1) **Announcements– H. Gurjal**
   a. Harneet Gurjal introduced herself as the VP of Educational Development in the Whitehead student group. She has suggested that focus group meetings for each block be placed on the Content Management System as a course event. Harneet would make the list of the focus groups and send the list to Stephen Charles to have the list posted on the CC2 website.

2) **OED Evaluation Form- E. Roberts**
   a. OED has been working with the Office of Student Affairs and faculty to revise the required course evaluation for each block.
   b. The revised evaluation form has been distributed. Please send comments to Ellen Roberts via email.
   c. It was suggested to have a comment section for each question.

3) **Pathology Video Project Update- J. Woosley**
   a. Last year Dr. Woosley received a grant to start to make videos of educational materials.
   b. Dr. Woosley presented a few selected samples.
   c. The quality of the video was very high.
   d. Dr. Woosley has made several cases. These cases can have data from the physical examination, the radiographic data, histologic data, questions, and diagnostic summary.
   e. These cases work better in Flash.
   f. There are about 15 of these cases made.
   g. It was suggested that these cases will be put on a server.

4) **Reorganization of OME- N. Shaheen**
   a. There is a committee that will produce a document that has suggested recommendations for reorganization of OME. This document would be done before the new Executive Associate Dean is hired.
   b. The committee has done most of its fact finding.
   c. The final recommendations will hopefully be made public.
   d. Dr. Shaheen stated if you had additional concerns please email him your comments.

5) **Lecture Recording - Open**
   a. Dr. Rao passed out a document produced by a task force on lecture recording.
   b. There are several representatives on the task force from CC2.
   c. This document distributed was created by Dr. Chaney as possible issues with lecture recordings.
   d. The first meeting of the task force will be tomorrow and the next meeting will be June 5th, 2008. The goal is to be done very quickly.
   e. There will be a pilot lecture recording project beginning in the fall semester.
   f. Dr. Chaney stated that Dr. Goy enjoyed the lecture recording because the students were actually listening and not worried about taking notes.
   g. A primary concern is attendance. Dr. Chaney stated that from previous schools who do lecture recording, that attendance doesn’t drop until after the pilot is completed.

6) **Legal Perspective on Intellectual Property Issues with respect to Classroom Recording – Fletcher Fairey, Associate University Counsel**
   - Issues in terms of what would be the intellectual property laws. As we move toward educational intensivists and thinking about the possibility of having faculty whose primary mission is going to be education, we need to think about how faculty going to be promoted. There are a couple of websites which are peer reviewed for the pure purpose of sharing peer reviewed educational materials which would represent publications for somebody who is an education intensivist and wanted to build up their resume for promotion.
   - Intellectual Property Issues – There are two kinds of intellectual property that the University has policy addressing.
     o Inventions and patent rights that arrive out of inventions. Anything you invent at the University that is patentable by policy is owned by the University. The Office of Technology Development is where those
inventions are reported to or either marketed or commercialized. You do not want to disclose in a lecture or any other sort of presentation an invention that you have created without first having reported that invention internally to OTD or you will lose rights to that invention.

- Copyright issues – Copyright is difficult to manage because it arises so easily. Copyright springs automatically from the work that you do every day. The notes that you’re taking now, the email that you draft, the paper or lecture you create are all copyrighted just by the mere fact that you created it. There is no need to register it; there is no need to take any affirmative action to formally obtain copyright in that material.

- University Policy of dealing with copyright is quite different from the patent policy.

- There are a number of copyrighted materials which are owned by the individual faculty or EPA non-faculty member who has created that work. The typical example is the journal article or manuscript that is owned by the individual faculty member. The University usually has no right or interest to those articles. When those go to journals, journals typically require the faculty member to sign an assignment of copyright to the journal to hand over those works. The University is not involved in that process at all.

- You need to distinguish between what are you putting out there for the University community to have access to and what are you putting out there for a larger community to have access to.

- There is a wide range of options of what you want to do. You need to ask what makes sense programmatically and what are your goals and objectives and what are the best way to reach your goals. With respect to works you’ve created, neither University policy nor federal law is going to drive this decision; rather, the decision is driven by identifying your needs and objectives and finding out the best way to meet them.

- PowerPoints in lecture presentations available on the Internet— if the intent is to distribute to the university community but the students distributed it outside the University, how do we control that.

- You must be aware of the rights to your work that you assign to publishers or to websites. If you create a work that you assign to a publisher or assign to a website, that assignment may prevent you from using or distributing that work in other ways. Many publishers require “exclusive” assignments, meaning that the work cannot be assigned to someone else or even distributed by you. You, in effect, lose ownership of that work unless you specify in the assignment that you reserve certain rights to use the work you created. You cannot, of course, assign exclusive rights to the same work to two different people.

- The PowerPoint could be put on a closed network. A network that is accessible only to students in the courses or students in the school or university. You can limit that circulation. You do not lose any ownership rights by distributing your own work. It is helpful, however, that any distribution is accompanied by a statement of the rights you are granting to those receiving the work about how they can use your work. If you wish to limit their use of that work to their preparation for coursework only, then you should state it. If you wish to prevent them from distributing the work to other people, you should state that restriction. If you don’t care what they do with the work, say so.

- You have ability to define what rights you are granting to people. You can have a more restrictive license. You can clearly state on the material itself that it is to be used only by the faculty and students of a particular course without prior written consent.

- Here is link to Creative Commons licenses [http://creativecommons.org/licenses/](http://creativecommons.org/licenses/) These licenses complement other licensing arrangements, including the traditional "All Rights Reserved" which completely restricts use.