

SPEC Kit 351

Affordable Course Content and
Open Educational Resources
July 2016

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Survey Results

Executive Summary

Introduction

Academic institutions are increasingly developing programmatic approaches to support the creation, adoption, and adaptation of affordable course content (ACC) and open educational resources (OER) as part of wider strategic initiatives to enhance the access to and affordability of higher education and to improve teaching and learning. Affordable course content may include materials that are library-licensed or available at a low additional cost to students. Open educational resources are one type of affordable content; OER refers to any type or format of content or software that is in the public domain or licensed with a Creative Commons, GNU public license, or any other intellectual property license that allows free use, modification, and redistribution. Such materials share the idea of adaptability, low or no cost to students, and more control for faculty who use them.

In addition to teaching and learning units and faculty development centers, academic libraries often play significant or lead roles in ACC/OER programs. Library expertise in copyright and licensing, networks of faculty relationships, and emerging involvement in instructional design and digital publishing present opportunities to create open education and affordability initiatives that will bear a lasting institution-wide contribution to student academic achievement and faculty engagement. These initiatives are also a quantitative way that libraries may demonstrate their value in enhanced learning opportunities and reduced costs for students.

The purpose of this survey was to determine the degree to which ARL member institutions are engaged in ACC/OER advocacy, support, and development. The survey was designed to gather information on ACC/OER initiatives at the institutional level and the role of the library in these initiatives. It asked about initiatives' origins, implementation, governance, and funding, incentives for faculty participation, and the types of affordable/open course content that have been developed. It also explored library support of ACC/OER activities with staffing and services. The survey was distributed to the 124 ARL member libraries in March 2016. Sixty-five (52%) responded by the April 16 deadline. Of these institutions, 46 have or are planning an ACC/OER initiative. Another 12 plan to investigate the possibility in the near future.

Institutional Initiatives

Campus-wide ACC/OER initiatives are started and sustained by a myriad of actors, generally with the purposes of improving educational quality and reducing student learning resource costs. Responding institutions reported a diverse range of projects that include open courseware initiatives, digital course packs, interactive course companions, open or low-cost textbook adoption/creation, and use of public

domain, openly licensed, library licensed/subscribed materials. Campus-wide ACC/OER initiatives are at times embedded within other teaching and learning initiatives.

The survey asked which entity originated the ACC/OER initiative and which are involved in implementing it. Respondents indicated that their libraries have taken the lead in originating ACC/OER efforts well over half of the time (29 of 45 responses, or 64%). Higher-level administration, such as a president, provost, or vice provost, is the second most frequent initiator of their institution's ACC/OER initiatives (17 or 38%). Other initiators include extension, distance learning, or colleges/academic units, instructional design groups, student organizations, the university bookstore, and local or regional consortia. Notably, only two respondents reported that a faculty development or faculty governance group had originated their ACC/OER initiatives.

Libraries are more likely to be involved in implementing (33 or 73%) than in originating an initiative. Other entities showing high levels of involvement in implementation include teaching and learning groups (16 or 36%), instructional design groups (15 or 33%), college/academic department/units (33%), high-level administration (10 or 22%), university bookstores (9 or 20%), and student organizations (8 or 18%).

The majority of respondents (32 or 70%) indicated that their existing or planned campus initiative includes both affordable and openly licensed course content. Twelve (26%) are focused only on openly licensed content, and two (4%) reported focusing only on affordable course content.

Governance of Campus-Wide Initiatives

Fewer than 40% of respondents reported having a standing committee or limited-term task force/working group as their ACC/OER initiative governing structure. Many reported unofficial partnerships with one or more groups, oversight arrangements to get the work done, and informal collaborations. A few reported there is no governance structure at all.

Of the 35 respondents who identified which entities participate in or lead an ACC/OER governance body, the majority (31 or 89%) indicated that libraries are represented in the group. In addition to libraries, student organizations and teaching & learning groups were identified as active participants in around half of the governing bodies. Twenty-five percent of respondents indicated some representation from each of the following: high-level administration, college/academic department/unit, academic computing, instruction design group, university bookstore, faculty governance body, and the faculty development center. At three institutions the university press participates.

Half of the governing bodies are lead by the library, while at eight institutions high-level administration is the leader (29%). A representative of another group takes the lead at one or two institutions and in a few cases there is joint leadership.

Funding of Campus-Wide Initiatives

Library general operating budgets, external grants, or library special project funds were identified as the most frequent sources of funding for ACC/OER initiatives (51%, 28%, and 23% of responses, respectively). In some cases, institutional general operating budgets, academic department budgets, IT budgets, institutional special project funds, and endowment funds supplement library funding. Respondents who reported zero library funding for ACC/OER initiatives indicated that funds came from provincial or state government or legislature funds, the bookstore, external grants and gifts, grants from student groups, an IT department, academic departments, student fees, or consortium funding.

Funds predominantly cover faculty incentives or grant funds (29 responses, or 74%). Library and technical support staff are also frequently covered. Some respondents indicated that funds were used for

training faculty and library staff, funding student assistants, and purchasing multi-user e-textbooks or open textbook examination copies. Faculty course release and equipment were spending categories for fewer than 20% of respondents.

Approximately three-fourths of respondents reported there are funding continuation plans. The remaining respondents indicated that they have dedicated funding for a period of time and will need to refine their funding model and/or seek future financial support from campus senior administration. Others reported that future funding may be contingent on program evaluation, or that the status of continued funding is currently unknown. Some respondents indicated that core operating expenses would be self-funded and projects would be grant funded. Others are negotiating support from campus senior administration and other academic units. We suspect that continued funding goes hand in hand with formalization of special initiatives or pilot projects into regular services.

Faculty Incentive Programs

Anecdotal evidence suggested that faculty incentive programs have been an important and widely used early strategy for many libraries and institutions and the ACC/OER survey confirmed this conclusion. Three quarters of the responding libraries with activity in this area indicated their campuses provide an incentive program for faculty to adopt, adapt, or create affordable course content/open educational resources. A majority of the incentives offered (25 or 80%) were financial incentives (grants, stipends, etc.) or instructional design support (17 or 55%). Five programs use some funding for faculty course release as well. Several respondents also report they help faculty find and identify affordable/open content, connect faculty with additional support/services on campus (graphic design, academic technology, teaching and learning), and work with the Open Textbook Network to introduce faculty to open textbooks in their discipline and engage them via a review of a specific open textbook. Licensing, copyright, and publishing support are other areas noted here and later in library support services.

Details related to financial incentive grants indicate the amount and number awarded varies widely across institutions. Twelve institutions reported average grants of \$1250 or less with a total of approximately 288 awards. Two institutions reported larger incentive grants averaging ~\$3000 and \$4500 while still providing numerous awards (23 and 15, respectively). Three other institutions reported even more substantial awards of \$5000, \$10,000, and over \$15,000 but awarded fewer grants overall to date (1, 5, and 2, respectively).

The trend of offering more numerous, small incentive grants or fewer large grants was supported by the comments in this section of the survey as well. For example, one institution noted, “Three types of grants: \$12,000, three grants awarded; \$7,500, three grants awarded; \$1,000, nine grants awarded.” Respondents’ comments also indicate that several institutions have plans to implement an incentive program on their campus in the future, or extend or provide more awards at similar levels used in the past. Some incentive programs are intertwined with larger campus efforts that include ACC/OER content as one option among other teaching and learning transformations that qualifies for an award.

The requirements for faculty incentive grant programs, while numerous, are not universal across the responding institutions. By far, the requirements implemented at the most institutions are that faculty provide data about the course size and the cost of the existing textbook (17 responses, or 61%) and submit updates about their projects (14 or 50%). About a third of respondents indicated they also require faculty to apply an open license to newly created works, assess student learning, share content within their institution, use only openly licensed content, and report usage of ACC/OER for a number of years. A number of institutions indicated that they don’t “require” the items listed in the survey but obtain similar results through consultation with faculty as part of their incentive programs.

Institutional Policies and Practices

Survey responses indicate that current university-wide tenure and promotion policies do not explicitly encourage faculty adoption, adaptation, or creation of ACC/OER. However, faculty may list ACC/OER-related grants or awards on their CV and claim credit for digital works of scholarship. Several respondents noted that the attitude of academic departments varies, with some departments looking favorably on these efforts but not requiring or privileging creation of ACC/OER.

Whereas sharing beyond the institution is a priority, all but one of the responding institutions have an IP policy that specifies ownership and rights to original works. These policies are important for faculty members and other employees seeking to create and share OER beyond their institution. Most respondents (21 of 33) indicated that authors retain rights to their curriculum resources. Even more respondents indicated that ownership and rights of originally authored curriculum works are less than straightforward. Examples of complicating factors include: co-ownership by an author and department or author and institution, limitations on ownership due to use of “substantial university resources” or “additional support” received, author ownership unless a contract was signed, author ownership but institutional assertion of rights to use, and discretion over employee-created curriculum resources by departmental administrators. Two respondents listed the institution or university as the only entity holding ownership or rights. In response to a question on whether ACC/OER incentive programs require faculty participants to openly license original created works, 10 (36%) indicated that this is a requirement. (The survey did not ask how project policies requiring open licensing interacted with institutional policies.)

Current Faculty Practices

The survey asked what types of resources faculty have adopted, adapted, or created as part of the ACC/OER initiative. Not surprisingly, and perhaps reflecting existing faculty practice with traditional course content, faculty at the 30 responding institutions have most commonly created, adopted, or adapted textbooks (80%), readings or articles (70%), library licensed content (67%), and videos and websites (63% each). At the majority of responding institutions (23 or 77%) faculty have created open educational resources. At many institutions they have also created affordable content and have adopted or adapted ACC and OER content.

Seventeen respondents who actively support ACC/OER initiatives have also implemented some assessment measure to track the impact of their efforts on teaching and learning (41%). The metrics most frequently tracked are student savings (9 or 53%) and the number of students using OER (8 or 47%) or ACC (6 or 35%). The next tier of metrics focuses on tracking faculty behavior, including the number who are replacing course materials with OER (29%) or ACC (18%) or adapting or creating OER (18% each). Respondents’ comments on metrics used to evaluate the impact of the use of ACC/OER indicate some more complex methods, including examination of grade patterns prior to and after adoption of a more affordable option, number of student applicants influenced by OER usage, and various surveys focused on student satisfaction and perception of the ACC/OER materials. Nineteen other respondents (45%) plan to assess the impact of ACC/OER materials. Only six have no plans to assess their initiatives.

The library is the most likely candidate for conducting the assessment process, either now or in the future (11 responses, or 55%), followed distantly by teaching and learning, instructional design, and academic technology groups on campus (3 or 14% each). High-level administration is also interested in assessment measures in a few cases. The variety of entities reported as data gatherers in this area (including college/departments, bookstores, consortia, outreach, faculty development, and institutional research at several institutions) indicate the potential for broad interest and participation across campuses in ACC/OER work.

Only seven institutions reported sharing the results of their assessment efforts. A variety of methods have been used, including public websites, publications, conference presentations, presentations at faculty teaching events, and reports for senior administrators. The current assessment and reporting environment provides opportunities for more coordinated efforts both on and across various campuses to better demonstrate the benefits and impacts of ACC/OER.

ACC/OER Support Services and Educational Efforts

Forty-two respondents answered a question about the types of ACC/OER support activities their libraries provide or plan to provide. Forty answered a question their educational services for faculty. Many of the most implemented or planned for services and educational efforts are tied to existing library services or could be considered an expansion of traditional services. For example, the two support activities most commonly implemented or planned for in the future are copyright/open licensing consultation and reserves software and services (at over 90% of responding institutions). Searching and finding affordable content (83%), local repositories for openly licensed content (81%), educating users about affordable content topics or working with student advocacy groups (~70%) or purchasing additional course materials (60%) all might be considered extension or expansions of many existing library services as well. Activities that require a larger investment have not been implemented or planned for as widely, e.g., software systems for publishing openly licensed content (43%) or staff support for publishing the same (36%).

Educational services implemented or planned for reflect topics that closely align with the support activities mentioned above. Author's rights (100%), open licensing (90%), depositing open materials (88%), open publishing options (83%), and copyright contract negotiation (68%) are all covered at over three quarters of the responding institutions. Educational services focused on innovative pedagogy are much less likely to be covered (35%).

Faculty Engagement Strategies

Effective faculty engagement strategies focus primarily on training and outreach opportunities. Respondents indicated that training on ACC/OER has been provided as part of stand-alone training and programming and integrated into existing programming, notably copyright training and liaison services. Many respondents indicated that Open Education Week and Open Access Week have provided good opportunities for programming. Unique strategies include leveraging e-book licensing to share texts with faculty for course integration, targeted outreach to faculty who use course packs, and including OER in faculty development programs for courses transitioning to online delivery.

Library Staffing

Not surprisingly, there was some variation among responding institutions regarding library staff involvement with ACC/OER initiatives. The home department(s) within most libraries varies; however, some patterns emerged. The majority of the 41 respondents reported staff contributions to ACC/OER initiatives from scholarly communications (83%), library liaisons (73%), and public services/reference (54%). Teaching and learning departments at 20 institutions (49%) contribute to ACC/OER initiatives as well. In addition, several respondents indicated that the copyright office, library IT, and marketing also contribute staff to ACC/OER initiatives.

There was great variation among the 33 responding libraries with regard to the number of staff contributing to ACC/OER initiatives. Responses ranged from 1 to 25 staff, with a median of 6. The comments indicate that the higher number of staff involved reflect liaison or outreach programs in which ACC/OER are integrated in the full suite of services and partnership opportunities provided.

Of particular note is the range of positions that support ACC/OER initiatives at the responding libraries. Each respondent was asked to report the titles of up to five library staff who are involved. Forty

institutions reported a total of 164 positions. Only one reported a single staff member who supports ACC/OER initiatives and twenty listed titles for five positions. Associate/assistant university librarian (AUL) positions are involved in ACC/OER at a higher rate than anticipated. Of the 164 positions reported, 18 are AUL positions (11%). Many of the rest are department head positions or service/institute directors (35 or 21%). Across the positions reported, noteworthy titles include copyright officer/librarian, digital projects manager/librarian, e-learning librarian, and instructional technologist/designer. ACC/OER-specific titles include open education, copyright & scholarly communications librarian, and open educational resources coordinator.

Across the positions reported by each institution, the amount of time spent on ACC/OER does vary; however, ACC/OER is not a daily time commitment for most positions. The majority of positions (135 or 84%) spend “some time” each month, week, or day on ACC/OER. Only 26 (16%) spend significant time each week or day.

Library OER/ACC Knowledge, Skills, and Abilities

The respondents were asked to indicate the knowledge, skills, and abilities that are needed in order to support ACC/OER initiatives and to select three that are the most important. The KSAs identified as most needed and most important by the 42 respondents are familiarity with the availability of ACC/OER resources (93%), intellectual property (90%), and familiarity with search strategies for ACC/OER resources (83%). Other KSAs needed at the majority of libraries include assessment (69%), familiarity with the learning management system (62%), and project management (60%).

Staff at the 40 responding libraries take advantage of multiple professional development opportunities to improve their knowledge, skills, and abilities to support ACC/OER activities. Professional conferences (80%), in-person training/workshops (73%), virtual training/webinars (68%), and online discussion groups/professional communication (60%) are used at a majority of responding institutions.

Libraries and ACC/OER

The survey asked respondents to describe how they envision future library roles related to both ACC and OER. The most common themes closely align with current institutional or library program areas. This alignment provides credibility and stability that facilitates administrative and faculty buy in to support program longevity. Given libraries expertise in content (from copyright to tools and infrastructure), respondents see numerous opportunities for libraries to provide leadership on their campuses to support affordable and OER services and programs. Libraries frequently have strong ties with campus partners in administration, technology, and teaching and learning groups; ACC/OER efforts offer the chance to expand or build on these relationships. Many response emphasized the importance of libraries taking on a leadership role and on campus collaborations in this arena.

Advocacy, promotion, and awareness-raising educational efforts are key to helping faculty understand the array of course content options available to them and to work for change of culture and practice in the future. Helping interested faculty discover existing affordable content (whether it is library licensed or OER) and then providing easy access to that content (through reserves or support for implementing OER) are important service/support efforts that utilize a range of librarian and technology systems expertise and infrastructure support. Libraries also have the opportunity to advance the conversation regarding teaching and learning promotion criteria that support ACC/OER. Finally, publishing or hosting newly created open content, as well as providing needed copyright and licensing advice, are viewed as necessary future investments in many library spaces. Given the wide range of funding models, project types carried out (course reserves, publishing, authoring, copyright, open licensing support, etc.), the varying roles across campus partnerships, as well as libraries support

and educational services, provide pieces that other libraries can use to develop their own blueprint when ready to implement ACC/OER programs.

New state, national, and possibly global collaborative opportunities that are beginning to emerge in open textbook or OER publishing are worth highlighting as well. While library awareness and education efforts may be focused on a local campus, librarians could strategically recruit and incentivize the creation of new open content (to avoid the duplication of other highly regarded content already published) across institutions and across the globe to create the broadest possible impact.

Finally, developing sustainable models for funding ACC/OER initiatives and creating more robust assessment methods are two areas for growth in libraries. Many respondents indicated unclear or uncertain plans for future funding. Development of more standardized and robust assessment models could support proposals for permanent funding. While many institutions reported gathering data on cost savings, very few have tied metrics in course completion or student retention to ACC/OER efforts, factors that are important to institutional administrators. Other standard assessment measures would allow aggregation or comparison across institutions as well.

Based on the number of responding institutions, affordable course content and OER support within libraries continues to grow as an emerging area of interest. Nearly 60 ARL member institutions have or plan to have significant services and support available in the near future. We predict that this number will grow as faculty participation and interest increases. Libraries are uniquely poised to act as leaders, connectors, and content experts on their campuses to further a significant culture change related to course content selection and use.

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Survey Questions and Responses

The SPEC Survey on Affordable Course Content and Open Educational Resources was designed by **Anita Walz**, Open Education, Copyright, and Scholarly Communications Librarian at Virginia Tech Libraries; **Kristi Jensen**, Program Development Lead, eLearning Support Initiative at University of Minnesota Libraries; and **Joseph A. Salem, Jr.**, Associate Dean for Learning, Undergraduate Services, and Commonwealth Campus Libraries at Penn State University Libraries. These results are based on responses from 65 of the 124 ARL member libraries (52%) by the deadline of April 8, 2016. The survey's introductory text and questions are reproduced below, followed by the response data and selected comments from the respondents.

Academic institutions are increasingly developing programmatic approaches to support the creation, adoption, and adaptation of affordable course content (ACC) and open educational resources (OER) as part of wider strategic initiatives to enhance the access to and affordability of higher education and to improve teaching and learning. In addition to teaching and learning units and faculty development centers, academic libraries often play significant or lead roles in ACC/OER programs. Library expertise in copyright and licensing, networks of faculty relationships, and emerging involvement in instructional design and digital publishing present opportunities to create open education and affordability initiatives that will bear a lasting institution-wide contribution to student academic achievement and faculty engagement. These initiatives are also a quantitative way that libraries may demonstrate their value in enhanced learning opportunities and reduced costs for students.

Affordable course content may include materials that are library-licensed or available at a low additional cost to students. Open educational resources are one type of affordable content; OER refers to any type or format of content or software that is in the public domain or licensed with a Creative Commons, GNU public license, or any other intellectual property license that allows free use, modification, and redistribution. Such materials share the idea of adaptability, low or no cost to students, and more control for faculty who use them. Some initiatives are strongly committed to use only OER, while others may combine a wide variety of resources to achieve the goal of providing more affordable course content.

The purpose of this survey is to determine the degree to which ARL member institutions are engaged in ACC/OER advocacy, support, and development. The survey is designed to gather information on ACC/OER initiatives at the institutional level and the role of the library in these initiatives. It examines initiatives' origins, implementation, governance, and funding, incentives for faculty participation, and the types of affordable/open course content that have been developed. It also explores library support of ACC/OER activities with staffing and services. The results of this survey can inform senior library decision-makers who are considering new or additional initiatives to support ACC/OER.

BACKGROUND

1. **Has any part of your institution implemented an initiative that is focused on encouraging faculty to adopt, adapt, or create affordable course content/open educational resources for teaching and learning?** N=65

Yes	37	57%
An initiative is in the planning stage	9	14%
Not yet, but we plan to investigate the possibility in the near future	12	18%
No, and we have no plans for such an initiative at this time	7	11%

If yes or an initiative is in the planning stage, is the initiative focused on affordable content or openly licensed course content (i.e., OER) or both? N=46

Affordable course content	2	4%
Openly licensed course content	12	26%
Both	32	70%

Comments N=12

Openly licensed course content N=6

Library is participating in new Open Textbook Network (OTN) initiative through Boston Library Consortium.

Mainly OER, but it is possible that library-subscribed materials or “free online” but not openly licensed contents also be used. A separate program outside of the OpenEd initiative purchases print (reserve) & multi-user licensed textbooks when requested or at the initiative of the liaison librarian. These are the most popular parts of our collection in terms of circulation numbers.

Mostly focused around re-shareable content for open online courses.

Since 2007, University Extension has published ~100 courses, 200+ seminars and conferences, and thousands of individual course video lectures. The single largest initiative has been OpenChem (16 courses), which is now catalogued as learning resource at the library.

The libraries license some content such as exam preparation materials, e-books, and streaming media that are also used as curricular materials.

We suspect that the activities occurring at the university (within and outside the library) are less formal than at other institutions so far, but we wanted to respond to this survey with as much info as possible about the OER-related activities that we do.

Both N=5

The initiatives are those of independent faculty members.

The president’s office has announced a pilot grant program to incentivize faculty to adopt open course content. The Libraries will be planning the program after April 1st and will probably expand the scope to include affordable content to extend the options available to faculty participants.

We encourage faculty to use online library materials in addition to open content.

We have a LOT of these programs, and it’s going to be quite hard for me to distinguish between them.

We have started with an affordable course content approach that combines both licensed library content with open content but we are expanding in the direction of incentivizing open textbook adoptions.

Not yet N=1

We are thinking through both options but have not yet settled on a direction.

If you answered Yes or an initiative is in the planning stage, please complete the survey.

If you answered No or not yet, you will jump to the section Future Library ACC/OER Role.

ACC/OER INITIATIVE DEVELOPMENT

2. Please indicate which entity(ies) originated the ACC/OER initiative and which are involved in implementing it. Check all that apply. N=45

Entity	Originated	Implementing	N
Library	29	33	38
High-level administration (president, provost, vice provost, etc.)	17	10	22
Teaching and learning group	5	16	17
Instructional design group	8	15	16
Student organization(s)	8	8	14
College/academic department/unit	9	15	17
University bookstore	6	9	10
Local or regional consortium	6	6	8
Academic computing	4	6	7
Faculty development center	1	7	7
University system-level administration or unit	3	2	5
University press	3	4	4
Faculty governance body or organization (e.g., faculty senate)	1	2	3
Other entity	8	8	10
Total Responses	45	45	45

If you indicated that an academic department, consortium, or other entity originated the initiative, please identify the academic department, consortium, and/or other entity. N=18

College/academic department/unit N=7

Center for Media Citizenship

Economics department created a textbook and worked with the bookstore to implement, but this text is no longer in use. The bookstore has worked on a number of affordable textbook initiatives with academic departments. The Libraries have created a campus OER Interest Group.

Faculty of Engineering

Office of Distance Education and eLearning (ODEE)

Outreach College

School of Public Health

The College of Education and Human Development has a separate effort focused on Open Textbooks.

Local or regional consortium N=6

Boston Library Consortium/Open Textbook Network

Campus Alberta Open Educational Resources (OER) Initiative

CIC [Committee on Institutional Cooperation]

Maryland PIRG (Public Interest Research Group)

OCUL [Ontario Council of University Libraries]

UALC [Utah Academic Library Consortium]

Other entity N=7

Faculty member in the School of Information and Library Science

Individual students not part of student government

NJ PIRG [New Jersey Public Interest Research Group]

The Center for New Designs in Learning and Scholarship sponsors an Initiative on Technology-Enhanced Learning (ITEL), which has produced some OER materials. I'm not sure that you would call it a campus-wide initiative, though. ITEL does more than just OER.

University Extension/Distance Learning Center, now reorganized as the Division of Continuing Education and the Division of Teaching and Learning.

Vanderbilt Institute for Digital Learning

Virginia History Lab, Jefferson Trust, Alumni Hall

If you indicated that an academic department, consortium, or other entity is involved in implementing the initiative, please identify the academic department, consortium, and/or other entity. N=19

College/academic department/unit N=11

Center for Media Citizenship

Center for Teaching & Learning of the School of Public Health

College of Letters & Sciences, Learning Support Services unit

DELTA/Distance Learning and Faculty Development Office

Faculty of Engineering

General Faculties Council, Teaching and Learning Committee

Office of Teaching, Learning & Technology

Outreach College

The College of Education and Human Development has a separate effort focused on Open Textbooks.

The OpenChem initiative is a collaboration between University Extension (Division of Continuing Education), the School of Physical Sciences, and the Chemistry Department.

We're working with multiple academic and administrative departments on implementation and expansion, and our plans are to engage them all in this effort.

Local or regional consortium N=6

Boston Library Consortium/Open Textbook Network
Campus Alberta Open Educational Resources (OER) Initiative
GALILEO, Board of Regents for the University System of Georgia
Inter-University Council of Ohio (IUC)
OCUL [Ontario Council of University Libraries]
UALC [Utah Academic Library Consortium]

Other entity N=5

A small group of students has formed with an initiative to reduce costs of texts for students. They contacted the faculty lead to explore collaboration.
Emory Center for Digital Scholarship
Teaching, learning, and technology roundtable (not part of formal governance structure)
Undergraduate Student Government (USG)
Virginia History Lab, Jefferson Trust, Alumni Hall

ACC/OER INITIATIVE GOVERNANCE

3. What is the structure of the governing body that is responsible for guiding and/or executing the ACC/OER initiative? N=41

Standing committee	7	17%
Limited term task force/working group	9	22%
Other structure	25	61%

Please briefly describe the other structure. N=25

A group of faculty, librarians, and students won a grant award from the Office of Digital Learning to explore open educational resources, specifically open textbooks, at the university.

A working group composed of members from Libraries' Scholarly Publishing Team, Research & Library Instruction, and Center for Teaching.

A working group with representatives from the faculty development center, the libraries, the university press, and the bookstore was convened by the faculty member in 2012. This group has evolved to be a volunteer advisory group, without term limits. At the university system level there are new initiatives underway such as an application for an NSF grant to support OERs system-wide. Support and willingness are there and initial efforts have been taken. The rest of the responses in this survey apply to the grassroots efforts initiated by the faculty member in library and information science.

An unofficial partnership between Libraries, Office of Distance Education and eLearning (ODEE), University Student Government (USG), University Center for the Advancement of Teaching, and the Office of Academic Affairs.

At this time, we are not using a review committee, but our initiative specifies that we will form one. This is primarily because we have not received more proposals that we can fund. When we start to receive more proposals, and the application process becomes a bit more competitive, we will create a steering committee to review proposals. Our plans call for the library to lead a governing body with representation from high-level administration, library, faculty governance body or organization, student organization, and faculty development center.

Campus Champion is currently our Vice Provost for Undergraduate Education. Library Coordinator is currently me. Each of the member universities of the University System of Georgia has appointed a Campus Champion and a Library Coordinator.

Coordinator at one member library with designated contacts at participating member libraries.

Currently, the university librarian, associate university librarian for collection management and scholarly communication, and the director of communications. That may change as we move further ahead with implementation. Also, short-term committees comprised of faculty members are enlisted to review applications in each cycle, and the input they provide on applications can have implications for how we develop a governing structure.

Library administrative oversight with University Faculty Senate Library Committee reviewing applications.

Library unit with occasional consultation from partners.

Our institution has a teaching, learning, and technology roundtable (TLRT) made up of faculty, administrators, librarians, and other academic support offices. While the library funds the initiative and manages it, the TLTR is connected with the project and faculty who sit on the TLTR typically review proposals for project funding. More recently our institution has formed a Textbook Affordability Task Force that was charged by the provost to submit recommendations for the institution to adopt. There is overlap between the TLTR and the task force so I will include both groups in the checklist below.

Outreach College borrowed a librarian to coordinate OER for 18 months; have standing committee of librarians and instructional design personnel for system communication about OER.

Relatively informal different ad hoc groups that are working on various different initiatives to support/implement. In the case of the press, the support of an OA platform and creation of books/OER's is part of their regular work.

Right now, we have examples on campus of distinct initiatives aided by the bookstore.

TBD. Our Undergraduate Experience Librarian will convene a team. It will probably start as a task force, but could extend to a standing committee if the program continues beyond one year.

The Campus Alberta OER Steering Committee guides this initiative, and includes faculty, students, senior academic officers—including librarians—provincial government representatives, and other experts who champion open educational resources in the province.

The Center for Teaching & Learning of the School of Public Health is operationally in charge of the Open Courseware system. There isn't really a governing body, it's just a part of the work done.

The library is leading this initiative in consultation with the provost's office, the Teaching and Learning Transformation Center, the Senate Library Committee, the Student Government Association, and the Libraries' Student Advisory Group. This is not a formal group or task force.

The Scholarly Communications and Copyright Office of the Libraries

There is no structure.

UCI Open is a unit of University Extension and has ongoing responsibility in this area. It has a staff of ~3.5 FTE.

We are planning to create a campus-wide task force in Fall 2016. I would like to see representation from faculty, educational technology, education research/teaching/pedagogy training department, library, and students.

We do not have an umbrella structure focused on OER initiatives.

We have just had a few librarians working on this. One librarian has been given a limited amount of job duties in this area. Vice-President for IT who is also Dean of Libraries is supporting this. Administration approves. No real group or governing body. Student group is also interested.

We've had a working group/task force in the past. Now most of the OER work is done as an ongoing process when we find content—or develop content—for MOOCs (massive open online course) and other types of open courses.

4. How many individuals participate in this governing body? N=33

Standing committee N=7

Respondents reported the following numbers of individuals in their governing bodies: 4, 8, 10, 12, 12, 12, and 26; 2 co-chairs (voting); 15 voting members; 9 non-voting members.

Limited term task force/working group N=9

Respondents reported the following numbers of individuals in their limited term task force/working group: 5, 6, 8, 8, 10, 13, 14, 20, and variable.

Other structure N=17

Respondents reported the following numbers of individuals in their other structure: 2, 2, 2, 2, 3, 5, 5, between 5-7, numbers fluctuating between 5-10, 6, 6, 6, around 10, 14, 15, and 25 across 9 campuses. One respondent planning a committee with five members (listed above) indicated: “Our plans call for creating a committee with five members. This committee will primarily review and approve proposals. They may also assist with keeping participants on track to complete their projects in a suitable time frame.”

5. Please indicate which entities these participants represent and which entity takes the lead in the governing body. Check all that apply. N=35

Entity	Participant represents	Leads governing body
Library	31	14
Student organization(s)	17	1
Teaching and learning group	15	2
High-level administration (president, provost, vice provost, etc.)	13	8
College/academic department/unit	11	2
Academic computing	10	1
Instructional design group	9	2
University bookstore	8	1
Faculty governance body or organization (e.g., faculty senate)	7	0

Entity	Participant represents	Leads governing body
Faculty development center	7	0
University press	3	0
University system-level administration or unit	1	0
Local or regional consortium	0	0
Other entity	5	1
Total Responses	35	28

If you selected “other entity,” please specify that entity. N=5

Alberta Innovation and Advanced Education, Government of Alberta

Emory Center for Digital Scholarship

Registrar, university, information technology, faculty advisory committee to university information technology

Special unit that collaborates with faculty, library, and others on an ad hoc basis. Not a governing body in any sense, but interacts with university administration and school administrations as needed.

We also have participants from the Disability Resources for Students.

Additional Comments N=2

Group is not representative; self organized and collaborative across campuses.

TBD—this does not yet exist.

6. What is the role of the governing body? Check all that apply. N=36

Promote ACC adoption and/or OER adoption, adaptation, and/or creation practices	29	81%
Implement the initiative	25	69%
Provide priorities and guidance for the initiative	23	64%
Assess organizational needs	18	50%
Advocate for policies that encourage/enable OER adoption, adaptation, and/or creation	16	44%
Advocate for policies that encourage/enable ACC adoption	15	42%
Other role	10	28%

Please briefly describe the other role. N=10

Assess success of OER adoption, provide training about copyright and OERs, and develop other educational opportunities about OERs.

Develop policies that require faculty to provide timely and accurate information about curricular learning content to the registrar so that information is available when students register for courses.

Engagement: facilitating broad campus participation and involvement of faculty, staff, and students

Examining vendors offering OER solutions.

Identify potential faculty. Administer the grant program.

Our plans call for the committee (i.e., the governing body) to provide priorities and guidance for the initiative; implement the initiative; advocate for policies that encourage/enable OER adoption,

adaptation, and/or creation; and promote ACC adoption and/or OER adoption, adaptation, and/or creation.

Promote adoption, keep the organization they represent informed, promote new stipend program (2016) initiated by the faculty member, provide expertise to faculty who are interested in OER.

Still partially determining the role of the committee.

The governing body is still new so may take on some of the other roles later.

To review OER/ACC proposals.

7. Please enter any additional comments you may have about the initiative's governing body. N=12

Annual updates on the program are provided to the Library Policy Committee, which is the libraries' faculty and student advisory committee.

At this point the governing body is not governing much. It is not at a point where we are exploring what the body should look like and who should participate. We think we have the right participants but just need to organize better.

At this point, the library is responsible for implementation and governing and the partners are advocates, supporters, and review OER proposals.

I'm not sure about the governing body. The Center for New Designs in Learning and Scholarship might have an advisory board for ITTEL, but I'm not certain of the details.

It is critical to have a wide mix of representatives from administration to faculty to librarians to bookstore to students, etc.

Our OER steering committee will be meeting for the first time on March 30th and includes representatives from the Libraries, Teaching & Learning Center, Information Technologies (instructional design), University Press, University Bookstore, Student Government (ASUW), Disability Resources for Students, and Undergraduate Academic Affairs.

Several departments have worked with our campus bookstore to publish "affordable" course content. These projects are not connected, except by the bookstore involvement. The Libraries have created an OER Interest Group that is working to share information and educate about OER with interested stakeholders including the bookstore, educational technology staffing, and some faculty.

Specific participants and roles will be determined before we convene the group.

The Textbook Affordability Task Force is a short-term appointed body and met only enough times to develop a set of recommendations to the provost. It is as yet to be seen what will become of those recommendations or how they will be implemented.

This is a grassroots effort to encourage understanding, incorporation, sharing, and creation of OER content. Consideration of re-envisioning instruction is a desired by-product.

This is an initiative that would benefit from a local committee.

We don't have a governing body. Each entity primarily leads their own initiative with loose coordination. Other campus partners—central IT, college level ed tech support, Center for Educational Innovation (former Center for Teaching and Learning)—serve as advocates for the initiatives and services.

SOURCE OF FUNDING FOR ACC/OER INITIATIVES

8. What are the sources of funding for the initiative? Check all that apply. N=39

Library's general operating budget	20	51%
External grants	11	28%
Library's special project fund	9	23%
Institution's general operating budget	7	18%
Academic department budget	5	13%
Institution's IT budget	3	8%
Institution's special project fund	3	8%
Endowment	2	5%
Student fee	1	3%
Other funding source	17	44%

Please specify the other funding source. N=17

A library donor provided special funds to start the initiative.

Additional support has come from the provost's office and the faculty development office.

Bookstore

Campus partner's budget

Consortium funding

Initiative funded by provincial government: Alberta Ministry of Innovation and Advanced Education

Initiative was initially funded by the institution's general operating budget, but is now sustained by the library's budget.

Initiatives thus far have been funded by students paying for the materials, though at a reduced cost. In the case of the development of an economics textbook, the department did provide some release time for faculty to work on the project and therefore funded indirectly. The Libraries are dedicating some staff time to OER outreach. The bookstore initiatives are funded through cost recovery.

Internal grant from the Vanderbilt Institute for Digital Learning

IT has provided staff to build OER repository.

Lead faculty member is providing some grant funds to pilot a stipend program in spring 2016.

Otherwise, there is no funding for this initiative at present.

None locally. The statewide project is funded by the Georgia legislature. Local faculty have been awarded grants by the project, so I will speak to these below.

Provincial government offers OER Adoption Pilot funding and peer review funding.

Student group may donate some funds as well.

Student groups on campus: University Student Government (USG) and UConn Public Research Interest Group (UConn PIRG)

UCI Open has received hundreds of thousands of dollars in external grants since 2007. One department received an anonymous gift for its work on open educational resources. Its core staffing is funded by University Extension.

Waiting to find out right now about possible institutional IT budget (one-time funding) to support a proposal for textbook purchases for large survey courses with high-cost texts.

Comments N=13

The College of Education and Human Development project is primarily funded by a grant but some support comes from the college generally. The bookstore focuses on affordability in their practices but doesn't fund anything specifically. The Libraries has allocated money for projects and staff.

Currently, no funding.

Grant funded by campus IT. Membership in the Open Textbook Network (OTN) and faculty incentives associated with that membership funded by library special projects fund if we decide to join OTN. Library's general operating budget covers all library labor involved in OER.

HR; parts of several FTE are working on the OER Initiative in the Libraries.

In the future we expect to receive funding from the provost's office in terms of a faculty course release for a faculty advocate to develop and increase awareness and knowledge among faculty and support across schools and colleges.

The cash awards come out of the library's discretionary funds (noted as "special project fund" on the list above); however, discussions are underway to have these centrally funded by the campus senior administration. Funds needed for acquisitions related to awarded projects come out of the library's regular operating budget.

The external grants were used in the first 5 years (2005–2010). The grants were from the Hewlett Foundation. For now and the foreseeable future the general budget will support Open CourseWare.

The OER Interest Group recognizes the need for a central funding source to support a campus-wide initiative.

This has not cost much yet. We did host a local program that cost about \$6K and some travel expenses.

This is likely to be adjusted as the program develops; pilot funds came from the IT budget and library and IT in-kind support.

Thus far the only initiative we've implemented is the OTN faculty reviews. Those mini-grants were paid for out of a Libraries' special project fund. We don't currently have a dedicated OER librarian. I am co-chairing the OER Steering Committee with the director of our undergraduate library.

We in the library are hoping that with the recommendations from the Textbook Affordability Task Force that the provost will add additional funds to expand the project. The Teaching & Learning Center has indicated it would also want to add funding to the project.

We're still in early planning stages and haven't determined what funding there will be and what the funding will be used for.

9. What items does the funding cover? Check all that apply. N=39

Faculty incentive or grant funds	29	74%
Library staff	16	41%
Technical support staff	12	31%
Software	10	26%
Faculty course release	7	18%
Equipment	7	18%
Other item	14	36%

Please specify the other item. N=14

A few sample copies of open textbooks in print for faculty examination.

Acquisitions

The College of Education and Human Development funding supports staff outside the Libraries.

Faculty training

Funding for student assistants

Membership in Open Textbook Network

Participation in OTN

Potentially, multi-user e-textbooks

Professional development

See above. [Lead faculty member is providing some grant funds to pilot a stipend program in spring 2016.] The first round of applications has just been submitted, reviewed, and awarded.

Support for institutional initiatives

The campus bookstore has a digital publishing service and also offers a platform for access to online texts.

The faculty member receives a NSA award; potentially it could be used for student workers, equipment, etc.—but usually it is seen as an award for the additional time needed to create an alternate textbook project.

Training for library staff and faculty.

10. Is it expected that this funding will continue or are there other plans to fund/sustain the initiative in the future? N=33

This funding will continue	24	73%
There are other funding plans	9	27%

If there are other plans to fund/sustain the initiative in the future, please briefly describe them.
N=8

Grant funding is over 18 months. Provost office has promised adequate support for five years.

If the pilot stipend program is successful, the plan is to seek funding from central university administration to continue the incentive program.

It's unclear if funding will continue at this time.

No option that matches my answer. Funding future uncertain beyond 1st year presidential pilot.

Still being determined.

We are in first round; future funding will be pursued via provost, student fees, and endowment.

We will need to include a funding model in our recommendations.

When the initial funding is expended, we plan to seek funding support from the university.

Funding will continue N=8

Again, these are specific one-time projects.

Continuing funding will come from a mixture of self-funded core operating expenses and project-based grant funding.

For the moment, the funding for staff continues and we are determining whether or not this is a service that will continue (rather than as a special initiative). It is unclear whether we will continue to provide faculty incentive funding in the future but we did just fund 22 more projects this month.

Funding for faculty incentives may continue for a short time.

It's not an option to choose both, so I'm adding a comment here. The library will continue to serve as the main funding source as long as it is needed, but we are actively soliciting support from the campus senior administration to serve as the main funding source instead.

No specific plan but it is hoped that the provost and other academic units will begin to contribute to support an expansion of this project into new areas.

Other plans in discussion—not far enough into that to specify what that may involve, but there is buy-in on multiple levels for supporting OER/ACC.

There may be additional funds in the future.

Additional comments N=5

Funding continuation is not in place.

Future funding is likely contingent on evaluation of 2016–2017 funding & programs related to OER.

Not sure about the status of ongoing funding.

Unknown at this time.

Unknown at this time. The library is discussing the issue: what is our role in creating content versus being a distributor of content.

FACULTY ACC/OER SUPPORT/INCENTIVES

11. Are there any incentives that encourage faculty to adopt, adapt, or create affordable course content/open educational resources? N=42

Yes	31	74%
No	11	26%

If yes, please indicate the type of incentive. Check all that apply. N=31

Financial incentives (grants, stipends)	25	81%
Instructional design assistance	17	55%
Course release time	5	16%
Letter of commendation	5	16%
Other incentive	9	29%

Please briefly describe the other incentive. N=9

Currently we offer ad hoc grants for faculty-identified needs. These are on a case-by-case basis and have covered funding student peer reviewers. We have also offered a great deal of graphic design support and connect faculty to another unit for instructional design support when needed.

Currently, our award allows us to provide a small financial incentive of \$200 to members of faculty who review open textbooks in their fields of expertise.

Faculty are featured on a LibGuide about the initiative.

Promise of help with lowering student cost, i.e., assistance with finding copyright compliant material, and funding for the purchase of transactional licenses for content that exceeds fair dealing.

Technical help, for example, support for producing e-books.

The creation and support of a specialized team that might include central or collegiate academic technology, Center for Educational Innovation, and Libraries support.

The faculty development center on campus offers both grants and instructional design assistance for faculty who wish to redesign their courses. While not focused on ACC/OER, these are an opportunity to introduce the concept and assess faculty interest. The library representatives on the OER working group connect faculty with subject librarians who can help them find OER/ACC and answer or refer questions re Creative Commons licensing and copyright. The university press has recently hired a position to assess needs and develop services for faculty interested in creating lower-cost and open journals and texts.

We recently joined the Open Textbook Network and we will offer incentives for faculty to attend a workshop on adopting open textbooks.

Working with Open Textbook Network at first. Gave incentives for faculty to review materials (for OTN catalog) and attend workshop—will probably do more. Had good speakers in on this subject.

12. If faculty are provided course release time, is this available university wide or only in select departments? N=7

University wide	5	71%
Select departments	2	29%

If only in select departments, please identify the departments. N=2

This is negotiated by individual faculty on a case-by-case basis.

We do not have any generally available incentives, but we are aware of one example of a department giving course release time to support the creation of an online textbook.

13. If faculty incentives include grants, what is the average grant amount and how much money has been distributed since the initiative started? N=22

Average grant amount:	Number of grants distributed to date:	Amount of grants distributed to date:
\$200	4	
\$250	about 40	
\$450	0	
\$500	0	
\$750		\$750
\$1,000		\$8,500
\$1,000		\$45,000
\$1,000		\$30,000
\$1,082	67	
\$1,135		\$42,000
\$1,200	18	
\$1,250	37	

Average grant amount:	Number of grants distributed to date:	Amount of grants distributed to date:
\$1,500	None	
\$2,950		\$67,900
\$4,466		\$67,000
\$5,000		\$5,000
\$10,000	5	
\$15,800	2	
new as of spring 2016		\$3,000–\$5,000 annually
unsure	~25	
unsure	unsure	
varies	n/a	

Comments N=18

Anticipated OTN grants will encourage faculty to write reviews of OER textbooks/course materials.

At one point, there was some limited provost support for faculty creating open course content, but that was suspended due to a number of reasons. Potential for that being reinstated in the future.

First incentives will be awarded in summer 2016.

Funding and grants tied to open course development, jump-start grants to fuel teaching innovation, and other projects. None are explicitly promoted as solely OER.

Grant project to launch in summer 2016; expected grants to average between \$1K and \$5K.

Grants are divided into two parts. Participants receive \$500 after completing immersion training and \$500 after implementation and assessment has been completed.

Our provost is not a fan of course release time because we need our faculty in the classroom; the preference here is to offer faculty stipends for added responsibility. We are recommending stipends for faculty who will be selected as OER advocates and will be tasked for encouraging other faculty to think first about affordability and learning quality when selecting curricular learning content.

President's initiative provides \$12,000 for pilot program. TBD how many grants this will fund and the amount of each grant.

The faculty grants are part of larger programs from our Teaching and Learning with Technology and Center for Online Innovations in Learning units. OER adoption is one option to get funded.

The initiatives are not organized in a way that allows this determination. The range is likely ~2,000 to ~50,000.

These 20+ projects were funded in 2015 and were primarily focused on the development of open educational resources/textbooks for courses. Projects at a range of post-secondary institutions in Alberta were funded, including two at the University of Alberta. There is currently a call for grant applications for two additional programs: one for peer reviewers of OERS and the other for OER creation/adapt and internal capacity building.

This amount will be raised to \$500 during the next round. We have only implemented one round to date.

Three types of grants: \$12,000, three grants awarded; \$7,500, three grants awarded; \$1,000, nine grants awarded.

Two other projects at \$5,000 have been approved and are awaiting implementation.

We are in the middle of the first round of incentive funding. Expect ~15 faculty to be funded.

We did provide \$200 stipends for reviewing a textbook in the Open Textbook Library. Aside from that, we have not provided any other incentives. Since the OER committee is just forming, it's early days for us.

We have not yet distributed any funds to faculty.

We're still in very early planning stages; nothing has been implemented yet.

14. Please indicate if the incentive program includes any of the following requirements for faculty participants. Check all that apply. N=28

Supply data regarding the size of the course and previous textbook cost	17	61%
Submit periodic updates regarding their project	14	50%
Openly license original created works (e.g., apply a Creative Commons license)	10	36%
Share adapted or newly created works with your institution	10	36%
Assess student learning as a result of the project	10	36%
Use only openly licensed content	8	29%
Report whether they are using the learning material for a certain number of years	8	29%
Share adapted or newly created works beyond your institution	6	21%
Present to campus members as part of a faculty showcase	6	21%
Reduce student textbook costs to zero	5	18%
Participate in a faculty learning community	5	18%
Establish a research component related to the project	4	14%
Reduce auxiliary resource costs to students to zero	3	11%
Present the project beyond campus members	3	11%
Other requirement	11	39%

Please specify the other requirement. N=11

Clearly articulate how the project will be sustained once the funds have been expended.

Faculty are required to use the learning material for a minimum of two semesters.

Report experience with the program.

Share info about their efforts via our faculty Partnership for Affordable Content showcase page <https://www.lib.umn.edu/elearning/partnership/showcase>. Our incentive program strongly encourages all of the behaviors checked off above. Require may be too strong of a word. Experience to date indicates that faculty who participate in our incentive program do all of these things.

Stop using a commercial textbook for which there is a cost to students. I would say that most of all the items on this list have been an outcome of our project, but the operative word here is "required" and we don't place too many requirements on the project participants other than that they share what they are doing with others in their department and submit an evaluation at the end of the semester.

There are no requirements to use OERs as such, but awardees are encouraged to better integrate library resources into their course materials and to consider lower-cost options to high-priced course materials (or lower-cost access methods rather than purchase). Each awardee also receives personal assistance

from a library staff member, who provides suggestions/resources as appropriate that lower the cost to students.

There is no coordinated governance, therefore, no consistent requirements across any area.

These requirements are still being developed.

These requirements only apply to the pilot stipend program being launched this spring 2016. Other initiatives will have different requirements.

We encouraged faculty to have students create content, though we did not require students to openly license or transfer copyright to that content.

Workshop participation, meet with librarian

15. Do tenure/promotion policies at your institution encourage faculty to adopt, adapt, or create affordable course content/open educational resources? N=41

Yes, university wide	0	—
Yes, in select departments	1	2%
No	40	98%

If yes, but only in select departments, please identify the departments. N=1

Departments select their own promotion and tenure criteria. Departmental attitudes vary.

Additional comments N=3

I don't see this happening anytime soon here but our Textbook Affordability Task Force is recommending that the institution adds a textbook affordability statement to all course syllabi that would require faculty to indicate that they have or have not attempted to lower textbook costs by adopting open content or other alternatives (such as licensed library content).

Not that I am aware of currently.

This depends on the department. Generally not supported in most departments currently, but beginning to see this in some departments. Some departments look favorably on these efforts but we are not aware of any that formally require or privilege the creation of affordable or open course content.

16. Does your institution have an intellectual property policy that specifies who owns and who has rights to original works? N=40

Yes	39	98%
No	1	2%

If yes, please indicate who owns or has rights to the following works. N=33

Curriculum Resources	Research Outputs	Learning Software
"Designated Instructional Appointee" who created it has copyright; university has perpetual, royalty-free license to use for instructor.	Creator retains copyright (unless s/he signs it over to a publisher). University has an open access policy for research articles through which creators grant it a license so they can then post articles' text in an OA repository.	If considered part of course materials, see answer regarding Curriculum Resources.

Curriculum Resources	Research Outputs	Learning Software
Faculty and other eligible authors own the copyright to the extent such material constitute pedagogical or scholarly works; the university asserts a nonexclusive right to make use of curriculum resources, regardless of copyright ownership. Copyright ownership for curriculum materials is often tied to the amount and extent of resources the university has provided for their creation. The default for copyright ownership of curriculum materials also varies by department at the discretion of that department's administrators.	Ownership will depend on the nature of the output (data, copyright works, patentable works, etc.) and specific circumstances under which it is created.	University generally owns software if it is either patentable or has commercial value.
Author	Author	Author (with some exceptions)
Author	Author	Arizona Board of Regents
Authors	Authors	Authors
Creator	Creator	Creator
Creator (unless created with the use of "university resources")	Creator (unless created with the use of "university resources")	Creator (unless created with the use of "university resources")
Depends	Creators	Shared
Faculty	Faculty (does not apply to patents)	It depends
Faculty	Faculty	Faculty
Faculty	Traditional academic works: faculty; Patents/etc.: university/faculty	University/faculty
Faculty	Depends	Depends on how it is produced.
Faculty (University has license to use)	Faculty	Faculty (after review)
Faculty and departments	Faculty and departments	Faculty and departments
Faculty author, unless a contract is signed.	Faculty author, unless a contract is signed.	Faculty author, unless a contract is signed.
Faculty-developed content without additional support is owned by faculty.	This can vary.	This can vary.
Faculty member	Faculty member	Institution
Faculty member	Depends-see policy link below	Not sure
Faculty unless using "substantial university resources"	Faculty unless using "substantial university resources"	Faculty unless using "substantial university resources"
Faculty/creator	Depends	Depends
Generally, owned by the faculty member, teaching/graduate assistant	Generally, owned by the faculty member, graduate student	Patentable software generally owned by university; unpatentable software generally owned by creator

Curriculum Resources	Research Outputs	Learning Software
Institution	Institution	Institution
Institution	Institution	Institution
Instructor owns, university has universal license	Instructor owns	If it's faculty developed they own it.
Instructors, as long as the resource development doesn't require "significant campus resources."	Researchers, unless other arranged.	
It depends on whether the work is commissioned by the university and the extent of university resources used to create the work.	Faculty own their own scholarly output.	It depends on whether the work is commissioned by the university and the extent of university resources used to create the work.
Unclear	Creator	Creator
University	Faculty	University
University	University	University
University and author/researcher	University and author/researcher	University and author/researcher
University or Author	University or Author	University or Author
University owns, but employees may share/openly license with consent from their dean.	Employees, university retains rights to use at no cost in teaching, research, and extension.	Employees must disclose and offer the university the right to commercialize. If commercialized, a pre-established cost-sharing agreement is activated. Employees must go through a confusing process if they want to openly license software. It is not well-established, clear, or encouraged.
	All rights in scholarly books, articles, and other publications, artistic, literary, film, tape, and musical works ("Literary and Artistic Works") are granted to the faculty, staff, and students who are the authors.	"All rights in technology created by faculty members, staff members, or students with the use of university facilities or funds administered by the university are granted to the university, with income to be distributed in accordance with this [Faculty Manual] policy."

17. Please enter any additional comments you may have about faculty incentives to adopt, adapt, or create affordable course content/open educational resources. N=14

Complicated. Policy at <http://tco.osu.edu/wp-content/uploads/2013/09/PatentCopyrightPolicy.pdf>. University Libraries and the OCIO jointly support some of the staff in the Copyright Office, which lives in the libraries.

Faculty have used participation in UCI Open initiatives as part of research grant applications, particularly as a means of dissemination. There are a variety of institutional and professional benefits that fall outside of the narrow issue of faculty incentives.

I know we have an IP policy but I do not know the specifics. I believe that all of the above are viewed as work-for-hire output that the university owns, but I also believe that in fairness to faculty there are stipulations for faculty to have some ownership depending on the resource.

In our IP policy, the institution waives copyright for scholarly works, unless more than normal support is received by the author. Whether a particular type of work is owned by the author or the institution is determined by the circumstances.

Our faculty code doesn't explicitly encourage faculty adopt/adapt/create OER but the language about what qualifies as research & scholarship is vague enough that creation of OER could be counted as a scholarly activity. For example, "Contributions to a profession through published discussion of methods or through public demonstration of an achieved skill should be recognized as furthering the University's educational function. Included among these contributions are professional service activities that address the professional advancement of individuals from underrepresented groups from the faculty member's field."

Our first round promoting OER required that faculty members attend a workshop and review an OER. Our next round asks faculty members to attend a workshop and adopt an OER or library-licensed material in place of a traditional textbook.

The faculty of the School of Public Health consider creating and sharing educational material part of their basic mission.

The university's IP policies don't provide clear black/white answers to the ownership questions on the three categories of works. This is in part because ownership often depends on the identity/status of the author: faculty vs. student vs. EHRA/SHRA (exempt or subject to the state's Human Resources Act), etc.

"The University owns/has rights to all materials developed within an employee's scope of employment except 'scholarly and academic works (such as journal articles, books and papers) created by academic and research faculty who use generally available University resources.'" BUT "The University asserts its right of copyright ownership if significant University resources (including sponsor-provided funds) are used in the creation of such works, and: (a) the work generates royalty payments; or (b) the work is of commercial value that can be realized by University marketing efforts."

There are policy discussions occurring at university governance levels.

There are very few incentives beyond faculty concern for their students. There are, however, pockets of support.

Traditional products of scholarly activity have been considered to be unrestricted property of the author.

Unless work is "work for hire" faculty own IP.

With no budget set aside for financial incentives, our initiative relies on one-to-one outreach with faculty, outreach to departments, and the promise that the strength of the UTL collective is such that the actual composition of course readings lists will change very little, if at all. Our initiative has been targeted at faculty using course packs.

ACC/OER RESOURCES

18. What types of resources have faculty adopted, adapted, or created as part of the ACC/OER initiative? Check all that apply. N=30

Resources	Created ACC	Adopted ACC	Adopted OER	Adapted OER	Created OER	N
Textbook	8	9	13	10	14	24
Readings or articles	6	12	13	10	13	21

Resources	Created ACC	Adopted ACC	Adopted OER	Adapted OER	Created OER	N
Library-licensed content	1	17	4	4	0	20
Videos	4	8	9	5	14	19
Websites	5	6	10	8	13	19
Images	4	4	10	4	10	15
Online simulations	2	1	4	2	6	10
Open source software or code	1	0	4	5	3	7
Software packages	0	2	1	1	2	6
"Clicker" software	0	1	0	1	0	2
Other resource	0	1	2	1	3	5
Total Responses	12	18	20	20	23	30

If you selected Other resource/Adopted, please briefly describe the resource. N=2

Open access "applets" for a statistics course.

We have had several faculty use primary research resources available through our special collections.

If you selected Other resource/Adapted, please briefly describe the resource. N=1

Test question/exam banks

If you selected Other resource/Created, please briefly describe the resource. N=3

An e-book with public domain literature for an American Literature to 1865 course.

Open Courses (on EdX and Coursera)

Test question/exam banks

Additional comments N=2

Just launching the OER stipend pilot so we do not have this information yet.

We are still surveying to see what has been used.

ACC/OER ASSESSMENT

19. Has there been any assessment of the impact of ACC/OER on teaching and learning? N=42

Yes	17	41%
Not yet, but we plan to	19	45%
No and we have no plans to	6	14%

20. If yes, what metrics have been used? Check all that apply. N=17

Number of dollars saved by students	9	53%
Number of students using OER	8	47%
Number of students using ACC	6	35%
Number of faculty replacing course materials with OER	5	29%

Number of faculty replacing course materials with ACC	3	18%
Number of faculty adapting OER	3	18%
Number of faculty creating OER	3	18%
Number of faculty supplementing course materials with ACC	2	12%
Number of faculty creating ACC	2	12%
Number of faculty supplementing course materials with OER	2	12%
Increase in course completion	1	6%
Increase in student retention	0	—
Reduction in student drops	0	—
Other metric	11	65%

Please briefly describe the other metric. N=11

I have had faculty evaluate their projects by examining grade patterns and comparing prior years and the semester they used an alternate textbook. The primary assessment method is for faculty to survey students about their experience with an alternate textbook and then share that in a final report; so it is a mix of quantitative and qualitative findings.

Number of students whose decision to apply to School of Public Health was influenced by OER programs.

Perception of students using OpenStax College Physics textbook

Proportion of materials already held in licensed collection vs. held in print.

Qualitative

Student satisfaction with use of OER in classes

Surveys of students and instructors

Types of resources created and university services utilized.

Use of video lectures and self-evaluation of learning effectiveness

We are tracking the faculty who have reviewed Open Educational Materials and if they have adopted. We will track to see how the outcome goes.

We track the number of faculty awards, but because each award often involves a combination of library-licensed, -owned, or -digitized materials, OERs, and items the students still have to purchase, it's impossible to break that number down into the categories on this list. We also assess whether awardees' instructional objectives were achieved and the level of satisfaction with the course materials of both awardees and students.

21. If yes, who is conducting these assessments? Check all that apply. N=22

Conducts Assessment	Yes	Plan to	%
Library	9	3	55%
Teaching and learning group	1	2	14%
Instructional design group	1	2	14%
Academic computing	1	2	14%
High-level administration (president, provost, vice provost, etc.)	2	0	9%
College/academic department/unit	1	0	5%

Conducts Assessment	Yes	Plan to	%
University bookstore	1	0	5%
Local or regional consortium	1	0	5%
Faculty development center	0	1	5%
Faculty governance body or organization (e.g., faculty senate)	0	0	—
Student organization(s)	0	0	—
University press	0	0	—
University system-level administration or unit	0	0	—
Other entity	4	1	23%

If you indicated that an academic department, consortium, or other entity is conducting assessments, please identify the academic department, consortium, and/or other entity. N=7

College/academic department/unit N=1

Outreach College

Local or regional consortium N=1

Campus Alberta OER Initiative

Other entity N=5

Admissions Office of the School of Public Health

Emory Center for Digital Scholarship

OER Textbook Working Group

Office of Institutional Research, Planning, and Assessment

UCI Open

22. If an assessment has been done, are the results shared publicly? N=18

Yes 7 39%

No 11 61%

If yes, where? N=6

Presentations at faculty teaching events

Publication forthcoming

Report published online (3 responses)

Yes, in reports shared with senior administrators, colleagues, and at conferences, in which individual recipients are not described in any identifiable way.

LIBRARY ACC/OER SUPPORT ACTIVITIES/SERVICES

23. Please indicate the types of ACC/OER support activities/services your library currently provides or plans to provide. Check all that apply. N=42

Support Activities	Currently provides	Plans to provide	N
Copyright and/or open licensing consultations	37	4	39
Reserves (print and electronic) software and services that provide access to course content	38	2	38
Support for identifying (searching/finding) affordable content for a course	27	12	35
Local repository for openly licensed content	30	6	34
Education services on open/affordable content topics	26	6	30
Educate or work with student advocacy groups on campus	27	3	29
Funding for the purchase of additional print and electronic textbooks/course materials	22	5	25
Software systems that support the publication of openly licensed books	12	6	18
Staff support for the publication of openly licensed books or other learning objects (e.g., editing, formatting, and other traditional publication services)	12	4	15
New course design support including open/affordable content	11	5	15
Software systems that integrate free and fee-based content (e.g., digital course packs)	13	1	14
Instructional design support for new and (redesign) existing courses	11	3	13
Hosting or other support for student textbook exchange program	2	1	3
Other support activity/service	6	1	6
Total Responses	41	24	42

If you selected “Other support activity/service,” please briefly describe the activity/service. N=6

Information sessions and outreach activities on campus.

Regarding the two items connected with the publication of openly licensed books: those are either provided by or under development by the university system of which our campus is part.

Reserve textbooks, we also purchase multi-user e-books (textbooks) when available.

The library links to open resources through the catalog.

The undergraduate library has a \$2,000/year budget for buying books requested by faculty for reserves. They also order e-books on request but do not get many of these. Some requests come from faculty through subject librarians. If print is requested and e-book can be ordered, it is made available through the catalog for all students' access. The library's media resources center provides a range of services to instructors, including ordering films, providing video editing equipment, audio/video equipment for checkout. The health sciences library gets support materials for courses, though not in every case. The collection development librarian quite frequently gets an e-book when requested, if there is one available for this purpose; she also seeks out databases and services that are supposed to be for classroom/training support. Examples – HS Talks, Browzine, assorted streaming videos, BoardVitals, anatomy dbs, etc. Some were requested; all were bought while working with faculty to encourage them to use them. Some are open in part, and we have collected them. For 7+ years, the library has supported a book exchange for medical students. Estimated per-student savings for 100+ students is \$500.00.

We also held a forum for faculty to showcase the work they had done.

Additional comments N=4

Note: new course design and course redesign handled by another unit, Center for Online and Distance Learning, with whom we are working closely and hope to have a relationship beneficial to both units.

Office of Distance Education and eLearning (ODEE) has staff support for the publication of openly licensed books or other learning objects (e.g., editing, formatting, and other traditional publication services). University Center for the Advancement of Teaching (UCAT) does new course design support including open/affordable content and support for identifying (searching/finding) affordable content for a course.

Promotes the good work of faculty who participate in our alternate textbook project.

We provide funding support for the purchase of additional print and electronic course materials, but generally speaking not textbooks.

24. If your library provides or plans to provide educational services to faculty, please indicate which topics are covered. Check all that apply. N=40

Services	Currently provides	Plans to provide	N
Author's rights	37	4	40
Open licensing	32	5	36
How/where to deposit open materials	31	5	35
Open publishing	28	6	33
Copyright contract negotiation	23	4	27
Innovative pedagogy	12	3	14
Other topic	2	2	3
Total Responses	39	12	40

If you selected Other topic/Currently provides, please briefly describe the topic. N=2

Impact of OER use on student success

The libraries' Scholarly Communications Officer consults or teaches on all of these, however, the faculty development center provides more services in the area of innovative pedagogy.

If you selected Other topic/Plans to provide, please briefly describe the topic. N=2

Impact of OER use on student success; support for authoring, licensing, hosting, and distributing OER (in conjunction with campus academic computing resources).

Support creation projects: programming, platform support, etc. Innovative pedagogy addressed by other units; coordinating efforts.

Additional comments N=3

How to find and evaluate OER and affordable course content. How and where to deposit new content.

Many support activities provided by Digital Scholarship Librarian but not specifically under ACC/OER umbrella. Similarly, reserves and liaison work occasionally support activities, again not currently under a specific ACC/OER initiative.

Others in the library provide support for open educational materials that are not formally labeled as OER, for example, open projects and materials created by faculty and staff in history, public and

global health, nursing, archeology, and other areas. Librarians have also provided help to faculty developing MOOCs.

LIBRARY STAFF ACC/OER PARTICIPATION

25. What departments within the library contribute staffing to these activities/services? Check all that apply. N=41

Scholarly Communications	34	83%
Library Liaisons	30	73%
Public Service/Reference	22	54%
Teaching & Learning	20	49%
Administration	19	46%
Collections & Technical Services	17	42%
University Press	5	12%
Other department	12	29%

Please specify the other department. N=12

Access

Copyright Office (2 responses)

Data and Technology

Digital Library Initiatives

Emory Center for Digital Scholarship

Interlibrary Loan

Library Systems Department

Marketing department and IT services

Note: University press not part of libraries but provides platform and other OA/OER support.

Teaching and Learning isn't a department that we have; it's part of our Collections, Research, and Instruction department and our New Media Center.

We are supplying MARC records and repository records for the Open Textbook Network.

26. How many library staff are involved in supporting these activities/services? N=33

Minimum	Maximum	Mean	Median	Std Dev	N
1	25	9.21	6.00	6.86	29

Comments N=18

~10-15

10 plus, but none full time really

2 (1 FTE + portions of other personnel equaling a second FTE)

20+ (if you include reference staff and liaisons who are able to help/answer questions relating to OER and finding OER)

3 full-time staff, 2 administrative sponsors (AULS), other liaisons and staff as appropriate, specifically including our course reserves staff and Copyright Librarian

4: 1 at 60% FTE and the others as special project assistance only

About 16

About 20

Approximately 20. It varies because it is project-based.

Counting a graduate research assistant, there are six.

Currently, the three positions listed below are explicitly assigned to this work (two are co-chairs of the OER steering committee, one is the Libraries Copyright Officer). However, I don't know how many liaison librarians are doing this work. I'm listing one who has been very active in advocating for OER to her department, but I'm sure there are others who support OER adoption in the normal course of their work with faculty. The Steering Committee co-chairs are trying to educate liaisons about ways to talk with faculty about OER, so this work will increasingly become part of what they do.

Difficult to estimate, since so many are involved either directly as a point person on a given award or tangentially in support of a service used by awardees (e.g., reserves).

In fall 2015 we assigned one librarian to coordinate activities related to OER. Other librarians provide support within the Libraries.

It is primarily administered by one staff member, but all the others listed are needed to participate at different times, perhaps for promotion, support, program development, etc.

Mostly just one liaison; others help, perhaps 2 or 3.

Over 25

There are no dedicated numbers of staff involved. This is integrated within work of liaisons and scholarly communications officer within the libraries. Four library staff have served fairly regularly on the working group/advisory team. Collections & Technical Services pays for and manages some subscriptions that subsidize aspects of ACC/OER, e.g., memberships that provide author subsidies such as Biomed Central, etc. We also serve as electronic resources/tech support when something goes wrong. This staff also seeks out and adds evaluated OER to the catalog for users to find, sometimes directly promoting them if we have a personal contact among the faculty or the library liaisons.

These are all anticipated participants. Exact numbers TBD.

27. Please enter the position titles of up to five library staff who support affordable /open course content activities/services. N=40

One Position Reported N=1

Undergraduate Experience Librarian

Two Positions Reported N=4

Associate University Librarian for Research and Instructional Services

Library Publishing and Scholarly Communications Specialist

Copyright Officer

Manager, Digitization and Repository Services

Librarian
ScholarSpace Manager

User Engagement Librarian
Subject Librarian

Three Positions Reported N=5

Assistant deans
Subject librarians
Acquisitions coordinator

Director Copyright and Scholarly Communications
Multimedia Project Manager
Librarian (various)

Director of Digital Scholarship
Senior Associate Dean
Academic Liaisons

Scholarly Communications Librarian
Subject Specialist Librarian
Instructional Technologist

Scholarly Communications Officer
Director - Center for Instructional Technology
Academic Technology Consultants

Four Positions Reported N=10

Assistant Interlibrary Loan Librarian
Head of Circulation
Reference Librarian
Head of Systems

AUL Undergraduate & Distance Learning
Head of Liaison & Instruction Services
Digital Scholarship Librarian
Librarian/Bibliographer III

Collections and Scholarly Communications Librarian
Digital Projects Librarian
Social Sciences Librarian

Education Librarian

Director of the Undergraduate Library

Libraries Copyright Officer

Coordinator for Access Services

Business Librarian

Director, Copyright and Digital Scholarship

Undergraduate Instruction and Outreach Librarian

Interim Associate Head, Digital Library Initiatives

Associate Director for Collections and Scholarly Communication

Director, Scholarly Communications

Associate Dean for Collections

Director, Liaison & Instruction Services

Coordinator, Institutional Repository

Director, Scholarly Communications

Copyright & Scholarly Communications Librarian

Scholarly Repository Librarian

Digital Learning Specialist

Liaison Librarian

Assistant Dean for Collections and Scholarly Communication

Other liaison might supply some information on the topic.

Digital Repository Unit Coordinator

Open Education, Copyright & Scholarly Communications Librarian

Graphic Designer

Marketing Manager (Supervises graphic designer)

IT Specialist

Open Educational Resources Coordinator

Student Assistant, OER

Associate Dean, Scholarly Resources & Services

Subject liaison librarians

Five Positions Reported N=20

Associate Dean for Public Services

Director of User Services and Resource Sharing

Associate Dean for Collections Strategies and Services

Directory of Research and Teaching

Digital Scholarship Librarian

Associate Dean for Research and Learning Services

Department Head, Digital Resources and Discovery

Associate Professor, Academic Liaison

Department Head, Library Systems

Instructional Developer

Associate University Librarian

Social Sciences Librarian

Sciences Librarian

Collections Strategist

Undergraduate Engagement Librarian

Associate University Librarian for Collection Management and Scholarly Communication

Director of Communication

Head of Scholarly Communication and Licensing

Copyright and Licensing Librarian

Librarian for Digital Collection Management

Copyright Outreach Librarian

Copyright Outreach Librarian

Copyright Outreach Librarian

Scholarly Communications and Licensing Specialist

Head, Scholarly Communications and Copyright

Digital Projects Manager

Scholarly Communication and Special Initiatives Librarian

Copyright Librarian

Academic Department Liaison

Academic Department Liaison

Digital Repository Services Librarian

Public Services Manager

Collections Coordinator

Copyright Librarian

Public Services Librarian [liaisons]

Director of Scholarly Communication

Director Teaching & Learning Programs

E-Learning Librarian

Outreach & Instruction Librarian

School of Education, Manager of Library and Instruction Services

Director, Scholarly Repository Services

Strategist

Scholarly Communication Librarian

Senior Director, Content Stewardship and Program Director, Academic Preservation Trust

Director of Information Policy

Head, Access Services

Library Assistant 2, Reserves

Library Assistant 2, Streaming Services

Undergraduate Experience Librarian

Campus & Community Engagement Librarian

Head of Access Services

Metadata Librarian

Copyright Officer

Reference & Instruction Librarian

Online Learning Librarian

Head of Copyright Resources

Subject Librarian

Coordinator for Outreach & Engagement

Collection Development Program Coordinator

Head of Teaching & Learning

Head, Office of Scholarly Communication & Copyright

Scholarly Communication Librarian

Project Manager, Office of Scholarly Communication & Copyright

Business Librarian

Library Coordinator

Head of Outreach and Education

AUL for Public Services

Research Librarian for Chemistry

Head of Access Services

AUL for Research Resources

Head, Scholarly Communications and Copyright

Copyright Outreach Librarian

Copyright Outreach Librarian

Copyright Outreach Librarian

Digital Projects Librarian

Head of Scholarly Publishing and University Press

Managing Editor

Head, University Copyright Office

Associate Dean for Academic Affairs

Associate Dean for Research

Head of User Services, Health Sciences Library

Director of Research and Instructional Services, University Libraries

Scholarly Communications Officer

Research Assistants

User Experience staff

Program Development Lead, eLearning Support Initiative

Technology Lead, eLearning Support Initiative

Web Application Developer, Library Initiatives

Course Reserve Coordinator

Copyright Program Librarian

Scholarly Communication Librarian

Acquisitions

Associate Dean

Digital Scholarship Librarian

Subject Specialist (multiple)

Vice Provost for University Libraries

Reference, Instruction, and Liaison Librarian

Associate University Librarian for Collections & Discovery

Waterbury Regional Library Director & Regional Campus Library Coordinator

Head of Marketing & Communications

28. Please indicate the approximate amount of time each position spends on these activities/services.

N=39

Positions	Some time each month	Some time each week	Significant time each week	Some time each day	Significant time each day	N
Position 1	16	9	5	5	4	39
Position 2	18	10	3	2	5	38
Position 3	20	8	4	1	2	35
Position 4	19	6	1	3	0	29
Position 5	13	4	2	1	0	20
Total Responses	32	22	11	6	7	39

29. Please briefly describe ways that library staff have successfully engaged faculty around affordable course content/open educational resources issues. N=26

“Some time each month” is probably overstating. We have had a few meetings to discuss this. Library staff have not engaged faculty around ACC/OER. We have referred to the UCI Extension/UCI Open.

Co-sponsored training for faculty and helping faculty identify OER resources.

Faculty are particularly receptive to the opportunity to shape library collections as they relate to instruction, which is one of the options our initiative offers. They appreciate the flexibility of how they can spend their award money and very much appreciate the speedy, personalized service the library provides to identify, acquire, digitize, or otherwise make accessible course materials. Summary: the most successful engagement strategy involves making it clear to potential applicants the amount of hands-on assistance they'll receive.

Faculty have attended several workshops on ACC and OER at the main campus and two of our regional campuses. They are presented with the big picture: the problem of student debt and exorbitant prices for commercial texts, information about what open means and Creative Commons licensing, hands on with both online open textbooks as well as a few print versions (from OpenStax), and liaison librarians have distributed our LibGuide amongst their faculty. This has resulted in one adoption, several very interested faculty, and helped the library understand better what concerns the faculty have about these materials. Our chemistry faculty will be using an open textbook for all entry-level classes starting in the fall of 2016. That is 1850 students. Savings of over \$500,000 in that semester alone. We actively promote use of library e-materials for classes as well in these workshops and on our LibGuide.

Held information sessions. Met one-on-one with faculty. Sent mass emails. Responded to faculty inquiries.

Held training sessions. Worked with faculty on grant-funded OER/ACC activities, particularly identifying sources.

I am currently having conversations with faculty who are interested in publishing Open Textbooks and will be supporting them in their efforts as part of a pilot project. We also hosted the Open Textbook Network workshop, and about 20 faculty attended. Some of those are writing reviews for the OTL. Also our business librarian has been identifying OER that could replace traditional textbooks that are being used in high enrollment courses. She hasn't gotten an adoption yet, but she's hoping to speak with a curriculum committee soon.

Liaison librarians were provided information about the pilot stipend program that they shared with faculty. Research assistants have helped build a library guide and add faculty profiles of those incorporating OERs into their courses. The lead faculty person and the Head of User Services were interviewed about the OER initiative for a national blog article (<http://blog.aace.org/?s=hemminger&submit=Go>).

Librarians have leveraged current e-book licensing and sharing available texts with instructors for integration into courses.

Lots of individual outreach and information gathering among campus partners to date

OER presentation during Open Access Week

Our incentive grants have had the greatest impact on reaching out to faculty and working to create/adopt/adapt affordable content or open resources. Expanding our reach by educating other colleagues (outside the libraries) who work with faculty on course design about our services has also had the most impact. We have engaged with faculty through a variety of workshops.

Outreach to faculty using course packs has been very successful.

Participating in faculty development programs around shifting to online and blending learning.

Participating in institutional MOOC project. Consulting to individual faculty through course reserves, liaison, instructional, or reference services.

Primarily we have gotten faculty to stop using commercial textbooks and start using affordable course content and OER. Not only is this our way of engaging faculty but we know that the faculty who participate in our project have influenced their colleagues to seek alternate approaches to delivering curricular learning content.

Receiving referrals and working with faculty at the point of need. Integrating 'Open' into copyright instruction. Offering open textbook adoption workshops through training provided by the Open Textbook Network. Collaborating with instructional designers to get access to faculty in the course re-design process.

Successful workshops and outreach

The academic liaison has coordinated information table displays in the library for OER Week and OA Week, sent outreach email to faculty, met with interested individual instructors who contact him directly, and communicated with graduate teaching assistants of general education classes. Other librarians and library staff have assisted with some of these efforts.

The Libraries are giving presentations at teaching events and coordinating OER Interest Group activities. We sponsored OER Week activities in 2016.

To date primarily in association with open access conversations, etc. Specific ACC/OER initiative begins with library staff OTN training this summer.

Two library staff members attended an SECU-sponsored event on open access and open educational resources; they assisted in writing an internal grant and now participate in the OER working group with the faculty PI.

University Libraries recently hosted three events related to Open Education Week. These events were designed to engage faculty in discussions related to OERs. One session focused on Creative Commons licensing, another provided participants with a keynote and introductory workshop on the why, whats, and hows of OERs, and the final session was a panel that highlighted library, student, and faculty projects aiming to address textbook affordability. We also recently partnered with our local Students' Union to make a significant number of course textbooks available on reserve in the library. We are currently in the process of reviewing data and soliciting feedback from students on the impact of this project.

We have completed multiple outreach efforts through news articles, surveys, and other promotion. Workshops have grown in content and attendance through promotion and word of mouth.

Webinar series, immersion training for the Emory Open Education Initiative program, faculty forum
Webinars, library guides, in-person discussion

Workshops, library guides, websites

LIBRARY STAFF ACC/OER SKILLS

30. Please indicate the knowledge, skills, and abilities your library employees need to have or develop to meet the needs of the initiative. Check all that apply. Then select up to three that are the most important. N=42

Knowledge, Skill, Ability	Need	Most Important
Familiarity with the availability of ACC/OER resources	39	24
Intellectual property/copyright/open licensing	38	25
Familiarity with search strategies for ACC/OER resources	35	18
Assessment	29	7
Familiarity with the learning management system	26	4
Project management	25	11
System/technology	18	1
Publishing skills	15	4
How to conduct a reference interview	14	3
Instructional design	11	6
Media design/creation	11	1
Media editing	9	1
Editorial skills	6	1
Other knowledge, skills, and abilities	10	6

If you selected “Other knowledge, skills, and abilities,” please briefly describe the knowledge, skill, and/or ability. N=10

Need N=4

Communication skills, public speaking, etc.

Familiarity with the benefits of ACC/OER and ability to communicate about concerns associated with commercial, proprietary, online course content

I would add familiarity with the course e-reserve system that is embedded in the learning management system.

Presentation skills. Effective communication skills. Imagination. Openness to constant change and the ability to cope with it. Deep interest in the concept of affordable/open. Caring about social justice issues in education. Comfortable with going outside the library to engage all sorts of people and groups.

Need and Most Important N=6

Appropriate/approved use of state funds

Familiarity with the wealth of supportive resources for faculty on campus: what is offered by the faculty development center, university press, bookstore, instructional design units, scholarly communications officer, etc.

Graphic design

How to work well with others, how to manage a team effort, flexibility, adaptability

Marketing campaign skills and knowledge of distribution channels

Need: The skills that were not selected are ones we know are available elsewhere on campus or in the university system. They're important, but library staff don't necessarily need to have them because we know we can get them outside the library. Most important: the ability to listen and really understand and address a need. This is part of doing a reference interview (also selected), but I wanted to call it out on its own.

31. What professional development opportunities have library employees found helpful to further their knowledge, skills, and abilities in support of the initiative? Check all that apply. N=40

Professional conferences	32	80%
In-person training/workshops	29	73%
Virtual training/Webinars	27	68%
Online discussion groups/professional communication	24	60%
Other professional development opportunities	5	13%

Please briefly describe the other professional development opportunities. N=5

ASERL [Association of Southeastern Research Libraries] webinars, CCC-OER [Community College Consortium for Open Educational Resources] webinars, and discussion via the SPARC Lib-OER group have been extremely helpful. Training from the Gen textbook network has been helpful. There are not many in-person training opportunities on this topic.

EdX meetings

In-person training/workshops are currently in planning.

The library staff on the working group/advisory team have benefited from an early onsite visit from a scholarly communications officer from Amherst, where a well developed program exists; the research the lead faculty member has done and shared in group meetings; a survey conducted on a scholarly communications listserv, a faculty development listserv, and a health sciences listserv; research assistant's compilation of information on OER programs from university websites; discussions at meetings of the larger advisory group members

We will be hosting an onsite staff workshop on open textbooks this spring semester.

FUTURE LIBRARY ACC/OER ROLE

32. Please briefly describe what you envision as the role of research libraries in affordable course content services in the future. N=45

Academic research libraries will play a key role in facilitating discovery of and access to open educational resources. Library publishing services will provide alternatives to commercial publishing options. Academic libraries will work with faculty to leverage licensed and purchased digital collections as affordable course content.

Advocacy and promotion within university to faculty through digital and liaison services.

Building awareness about the real costs of commercial course content and supporting campus initiatives towards providing more affordable course content options.

By harnessing the experience and skills established to support open scholarship, libraries are well positioned to both partner with and establish their own presses to create open textbooks, increasing access to knowledge.

Continue to encourage use of library-licensed content in classes and provide technical infrastructure and staff to support this role.

I believe that the research library can and should take a leadership role on campus to advocate for textbook affordability, to fund incentive programs, to educate and create awareness about textbook affordability to create an institutional strategy that will help to ensure program success and to create a coalition of campus partners who will work to make textbook affordability an institutional priority.

I don't see a huge shift from what we currently do. We provide scanning services for content that falls within fair use and our university has an affordable coursepack system for content that does not. Course reserve staff will assist faculty with creating stable links in Canvas to our licensed content. As faculty become more sensitized to the course materials cost issues, they may seek more assistance from librarians in finding affordable course content.

I expect that research libraries will make the costs of materials more transparent to faculty, allowing them to understand better the financial implications of curricular resource selection.

I see it as an area where the library can play a leadership role facilitating services, content and expertise.

I would like to see groups of libraries work on publishing/grants for open educational content. I would like to see individual library help in the area of education, identification, etc.

I'd like to see libraries negotiate better publisher agreements that give explicit permission to use licensed manuals in courses. Ultimately, I'd like to see more open access publishing and outrageous subscription prices driven down. I'm very hesitant to put many efforts in the area of affordability without tackling the larger publisher-monopoly issues. (This is my personal opinion and not necessarily that of my institution.)

Integrating affordable content into courses (specifically LMSs) by working closely with faculty should be one of the primary services that research libraries offer. This is a service area we expect to make significant progress and see significant growth in the next three years.

Leveraging our library holdings and resources to maximum potential in order to support the teaching and learning needs of the institution. This means expanding course reserve, pushing boundaries of copyright and fair use, advocating what we have, and assessing what we're not providing.

Libraries are often seen as the stewards of information. This should include open information as well. We provide expertise in searching and synthesizing content to fill the needs of faculty and students of the university.

Libraries are part of a broader campus-wide conversation about the high cost of texts. Different units are approaching the problem from different perspectives and strategies. Libraries focus on open materials.

Libraries have an opportunity to lead in these areas and we should. We should be an active participant in the research life of the university.

Libraries should participate in development of standards, business/funding models, and policies to enable availability, integration, and accessibility of ACC in formats that are most useful to teachers and learners. Libraries should be a partner with other campus leaders in developing strategies and programs to support ACC services. In addition, libraries can provide skills and systems to support discovery, authoring, licensing, publishing, and archiving of ACC.

Libraries will bring together interested parties, help identify best practices, provide structure, host content, and share knowledge of distribution channels.

Libraries will continue their role in providing access to affordable licensed content, but will also become increasingly active as partners in creating low-cost course content for students.

More effectively leveraging research libraries' vast collections and extensive expertise for instructional purposes is where research libraries can provide the utmost value to universities' efforts to adopt affordable and/or open course content. There are many departments on a given campus that could lead an effort focused exclusively on open content. But librarians and library staff, with their deep knowledge of their holdings, how to find materials, copyright issues, and making materials accessible, provide a much richer level of service.

Much expanded from where we are now, but need buy-in from faculty and university admin to make it work since the curriculum decisions are so tied to what the teaching faculty does. Everyone agrees saving students \$\$ is a good idea, but when the rubber hits the road it will take time and effort to make the changes necessary.

Partner with faculty, the bookstore, and others to select and make content available, perhaps through our institutional repository. Also play an educational role in helping campus community understand their options. We have already been purchasing multiple-simultaneous user e-books, some of which are used as textbooks; these are therefore affordable for the students. We will continue this practice.

Partnering with other campus units, providing examples of how course content can be provided using alternate mechanisms besides student-purchased materials, and hosting resources.

Potentially a hub/clearinghouse, or tied more closely to educational, instructional, and information literacy design initiatives.

Providing suitable e-resources, continuing to provide textbook reserves. Helping faculty identify and link to ACC.

Providing technical platforms, applications, and knowledgeable staff to support the production of ACCs, as well as search mechanisms for finding developed content. We already administer the campus learning management system and the open access repository. Making the link between the two as it relates to ACC/OER more explicit is a goal.

Purchasing textbooks for library reserve. Using library technical services staff to negotiate, license and do group purchasing of textbooks. Supporting faculty with applications like courseware plugins that allow them to assign and track use of library-licensed e-content that is already available.

Research libraries can help faculty find alternative, high-quality, low-cost materials. Maybe provide grants. Research libraries can provide customized course pages linking students to content (print and electronic).

Research libraries have been great innovators and one of the major driving forces behind the affordable course content movement. I think that beyond OER (expanded below), we will need to collect and promote this course content in our collections and discovery services.

Research libraries will continue to drive the adoption of affordable course material, but will do it in concert with other campus stakeholders such as administration, faculty, university presses, and students.

Role of libraries: Assist faculty who wish to publish or adopt open content in doing so. This may mean publishing with us online/print-on-demand or referring them to other disciplinary repository sites. It could also mean helping faculty to find appropriate open content for their courses. Continue current efforts in producing course packs that reduce the costs to the students by ensuring that library resources are appropriately leveraged and that copyright charges aren't paid twice.

Supporting role: licensing and reserves expertise

The library has a great deal of experience with storing and disseminating research and learning materials, and should therefore take an active role collecting and supporting the use of open educational resources.

The library is creating a task force on Open Educational Resources (OERs) and Open Textbooks. The task force will be reviewing the background of past OER/Open Textbook initiatives at the university. The task force will be reviewing current OER/Open Textbook landscape beyond the university including academic libraries and how they are leading and support successful OER/Open textbook programs. The task force will identify key decisions including developing local OERs versus adoption of OER content.

The library will be a very important player in providing affordable course content through use of our ever-growing research and scholarly collections in both digital, and to a lesser degree, print. We envision a discovery tool that will allow both for easy linking within course management software and expedient discovery through the development of highly sophisticated search tools. We expect our search tools to easily and seamlessly flow from discovery to delivery in the future.

The library would like to be involved with these initiatives in the future, but so far a campus-wide, large-scale initiative has not been started. Only smaller initiatives have been championed so far.

The role of research libraries in affordable course content services in the future builds on our longstanding roles in providing information resources for teaching and learning. Library materials are by their nature “affordable” and particularly so when they are digital and licensed for use without any multi-user restrictions. An important role for research libraries is advocating for great use of already licensed content in courses and building tools to enable more seamless content integration. Pursuing digitization programs with attention to campus teaching and learning needs is another important strategy. Ultimately, the greatest challenge is communications and outreach. Research libraries provide access to immense amounts of content but it is underutilized because it is not always easy to discover, access, and integrate.

There are areas on campus that are investigating affordable course content, but it is too preliminary for a cohesive plan.

There are opportunities to pull resources to license necessary educational content.

To support faculty to develop and include affordable content.

We already often have the platforms available to deliver them, such as digital repositories or e-reserve systems. I see greater use being made of them in the future for this purpose.

We believe libraries can and should play an integral role in providing these services, but we’re still trying to figure out what that means for our institution.

We envision our future role as one where we engage more actively with faculties to become collaborators in their course design to better promote ACC. In addition, we expect partnerships with editors to add ACC in our collections.

We envision our role being that of a change agent. Over time we hope to change faculty culture and thinking as it relates to the use and creation of course content. Often faculty don’t know what options might be available to them beyond traditional textbooks and/or they don’t have the time to make changes to what they already use without some added incentive and support. We provide that incentive and support and extend our reach by educating other central teaching and learning support staff on campus about what we can do to help faculty. Little by little we are seeing our impact and reach grow. Our approach also allowed us to build the infrastructure that supports the types of new projects (open textbooks, digital course packs, interactive course companions, and more) faculty describe as their

ideal outcomes. We hope to encourage other libraries to participate as well through larger collaborative efforts like Unizin and the CIC to grow the impact at a national level.

We think the library should play a key role on campus as the advocates for affordable course content services in the future. Further, we can provide a critical support role in helping faculty identify possible content, as well as offering incentives to encourage affordable course content. The library should be the campus leaders in this area, in addition to creating the necessary infrastructure for these activities.

33. Please briefly describe what you envision as the role of research libraries in open educational resources services in the future. N=49

As the number and breadth of OERs continues to grow, instructors will need more assistance to discover suitable OERs. As we move away from teaching from the textbook, instructors will require more assistance in instructional design for flipped or online classrooms, multimedia production, and creating digital learning objects. There is also a role for the library in storing and preserving some of this content, or referring instructors to a suitable repository.

A key role for research libraries in OER services is as a partner/facilitator with faculty and students in OER development, discovery, access, and use. Right now there are many OER repositories but there is a need to improve discoverability across the diverse range that exist.

Deliver on digital repository platforms. Use of digital collections creation expertise to also aid in creation. Support services for authors.

Engaging with faculty about identifying and creating open educational resources, and collaborating with other units on campus to promote and support OER.

Hosting a platform that supports the hosting and publication of open e-textbooks and open e-journals.

Hosting and discovery services. Facilities, support, and training enabling production of ACC/OER materials.

I believe that libraries will take on greater publishing roles (both of Open Access and OER content) and will naturally continue to aid faculty in the discovery, evaluation, and implementation. Libraries will seek grants or divert collection development funds to fund the creation of content and grants provided to faculty to adopt OER.

I expect that research libraries will continue to develop their support for open educational resources, especially assisting with the identification of high-quality OER across various fields of study.

I feel we can own the resources services space both in content and providing infrastructure.

I see research libraries able to facilitate cross-institutional collaboration to create and host OER.

I think our librarians will be routinely called upon to assist with finding discipline-specific OER similarly to how we currently assist with research. Many academic libraries will have positioned themselves as leaders in OER by starting and coordinating campus initiatives, so we will be looked to as the OER experts on campus and will continue to provide programming around OER. Many of us will provide a publishing platform for creation of OER.

I'd like to see libraries play a more active role in providing alternative publishing options for faculty and groups of faculty who become aware of cost-related student textbook problems. I'd like to see libraries continuing to raise awareness regarding the problem that expensive textbooks and learning software pose for students. I'd like to see groups of libraries work together to enable groups of faculty to create high-quality, top-scholar-written, learning materials that will be freely available and editable/openly licensed. I'd like to see libraries leading collaborations in open education (textbooks, technology, and assessment) with instructional designers, IT, and pedagogy experts in response to faculty and

administrative (and student) requests for assistance in these areas. I'd like to see liaisons trained to assist faculty in finding open course materials.

Librarians and staff at research libraries can provide invaluable assistance with search strategies to identify the most appropriate OERs. They can advise on rights issues for individuals who want to create OERs. And they can offer cataloging expertise to better organize the already vast body of OERs and make it easier for instructors to find exactly the right one at the point of need.

Libraries and librarians will expand their roles beyond knowledge of traditional publishing and printing arenas to include depth of knowledge in Open Educational Resources general and subject specific repositories. We will take a very active role in providing discovery tools for faculty to be directed most efficiently to curricular materials available on the open web as well as providing guidance in Creative Commons licensing newly created teaching materials. Libraries will also become storehouses for locally produced open instructional materials open to all.

Libraries have an opportunity to lead in these areas and we should. We should be an active participant in the research life of the university.

Libraries should participate in development of standards, business/funding models, and policies to enable availability, integration, and accessibility of OER in formats that are most useful to teachers and learners. Libraries should be a partner with other campus leaders in developing strategies and programs to support OER services. In addition, libraries can provide skills and systems to support discovery, authoring, licensing, publishing, and archiving of OER.

Libraries will become the central hub of content, with the Institutional Repository leading the way to storing and providing access to that content. Services will also include the development of content through research and collaboration.

Libraries will develop OER services in several ways. First, they will be advocates for the development of OERs. Second, they will provide educational services to increase awareness of using OERs in the classroom, both integration of OERs created elsewhere and locally created OERs. Finally, OERs will become an important part of the portfolios of library publishing initiatives.

Libraries, along with bookstores, teaching and learning centers, and IT departments, will continue to lead the way in providing these services.

Our future role in OERs is very similar to the answer above. In addition, we will provide expanding outreach, education, and consultations related to content licensing, OER impact (i.e., metrics & usage), as well as providing services around the life-cycle of OERs, including planning, production, versioning, archiving, publishing, and preservation.

Our role will be working with faculty to identify, locate, procure, and integrate OERs into LMSs so that students can have low-cost, convenient access to the research materials they need to succeed in their courses.

Partner with faculty, the bookstore, and others to select and make content available, perhaps through our IR. Also play an educational role in helping campus community understand their options.

Partnering with other campus units, advocating and educating instructional and teaching staff in open access materials, providing assistance with copyright and other issues.

Potentially a hub/clearinghouse, or tied more closely to educational, instructional, and information literacy design initiatives.

Providing assistance in locating and identifying OERs, copyright and licensing consultations, learning object repository to host OERS.

Providing better ways to sort and search for OER. Providing clear guidance on publishing OER.

Providing copyright assistance, identifying open materials.

Providing expertise, resources, and fertile space to power transformative open education.

Research libraries have licensed content that can be used in classrooms. Libraries can help with creation of digital course packs.

Research libraries will be in the OER services. Research libraries will be encouraging the use of open materials, support the access to open materials for both faculty and students, and encourage production of open textbooks and materials. Research libraries will help us find and reuse OERs, as well as make our OERs discover-able.

Research libraries will continue to drive the adoption of affordable course material, but will do it in concert with other campus stakeholders such as administration, faculty, university presses, and students. They will support the creation of new OER by acting as a consultant, publisher, and promoter.

Research libraries will make OER resources findable in local catalogs; will work on system “dumps” of publicly available material. Librarians have domain knowledge and data collection expertise.

Research libraries, especially those that oversee a university press, should take a leadership role in identifying where gaps exist in the existing open textbook literature to strategically develop and produce open textbooks—and develop publishing platforms that simplify the process for faculty at all institutions to adapt their learning content for openness. These libraries should also create global partnerships to ensure that libraries and partner organizations are working together to create textbook affordability. In general, create a culture of openness in higher education.

Same as above. [I’d like to see libraries play a more active role in providing alternative publishing options for faculty and groups of faculty who become aware of cost-related student textbook problems.]

See above. [Much expanded from where we are now.]

See above. [We envision our role being that of a change agent.] Applies to affordable and OER. We focus on what best meets the faculty needs rather than one particular content type. OER may not be the answer for everyone.

Support for adoption, adaptation, and creation through outreach and information provision, project funding, identifying useful resources, tech support for projects.

Support national OER efforts. It’s preferable to have OER published in national/disciplinary repositories instead of each academic library maintaining their own repositories.

Supporting role: copyright and repository expertise

The libraries can collect and catalog teaching, learning, and research resources that are free to use, share, and adapt. The libraries can help faculty identify free or low-cost alternatives to expensive textbooks. Libraries can advise faculty about copyright and intellectual property issues.

The role of research libraries in OER services in the future is primarily two-fold: (1) serving as a repository and/or publishing/disseminating OER and (2) outreach, communication, and marketing to encourage discovery, access, and integration of OER into teaching and learning activities.

There are areas on campus that are investigating open educational resources, but it is too preliminary for a cohesive plan.

This survey will start some discussions.

To collaborate with other academic units to encourage the adoption of OER.

We can see this and other research libraries becoming a central repository of expertise and server space (our institutional repository) for locally developed OER materials and we have this as part of the pilot program described earlier.

We envision a role where we actively advocate for OER by offering support to create OER and identifying content, education services, and copyright consultations.

We need to build an audience for the OER services that the library provides. Without engaged recipients, we'll just have websites that no one needs or uses.

We think the library should play a key role on campus as the advocates for OER adoption/creation. Further, we can provide a critical support role in helping faculty identify possible OER content, as well as offering incentives to encourage OER adoption/creation. The library should be the campus leaders in this area, in addition to creating the necessary infrastructure for these activities.

ADDITIONAL COMMENTS

34. Please enter any additional information regarding affordable course content/open educational resources activities at your library and institution that may assist the authors in accurately analyzing the results of this survey. N=16

As mentioned earlier, we don't have any institutional initiative that is focused on ACC/OER. However, the library does have a copyright office that was established in June 2014 following a request from a vice provost. Its main objective is to ensure course material conformity regarding the Copyright Act. In addition, the office does offer some education services and copyright consultations and it does suggest alternative ACC/OER when the cost to use a specific resource is too high. Now that the office's activities are smooth and regular, we can envision a more active role in ACC/OER promotion. Our liaison librarians sometimes make suggestions of OER to professors as well. Recently, a portal was created on our website to promote OER in sustainable development for one of our institution's MOOCs.

Currently, the state of Connecticut is having severe budget problems that have resulted in major cuts to university programs. When the economy recovers, I believe the University of Connecticut will be able to provide more funding and course release time for faculty who wish to develop ACC and OER.

I think one of the most exciting things in this early phase is how quickly we have identified interest and begun collaboration between academic departments.

In planning stages leveraging Boston Library Consortium OTN initiative to train staff, increase awareness, and formalize local initiative beginning this summer 2016.

Joined OTN in summer 2015 and hosting workshops for librarians and instructional designers, OER creators, and teaching faculty in spring 2016.

Our activities are in an experimental stage and, so, have no structures in place and no coordinated effort.

Our campus has invested in several "e-textbook pilots" that explored the features and formats students valued in relation to what they're willing to pay for textbooks. That effort led to an OER-focused pilot program and now into a strategic campus effort that's still being developed. Most of our responses to this survey have been related to a recent small-grant project, but our campus is currently developing a larger-scale, no-longer-pilot effort to support and sustain OER. I expect we'll be able to make that strategy document available by June 2016.

Our initiative was initially launched as a pilot in order to assess the levels of interest, effectiveness, and work involved. It has been recently relaunched as a formal part of the library's service portfolio, but we don't yet regard it as having strictly defined parameters. We're still very much adapting the service, considering new types of awards, thinking about different methods of assessment, expanding our outreach efforts, building up partnerships across campus, and learning about new ways in which we can support instruction and instructors. It's very exciting to have this opportunity!

Our library has established an Open Educational Resources Interest Group with representation from multiple campus units and some individual faculty. We are actively seeking opportunities to promote awareness of OER on campus, including sponsorship of activities during OER Week, an online guide to information about OER, and presentations at campus teaching events.

The faculty development center does teaching and learning work and instructional design. The campus ITS center has a separate entity within it, ITS Teaching and Learning, which has liaisons within the faculty development center paid by ITS. Instructional design services exist in colleges, schools, and the library. The faculty governance body passed an open access resolution in 2015, which is in the process of implementation. The campus libraries provide an institutional repository for university scholarly products. The libraries partner on digital humanities and other digital projects, which result in robust and freely available content that is used in courses.

The model we use to promote textbook affordability is not without gaps and imperfections, but over the past five years it has allowed us to make some progress in promoting textbook affordability and creating awareness about textbook costs. We now appear to be gaining momentum by increasing our campus partners, involving students and faculty in a leadership capacity, and getting the support that will make this an institutional priority. I would hope that other institutions thinking about similar initiatives could learn from our experience and those of other adopters—and I would encourage those just getting started to think about developing an institutional strategy that ensures the research library is not going it alone on this—but creates the possibility for greater inclusiveness and partnerships. I think more progress will occur more quickly this way. I know that some research libraries have created an OER librarian position and that is a good strategy as well but may not be possible for everyone where salary lines are restrictive.

This is an emerging opportunity for us. The grant program went into effect February 1, unexpectedly. The librarian who will lead our efforts is on leave until April 1st. She will hit the ground running upon her return and the questions from this survey will help us define our scope. So although we aren't able to provide significant information yet, we hope to be in a very different position one year from now.

We have developed several committees to work on templates for library materials that could also end up going across disciplines and into the classroom. We have worked with SpringShare and Canvas to create an LTI to bring Library Research Guides into the Canvas classroom seamlessly for faculty and students. If we go with the SpringShare and their new LibWizard application, we may be able to create OERs and add them directly to our Canvas instance like we currently do with LibGuides.

We have much that is going on, but the provost put together the task force that was described to pull it together into more of a cohesive program.

While individual librarians may have had conversations with individual faculty about ACC/OER, the library was not involved in the creation of the School of Public Health's Open CourseWare system. All your questions are about how the library has supported that initiative.

While we do not yet have an initiative, we have undertaken some activities: Open Educational Resources (OER) provides a basic introduction that has been used by a number of other libraries as a basis for their LibGuide on the topic. Library staff have done training on affordable course content (though not using that phrase) and/or OERs at the annual Faculty Institute (technology in teaching focused) on a regular basis. The bookstore participated in a national study on faculty attitudes about digital course materials conducted by Casey Green of Campus Computing Project. The bookstore and the library are beginning to explore ways to incorporate info more systematically about library-provided digital versions of course materials (currently done on ad hoc basis). The library's Coordinator for Information Literacy is currently chairing the campus-wide bookstore Faculty Liaison Committee, which is advising the bookstore on OER.


Responding Institutions


University of Alberta	Michigan State University
Arizona State University	University of Minnesota
Auburn University	University of Missouri
Boston University	University of Nebraska—Lincoln
Brigham Young University	New York University
University of Calgary	University of North Carolina at Chapel Hill
University of California, Irvine	North Carolina State University
University of California, Los Angeles	Northwestern University
Case Western Reserve University	Ohio University
University of Chicago	Ohio State University
University of Colorado at Boulder	University of Oklahoma
Colorado State University	Oklahoma State University
University of Connecticut	University of Oregon
Duke University	University of Pennsylvania
Emory University	Pennsylvania State University
University of Florida	Purdue University
Georgetown University	Rutgers University
Georgia Institute of Technology	University of South Carolina
University of Hawaii at Manoa	University of Southern California
University of Illinois at Urbana-Champaign	Southern Illinois University Carbondale
University of Iowa	Syracuse University
Iowa State University	Temple University
Johns Hopkins University	Texas Tech University
University of Kansas	University of Toronto
Kent State University	Vanderbilt University
University of Kentucky	University of Virginia
Université Laval	Virginia Tech
Library of Congress	University of Washington
University of Louisville	Washington State University
University of Maryland	Washington University in St. Louis
University of Massachusetts, Amherst	University of Wisconsin—Madison
University of Michigan	York University

Representative Documents

Library ACC/OER Webpages

[My UAlberta](#)
[Find a Person](#)
[ONEcard](#)
[Bear Tracks](#)
[Maps](#)
[Email & Apps](#)
[eClass](#)
[UAlberta Home](#)


UNIVERSITY OF ALBERTA LIBRARIES



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Open Educational Resources

[Home](#)
[Open Education Week](#)

[OER Repositories](#)

- [Academic Earth](#)

Free online courses from a number of institutions.
- [The Global Text Project](#)

Freely available electronic textbooks
- [Jorum](#)

Open Educational Resources UK
- [Khan Academy](#)

Exercises, videos and learning materials for a variety of disciplines.
- [MERLOT](#)

A repository of over 40,000 multimedia teaching and learning materials.
- [MIT Open Courseware](#)

Open course content from MIT courses
- [OER Commons](#)

A multidisciplinary collection of OER
- [The Open Education Consortium](#)

Courses, webinars and course materials from around the world
- [Open Yale Courses](#)


Introductory-level courses in a variety of subject areas. Including access to recorded lectures and course materials.
- [Saylor Academy](#)

Self-paced courses in variety of subjects
- [Wikibooks](#)

Open textbooks in a many different languages
- [The World Lecture Project](#)

Find academic videos from around the world


A University Open Education Collaboration



Op Ed is an open University of Alberta group dedicated to the exploration and promotion of open educational resources (OER).

Click here to join our listserv to find out about our next meeting or to stay updated on open educational resources initiatives at the University of Alberta and beyond.

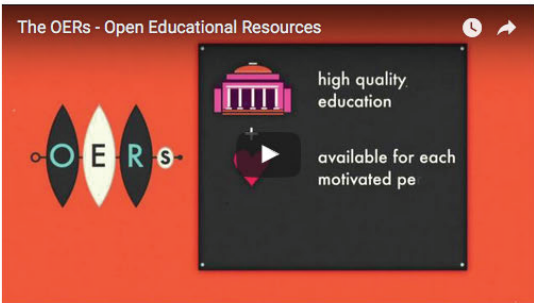
Project Librarian



Michelle Brailey

Contact:
brailey@ualberta.ca
Digital Initiatives
2-10 Cameron Library
780-492-6745

Learn About OER



(The OERs - Open Educational Resources. Licensed CC-BY; created by intheacademia)

OERs are teaching, learning and research materials that are available in the public domain. These resources have an open license to allow for free use, adaption and redistribution.

Still unsure about OER? Watch the video above to learn more!

Read About OER

- [A Basic Guide to OER](#)
UNESCO
- [Open Educational Resources Guide](#)
JISC
- [Open Educational Resources: A Catalyst for Innovation](#)
OECD

University of Alberta Resources

- [OER - Copyright Considerations An Introduction](#)
The first of two tutorials on OER and copyright created by the University of Alberta's Copyright and Licensing Office.
- [OER - Copyright Considerations in Practice](#)
The second of two tutorials on OER and copyright created by the University of Alberta's Copyright and Licensing Office.

Last Updated: Apr 1, 2016 10:48 AM | URL: <http://guides.library.ualberta.ca/open-educational-resources> | [Print Page](#) | [Login to LibApps](#)

The screenshot shows the UCLA Library's Affordable Course Materials Initiative page. The header includes the UCLA Library logo and navigation links: Connect from Off-Campus, Hours, Contact, and Ask a Librarian. Below the header, a breadcrumb trail reads: UCLA Library » Research Guides » Affordable Course Materials Initiative » Home. The main title is "Affordable Course Materials Initiative", followed by a subtitle: "A collection of resources and information for ACMI - useful for anyone looking to replace costly educational materials with freely-available alternatives". A search bar for "Search Research Guides" is located on the right. A horizontal navigation bar contains links: Home, The OER Movement, Open/Free Materials, The Library Can Help, and Success Stories. The page is divided into three main columns. The left column has two sections: "Application Form" with links for "Fillable PDF Application" and "MS Word Application", and "Acknowledgements" which credits the "excellent libguide at UMass Amherst". The middle column, titled "About the Initiative", describes the program's goal to incentivize instructors to use low-cost or free alternatives, lists award amounts (\$1,000 and \$2,500), mentions endorsement by the UCLA Executive Vice Chancellor and Provost, and includes a "Background" section on the high price of course materials. The right column, titled "Instructors: Learn More about Copyright", explains the basics of copyright and provides a link to "Copyright Basics for Instructors".

UCLA Library

Connect from Off-Campus | Hours | Contact | Ask a Librarian

UCLA Library » Research Guides » Affordable Course Materials Initiative » Home

Affordable Course Materials Initiative

Search Research Guides

A collection of resources and information for ACMI - useful for anyone looking to replace costly educational materials with freely-available alternatives

Home | The OER Movement | Open/Free Materials | The Library Can Help | Success Stories

Application Form

- [Fillable PDF Application](#)
- [MS Word Application](#)

Click on either link below to receive the same form in different formats.

Acknowledgements

This page is based on the [excellent libguide](#) at UMass Amherst, adapted with their permission. This content will evolve and expand as the initiative uncovers additional sources of free material.

About the Initiative

This new UCLA Library initiative incentivizes instructors to use low-cost or free alternatives to expensive course materials; these can include open-access scholarly resources, Library-licensed and owned resources, and learning objects and texts that faculty create themselves. A total of \$10,000 will be offered for the 2013-14 academic year:

- five awards of \$1,000 each for instructors teaching courses with enrollments of fewer than two hundred students
- two awards of \$2,500 each for instructors teaching courses with enrollment of more than two hundred students.

These modest yet significant sums are meant to offer an incentive for the time it will take instructors to identify new resources, adjust syllabi, and modify assignments and can also be used to cover any actual expenses incurred by the instructor.

The initiative has been endorsed by the Office of the UCLA Executive Vice Chancellor and Provost and the UCLA Academic Senate.

Background

The high price of course materials, including but not limited to textbooks, is a major concern to students and parents; a web page on UCLA's undergraduate admissions site estimates it will total \$1,521 per student for the upcoming academic year, an effective twelve percent addition to basic tuition and fees. Legislative actions to address these costs have been taken by the U.S. Congress and the California Legislature, the UCLA Store has taken steps to lower textbook prices, and USAC has created a textbook lending library, but the problem resists easy, unilateral solutions.

Some three years ago, the UCLA Library launched a collaborative project with USAC and the UCLA Store that continues to lower the cost of printed course readers by leveraging Library-licensed/owned materials. Expanding upon this high-outcome/low-cost effort, the Library has identified a larger role it can play in lowering the cost of course materials, adapted from similar programs created over the past two years by Temple University and the University of Massachusetts, Amherst. Successful implementation of this proposal will also further Library efforts to identify journals for which the licensing terms need revision to make them more usable in instruction and to work with UCLA faculty to more effectively make their scholarly articles, books, and instructional resources available to students and colleagues via open access.

Instructors: Learn More about Copyright

To explain the basics of copyright and lay out some best practices, one of our librarians has created a CCLE course called "Copyright Basics for Instructors." Anyone with a CCLE account can self enroll anytime by clicking on the link below, and if prompted for an enrollment key, entering the word **copyright**.

- [Copyright Basics for Instructors](#)

Eligibility to Submit an Application

Each applicant must be the instructor of record. Courses must be for enrolled students (i.e., not UCLA Extension courses) and can be at the undergraduate or graduate level.

Application Process and Deadlines

Applicants should fill out the form on the following pages and submit it as follows:

Mail print applications to:

UCLA Library Affordable Course Materials Initiative
11334 Charles E. Young Research Library
Mailcode 157511

Email electronic applications to: collections@library.ucla.edu

Applicants will receive confirmation notices when their application forms are received.

All applicants are also required to attend a one-hour workshop at which Library staff members will introduce search strategies and possible sources for open-access or low-cost instructional resources. Following that workshop, each awardee will be assigned an individual librarian, who will work personally with him or her to assist with locating materials.


For Spring Quarter 2015: Applications are due by Friday, October 24.

Applications will be reviewed by a small committee of UCLA Library staff members involved in teaching and learning services and UCLA faculty honored for their teaching accomplishments.

Contact Information

For further information, contact:

Dawn Setzer
Director of UCLA Library Communications
Phone: 310.206.4109
Email: dsetzer@library.ucla.edu



UCLA Library

The mission of the UCLA Library is to provide access to and delivery of information resources to UCLA students, faculty, and staff in support of the research and instructional mission of the university. Relying on its highly skilled staff, the Library encourages innovation, capitalizes on appropriate technologies, forges effective partnerships and aggressively promotes excellence.

[About UCLA Library](#)
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[Giving to UCLA Library](#)

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DUKE CIT CENTER FOR INSTRUCTIONAL TECHNOLOGY

Open Educational Resources to support your course

by AMY KENYON on OCTOBER 20, 2010 · [LEAVE A COMMENT](#) · in [BLOG](#), [TEACHING STRATEGIES](#)

We've blogged a couple of times recently about open educational resources (OER) and [open course materials](#), with the intent of spurring interest on the part of Duke faculty in exploring the use of these types of materials in their courses, to supplement or replace textbooks. Now, during [Open Access Week](#), seems a good time to remind faculty about the purpose and promise of OER, and encourage faculty to talk with CIT if they need help getting started.

OER are teaching and learning materials made freely available online, and can consist of textbooks, course readings, simulations, games, syllabi, quizzes, and basically any other material that can be used for education. Educause recently published one of their popular and practical "[7 Things](#)" guides about [OER](#), outlining the growing importance of OER and open courses in higher education:

Educational resources developed in an open environment can be vetted and improved by a broad community of educators, resulting in materials that represent what the educational community sees as most valuable. By providing educators with new access to educational material, open resources have the potential to spur pedagogical innovation, introducing new alternatives for effective teaching. Moreover, learning resources that can be modified and reused promote collaboration and participation—two key elements of a Web 2.0 approach to teaching and learning.

The resources required to develop high-quality learning materials and activities for a full complement of courses can be prohibitive for many institutions and instructors. By distributing the costs over a larger number of users, OER brings a greater range of tools within reach of more users. OER can also lower the costs for students to obtain educational content. OER...take[s] advantage of—and prompt[s]—developments in educational technology that facilitate new media, new formats, and new means of distribution.

Giving faculty the ability to pick and choose the individual resources they want to use—and to modify those resources and "assemble" them in unique ways—promises greater diversity of learning environments.

What could OER mean for you? Some possibilities....

- If you are dissatisfied with the textbooks available for your course, instead you could find materials relevant to your course learning objectives by searching any of the numerous repositories of OER that exist on the web (the [Open Educational Resources Center for California](#) links to several of these). You end up with materials customized for your course at no cost, and your students don't pay for a textbook(s) you don't feel is valuable.
- You may want to move some of the content coverage in your course outside of class time, in order to use class time more effectively for active and engaging learning activities to help your students synthesize and think critically about the materials. You could record lectures and post them online for students to view before class, but if instead you can locate high-quality OER on your course topics, you save yourself time and can devote that time to other tasks.
- If some of your students need some review of prior concepts in order to be successful in your

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[Accessibility 101: Making Your Instructional Videos More Accessible](#)
[Active learning techniques in small seminar classes](#)
[New Research on MOOCs](#)
[Ready Player One Discussion](#)
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DUKE UNIVERSITY LIBRARIES

Open Educational Resources to support your course

<https://cit.duke.edu/blog/2010/10/oer-for-courses>

course, OER materials and assessments may allow you to provide learning materials for them without a lot of development time for you.

If you are interested in learning more about OER or strategizing about how to incorporate them into your course, [contact CIT](#).




Amy Kenyon

Amy plans, implements and assesses faculty development programs for the improvement of teaching and learning, provides programs and resources designed to increase understanding of the teaching-learning process and manages personnel and other resources for the Center for Instructional Technology. Her interests are in course and program design, curriculum mapping, assessment, engaging teaching strategies for student learning, and e-textbooks, e-readers and open learning materials.


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Open Education Resources (OER)

- OER for Educators
- OER for Learners
- Open Education Initiative
- Open Education Events

UNIV 190-L : Demystifying Library Research
Video tutorials
Instruction feedback form

Open Educational Resources



Open Educational Resources


What are Open Educational Resources (OER)?

Open Educational Resources are educational materials and resources offered freely and openly for anyone to use and under some licenses to re-mix, improve and redistribute. They include:


- Learning content: full courses, course material, content modules, learning objects, collections, and journals.
- Tools: software to support the creation, delivery, use and improvement of open learning content including searching and organization of content, content and learning management systems, content development tools, and online learning communities.
- Implementation resources: intellectual property licenses to promote open publishing of materials, design-principles, and localization of content.

Why OER?

OER is a relatively new movement in education; educators and learners as well as learning institutions are driving its development. OER provides an alternative to the rising costs of education. For example, in some countries like South Africa, many educators and learners are tapping into OER as the only source for textbooks. OER provides an opportunity to try new ways of teaching and learning, many of which are more collaborative and participatory.



Why Open Educational Resources Matter
from Brendan Walsh



02:09
HD
vimeo

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SPEC Kit 351: Affordable Course Content and Open Educational Resources

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Open Education Resources (OER)

OER for Educators

- Open Books & Textbooks
- OER Repositories
- OER Advocacy
- Open Audiovisual Resources

OER for Learners

- Open Education Initiative
- Open Education Events


OER for Educators

Below are several resources that might be useful to the instructor who would like to know more about the open education movement and how to teach with open education resources.

Contact North | Contact Nord

Ontario's Distance Education & Training Network

WHAT ARE OPEN EDUCATIONAL RESOURCES (OER)?



03:33

Video Presenter
Dr. Rory McGreal

UNESCO/Commonwealth of Learning
Chair in Open Educational Resources

A Research Associate at
Contact North & Contact Nord

OPEN EDUCATIONAL RESOURCES (OER):
A VIDEO SERIES

www.contactnorth.com/oer

EMERGING TECHNOLOGIES SERIES

Dr. Rory McGreal, the UNESCO/Commonwealth of Learning Chair in Open Educational Resources shares his expertise in a series of 10 short, informative videos that address the what, why, where, and how of OER. Please note that this is Canada-based and therefore one of the chapters is "Where to find quality French-language Open Educational Resources".

An Open Education Reader

This is a collection of readings on open education with commentary created for a graduate course at Brigham Young University and edited by David Wiley. It includes chapters on intellectual property, free software, open source, open content, open textbooks, and research in open education.

The Open Education Handbook

This handbook is a deliverable of the LinkedUp Project, and is a primer on the open education ecosystem, information about useful tools and software, references, a glossary of commonly used terms, case studies and examples, and answers to frequently asked questions.

An Examination of the Lived Experience of Eleven Educators Who Have Implemented Open Textbooks in Their Teaching


A masters thesis by Danielle Paradis out of Royal Roads University, Victoria, BC. Of particular interest is Chapter 4, Results. It includes quotes from teachers on how they found out about OERs, their experience teaching with them, and motivations behind use.

62 Representative Documents: Library ACC/OER Webpages

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ELEARNING AT THE UNIVERSITY LIBRARIES

ELEARNING AT THE
UNIVERSITY LIBRARIES

eLearning at the Libraries

Partnership for Affordable Content

Save money with the Libraries!

The University Libraries are committed to supporting the digitally enhanced learning environment by providing innovative solutions to integrate library content and services into existing and future course environments. We currently offer a variety of services that can be customized to meet the needs of a particular class or an assignment. In addition, we are implementing several pilot projects focused on providing new and reformatted content that best meets the pedagogical needs of these emerging online course environments.

Contact us to consult about available eLearning services - learnlib@umn.edu.

Unizin Engage Pilot

The University Libraries along with partners in the Office of Information Technology, the Center for Educational Innovation, and the University Bookstores is providing access to the Unizin Engage platform in Spring 2016 and Fall 2016. Engage is a digital content platform that allows faculty to organize, deliver, and measure the uses of open and licensed content for a course. Engage student-course pricing is designed to provide significant savings due to the "All Student Acquire" model. Unizin publisher agreements provide aggressive discounts for students - often 50% off new textbook pricing.

Benefits include:

- Lower costs of publisher materials to students
- Access to publisher content on the first day of class
- All students have the same content, rather than an older version of text
- Direct integration with Moodle or Canvas, providing students with single sign on access to course material
- Additional tools for engagement with teachers and students - content based Q&A, content analytics on reading time, notes taken, and questions posed

Contact learnlib@umn.edu to discuss publisher availability, use of openly licensed or non-textbook content in the Engage environment, or any questions you might have for us!

Digital Coursepack

Work with the University Libraries eLearning team to create your own digital coursepack containing library licensed materials, copyrighted materials, and freely available materials all in one place. The University Libraries' digital coursepack project streamlines the course content creation process to make it easier for faculty and students to get the materials they need for success. Digital Course Packs also help save students money by utilizing materials already owned by the libraries.

Content Discovery

We can help instructors find customized course content and materials already purchased through the University Libraries. The Libraries have access to thousands of full-text databases, journals, and e-books that can easily be integrated into your course environment. Utilizing library content saves students money. We can help you find it.

UNIVERSITY OF MINNESOTA LIBRARIES

Elearning at the University Libraries

<http://lib.umn.edu/elearning>

Content Acquisition

The University Libraries will investigate strategic purchases for new materials for direct course support. Work with the University Libraries eLearning and collections/liaison teams to identify content for purchase for your course. We are willing to explore a variety of format, copyright, and delivery issues to help make your experience as painless as possible.

Copyright/Intellectual property advising

Consult with Nancy Sims, Copyright Program Librarian, to learn more about copyright issues in the online course environment. The [Copyright Information and Resources](#) site as well as a variety of workshops are also available.

Course Content Creation/Digital Publishing

The Libraries currently offer a variety of services that support course content creation and publishing. We are also exploring more streamlined and integrated solutions for future course support.

Library Course Pages

We can customize a [web page of library resources](#) to support an assignment, course or program. Some faculty also add librarians as instructors in their course website (e.g. Moodle) to support student research. We can also give advice on readings, images, video and other media to enrich your online course website.

Find out more about [instructional support services](#) at the University Libraries.

Contact Us

Kristi Jensen

Program Development Lead, eLearning Support Initiative

Shane Nackerud

Technology Lead, eLearning Support Initiative

Copyright Questions?

Nancy Sims

Copyright Program Librarian



University of Minnesota Libraries

499 Wilson Library
309 19th Avenue South
Minneapolis, MN 55455

Phone

(612) 624-3321

Email

[Contact Us](#)

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OER: Open Educational Resources: Resources on Campus

<http://libraryguides.missouri.edu/c.php?g=420086&p=2865293>

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Library Guides

OER: Open Educational Resources

Resources on Campus

OER: Open Educational Resources: Resources on Campus

Designed for educators at the University of Missouri, this guide covers ways to find, create, and use Open Textbooks & Open Educational Resources

Welcome

OER Discovery Tools & Organizations

Resources on Campus

MU Student Government Support

OER Week 2016

Reducing Costs and Making Education More Affordable

There are many resources on campus that can help you

- find OERs • user OERs • create OERs • make your own work openly accessible • learn more about Open Education & OERs • reduce course material costs for your students •

MU Libraries

"The open education movement is a sharing movement, and it speaks to libraries because, at its core, the basic concept is that the more materials are shared, the more the world is bettered."

— Jensen & West

MU Libraries has information and systems in place that faculty can use to make course materials freely shareable for students:

Course Reserves

Faculty can place electronic and print material on reserve in order to ensure that all students in the class have access to it. Please submit request forms as soon as you can, especially if it includes items not already in our collection.

Finding Textbooks in the Merlin Catalog

MU Libraries does not automatically purchase textbooks used in classes, however, some textbooks may be available for checkout through the library.

Copyright Guide

MU Libraries can provide you with information, guidelines, and best practices on copyright and fair use. Whether you are managing the copyright on your own material or determining how to use the creations of others, this guide may have the answers to your questions.

Contact [Grace Atkins](#), user engagement librarian and OER expert, for more information.

ET @ MO

ET @ MO works with the university community to improve teaching and learning within a framework of educational technology. Their services include

- Instructional Media Studio
- Syllabus Review
- Teaching Assessment with MoCAT
- Survey of Campus Technology
- In-office software training
- Quality Course Review
- Curricular Planning Consultations

ET @ MO can help you think about and implement Open Educational Resources in your class.

Contact for etHELP@missouri.edu more information.

MOspace: MU Institutional Repository

The **MOspace Institutional Repository** is an online repository for creative and scholarly works and other resources created by faculty, students, and staff at the University of Missouri—Columbia and the University of Missouri—Kansas City. MOspace makes these resources freely available on the web and assures their preservation for the future.

For projects with video and audio components, the **MU Digital Library** platform provides the University of Missouri community with a secure space to store, preserve, and share various forms of digital content.

Interested in submitting your own work?

Faculty, students, staff, and other individuals or entities associated with the University of Missouri—Columbia, the University of Missouri—Kansas City, and the University of Missouri System are encouraged to submit works to MOspace and/or the MU Digital Library. Co-authors need not be affiliated with the University of Missouri.

[Learn more about how to Submit Works to MOspace](#)

The Mizzou Store

The Mizzou Store partners with faculty to identify course content that increases student engagement, provides access to digital course materials the first day of class, and reduces overall costs.

Mizzou Publishing

Mizzou Publishing was created in response to the needs of MU educators. Instructors needed a cost efficient, copyright compliant alternative to supplement traditional classroom materials. See the Mizzou Publishing [How-To Guide](#), which shows how the bookstore's printing and binding machinery can be used to create materials.

The AutoAccess Program

AutoAccess offers digital content to students at lower costs than traditional printed course materials. As the cost of course materials rises and digital material gains popularity, this new initiative offers a flexible and cost effective solution for both students and faculty. AutoAccess provides required course materials automatically when a student enrolls in the course through the LMS.

OER @ MU Interest Group

Want to stay up-to-date on what's going on in Mizzou's OER community?

Email [Grace Atkins](#) to join the MU OER Interest Group's email list!

Last Updated: May 17, 2016 11:31 PM | URL: <http://libraryguides.missouri.edu/OpenEducationalResources> | [Print Page](#)

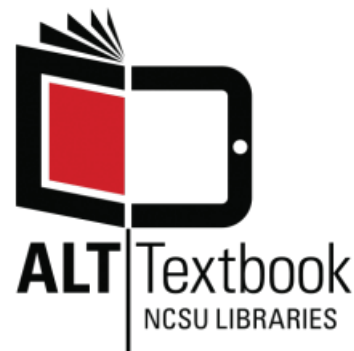
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Alt-Textbook Project

In the Fall 2014 term, the NCSU Libraries awarded a first round of grants to faculty to adopt, adapt, or create free or low-cost alternatives to expensive textbooks. The first round is in progress and is expected to save NC State students more than \$200,000 in the first year.

How to Apply

Complete the [Call for Proposals](#) form with information about your course and a brief narrative describing your proposed alternative to a commercial textbook. All current faculty members of NC State University teaching courses in Spring or Fall 2016 are eligible to apply. To learn more contact [Will Cross](#), Director of the NCSU Libraries Copyright & Digital Scholarship Center.



Information Sessions

Information sessions will be held in partnership with the Office of Faculty Development on Monday, October 5th from 10:15-11:30am and in the Libraries at the following times:

Thursday 9/17/15 - Hunt Library
Conference Room 5703
1-2pm

Wednesday 10/7/15 - DH Hill Library
Assembly Room
1-2pm

Open Textbooks and NCSU Libraries

The NCSU Libraries is committed to fostering change in the current textbook publishing environment. The Libraries' [Copyright and Digital Scholarship Center](#) is available to partner with faculty members on licensing resources, using digital repositories, and creating and publishing their own open educational resources. The Alt-Textbook Project will empower faculty to innovate pedagogically, enhance access for NC State students to high-quality, tailored educational materials, and reduce the financial burden of expensive

textbooks.

The Problem with Textbooks

- › Runaway textbook costs on college campuses have become a major impediment to student success.
- › Textbook costs have outpaced inflation by 300% over the last 30 years.
- › Students spend an average of \$1,200 per year on textbooks.
- › 7 out of 10 students have forgone purchasing college textbooks because of cost, according to a recent PIRG survey on 13 college campuses.

Open Educational Resources: A Solution

Many alternatives to the current textbook publishing landscape have emerged in the last decade, allowing faculty to easily find and use current, high-quality free online Open Educational Resources for their courses. Projects such as [Open Textbook Library](#) and [OpenStax College](#) provide access to free, peer-reviewed textbooks covering a wide variety of subjects, while other initiatives such as [OpenStax CNX](#) and [Merlot II](#) provide repositories of peer-reviewed open educational materials that can be remixed and customized by faculty who wish to build their own textbook or course materials.

Projects at NCSU

The 2014-15 Alt-Textbook OERs are out and being used in courses this semester!

Projects from the first round span nine schools and departments, represent innovative strategies for pedagogical change such as Maria Gallardo-Williams' nationally-recognized [S.M.A.R.T. lab videos](#) and Sabrina Robertson and Carlos Goller's [BIT OER project](#), and have collectively saved NCSU students more than **\$200,000** in 2015.

Alt-Textbook projects from the first round include:

- › Dr. Andrew Cooper's (Mathematics) MA225: *Foundations of Advanced Mathematics*
- › Dr. Michael Evans' (Curriculum, Instruction, and Counselor Education) ECI 515: *Online Collaborations in Education*
- › Maria Gallardo-Williams' (Chemistry) CH226: *Organic Chemistry I Lab*
- › Juliana Kocsis' (Foreign Languages) FLE 201: *Oral Communication in English for International Students*
- › Janell Moretz's (Parks, Recreation and Sport Management) PRT 238: *Diversity and Inclusion in Parks, Recreation and Sport Management*

NORTH CAROLINA STATE UNIVERSITY LIBRARIES

Alt-Textbook Project

<https://www.lib.ncsu.edu/alttextbook>

- › Jennifer Landin's (Biology) BIO105: *Biology in the Modern World*
- › Sabrina Robertson and Carlos Goller's (Biotechnology) BIT 410/510: *Core Technologies in Molecular Biology*
- › Adria E. Shipp's (Education) ECD 561: *Strategies for Clinical Assessment in Counseling*
- › Alyson Wilson's (Statistics) ST/CSC 495: *Introduction to Data Science*

Contact

Will Cross, NCSU Libraries Copyright & Digital Scholarship Center



UNIVERSITY OF OKLAHOMA LIBRARIES

Open Educational Resources: Discipline Specific OER

http://guides.ou.edu/OER/oer/discipline_specific_oers

OU Libraries / LibGuides / Open Educational Resources / Discipline Specific OER

Open Educational Resources: Discipline Specific OER

This site is designed to introduce OER initiatives, explain creative commons licensing and OER, and to help you get started searching for Open Educational Resources for teaching and learning.

Enter Search Words

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[Alternative Textbook Program](#) [Creative Commons Licensing](#)

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- [Physics](#)
- [Sociology](#)
- [Statistics](#)

Open Content

About

Below you will find the largest, most popular repositories of open educational resources. At the left you will find links to subject-dedicated pages featuring textbooks, supplemental materials, and video lectures. Each resource is introduced by a short paragraph that lists what one can expect to find in that particular resource, its developers and their university affiliations in addition to the usage terms associated with the content. All of the content featured within these pages is free to use, but usage rights vary. Most content found within these pages is released under a Creative Commons license. Some content is in the public domain and fewer still are under full copyright but can be linked to or used free of charge. More information about Creative Commons licensing can be found at the [OU Creative Commons LibGuide](#).

Use

This collection is intended to showcase the potential of open educational resources to curb high textbook prices. It is our hope that its users feel free to adopt these resources or leave constructive comments about the resources found on these pages. Comments from students and faculty alike will be thoughtfully considered and used to guide the future development of this collection. If you need additional content, or are not finding what you need in the provided links, please contact Stacy Zemke (szemke@ou.edu) for additional help with open resources.

General Open Educational Resource Repositories:

[OER Commons](#)

OER Commons was developed to serve educators in discovering, creating, and collaborating around the use, evaluation, and improvement of open educational resources. Not only can OER Commons help during the hunt for OERs, but it can also serve as a place to create resources. The OER Commons *open author* tool allows users to combine text, images, audio, and video files into their own customized resource as well as create brand new resources from scratch. **Recommended by OU Librarians for the Business, Education, History, Life Sciences, Psychology and Sociology subject areas.** [Read more about our reviews of OER Commons](#)

OpenStax CNX (formerly Connexions)

Connexions is an educational content repository and a content management system that can be used to search for and remix learning modules. The modular nature of Connexions makes remixing or downloading specific pieces of content a seamless task. Because content can be submitted by anyone, Connexions features what it calls *lenses* which provide a mechanism for viewing vetted and endorsed contents. Lenses act as a preliminary quality control measure. This site is not recommended by OU Librarians for any specific subject areas. Though it is recommended for the [OpenStax Textbooks](#).

[Read more about our reviews of OpenStaxCNX](#)



Merlot

Merlot is a web-based repository of educational material that is free, open, and peer reviewed. Merlot makes searching for resources easy, as it provides a link to the original content, a description of it, and all associated information such as its intended audience as well as its usage permissions. Merlot also features tools for combining content found within its repository. **Recommended by OU Librarians for the Business, Education, Music, Political Science and Sociology subject areas.** [Read more about our reviews of MERLOT](#)



Saylor

Saylor is a modular repository of open educational resources. Faculty at Saylor compile open educational material from across the web into courses that are modeled after those taught in universities. Saylor's search feature is a quick way to highlight resources that contain a specific topic. **Recommended by OU Librarians for the Art History, Business, Engineering, History, Political Science and Psychology subject areas.** [Read more about our reviews of Saylor.org](#).



Updates and Content Submission

This LibGuide is continuously being updated. Please subscribe to the [RSS feed](#) to be updated when new content is added. Again, the quality of resources collected here is a function of feedback submitted by students and faculty. Found an OER that is not listed in these pages? We would love to hear about it. Link to it in a comment or send it to codyalantaylor@ou.edu.

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The Alternate Textbook Project at Temple Libraries: Home

this guide describes Temple Libraries Alternate Textbook Project, a program that supports faculty to stop using expensive commercial textbooks and to instead create their own set of learning content that can be offered to students at no cost.

[Home](#) [About the Project](#) [How to Get Involved](#) [Submitting a Proposal](#) [Sample Alt-Textbook Projects](#) [Project Evaluation](#)

This Is The Alternate Textbook Project

This page introduces you to the Temple Libraries Alternate Textbook Project

Did You Know?

- The Alt-Textbook Project has saved Temple students over \$300,000 since the Project started in 2011.
- According to research conducted by the U.S. Public Interest Research Group, 7 out of 10 college students have reported not buying a required textbook at least once.
- The average cost of a new print textbook is \$128.
- A college student will spend \$1,300 on average for textbooks.
- Since 1978 the cost of textbooks has increased 812% or 3.2 times the rate of inflation. Since it began in 2011, 35 faculty have participated in the Alternate Textbook Project
- If every U.S. college student was using just one open textbook, the total savings to students would be approximately \$1,000,000,000 (that's a billion!)
- Temple Libraries Alternate Textbook Project was featured in a Chronicle of Higher Education article in 2012
- Temple U. Project Ditches Textbooks for Homemade Digital Alternatives

What is The Alternate Textbook Project

College students are concerned about the cost of textbooks.

Faculty are concerned about their students spending so much money on textbooks.

The Alternate Textbook Project is designed to find better and less costly ways for faculty to deliver the instructional content their students need to learn. Good for students. Good for faculty.

Discover the Alternate Textbook Project. Learn how to get involved.

Join the textbook revolution.

PROPOSAL SUBMISSION FOR THE SIXTH ROUND OF PROJECTS WILL OPEN MARCH, 2016.

The deadline to submit a proposal is Friday, April 29, 2016.

NEED MORE INFORMATION? WANT TO GET FEEDBACK ON A PROJECT IDEA? CONTACT STEVEN BELL, ASSOCIATE UNIVERSITY LIBRARIAN.

Read more about the Alternate Textbook Project in "Ditch Your Textbook: Moving to OER and Alt-Textbooks" published in the April 2014 issue of the Temple University Faculty Herald. (link below)

- [Ditch Your Textbook: Moving to OER and Alt-Textbooks](#) article from the temple faculty herald about the alternate textbook project [more...](#)

Who is Steven Bell



Steven Bell

[Email Me](#)


Contact:
Paley Library
Room 134

Learn About Open Educational Resources (OER)

- [Open Educational Resources Guide](#)
Learn more about OER by visiting our guide dedicated to that topic. There are links to resources, video about projects and additional information for faculty, students and librarians who want to learn more.

Last Updated: May 24, 2016 4:06 PM | URL: <http://guides.temple.edu/alttextbook> | [Print Page](#)

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Jean and Alexander Heard
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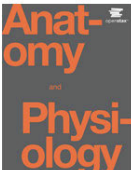
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Open Educational Resources


This project seeks to evaluate the quality of open educational textbooks by soliciting reviews from Vanderbilt faculty members.

[Home](#)
[Team](#)
[VUSG Resolution](#)

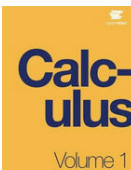
Open Textbooks Available for Review



Anatomy and Physiology by James A. Wise, et. al. ⓘ
ISBN: 1938168135
Publication Date: 2013




Biology by OpenStax College ⓘ
ISBN: 1938168097
Publication Date: 2013-03-01



Calculus Volume 1 by

OER Logo



Exploring Open Educational Textbooks

Open Textbooks Initiative at Vanderbilt University

The primary goal of this program is to increase awareness of open textbooks among Vanderbilt University faculty members. Open textbooks are a subcategory of open educational resources, which are resources licensed (typically with a Creative Commons license) for use without fee by faculty, students, and staff. The open textbook initiative seeks to alleviate the high and growing costs of textbooks to students by producing openly licensed alternatives. In addition, the open textbook initiative encourages faculty to remix textbooks by combining multiple sources, adding original chapters, and altering textbook content to fit particular needs.

Write a Review

Write a Review of an OER Textbook

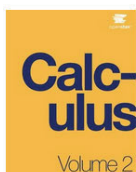
We invite members of the Vanderbilt faculty to review the growing list of open educational textbooks. Please consult this site for a list of open education textbooks in your field.

To review a textbook, please use this [survey instrument](#). Reviews will be posted to the [Open Textbook Library](#) for use by educators and students who visit the site.

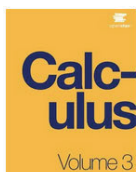
Payment of \$200 will be made for every review of an open educational textbook satisfactorily completed by members of the Vanderbilt University faculty. Please contact [David Weintraub](#) before starting to review textbooks.

Please note: Any review you contribute will be made publicly available and redistributed under a [CC-BY license](#).

Calculus Volume 1 by
OpenStax
ISBN: 9781938168024
Publication Date: 2016-03-07



Calculus Volume 2 by
OpenStax
ISBN: 9781938168062
Publication Date: 2016-03-07



Calculus Volume 3 by
OpenStax
ISBN: 9781938168079
Publication Date: 2016-03-07



Chemistry by OpenStax College
ISBN: 1938168399
Publication Date: 2015

Reviewer's Rubric

Open Textbooks Review Criteria:

1. **Comprehensiveness** - The text covers all areas and ideas of the subject appropriately and provides an effective index and/or glossary.
2. **Content Accuracy** - Content is accurate, error-free and unbiased.
3. **Relevance/Longevity** - Content is up-to-date, but not in a way that will quickly make the text obsolete within a short period of time. The text is written and/or arranged in such a way that necessary updates will be relatively easy and straightforward to implement.
4. **Clarity** - The text is written in lucid, accessible prose, and provides adequate context for any jargon/technical terminology used.
5. **Consistency** - The text is internally consistent in terms of terminology and framework.
6. **Modularity** - The text is easily and readily divisible into smaller reading sections that can be assigned at different points within the course (i.e., enormous blocks of text without subheadings should be avoided). The text should not be overly self-referential, and should be easily reorganized and realigned with various subunits of a course without presenting much disruption to the reader.
7. **Organization/Structure/Flow** - The topics in the text are presented in a logical, clear fashion.
8. **Interface** - The text is free of significant interface issues, including navigation problems, distortion of images/charts, and any other display features that may distract or confuse the reader.
9. **Grammatical Errors** - The text contains no grammatical errors.
10. **Cultural Relevance** - The text is not culturally insensitive or offensive in any way. It should make use of examples that are inclusive of a variety of races, ethnicities, and backgrounds.

This rubric was developed by BCcampus and can be found at <http://open.bccampus.ca/>. It is a derivative of the Peer Review criteria used by Saylor.org, available at <http://www.saylor.org/open-textbook-challenge-peer-review-criteria/>, which is a derivative of the review rubric used by College Open Textbooks, available at <http://collegeopentextbooks.org/page/review-2> which was adapted from the American Library Association Choice Selection Policy found at <http://www.ala.org/acrl/choice/selectionpolicy>. This work is licensed under a Creative Commons Attribution 3.0 Unported license.



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QUICKLINKS

[Ask a Librarian](#) | [Background info](#) | [Creative Commons licenses](#) | [Open textbook collections](#) | [Open Education Week](#) | [Open educational resources](#)

Open education week 2016

The University Libraries and campus partners will celebrate Open Education Week March 14-18, 2016 with events and workshops, and a keynote speech on March 17. Visit lib.vt.edu/oer or watch the OpenVT and OpenVA listservs for event details and announcements.



Open education

Open educational resources (OER) are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. They include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge." - Hewlett Foundation

OER initiative

The libraries' Open Educational Resources (OER) initiative aims to address the following question:


What can we do to improve student learning and faculty teaching materials to make them increasingly

1. Affordable - ensuring that no student is excluded from access because of financial reasons
2. Accessible - available in multiple formats, compatible with multiple devices, as well as ADA compliant
3. Quality - peer-reviewed, current, usable/readable by the intended audience
4. Flexible/Adaptable - supportive of various faculty teaching and student learning pedagogies, across disciplines, and teaching approaches
5. Engaging - encouraging efficacious and active student engagement with learning materials
6. Innovative - adopting, where relevant, and teaching technical literacies

The Open Education movement is built around the 5Rs of Open. These represent the gold standard in openness:

1. Retain – the right to make, own, and control copies of the content
2. Reuse – the right to use the content in a wide range of ways (e.g., in class, in study group, on a public website, in a video)
3. Revise – the right to adapt, modify, or alter the content itself (e.g., translate the content into another language)
4. Remix – the right to combine the original or revised content with other open content to create something new (e.g., mashup)
5. Redistribute – the right to share copies of the original content, your revisions, or your remixes with others (e.g., give a copy of the content to a friend)

Contact us



» Anita R Walz

» Open Education, Copyright & Scholarly Communications Librarian


» 540-231-2204

» arwalz@vt.edu

» 207B Newman Library (0434)

560 Drillfield Drive

Blacksburg, VA 24061



» Ginny Pannabecker

» Life Science and Scholarly Communication Librarian


» 540-231-7980

» vpannabe@vt.edu

» 410 Newman Library (0434)

560 Drillfield Drive


Blacksburg, VA 24061



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Open educational resource announcements

Open textbooks on display in Newman Library



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[Library staff](#)

[Library](#) / [LibGuides](#) / [Open Educational Resources](#) / [OER Overview](#)

Open Educational Resources: OER Overview

A "getting started" guide overviewing open, editable, and lower-cost textbooks and open teaching & learning resources for faculty, students, and librarians.

[OER Overview](#)
[Creative Commons Licenses](#)
[Open Textbooks Collections](#)
[Discipline Specific OER](#)
[Images & Illustrations](#)

[Librarian Tool Box](#)
[Open Education Week](#)

What are Open Educational Resources?

Open Educational Resources (OER) are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. They include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge." - Hewlett Foundation

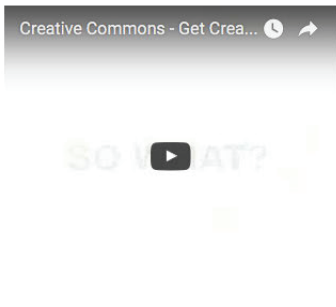
Get Involved!

Through a partnership with the [Open Textbook Library](#), the University Libraries at Virginia Tech are pleased to offer the opportunity for VT faculty to attend an **Open Textbook Adoption Workshop** and receive \$200 for a written review of an open textbook. The 1-hour workshop is offered periodically throughout the semester and covers:

- Open - what it is and what it isn't
- Open educational resources and open textbooks as a solution to student affordability issues
- OER as a tool for learning resource customization and pedagogical innovation
- Supporting faculty adoptions of open educational resources


Open textbooks may be selected from among those in the [Open Textbook Library](#). Please apply [here](#) or contact [Anita Walz](#) for additional information.

Essential Foundations of OER: Open Licensing. "Get Creative: On the origin and adventures of the Creative Commons licensing project"



Currently featured Open Educational Resources

- [OpenStax College open textbooks](#)
- [Open Source Laboratory Notebooks](#)
- [Mouse Party \[interactive\] Genetics and the Brain](#)




Psychology by OpenStax College

ISBN: 9781938168352
Publication Date: 2014-12-08

About Authoring Open Educational Resources

- [AAUP Article on Open Textbook Publishing](#)

Open Education Librarian



Anita Walz

[Email Me](#)

Contact:

NEED HELP? Contact me!
Newman Library 207B
Economics, Mathematics & Law Liaison
~ Open Education, Copyright, and Scholarly Communications Librarian~
540-231-2204

How do I figure out whether something is "openly-licensed"?

- [Determining the copyright and licensing status of a work](#)

Why Open licensing? Why OER?

VIDEO: [Why Open Education Matters](#) (2:27)

Definition: "[Open Educational Resources] are teaching, learning, and research resources that reside in the **public domain** or have been released under an **intellectual property license** [such as certain kinds of Creative Commons licenses] that permits their free use and re-purposing by others."

Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge."

Source: The William and Flora Hewlett Foundation (2010)

OER Adoption Impact Calculator

• [OER Adoption Impact Calculator](#)

What Are the Impacts of Adopting OER?

The OER Adoption Impact Calculator helps you understand some of the impacts of adopting OER instead of commercial textbooks. Change the values below to match your institution to see how OER adoption can benefit your students and institution. Click, graphs, and language will update in real time as you make changes.

Institutional Settings

Average Textbook Cost: \$100

Number of Student Enrollments Using OER: 1000

Total Textbook Cost to Students

Current: \$100,000

OER: \$0.00

Savings: \$100,000

OER Initiative at the University Libraries, Virginia Tech

The University Libraries' Open Educational Resources (OER) initiative aims to address the following question:

What can we do to improve student learning and faculty teaching materials to make them increasingly:

1. Accessible - available in multiple formats, compatible with multiple devices, as well as ADA compliant;

Why is the Open Source model compelling for learning and research?

VIDEO: [Get Inspired](#) [making education more affordable] (OpenStax)

VIDEO: [Supporting Students to Succeed with Open Education](#) (Lumen Foundation)

VIDEO: [Open Source Cancer Research](#) - TED Talk by Jay Bradner

Short Readings about Open Educational Resources

• **Empirical Research on OER Adoption**

An annotated bibliography of all known empirical research on the impacts of OER adoption. (U.S. focus)

• **Open Textbooks Could Help Students Financially and Academically**

from the Chronicle of Higher Education

• **On Quality and OER**

Dr. David Wiley's Blogpost from Iterating toward openness.

• **7 Things You Should Know about Open Educational Resources**

This document comes from EDUCAUSE.

• **The Cost and Quality of Open Textbooks *more...***

• **Complete Guide to Open Educational Resources**

from Campus Technology (2014)

• **Lumina "Quick Hit" report on OER**

April 2015 Issue Brief from the American Council on Education

2. Affordable - ensuring that no student is excluded from access because of financial reasons;
3. Quality - peer-reviewed, current, authoritative, usable/readable by the intended audience;
4. Flexible/Adaptable - supportive of various faculty teaching and student learning pedagogies, across disciplines, and teaching approaches;
5. Engaging - encouraging efficacious and active student engagement with learning materials; and/or
6. Innovative - adopting, where relevant, and teaching technical literacies.

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3. Revise – the right to adapt, modify, or alter the content itself (e.g., translate the content into another language)
4. Remix – the right to combine the original or revised content with other open content to create something new (e.g., mashup)
5. Redistribute – the right to share copies of the original content, your revisions, or your remixes with others (e.g., give a copy of the content to a friend)

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Social:



Life Science and Scholarly Communication Librarian



Ginny Pannabecker

[Email Me](#)

Contact:

vpannabe@vt.edu
Newman Library, Room 4010
540-231-7980

Office Hours are Flexible:

Contact me to arrange an appointment at: vpannabe@vt.edu

Subjects: Biology, Biochemistry, Bioinformatics, Biomedical Engineering, Human Nutrition Food & Exercise, Medicine, Neuroscience, Population Health Sciences (Public Health), Psychology, Systems Biology



Social:



Lengthier Background Reading

• **Introduction: The Need for Open Educational Resources**





(from Open Educational Resources: Innovation, Research and Practice)

• **A Basic Guide to Open Educational Resources (OER)**

• **Fixing the Broken Textbook Market**

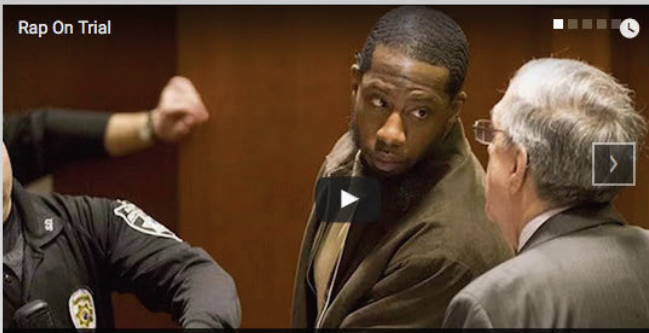
Institution ACC/OER Webpages

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Rap On Trial



Professor Charis Kubrin and Ph.D. candidate Adam Dunbar prepared a ZOTalk, "Rap on Trial: Is It a Crime to Rhyme?" [See the explanation of the associated crowdfunding appeal.](#)

Spotlight on TED/TEDx Talks by UCI Faculty

UCI Open – formerly UCI OpenCourseWare – strives to bring UC Irvine to the world by making course materials, lectures, conferences, and other academic content available for free online. We are now pleased to expand this mission with new collections, such as the TED/TEDx talks given by UCI faculty members and researchers in one convenient location on our website.




Warren Wiechmann, Associate Dean for Instructional Technologies at the UCI School of Medicine

Why it's important: Receiving an invitation to give a TED talk is reserved for [read more](#)

Other Free and Public Resources at UCI

UCI@Coursera



UCI University of California, Irvine

Since 1965, the University of California, Irvine has combined the strengths of a major research university with the beauty of an incomparable Southern California location. UCI's unyielding commitment to rigorous academics, cutting-edge research, and leadership and character development makes the campus a driving force for innovation and discovery that serves our local, national and global communities in many ways.

UCI offers nearly 50 massive open, online courses at Coursera in a variety of formats: on-demand (anytime) or cohort-based. UCI was an early adopter of MOOCs and a number of these offerings are based on open educational resources also available on this site.

ZotTalks

In the first of a series of **ZotTalks**, we feature a short video by Prof. Charis Kubrin and Ph.D. candidate Adam Dunbar's discussion of the use of rap lyrics as evidence in criminal trials. **ZotTalks** are educational talks focused on securing crowd-funding for low-cost, high impact research and publication projects. Future subjects will display the breadth of research and curricular interests at UCI.

The UCI Open Blog

- Research against injustice**
5/25/2016 2:59:17 PM
Professor Charis Kubrin (Criminology, Law and Society), together with graduate student, Adam Dunbar, have designed a set of ...
- UCI Open to Present at Open Education Global in Krakow**
4/5/2016 8:14:11 PM
UCI Open's Larry Cooperman and Stefano Stefan will be presenting a talk entitled "Open Education Tool Development ...
- How do you choose your OERs?**
3/24/2016 7:44:33 PM
I recently came across a research paper published in the Royal Society of Chemistry's journal Chemistry Education Research and ...

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University of California, Irvine

Since 1965, the University of California, Irvine has combined the strengths of a major research university with the bounty of an incomparable Southern California location. UCI's unyielding commitment to rigorous academics, cutting-edge research, and leadership and character development makes the campus a driving force for innovation and discovery that serves our local, national and global communities in many ways.

Emergent Phenomena in Science and Everyday Life
Available now

Project Management Capstone
Next session May 30, 2016

The Arduino Platform and C Programming
Available now

Advanced Writing
Next session May 30, 2016

Intercultural Communication and Conflict Resolution
Available now

Effective Problem-Solving and Decision-Making
Available now

Conflict Resolution Skills
Available now

Tricky English Grammar
Starting July 2016

Grammar and Punctuation
Next session May 30, 2016

The Power of Microeconomics: Economic Principles in the Real World
Available now


Intermediate Grammar Capstone
Starting August 2016



Networking and Security in iOS Applications
Available now

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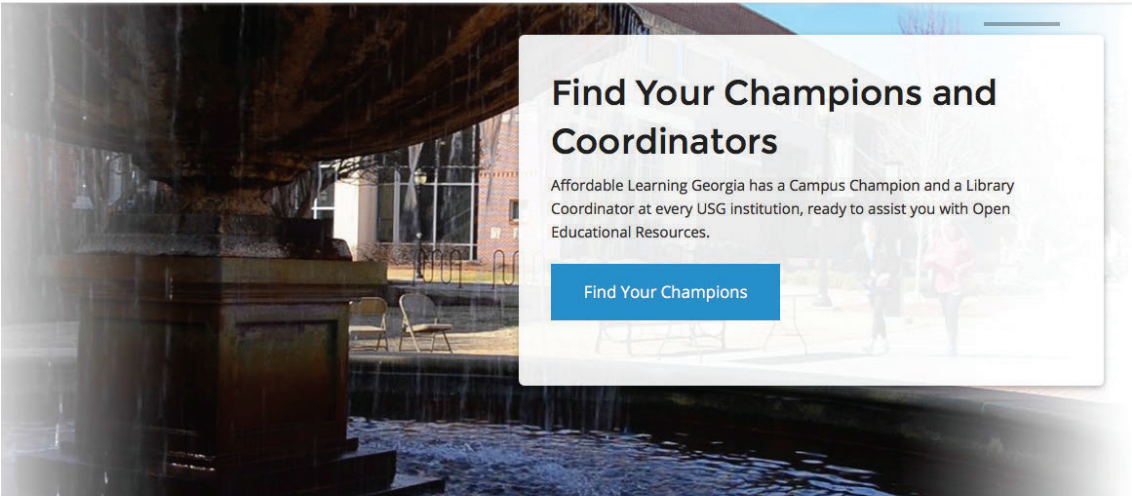
OPEN RESOURCES/MERLOT ▾

BOOKSTORES ▾

HELP ▾

EVENTS ▾


ABOUT ▾



Find Your Champions and Coordinators

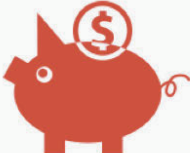
Affordable Learning Georgia has a Campus Champion and a Library Coordinator at every USG institution, ready to assist you with Open Educational Resources.

[Find Your Champions](#)




Discover, Search and Find

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Create, Adapt and Share

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INITIATIVE ON TECHNOLOGY-ENHANCED LEARNING

AboutOpen TrackFaculty CohortsGeorgetownX

HOME / FACULTY COHORTS / OER

Flipping the Classroom with Open Educational Resources (OERs)

This cohort integrates open educational resources (such as MOOCs, online simulations, and other open/free course content, or materials freshly created and openly licensed as an OER) for use in current on-campus courses as a tool to help rethink or flip the classroom experience.

Cohort Facilitators

Janet Russell, Yong Lee, Beth Marhanka

Cohort Members

Anne Rosenwald, Biology I Spring 2014
"Using Online Resources to Enhance Learning in Biochemistry"

Jan Blacato, Oncology I Spring 2014
"Student Analysis of Biotechnology Videos"

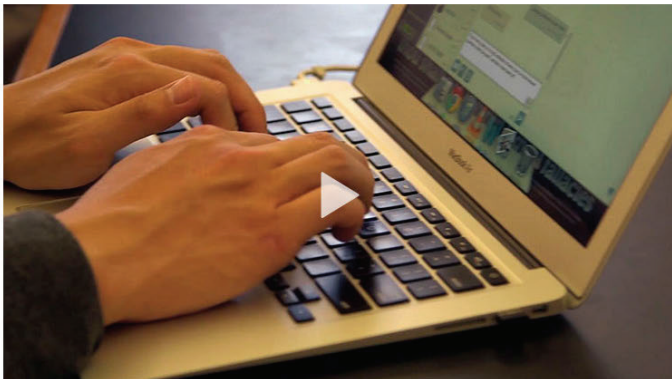
Jennifer Swift, Chemistry I Spring 2014
"Using Online Modules in Molecular Gastronomy"

Lamar Reinsch, McDonough School of Business I Spring 2014
"Encouraging Critical Listening and Thinking in New Graduate Students"

Monica Arruda de Almeida, Center for Latin American Studies I Spring 2014
"Illicit Global Economy"

Rollie Flynn, McCourt School of Public Policy I Spring 2014
"Intelligence & Public Policy"

Shareen Joshi, Global Human Development I Spring 2014



Watch a short video (1:57) about Shareen Joshi's ITEL project and her experience with the cohort.



OER Resources

Links to videos that take you through creating OER and to copyright and Creative Commons licensing guidance, and attribution builders.

[Getting Started](#) and [Copyright for OER](#)

OER Libguides provide a platform for curated collections of OER and other educational materials that are free to UH students. Any UH faculty who would like to use this platform to collect OER for a class is welcome. Just email oer@hawaii.edu for an account.

[OER Libguides](#) (in the search box enter OER)

Open Courses provide a structure (syllabus), a timeline, and lecture content. Often they require

the students to purchase the accompanying texts.

Open Courses

Sources for textbooks were selected with [Creative Commons CC By](#) licensing, allowing you to download, reuse, revise, and redistribute the content.

Sources for Textbooks

Learning Objects sources include wikis, lesson plans, short videos, software, and other tools. Each source offers different search capabilities and conditions of use vary.

Learning Object Sources

Open Access journals enable your students to access peer reviewed literature without licensing barriers.

Open Access to Journal Article Sources


Museums and libraries provide digitized primary sources and historical context to your OER.

Digital Museum and Library Sources

Open access video sources provide university content and learning support for your students.


Video Sources


OER AT UH

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UNIVERSITY OF MARYLAND



Textbook Affordability at UMD

Open Educational Resources

Home

Faculty Successes

How To

Resources

For Students

Top 5 Myths

Open Educational Resources

Overview of Issues

The University of Maryland estimates students spend an average of \$1,130 on books and supplies per year. Textbook prices have risen a whopping 186% since 1998, and these increasing prices have affected our student's ability to learn. Forty-eight percent of students reported that textbook prices affected which/how many classes they took, and 65% of students said they've skipped a book. Of those students, 94% said they were concerned it would hurt their grade. The Student Government Association is working to ease the burden on students with textbook affordability initiatives.

Selecting Textbooks/Costs

Selecting textbooks and other resources for classes is a key responsibility of faculty, and picking the ones that match the instructor's goals and help students learn is a challenging task. But price is rarely considered in this decision making process. The goal of this site is to help students and faculty alike understand the importance of and process for considering price as one factor in selecting textbooks. Reducing price, sometimes all the way to \$0, can improve quality, equity and student learning, as supported by the research of [Robinson, Fischer, Wiley, and Hilton \(2014\)](#). So read on, and learn how to make this happen!

MOST Initiative

During the fall semester of 2013, the University System of Maryland Student Council (USMSC) piloted a program, the Maryland Open Source Textbook Initiative (MOST) to allow interested faculty members in high-enrollment, entry-level classes to use open-source textbooks. The program, published under a publicly accessible copyright license, allows professors to customize textbook material from a pool of online resources, videos and graphics. Professors who taught large introductory courses at this university and other university system institutions learned about the features of open-source textbooks in guided workshops. In the spring of 2014, the council analyzed the effectiveness of the program by examining student satisfaction, academic achievement and faculty willingness to use the resources. MOST was established to address the root of the textbook affordability problems, and explore affordable options. Members of the University System of Maryland and the USMSC are still evaluating the program, and exploring how to improve it for the upcoming years.

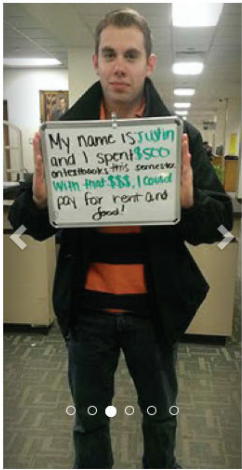
Last update: Feb 27, 2015


Brought to you by the University Libraries, Teaching and Learning Transformation Center, and Student Government Association.

Did You Know?

- An open source textbook is just like any textbook, except it has a nonrestricted copyright license

Students Spend



 MICHIGAN STATE UNIVERSITY

Office of Faculty & Organizational Development

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- [OER Search Directories](#)
- [OER at Michigan State University](#)

Teaching and Learning Resources

- › [1. Learners and Learning](#)
- › [2. Curriculum / Instructional Design](#)
- › [3. Teaching with Technology](#)
- › [4. Teaching Methods](#)
- › [5. Multiculturalism / Diversity / Inclusive Classrooms](#)
- › [6. Assessment](#)
- › [7. Classroom Management/Academic Integrity](#)
- › [8. Documenting and Evaluating Teaching](#)
- › [9. Scholarship of Teaching and Learning](#)

Open Educational Resources

Introduction

Open Educational Resources (OER) are courses and learning materials at all educational levels that are freely available online for use by educators and learners worldwide. These resources offer access for those not affiliated with formal educational programs plus opportunities for sharing and collaboration among educators. The sites on this page focus on OER materials and issues in higher education.

A slideshow presentation by Sunnie Kim, Michigan State University, introducing the key elements of OER can be found at <http://www.slideshare.net/MSUglobal/intro-to-oer>. Another useful overview is available at <https://wiki.creativecommons.org/wiki/OER>.

The special issue described under [Journals](#) below of The International Review of Research in Open and Distance Learning provides an overview of current issues surrounding OER.

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How Tos

OER Handbook (WikiEducator).

Provides a guide to those just getting started in creating open educational resources: tutorials, examples, resources, a toolkit, and much more.

http://wikieducator.org/OER_Handbook

[Back to top](#)

Examples of Open Educational Resources

MIT OpenCourseWare, "OCW" (Massachusetts Instituted of Technology).

In April 2001, MIT announced its decision to put the materials used in its campus courses openly online: syllabi, assignments, assessments, and other materials designed by the instructor. At present, several hundred courses from all of MIT's departments are online and in use by educators and learners around the world. MIT's visionary initiative presented a model for other universities and educational institutions.

<http://ocw.mit.edu/index.htm>

OpenCourseWare at John Hopkins Bloomberg School of Public Health.

Courses and materials in all areas of public health are presented here, organized by topic. Links to the OCW Image Library containing hundreds of images from OCW courses.

<http://ocw.jhsph.edu>

Open.Michigan at the University of Michigan.

Offers educational modules, courses, and course materials in a variety of disciplines at the University of Michigan. Also provides opportunities for UM faculty to share their own content and connect with others in related areas.

<http://open.umich.edu>

MERLOT: Multimedia Educational Resources for Learning and Online Teaching.

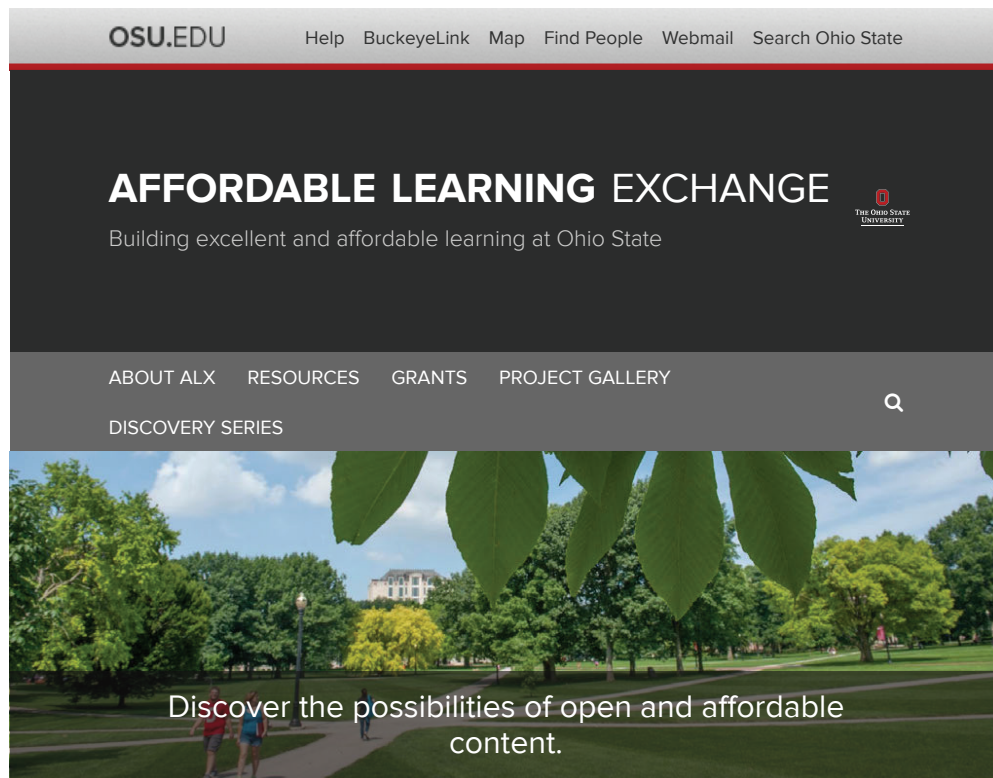
(A California State University Program).

A large site in place since 1997 offering peer reviewed open online teaching and learning materials and discipline communities across the higher education curriculum.

<https://www.merlot.org/merlot/index.htm>

OpenLearn.

This United Kingdom website gives open access to their Open University course materials. Study independently using a



The challenge? Linking affordability, access and excellence in teaching and learning at Ohio State.

Projects funded through the Affordable Learning Exchange will meet this challenge by replacing textbooks and other course materials with alternative, homegrown resources; by sharing publications made available through University Libraries; and by adopting and adapting existing Open Educational Resources (OER) from around the world. [Learn more about OER from Creative Commons.](#)

President Drake identified access, affordability and excellence as key elements of his [2020 Vision](#).

Education transforms lives, but only if we can deliver on our promise of access to an excellent and affordable education.



— **Michael Drake**, President, The Ohio State University

WHAT IS ALX?



RESOURCES

If you're interested in making education affordable for your students you're in the right place. Get started by learning about ALX. Dig deeper into the resources that are available to you. **Take a look at our current cohort to get inspired.** Whether your idea is big, small, ready to go, or needing guidance, there's an opportunity for you to get involved.

LEARN ABOUT ALX



#ALXOSU

#alxosu <https://t.co/VdRWlxbbTb>

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RT @ashleyamill: HBD
#opentextbook Library!
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RESOURCES TO TRANSFORM YOUR MATERIALS

EXAMPLE PROJECTS

FUNDING OPPORTUNITIES

DISCOVER THE POSSIBILITIES OF OER


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THE OHIO STATE UNIVERSITY

Affordable Learning Exchange
200 St. John Arena | 410 Woody Hayes Drive | Columbus, Ohio 43210
Phone: 614-292-3698
Email: affordablelearning@osu.edu

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OER Collections



Open Education Resources (OERs) are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use or re-purposing by others. We have many digital collections that are developed here at the University of Toronto.


Be sure to have a look at our [Curriculum](#) page as well for our Ontario Online learning modules

- [Agnes Chamberlin Digital Collection](#)
- [The Amaranth: Bulletin of Greek Studies Historical Collection](#)
- [Anatomia 1522-1867: Anatomical Plates from the Thomas Fisher Rare Book Library](#)
- [The Barren Lands: J.B. Tyrrell's Expeditions for the Geological Survey of Canada, 1892-1894](#)
- [U of T Books Online \(200,000 titles!\)](#)
- [Canadian Pamphlets and Broadides](#)
- [Canadian Poetry and Poets:](#)
- [Canadian Printer and Publisher](#)
- [The Champlain Society](#)
- [CITD Bioline International Collection](#)
- [CITD eBOOKS](#)
- [Discovery and Early Development of Insulin, 1920-1925](#)
- [Discovery Commons Historical Medical Video Library](#)
- [Dobe I/Kung \(Ju/'hoansi \) Collection – Richard B. Lee](#)
- [FADIS \(Fine Art Digital Imaging System\)](#)
- [G8 Information Centre](#)
- [Godin Tepe Archaeological Collection \(Kangavar Valley, Zagros Mountains, Iran\)](#)
- [P. E. Hallett Farmed Solitary Bees & Wasps Data Set](#)
- [Issues That Matter in Education \(OISE\)](#)
- [Italian Studies Historical Texts & Criticisms](#)
- [Jackson Bibliography of Romantic Poetry](#)
- [Knowledge Media Design Institute Technical Reports](#)
- [Komos, Crete Archaeological Collection](#)
- [Labrador Inuit Through Moravian Eyes](#)
- [Lexicons of Early Modern English](#)
- [Manuscript Fragments](#)
- [The Mayors and Sheriffs of London 1190–1558](#)
- [Medici Archive Project: Documentary Sources for the Arts and Humanities in the Medici Granducal Archive: 1537-1743](#)
- [Mexican Political Pamphlets, 1808-1832](#)
- [Henri J.M. Nouwen Archives and Research Collection](#)
- [Office of International Surgery Collections](#)
- [Polyclave](#)
- [REED Patrons and Performances](#)
- [Representative Poetry Online](#)
- [Soviet Samizdat Periodicals: Uncensored Texts of the Late Soviet Era](#)
- [Supernova Legacy Survey Collection](#)
- [Thermo-Hygrograph Charts \(University of Toronto Mississauga Meteorological Station\)](#)
- [Toronto Korean Language Newspapers](#)
- [University Professors Collection](#)
- [Wenceslaus Hollar Digital Collection](#)

ACC/OER Educational Events



 [NEWSLETTER](#) | [CONTACT US](#)

Georgia's Virtual Library
An Initiative of the University System of Georgia

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[LIBRARY RESOURCES](#) ▾


[OPEN RESOURCES/MERLOT](#) ▾

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Events

Training and Development



Training and Development Series

ALG provides a variety of events that give USG faculty and staff opportunities to acquaint themselves with affordable and open resources and their implementation in the classroom.

Upcoming Events

Event Name	Date	Location	Links
Making Accessible and Inclusive OER	June 1, 2016	Online	Register Now





AFFORDABLE LEARNING GEORGIA

Events | Training and Development

<http://www.affordablelearninggeorgia.org/events/training#>


Archived Events

Event Name	Date	Location	Links
MERLOT and CSU Affordable Learning Solutions: What's New?	May 18, 2016	Online	Blackboard Archive View All Slides
Copyright and Open Licensing in OER Courses	May 4, 2016	Online	Blackboard Archive View All Slides Closed Captioning Transcript
eCore: Approaching Open Textbooks for All Courses	April 26, 2016	Online	Blackboard Archive View All Slides
We Can Be Textbook Heroes (Preconference Symposium, USG Teaching and Learning Conference)	April 12, 2016	UGA Ctr. for Cont. Ed.	View Presentation Slides
You Are Not Alone: Faculty Support and Outreach in Textbook Transformations	April 6, 2016	Online	YouTube Video Links Document
Design Matters: Course Design Using OER and No-Cost Resources	March 23, 2016	Online	Blackboard Archive
Celebrate Open USG 2016	March 8, 2016	Online	Blackboard Archive View Slides
Reimagining the Textbook: Creating and Using New E- and Open Formats	February 19, 2016	MGA	View All Slides
GALILEO and Library Resources in Affordable Courses	February 10, 2016	Online	Blackboard Archive Slides: Fancher/Gallant
Using Homework Systems in Affordable Courses	January 27, 2016	Online	Blackboard Archive Slides: Nicole Finkbeiner Slides: German Vargas Slides: Stone/Hastings
Open Educational Resources: What Do Students Think?	November 11, 2015	Online	Blackboard Archive Slides: Ethan Senack
Teaching at No-Cost: Perspectives from Textbook Transformation Grantees	October 28, 2015	Online	Blackboard Archive Slides: Vega/Vargas Slides: Sartin/Kimsey Slides: Smith/Selby Slides: Zhou/Brown

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Events

We Can Be Textbook Heroes

Courageous New Learning Models and Materials

Affordable Learning Georgia Preconference Symposium and Reception for the USG Teaching and Learning Conference
Tuesday, April 12, 1-5 and 5-9
University of Georgia Center for Continuing Education

Description: *We Can Be Textbook Heroes: Courageous New Learning Models and Materials* is a free half-day symposium on the day before the [USG Teaching and Learning Conference](#), intended to inspire faculty, librarians, instructional designers, administrators, and teaching and learning staff through a showcase of workshops, bold projects, and success stories featuring Open Educational Resources (OER). Topics include success stories and new research plans from USG faculty, managing open copyright for faculty, campus OER transformation, and using OER in new learning models such as competency-based education (CBE).

An evening reception will feature a special presentation on competency-based education and OER by Mark Jenkins, Director of eLearning and Open Education for the Washington State Board for Community and Technical Colleges.

Agenda: [Click here to view agenda.](#)

Price: There is no cost to register and attend; however, cancellations of less than 48 hours and no-shows may result in a \$35.00 charge to the registrant.

Location: University of Georgia Center for Continuing Education, Room K

[View All Presentation Slides](#)


UNIVERSITY OF KANSAS LIBRARIES

KU Libraries sponsors Open Textbook Workshop for Faculty

<https://openaccess.ku.edu/open-textbook-faculty-workshop>

The University of Kansas

myKU Email Blackboard Enroll & Pay KU Directory



Open Access
KU Libraries

[Getting Started](#) [OA Initiatives](#) [OA Policy Resources](#) [OER @ KU](#) [Shulenburg Award](#) [News](#) [Contact](#)

KU Libraries sponsors Open Textbook Workshop for Faculty

Wednesday, February 24, 2016

Sarah Cohen and David Ernst of the University of Minnesota's [Open Textbook Network \(OTN\)](#) will be at KU Libraries to lead a workshop for faculty regarding open textbooks and open educational resources on Friday, April 29, from 1:30-3:30 p.m., room 455 in Watson Library.


In this two-hour session, faculty will learn the pedagogical benefits of open textbooks and discover open textbooks in their field. Faculty who attend and write a short review of an open textbook will receive a stipend of up to \$500 (final amount distributed based on the number of faculty who complete reviews). These reviews will benefit other faculty considering open textbooks.

Faculty may apply for a slot at the workshop by Friday, April 15, at 5 p.m. Space is limited.

The Open Textbook Network (OTN) is a consortium of higher education institutions committed to improving access, affordability, and academic success by helping faculty overcome barriers to open textbook adoption; increasing institutional capacity to support adoption and use of open textbooks, and collaboratively developing new understandings of open textbook adoption and use. KU Libraries joined the OTN in Summer 2015.

David Ernst (@dernst) is director of the Center for Open Education and executive director of OTN. He created and manages the [Open Textbook Library](#), a single source for faculty to find quality openly licensed textbooks.

Sarah Cohen (@thesheck) is managing director of OTN. Formerly the associate university librarian at Cal Poly, San Luis Obispo, Cohen joined OTN to foster libraries' strategic role in advancing access, discovery and engagement with open textbooks.



Ernst and Cohen

Please see KU Libraries' [OER libguide](#) for more information and resources. Additional information that provides some background reading about OER and Open Textbooks:

Senack, Ethan. Feb 2015. *Open Textbooks: The Billion-Dollar Solution*. The Student PIRGs. <http://www.studentpirgs.org/reports/sp/open-textbooks-billion-dollar-solution> - This report reviews five university programs promoting the use of OER to replace traditional textbooks.

Allen, Elaine and Jeff Seaman. Oct 2014. *Opening the Curriculum: Open Educational Resources in U.S. Higher Education, 2014*. Babson Survey Research Group. <http://www.onlinelearningsurvey.com/oer.html> - The report analyzes a survey on faculty awareness and perception of OER. Of higher education faculty surveyed, at least two-thirds are not aware of OER as an option for required course materials.

Contact

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Related Links

- [KU ScholarWorks](#)
- [KU Libraries](#)
- [Scholarly Communication & Copyright Services at KU Libraries](#)
- [Copyright Resources guide](#)
- [KU One University Open Access Author Fund](#)
- [Coalition of Open Access Policy Institutions \(COAPI\)](#)
- [The Scholarly Publishing and Academic Resources Coalition \(SPARC\)](#)

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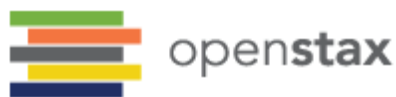
SPEC Kit 351: Affordable Course Content and Open Educational Resources

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MU Libraries OER Week Events

March 7-11, 2016



OpenStax Presentation

Nicole Finkbeiner, OpenStax, Institutional Relations
Monday, March 7 @ 4pm
Ellis Library room 114-A

Students have requested that MU faculty utilize Open Educational Resources (see Resolution-1415-08). Come learn more about how OpenStax Textbooks can be used in your classroom at no cost to your students. OpenStax representative Nicole Finkbeiner will be able to answer all of your questions about how to adopt open source, peer-reviewed, high-quality textbooks.

Fridays @ the Library

OER Workshop


Grace Atkins, User Engagement Librarian, MU Libraries
Friday, March 11 @ 1pm
Ellis Library room 213 & live online

Are your students struggling with high textbook costs? Consider using free and openly licensed educational materials. Open Educational Resources are an accessible and equitable alternative to traditional instructional materials. Learn more about where and how you can find high-quality OERs to use in your courses. Part of our semester long "Fridays @ the Library" workshop series. Register online.



PennState

PENN STAT



OPEN EDUCATIONAL RESOURCES

Penn State Summit 2016

March 23, 2016

Foster Auditorium, 102 Paterno Library
and via **MediaSite Live**, live.libraries.psu.edu

8:45–9:00 a.m.
Welcome: Barbara Dewey, Dean of University Libraries and Scholarly Communications

9:00–10:00 a.m.
Keynote: Nicole Allen, Director of Open Education for SPARC, the Scholarly Publishing and Academic Resources Coalition

10:15–11:45 a.m.
Showcase of OER Champions: Five early adopters describe efforts to reduce costs and make course materials more available.

11:45 a.m.–noon
Provost's Task Force Update and Futurecasting
optional lunch and facilitated conversation in Mann Assembly Room, first floor Paterno Library (with prior registration)

Knowledge Commons, first floor Pattee Library


1:00–2:00 p.m.
Hands-On Workshop: Julie Lang, Instructional Designer with Educational Technology Services, will conduct a hands-on workshop to illustrate a variety of resources, tools and techniques available to help get you started.

drop-in consultations:

- Penn State copyright officer
- University Libraries' Publishing and Curation Services

Co-sponsored by Penn State Outreach and Online Education and the University Libraries

INFO: tinyurl.com/OERsummit16



PennState

The agenda for Penn State's first Open Educational Resources (OER) Summit, held at Foster Auditorium and online via MediaSite Live on March 23, includes opening remarks at 8:45 a.m. by Dean Barbara I. Dewey, dean of University Libraries and Scholarly Publishing and chair of the Penn State OER Task Force. Additional information about the event, including a registration link for all participants, regardless of location, is available at <http://tinyurl.com/OERsummit16>.

Image: Penn State University Libraries

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University Libraries

Free Textbooks!

Open Educational Resources

Are you concerned about the impact of rising textbook costs on your students?

This workshop is designed to help USC faculty and graduate students discover and evaluate free and low cost materials for use in their instruction.



January 29, 1 - 2 PM,
March 10, 11 - 12 PM,
April 25, 2 - 3 PM,
TCL 4th, Classroom 412



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The University of South Carolina is an equal opportunity institution.

University Libraries

Free Textbooks and Resources, Access on Day One for You and Your Students



"Free Textbooks and Resources, Access on Day One for You and Your Students," webinar with Nicole Finkbeiner, Associate Director, Institutional Relations at OpenStax College, Rice University.

The University of South Carolina is partnering with Rice University's free textbook initiative, OpenStax College, for a webinar on their free textbooks. Come see why USC faculty, as well as thousands of other faculty across the country are using the books. This session will cover how using free textbooks contribute to student success, the positive impact of Open Educational Resources on academic freedom, the OpenStax College development model, how you and your students access and use the free books, and more. They have free textbooks available in Physics, Sociology, Biology, Anatomy & Physiology, Statistics, Math, Economics, Chemistry, US History, and Psychology. They are developing additional books in Math, Sciences, and Government.

TUESDAY

November
3

2 p.m. – 3 p.m.

Thomas Cooper Library, Room 412



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Programs & Events

Presentations, Discussions, Guest Speakers, Exhibitions, and more — A Temple Libraries' Blog

Open Education Week 2016: Access and Affordability in Learning

Posted on **March 7, 2016** by **rdashiell**

The week of March 7th is **Open Education Week**, a global event coordinated by the Open Education Consortium to raise awareness around free and open sharing in education. This movement advocates for free and open access for learners and teachers to a variety of resources, including platforms, course and learning materials, and textbooks.

Temple University Libraries is joining the conversation around textbook access and affordability by hosting an Open Education Week event titled **"Ditch the Textbook: Exploring Options for Textbook Affordability"** on **Wednesday, March 9 from 12:00 – 1:30 PM in the Paley Library Lecture Hall**. The panel will feature students and faculty advocates (listed below) for open educational resources and will be moderated by Annie Johnson, Library Publishing and Scholarly Communications Specialist at Temple Libraries. The event will also provide information about Temple Libraries' **Alternate Textbook Project**, which will soon be open to proposals.



Panelists for the **Libraries' March 9th event** include:

Eitan Laurence is a Temple University student who is an advocate for Open Educational Resources (OER). He is currently a member of the Provost's Task Force on Textbook Affordability.

Gerard Brown, Associate Professor, Tyler School of Art, is the Chair of the school's Foundations Department. His senior Visual Studies seminar students are currently engaged in a project looking at the way textbooks affect learning.

TEMPLE UNIVERSITY LIBRARIES

Open Education Week 2016: Access and Affordability in Learning

<http://sites.temple.edu/libraryprograms/2016/03/07/open-education-week-2016-access-and-affordability-in-learning>

Wesley Roehl is a Professor in the School of Tourism and Hospitality Management. He is a recent participant in Temple Libraries' Alternate Textbook Project.

Kristine Weatherston is an Assistant Professor in the Department of Media Studies and Production. She is a two-time recipient of the Alternate Textbook Project award. Kristine utilizes web-based and open source textbooks, software, and videos in her scriptwriting, documentary production, and media courses.

We invite you to join us! Please contact Annie Johnson (annie.johnson@temple.edu) with questions.

Share and Enjoy:



This entry was posted in **Programs & Events, Top News, Uncategorized** and tagged **Top News** by **rdashiell**. Bookmark the **permalink** [<http://sites.temple.edu/libraryprograms/2016/03/07/open-education-week-2016-access-and-affordability-in-learning/>].

Library Workshop

Exploring Innovative & Open Educational Resources: *Three Current Projects*



OPEN EDUCATIONAL RESOURCES

Join several Virginia Tech and Radford University faculty members as they discuss their current work of developing innovative or open educational resources for use in their teaching. Panel themes will be further explored in the after-panel hands-on workshop. Events begin with a pre-panel multimedia tour of innovative and open educational resources from Virginia Tech, Radford, and beyond.

9:30 am - 10:00 am — Refreshments and
Multimedia tour
10:00 am - 11:00 am — Panel Discussion
11:00 am - 12:00 pm — Hands on Collaboration

Panelists:



Dr. Clifford A. Shaffer
Professor of Computer Science
Virginia Tech



Dr. Benjamin Jantzen
Assistant Professor of Philosophy
Virginia Tech



Dr. Bruce Mahin
Professor of Composition and Music Theory
Radford University

Friday, March 28 ● 9:30 am - 12 noon ● 1st Floor Multipurpose Room

RSVP: Anita Walz arwalz@vt.edu by March 25th

UNIVERSITY LIBRARIES



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QUICKLINKS

Open education
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Background info
Creative Commons licenses
Open textbook collections
Open Education Week
Open Education Week 2016
Open Education Week 2015
Open educational resources

MARCH 14-18, 2016 | NEWMAN LIBRARY | #openeducationwk



Open Education Week

Open Education Week 2016 at Virginia Tech is March 14-19. All events are free and open to the public (Public RSVP) and will be held at the Newman Library on Virginia Tech's Blacksburg campus. Visitors may obtain parking passes and campus maps at the [Virginia Tech Visitor Center](#) (525 Price Fork Road, Blacksburg, VA).

Selected sessions may be available live via WebEx. Please contact Anita Walz to request streaming details.

Keynote Presentation

Robert Biswas-Diener - NOBA Senior Editor
Date & Time: Thursday, March 17, 12:30 - 1:45 p.m.
Location: Newman Library Multipurpose Room

Robert Biswas-Diener, Ph.D. presents on the NOBA Project, which brings together 90+ expert-authored and openly licensed learning modules in the field of Psychology.

Join us in hearing about this faculty-initiated project, the underlying motivations, lessons learned, considerations for adoption, and research on NOBA materials. This session will be of interest to faculty, students and staff interested in innovative resources for education, those exploring alternative textbooks, and individuals interested in outreach and education for all.

Light refreshments to follow.

Live Streaming: <https://virginiatech.webex.com/meet/arwalz>
NLI registration for faculty, staff, and students: VT NLI
General public registration: <http://goo.gl/forms/1C22Dj0BSZ>

Open Education Week Schedule of Events


Tuesday 3/15


Location: Newman Library 207A

11:00 - 11:10 a.m.
Introduction to Open Education Week

11:10 - 12:15 p.m.
Research Presentation: Are textbooks too expensive for students? A first look at a survey of 300+ Virginia Tech students in national context
Description: National surveys suggest that rising textbook costs have a negative impact on student learning. How are VT students responding to rising costs in their course selections, perception of academic performance, number of hours worked for pay, and methods of acquiring learning resources? How closely do textbook cost-related impacts at Virginia Tech match available national data?
This presentation gives a first look at a recent survey of 300+ Virginia Tech students (IRB 15-138) in national context, their reported methods of acquiring required learning resources, use of unassigned resources, and levels of concern regarding academic performance. The presenter, Anita Walz will also discuss assumptions of the Open Education movement (the movement for open textbooks and Open Educational Resources) as part of the presentation.

Contact us


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Blacksburg, VA 24061


SPEC Kit 351: Affordable Course Content and Open Educational Resources

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	<div> <div>Thursday 3/17 9:30am-4pm</div> <div> <p>Location: Newman Library (1st floor) Multipurpose Room</p> <p>9:30 a.m. Opening Reception (light refreshments)</p> <hr/> <p>What we mean (and don't mean) when we say "Open Education"</p> <p>Description: This session will introduce the concepts of open education and open educational resources within the overall context of openness. The term Open Education broadly means resources and practices which reduce barriers to learning.</p> <p>Two of the most popular applications include: teaching openly or open pedagogy – the idea of letting the public into your classroom – and the use/adaptation/creation of open educational resources which allow for greater academic freedom and pedagogical flexibility.</p> <p>By the end of this interactive session participants should be able to articulate explain several ways one can engage in open education, list benefits and potential drawbacks to open educational activities, and explain whether one might engage in open educational activities in the future.</p> <p>Live Streaming: https://virginiatech.webex.com/meet/arwalz NLI registration for faculty, staff, and students: VT NLI General registration: http://goo.gl/forms/1C22Dj0BSZ</p> <hr/> <p>11:00 - 11:30 a.m. Open Education practitioners "Speed Networking"</p> <hr/> <p>11:30 - 12:30 p.m. Lunch on your own (a list of walking-distance lunch options will be provided)</p> <hr/> <p>12:30 - 1:45 p.m. Keynote Presentation: Expert authored, free, and reproducible educational resources: Meet the inventors of NOBA</p> <p>Speaker: Dr. Robert Biswas-Diener is senior editor of NOBA, an open education resource providing free materials to students and instructors of psychology. Each year, Noba saves students more than 1 million dollars in textbook fees. When not working on NOBA, Robert researches positive psychological topics and has more than 50 academic publications. He is author of The Courage Quotient and The Upside of Your Dark Side. He lives in Portland, Oregon.</p> <p>Live Streaming: https://virginiatech.webex.com/meet/arwalz NLI registration for faculty, staff, and students: VT NLI General public registration: http://goo.gl/forms/1C22Dj0BSZ</p> <hr/> <p>2:15 - 3:15 p.m. Project Showcases Description: 10-minute Lightening round presentations on various Open Education projects Live Streaming: https://virginiatech.webex.com/meet/arwalz NLI registration for faculty, staff, and students: VT NLI General public registration: http://goo.gl/forms/1C22Dj0BSZ</p> <hr/> <p>3:15 - 4:00 p.m. Discussion & Wrap Up</p> </div> </div>	
	<div> <div>Thursday 3/17 9:00 am - 3:00 pm</div> <div> <p>Location: Newman Library 2nd floor</p> <p>SGA Open Education Awareness Campaign</p> <p>Description: Join the Student Government Association to learn more about Open Educational Resources, how you can cut your textbook costs in half, and how you can make a difference. Food and prizes available!</p> </div> </div>	

Incentive Programs





ABOUT

ABOER PROJECTS

ARTICLES

OPPORTUNITIES

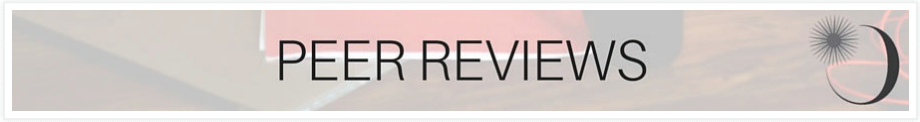
RESOURCES

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Opportunities




PEER REVIEWS

Opportunity: Peer Reviews

Alberta faculty may be awarded \$500.00 to review an OER that replaces an existing student paid resource.

Processed monthly until September 30, 2016

This opportunity has been re-opened with an expanded scope. Applications are no longer limited to the top 50 enrolled courses.

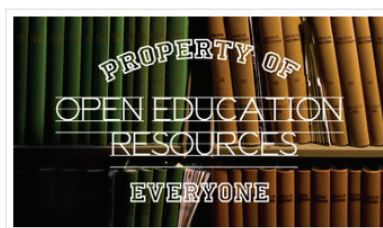


PAST OPPORTUNITIES



About EOEI

Moving into the second cohort, the Emory Open Education Initiative (EOEI) encourages faculty and instructors to create and use open educational resources (OERs) and library materials to support student learning in their courses by offering mini-grants of \$1,000 each. The grants may be used



to create or compile open educational resources (OERs), library materials, or faculty-generated content to be used in courses taught in lieu of a textbook. Grant recipients are required to participate in an OER immersion training. The goal is to find better and less costly ways for faculty to deliver the instructional content their students need to learn and to support assessment of whether learning objectives were met with the use of this content.

The mini-grants are open to all full-time faculty (both tenure and lecture track) and are available for both individual faculty members and faculty working as teams. Only one application per faculty member or team will be considered for each application period.




The mini-grants include support from multiple areas of LITS, including the [Scholarly Communications Office](#), [Emory Center for Digital Scholarship](#), and the Libraries. Support includes assistance from librarians, educational technologists and digital learning specialists to identify, remix and create open educational resources, utilize library materials, and to generate an OER evaluation rubric. In addition, assessment methods are the cornerstone of the initiative including the ability for students to be producers of OER content or other applications to support learning.

Six mini-grants have been awarded for fall 2014 classes and five for the 2015-2016 academic years. Please visit the above pages to review the see 2014 Immersion Training and 2015 Immersion training agendas as well as the faculty who are participating.

AFFORDABLE LEARNING GEORGIA


Textbook Transformation Grants

http://www.affordablelearninggeorgia.org/about/textbook_transformation_grants

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About

Textbook Transformation Grants

Overview

The State of Georgia's FY 2015 and FY 2016 budgets include funding to support a new USG initiative, [Affordable Learning Georgia \(ALG\)](#), which focuses on reducing the costs of textbooks and the enhancement of [GALILEO](#), Georgia's Virtual Library and ALG's parent initiative. A key strategy is to provide grant-supported opportunities for USG faculty, libraries, and institutions to transform their use of textbooks and other learning materials into lower cost options. The Affordable Learning Georgia Textbook Transformation Grants are intended to:

1. Pilot different approaches in USG courses for textbook transformation including adoption, adaptation, and creation of Open Educational Resources (OER) and/or identification and adoption of materials already available in [GALILEO](#) and USG libraries.
2. Provide support to faculty, libraries, and their institutions to implement these approaches.
3. Lower the cost of college for students and contribute to their retention, progression, and graduation.

Round One: Spring 2015

- [Round One Projects Gallery](#)
- [Round One Final Report Summary \(PDF\)](#)
- [Round One Proposals, Materials, and Final Reports](#)
- [Information for Round One Grantees](#)

Round Two: Summer 2015, Fall 2015, Spring 2016

- [Round Two Projects Gallery](#)
- [Round Two Proposals, Materials, and Final Reports](#)
- [Information for Round Two Grantees](#)

Round Three: Summer 2015 - Spring 2017

- [Round Three Proposals, Materials, and Final Reports](#)
- [Information for Round Three Grantees](#)

Round Four: Fall 2015 - Spring 2017

- [Round Four Proposals, Materials, and Final Reports](#)
- [Information for Round Four Grantees](#)

Round Five: Spring 2016 - Spring 2017

- [Round Five Proposals, Materials, and Final Reports](#)
- [Information for Round Five Grantees](#)

Open Mathematics in Action: Summer 2016-Summer 2017

- [Proposal, Materials, and Final Reports](#)
- [Information for Participants](#)

Additional Requests for Proposals (RFPs) will be posted when available.

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Open Education Resources (OER)

OER for Educators

OER for Learners

Open Education Initiative

Open Education Events

Open Education Initiative

The high cost of commercial print textbooks is a major concern for both students and their parents. To address these concerns, the Provost's Office and the University Libraries launched the Open Education Initiative in the Spring of 2011. The Open Education Initiative is a faculty incentive program that encourages the use of existing low-cost or free information resources to support our students' learning. Information Literacy will also be emphasized, creating opportunities for students to develop and practice the skills of critical thinking, reasoning, communication, and integration of knowledge and perspectives.

Now in its seventh cycle, the Open Education Initiative has generated a total savings of over **\$1.3 million** for students in classes that utilize open educational resources and library material. The Library partners with the [Institute for Teaching Excellence and Faculty Development \(TEFD\)](#), Information Technology, and Provost's Office to support our efforts. For more information please contact [Jeremy Smith](#) at jlsmith@library.umass.edu

[Read the ARL Report](#) on our program.

Presentations

[Open Education Initiative Information Session, Spring 2016 \[pdf\]](#)
[Open Education Initiative Information Session, Spring 2016 \[ppt\]](#)

Presentation for the information session for the OEI grant applicants in the Spring of 2016. Includes an overview of OER, copyright and Creative Commons, and the OEI grant parameters. Useful for those running a workshop or for people teaching with open education resources.

[Presentation to UMass Faculty Senate, Spring 2014](#)


This is a presentation made to the Faculty Senate Meeting at the University of Massachusetts Amherst regarding the Open Education Initiative. It includes an overview of the why and how of the OEI grant, some examples, and its successes/challenges. Useful for those talking to administrators about the open education movement.

Spring 2016 Open Education Initiative

Winners of the Spring 2016 grants are below

Faculty Name	Department/Class	Proposed Project
Ysaaca Axelrod	Education/Human Development	Find readings/video on the web that cover material in current textbook.
John Brigham	Political Science/Intro. to Constitutional law	Replace textbook with free Government material from Supreme Court website, Wikipedia, Oyez, Library of Congress and National Constitution Center
Thomas St. Laurent	Kinesiology/Introduction to Kinesiology	Utilize chapters, articles, and studies that give overviews of basic contents in lieu of textbook.
Shubha Tewari	Physics: Electricity and Magnetism, Optics, Modern Physics	Edit and organize existing video content, film and edit new video content, and organize test questions for video content.
Brokk Toggerson	Physics: Intro. Physics I	Organize existing free resources in a central location to improve navigation for students and use Perusall, a new reading enhancement tool.

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ELEARNING AT THE
UNIVERSITY LIBRARIES

eLearning at the Libraries

Partnership for Affordable Content

Call for Proposals

Background Information

Open Textbooks and OER

Partnership Proposal Examples

Partnership Showcase

Save money with the Libraries!

PARTNERSHIP FOR AFFORDABLE CONTENT

Textbook and course materials costs are increasingly problematic for students. Nationally, the average undergraduate student spends over \$1,200 a year on textbooks and other course materials. The University Libraries can help faculty and instructors find and use alternative, high quality, low cost materials in their courses, and ultimately help save students money.

The University of Minnesota Libraries invites faculty and instructors to **apply for a competitive grant** to work with library staff to implement affordable high quality content options into their courses as an alternative to high cost commercial textbooks and other expensive course materials.

How to Apply

All current faculty and instructors teaching courses at the University of Minnesota - Twin Cities are eligible to apply for a Partnership for Affordable Content grant. Please see the [Call for Proposals](#) for application instructions. Applications for the 2016 call for proposals are due by February 26, 2016.

Information Sessions

Interested faculty and instructors are highly encouraged to attend an upcoming information session to learn more about the Partnership for Affordable Content:

February 10, 2016, 10:00 - 11:00 AM, Walter Library Room 310 [Register](#)
February 11, 2016, 1:30-2:30 PM, Walter Library Room 310 [Register](#)
February 11, 2016, 3:30-4:30 PM, Magrath Library Room 2 [Register](#)

What are more affordable options?

Working with librarians, participating faculty and instructors will select and implement new high quality and cost effective content for their courses. These new materials can include:

- Freely available open textbooks
- Library licensed resources such as ejournals and ebooks
- Lawful determinations of fair use
- Open education resources
- Faculty created, openly licensed materials

Librarians will also help participating faculty and instructors deliver these new materials to students through various online tools such as library developed services and Moodle.

Application Selection Criteria

Proposals will be reviewed within the Libraries by eLearning Support Initiative Librarians, subject liaison Librarians, and Libraries Administration. Grants will be awarded based on criteria such as potential student savings, innovativeness of course materials, the use of open textbooks or open education resources, and sustainability of the new course materials in subsequent semesters.

For more information, including application instructions and a complete list of selection criteria, please see the [Call for Proposals](#).

Questions?

For any questions or comments about the Partnership for Affordable Content please contact Kristi Jensen and Shane Nackerud at learnlib@umn.edu.

Important Dates

February 10, 2016 - [Info session](#) February 11, 2016 - [Info session](#) February 26, 2016 - Applications due March 11, 2016 - Grants announced

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ELEARNING AT THE UNIVERSITY LIBRARIES

eLearning at the Libraries

Partnership for Affordable Content

Call for Proposals

Background Information


Open Textbooks and OER

Partnership Proposal Examples

Partnership Showcase

Save money with the Libraries!

These faculty and instructors were awarded a 2015 Partnership for Affordable Content grant to move away from traditional textbooks to using low-cost and no-cost resources in their courses. Read on to find out more about their projects and learn how they successfully lowered the cost of education for their students during the Fall 2015 or Spring 2016 semester.




Irene Duranczyk

Department: CEHD: PSTL

Course: PSTL 1004 Statistics: Understanding and Applying Data

Project: Modified and enhanced an already existing open textbook, [Collaborative Statistics Using Spreadsheets](#)

Total Savings: \$6,120 (36 students x \$170 textbook)




Joe Gaugler

Department: School of Nursing: Adult and Gerontological Health

Course: NURS 1910W: Illness in the U.S. - From Cell to Society

Project: Created a Digital Course Pack using library licensed materials, freely available course readings, and fair use claims at \$0 cost to students.

Total Savings: \$1,558 (19 students x \$82 textbook)



Kathleen Hansen and Nora Paul

Department: CLA: Journalism and Mass Communication

Course: JOUR 3004: Introduction to Mass Communication

Project: Created a freely available, open textbook called [Information Strategies for Communicators](#).

Total Savings: \$6,160 (112 students x \$55 textbook)



Nathaniel Helwig

Department: CLA: Department of Psychology and School of Statistics

Course: STAT 5601: Nonparametric Methods

Project: The Libraries purchased the [course textbook](#) as a multi-user ebook and created a Digital Course Pack using library licensed materials, freely available course readings at \$0 cost to students.

Total Savings: \$14,732 (58 students x \$254 for 2 textbooks)



Sungok Hong

Department: CLA: Asian Languages and Literature

Course: HNUR 1005: Conversational Hindi-Urdu

Project: Faculty created course content plus use of freely available video content. [Google Sites](#) was used to make all materials available to students.

Total Savings: \$300 (10 students x \$30 comparable language textbook - no text available)



Yuhei Inoue

Department: CEHD: School of Kinesiology

Course: SMTG 3601 - Ethics and Values in Sport

Project: Created a Digital Course Pack using library licensed materials, freely available course readings, and fair use claims at \$0 cost to students.

Total Savings: \$840 (24 students X \$35 textbook)




Romas Kaslauskas

Department: CFANS: Biochemistry, Molecular Biology, and Biophysics


Course: BioC 4351/5351 Protein Engineering

Project: Created 30 openly licensed, interactive chemical figures using the [CDF format from Wolfram](#).

Total Savings: Not available.


OHIO UNIVERSITY


Alden Library's 7th Floor is temporarily closed. For assistance in retrieving books, please visit the Circulation Desk.



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Alt-Textbook Initiative



A student cost-savings initiative from the University Libraries

Beginning fall semester 2015, University Libraries is launching a pilot program to encourage instructors to move away from costly textbooks.

The Libraries, investing up to \$5,000 in incentives for instructors to redesign courses and reconstruct syllabi, will provide assistance from librarians, instructional designers, and academic technologists in identifying and integrating alternative content, which includes licensed library content and open educational resources.

The financial incentives are meant to acknowledge the amount of time it will take instructors to identify new resources, adjust syllabi, and modify assignments. In an effort to maximize the Libraries' investment and provide savings to the largest number of students, instructors working on courses affecting 100 or more students will receive \$1,000, while instructors of classes of less than 100 students will receive \$500.

Eligibility

Each applicant must be the instructor of record. Courses can be at the undergraduate or graduate level but must be for enrolled students.


Procedure

Applicants are asked to complete a one-page application form and attend a one-hour workshop at which Library staff members introduce search strategies and possible sources for open-access or low-cost instructional resources, and applicants can share ideas with one another and brainstorm.







The application process is currently closed. If you are interested in support for an alt-textbook project of your own, please contact [Janet Hulm](#) or [Kelly Broughton](#).

Timeline

- October 22, 2015 Application process opens
- January 15, 2016 Application process closes
- February 2016 Alt-Textbook materials workshop
- March 18, 2016 Awards announced
- Fall Semester 2016 Projects implemented



Ohio University Libraries
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This page is maintained by: [Andrew Stuart](#) Updated: March 28, 2016
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Home | **Grants**

Grants

ALX partners have developed several opportunities to fund faculty in exploring open and affordable classroom resources. Join us to reimagine teaching and learning materials like textbooks, lab manuals, assigned readings and more.

Funding opportunities are designed to fit the needs of varying course levels, class sizes and support needs. **Proposals that include cross-departmental and cross-campus collaborations are especially encouraged to apply.**

The next RFP opens in September. In the meantime, learn about our opportunities below, and **get to know our current ALX cohort** which includes projects from 9 departments, 3 colleges, and 3 campuses across the university.

UNIVERSITY LIBRARIES TEXTBOOK AFFORDABILITY GRANT

Award amount: \$1,000 available as research funds

University Libraries, the Office of Distance Education and eLearning (ODEE), and Undergraduate Student Government (USG) have partnered to sponsor this opportunity for faculty to explore the adoption of low- or no-cost course materials for classes at Ohio State. Winners of the Textbook Affordability Grant receive consultation support from ODEE and University Libraries to create, find, and distribute materials.

Ideally **projects funded through the Textbook Affordability grant will need limited hands-on support** and be close to implementation (work may have already begun). Individuals and teams are encouraged to apply. Successful proposals will include:

- Adoption and/or adaptation of existing OERs
- Authoring of new digital course materials to openly license and share with students at Ohio State and beyond
- Replacing a conventional textbook with library resources (textbooks on reserve, journals, other with help from subject librarian and other experts)
- A combination of these approaches

ODEE AFFORDABLE LEARNING GRANTS

Award amount: Varies (see details below)

The *Open Impact* and *Exploration* grants are managed by the Office of Distance Education and eLearning, and are designed to support transformational projects that result in high impact, sustainable cost savings to students. Proposals that include multiple faculty partners and teams are encouraged. Successful proposals will include:

- Adoption and/or adaptation of existing OERs
- Authoring of new digital course materials to openly license and share with students at Ohio State and beyond
- University Libraries resources, in consultation with a subject librarian
- A combination of these approaches

Exploration Grant

Award amount: \$7,500 (total), comprised of a \$5,000 award from ODEE matched 2:1 (\$2,500) by the grant recipient's department.

Exploration Grant winners teach **courses of any size**. Grant winners benefit from a **dedicated project manager and technical support throughout**.

Open Impact Grant

Award amount: \$12,000 (per project lead, up to 2), comprised of an \$8,000 award from ODEE matched 2:1 (\$4,000) by the grant recipient's department.

Open Impact Grant winners teach **high enrollement, GE courses** that impact 300+ students per semester. Grant winners benefit from a **dedicated project manager and technical support throughout**.

ODEE BOOK LAUNCH PROGRAM

Award amount: \$1,000 available as research funds

Book Launch is a program led by ODEE, designed to create a community of digital book authors at Ohio State using a cohort model. This program is committed to creating digital textbook resources using the **iBooks Author** app that can be made available to students at Ohio State *at no cost*, and to educational institutions across the country.

Two cohorts take place each calendar year, with up to 5 projects accepted into each. Each 5-month cohort cycle is timed to publish finished projects immediately prior to the start of a semester. Summer cohort participants begin in July and produce texts for use in the following Spring semester. Winter participants begin in January and create books ready for use the following Autumn semester.

Individuals and teams are encouraged to apply (we highly recommend teams of 2+). Successful proposals will include:

- Creation of original content and development using iBooks Author
- Use of media or interactive elements
- An emphasis on visual design

Book Launch participants also receive **iBooks Author training, a dedicated project manager and technical support throughout.**

Affordable Learning Exchange grants are supported financially through the **Wide Open West (WOW!) Affinity Program**.

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THE OHIO STATE UNIVERSITY

Affordable Learning Exchange

200 St. John Arena | 410 Woody Hayes Drive | Columbus, Ohio 43210

Phone: 614-292-3698

Email: affordablelearning@osu.edu

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OPEN EDUCATIONAL RESOURCES: AFFORDABLE TEXTBOOK & CONTENT SOLUTIONS

Stacy Zemke
OER Coordinator
University Libraries
szemke@ou.edu


The cost of higher education for students increased 42% from 2000 to 2010, and the average cost of materials is now at \$1,200 per year.

A reported 78% of students have indicated that they have not purchased a required textbook because of the cost.

The University of Oklahoma Libraries is now taking applications for the **Alternative Textbook Initiative**. All University of Oklahoma full-time faculty are eligible to apply for one of ten project awards of up to \$2,500 in funding and support.

The purpose of this initiative is to support faculty in the adoption of affordable textbook solutions to reduce the cost of textbooks and materials for students. **Alternative Textbooks give faculty members the power to customize content specifically for their courses as well as provide less expensive textbooks for their students.**

If you are interested in adopting an alternative textbook, or are just in learning more about open textbooks and other open educational resources, **contact Stacy Zemke in the University Libraries – szemke@ou.edu.**



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Faculty Engagement Awards

The TLT Faculty Engagement Awards program offers grants and staff support to enable exploration of innovative applications of technology to improve teaching and learning. Calls for 2016 have closed. In the winter of 2017 we will announce our thematic area for the next round of Engagement Awards.

[Apply Now!](#)

Faculty Engagement Awards

Each year, several grants will be awarded around a specific theme, and faculty are encouraged to apply for these grants, which can cover technology, professional development or other resources that support the engagement. Each grant includes a multi-semester engagement with an instructional designer and technology support staff who will work with you to identify the most appropriate and effective applications of a particular technology in your class(es). TLT researchers will assess the impact of this technology and share what we have learned with the Penn State community.

Request for Proposals

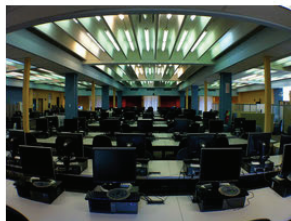
Current Theme: Open Educational Resources (OER)

Access and affordability. Two themes from President Barron that directly deal with making a Penn State degree more attainable for many students. Some students are spending upwards of \$1,200 a year on textbooks! One avenue to help lower this number is through the creation and utilization of Open Educational Resources. We are eager to work with faculty on creating and/or utilizing OER materials as part of redesigning a class. Have an idea for open textbook that you want to write? Interested in replacing your current textbook with a series of open and free readings? We want to work with you to help make this happen!

Relevant Examples: [OpenStax](#), [Center for Open Education](#), [BBookX](#), [MERLOT](#)

Proposal Deadline: Monday, April 11th

See also: [TLT Faculty Fellows](#)





A Library Initiative to Provide Access to Affordable Educational Resources

Background:

A significant factor in college affordability is the price of textbooks and supplies. According to a national survey conducted by SPARC, 95% of students worry that forgoing a textbook will impact their grade, 65% of students report not buying a textbook due to costs, and 48% report that the costs of textbooks determines the amount of classes they will take.

Open Educational Resources present a unique solution to the problems surrounding high textbook costs. Open Educational Resources are teaching and learning materials that have been published online under an open license granting everyone permission to freely and legally access, download and redistribute files, produce hard copies of the material, tailor the material, mix multiple OERs to create new works and keep and use copies of the material forever. Students and faculty would have an affordable option to support their learning and research.

According to case studies and research conducted by both the University of Minnesota and Rice University, faculty who have reviewed open educational resources have a 90% adoption rate of the materials. Faculty choosing to adopt these materials can save the students they teach hundreds of dollars.

Program

The University Libraries will budget \$2000 to fund four \$500 grants for faculty to commit to using an OER or library-licensed resource in place of a traditional textbook. This grant would be given to professors based on the following criteria:

- The professor must attend a library workshop on OER
- The professor must submit a syllabus showing their usage of an OER or library-licensed resource for a future course
- The professor must complete two follow up surveys within the year after the award is granted

Long Term Goals

We hope this program increases faculty awareness of open educational resources and leads to the increase of adoptions of these resources at our university to save our student body money, promote student success, and increase faculty openness of research, learning, and teaching resources.



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EI SMALL GRANT PROGRAM

The deadline to submit proposals for the 2015-16 academic year has passed. Thank you to all those who applied and congratulations to all of the **award recipients**.

The EI Small Grant Program supports faculty and instructional staff in their efforts to experiment with new technologies and new ways of learning. This year, the program offered grants of up to \$10,000 each and focused on enhancing active learning strategies and developing Open Educational Resources (OERs). With the support of the **International Division**, the program also sought proposals that would enhance global learning and students' global competencies.

Proposal Themes

(proposals must address at least one)

1. Active learning through blended course implementation
2. Internationalization at Home
3. Open Educational Resources (OERs)

General Proposal Requirements

All proposals should:

- Address how the project will transform student learning
- Align with departmental priorities and include a signature of endorsement from the department chair
- Clearly articulate how the project will be sustained once the funds have been expended

News

EI Small Grant Supports Innovative Course Redesign

New Website Provides Resources for Online Teaching and Learning

Interactive MOOCs: How Well Did They Work?

Events

EI Brown Bag Series – Canvas: The Instructional Experience
Tue, Apr 5, 2016

EI Brown Bag Series – Exploring the Wisconsin Experience
Thu, Mar 3, 2016

EI Brown Bag Series – Enhancing Your Blended Learning Toolkit
Wed, Feb 17, 2016

EI Around Campus

Free online course empowers college STEM instructors to improve their teaching

Gift helps support UW-Madison REACH project

New UW-Madison collaboration in Green Bay inspires young writers


Funding

EI Small Grant Program

SPEC Kit 351: Affordable Course Content and Open Educational Resources

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Educational Innovation

Inspire students. Enrich learning.

at least one of the following:

- Developing experiential-based learning programs in Madison or the surrounding region to enhance the development of students' global competencies. Programs should offer students the opportunity to engage, face-to-face, with relevant organizations such as immigrant services, NGOs, globally active firms, government agencies, consulates, etc., via internships, service learning, lab placements and so on.
- Designing and implementing internationally collaborative shared courses that are blended or 100% online (e.g., UW-Madison/McGill or UW-Madison/Sciences Po)

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3. OER – Proposal Requirements & Form

Grants in this category will support faculty and instructional staff in their efforts to experiment, develop and/or incorporate **Open Educational Resources (OERs)** into their courses and degree programs.


OERs are "teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others." (**William and Flora Hewlett Foundation**). These resources can include anything from images, videos and infographics to video and audio lectures, interactive games and simulations and open texts (e-books).

OERs are developed and/or utilized to enhance student learning outcomes, and reduce the cost of course-related materials for students (e.g., via 'open texts'). At UW-Madison, OERs also have significant potential to help campus further embody and enact the Wisconsin Idea through the sharing of our teaching resources across the state, the nation and the world.


Proposals in this category should specifically address at least one of the following:

- Developing OERs for courses and programs
- Designing '**renewable assignments**' (e.g., an online atlas; an integrated research project and related website; an open text on a key topic; a linked series of podcasts on a relevant theme) for and with students, such that the assignments generate OERs that can then be enhanced year after year by future students
- Identifying, vetting and storing pre-existing OERs for courses and programs

Questions should be directed to **Mo Bischof**, Associate Vice Provost, or **Kris Olds**, EI Senior Fellow and Professor, Department of Geography.



Join the Educational Innovation mailing list and you'll receive updates on upcoming events, EI Small Grants and more!



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Adopted/Adapted/Created Resources

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Open Chemistry

OpenChem is first and foremost to extend the benefit that we have seen since 2009 from open and free publication of individual chemistry courses to an entire curriculum. What MIT did ten years ago with its OpenCourseWare initiative was to plant the idea of making quality educational resources universally accessible. The MOOCs have laudably extended this approach by providing instructional paths through individual courses at scale. What UCI hopes to do with this initiative is to present a coherent, full curriculum by a top faculty. Today, a learner can sit with us in our lecture halls and follow four years' worth of chemistry core classes and electives. That is the key innovation: making a full undergraduate education's worth of classes available for immediate incorporation in part or in full by institutions of higher education or by individual professors.

SHARE

Preparation Courses

- Chem 1P: Preparation for Chemistry

Year One

- Chem 1A: General Chemistry
- Chem 1B: General Chemistry
- Chem 1C: General Chemistry

Year Two

- Chem 5: Scientific Computing Skills
- Chem 51A: Organic Chemistry
- Chem 51B: Organic Chemistry
- Chem 51C: Organic Chemistry

Years 3 and 4

- Chem 107: Inorganic Chemistry
- Chem 125: Advanced Organic Chemistry
- Chem 128: Introduction to Chemical Biology
- Chem 131A: Quantum Principles
- Chem 131B: Molecular Structure and Elementary Statistical Mechanics
- Chem 131C: Thermodynamics and Chemical Dynamics

Graduate Courses

- Chem 201: Organic Reactions Mechanisms I
- Chem 202: Organic Reaction Mechanisms II
- Chem 203: Organic Spectroscopy

- What is the OpenChem initiative?** OpenChem is first and foremost to extend the benefit that we have seen since 2009 from open and free publication of individual chemistry courses to an entire curriculum. What MIT did ten years ago with its OpenCourseWare initiative was to plant the idea of making quality educational resources universally accessible. The MOOCs have laudably extended this approach by providing instructional paths through individual courses at scale. What UCI hopes to do with this initiative is to present a coherent, full curriculum by a top faculty. Today, a learner can sit with us in our lecture halls and follow four years' worth of chemistry core classes and electives. That is the key innovation: making a full undergraduate education's worth of classes available for immediate incorporation in part or by institutions
- What about labs? Homework? Readings?** Chemistry majors at the University of California, Irvine have access to high-quality, physical laboratories. We are reliant on institutions that adopt part or all of OpenChem to provide these services. The listings of homework and readings that we provide may be from commercial providers, such as publishers. They are provided as a courtesy for those who wish to follow along. We will eventually include no- or low-cost options that include these as course resources for chemistry learners.
- Which courses are included in the UCI's OpenChem initiative?** The selected courses include all required lecture courses that a UCI undergraduate needs for the Chemistry major. Additionally, a number of electives, including some graduate courses, are included. The full list is available [here](#) under the "Schedule of Courses" tab. Each course is listed according to its position in a sample undergraduate path for Chemistry majors.
- Why is UCI offering its Chemistry lectures for free?** There is both a history to this specific project with the filming of the first quarter of Organic Chemistry (Chem 51a) in 2009. That story is told [here](#). The lectures were posted to YouTube and became something of a hit. Because these lectures were so useful for UCI students who miss a class or want to review for the midterm or final, Professor Nowick became interested in publishing more of his classes. With the Internet and YouTube as the vehicle for publication, the additional cost of making available his classes to the entire world was close to zero. He soon realized that he was supporting a global community of learners and his enthusiasm translated to a departmental commitment in 2012 to publish the undergraduate curriculum through UCI's OpenCourseWare project.

5. **Okay, but, really, why is it free?** Because in the openly licensed format (CC-BY-SA 3.0, attribution required, sharealike), UCI contributes to global chemistry education at no marginal cost to itself beyond the already completed filming. Our own students also benefit by being able to review presentations and because it is available on YouTube, we don't have to worry about maintaining it on course pages behind password protection. By making it open, another institution or professor can use some or all of the video presentations without even having to contact us for permission. So we are fulfilling the mission of a land-grant, public university effectively and efficiently.

6. **UCI is a member of Coursera. Why aren't you offering these courses on one or another MOOC platforms?** We think that Coursera is a great platform, but it may not be the optimal platform for transfer of educational resources by other universities or community colleges. By publishing the video lectures with an open, Creative Commons license, another institution may incorporate one, two or all of the video lectures as may fit their needs. Furthermore, they don't have to ask permission. Permission is granted in advance through the license selection. Also, a learner can access these resources regardless of course dates.

7. **Can I get a degree from UCI through OpenChem?** Sorry, but the answer is no. While our goal is to promote learning the subject of Chemistry, we only award degrees to matriculated students at the University of California, Irvine.

8. **Can I get university credit for studying Chemistry through OpenChem?** It is possible that in the near future, these video lectures will be combined with labs and textbooks at other institutions, which may themselves award credit. We are in conversations with several companies and institutions that may want to use our course videos.

9. **Will the video lectures be captioned?** Yes, we are currently looking for partners to accomplish the captioning. A particular difficulty with Chemistry and other fields is that automatic translation only goes so far and the rest has to be reviewed by someone with a thorough knowledge of Chemistry to avoid mis-transcription of similar names or words. Once the video lectures are captioned, we will provide a text index and a text search.

10. **Can we provide feedback?** Yes, there is a page on our website for comments: <http://ocw.uci.edu/info/contact.aspx>.

11. **Are there other subjects that will follow OpenChem?** Isn't Chemistry enough? Seriously, the answer is yes. We are constantly in discussions with UCI schools and departments and are aware of other opportunities from subjects in which one or more courses may already have been filmed. Already, we have a growing collection of Math and Physics courses.

Navigation

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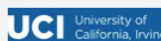
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UCI OpenCourseWare is an open education project supporting the needs of learners and educators everywhere: on our campus, within California, and the rest of the United States and the world. Support global education.



Unless otherwise noted.



Emory Open Education Initiative

A pilot program to promote Open Educational Resources (OERs)



Emory Open Education Initiative

Source: Wikimedia Commons

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EOEI Projects

Several projects have come to fruition from this initiative (others are still a work-in-progress and will be posted when they are ready).

- This is a student-generated OER project using Wikipedia from Professor Steven Kraftchick's theology graduate course.
- This is a video created by Karlene Coleman, genetics professor, about a family and their journey with Cystic Fibrosis: Sam's Story – YouTube
- This is an app called PediaBP from Professor Hope Bussenius from the School of Nursing. The goal of the Take2Heart Program is for every child and adolescent to receive an accurate blood pressure reading each year, and in doing so, lower the cardiac risk of pediatric patients.
- This is a German grammar tutorial website, all videos are created by students within the German program.

Biology 1510 Biological Principles

Georgia Tech Biology



[Home](#) [Module 1 Molecules and Metabolism](#) [Module 2 Genes and Genomes](#) [Module 3 Evolution](#) [Module 4 Ecology](#) [Twitter Feed](#)

[Video Upload Instructions](#)

Biology 1510 Summer 2016

Posted on [May 11, 2016](#) by [shanakerr](#)

Welcome to Biology 1510 for Summer 2016!

Select course readings from the menus above by Module:

- Molecules and Metabolism
- Genes and Genomes
- Evolution
- Ecology

Lecture materials can be downloaded from t-square

Instructions for the group video project will be available later in the term.

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Featured Course

Ethics of Human Subject Research

"I assist physicians with study design and data analysis. I also need this knowledge for reviewing protocols in my role as Institutional Review Board Coordinator." Karen, United States

Vaccine trials are governed by research ethics, such as informed consent and privacy.



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~ Janice Shirley, United States

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Business Communication for Success provides a comprehensive, integrated approach to the study and application of written and oral business communication to serve both student and professor.

College Success

College Success has a student-friendly format arranged to help students develop the essential skills and provide the information they need to succeed in college.

Criminal Law

Let's face it, legal textbooks can be dry. This is unfortunate because law, especially criminal law, is an intrinsically compelling topic. *Criminal Law* employs a variety of instructional techniques that should engage from start to finish.

Exploring Business

Introduces students to business roles and concepts in an exciting way. This text will help you decide whether business is right for you and, if so, what areas of business you'd like to study further.

Financial Accounting

This book is intended for an undergraduate or MBA level Financial Accounting course. It covers the standard topics in a standard sequence, utilizing the Socratic method of asking and answering questions.

Human Resource Management

Teaches HRM strategies and theories that any manager - not just those in HR - needs to know about recruiting, selecting, training, and compensating people.

Information Strategies for Communicators

by Kathleen Hansen and Nora Paul
The definitive text for the information search and evaluation process as practiced by news and strategic communication message producers. Currently used at the University of Minnesota School of Journalism and Mass Communication; JOUR 3004W/V, Information for Mass Communication.

Information Systems: A Manager's Guide to Harness Technology

Information Systems: A Manager's Guide to Harnessing Technology is intended for use in undergraduate and/or graduate courses in Management Information Systems and Information Technology.

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About Us

Principles of Social Psychology

Provides students with an introduction to the basic concepts and principles of social psychology from an interactionist perspective. The presentation of classic studies and theories are balanced with insights from cutting-edge, contemporary research. An emphasis on real world examples and applications is intended to guide students to critically analyze their situations and social interactions in order to put their knowledge to effective use.

Research Methods in Psychology

While Research Methods in Psychology is fairly traditional— making it easy for you to use with your existing courses — it also emphasizes a fundamental idea that is often lost on undergraduates: research methods are not a peripheral concern in our discipline; they are central.

Social Problems: Continuity and Change

A realistic but motivating look at the many issues that are facing our society today. As this book's subtitle, Continuity and Change, implies, social problems are persistent, but they have also improved in the past and can be improved in the present and future, provided that our nation has the wisdom and will to address them.

Sociology: Understanding and Changing the Social World

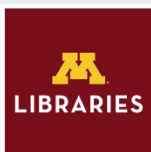
Makes sociology relevant for today's students by balancing traditional coverage with a fresh approach that ironically takes them back to sociology's American roots in the use of sociological knowledge for social reform.

Understanding Media and Culture: An Introduction to Mass Communication

This text will support an engaging and interesting course experience for students that will not only show them the powerful social, political and economic forces will affect the future of media technology, but will challenge students to do their part in shaping that future.

Writing for Success

Writing for Success is a text that provides instruction in steps, builds writing, reading, and critical thinking, and combines comprehensive grammar review with an introduction to paragraph writing and composition.



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Adaptive Map
Digital Textbook Project

Engineering Statics

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About the Adaptive Map Tool:

The Adaptive Map tool aims to enhance learning by providing advance organizers, in the form of expert generated concept maps, to the user. This is realized through the concept map based navigation system that is central to the design of the Adaptive Map software. By providing an advance organizer (a high level, easy to understand, overview of the information) the tool subtly encourages the user to keep the big picture in mind, helping users connect new information to previously learned topics.

Because concept maps can become overwhelming when they become too large, the interactive navigation system is also designed to adapt the visuals to the user's current focus. This ensures that the user gets a relevant overview of the information they are currently examining, but that they not visually overwhelmed with irrelevant details.

The tool has been tested in the classroom and was shown to be more effective than a traditional paper textbook in two respects. First, as predicted with the design, the tool encourages users to spend more time attending to an overview of the information, helping students build a skeleton they can fit details into later. Second, the tool encouraged users to step back and review topics from previous sections that were relevant to the topics they were learning. This combination of behaviors in the users leads to greater measures of conceptual understanding, with little to no extra effort on the part of the learner.

Adaptive Map Developers:

Project Lead: Dr. Jacob Moore

Dr. Moore is an Assistant Professor of Mechanical Engineering at Penn State Mont Alto. His research interests include engineering education focused on digital textbook design, and additive manufacturing technologies. As the project lead, Dr. Moore oversees all development and evaluation activities and is currently the primary content developer.

Lead Software Developer: Shawn Shroyer

Shawn Shroyer is currently a senior in the Information Sciences and Technology program at Penn State Mont Alto. As the lead software developer, Shawn is the primary software developer for the Adaptive Map Project.

Past Contributors:

We would also like to acknowledge past software developers, Nathanael Bice, Lauren Gibboney, Joseph Luke, James McIntyre, John Nein, Tucker Noia, Michel Pascale, and Joshua Rush, as well as the content experts we have consulted with, Dr. Robert Scott Pierce and Christopher Venters.

Research Publications:


Moore, J. Pascale, M., Williams, C. North, C. (2013) *Translating Educational Theory Into Educational Software: A Case Study of the Adaptive Map Project* Proceedings of the 2013 ASEE Annual Conference Atlanta, GA, ASEE.

Moore, J. Pierce, R. S., Williams, C. (2012) *Towards an "Adaptive Concept Map": Creating an Expert-Generated Concept Map of an Engineering Statics Curriculum* Proceedings of the 2012 ASEE Annual Conference San Antonio, TX, ASEE.

VIRGINIA TECH

VITAL: an interactive guide to the effects of VITamins and minerALS in the body system

<https://vital-test.dev.tlos.vt.edu>

 **VirginiaTech**
Invent the Future

Vital an interactive guide to the effects of
VITamins & minerALS in the body systems

Instructions

System

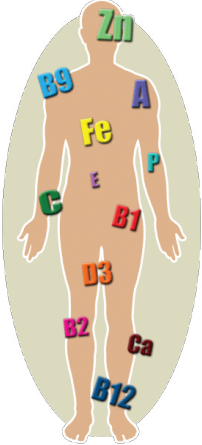
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Micronutrient

Please make a selection

Condition

Please make a selection



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Job Descriptions

Open Educational Resources (OER) Coordinator

Position Overview: Creates, promotes and utilizes open educational resources (OERs) and open access content in support of the University of Oklahoma's goal to develop open access textbooks; serves as primary liaison to teaching faculty in this role.

Position Responsibilities:

- Identify likely subjects for the development of OERs.
- Work collaboratively with diverse subject matter specialists to create OERs in a variety of disciplines.
- Promote the development and use of OERs for teaching and learning at OU.
- Promote the discovery and use of OU-created OERs to the educational community beyond OU.
- Identify, describe and index OERs.
- Research and resolve intellectual property rights of materials utilized in the development and creation of OERs.
- Work with appropriate library personnel to preserve OER content created by OU faculty in the University Libraries' institutional repository.
- Guide the development of peer review/evaluation processes for created OERs.
- Explore/experiment and develop tools and applications for OERs and open courseware.
- Define/develop educational objectives to meet learning outcomes.
- Develop diverse learner-centered online course content and activities to meet varying learning modalities.

Skills:

- Ability to consult and collaborate with diverse individuals and groups.
- Ability to effectively communicate orally and in writing.
- Ability to establish effective cooperative working relationships.
- Ability to make effective presentations and communicate ideas.
- Project management: Define goals, develop budgets and timelines, and coordinate existing staff and technology resources to achieve or exceed desired outcomes.
- Ability to assess and learn new technologies quickly.
- Ability to work creatively in a rapidly changing environment.

Jobs@ Template for Role Changes and New Positions

General Position Information	
Why is this request being submitted?	The Library is building infrastructure for scalable, sustainable platforms for open publishing of Library-hosted content under the umbrella of the Library's Scholarly Repository Services unit.
Is this position to be posted?	Yes
POSITION INFORMATION	
Department (Applicant View)	University of Virginia Library
Location (Applicant View)	Charlottesville
Note for the Posting Summary field below: For STAFF - market your position by describing the advantages of applying for this specific posting. Qualifications and employment conditions are presented separately. Please be advised that Posting Summary field below holds maximum 3800 characters.	Academic Discipline-Specific Technology Professional (ADSTP) Specialists use knowledge of information technology, including programming, applications, databases, web design, and software to support activities such as teaching, research, curriculum design, and publishing within an academic discipline.
Posting Summary Please be advised that this Posting Summary field holds a maximum of 3800 characters.	Academic Discipline-Specific Technology Professional (ADSTP) Specialists use knowledge of information technology, including programming, applications, databases, web design, and software to support activities such as teaching, research, curriculum design, and publishing within an academic discipline.
Required applicant documents:	CV / Resume Cover Letter Contact information for 3 References - name, email, phone
Optional Documents:	
Hiring Official Name	Ellen Ramsey
Hiring Official Phone Number	434-243-7079
Hiring Official E-mail Address	Ecr2c@virginia.edu
How many positions will you need to fill with this posting?	1
Reason for Posting	The Library is building infrastructure for scalable, sustainable platforms for open publishing of Library-hosted content under the umbrella of the Library's Scholarly Repository Services unit.
Area of Interest:	
Posting for UVA Employees Only:	Yes (this is true for the first five days that a position is posted)

UNIVERSITY OF VIRGINIA LIBRARIES

Open Publishing Librarian

Primary Shift	Day
When should position be posted? (If not ASAP, please specify a date)	ASAP
Closing Date	Open Until Filled
Advertisement Copy	<p>The University of Virginia Library seeks applicants for the position of Open Publishing Librarian. The position will focus on advancing infrastructure for scalable, sustainable platforms for open access journal hosting, open educational resources, and emerging open modes of scholarship, under the umbrella of the Library's Scholarly Repository Services unit.</p> <p>The successful candidate will provide innovative, creative leadership for a newly-created position in the Library dedicated to advancing the University's growing engagement with contemporary, open, and scholarly publishing issues.</p> <p>The Open Publishing Librarian engages with University and Library communities to explore and establish best solutions for digital publication and preservation of scholarly work, leveraging evolving technologies for dissemination and discovery of UVA research and scholarship. Initial work will focus on investigating and assessing scalable, sustainable platforms for open access journal hosting and new modes of open scholarship under the umbrella of the Library's Scholarly Repository Services unit. Work will evolve to include presentations about and direct patron support of selected platforms, as well as evaluating capacity and applications for new modes of open publishing within the Library's purview. Close collaboration is expected with the Scholarly Repository Services team and and Digital Preservation Librarian to ensure alignment with repository and preservation standards and recommend changes and/or relevant new services. The ideal candidate will be a skilled presenter and advocate comfortable partnering with diverse groups of stakeholders to promote a comprehensive view of the Library's scholarly repository and open publishing resources.</p>
EO/AA Statement for Your Organization:	The University of Virginia is an affirmative action/equal opportunity employer committed to diversity, equity, and inclusiveness.
Employment Conditions:	Criminal History Sexual Offender Registry
EXEMPTION INFORMATION	
Start Date for Exemption	
End Date for Exemption	
Candidate Information	
First Name:	
Middle Initial:	
Last Name:	

UNIVERSITY OF VIRGINIA LIBRARIES
Open Publishing Librarian

Suffix:	
Reason for Exemption An exemption from the faculty recruitment procedures is requested for the following reason:	No Response
Additional Notes on Exemption	
Organization	207 UVA
School/Unit	University Library
What is the primary purpose of this position?	<p>The Library is building infrastructure for scalable, sustainable platforms for open publishing of Library-hosted content under the umbrella of the Library's Scholarly Repository Services unit.</p> <p>The Open Publishing Librarian engages with University and Library communities to explore and establish best solutions for digital publication and preservation of scholarly work, leveraging evolving technologies for dissemination and discovery of UVA research and scholarship. Initial work will focus on investigating and assessing scalable, sustainable platforms for open access journal hosting and new modes of open scholarship under the umbrella of the Library's Scholarly Repository Services unit. Work will evolve to include presentations about and direct patron support of selected platforms, as well as evaluating capacity and applications for new modes of open publishing within the Library's purview.</p>
Cite specific examples of decisions made with supervisory guidance AND specific examples of decisions made without supervisory guidance.	<p>Without Supervisory Guidance:</p> <ul style="list-style-type: none"> -Direct patron support of selected platforms, including help ticket responses, training for student and faculty editors, technical support for publication deposits. - Researches emerging trends in scholarly publishing, new business models, the marketplace, and new technologies to inform and guide the library's digital publishing strategies. - Engages with faculty to explore issues and solutions for digital publication and preservation of work eligible for Library open publishing initiatives. -Writes and maintains documentation for selected platforms. <p>With Supervisory Guidance:</p> <ul style="list-style-type: none"> -Prepares recommendations based on research of new platforms and systems for support of open publishing initiatives. Supervisor will and stakeholders. -Serves on project team(s) assembled to implement recommended platforms, contributing operational and policy input based on research and expertise. -Supervisor provides high-level decision making and prioritizes projects, reviews and channels appropriate resource requests for recommended models to Library and University leadership.
Working Title:	Open Publishing Librarian
Number of Work Hours Per Week: (format: xx.xxxx)	40.000

UNIVERSITY OF VIRGINIA LIBRARIES

Open Publishing Librarian

Percent of Duty Total: 100			
Percentage of Time	Responsibility Title	Duties	Level of Importance (High, Average, Low)
30	Best Practices Advocacy	<ul style="list-style-type: none"> Researches emerging trends in scholarly publishing, new business models, the marketplace, and new technologies to inform and guide the library's digital publishing strategies. Engages with stakeholders (including faculty, library colleagues, and other publishing/educational content providers inside and outside UVA) to explore issues and solutions for digital publication and preservation of work eligible for Library open publishing initiatives. Collaborates with the Scholarly Repository Services team and Digital Preservation Librarian to ensure alignment with repository and preservation standards and recommend changes and/or relevant new services. Serves on project team(s) assembled to implement recommended platforms, contributing operational and policy input based on research and expertise. 	High
30	Open Publishing Service Coordination	<ul style="list-style-type: none"> Coordinates service configuration, maintenance, and outreach for selected platform(s), including coordinating with LibIT and ITS on technical requirements, supervisor and Library leadership on policy development and review, integration with existing Library and University services, and implementation planning and delivery. Serves as primary open publishing contact within Scholarly Repository Services for faculty, users, disciplinary liaisons, and technology partners (Academic Engagement, LibEx, ITS, and outside vendors). Serves as a member of the Library's Libra Services Team, representing open publishing interests within the Library's scholarly repository structure. 	High
30	Open Publishing Patron Support	<ul style="list-style-type: none"> Provides direct support for open publishing, including journals and educational content published through the Library's chosen platform(s). Delivers training for student and faculty editors and authors Provides technical support for publication deposits. Conducts periodic quality control and review of relevant self-deposited metadata and content in Libra institutional repository and Virgo discovery systems, contacts users to resolve issues. Writes and maintains documentation for selected platform(s). 	High

10	Developmental Activities	<ul style="list-style-type: none"> Engages in regular professional development to maintain an up-to-date knowledge of developments in the field. Engages in research and development in order to provide continuous improvement of services in response to changing user needs. Participates in library committees, communities or groups which maybe self selected or may be assigned. 	Average

Qualifications	
Required and Preferred Qualifications	
Required Education What is the minimum level of formal education required to successfully perform the duties and responsibilities of the position? Choose one.	Bachelor's degree or equivalent experience in Computer science, MIS, Computer Engineering or related discipline.
If any specific degree/training is required , please specify:	
Required Experience	Some - up to 4 years
If any experience is required , please specify kind of experience:	Experience with institutional repository, electronic publishing, or educational content platforms or services.
Required License or Certification:	(Yes or No)
If yes, what is the required License or Certification.	
Required Knowledge, Skills and Abilities:	<ul style="list-style-type: none"> Demonstrated ability to efficiently learn and support users of new computer systems/software Ability to work effectively with students, faculty, and

	staff, both independently and in a team environment <ul style="list-style-type: none"> • Ability to plan, develop, and manage projects • Excellent interpersonal and communication skills • Strong presentation skills
Required Computer Applications:	
Preferred Education	
What level of education is preferred to successfully perform the duties and responsibilities of the position? Choose one.	MLS/MLIS from an ALA-accredited program
If any specific degree/training is preferred , please specify type:	MLS/MLIS from an ALA-accredited program
Preferred Experience	
Preferred Experience	
If any experience is preferred , please specify kind of experience:	<ul style="list-style-type: none"> • Significant relevant professional experience in either an academic library or a publishing company • Knowledge of publishing practices and processes for scholarly journals and/or educational resources (e.g. review, editorial, production processes) • Familiarity with digital repository platform(s)
Preferred License or Certification:	MLS/MLIS from an ALA-accredited program
If yes, what is the preferred License or Certification.	MLS/MLIS from an ALA-accredited program
Preferred Knowledge, Skills and Abilities:	<ul style="list-style-type: none"> • Familiarity with current trends and emerging issues regarding copyright, open access, and scholarly communication, particularly as they relate to publishing and/or institutional repositories.
Preferred Computer Applications:	Web, PDF, text, and imaging software experience preferred.

VIRGINIA TECH LIBRARIES

Three years of Open Education position descriptions

Three years of Open Education position descriptions

JOB DESCRIPTION

YEAR 1: Open Education and Online Learning Environments Librarian

RANK: Instructor

The Open Education (OE) and Online Learning Environments Librarian will promote the findability, use, assessment, and creation of open educational resources with faculty, staff, and students. The position will specialize in maintaining current awareness of trends and issues in open education, developing an in-depth knowledge of open educational resources (OER) and their sources, and communicating these trends, issues, and knowledge to the campus community. Liaise with OER initiatives and communities of practice (e.g. MERLOT, OER Commons, MITE, Creative Commons, AL\$). The Libraries' OE program is in its pilot phase. The position will assess needs in regards to OE approaches and explore what the program can become.

Among the chief activities of the position will be:

35%: Survey the online learning environment at this institution and beyond. Identify service models used by other libraries in support of online and distance learning. . . liaise with the educational technology unit.

25%: Explore and disseminate information regarding Open Educational Resources (OER) (to include digital textbooks and multimedia) to the Library community and interested Faculty at this institution. Identify current practices of this institution's faculty. Survey ARL peer institutions, particularly focusing on 1) Ways that librarians are providing support and services in this space; 2) Ways that instructors are currently using open educational resources; and 3) Uncover any advocacy for OER by ARL members and their impact on teaching/learning. Identify opportunities for the Libraries to lead or partner in initiatives regarding OERs at this institution.

15%: Develop set of guidelines and checklist for faculty regarding using licensing content for educational use (in classroom and online).

25%: Other education and liaison responsibilities.

YEAR 2: Assessment, Open Education, and Online Learning Environments Librarian

RANK : Instructor

DEPARTMENTS (3): **Assessment and Branch Operations**
 Learning Environments
 Scholarly Communication

The chief activities of the position will be:

60% Assessment

15%: Online/distance learning partnerships and exploration

15%: Continue to identify opportunities and potential directions for the Libraries' OER program to lead or partner in initiatives regarding OER at this institution. Engage, disseminate

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information, and develop champions among Library faculty/staff, interested non-library faculty, and students at this institution regarding Online Educational Resources (OER) (to include digital textbooks and multimedia), Copyright, open licensing, and Creative Commons in conjunction with other members of the Scholarly Communications Team's broad conversation with faculty regarding Open Publishing. Continue to liaise with initiatives outside of this institution's working with open educational resources. Participate in the Information Policy & Rights Working Group with regard to U.S. Copyright Law.

10% - Library liaison to this institution's Economics and Mathematics departments.

YEAR 3:

TITLE: Open Education, Copyright, and Scholarly Communication Librarian

RANK: Assistant Professor

DEPARTMENT: Scholarly Communication

- 60% including: Supports the University Libraries' research and scholarly communication initiatives,
- Contributing to the development of University Libraries' research and informatics programs and engages in research and scholarly communication initiatives and service activities.
 - Providing leadership and expertise for University Libraries and the research and informatics division in areas related to open educational resources (OER), copyright, and open licensing.
 - Explores and disseminates information regarding OER to the library community and interested faculty at this institution.
 - Identifies opportunities and potential directions for campus OER initiatives. Engages, disseminates information, and develops champions among Library faculty/staff, interested non-library faculty, and students regarding OER, copyright, open licensing, and Creative Commons in conjunction with open e-publishing initiatives. Liaises with groups outside of the university working with open educational resources.
- 30% Serves as the library liaison to the assigned departments of economics, mathematics, and legal studies.
- 8% Upholds a breadth of professional responsibilities and initiatives by . . .
- 2% Performs other duties as assigned



Selected Resources

Articles, Books, Reports, and other Resources

- Adamich, T. "Open Educational Resources (OERs) and Metadata: The Future of Textbook Access and Usability." *Technicalities* 31 no. 1 (2011): 10–13.
- Allen, I. Elaine, and Jeff Seaman. *Growing the Curriculum: Open Education Resources in U.S. Higher Education*. Babson Survey Research Group and Quahog Research Group, LLC, 2012. <http://www.onlinelearningsurvey.com/reports/growingthecurriculum.pdf>.
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- Associated Students of Washington State University. "Course Material Cost Reduction Initiative." https://facsen.wsu.edu/current_agenda/09.24.15-04.14.16/ASWSU.Course.Material.Reduction.Intititative.201602120832.pdf
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- Chae, Boyoung, Mark Jenkins, and Washington State Board for Community and Technical Colleges. *A Qualitative Investigation of Faculty Open Educational Resource Usage in the Washington Community and Technical College System: Models for Support and Implementation*. Washington State Board for Community & Technical Colleges. Washington, USA, 2015. <https://drive.google.com/file/d/0B4eZdZMtpULyZC1NRHMzOEhRRzg/view>.
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- Crissinger, Sarah. "A Critical Take on OER Practices: Interrogating Commercialization, Colonialism, and Content." *In the Library with the Lead Pipe* October 21, 2015. <http://www.inthelibrarywiththeleadpipe.org/2015/a-critical-take-on-oer-practices-interrogating-commercialization-colonialism-and-content>.
- Crissinger, Sarah. "OER Outreach for Newbies: Parts 1, 2, & 3." *ACRLog* April 1, 2016 <http://acrlog.org/2016/04/01/oer-part1>, April 8, 2016 <http://acrlog.org/2016/04/08/oer-part2>, and April 12, 2016 <http://acrlog.org/2016/04/12/oer-part3>.
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