Open Educational Resources Committee

Annual Report

2016-2017

Committee Membership

The Open Educational Resources (OER) Committee was formed in February 2017. The committee members are: Jennifer Bazeley (MUL), Olga Brezhneva (MTH), Annika Fowler (student- joined in April), Carolyn Haynes (Provost Office), Elizabeth Hoover (MUS), Kurt Hugenberg (PSY), Yasmin Jessa (CHM), Carolyn Keiffer (BSC), Sanjay Puligadda (MKT), Norm Krumpe (CSE), Megan Kuykendoll (FSW), Carla Myers (MUL), and Fred Reeder (MJF). The committee is led by Jennifer Bazeley, Carolyn Haynes and Carla Myers.

Committee Mission

The OER Committee aims to ensure that Miami faculty and staff have access to affordable and free educational resources to advance teaching and learning.

Key responsibilities include:

- Creating and implementing grants and other incentives for affordable and open educational resource use
- Providing support to faculty and students to enhance the effectiveness of open and affordable educational resources
- Assessing the effectiveness of the use of free and low cost educational resources in the classroom.

2016-2017 Action Steps

The OER committee met five times since its formation in February 2017.

Date	Action Step
August	• Created small steering team (Carolyn Haynes, Jen Bazeley) to develop plan. Draft plan and seek preliminary approval from Dean of University Libraries and Provost.
September	• Using bookstore and Registrar data, generated a list of courses which might be good candidates for use of OER (e.g., large enrollment & multiple sections, use of costly textbooks).
	Revised the Grants Program (Appendix A) so that there are three tiers: • Tier 1: Support for reviewing an OER related to course • Tier 2: Support for adopting an OER in course • Tier 3: Support for adapting and adopting an OER for a particular course
	• Created a budget for the grants program – e.g., University Libraries pays for Tier 1 grants, and Provost pays for Tier 2 and 3 grants.
October	• Shared list of courses and draft of grants program with COAD and asked them to identify gaps and to encourage appropriate faculty/departments to participate in grants program.
	• Reached out to e-Learning Miami office, Center for Teaching Excellence, and subject librarians to develop and implement support strategies (e.g., workshops/consultation on

	best practices & licensing).
November	• Created OER Committee that is responsible for reviewing grants applications and overseeing assessment of OER use.
December	• Sent out Call for Grant Applications along with multiple follow up emails • Created webpage with grant information that is linked on Provost's website. • Made presentation at Academic Administrators Breakfast
February	• Hosted two introductory OER workshops (University Libraries) for all Tier 2 and 3 grant applicants • Developed plan for "Substitution Award" for faculty who revise their course materials to substitute high cost texts for more affordable resources • Generated idea for a Tier 4 grant for development of new OERs

March	• Reviewed and selected grant winners (five recipients at Tier 2 and one at Tier 3):
	   o Tier 2: Beth Dietz & Barb Oswald for PSY 111; Olga Filatova for ENG 108; Jennifer Patrick-Gaines for STC 135; Camilla McMahon for PSY 111 (trying different text from Dietz/Oswald); Scott Sander for EDT 181/182
	   o Tier 3: Annie Dell-Aria for ART 188
	• Benchmark universities that use OER successfully to identify possible insights
	• Research OVALS consortium and as well as possible technology support/platforms for Tier 5 grants (creation of new OER)

April	• Developed communication plan for OER (Appendix B) • Review annual report/dossier templates for faculty, and proposed revisions to include recognition of OER/Alternative Textbook efforts • Purchased OpenStax books to share with faculty who might be interested in OERs • Developed a plan to offer Small Group Instructional Diagnosis assessment in courses of grant recipients

2017-2018 Goals

- Refine and implement the OER Communication Plan (Appendix B).
- Draft language and plan for "Substitution Award" for faculty who work with librarians to substitute nor- lower-cost course materials for higher cost ones.
- Revise website to reflect the new activities and opportunities for affordable and open educational resources.
- Continue to enhance the assessment support for OER grant winners and other faculty using OERs.
- Monitor the OER platforms being considered by OhioLink, and build on those efforts.
- Implement the Tier 1-3 grant application procedure.

Appendix A: Description of Grant Program

The Open Educational Resource (OER) Grant aims to:

- significantly lower the cost of textbooks to enrolled students in a specific course;
- maintain or improve student learning outcomes and satisfaction with the required materials;
- contribute to the growing body of OER available to the global higher education community.

This grant is open to all instructional faculty members responsible for teaching courses in any department and campus at Miami University. Priority, however, will be given to coordinators of courses with higher enrollments.

Grants in the form of professional development funds are available for Miami University educators interested in working to lower the textbook costs for students in a specific course using Open Educational Resources (OER).

Instructional staff may apply for three different tiers of grants:

Tier 1: Review an Open Educational Resource for possible use in a course.

Tier 2: Adopt an Open Educational Resource in a course.

Tier 3: Adapt an Open Educational Resource for adoption in a course.

Grant applicants may work as a team or individually, and applicants are strongly encouraged to consult with or include a liaison librarian on their team as an advisor. Advisors or team members might also include a staff member from eLearning Miami (ELM), a member of the Center for Teaching Effectiveness (CTE), and/or a member of the Libraries' Center for Digital Scholarship.

These grants are meant to offer an incentive for the time it takes to identify new resources, adjust syllabi, and modify assignments and/or may be used to cover any instructional expenses incurred by the instructor.

Awardees will receive assistance from librarians and staff to locate course materials and provide other services.

Overview of the Application Process

Consultation
Applicants are strongly encouraged to consult with a librarian about suitable existing open educational resources before applying for a grant.

Review of Grant Proposals
Grant proposals will be reviewed by the University OER Committee, in consultation with the appropriate dean. There is no discipline-specific review. Your application must be well conceived, clearly stated, and written in a language that can be understood by an audience of faculty peers from a range of disciplines.

Proposals which involve a course taught by multiple faculty members should be accompanied by a statement from the department chair or director, or from the appropriate dean supporting the proposal.

Deadlines
There are two submission deadlines for grant proposals: January 30 and August 30.

Final Report, Presentation, and Disposition of OER
In the final year/course iteration of the Grant Award, recipients are required to:

1. File a report on the outcome of the grant with the University OER Committee, due by May 30 of the final year of the grant.
2. Present the results of the grant to an on-campus audience.
3. Upload any OER created or modified in the course of the grant to the OER Collection in Miami's institutional repository, the Scholarly Commons.

Application Guidelines

Eligibility

All Miami University full-time instructional faculty who have responsibility for teaching and/or coordinating a course are eligible for Alternative Textbook/OER Grants.

Submissions

Completed grant applications must be via the online submission form and received no later than [tbd].

Proposals will be evaluated using the following criteria:

1. Completeness of the application
2. Ability to adopt or adapt a quality product and actively engage students in the learning process
3. Potential student savings, including class enrollment and cost of existing materials
4. Average enrollment in the course and the frequency with which it is scheduled
5. Availability of suitable OER in major repositories
6. Likelihood that the applicant can and will complete the work involved in the timeframe of the grant
7. Sustainability of the resource beyond the initial use
8. Impact of the project on open education
9. Open licensing of adapted course materials
10. Accessibility and usability of the resource for all students.

Submissions that best describe available OER, the applicant's ability to adopt or adapt OER, and possible additional assessment mechanisms will be judged more favorably.

First-time applicants are required to attend a one-hour workshop at which librarians and library staff will introduce OER search strategies, services, and possible sources for OER. Workshop attendees will then have the opportunity to share ideas with one another and brainstorm.

Faculty must be willing to participate in an evaluation/assessment process including surveying students, completing a faculty survey, and meeting with the University OER Committee.

See the section on new courses for how such courses will be evaluated.

The committee will not review proposals:

1. Submitted after the application deadline
2. With missing information
3. From faculty members who have not submitted a Final Report on the outcomes of previous grant awards

Proposals meeting the following criteria will be given priority:

1. Proposals that have the potential to lower the costs of textbooks for a large number of students because the course has high enrollment, is taught frequently, or in multiple sections.

2. Proposals that include additional effective mechanisms to assess/compare student learning before and after the changes you plan to implement.
3. Proposals from applicants who have consulted librarians, instructional technologists, instructional designers, and/or CTE staff during the preparation of the application.
4. Proposals that make effective use of the library personnel and resources, instructional technologists and designers, and CTE staff.

Tier 1 – Review an Existing OER

A one-time award of $200 for reviewing an existing OER from the [Open Textbook Library](). This is not an ongoing award. Faculty members who are selected to attend the Open Textbook Network faculty workshop and who review a textbook in their discipline from the Open Textbook Library will receive professional development funds of $200.00

Tier 2 – Adopt an OER in a Course

Three amounts of $1000.00 in professional development funds will be transferred upon successful completion of each milestone/iteration ($3000.00 total).

A. In the first semester/year/iteration of the course the faculty member will:

1. Teach the course using the traditional required materials.
2. Assess the impact of the traditional textbooks or required materials on the course outcomes and on student learning (assistance from CTE will be available but must be addressed in your application).
3. Select and organize OER materials for the course (assistance from librarians will be available but must be addressed in your application)
4. Develop an assessment mechanism for measuring the impact of the OER on the course outcomes and student learning, and on student and faculty satisfaction. Please note: instructors must be willing to participate in an evaluation/assessment process including surveying students, completing a faculty survey, and meeting with the University OER Committee.

B. In the second semester/year/iteration the faculty member will:

1. Teach the course using OER materials.
2. Assess the impact of the OER on the course outcomes and student learning, and on student and faculty satisfaction. Faculty must be willing to participate in an evaluation/assessment process including surveying students, completing a faculty survey, and meeting with the University OER Committee.

C. In the third semester/year/iteration the faculty member will:

1. Make any revisions based on B2 and continue to teach the course using OER materials.
2. Assess the impact of the OER on the course outcomes and student learning, and on student and faculty satisfaction.
3. Publicize the results of the grant at a suitable on-campus event and be encouraged to communicate the work to a wider audience.
4. File a report on the outcome of the grant with the University OER Committee, due by May 30 of the final year of the grant.
5. Upload any OER created or modified in the course of the grant to the OER Collection in Miami's institutional repository, the Scholarly Commons.

Tier 3 – Adapt and Adopt an OER for a Course

Three amounts of $1500.00 in professional development funds will be transferred upon successful completion of each milestone/iteration ($4500.00 total).

A. In the first semester/year/iteration of the course the faculty member(s) will:

1. Teach the course using the traditional required materials.
2. Assess the impact of the traditional textbooks or required materials on the course outcomes and on student learning (assistance from CTE will be available but must be addressed in your application).
3. Select, adapt, and organize OER materials for the course (assistance from librarians will be available but must be addressed in your application)
4. Develop an assessment mechanism for measuring the impact of the OER on the course outcomes and student learning, and on student and faculty satisfaction. Please note: Faculty must be willing to participate in an evaluation/assessment process including surveying students, completing a faculty survey, and meeting with the University OER Committee.

B. In the second semester/year/iteration the faculty member(s) will:

1. Teach the course using the adapted OER materials.
2. Assess the impact of the OER on the course outcomes and student learning, and on student and faculty satisfaction. Faculty must be willing to participate in an evaluation/assessment process including surveying students, completing a faculty survey, and meeting with the University OER Committee.

C. In the third semester/year/iteration the faculty member(s) will:

1. Make any revisions based on B2 and continue to teach the course using OER materials.
2. Assess the impact of the OER on the course outcomes and student learning, and on student and faculty satisfaction.
3. Publicize the results of the grant at a suitable on-campus event and be encouraged to communicate the work to a wider audience.
4. File a report on the outcome of the grant with the University OER Committee, due by May 30 of the final year of the grant.
5. Upload any OER created or modified in the course of the grant to the OER Collection in Miami's institutional repository, the Scholarly Commons.

Information on New Courses

In the case of new courses that are planned with OER from their inception, applicants should calculate the cost of equivalent traditional required materials and estimate the expected enrollment in the course. In these cases, the Tier 2 or Tier 3 grant will only consist of two phases and the stipend will consist of two amounts of $1000.00 for Tier 2 grants or two amounts of $1500 for Tier 3 grants. Applications involving new courses can be submitted when courses are at any point in the course approval process.

Appendix B: OER Communications Plan

Workshops

Offer a series of workshops on a semesterly basis that address OER and textbook affordability issues.

Workshop I—Addressing Textbook Affordability in Higher Education

This workshop will address textbook affordability issues in general and identify actions faculty can take to help lower textbooks costs for their students.

Target Audience: Open to all MU instructors (including graduate student instructors)

Frequency: Offered at least once a semester

Workshop II—MU OER Tier 1 Grant Workshop

A one-time award of $200 for reviewing an existing OER from the Open Textbook Library. This is not an ongoing award. Faculty members who are selected to attend the Open Textbook Network faculty workshop and who review a textbook in their discipline from the Open Textbook Library will receive professional development funds of $200.00

Target Audience: Open to all MU instructors (including graduate student instructors)

Frequency: Offered once a semester as long as funding is available to support the grant awards.

Workshop III—MU OER Tier 2 & 3 Grant Workshop

This workshop will briefly explore textbook affordability issues and then outline the requirements for applying for the Tier 2 & 3 grant awards.

Target Audience: Open to all MU instructors (including graduate student instructors)

Frequency: Offered at least twice one month before grant applications are due (Jan. 30 and Aug. 30 submission deadlines) as long as funding is available to support the grant awards.

Services

Departmental Visits

Members of the OER Committee attend a Department Meeting or other departmental event (e.g. retreat) to discuss textbook affordability and OER grant program.

One-on-One Consultations

Individual consultations offered by the Coordinator of Scholarly Communications and the instructor's subject librarian. Consultations can focus on identifying suitable OER, replacing a costly course pack with free or lower cost library resources, or providing input on OER grant applications.

Poster Information

Develop a poster/information board that can be displayed at campus events that outlines textbook affordability issues and MU's OER efforts. Have handouts faculty can take with them that provide additional information, including URL's to MU OER websites and contact information for consultations. During events, the poster would be staffed by a member of the OER Committee.

Website

Continue to maintain OER websites:

http://libguides.lib.miamioh.edu/OER

http://miamioh.edu/about-miami/leadership/provost/resources/open-educ-res/index.html

Award/Recognition Programs

Textbook Affordability Award from Provost's Office

An award given each year by the Provost's Office that recognizes an individual, group, or departmental effort to address textbooks affordability issues at Miami University.

OER Recognition Award from Students/Student Government

Based off of a program developed by Texas A&M University, this award acknowledges faculty efforts to address educational costs through the use of open educational resources while maintaining course quality. More information on Texas A&M's program is available here: http://oaktrust.library.tamu.edu/bitstream/handle/1969.1/156092/TAMUOERTeachingAwards.pdf?sequence=4.

Individual Letters of Recognition

A letter written by the Office of the Provost that recognizes a faculty member's work with OER. Several faculty have spoken with me about wanting to include information about their efforts to create/use OER in their tenure and promotion materials. This letter would not only help to support their case, but also signify the weight the Provost's Office has placed on these initiatives.

Modes of Communication

The programs, events and activities listed above will be communicated via any and/or all of the following venues:

- Center for Teaching Excellence Listserv
- Provost's Weekly Three
- Deans' Updates
- Library Blog
- Miami Matters/Wire
- Academic Administrators' Breakfast Meetings

Partners

- University Libraries
- Office of the Provost
- MUAccess
- Students & Associated Student Government
- University Senate
- Faculty Assembly
- eLearning Miami and e-Campus
- IT Services
- Center for Teaching Excellence