



University of Missouri System
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University of Missouri System's Affordable & Open Educational Resources Initiative

The [UM System Affordable & Open Educational Resources \(A&OER\) initiative](#) works to enhance the use of affordable and open educational resources at the university. To support faculty in transitioning to more affordable and open educational resources, the A&OER Taskforce, formed in 2017, has created a **faculty-first grant funding program** for all UM System faculty who wish to adopt or develop new A&OER course materials.

In addition to the grant program, the initiative focuses on five main priority areas:

1. **Providing** more affordable and open educational resources to enhance student learning and increase cost savings for students.
2. **Engaging** faculty in converting existing and developing new courses into O/AER courses.
3. **Increasing** sustainable support, resources, and tools for faculty using affordable/open resources.
4. **Developing** a sustainable system-wide strategy to:
 - Increase awareness of affordable and open resources.
 - Incentivize the transition to those resources.
 - Encourage UM created materials to be shared as open resources.
5. **Identifying** collaborative partnerships at each campus to ensure sustainability & quality of the initiative.

Initiative Results (as of Spring 2018)

- **770** faculty participating
- **\$393,825** awarded in grants
- **1,885** course sections using OER
- **47,908** students enrolled in affordable courses
- **\$1,313,058** total UM System cost savings including major cost reductions



UM Representative Contact Information

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The OER Initiative at Iowa State University

Abbey Elder, *Open Access & Scholarly Communication Librarian*

The Open & Affordable Education Committee

The Open & Affordable Education Committee at Iowa State formed in the spring semester of 2017. Our members include representatives from:

- Iowa State University Library
- ISU Book Store
- Student Government
- Center for Excellence in Learning & Teaching (CELT)
- Faculty

Our Work

The Miller Open Education Mini-Grant Program

[The Miller Open Education Mini-Grants](#) are a grant program that our committee piloted in early 2018. The first round of grants provided \$50,000 to faculty and staff for adopting, adapting, or creating open educational resources. [A recent ISU news story](#) provides a description of the grant winners and their projects.

- The Provost, University Library, and CELT collaboratively funded the mini-grant pilot.
- We are currently fundraising for the next round of mini-grants.

Outreach

- We hold hands-on workshops and department presentations to raise awareness about OER on campus.
- We provide one-on-one consultations with instructors to locate OER that meet their course objectives.
- We are currently building a website to promote our work and showcase our support services.

Student Participation

- We have had a Student Government representative on our committee since its formation.
- In 2017, Student Government passed a Resolution recommending the use of open educational resources by instructors on campus.
- In 2018, Student Government passed a Proclamation to thank instructors who have reported their adoption of open educational resources.

Future Plans

- We will be expanding our support services to provide more one-on-one course support and mentoring opportunities for instructors.
- We have recently purchased a Pressbooks EDU account and will be publishing new open textbooks.
- The ISU Book Store and University Library are collaborating on new outreach materials to highlight affordability initiatives on campus.
- We are hoping to work with other colleges in the state to create a space for sharing materials online.

Tips for Initiative Coordinators

- **Use what you have.** Acknowledge the expertise of others in your committee and use their skills to broaden the appeal of your work.
- **Never build what you can borrow.** Before creating anything from scratch for your initiative, check if something already exists that you can build upon (e.g., surveys, rubrics, forms).
- **Build sustainably.** Structure your programming, grants, or other large projects in a tiered approach that allows for scaling according to your level of available funding.



Northwestern's Open Textbook Initiative

BEGINNINGS

- 2011 - Cable Green provided keynote address on Northwestern's campus
- Fall of 2012, Dave Ernst from the Open Textbook Network (OTN) spoke to key stakeholders about open textbooks and held two faculty workshops
- Spring of 2012, Northwestern became one of eight founding members of OTN
- Fall of 2015, Northwestern had its first open textbook adoption and rolled out the first Z degree in MN

THREE-PRONGED APPROACH TO OPEN TEXTBOOK INITIATIVE

- **Inform community about the rising student debt crisis**
 - Created a brief video of Northwestern students talking about debt and the burden of textbook costs
 - Used financial data specific to private schools and our consortium (CCCU)
 - Presented multiple times across campus
 - Secured spots on local tv and radio stations to talk about this issue and how open textbooks provide one viable solution
 - Wrote a spot for the Academic Minute and a blog for WCET about our initiative
- **Partner well with the library and highlight available library resources**
 - Co-presented with Director of Library
- **Promote open textbook adoptions**
 - Instructional designers teamed with librarians to identify open resources during launch meetings with faculty adopting open textbooks
 - Instructional design team targeted general education classes in multiple venues for first open textbook adoptions by sending faculty open texts to review from the Open Textbook Library and encouraging interested faculty to contact them
 - Instructional designers provided wraparound support for faculty adopting and/or adapting open textbooks
 - Celebrated successes (gave away prizes and t-shirts for 50 adoptions during Open Education week)
 - Created a video of faculty who were early open textbook adopters talking about student receptivity and the benefits of adoption
 - Presented at private institutions in MN about our initiative

NEXT STEPS

- Build a second Z degree
- Pilot an OER Committee comprised of faculty, staff, and students
- Accumulate and communicate student savings
- Build a website for our instructional design team to promote open textbook adoptions
- Present at multiple conferences about our open textbook initiative
- Seek to encourage other private institutions to begin their own open initiative
- Start a university press and embark upon our first open publishing experience

A more comprehensive history of the initiative and what we have learned from it has been published previously (Lashley et al. 2017), but below is a high level summary.

In late 2012, Andy Bennett (Professor of Mathematics), Beth Turtle (K-State Libraries) and myself came together to envision the initiative and to apply for Student Centered Tuition Enhancement funding (with some matching funds from K-State Libraries) in late 2012 that could be used to start the initiative. Andy and I both had created open/alternative educational resources and taught with them prior to starting the initiative. Alternative educational resources are similar to OER, but need not be open. Since then funding has been provided by Central Administration and Foundation, along with revenue we get back from the \$10/course Open/Alternative Textbook Fee (\$1 goes back to the initiative, \$9 to the department that teaches the course). The initiative provides grants of up to \$5,000 to faculty members who replace textbook with an open/alternative education resource. A course does not have to have earned an award to earn the fee, but the resources used instead of a textbook have to be approved.

The initiative has had a great impact, we track different metrics, but the primary one that we focus on is annual savings compared to the textbook that would have normally needed to be purchased. To calculate this metric we use \$100 (if textbook replaced is over \$100 to purchase new) or the actual cost (if it is under \$100 to purchase new). Based on this metric, we anticipate that the initiative will save K-State students ~\$2.2 million dollars this fiscal year.

Our goal in the next 3 years is to grow the number of courses and their fees to a level where the initiative is sustainable without the external support. A long-term goal is to reach a point where it is no longer a norm to expect there to be a purchased textbook that faculty will use to teach a course. Instead faculty will use, and customize, whatever resources are best for their students.

We have played a number of roles in the initiative, but one unique aspect is that Andy and I are faculty leaders of it where many are exclusively based out campus libraries. When we approach faculty, having done this ourselves and helped others do so, we are perceived differently than we would otherwise. We are also both fairly active on campus and have skills and relationships that have synergized each other along with our various library partners.

Reference

Lashley J, Cummings-Saul R, Bennett A, **Lindshield BL**. Cultivating Textbook Alternatives From the Ground Up: One Public University's Sustainable Model for Open and Alternative Educational Resource Proliferation. *Int Rev Res Open Distributed Learn*. 18(4): 2017. <http://dx.doi.org/10.19173/irrodl.v18i4.3010>

Contact Information

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1. Background
 - a. Journey to the ALX (Affordable Learning Exchange) Grant program
 - i. Personal (First Gen. student and experience with high-cost textbooks)
 1. College cost that has seen the most increase in recent years in textbooks
 2. Important for me to level the playing field for students. I didn't want to further exacerbate inequities (for example, a student from a lower SES background vs. a student from a higher SES background. Consider which one is going to be able to afford the textbook, thus affecting academic preparedness.
 - ii. Professional Frustration
 1. Didn't like many of the textbooks I was told to use for the class, and I just didn't think it was a good use of my students' time or money to only assign 9 chapters out of an 16 chapter textbook that cost \$80.
2. OER content creation process
 - a. Grant recipient in the ALX program (applied in late 2015 and found out in early 2016)
 - b. Created an openly-licensed textbook
 - i. Examine current traditional textbook for the course
 - ii. Examine course curriculum and used this as the foundation for the open textbook outline
 - iii. Identify specific need for students and course learning outcomes
 - iv. Develop timeline (transformation process) with the assistance of ALX team
 - c. Plenty of infrastructure in place to make this possible
 - i. ODEE (platform knowledge, tech support, putting the information into the actual platform), UCAT (course redesign), University Libraries (copyright librarians to go over licensing through the Creative Commons)
 - d. Gathering materials for the textbook (began in March 2016)
 - i. Previous lecture notes, popular sources, open sources from creative commons, popular materials from industry experts, peer-reviewed sources, interactive videos based on interviews from industry experts
 - e. Wrote textbook May 2016-August 2016
 - i. Peer-review from OSU School of Communication faculty
 - ii. Video creation by OSU Office of Distance Education and eLearning
 - iii. Interviews conducted by principal investigator
 - iv. Hired editor
 - v. Textbook has since been adopted by a few universities in Canada as well as Brown and Clemson University.
3. Impact on students (self-reported data from ALX cohort 1 survey)
 - a. 89% found the information meaningful and relevant to not only the course, but also to their academic and professional careers.
 - b. 66% stated that they found the book more helpful and useful than a comparable traditional textbook.

- c. 70% thought the quality was better than a comparable traditional textbook.
 - d. Anecdotally, a student came to my office hours
4. Opportunities and impediments
- a. Impediments are myths
 - i. Low-cost = poor quality, authors are people who couldn't get published
 - ii. Reward system in academia
 - iii. Cultural change in academia (fear of sharing work)
 - b. Opportunities
 - i. Beyond cost savings: pedagogical benefits
 - ii. Permission piece 5Rs
 - 1. Example of student customization
 - iii. Opportunity for diverse representation and inclusive teaching practices.
5. Institutional challenges
- a. Sustainability (however, there is a new ALX sustainability grant. CFP deadline is Dec. 3)
 - b. Not just on the faculty to produce this content
 - c. Traditional publishers getting in on it
 - i. No open washing