

## **ISC Annual Report, August 2002**

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ISC is responsible “for encouraging teaching initiatives and ensuring the auxiliary support necessary for the successful completion of pedagogical objectives.”

The duties of the committee are to

- a. support the development of teaching initiatives through the dispersing of curricular development funds available through the operating budget or, when applicable, special grants.
- b. raise issues of immediate concern and participate in long-range planning regarding the development and maintenance of facilities and services to support teaching, including those provided by the libraries, bookstore, audio-visual center, and computer center.
- c. assist in the development and review of policies regarding the use of computer software and hardware, the Internet, and the libraries.
- d. initiate and participate in reviews of the instructional support facilities and services.

Doing service to all these areas has proven to be a difficult task. We have created both temporary and permanent sub-committees that focus in specific areas. At present there is a Technology Subcommittee of the ISC made up of one member of each division. Last year Todd Armstrong, John Stone, and Doug Caulkins took on this charge. This group’s responsibilities included the review of technology proposals since the Mellon Grant has been spent and in general covering the responsibilities of the former Academic Computing committee. Later in the year, Technology proposals were routed to the IMTS committee for recommendations to the ISC.

Below are outlined the major accomplishments of ISC for the academic year 2001-02.

### **Experimental change in the Guidelines for the distribution of ISC funds**

First, the application process and the budget remained the same as in previous years. Grant proposals were collected in the Associate Deans' office. The principle difference was that ISC directly distributed its development funds in contrast to allocating funds up-front as had been done in the past. The concentration committees still reviewed and provided ISC with their recommendations. This experimental policy allowed ISC to manage the distribution of its funds and for its members to be more aware of what in particular was being funded. This is important so that ISC is in a better position to make informed future decisions concerning overriding funding priorities and directions. In addition, it was an advantageous to have a multi-disciplinary/divisional committee allocate the funds. Finally, this new procedure allowed ISC to respond to the varying curricular development needs of the faculty in a timely basis. For example, in a given year, one area may have more curricular development activities than they may have anticipated and thus ISC can directly target funds to where they are most needed.

### **Location of the Bookstore:**

As a result of President Osgood looking into the possibility of converting the present Book Store space into faculty offices, ISC took it on itself to solicit faculty opinions in all three divisions and meet with Monica Chavez-

Silva to hear the community perspective on the future location of the bookstore. Our objective was to think about both whether the Book Store should move and if so where in the short term and where the faculty would ideally like to have it for the long term. We heard a wide range of views and have arrived at the following conclusions.

1. Short Term: Considering the disagreement amongst the faculty there is not enough support to warrant converting the present Bookstore into office space. ISC would prefer a different solution to the office space problems in ARH/Carnegie and to keep the Bookstore in its present location. We pursued a few options such as moving one entire department or moving all Center personnel to Mears.

2. Long Term: ISC has heard the following places suggested; no broad survey has been conducted to ascertain which of these three options is preferable and more discussion may be necessary. According to discussions in the divisions (that may have been confounded by the issue of creating office space) ISC would list faculty preferences for bookstore location as follows:

The Campus Center

The edge of campus on the corner of 6<sup>th</sup> and Park

Downtown

(another possibility mentioned was the Main Hall dining area)

Following are the opinions of the divisions and Monica Chavez

The **Humanities Division** seemed most open to moving the bookstore off-campus, either to the edge of campus or to the downtown area.

The **Social Studies Division** members expressed support for the long-term goal of using the bookstore as a meeting place for the campus and the community, but the vast majority opposed moving the bookstore "downtown" because that would take an important educational vehicle too far from the heart of the campus. Members expressed concern about visitors to campus not finding a bookstore, which is a place where Grinnell advertises its intellectual standards. Members also expressed concern that a "short-term" move downtown would become a long-term situation. The Social Studies Division endorsed the idea of building enlarged bookstore space at 6th and Park, which was felt to present the best compromise between campus identity and community access. There was support for enlarged bookstore space where book readings could be open to the public and a wider array of trade books could be offered, as long as those trade books did not replace scholarly books.

The vast majority of the **Science Division** preferred that the Bookstore remain within the campus confines. Only two people in the division expressed interest in a downtown location. At the division meeting the vote was unanimous in favor of keeping the bookstore on campus or at least on the edge of campus. Several faculty expressed interest in the Bookstore being placed in the Campus Center. At the time of this discussion, it was believed that the new library would be placed next to the campus center and thus there would not be room for the Bookstore and the parking it would require. As a result, the division opted for the 6<sup>th</sup> and Park location across from the Welcome center. This site is not on central campus, but, it is still close enough to be convenient for students and faculty. It was hoped that the increase in commercial activity at that corner would be a strong argument for a stoplight. If the Bookstore is moved off campus, the Division strongly supports the creation of an on campus "office supplies" provider that faculty and students can get pens, paper etc. between classes.

Monica Chavez-Silva discussed with ISC the advantages of moving the bookstore downtown; she thought integrating the college with the community would best be served by this. She thought having the bookstore on the edge of campus would be much better than its current location, but she pointed out that this location might not provide as much synergy with the down town businesses as she would have hoped.

#### **Discussion of J-STOR:**

Members of the committee queried their respective divisions on the utility of J-STOR. ISC concluded that with the exception of the physical science departments (JSTOR does not cover journals in the physical sciences) there was strong support for the acquisition of JSTOR. Christopher McKee enthusiastically recommended its being added to the college's array of electronic resources. President Osgood along with the budget committee and with contributions from the libraries budget have provided sufficient funds to allow the College access to J-STOR.

JSTOR is a Mellon Foundation-supported initiative which makes available in electronic form the back runs of over three hundred of the world's leading scholarly journals, commencing five years previous to the current-year volume and extending back in time to the beginning of the journal's publication. (The five-year wall is a moving one, with an additional year of each journal being added to the electronic file as the calendar advances.) The great benefit of JSTOR to the academic community is its superlative full-text electronic indexing of the entire journal file.

#### **Delivery of course materials:**

ISC spent a significant amount of time discussing cost-effective, timely, and ethical ways to distribute course material. There are many ways to provide course materials to students; books, course textbooks, course packets, chapters in books, articles, Blackboard/course web pages, paper copies, and videos/recordings. With regard to copyright law, materials that can be placed on either paper or electronic reserve are limited. An outcome of our discussions was a Reserve Policies document that details what can be placed on reserve. Please see <http://www.lib.grinnell.edu/places/reservpolicy.pdf> for the specific details.

Much of the discussion came down to the question: Should the College or student cover the cost of course materials? A few examples are listed below. ISC did not take a position of any of these points.

Cost of students printing e-reserve materials vs. student purchase of course packets

Students instructed by a faculty member to buy a book at the bookstore and then return it for a refund after using it in their class. (ISC did agree that this practice is not an ethical option)

Library paying the copyright cost of e-reserve material vs. student purchase of course packets

Library ordering additional copies of a book so that multiple copies can be on reserve vs. the student buying the book.

#### **Other issues discussed:**

Lead-time is an issue with Course packets-three months standard

The cost and availability of copyright permission have an impact on course planning and syllabi

Electronic reserve items can be hot-linked to J-STOR without additional costs being incurred

Blackboard: Has a controlled access. Materials may fall under fair use for the first semester. If used for more than one semester, copyright permission must be obtained.

Course web pages: If there is no controlled access, materials on the web page could violate copyright law.

Web pages are similar to Blackboard if access is limited to on-campus use only.

Paper copies: Faculty members may or may not have copyright permission. Materials may or may not fall under fair use.

Printing electronic reserves and online materials have an economic and ecological impact on campus. Some peer colleges have solved this by instituting limits on printing; students must pay for excess printing.

Library Reserves are meant to serve as supplemental texts, not as materials for a course. If the reserves contain all materials, it is considered an "anthology." Using reserves in this manner is in conflict with Library Association Best Practices.

Reserves cannot replace course packets.

In order to reduce the final burden on the Library, ISC recommended limits for the Reserve Policy (as a trial phase):

Up to 60 items on reserve

Cost up to \$150 per article

Cost up to \$1000 per course

**Allocation of curricular development funds (AY 2001-02).** The committee endorsed continuing funds for individual or collaborative projects that add diversity to the curriculum, promote interdisciplinary connections, or use new pedagogy to enhance student learning. Stipends were granted for 27 curricular development projects, for a total of \$37,352 from the base budget. Stipends were also awarded to five faculty members from the Culpeper grant for the integration of technology into teaching.

In addition to these individual or collaborative curricular development projects, support was given to faculty engaged in a number of other faculty development activities:

Three Teaching Colloquia on the following topics: Internationalizing the Curriculum: Multiple Opportunities for Curricular Development; Integrating Information Literacy into the Curriculum; Incorporating a Geographic Perspective into the Classroom Using Grinnell's New Geographical Information System Laboratory

Three Teaching and Learning Discussion groups involving science, social studies and humanities faculty members

Two faculty members participated in Faculty to Faculty Tutorials

Three faculty reading groups: Political Economy; Race and Ethnicity; and Post-Structuralist Reading Groups

Two Faculty Weekend Seminars, one each semester: the fall semester group discussed Jared Diamond's *Guns, Germs, and Steel*; the spring semester group discussed Edward Said's *Orientalism*.

Five Summer Workshops: Teaching with Technology in the Social Sciences (funded by MITC and hosted by Grinnell); Case Studies/Course Innovation Writing Workshop; Africana Studies Seminar; Dr. Syntax Faculty Writing Workshop; Freedom & Authority Workshop