



OER Steering Committee 2019-2022

Open Educational Resources Pilot Program Report and Recommendations

Table of Contents

Definitions.....	3
Summary.....	4

Culture

History of OER Committee.....	5
Vision & Strategy.....	5
People & Organization.....	6
Communication.....	8
Metrics & Reporting.....	10
Program Impact.....	12

Infrastructure

Guidelines.....	14
Processes.....	15
Professional Development.....	18
Platforms.....	20

Resources

Finances.....	22
Efficiency.....	24

Appendices

- A: Committee Narrative History
- B: Reports & Data Sources
- C: Grant Projects
- D: Open Educational Resources Policy (Draft)



Definitions

Low-Cost or Zero Textbook Cost Programs and Degrees: A program of study or associate degree offered by the College in which low cost or no-cost course materials are assigned to students.

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, repurposing, and modification by others.

Open Course Materials: Textbooks, readings/text resources, courses, videos, and other teaching materials and tools that are licensed for free use by others.

Textbook Ancillaries: test banks, student homework systems, lecture slides and notes, multimedia materials, study guides, and LMS packages that supplement textbook materials.

Traditional or Commercial materials: Course materials which are developed and published by commercial entities.



Summary

This report describes the activities and outcomes of the Open Educational Resources pilot program, 2019-2022. It is arranged in three main topics: Culture, Infrastructure, and Resources. Each topic includes recommendations to improve and grow the textbook affordability program at the College of DuPage.

In the *Culture* section, Open Educational Resources are situated as part of the College's instructional mission as affordability is intertwined with the College's goals for equity and inclusion. The history of the OER Steering Committee at COD is documented along with the people who were involved in the success of the OER pilot project.

Infrastructure describes the college departments that supported the textbook affordability initiative as well as the tools and systems that the OER Committee created or used to support the project mission. The impact of this college-wide initiative was saving students 3M in three years and publishing 56 unique openly licensed course materials. This effort involved hundreds of faculty members, staff members, administrators, and the College's Board of Trustees. The program was centralized around a grant program for faculty to develop and adopt no-cost course materials for students. The process by which faculty were awarded grants and how funded projects were supported is described in detail in this section. The infrastructure of this program included communications about the initiative and the benefits of open educational resources. Data collection such as student spending and textbook adoption as well as research studies on faculty attitudes around course materials, and other relevant reports, are documented in this section.

The *Resources* section details the College's financial support of the project. The Efficiency subsection documents how the OER budget was expended and managed. Over three years, the OER Steering Committee's budget funded around \$400,000 in incentive grants to faculty and funded numerous professional development opportunities including conferences and travel. We also purchased the tools required to publish academic materials such as the College of DuPage Digital Press. The OER Steering Committee used funds to join national organizations that are dedicated to the application and proliferation of open scholarship in academia, as well as consortia focused on supporting community colleges in the development of large scale OER programs and zero-textbook cost degrees.

In summary, this report documents the successful outcomes of the Open Educational Resources pilot initiative and highlights areas that require improvement or reconceptualization. Again, each section of this report includes recommendations for the program's continued success.



Culture

Narrative History of the OER Steering Committee

See Appendix A

Vision and Strategy

2019-2022

The purpose of the OER Steering Committee was to facilitate day-one access to course materials for all students and to support new pedagogical practices. To align its work with the College's commitment to equity and student success, the committee's strategy was to engage as many instructors as possible in learning about OER and to increase faculty awareness of the cost of course resources. The OER pilot program incentivized instructors to examine their participation in making higher education more affordable and to transform teaching and learning at the College by the adoption of open and free course materials. The Committee's long-term goal of offering students select zero and low-cost degrees could have positive impacts on student success, retention, and enrollment.

The Committee employed direct and indirect strategies to increase the adoption of open educational resources at the college. As advised by facilitators of the OpenStax Institutional Partners Program (2019-2020), direct tactics such as promoting OER at departmental meetings and offering workshops were employed; indirect tactics included outreach to individual faculty members.

The OER Steering Committee's work is aligned with the Institution's Strategic Long-Range Plan (SLRP) particularly in the areas of Student Success and Organizational Culture. The Committee's mission aligns with the College's Mission, Vision, and Values. Additionally, this initiative is congruent with the Library's mission statement and departmental strategic goals. Open Educational Resources and textbook affordability intersects with important college-wide initiatives such as Guided Pathways and the Equity Plan.

Recommendations for Vision and Strategy

1. The Committee should develop short and long-term goals to guide OER program including zero textbook cost degrees, sustainability of open materials, and forecasting use of the budget based on these goals.
2. Formally include textbook affordability as a part of the College's Strategic Long Range plan.
3. Include a representative of the OER Steering Committee on the College's Equity Committee.



People and Organization

Committee Membership 2019-2022

Provost's Office: Mark Curtis-Chavez, Chair.

Faculty:

Denise Cote, Co-Chair.

Karin Evans (2019), Kevin Fink (2021), Ken Gray (2019), Christine Kickels (2021), Peter James (2021), Christine Monnier (2019), Alyssa Pasquale (2021), Joel Quam (2019), Andreas Vrettos (2021) .

Harry Hou & Or'Shaundra Benson (2019: one-year terms)

Academic Administrator: Kris Fay; (Marianne Hunnicutt, 2019-2021)

Library Administrator: Jennifer McIntosh

Student Affairs: Pathways Steering & Illinois Equity in Attainment: Roberto Valadez (2021-2022)

Learning Technologies: Lara Tompkins, Mike Maxse (2020-2022)

Student Life: Chuck Steele

Administrative Affairs & Bookstore Advisory: VP Ellen Roberts

People and Roles 2019-2022

Provost's Office: Mark Curtis-Chavez chaired the committee. Dr. Chavez was responsible for the Committee's budget, set program goals, and oversaw the work of the OER Librarian. The Provost's administrative assistant, Barb Groves, provided management of the program budget and worked with the OER Librarian and the Finance Office on processing expenditures.

OER Librarian: Denise Cote co-chaired the committee as part of her faculty assignment. Denise created and managed the OER initiative under the direction of the Provost. Denise guided the work of other staff assigned to the program, supported and managed all OER grant projects, provided professional development opportunities, and represented the COD textbook affordability program internally and externally. In Summer 2022, the Library hired a new tenure track librarian assigned in part to lead the Library's open access program and textbook affordability activities. Dr. Cote is replaced by Dr. Lauren Kosrow in Fall 2022.

Classroom Liaison: English Professor and Steering Committee member Karin Evans had one course reassignment each Fall and Spring 2019-2022 to serve as a liaison to Classroom faculty members. Karin supported her colleagues who were awarded OER grant projects, worked with the OER Librarian on planning program activities, facilitated workshops, and created community around the yearly OpenEd conferences. Karin is replaced by Geography professor and OER author Joel Quam in Fall 2022.

Library Administration: In Fall 2021, the OER Librarian began reporting to both the Provost and the Library Associate Dean, Jennifer McIntosh, a standing member of the Steering committee. Jennifer's office also assumed the responsibility of facilitating the day-to-day management of the OER program budget. The Library will be the formal home of the OER program in Fall 2022.

Instructional Technologist: Learning Technologies staff and Steering Committee member Lara Tompkins provided leadership in Accessibility in OER. Lara led the implementation of the Pressbooks platform (COD Digital Press) and provided support to users. She also managed the storage and access of OER on the College's Google Drive and developed a storage and delivery tool for textbook ancillaries. Lara also provides support for the integration of OER into



BlackBoard courses. Instructional technologist Tim Sweeney currently supports faculty and staff use of Pressbooks and facilitates instruction sessions on publishing in the Digital Press.

Faculty Committee Members: Provided input on Steering Committee activities and conducted peer review of all OER grant applications.

Research & Analytics: COD Researchers analyzed OER survey data, conducted focus group research on textbooks, assisted the OER Librarian with the analysis of textbook adoption data, and calculated student savings.

Office of Administrative Affairs: Vice President Ellen Roberts, a standing member of the OER Steering Committee, guided the committee on budgetary matters and was instrumental in securing initial funding for the OER program from the Board of Trustees. Ellen advised and instructed the committee on how best to utilize College resources and departments. Controller Dave Virgilio created the budget and provided detailed analysis of resources and efficiencies. Compensation Specialist Sapna Rana handled the payment of faculty stipends.

Student Life: The manager of Student Life, Chuck Steele, a standing member of the Committee, organized meetings with Student Leadership about textbook affordability. Chuck worked with the faculty advisor to the PTK, Christine Kickels, on the Student Stories project.

Subject matter experts: Faculty members with subject matter expertise were the foundation of the OER initiative. Their needs for training and support guided the development of the program.

Library faculty: The Library faculty often supported instructors in locating openly licensed materials and advised faculty on the use of library materials in textbook affordability projects. Librarian and Steering Committee member Christine Kickels is a contributing author of two OER textbooks published by the College.

Staff Services: Maggie Ogradny and Brett Kolbach provided word processing staff to assist in inputting faculty-authored textbook material into Pressbooks. Additionally, Staff Services facilitated the Summer 2022 Print on Demand pilot project.

Bookstore: Ellen Roberts, Vice President of Financial Affairs, was the primary contact to Follett, Inc. and arranged for reporting to the committee and facilitated workshops conducted by Follett corporate staff. Denise Cote was a faculty representative to the Bookstore Advisory Committee, 2019-2022.

Office of Financial Aid: Diana Del Rosario, Assistant Provost of Student Affairs, provided the OER Steering Committee with data on student financial aid spending on textbooks and Follett store gift card disbursements.

Recommendations for People and Organizational Framework

- Full time dedicated faculty member leading OER/Open initiative.
- Hire FT classified staff in the library to support the Library's work in digital publishing, including open access materials.
- The Steering Committee should implement terms for faculty members to allow others with OER experience to serve and share their expertise. Conduct a call for new members via the Committee on Committees to replace or refresh membership of faculty who have served since 2019.



Communication

Communication with Faculty

Full time and part time instructors were the main audience for OER outreach. An instructional website was developed by the OER librarian (opencod.org). This website was transferred to the library's website in August 2022. Email and Zoom were the primary mode of communication with faculty.

Communication with Students

Student Stories Project: Lead by Chuck Steele and Christine Kickels. Presentation the Board of Trustees on June 23, 2022. <https://youtu.be/nM1dXP3wwak>

Meetings with Student Leadership: Representatives from the OER Steering Committee met once per semester to discuss textbook affordability efforts with students and to make suggestions on how students could take a leadership role in affordability initiatives.

Communication with College Leadership

The OER librarian met as necessary with Cabinet, Provost's Council, and Deans to present OER Steering Committee information and to discuss concerns related to course materials and the OER Support program. Example:

November 9, 2020 [Presentation](#)

Communication with Board of Trustees

The OER Librarian presented information about textbook affordability, OER, and the activities of the Steering Committee to the Board at these meetings:

June 23, 2022 [Presentation](#)

April 29, 2021 [Presentation](#)

January 16, 2020 [Presentation](#)

September 19, 2019

The OER Librarian met with board members individually to discuss affordability and student success and to promote continued funding of the OER initiative. The BOT were also included in emails informing the college community about successful OER grant projects every semester.

Communication to External Community

Throughout 2019-2020, OER librarian met regularly with local legislators as well as Senate and House leaders on the Higher Education committee to promote textbook affordability as a legislative priority. ([PA102- 0122](#)) The OER Librarian also regularly communicated with Senator Dick Durbin's office to obtain support for textbook affordability in Illinois, as the Senator sponsored a Federal bill which funds large grants to support OER ([S.2176](#)). Senator Durbin addressed the attendees of the Summit on OER in Community Colleges held at the College of DuPage in 2018.

As a member of the State of Illinois [Taskforce on Affordable Course Materials](#) the OER Librarian regularly reports to legislators and the leadership of the Illinois Student Assistance



Commission on COD's ongoing efforts in developing of free course materials and other local efforts that address college costs.

COD Public Relations, Communications, and Marketing

Examples of College external communications about textbook affordability efforts at COD:

April 2022. "OER program gives all students access to low-cost/no-cost materials" [Community Report 2021](#).

April 2022. [COD YouTube Channel](#). Interview of Denise Cote for the Community Report 2021.

March 2022. "[Human Services program adopts open educational resources to lower textbook costs for students](#)."

January 2022. [LinkedIn post](#). Denise Cote's appointment to the CCM Taskforce.

January 2022. [Facebook post](#). Denise Cote's appointment to the CCM Taskforce.

March 2021. "[College of DuPage bridges equity gap through OER & gains \\$660,00 in savings](#)."

April 2020. [Community Report 2020](#).

August 2019. [Press Release](#). "College of DuPage partners with OpenStax to increase use of free textbooks."

Recommendations for Communication

1. Centralized leadership for public campaigns and marketing to promote the College's Open Education "brand."
2. Planned campaign/s promoting textbook affordability and zero and low cost degree programs.
3. Update website to focus on the committee's goals.
4. Create website material and training for student audience
5. Create website material for community, parents, and future students.
6. Continue to situate COD as a leader in Textbook Affordability at the State-level through committee, advisory boards, and council memberships.
7. Social Media Presence: @opencod on Twitter is currently on hiatus; other social media platforms that are used by the College and the Library such as Facebook and Instagram could be used as marketing tools.



Metrics & Reporting

This section describes the data and reports collected and synthesized by the OER Librarian from college constituents and departments to determine impact and to guide the work of the Steering Committee. [Access to data and reports is in Appendix B.]

Faculty OER Awareness Survey Fall-Summer 2019

The Committee surveyed full and part time faculty ($n=304$) using a modification of Seaman & Seaman's 2018 faculty survey. Research and Analytics analyzed the resulting data. The principal finding from the survey were that the majority of faculty were concerned about textbook quality and costs. Most respondents were aware or somewhat aware of both OER and open licensing models. These and other data points such as respondents' perceived knowledge of the Creative Commons, their abilities to evaluate OER and commercial textbooks, and their views on print vs. digital were used to inform the Committee's professional development planning.

Faculty Focus Group on Textbooks 2020

Research and Analytics conducted focus group research ($n=51$) to learn about the priorities and preferences of COD instructors when they select and use textbooks. Faculty were primarily concerned with alignment with course ACF's, their ability to make lower cost selections, alignment with discipline/program philosophical views, textbook formats, and the availability of ancillaries. This research was shared with administration and faculty in 2020 and further feedback was solicited. The Steering Committee attempted to address faculty feedback around the effective use of the Bookstore's adoption system (Follett Discover) and how to notify students of OER adoptions via the COD bookstore website.

College and Bookstore Report Types

See "Program Impact" for more detail on the following reports:

Follett Adoptions

Follett provided the OER Steering Committee with textbook adoption reports every semester by request. These reports included Course title and section, faculty name, textbook titles, and all prices and formats available. Also reported: no books adopted, OER adopted, and faculty/course name.

Financial Aid Spending

This data was solicited from the Office of Student Financial Aid. Reports typically included the amount of financial aid funds spent in the College bookstore, how the Follett contractual funds (25K per year for student gift cards) were spent, and how other funding sources were used to support student purchasing of course materials.

Follett Spending

The Office of Administrative Affairs provided a report of the amount of earnings from textbook purchases in the Follett store every fiscal year.

Enrollment

Research and Analytics provides enrollment data by course section every semester.



Recommendations for Metrics & Reporting

- The research studies conducted in 2019 and 2020 were not adequately exploited to inform practice at the College. Duties of a full-time OER Librarian should include collecting, analyzing, reporting, and actioning data.
- Reports from Follett, Student Financial Aid, and Administrative Affairs should be routinely delivered as part of regular departmental reporting to Research & Analytics and the Provost's Office (rather than being requested every semester/year).
- Average textbook cost and the use of OER by program / discipline should be calculated and shared with faculty chairs and Deans every academic year.
- A formal data collection and analysis plan should be formalized as part of the Textbook Affordability strategic plan.
- Data Storage plan: the College Archivist should archive raw data according to the Society of American Archivist standards for data maintenance and storage.



Program Impact

Using the data described in the previous section, instructor adoptions of OER saved students 3M between Spring 2019-Spring 2022.

Student Savings / Students Effected Estimates 2019-2022

Academic Year	Student Savings	Students Effected
2019 (SP)	\$700,000	1280
2019-2020	\$1,207,402	5865
2021-2022	\$1,130,569	5769
Total	\$3,034,971	11,045

Other textbook cost savings efforts

As discovered in the 2019 survey and the 2020 focus group, instructors implemented other cost saving measures to support students. These efforts included assigning older editions, selecting texts with rental and digital options, placing textbooks on reserve in the Library, etc.

Using the OER community of practice average “affordable cost” of \$50.00, 457 COD instructors adopted affordable commercial materials in Spring 2022.

Student Spending in the College Bookstore

As reported by the Office of Financial Affairs, the amount of earnings by the Follett store attributed to textbook sales were:

Fiscal Year	Student Spend
2021	\$ 3,909,035.15
2020	\$ 5,195,343.07
2019	\$ 5,633,398.19
2018	\$ 6,636,447.24

Spending in the College Bookstore decreased by around \$1.2M between fiscal years 2020 and 2021. We would like to claim this reduction in student spending was due to the adoption of open educational resources but this decrease occurred during the height of the COVID-19 pandemic. In addition to lower enrollments, adoptions of lower cost electronic content, and temporarily free access to digital textbooks from publishers and aggregators such as RedShelf likely accounts for much of the decrease in student spending in the College store during this period.

Student Financial Aid Expenditures on Textbooks

(Recent year data requested in April 2022)

According to the most recent data available, the total amount of Financial Aid funds used by students/charged in the bookstore for 2019FA-2020SP was \$2,277,731.63. Of that, \$1,839,280.74 was for books and \$438,450.89 was for supplies. There were 15,252 separate charge transactions against FA in the Bookstore, made by 4,386 total/different students averaging \$519.32 charged by each student.



Average Textbook Cost

Research & Planning calculated the average textbook cost for AY 2022:

Fall 2021 (New-Used): \$178.00-\$133.00

Spring 2022 (New-Used): \$206.00-\$164.00

Estimated Student Savings

The Steering Committee budget was used to incentivize faculty to develop and implement OER in their courses. All OER Support Grant proposals included a required Impact Statement which estimated the amount of student savings that would be achieved after project implementation.

The amount of anticipated student savings per academic year from the OER Support Program was estimated by faculty awardees.

Academic Year (FA, SP, SU)	Number of New Projects	Est. Student Savings per AY
2019-2020	21	\$981,000
2020-2021	17	\$320,000
2021-2022	22	\$580,174

Faculty

The OER Support Program incentivized and supported faculty with reassigned time and stipends. Sixty (60) one-semester and multi-semester projects were supported in 2019-2022 involving 118 faculty members working individually and in groups. The outcome of these projects was 56 openly-licensed textbooks, lab manuals, collections of course readings, and textbook ancillaries. [Lists of all projects and completed works is in Appendix C.]

Over the three-year period, 282 instructors attended OER-related workshops for professional development credit. The OER Steering Committee budget also supported conference attendance for 135 full and part time faculty members. The textbook affordability program also incentivized faculty through Alternative Credit and other advancement-related benefits such as inclusion of open publications and OER-related presentations in faculty evaluation reviews and E-range portfolios.

Recommendations on Program Impact

- The current metric to calculate savings (average new book cost x students enrolled) is labor intensive and requires repeated analysis of book cost. Using an average “affordable” cost, such as \$100.00, will reduce the overall estimated amount of student savings but will stabilize and standardize this calculation over time.
- Calculate and report the number of OER course sections.
- Determine actual savings from OER Support Grants by validating the number of adoptions and students effected.
- Mapping of general education degree programs aligned with OER



Infrastructure

Guidelines

The work of the OER Steering Committee, recipients of OER Support Awards, and all those working on behalf of the OER Committee are guided by the following College policies and agreements:

College of DuPage Board Policy, Academic Affairs, No. 6.10 *Intellectual Property Rights*. (Jan 2021).

College of DuPage Board Policy, Academic Affairs, No. 6.11 *Instructional Materials*. (Jan 2021).

College of DuPage Board Policy, Academic Affairs, No. 6.12 *Academic Freedom*. (Jan 2021).

College of DuPage Faculty Agreement. C2. *Academic Freedom*. (2019-2023).

College of DuPage Faculty Agreement. C11. *Intellectual Property Rights*. (2019-2023).

College of DuPage Adjunct Faculty Agreement. VI. *Academic Freedom*. (2021-2025)

OER Steering Committee Operational Policy (second reading 02-2022) [Appendix C]

OER Operational Policy

Policy and guidelines directing the work of the OER Steering Committee were developed in Spring 2022 (Appendix C). The document was sent to the General Counsel and the Faculty Senate in March 2022 for input. Since feedback on this draft policy was not solicited early enough in the semester the Steering Committee's third and final reading of the operational policy did not occur.

Accessibility

Standards for Accessibility addressing the Web Content Accessibility Guidelines (WCAG) 2.1 Level AA were developed by Learning Technologies' accessibility expert. An accessibility rubric to guide and instruct OER authors was also developed.

Recommendations for Guidelines

- Formally adopt the OER Steering Committee operational policy in Fall 2022.
- Clarify how policies that address OER development are applied, enforced, and updated.



Process

The process of OER development includes course materials selection, incentives for the adoption of OER, and support for the development of openly licensed materials.

Course Materials selection by Faculty

Full time faculty: Openly licensed materials are used at the discretion of the individual full time faculty member or discipline faculty groups. Classroom and 9-month faculty are encouraged to utilize and/or develop open educational resources as appropriate for their courses. All full-time faculty are eligible to apply for either reassigned time or stipend-based support to develop and implement free course materials via the OER Support program.

Adjunct Faculty: Adjunct faculty are encouraged to utilize openly licensed materials as permitted by divisional course materials adoption guidelines. Part-time faculty were also encouraged to participate in the OER Support program in partnership with full time faculty and with prior permission from their Dean. As of Fall 2021, Adjunct faculty were permitted to earn semester hour-based pay for OER work with no detrimental effect to their maximum yearly teaching load. Part time faculty assignments to OER projects typically did not exceed 3 semester hours per academic year. Due to concerns between the adjunct faculty association (CODAA) and the Human Resources department, OER stipends will again count toward part time faculty load in AY 2023.

Support for OER development and adoption

Support Grant Program

The OER Steering Committee incentivized faculty to work on the following project types. Applications were made available on the OER website.

- Original Writing
- Remix/Reuse
- Open Resource List development
- As-is Adoption
- Zero-Cost Adoption (library materials)
- Ancillaries Development

Support Grant Application Process:

- 1) Applications for Reassigned time support were solicited twice per year for Fall and Spring semesters. Proposals for Stipend-based support were solicited three times per year for Fall, Spring, and Summer.
 - a) Grant applications with detailed instructions were made available on the [Open Program website](#).
- 2) Due dates for all proposals were set every year by the Academic Dean serving on the OER Steering Committee.
 - a) Faculty were notified of these due dates via the OER website and via email.
- 3) Deans were notified by faculty members of their intent to apply for an OER grant prior to submitting a proposal.



- 4) All applicants were required to attend an OER Grant Briefing workshop before submitting a proposal.
- 5) Proposals were subjected to peer review by faculty members on the OER Steering Committee and were recommended to the Provost for final approval.
 - a) Faculty who submitted unsuccessful proposals were given feedback and offered one-on-one support from the OER Librarian.
- 6) Faculty and Deans notified of approved proposals by the deadline determined by Administration

Services for Grant-funded OER development

Instructors who received grant funding were provided the following supports:

- Assignment of a dedicated support liaison for help with locating materials, guidance on writing, copy editing as appropriate, a minimum of two meetings with OER project faculty per semester, occasional meetings with cohort groups working on similar project types, and general support throughout the writing process. Over the three-year period, approximately 160 meetings with grantees were conducted.
- The OER Librarian read and reviewed each project for legal use of content, appropriate use of Creative Commons licensing, correct citations/attributions, cover art, general legibility, and preparing the material for publishing and indexing.
- Instructional Technology provided support in using Pressbooks and implementing Open materials in Blackboard. Instructional Technology also developed guidelines and a rubric for authors to create Accessible materials.
- The OER Librarian assisted authors in publishing materials on the College of DuPage Press.
- Basic accessibility support for Pressbooks users and for OER implemented in BlackBoard.

Faculty Accountability

The OER policy drafted by the Committee in 2022 includes a process for faculty support and quality assurance. Of the 60 grants awarded during the three-year period; three faculty members who were awarded *reassigned time* did not complete their projects. No evidence of work was submitted in two of these cases. In the third case, the faculty member completed a reasonable amount of work, but the College required this person's expertise to develop pandemic-related curriculum which resulted in the OER project being put on permanent hold. Three incomplete cases out of 60 awards does not indicate failings in the program structure but utilizing a quality assurance process would make the grant program equitable to all faculty who participate in it. Unfortunately, the budget cannot sustain the real cost of faculty salaries for reassigned time in exchange for no return on the investment. Unlike stipends, which can be withheld if the faculty member does not show evidence of any work being completed, reassigned time is essentially paid in advance so cannot be recovered, and is much more costly.

OER Sustainability

A subcommittee of the Steering committee was assigned to research and make a recommendation regarding sustainability of grant-funded Open resources. Their recommendation was to allow formal support for major updates of committee-funded projects every three years.



Minor updates to maintain currency and relevance are the responsibility of the instructors using open and free materials.

OER Accessibility

Accessibility of OER for all students has not been addressed in most materials funded by the Steering Committee. The 2022 draft operational policy includes process for remediating textbooks and lab manuals. Instructional Technologist Lara Tompkins developed basic review guidelines to be implemented when the operational policy is approved. Some faculty did apply basic principles of accessibility to their openly licensed publications. These faculty received training in accessibility either through the BlackBoard Ally project or from Learning Technologies directly. Draft accessibility review guidelines and documents are on [google drive](#) (restricted access).

Recommendations for Process

- Create policy and procedures for accountability for Reassigned Time projects. (See Budget Efficiency)
- Develop a new project type to support updates/sustainability of OER projects. (See the committee's 2022 draft OER Operational policy.)
- Accessibility remediation on all materials currently published by the COD Digital Press and Google Drive should be a high priority in 2022-2023.
- Modify grant applications to include required Creative Commons training.
- Include OER Operational policies in the required OER Grant Briefing.
- Estimate date for project submissions to the Quality Review process (see draft OER Operational Policy, 02-2022)
- Offer more varied incentives for OER development such as subsidizing special working events to develop texts (Book Sprints, Retreats)
- Provide publication standards for all project types.
- Resource lists projects could include a librarian partner to assure coverage, quality, and openness of selected material. In some cases, classroom faculty required frequent training, remediation, and guidance while developing openly licensed collections.
- Library faculty should create guidelines for the Zero-Cost (library materials) project type.



Professional Development

Training on OER, open education, and textbook affordability topics were an important part of the program. Over the three-year period, around 245 unique attendees were recorded. Academic Affairs' faculty, administrators, and staff were the main audience for the training program. Classroom Faculty earned professional development credit for attendance. In addition, the OER Librarian worked with faculty individually to discuss resources and answer questions. Around 20 such individual meetings were conducted every semester.

Creative Commons

Basic training for faculty on this subject was conducted in each OER-related workshop. A one-hour introductory workshop was made available on demand in the employee development learning management system (Cornerstone) in Summer 2022.

Pressbooks

Learning Technologies offered workshops each semester on using Pressbooks for both faculty and staff.

Conference attendance

The OER Steering Committee budget supported OpenEd conference attendance for 135 full and part time faculty members (2019 Phoenix, AZ; 2020 Online; 2021 Online)

Organizational Memberships

The College is an institutional member of these organizations:

Community College Consortium for Open Educational Resources (CCC-OER)

The CCC-OER is the community college section of Open Education Global. It supports colleges with advocacy, education, and supports particularly the development of Zero-Textbook Cost degrees and advancements in open pedagogical practices. The College benefits from this membership from the excellent training program provided by this group and from being part of a nationwide community college group.

Open Education Network (OEN)

The OEN is a nationwide community of practice for higher education. The OEN provides the Open Textbook Library. This Library of open resources is dominant indexes for OER. The College benefits from this membership through access to training opportunities and the textbook index.

Scholarly Publishing and Academic Resources Coalition (SPARC)

SPARC is a research and advocacy group that focuses on the scholarly publishing industry. SPARC focuses on Federal and State legislation, fairness in academic journal and textbook publishing, open scholarship, and equity in education.

Recommendations for Professional Development



- Develop advanced instruction on the Creative Commons to supplement the basic training currently available in Cornerstone. Limited knowledge of open licensing can result in faculty selecting materials with incompatible licenses and/or materials that are copyright restricted (though fair use exemption can be useful in some cases).
- In addition to the Grant Briefing, require training on copyright and the Creative Commons for all OER grant applicants.
- Provide accessibility training for all authors that intend to publish in the COD Digital Press or those who plan to produce PDF documents hosted on the College's Google Drive.
- Collaborate closely with the Professional Development Coordinator to create goals for open education training for faculty.



Platforms

The textbook affordability initiative utilizes the following platforms and systems.

Pressbooks

The Pressbooks platform is backbone of the College of DuPage Digital Press. Based on WordPress, Pressbooks is “an online software that enables authors to design and format any kind of book” including the following formats: Web-based books for private and public use, EPub, and PDF.¹

Pressbooks-BlackBoard LTI

The LTI (Learning Tools Interoperability) tool facilitates a connection between Pressbooks activities and the BlackBoard gradebook. As of July 2022, the LTI is a part of the Pressbook EDU suite and is an optional implementation.

Google Apps for Education (GAPE)

OER projects that were not developed in Pressbooks are stored for public access on the College’s Google Drive. The GAPE is managed by the Learning Technologies department.

Ancillary Storage and Service

Textbook ancillaries developed by College of DuPage faculty are securely stored in GAPE.

Educators can request access to these materials using this form:

<https://forms.gle/jsU11bW5ZCHZTgaPA> Learning Technologies confirms Instructor status then sends the ancillary package to the requestor.

Follett Discover

Follett Discover provides an OER adoption for selectors which notifies students on codbooks.com that their course will be using OER. The Discover index does allow for linking directly to open materials from the student-facing web store but indexing of new OER in Discover is not currently possible due to problematic licensing/ownership disclaimer language on the Follett website.

OpenIllinois Index

When possible, open materials published by COD are indexed for public access in [this database](#) which is a subset of the Open Education Network’s global index of openly licensed academic materials.

Staff Services Print on Demand

The Copy Center has the capability to manage affordable printing services for students.

<https://library.cod.edu/POD>

Recommendations for Platforms

- Temporarily discontinue offering the LTI service from Pressbooks. Participation in the pilot testing of the LTI exposed problematic issues with the connection between PB and

¹ <https://guide.pressbooks.com/front-matter/introduction/>



the Blackboard gradebook. The Learning Technologies department does not currently have a plan in place to support the use of this tool.

- Provide a review process for embedding OER into BlackBoard course shells and using openly licensed Bb course cartridges.
- Improvement of OER Adoption via Follett Discover
- Improvement of Ancillaries materials secure delivery service
- Move the management of COD Digital Press / Pressbooks to the Library. This work aligns with the library's mission as well as other publishing-related programs such as the digital repository and the College archive. Scholarly publishing being managed by Learning Technologies conflicts with that department's mission of instructional support.
- Guidelines for publishing and style guides for the COD Digital Press should be developed.
- Develop a process for final publishing and indexing College-published OER.
- Follett was notified of the OER Steering Committee's concerns around the ownership/licensing language in the Discover adoption platform in Spring 2021. This conversation should continue.



Resources

Finances

OER Steering Committee Budget FY 2020-FY2023

The pilot program was supported with \$150,000 per year by the Board of Trustees. In the first year, the Board utilized contractual funding from the Follett Store to support the project. The College's Finance department created and allocated funds to the "OER Department" in Fiscal year 2021.

Base Allocation

Description	Budget
Faculty Non-Teaching Assignments	\$127,600.00
Conferences & Meetings	\$6500.00
Dues & Memberships	\$6900.00
Other Contractual Services	\$9000.00
Total	\$150,0000

Description

Faculty Non-Teaching Assignment

OER Librarian: Partially assigned to OER program 2019-2022. Fall 2020 was 100% reassigned to OER. Overload/stipend paid in some semesters depended on number of overtime hours required to meet Library needs. Real cost of faculty salary assumed by Academic Affairs.

Classroom Liaison: Reassigned time 3 hours per regular semester FA2019-SP2022. Real cost of faculty salary assumed by Academic Affairs.

OER Projects: Payment of stipends and adjuncts to replace Full time faculty in the classroom for reassigned work. Actual cost of faculty salaries for reassigned time projects assumed by Academic Affairs.

Other Staff Costs (not included in budget)

Instructional Technologist: Part of regular duties.

Staff Services: Part of regular duties.

Research & Analytics: Part of regular duties.

Conferences & Meetings

Registration for the OpenEd Conference for faculty and administrators.

Honorariums for outside speakers to provide content in the OER professional development program.

Dues & Memberships

Annual dues for Institutional memberships.

Other Contractual Services



Pressbooks and Pressbooks LTI services and support annual fees.

Recommendation for Finances

- Estimate budget requests based on program goals. For instance, estimating the cost of faculty work on course materials for targeted disciplines in the ZTC degree.



Efficiency

The use of the OER Steering committee's program budget was aligned with its vision and strategy:

To align its work with the College's commitment to equity and student success, the committee's strategy was to engage as many instructors as possible in learning about OER and to increase faculty awareness of the cost of course resources. The OER pilot program incentivized instructors to examine their participation in making higher education more affordable and to transform teaching and learning at the College by implementing new materials in their courses.

The central goal of the pilot program was to encourage the development of OER projects to increase student savings and to develop faculty expertise in open scholarship across the college. After the first year of funding, the Committee was able to project budgetary needs by estimating stipend payments, tracking multi-semester projects, gauging faculty interest in funding, advance planning of workshops, and committing to annual contractual services and organizational memberships.

Actual Cost of Incentivizing Faculty

Instructors were incentivized through reassigned time and stipend payments. For reassigned time projects, Academic Affairs assumed the actual cost of faculty salaries while the OER budget paid for adjunct faculty replacements. The real cost of reassigned time projects were the actual full-time faculty 9-month salaries plus the cost of the adjunct faculty replacements. This cost is variable based on the participating faculty member's placement on the salary scale. The College Controller calculated the actual cost per year of Faculty Non-Teaching Assignments as 115%-127% higher than the OER Departmental allocation. This actual cost is reported to the Provost, President, and the Board of Trustees as part of the College's budget.

Recommendations for Efficiency

- To sustain the budget, fund only Original Writing projects with reassigned time (or stipend.) Fund all other project types with stipends.
- Suggest closer scrutiny of reassigned projects before approval. Obtain informal commitment from the applicants to forego concurrent overload assignments and/or to take on any extracurricular activities that would impair their ability to complete their OER work.
- Make regular submissions of draft work mandatory throughout the grant process, particularly from those faculty who clearly require additional support.
- Focus funding exclusively on program goals such as the development of zero textbook cost and/or low textbook cost degrees. Target and incentivize program faculty whose courses feed into the general studies degree.
- Focus on development of OER that can be widely adopted and create OER Master Sections in the LMS.
- Identify other funding sources to develop OER projects such as the College Foundation and external grants.



- Incorporate the actual cost of the OER Classroom Liaison assignment into the OER budget.
- Examine cost-per-seat OER-vendor relationships. Consider outsourcing some development and publishing costs by utilizing an OER vendor such as LibreTexts or Flat World Knowledge.
- Create a methodology to calculate (ROI) that includes impact on retention and enrollment. This would require tracking adoptions of Steering Committee-funded OER projects and compare actual adoptions to the Impact Statements estimated by awardees.



Appendix A

Narrative History

OER Steering Committee 2019-2022

The OER Steering Committee was formed at the direction of President Ann Rondeau. Dr. Rondeau attended the November 2018 Illinois Summit on Open Educational Resources hosted by the COD Library, the College of Lake County, and the Illinois Community Colleges Online consortium. The focus of the Summit was to begin a state-wide conversation around course materials, open educational resources (OER), and textbook affordability. Dr. Rondeau charged Provost Dr. Mark Curtis-Chavez to begin working on a formal plan to form a college-wide committee to research and explore tactics for leveraging OER. This three-year experiment began in earnest when the committee was formed in January 2019 with Dr. Curtis Chavez as Chair and Dr. Denise Cote as co-chair.

The committee began its work in the first semester by piloting textbook projects in Geography and Psychology. We also replicated Seaman and Seaman's 2018 survey "Freeing the Textbook" with our faculty to gauge awareness of open textbook publishing models. The result of the survey guided the work of the committee. The College was accepted into the two-year OpenStax Institutional Partners Program 2019-2020 (OSIPP). The leadership at OpenStax changed in early 2020 and the Program lessened in value to our development at COD..

In late 2019, the Board of Trustees funded the OER Steering Committee's work using contractual funds from Follett, Inc. With those funds, the committee supported reassigned time and stipend grants for 19 new OER projects. We also purchased Pressbooks (the College of DuPage Digital Press), developed a website for the program, implemented a training plan for faculty, and sent 15 faculty members and two administrators to the OpenEd conference in Phoenix. We also joined national organizations like the CCC-OER and SPARC.

In Fall 2020, a dedicated budget was created by the Board of Trustees and the Provost's office to support OER and the program was expanded. Librarian Denise Cote was reassigned full time in Fall semester to manage the OER initiative and one classroom faculty member was given one course release for two semesters to assist in the OER initiative. Dedicated staffing and budget allowed us to intensify our efforts by increasing training for faculty, administrators, and academic staff members. The committee supported 17 new OER projects, supported ongoing work on faculty grant projects, provided stipend-based OER training for adjunct faculty, and sent 50 faculty members to OpenEd 2020 Online. We also began working more closely with the Bookstore, including having a standing OER Steering Committee member on their advisory committee. In Spring 2021, the librarian leading the initiative was called back to her regular duties at 50% load.

In 2021, our OER efforts continued and some expanded. Registration for the OpenEd Conference in 2021 was subsidized for 60 faculty members and instructional staff. The OER Committee supported 17 new OER grant projects and supported a total of 30 ongoing projects. The OER Librarian and Learning Technologies trained and supported around 50 faculty and staff members in the use of the Pressbooks platform. Also notable in 2021 was an increased



incentive for adjunct faculty partners to participate in Steering Committee funded projects. OER projects did not count against a part time instructor's maximum yearly teaching load.

Also in 2021, the Steering Committee began collecting and analyzing statistical data on textbook costs and student savings. We began working more closely with the Office of Student Life to engage student leadership around the subject of textbook costs. The OER Librarian also promoted support for more complex projects in disciplines such as Chemistry, Mathematics, and Engineering. STEM required additional resources because these projects were much more complicated than those used in text-focused programs in the social sciences and liberal arts.

In 2022, twenty-two (22) new OER projects were funded. Four of these projects focused on ancillary development. The OER Librarian promoted support for the development of ancillary materials to complement OER textbooks as to be truly competitive with commercial textbook packages. A tool to facilitate the storage and delivery of ancillary packages was developed by Learning Technologies. Integration of openly licensed textbook packages into the LMS was also explored in 2021-2022 through the exploratory implementation of a tool that connects students' activities in Pressbooks to the Blackboard gradebook.

The committee developed a draft operational policy to clarify and support the committee's procedures and to solidify its goals. Sustainability plans for OER projects and accessibility standards were included in this policy. Adoption of the OER policy is anticipated in Fall 2022.

At the state-level, the librarian coordinating OER at COD was appointed by Governor Pritzker to the College Course Materials Affordability and Equitable Access Task Force (CCM) in January 2022 to serve until the taskforce's work is completed in October 2022. In June 2022, the OER librarian concluded several years of representing COD on textbook affordability committees and advisory councils for the Illinois Community College Board, the Illinois Board of Higher Education, the Consortium of Research and Academic Libraries in Illinois, and the Midwest Higher Education Compact.

The OER Librarian left the service of the College of DuPage in August 2022. The Library was approved to hire a new full time tenure-track librarian position to support Open Access to begin in Fall 2022.



Appendix B

Data sources and Reports

OneDrive link: [Reports & Data Collection](#)

Included:

Faculty OER Awareness Survey Fall-Summer 2019

Faculty Focus Group on Textbooks 2020

College and Bookstore Reports:

Follett Adoptions 2019-2022

Financial Aid Spending 2019-2020

Follett Student Spend FY 2020-2023

OER Budget 2019-2022; Actual Expenditure 2020-2022.

OER Faculty Grants: Reports, Contact Logs, and Outcomes.



Appendix C

Grant Projects

List of OER grant funded projects by Program, Course, Project Type:

[Google Doc](#)

List of completed OER projects with link to publication and indexing record on Open Illinois Hub, when available. (Publishing and cataloging in progress, SU 2022):

[Google Doc](#)



Appendix D

College of DuPage
Open Educational Resources Policy
Final Reading March 2022

Background

The primary goal of the Open Educational Resources (OER) program at the College of DuPage is to facilitate day-one access to free or low-cost course materials for all students and to support new pedagogical practices. Faculty make a direct material contribution to equitable access to higher education for all students by replacing commercially published textbooks with OER and/or other affordable or free options. The OER initiative aligns with the College's Strategic Goals, particularly in the areas of Student Success and Organizational Culture. It also aligns with the College's Mission, Vision, and Values. Additionally, this initiative aligns with the Library's mission statement and departmental strategic goals.

Definitions

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 repurposing by others.

Course Materials: Textbooks and Reading/Resource lists that replace or otherwise supplant commercially published products and;

Textbook Ancillaries: test banks, student homework systems, lecture slides and notes, multimedia materials, study guides, and LMS packages that replace or otherwise supplant commercial published products.

Traditional or Commercial materials: Course materials which are developed and published by commercial entities and are purchased by students.

OER Steering Committee Charge

In support of the College's stated priority of equitable access to education for all students, the OER Steering Committee facilitates the development and adoption of Open Educational Resources into the college curriculum. The committee provides oversight of this initiative and makes specific recommendations supported by data regarding course materials affordability to College of DuPage leadership.

Introduction

This policy outlines the College's position on Open Educational Resources (OER) and provides guidelines for teaching and learning practice to achieve the following outcomes:

1. Improve student success through increased access and affordability.
2. Facilitate teaching and learning efficiency and effectiveness by assisting faculty in creating and maintaining course materials that are directly aligned to course learning outcomes.



Faculty are supported in the use of OER to achieve one or more of the stated outcomes through training and individualized support provided by relevant departments, as well as through financial support provided by the OER Steering Committee.

Relevant support departments: the Library, Learning Technologies, Information Technology, Staff Services, and the College's Academic Divisions.

Related College Policies

College of DuPage Board Policy, Academic Affairs, No. 6.10 *Intellectual Property Rights*. (Jan 2021).

College of DuPage Board Policy, Academic Affairs, No. 6.11 *Instructional Materials*. (Jan 2021).

College of DuPage Board Policy, Academic Affairs, No. 6.12 *Academic Freedom*. (Jan 2021).

College of DuPage Faculty Agreement. C2. *Academic Freedom*. (2019-2023).

College of DuPage Faculty Agreement. C11. *Intellectual Property Rights*. (2019-2023).

College of DuPage Adjunct Faculty Agreement. VI. *Academic Freedom*. (2021-2025)

Policy Objectives

1. To formalize the OER Steering Committee charge of developing and implementing a sustainable plan for OER development and adoption across the curriculum.
2. To support faculty in the use, creation, publication, and maintenance of OER to enhance teaching and learning;
3. To provide guidance on proper use, licensing, and publishing of OER.

Procedures

Training and Professional Development

1. College of DuPage will provide training on the discovery, evaluation, licensing, and use of OER in teaching.
2. Training will be coordinated by the Library, the Faculty Professional Development Coordinator, and Learning Technologies. Training may be in the form of facilitated face-to-face, hybrid, or online workshops, self-guided online training modules, and on-demand individualized support services.

Faculty Support Program

1. The College will provide financial support for faculty to develop, adopt and maintain OER to replace commercial course materials through a competitive funding program and/or other means of direct support. The number of projects and the amount of support will be determined by the OER Steering Committee and be aligned with the College yearly budget plan.
 - a. Faculty work on OER projects may also be funded by an academic division or other college department.
 - b. OER projects developed with support from the OER Steering Committee or other college funding may be eligible for maintenance support three (3) years after their original publication and adoption.



2. Opportunities for faculty to apply for funding support will occur no less than three times per calendar year.
3. The OER Steering Committee may also provide alternative types of funded faculty activities such as retreats, seminars, and other formal activities that support the development of openly licensed course materials.

Licensing & Attributions

Faculty members who develop openly licensed course materials reserve the right to decide the conditions for sharing (licensing & attributing) except in the following cases:

1. For materials produced using an OER Steering Committee faculty support grant, the default license condition will be Creative Commons license CC-BY (attribution) with or without the following conditions: NC (non-commercial) and SA (share alike), as deemed appropriate by the author. Materials published with No-Derivatives (ND) Creative Commons license clauses are not considered OER and will not be supported by the committee.
2. If the material is the result of a specific partnership or external grant, the guidelines governing that collaboration will prevail. Materials produced which do not indicate any specific conditions for sharing will automatically fall under a Creative Commons attribution license.
3. OER shared from College of DuPage to the world at large shall carry a disclaimer indicating that the material is for educational purposes only and that the College absolves itself of any practical misuse of the OER content. OER authored and published by College of DuPage faculty does not reflect the opinion of the institution.

Publishing OER

1. When creating and publishing OER, the name of the author(s), copyright owner(s), Creative Commons (CC) attribution license, and date shall be ~~visible on the cover and~~ **included in the** front matter of the material
 - a. Recommended format: “Title of work” by [Author Name]. College of DuPage [Year] is licensed [CC License].
2. Materials published in College OER repositories shall include an accessibility statement specific to the work.
3. College of DuPage requires College-funded OER be published in an appropriate publicly accessible online repository or website to maximize discovery and use by others. Authors will work with Learning Technologies and/or other appropriate departments to store their work in an appropriate repository.
 - a. The College of DuPage maintains three OER repositories
 - i. College of DuPage Digital Press: <https://cod.pressbooks.pub>
 - ii. College of DuPage Digital Commons: <https://dc.cod.edu>
 - iii. College of DuPage Google Drive



Where OER are created as part of an externally funded grant activity, any storage and/or repository locations mandated as a condition of the funding shall be followed.

OER Quality Assurance

1. COD will make use of OER by applying and abiding by the terms of the Creative Commons licensing standards; the Digital Millennium Copyright Act of 1998; applicable state and federal copyright laws; accepted best practices of the OER community; and college policies and academic standards.
2. All materials created with Steering Committee support will be submitted for review to ensure compliance with The Americans of Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973.
3. Faculty shall make a good faith effort to follow best practices in creating accessible learning materials. Training, consulting, and accessibility reviews will be provided by Learning Technologies staff. Materials will be reviewed against the Web Content Accessibility Guidelines (WCAG) 2.1 Level AA.
4. Faculty shall make use of resources that are published under a Creative Commons attribution license or those that exist in the Public Domain for their course materials to be considered OER.
5. Faculty using OER shall maintain materials for ongoing relevance to the curriculum and currency of information, as they deem necessary.
6. Materials produced using an OER Steering Committee faculty support grant will comply with all policies and procedures in this document.
7. Faculty who produce materials using an OER Steering Committee faculty support grant will submit their OER materials for a compliance review by the OER Coordinator/Committee designee at the end of the grant period. If a work is non-compliant, the author will work in coordination with the reviewer/committee designee to achieve compliance.

Responsibilities

1. Faculty shall be responsible for selecting appropriate openly licensed course materials to use in their courses.
 - a. Faculty members are strongly encouraged to employ the following OER community standards in the adoption of OER: retain, reuse, revise, remix and redistribute.
 - b. Faculty members incorporating OER into their courses shall assume all responsibility for maintaining the integrity of the course content as related to copyright and scholarly merit.
 - c. Faculty shall assign only materials that are published under a Creative Commons license or that exist in the Public Domain in order to label their course “OER” or “Zero-Textbook Cost (ZTC).” Faculty members using freely available or library-



supplied non-OER materials may refer to their courses as “affordable” or “low-cost,” but not OER or ZTC.

- d. Faculty are responsible for assuring the currency and continued relevance of OER materials.
 - i. OER projects that were originally funded by the OER Faculty Support program which also reside in a publicly accessible College repository may be eligible for a financial support to update course materials three (3) years after the completion of the original publication and adoption to assure quality and currency of materials.
2. Library faculty and staff members and instructional technologists, as assigned, shall assist faculty in adopting OER.
 - a. The Library OER liaison will consult with classroom faculty on their curricular needs, assist faculty in the development of open resources to directly replace textbooks and assist faculty in the location and curation of OER content.
 - b. Instructional Technologists help utilize authoring tools, provide guidance on accessibility compliance, integrate OER into courses, course websites, and learning management systems.
 - c. The Library and the Faculty Professional Development Advisory Committee will coordinate training for faculty
3. The OER Steering Committee is an advisory group of faculty and staff which
 - a. Promotes the wide adoption of OER materials in the College of DuPage curriculum.
 - b. Supports the development of course materials to replace commercially published textbooks
 - c. Recognizes faculty accomplishments in OER development and/or adoption;
 - d. Develops guidelines and best practices for OER adoption;
 - e. Assesses the overall impact of OER, and;
 - f. Supports faculty in their independent assessment of the applicability and effectiveness of OER adoptions at the course/program level.

