Learning Spaces E-Book

Space, whether physical or virtual, can have a significant impact on learning. Technology has brought unique capabilities to the spaces where learning occurs, whether stimulating greater interaction through the use of collaborative tools, videoconferencing with international experts, or opening virtual worlds for exploration. A new EDUCAUSE e-book, *Learning Spaces*, explores such spaces and how learners interact with them. It also looks at the principles and activities that facilitate learning and the role of technology from the perspective of those who create learning environments: faculty, learning technologists, librarians, and administrators.

The e-book's first 13 chapters—written by a variety of leading thinkers and practitioners from the higher education community—examine core learning space design principles. They are complemented by more than two dozen case studies on learning space projects at colleges and universities in the United States and abroad. The book's Web site also includes photos and other multimedia materials, as well as links to related offsite resources. *Learning Spaces* was edited by Diana G. Oblinger, EDUCAUSE Vice President and director of the EDUCAUSE Learning Initiative.

The entire book is freely accessible online at <http://www.educause.edu/LearningSpaces>. Print copies of the book are available through Amazon.com for those who would like a copy of the book in paper format.

New ECAR Studies

Two new studies on IT security and on IT support for research have recently been released by the EDUCAUSE Center for Applied Research.

Safeguarding the Tower: IT Security in Higher Education 2006, ECAR's second report on IT, not only assesses current IT security practices but documents changes since 2003 among a constant set of respondents. The findings show extraordinary advances in both hard and soft security measures during the past three years. Notably, nearly one-third of responding institutions now have a chief information security officer, and more than 60 percent of the 2005 respondents have a centralized IT security function.

The study—by Robert B. Kvavik with John Voloudakis—is supported by three case studies and qualitative interviews from 18 higher education institutions and organizations. The complete work is available to ECAR subscribers and through purchase. Key findings, a roadmap, and the survey instrument for the study are publicly available. All can be found at <http://www.educause.edu/ers0606/>.

The collection, analysis, and distribution of information across widening academic disciplines and geographic locations is prompting research efforts to rely heavily on IT infrastructure, people, and a broad range of IT services. A second recent ECAR study, *IT Engagement in Research: A Baseline Study,* explores the practices and perspectives of IT organizations involved in the academic research enterprise. It presents the results of a variety of research initiatives: a literature review, quantitative and qualitative data from more than 300 U.S. and Canadian higher education institutions, and five in-depth cases studies. The study was written by Harvey Blustain with Sandra Braman, Richard N. Katz, and Gail Salaway. Key findings, a roadmap, and the survey instrument for the study are publicly available. All can be found at <http://www.educause.edu/ers0605/>.

ECAR has also published *What Do Researchers Need? Higher Education IT from the Researcher's Perspective*. This occasional paper is available to ECAR subscribers at < http://www.educause.edu/LibraryDetailPage/666?ID=ECP0601>.

Constituent Group News

Several EDUCAUSE constituent groups have recently bidden farewell to outgoing leaders and welcomed new ones. The association thanks each of these individuals for their service. Stepping down from leadership of the Business Schools and IT Officers Constituent Group are its founding leaders: Mark P. Hale, Jr., The University of Iowa; Maggi Jesse, The University of Iowa; and Donald A. Krueger, University of Minnesota Duluth. Taking their place are Lloyd Goad, Washington and Lee University; Carol A. Henry, West Virginia University; and Donna C. Johnson, University of Florida.

The founding leader of the Learning Space Design group—Christopher G. Johnson, The University of Arizona—is also stepping down; Dan Gilbert, Stanford University, will be taking his place. William B. Decker, The University of Iowa (retired), is stepping down as leader of the Research Mission Support group. Replacing him in that role is Donald Z. Spicer, University System of Maryland. Spicer also serves as a fellow with the EDUCAUSE Center for Applied Research.

EDUCAUSE thanks outgoing leader of the Multimedia Constituent Group, Laura Joyce Moriarty, formerly of Emory University. The group has recently been dissolved; members of this group may wish to join the Instructional Technologies Constituent Group.

EDUCAUSE Constituent Groups are open, informal communities of practice that interact online throughout the year and meet at the EDUCAUSE Annual Conference. Online discussions and meeting minutes are archived and searchable, and the groups' Web pages feature resources submitted by group members. To learn more and join any of the groups and to access the archives, visit <http://www.educause.edu/groups>.

Also in the News

Identity Management Services Discount Program

The EDUCAUSE Identity Management Services Program (IMSP) was established in 2005 to help member institutions manage the significant cost of securing computer and network systems and of protecting sensitive data. Through special arrangements with several vendors, IMSP offers program subscribers discounts on a range of identity management products. The number of participating vendors has steadily grown and now includes Aladdin, CertAlert, Cybertrust, GEOTRUST, and VeriSign. To learn more about the program, see <http://www.educause.edu/imsp>.

Updated Student Guide to Campus Technology

The recently updated *Student Guide to Evaluating Information Technology on Campus* is designed to help students, their parents and guardians, and colleges and universities communicate about campus technology environments. The guide offers students a set of questions about campus technologies and helpful supplementary information, covering four major areas: academic experience, administrative experience, student life, and services and fees. It is available in two forms: a brochure that can be sent to students during the admissions process and an interactive Web site. EDUCAUSE developed the guide in cooperation with the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and the National Association for College Admission Counseling (NACAC). It is accessible online at <http://www.educause.edu/studentguide/>.

Julie Little Joins ELI

Julie Little has been appointed Associate Director of the EDUCAUSE Learning Initiative (ELI). She comes to ELI from the University of Tennessee, where she was the interim assistant CIO and the executive director of Educational Technology and the Innovative Technology Center. Little's distinguished educational and professional background encompasses instructional design and technology, Web technology, multimedia production, faculty development, and emerging technology. She has also been active within the EDUCAUSE community: she is a graduate of the EDUCAUSE and Frye institutes and has served as volunteer on several committees and boards. More on Little and ELI can be found at <http://www.educause.edu/ELI>.

RIAA Informational Video for Students

The Recording Industry Association of America (RIAA) has released a short video aimed at educating students about the consequences of illegally downloading copyrighted materials. The video, "Campus Downloading," was designed to be used in campus efforts to alert students to their copyright obligations and legal risks as well as to manage the impact of file sharing on network infrastructure. The video can be viewed online or a free DVD can be ordered from <http://www.campusdownloading.com>. Additional EDUCAUSE resources on the file-sharing issue can be accessed at <http://www.educause.edu/Browse/645?PARENT_ID=608>.

Call for Award Nominations

Nominations for two EDUCAUSE awards are being accepted through February 1, 2007: the Leadership Award and the Catalyst Award. The Leadership Award recognizes individuals who have had significant positive impact on the contributions of information technology to higher education. The Catalyst Award, introduced in 2006, recognizes information technology programs or concepts that have provided groundbreaking solutions to major challenges in higher education or changed prevailing conditions in a way that has enabled the development of such solutions. EDUCAUSE awards are sponsored by SunGard Higher Education, An EDUCAUSE Platinum Partner. Make nominations and learn more at <http://www.educause.edu/awards>.