LIBRARY COMMITTEE
MINUTES OF MEETING
February 12, 2014

[In these minutes: IT Governance; Open Textbook Initiative.]

[These minutes reflect discussion and debate at a meeting of a committee of the University of Minnesota Senate; none of the comments, conclusions or actions reported in these minutes represent the views of, nor are they binding on, the Senate, the Administration or the Board of Regents.]

PRESENT: Jennifer Alexander (Chair), Michelle Brasure, Phil Buhlmann, John Butler, LeAnn Dean, Mary Alice Ford, Judith Garrard, Vicki Graham, Ronald Hadsall, Wendy Lougee, Neil Olszewski, Luke Plutowski, Matthew Rosendahl, Mary Beth Sancomb-Moran, Marlo Welshons

GUESTS: Brad Cohen, Dennis Depp, David Ernst, Bernard Gulachek, Kristi Jensen

OTHERS: Connie Lenz (for Joan Howland),

REGRETS: Brandon Adams, David Fox, Bo Hu, Daniel Pesut, Evan Roberts, David Schulist

ABSENT: Michelle Englund, Owen Williams

WELCOME

Professor Alexander called the meeting to order and asked for introductions.

UPDATES

- Ms. Welshons provided an update regarding the Open Access Policy:
    - It is on the agenda of the Faculty Senate, if it is passed, it will then go to the Policy Advisory Committee, and then the President's Policy Committee. If this final committee approves it, an adjustment will need to be made to the comment period so that it does not occur over the summer when many faculty are away.

- Mr. Butler provided an update regarding three major implementations. The following two affect the entire U of M system:
    - Back-end Library management system.
        - An inadvertent overdue notice was sent to some, but the issue has been corrected.
    - MNCAT Discovery System
        - This was a major expansion of the search field. The interface has many filters.
        - There are links at the bottom for users to provide feedback.

- o The Twin Cities Libraries website was updated. It has received positive feedback. The site is dramatically more accessible to those with disabilities. The Computer Accommodations Program (CAP) partnered with the Libraries in this effort. The site is now responsive to display on four different devices. Feedback regarding this site is also appreciated via the link on the page.

IT GOVERNANCE INPUT

Mr. Gulachek, Associate Vice President of OIT, and Brad Cohen, ACIO, OIT, presented a PowerPoint to the committee that outlined the IT governance process:
- What we Heard from Last Year's Process
  Top themes for Investment Areas
  - o Academic Technology Tools
  - o End User Support/Computer Management
  - o Collaboration
  - o All (Communications/Innovation)
  - o Networking (esp. wireless)
  - o AT Spaces
  - o Video
- FY15 Input Leads to Top IT Community Priorities
  The FY15 governance process resulted in the following four priorities, which the IT@UMN community has been advancing via formal communities of practice (fCoPs):
  - o Improving Academic Technology Tools
    - Moodle improvements (Gradebook, listening methods, suggestion library).
  - o Enhancing User Support
    - Standard operating procedures implemented in five units and continues.
  - o Improving WiFi
    - ~400 access points enhanced, nearly 500 new access points installed by spring semester.
  - o Modernizing Learning Spaces
    - Inventory of technology in spaces, considering learning spaces call-center consolidation.
- Additional Initiatives
  - o Drupal Implementation – Drupal is a new content management system.
  - o CRM Implementation – A customer relationship management tool that will help offer students the best experience by understanding their preferences for being contacted by the University as students and eventually Alumni. This system will additionally be used for recruitment.
  - o AHC move to Gmail.

They explained that the current stage involves the gathering of IT needs from a broad group of constituents, hoping to capture the best representation of the University community. Members of the committee expressed their thoughts on IT needs:

- Growing need to address digital preservation/data preservation needs.
- Concerns about the tension between privacy and institutional opportunities associated with data mining. While many expressed the need to manage post-graduate relationships, others were concerned to ensure students could opt out of the reach of the institution.
- CRM needs at the graduate and proffessional level—Is there a better enterprise class solution to manage alumni of graduate and professional schools than currently offered by foundation/alumni, and one that would allow colleges to retire their shadow systems; or do these systems meet unique needs that cannot be adequately served through such a system?

  Mr. Cohen and Mr. Gulachek encouraged members to invite them to other group meetings to continue the conversation. Alternatively, or in addition, anybody associated with the University of Minnesota is welcome to complete the brief IT Input Survey, available at http://it.umn.edu/home/priorities/it-input-survey.

OPEN ACCESS TEXTBOOK INITIATIVE

Professor David Ernst, CIO, College of Education and Human Development, and Kristi Jensen, eLearning Librarian, U of M Libraries, used a PowerPoint presentation titled "Open Education Resources (OER) and Open Textbooks" to highlight the following points:

- eLearning at the Libraries
  - Digital Coursepacks Pilot Project – Over 90 sections in the spring participated.
  - MOOC support focused on content issues.
  - Open Textbook Library partnership with CEHD – both technology and programmatic efforts.
  - Exploring Open Access and Open Education Resource authoring and use.
- Libraries eLearning Goals
  - Student affordability.
  - Lowered student and faculty frustration selecting and accessing course content (textbooks, coursepacks, supplementary materials etc.).
  - Streamline faculty processes related to course content - save faculty time.
  - Support for open education and open access initiatives.
  - Contribute to U of M eLearning efforts as they develop further.
  - Provide guidance around copyright and IP concerns.
- What are Open Educational Resources
      Teaching, learning, and research resources that:
  - Reside in the public domain or have been released under an intellectual property license.

- o Can be freely used and re-purposed by others.
- o Include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.
  - ▪ From: Hewlett Foundation - http://www.hewlett.org/programs/education/open-educational-resources
- Brief History of OER
  - o 1994 Wayne Hodgins coined the term "learning object."
  - o 1998 David Wiley coined the term "open content."
  - o 1999 – Connexions is established at Rice University – content authors could upload modules and string them together to create a collection or a whole course.
  - o 2001 Larry Lessig and others founded the Creative Commons and released a flexible set of licenses.
  - o 2002 UNESCO Forum chose the term "open educational resource" to describe their efforts to develop a universal educational resource available for the whole of humanity.
- Definition of "Open"
  - o Reuse – the right to reuse the content in its unaltered, verbatim form (make a backup copy of the content).
  - o Revise – the right to adapt, adjust, modify, or alter the content itself (translate the content into another language).
  - o Remix – the right to combine original or revised content to create something new (incorporate the content into a mashup).
  - o Redistribute – the right to share copies of the original content, your revisions, or your remixes with others (give a copy of the content to a friend).
- "[Creative Commons] (CC) licenses help creators — we call them licensors if they use our tools — retain copyright while allowing others to copy, distribute, and make some uses of their work — at least non-commercially." https://creativecommons.org/licenses/
- Open Content
  - o MIT Open Courseware.
  - o Flickr – people can choose to use CC licenses on their content, but they do not have to.
  - o TED Talks.
- Why Focus on Open Textbooks?
  - Informal Faculty Survey by the Libraries related to Course Content in Fall 2013 indicates that:
  - o ~2/3 of Faculty surveyed still use a traditional textbook.
  - o Over 2/3 of Faculty surveyed are willing to consider an open textbook as an alternative to their current course content – but many commented they need to learn more about open textbooks – what they are, how to use them, etc.
- So what problem are we trying to solve?

- The cost barrier kept 2.4 million low and moderate-income college-qualified high school graduates from completing college in the previous decade. (The Advisory Committee on Student Financial Assistance http://files.eric.ed.gov/fulltext/ED529499.pdf)
- Students are under increasing financial pressure as state funding for higher e http://www.openaccesstextbooks.org/pdf/2012_Florida_Student_Textbook_Survey.pdf
- Textbook prices have risen four times the rate of inflation. The CEHD is continuing with the iPad initiative in which students receive the device in their freshman year. This has created an opportunity for innovation in curriculum and content delivery.
- The averages student can expect to pay $1,200 on textbooks and course materials in 2013-2014.
- The Impact
  - Delay purchasing the textbook.
  - Never purchasing the textbook.
  - Purchasing an older edition of the textbook.
  - Using a "pirated" copy of the textbook.
- 7/10 students surveyed had not bought a required textbook due to cost.
- In your academic career, has the cost of required textbooks caused you to:
  -

63.6%	Not purchase the required textbook
49.2%	Take fewer courses
45.1%	Not register for a specific course
33.9%	Earn a poor grade
26.7%	Drop a course
17.0%	Fail a course

http://www.openaccesstextbooks.org/pdf/2012_Florida_Student_Textbook_Survey.pdf

- "Pirating"

	2010	2013
Electronic Files	20%	34%
Photocopying	21%	31%

- Open Textbooks
  - 80 - 100% savings.

- o All students have access to the content from the first day of class.
  - o "The right edition" is no longer an issue.
  - o Retain access to the content forever.
  - o Can write or highlight in textbook.
  - o Can fully interact digitally with the content.
- Where do they come from?
  <u>Written by faculty</u>, funded by:
  - o Individuals.
  - o Professional organizations.
  - o Higher Education Institutions.
  - o Foundations.
  - o Legislature/Government.
  - o Who would want to write an open textbook? The end user is not charged, but that does not mean that authors are not paid.
- What did we do?
  - o Develop resources to help faculty who might be interested.
  - o Open textbook library – includes faculty reviews of the open textbooks.
  - o Faculty development program.
  - o Engagement strategy.
- Open Textbook CEHD pilot, involving 11 faculty, has potentially saved students over $200,000 since Fall 2012. The largest section consisted of approximately 40 students. A grant has been funded by the Hewlett Foundation and the Libraries will use this for U of M workshops and six other institutions.
- What's Next?
  - o Academic Technology staff workshop – February 20.
  - o U of MN Faculty Workshop – March 27.
  - o Workshops at other higher education institutions/systems.
- Discussion
  - o The Libraries is considering creating a repository and this will also enable faculty to create mashups.
  - o Copies can be archived if someone prefers to keep a particular edition.
  - o An example of how open textbooks can be used: Three statistics professors added a chapter to a textbook and distribute the edited version to students via their course Moodle site. The revised edition is also available through Connexions.
  - o The workshop will focus on awareness, not how to use a textbook. It will provide context for why open textbooks are a solution to a problem that many faculty may not know exists.

Professor Alexander concluded the meeting by announcing that the next meeting will be held in the Wangensteen Historical Library of Biology and Medicine. Hearing no further business, Professor Alexander adjourned the meeting.

Jeannine Rich
University Senate Office