

Fall General Meeting

The FGM has been scheduled for **Thursday, December 8, 12:00-3:00pm in TH201.**

All of ULFA's events are listed on page **8**

Copyright Corner

For this addition the Copyright Corner looks at Copyright and OER Alternatives to Commercial Textbooks

Read the full article on page **4**

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Scholarly Communication Series

Read about Scholarly Activity Impact: Metrics & Altmetrics

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A Word from the President

The start of the 2016-2017 academic year has been a time of intense activity and significant new challenges to us as an Association. There has been an overall rise in grievance activity; we currently have the highest number of grievance matters occurring at any one time in our history. Related to this, two of our members have been suspended. One of these situations, in particular, has given rise to national and international attention to the UofL as the Association moves forward to address issues of due process and procedural fairness.

Another issue of import facing all within the post-secondary environment in Alberta is the provincial review of legislation governing post-secondary institutions and governance matters (the Post-Secondary Learning Act (PSLA)) following the supreme court rulings on the inherent rights to strike and freedom of association. To that end, we have been active in the governmental consultation process, actively engaged our membership for direction and input when crafting a response to the government's PSLA discussion guide, and now look forward to continuing in the governmental consultation process at the next provincial roundtable discussion scheduled for November 28th.

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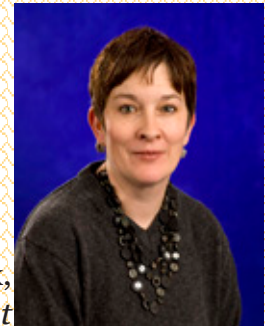
Word from the President continued...

A final issue which seems to be a matter of ongoing concern for faculty associations around the country and one for ULFA, among others, to guide against is the unilateral imposition of workload and performance assessment matrixes and the corporatization of academe – this issue was recently raised at the Western Regional Conference (attendees are faculty associations from all the western provinces). To that end, as November 1, 2016, members of the University of Manitoba Faculty Association went on strike and the UMFA president Mark Hudson indicated that the key issues at stake in their dispute are workload and performance assessment in that their administration is looking to use performance metrics for evaluation purposes outside of the collective agreement.

As a reminder, our Fall General Meeting is on Thursday, December 8th at noon in room TH201.



Members of ULFA's Executive attending the picket line in support of UMFA on November 4, 2016.



Andrea Amelinckx,
ULFA President

Committee Updates

Handbooks Committee

The Handbook Committee met several times in the last two months to review outstanding items for future negotiations and to plan its activities for the coming year. In addition, the committee organised three townhalls for Sessional Lecturers in order to discuss the proposed changes negotiated last year to the sessional handbooks and gather feedback for future negotiations. The ratification vote for the Sessional Handbook was held October 17-21. The Sessional Lecturer Handbook was successfully ratified on October 21. Thank you to those who participated.

Members of the Handbook Committee are Dan O'Donnell, Joy Morris, Chris Burton, Richelle Marynowski, YJ Bao, and Rhys Stevens. Please feel free to contact any of us with concerns, ideas for future negotiations, or to learn more about the negotiating process.

Dan O'Donnell,
Chair, Handbooks Committee



Committee Updates

Gender, Equity and Diversity Committee

The GEDC has had a busy fall so far, with several meetings under our belt. Two of our members – Andrea Cuellar and Kien Tran – have been appointed to the Joint Equity Working Group (along with two members of University Administration). This preliminary working group will prepare a report by June 30th, 2017 with recommendations on how to identify and address various equity and diversity issues at the University. The GEDC is also looking at the dated Best Practices for Hiring with a focus on Diversity & Equity Guide in order to make recommendations to Human Resources on much-needed updates. Finally, we plan to review the literature on the fairness of using teaching evaluations for STP purposes, so stay tuned for that – and please send any literature you know of to me or any other member of the Committee.

And of course, if there are any other issues around equity and diversity on campus please feel free to bring them forward to any of us on the committee: Andrea Cuellar (Anthropology); James Graham (New Media); Bente Hansen (Music); John Sherriff (Math & Comp Sci); Andrew Stewart (Music); Kien Tran (Economics); Kelly Williams-Whitt (Management – Calgary Campus).

Nicole Eva,
*Chair, Gender,
Equity and Diversity
Committee*



Economic Benefits Committee

Dear ULFA members,

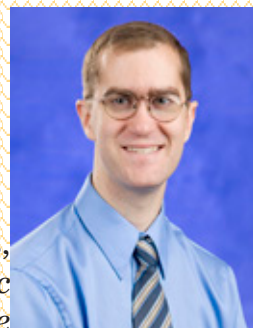
Since the last newsletter, the Economic Benefits Committee has met several times. We are currently in a phase of information gathering and data analysis as we prepare for negotiations in the spring of 2018. Accordingly, we are in the process of identifying major topics which require attention, and will be having focused meetings on each of those matters throughout the year. As such, it may be necessary for us to survey the membership on various topics in the coming months.

We are currently studying how our benefits package addresses ULFA members who have life partners who are also ULFA members. In order to ascertain how large a proportion of the membership this impacts we are requesting that any member who has a partner who is also an ULFA member to self-identify by contacting either Executive Director Annabree Fairweather (annabree.fairweather@uleth.ca; 403-329-2328) or myself (p.hayes@uleth.ca; 403-329-2313). Please note that this request does not apply to ULFA members who have partners who work at the U of L but are members of other employee groups (e.g. AUPE, APO).

We still have one vacancy allocated to a member of the professional faculties (Fine Arts, Education, Health Sciences and Management). It is crucial that EBC aim for broad representation from across the spectrum of ULFA members, as such diversity and perspective is most valuable. Thus, I strongly encourage eligible and interested members to contact ULFA.

Finally, I would like to invite any member who has concerns about any aspect of economic benefits to contact myself, or a member of the Economic Benefits Committee (Olu Awosoga, Jim Byrne, Carla Carnaghan, Saurya Das, Rumi Graham, Paul Hazendonk and Trent Takeyasu).

Paul Hayes,
*Chair, Economic
Benefits Committee*





Copyright Corner

Copyright and OER Alternatives to Commercial Textbooks

In the first full week of Fall 2016 classes, the U of L Students Union (ULSU) took part in a province-wide campaign called [#textbookbrokeab](#). The aim was to raise university student awareness about OERs—[Open Educational Resources](#)—and to lobby for OER funding support from the provincial government. OERs are broadly part of the Open Access (OA) movement to remove financial, legal and technical barriers preventing scholarly literature from being freely available online for the public to access and read. As a follow-up to my [May/June 2016](#) column on OA, this column takes a look at copyright, one category of OERS—open textbooks—and tools to help you locate and evaluate open textbooks that could be appropriate for your courses.

The traditional arrangement between commercial publishers and academic authors of scholarly articles and books requires the author to transfer all of his or her copyrights or grant an exclusive licence to the publisher. Either way, the publisher ends up with sole control over the right to publish and sell copies of the work. In contrast, the author of an open textbook retains all copyrights, typically by publishing the book non-commercially under an open licence that allows the public to access and use it as long as proper attribution is provided. Other possible OA licensing terms may, for example, prohibit commercial uses or the creation of derivative works.¹

ULSU's September [campaign](#) promoted OERs as highly desirable alternatives to their commercial counterparts due to the considerable cost savings for students, given that OERs are freely downloadable. Even if you adopt an open textbook for your course and arrange for it to be printed and sold in the Bookstore, the price will merely cover production costs. The cost difference between an open and a commercial textbook can thus be stark, as the sticker price of the latter can range from \$150 to \$250 or higher, depending on the discipline.²

It's easy to understand students' enthusiasm for OERs, but from a faculty perspective, the idea of adopting one may not be as compelling. If you haven't had an opportunity to explore them, perhaps you wonder about how easy or difficult it might be to identify suitable open textbooks for the courses you teach and about how the quality of student learning based on open textbooks compares to learning based on traditional commercial publications. If so, you may find some of the following tools and resources to be useful.

1 OA works are often covered by Creative Commons (CC) licensing. Of the six main types of CC licensing, the most restrictive—CC-BY-NC-ND—limits permitted uses to downloading and sharing a work (with attribution).

2 Holliday, I. (2016, March 27, 2016). Universities seek open-source solution to 'absurd' textbook prices. CTV News. Retrieved from <http://bc.ctvnews.ca/universities-seek-open-source-solution-to-absurd-textbook-prices-1.2834035>

Copyright Corner

Coordinated by BCcampus, the [B.C. Open Textbook Project](#) is a leader in OER development and use in Canada. The Project website offers a [searchable collection](#) of over 160 OER textbooks in the humanities, art, new media, social sciences, health sciences, natural and applied sciences, and management, many of which have been evaluated by BC postsecondary faculty. Further resources on this website include a [directory of other OER collections](#), guides to [evaluating](#) and [adapting](#) OERs, and links to [other OER](#) initiatives in Canada including that of [eCampusAlberta](#) which uses OERs from BCcampus's OER textbook collection. There are at least a couple of open textbooks in BCcampus's curated collection that have been adopted or adapted for use in U of L courses.

But what about the effectiveness of open textbook-based student learning as compared to traditional learning resources such as commercial textbooks? J. Hilton's evaluation of studies that examined this very question provides useful guidance. Of the 16 studies involving more than 46,000 students in total, nine assessed OER-based learning outcomes and seven looked at student and instructor perceptions of OERs. Study design differences and shortcomings made it difficult in some cases to make definite determinations of OER effectiveness, but in general Hilton found the use of open textbooks "does not appear to decrease student learning" (p. 586). Hilton also found most students said OERs were comparable or superior to traditional resources, and in no studies did the majority of students or instructors perceive OERs to be associated with decreased learning.

Hilton's overall conclusion contains a question that seems relevant in our largely publicly-funded postsecondary context:

Because students and faculty members generally find that OER are comparable in quality to traditional learning resources, and that the use of OER does not appear to negatively influence student learning, one must question the value of traditional textbooks. If the average college student spends approximately \$1000 per year on textbooks and yet performs scholastically no better than the student who utilizes free OER, what exactly is being purchased with that \$1000? (p. 588)

Some of the copyright- and public interest-based reasons for choosing OA options for publishing your scholarly papers and books may also apply to OER options for course textbook adoption. If you would like help in determining whether suitable open textbooks are available for your courses, please contact the [subject librarian](#) for your area, or have a look at the links to OER tools in this column, above, and the Library's [OER guide](#).

As always, feel free to contact the Copyright Advisor office to follow up on topics covered in this column or to request assistance in sorting out any copyright questions you may encounter in your teaching, research or other U of L activities.

Rumi Graham,
University Copyright Advisor

E-mail: copyright@uleth.ca

Phone: 403-332-4472

Website: www.uleth.ca/copyright





Scholarly Communication Series: Scholarly Activity Impact: Metrics & Altmetrics

On Thursday, **November 24** from 12:00-1:30 pm the University Library and the Centre for the Study of Scholarly Communications will present a panel discussion in room L950 on this topic. During this session the panel will explore ways to tell the story of your research and creative work, ways to think about its impact, and ways of measuring it.

Many researchers and faculty keep an eye on citation counts of their research and creative work to get a sense of how their work is received and the impact thereof. Some also keep abreast of the numbers produced by various metrics that might reflect (positively) on their reputation as scholars because it provides a measure of acknowledgement for a job well done. The metrics most often referred to are citation rates, h-index and impact factors of the journals scholars manage to get their work published in. It is interesting to note that the most prolific author at the University of Lethbridge has 388 peer reviewed publications with 19,619 citations to these publications which resulted in an h-index of 74 for this individual (according to the SCOPUS database). One would hasten to add that different scholarly communication practices are adhered to in different disciplines and that the scholarly article is not the preferred vehicle in all disciplines. Nevertheless these numbers are often mentioned in documents compiled to support applications for tenure and promotion.

The practice of using the citation count and h-index for the purpose of tenure or promotion is worthy of criticism. It must be pointed out that references in scholarly work to other papers are done for various reasons, and that counting and comparing the numbers of citations would be a valid exercise only if these references were normatively governed and consistently applied. Nonetheless, since such behavior is inherently subjective, depending on circumstance and authors' motivation, the use thereof for faculty evaluations is questionable at best.

Indicators such as the Journal Impact Factor (JIF) and h-index derive their popularity, at least in part, from their simplicity. For example, if a journal has a JIF of 8.7 or a researcher an h-index of 14, these numbers are generally understood to convey the reputation and standing of the journal relative to other academic journals and that of the researcher relative to his or her peers. With regards to the h-index, it is worthwhile to read the Jorge Hirsch's (2005) original: "An Index to Quantify an Individual's Scientific Research Output" paper in which this index was first proposed.

Scholarly Communication Series

Altmetrics is a new arrival on the scene of scholarly metrics and is generating a fair bit of interest. Research communities and agencies are looking for approaches to measure both the scientific and social impact of research. Research evaluation is increasingly taking into consideration the societal impact of research that includes social, cultural, environmental, and economic impacts. Unlike the journal impact factor, altmetrics reflects the use of other scholarly artifacts (datasets, videos, computer code etc.) which are an indication of the diversity of the modern scholarly ecosystem. Moreover, altmetrics provides a more nuanced picture of the impact by also extracting mention of the item in social media. This attention data (tags, bookmarks, tweets etc.) are all used to assess the impact of authors or publications. Not surprisingly research by Thelwall, Haustein, Larivière, & Sugimoto (2013) shows a correlation between the number of mentions a paper receive and the number of citations to the paper. Liu, Adie, Bishop, & Venis, (2014) found that altmetrics can be used, along with citation counts, to measure social and academic impact.

Please join our discussion on November 24 to learn more about this interesting topic.

Hirsch, J. E. (2005). An index to quantify an individual's scientific research output. *Proceedings of the National Academy of Sciences of the United States of America*, 102(46), 16569–72.
doi:10.1073/pnas.0507655102

Liu, J., Adie, E., Bishop, L., & Venis, S. (2014). Using altmetrics and citation counts to assess the social and academic impact of Medecins Sans Frontieres publications. *F1000Posters*, 5(97). Retrieved from <http://f1000.com/posters/browse/summary/1095058>

Thelwall, M., Haustein, S., Larivière, V., & Sugimoto, C. R. (2013). Do altmetrics work? Twitter and ten other social web services. *PloS One*, 8(5), e64841. doi:10.1371/journal.pone.0064841

Marinus Swanepoel
Professional Librarian



Fall General Meeting

When: Thursday,
December 8, 2016

Time: 12:00 – 3:00pm

Where: TH201

Lunch will be provided and WebEx will be available by RSVP.

Annual General Meeting

When: Monday, April 10, 2017

Time: 12:00 – 3:00pm

Where: TBA

Lunch will be provided and WebEx will be available by RSVP.

Nominations for the Nominating Committee

With the Fall General Meeting quickly approaching ULFA Bylaws require that we solicit nominations for membership on the 2016-2017 Nominating Committee. The Nominating Committee comprises the Past Chair (ex officio), the President of the Association and one additional member of the Executive, as appointed by the Executive, in addition to five other statutory Members of the Association.

Ideally, nominees will be representative of the various constituent communities of the Association and consideration will be given to gender balance.

The Nominating Committee is active in the spring semester only. Its mandate is to prepare a list of nominees to fill vacancies on the Executive and standing committees of the Association, with the election, if necessary, to take place by electronic ballot following the Annual General Meeting.

You may nominate either yourself or someone else. Please contact the ULFA office, by email (antson@uleth.ca) or by phone (403-795-6765).

Call for Volunteers

Three of ULFA's committees have vacancies available for members of professional faculties (Fine Arts, Education, Health Sciences, and Management).

Handbooks Committee - 1 member from a Professional Faculty

Economic Benefits Committee - 1 member from a Professional Faculty

Grievance Committee - 1 member from a Professional Faculty

It is crucial that these committees aim for broad representation from across the spectrum of ULFA members, as such diversity and perspective is most valuable. ULFA would like to strongly encourage any eligible and interested members to contact ULFA.

Service in ULFA counts towards service requirements on PARs.



ULFA News

November / December 2016



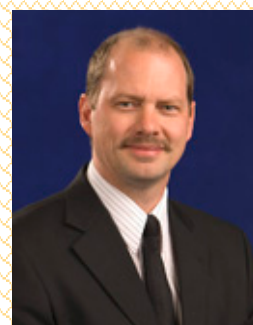
Andrea Amelinckx
President



David Kaminski
Past President



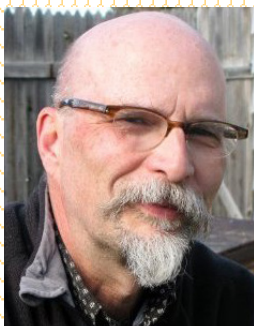
Jon Doan
VP/President Nominate



Ken Vos
Secretary/Treasurer



Dan O'Donnell
*Chair, Handbooks
Committee*



Don Gill
*Chair, Grievance
Committee*



Paul Hayes
*Chair, Economic
Benefits Committee*



Nicole Eva
*Chair, Gender, Equity
and Diversity Committee*



Scott Allen
Ombuds Officer



Annabree Fairweather
Executive Director



Derrick Antson
Professional Officer

Current and past issues of ULFA news are posted on
the Association's website (www.ulfa.ca)

