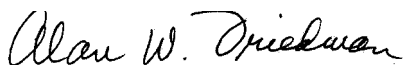


DOCUMENTS OF THE GENERAL FACULTY

Following are the minutes of the regular Faculty Council meeting of February 20, 2017.



Alan W. Friedman, Secretary of the General Faculty and Faculty Council
The University of Texas at Austin
Arthur J. Thaman and Wilhelmina Doré Thaman Professor of English and Comparative Literature

**MINUTES OF THE REGULAR FACULTY COUNCIL MEETING OF
FEBRUARY 20, 2017**

The sixth regular meeting of the Faculty Council for the academic year 2016-17 was held in the Main Building, Room 212 on Monday, February 20, 2017, at 2:15 PM.

ATTENDANCE.

Present: Lucinda Jane Atkinson, Simon D. Atkinson, Christina Bain, Chad J. Bennett, Mark L. Bradshaw, Christopher P. Brown, Barry Brummett, Cindy I. Carlson, Sergio M. Cavazos, Juan J. Colomina-Alminana, Austin Cooney, Elizabeth Cullingford, Ann Cvetkovich, Jonathan B. Dingwell, Glenn P. Downing, Gregory L. Fenves, Alan W. Friedman, Philip M. Gavenda, Linda L. Golden, Andrea C. Gore, Lauren E. Gulbas, Lorraine J. Haricombe, Tracie C. Harrison, Kevin S. Helgren, Martha F. Hilley, Steven D. Hoelscher, Coleman Hutchison, Vishwanath R. Iyer, Jody L. Jensen, Christine L. Julien, Jonathan Kaplan, Harrison Keller, Prabhudev C. Konana, John C. Lassiter, Alexandra Loukas, Maurie D. McInnis, Julie A. Minich, Jennifer Moon, Martha G. Newman, David A. Nielsen, Patricia C. Ohlendorf, Dennis S. Passovoy, Na'ama Pat-El, Edward R. Pearsall, Pengyu Ren, Austin B. Reynolds, David W. Robertson, D. Max Snodderly, Vincent S. (Shelby) Stanfield, Pauline T. Strong

Absent: Ronald J. Angel, Blake R. Atwood, Darrell L. Bazzell, Jay M. Bernhardt, Carolyn M. Brown (excused), William "Wills" Kerby Brown (excused), Jorge Canizares (excused), Benjamin H. Carrington (excused), Francesca L. Cicero (excused), Allan H. Cole (excused), M. Lynn Crismon, Elizabeth A. Danze, Janet M. Davis (excused), Douglas J. Dempster, Randy L. Diehl, Andrew P. Dillon, David J. Eaton, Bradley G. Englert, Angela M. Evans, Brian L. Evans (excused), Ward Farnsworth, Benny D. Freeman, Christian S. Glakas, Laura I. Gonzalez (excused), Terrance L. Green (excused), Marvin L. Hackert, Jay C. Hartzell, Maya L. Henry, Linda A. Hicke, D. Eric Hirst (excused), Brent L. Iverson, Daniel T. Jaffe, S. Claiborne Johnston, Peniel E. Joseph (excused), Manuel Justiz, Susan L. Kearns (excused), Binna Kim, Sanford V. Levinson, Blinda E. McClelland, Lauren A. Meyers, Richard A. Morrisett, Sharon Mosher, Robert A. Olwell (excused), Scott A. Rabenold, Soncia Reagins-Lilly (excused), Lorie Roy (excused), Jonathan L. Sessler (excused), Christen Smith (excused), Alexa M. Stuijbergen, Rabun Taylor (excused), Jessica R. Toste (excused), James W. Tunnell, Jason P. Urban (excused), Gregory J. Vincent, Steven Warach (excused), Lauren J. Webb (excused), Jennifer M. Wilks (excused), Sharon L. Wood, Cara Young, Luis H. Zayas

Voting Members:	43 present,	34 absent,	77 total.
Non-Voting Members:	7 present,	26 absent,	33 total.
Total Members:	50 present,	60 absent,	110 total.

I. REPORT OF THE SECRETARY (D 14984-14987).

Secretary Alan W. Friedman (Professor, English) welcomed new members Professor Robert Davidson from the School of Law and Professors Austin Cooney and Steven Warach representing the Dell Medical School. The Secretary announced that six memorial resolutions had been received for Professors Emeriti Creed Abell of Pharmacy, Karl Butzer of Geography, Virgus Cardozier of Educational Administration, Charles Henry Griffin of Accounting, Tom Mabry of Botany, and Janice May of Government. The Secretary reported that there were currently twenty-four resolutions, of which only one goes back to 2013 and four to 2014.

Secretary Friedman reported that the Resolution Against the Immigration Ban (D 14962) that had been sent by email to the Faculty Council was approved with one dissenting vote. He said that it had then been sent to the General Faculty in order to provide faculty members the opportunity to lend their support to it if they wished. He reported that there were 800 responses, 784 of which affirmed the resolution, and that it had subsequently been transmitted to the President for his information.

Secretary Friedman reported that Vice President for Legal Affairs Patricia C. Ohlendorf had recommended approval of the Proposal to Create Policies on Polling Technologies and Copyright Ownership of Educational Content (D 14903-14905) subject to a slight revision by the committee.¹ Finally, the Secretary reported that the update to the Core Curriculum Course Lists (D 14841-14846) was still pending approval from the Texas Higher Education Coordinating Board.

II. APPROVAL OF MINUTES.

Secretary Friedman said the minutes for the January 23rd Faculty Council meeting had been posted (D 14971-14982). He asked if there were any corrections, additions, or comments. Hearing none, he assumed the minutes to be approved as submitted.

III. COMMUNICATION WITH THE PRESIDENT.**A. Comments by the President.**

President Gregory L. Fenves gave a brief update of business being conducted by the 85th Legislature, which included ongoing discussions on tuition, financial aid, bathroom bills, etc. The President said that on Thursday of that week, he would have a hearing with a subcommittee of the House Appropriations Committee that deals with education to work on budget issues that are important to the University. He said he would continue to work with members on both sides of the Capitol and that he would give the Faculty Council updates as the session continues.

The President then referred to an email he sent earlier in the day concerning posters that had been posted around campus containing “truly reprehensible and very abhorrent messages.” He said the Dean of Students Office acted quickly to take down the offensive posters, which raised questions and concerns from some students and faculty about free speech and the University’s commitment to diversity and inclusion. As a result, the President called a Town Hall on Campus Climate to be held Wednesday, February 22nd, 2-4pm, in the Student Activity Center Ballroom. He said the forum was open to all members of the University community to express their feelings about what is happening on campus and the nation concerning immigration, diversity, and inclusion—all of which are important values for the University.

Kevin S. Helgren (Student Government President) commented that following the incidents that had occurred on Monday of the previous week, Student Government passed a resolution in support of the immediate release and implementation of a bias incident policy and called for a Town Hall to be scheduled as quickly as possible for the purposes of validating concerns students had expressed. Mr. Helgren noted that President Fenves rearranged his schedule so that he could meet students and engage in critical dialogue; “This is certainly an emphasis that is rightfully placed

¹ On February 21, 2017, the Provost’s Office transmitted a request to Dr. Jennifer Moon, the committee chair, to add a provision on D 14905 that would allow for exceptions if the faculty member was paid by the University to create educational content with the expectation that it could be used by the institution freely based upon its dedication of such resources.

and I'm looking forward to the conversation on Wednesday." President Fenves thanked both Kevin Helgren and Austin B. Reynolds (Student Government Vice President) for their leadership of the student body: "Often, you find that you have the right leaders at the right time, and we certainly do in Kevin and Austin's leadership of Student Government."

Dr. Dennis Passovoy (Lecturer, Management) praised President Fenves for the wording of his email and for convening the Town Hall on Wednesday. He thought his doing so "probably diffused what could have been a fairly explosive situation."

Professor Pauline T. Strong (Anthropology) asked President Fenves if he could talk about the current state of the hiring freeze as it relates to UT Austin. President Fenves thanked Professor Strong for asking the question. He reminded members that, on January 31st, Governor Abbott had announced a hiring freeze of all state agencies, including institutions of higher education. The President stated that the hiring of instructional staff and the recruitment of faculty for the summer and fall would be possible using non-appropriated funds, which are not subject to the hiring freeze, while there is a hiring freeze on other, mostly staff, positions. He said that Provost Maurie McInnis, Senior Vice President Darrel, and Chief Financial Officer Darrell Bazzell were working on creating a process to review essential hiring that needs to take place prior to September 1, 2017. He noted that the first batch of waivers had already been submitted to the Governor's Office for approval of hiring in crucial positions.

Hearing no further comments or questions, the President thanked the Faculty members for their time.

B. Questions to the President—No further ones were asked.

IV. REPORT OF THE CHAIR.

Chair Jody L. Jensen (Kinesiology and Health Education) updated Council members on the Chancellor's Quantum Leap for Student Success, which she said has been a priority on our campus where we have several ongoing student success initiatives. At the same time, she said a System-wide effort is addressing Student Success on a variety of levels. The Chair noted that she serves on the Student Success Belonging Group, which has three pillars: advising, financial, and social belonging. She said faculty play an important role in creating students' sense of belonging. The Chair said that the group's declaration is "no student will leave this campus or any system campus because of a lack of a sense of belonging." Chair Jensen commented that there has been much discussion and emphasis on how to measure student success and that the metric used by many is the four-year graduation rate. She noted that UT Austin's graduation rates have jumped from 51% in 2011 to a projected graduation rate for 2017 of close to 70%; across the UT System, graduate rates vary widely, from 13% to 70%. For the Student Success Belonging Group, improving graduation rates is important, but she asked, "How do we as faculty contribute to the sense of belonging that is curricular belonging? What are we doing for traditional reasons as opposed to what we should be doing to address current issues?" She cited office hours as an example because so few students attend. She said she personally needed to find ways to interact and engage with her students one on one because connecting with faculty members is important. She said that, in time, she will share ideas that are being generated by the Student Success Belonging Group on how to engage with students, and she encouraged faculty members to begin thinking about the "high touch practices" that they use to pull students into the process that makes them feel part of the class, lab, faculty's research, etc. She said, "Rather than thinking this is something that Student's Services does or the Dean of Students should be addressing, this is something that we're going to put on the plate of faculty and ask you to become active participants in developing the sense of belonging."

Concerning the Resolution Against the Immigration Ban, Chair Jensen said that several Faculty Council members had asked if they could express opposition to it—not its intent about the safety of the country but regarding the wording and its implementation that created greater division and concerns about hostility toward and marginalizing of specific groups. She explained that the resolution was drafted by the Executive Committee as a faculty statement in expression of support of colleagues and

students on campus affected by the ban. She reiterated that it had been endorsed with overwhelming support by voting members of the Faculty Council. The Chair acknowledged a few comments that questioned whether those in favor of the resolution were against efforts to improve the security of the nation. She stated that that was not the case and that it was not the intention of the Executive Committee to “inadvertently discriminate against some of our community members.” She said the resolution had been disseminated to members of the General Faculty to allow greater faculty support for all those on campus affected by the Executive Order. She said, “We are all members of some group, but we are a holistic and inclusive group at The University.” To emphasize this, Chair Jensen said the Executive Committee would issue a press release making the resolution’s statement public to show the support of the University community for an inclusive campus.

Closing her remarks, Chair Jensen thanked President Fenves for his fast response and action to hold the Town Hall. She said it represents “clearly the voice as expressed in this recent resolution by faculty, that we are an inclusive and welcoming campus.”

V. REPORT OF THE CHAIR ELECT.

Chair Elect Steven D. Hoelscher (Professor, American Studies) reported on the recent Orange and Maroon Legislative Day (OMLD), which was organized by the UT Austin and Texas A&M alumni and held at the Capitol on February 15. Chair Elect Hoelscher mentioned that OMLD was originally organized by UT Austin and Texas A&M alumni in 2003 with the understanding that the two flagship institutions had a lot in common regarding legislative issues. He said the idea of Faculty Council Executive Committee (FCEC) members participating in OMLD was triggered by the realization that what happens at the Capitol impacts our lives and the University, as evidenced by SB 11. He reported that he and three other members of the FCEC participated in the event—Jody L. Jensen, Jennifer Moon (Biology), and Martha G. Newman (Religious Studies). He reminded members that state employees cannot lobby the legislature, so the FCEC participants went as concerned citizens.



Chair Hoelscher mentioned that his thoughts on the state Capitol were strongly influenced by his scholarly interest in history. He said that he and a colleague from the School of Architecture had led a walking tour of east Austin just three weeks prior that began at the African American Culture and Heritage facility where he saw a photograph taken in the 1880s of the Capitol being built by convict laborers. The Chair Elect said he was surprised by the photograph and it was in his mind when the FCEC began thinking about participating in the OMLD event and what they needed to do to learn about contemporary Texas politics. He said the FCEC spent a lot of time reading the *Texas Tribune* about the issues affecting the University, such as SB 6, the so-called bathroom bill, and SB 4, the bill banning sanctuary cities. If passed, he said SB 6 would allow the state to withhold grant money to campuses if their college police force prevent or in any way obstruct federal officers from asking students about their immigration status. That is something we should all be very concerned about. Chair Hoelscher said the primary focus, though, was on the budget, specifically SB 1, which proposes to cut the UT System budget by 15%. He said it was important to remember that the House budget is radically different than the Senate budget, “So we are all hoping that the house wins the argument over the Senate.”

On the day of the event, Chair Elect Hoelscher said the OMLD group met at the Intercontinental Hotel and were given a handbook that outlined the talking points and topics to focus on during conversations

with legislators. The primary focus was to restore Formula Funding to the 2009 levels or at the very least to make no additional cuts to it. The second focal point was to support Texas research initiatives. He said groups of six to seven people participated in meetings with the senators and representatives, and that each meeting lasted roughly one half hour. He said he was amazed to see the number of lobbyists at the Capitol; every office was filled with lobbyists arguing for their cause, and the OMLD participants had to compete with those other perspectives.

The Chair Elect said that his group met with Representative Jason Villalba, a Republican from Dallas. Regardless of political affiliation, he said people were sincerely interested in what faculty members had to say. But by far, the students held the attention of the legislators, particularly Brenna Lynn, an Educational Psychology graduate student from Texas A&M. Chair Elect Hoelscher said, “She did a fantastic job of talking about her research to measure different ways of measuring intelligence for educational purposes,” and that caught the attention of a lot of Senators and Representatives.



Concluding his remarks, Chair Elect Hoelscher said that he wasn't sure how much of an impact the OMLD participants had, but they certainly heard about the importance of the work being done at UT Austin and at Texas A&M. He remarked, “I was incredibly please to see the sort of things that some Senators and Representatives have on their doors.” The sign in the picture to the left was displayed at the office entrances of Senator Borris L. Mills and Reprsentative Senfronia Thompson. He again reiterated, “I can't promise that we changed any votes, but we certainly did our best to let people know that professors are really not that scary and that we do work that is worth supporting.”

The floor was then opened for comments and questions.

Professor D. Max Snodderly (Neuroscience) asked if Representative Donna Howard had produced a bill to repeal SB 11 or at least modify it? Chair Elect Hoelscher remarked that that was a great question, but that the OMLD participant had been giving “marching orders” that focused on the budget. He said that SB 11 never came up during his discussions with the legislators. He commented that they all would have loved to have met with Representative Howard, but unfortunately, it didn't happen, so he had no insight on the matter.

Dr. Dennis S. Passovoy (management) asked a question regarding earlier comments by Chair Jensen concerning the Immigration Ban Resolution. He wondered if people with dissenting opinions may have held them back or didn't bother to participate, especially when the outcome was so lopsided. He asked for an opinion on whether “this body ought to include a dissenting opinion to try to balance it out?” Chair Jensen said, “We value the dialogue and exchanging of ideas; I take your point that perhaps we need to create more of a mechanism where people can provide the ultimate opinion.” She said that was one of the reasons she had mentioned the email dialogue during her report. She noted that any faculty member can bring a resolution forward to the Faculty Council. She said that she would take the matter up with the FCEC to see how “we make sure that all sides are being heard because that is the point of being in the building.”

Chair Elect Hoelscher reiterated Chair Jensens statement that anyone is welcome at any time to bring a resolution to this body. Secretary Friedman pointed out that it was not legislation but a resolution, a statement on the part of the Faculty Council. He explained that the FCEC had heard from faculty members who wished to align themselves with the resolution and that was the purpose of having sent it to the General Faculty. He restated, “This was not legislation. It's a resolution from the Faculty Council which other members of the faculty were given the opportunity to align themselves with if they chose. It was an opportunity for the faculty to express their support or not. That's how it was represented. And, that's how it was drawn up, and that's how it was intended”

There were no further comments or questions.

VI. UNFINISHED BUSINESS—None.

VII. REPORTS OF THE GENERAL FACULTY, COLLEGES, SCHOOLS, AND COMMITTEES—None.

VIII. NEW BUSINESS.

A. Report of the Committee to Nominate Faculty Members for Appointment to the University Co-op Board of Directors (D 14983).

Chair Jensen asked Faculty Council members to approve a panel of names that would be submitted to the President for appointment to the University Co-op Board of Directors. The panel included:

Sharon L. Strover, Professor, Radio-Television-Film
 Melissa F. Wasserman, Professor, Law
 Hannah C. Wojciehowski, Professor, English

The Faculty Council unanimously approved the panel by voice vote

B. Report on Open Access and Open Data.

The reports given by Drs. Phillip D Long (Associate Vice Provost, Project 2021 and Educational Innovation) and Lorraine J. Haricombe (Vice Provost and Director of UT Libraries) can be found in Appendix A and B, respectively, and the Next Steps toward Open Educational Resources and Open Data at The University of Texas at Austin can be found in Appendix C. The transcript can be viewed online at <https://utexas.box.com/s/mc7syobcxcg62osjjsyo6xuvgzvxnqhw>. Following their reports, they opened the floor to questions and comments.

Professor Na'ama Pat-el (Middle Eastern Studies) said that a lot of publications are private and have a restriction that researchers' work cannot be published on the Internet. This causes conflict with open access. She asked how she could legally get around that restriction? Dr. Haricombe said that she had a lot of experience from her work at the University of Kansas where she led the open access initiative. While there, she said they developed addenda for faculty in the same position as Professor Pat-el. The Director said it did not always work, but often they were able to find language through legal counsel at the university that made it possible for many scholars to retain the rights or some of the rights instead of giving them all away. She suggested that Dr. Pat-el contact the Library because they have language available to help her in the situation she described.

Professor Andrea C. Gore (Pharmacy and Past Chair, Faculty Council) thanked Drs. Haricombe and Long for giving the presentation. She said that she would like to "disentangle" the issue of textbooks from that of journals because they are two completely different things, and she didn't think they could be rolled together. She remarked that she could totally get behind the idea of saving textbook costs for students, but she was not supportive of open access to journals. She said that open access to journals is a discipline-specific issue. In her field, biomedical sciences, there are many journals, some very good, some horrible; some are very expensive, others are not. In addition, there are hybrid models where scholars pay to publish, or maybe not pay to publish, but pay an open access fee, which can be prohibitively expensive. She pointed out that it was important to publish in the best journals that have the greatest potential for reaching one's peers, and ones that colleagues in the Promotion and Tenure Committees know about. She said, "I want to make sure that we're not driven by the desire to publish in an open access journal over publishing in the journal that's going to be the best publish venue." Dr. Long concurred that that not all journals are of the same quality and that they vary by discipline and even micro-discipline, where scholars may have very different views of the same subject. Dr. Long said there is interest in having an impact, both in terms of professional views and societal implications. He cited a colleague of his at the University of Kansas who published in a well-respected journal and over the course of one year garnered fifteen to twenty downloads, as compared to a YouTube video he

published on his work, which was viewed more than one million times. One of the questions his colleague asked his Department Chair was, “Where is the value and impact in terms of the promulgation of my work?” Dr. Long said it was a serious question and not meant to be flippant. He remarked that views are changing and that it is incumbent upon faculty to rethink this effort contextually. He said, “It’s not a binary choice between either giving everything away or keeping everything.” He noted that there are ways of using licenses that allow publishers to publish in a proprietary way that permits the owner of the work to disseminate it to either ScholarWorks or directly to peers. He acknowledged that some journals would rule that out because of their rigid publication requirements, but he thought flexibility is possible.

Chair Elect Hoelscher thanked the presenters before commenting that dissertations are published online unless an embargo request is made. He said that he always advises his students to have an embargo for as long as possible because many publishers will not publish a book if it is available online. He said the books are the promotion and tenure centerpiece for scholars’ careers. The Chair Elect said he was totally supportive of open access of textbooks, but he was concerned about the business of peer review of university press books. Dr. Haricombe said that it was her experience to provide opportunity to embargo dissertations for two years with the possibility of extending it for an additional year to allow time to publish as a book.

Professor Coleman Hutchison (English) said he was an advocate of open access but thought that it affected faculty members differently depending on where they were in their careers. He also thought it was important to rethink the embargo on dissertations. He said that dissertation students needed not just one year, but three to five years to get their dissertations published. He said that over the years, he had written several dozen letters on behalf of his students requesting embargo extensions. Professor Coleman said that open access feels very different for recent PhDs and assistant professors—even for associate professors—than it does for faculty who are fully established. Colleen Lyon (Scholarly Communication Librarian) clarified that the Office of Graduate Studies was responsible for embargo policy for theses and dissertations, not the Library.

Professor Jonathan B. Dingwell (Kinesiology and Health Education) said that he chaired the Research Policy Committee two years ago and that these issues had come up because they do affect research. Commenting on Professor Gore’s remarks, he said there are really three separate issues: 1) textbooks; 2) publications of journals, books, and scholarly product, and 3) data. He said that faculty need clearer guidelines as to what is going on. He agreed with Professor Gore’s comment that not all open access journals are high quality. Professor Dingwell said he had heard of predatory publishers fleecing faculty for money. He said there was also the question of who bears the burden of cost for open access, especially now that the federal government requires that research data be made available. He said that for some researchers like himself, who collect electronic data, one experiment may be one terabyte of data. He asked, “Who pays to maintain a terabyte of data indefinitely when that’s only one experiment, and I’m only faculty member?” He said that it would cost billions, even trillions, of dollars to maintain enormous amounts of data, which the vast majority of people would never see. He said the discussions that the Research Policy Committee had two years ago concluded that there really wasn’t anything they could do about the issues because, “things coming out of the federal government at the time were really wild, wild west.” He said open access is exciting and that there are a lot of advantages to it, but, “I haven’t heard yet where this is really going.” Dr. Haricombe clarified that the Texas Data Repository that she mentioned in her report was not for big data; instead, TACC (Texas Advanced Computing Center)² repository was the way to go for big data. She said the Library would work with faculty on smaller data sets and that she and Jessica Trelogan (Data Management Coordinator) were in the process of reaching out to faculty to explain what it is the Library can do. Regarding open access, she said that even after two decades of discussion, she still did not have a clear idea of where we ultimately will end up. She said there has been great momentum and progress in sharing openly the scholarship that is available. She said the focus today was to start the conversation with the faculty and hopefully have more in the future.

² Corrected on March 6, 2017.

Professor Christina Bain (Art and Art History) said that so much of the research she does is qualitative and that the data is used in more than one paper. She expressed concern that, if she were to put her data out there, which is gathered in the form of interviews, someone could take it and beat her to publication. She said she looked forward to more conversations about that.

Chair Jensen thanked Drs. Haricombe and Long for coming to talk to the Faculty Council. She said, "Obviously, this is a growth area for all of us." She agreed with Dr. Haricombe that it is a work in progress.

IX. ANNOUNCEMENTS AND COMMENTS.

Chair Jensen noted the announcements below:

- A. The next Faculty Council meeting will be on March 6th in MAI 212 at 2:15 PM.
- B. Online Nominations for the Faculty Council membership close March 3.
- C. Final voting phase for election of members representing tenured faculty, assistant professors, and instructors on the Faculty Council will be open March 20 through March 31.

X. QUESTIONS TO THE CHAIR—None.

XI. ADJOURNMENT.

The meeting adjourned at 3:41 PM.

Distributed through the Faculty Council Wiki site <https://wikis.utexas.edu/display/facultycouncil/Wiki+Home> on March 3, 2017.

Appendix A

**Open Educational Resources/Open Science
Presentation to Faculty Council 2-20-2017**

Open Educational Resources –

We have two goals in our presentation today. The first is to introduce the value and practical benefits of open educational resources, and in particular open textbooks so our students can get access to course materials when they need them and at little or if digital, no cost.

The second is to reintroduce to you a powerful partner in this process, one you've known since your arrival at UT, but whose role has radically transformed over the past decade, the services and support available to you from the UT Libraries.

First some terms so we're on the same page.

What are Open Educational Resources?

- CC definition ““The term "Open Educational Resource(s)" (**OER**) refers to educational resources (lesson plans, quizzes, syllabi, instructional modules, simulations, etc.) that are freely available: and support the 4Rs, reuse, revise, remix, and redistribute.”
(https://wiki.creativecommons.org/wiki/What_is_OER%3F)
- UNESCO - **Open Educational Resources (OERs)** are any type of educational materials that are in the public domain or introduced with an open license. The nature of these open materials means that anyone can legally and freely copy, use, adapt and re-share them.
(<http://www.unesco.org/new/en/.../what-are-open-educational-resources-oers/>)

Why the interest in open scholarly materials? This is something all of you know something about so I'll just mention a few highlights:

- A study by the Bureau of Labor Statistics found that "textbook prices have risen over three times the rate of inflation from January 1977 to June 2015, a 1,041% increase."
Popken, Ben. 2015. "College Textbook Prices Have Risen 1,041 Percent Since 1977." *NBC*, August 6. Accessed June 12, 2016, <http://www.nbcnews.com/feature/freshman-year/college-textbook-prices-have-risen-812-percent-1978-n399926>
- Print textbook prices have climbed 82 percent in the past decade, according to the Bureau of Labor Statistics
- National Association of College Stores learned in a survey that students spent an average of \$323 on course materials in fall 2015
- In 2014 costs of required textbooks averaged approximately \$102.61 across all course types, according to a study by Hilton et. al., from BYU and published in IRRODL (the International Review of Research in Open & Distributed Learning)
- Students who are financially challenged often start the semester and opt to save money by not buying the course textbooks, putting them at academic disadvantage. This has prompted publishers to introduce short term textbook leasing options.

Can Open Textbooks save student money?

- Nearly 700,000 students at 1,855 schools have saved more than \$68 million using OpenStax materials (Rice University) since the company was founded in 2012, according to the company (as of June 15, 2016).
- OTN says its first 9 member institutions saved \$1.5 million since they started.
- UConn: In one chemistry course (2000 stds) students saved \$500,000 (bookstore textbook cost = \$303) this past fall (2016)
- The national community college reform network Achieving the Dream (ATD) announced on June 14th they an initiative involving 38 CCs in 13 states committed to developing new degree Programs using open educational resources. They have cobbled together \$9.8 million in funding for the initiative comes from a consortium of investors that includes the William and Flora Hewlett Foundation, the Bill

- & Melinda Gates Foundation, the Great Lakes Higher Education Guaranty Corporation, the Shelter Hill Foundation, and the Speedwell Foundation.
- Austin Community College announced last year their contribution to this program in a partnership launch a consortium of Texas colleges that create materials to share. Consortium partners are Alamo Colleges, El Paso Community College, and San Jacinto College. Each college will develop materials for courses for the associate of arts and associate of science degrees in general studies. ACC will develop resources for two government courses, two physics courses, one math course (MATH 1332), three biology courses, and a student success course (EDUC 1300).
 - The Office of the Gov, State of Rhode Island announce 3 days ago the statewide Open Textbook Initiative. The initiative challenged Rhode Island's higher education institutions to reduce college costs by saving students \$5 million over five years using open licensed textbooks. Seven higher education institutions have pledged to support the Governor's challenge by working with faculty to identify open licensed textbooks that would fit their classes At Rhode Island College just one course Biol 108, transitioned to Open Textbooks saving students \$100,000 in the 2016-2017 academic year. One course.

What is the faculty view of Open Textbooks and OERs?

- In surveys faculty report
 - Students' persistence in course completion is influenced by timely availability of core course materials
 - The trend toward textbook rentals and sharing of materials has the consequence of core academic foundation material being less consistently available to students who are typically in more "academically at risk".
 - And where open access materials are used, faculty cite "reduced cost to students" as primary reason
 - Yet as of a national survey collecting data from fall 2015 through spring 2016 from 2,902 colleges and universities across the US³ 75% of the faculty respondents reported the either never heard of OERs or knew a little but never used or reviewed any (over 2/5th, 39%, never heard of OERs; slightly more than 1/3rd, 36% said they knew a little about OERs but had never used or reviewed OER materials themselves). Asked what might prompt them to adopt OERs 74% said better quality and 71% said cost. Yet the ability to remix the material and not worry about copyright was attractive to nearly 65% of those responding.
 - Open Access and more generally open practices in research and education are still not widely adopted in part because of uncertainty as to how sharing one's work will affect one's career.
 - The data is getting a little clearer about this. A 2016 published study in the Journal eLife (<http://dx.doi.org/10.7554/eLife.16800.001>) has found that publishing in open access formats increases citations, achieves greater media coverage, leads to more

Details follow from this study: *Point of view: How open science helps researchers succeed*
eLife 2016;5:e16800

- More citations
- By being more accessible they generate more media coverage, good for UT and for our students
 - 2,000 articles published in Nature Communications showed that those published openly received nearly double the number of unique tweeters and Mendeley readers as closed-access articles
- High impact factor publications available only from commercial publishers is fading.
 - IFs of indexed OA journals are steadily approaching those of subscription journals
 - Examples of 100 OA journals in the biological and medical sciences with moderate to high 2015 IFs include PLOS Medicine (13.6), Nature Communications (11.3), and BioMed Central's Genome Biology
- They offer rigorous and transparent peer reviews
- Indeed, no controlled study comparing peer review in OA versus subscription

³ Campus Computing Survey, 2016, "Going Digital: Faculty Perspectives on Digital and OER Course Materials, <http://www.campuscomputing.net/goingdigital2016>

and diverse collaborations,

There is a movement toward Open in the sciences –

- Internationally there is a movement toward open science – some examples include
 - OpenDRI - Global Facility for Disaster Reduction and Recovery (GFDRR) launched the Open Data for Resilience Initiative (OpenDRI) to apply the concepts of the global open data movement to the challenges of reducing vulnerability to natural hazards and the impacts of climate change. <https://opendri.org/about/>
 - Data.gov - you will find data, tools, and resources to conduct research, develop web and mobile applications, design data visualizations, and more. <https://www.data.gov/>
 - Open Data Austin: our own city has an open data portal, <https://data.austintexas.gov/> - This portal provides easy access to open data and information about your city government. We encourage the use of public data that the City of Austin has published to spark innovation, promote public collaboration, increase government transparency, and inform decision making. More general information about it is at the Communications and Public Information Office, <https://austintexas.gov/opendata>
- This is especially true in healthcare
 - Internationally this have been driven by the Declaration of Helsinki states that "Every clinical trial must be registered in a publicly accessible database before recruitment of the first subject". This is to be put into International Clinical Trials Registry Platform (ICTRP) <http://www.who.int/ictrp/en/>
 - In the US [ClinicalTrials.gov](https://clinicaltrials.gov/) is a registry and results database of publicly and privately supported clinical studies of human participants conducted around the world, sponsored by U.S. National Institutes of Health. <https://clinicaltrials.gov/>

Last year UT Libraries and Learning Sciences, now Project 2021, partnered in the Year of Open.

We brought in David Wiley (BYU and Lumen Learning) and David Ernst (University of Minnesota) to talk about open textbooks. We also hosted John Ionnaidis to talk about his work on reproducibility in research. We continue to see the scope of the open expanding through work on open access, open research practices, and open data. We are looking to further these activities by:

- Center for Open Science – UVA: We hope to invite Brian Nosek, co-founder & Exec. Director of the Center for Open Science this term to campus to further the conversation on reproducibility in research experiments.

These activities are getting strong support from the scholarly communications services in libraries and I'd like to turn this over to Lorraine Haricombe, Vice Provost and Dir. of UT Libraries to expand on their transforming role to support your teaching and research.

But before I do I'd like to emphasize two "take aways" from my part of this afternoon's presentation:

1. While open textbooks and OERs are not the solution to all course materials, they can save significant money to students individually and in large classes the aggregate savings are potentially large.
2. Stress on students from short term financial short falls are significant. It is a key element outlined in the \$10M funding put forward by the UT System in support of the Chancellor's Quantum Leap strategic plan in outlining a microloan program to get students past short term gaps with small loans. This is not a new idea. The Grameen Bank introduced this concept in Bangladesh in the mid-1980's with tremendous success. More recently Sara Goldrick-Rab in her recently published book *Paying the Price* recounts a preliminary study of 3,000 young adults who entered public colleges and universities in Wisconsin in 2008 with the support of federal aid and Pell Grants, Goldrick-Rab found the effect of this modest financial shortfalls devastating. Half the students in the study left college without a degree, while less than twenty percent finished within five years. The cause of their problems, time and again, was lack of money. While you are or I might find ways to deal with this very transient setbacks differently, for these students the solution was to higher education, even when they were close to successful completion.

Open Textbooks and OERs can make a real difference.Conclusions:

Open-source textbooks are aligned with the values we want to encourage about learning. We want faculty and students to not only acquire but also take ownership of their educational resources. We want students to see knowledge not as a thing they receive but as something growing out of a community of which they are a part and can contribute their input. There is no monetary price at which a closed-source textbook communicates those values.

Open Science is a practice and an approach our students need to be fully exposed to across all disciplines at UT Austin. It addresses concerns about reproducibility, about accelerating the advance of science, and about bridging knowledge inequities around the world. These are messages we should be strongly advocating.

Let me introduce Lorraine Haricombe to talk to you about the transformations in the Library to support open scholarship and open data.

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Appendix B

Exploring opportunities to advance the open agenda at UT Austin Presentation to UT Faculty Council 2-20-2107

Goal

My goal today is twofold:

- to raise awareness of a global movement towards openness in digital scholarship; and
- to highlight new services at UT Libraries to help move the needle towards open scholarship.

Background

Society relies on universities to make discoveries and to create new knowledge. Their tax dollars pay for the research. Universities, in turn have a responsibility to disseminate the research outputs. Libraries have always helped in this arena.

Seismic social and technological shifts underway in education, research, teaching, and learning have transformed libraries. Cumulatively, these challenge the very notion of what a library is and offer exciting potential for what it might become. The very concept of what is a library is changing and evolving. Technology has enabled new scholarly communication methods and digital scholarship that are different than the methods that were used in the print environment. Digital publishing creates more opportunities for sharing, collaborating, communicating and networking however, many of the scholarly articles are still behind paywalls limiting access to publicly funded research results.

Over the next few minutes I would like to share with you how our role has changed with a focus on supporting open access. First a definition of open access.

Definition of Open Access

“An old tradition and a new technology have converged to make possible an unprecedented public good.” - The Budapest Open Access Initiative, 2002 <http://www.budapestopenaccessinitiative.org/rea>

Fifteen years ago, the Budapest Open Access Initiative (BOAI) brought together a diverse group of stakeholders and launched a worldwide campaign for open access (OA) to all new peer-reviewed research. The BOAI deliberately drew together existing projects to explore how they might work together to achieve broader, deeper, and faster success.

BOAI's Definition of open access:

“By "open access" to this [research] literature, we mean its free availability on the public internet, permitting any users to read, download, copy, distribute, print, search, or link to the full texts of these articles, crawl them for indexing, pass them as data to software, or use them for any other lawful purpose, without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. The only constraint on reproduction and distribution and the only role for copyright in this domain should be to give authors control over the integrity of their work and the right to be properly acknowledged and cited.”
<http://www.budapestopenaccessinitiative.org/rea>

Status of OA

- OA movement led by Harvard (<https://osc.hul.harvard.edu/policies/>) in 2008 and MIT in 2009 (<https://libraries.mit.edu/scholarly/mit-open-access/open-access-policy/>) Many more institutions inside and outside US have adopted OA policies (<http://roarmap.eprints.org/>);
- Copyright is no longer the default for thousands of US faculty who now retain rights to their work for reuse;
- Significant growth in OA journals. See: Directory of Open Access Journals (DOAJ) <https://doaj.org/>; concerns about predatory journals.

- Many successes with scholarly societies that have decided to move to open access for some or all of their journals, which are often among the most respected in their discipline.
- Rise of author processing fees for open publishing.

Why the interest in open scholarship?

The momentum around open is growing.

- Make research results available online without price barriers and without most permission barriers. In other words, make the work accessible to those who fund the research and those who cannot afford access to the research.
- Democratize access to knowledge. It is a public good.

In February 2013 the OSTP issued a directive to federal funding agencies with budgets of more than \$100m to make their research open. As of Sept. 20, 2016:

- fourteen agencies have developed policies;
- ten of those require that the underlying data be made open too using a data management plan (DMP) as a condition of proposal submission;
- private funders (Ford, Gates, Sloan) have adopted similar policies;
- NSF has begun to evaluate the DMP as part of the scoring the proposal; and
- Some journals require that data sets be submitted as a condition for publication.

In the future, DMPs will be the rule, not the exception to provide public access to publications and data funded by Federal Agencies. The lack of a DMP may lead to loss of grant funding.

Last December (2016) a group of 8 private funders among them (Gates Foundation; Sloan; Arnold; Doris Duke; Woodruff Johnson; AHA; to name a few) launched the ORFG with a commitment to promote the open sharing of research outputs; accelerate the pace of discovery; reduce information-sharing gaps; encourage innovation; and foster reproducibility.

Earlier this month the Gates Foundation announced its partnership with the AAAS to advance scientific communication and open access publishing. The partnership will also ensure open access to research funded by the Gates Foundation and published in the *Science* family of journals. As a result of this partnership, AAAS will allow authors funded by the Gates Foundation to publish their research under a Creative Commons Attribution license (CC BY) in [Science](#), [Science Translational Medicine](#), [Science Signaling](#), [Science Advances](#), [Science Immunology](#) or [Science Robotics](#). This means that the final published version of any article from a Foundation-funded author submitted to one of the AAAS journals after January 1, 2017 will be immediately available to read, that is without any embargo, download and reuse.

Support for open scholarship at UT

Advancing “openness” requires infrastructure e.g. Institutional repositories/data repositories, domain expertise and staffing resources. The way that it is implemented at most universities is that faculty provide scholarly articles to the university where they are stored, preserved, and made freely accessible in digital form in an open access institutional repository. The repository has the institution’s standing behind it to ensure its availability, longevity, and functionality.

The UT Libraries is well positioned to offer support in these two areas:

Texas ScholarWorks (TSW)

Texas Data Repository (TDR)

Texas Scholarworks is our institutional repository. It:

- is managed by Colleen Lyon, Scholarly Communication librarian at UT Libraries (c.lyon@austin.utexas.edu)
- was established in 2008 to provide open, online access to the products of the University's research and scholarship,
- preserves these works for future generations, to promote new models of scholarly communication, and to help deepen community understanding of the value of higher education.
- includes a variety of items including EDTs, course notes, reports, journal articles. For example, it includes the whole catalogue of amphibians and reptiles of the entire Western Hemisphere. Texas ScholarWorks.

We also support student work by:

- participating in Research Week every year and offer to host poster content for those students <https://repositories.lib.utexas.edu/handle/2152/15554>.
- archiving student journals;
- collecting honors theses from the College of Natural Sciences and less comprehensively for other colleges (<https://repositories.lib.utexas.edu/handle/2152/13341>).
- collecting iSchool capstone projects (<https://repositories.lib.utexas.edu/handle/2152/31424>);
- hosting a generic collection of student works that don't fall into another category – these generally tend to be student papers that are not honors theses.
- working with Student Government to archive their legislation, minutes, etc. And we work with Texas Student Media on the Daily Texan, Cactus Yearbook and Texas Ranger.

The **Texas Data Repository** is:

- new as of 2017;
- managed by data services professional, Jessica Trelogan (j.trelogan@austin.utexas.edu);
- a platform for publishing and archiving datasets (and other data products) created by faculty, staff, and students at Texas higher education institutions;
- built in an open-source application called Dataverse, developed and used by Harvard University;

Library services may include:

- promoting best practices in data management;
- identifying appropriate metadata standards;
- managing metadata (description and organization of data);
- advising on file organization and naming, data citation; and
- data sharing and access.

Why deposit data in the Texas Data Repository?

To comply with funding requirements. The TDR can help you comply with funder mandates data archiving and sharing, and gives you resources for developing data management plans and grant applications.

To ensure reliable, managed access for data. The TDR gives you a convenient and reliable place to collect and share your data. And by depositing data there, you benefit from the TDL's focus on long-term access and preservation of your content.

To increase scholarly impact. By publishing your data in the Texas Data Repository, you give your data a Digital Object Identifier (DOI), making it easy for others to cite reliably.

To collaborate with research teams. Some situations may necessitate restricting access to data, at least for a period of time. The Texas Data Repository allows you to share your data with a select group of colleagues, version your data, and publish it when you're ready.

To have access to local support through your institution's library. Along with robust technical support from the TDR, you can rely on trained librarians at your home institution to assist with multiple phases of the research cycle, including data management planning, preparation for data publishing, and long-term curation.

Looking ahead...

In the latest UT initiative "Bridging Barriers" a total of 125 concept papers involving more than 830 unique authors were received. The Vice President for Research's office has organized the papers into six core themes with each core theme containing a cluster of related concepts. The UT Libraries is cross-listed in all six themes to help coordinate a "catalog" of materials generated and used by UT Austin faculty and instructors (think of these materials as **open educational resources**). The UT Libraries sees openness as an approach to extend the impact and reach of research conducted at UT and to facilitate and enhance research-driven learning at UT and beyond.

Conclusion

Openness is more than an ideal. It is a practical and critical step in increasing scholarly efficiency, quality, and inclusivity. Openness enables others to re-produce and re-use data to advance new breakthrough discoveries faster in all sectors of society: education, population health, building healthy and stronger communities, and to shape public policy. Ensuring that data are made available under legal terms that allow users to redistribute and fully reuse the data is a key step to ensure open data. The only way to ensure the data are adequately covered is to put a license on it that conforms to the full open definition of open data. Many options are available such as those produced by Creative Commons. <https://creativecommons.org/choose/>

Take-aways:

- openness is the future;
- it is gaining momentum globally; and
- UT Libraries has invested in infrastructure and expertise to provide guidance/support for open scholarship in the digital ecosystem.

Phil Long and I were invited by Jody and Stephen to do this presentation today to raise visibility of the fast and evolving landscape in open scholarship and to identify next steps for UT. We have three suggestions for next steps for Faculty Council to consider to help move the conversation/needle towards openness at UT.

Submitted by: lorraine j. haricombe
Vice Provost for UT Libraries

Appendix C

Next Steps toward Open Educational Resources and Open Data At The University of Texas at Austin

Practical next step might include:

1. Pilot Project – First or Second Year Large Classes Using OERs
 - a. Commit to identifying a pilot set of first year undergraduate courses the instructors of which could partner with the library to identify suitable open textbooks and related open resources for these courses. If none exist that the faculty think are suitable, support a writing grant and logistical coordination to do what great universities do, create the resources that are needed to contribute to benefit our students, the other UT System campuses and the faculty and their students around the world.
 - b. Data will be collected on the savings accrued to students, the use of the materials, and metrics of engagement ideally to compare to the course taught using traditional commercial text relative to OER resources.
2. Sustainable support for Promotion and Growth of OERS in Teaching:
 - a. We suggest a task group form to explore a broader range of sustainable options aimed at bringing high quality content at low or no cost to our students. This of course should pay close attention to the experiment we propose as an initial step. We have the potential to partner with the Cal State University System, SUNY, and others including offers of open source software to help manage this work and even a modest grant to get us started We are recognize that traditional publishers are trying to move in this direction, and part of the charge of this group would be to explore what might be possible in this context, as well. This something we know that the UT System is interested in, and Associate Vice Chancellor Rebecca Karoff has interest in, as well.
3. UT Austin Open Scholarship Declaration:
 - a. Develop a faculty declaration supporting open scholarship, following the models of MIT, Harvard, the University of Michigan and (others you might suggest here that would resonate in your view with the UT community?). This would express our support for and solidarity with the hundreds of other universities in the US and around the world who believe the future is Open.

Goal: To explore these ideas in collaboration with the Faculty Council to determine which working committees might be most appropriate to engage with to develop this further seems prudent.

Separate from this a small faculty working group might be considered to identify recommendations for data management and storage/curation expected to result from the Bridging Barriers projects. This should of course include representatives from TACC.