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Upcoming Issue

Winter 2018

Digital Repositories and Data Harvests



Open Educational Resources: Opportunities, Challenges, Impact!

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From the Guest Editor



JACQUELYN RAY

Jacquelyn currently serves as the Director of Library Resources at Walla Walla Community College in Walla Walla, Washington. Wait...! How did a Washington guest editor sneak in to edit the *OLA Quarterly*? At the start of the editorial process for this issue Jackie served as the Director of Library and Media Services at Blue Mountain Community College in Pendleton, Oregon. Her interests center around student learning and supporting learning opportunities and environments that allow students to seek and cultivate their creative and/or scholarly pursuits. Jackie is also interested in supporting pathways to equity in education and along with many librarians, faculty, students and others across the country, she supports Open Educational Resources (OER) as one of the vital efforts that seek to remedy barriers to higher education.

As always, Oregon Librarians are on the cutting edge of identifying our patrons' crucial needs and creatively finding ways to remedy these needs. Providing our communities access to otherwise unobtainable resources that support growth and learning has always been among our shared goals as librarians. We know that by providing these resources, we are enhancing inclusive community engagement and providing a crucial contribution for both individuals and society as a whole.

A pressing issue at hand that speaks to both individuals and our society is access to higher education. Oregon's college students are facing increasing barriers to accessing a college education, opting to delay, or in many cases, permanently putting off attending college due to rising costs. K–12 schools also face seemingly endless budget constraints. Trimming the budget by aging out textbooks or limiting the purchase of textbooks to a “classroom only set” are budget strategies that often make it to the bargaining table. Surprisingly perhaps, it is not just the rising cost of tuition. The cost of textbooks has outpaced almost every other consumer good—including food, healthcare, and housing (Bureau of Labor Statistics, 2016). We can close this gap. Academic Librarians have found themselves embracing a new opportunity with the advent of Open Educational Resources (OER). The Hewlett Foundation offers a definition of OER:



Open Educational Resources are teaching, learning and research materials ... in the public domain or (have an) open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. OER include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge. (The William and Flora Hewlett Foundation, 2019).

The emergence of OER has become an avenue to mitigate this gap, and librarians are finding themselves leading the charge in OER advocacy and implementation that is carving out a pathway towards equity for our students.

This fall issue of the *OLA Quarterly* explores and celebrates the work of librarians as creators, collaborators, and innovators, who are sharing best practices and working where we can, to try to support the social justice issue of access to education. A common thread throughout these articles is the vital role of partnership, bringing out one another's key skills, all for a common goal of improving lives.

Adelaide Clark, and Dawn Lowe-Wincentsen, a science faculty member and Interim Library Director of the Oregon Institute of Technology, respectively, describe their collaboration to leverage OER in order to reduce the cost burden for their students. They reveal how the powerful transformation of the publication landscape permits creative, innovative OERs that are also easily adaptable and responsive to student feedback and learning.

Forrest Johnson and Michaela Willi Hooper from Linn-Benton Community College discuss the partnership they forged between the library and faculty to create an active learning environment where students become content creators by contributing to openly sourced online repair manuals.

Demonstrating the capacity for libraries and librarians to be leaders and advocates in the OER movement, Jennifer Lantrip, Faculty Librarian and Carol McGeehon, Library Director of Umpqua Community College (UCC) and Amy Hofer, Oregon's Statewide OER Coordinator, developed workshops and found funding sources to inform UCC faculty about available OER and engage them in the implementation process.

The necessity of librarians serving as advocates and experts in promoting equitable access is furthered in Colleen Sanders' investigation into sample contract language for a new, privatized, college bookstore at Clackamas Community College. In this surprising turn of events, Sanders and her colleagues found language curtailing OER use and were able to draft a response that helped to change the final contract language and undoubtedly maintained Clackamas' ongoing use of OER. Being an advocate is not a small task and finding that first single step to begin can be among the biggest challenges.

Amy Stanforth from Portland State University offers guidance and resources drawn from her experience in learning about OER. Her article offers some helpful tips and ideas on starting the OER conversation at your institution and is worth checking out! Long-time OER advocates just might find something new as well.



Our shared professional goals as librarians to innovate, collaborate, and better our world, always inspires. The emerging landscape that OER offers allows librarians to display some of their best work in advocacy, creating pathways to equity through resources, learning, and technology. I hope you find reading these works by our colleagues as an inspirational reminder of the unique capacity and facility librarians have in creating environments where access to resources and opportunities to learn are available to all. 🌍

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Sciences and Technology Open Resources: A Collaborative Effort Between Libraries and Faculty

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The Pilot Project

College costs are rising. Students who are paying more in tuition, more on housing, more fees, may not have enough to cover textbooks. The changing landscape of scholarly publishing gives colleges and universities new ways of providing resources for not just those students who may not have the resources, but for all students, no matter what their financial resources. Michelle Baildon (2018) discusses open access as part of a social justice framework. While she also discusses some of the limitations, open access is a step to equality of access to information for faculty and students alike. An additional benefit is opening the avenues of publishing outside the traditional publishing landscape.

Open Oregon Educational Resources (2018) researched the changes open educational resources have had on textbook affordability in community colleges in Oregon between 2015 and 2017. One comparison in the report is the number of hours a student working minimum wage would need to work to afford course materials. In 2017, at a two-year col-



lege that was 176 hours of work. While similar data is not yet available for Oregon four-year universities, one may assume it is near to double or more, topping 300 hours of work.

Open access is in relation to the license type of a text or material. A copyright license such as Creative Commons attribution allows people to use materials without the traditional barriers of the publishing industry. Add to this the wide accessibility of the internet, and there is a new model for creating and sharing of information that many can use. For the Oregon Institute of Technology (Oregon Tech), this does not only mean easier access for students across socioeconomic barriers, but also the ability of the library to publish materials created by faculty, and for faculty to work with other services such as OpenStax and LibreText to publish materials on a larger scale. This paper seeks to provide two views of the process at Oregon Tech. First, the library sponsored a pilot to support use and creation of open materials. Second, the paper gives one faculty member's experience in the creation and use of such resources.

According to data compiled by Amy Hofer, Coordinator, Statewide Open Education Library Services, in 2018, three Oregon Tech programs, Mechanical Engineering, Medical Laboratory Science, and Radiological science, with the average cost of general education texts totaling \$1205.09, pay an average of \$4251.35 for textbooks. At the upper end of this scale students could pay as much as \$7602.65 for just textbooks needed in the major. These numbers are before tuition, laboratory fees, housing costs, transportation, and any other personal expenses a student may have. With much of the transferrable credits and 200 level or below, textbook affordability being worked on at the state level; Oregon Tech identified a gap with the upper division science and engineering courses.

In fall 2017, the Oregon Tech Libraries sent out a mini-survey to faculty to identify where open texts were already in use. While there were only four responses to this survey, it opened the door for a wider conversation. In discussion with the university bookstore, nine classes in fall of 2017 were identified as using OERs. During winter 2018, the library used 10,000 dollars from its existing budget to launch a pilot program to support faculty financially in the adaption, adoption, and creation of open and low-cost text alternatives. With the support of the Provost, Academic Assessment, and the Commission on College Teaching, the committee was able to spread the word across the university.

The committee made up of two librarians, a representative from the college commission on teaching, and two teaching faculty members who were already using open resources, designed a funding application for faculty. While the application relied heavily on information from a previous Open Oregon Educational Resources application, an emphasis was put on recruiting upper division and science specific courses. One thousand dollars was offered for creation of a resource and \$500 for the adaption or adoption. In spring term of 2018, the same committee reviewed 14 applications from 12 faculty members covering texts from 24 courses. The library was able to give some money to each applicant. The Commission on College Teaching offered extended application time for those applicants that the library could not fully fund in order to additionally support them through a different program. In addition to this, the library hosted Amy Hofer to talk about reviewing OER. Through this, Open Oregon Educational Resources funded four reviewer grants.



Using a \$100 per text average (Open Oregon Educational Resources, 2017) and an average class size of 20, the mini-grants from the library are saving Oregon Tech students \$48,000 in the current academic year. As of fall 2018, 32 classes have been identified as using OER—up by 23 classes since fall 2017. It will take more than one term to determine if this is an upward trend, and if there is any correlation to the grants from the library. It should also be noted that not all 24 classes with texts changed through the mini-grants are taught in fall term.

The process the library used was new to Oregon Tech. The concept of OER does make some people uncomfortable, and there have been some challenges identified along the way. Discussions continue with faculty, administration, and staff to smooth out the process as this pilot is continued for a second year.

Why Two Unique and Different Courses Required a Distinct OER Solution

General Chemistry I and II as well as Environmental Chemistry and Toxicology, are very different courses. The student populations are different (general chemistry sections using this new OER text mainly serve engineers while environmental chemistry is usually a mix of biology health science and environmental sciences majors). General Chemistry is a 200-level course while Environmental Chemistry and Toxicology is 300-level. General Chemistry typically sees around 100 students in each part (I & II) while over the past two years, about ten students enroll in Environmental Chemistry and Toxicology. So why use OERs in both these courses (besides the obvious hundreds of dollars saved by my students)?

- Personalization to a specific course.
- A text that matches cutting-edge science and breaking news.
- The ability to use online supplements.
- Engagement in immediate feedback from students about the text.

The answers are really endless.

General Chemistry I and II

A perfectly adequate textbook for General Chemistry I & II was in use. It wasn't in an ideal order, so there was a little bit of jumping around involved. Serving a population of engineers (not chemistry majors) there were parts of the text that were skipped all together. The textbook was used mainly for pre-reading on concepts (followed by an online quiz before class) and practice problems at the end of the week before a Friday quiz. It also served as a reference for students and for instructors. It cost \$300 new and most students used it for two terms (20 weeks). In class, mainly homegrown activities that draw upon the concepts from the textbook were used to cement material, but these were not in any way tied to that particular \$300 book.

When the opportunity presented itself to invest time and resources into a free (or low-cost) text for students, it was an easy choice to make. An already existing open education chemistry textbook was chosen as a jumping off point, and the work began. This textbook was not perfect (not that any one text is for most courses). There were parts of explanations that felt lacking. There were concepts covered in our previous text that were not covered at



all in the new book. In some cases, concepts were covered in a completely different order than the established structure of our course.

To address explanations that were “lacking,” supplemental materials were brought in. There was a series of popular videos (Crash Course Chemistry) already being used in class that were brought into the text as either additional explanations (sometimes having a chemistry concept explained in slightly different words makes it click for students) or as summaries at the end of a section. In addition to those, new, well-produced series of videos from Fuse School were used. These were nice five-minute animated explanations of concepts. In a similar vein, there were often TED-Ed videos that went along with topics as well (or sometimes even expanded on the topics giving them real-world contexts). Due to the platform chosen for hosting the new text (explored later in this article), embedding these videos in the text was simple and turned a flat text into a multimedia experience.

To address the concepts not covered, again the platform chosen allowed for adding additional information, example problems, etc., seamlessly into the existing text. The greatest challenge was probably the different order in which things were covered in this textbook versus the previous traditional text. These were easily overcome by adjusting the curriculum slightly or (more often) reordering the sections of the text to be presented in a way that matched the curriculum. Making this switch in a way that made sense to the students and faculty without rebuilding the entire curriculum around a new book, but instead building a new book around our existing curriculum was essential.

This switch also presented an opportunity to integrate more of the interactive simulators that exist for General Chemistry curriculums into various lessons. The online platform allowed these simulators to be embedded into the online text, and then to use them in class or in the pre-class reading quiz as we saw appropriate.

Environmental Chemistry and Toxicology

Two years ago in Environmental Chemistry and Toxicology, a well-regarded text was required for the course. The text was not perfect (lacking a suitable section on Toxicology), but it covered the majority of the material and supplements were given to students as necessary. The text cost around \$200 new, and the course was 10 weeks long. Older editions of the textbook were not an option because the information in this field is fairly outdated as soon as the book is published, let alone in the previous edition. Students were stuck with a \$200 bill that most of them couldn't afford, and, while the book was used as much as possible to make it “worth it,” something different had to happen the following year to make the course more affordable.

Last year there was no traditional textbook for the course. Instead, a couple of “popular science” texts that had been vetted by the instructor and had won or been finalists for some major prizes were used. However, if the students needed supplemental information beyond those texts or slides presented during class, it was up to them to find the information they needed—a dangerous place to be if you're just typing “Climate Change” into Google. When open resource texts were explored, there wasn't really one that fit the needs of the course. Presented with the opportunity to create one, the funding was applied for (and awarded) and work began.

The creation of this text was a lot more laborious than the process for General Chemistry. Writing a text from scratch as opposed to editing an existing document is a completely different the subject matter. With Adelaide's Ph.D. in Environmental Analytical Chemistry



(but a specialization in air quality research), references were typically used when discussing chemistry in water, soil, or any sort of toxicological studies in the course slides already. This presented an advantage: a number of texts to reference on these subjects to read and compile into one living document (with proper citations) were already available.

Admittedly, this job was more labor-intensive than anticipated (especially when coupled with the simultaneous General Chemistry work). The time it takes to read and annotate information and then write it up later in a way that properly cites the appropriate sources while not infringing on the copyright of any of these traditional texts was a challenge. Nevertheless, it was worthwhile to create the living, instantly updateable resource for students.

Another challenge was graphics. Chemists are rarely also trained as graphic artists. In addition, while a lot of graphics were available from open sources like government websites, some just didn't exist. Thanks to the grant, a copy of the Adobe Creative Suite was purchased and online tutorials have been used to create other necessary graphics as needed. In addition, some scientific journals will relicense figures from articles (especially older articles) for no cost if you're using them in a free educational resource, which has been useful in a number of topics.

A third challenge was the organization of the text itself, and that is something that remains a struggle in its creation. There are, unfortunately, a number of logical ways to organize these topics, but the "just right" one remains elusive. When topics can be so interdependent on one another, it's hard to elucidate the correct presentation (whereas, if using a traditional text, it is easy to go in the order those authors chose without thinking about it). Thankfully, the fully editable document being created allows for the movement of topics as its being created, as well as hyperlinks back to previous sections when necessary. Additionally, the entire text could be rearranged in subsequent terms if the final arrangement for this year just doesn't work.

The benefits of this text will be worth the challenges it has presented. Environmental Chemistry remains an ever-changing field and being able to link and reference the most up to date science in a reading for students will prove invaluable. It also will allow the same multimedia benefits that the General Chemistry text allowed for, with videos, moving graphics to illustrate trends, and so much more.

Finding a Platform to Host This Vision: LibreTexts

When this journey to create Open Resources began, there were questions of where the final product would end up. In General Chemistry, it was imagined that by using an existing open access textbook, that instructors would continue doing what had been done when with a traditional text: providing supplemental materials through class Blackboard "shells" that students would have to seek out in addition to their reading. The only difference would be that the text no longer cost students \$300. What was actually created, however, was so much better than anyone involved in this project could have imagined.

LibreTexts, which was recommended by a colleague, is the world's most popular online textbook platform, with an estimated 154 courses serving 223 million students. Recently, it was awarded a five million dollar Open Textbooks Pilot Program award from the United States Department of Education and hosts texts for courses in fields including Biology to Business. It functions similar to a Wiki, but with a tighter rein on who can edit the documents that live within it.



For these texts, LibreTexts became an obvious hosting choice. The texts would no longer going to be bound to the constraints of a pre-made text. Thanks to Creative Commons Licensing of the open access text chosen for General Chemistry, it was possible “remix” the sections, add where necessary, delete where necessary, and create a fully customized text for the course needs. And, the best part was the text chosen had already been fully digitized on LibreTexts. Working with the LibreTexts team, it was possible to copy the sections needed for the course in the order that made sense to the course, and then, with editing access granted, it was possible to delete irrelevant information, add more information to places, embed video supplements, embed the HTML-based simulations, and hand-pick the end-of-chapter problems that were relevant to students. The opportunity to choose end-of-chapter problems has been a huge benefit, because not only are students given end-of-chapter problems directly relevant to concept they’ll be tested on, we were also able to acquire a separately purchased software for iPad to create self-narrated solution videos for selected problems. Now, students can see an instructor work out the problem outside of class and office hours. Short links to each section have also been integrated at the top of their in-class worksheets so that if students are struggling with their in-class homework, they can go straight to that book section from any internet-enabled device. The text is mobile browser compatible, so they can pull it up on their phones if necessary.

The editing platform for LibreTexts is fairly user-friendly. The only drawback has been in the writing of the Environmental Chemistry text. In General Chemistry, for the most part, the equations were already written. At worst, some editing was required. In Environmental Chemistry, equations will be written from scratch—and the editing interface has no built-in equation editing tool. Instead, the equations have to be written in LaTeX, a document preparation system production of technical and scientific documentation. Online equation builders that will translate into LaTeX have had to be used. While time consuming, it is a workaround.


Another benefit to this online “living” system has been the ability to elicit immediate feedback from students as they use the text. Oregon Tech gives faculty access to Qualtrics Survey platforms and survey links for various forms of feedback have been created through this platform. At the end of every section, there is a link for anonymous feedback about the text itself. Another link has been made that allows students to submit typos they encounter for extra credit—eliminating the need for proof-reading everything ahead of time. There is also a link in the various end-of-chapter problems where students can submit if they think one of the answers was incorrect. In addition, there is a link in those sections where they can suggest problems that may also need solutions videos (for future terms).

Future Directions

The pilot program for mini-grants will continue this year. In winter 2019, the library will identify committee members and start publishing the applications and the timeline. Much of the process is already in place, and Dawn has already been reaching out to people on how to make the processes smoother. The previous grant recipients will give presentations in winter and spring terms of 2019 on their experiences. Future grant recipients will be required to do the same. It is the hope that these will sway more faculty to use open resources, and more creation of resources for those upper division science and engineering courses.



The bookstore manager is also involved in these conversations. Currently this revolves around notifying students what classes have OER, but also on working with faculty to notify the bookstore of their OER use for more discoverability. There is hope to continue these collaborations past the current discussions.

Finally, but certainly not least, the library is collecting data to support such initiatives in the future. Starting with a \$10,000 investment and offering a potential savings of \$48,000 in the 2018–19 academic year to students is just that—a start. 

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iFixit With the Library:

Partnering for Open Pedagogy in Technical Writing

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Forrest has an MA in English from Idaho State University and is currently working on an MLS at Emporia State University. He is an assistant reference librarian and teaches writing and literature at Linn-Benton Community College. His specialty is in both creating and analyzing comics, and he is now focusing on Open Pedagogy and makerspaces. He spends his spare time building instruments out of recycled/repurposed stuff, skating with his wife and kids, birding, and thinking about basketball.



Michaela Willi Hooper is the OER and Textbook Affordability Librarian at Linn-Benton Community College. She has been an academic librarian for over a decade, and her roles have included scholarly communication, copyright, management, reference, instruction, and business librarianship. She has lived in seven states and Puerto Rico, but now that she's in the beautiful state of Oregon she plans to stay.

Partnering for Open Pedagogy in Technical Writing

How can libraries support faculty engaged in teaching innovations that both save students money and increase student engagement? The authors of this paper are a writing instructor and a librarian who, supported by a campus structure that encourages innovation and open educational practices, worked together to improve and amplify an open pedagogy project.



In its short history, the Open Educational Resources (OER) movement has made deep inroads at community colleges. Linn-Benton Community College (LBCC) is no exception. As of 2017, 36 percent of full-time faculty at LBCC had adopted or created OER. The student savings from the use of OER, library resources, and other free materials stands at over \$3 million dollars (based on new bookstore price) since the campus OER initiative was formalized through the creation of a Textbook Affordability Steering Committee (TASC) (<https://tinyurl.com/y6h2ppqc>) in 2015.

The case for OER often focuses on lowering the cost of education. LBCC positions its OER efforts under the strategic objective of establishing greater affordability for all students (LBCC, 2017). Lowering textbook costs is indeed an important goal, and OER play a key role in saving students money, along with textbook rental options and the use of other free and low-cost resources, such as library ebooks. As textbook affordability initiatives gain traction, the cost of course materials appears to be falling across our state (Open Oregon Educational Resources, 2018).

Open Pedagogy

The value of open education goes beyond simply saving students money. It can also enhance student learning by allowing instructors to customize textbooks to better meet the needs of their students, or even engage students themselves in creating and improving their course materials and other open content. Traditionally, students put effort into completing assignments, faculty put effort into grading them, and then they're thrown away or never used further, meaning these hours of student work are, to quote David Wiley (2013), treated as "disposable." In contrast, student-created open content (by which we mean content that enables users to engage in the 5Rs: retaining, reusing, revising, remixing, and redistributing) expands the world's knowledge commons (Wiley, Webb, Weston, & Tonks, 2017).

In this paper, we will refer to student involvement in the creation or revision of open content as open pedagogy, although there is not an agreed-upon definition of the term, and it might also be called *OER-enabled pedagogy* (Wiley, 2017). The values of open pedagogy include "autonomy and interdependence; freedom and responsibility; [and] democracy and participation" (Claude Paquette as translated by Morgan, 2016). These values have much in common with active learning, service learning, and project-based learning, as well as constructivist and critical digital pedagogies (DeRosa & Jhangiani, 2017). All of these approaches require students to practice intellectual skills beyond remembering and understanding information. They actually engage in analyzing, evaluating, and creating new knowledge, in terms of Bloom's Taxonomy. With open pedagogy, student commentaries, improvements, and/or creations can be shared, built upon, and employed in ways that benefit society rather than discarded. Student contributions to Wikipedia (<https://wikiedu.org/>), for example, may help the instructor refine the assignment for future classes, inspire adoption of Wiki Education projects in other courses, stimulate a community discussion, be translated into other languages, and/or help Wikipedia readers succeed in their practical or intellectual efforts. While research on open pedagogy and student success is preliminary, it is so far promising (Wiley et al., 2017).



The iFixit Technical Writing Project

In March of 2018, Forrest Johnson heard about an open, industry-standard technical writing handbook published by the instructional software company Dozuki, which he decided to

adopt for his sophomore level technical writing course (WR 227). The Writing Department at LBCC has not settled on a default text for technical writing (in some courses, like English Composition, the department does recommend default texts, but faculty have the freedom to choose OER instead). Forrest had been using a textbook for his course that cost the students \$65. The text was full of useful information but often failed to demonstrate the clarity and conciseness essential to technical writing. In addition to being free and openly licensed, the *Dozuki Tech Writing Handbook* does a better job of exemplifying technical writing because it is a technical manual, written for companies developing internal technical documents. For example, the chapter titled “Be Concise” is under 875 words, including this chapter summary, “Be direct and get to the point. Then stop writing” (Wiens & Bluff, 2018).

While researching Dozuki, Forrest discovered its sister company iFixit (www.ifixit.com). iFixit is both a company and a community whose goal is to create repair and replacement guides for every electronic device. The company sells tools and parts for devices, but all of the instruction is published as a wiki. The information on the site is published under a Creative Commons Attribution-NonCommercial-Sharealike (CC BY-NC-SA 3.0) license and without third-party advertisements. To sustain the business model and solicit quality writing, iFixit partners with collegiate technical writing classes on their education website (<https://edu.ifixit.com/>). They offer three types of projects for classes that want to participate: The Standard Project, where each group writes a series of technical documents about an electronic device over the course of about 10 weeks; The Fast Fix, where each group writes a single repair guide for a household device over the course of a few weeks; and The Editing Project, where students edit existing iFixit content over the course of a few hours. The most innovative of the three options is The Standard Project, for which iFixit provides each class with devices, toolkits, and even some photography equipment needed to produce content that meets their style guide.

Since adopting the iFixit project and *Dozuki Tech Writing Handbook*, Forrest’s students are more engaged in the coursework. Because the students know that their work will be published and used by the public, they are incentivized to represent themselves well by doing good work. The active learning elements of replacing components on their device and photographing the process also engages students who find writing tedious, providing a space for students with a wide range of literacies to demonstrate their knowledge.

To be published, the students’ writing must conform to the iFixit style guide as well as be thorough and accurate. Since Forrest is not the arbiter of when the work is published, he is able to work with them as a tutor, guiding the students through the iFixit style and helping them interpret and incorporate iFixit’s feedback. In addition, the students are more open to accept and engage with iFixit’s feedback because it is not directly tied to their grade.

Integrating Information Literacy into iFixit

Michaela has a background in copyright and authors’ rights, and was excited that this project made concepts like the public domain and Creative Commons licenses immediately relevant to the students. iFixit’s licensing conditions (<https://www.ifixit.com/Info/Licensing>) requires creators to use open materials or create their own, and content created for iFixit would be licensed under CC BY-NC-SA 3.0. We both felt it was imperative that students understood both their rights and their responsibilities related to intellectual property. This ties into the



ACRL Information Literacy Framework of “Information Has Value” (ACRL, 2015).

Forrest invited Michaela to a class session to talk about copyright and Creative Commons licensing in spring 2017, and the visit was repeated in fall 2018. Michaela started off with a presentation that covered intellectual property topics like the public domain, fair use, and Creative Commons licensing. We played a game illustrating how people could arrive at different conclusions from a fair use analysis. We wrapped up with an activity where teams of students were given an image without context, and used Google’s reverse image search function to try to find the original image and determine how they could use it. This activity also emphasized the importance of providing attributions for downstream users. Student questions from these information literacy sessions provided direction for making the session even more relevant to students in the future. In response to student concerns about how to paraphrase technical, factual information, future sessions may focus more on synthesis, paraphrasing, and plagiarism. You can view and repurpose the current version of Michaela’s slideshow (<https://tinyurl.com/yxkg57hx>).

Promoting iFixit at LBCC and Beyond


LBCC’s TASC offers faculty grants for the adoption, customization, and creation of OER. This grant was initially financed through strategic (short-term) funds. Each dollar invested realized \$10 in student savings (based on new textbook prices). Because of the success of this strategic initiative, student leadership voted in favor of a \$1 per course fee to make the OER program permanent. While these grants do not cover all the time LBCC faculty put into OER, they provide some recognition and compensation for this work. Michaela encouraged Forrest to apply for one of these grants in summer 2018, even though he had already started teaching with the iFixit materials. The grant allowed him to refine his process and guide other LBCC faculty who might be interested in adopting the iFixit project. Michaela and Forrest have regularly partnered to promote open pedagogy at faculty development events, department meetings, and OER informational sessions. Michaela presents open pedagogy as a concept, and then Forrest is able to talk about how it works in practice. The project is now being adopted by other writing instructors at LBCC.

Forrest created a Powtoon (<https://tinyurl.com/y5g2sz3p>) promoting iFixit and uploaded the slides to CommunityArchive@LBCC (<http://libarchive.linnbenton.edu/>), the institutional repository managed by the LBCC Library. We are also trying to amplify awareness of this project through OER repositories and referatories: Forrest submitted his course information to the Open Oregon Educational Resources resource page (<https://openoregon.org/resources/>), and Michaela submitted the *Dozuki Tech Writing Manual* to be indexed in OER Commons (<https://oercommons.org>).

Conclusion: Libraries as Collaborators and Amplifiers for Open Pedagogy

Librarians are often key advocates and supporters of OER on campus. iFixit was the first case in which the LBCC library was able to collaborate with and promote an open pedagogy project. Michaela had long been interested in ways to support students as creators, rather than simply consumers, of information. The iFixit project provided an opportunity for librarians to engage students as creators of intellectual property and re-users of open content. This project also allowed the LBCC TASC to decide how to handle grant applications for open pedagogy projects. For these types of grants, an instructor how-to manual or campus



promotions may be more suitable outcomes than new or revised OER. Through the funding from the TASC, Forrest was able to collaborate with Michaela to promote his project across campus and to the OER community more widely. LBCC has a streamlined set of courses, and none focus solely or primarily on information literacy. However, for librarians who are teaching courses in research and information, similar open pedagogy projects like the Wiki Education Program (<https://wikiedu.org/>) easily lend themselves to meeting the relevant learning objectives. 

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Extending Open Textbook Network Workshop and Reviews to Include All OER and Library Materials

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CAROL MCGEEHON is the Director of the Sue Schaffer Learning Commons and Library at Umpqua Community College since 2014. Prior to this, she was the Technology Manager for the Douglas County Library System. In her spare time, she is an amateur astronomer.



The cost of higher education is a barrier for many students, keeping them from attaining their goals. While textbooks and course materials are just a small part of the total cost of attendance, this is the area where faculty can have a direct impact in lowering costs. By choosing openly licensed course materials, faculty can not only help students save money but also have complete control over customizing their curriculum. This article describes a workshop model that offers stipends for faculty to review open educational resources (OER), which increases the likelihood that they will go on to adopt OER in their courses. Librarians at Umpqua Community College (UCC) extended the workshop model, and their innovation is now being implemented statewide.

Depressing Data

While the cost of college tuition and fees has increased 63 percent from 2006–2016, the cost of textbooks has increased by 87.5 percent (Bureau of Labor Statistics, 2016). According to the 2016 Student Textbook and Course Materials Survey, this has negatively affected access, success, and completion in higher education: 66.6 percent of students reported not purchasing the required textbook, 37.6 percent reported earning a poor grade, and 19.8 percent reported failing a course due to cost. Students also reported occasionally or frequently taking fewer courses (47.6 percent), not registering for a course (45.5 percent), dropping a course (26.1 percent), or withdrawing from courses (20.7 percent) (Florida Virtual Campus, 2016).

The high cost of textbooks disproportionately affects community college students, 50 percent of whom use financial aid to purchase textbooks, as compared to 28 percent at public four-year colleges and 22 percent at private four-year institutions (Student PIRGs, 2016b). In Oregon, books and supplies are 8 percent of the total cost of attendance at community colleges, and 5 percent of the total cost of attendance at universities, reflecting the higher tuition costs at universities (Higher Education Coordinating Commission, 2018).

These barriers for students are amplified not only by high textbook costs but also predatory practices in use by the textbook industry such as access codes. Against the backdrop of increased public awareness of high prices and predatory practices, the textbook industry has shifted toward greater promotion of access codes. These offer the benefit of enabling students to use ebooks, quizzes, self-assessments, multimedia, and other ancillary content. However, they cost an average of \$100 and cannot be shared, sold back, bought used, or borrowed from course reserves—causing even more hardship for students (Student PIRGs, 2016a).

OER Help Solve These Problems

OER are one option for increasing the affordability of course materials while allowing increased flexibility for faculty. The William and Flora Hewlett Foundation (2018) defines OER as:

teaching, learning and research materials in any medium—digital or otherwise—that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.

With the purpose of increasing student access and success at Oregon’s community colleges, the State of Oregon’s Higher Education Coordinating Commission funded Open



Oregon Educational Resources beginning in 2015. Open Oregon Educational Resources (<https://openoregon.org>) provides training and grants and fosters a community of practice surrounding OER in order to increase the affordability of course materials.

Research by Open Oregon Educational Resources found a measurable reduction in textbook costs at Oregon's community colleges from 2015–2017. Totalling over \$1 million in student savings, each of the 3,464 students who completed an Associate of Arts Oregon Transfer (AAOT) degree in 2017 saved approximately \$332.58. The average cost of course materials for the AAOT was reduced by 16 percent and the number of hours working at minimum wage required to purchase those course materials was reduced by 25 percent. Although tuition rose during this two-year period at most of the community colleges in Oregon, the cost of course materials as a percentage of tuition per credit hour for the AAOT decreased from 25.27 percent to 20.24 percent (Open Oregon Educational Resources, 2018).

Oregon community college librarians play an essential role in this process by helping faculty find suitable OER for their courses, advising them on copyright and Creative Commons licenses, formatting options, and connecting them with campus and statewide networks and resources to aid in the OER adoption process. Many librarians serve as Open Oregon Educational Resources' "OER point people" for each of Oregon's community colleges and universities. In this role, they disseminate news and professional development opportunities to their campuses, while providing a single point of contact for reporting and personnel questions.

Barriers to Use of OER

In order to increase OER adoption, faculty need to be aware of available open resources and able to find quality course materials that fit the needs of their course. They also need time and support in order to redesign their courses to incorporate the openly licensed materials. Each of these needs may present a potential barrier to use.

The Babson Survey Research Group (2017) found that only 10 percent of faculty were "very aware" of OER and 20 percent were "aware." The Babson survey instrument has not been implemented in Oregon, but it is likely that our community college faculty would answer differently from this national sample, since anecdotally the authors have observed a high level of awareness statewide. However, there is still more that can be done to raise faculty awareness in Oregon.

Forty-seven percent of faculty in the Babson survey stated that there are "not enough resources on my subject" and 50 percent stated that it is "too hard to find what I need" (Babson Survey Research Group, 2017, p. 2). Additionally, the survey results demonstrated that OER can be successful "when you deal directly with the top faculty concerns of finding and evaluating potential OER options" in addition to providing print options, which have been shown to be preferred by students (Babson Survey Research Group, 2017, p. 3). These findings suggest that librarians can play a greater role in filtering and recommending OER, or determining when an empty search result reflects a real lack of resources.

Interestingly, the Babson survey found that a majority of faculty nationwide already consider cost when selecting course materials, that their average reported price for course



materials is \$97, and that only 22 percent are “very satisfied” with this price. “It is therefore not surprising that most faculty report that not all of their students buy all the required texts for their class, with only a third saying that 90 percent or more of their students have purchased the required textbook” (Babson Survey Research Group, 2017, p. 2). Again, from an anecdotal perspective, the national data aligns with what is observed in Oregon colleges, where many faculty members consider cost when selecting materials and cite cost as a reason to switch to OER.

The benefits for students are clear, but it is still a lot of work to adopt OER as faculty often redesign their course when they change materials. Oregon community college full-time and part-time faculty who adopt OER generally do so on their own initiative in addition to their normal workload, with colleges providing varying levels of support and infrastructure during this process (e.g., access to an instructional designer). A minority of faculty who adopt OER are able to participate in statewide OER grant programs or receive internal funding from their institutions.

Open Textbook Network Workshop Model

The Open Textbook Library (OTL), hosted by the University of Minnesota, plays a role in addressing these faculty needs. The library links to complete textbooks while also addressing quality, another key concern of faculty, by providing peer reviews. Textbooks included in the OTL must be openly licensed, available in a complete portable file, original works, and currently in use in an institution of higher education or affiliated with a professional or scholarly organization (Open Textbook Library, 2018). This is useful because it presents faculty with complete, downloadable, peer-reviewed textbooks that are essentially ready for adoption and can be printed and sold at college bookstores.

The Open Textbook Network (OTN), also housed at the University of Minnesota, is a professional organization that offers a train-the-trainer approach to reach individual faculty directly. The OTN created an open textbook workshop and review program. Faculty members are invited to attend an informational workshop about OER and to check the OTL to see whether there is a textbook that they might be interested in adopting. They are then eligible to receive a \$200 stipend for submitting a textbook review to be posted in the OTL under a Creative Commons Attribution license.

The reviews serve a two-fold purpose: faculty have the option to review the open textbook to see whether it would be useful for their own course. Their reviews aid other faculty in their decision-making process when considering adopting that open textbook. The OTL does not modify or copy edit the faculty reviews. There is no expectation that faculty will adopt the textbook after reviewing it. However, this often naturally leads faculty to adopt it if they found through their review that it would be suitable for their course.

In March 2016, Open Oregon Educational Resources invited Oregon community college librarians, faculty, and e-learning staff to an OTN train-the-trainer workshop. This training allowed attendees to, in turn, offer Open Textbook Review Workshops on their own campuses. The \$200 stipend for reviews completed by faculty who attend the workshops is usually paid by Open Oregon Educational Resources, with some stipends paid through internal funding sources. Between fall 2015 and spring 2018, 48 Open Textbook



Workshops were offered in Oregon's community colleges. The Umpqua Community College (UCC) library has offered these workshops several times per year since spring 2016.

These OTN review stipends were one of several types of grants and stipends awarded by Open Oregon Educational Resources with the intention of increasing OER adoption in Oregon's community colleges. Open Oregon Educational Resources found that for every program dollar spent, there was a student savings of \$14.06 as a result of the workshop stipends, which surpassed student savings for funds invested in other OER activities (Open Oregon Educational Resources, 2017). Clearly, the OTN workshop and review model is an effective one.

However, during the 2017–18 academic year, Open Oregon Educational Resources was unable to offer these grants because of a procurement delay. Based upon Open Oregon Educational Resources' finding that these review stipends had returned a high level of student savings per dollar invested, Carol McGeehon, Library Director at UCC, allocated \$2000 to be used to fund these reviews at UCC during the 2017–18 academic year. These Open Textbook Workshops and review stipends funded by the UCC Library were first offered during fall term 2017.

Extending the Model

Over the years, several faculty had expressed interest in reviewing OER, but had not found a specific textbook in the OTL that met the needs of their course. Additionally, conversation in the OER community had long included options for combining different types of OER and other freely available library and web resources to replace commercial texts. This led UCC librarians to consider how they could expand the review workshop model to allow faculty to review other types of OER that were not in the OTL. These include resources such as open courses, assignments, tests, slides, and rubrics. Copyrighted, but freely available resources are also included, such as content on the open web, course materials available in Canvas Commons (through UCC's learning management system Canvas), and articles, ebooks, and streaming video available through the UCC Library.

Running parallel to this was the initiative across Oregon's community colleges and public universities to align their practices with Oregon HB 2871, requiring courses that used low cost and no cost course materials to be designated in the course schedule, where students can find this information at the point of registration. Beginning fall term 2017, all courses that met UCC's "No Cost Textbook" designation were indicated for students when they registered online (see Figures 1 and 2). This designation meant that there was no cost for all required materials for the course, including all required textbooks, course packs, and other text-based materials, workbooks, lab manuals, online homework platforms, access codes and other publisher-provided curricular materials.



Registration

ADDING CLASSES
Online Registration is NOT available after the term begins. Once the term starts, registration must be completed in-person at the LaVerne Murphy Student Center.

DROPPING CLASSES
Dropping a course or courses will not appear on your academic transcript IF completed during the first seven calendar days of the term. Any drops during that time over the weekend must be done through Student Self-Service ONLY as campus is closed those days.

PAYING FOR CLASSES

ⓘ PAYMENT DUE DATE (Fall term): SEPT 24th, 2018 by 5:00 p.m.

For applicable charges & payment options, follow this link [PAYING FOR CLASSES](#) or click below to pay online.

- **PAY ONLINE:** [CLICK TO PAY](#)

TEXTBOOK COSTS
Classes with no cost or low cost required course materials are identified as follows:

- **No Cost Textbook:** All required course materials are completely free.
- **50 Dollars or Under Textbook:** The total cost of all required course materials is \$50 or less.

Beginning Spring Term 2018, required course materials included are textbooks and other text-based materials, workbooks, lab manuals, online homework platforms and special access codes. This does not include art supplies, calculators or other equipment, and any Course Fees. Also excluded are optional texts that students are not required to purchase for your course section.

📖 More Information
Click on the **HELP** link above for more information about registration and deadlines.

[Select Term](#)
[Add or Drop Classes](#)
[Look Up Classes](#)

Figure 1. Textbook cost information in UCC's student information system (Banner) on the "Registration" page.



Sections Found																
Chemistry																
Select	CRN	Subj	Crse	Sec	Cmp	Cred	Title	Days	Time	Cap	Act	Rem	Instructor	Date (MM/DD)	Location	Attribute
NR	26354	CH	112	0	M	5.000	Fund-Chemistry-Lab Req'd	MW	04:00 pm-05:50 pm	48	44	4	TBA	09/24-12/01	HNSC 202	Natural Science and No cost textbook and On-line Supplemented
								MW	04:00 pm-05:50 pm				Joseph Villa (P)	09/24-12/01	HNSC 201	Natural Science and No cost textbook and On-line Supplemented
NR	26355	CH	112	0	M	0.000	Fund-Chemistry Lab	W	12:00 pm-02:50 pm	24	23	1	Joseph Villa (P)	09/24-12/01	HNSC 206	Natural Science and On-line Supplemented
NR	26356	CH	112	0	M	0.000	Fund-Chemistry Lab	T	06:00 pm-08:50 pm	24	21	3	Joseph Villa (P)	09/24-12/01	HNSC 206	Natural Science and On-line Supplemented

[[Week at a Glance](#) | [Student Detail Schedule](#) | [View Fee Assessment](#)]

Figure 2. “No Cost Textbook” course designation as it appears for an individual class in UCC’s student information system (Banner).

The UCC Library decided to allow faculty to review any combination of course materials, which, if they later chose to adopt them in place of their current commercial textbook, would enable their course to meet the “No Cost Textbook” course designation. These could include either OER or any resources that were freely available to students.

Following with the OTN model, there was no requirement for faculty to adopt any of the resources after completing their reviews. The review was to serve the purpose of allowing faculty to become familiar with the resources in order to determine whether they would be useful for their own course and to make recommendations to other faculty who were also looking for similar quality OER/freely available resources.

During the planning process, UCC librarians consulted with Amy Hofer from Open Oregon Educational Resources on considerations such as the stipend amounts, specific qualifications and processes for each stipend, content of e-mails to faculty, and options for posting non-OTL reviews since she has a statewide perspective and experience running her own Open Textbook Workshops at colleges around the state.

While the stipend for reviewing a textbook from the OTL was \$200, we recognized that it was substantially more work for a faculty member to find multiple OER and other freely available resources, which together would provide complete material for their course. Because of this, we offered a \$300 stipend for faculty who chose to review two or more resources. Additionally, we changed the name of these workshops from “Open Textbook Workshops” to “Faculty OER Workshops” because faculty would no longer need to exclusively review open textbooks.

Because we had a limited budget of \$2,000, we decided to prepare for the chance that we had more faculty sign up for our Faculty OER Workshops than we would be able to cover in our budget. We decided that in the event that we had to choose between faculty to




attend a workshop, we would determine which faculty to select based upon the following criteria: (1.) Whether the course is required for a program; (2.) Total annual enrollment in the course; (3.) Cost of the existing required course textbook which the OER could possibly replace (see Appendix A).

While we regularly send short lists of OER to faculty which we know may be of interest to them, when inviting faculty to the OER Faculty Workshops, we invited them to contact us for help finding OER/freely available resources to replace their current course materials (see Appendix B). Several faculty who could not find open textbooks that fit their courses in the OTL did take us up on this.

UCC had one faculty member review an online textbook from LibreTexts which was not from the OTL. We had another faculty member who found an online OER textbook that he felt would be useful for his course and who attended the workshop, but who did not end up writing a review.

After the extended workshop review model was successfully piloted at UCC, Amy began incorporating it into her faculty workshops statewide. It is now the standard in Oregon to offer the option of receiving a \$300 stipend for reviewing OER that are not a textbook, but that add up to an entire curriculum to replace traditionally published course materials.

The final step in the process was to determine where the faculty reviews of non-textbook OER/freely available resources should be posted (reviews for textbooks in the OTL could continue to be posted there). Following with the OTN, reviews will be published under a Creative Commons Attribution license. We decided to post them to at least one listserv (UCC chose to post its review to the CCCOER listserv) and also to post them to OER Commons. Amy created an OER Reviews folder under the Open Oregon Educational Resources OER Commons profile where the non-OTL reviews could be posted.

The UCC Library and Open Oregon Educational Resources will continue to offer these workshops and review stipends during the 2018–19 academic year. Public colleges and universities in Oregon can contact Amy Hofer about hosting a review workshop. 

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Appendix A

Library Procedure for Faculty OER Workshop and Review

The COLLEGE NAME Library is offering stipends to COLLEGE NAME full-time and part-time faculty for the following:

\$200 STIPEND

1. Faculty attend the Faculty OER Workshop offered by the COLLEGE NAME Library.
2. Faculty review a single OER that could possibly replace their existing required textbook and would, if adopted, allow their course to meet the “no cost textbook” designation requirements. The review is written according to the guidelines provided by the COLLEGE NAME Library. The review is submitted by the due date. The review will be posted by the COLLEGE NAME Library in relevant locations with a Creative Commons Attribution license.
3. Faculty complete a follow-up survey sent by the COLLEGE NAME Library by the due date.

\$300 STIPEND

1. Faculty attend the Faculty OER Workshop offered by the COLLEGE NAME Library.
2. Faculty review a two or more OER that, if combined, could possibly replace their existing required textbook and would, if adopted, allow their course to meet the “no cost textbook” designation requirements. The review is written according to the guidelines provided by the COLLEGE NAME Library. The review is submitted by the due date. The review will be posted by the COLLEGE NAME Library in relevant locations with a Creative Commons Attribution license.



3. Faculty complete a follow-up survey sent by the COLLEGE NAME Library by the due date.

CONDITIONS

The total number of stipends awarded may not exceed the library's budgeted amount for these stipends.

Faculty may sign-up for the Faculty OER Workshop with an intention to complete a review and survey and receive a stipend on a first come, first serve basis. In the case that more faculty request to sign-up for this opportunity than the library budget allows, the decision for which faculty shall receive the stipend will be made by the Library Director. The Library Director shall base their decision upon the impact that the possible adoption of the OER to be reviewed would have upon students at COLLEGE NAME. Factors that the Library Director will consider are:

- Whether the course is required for a program.
- Total annual enrollment.
- Cost of the existing required textbook for this course which the OER could possibly replace.

Created by the Umpqua Community College Library. March 2, 2018
<https://creativecommons.org/licenses/by/4.0/>

Appendix B

Faculty OER Workshop: E-mail Invitation to Faculty

Subject: NEW: \$200–\$300 stipend to review OER for your course

CONTENT

Dear COLLEGE NAME Faculty,

Earn \$200–\$300 to review open educational resources (OER) for your course.

Help lower textbook costs for students

Are you:

- Concerned about the impact of high textbook costs on your students?
- Looking for a way to ensure your students have access to your text from day 1 of the term?
- Interested in remixing content to customize your course material?

Explore possible OER solutions by attending a workshop, writing a review of one or more OER to replace your current textbook, and taking a follow-up survey. Receive a \$200-\$300 stipend for your efforts!

\$200 Stipend: Review a single OER that, if adopted for your course, would make all of your required course materials free.

\$300 Stipend: Review two or more OER that, if combined and adopted for your course, would make all of your required course materials free.



WHAT OER CAN I REVIEW?

Examples of course materials that could be combined to replace a textbook might be:

- Open textbooks
- Open courses
- Courses and other resources from Canvas Commons
- Open assignments, tests, slides, rubrics
- eBooks from the COLLEGE NAME Library (these are not open, but are freely available to students)
- Websites
- Wikis

We want to allow faculty to consider any combination of these resources which would allow them to replace their commercial texts.

To qualify for the stipend, the combination of OER reviewed, if adopted, would remove the costs for all required materials for the course, including all required textbooks, course packs, and other text-based materials, workbooks, lab manuals, online homework platforms, access codes and other publisher-provided curricular materials.

Faculty are NOT required to adopt the OER which they review.

What you can do to receive a stipend

- **Step 1:** Register for the workshop.
- **Step 2:** Choose OER to review. You may quickly check the Open Textbook Library to find entire open textbooks to review. Contact LIBRARIAN NAME for help finding multiple OER for your course.
- **Step 3:** Attend the Faculty OER Workshop.
- **Step 4:** Write a review of the OER. This review must be completed by 8 WEEKS FROM WORKSHOP DATE. Your review will be posted under a Creative Commons Attribution license on websites (e.g., Open Textbook Library, Open Oregon Educational Resources) or listservs for faculty interested in OER adoption.
- **Step 5:** After submitting your review, complete the follow-up survey that will be sent to you via e-mail.
- **Stipend:** You'll receive a stipend for your participation in the workshop, completed written review, and completion of the follow-up survey.

What: Faculty OER Workshop

When:

Where:

Who: The workshop will be led by LIBRARIAN NAME.

NOTE: Come early for coffee and feel free to bring your lunch!

This workshop and review stipend is sponsored by LIBRARY NAME.



Let Us Get You Into College¹: Community College Librarians, Barnes & Noble, and OER

by **Colleen Sanders**
Part-Time Reference Librarian,
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Introduction

Clackamas Community College (CCC) became the first Oregon community college to contract with Barnes & Noble Education (BNED) for bookstore services in July 2018. Administration selected outsourcing "in order to keep offering bookstore services ... and retain financial sustainability" (A. Mahar, personal communication, Nov. 21, 2017). The college-run bookstore's contribution to the general fund was shrinking with each budget cycle, whereas BNED guaranteed a minimum annual commission of \$200,000 (Agreement, 2018, p. 13). This article describes the steps CCC librarians took to influence the contract after discovering objectionable language including, but not limited to,² faculty use of Open Educational Resources (OER) and linking to OER in the learning management system

¹ Tagline for BNED's brand partnership page (<https://partnerships.bncollege.com/>) (as of 10/01/2018). This offer addresses potential investors.

² Other areas included the presence of credit cards at cashier tills and on the textbook website; replacing college staff positions with BNED employees; collection and safety of student data; BNED's website auto-populating student shopping carts with required and recommended books and supplies as they register for classes; CCC access to textbook data; exclusivity of printing services; BNED's textbook discovery platform & partnerships with select publishers; whether course reserves could be framed as competition; whether BNED would work with the library to ensure faculty wouldn't be offered materials already owned by the library; who would provide point of need technical support for BNED products and systems.



(LMS). Librarians were concerned about the impact bookstore privatization may have on students. 62 percent of CCC students self-reported in a spring 2018 college survey that they have “difficulty paying for books and supplies” (CCC, 2018a, p. 3), and course reserves are the library’s most heavily-used service. After a deep read of BNED’s service proposal and sample contract, librarians identified campus partners, raised specific questions at meetings, met with administration, and sought guidance from the OER community to inform an advocacy strategy. While administrators invited faculty input during the contract drafting process and incorporated many of the proposed changes, the signed document retains OER restrictions. It remains to be seen if and how BNED will enforce them. Beyond the contract, this exploratory process uncovered a long list of questions worth asking, as well as details about BNED’s OER products and services.

CCC librarians did not anticipate assuming an advocacy role in the bookstore contract negotiations, nor did we expect OER to appear in BNED’s sample contract. Much of the signed contract is language unique to CCC as a result of administration incorporating faculty input, although the documents share much in common. This article intends to support local colleagues who find themselves in a similar situation; a likely scenario, given that the contract defines Cooperative Agreement as allowing “other State of Oregon community colleges [to] participate in without conducting a request for proposals process” (Agreement, 2018, p. 33). It does not define which institutions are included in Section 13’s “POCC (Participating Oregon Community Colleges)” (p. 27) that may opt into cooperative purchasing. More information about how librarians can navigate these waters needs to be easily discoverable, as CCC librarians found themselves having to act on a very short timeline largely without precedent.

State of OER

OER AT CCC

CCC does not have an OER position or program, although some CCC faculty members have independently created³ or adopted OER for their courses. Instructors continue to autonomously spearhead OER projects, and five faculty secured just over \$10,000 in Oregon House Bill 2729 funding⁴ for two projects in the 2018–2019 academic year (Open Oregon Educational Resources, 2018).

With current staffing levels, CCC Library is unable to provide the level of OER support faculty required to have a significant impact. Librarians respond to faculty questions with an OER LibGuide, searching advice, and forwarding their inquiry to OER listservs. CCC’s Instructional Support and Professional Development (ISPD) department funds a total of two hours of OER work per week, which enables a librarian to maintain contact with the local OER community and attend workshops. We rely heavily on Oregon’s Statewide Open Education Coordinator, Amy Hofer, for support.

With the signing of the contract, BNED has become the primary OER infrastructure on campus. BNED offers full courses and ancillaries that an instructor could customize to some degree, or use as-is. The end product is sold at a relatively modest price point,

³ See <https://tinyurl.com/y2o45jsf> for a list of OER created by CCC faculty.

⁴ HB 2729 (<https://tinyurl.com/y4b9253v>) mandates the Higher Education Coordinating Commission partner with public higher education institutions to develop a statewide OER program.



although students only retain perpetual digital access to materials so long as they can log into the course through the LMS (B. O’ Reilly, personal communication, Nov. 7, 2018).

BNED’s OER-BASED PRODUCTS

Although BNED applies the term OER to its products (BNED, 2017), they do not meet the criteria for OER as they are not “free and openly licensed educational materials” (What is OER?, 2016). BNED uses openly licensed content and in-house content developers to build courses on LoudCloud, its proprietary courseware platform. LoudCloud is a learning environment separate from the LMS, although faculty can align auto-graded assignments to the LMS gradebook. The fee for students to purchase BNED’s OER-based products is \$25, plus an additional \$14 if they desire a print copy. The \$39 sum comes in under the \$40 limit for courses to be designated Low-Cost Textbook (LCT) in the CCC catalog.

BNED currently offers 38 complete courses (Barnes & Noble Education, n.d.) through LoudCloud, some of which use OpenStax texts. This catalog of courses is under expansion, and each includes “e-text, video, auto-graded practice quizzes, in-class activities, discussion questions, homework, and assessments. Instructor resources include a test bank and lecture slides” (n.d.). Some course content can be modified, but textbook and quiz questions have specific editing limitations. “Any customizations an instructor makes is owned by the instructor, BNED does not have rights to the custom content” (L. Schmit, personal communication, Nov. 5, 2018), although it is unclear whether the entirety of a remixed course could be shared on a public OER repository.

Contract Negotiations

TIMELINE

Eight months passed between the announcement CCC would explore a new bookstore service model and the signed contract (Figure 1). Ten weeks after BNED was announced the recipient, the contract was signed. The seven-week window for faculty comment on the con-

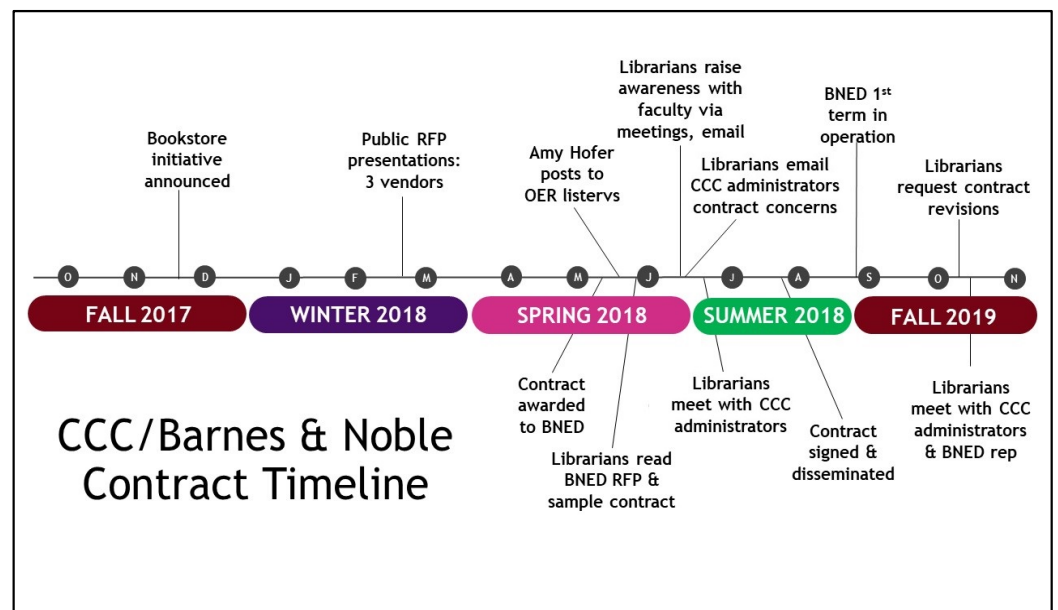


Figure 1

tract, May 7 to June 27, occurred during the second half of spring term 2018. The college held public informational sessions with BNED, and e-mails from administration solicited comments, questions, and concerns about the pending contract. On May 22, librarians requested to view the draft contract and were promptly invited to visit the executive offices to read BNED's service proposal, the document submitted to administration during the request for proposals (RFP) process. This proposal included the sample BNED contract, and librarians found multiple instances of this contract with OER language intact signed by other colleges.⁵ Much of CCC's final contract retains sample contract language in addition to custom language, but the first time librarians read the actual text of the CCC contract was July 25, when the signed document was shared with the CCC community. BNED moved into the campus retail space during August and opened its doors for business fall 2018.

OER Areas of Concern

EXCLUSIVITY

CCC's RFP prompted each vendor to provide a "non-exclusive digital delivery program that addresses the changing types of course materials, including providing digital course materials" (Barnes & Noble College, 2018c, p. 34). BNED declined to meet this request, emphasizing its service model requires BNED be designated the exclusive distributor of required or recommended materials in all formats. Contractual expressions of exclusivity became the crux of much of the librarians' advocacy. Section 7a of BNED's sample contract provided that BNE would be the "exclusive retail buyer and seller of all required, recommended, or suggested course materials and supplies, including ... open educational resources ("OER") available for purchase, and materials published or distributed electronically" (p. 2).

The librarians sought clarification; what OER are available for purchase? Did this indicate that publishers such as OpenStax, which provide free digital access but also print-on-demand services, could be excluded due to the ability to receive payment for services? Would the contract affect faculty development of OER? Would this impact CCC Library's print or digital course reserves?

Librarians were unsuccessful at obtaining shared definitions of key terms, and BNED's characterization of OER exemplifies the confusion. Section 2.4J of the signed CCC contract states that "not all OER materials are free" (Agreement, 2018, p. 4), despite OER being free by definition (What is OER?, 2016). This is not a semantical argument when it lives in a legally binding document. Librarians at the University of Central Florida (UCF) learned the value of a well-worded contract after BNED issued them a take-down notice for a research guide educating students about textbook affordability options. Upon appealing this infringement to UCF's legal counsel, librarians learned "existing textbook affordability legislation was not written strongly enough to override the exclusivity clause of the bookstore contract" (deNoyelles et al., 2017, p. 106).

ONLINE CLASSROOMS

Sample contract Section 7b designates BNED as the "exclusive retail (e-commerce) entity permitted to ... place a link on the LMS" for textbook or course materials (Barnes & Noble College, 2018c, p. 3). If BNED claims exclusive rights to materials disseminating electroni-



⁵ See College of the Sequoias sections 7a & 7b (<https://tinyurl.com/yxw3bkgf>).

cally, were faculty teaching online specifically implicated? Did this mean that faculty would not be able to share links to non-BNED OER in Moodle? Librarians noted that this section appeared to be in violation of CCC’s faculty contractual protection of academic freedom, which states, “instructors are entitled to freedom in discussion [of] the subject, regardless of delivery method” (FTFA, 2016, p. 55). How BNED intended to monitor and enforce LMS linking was not defined, although CCC was named as the responsible party for removing offensive links (Agreement, 2018, p. 2).

TRANSPARENCY

BNED systems integrate with CCC’s student enrollment and financial aid systems. BNED owns and tracks textbook and OER adoption information. Would CCC have access to this data, and how would this affect the workflow for mandatory reporting of LCT and OER adoptions to the state of Oregon as mandated in Oregon House Bill 2871⁶? BNED’s proposal revealed that it has partnerships with OpenStax and XanEdu for providing access to “OER and copyright clearance for over 8 million pieces of content” (Barnes & Noble College, 2018c, p. 32). BNED has its own digital reader, Yuzu, and proprietary OER courseware. Would this lead to increased workloads for CCC’s Library, Distance Learning (DL) or Information Technology (IT) staff? Did BNED provide accessible point-people for troubleshooting technology? Who were the “content develop specialists” who would “perform time-consuming research for you,” and the “expert editors” who “will help you design and edit a custom text or original book” (p. 32)? Is it appropriate for a third-party bookstore services provider to be influencing course materials, and by extension pedagogy, and how would the college implement quality control? Librarians entered into conversations with colleagues, administration, and the OER community with many questions.

Strategy

Librarians spent two weeks analyzing the proposal and the sample contract, generating a detailed list of questions, concerns, and requests for language to be clarified or rewritten (Appendix B). We sought assistance from Amy Hofer, who posted on our behalf to OER listservs soliciting input from multiple OER communities. We also e-mailed Director of Open Education at Creative Commons Cable Green for advice on our negotiations. These two sources generated useful input, which we used to craft our approach.

Librarians attempted to raise awareness at key campus meetings, and through this process, more faculty joined the conversation. We delivered a lengthy e-mail detailing our concerns about BNED’s proposal and sample contract to administration, who met with us shortly thereafter. They guaranteed us that academic freedom was not at risk and that the final contract would not restrict faculty’s ability to use and share OER. The signed contract showed significant changes, although many questions remain. After reading the signed contract, librarians sent a follow-up list of questions and proposed amendments (Appendix C).

⁶ HB 2871 (<https://tinyurl.com/y5oo83hg>), among other things, requires public institutions to track and report OER adoptions to the state of Oregon.



The Contract⁷

Administration delivered on the promise to include certain protections. The contract bans credit card advertisements from the bookstore website and cashier tills (Agreement, 2018, p. 5). It preserves faculty's ability to share affordable textbook options such as CCC Library course reserves and the student government textbook library (p. 12). Yet language pertaining to OER is scattered across five separate sections, and cross-referencing them leads to more questions than clarity as to what is permitted.

CONTRADICTORY OER PROVISIONS

Much of the OER language is positive. Section 2.4J states "CCC can utilize OER platforms that give free content in addition to for-purchase content," (p. 4). Taken alone, this assertion is cause for celebration. But while the contract states "CCC faculty have complete academic freedom to select OER of their choice and inform students about their selected OER" (p. 4), it also never explicitly protects faculty rights to link in the LMS and includes language indicating that sharing non-BNED OER is a contract violation. Multiple sections (1.2; 4.15K; 4.16B; 4.16C) hold phrasing that seemingly limit faculty's abilities to adopt, share, and access OER content independently of BNED OER-based products.

PERSISTENT EXCLUSIVITY LANGUAGE

Section 4.15K simultaneously names BNED as CCC's OER provider as it enables faculty to "access OER for courses through Open Oregon Educational Resources, as prescribed through state grant agreements" (p. 12). It broadly enables faculty to "use OER through other sources as desired" (p. 12), yet that latitude is juxtaposed with other hyper-specific OER provisions. Section 4.16B says, "CCC faculty have the ability to share required, recommended, or suggested course materials and supplies in their classrooms with students. Classroom and information sharing can occur in the physical environment" (p. 13). The latter clause conspicuously excludes online classrooms, a concern further underscored in 4.16C, which puts this freedom under the "exclusivity provisions" (p. 13) of Section 1.2, which retains the exclusivity language described earlier limiting linking in the LMS.

Perhaps most alarming is Section 1.2, which names BNED as "the exclusive retail (e-commerce) entity permitted to either place a link on the LMS," requiring CCC to "prohibit all third parties, including but not limited to publishers, sellers of textbooks and course materials, and providers of open education resources from placing direct links within the LMS" (p. 1). It may serve readers to know that this contract section is contingent upon CCC opting into BNED's First Day program, an inclusive access model where students pay for their textbook as a course fee and are given an access code to the digital content on the first day of class. The inclusive access model in and of itself is cause for objection, as it buries textbook costs within a course fee, thereby stripping students of agency in textbook purchasing options. Librarians learned in fall 2018 that multiple CCC courses were already using the First Day program, thus enabling the exclusivity section.

Section 4.15K also references an "OER program at CCC," which does not exist, then goes on to imply that the program works "in partnership with B&N College ... to develop



⁷ The full text of CCC's contract with BNED (<http://tinyurl.com/yyjpv98k>) is available in Appendix A.

and use OER” (p. 12). This phrasing forces librarians to speculate how this may be applied if and when CCC initiates a college-driven OER program. While BNED’s Portland regional manager verbally assured CCC librarians that “our intention is never to prohibit use of links to OER” (L. Schmit, personal communication, October 15, 2018), the signed contract leaves faculty in a state of uncertainty as to what is and is not permitted.

PROPRIETARY INFORMATION

BNED’s information systems integrate registration, financial aid, and textbook adoption data. The availability of the latter has widespread applications for OER, library services, and college-wide assessment. Section 8.3 of the contract designates such data as part of BNED’s proprietary information subject to confidentiality. “B&N College also creates a computer database containing, among other things, course book information. These forms and the database are B&N College proprietary information, created at substantial cost and expense to B&N College and used in connection with its business, the retail sale of course materials” (Agreement, 2018, p. 16). This is identical to the text UCF librarians cite as a barrier to advancing textbook affordability on campus. According to deNoyelles et al., “gaining access to the university’s required textbook list, in order to further pursue low-cost or open materials” required multiple interested groups partnering to petition “high level campus administrators and regional bookstore managers” along with a Higher Education Opportunity Act (HEOA) request (2017, p. 108). It is not yet known if CCC will need to repeat that process to receive textbook adoption data from BNED.

CCC’s contract is set for a 3-year term, with the option to extend to a total of 5 years (Agreement, 2018, p. 2). If CCC does not renew the contract, will it lose textbook adoption information for that time period? Will access to this data as well as growing dependence on BNED’s services and systems incentivize contract renewal? Much of the contract’s application can only be learned in real time as the partnership unfolds.

The First Term

ON THE GROUND

After reading the signed contract librarians sent a second lengthy e-mail to the administration seeking amendments to clarify specific OER provisions (Appendix C). The administration expressed a preference to leave the contract as-is with the possibility of revision should conflict arise. Librarians requested action on contractual guarantees of a Bookstore Advisory Group (Barnes & Noble College, 2018c, p. 19) and information posted on BNED’s retail spaces educating students about CCC Library course reserves (Agreement, 2018, p. 4). Partnering with the bookstore manager, librarians are working on designing shelf tags with QR codes to educate students about the existence of course reserves while they shop for textbooks. Librarians have held discussions with BNED officials about making course reserves-related information available on BNED’s CCC bookstore website.

As of this article’s publication, BNED is in its second operational term at CCC. Librarians have attended every BNED information session on campus to learn about the textbook discovery service, FacultyEnlight, as well as LoudCloud. New information surfaces regularly, such as on September 28, 2018, when a librarian in California posted to the LibOER listserv. Her husband, a professor using an OpenStax textbook, received an e-mail from BNED educating him about using LoudCloud as an alternative platform to OpenStax. BNED has confirmed that they intend to do the same LoudCloud marketing at CCC



for faculty currently using OER in their courses. Librarian advocacy resulted in contract section 2.4J, “XanEdu and B&N College do not provide course design work and support,” (Agreement, 2018, p. 4). However, librarians learned at an October 15 LoudCloud demonstration that after adopting BNED OER, faculty are paired with a BNED employee in New Jersey to co-design the course.

ANALYSIS

The friction within partnerships between nonprofit educational institutions and for-profit companies is well-documented, and this article’s purpose is not to invoke that debate nor align definitively with one side. In an era of shrinking budgets and dipping enrollment numbers, a growing number of colleges are outsourcing services to third-party vendors. BNED alone operates over 760 college bookstores nationwide (Barnes & Noble College, 2018b), a fact cited by CCC administrators as evidence of BNED’s capability and compatibility with the college’s values. Yet librarians remained concerned whether the contract, once applied, would fully align with CCC’s access- and equity-driven mission (CCC, 2018b), given Barnes & Noble College exists to generate a profit (Barnes & Noble College, 2018a). To their non-college audience, BNED presents students as under-tapped financial markets on its Brand Partnership website, offering potential investors “access to 6 million+ college students, parents, and alumni ... wielding \$143 billion in purchasing power” (BNCBP, 2018).

BNED promises to turn a profit where the college bookstore could not because the service model is very different. Outsourcing may alleviate administrative financial discomfort as “doing so allows them to provide an essential service and share in the profits without exposing themselves to the risks of running a business” (Pulley, 2000). However, faced with shrinking returns and outsourcing options, administrators must consider the role of a community college bookstore. Is it a source of income or a core student service? Is it possible to be both? Is it a false dilemma that the bookstore either generates profit or cannot exist? Is outsourcing an appropriate option that preserves the integrity of a community college mission to serve disadvantaged and underrepresented student groups?

The bookstore represents different things to its various stakeholders. Students, faculty, and administration may differ in satisfaction with the bookstore, as the groups interact with it on different terms (2000). All parties involved believe they are acting in students’ best interests, even when they generate drastically different solutions to the bookstore situation. There are many factors and questions worth considering when a college announces it is exploring alternative models; the first should be to collaboratively determine the role of the bookstore at each institution. Does it provide a key service to students, or does it exist to contribute to the bottom line? The two not being mutually exclusive, which of these aspects ought to take precedence? Is it worth subsidizing a bookstore because of the core services it provides? Or if the traditional textbook model has become too expensive for student and college alike, has the time come to invest in exploring a sustainable approach to more affordable course learning materials? Access to course materials has a profound effect on student success. When is it appropriate for profit to be a primary decision-making factor?

FUTURE OF OER AT CCC

It remains to be seen how the contract with BNED will impact students, faculty, and the future of OER at CCC. The librarians are hopeful this will be a mutually beneficial collaboration that centers on student success. From a short-term, quick-fix perspective, perhaps it



is better that a student can now pay \$39 for a BNED OER rather than \$150 for a Pearson textbook. Once a tipping point of support for OER is achieved, perhaps that student will be able to access that material for free. Perhaps LoudCloud will create a convenient on-ramp to OER usage, and more faculty will commit time to explore true OER adoption. The presence of turnkey courses may enable access to OER-based curriculum that, in the absence of a local OER program, faculty may not achieve otherwise.

In the long term, though, commodifying free content when a rapidly growing, faculty-driven open movement already exists may not be the most efficient way forward with textbook affordability. A sustainable college-led OER program that both uses and contributes to the body of truly open educational resources on the web is a systemic reform requiring institutional funding. A recent report by Oregon's Textbook Affordability Workgroup found that "faculty incentives and support were needed for open education resources (OER) to be effective" (TAW, 2014, p. 7). In the absence of institutional support to adopt and develop OER, BNED has stepped up and made OER adoption and creation seem effortless. An October press release announced BNED offered mini-grants of up to \$2,500 (plus \$1,000 bonus to departments) to faculty to develop new OER for use in the LoudCloud platform (Barnes & Noble Education, Inc., 2018). But building local OER content on proprietary platforms could backfire, especially if the college opts not to renew the contract, BNED goes out of business, or the LoudCloud courses faculty have built their programs around are removed from the BNED offerings.

It is not yet known how the annual \$200,000+ commission will be earmarked at CCC, nor who will contribute to that decision-making process. These funds represent an opportunity to invest in student success, perhaps through a position dedicated to helping faculty adopt OER across the curriculum and educate the college community about textbook affordability, open access, and equitable access to information. With new leadership at the presidential and dean levels, in addition to a transition to a Guided Pathways model, there is reason to be optimistic about upcoming equity measures at CCC.

Conclusion


CCC librarians continue to show up for campus conversations and advocate for students, faculty, and OER. In the absence of positive, direct language that, as Cable Green advised, "takes OER completely off the table" (personal communication, June 8, 2018), interested faculty are left to interpret the contract as they design their courses and Moodle shells. Amy Hofer's advocacy on our behalf through the OER community yielded actionable, strategic advice that aided us in our process. Ultimately, it was the feedback from the experts in the OER community and our own attempts to interpret the contract that resulted in change. To maximize our story's findability, CCC librarians also contributed a post to the Open Oregon Educational Resources blog⁸ on this topic and are presenting at the 2019 Oregon/Washington Library Associations Joint Conference⁹. The issue is garnering regional attention and we have been approached by multiple colleges undergoing similar negotiations; also, the Oregon Community College Library Association (OCCLA) request-



⁸ <https://openoregon.org/a-barnes-noble-experience/>

⁹ <https://www.wla.org/2019-ola-wla-conference-home>

ed CCC Librarians draft a position statement to be shared with administrators at colleges considering bookstore outsourcing. This document distills our philosophy and experience-informed insight into a tool we hope will be helpful for our colleagues.

Librarians may not be legal experts, but we are researchers and collaborators. Advocacy works, and timing is important. If your college announces it is considering outsourcing bookstore services, find a seat at the table. Show up to forums, ask questions, and grow your support network amongst faculty, who may be unaware of the implications of this contract. The more allies in holding student success and open education at the forefront of negotiations, the better. Know that all parties involved (administration, faculty, and BNED) believe they are making the best choices for student success from each of their unique perspectives. Reach out to students and engage them, perhaps through student government or the student newspaper. You may not be allowed to see contracts before they are signed, but remain vocal, especially if you are one of the unnamed “POCC (Participating Oregon Community Colleges)” (Agreement, 2018, p. 27). Know that support networks exist, and use them. 

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Appendices

Appendix A: The Contract (<http://tinyurl.com/yypjv98k>)

Appendix B: June 6 CCC Library Contract Concerns E-mail (<https://tinyurl.com/yxw5b8w9>)

Appendix C: October 8 CCC Library Contract Concerns E-mail (<https://tinyurl.com/yxeqcqul>)



Getting up to Speed on OER: Advice from a Newbie

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AMY STANFORTH is a Research & Instruction Librarian at Portland State University. She works with general education faculty and students and is a member of the OER Working Group at PSU. She got her start in libraries as a student worker at Florida State University and just couldn't get enough. In her free time Amy enjoys traveling, knitting, petting her doggies, and playing bass guitar.

Open Educational Resources (OER) programs are growing and institutions are looking for leaders to steer these programs successfully. This article will give advice to folks who are tasked with starting an OER program or joining an established program in its growth stage. It will discuss where to find OER research for those who don't know much about it, such as LibGuides, pertinent journals, and OER repositories. Then, it will move onto building campus partnerships and finding like-minded people in your institution that can champion the cause and help grow the program as well as provide institutional support. Next, it will look at off-campus partnerships and working with outside stakeholders that share the same goals. Lastly, the article will give advice for keeping current on OER research and resources, and discuss some of the professional development opportunities available.

Introduction

Open Educational Resources (OER) programs are growing around the world. As students struggle to meet the financial demands of higher education, institutions are recognizing that OER is an important component of the affordability of college and equalizing access to learning materials. Institutions are looking for leaders to steer these efforts and successfully implement sustainable OER programs on campuses. In some instances, librarians are assigned this new role and are tasked with getting up to speed on OER. This article gives advice and resources to those new to the role. A resource list is provided at the end of the article for your convenience.

Do Your Research

Like any good librarian, you'll start your journey into OER by doing some research. Start by looking at a variety of LibGuides from different types of institutions. You will notice the same repositories mentioned on the various guides, such as Merlot and OER Commons to name a few. There are hundreds of OER repositories across the world, making it impossible to list all of them, but you should explore some of the most well-known ones to get a feel for how they work, the features and filters provided, and the content within. Choose a few high enrollment subject areas at your institution and conduct searches to mimic the faculty experience. LibGuides will also give insight into what other institutions are doing to grow



and promote their programs on campus, including resources such as program descriptions with creative commons licenses. Instead of starting from scratch, build upon existing models and customize them to fit the needs of your campus.

OER is an area of growing scholarly research. The administration will want to see scholarly published studies on the efficacy of OER on affordability, retention, and academic achievement. Luckily, there are a few groups collecting this type of research in one place. The Review Project from the Open Education Group provides summaries of all known empirical research on the impacts of OER adoption. OERHub's Research & Outputs page contains academic publications and presentations from their own projects.

Building Campus Partnerships

Your best allies are those you share a campus with. Reaching out to various groups will give a holistic approach to the program. OER champions can be found in faculty across disciplines and these folks are your best allies. The biggest influence on faculty adoption of OER is other faculty who have done it and can serve as testimony to the benefits and speak honestly about the challenges. A search in the course catalog using the no-cost/low-cost designation, as required by Oregon House Bill 2871, is a good starting place for finding like-minded faculty.

Campus instructional support services and student government offer additional unique opportunities for partnerships. Instructional support services, sometimes called "The Center for Teaching and Learning" or "Office of Academic Innovation," work directly with faculty to design courses. They can encourage the adoption of OER and the integration of open education into teaching and learning practices. The marketing and public relations offices will have ideas to contribute for solidifying messages and promoting initiatives both on and off campus. Also, consider working with your college bookstore. The bookstore can provide print copies of OER for students and help track textbook data. Other institutional partners include your campus advisors, as they work directly with students and help them select classes that best meet their needs. Directing students to courses that offer a no or low-textbook cost option is significant for many of our budget-constrained students. When you're ready to dig deeper into data for assessment purposes, of course, your Institutional Research department is another ally in supporting your OER efforts.

Students are the biggest stakeholders in the textbook affordability movement and will be eager to get involved in promoting OER on campus. Invite them to attend planning meetings and then listen to their perspectives on how and why OER benefits them. Help them craft a positive message to faculty that reaches beyond the cost benefits of OER and touches on what faculty cares about most: access, retention, and academic achievement. There are a few toolkits aimed specifically at students, such as the PIRG toolkit and the Open Oregon Educational Resources toolkit. The biggest challenge to working with students is maintaining momentum as students graduate.

Off Campus Partnerships

Open Oregon Educational Resources offers local support to librarians and faculty creating and promoting OER in Oregon. The Open Oregon Educational Resources website contains a resource page listing OER adoption at various Oregon institutions as well as OER authored by Oregon instructors. Open Oregon Educational Resources delivers workshops




and trainings throughout the year and provides scholarships and funding opportunities for attendees. New to their website is a choose-your-own-adventure style FAQ with pathways of helpful information for the questions that faculty frequently ask. Most importantly, Open Oregon Educational Resources is a place to identify the growing Oregon OER support network and to make connections with other like-minded folks across the state. Join the listserv to stay informed of grant opportunities and workshops, and to learn more about your colleagues and the work they are doing.

OER champions all over the world are eager to share what they've done, and in true Open ethos, they make their work available to others with Creative Commons licensing. Consider these as additional off-campus partners. As mentioned above, building on existing models and customizing those models to fit your needs is a timesaving strategy. LibGuides contain many examples of program descriptions, process flowcharts, grant applications, and promotion ideas. Larger textbook initiatives offer additional support, such as OpenStax webinars and the Lumen Learning OER Champions Playbook, which lay out actionable items to incorporate into your campus action plan. Sparc and Open Textbook Network are two additional organizations that come to mind when considering additional support from off campus. Sparc especially does great work in supporting new-to-OER librarians by offering fellowships and professional development opportunities.

Keeping Current

Now that you've gotten up to speed on the current state of OER, relax into the idea that OER is changing and growing all the time. New materials are released, new tools are created, and new research is published. It can be overwhelming to keep up! Your best bet is to join listservs where you can learn about newly released or updated materials, learn about new tools and repositories, and keep current on research and professional development opportunities. Listservs also provide a platform for getting answers to questions you didn't even know you had. Members are quick to respond with best practices and to share their experiences and the lessons they've learned.

Attending local, state, and national conferences goes a long way toward keeping current. Open Oregon Educational Resources provides a few conference and training opportunities a year and offers scholarships and funding to attend. Academic librarian conferences typically host a few workshops on the topic. However, if attending conferences in person isn't an option, seek out conference reports and look to YouTube for recordings of keynote speakers and workshops. Webinars are another popular in-person conference substitute. Attend live, or watch a recording with your OER group at your convenience.

Open Educational Resources is an area that is growing rapidly. This growth can make it overwhelming for those new to the topic to find their footing and maintain a strategy for keeping up to date. The suggestions in this article and the accompanying resource list offer ways for librarians new to OER to advance and grow their current understanding. 



Resources

An electronic version of this resource list is available at <https://goo.gl/kyYMZM>

OPEN EDUCATIONAL RESOURCES REPOSITORIES

MERLOT

<https://www.merlot.org/merlot/index.htm>

OER Commons

<https://www.oercommons.org/>

OASIS

<https://oasis.geneseo.edu/index.php>

RESEARCH REPOSITORIES

The Review Project from Open Education Group

<http://openedgroup.org/review>

OERHub Research & Outputs Page

<http://oerhub.net/research-outputs/>

FOR LIBRARIANS AND FACULTY

Open Oregon Educational Resources

<https://openoregon.org/>

Open Stax Webinars

<https://openstax.org/blog/upcoming-openstax-webinars>

Lumen Learning OER Champions Playbook

<https://lumenlearning.com/champion-playbook/>

Sparc Popular Resources

<https://sparcopen.org/what-we-do/popular-resources/>

FOR STUDENTS

PIRG Toolkit

<https://studentpirgs.org/campaigns/sp/make-textbooks-affordable>

Open Oregon Educational Resources Student Toolkit

<https://openoregon.org/student-toolkit/>

SUGGESTED LISTSERVS

LibOER

<https://sparcopen.org/our-work/sparc-library-oer-forum/>

Open Oregon Educational Resources

<https://openoregon.org/email-group-launches/>

Open Textbook Network

<https://open.umn.edu/opentextbooks/contact>



OLA Quarterly Publication Schedule 2018

The *OLA Quarterly (OLAQ)* is the official publication of the Oregon Library Association. The *OLAQ* is indexed by *Library Literature & Information Science* and *Library, Information Science & Technology Abstracts*. To view PDFs of issues, visit the *OLAQ* Archive on the OLA website. Full text is also available through *HW Wilson's Library Literature and Information Science Full Text* and *EBSCO Publishing's Library, Information Science and Technology Abstracts (LISTA) with Full Text*.

Each issue is developed around a theme determined by the Communications Committee and Guest Editor(s). To suggest future topics for the *OLA Quarterly*, or to volunteer/nominate a Guest Editor, contact the *OLAQ* Coordinator.

Vol./No.	Theme	Deadline	Pub. Date	Guest Editor
Vol 24 • No. 4 Winter 2018	<i>Digital Repositories and Data Harvests</i>	January 15, 2019	March 15, 2019	Maureen Flanagan Battistella <i>A librarian embedded in the Anthropology and Sociology Program at Southern Oregon University</i>

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