

**ACADEMIC AFFAIRS COUNCIL**

**AGENDA ITEM: 3 – A**

**DATE: April 22, 2020**

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**SUBJECT**

**Open Educational Resources (OER) Update**

**PERTINENT HISTORY**

Open Educational Resources (OER) Update (5/22/2019)  
[https://www.sdbor.edu/administrative-offices/academics/aac/Documents/2019/2019-05-AAC/3\\_B\\_AAC0519.pdf](https://www.sdbor.edu/administrative-offices/academics/aac/Documents/2019/2019-05-AAC/3_B_AAC0519.pdf)

**CONTROLLING STATUTE, RULE, OR POLICY**

None

**BACKGROUND / DISCUSSION**

Since the end of 2018, AAC has not discussed the state of Open Education Resources (OER) use at SDBOR institutions, and while some institutions have established formal plans to encourage the adoption of OER to help reduce the cost of higher education for students, it is unclear how pervasive OER use is within the SDBOR.

Building on work done after SDBOR personnel attended the MHEC/WCET OER Convening in December of 2018, AAC staff have revised a draft of the proposed SDBOR OER strategy (see Attachment II of the [May 2019 AAC item](#) – also linked under Pertinent History). It provides a holistic approach to fostering OER adoption at SDBOR institutions, including various support mechanisms, finding a legislative champion, etc.

One of the major medium-term objectives of the draft SDBOR OER strategy would be to establish a grant process to help facilitate the adoption of OER across all SDBOR institutions. While there are many models for this, one to consider would be implementing a similar process used by [USD’s Open Textbook Fellowship](#), where faculty submit proposals—with supporting documentation from their chair—which are reviewed based on the likelihood of adoption, cost savings for student, and scope of impact (e.g., an individual section to multiple sections/semesters).

**IMPACT AND RECOMMENDATION**

AAC members should review the strategy document provided in Attachment I and determine how to best proceed with the items specified therein.

(Continued)

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**DISCUSSION AND RECOMMENDATION**

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AAC should determine if it could identify funds to help support a grant process, similar to the one implemented by USD, and/or discuss an alternative way to foster OER adoption in the SDBOR.

**ATTACHMENTS**

Attachment I – SDBOR OER Strategy Document



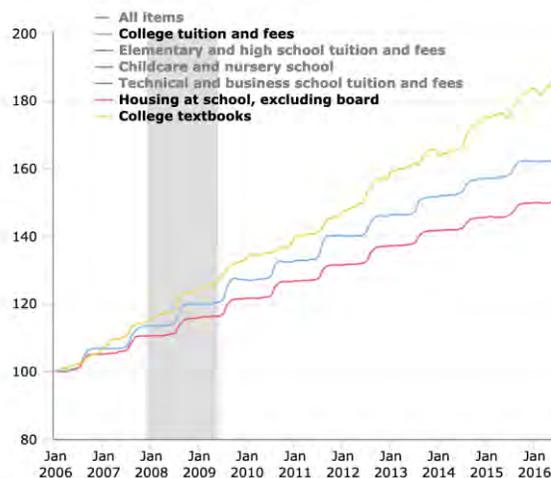
# South Dakota Board of Regents Open Educational Resources (OER) Strategy

## Background

As part of its [strategic plan](#), the South Dakota Board of Regents (SDBOR) identified affordability and accountability as one of four key priorities. While tuition and fees at SDBOR institutions remain [competitive with neighboring states and the SDBOR has the lowest average out-of-state tuition and fees in the nation](#), this is only one factor of the overall cost of higher education for students.

According to the Bureau of Labor Statistics, since 2006 the cost of college textbooks has outpaced all other colleges costs to the tune of an 87.5% increase over the course of a decade:

Consumer price indexes for tuition and school-related items, not seasonally adjusted, January 2006–July 2016  
January 2006=100



Click legend items to change data display. Hover over chart to view data.  
Shaded area represents recession, as determined by the National Bureau of Economic Research.  
Source: U.S. Bureau of Labor Statistics.



Higher education has taken notice in recent years, adopting a number of strategies to reduce the costs of textbooks and course materials, such as embracing first-day access initiatives, pressuring textbook manufacturers to offer more affordable print and electronic solutions, etc. Some institutions have taken this a step further, bypassing publishers altogether, by developing free, peer-reviewed open educational resources (OER), such as textbooks, course materials, etc. Over the past decade, these OER have matured into viable, widely-adopted alternatives to publisher textbooks, and the breadth and depth of topics available as OER increases annually. To date, [adopting OER over publisher textbooks have saved students a billion dollars](#).

While a number of SDBOR institutions have adopted OER to varying degrees, few have done so formally (e.g., [USD's Open Textbook Fellowship](#)). To determine how the SDBOR can facilitate OER adoption across the system, SDBOR personnel attended the [2018 MHEC/WCET OER Policy and Implementation Summit](#). One outcome of this summit was a draft of an OER action plan for the South Dakota—including K-12, public institutions, and the SDBOR institutions.

What follows is a modified version of that draft action plan, focusing on specific short-, medium-, and long-term actions and goals for the SDBOR to further facilitate OER adoption.

## Short-Term Actions/Goals

### **FACULTY ENGAGEMENT & AWARENESS**

- Inform faculty about the tenants and activities associated with OER. Also to include the implications around copyright and intellectual property related to what they use and develop.
- Work with the Discipline Councils to identify subject-matter champions and engage them in the review of OER materials and make recommendations .
- Develop a landing page that can serve as a primary location for directing faculty to the work being done in the Regental system. This page will also provide links to useful national resources and organizations.

### **STUDENT ENGAGEMENT & AWARENESS**

- Seek comprehensive buy-in from students to serve a significant role in pushing OER with campus administration and system leadership.
- Evaluate GAF allocations or increases that could be leveraged to encourage the growth of OER.
- Facilitate meeting with NDSU student association president to discuss the work completed in North Dakota and the role students have served in increasing faculty adoption.
- Assess interest for the creation of student awards granted to faculty at each institution who excel at adopting and developing OER materials. Consider separate awards for large-GE courses and non-GE courses.

### **FINANCIAL SUPPORT**

- Identify source of funding to kick-off initial OER kickoff.  
(see Medium-Term Actions/Goals for the proposed process)

### **DISCOVERY / COORDINATION / RESEARCH**

- Put together a standing workgroup or subcommittee under AAC to help coordinate OER activities in the BOR system.
- Pursue a system membership with the Open Textbook Network.

## Medium-Term Actions/Goals

### **DEVELOP A LONG-TERM FINANCIAL SUPPORT MODEL**

- Work with the standing councils to investigate the possibility of implementing a fee that could be used to further expand and support the OER expansion across all institutions.
- Consider using a portion of the current mobile computing fee—perhaps augmented by EUC funds—to invest in any IT infrastructure and resources necessary to facilitate and maintain OER adoptions and access.
- Develop a grant process, modeled after existing OER initiatives, to establish a long-term, system-level initiative.

### **DATA ADMINISTRATORS & REGISTRARS**

- To better inform students, establish flags in Banner to identify courses using OER or other free resources, as well as those using low-costs resources. Determine a ceiling for the low-cost flag (e.g., courses resources costing more than \$1 and up to \$25 would be eligible for this flag).
- Develop a process for faculty to provide notification of their use of OER, free, or low-cost resources, collaborating with institutional bookstores as necessary.

## Long-Term Actions/Goals

### **ACADEMIC AFFAIRS LEADERSHIP**

- Strategize with deans and department chairs on how to use internal resources to encourage faculty adoption in large GE courses.
- Work with AAC to evaluate models for how standard documents can be expanded to include OER evaluation, adoption, and creation, and identify a strategy for appropriately integrating this into the faculty workload process.

### **LIBRARIANS & INSTRUCTIONAL DESIGN**

- Evaluate the most logical place to store the OER materials selected by faculty and if necessary explore the potential of a common digital repository for the entire system.
- Build staff capacity and provide the necessary professional development to assist in serving faculty in the adoption of OER materials, while also providing technology and instructional design support for the use of the digital repository.
- Assist with curation and collation of the materials that can be used and tie this to specific faculty recommendations.
- Evaluate the potential use of Technology Fellows to facilitate OER adoption.

### **ONLINE QUALITY ASSURANCE RUBRIC**

- Expand the Quality Assurance (QA) guidelines to make strong recommendations to adopt OER materials for online courses.

### **INSTITUTIONAL RESEARCH**

- Establish the most appropriate methodology for evaluating the cost savings that are associated with OER.
- Develop a dashboard that can display various metrics that would be valuable to highlight the expansion of OER.
- Develop infographics that can be used to demonstrate efficiencies created through OER expansion and outline the impact on increasing student affordability by reducing overall net price to a degree for South Dakota students.

### **LEGAL COUNSEL**

- Clearly articulate the policy framework around intellectual property to ensure faculty understand the relationship to traditional course and resource development.

- Evaluate the potential of restricting publishers from monetizing content developed by Regental faculty/staff by embedding within their platforms.