baggett:** Heard a rumor that Microsoft was not happy with this plan and wants us to pay double because it's a license violation. **Stanley:** Different licensing model. In a nutshell: Currently we have Office and Windows licensed for faculty and staff, and for lab machines, but not for students. Last year MS created a "virtual lab" license, to make it legit for us to run Office remotely. We negotiated something significantly cheaper than first offer (came down from high six figures to five figures; this year they want high six again). We will have to make it so that if Joe Student walks into the lab, he can see Office, but if he connects from his laptop, he can't. Students have access to Open Office and other alternatives, and at student cost for Office at Computer Store, it's cheaper to let them buy it than to "virtual lab" license it. We will comply with licensing requirements.
- k. **Myers:** Nursing uses computer labs for testing; very limited in terms of number of seats. Will this be an option for testing without working in a lab? **Stanley:** Depends on your specifications; it could, but we'd have to develop some kind of technology to keep people from browsing the internet. **Campbell:** There are technologies to do that. **Riehl:** MFLl uses Respondus Lock-Down Browser. **Stanley:** That works in controlled labs; not so much on personally owned laptops. We won't see labs go away; that's one reason. Maybe fewer labs in dorms.
- l. Hardware: analysis.utk.edu runs on a single server in the data server. Apps@ut will live on the FlexPods filled with blade servers, and will take up about 61% of that infrastructure. Each blade is about the size of two MacBooks and has about eight times the current computing power of analysis.utk.

- m. Software: Using all Citrix software, and Citrix has clients for a wide array of platforms, including iPad, Android, Kindle Fire, even BlackBerry.
 - n. Depending on platform and client, someone may get a common interface or log in from a web browser. Takes a few seconds to launch. Run any app from any platform. May see more touch-friendly applications with Windows 8 Metro.
 - o. This is “blisteringly” fast on our network, wired or wireless. Shouldn’t see performance degradation. Citrix pioneered remote access going back to the days of dial-up modems.
 - p. Integration w/TStorage provides a mapped drive on personal computer, accessible virtually. Will increase ease of use, especially working from home.
 - q. Don’t have every app published yet. Joanne Logan from Ag is very happy with ArcGIS.
 - r. Question from **Walker**: Is mechanism in place to allow limited access to software for a specific class to only those students in the class? **Stanley**: Yes, absolutely. Example, English lab – program called Final Draft that only English students use. We can create a group and apply it to that application so only those users see it. **Walker**: Can that be done on a temporary basis? **Stanley**: The technical answer is yes; the do-we-want-to-be-audited answer is probably not.
 - s. Launching in labs and to replace analysis.utk this January 2012. We have to buy what’s called a MS Remote Services COW for each user of analysis. We will start funding the COWs centrally, so everyone can use the service.
 - t. Question from **Schwarz**: Is 1,500 concurrent users enough? How did you estimate it? **Stanley**: Certainly big enough for next year or two; we know what concurrent usage is in our labs and for analysis. We have a five-year plan for buying more hardware and licenses. **Schwarz**: What does the 1,500 number mean? **Stanley**: 1,500 individual connections to the system at one time. **Schwarz**: So it’s not per program; if there ten programs available, can’t have 15,000 connections at 1,500 per program. **Stanley**: Correct. However, compare to Arizona State University, which is much larger, and is running on 1,200 licenses. Estimates future max 2,000 licenses.
4. Libraries update -- Steve Schwarz
- a. Free chair massages in Library Sunday 4-7 and Monday 11-2. Three massage therapists from Knoxville Massage Therapy Center.
 - b. Will have a new librarian, Associate Dean for Scholarly Communication, Holly Mercer, over Digital Library initiatives, TRACE and Newfound Press, library systems, and research services librarians – the “extension agents.”
 - c. Mercer will come to a meeting next year.
5. Fair Use -- Theresa Walker NOTE: most notes taken directly from Prof. Walker’s handout
- a. The case is about copyright infringement against Georgia State University regarding making materials available in electronic course reserves and on faculty members’ course pages. The publishers bringing the charges are SAGE, Cambridge, and Oxford. The charges were against individual campus administrators (the Provost, the Director of Libraries, and the Director of IT).

- b. Three alleged types of infringement:
 - i. **Vicarious** – that Georgia State is profiting from making materials available in this way because are saving money on licensing and because students choose to attend Georgia State because they can get access to course materials at a lower cost. This charge was **dismissed** on the grounds that Georgia State is not profiting (no license-saving, no student savings).
 - ii. **Direct** – that many individuals at Georgia State engaged in copyright infringement. This charge was **converted to indirect** on the grounds that Georgia State is responsible for the conduct of its employees.
 - iii. **Contributory** – that the institution or systems used by the institution make possible massive or systematic infringement. This charge was **dismissed** on the grounds that there was no finding of institutional or systematic wrongdoing.
- c. Georgia State presented two defenses
 - i. The duties of the people at that level do not involve copying materials
 - ii. Fair Use. Further, this is a federal case being tried in the state of Georgia, and the federal government can't ask for money from the state, so the court is being asked to issue an injunction. Georgia State developed and implemented new guidelines in 2009 and has asked for court to consider actions only from 2009 forward.
- d. Court decision is encouraging but still some concerns.
- e. Publishers and university are working toward a resolution, restrictions, fees.
- f. Georgia State's new Fair Use Policy
 - i. Includes a fair use checklist
 - ii. Instructors are responsible for evaluating on a case-by-case basis if something is fair use
 - iii. Inclusion of materials will be at instructor's request for his/her educational needs
 - iv. Online materials must include a citation to original source and a copyright notice
 - v. Must originate as a lawfully owned copy
 - vi. If a link to the content is available from the publisher's database, library staff must use that
 - vii. Materials should be deleted at end of each semester
 - viii. Students cannot be charged for reserve services
- g. Fair use is not clear.
 - i. How much of a work can be used? Guidelines are "about 10% - 15%," but that's not law.
 - ii. How much of a course's materials can be on reserve rather than purchased? Guidelines are "about 10% - 15%," but that's not law.
 - iii. Do the index or table of contents count toward the quota?
 - iv. In 1976, Congress exempted "multiple copies for classroom use." There is no percentage there.

- h. Could this case set a new standard for enforcing fair use in higher education? If it did, what might that look like?
 - i. Student copyright fee (cost prohibitive if it's anywhere near comprehensive)
 - ii. Annual campus license from Copyright Clearance Center (controversial - neither Oxford nor Cambridge would even be included in such a thing. There are negative feelings about the CCC not actually compensating authors for the clearances.)
 - iii. Publishers would be given access to course pages so they could monitor individual faculty members (lots of opposition to this)
 - iv. Faculty education (large-scale education would be very time-consuming and nearly impossible to organize)
 - v. Central office for fair use decisions (expensive)
- i. Negative outcomes if publishers are successful in obtaining an injunction
 - i. Cost for licensing will be passed on to teachers, libraries, and students
 - ii. Students will not be exposed to the diversity of materials they would have been as many faculty report they would not include works if they had to seek licenses
 - iii. Academic authors will have to decide if they are being properly compensated for providing content if they can't use it freely for educational purposes.
- j. Any money spent accommodating fees takes away from collections.
- k. This court ruling could put into effect a requirement for a license that doesn't exist in statute law.
- l. Case not yet over; ruling was made but still working on solution.
- m. Question from **Campbell**: What is course reserve system: **Walker**: Legacy system; people would bring materials, physical copies that would be held for just their students. Now reserves are electronic as well, with a digital copy being placed on a server and access for just those students. This system predates Blackboard and so many online subscriptions. Moving in direction of putting a link to subscribed content in BB. Not easy, even sometimes finding a link to the article can be hard; that's something librarians are good at. Working very closely with DMS, much stricter about copyright. Librarians all for fair use but very aware of issues. **Myers**: Or the link works on campus but not from off-campus.
- n. Question from **Schwarz**: What about putting a file on own website? **Walker**: If not password protected and putting the article on site, clear infringement. **Myers**: Getting harder to post and link on TRACE, hard to know what can put on and what can't. **Walker**: There's a reason for not having a written policy: once we do that, Fair Use goes away and we're all liable for any infringement. **Myers**: But the information is contradictory. **Walker**: Because everything is case by case basis.
- o. Question from **Myers**: Is there a workaround for working from off-site? **Walker**: Yes, trying to make that more obvious. This next semester will be last one of course reserves as they have been; won't be putting copies on a server but links in BB. The faculty member won't have to decide; Library will offer that service. A change from scanning / data entry to doing research and finding articles.

- p. Bibliography:
- i. Educause Podcast with Kevin Smith,
<http://www.educause.edu/Resources/TheGeorgiaStateCopyrightCasels/234947>
 - ii. Judge's Ruling September 30, 2011,
<http://docs.justia.com/cases/federal/district-courts/georgia/gandce/1:2008cv01425/150651/235/>
 - iii. *Know Your Copy Rights* brochure from the Association of Research Libraries (ARL) <http://www.knowyourcopyrights.org/resourcesfac/kycrbrochure.shtml>
 - iv. Scholarly Communications @ Duke Blog
<http://blogs.library.duke.edu/scholcomm/2010/10/01/going-forward-with-georgia-state-lawsuit/>
 - v. What's at Stake in the Georgia Copyright Case – May 30, 2011, *The Chronicle Review*
<http://chronicle.com/article/Whats-at-Stake-in-the-Georgia/127718/>
6. SAIS (student evaluations) -- Bob Campbell and Elizabeth Pemberton.
- a. Winding down from first semester of fully online. Where we are, where we want to go, how to anticipate and deal with issues.
 - b. As of this morning, overall response rate is 42%. Better than last year when “strongly encouraged.” Comparable to other institutions in our region (except for those which hold grades until complete evaluations). Would like to be overachievers; would like 60% overall.
 - c. 63% of students taking one or more courses have evaluated at least one course.
 - d. One more reminder going out. Will be giving away three iPads to students who complete all their evaluations, but don't want to become dependent on giveaways. Question from **Schwarz**: Do you really think three iPads among all students will have any effect? **Pemberton**: That's what we can afford, and yes, it is an incentive.
 - e. Comment from **Breinig**: More students would do the evaluations if they were more useful and the students got information about outcomes. **Pemberton**: Trying to educate students, that faculty do use the evaluations, they're used in Tennessee 101, and they're used for Tenure & Promotion.
 - f. Going to revamp TN 101 website and update it with the information. Encouraging professors to talk to their students about how they use the evaluations. Have found that instructor involvement is vital for high response rates (believed that paper evaluations were at 90%, but that's not really accurate, given the number that were not filled out, were drawn on, or were otherwise unscannable). Involvement doesn't mean offering extra credit or incentives; that's a hot topic the provost is addressing.
 - g. Question from **Schwarz**: The department chair can't see comments on evaluation forms; why is this? **Pemberton**: That will need to be addressed by Teaching Council and Faculty Senate, which has SAIS oversight. Original intent of open comments was for faculty to consider. Over time, people wanted their department heads to see the good comments. Instructions were to hold the blue-and-white envelopes until after grades were awarded. Once started printing off online comments, department heads started looking

at those. One department has instructed faculty to include the comments in their T&P packages. Still in limbo, and trying to go by 15 year old rules. Varies by department.

- h. Question from **Myers**: What's rationale for distinguishing comments from Scantron?
Pemberton: Some feel the comments are more meaningful. But there may be just a few people who write comments; don't want to see five people's comments overshadow fifty people's numeric responses. **Schwarz**: If comment something like "Professor is great, love that we have no final exam," chair may need to know that. Comments can be really important to provide window into class. **Myers**: Larger discussion about teaching evaluations, what's currently in Faculty Senate handbook, and the very extensive suggestions brought forth from Teaching and Learning Council. Discussion of what kind of window into the classroom is appropriate and who should be looking through the window. **Pemberton**: SAIS Coordinator, not Dictator. Want to make it work as best we can for everybody. Operating under guidelines from 15-20 years ago when teaching evaluations were introduced. Will do whatever Faculty Senate decides in conjunction with the Provost.
- i. Going to online has some benefits (saving 1.25 tons of paper and around \$30k/yr). Goal is to get responses back right after grades are recorded. Hope is to get it to faculty (on website, log in) directly much more quickly. Comment from **Breinig**: Finds rapid response very useful. Spring semester taught a course in a new way; very good to get feedback before next semester started. **Pemberton**: Paper got a lot of students to respond – and that's very important – but had to wait until exams were done, then sort all the papers, then scan them, then return them. With online, everything has to be right when system opens; then when system closes just run the data.
- j. **Campbell**: Will be monitoring rate at which people complete assessments can see what promotions work.
- k. Question from **Myers**: Will we get any sort of comparative data, such as comparisons between a course with six people and a course with one hundred, or between different faculty in department? **Pemberton**: Need to discuss with Teaching Council. Technically possible, but in 2002 Faculty Senate asked for no departmental averages.
- l. Comment from **Schwarz**: Last semester tried offering incentives and encouraging people to complete the evaluations; this semester has been more casual about it. Finds that students don't like to be pressured. Talked with colleague at Pennsylvania, who said when they started online the whole department went from above average to below. To keep it fair, there should be no interference; devise whatever policy you like, but keep it fair and equal. **Breinig**: Has been doing online evaluations since the beginning. Did not see significant changes in results.
- m. Question from **Walker**: Is there an illusion of anonymity online, compared to in the classroom? **Pemberton**: Some professors said students would talk about it and that would influence other students. Some people concerned that evaluations are not valid unless 90%-100% filled out. One professor doesn't want students who don't come to class to be able to fill out the evaluation. Trying to make it work for as many as possible.

- n. Comment from **Breinig**: Concern that evaluations are available after finals; students waiting until after the final exam to evaluate. **Pemberton**: System stays open into exams in fall because of Thanksgiving. We do that to boost response rate. Opening earlier is too early. In spring last day is the study date. Could be changed based on discussion. **Schwarz**: Have to be consistent, not change from semester to semester.
 - o. Question from **Myers**: What about the forms; is anyone looking at the questions? Some of the forms no longer match instructional design; wording not contemporary. Shouldn't ask if "like" professor. **Pemberton**: People are looking at that. We can't just pick and choose because the system is copyrighted by University of Washington. Have 11 different forms because have different types of classes (e.g., clinical rotations). Not all departments would be best served by a single form. **Myers**: No good form for blended learning. **Riehl**: Closest would be the one used for distance courses, but it's not perfect for blended. **Pemberton**: Provost is looking at it. **Myers**: Use the same form for pre-licensure and doctoral classes, which are very different animals.
7. Spring meetings
- a. Thursdays, 2:00-3:00, skip January, Feb 9, March 1, April 12.
 - b. Meetings are not consistent day of the month because trying to meet two weeks before Executive Council, which is all over the calendar because of holidays. Myers will send out as Outlook invitations.
8. Has been a productive term, but nothing really to bring forth in a motion to full Senate.
- a. Question from **Breinig**: Question about Windows and Office licenses. Have Studio Physics classroom with big tables and laptop computers to share, all on UT Open wireless network. In fall, suddenly got errors that Windows was not licensed; had to log in to VPN and relicense 40 individual computers. Has been told that will happen every six months. Doesn't want to put the computers on WPA2 because of how the computers are shared. **Stanley**: Will check into the KMS server. May have been an oversight; that server had to be blocked from part of Internet to keep outsiders from from activating against it, but thinks should be available to UT Open.
 - b. Question from **Schwarz**: Grad student comments about interlibrary loans -- can only keep for two weeks, which isn't enough. Also, if book is missing can't request re-purchase, only faculty can request that. **Smith**: Will check into that. May depend on the lending library, not sure. Try to specify when making request. **Walker**: many institutions only allow two weeks but may allow one renewal. **Braquet**: Go to subject librarian for assistance. **Baggett**: Looking at making ILL available even for items that are in UT catalog but are checked out to someone else. **Myers**: That would be great; hard when have a really popular book, having to wait for recalls. Also, if book is just missing and not officially declared gone, can't do ILL. **Walker**: Yes, you can -- put a note in the field saying the book is missing or lost. **Baggett**: Working with Systems and ILS to fix workflows, such as around missing items. **Smith**: Trying to change how we deliver items from our own collections to people. Will make delivery from any location to the Hodges Circulation Desk. **Baggett**: If something in storage, could request up to 60 pages electronically; will extend that to all collection items.

9. Minutes were sent out; questions or comments and will be brought back for approval in February.

OIT Service Outages, December 26-27

Knowledge Base article: <http://oit.utk.edu/helpdesk/kb/entry/1986/>

Will start shutting down 11 a.m. Monday, December 27. Goal is to be back up by 12:01 a.m. Wednesday, December 28.

Services that **will be** available:

- DNS / DHCP
- HPC Newton
- LiveOnline@UT (Centra), from an alternate website, http://asp8.centra.com/SiteRoots/main/index.jhtml?default=true&domain=/Customers/university_of_tennessee
- NetID / AD authentication, but no other directory related services
- OCS
- SMTP
- Telephone service will be available in most but not all buildings (see list below).
- TERA
- TMail / Exchange
- Voicemail will be available in all locations except NTRC, and Expressions will send link to email.

Services that **will not be** available:

- Access to Digital Media Services (DMS) files
- analysis.utk.edu
- ANDI
- Blackberry Enterprise Server
- DSL services
- HPC-Newton
- IRIS/Business Warehouse/E-Recruiting
- Listserv
- MediaSite streaming servers
- MyUTK/Banner
- NetReg
- OIT Unix servers, unix.cas.utk.edu
- OIT Virtual Host servers, including web.utk.edu
- Online@UT (Blackboard)
- SharePoint
- SPSS Data Collection (formerly mrInterview)
- SQL servers constantine.utk.tennessee.edu and aphrodite.utk.tennessee.edu

- T-Storage

About half the buildings on campus will have **no networking capability**

- 1840 Melrose Ave - Office of Equity & Diversity
- 2000 Lake Ave-Office of Research and Information Technology
- 2019 Terrace Avenue- ELI
- 2101 Terrace Ave-Child and Family Studies Research
- 2109 Terrace Avenue - Knoxville W.A.V.E.
- 2110 Terrace - Radiological Safety
- 2111 Terrace Avenue- Environmental Health & Safety
- 2124 Terrace Ave - Architecture Research Annex
- 905 Mountcastle -Construction Industry Research and Policy Center
- 907 Mountcastle - ELI
- 908 21st Street - Art Department Annex
- 909 Mountcastle - Pediatric Language Clinic
- 913 22nd Street
- 916 22nd Street-Environmental Health and Safety
- Aconda Court
- Ag Extension
- Ag Extension Eastern Office
- Alumni Memorial Building
- Associate Provost OR Academic Support Programs
- Austin Peay Building
- Ayers Hall
- Biotech Research Facility
- Blount Hall (White Avenue Building)
- Bovine Barn
- College of Pharmacy
- Conference Center
- Crop Genetics Laboratory
- Dabney-Buehler Hall
- Dunford Hall
- East Stadium / Neyland Stadium
- Facility Services Building
- Haslam Business Center Complex
- Henson Hall
- Hesler Biology and Greenhouse
- HPER
- Intercollegiate Aquatic Center
- John XXIII Center

- McClung Museum
- Melrose Hall
- Middlebrook Building
- Neyland Drive Biology Annex
- Nielsen Physics Building
- NTRC
- SMC
- South Gay Street Art Lab
- Steam Plant and Addition
- Student Counseling Services
- Student Health Clinic
- TANDEC
- Temple Court
- Transportation Services
- Tremont - GSMIT
- Tyson Alumni Center
- UT Battelle
- UT Hospital (secondary internet link)
- Walters Life Sciences
- White Avenue Biology Annex

A few buildings will **lose telephone services**, and VOIP will be out for all buildings (voice mail will remain active for all buildings except NTRC):

- Ag Extension- Alcoa Highway
- College of Pharmacy
- Glazer Building
- Haslam Business Center Complex
- Middlebrook Building
- NTRC