LIBRARY COMMITTEE
MINUTES OF MEETING
November 13, 2013

[In these minutes: Changing publishing trends; eLearning Initiatives.]

[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), Brandon Adams, Michelle Brasure, Phil Buhlmann, John Butler, LeAnn Dean, Michelle Englund, Mary Alice Ford, David Fox, Vicki Graham, Ronald Hadsall, Bo Hu, Neil Olszewski, Evan Roberts, Matthew Rosendahl, Mary Beth Sancomb-Moran, David Schulist, Marlo Welshons,

GUESTS: Kristi Jensen, Joy Kirchner, Shane Nackerud, Nancy Sims

OTHERS: Connie Lenz (for Joan Howland)

REGRETS: Wendy Lougee, Daniel Pesut, Luke Plutowski, Owen Williams

ABSENT: Judith Garrard

WELCOME

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

OPEN ACCESS POLICY STATUS

Ms. Welshons stated that the policy is currently being formatted for final review by the Policy Advisory Committee and then the University Senate.

CHANGING PUBLISHING TRENDS

Professor Alexander asked members to consider: What publishing trends are they seeing and how are these connected to discovering available materials?

- Professor Graham prepared a handout detailing the experiences of her colleagues publishing in the humanities. She prefers to publish in print only because she is a poet and pays attention to the visual aspects of the print. She added that books are being constrained to approximately 200 pages, which is a decrease of 50-100 pages from ten years ago. She has not felt a decrease in places to publish as anthologies and magazines are available.
- The McGinnis Room is a special feature of Morris' library and enables students to browse their poetry collection.
- Ms. Brasure noted that in the Public Health field there is a similar interest in online, open source avenues. Many professionals are looking to publish in the

higher impact journals. Systematic reviews and research studies that synthesize research on specific questions are becoming more popular and the publishing standards are becoming more rigorous.

- Professor Buhlmann spoke about his experience within the Chemistry Department:
    - There are 40 faculty members and 240 graduate students. There are approximately 120 peer-reviewed articles published annually. Many are co-authored by graduate students and in rare cases, high school students. There are 10-12 chief or associate editors in the department.
    - A majority of articles are published in society journals and some with commercial publishers like Elsevier. Journals run by the American Chemical Society have lower fees, have treated authors more fairly, and are preferred by the faculty.
    - ACS will provide all highlighted articles provided through open access immediately. Highlighted articles are chosen by editors for the importance of their findings.
    - ACS will begin a 60 million dollar stimulus for open access. Articles that are going to be published will have a $1,500 allowance for open access.
- Professor Olszewski commented that he does not see interest, on behalf of publishing companies, in reducing prices, though the technology might allow for cost savings. In general it costs $3,000-4,000 to publish an article.
- Ms. Kirchner stated that she could distribute an article that compares the cost of a society article to that of a commercial article.
- Professor Fox is on the editorial board of an online-only paleontological journal, Palaeontologia Electronica, which is sponsored by two of the main U.S. based paleontological societies and one of the main U.K. based societies. The journal costs $9,000 per year and maintains a high quality. The articles are full length and have embedded media and illustrations.
- Professor Roberts stated that books remain the standard of tenure for publishing in History. The American Historical Association released a statement expressing this sentiment.
    - There is increasing demand by History faculty members for book publishing venues that are decreasing. The 200-page limit has been encouraged and in response, the supporting documentation is often published online-only.
    - Graduate students have increasing pressure to publish solo articles, which adds to the demand for journal publications.
    - Overall, the History field has responded conservatively in response to the developing electronic publishing trends.
    - Within the fields of Economics, Sociology, and Population Studies, society journals are still important. The American Economics Association charges approximately $300 annually for access to all of their journals. They have established four field specific journals that are strictly digital. This has increased opportunities to meet the demand for publishing venues. Sociology and Population Studies have not generated new

journals, but all of the major journals have moved more issues per year to digital subscriptions and increased the number of articles per issue.
    - In response to a question, Professor Roberts responded that he believes books are still relevant for the sustained exploration of a topic.
    - The digitization of primary sources has transformed the way that research is conducted.

ELEARNING INITIATIVES

Mr. Butler introduced the topic and stated that eLearning is one of the strategic initiatives for the coming year. In response to the Provost's encouragement of eLearning development, the Libraries have chosen to increase support for eLearning. Kristi Jensen, associate librarian, Shane Nackerud, technology lead, eLearning Support Initiative, and Nancy Sims, copyright specialist for the Libraries, described action that is being taken to further eLearning developments and a PowerPoint outlined the presentation:

- Why? Align with campus priorities:
    - Presidential priority.
    - Provost priority.
- Libraries eLearning Goals
    - Student affordability.
    - Lowered student and faculty frustration selecting and accessing course content.
    - Streamline faculty processes.
    - Support for open education and open access initiatives.
    - Provide guidance around copyright and IP concerns.
- Libraries efforts: Content and Copyright
    - Digital Course Pack Task Force.
- Copyright and IP Policy Articulation and Instructor Support
- Digital Course Pack Task Force
    - An effort to create an online course pack that can include freely available resources, fair use materials, licensed materials, and royalty based materials.
    - Students have immediate access to the digital course pack after purchase.
    - They have partnered with Moodle to include links to the materials on Moodle course sites.
    - Thirty courses participated in the fall, which included 500 students. One course was able to provide the digital course pack for free, and if it had been printed it would have cost $90.
- MOOCs by the numbers
    - Global Food Systems had the highest enrollment with 26,279 students. Several short items were provided to students via fair use.
- MOOCs
    - Cross campus team participation.
    - Copyright guidance/advice.
- Open Textbook Library

    - The goal is to have faculty review content within the collection.
    - There will be faculty development to raise awareness of open textbooks and they will also collect more reviews.
- Connexions
    - Create and share open educational resources.
- eLearning Suite of Services
    - Open Textbooks
    - Course Content
    - Open Education Resources
    - Authoring
        - An open access Physics textbook is an example of a grant supported, open textbook that is becoming widely used. There are different models used to support faculty members in the creation of open textbooks. For example, the state of California is providing financial incentives for faculty members in the state system to author open textbooks.

Ms. Sims provided the following information regarding copyright and IP policy articulation:

> "There's been a couple of court cases recently that have raised the specter of a more limited approach to educational fair use, but then once the courts have issued decisions, they've been coming out in favor of educational users – and especially in favor of limited copying of materials directly related to pedagogical and research goals in non-profit contexts.
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> Relatedly, the decision to participate in MOOCs forced us to take a solid look at how we've approached the decisions instructors make about their instructional materials. We've had an understanding that instructors get to make their own decisions, but not all instructors got that message, and many instructors have felt unsupported in –making- their own decisions. And in MOOCs, pieces of the equation are a little different.
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> So one focus we've had is making sure instructors know about options that don't require them to make tough copyright calls: Libraries licensed content, public domain content, and open content. But instructors don't always want to look for alternatives to their favorites, so...
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> Once we'd decided that instructors could make the choice to rely on fair use even in the MOOC context, Kristi and Shane (and I, and the OIT support folks) really helped directly support MOOC faculty in their decision-making. We've also been trying to expand supports available, both informational –and- more directly process-oriented – to all instructors. We've added additional informational supports on our website http://www.lib.umn.edu/copyright/teaching, and a webpage that directly articulates that the decisions are up to instructors, and why (intellectual freedom; because they have some of the most relevant knowledge of

how the materials will be used) – and that the University wants to support them, and will back them up on making informed and responsible decisions - https://www.lib.umn.edu/copyright/university-minnesota-instructors"

Members asked Ms. Sims questions and received the following responses:

- The international audience of MOOCs affects copyright. The choice of law depends on which jurisdiction one is sued in. The location of the main operations is often located in the U.S. Open access approaches have international licenses, which create less issues.

Without hearing further business, Professor Alexander adjourned the meeting.

Jeannine Rich
University Senate Office