
Community Resource

OPEN EDUCATION LEADERSHIP PROGRAM

SPARC*

Collaborations and Conversations: Establishing an Open Educational Resources Initiative at a Small Public University

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Introduction

Establishing an Open Educational Resources (OER) initiative can be challenging for any institution--funding, staffing, and faculty buy-in may be roadblocks for the most inventive or ambitious of projects. While these overarching challenges are present within any higher education institution which strives to encourage faculty adoption of OER, there are unique issues relevant to such an initiative at a smaller public institution, particularly one which does not receive state or federal funding to incentivize adoption. Using Texas Woman's University (TWU) as a case study, this community resource will explore these unique concerns by providing information, templates, and other documentation of the campus collaborations and conversations which occurred over the past year as a SPARC OER Lead Fellow, in support of our OER awareness campaign.

The highlight of this OER awareness campaign is the creation of a Departmental Award for Textbook Savings, an initiative spearheaded by the TWU Libraries in collaboration with three other departments on campus. Starting with the initial project charter, this guide tracks the critical conversations with campus stakeholders, the development of the Award, as well as a recent proposal to further scale OER at TWU. My hope is that this guide will be useful and informative to other smaller institutions with minimal financial support for campus initiatives.

First Stage: Proposing an OER Initiative

Understanding the Campus Culture

TWU is a public institution with locations in Denton, Dallas, and Houston. Approximately 90 percent of the university's 15,500 students are women, making it the largest university in the nation primarily serving women. TWU is tied for "sixth most diverse" in the country by U.S. News and World Report. Over a third of the students are pursuing graduate degrees in one of 78 masters and doctoral programs. The remaining undergraduate population splits 53-47 by transfer students versus those first time in college (FTIC) students who start their college studies at Texas Woman's. Of those FTIC students, about half are the first in their family to attend college and 44% are eligible for Pell grants. Additionally, TWU is designated as both a Hispanic Serving and Military Serving Institution.

Faculty Perceptions of OER

The student demographics at TWU make an OER initiative an imperative for both the library and campus administration. However, the concept of OER is relatively new to the campus community, most likely because the unit within the TWU Libraries responsible for providing education and awareness of OER was created under two years ago, and recently began a concerted effort to spread awareness. Informal feedback from faculty indicate that the major concerns regarding OER at TWU include the following:

- 1) lack of time to create new course materials for an OER,
- 2) lack of OER in their discipline (TWU is heavily focused on health sciences, nursing, and teacher education),
- 3) a potential loss in royalties, and
- 4) uncertainty about the differences between Open Access and OER.

At the time that the TWU OER Initiative began, we were aware of only one faculty member using an OER textbook.

Original H.E.A.R.T. Initiative Proposal

In the initial stages of the project, the OER awareness campaign was led exclusively by the TWU Libraries. In a nod towards a favorite campus adage of TWU as a “Campus with a Heart,” the campaign was named Helping Education with Alternate Resources and Textbooks Initiative or “H.E.A.R.T. Initiative.” The proposed scope and approach to the TWU Libraries H.E.A.R.T. Initiative were extremely ambitious and time intensive. Patterned after a project management charter, the proposal included deliverables ranging from creating programming for Open Education Week to creating a faculty stipend to encourage transitioning to OER (See [Appendix A: OER Project Charter](#)). While time-consuming to create, it was extremely helpful to have prepared language ready for future proposals.

Modified Proposal

After meeting with the Libraries’ Executive Team, the original proposal was significantly modified to include the creation of a Departmental Award for Textbook Savings in lieu of a faculty stipend.

This replacement was due to several factors:

- The Libraries’ budget could not sustain a faculty stipend,
- A departmental award for textbook savings would be simpler to award and assess, and would not require the creation of an OER Steering Committee, and
- The departmental award monies could be directly placed in a campus department’s discretionary fund, providing more autonomy for departments to disperse the award as needed.

The Library Dean committed an amount of \$5,000 to fund the award, upon approval by the Provost. A modified, one-page proposal was presented to the Provost for approval (See [Appendix B: H.E.A.R.T. Initiative: Proposed Programming and Incentives at TWU](#)).

Stage Two: Critical Conversations and Invitations

Establishing Strategic Campus Partners

The main objectives of the H.E.A.R.T. Initiative include introducing OER to the TWU community, assisting faculty members interested in substituting OER for traditional textbooks, and supporting faculty members in their application to the Texas OER Grant Program. In an effort to create a more unified presence on campus, the Libraries sought strategic campus partnerships to help design, financially support, and promote campus programming and other incentives. As a result, the TWU Libraries, in partnership with three other departments on campus, entered into a collaboration to support programming and incentives to spread awareness about OER and other textbook cost savings options.

This is a wonderful example of the power of an invitation-- each department I contacted was eager to join in the initiative. It was important to have representatives from most potential stakeholders, plus those who may later be involved in support services for faculty wishing to transition to a no-cost textbook. The following campus partners were invited:

Center for Faculty Excellence	The Center for Faculty Excellence at TWU serves faculty of all ranks on all three campuses. The center is a “hub” or “commons” for professional development activities and it provides resources, support, and inspiration for the development and advancement of faculty in all career phases as teachers, scholars, mentors and leaders.
Office of Technology	The Office of Technology designs, manages and implements technology systems, processes, and services that support the mission of the university and state.
Pioneer Center for Student Excellence	The Pioneer Center for Student Excellence provides and coordinates services that promote engagement within and outside the classroom.
Teaching & Learning with Technology	Teaching & Learning with Technology works with all faculty to incorporate technology into courses and provides pedagogical and technical workshops for a variety of technologies and instructional approaches.

The benefits of having this partnership are innumerable, but those which rise to the top include the following:

- Marketing: Two of the partners have existing outreach mechanisms (listserv, newsletter, etc.) which they used to market our initiatives.
- Experience: Each of the partners has been in academia for a number of years and carries a wealth of experience much beyond my own. Their knowledge of campus projects and leaders, strategic plan initiatives, and campus politics was invaluable.
- Funding: Two of the partners contributed funding to the initiative.
- Support: Aside from financial support, each of the partners supported the initiatives in other ways, such as attending presentations, proofreading content, spreading the word in their conversations with other campus leaders, and by attending monthly discussion meetings.

Academic Council of Chairs and Deans

In an effort to spread the word of the H.E.A.R.T. Initiative to the campus Deans and Chairs, we presented during an Academic Council Meeting, which also included members of TWU's Faculty Senate. This presentation was an opportunity to showcase the benefits of OER to faculty members ([See Appendix C: Handout for Council of Chairs and Deans](#)). This presentation allowed us to answer important questions from the faculty and also address misconceptions. The majority of questions we received focused on the quality of OER, locating OER, and whether faculty received funding for creating OER.

Faculty Conversations: Textbook Affordability Pioneers

By far the most important and well-received conversation was our faculty panel. In an effort to engage more faculty members in the conversation, I invited four instructors that I knew were using OER or other no-cost resources to panel a discussion to kick-off Open Education Week. Dubbed the Textbook Affordability Pioneers (named after [TWU's Pioneer Woman](#)), each of the instructors represented a different way to address textbook savings at TWU-- using an OpenStax textbook, creating a grant-funded course which uses only OER, partial transition to OER, and complete transition to using only library resources.

The panelists were provided with the following list of questions prior to the discussion:

1. Can you please describe how you have addressed textbook affordability in your courses? We would love to hear about your current or future projects.
2. What inspired you to transform your courses to no or low-cost textbook/resources?
3. What are the benefits in transforming to a course based upon no or low-cost textbooks/resources?
4. Can you describe the challenges in transforming to a course based upon no or low-cost textbooks/resources?

5. Do students tell you anything in regard to the transformed course?
6. You are an inspiration to others hoping to make higher education more affordable and accessible at TWU. What resources or services would you like to see at TWU to help with course transformations?

Attendance was notable, due in no small part to an email invitation sent to all faculty, staff, adjunct instructors, and graduate teaching assistants (See [Appendix D: Invitation to Attend Textbook Affordability Panel](#)), as well as a timely email encouraging attendance from the Vice-Provost. The panelists were informative, entertaining, and all spoke from the heart-- an embodiment of our "Campus with a Heart." Their honesty was extremely impactful, and the feedback was overwhelmingly positive: attendees appreciated that the faculty members represented many different campus departments, that each panelist spoke to a different way that they transformed their course to no cost textbooks, that the panelists spoke to both the incredible benefits as well as the challenges of course transformations, and also the unplanned but timely discussion about incorporating accessibility standards.

The timing of the panel discussion was serendipitous-- it closely followed a session in the Texas Legislature during which different institutions of higher education were questioned about campus activities to support textbook affordability, and as a result the panel discussion caught the eye of our University's Chancellor. Other positive outcomes include learning of additional faculty members using low or no cost resources, and learning from two attendees that they wish to make a concerted effort to transform their classroom to OER during the summer semester. Additionally, the panel discussion served as an ideal opportunity to inform the audience of the forthcoming Departmental Award for Textbook Savings which would open for submissions the following month.

Stage Three: Developing the Departmental Award for Textbook Cost Savings

Compromise is the Name of the Game

The development of the Departmental Award for Textbook Savings involved a number of conversations with the campus partners, most of which revolved around funding the award, determining what type of OER or low-cost transitions would be rewarded, and the parameters for the award. The biggest lesson learned from this part of the project is that sometimes compromise occurs when you get out-voted. Case in point-- the original plan for a Departmental Award at TWU was patterned after [Affordable Learning Solutions Department Award at CSU Bakersfield](#) which rewards the department saving the most amount of money for students during the previous year. If TWU's award was similar, determining the winner for this award would have been simple-- but, the partners felt like it would make more sense to reward the department which will save the most money for students due to future transitions. This resulted in having to create new guidelines and rubrics, rather than reuse those from CSU Bakersfield.

But, it turns out that their instinct was right, the award based on future transitions has proven to be a impetus for OER adoption by instructors.

An additional area which ended in a compromise was the award parameters for the second award. It was important to the partners to have the second award be available to smaller departments, or those without expensive textbooks, but with faculty willing to transition to low or no-cost textbooks. Eventually, we agreed to awarding the second place award to the department with the highest percentage of faculty indicating that they will transition their course in FY20. Again, this compromise turned out to be fortuitous as the Provost later voiced a concern that only the large departments with high cost textbooks would be eligible, and we were able to assuage any misgivings with information regarding the second award.

Guidelines and Submission Forms

The resulting guidelines and submission forms for the award are an amalgamation of different stipend programs, but predominantly from [Affordable Learning Georgia's comprehensive guidelines](#). After approved by all partners, I invited the subject librarians to troubleshoot the guidelines and submission forms. Several tweaks later, I was able to open the call for submissions (See [Appendix E: Call for Submissions](#), [Appendix F: Guidelines for Departmental Award for Textbook Savings](#), and [Appendix G: Award Submission Form and Narrative](#)). The Call for Submissions was emailed to all faculty members, and published in the weekly campus newsletter for faculty and staff.

Stage Four: Scaling OER at Texas Woman's University

Proposal to Scale OER at TWU

While the development of the Departmental Award for Textbook Savings was the showcase of the past year, the interest shown by campus administration in learning about OER was the highlight of the year. Following the call for submissions for the Departmental Award for Textbook Savings, and in response to a request from the University's Chancellor, I prepared a report with information about OER and student success metrics. Currently, one of the most important initiatives at TWU is student retention, and the report explored a possibility of offering a faculty stipend under the umbrella of retention initiatives (See [Appendix H: Proposal to Scale OER at TWU](#)).

This report included data from large-scale studies which linked OER usage to students success metrics, a review of OER initiatives across Texas, with DFW rates attached. Of particular importance was information about the college which transitioned all general education required courses to OER. Using the information from this report, as well as later information comparing OER and Open Access, the

Chancellor filmed a short video encouraging the campus community, particularly those teaching lower level courses, to consider transitioning to OER with support from all of our campus partners.

Future Endeavors

At the time of publication of this capstone guide, we have not moved forward regarding a faculty stipend, but my hope is to work with our partners on campus retention efforts to continue to scale OER initiatives at TWU. At a minimum, we are organizing the troops to launch a number of training and information sessions for Fall 2019, including the following:

- Train-the-trainer session for librarians
- OER information session for faculty
- Textbook Pioneers video series
- Look into more in-depth assessment options

The factors which make TWU unique are the same which made this initiative successful-- a deep sense of community and desire to help students, an affinity for collaboration, and a willingness to engage in the types of significant discussions which are impactful at both a community and external level. Together, these collaborations and conversations serve as an impetus for change in support of student success at TWU.

Appendices

Appendix A: OER Draft Project Charter

Project Name: TWU Libraries Helping Education (*or Educators*) with Alternate Resources and Textbooks Initiative (“HEART Initiative”)

1 Project Background

This document describes the proposed scope and approach to the TWU Libraries HEART Initiative. The intended audience of this charter is Administration and stakeholders within the TWU Libraries.

1.1 Project Objectives:

The main objective of this project is to introduce Open Educational Resources (OER) to the TWU community and encourage faculty to substitute OER for traditional textbooks. The goals of the Libraries’ HEART Initiative at TWU also include the following:

- Lower the cost of college for students at TWU in order to contribute to their retention, progression, and graduation
- Inspire TWU faculty to find better and less costly ways to deliver instructional content to their students
- Encourage the development of alternatives to high-cost textbooks by supporting the adoption, adaptation, or creation of OER
- Provide support to faculty to implement these approaches

1.2 Project Context

The cost of college textbooks has risen rapidly, forcing many students to forgo the required materials due to the expense (SPARC, n.d.). According to the Bureau of Labor Statistics, the Consumer Price Index for college textbooks increased 88 percent from January 2016 to July 2016 (BLS, 2016). In addition, numerous studies illustrate that the cost of textbooks correlates to the academic choices and success of students and that this rapid price increase directly affects student performance (Hinton, 2016).

To address these concerns, the TWU Libraries are poised to take the lead in educating the TWU community about OER through the provision of educational programming and materials about OER, the creation of and participation in an OER Steering Committee, and the proposal of an OER faculty stipend initiative to encourage the use of existing openly-licensed, low-cost, or free information resources to

support our students’ learning. The Libraries have taken the lead to ensure compliance with recent Texas legislation regarding OER, Senate Bill 810, and are eager to leverage this momentum into a larger initiative. The TWU Libraries HEART Initiative is in alignment with TWU’s Strategic Plan Initiatives, Innovative Programs (TWU Strategic Plan 2022, p.8), as a definite need exists, and data shows that students who used open textbooks tended to have higher grades and lower withdrawal rates than their peers who used traditional textbooks (Hilton & Laman, 2012 and Feldstein, etc., 2012).

2.0 Project Scope

This project will provide for several educational opportunities for the TWU campus regarding OER and how to implement OER in the classroom.

This project is limited to the creation of marketing and educational materials, including programming for OER Week, creation of an OER Steering Committee charge, and draft Proposal for a faculty stipend/grant to encourage the use of OER. It does not cover the implementation of the potential faculty stipend.

2.1 Project Deliverables:

Major Deliverable	Description
Project Charter	The project charter will define the project scope, requirements, and objectives.
Outreach/Marketing materials	Partner with the Libraries' Design Specialist to create Digital flyers re: OER
Website presence	Library guide or webpage dedicated to OER: defining, where to locate, how to license, etc.
OER Steering Committee Charge	Charge to implement OER on TWU campus
OER Week Programming Plan	Programming for OER Week, March 5-9
OER training workshop for librarians	Workshop for librarians to learn how to support to faculty using alternate resources and textbooks

OER training video for faculty	Training video for faculty: where to find OER, how to document impact.
OER Faculty Stipend Proposal	Stipend proposal to encourage faculty to use OER in place of traditional commercial textbooks.

3.0 Project Timeline:

Task	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18
Project Approval							
Project Launch							
Create outreach/marketing materials							
Create website or libguide							
OER Steering Committee Charge							
OER Week Programming Plan							
OER training workshop for librarians					TBD		
OER training video for faculty					TBD		
OER Faculty Stipend Proposal							

References

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Hinton, J. (2016). Open educational resources and college textbook choices: a review of research on efficacy and perceptions. Springer. Education Tech Research Dev. Retrieved from <https://conference.oeconsortium.org/2016/wp-content/uploads/2016/02/OER-and-college-textbook-choices-final-published-ETRD-article.pdf>

Scholarly Publishing & Academic Resources Coalition (SPARC), n.d. Open Education Fact Sheet. Retrieved from <https://sparcopen.org/wp-content/uploads/2016/01/SPARC-Open-Education-Fact-Sheet.pdf>

Appendix B: H.E.A.R.T. Initiative: Proposed Programming and Incentives at TWU

Summary:

The main objectives of the “Helping Education with Alternate Resources and Textbooks Initiative,” or H.E.A.R.T. Initiative, include introducing Open Educational Resources (OER) to the TWU community, assisting faculty members interested in substituting OER for traditional textbooks, and supporting faculty members in their application to the Texas OER Grant Program. In an effort to create a more unified presence on campus, the Libraries sought strategic campus partnerships to help design, financially support, and promote campus programming and other incentives. As a result, the TWU Libraries, in partnership with the Center for Faculty Excellence, Office of Technology, and Teaching & Learning with Technology entered into a collaboration to support programming and incentives to spread awareness about OER and other textbook cost savings options. Our hope is to offer sustainable programming and pilot a Departmental Award for Textbook Savings.

Proposed Programming for Spring 2019:

March 1, 2019: Panel discussion of TWU faculty members who have redesigned their course to provide substantial textbook savings for students. This date may coincide with TWU’s Academic Success Lecture—if so, TLT has agreed to package the two presentations together so that faculty members may attend both.

- TWU Libraries: Organize and plan the panel presentation
- CFE: Provide rewards for panel speakers
- TLT: Provide lunch for attendees
- Office of Technology: will explore whether travel funding for Dallas and Houston faculty members can be provided

- All partners will assist in marketing the program

Proposed Pilot Award:

We hope to pilot a Departmental Award for Textbook Savings to reward the TWU Department which creates the greatest amount of textbook cost savings for students by transitioning to a low or no cost alternative. The Departmental Award for Textbook Cost Savings is one way to reward academic departments in their efforts to lessen the financial burden our students face. Recognizing the efforts that faculty members have taken to reimagine their courses to provide low or no cost resources for students can serve as a catalyst to others eager to support student learning on the first day of class, as well as student enrollment and retention.

- TWU Libraries: \$5,000 in support of 1st place award
- CFE: will contribute funds for a 2nd place award
- TLT: will explore whether funds may be allocated for an award
- All partners will assist in promoting the pilot award
- Timeline:
 - March: Announce pilot award
 - March-May: Accept faculty submissions for textbook cost savings for FY20
 - September: Announce award winner (perhaps during Assembly?)

Appendix C: Handout for Council of Chairs and Deans

What are OERs?

Open Educational Resources (OERs) are teaching, learning, and research resources released under an open license that permits their free use and repurposing by others. OERs can be textbooks, full courses, lesson plans, videos, tests, software, or any other tool, material, or technique that supports access to knowledge. (sparcopen.org)

Where may one locate OERs?

- **OER Commons** <https://www.oercommons.org/> - an extensive library of free, ready to use educational materials (e.g., textbooks, syllabi, PowerPoints...)
- **Open Textbooks and Open Educational Resources – University of Minnesota** - <https://www.lib.umn.edu/elearning/partnership/opentools> - There are tens of thousands of freely available open education resources (OER) and open textbooks, and a wide variety of tools to help you discover them.
- **OpenStax** – <https://openstax.org/> - free open source textbooks
- **College Open Textbooks** – <https://collegeopentextbooks.org> – college open textbooks collaborative

Why use OERs?

- Development model for OERs similar to that of a traditional publisher
 - Faculty, often grant funded, write the books
 - Extensive peer review and editorial process
- Faculty may amend, cut and paste OER textbooks and other OER pedagogical materials.
- Authors may be compensated, and can negotiate their publication contract
- Save students money – they are free –
 - According to the Chronicle of Higher Education, 7 in 10 students didn't purchase a textbook because it was too expensive.
 - 60% of students have delayed purchasing textbooks until they've received their financial aid
- Maximizes the use and increases availability of educational materials to better serve students

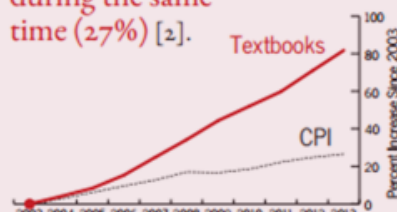
How to use OERs?

- One may use them in print or digital media.
- One may download to any mobile device (they are portable).

65% of students report not purchasing a textbook because of its high price [1].



College textbook prices rose 82% between 2003 and 2013, approximately *triple the rate of inflation* in overall consumer prices (CPI) during the same time (27%) [2].



via sparcopen.org

Studies conducted at Virginia State University and Houston Community College found that students who used open textbooks tended to have higher grades and lower withdrawal rates than their peers who used traditional textbooks

An adaptable version of this handout can be found here:

<https://drive.google.com/file/d/1vhkfUs3ATeH9eE4Q8KVfdZKHqF5QEosO/view?usp=sharing>

TEXTBOOK AFFORDABILITY PIONEERS

A PANEL DISCUSSION

COURSE TRANSFORMATIONS AT TWU

Please join us for a panel discussion led by pioneers at Texas Woman's University who are transforming their courses to use low or no cost textbooks and educational resources. These Textbook Affordability Pioneers will share their perspectives on the benefits and challenges of making course materials and higher education more affordable and accessible at TWU. All faculty, staff, and instructors are welcome.

Please register to attend this discussion: <https://goo.gl/forms/cXOTinPIRwN8wZ73>

Our panelists include:

Karen Dunlap, EdD – Teacher Education

Brandi Falley, PhD – Math & Computer Science

Stacy Greathouse, PhD – Teaching & Learning With Technology, Adjunct, Library & Information Studies

Nasrin Mirsaleh-Kohan, PhD – Chemistry & Biochemistry

Friday, March 1st

Light refreshments served at 9:30

Panel Discussion from 10:00 – 11:00 am

Appendix E: Call for Submissions

ANNOUNCING THE

Departmental Award for Textbook Savings

TWU Faculty,

Are you committed to transitioning to a low or no cost textbook or other resources for courses taught in Fall 2019 through Summer 2020?

Your department may be eligible to win \$5,000!

To submit your information for the Departmental Award for Textbook Savings:

1. Read the [Guidelines](#) for the Departmental Award for Textbook Savings
2. Fill out the [Word version of the Submission Form](#) for your records
3. Fill out the [Online Application Form](#)

The deadline for submissions is **May 31, 2019**.

Questions? Contact Amanda Zerangue, azerangue@twu.edu, (940)898-3747



Appendix F: Departmental Award for Textbook Savings Guidelines

Departmental Award for Textbook Savings (Fall 2019 – Summer 2020) Guidelines

1. Purpose

The purpose of the Departmental Award for Textbook Savings is threefold, and is intended to:

- (1) encourage textbook transformations and course redesigns to low or no cost textbooks and other educational resources,
- (2) provide educational opportunities for the TWU community regarding Open Educational Resources (OER) and other low cost alternatives, and
- (3) increase awareness of campus resources and services available to support instructors transitioning to low or no cost textbooks and other resources.

This award is one prong of the Helping Education with Alternate Resources and Textbooks Initiative, or H.E.A.R.T. Initiative, spearheaded by the TWU Libraries in collaboration with the Center for Faculty Excellence, Teaching & Learning with Technology, and the Office of Technology.

2. Overview

2.1 Textbook Savings

The Departmental Award for Textbook Savings will be awarded to the Department which commits to textbook transformations resulting in the greatest amount of textbook savings for courses taught in Fall 2019 through Summer 2020. Instructors committed to transitioning a course to a low or no cost textbook during this time period are encouraged to submit their information via [this form](#).

The textbooks savings may be the result of:

- Transitioning to an OER textbook or other OER instructional materials currently available
- Creating an OER for your course
- Transitioning to library resources
- Transitioning to a lower-cost textbook resulting in significant savings to students
- Using other low cost or adaptive platforms
- Other cost saving measures which result in significant textbook savings for students

2.2 Awards

First place:

- Awarded to the department projecting the **highest dollar amount of textbook savings** for students due to course transformations completed during FY20.

Second place:

- Awarded to the department which shows the **highest percentage of faculty participation** in projected course transformations (to be completed during FY20).

Award	Funding	Criteria
First Place	\$5,000 award to the Department, monies to be used as needed	Department with the highest dollar amount of projected textbook cost savings for students
Second Place	\$5,000 award to the Department, to be used for travel only	Department with the highest percentage of faculty participation

2.3 Open Educational Resources Defined

For the purposes of this award, OER instructional materials are defined as “teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that allows for free use, reuse, modification, and sharing with others, including full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge” ([Texas Senate Bill 810 § 2 \(1-a\)](#)).

Additional information about OERs can be found here: <https://libguides.twu.edu/oer>

2.4 Support from Campus Partners

Instructors wishing to transition to OERs or other low or no cost resources may require additional support from campus partners. The TWU Libraries, Center for Faculty Excellence, Teaching & Learning with Technology, and Office of Technology have partnered to support instructors wishing to transform their courses to low or no cost textbooks and resources.

3. Submission Process

All instructors wishing to submit information regarding their planned textbook transformations to be completed by Fall 2019, Spring 2020, or Summer 2020 are invited to enter their information via [this online form](#). The only way to submit the course transformation information is through this form.

4. Timeline

April 23 – May 31, 2019: Instructors may submit information regarding their course transformations to a low or no cost textbook

May 31, 2019: Deadline for submissions

June 3 – 7, 2019: Assessment of Cost Savings Data

June 7, 2019: Notification date
Fall, 2019 and Spring, 2020: Training workshops



LIBRARIES
TEXAS WOMAN'S UNIVERSITY



**CENTER FOR
FACULTY EXCELLENCE**
TEXAS WOMAN'S UNIVERSITY



TECHNOLOGY
TEXAS WOMAN'S UNIVERSITY



**TEACHING & LEARNING
WITH TECHNOLOGY**
TEXAS WOMAN'S UNIVERSITY

Appendix G: Award Submission Form and Narrative

H.E.A.R.T. Initiative

Pilot Departmental Award for Textbook Savings

(Fall 2019 – Summer 2020)

Submission Form and Narrative

Please note that this submission form and narrative is for your information and records only. Official submissions for the Departmental Award for Textbook Savings must be submitted using [this form](#).

Instructor Information

Campus Location	
Instructor Name	
Instructor Phone Number	
Instructor Position/Title	
Instructor's Department	
Optional Team Members	<i>Working with a team is optional. If you plan to work with others to transform your course to low or no cost resources, please include all member names.</i>

Narrative

1. Description of Transformation

Please provide an overall description of your project. For example, is your plan to:

- Identify, review and select an existing Open Educational Resource (OER) currently in use at other institutions for your course?
- Adapt an existing OER to use in your course?
- Create your own OER for your course redesign?
- Transition from a commercial textbook to use only library resources?

2. Transformation Action Plan

This section allows the submitter to briefly describe how they will fulfill the goals of the project. What other resources or support services may be necessary to complete your project, e.g., assistance from the library to identify resources, guidance from an instructional designer, others?

Textbook Transformation Information and Impact Data

Course Name and Numbers	<i>Name of the course which you will transition to low or no cost resources</i>
Final Semester of Course Redesign Project	<i>Which semester do you anticipate the project to be completed (Fall 2019, Spring 2020, Summer 2020)</i>
Average Number of Students Per Course Section Affected by Project	
Average Number of Sections Affected by Project in One Academic Year	
Total Number of Students Affected by Project in One Academic Year	
Title / Author of Original Required Materials	<i>What textbook, lab manual, homework platform, or other resources are you currently using?</i>
Original Total Cost per Student	
Post-Project Cost per Student	
Post-Project Savings per Student	<i>This is typically the original cost minus the post-project cost.</i>
Projected Total Annual Student Savings per Academic Year	<i>This is the total number of students per academic year multiplied by the post-project per student savings estimate.</i>



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Appendix H: Proposal to Scale Open Educational Resources at TWU

1. Initiative Background

This document describes the proposed expansion of the TWU Libraries Helping Education with Alternate Resources and Textbooks Initiative (H.E.A.R.T. Initiative) to establish the following: (1) a pilot initiative to offer a stipend to instructors teaching required courses at TWU who wish to transition to low or no cost textbooks, and (2) a collaboration with strategic campus partners in support of faculty who wish to adapt, adopt, and/or create Open Educational Resources (OER) for required courses at TWU in support of campus retention initiatives.

1.1 Initiative Objectives

The main objectives of this proposed initiative are to introduce OER to the TWU faculty members teaching required courses at TWU, and offer a stipend to those faculty to encourage the substitution of OER for traditional textbooks. The goals of this initiative also include the following:

- Lower the cost of college for students at TWU in order to contribute to their retention, progression, and graduation;
- Encourage TWU faculty to find better and less costly ways to deliver instructional content to their students; and
- Support the development of alternatives to high-cost textbooks by providing the resources necessary for faculty to adopt, adapt, and/or create OER

1.2 Context

Easing the monetary burden students face due to textbook costs is the most immediate benefit to using OER in the classroom. This factor rises to the top because both students and instructors are cognizant of the annual increase in textbook costs, and the mirrored exponential rise in student debt. According to the Bureau of Labor Statistics (2016), from January 2006 to July 2016, the Consumer Price Index for college textbooks increased 88 percent. As a result of this dramatic increase in cost, the high textbook costs serves as a barrier to accessibility for many students. This barrier results in students who cannot purchase their textbooks, must wait to purchase their textbooks until receiving financial aid, or defer or skip taking a course due to high textbook costs (Martin, Hilton, Wiley, Fischer, & Belikov, 2017). Easing the burden of textbook costs by using OER is an immediate pathway to insure textbook accessibility for all.

While both textbook cost and ensuring that all students have equal access to necessary learning resources are incentives which resonate with all stakeholders, recent scholarly literature indicates that the benefits of using OER are broader. Numerous studies illustrate that the cost of textbooks correlates to the academic choices and success of students, and that this rapid price increase directly affects student performance (Hinton, 2016). Additionally, a 2018 large-scale study of over 21,000 students

indicates that the benefits of OER adoption are more than saving students money and addressing student debt concerns (Colvard, Watson, & Park, 2018). In their study, Colvard, Watson & Park were able to show that OER improve end-of-course grades and decrease DFW (D, F, and Withdrawal letter grades) rates for students. Additionally, their data illustrated that the positive impact upon course grades is greater for Pell recipient students, part-time students, and populations historically underserved by higher education. With this type of data available, and similar large scale studies in progress, the measurable significance of OER adoption upon student retention will continue to expand.

With this in mind, encouraging faculty to transition to low or no cost textbooks has the potential to have a real impact on student retention. The TWU Libraries, in collaboration with the Center for Faculty Excellence, Pioneer Center for Student Success, Office of Technology, and Teaching & Learning with Technology, are poised to take the lead in educating the TWU community about OER through the provision of educational programming, training workshops, and consultations. This initiative is in alignment with TWU's retention initiatives, as a definite need exists, and the scholarly literature shows that students (especially Pell Grant recipients and those from historically underserved groups) enrolled in courses which use open textbooks tended to have higher grades and lower withdrawal rates than their peers who used traditional textbooks.

2. Examples of OER Initiative Implementation at an Institutional Level

- [Paul Quinn College: Campus-wide OER Initiative.](#)
All General Core courses use OER, an average reduction from \$980.00 to \$0 for textbook costs. To date, more than 90% of full-time faculty is actively involved in using various forms of open source materials.
- [Sam Houston State University: OER Course Redesign Grant from Sam Houston State University's Reimagining the First Year Committee.](#)
Faculty awardees receive: \$750 stipend, personalized support of a librarian to select an open textbook or OER materials, assistance from an SHSU Online Instructional Designer for online classes.
- [Tarleton State University: Faculty Stipend](#)
Academic Affairs has recently announced a new grant opportunity for faculty to support adoption and adaptation of OER into their Fall 2019 courses. Two types of grants are available: individual (up to \$1,000) and group (up to \$3,000).
- [Texas A&M: Texas A&M University Libraries' Open Access Textbook Initiative \(OATI\) to support faculty in adopting alternatives to commercial textbooks.](#)
OATI provides financial support, and subject matter expertise, to participating faculty who commit to "flip" their course material over to open access resources, either an OA textbook or a hybrid course pack that deftly combines library licensed sources and OER content.

- [Texas Tech University: OER Publishing Program](#)
The library's new publishing program, RAIDER Publishing, creates a venue for TTU faculty to publish low-cost or open textbooks. This program will provide peer-review, copy-editing, and layout for textbooks, which will be published digitally with optional print versions.
- [University of Houston: Incentive Program](#)
UH Libraries, in collaboration with the UH Office of the Provost, offers incentives for faculty to adopt OER. Award recipients must implement an open or alternative textbook in their course(s), and awards range from \$500 to \$2500.
- [University of Texas System: The UT System Textbook Affordability Initiative](#) is part of the overall system wide student success initiatives.
 - UT Arlington – UTA CARES or Coalition for Alternative Resources in Education for Students focused on grants for adoption, scaling and innovation of OER.
 - UT Austin – Center for Open Educational Resources and Language Learning (one of 16 national centers)
 - UT San Antonio:
 - Three faculty cohorts of OER grant recipients (n=49) .
 - High impact courses with 100% OER adoption: College Algebra, Math for Business, Biosciences I and II.
 - Sales approach, talking points for FAQs
 - Raising external \$\$\$ to fund grant (donors/crowdfunding).
 - UT Tyler – Grants to faculty to develop open textbooks in core courses.

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