

# Information Resources 2007-08 Annual Report

## I. Overview and Highlights

Thanks to an energetic, dedicated, and highly knowledgeable team, 2007-08 was a successful year of noteworthy accomplishment. Everyone in Information Resources explored creative ways to expand and improve services and enhance the campus information and technology infrastructure. Information Resources librarians and technologists continued their active support and promotion of campus information and technology initiatives, and provided training and assistance in the library, offices, labs, and classrooms.

The Learning Commons complemented the classroom, and faculty worked closely with Information Resources teams as they explored the use of emerging technology-based pedagogies. Some new IR initiatives included:

- Internship program in Memorial Library for students in Title III technology intensive programs piloted
- Webcasting website and webcasting service implemented
- Adoption of student response systems (clicker) technology in large classes
- Creation of a Second Life Island where students “virtually” meet for classes
- Web 2.0 technologies, (e.g. blogs and wikis) integrated into courses
- Campus poster production service developed in Memorial Library
- Reopening of Sperry with nine state-of-the-art classrooms
- Creation of five discipline-specific fine/performing arts technology classrooms, two general purposes classrooms, and two computer labs
- Initial development of the Banner campus portal
- Programming to accommodate new SUNY SIRIS data reporting system
- Expansion of OnBase program to include Associate Deans
- Web-based TECAS Banner interface was developed to facilitate the NCATE data collection and reporting process
- Coordinated development of a campus FERPA policy, currently awaiting Cabinet approval
- Campus emergency alert/response systems developed
- Faculty Desktop Computer Replacement program instituted

The unfortunate incidents at Virginia Tech were an impetus for SUNY Cortland to develop a full-featured campus alert and notification system. Building on Cortland’s data communications infrastructure and using the SUNY NY-Alert mass notification system, the campus is now well positioned to notify the campus community of any emergency. The combination of IP (Internet Protocol) campus phones, IP speakers, PC desktop agents, and digital signage, provides the ability to simultaneously push an audio stream and/or text message to multiple IP devices across the entire campus, with only the push of a button. Combined with SUNY NY-Alert system that automatically sends voice, text and email messages to all members of the campus community whether on campus or away to alert them on matters of critical emergencies, the campus is well prepared.

Campus disaster recovery capabilities have increased. Through virtualization and clustering technologies we have improved the campus' business continuity and there is now 99% uptime across all servers on campus. Administrative Computing Services has successfully completed the migration of the enterprise student database (Banner) over to Linux, and has begun the implementation of a campus-wide single sign-on portal environment. The campus call manager system has been upgraded, with many new capabilities especially important to offices such as Student Accounts, Admissions, and Financial Advisement that receive hundreds of calls from students and parents in any given day. There were a record 1,080,710 Banner log-ins, and Banner processed over \$7.5 million in online payments.

Information Resources provided faculty with a variety of opportunities to redesign courses and develop strategies to create learning environments to more effectively meet the needs of millennial students. Eighteen faculty participated in the second Institute on Teaching Strategies, four faculty received grants to develop discipline-specific CAP courses, and 11 faculty received grants to develop online summer/winter session courses. Information Resources sponsored the attendance of five faculty to attend the SUNY Conference on Instructional Technologies at SUNY Geneseo.

Throughout the year Information Resources hosted speakers and sponsored faculty-centered programs. The Technology Liaison Partnership met each semester, and in January there was a joint retreat with IR staff, Technology Liaison faculty, and participants of the Provost Institute on Teaching Strategies. Formal and informal program assessment indicated that this year's programs were well-received and faculty found them beneficial.

Information Resources continued conversations with academic departments to better understand their needs. This year Classroom Media Staff visited academic departments and as a result five new classrooms were designed to meet specific pedagogical requirements. The CATE director surveyed all faculty who teach in labs to determine their expectations of students. The results of that survey were shared with faculty and will be used to redesign the CAP 100 courses.

As technology has become fundamental to every college function, flexible and robust systems have been put in place to meet evolving campus needs and service demands. This year campus offices spent \$569,573 on computer hardware and software. Enterprise systems, lab and classroom upgrades, and new hardware and software systems were implemented during 2007-08 to support the more sophisticated technology expectations of new faculty and millennial students.

In Fall 2007 Sperry re-opened with nine new state-of-the-art technology classrooms. In January, one of the first floor classrooms was reconfigured as a computer lab and a third floor interactive video classroom is being scheduled in its place. Sperry classrooms now feature easy-to-use and flexible systems, with dual projection capabilities in the large lecture halls and classrooms. Classroom Media Services continued to standardize controls in the classroom, upgrading 24 systems.

With the addition of the new Sperry classrooms, fine arts classrooms, and two additional technology classrooms (in Old Main and Studio West) there are now a total of 63 technology classrooms on campus, all of which are heavily scheduled during the semesters. In 2007-08 1,259 classes were scheduled in these spaces. There were an additional 5,066 requests for equipment in non-technology classrooms, an eleven percent decrease from last year.

In addition to classes being taught in technology classrooms, 260 semester-long courses and 1,259 individual classes or events were scheduled in computing labs, where there is a workstation for each student. As technology has become more discipline-specific, Information Resources has created more labs and classrooms designed specifically to meet departmental needs. Many academic departments also maintain small special-purpose labs. These labs are necessary to meet the needs of a college-wide curriculum that has embraced technology, but the labs are expensive to maintain and upgrade and require staff to oversee.

This was the first year of a funded faculty desktop replacement program. Using criteria based on faculty use of technology and corresponding computer functionality needs, a template for replacing functionally obsolete computers was developed. Seventy-five faculty received new computers and software for a total cost of \$135,000. Thirty-three faculty received desktops and 42 faculty received laptops; of the total computers purchased, 55 with Windows and 20 with Macintosh operating system.

Information Resources staff regularly volunteered to participate in and support campus events such as Open House, Scholars' Day, Community Roundtables, Orientation, Honors Convocation, Commencement and other cultural and intellectual programs. Their contributions to the success of such programs continued to be acknowledged with expressions of praise and appreciation. Information Resources technologists were involved in major campus projects including the many construction and renovation projects, campus security, identity management and emergency notification planning.

Information Resources librarians and technologists worked closely with an increasing number of faculty who were experimenting with Web 2.0 and new video technologies, and teaching blended and online courses. In its second year, the iTunesU program was a success with the participation of 19 faculty using iTunesU in 39 of their courses and producing over 500 podcasts. TaskStream, a Web-based portfolio system with NCATE competency assessment tools, is now being used by 786 students and faculty. Wimba, a speech enabled technology that is integrated with WebCT, is being used by approximately 20 faculty.

During the year the Instructional Materials Designer trained 192 faculty in WebCT, for a total of 309 faculty using the eLearning system. This year there were over 5,000 unique students enrolled in WebCT courses. The Academic Web Developer provided design services, training and consultation as faculty incorporated Web-based technologies into their classes. The Technology Training Center offered 61 group workshops and 97 one-on-one training sessions. Memorial Library's instructional programs continued to flourish. Librarians taught 65 Composition Library Instruction Program (CLIP) and 79 discipline-specific sessions, and there were 181 Student Information and Computer Literacy sessions. The CAP program is strong as ever with 91 minors. A number of majors require their students to take CAP courses and offer discipline-specific CAP courses, including CAP 100.

The number of faculty using WebCT continues to grow each year. During the year there were 683 courses taught using WebCT, many of which incorporate a variety of media applications. There were 2,872 student queries to the eLearning online help center, an increase of 187 percent.

Seven faculty (in Biology, Psychology, and Recreation) formally inaugurated the use of student response systems (clicker technology). Faculty who use this technology often purchase textbooks that incorporate the technology; others work with Academic Computing Services to make the technology available; still others can borrow clickers from Classroom Media Services to test the technology in their classroom.

There were 174 online courses taught during the 2007-08 year, a 76 percent increase. Of the 174 online courses, 150 were held during summer and winter sessions. The Professional Studies blended summer school program had a successful second year with an enrollment of 14 year-one and 14 year-two students.

Students and faculty continued to make heavy use of the electronic resources to which Memorial Library subscribes. The growing database collection, coupled with increases in the costs of journals, negatively impacted the monograph collection again this year. There has not been a permanent increase to the Memorial Library acquisitions budget in over five years, and consequently collections are not adequate to support the curriculum. New programs and courses are difficult to support, either by taking resources from other areas, relying heavily on inter-library loan, or not purchasing new monographs at all.

The decline of expenditures has taken place over several years. In the fiscal year 1998-1999, the expenditures from all accounts for monographs and audiovisual materials were \$140,120. In the current fiscal year, the library spent \$86,248 from all funds for monographs. Of that total, only \$58,000 was available from the stateside budget; the rest of the funding came from a materials replacement IFR, the Coordinated Collection Development grant from the state, and from one-time allocations from stabilization funds and energy savings.

Students are using the services and resources in Memorial Library more than ever. Laptop computers circulated 3,437 times, a 22.2 percent increase from last year. The library currently has 26 digital still cameras (which circulated 187 times) and 37 digital video cameras (which circulated 542 times), which are heavily used for students throughout the academic year. In their second year the media studios in Memorial Library were used 1,010 times, a 45 percent increase from last year.

The electronic reserve program, now in its third year, has proven very popular. This year electronic reserves (1,627) represented more than three times the number traditional reserves (464). Students and faculty continued to make heavy use of Interlibrary Loan services; there were 5,944 requests from students and faculty to borrow materials from other libraries, a two percent increase.

Banner programming time was dedicated to developing processes to meet anticipated NCATE reporting requirements and to the new SUNY SIRIS system which replaces SDF reporting. Banner programmers continued work on the mandated student insurance program, and further developed the CAPP degree audit system, financial aid systems, billing and student accounts, admissions, residence hall, field placement, judicial affairs, and university police processes.

Information Resources continued leading the campus rollout of OnBase, a document imaging and workflow system, and developed databases for departments to manage, monitor, and assess departmental resources and activities. The campus relied heavily on reports generated through

Banner; there was a five percent decrease in requests, and over 3,973 reports were produced for academic and administrative offices. This decrease reflects each department's ability to create its own Banner reports.

Information Resources professionals worked closely with various constituencies to determine how to create desired learning/work environments. The Technology Help Center responded to 9,030 requests for assistance (a 23 percent increase) and Academic Computing technologists installed 1,117 pieces of computer equipment (a 6.5 percent increase). Information Resources technologists supported 55 databases for campus departments (a 10 percent increase).

Administrative users met weekly with Banner programmers, and a campus OnBase users group met regularly. Nineteen IR teams worked together on specific initiatives such as the Learning Commons, hardware and software evaluation and deployment, iTunesU, and eLearning, etc. Such collaboration is necessary for successful planning and project management. Information Resources continued its formal strategic planning process, consistent with the College and Academic Affairs strategic goals and that have outcomes that can be assessed. IR continued to collect data (included in the Appendix to this report) that is used in strategic, tactical and operational planning and assessment. Longitudinal data has proven useful in identifying and predicting trends and allocating resources, and has been a basis for decisions about organizational changes, staff reconfigurations, and policy revisions.

## **II. Personnel**

The dedication, commitment, and hard work of each and every Information Resources staff member are evidenced throughout this report. Three Information Resources professionals were publicly recognized for their work. Ray Ruppert received the SUNY Cortland Innovation in Professional Service Award, Ellen McCabe received the Chancellor's Award for Excellence in Librarianship, and Laurie Klotz was recognized for 25 years of service.

Information Resources makes every attempt to create advancement opportunities and to recognize expanded responsibilities, and retain its talented staff. In Academic Computing Services, Chris Poole was promoted to an SL-5. Victoria Hess and Steve Marstall received title changes from Manager to Assistant Director. Laurie Klotz, Gerald Hill and Patricia Wright received in-rank promotions, and Nancy Mead was reclassified to Information Technology Specialist I. In Memorial Library Laurie Pepper received reclassification to Library Clerk II. In Administrative Computing Services Ben Patrick was promoted to an SL-4. In Classroom Media Services Robert Buckley was made a full-time Instructional Support Associate. Gerard Hill and Steve Marstall (Academic Computing Services), Ben Patrick (Administrative Computing Services), and Mark Connell (Memorial Library) received campus recommendations for permanent appointments effective in 2008.

There was the usual staff turnover throughout the year. John Winters was hired as Web Applications Development Specialist in Administrative Computing Services. Mary Toti was hired as part-time computer lab technologist, and Bogdan Shevchuk was hired as Technology Support Professional in Academic Computing. Anita Chiodo was hired as Collection Development and Collection Management Librarian, Jennifer Gee was hired as full-time Keyboard Specialist in Periodicals/Media, and Justin Stewart was hired as part-time Web Development Assistant in

Memorial Library. Chris Widdall resigned as Instructional Materials Designer, and this critical position is currently being searched.

Information Resources staff have continued to be professionally active. Cortland is well represented in SUNY-wide professional organizations, and many Information Resources professionals are involved beyond SUNY. There were 208 IR staff registrations at 122 off-campus workshops, conferences, and training sessions. Details of professional activities are found in the departmental annual reports, included in the Appendix.

### **III. Diversity**

In the recruitment process for IR positions, efforts are made to attract minority candidates when possible. It still remains difficult to find qualified candidates in the areas of technology.

Currently there are 70 full-time and 6 part-time Information Resources Staff members – 29 males and 47 females – including one African-American female. There is more diversity among the 109 Information Resources student employees: 24.7 percent are from underrepresented groups. IR will continue to attempt to recruit ethnically and culturally diverse candidates whenever possible.

Each Information Resources department makes a concerted effort to create an environment that is welcoming to everyone. Librarians are aware of the issues of diversity when they select materials for the library. Subject areas such as Women's Studies, Africana Studies, and Jewish Studies have been assigned to reference bibliographers, and these areas have budgets so that materials can be routinely selected to create a diverse collection.

### **IV. IR Strategic Goals and 2007-08 Supporting Activities**

**Provide secure centralized information and technology services to the College community**  
(supports Academic Affairs Strategic Goal 1)

3,973 Banner-generated reports were produced for academic and administrative offices, a 5.6 percent decrease.

There were a record 1,080,710 Banner log-ins, and Banner processed over \$7.5 million in online payments.

The Technology Help Center responded to 9,030 telephone and in-person and 5,754 e-mail technology requests from faculty, staff, and students, an overall 10.8 percent increase.

A centralized campus poster production service was developed in Memorial Library.

Information Resources departments supported 55 databases serving academic and administrative needs.

The wireless network was expanded to include all residence halls.

To accommodate campus needs, Internet bandwidth was expanded from 85 Mbps to 100 Mbps.

A campus webcasting service was initiated, a webpage was developed, and twenty-three webcasts were produced.

The campus portal, with single sign-on and Banner-WebCT integration, was developed.

Information Resources facilitated the procurement and installation process for a total of \$516,393 in hardware purchases and \$53,181 in software purchases for offices across campus.

Academic Computing Services installed 390 new and 139 reassigned computers and 588 pieces of peripheral equipment in offices throughout campus. They also performed 1,298 software installations.

A campus-wide emergency alert and notification system was built with the capability of notifying the campus community through sirens, speakers, desktop and telephone devices.

Campus disaster recovery capabilities have increased and there is 99% uptime across all servers on campus.

Protection of campus data was strengthened by the addition of a second SPAM filter and additional layers of physical and technological security features on the network.

The campus OnBase rollout was expanded to include the Associate Deans, and Speech Pathology.

The Web TECAS Banner interface was developed to facilitate the NCATE data collection and reporting process.

IR oversaw the migration to new versions of the following enterprise systems: Aleph, Banner, WebCT, and Perception.

Programming was done to accommodate the new SUNY SIRIS data reporting system.

A campus FERPA policy was developed, and is currently awaiting Cabinet approval.

**Serve an information, coordination and advocacy role in the College regarding matters relating to technological developments and innovations** (Supports Academic Affairs Strategic Goal 1)

Information Resources/Memorial Library/Friends of the Library hosted nine programs during the year.

The Director of Classroom Media Services met with 13 academic departments.

The CATE director surveyed academic departments about Information Literacy expectations of their majors.

WebCT was upgraded, rolled out to faculty via training and course retooling, and renamed eLearning to change emphasis from technology to learning.

A new Apple XSAN storage system for the Communication Studies New Media production lab in the Dowd Fine Arts building was implemented.

In collaboration with the Registrar and Advisement and Transition, three labs in Bowers were made available for Orientation, to replace the Moffett labs that are currently off line.

**Support and enhance the instructional mission of the College** (Supports Academic Affairs Strategic Goals 1 and 5)

IR supported 19 instructors who participated in iTunesU, teaching 39 courses with 566 podcasts.

IR implemented student response system (clicker) technology, used by seven faculty.

The Technology Training Center offered 61 group workshops with 129 attendees and an additional 97 one-on-one training sessions.

A Second Life island was created. Thirty-one faculty attended Second Life training and there were 1,507 visits to SUNY Cortland's island.

The Instructional Materials Designer provided training to 309 faculty in WebCT and related software applications.

Web pages were designed and developed for a variety of academic programs including Africana Studies, Seven Valleys Writing Project, NYS Inclusive Recreation Resource Center, Institutional Research and Assessment, The Big Read, Cortland Center for Economic Education, Social Advocacy and Systems Change Online Journal and Webcasting.

Nearly 2,000 digital images were produced and incorporated into Web pages, gallery displays, and podcasts.

Sperry reopened with nine state-of-the-art classrooms.

Five discipline-specific classrooms, two general purpose classrooms, and one new computer lab were built; four labs and 24 classrooms were upgraded.

Classroom Media Services Media Operations responded to 5,066 requests for equipment, a 12 percent decrease.

Through the SCAP process Information Resources awarded nine faculty grants, totaling \$38,442, to purchase instructional hardware and software.

Memorial Library's Website, a gateway to electronic resources, was expanded and there were 211,898 visits.

1,059,615 searches were performed on databases subscribed to by Memorial Library.

Memorial Library faculty and staff taught 181 instruction sessions to 3,150 students, a 21 percent increase.

Library faculty taught 65 CLIP sessions to 1,082 students, an eight percent increase.

Librarians taught 79 sessions in subject-specific areas, a 21.5 percent increase.

Information Resources provided technological support for development of the Professional Studies blended summer cohort graduate programs.

The faculty desktop computer replacement plan was fully implemented, and 75 faculty received upgraded computers.

Computer labs were upgraded: the Mobile Tablet Lab in Park Center was upgraded with new tablets; new computers were installed in the Library Late Night Reading Room and the Library 117 lab; a new lab was created in Sperry 103 as the result of the loss of Van Hoesen lab.

Campus labs and classrooms and faculty offices were upgraded to Office 2007 during the Summer of 2007, and training was provided to assist in the transition from Office 2003 to Office 2007.

The Vista operating system has been deployed.

A Human Resources Database system was developed for tracking appointment letters, performance program requests and annual evaluations for UUP professional employees.

A site license solution for the campus was put in place that provided an indirect benefit to staff and faculty to purchase select software at reduced prices for their home machine (at no extra cost to the campus).

**Continue as a full partner in the Teaching Learning Center** (Supports Academic Affairs Strategic Goals 1 and 5)

The role of the Learning Commons has grown, incorporating services throughout Memorial Library's first floor and including support of the Media Studio rooms.

The Learning Commons Leadership Team met regularly to review services and policies and to make recommendations to best meet student needs.

An internship program was developed to assist students in the Learning Commons.

One-thousand ten uses of the multimedia rooms were recorded; and the loan of cameras and laptops again proved popular with the students.

An enclosed Writing Center Office was constructed to better meet the needs of that program.

**Strengthen the collaboration among Information Resources departments and personnel**  
(Supports Academic Affairs Strategic Goals 1 and 6)

Annual IR Staff Development Day was held in January 2007, and there were two other IR staff development programs, held in November and April.

Nineteen IR cross-departmental teams met throughout the year.

**Actively participate in campus-wide initiatives** (Supports Academic Affairs Strategic Goals 1, 2, 3, 4 and 5)

Classroom Media Services supported 103 special campus events, a 37% increase.

The Director of Administrative Computing led a task force that developed a campus emergency notification alert system, and participated in the SUNY Chancellor's Emergency Task Force.

Information Resources continued to provide technological support in the Beard Building, and supported the following major construction projects: Sperry renovation completion, residence halls renovation projects, New Education Building, Studio West, Moffett and Bowers planning.

**Provide opportunities for Information Resources staff to grow and develop professionally**  
(Supports Academic Affairs Strategic Goals 1 and 6)

Staff pursued professional development opportunities locally, regionally and nationally.

## **V. Planning Ahead**

Faculty and staff in the five departments which comprise Information Resources – Academic Computing Services, Administrative Computing Services, the Center for the Advancement of Technology in Education (CATE), Classroom Media Services, and Memorial Library – will continue to work collaboratively to advance the campus technologically and to support faculty, students, and staff. As a unit, IR staff will deal with new challenges, meet greater expectations from the campus community, and handle workloads of greater complexity. Recent budget constraints will limit the ability to support new programs, especially in Memorial Library.

New technologies are enriching the SUNY Cortland educational experience and enhancing the ability of the College to attract and retain students. Cortland's technology-rich environment will continue to improve the College's ability to maintain accurate and timely data with which to operate more efficiently and the role of Information Resources will become even more critical to campus success.

### **Goals for 2008-09:**

Working with Facilities, develop a program study for Memorial Library.

Working with the Registrar and Institutional Research, continue to develop Banner programming to meet SUNY SIRIS reporting requirements.

Working with the Faculty Senate Teaching Effectiveness Committee, develop a program for online CTEs.

Develop a plan to use instructional tools and online education technology to strengthen the Belize partnership, enriching the educational experience and attracting new students.

Working with the NCATE team, create Banner queries to support reporting needs.

Build a laptop lab in the Beard Building, upgrade the GIS and Library Macintosh lab, and provide technology for the Dowd Gallery and discipline-specific teaching spaces.

Continue to coordinate the OnBase program, expanding its use on campus, and incorporate student billing records.

Fully develop TechInfo as an online information and technology support service to the campus community.

Provide leadership and campus coordination for the SUNY Cortland Panasonic Partnership.

Develop a plan to install electronic media in the Dowd Fine Arts Gallery.

Provide campus leadership in the SUNY-mandated Information Security Team, developing policies and procedures and finalizing the campus FERPA document.

Implement Phase One of the Campus Banner Portal, Luminis, integrating with WebCT and creating information channels for students.

Work with faculty who attended the Provost Institute on Teaching Strategies to redesign their courses.

Investigate an Enterprise Tracking System for Information Resources.

Hold a Learning Commons Information Fair to promote services available to students and faculty.

Provide leadership in Cortland's increased involvement with COIL (the SUNY Center for Online International Learning).

Continue to increase services and resources in the Learning Commons, and expand the internship program.

Based on input from the CATE surveys, implement changes to the CAP curriculum.

Develop processes for faculty to easily incorporate webcasting, iTunesU, Second Life, and Web 2.0 functions into their classes.

Continue to build wireless access to the campus network so that it is available throughout campus.

Develop a plan to make library materials easily accessible to students enrolled in the summer school blended cohort program.

Begin to incorporate the concepts of ITIL (Information Technologies Information Library) into the IR environment.

### **Longer Range Plans (3-5 years)**

Develop strategies to meet increased demands as faculty, staff and students rely more than ever on technology.

Continue to assess security and privacy risks, and build systems and develop policies accordingly.

Expand data warehousing and develop access tools.

Develop campus-wide applications for the Campus Portal.

Continue to improve communications both internally within information Resources and externally with the larger campus community.

Continue to support efforts to integrate information and technology literacy throughout the curriculum.

Continue to expand virtual environments for administrative and academic applications.

Continue to update the CAP curriculum, keeping abreast of technological advances.

Develop programs and resources to support Web 2.0 integration into the curriculum.

Continue to advocate for a growth materials budget for Memorial Library.