University of Washington
Faculty Council on Teaching and Learning
February 4th, 2016
10:30am - noon
Gerberding 142

Meeting Synopsis:

1.   Call to order
2.   Review of the minutes from January 7th, 2015
3.   Chair's report: e-texts
4.   Reports/updates from subcommittees
5.   LifeLong Learning Award
6.   Good of the order
7.   Adjourn
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1)   Call to order

Wilkes called the meeting to order at 10:34 a.m.

2)   Review of the minutes from January 7th, 2016

The minutes from January 7th, 2016 were approved as written.

3)   Chair's report: e-texts (Exhibit 1)

Wilkes explained the UW libraries recently held an open textbooks workshop at the Odegaard Undergraduate Library wherein faculty and others in institutional roles were instructed on the best practices for the use of open textbooks in UW courses. Members from the University of Minnesota Open Textbook Network (OTN) were present at this workshop to provide some background on using open materials in higher education institutions. He had more information for the council relating to open textbooks, and used a PowerPoint in his presentation (Exhibit 1).

Wilkes explained the UW is a member of the umbrella organization SPARC (Scholarly Publishing and Academic Resources Coalition), which published statistics stating that "textbook prices have risen 82% between 2003 and 2013." He noted Interim Provost Gerald Baldasty has encouraged faculty to explore the use of open resources to help address the rising costs.

Wilkes noted several organizations are working to offer peer-edited textbooks available online (e-texts) at a much lower cost than regularly produced textbooks. He explained these textbooks can be modified and enhanced by instructors who use them in many cases, a process facilitated by the use of "Creative Commons" licenses, which allow the free use, adaptation, and sharing of resources (to varying degrees). Jankowski explained there are variations on these licenses, and faculty may still own a license that dictates to what extent their materials may be altered. The "5 R's" dictate the use and re-use of these educational materials, it was noted - these are: "Retain, Reuse, Revise, Remix, and Redistribute."

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Some examples of currently available University of Minnesota e-texts were given, these ranged from "Concepts of Biology" to "College Physics."

OpenStax is another parent organization that offers collaboratively authored and edited e-texts, Wilkes explained. The organization is based out of Rice University, and is supported by various philanthropic donations. Most of their offered texts are collaboratively authored and edited. Moreover, six different licenses provide a varying amount of freedom to those who subsequently use a resource after its inception.

The council held some discussion on open resources and e-texts. Wilkes explained this a potential initiative for the council, as Interim Provost Baldasty has expressed interest in e-texts and their ability to help make college affordable. He noted he would like to make sure teaching faculty are aware that the use of open textbooks is an option.

Gillis-Bridges questioned what the process is to have an e-text approved for use in a UW course. Kalikoff (Director, Center for Teaching & Learning) noted the council might invite Odegaard Library Director John Danneker to a future meeting to discuss this question and others. Wilkes noted he has spoken with Danneker, and Odegaard Library is preparing to disseminate information on e-texts more widely, but is not ready to do so just yet. Gillis-Bridges explained she suspects the UW may have a significant population of students who are not buying the prescribed textbooks for their courses. Lewis agreed, and added that Seattle-based company Amazon recently conducted a related study, which found that a third of students surveyed reported they do not buy their course's prescribed textbooks. Additional discussion ensued. A member noted students still have relative control over the textbook aspect of their education and how much money they will put towards it, as opposed to elements like tuition which are flat, mandatory costs.

Lewis noted he may be able provide more data to the council on this, as Amazon is piloting an e-text platform for student use. He explained also that some institutions are starting to focus more central support on the process of departmental vetting and approval of open materials for use in courses and course sequences.

More discussion revealed that David Wiley (Chief Academic Officer, Lumen Learning) may be one potential invitee to the FCTL relating to this initiative, as he is considered an important original figure in the open educational resources movement, and still works in the field. It was noted Lumen Learning also likely possesses a great deal of outside data relating to open educational resources, which might be utilized by the council in its own efforts. It was noted "opencontent.org" is Wiley's current online blog. Kalikoff and Branon (Vice Provost, Educational Outreach) were identified as potential gatherers of information relating to Wiley's efforts, and Lumen Learning.

Tihanyi explained in her department, they do not always use textbooks, but instead use "course packets." She explained in the Arts disciplines, many faculty already rely on open materials in their courses.

Branon informed that the movement has also stirred a political conversation, as at least two bills have been introduced to the Washington State Legislature in their current session - one of which provides tax credits and tax incentives for providing open textbooks to students.

Additional discussion ensued. One member explained one issue that had arisen with open source materials is that they are changing constantly, whereas traditionally published textbooks require a more in-depth process to revise. A member explained also that open source works are harder to find when dealing with highly-specialized content.

After discussion had subsided, Wilkes urged council members to consider what the FCTL might do to advise the Provost and faculty senate on this matter.

4)   Reports/updates from subcommittees

Turner explained Bruce Balick (member, FCUFS) is continuing to meet with various groups around campus to gain perspectives of campus stakeholders on the UW learning spaces issue. He noted representatives from UW Tacoma were met with and provided valuable insights into how they dealt with the problem of learning space shortages at their own campus, which has been helpful to the work of the Learning Spaces Committee at UW Seattle.

It was noted the Center for Teaching & Learning and UW-IT has a three-part workshop series coming up on active learning, with the first workshop to be held February 28th. It was noted the first presenter is FCTL member Dan Turner.

McGough explained the Subcommittee on Teaching Effectiveness plans to track and create a map of the educational resources available on the UW-Seattle campus. She explained the subcommittee is attempting to make it easier for faculty to identify and access the various resources around campus, and a map was identified as a workable and useful tool to be used this effort. Wilkes explained the map, in its first iteration, should come to the FTCL first for feedback.

5)   LifeLong Learning Award

Branon explained the 2016 LifeLong Learning Award selection committee will meet shortly to select the finalist for the award, which is meant to honor "UW faculty who have taught or designed courses, seminars or workshops aimed at non-matriculated working adults and other nontraditional students, and who have received excellent teaching evaluations for that work." Branon explained there is still time to make nominations, and a $5000 stipend is granted to the winner. He explained the award has not traditionally received many nominations, and the selection committee is seeking additional nominations currently. Branon noted they also have an opening for another selection committee member. It was noted the award is the highest recognition for faculty who participate in educational outreach activities at the UW, and many faculty are deserving of a nomination and a chance to be recognized.

6)   Good of the order

Kalikoff reminded the council that last year (2014-2015) they provided feedback on the CTL's draft "Guide for Evaluating Teaching in Tenure and Promotion Cases." She noted she recently asked the Provost if the guide may be posted on his website once completed for broader dissemination to the UW community. In response, the Provost agreed to post the document if it is endorsed by various faculty councils and other bodies. Kalikoff explained she would like to provide the pen-ultimate draft of the guide to the council electronically, before a later meeting, for a vote of endorsement to occur. The council agreed to review the guide for this purpose. It was noted this item will be placed on the April agenda of the council.

7)   Adjourn

The meeting was adjourned by Wilkes at 11:40 a.m.
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Minutes by Joey Burgess, jmbg@uw.edu, council support analyst

Present:	**Faculty:** Jennifer Taggart, Dan Turner, Jeffrey Wilkes (chair), Kimberlee Gillis-Bridges, Timea Tihanyi
	Ex-officio reps: Terry Ann Jankowski, Eldridge Alcantara
	Guests: Beth Kalikoff, Rovy Branon, Robert Corbett, Christine Sugatan
Absent:	**Faculty:** David Masuda, Ellen McGough, Jaime Olavarria, Jan Spyridakis, Brenda Zierler, Fred Bookstein, Kathleen Peterson
	Ex-officio reps: Deci Evans
	President's designee: Ed Taylor

<u>**Exhibits**</u>
Exhibit 1 – opentextbookJWreport160204_fctl_winter2016

Exhibit 1

Open Textbook Workshop
Jan 20, 2016
OUGL Library

J. Wilkes

Report to FCTL, 2/4/16

Exhibit 1

Open e-textbook initiative

"...According to the Scholarly Publishing and Academic Resources Coalition (SPARC), textbook prices rose 82% between 2003 and 2013, considerably more than the inflation rate during that period. Many students report that they do not buy some textbooks because of the cost. Given the potential impact that affordable textbooks could have on student academic success, I encourage you to participate in an upcoming workshop designed to explore the Open Educational Resources (OER) landscape.

... OER, produced by faculty and made available under an open Creative Commons license, can help address at least one aspect of rising costs."

 -- Gerald J. Baldasty

- Goal: reduce textbook cost burden on students

- "Open" means accessible, not necessarily free

  - Authors provide "open Creative Commons license"

    - Allows modification or enhancement by instructors, free online access by students

    - Print copies may be available at production cost

    - Vendors may offer supplementary materials (homework, guides)

Exhibit 1

Open e-textbook workshop @ OUGL, Jan 20

UNIVERSITY OF MINNESOTA
Driven to Discover℠

Center for Open Education

LIBRARY

A source of openly licensed textbooks available for anyone to download and use for free.

Speaker: David Ernst from U. Minn

- Umbrella organization: SPARC (Scholarly Publishing and Academic Resources Coalition)
  - "works to enable open sharing of research outputs and educational materials"
  - Open Educational Resources (OER): teaching, learning, and research resources that are free of cost and access barriers, and which also carry legal permission for open use.
  - Typically, access via Creative Commons licenses which allows anyone to freely use, adapt and share the resource—anytime, anywhere.
  - "5 R's": users are free to Retain, Reuse, Revise, Remix and Redistribute these educational materials.

Exhibit 1

Examples of e-texts available
open.umn.edu/opentextbooks/

Concepts of Biology

Multiple Authors, Openstax College

Concepts of Biology is designed for the introductory biology course for nonmajors taught at most two- and four-year colleges. The scope, sequence, and level of the program are designed to match typical course syllabi in the market. Concepts of Biology includes interesting applications, features a rich art program, and conveys the major themes of biology.

★★★★⯨

Read more ›

(12 reviews)

Fundamentals of Electrical Engineering I

Don Johnson, Rice University

The course focuses on the creation, manipulation, transmission, and reception of information by electronic means. Elementary signal theory; time- and frequency-domain analysis; Sampling Theorem. Digital information theory; digital transmission of analog signals; error-correcting codes.

Read more ›

(0 reviews)

Introduction to Physical Oceanography

Dr. Robert H. Stewart, Texas A&M University

College Physics

Multiple Authors, Openstax College

This introductory, algebra-based, two-semester college physics book is grounded with real-world examples, illustrations, and explanations to help students grasp key, fundamental physics concepts. This online, fully editable and customizable title includes learning objectives, concept questions, links to labs and simulations, and ample practice opportunities to solve traditional physics application problems.

★★★★⯨

Read more ›

(7 reviews)

Introductory Chemistry

David W. Ball, Cleveland State University

David W. Ball of Cleveland State University brings his new survey of general chemistry text, Introductory Chemistry, to the market with a fresh theme that will be sure to hold student interest: "Chemistry is Everywhere." Introductory Chemistry is intended for a one-semester introductory or preparatory chemistry course. Throughout the chapters, David presents two features that reinforce the theme of the textbook, that chemistry is everywhere.

★★★★☆

Read more ›

(6 reviews)

Essentials of Geographic Information Systems

Jonathan Campbell, UCLA
MIchael Shin, UCLA

Exhibit 1

Btw: What's *Openstax College* ?

"OpenStax College is a nonprofit organization committed to improving student access to quality learning materials. Our free textbooks are developed and peer-reviewed by educators to ensure they are readable, accurate, and meet the scope and sequence requirements of your course.

OpenStax College is an initiative of Rice University and is made possible through the generous support of several philanthropic foundations*. "

* from B&M Gates, W&F Hewlett foundations, among others

"Build the Perfect Book … textbooks are hosted on OpenStax CNX and can be customized by you to fit your classroom needs."

"Our partners provide high-quality print versions at low cost, online homework resources, online assessments, and online tutorials. Our goal is to link you and your students to resources designed to improve learning and to work with partners to lower costs to students. "

openstaxcollege.org/faculty

Exhibit 1

More books from Openstax

Exhibit 1

Contributor rights: CC license terms/combinations

Exhibit 1

Contributed books

"All books in the Open Textbook Library:

- Must have an [open license](#)

- Must be a complete textbook (no chapters or partial textbooks)

- Must be available as a portable file (e.g. PDF, ePub)

- Must be currently in use at multiple higher education institutions, or affiliated with a higher education institution, scholarly society, or professional organization.

Reviews in the Open Textbook Library are by faculty around the country, collected to provide faculty evaluations for faculty, by faculty."

http://open.umn.edu/opentextbooks/Ourbooks.aspx

Exhibit 1

Issue: peer reviews

- Key to OER concept is how to provide assurance of quality
- Basis: volunteer peer review of contributed textbooks
- Rubric within submission form provides framework for reviewers:
    1. Comprehensiveness
    2. Content Accuracy
    3. Relevance Longevity
    4. Clarity
    5. Consistency
    6. Modularity
    7. Organization Structure Flow
    8. Grammatical Errors
    9. Cultural Relevance
- Problem: not enough reviews submitted, no subject-expert "editorial board" to vet reviewers
    - Many books have NO reviews to date
    - Reviews may be cursory and uncritical
        - Found only one book in natural sciences section that has less than a 4 stars rating

Exhibit 1

Possible initiative for FCTL

- Should we weigh in on this initiative?
- Perhaps memo/advisory to Senate about opportunities for faculty to participate in OER?
  - My opinion, FWIW:
    - More books by UW faculty on Openstax (et al) = good for UW
    - Need more expert reviewer participation to make OERs "safe" to adopt for UW classes