

# Oregon State University Affordable Learning Plan

Prepared by the Provost's Affordable Learning Steering Committee

**DRAFT JUNE 15, 2020**

**UPDATED JUNE 28, 2021 (college goals)**

In 2019, the Oregon State Legislature passed [House Bill 2213](#) (HB2213), which requires each public institution to create a textbook affordability plan. In fall term 2019, the provost convened the Affordable Learning Steering Committee (ALSC) with the charge to develop the processes for Oregon State University comply with the new state law, to help fulfill OSU's access mission by improving the affordability of course materials, and to positively impact student success by making it more affordable for students to obtain course materials they need to study at the start of each term.

In compliance with HB 2213, Oregon State adopts and implements the Affordable Learning Plan outlined in this document. Oregon State's Affordable Learning Plan (OSUALP) affirms our commitment to improving access and making higher education more affordable by reducing the costs of textbooks and required course materials. The goal of this plan is to increase the adoption of low- and no-cost course materials so that OSU students will see a steady reduction in the amount they spend on textbooks or course materials.

**Oregon State's Affordable Learning Plan has four pillars: Institution-Wide Goals, Engaged Faculty, Informed Students, and Sustainability.**

## HB 2213 Requirements<sup>1</sup>

All Oregon public institutions must create an affordable learning plan that addresses the following:

- Contain measurable goals to increase textbook affordability.
- Address how to mitigate the economic impact of decreased academic bookstore revenue as a result of the increased adoption of low- or no-cost open educational resources.
- Set forth the steps OSU will take to advertise the availability of academic courses designated as using low- or no-cost course materials.
- Contain a statement of support of academic freedom.
- Establish a process for faculty and instructors to be informed about available low- and no-cost course materials.

## Pillar 1: Institution

*Collaboratively establish, work toward, and report on the achievement of **measurable institution-wide goals** that improve the affordability of course learning materials and therefore access to an OSU education.*

1.1 Oregon State will be transparent regarding the cost of textbooks and other required course-related costs at the time of registration.

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<sup>1</sup> As laid out in Section 2 of HB 2213

- 1.1.1 Oregon State faculty will report all required course materials, including items such as clickers, lab kits, software, proctoring fees or other items students must purchase by using the course materials reporting process through the Beaver Store requisition form.
- 1.1.2 To make savings calculations transparent, Oregon State will adopt and publish a clear and transparent formula for calculating savings/cost avoidance
- 1.1.3 Each college will set a goal for a certain threshold of courses use low- and no-cost course materials. *For example, 25% of the courses offered by the College of Agriculture will use low- or no-cost course materials by fall term, 2023.*
- 1.2 Oregon State will regularly gather data from faculty and students through surveys about use, satisfaction, and quality of affordable learning materials; student learning; and cost savings.
- 1.3 The ASLC will report semi-annually to the Oregon State community and to the Higher Education Coordinating Committee (HECC) progress toward institution-wide goals.
- 1.4 Oregon State will track and share publicly with the Oregon State community data and metrics that contribute to the affordability of course materials, such as the following: the numbers of open educational resources adopted, adapted, and authored; numbers of faculty and students engaged with or impacted by low- and no-cost course materials; faculty and student satisfaction with low- and no-cost course materials; student success rates related to low- and no-cost course materials; Human Services Resource Center (HRSC) and library course materials usage data; economic impact on the OSU Beaver Store, and totals of course sections with first day access to course materials.

## Pillar 2: Engaged Faculty

*Provide **support for faculty** to adapt, create, and share affordable course learning materials when appropriate in keeping with the institution's land grant mission.*

- 2.1 Oregon State will increase the number of instructional faculty members reporting course materials through the Beaver Store process and will reach the 100% threshold for course section reporting by 2025.
- 2.2 Each college and administrative faculty or student support unit will designate an Affordable Learning liaison who will help to connect instructional faculty and students to low- and no-cost course material resources, such as those available from the OSU OER Unit, Beaver Store, and Library.
  - 2.2.1 Affordable Learning liaisons will meet quarterly for professional development and support for the duration of the 3-year plan. After that, the strategy will be reviewed.
- 2.3 Oregon State's OERU and Beaver Store will create and maintain an online guide that assists faculty in reporting course materials through the Beaver Store process.
- 2.4 The ALSC will do outreach to colleges, support units, and other Oregon State community members on a periodic basis, such as presentations at faculty meetings, Faculty Senate, email messages distributed through Inform lists, and information shared via institutional media outlets.
- 2.5 Oregon State will recognize faculty and department efforts in implementing low or no-cost learning materials in their courses through a variety of mean, including awards and stipends.

2.6 Oregon State will update its current intellectual property policy to reflect copyright-ownership by faculty of instructional materials in order to promote the adaptation of existing and authorship of new OER by Oregon State faculty.

2.7 Oregon State will adopt a statement of support of academic freedom in relation to the selection of appropriate course materials.

Suggested wording:

*Oregon State University affirms the AAUP's statement of academic freedom. Faculty, including instructors, have the right to teach and address controversial issues relevant to the subject matter of the course they teach and educational activities they conduct. As part of academic freedom, faculty have the right to choose instructional materials and content, subject to faculty and academic units' oversight of curriculum and instructional materials, university policy, state law, and federal law.*

*Efforts to make affordable learning materials available to students should not abridge the right for faculty to select high-quality, inclusive course materials for the classes they teach. In addition, efforts to make affordable learning materials available to students should respect the rights of faculty and instructors to their own intellectual property, including course materials that they create.*

### Pillar 3: Informed Students

*Communicate the availability of courses designated as low- or no-cost in a timely manner to **inform students** and enable sound financial decisions that affect their health and well-being.*

3.1 Oregon State will improve the visibility of low and no-cost course materials sections in application or resources anywhere students can access course schedule information.

3.2 The ALSC will communicate the availability of low- and no-cost sections through student channels such as ASOSU, Advising, Valley Library, and HSRC, among others.

3.3 See also 1.1 and 1.1.1

### Pillar 4: Sustainability

*Review and revise the Affordable Learning Plan on a regular basis as technologies, resources, and economic conditions change to ensure **sustained progress**.*

4.1 Oregon State will re-evaluate, assess, and, if needed, adjust this plan as technologies, resources, legislation, and economic conditions change. The ALSC will review and update Oregon State's affordable learning plan every four years, in coordination with biannual HECC reporting requirements.

4.2 Oregon State will communicate and affirm that the OSU Beaver Store is the preferred choice for distributing course content.

- 4.3 To mitigate the impact of the Affordable Learning Plan on the OSU Beaver Store, Oregon State will investigate the adoption of tools and procedures that center the Beaver Store as the resources for locating and acquiring course materials.
- 4.4 Oregon State will provide continuing education/professional development for faculty to promote and support the development and adoption of open educational resources.
- 4.5 Oregon State will encourage and offer suggestions to departments on how to address the role of open educational resources (OER) in their tenure and promotion requirements including how OER are evaluated in the tenure and promotion process and appropriate wording for promotion and tenure documents.

## Appendix A: HB 2213 Requirements

All Oregon public institutions must create an affordable learning plan that addresses the following:

- Contain measurable goals to increase textbook affordability.
- Address how to mitigate the economic impact of decreased academic bookstore revenue as a result of the increased adoption of low- or no-cost open educational resources.
- Set forth the steps OSU will take to advertise the availability of academic courses designated as using low- or no-cost course materials.
- Contain a statement of support of academic freedom.
- Establish a process for faculty and instructors to be informed about available low- and no-cost course materials.

In addition, the ALSC anticipates three additional needs:

- That OSU will be required to report on the Affordable Learning Plan and progress toward meeting our goals to the HECC on a regular and ongoing basis.
- That OSU will need to strategize ways to overcome course-cost related affordability barriers *other* than textbooks, such as clickers and proctoring for online students.
- That a long-term Affordable Learning Plan will require a periodic revision of measurable goals to keep pace with market realities, development of low- and no-cost resources, and evolving student needs.

## Appendix B: Metrics

This list represents the type of data OSU is or will need to gather in order to measure growth towards our goals.

### **Utilization of OER/Unizin/Inclusive Access in Oregon State F2F and Ecampus courses**

- Student savings/cost avoidance
- Number of students impacted
- Number of courses (sections) using affordable learning materials
- Number of sections designated low cost courses
- Number of sections designated no cost courses
- Enrollment numbers for each section
- Total number of reporting faculty/ Total number of sections

### **Faculty Engagement**

- Number of OERs adapted, adopted and/or authored
- Faculty awareness of affordable learning materials
- Instructor satisfaction with quality, inclusivity, and effectiveness of affordable learning materials
- Faculty expressing interest in affordable learning materials
- Faculty reviews of OER textbooks or other affordable learning materials
- Emails, workshop attendance

### **Student Success**

- DFW rates pre and post affordable learning material adoption
- Student satisfaction with quality, inclusivity and effectiveness of affordable learning materials
- Student engagement with materials - Learning Analytics
- Number of students with 1<sup>st</sup> day access to course materials
- Retention
- Usage data from HSRC, the library and other support service areas on laptops, equipment, textbooks, etc.

## Appendix C: How the Affordable Learning Plan was created

A university-wide initiative that sets out to achieve real and measurable impacts for students requires input and collaboration from a wide variety of stakeholders. The process used to develop OSU's Affordable Learning Plan began with the provost convening stakeholders from the OSU community, including faculty, student, and staff representation including OSU Beaver Store staff.

Stefanie Buck, director of OSU's Open Educational Resource Unit, provided leadership for the committee, and Staci Beymer provided administrative support. The ALSC studied HB 2213 and collaborated on a draft plan in fall term 2019. In winter 2020, the committee held a variety of outreach sessions to share the draft plan and collect feedback. In spring 2020, the ALSC presented the plan for approval to the provost and Faculty Senate Executive Committee.

### Proposal to Form an Affordable Learning Steering Committee

June 21, 2019

#### Prepared by Stefanie Buck, Director of the Ecampus Open Educational Resource Unit

The State of Oregon has recognized that textbook and other learning materials affordability is a serious issue. In the past five years, the Oregon Legislature has passed legislation regarding affordable learning with several House Bills. This proposal recommends that the University Administration create an institution-wide **Affordable Learning Steering Committee** to coordinate efforts across the university to meet the legislative requirements regarding the costs of course materials, to reduce the costs of all course materials for OSU students, and to improve student success.

#### Summary of State Law Regarding Course Material Affordability

[HB 2871 \(2015\)](#) requires, among other things, that all Oregon public universities and colleges designate **no-cost and low-cost courses** at the point of registration so that students may determine the cost of the course prior to enrolling. This data must be reported to Higher Education Coordinating Commission annually.

[HB 2213 \(2019\)](#) requires that all public institutions of higher education have a **textbook affordability plan**. This includes the following:

- Contain measurable goals for increasing textbook affordability.
- Address how to best mitigate the economic impact of decreased academic bookstore revenue as a result of the increased adoption of low-cost or no-cost open educational resources.

- Set forth the steps the community college or public university will take to advertise the availability of academic courses designated as using low-cost or no-cost course materials under ORS 348.757.
- Contain a statement of support for the academic freedom of faculty and instructors to select high-quality course materials for courses taught by the faculty and instructors.
- Establish a process for faculty and instructors to be informed about available low-cost and no-cost course materials.

The requirements of the House Bills do not sunset for the institution.

### **Why a Steering Committee?**

While open educational resources such as open textbooks can play a significant role in helping reduce student costs, the OER unit is only one of many units on campus that can and do work to reduce student costs. In order for Oregon State University to meet the requirements of both House Bills, the institution needs to have a steering committee, team or taskforce to draft, implement, and monitor an Affordable Learning plan for Oregon State University. This includes

- Creating no and low-cost designations in the course catalog requires the combined work of the OER unit, the Beaver Store (Bookstore) and the Office of the Registrar. This requirement was implemented at Oregon State in winter 2019 but will require additional monitoring and data gathering from a variety of sources. This group would also remind faculty to submit their course materials to the OSU Bookstore so that we can get a more accurate count of the low and no-cost courses.
- Creating measurable goals for increasing textbook affordability is a campus-wide concern and includes multiple partners such as the OSU Bookstore, Office of the Registrar, Office of Institutional Research, and the Library. To do this successfully the institution needs an agreed upon formula for determining cost saving to students. Transparency about how we calculate this information is imperative.
- Making recommendations regarding other strategies or alternatives the institution should investigate to help student manage costs of their course materials. This includes access codes, clickers, calculators, digital cameras, poster printing, and other resources students need for their courses but may not be within their budget
- Developing a statement for support of Academic freedom. This will require the input from many units and will need support from Faculty Senate.

An affordable learning plan for the institution requires the following

1. The data the institution gathers needs to be reasonably accurate, up-to-date, transparent, and readily available.
2. Any outreach to faculty regarding opportunities to help save students money needs to be consistent and accurate.



3. There needs to be a consistent message about the university plans and priorities regarding affordable learning.
4. Coordination among the different units involved to reduce duplication of effort or make partnership opportunities available.

### **Not Just Textbooks**

House Bills 2871 and 2213 deal primarily with textbooks but there are often other learning materials students need to purchase for a course. A primary example of this is the Access codes students need to get to their homework platforms or exams. Another tool that can be a considerable financial burden is a laptop. In addition, there is often equipment the students need such as cameras or calculators that create an additional financial burden. While these resources may not be required for the course, they are clearly necessary for the students to be successful in the course. An institution wide steering committee can help develop appropriate measures to address these concerns.

Just as President Ray has called upon the institution to address student food insecurity, the institution must also look at other ways to reduce the cost of higher education. No student should have to choose between acquiring their learning materials and eating a healthy meal, but this is exactly what is happening. Unfortunately, the resources to help students acquire their course materials are limited, too.

### **Suggested Team Members/Departments**

Core Member Representation (2020)

<b>Ecampus (OER Unit)</b>	Stefanie Buck, Director of Open Educational Resources
<b>Office of the Registrar</b>	Mike Jefferis, Associate Registrar
<b>Human Services Resource Center</b>	Nicole Hindes, Assistant Director
<b>OSU Beaver Store</b>	James Howard, OSU Beaver Store Academic Materials Manager
<b>Faculty Senate Representative</b>	Elizabeth Sheehan, Associate Professor, Sch of Wrtg Lit & Film
<b>OSU Libraries and Press</b>	Beth Filar-Williams, Library Exp & Access Dept Head
<b>Academic Technologies</b>	Lynn Greenough, Associate Director, Learning Platform Services
<b>Academic Success Center</b>	Marjorie Coffey, Assistant Director
<b>OSU Administration</b>	Shannon Riggs, Executive Director Ecampus (Member of the Faculty Senate Executive Committee)
<b>ASOSU or other student membership<sup>2</sup></b>	Halli Barrios, ASOSU Chief of Staff and Jacob Dilla, Coordinator of Graduate and Corvallis Affairs
<b>Information Services/Unizin Rep.</b>	David Goodrum, Director, Academic Technology
<b>OSU Cascades</b>	Sarah Fay Philips, Librarian

<sup>2</sup> Student representation is required by House Bill 2213

Other potential members or guests

- Printing & Mailing
- General Council
- Disability Access Services
- Center for Teaching and Learning
- Curriculum Council

### **Draft Mission/Charge**

*The mission of this affordable learning steering committee is to make higher education more accessible to students by promoting the use of high-quality, free and low-cost learning materials to meet the requirements of the state law and recommending other practices to help reduce the cost of learning materials across campus.*

- Report to OSU administration and community affordable learning efforts at Oregon State
- Recommend actions based on current and forthcoming legislation, student success, and savings data
- Recommend actions to reduce or eliminate the barriers that discourage the adoption of affordable learning materials
- Recommend a common formula for evaluating financial savings
- Align with the university mission and goals
- Recommend actions to institutionalize affordable learning materials

### **Task Force Meeting Schedule**

- Initially every 2 weeks
- Upon approval of the plan, monthly or quarterly

### **Oregon State Mission and Goals**

An Affordable Learning Steering Committee will help Oregon State not only comply with the state law but also to fulfill our mission and goals, as a public land-grant institution and as a leading institution of higher education. The Oregon State Strategic Plan specifically call on us to be “leaders in the delivery of education” “offer excellent education for all learners” and to be “welcoming and foster belonging and success for all.” (Our Commitments)

Providing access to affordable learning materials helps us fulfill Goal 2 - Transformative education that is accessible to all learners, which emphasizes, “equity in access and achievement among learners from diverse backgrounds and the “delivery of innovative curricula by faculty who are recognized for excellence in teaching and research.” Access to

affordable learning materials allows all students access to their learning materials and allow faculty flexibility to be creative in the classroom. In addition, this committee will address Goal 4 - A culture of belonging, collaboration, and innovation by insuring that everyone has equitable access and that no student is excluded from the learning community because they cannot afford course materials.

As a land grant, Oregon State also has the obligation to “promote economic, social, cultural and environmental progress for the people of Oregon, the nation and the world.” To do so, we must reduce the barriers, such as the high cost of all learning materials, which prevent individuals from participating in the opportunities afforded by a higher degree.

To be successful in this endeavor, we need to look at Affordable Learning Materials in the broadest sense, considering not just the cost of required course materials but all course materials.

## Appendix D: Accountability Chart

X=Target implementation date

P=Progress towards goal

C=Complete

O=Not yet started

Pillar 1: Institution Strategies	Responsibility	Other support needs	Measures	2020	2021	2022	2023
1.1. OSU will be transparent regarding other required course-related costs at the time of registration.	<b>Primary:</b> OERU and ALSC <b>Supporting units:</b> Registrar; Beaver Store	Faculty Senate – statement of support Departments – more oversight	Policy for how to report additional course required costs. 100% of faculty reporting	p			X
1.1.1 Oregon State faculty will report all required course materials, including items such as proctoring, clickers, lab kits, software, and other items students must purchase by using the course materials reporting process the Beaver Store requisitions form	S.A.	S.A.		p			X
1.1.2. To make savings calculations transparent, OSU will adopt and publish a clear formula for calculating savings/cost avoidance	<b>Primary:</b> OERU <b>Supporting units:</b>		Public website launched	P	X		
1.1.3. Each college will set a goal for a certain threshold of courses use low- and no-cost course materials. For example, The College of Agriculture will offer 25% of its courses that use low- or no-cost course materials by fall term, 2023.	<b>Primary:</b> College Deans, Liaisons <b>Supporting units:</b> OERU	Faculty Senate-statement of support ASOSU (Student representation)	Colleges set a goal for LC/NC over the next 3 years  (All colleges report the percentage of LC/NC courses. - 11/25/20)	C			X
1.2. OSU will regularly gather data from faculty and students through regular surveys about affordable learning, student learning, and cost savings.	<b>Primary:</b> OERU <b>Supporting units:</b> Beaver Store, ASOSU, Colleges	Student Affairs	Annual faculty and student surveys  (To be distributed March 2022)	P	X		X
1.3. The ASLC will report to the OSU community and to the HECC progress toward institution-wide goals semi-annually.	<b>Primary:</b> ALSC <b>Supporting units:</b> OERU		Regular reports starting July 1, 2021	O	X	X	X

<p>1.4. OSU will track and share publicly with the OSU community data and metrics that contribute to the affordability of course materials, such as the following: the numbers of OER adopted, adapted, and authored; numbers of faculty and students engaged with or impacted by low- and no-cost course materials; faculty and student satisfaction with low- and no-cost course materials; student success rates related to low- and no-cost course materials; HRSC and library course materials usage data; economic impact on the Beaver Store, and totals of course sections with first day access to course materials.</p>	<p><b>Primary:</b> OERU <b>Supporting units:</b> ASOSU, ALSC</p>	<p>Valley Library HSRC Office of the Registrar Beaver Store Institutional Analysis and Reporting</p>	<p>OSU Affordability Dashboard operational  (Dashboard is complete –May 2021)</p>	P		X	X
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<b>Pillar 2: Engaged Faculty Strategies</b>	<b>Responsibility</b>	<b>Other support needs</b>	<b>Measures</b>	2020	2021	2022	2023
<p>2.1 OSU will increase the number of instructional faculty members reporting course materials through the OSU Beaver Store process and will reach the 100% threshold for course section reporting by 2025.</p>	<p><b>Primary:</b> OERU <b>Supporting units:</b> Beaver Store</p>		<p>100% by 2025  (Win 2021 reporting at 75%-11/25/20)</p>	P			X
<p>2.2 Each college and administrative faculty or student support unit will designate an Affordable Learning liaison who will help to connect instructional faculty and students to low- and no-cost course material resources, such as those available from the OSU OER Unit, Beaver Store, and OSULP.</p>	<p><b>Primary:</b> College Deans <b>Supporting units:</b> OERU</p>	<p>OSULP, HSRC</p>	<p>All liaisons appointed by Fall 2020  (All liaisons have been appointed as of Oct. 2020-11/25/20)</p>	C			

2.2.1 Affordable Learning liaisons will meet quarterly for professional development and support	<b>Primary:</b> College Deans <b>Supporting units:</b> OERU		S.A.  (ALL had first quarterly meeting on Oct 12&16, 2020-11/25/20)	C			
2.3 OSU's OERU and Beaver Store will create and maintain an online guide that assists faculty in reporting course materials through the Beaver Store process.	<b>Primary:</b> Beaver Store <b>Supporting units:</b> OERU		Annual review of site and updates  (Revision of faculty requisition form in process-11/25/20. Form update complete Jan 2021)	C	X		
2.4 The college liaisons to the ALSC will do outreach to colleges, support units, and other OSU community members on a periodic basis, such as presentations at faculty meetings, Faculty Senate, and information shared via institutional media outlets.	<b>Primary:</b> Liaisons <b>Supporting units:</b> OERU	ALSC College Deans	Contact with 100% of all incoming faculty in each college  Presentation to all colleges  Each college reports data quarterly – to faculty and ALSC	P	X		
2.5 OSU will recognize faculty and department efforts in implementing low or no-cost learning materials in their courses through a variety of mean, including awards and stipends.	<b>Primary:</b> ALSC <b>Supporting units:</b> OERU, ASOSU, Valley Library, HSRC	Faculty Senate Colleges	University award for adoption or creation of OER  Student nominated award	P		X	
2.6 OSU will update its current intellectual property policy to reflect copyright-ownership by faculty to promote the adaptation of existing and authorship of new OER by OSU faculty.	<b>Primary:</b> OERU, Valley Library <b>Supporting units:</b>	General Counsel Faculty Senate	Revised IP adopted by university  (New IP policy approved by Faculty Union-11/25/20)	C			
2.7 OSU will adopt a statement of support of academic freedom in relation to the selection of appropriate course materials.	<b>Primary:</b> Faculty Senate <b>Supporting units:</b> OERU, Valley Library		FS approves statement of support for P&T Meeting with Faculty Senate P&T Committee, May 2021)	P	X		

Pillar 3: Informed Students Strategies	Responsibility	Other Support Needs	Measures	2020	2021	2022	2023
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3.1 OSU will improve the visibility of low and no-cost course materials sections in application or resources anywhere students can access course schedule information.	<b>Primary:</b> ASOSU <b>Supporting units:</b> OERU, Valley Library	IT, University website management Office of the Registrar All student facing services	Visual indicator clearly indicates low-cost, no-cost courses in OSU schedule of classes and MyOSU sites  (Planned UX study completed. Schedule of classes updated)	C	X		
3.2 The ALSC will communicate the availability of low- and no-cost sections through student channels such as ASOSU, Advising, Valley Library, and HSRC.	<b>Primary:</b> ASOSU, Academic Success Center <b>Supporting units:</b> OERU, Valley Library		Quarterly sessions for students on finding affordable learning materials, LC/NC designations in schedule, and using the Beavers Store catalog.  (Planned video postponed-11/25/20)	O	X	X	X
3.3 See also 1.1, 1.1.1							

Pillar 4: Sustainability Strategies	Responsibility	Other Support Needs	Measures	2020	2021	2022	2023
4.1 OSU will re-evaluate, assess, and, if needed, adjust its affordable learning plan as technologies, resources, legislation, and economic conditions change. The ALSC will review and update OSU's affordable learning plan every four years, in coordination with biannual HECC reporting requirements.	<b>Primary:</b> ALSC <b>Supporting units:</b>	Provost	Bi-annual review  (Plan was reviewed by Provost, PSLT, Deans Council, Faculty Senate-11/25/20)	P		X	
4.2 OSU will communicate and affirm that the OSU Beaver Store is the preferred choice for distributing course content	<b>Primary:</b> ALSC <b>Supporting units:</b>	Faculty Senate Provost  Deans	Faculty senate statement of support  Departmental policy adopted	P			

<p>4.3 To mitigate the impact of the Affordable Learning Plan on the OSU Beaver Store, OSU will investigate the adoption of tools and procedures that center the Beaver Store as the resources for locating and acquiring course materials.</p>	<p><b>Primary:</b> Beaver Store <b>Supporting units:</b> OERU</p>		<p>Number of courses reporting (100%) Method to track how and when bookstore negotiates lower costs for a course  (Tracking number of faculty reporting-11/25/20)</p>	P			
<p>4.4 OSU will offer continuing education/professional development for faculty focused on affordable learning opportunities and strategies.</p>	<p><b>Primary:</b> OERU <b>Supporting units:</b> HSRC, Valley Library, Academic Technologies</p>		<p>4-5 activities per term  Participant head count, department, status</p>	P	X	X	X
<p>4.5 OSU will encourage and offer suggestions to departments on how to address the role of OER in their tenure and promotion requirements including how OER are evaluated in the tenure and promotion process and appropriate wording for promotion and tenure documents.</p>	<p><b>Primary:</b> Colleges <b>Supporting units:</b> PT Faculty Senate Committee</p>	<p>OERU ALSC</p>	<p>College P&amp;T guidelines are updated to include OER  Increase in pre-tenure faculty creating OER (Need baseline first via survey-March 2022)</p>	0	X	X	X



## Appendix E: Institutional and College Goals

### Three-year goals for College of Agricultural Sciences

#### Institutional Strategies 1.1

**OSU will be transparent regarding other required course-related costs at the time of registration. (Institutional goal)**

Increase on time submissions of the bookstore requisition form from

\_\_66\_\_% (as of Winter 2021)

AY	Goal	Actual
2021-2022	70%	%
2022-2023	72%	%
2023-2024	75%	%

#### Institutional Strategies 1.1.3

**Each college will set a goal for a certain threshold of courses use low- and no-cost course materials. (College goal)**

1. 75% of all faculty in the College of Agricultural Sciences will report their course materials through the Beaver bookstore.
2. Continue to educate faculty about services and resources offered at OSU that support no, low cost learning materials.
  - a. Find professional development opportunities for faculty to learn more about OER
  - b. Encourage faculty to apply for Affordable Learning Grant
3. Increase the number of no and low cost courses by 10% over the next three years.

#### Engaged Faculty 2.2

**Each college and administrative faculty or student support unit will designate an Affordable Learning liaison who will help to connect instructional faculty and students to low- and no-cost course material resources, such as those available from the OSU OER Unit, Beaver Store, and Library.**

**Name of Liaison:** Ricardo Mata-Gonzalez, Associate Dean of Academics

## Three-year goals for College of Business

### Institutional Strategies 1.1

**OSU will be transparent regarding other required course-related costs at the time of registration. (Institutional goal)**

Increase on time submissions of the bookstore requisition form from

\_\_66\_\_% (as of Winter 2021)

AY	Goal	Actual
2021-2022	70%	%
2022-2023	72%	%
2023-2024	75%	%

### Institutional Strategies 1.1.3

**Each college will set a goal for a certain threshold of courses use low- and no-cost course materials. (College goal)**

#### 1) COB OER Process Identification

- **Goal:** By the end of S2022, COB will create a formal process for identifying appropriate courses to use LC/NC materials (textbooks, ePubs, coursepacks, resource bundles, etc.) In AY2022-23, COB will determine appropriate incentives, consistent with this process, for adopting/adapting/authoring OER materials and will establish goals to increase the percent above current levels.
- **Contingencies and Assumptions:**
  - **Some courses should not use OER.** Due to accreditation standards, some courses do not lend themselves to OER materials. We need to isolate those courses and their related sections before we start reporting this information to faculty and setting goals.
  - **A University-standard peer review process is needed.** The current peer review requirement used in the OERU grant process is too vague to ensure rigor. The COB will make these judgements for our OER grant requests until a University-wide process is implemented.
  - **OER materials need both academic and professional rigor.** Since COB graduates complete BACC-core courses from other colleges, we expect our COB-standards to be mirrored in other University units.
  - **LC/NC should consider more than just *authoring* OER.** In addition to original OER authoring, the COB process will include faculty-generated materials, reserve materials in the Library, public-domain websites, primary sources, etc. for LC/NC adoption and adaption.
  - **Incentives endorsed by COB will require continued funding and oversight by the OERU.** The OERU currently provides grants of up to \$15,000 per request. The formal OSU process should specify a maintenance or discontinuance period so that outdated OER are not used once the body of knowledge has moved on.

#### 2) Improve On-time Course Materials Requisitions

- **Goal:** COB will publish the information to our faculty for information only for one full academic year to set a baseline. In the following academic year, COB will establish

explicit College-wide goals to demonstrate timely submissions of course materials above the baseline level.

- **Contingency:**
  - **Timely requisition process metrics needed.** The University cannot currently isolate timely requisitions by College. Setting goals around course material requisitions at COB will not begin until a reasonable time after the OERU provides us data to create a baseline for our College.

### 3) OER Adopt/Adapt/Author Advocacy

- **Goal:** With the creation of a COB OER Process (S2022), COB will establish goals to assist faculty members to adopt/adapt/author OER course materials.
- **Contingency:**
  - **OER incentives require University support.** COB will communicate incentives to adopt/adapt/author OER course materials provided the OERU continues to fund OER Grants and an Affordable Learning Liaison (ALL).

#### Engaged Faculty 2.2

**Each college and administrative faculty or student support unit will designate an Affordable Learning liaison who will help to connect instructional faculty and students to low- and no-cost course material resources, such as those available from the OSU OER Unit, Beaver Store, and Library.**

**Name of Liaison:** John Morris, Senior Instructor

## Three-year goals for College of Earth, Ocean, and Atmospheric Sciences

### Institutional Strategies 1.1

**OSU will be transparent regarding other required course-related costs at the time of registration. (Institutional goal)**

Increase on time submissions of the bookstore requisition form from

  66   % (as of Winter 2021)

AY	Goal	Actual
2021-2022	70%	%
2022-2023	72%	%
2023-2024	75%	%

### Institutional Strategies 1.1.3

**Each college will set a goal for a certain threshold of courses use low- and no-cost course materials. (College goal)**

As part of the OSU plan, each College will establish a non-binding goal for a certain threshold of courses use low- and no-cost course materials. This is to include all required course materials, including items such as clickers, lab kits, software, proctoring fees or other items students must purchase by using the course materials reporting process through the Beaver Store requisition form.

- By Fall 2023, at least 50% of all CEOAS courses will use low or no cost materials.
- By Fall 2023, at least 40% of lower division courses with three-year average enrollments of greater than 50 students will use low or no cost materials.
- By Fall 2023, at least 75% of CEOAS instructional faculty members are reporting course materials through the Beaver Store process.

### Engaged Faculty 2.2

**Each college and administrative faculty or student support unit will designate an Affordable Learning liaison who will help to connect instructional faculty and students to low- and no-cost course material resources, such as those available from the OSU OER Unit, Beaver Store, and Library.**

**Name of Liaison:** Michael Harte, Associate Dean of Undergraduate Programs

## Three-year goals for College of Education

### Institutional Strategies 1.1

**OSU will be transparent regarding other required course-related costs at the time of registration. (Institutional goal)**

Increase on time submissions of the bookstore requisition form from

\_\_66\_\_% (as of Winter 2021)

AY	Goal	Actual
2021-2022	70%	%
2022-2023	72%	%
2023-2024	75%	%

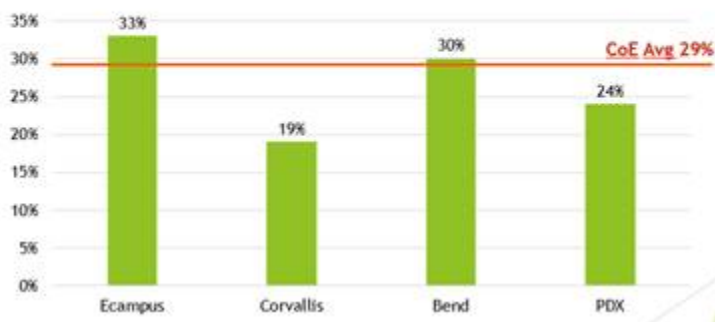
### Institutional Strategies 1.1.3

**Each college will set a goal for a certain threshold of courses use low- and no-cost course materials. (College goal)**

**#1: Maintain the percentage of courses in the College of Education that are designated no cost or low cost (under \$40)**

- Establish baseline metrics (AY21)
- Disaggregate data by campus and course designator
- Track and share % LC & NC data every term (AY22)
- All faculty request course materials through OSU bookstore
- Improve below CoE average campus locations

#### Avg CoE % NC & LC courses by Campus over 6 terms



**#2: Educate faculty about services and resources offered at OSU that support no, low cost learning materials**

- Invite Director of Open Educational Resources to All CoE College Spring Meeting
- Designate CoE Affordable Learning liaison – Bell
- Establish connections with [CoE Library Liaisons](#)
- Create and share OSU Affordable Textbook Resource page with CoE faculty

**#3: Establish practices in CoE for reducing the cost of course materials or identifying alternative no cost, low cost sources**

- Associate Dean sends out an email every quarter to remind faculty of importance of submitting textbook orders to OSU Beaver Store

- Instructors check availability of required learning materials (i.e. textbooks) at OSU Library. If Ebook available, then indicate “Ebook available at OSU Library” on syllabus.
- When submitting course proposals in CIM, the College Coordinator checks syllabus if required textbooks are available as Ebook at OSU Library.
- Add Affordability Matters badge to Canvas course site

#### Engaged Faculty 2.2

**Each college and administrative faculty or student support unit will designate an Affordable Learning liaison who will help to connect instructional faculty and students to low- and no-cost course material resources, such as those available from the OSU OER Unit, Beaver Store, and Library.**

**Name of Liaison:** Randy Bell, Associate Dean, Academic Affairs

### Three-year goals for College of Engineering

#### Institutional Strategies 1.1

**OSU will be transparent regarding other required course-related costs at the time of registration. (Institutional goal)**

Increase on time submissions of the bookstore requisition form from

66 % (as of Winter 2021)

AY	Goal	Actual
2021-2022	70%	%
2022-2023	72%	%
2023-2024	75%	%

#### Institutional Strategies 1.1.3

**Each college will set a goal for a certain threshold of courses use low- and no-cost course materials. (College goal)**

##### **Goal #1:**

Increase the number of low cost/no cost sections from 15.76% (as of Spring 2021) to:

AY	Goal	Actual
2021-2022	18%	%
2022-2023	21%	%
2023-2024	25%	%

##### **Goal #2:**

By the start of Spring Term 2022, the College of Engineering will **develop a comprehensive plan for ensuring that requisition forms are completed** for each appropriate course accurately and on-time. This plan will include:

- Assigning liaisons in each COE school to help facilitate a seamless submission process
- A communication plan to remind faculty and instructors of requisition opening and due dates, including resources related to open educational resources, low-cost/no-cost grant funding, etc.
- A mechanism to track requisition form submission by course section

##### **Goal #3:**

With the roll out of a redesigned first year experience, Engineering+, COE will prioritize making this time of exploration as affordable for students as possible. As such, our goal is to ensure that **at least 50% of Engineering Science (prefix ENGR) courses**, which most students take in their first two years, **meet the no-cost/low-cost threshold by AY 2022-2023.**

##### **Goal #4:**

To encourage continued focus on affordability moving forward, COE's Affordable Learning Liaison will **conduct a programmatic affordability review** of the College's majors. This review will assess average cost per major and illuminate opportunities for action related to making COE's programs more affordable and accessible. The initial review will be completed in the 2021-2022 AY.

## Engaged Faculty 2.2

**Each college and administrative faculty or student support unit will designate an Affordable Learning liaison who will help to connect instructional faculty and students to low- and no-cost course material resources, such as those available from the OSU OER Unit, Beaver Store, and Library.**

**Name of Liaison:** Casey Patterson, Student Success Coordinator



### Three-year goals for College of Forestry

#### Institutional Strategies 1.1

**OSU will be transparent regarding other required course-related costs at the time of registration. (Institutional goal)**

Increase on time submissions of the bookstore requisition form from

  66   % (as of Winter 2021)

AY	Goal	Actual
2021-2022	70%	%
2022-2023	72%	%
2023-2024	75%	%

#### Institutional Strategies 1.1.3

**Each college will set a goal for a certain threshold of courses use low- and no-cost course materials. (College goals)**

1. 35% of the courses offered by the College of Forestry will use low- or no-cost course materials by fall term, 2023
2. A strategy for increasing completions of Beaver Store course materials requisition forms will be developed and implemented by fall term, 2022
3. All instructors in the College of Forestry will be informed about OSU's Affordable Learning Plan, the College of Forestry's goals associated with it, and the college's current status as of fall term, 2022

#### Engaged Faculty 2.2

**Each college and administrative faculty or student support unit will designate an Affordable Learning liaison who will help to connect instructional faculty and students to low- and no-cost course material resources, such as those available from the OSU OER Unit, Beaver Store, and Library.**

**Name of Liaison:** Randall Rosenberger, Associate Dean, Student Success

### Three-year goals for Honors College

#### Institutional Strategies 1.1

**OSU will be transparent regarding other required course-related costs at the time of registration. (Institutional goal)**

Increase on time submissions of the bookstore requisition form from

\_\_66\_\_% (as of Winter 2021)

AY	Goal	Actual
2021-2022	70%	%
2022-2023	72%	%
2023-2024	75%	%

#### Institutional Strategies 1.1.3

**Each college will set a goal for a certain threshold of courses use low- and no-cost course materials. (College goal)**

Increase the number of submitted requisitions, because most, if not all, HC courses are no- or low-cost and to have student workers assigned to the task of submitting these requisitions on behalf of the faculty member.

#### Engaged Faculty 2.2

**Each college and administrative faculty or student support unit will designate an Affordable Learning liaison who will help to connect instructional faculty and students to low- and no-cost course material resources, such as those available from the OSU OER Unit, Beaver Store, and Library.**

**Name of Liaison:** Susan Rodgers, Interim Associate Dean

## Three-year goals for College of Liberal Arts

### Institutional Strategies 1.1

**OSU will be transparent regarding other required course-related costs at the time of registration. (Institutional goal)**

Increase on time submissions of the bookstore requisition form from

\_\_66\_\_% (as of Winter 2021)

AY	Goal	Actual
2021-2022	70%	%
2022-2023	72%	%
2023-2024	75%	%

### Institutional Strategies 1.1.3

**Each college will set a goal for a certain threshold of courses use low- and no-cost course materials. (College goal)**

1. Organize college leadership to work together on this project, potentially meeting in summer of 2021 when deans/directors may be less overburdened
2. Increase CLA's reporting of OER-based classes to the bookstore by 10%
3. Increase CLA's use of OER resources by 5% each academic year
4. Continue to work with SHPR faculty to make the classes in the new online Applied Humanities degree all OER-based.
5. Use the funding in SHPR to support History Master's students in projects or internships, including creating OER resources or presenting to SHPR/CLA faculty on this issue – having a student make this argument as part of their Master's project could be very compelling.

### Engaged Faculty 2.2

**Each college and administrative faculty or student support unit will designate an Affordable Learning liaison who will help to connect instructional faculty and students to low- and no-cost course material resources, such as those available from the OSU OER Unit, Beaver Store, and Library.**

**Name of Liaison:** Nicole von Germeten, Director of the School of History, Philosophy, and Religion

### Three-year goals for College of Pharmacy

#### Institutional Strategies 1.1

**OSU will be transparent regarding other required course-related costs at the time of registration. (Institutional goal)**

Increase on time submissions of the bookstore requisition form from

\_\_66\_\_% (as of Winter 2021)

AY	Goal	Actual
2021-2022	70%	%
2022-2023	72%	%
2023-2024	75%	%

#### Institutional Strategies 1.1.3

**Each college will set a goal for a certain threshold of courses use low- and no-cost course materials. (College goal)**

College of Pharmacy (PHAR prefix) sets a goal of 75% of faculty reporting on time for textbook requisitions and 25% low or no cost for AY 2022.

Increase the number of low cost/no cost sections from \_\_\_\_\_% (as of Winter 2021)

AY	Goal	Actual
2021-2022	%	%
2022-2023	25%	%
2023-2024	%	%

#### Engaged Faculty 2.2

**Each college and administrative faculty or student support unit will designate an Affordable Learning liaison who will help to connect instructional faculty and students to low- and no-cost course material resources, such as those available from the OSU OER Unit, Beaver Store, and Library.**

**Name of Liaison:** Theresa Filtz, Assoc. Dean of Academic Programs

### Three-year goals for College of Public Health and Human Sciences

#### Institutional Strategies 1.1

**OSU will be transparent regarding other required course-related costs at the time of registration. (Institutional goal)**

Increase on time submissions of the bookstore requisition form from

66 % (as of Winter 2021)

AY	Goal	Actual
2021-2022	70%	%
2022-2023	72%	%
2023-2024	75%	%

#### Institutional Strategies 1.1.3

**Each college will set a goal for a certain threshold of courses use low- and no-cost course materials. (College goal)**

Increase the number of low cost/no cost sections from \_\_\_\_\_ % (as of Winter 2021)

AY	Goal	Actual
2021-2022	50%	%
2022-2023	55%	%
2023-2024	60%	%

#### Engaged Faculty 2.2

**Each college and administrative faculty or student support unit will designate an Affordable Learning liaison who will help to connect instructional faculty and students to low- and no-cost course material resources, such as those available from the OSU OER Unit, Beaver Store, and Library.**

**Name of Liaison:** Vicki Ebbeck, Associate Dean for Student Success

## Three-year goals for College of Science

### Institutional Strategies 1.1

#### **OSU will be transparent regarding other required course-related costs at the time of registration. (Institutional goal)**

Increase on time submissions of the bookstore requisition form from

  66   % (as of Winter 2021)

AY	Goal	Actual
2021-2022	70%	%
2022-2023	72%	%
2023-2024	75%	%

### Institutional Strategies 1.1.3

#### **Each college will set a goal for a certain threshold of courses use low- and no-cost course materials. (College goal)**

##### A. College of Science plan for the academic year 2021 – 2022

There are several low cost courses delivered by the College of Science. Where we plan to make progress is in **our large enrollment courses**. The challenges we are facing in those courses is that they often involve multiple instructors. In such cases a textbook serves several purposes. It provides the structure of the course for both instructors and students. Instructors need to come to consensus on which structure is appropriate for the course.

Discussions on the choice of textbook are often informed by the experience instructors had when they were students and were using textbooks. Students in this day and age have a very different view of what a textbook is. The internet is their textbook. Traditional textbooks present material in an orderly fashion. Most instructors learned by following these logical steps. They succeeded in mastering the material that way. But in many cases that is not the way students learn. It is also not the manner in which research develops.

In order to make progress on providing low cost courses, we first need to **educate all people involved what the role of a textbook is, and why there are now better alternatives**. If the request is to replace expensive textbooks by free versions, instructors will find many reasons why these free textbooks are not adequate. And they will be correct from their perspective.

Several instructors in the College of Science have a very strong interest in providing low cost alternatives. In addition, there is experience in Physics Department with providing all required content without the use of a textbook, but using internet resources. **Our goal for the academic year 2020-2021 is to bring many of these motivated instructors together. We recognize that any meaningful change will have to be initiated by these instructors and not by an administrative mandate. Once we have a group of instructors who are dedicated to providing a low cost alternative structure to course delivery we can make progress.** Our goal for the coming year is to provide these motivated instructors an organizational framework from which they can make progress.

##### B, Rational

Many years ago the general belief was that mastering material was an individual act of a student struggling with lecture material. After listening to a professor speak for an hour, students were to go to the library and use books to consolidate their understanding. But they were also supposed to discuss their ideas with fellow students and the lecturer. And then textbooks were invented. All material was now contained in one silo, and going outside that silo was not needed. However well the intentions of these textbooks were, they really narrowed the acts of learning down to a single student. The vision of learning became to be seen as a struggle between one student and the textbook. Fortunately, we now have rediscovered that learning is a social activity. It is important to use active engagement strategies that force students to interact with each other. We also want students to go outside again and look for external resources.

The availability of external resources has exploded in the last ten years. Students will use these resources to study. The majority of students do not buy a textbook for an introductory class. Students use Kahn and Chegg as study tools. One-note study sheets are very effective to collect material as links, since there is really no good reason to copy. Using such note sheets requires internet access. Solutions to all end-of-chapter problems in the textbooks you are using are posted on-line and used as study tools. All your previous exam questions and solutions are posted on-line as well. Most importantly, we are encouraging the students to use external sources as part of their learning. The internet is now the dominant external source. The whole K-12 educational system does the same. The internet cannot be ignored, our task is to help students to make use of the internet resources in an optimal manner. The internet is the modern library.

Textbooks evolved as well. Where originally they presented mainly a collection of content, later enriched by end-of-chapter problems, they now mix content and workbook like activities. As a result, textbooks have become very expensive. This is somewhat surprising, since there is quite a bit of competition in the textbook market.

Many faculty members grew up using textbooks. As a result, we see that there are very strong opinions on the quality of textbooks. Anybody who has been involved in discussions on the choice of textbooks will attest to that. All these discussions, however, are based on the point of view of the teacher. They are based on the perceived need of saying exactly the right thing at the right time. That might be important if students' learning was linear and progressive, but we know that is not the case. Students' ideas are very fluid in the beginning, and narrow down on a more precise target during the learning process. Even if our messaging were always precise, the target reached by the students might completely miss the mark! In other words, the details in presentation in a textbook tend to be quite irrelevant to the learning of the student. Of course that does not make the overall structure irrelevant, one has to start at some beginning.

Faculty members use textbooks as a scaffolding for their content structure. The lecture organization is often directly related to the sequence in a given textbook. This is the reason that changing textbooks is so hard for faculty members. But this puts the cart before the horse. When teaching a certain subject, a faculty member can decide on the sequence of topics to be covered. If there is a textbook, why not assign chapters in the order the faculty member prefers? Think Hopscotch, by Julio Cortazar. In other words, very often it is not relevant to use a reference text that does things exactly the way we like it. This is actually the reasons that we have a glut of textbooks, if one is not happy with any textbook, write your own.

Suppose we do want to hang on to a reference text. In many cases there are free textbooks that cover the same content. They are often rejected because they do not fit the expectations of a faculty member. The explanations might not be as clear as we think we can do. There are too many errors in that free textbook. Sometimes that is indeed the case, but that is not true for the majority of free textbooks. In many cases from the point of view of the student a free textbook provides equal learning opportunities. But it will require adaption by the instructor, and a review of what the instructor find essential in the course.

The reality is the following. Suppose in our course we discuss topic1 through topic12 in a specific order. When working on topic1, many students will go home and search for topic1 on the internet. They will use whatever material pops up. This is how they were trained before going to college! A faculty member might think that the quality of information can be controlled by assigning reading material in a textbook. If a faculty member assigns an expensive textbook, however, students will not go there unless they have access to pirated copies. One can assign chapters in a free textbook, with better success. Many students will start there, but still go looking things up. How can we say that is a wrong procedure, if we expect the same behavior when we do research?

The problem with having low cost educational materials is in general not their availability. We need a paradigm shift in the minds of many instructors. We need to accept how most of our students are studying, and make use of that. Using a free textbook, even we think it is quite imperfect, helps guide the students. Some instructors have been really creative, and compiled libraries of internet resources for the student. That is a time consuming pre-selection process, but possibly very productive!

As a final word, no matter what we want to prescribe as study material, we need students to work on mastering this material in both group work and individual work. Some instructors want to control the group work, but that is a losing strategy. If a group decides that based on their evidence the moon is

made of green cheese, so be it. As long as you can interrogate their evidence, point at a weak spot, have them reanalyze and come to a different conclusion, you are in good shape. And one should never forget that you might be the one who is wrong.

### Engaged Faculty 2.2

**Each college and administrative faculty or student support unit will designate an Affordable Learning liaison who will help to connect instructional faculty and students to low- and no-cost course material resources, such as those available from the OSU OER Unit, Beaver Store, and Library.**

**Name of Liaison:** Henri Jansen, Associate Dean, Academic and Student Affairs



### Three-year goals for College of Veterinary Medicine

#### Institutional Strategies 1.1

**OSU will be transparent regarding other required course-related costs at the time of registration. (Institutional goal)**

Increase on time submissions of the bookstore requisition form from

  66   % (as of Winter 2021)

AY	Goal	Actual
2021-2022	70%	%
2022-2023	72%	%
2023-2024	75%	%

#### Institutional Strategies 1.1.3

**Each college will set a goal for a certain threshold of courses use low- and no-cost course materials. (College goal)**

Increase the number of low cost/no cost sections from \_\_\_\_\_ % (as of Winter 2021)

AY	Goal	Actual
2021-2022	%	%
2022-2023	%	%
2023-2024	%	%

#### Engaged Faculty 2.2

**Each college and administrative faculty or student support unit will designate an Affordable Learning liaison who will help to connect instructional faculty and students to low- and no-cost course material resources, such as those available from the OSU OER Unit, Beaver Store, and Library.**

**Name of Liaison:** Katherine Scollan, Associate Dean for Student and Academic Affairs