University Council Minutes
February 17, 2020
3:30 PM
Steger Hall Conference Center

Present: Tim Sands (presiding), Monty Abbas, Lynn Abbott, Diane Agud, Janice Austin, Blake Barnhill, David Bieri, Jonathan Bradley, Conrad Briles, Urs Buehlmann, Cyril Clarke, Greg Daniel, Karen DePauw, Greg Fansler, John Ferris, Bryan Garey, Velva Groover, Inga Haugen, Jia-Qiang He, Chad Bolding for Daniel Hindman, John Hole, Kimberley Homer, Susan Short for Guru Gosh, Alan Grant, Eric Kaufman, Bettina Koch, Lee Learman, Mary Marchant, Alan Michaels, Scott Midkiff, Ken Miller, Sally Morton, Lori Buchanan for April Myers, Kelly Oaks, Kim O'Rourke, Robin Queen, Angela Hayes for Charles Phlegar, Dwayne Pinkney, Kerry Redican, Jack Lesko for Julia Ross, Tamarah Smith, Parviz Ghandforoush for Robert Sumichrast, Don Taylor, David Tegarden, Julie Griffin for Tyler Walters, Lisa Wilkes, Paul Winistorfer, Anthony Wright de Hernandez, Serena Young

Absent: Hani Awni, Laura Belmonte, Jayme Bibbins, Richard Blythe (with notice), LaTawnya Burleson (with notice), Kaitlyn Cole, Jennifer Early, Michael Friedlander, Matthew Gabriele, Conaway Haskins, Khaled Hassouna, Bob Hicok (with notice), Alexis Hruby, Ryan King, Chris Lawrence, Katrina Loan, Teresa Lyons, Steve McKnight, Brandy Morse (with notice), Cayce Myers, Kase Poling, Menah Pratt-Clarke, Glenda Scales, Jack Shebat, Collin Shelton, Fran Shushok, Adi Sircar, Sharon Stidham, Caitlyn Stokes, Sue Teel, Madelynn Todd

Guests: Stephen Edwards, Kari Evans, Henri Gendreau, Dee Harris, Jack Finney, Leisa Shelor, Rick Sparks, Anita Walz

President Sands called the meeting to order at 3:34 p.m. A quorum was present.

1. Adoption of Agenda

A motion was made and seconded to adopt the agenda. The motion carried.

2. Announcement of approval and posting of minutes of February 3, 2020

President Sands noted that these minutes have been voted on electronically and can be publicly accessed on the Governance website: https://governance.vt.edu

3. Old Business

Commission on Administrative and Professional Faculty Affairs
Resolution CAPFA 2019-20A
Resolution to Grant Administrative and Profession Faculty Community Service Leave

Greg Fansler presented the resolution for second reading. He made a motion for approval, the motion was seconded, and after lengthy discussion, it failed by a small margin of 24 opposed to 20 in favor. After the vote, President Sands spoke in favor of the Ut Prosim spirit of the resolution and thanked CAPFA for raising the issue. He supported Bryan Garey's recommendation to take a comprehensive look over the coming months at the classification and the way in which leave is handled. He supported continuing to explore how to make room for how AP faculty can contribute to the service mission and be recognized.

Commission on Administrative and Profession Faculty Affairs
Resolution CAPFA 2019-20B
Resolution to Approve the Establishment of an Administrative and Professional (A/P) Faculty Senate

Greg Fansler made a motion for approval of the resolution, and the motion was seconded. A/P faculty represent 40% of faculty, and 23% of all university employees, but lack representation. Dr. Clarke shared that the President's Committee on Governance believes that all constituents need proper representation and spoke in favor of the resolution, as it ensures an A/P Faculty sector of access. Dr. Pinkney added that the university needs to consider fairness and equity among all community members.

Following the discussion, a vote was taken, and the motion passed.

Commission on Undergraduate Studies and Policies
Resolution CUSP 2019-20F
Resolution to Approve New Major, Data-Centric Computing, in Bachelor of Science in Computer Science

Kerry Redican made a motion for approval of the resolution, and the motion was seconded.

Concern was expressed for current Computer Science students and possible overlap with the Computational Modeling and Data Analytics (CMDA) major. Dr. Stephen Edwards addressed the concerns, stating that new advising and faculty hires will occur as the program grows and that there is already dedicated space in Torgersen Hall to house the additional courses, which will be available to all Computer Science students. While the CMDA program shares the same core curriculum as the proposed major, it is more focused on data analytics, while the proposed major will be more computer science based. Dean Sally Morton also stated that the College of Science is, and has been, working diligently with the Computer Science department throughout this process.

Following discussion, a vote was taken, and the motion passed.

Commission on Undergraduate Studies and Policies
Resolution CUSP 2019-20G
Resolution to Approve New Major, Secure Computing, in Bachelor of Science in Computer Science

Kerry Redican presented the resolution for second reading and made a motion for approval. The motion was seconded, and the motion carried.

4. **Announcement of Approval and Posting of Commission Minutes**

These minutes have been voted on electronically and will be posted on the University web (https://www.governance.vt.edu). Note that the purpose of voting on Commission minutes is to accept them for filing. University Council By-laws require that policy items be brought forward in resolution form for University Council action.

- Commission on Faculty Affairs
  December 6, 2019
  January 24, 2020

- Commission on Graduate and Professional Studies and Policies
  December 4, 2019

- Commission on Undergraduate Studies and Policies

December 9, 2019

## 5. <u>For Information Only</u>

Minutes from the University Advisory Council on Strategic Budgeting and Planning
January 23, 2020

6. <u>Presentation on Guidelines for Open Education Resources (OER)</u>

Dr. Anita Walz presented on Open Educational Resources and Guidelines (OER) (see presentation and guidelines attached).

7. <u>Adjournment</u>

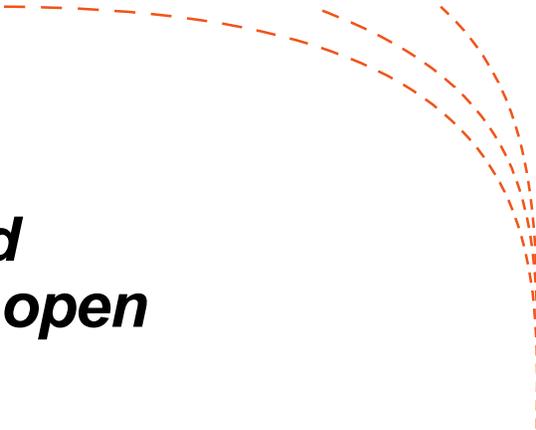There being no further business, a motion was made to adjourn the meeting at 4:31 p.m.
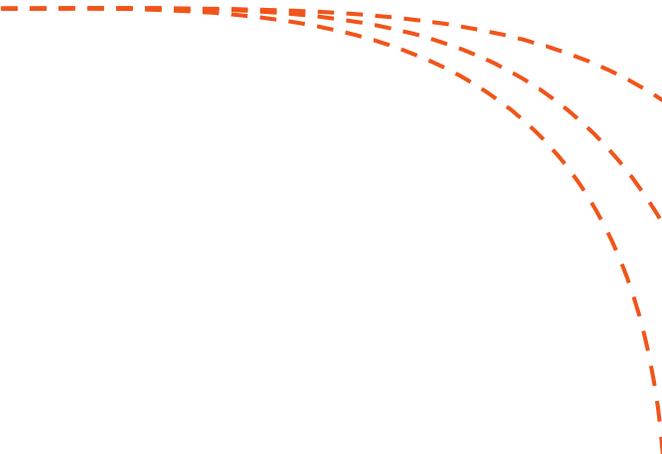
Guidelines for Open Educational Resources (OER) and Open Textbooks

ANITA WALZ, ASSISTANT DIRECTOR OF OPEN EDUCATION & SCHOLARLY COMMUNICATION LIBRARIAN

FOR UNIVERSITY COUNCIL ~ FEBRUARY 17, 2020

UNIVERSITY LIBRARIES
VIRGINIA TECH.

<u>Code of Virginia §23.1-1308 :</u> *Governing board procedures; textbook sales and bookstores; open educational resources.*

"The governing board of each public institution of higher education shall implement guidelines for the adoption and use of low-cost and no-cost open educational resources in courses offered at such institution."

Summer 2019: Board of Visitors Resolution

Approved a resolution the called for "guidelines that outline the use of low-cost and no-cost open educational resources"

Thank you to *(2018-2020)*
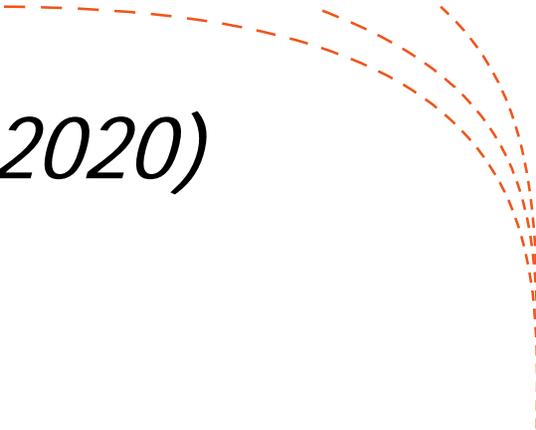
- Bob Hickok, English
- Tyler Walters, University Libraries
- Ellen Plummer, Academic Administration
- Gal McMillan, University Libraries
- Steven Ellingson, Engineering
- Lizette Zietsman, Math
- Ben Janzen, Philosophy
    + Faculty Senate
    + SCHEV (Model Guidelines)
    + 20 faculty, administrators, and students

UNIVERSITY LIBRARIES
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Purpose of the Guidelines

- Facilitate and encourage adoption, adaptation, creation, maintenance and public sharing of Open Educational Resources

Open Educational Resources (OER) are freely and publicly available teaching, learning, and research resources that reside in the **public domain** or **have been released under an intellectual property license** that permits their free use and re-purposing by others.

-Adapted from the Hewlett Foundation

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https://www.faculty.ece.vt.edu/swe/oem/

http://hdl.handle.net/10919/84848
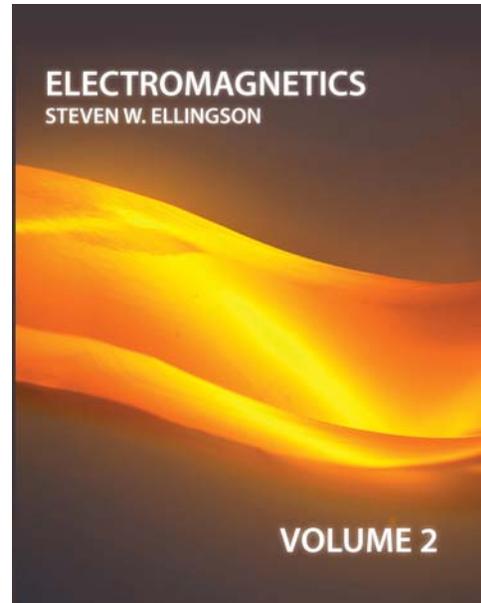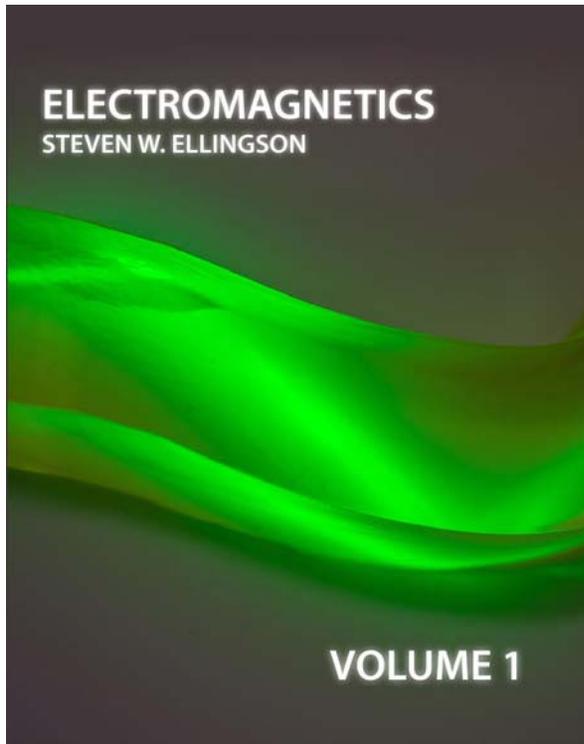
Fundamentals of Business, Second Edition

FUNDAMENTALS OF BUSINESS

Stephen J. Skripak

Pamplin College of Business and Virginia Tech Libraries

Virginia Tech
Blacksburg, Virginia

Cover design: Trevor Finney. "Hong Kong Skyscrapers" by Estial, cropped and modified by Trevor Finney CC BY-SA 4.0; "Paris vue d'ensemble tour Eiffel" by Taxiarchos228, cropped and modified by Poke2001 and Trevor Finney CC BY 3.0; "London Bridge" by Skitterphoto, cropped and modified by Trevor Finney, Public Domain; "New York" by Mscannaalmeida, cropped and modified by Trevor Finney, Public Domain.

Virtual Reality Dog

https://lib.vt.edu/research-teaching/vr-research-projects.html

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- The Normal Canine Video Series

  Licensed: CC BY 4.0. Four videos and transcripts demonstrate methods for examining a canine. Disclaimer: The information in this video is intended for educational purposes only and is not meant to take the place of veterinary care or services your canine may need. Please see your veterinarian about any health concerns.

The Normal Canine:

Head and Neck Exam

with Dr. Michael Nappier
Assisted by Courtney Snead

Virginia-Maryland College of Veterinary Medicine &
University Libraries at Virigina Tech

August 2017

Creative Commons Licenses

Can you . . .
Retain it?
Reuse it?
Revise it?
Remix it?
Redistribute it?

http://opencontent.org/definition

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Percent Change From 1978 to 2013 for Educational Books, Medical Care, New Home Prices, and the CPI
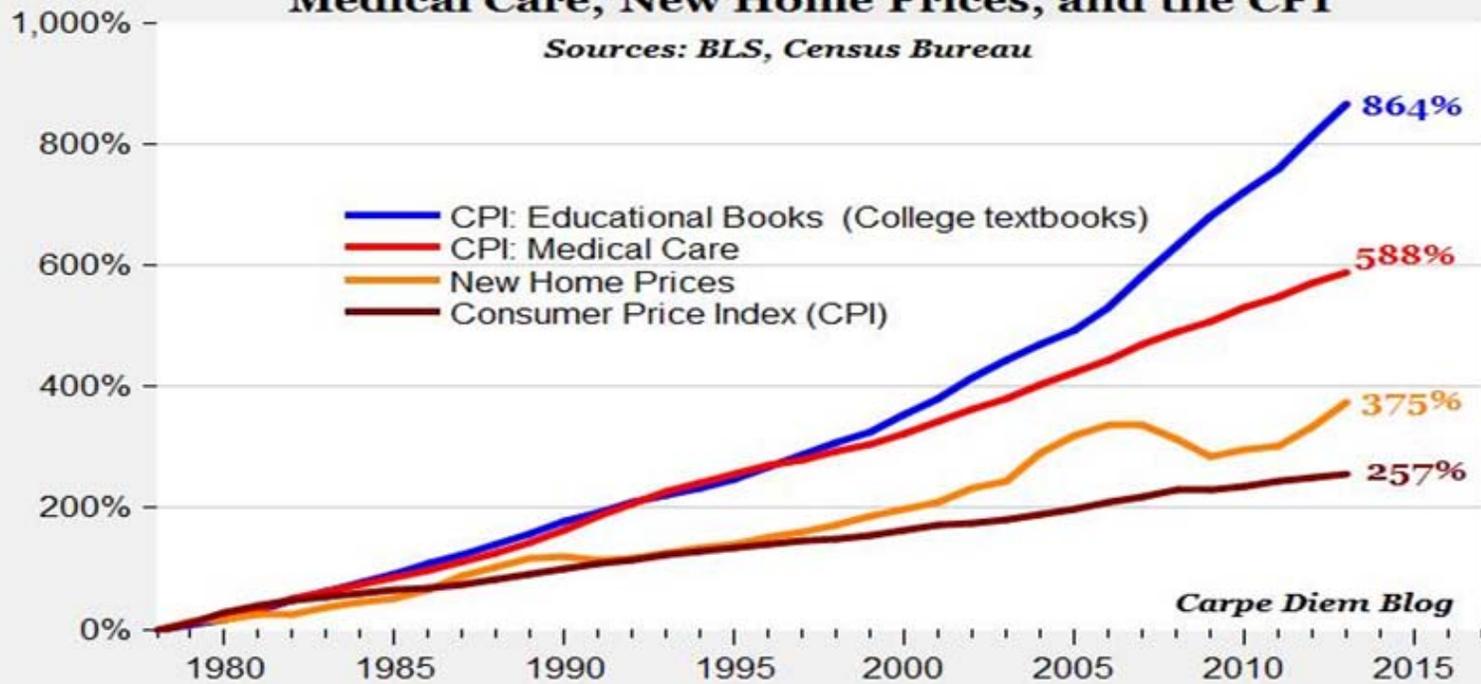
What are the academic impacts of learning material costs?
Q: In the course of your college career has the cost of textbooks caused you to:

Florida (2012)	Florida (2016)	VT (2016)	
63.6%	66.6%	**73.8%**	Not purchase the required textbook
49.1%	47.6%	**25.0%**	Take fewer courses
34.0%	37.6%	**34.3%**	Earn a poor grade because I could not afford to buy the book
45.1%	45.5%	**24.8%**	Not register for a specific course
26.7%	26.1%	**19.7%**	Drop a course
20.6%	20.7%	**8.6%**	Withdraw from a course
17.0%	19.8%	**7.5%**	Fail a course because I could not afford to buy the textbook
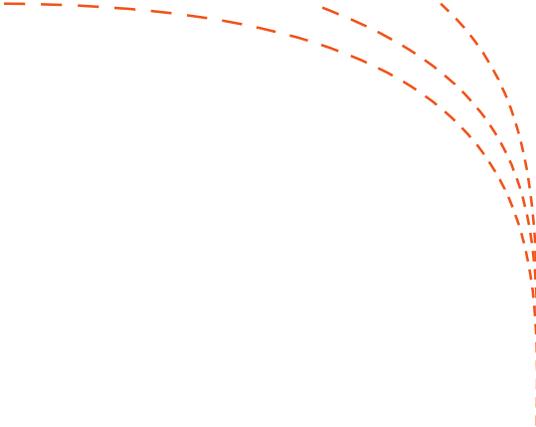
- Definition of OER

- Academic Freedom

- Benefits of OER and Open Textbooks

- Assistance
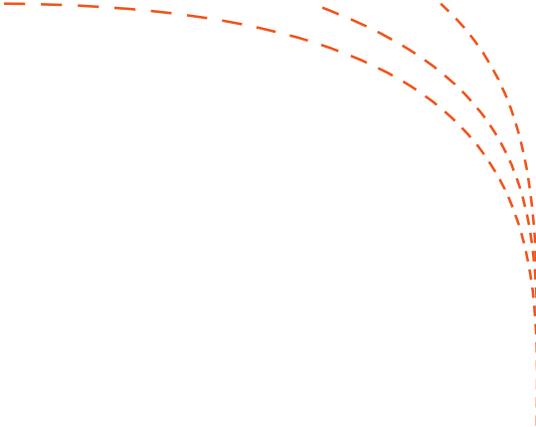
- How to create an OER

- University brand guidelines

- Content ownership & licensing issues

- Marking adapted works

- Giving credit for contributions

- Scholarly practices

- Accessibility for persons with disabilities

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Virginia Tech standards for OER evaluation

- Peer review

- Faculty review before adoption

- "Transformation" statement detailing contributions

- Review statement if adopting OER that is not peer reviewed

VT UNIVERSITY LIBRARIES VIRGINIA TECH.

Resources from the University Libraries

- Grants
- Open Textbook Adoption Workshop
- Pre-publication review
- Public access hosting services
- Discovery & identification

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Looking ahead

- Support for infrastructure and services

- Institutional perspectives on the role of OER in teaching & scholarship

- Development of an OER Coordinating Committee

Guidelines for Open Educational Resources (OER) and Open Textbooks

1.0 Introduction

Purpose of guidelines. These guidelines are meant to facilitate and encourage the adoption, adaptation, creation, maintenance, and public sharing of Open Educational Resources (OER) and open textbooks by Virginia Tech faculty, staff, and students. They are issued in compliance with the Code of Virginia §23.1-1308 as amended and reenacted in 2018, which states: "The governing board of each public institution of higher education shall implement guidelines for the adoption and use of low-cost and no-cost open educational resources in courses offered at such institution."

Definition of OER. Open Educational Resources (OER) are freely accessible and publicly available teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use, reuse, modification, and sharing with others.

Academic Freedom. As stated in Policy 6400, the University affirms that "the adoption of course textbooks is a function of the individual faculty and his or her department." This policy extends to the adoption and adaptation of OER and open textbooks.

The basics of OER. OER can include textbooks, course materials and full courses, modules, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to and production of knowledge. To be considered OER, educational material must be publicly released and licensed in a manner that grants users the right to engage in the "5 R's of open content:"[1]

1. **Retain:** make, own, and control copies of the content
2. **Reuse:** use the content in a wide range of ways
3. **Revise:** adapt, adjust, modify, or alter the content itself
4. **Remix:** combine original or revised content with other material to create something new
5. **Redistribute:** share copies of the original content, revisions, or remixes with others

Authors who wish to grant others the right to share, use, and adapt their work in the form of an Open Educational Resource must apply an open license. While there are multiple licensing options for OER, the most commonly used are "Creative Commons Licenses" developed by the non-profit organization *Creative Commons.* Four of the six Creative Commons licenses are OER compliant.

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[1] http://opencontent.org/definition/

Benefits of OER and open textbooks. OER further the land grant mission of the University by extending the reach of materials created or modified by faculty for teaching while reducing the cost of education. Potential benefits of OER and open textbooks include:

- Zero and reduced print course-material costs for students, including but not limited to open textbooks available in print at cost;
- Better-aligned course materials because of customization and/or use of OER chapters or excerpts;
- Studies show use of OER reduces DFW (drop, fail, withdrawal) rates and improves time to degree and other benefits;
- Instructor or student adoption of pedagogical approaches wherein students improve, create, and share OER because of the affordances of open licenses;
- Participation in and development of collaborative networks contributing to and sharing OER across and between disciplines, institutions, educational levels, and geographic boundaries;
- Improved adaptability and sharing for users with disabilities;
- Serving the public good and positive social impact through public sharing;
- The ability to change course content "in situ";
- Advancing Virginia Tech's reputation as a global land-grant institution through the reach of Virginia Tech-created OER.

Assistance. While OER and open textbooks offer many opportunities, especially for faculty unfamiliar with their use and creation, the licensing issues can be challenging to those unaccustomed to the intricacies of copyright law and practice. These guidelines are meant to be viewed in conjunction with the information available on the Virginia Tech University Libraries OER site (https://guides.lib.vt.edu/oer). Faculty interested in adopting or creating OER are encouraged to contact a librarian for consultation and guidance on any aspect of their creation, adaptation, or use. The University Libraries provide support for the development of OER as outlined in Section 4.

2.0 General Guidelines

Virginia Tech encourages the use of OER and open textbooks under the following guidelines:

1) Works in any format for which one owns copyright may be transformed into open educational resources by appending a free, open license such as a Creative Commons license allowing derivatives and sharing of the work publicly without a fee. Authors are encouraged to use the most open license possible.

2) Works utilizing University brand elements must follow University guidelines. If utilizing University brand elements (logo, etc.) the following statement or its equivalent must be included: "Derivatives of this work are not authorized to use Virginia Tech logos."

3) Content ownership and licensing issues should be addressed before beginning to create a derivative or re-mixed work. Third-party materials (e.g., works in the Public Domain, other OER, one's original work for which one retained copyright, content used with permission, or content used in conjunction with an informed fair-use analysis) may be incorporated into OER in accordance with the following:
- Authors incorporating third-party materials into OER should clearly display the terms or permission under which each of the third-party materials are incorporated;
- Terms of use for any work used with permission must be followed, including but not limited to required display of attribution information when incorporating portions of other works bearing a Creative Commons license. These typically require inclusion of the title, author, url to the original work, and the license and URL to the license of the work.[2]
- The license of incorporated OER materials must be compatible with the overall license on the OER derivative or compilation;
- Permission obtained for incorporation of third-party content should include release of the content under the same license as the overall OER;
- The OER author is responsible for retention of any permissions documentation.

4) OER authors revising an existing work or remixing works are strongly encouraged to include a Statement of Transformation which identifies to readers the types of changes made to the original materials.

5) Whenever a resource is developed in collaboration with others, the licensing of the material must be consistent with the terms and conditions stated in the collaboration agreement. This includes, but is not limited to:
- Internal and external granting bodies which promote or require open licenses and public-release as part of their terms;
- Unpaid student-created works which are the intellectual property of the student according to Virginia Tech Policy 13000. Such works may be incorporated in one or more OER only with voluntary and documented student consent. Students may decline invitations to reproduce their works without academic or other negative consequences. Best practice is for students to publicly share their work under an open license which allows inclusion in the compiled work. If used, consent

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[2] https://wiki.creativecommons.org/wiki/Best_practices_for_attribution

documents must be retained by the instructor compiling the work, or the instructor's designee.

6) OER created in traditional formats (books, textbooks, videos, etc.) are expected to follow practices which aid readers in understanding the scope, content, audience, and legacy of the work, and which enable archiving and retrieval. These include but are not limited to including identifying author(s), an abstract, year of publication, table of contents, pagination (if relevant), ISBN (if relevant), giving credit to contributors and peer reviewers, etc.

7) OER must incorporate best practices for accessibility by persons with disabilities.

8) OER and open textbooks developed at Virginia Tech shall be publicly available in accessible and reusable formats, wherever possible.

9) Authors or adapters of OER including open textbooks may add use or liability disclaimers regarding content released.

3.0 Virginia Tech standards for evaluation of OER

Because evaluation of the quality of OER materials ranges from traditional peer review to no evaluation at all, the Faculty Senate of Virginia Tech makes the following recommendations:

1) OER created and shared by Virginia Tech faculty should be peer reviewed. Peer review may be provided by Virginia Tech Publishing (for works they publish) or a comparable body.
2) Faculty are expected to conduct equivalent due diligence in vetting OER as compared to other course materials.
   a. A course material review rubric is available at http://hdl.handle.net/10919/95875 .
3) Faculty who adapt or combine the work of others with their own will add a statement that includes a succinct explanation of how the existing work was transformed, a clear statement describing the scope of contribution for each author involved, and a peer review status and method statement.
4) If non-peer-reviewed OER material are used at Virginia Tech, the faculty member should include a statement of evaluation that addresses the quality of content, potential as a teaching tool, and includes a clear statement describing contributions of all authors involved.

4.0 Resources for faculty

The University Libraries at Virginia Tech support the use, creation, and adaptation of OER through a number of initiatives, including:

1) **Open Education Initiative (OEI) Faculty Grants[3].** This effort supports Virginia Tech faculty who are interested in further sharing their original works as OER or who are interested in pursuing adaptation of open education resources and new forms of digital scholarship as alternatives to traditional textbooks, course materials, and/or homework software access codes. Support may be available through this or other sources for grants, course release, staff assistance, technical infrastructure, and public recognition.

2) **The Open Textbook Adoption Workshop**. Through a partnership with the Virtual Library of Virginia (VIVA) the University Libraries offers a limited number of $200 stipends for eligible faculty who submit a written review of an open textbook after attending the semi-annual Open Textbook Adoption Workshop.

3) **Pre-Publication Review.** OEI grantees are currently required to develop a peer review plan. Faculty interested in creating OER should contact the University Libraries' Open Education Initiative (OEI) or Virginia Tech Publishing for guidance on development of peer review plans. Authors are also strongly encouraged to field test (implement course materials in class) for a minimum of one semester before public release. All review processes are intended to identify aspects of the manuscript needing improvement and are implemented by the author in consultation with the book's sponsoring editor.

4) **Public Access Hosting Services**
    a) **Institutional Repository.** The University's institutional repository, VTechWorks http://vtechworks.lib.vt.edu, provided by the University Libraries, hosts, archives, and makes publicly available many types of digital files. Employees and students hosting OER including open textbooks on other platforms should contact the University Libraries regarding the availability of digital preservation services and submit a copy for access and preservation to VTechWorks. The quality of contributions is the responsibility of the creator(s).
    b) **Development and project hosting services.** Through the Open Education Initiative and Virginia Tech Publishing, the University Libraries develops, pilots and partners with a number of production software packages, hosting platforms and services, currently including VT's Odyssey, Overleaf, Pressbooks, Domain of One's Own, Omeka, and others. Employees and students interested in these services should contact the University Libraries regarding the availability of these services for their particular use.

5) **Discovery**

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[3] https://guides.lib.vt.edu/oer/grants

The University via the libraries provides information and assistance regarding improving institutional and public discovery of Virginia Tech-created OER including open textbooks in third-party discovery platforms.

6) **Other OER Repositories**

Existing OER and open textbooks are available from and through Virginia Tech and other sources. For example, visitors to the University Libraries OER site mentioned above have the option to search "Open Textbook Collections" and "Find OER (by discipline)." Examples of OER repositories include:

- Open Textbook Library (UMN) https://open.umn.edu/opentextbooks
- OER Commons https://www.oercommons.org
- OASIS (SUNY) https://oasis.geneseo.edu
- OER Metafinder (https://oer.deepwebaccess.com/oer/desktop/en/search.html)
- Digital Public Library of America (https://dp.la)
- Teaching Commons (https://teachingcommons.us)
- Open Culture (http://www.openculture.com)
- Creative Commons search (https://search.creativecommons.org)

5.0 Looking ahead: goals, opportunities, and work to be done

- The University Libraries recommend that the University develop and maintain infrastructure and services to support OER creation, curation, adaptation, publishing, discovery, and maintenance.

- For OER to be more widely adopted at Virginia Tech, the academic community needs to develop an institutional perspective on the role of OER in teaching and scholarship. It is critical that faculty and administrators resolve concerns about OER, such as their quality or impact compared to traditional means of disseminating scholarship, among other issues. Broad agreement on how the Virginia Tech academic community values and evaluates OER is a first-step in developing guidelines for the coordinated evaluation of OER in promotion and/or tenure cases at the department, college, and University levels.

- Virginia Tech, under the auspices of the University Libraries, will explore the potential for development of an OER Coordinating Committee and/or work group to include diverse faculty, staff, student, and administrative representation. The committee may be tasked to explore: use of scholarly practices for OER adaptation, recommendations to grant-making units with regard to open licensing, sustainability practices for OER maintenance, documentation of best practices for marking third-party content,

clarification regarding the role of the bookstore in surfacing freely-available OER, marking course material as required by Code of Virginia §23.1-1308, as amended and reenacted in 2019 in the online course catalog or registration system[4], and/or related topics.

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[4] The Code of Virginia §23.1-1308, as amended and reenacted in 2019, requires that the registrar or another appropriate employee of each public institution of higher education shall identify conspicuously in the online course catalogue or registration system, as soon as practicable after the necessary information becomes available, each course for which the instructor exclusively uses no-cost course materials or low-cost course materials.