

TEXAS STATE UNIVERSITY

AFFORDABLE LEARNING MATERIALS AND TEXAS STATE UNIVERSITY



Second Year Report from the Managing Textbook Costs Committee

2021



“

Faculty, staff, and university administrators have collaborated to advance the affordable learning materials initiative at Texas State over the past year. To date, these efforts have directly saved students an estimated \$1.69 million in expenses for textbooks and other required instructional aids.

”



CONTENT

Managing Textbook Costs Committee	6
Executive Summary	7
Introduction	13
Affordable Learning Materials Activity	15
Faculty Survey	25
Planning	31
Appendices	35

MANAGING TEXTBOOK COSTS COMMITTEE

CO-CHAIRS

Dr. Vedaraman Sriraman,
Office of the Associate Vice President for Division of Academic Affairs

Mr. Dana R. Willett,
Office of Distance and Extended Learning, Division of Academic Affairs

MEMBERS

Mr. Jokwon Bagby,
Student

Dr. Mary Ellen Cavitt,
Office of the Associate Vice President for Academic Success, Division of Academic Affairs
and Office of the Dean of University College

Mr. Matthew Gonzales,
Student

Ms. Sonya Gutierrez,
Office of Curriculum Services, Division of Academic Affairs

Dr. Lindsay Kipp,
Department of Health and Human Performance, College of Education

Dr. Benjamin Martin,
Department of Chemistry and Biochemistry, College of Science and Engineering, Representing Faculty Senate

Dr. Sergio Martinez,
Department of World Languages and Literature, College of Liberal Arts

Mr. Seth McNeill,
Student

Dr. Gwendolyn Morel,
Office of Distance and Extended Learning, Division of Academic Affairs

Ms. Dianna Morganti,
University Libraries, Division of Information Technology

Dr. Michael Nowicki,
School of Health Administration, College of Health Professions

Dr. Eric Paulson,
The Graduate College, Division of Academic Affairs

Mr. Mark Paz II,
Department of Communications Studies, College of Fine Arts and Communications

Mr. John Root,
Auxilliary Services, Division of Finance and Support Services

Dr. Piyush Shroff,
Department of Mathematics, College of Science and Engineering

Dr. Glenn Tanner,
Department of Finance and Economics, Emmett and Miriam McCoy College of Business Administration

Mr. Barry Underhill,
School of Family and Consumer Sciences, College of Applied Arts

EXECUTIVE SUMMARY

The Managing Textbook Costs Committee (MTCC) at Texas State met regularly during the course of this unusual academic year in an effort to continue to advance the use and development of affordable learning materials. Work of the MTCC in its first year resulted in the drafting of several short- and long-term goals. The University Libraries have archived the [First Year Report from the MTCC in Texas State's Digital Collections Repository](#). Activities in the second year contributed to progress toward those goals.

Tracking Student Savings Through Affordable Learning Materials

Faculty, staff, and university administrators have collaborated to advance the affordable learning materials initiative at Texas State over the past year. To date, these efforts have directly saved students an estimated \$1.69 million in expenses for textbooks and other required instructional aids. Much of this, (\$1.627 million) comes from saving associated with required learning materials that are discounted by commercial publishers using models such as Direct Digital Access (DDA) or Inclusive Access (IA). The remainder comes from Open Educational Resources (OER) adoptions that are reported by faculty. However, OER adoption likely accounts for more saving than is reported. Data from the University Bookstore indicates that up to one in every five courses at Texas State has no required textbook listed.

Develop a faculty awareness campaign regarding affordable learning materials

A subcommittee of the MTCC has drafted a campaign designed to generate additional faculty awareness about Texas State's affordable learning materials initiative and tools, opportunities, and incentives for faculty to adopt a low- or no-cost textbook strategy. The campaign will begin with conversations in academic department meetings and include follow-up with individual faculty interested in learning more.

These awareness efforts will supplement the existing OER Community of Practice activities of the University Libraries and workshops on OER offered annually by the Office of Distance and Extended Learning (ODEL).

Create a faculty incentive program for adoption and development of affordable learning materials

The MTCC in collaboration with the ODEL has issued a request for proposals from faculty to participate in an internal grant program that will incentivize the implementation and development of new OER. The grant RFP was released in May 2021 and has received several applications. These applications will be reviewed and grants awarded in August 2021.

Further, the MTCC encouraged and directly supported five Texas State faculty who applied for and were awarded OER implementation grants administered by the Texas

Higher Education Coordinating Board (THECB). This OER grant required that the target courses be part of the Texas General Education Core Curriculum. Each Texas State faculty applicant will receive \$5,000 per project to encourage and implement the work.

Initiate a catalog of textbooks that may be accessed from the library rather than being required for purchase

The University Libraries have identified the titles to be included in the start-up project and are establishing an awareness campaign for students in the selected courses.

Deploy a public dashboard indicating the success of any affordable learning materials initiatives

A sub-committee of the MTCC has identified the metrics that would assist the Texas State community in evaluating the success of affordability initiatives.

The public-facing metrics to measure affordable learning materials project successes include:

- Number of students (enrollments) in affected courses
- Number of courses and sections using OER or other affordable learning materials approaches
- Savings by students
- Grants awarded to implement these projects or to develop OER
- Number or items added to the state and university OER repositories by Texas State faculty
- Progress toward a pathway within the Texas State General Education Core Curriculum where OER and other low- and no-cost learning materials are in use

The dashboard would also include internal-facing metrics as well as student success measures connected to affordable learning materials projects as detailed later in the report. The MTCC will deploy the dashboard in 2022.

Make low- and no-textbook-cost courses easily identifiable in the schedule of classes

The Office of the University Registrar has created a process that faculty may use to add an attribute to their courses in the schedule of classes that indicates that the course uses low- or no-cost learning materials. While additional awareness is needed about the process, the attribute will ultimately add transparency for students about the total cost of learning materials in courses and allow them to register for courses that use these strategies if they desire.

Create a low- or no-textbook-cost path through the General Education Core Curriculum

The MTCC co-chairs solicited interest and support from members of the Texas State General Education Council (GEC)—the faculty committee with primary oversight of

the General Education Core Curriculum for affordable learning materials efforts of the MTCC. GEC members passed a resolution supporting the work of the MTCC. In particular, the resolution recognizes faculty choice in the selection of appropriate learning materials while encouraging consideration of affordability when making those selections.

In addition, the aforementioned OER grants supported by the THECB targeted courses in the General Education Core Curriculum. The five successful Texas State grant applications will result in five courses in this pathway that will use OER.

Annual Faculty Survey

In addition to tackling the goals set out in the first year of the MTCC, the committee conducted an annual faculty survey about affordable learning materials resulting in several notable results.

- Most (just over 70%) of faculty report that their students have access to the learning materials at the beginning of the academic term. Still, almost 13% indicate that their students do not have books or other materials at the start of the semester while almost 18% indicate that they do not know.
- Most of the responding faculty (just over 82%) report that the cost of learning materials is an influential factor when selecting learning materials
- Compared to those surveyed last year:
 - The overall reported costs of textbooks appears to have nudged lower;
 - More academic departments have formally discussed affordable learning materials, and;
 - Nearly 20% more faculty than the previous year's respondents say they have heard about OER and DDA as affordable learning materials strategies.
- Over 60% of those who responded say they are using at least some OER in their courses

Planning

Building on the advances in the previous year, the MTCC will implement:

- A faculty awareness campaign targeting individuals and academic departments and including general information about affordable learning materials, opportunities and tools available for adoption and development of affordable learning materials, and suggested and required processes for better transparency in the cost of learning materials for students
- A faculty and student survey regarding affordable learning materials
- A dashboard hosted on the university's website with relevant metrics collected on the success of affordable learning materials initiatives
- Planning by a sub-committee with a charge to develop acceptable approaches to advancing a low- or no-cost learning materials path through the General Education Core Curriculum

- Several courses where OER has been adopted due to incentives by the MTCC's faculty grant program
- Invitations to faculty for a second round of affordable learning materials grant funding opportunities

Acknowledgements and Report Limitations

This report and the progress made toward adoption and use of affordable learning materials have emerged in large measure from the work of Texas State faculty who recognized the benefits to students and our campus community long ago and began taking steps to create solutions even before the MTCC was formed. The success of these early efforts are not adequately captured in the data collected and presented here.

While counting savings to students through the use of OER and discounted textbook approaches are more conveniently measured, other approaches by faculty to increasing the affordability of learning materials may be more difficult to quantify including:

- Making use of original source materials as learning resources
- Choosing journal articles and other sources from library databases that are free to the student
- Selecting textbooks and other learning aids that may be used across multiple courses
- Shifting to teaching and learning approaches that require fewer texts such as project-based learning, case analysis, and active learning

Further, savings through the use of OER and discounted textbook approaches are not the only measures of success. We may only be able to infer rather than directly demonstrate that students are able to use savings to:

- Address food, health care, and housing insecurity issues
- Better achieve balance between employment and educational pursuits
- Move to graduation sooner by enrolling in more courses in a given term

These efforts and successes are also acknowledged here.

1

INTRODUCTION

INTRODUCTION

Texas State continues to address affordability of higher education across multiple fronts including concentration on affordable learning materials through the activities of the Managing Textbook Costs Committee (MTCC). The MTCC met regularly during the 2020-2021 academic year despite the unique challenges of the pandemic. In December, January and March meetings the committee discussed the short and long-term goals established in the first-year report and progress toward those goals. The University Libraries have archived the [First Year Report from the MTCC in Texas State's Digital Collections Repository](#).

Further, the committee heard from our university bookstore vendor about an affordable learning materials initiative that they are marketing. The committee also developed and deployed a faculty survey for a second year that explores perceptions of textbook and other instructional materials costs and heard reports about legislative action on college affordability and grant opportunities for Open Educational Resources (OER) course development projects.

This second-year report includes detail on activities of the committee and information on initiatives from both internal and external stakeholders relevant to affordable learning materials at Texas State.



2

AFFORDABLE LEARNING MATERIALS ACTIVITY

AFFORDABLE LEARNING MATERIALS ACTIVITY

Faculty, staff, and university administrators have collaborated to advance the affordable learning materials initiative at Texas State over the past year. These efforts have directly saved students an estimated \$1,690,616.50 in expenses for textbooks and other required instructional aids.

INCLUSIVE ACCESS TEXTBOOKS

Inclusive Access (IA) or Direct Digital Access (DDA) refers to a line of products developed by commercial textbook publishers and bookstore vendors that provides students with access to learning materials in a digital format and at prices below the market price for print materials. The lower pricing is also dependent on creating an opt-out system of payment for students for these materials. Under the plan, students are billed for their e-books and other digital materials along with their tuition for the course. Students may opt out of the plan and must then secure their learning materials on the open market. Promotion of the plans often features the lowered cost of learning materials and the immediate access that students have to the e-books and other aids.

Texas State faculty have been assigning DDA materials for several years. In the first year report of this committee, twenty-four distinct courses were identified as using DDA across 290 course sections in the fall 2019, spring 2020, and summer 2020 terms (AY20). For the AY21 terms, there are 40 distinct courses using a DDA approach representing 423 course sections. **Based on information from the University Bookstore about these plans and enrollment data, student savings are estimated at \$1,627,981.50 in the 2020-2021 academic year.** Table 1 provides details based on faculty textbook selections reported to the University Bookstore and on enrollments from the student information system.

TABLE 1: AY21 DDA COURSES AND ESTIMATED SAVINGS

Course	Sections	Enrollment	Savings
BIO 1330	16	1,692	\$ 271,635.00
BIO 1331	13	1,115	\$ 177,207.75
BIO 2440	2	273	\$ 23,446.19
BIO 2450	1	57	\$ 2,664.75
BIO 4416	2	238	\$ 1,317.00
COMM 1310	94	5,065	\$ 128,791.50
DAN 2313	1	60	\$ 600.60
ECO 2301	2	324	\$ 26,707.50

Course	Sections	Enrollment		Savings
ECO 2315	2	99	\$	4,235.22
ENG 3303	5	118	\$	9,401.74
ESS 5304	1	26	\$	487.50
GEO 2410	8	278	\$	34,949.50
GS 3310	8	128	\$	7,616.00
GS 3320	18	327	\$	22,234.58
MATH 2393	9	197	\$	28,318.75
MATH 2417	22	642	\$	98,640.00
MATH 2471	30	658	\$	93,555.50
MATH 2472	23	641	\$	90,891.75
MATH 2473	3	80	\$	11,336.00
MATH 3305	1	18	\$	3,262.50
MKT 3343	5	979	\$	49,795.00
MU 2313	10	895	\$	59,195.50
PH 3321	1	29	\$	4,611.00
PHYS 1310	13	878	\$	126,329.50
PHYS 1320	9	512	\$	73,286.50
PHYS 1340	8	825	\$	77,962.50
PHYS 1350	4	419	\$	25,835.54
POSI 2310	36	5,277	\$	37,317.75
POSI 2320	34	3,558	\$	23,476.50
PSY 2301	4	255	\$	32,487.00
PSY 3331	1	35	\$	57,773.60
REL 1300	5	97	\$	3,652.00
SOCI 1310	5	291	\$	15,916.50
SOCI 3307	14	720	\$	33,185.59
SOCI 3384	1	48	\$	4,141.44
SPED 3338	1	13	\$	672.75
SPED 4344	7	184	\$	10,842.00
SPED 4345	1	13	\$	864.50
SPED 5313	1	10	\$	517.50
TH 2313	2	119	\$	4,819.50

Course	Sections	Enrollment	Savings
Totals	423	27,198	\$ 1,627,981.50

Planned adoption of DDA materials for the fall 2021 term indicates continued growth in use of this approach to affordable learning materials. DDA learning materials are currently required in 49 courses across 235 sections in fall 2021.

OER ADOPTIONS

AND COURSES WITH NO REQUIRED LEARNING MATERIALS

Gauging the adoption of OER in Texas State courses and resulting student savings is difficult given the variety of approaches faculty may utilize in using open resources. In cases where OER are the only assigned materials, student costs fall to zero. Some adoptions, however are mixed; OER and commercial materials are a combined requirement. Further, while it is possible to list OER as a required resource with the university bookstore, many faculty who use OER may also skip this step and list the free materials in course syllabi. In spring 2021, only seven courses listed OER with the university bookstore. **When comparing this approach to other sections of the same course where a commercial textbook or other learning materials are listed, it can be estimated that students saved up to \$62,635 in spring 2021 through the assignment of OER by faculty.** Table 2 lists these courses and the associated savings that were realized.

TABLE 2: COURSES USING OER IN SPRING 2021

Course	Sections	Enrollment	Savings
CS 1428	1	174	\$ 43,195.50
CS 3339	1	48	\$ 4,800.00
ENG 1310	1	16	\$ 1,908.00
ENG 1320	2	41	\$ 2,275.50
PHYS 2435	1	48	\$ 3,456.00
PSY 3331	1	35	\$ 7,000.00
Totals	7	362	\$ 62,635.00

This is likely a low estimate of affordability given the number of course sections in each term that have either no text assigned or where faculty have not provided learning materials information to the university bookstore. In the spring 2021 term, for example, academic units offered 2823 seminar and lecture sections. Of these, faculty listed a required, commercial text or other instructional aid in 2198 sections (77.9%). As noted earlier, seven sections listed OER as the required resource for students. An additional 530 sections required no text (18.8%) and an additional 88 course sections had no learning materials information listed (3%). **In all, approximately one in five lecture or**

seminar courses offered in spring 2021 had no required cost for learning materials.

Despite what remains unclear about required learning materials from these data, what is clear is a trend from last year’s report toward increased affordability.

OER GRANT APPLICATIONS

In addition to the few courses that exclusively use OER for required learning materials, Texas State faculty are actively preparing more courses that will adopt this approach. In late 2020, the Texas Higher Education Coordinating Board launched the Open Educational Resources Course Development and Implementation Grant Program funded by the Governor’s Emergency Educational Relief (GEER) Fund. In coordination with the Office of Distance and Extended Learning (ODEL) and the University Libraries, five Texas State faculty responded to this request for proposals during the grant’s three application periods. The grant required that all of the courses proposed for redevelopment be within the Texas Common Core Curriculum, be offered online, and use only OER for required course materials. The grant supports two types of projects—development of new OER for use in courses and implementation of existing OER into courses.

All participating faculty submitted implementation grant applications. **All five grants were subsequently funded with primary course development work to begin in summer and fall 2021.** Courses would be deployed, as required under the grant, on or before summer 2022. The redeveloped courses would initially affect affordability in a single section of a course, but the course and student learning outcomes will be deliberately measured and shared. Expected success will likely inspire the deployment of OER in additional course sections. As these courses are within the Texas State General Education Core Curriculum, every undergraduate may soon benefit.

Each of the grants were funded for \$5,000 for a total award of \$25,000 to develop new OER-based courses. The GEER OER grants require a matching commitment from the university which will come through in-kind instructional design support provided through ODEL. Table 3 provides details on the THECB-funded OER grants that were awarded to Texas State faculty.

TABLE 3: TEXAS STATE COURSES AWARDED OER GEER GRANTS IN 2021

Course	Course Title	Faculty
BIO 1320	Modern Biology I, Molecules, Cells, and Physiology	Dr. Rachel Davenport
ENG 1320	College Writing II	Dr. Nancy Wilson
HIST 1310	History of the United States to 1877	Dr. Allison Robinson
HIST 1320	History of the United States, 1877 to Date	Dr. Allison Robinson
PSY 1300	Introduction to Psychology	Dr. Juan Angulo

MTCC DASHBOARD

The MTCC has advanced planning for a dashboard featuring affordable learning materials success stories. A sub-committee of MTCC members identified several public-facing and internal metrics that would assist the Texas State community in evaluating the success of affordability initiatives.

The public-facing metrics to measure affordable learning materials project successes include:

- Number of students (enrollments) in affected courses
- Number of courses and sections using OER or other affordable learning materials approaches
- Savings by students
- Grants awarded to implement these projects or to develop OER
- Number of items added to the state and university OER repositories by Texas State faculty
- Progress toward a pathway within the Texas State General Education Core Curriculum where OER are in use

Internal metrics collected as a part of the dashboard would include:

- Programs, departments, and academic units with OER or other affordable learning materials projects and adoptions
- Number of faculty participating in implementation or development of OER
- Number of faculty participating in professional development related to affordable learning materials
- Number of citations regarding OER work in peer-reviewed academic publications
- Titles cited in other works
- Technical and process improvements toward easing the adoption and use of OER including learning management system integrations
- Number of low price pay-per-use licensing models
- Growth in a “Textbooks at the Library” project
- Changes in awareness and interest about affordable learning materials measured by an annual survey of faculty

Student Success Metrics

The MTCC dashboard will also track student success metrics connected to affordable learning materials initiatives where possible. Quantitative data would include:

- Pass rates on standardized assessments
- Number of students demonstrating mastering of learning outcomes
- Course completion rates
- End of course grades
- Number of students who have access to required learning materials at the beginning of term
- Measured engagement with learning materials

MTCC FACULTY AWARENESS CAMPAIGN

The MTCC will deploy an affordable learning materials awareness campaign in fall 2021. An overview of the plan includes faculty and student engagement. A sub-committee of the MTCC has developed a draft presentation that may be used for faculty awareness, a list of university departments and stakeholder groups with contact information, and a timetable with objectives for meeting with these departments and stakeholders to offer a presentation about the work of the MTCC and the tools available at Texas State for addressing affordability of learning materials. Ideally, members of the MTCC would be assigned a presentation schedule for the fall 2021 and spring 2022 academic terms. This combined with the annual faculty survey conducted by the MTCC and regular OER and affordable learning materials workshops offered by ODEL and the University Libraries should increase awareness on the topic and encourage additional activity.

GENERAL EDUCATION COUNCIL

While pursuing these grant opportunities with faculty, leadership of the Managing Textbook Costs Committee solicited interest and support from members of the Texas State General Education Council (GEC)—the faculty committee with primary oversight of the General Education Core Curriculum for affordable learning materials efforts of the MTCC. Committee members assisted in outreach about the grant opportunity and passed a resolution supporting the work of the MTCC. In particular, the resolution recognizes faculty choice in the selection of appropriate learning materials while encouraging consideration of affordability when making those selections. The important support of the GEC also extends to a joint subcommittee formed from GEC members and MTCC members who will consider strategies to promote affordability of learning materials in General Education Core courses.

LEARNING MANAGEMENT SYSTEM STEERING COMMITTEE

Some student spending on required learning materials takes the form of digital sub-

scriptions for services such as online homework platforms or student engagement tools that connect to the university's learning management system (Canvas) through Learning Tools Interoperability (LTI) standards. Known as LTIs, these various digital tools assist with student learning through increased engagement with course materials, stronger faculty-student interactions, and convenient student-to-student peer learning collaboration. While the price of these tools for students is generally low, the cost is not inconsequential. To address the use of these tools and their affordability, the Learning Management System Steering Committee (LMSSC) at Texas State has established an evaluation and approval process for LTIs.

Further, the LMSSC collaborated with the MTCC to survey faculty about their use of LTIs this year. While response rate for the LTI portion of the survey was rather low, the results indicate that LTIs created by traditional textbook publishers are among the most used LTIs in Canvas including Macmillan's Launchpad, Cengage OWL and Mindtap, Pearson's My Lab products, and Norton's course quiz tool. These products are typically connected to commercial academic texts and have features that are difficult to replicate with OER resources. The LMSSC plans to use the data from the survey to investigate the overall costs of these tools for students and to consider methods to improve student affordability.

UNIVERSITY LIBRARIES

Staff in the Texas State University Libraries also advanced projects during the year that are assisting faculty and students with affordable learning materials. In addition to assisting faculty with preparing and executing the aforementioned GEER OER grants, the library's Scholarly Communications Team designed the OER Community of Learning to develop a campus-wide baseline of knowledge on the subject of OER and establish a network of advocates in order to support future university initiatives related to OER and textbook affordability.

The Community of Learning program featured self-paced Canvas modules created by librarians and peer reviewed by library staff and university faculty, staff, and administrators including members of the MTCC. These online modules were supplemented by live, online webinars and discussion groups. The first faculty group of 16 in the project worked as a cohort over the course of a semester, exploring the what, why, and how of getting started with OER. The University Libraries staff hope to run three OER Community of Learning cohorts in 2021-2022.

In addition, the University Libraries have developed and launched additional resources for Texas State colleges regarding OER. A dashboard to these resources may be found here: <https://guides.library.txstate.edu/OERbycollege>.

OFFICE OF DISTANCE AND EXTENDED LEARNING (ODEL)

During the 2020-2021 academic year, ODEL staff assisted faculty with developing

grant applications for the GEER OER grants administered by the Texas Higher Education Coordinating Board (THECB). In addition to offering suggestions and guidance about the grant narratives, ODEL will serve as the university's required matching contribution to the grant awards. In-kind services of instructional design support will help the grant awardees make the most of OER in their courses. ODEL will also help collect and analyze success metrics for the redesigned courses. These metrics are a requirement of the grant but will also inform future OER projects at Texas State. The development work on the grant funded courses will continue through summer and fall 2021.

In supplement to the GEER OER grants, ODEL set aside approximately \$100,000 in 2021 for an inaugural round of internal OER grants. Faculty were invited to apply for development or implementation grants through the program with an application deadline of mid July 2021. The grant program is designed to support as many as ten internal OER projects depending on the funding level requested. Ideally, the redesigned courses would be available for students in summer or fall 2022. The grant application materials are appended to this report.

ODEL continues its broad support of the MTCC and affordable learning materials by maintaining direct involvement in committee and sub-committee activities of the MTCC and in carrying out logistics for the MTCC such as the annual affordable learning materials surveys and data collection for this annual report.

UNIVERSITY BOOKSTORE

Follett, the vendor contracted to operate the Texas State University Bookstore, met with the MTCC in 2021 to discuss affordable learning materials. Follett introduced the committee to their ACCESS program which would propose to pool the learning resources needs of students and provide digital access to those materials for all those enrolled in the program and in exchange students would pay a uniform fixed price for access. The plan would propose to simplify the process of computing the total cost of attendance for students and would represent a predictable expense for students during the term. The program did not appear to be an immediate fit and was not recommended by the committee.

Meanwhile, Follett has increased awareness among faculty about DDA learning materials. This is partly reflected in the increased DDA adoptions. As noted above, the number of courses requiring learning materials through a DDA option is increasing into the fall 2021 term.

OFFICE OF THE UNIVERSITY REGISTRAR

The Office of the University Registrar has also been an active partner in efforts to create awareness about affordable learning materials. Registrar's staff have implemented changes to the course information system allowing faculty to clearly indicate that their courses use low- or no-cost learning materials. When building courses in the system

that supports the official schedule of classes, faculty may easily click a checkbox in the software to indicate that OER, DDA, or inexpensive (less than \$50) course materials are in use. These indicators then become searchable features in the online registration tool used by students to build an academic schedule for the term. The Office of the University Registrar and the MTCC will partner to promote the software feature and will include the instruction set developed by the registrar's staff in professional development offerings about affordable learning materials. A copy of this instruction set is appended to this report.

ACADEMIC AFFAIRS

Texas State continues to collaborate with external partners on affordable learning materials projects including ongoing participation in the Power by Public initiative through the Association of Public and Land Grant Universities (APLU). In addition to other topics, our Cluster 11 working group has focused on OER and affordable textbooks and other instructional materials during the 2020-2021 academic year. During regular bi-monthly meetings, the affordable learning materials team (made up of peer institutions including Texas State) has discussed strategies for increasing awareness on the topic among faculty. The group also conducted a faculty survey and aggregated the information in hopes of identifying areas where faculty could be better engaged. Texas State had conducted a similar faculty survey last year and repeated that effort this year. Some findings from that survey are included later in this report.

TEXAS LEGISLATURE

To inform new planning and goal-setting, the MTCC has actively monitored the progress of bills related to affordable learning materials in the Texas Legislature. Several initiatives were presented with one bill passing during this bi-annual session—House Bill 1027 (HB 1027). The bill “relating to the disclosure of certain information regarding course materials by public institutions of higher learning” focuses on how students at state-funded colleges and universities may obtain information about required textbooks and other instructional materials at the time of registration. The governor signed the bill which will take effect in September 2021. In part, the new law requires greater transparency about the type and cost of learning materials required for courses in which students may enroll. Colleges and universities would need to prominently display information about OER and DDA arrangements for each course during the registration process. Even costs of learning materials covered by tuition must be identified and described to the student. For DDA, instructions for opting out of these programs must also be clearly described to the student at time of registration. The language of the bill is appended to this report and will be included in Section 1, Subchapter I, Chapter 51 of the Texas Education Code.

3

FACULTY SURVEY

FACULTY SURVEY

A survey exploring affordable learning materials was distributed in May 2021 to all Texas State faculty. The instrument, consisting of sixty-four questions and presented in an appendix to this report, generated 269 total responses from an invitation pool of 1875 faculty.

Respondents came from academic units across the university with a significantly small representation from both the University College and Honors College. The sample also covered most academic departments and schools. Other demographic characteristics of the respondents are:

- At least 50% report eleven or more years of teaching in higher education
- 53% are tenured or tenure track faculty
- Almost all report full-time status
- 68% teach mostly face-to-face, about 12% teach mostly online, and 20% indicated that they teach a mix of online and in person courses
- Most (57%) reported that their typical class sizes were between 21 and 50 students. Our survey sample would therefore track against registration data where only about 30% of the section sizes are typically in this category
- Most (about 87%) are personally responsible for selecting learning materials for their courses or participate on faculty committees that select the materials

The number of total responses is comparable to our faculty survey from the previous year and has a similar demographic profile. Some new questions were added to the 2021 faculty survey but many responses to questions can be compared year-over-year.

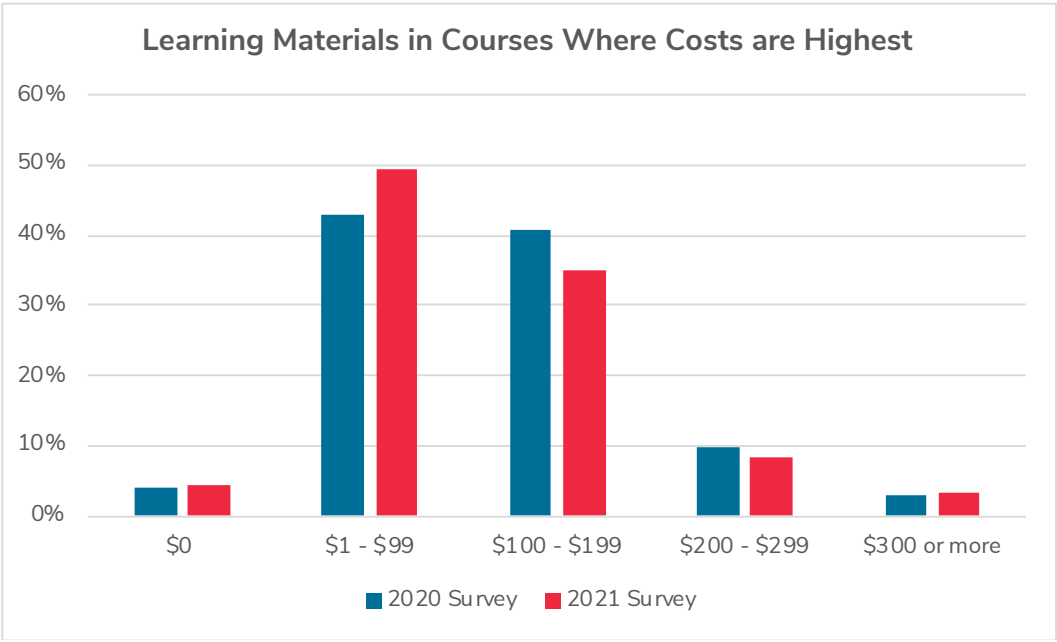
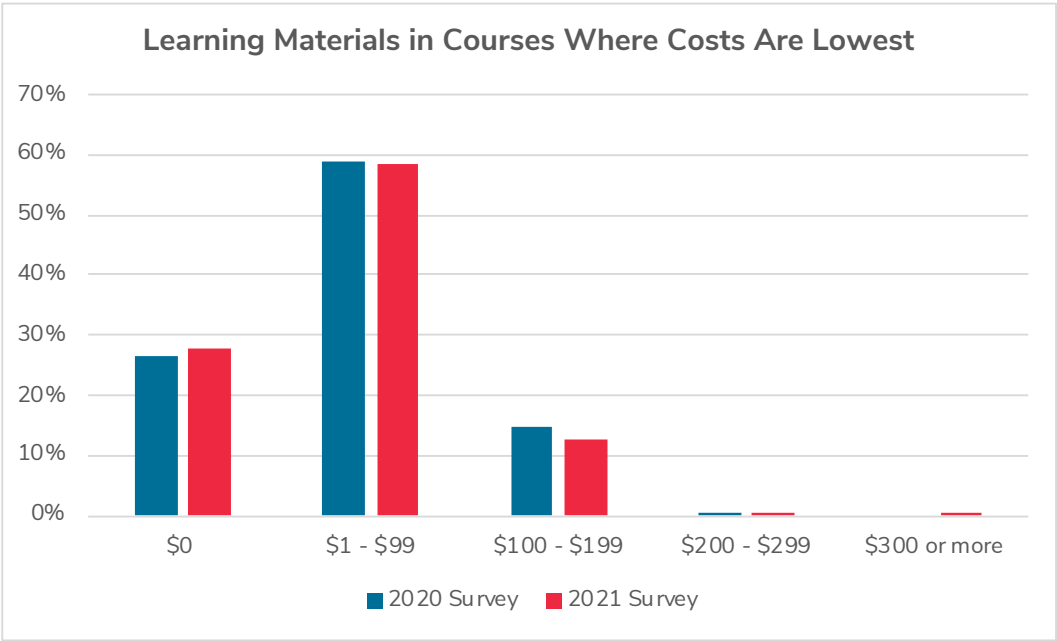
Faculty respondents indicate that instructional materials in use are mostly books, textbooks, journal articles, electronic books, online video or audio, and web sites. White papers, original source documents or items, and online homework systems are also regularly used. Faculty also recommend students find these materials at the bookstore, online booksellers, the library, and to a slightly lesser extent, repositories of open licensed materials (OER). Most faculty, however, report that they upload instructional materials to the learning management system. Most (just over 70%) of faculty report that their students have access to the learning materials at the beginning of the academic term. Still, almost 13% indicate that their students do not have books or other materials at the start of the semester while almost 18% indicate that they do not know. This has been consistent over both years of the survey.

Most of the respondents (just over 82%) report that the cost of learning materials is an influential factor when selecting learning materials and a number of strategies are

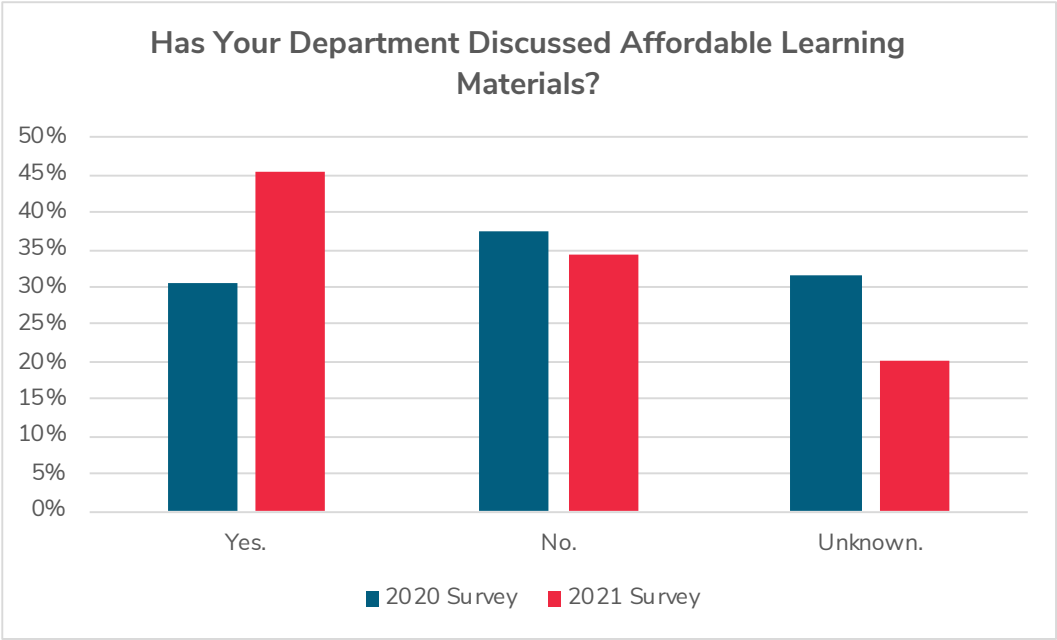
used by faculty to reduce overall costs of these materials including:

- Linking to book chapters, articles, and other resources through the library (16%)
- Choosing not to require a book (14%)
- Uploading PDFs of learning resources to the learning management system (13%)
- Choosing a different textbook (12%)
- Reducing the number of required texts (11%)

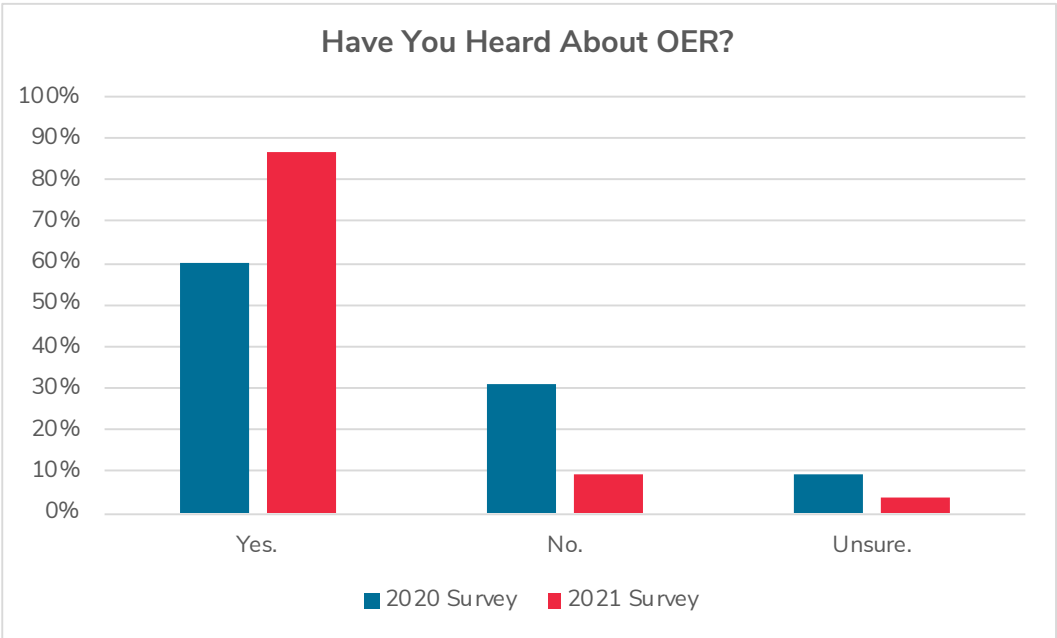
Faculty were also asked to estimate the costs of learning materials in courses they taught where the student might pay the least and the most for learning materials. The responses to this question compare closely from year to year but appear to slightly skew to lower costs in the 2021 survey particularly in the courses where textbooks and other study materials are highest.

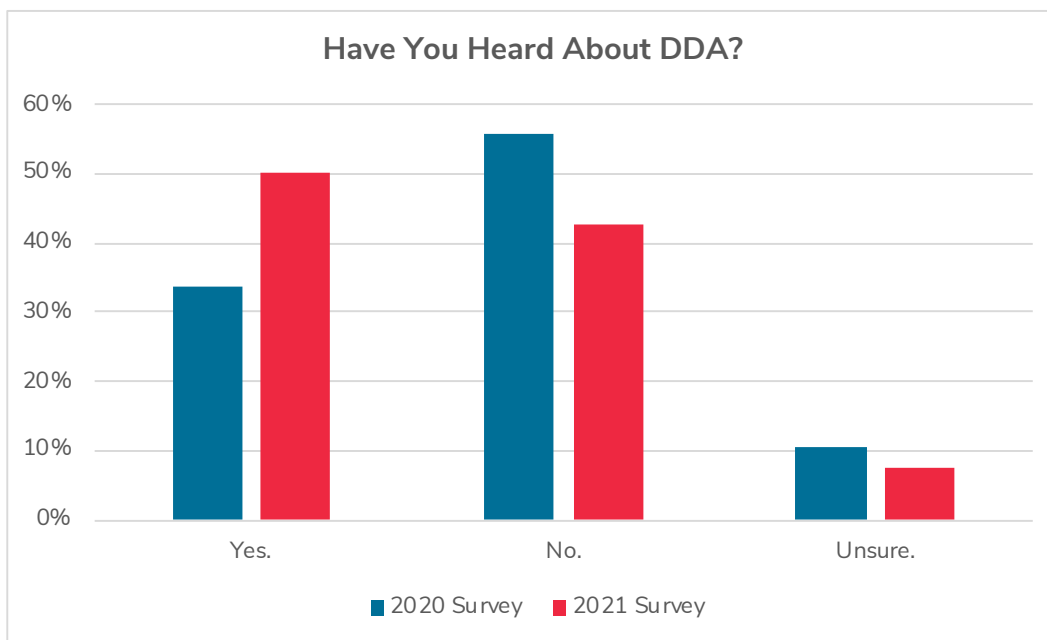


Respondents were asked if their academic units had formally discussed affordable learning materials. As with the previous year’s results, most indicated that it had been an agenda item with a higher percentage this year indicating that it has been discussed.



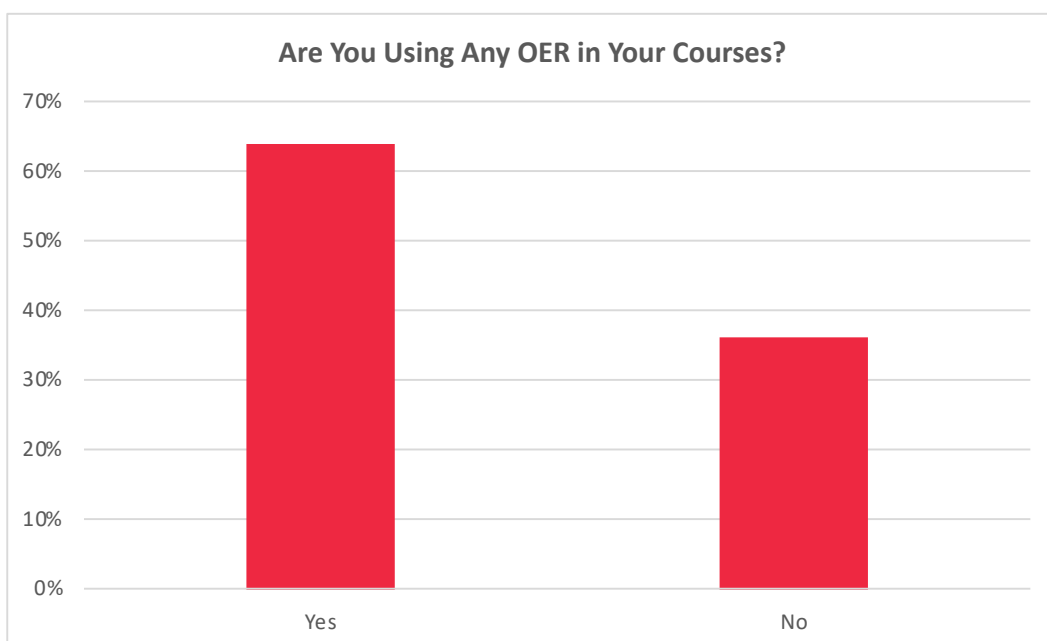
Nearly 20% more faculty than the previous year’s respondents say they have heard about OER and DDA as affordable learning materials strategies.





These positive response rates are gratifying for those who have invested in raising awareness about the cost of textbooks and other instructional aids.

And many faculty appear to be using OER in their courses even if the course doesn't use OER exclusively.



Faculty also indicated that they would likely use more OER if it were easily accessible to faculty and students (26.76%), there was an assurance of quality (19.35%), and OER met the accessibility and inclusion needs of their students (17.72%).

Better understanding the needs and perceptions of faculty regarding affordable learning materials through this annual survey will assist the MTCC in planning and

goal-setting. Specifically, the survey results suggest that:

- Significant student savings may be realized by devoting attention to courses where textbook costs are highest even if adoption of low or no-cost learning materials is not the exclusive solution for all required materials in the course
- Faculty awareness projects of the MTCC should likely include both efforts to reach individuals and their academic departments
- Additional effort may be needed to fully capture the current level of adoption of OER in courses

4

PLANNING

PLANNING

In last year's affordable learning materials report, the MTCC set out short- and long-term goals for the committee and the university.

SHORT-TERM GOALS

- Develop a faculty awareness campaign regarding affordable learning materials
- Create a faculty incentive program for adoption and development of affordable learning materials
- Initiate a catalog of textbooks that may be accessed from the library rather than being required for purchase
- Deploy a public dashboard indicating the success of any affordable learning materials initiatives
- Make low- and no-textbook-cost courses easily identifiable in the schedule of classes

LONG-TERM GOALS

- Create a low- or no-textbook-costs path through the General Education Core Curriculum
- Negotiate lower sales margins with the University Bookstore vendor
- Build a culture that values the use of affordable learning materials

In the coming year, the MTCC will implement:

- A faculty awareness campaign targeting individuals and academic departments and including general information about affordable learning materials, opportunities and tools available for adoption and development of affordable learning materials, and suggested and required processes for better transparency in the cost of learning materials for students
- A faculty and student survey regarding affordable learning materials
- A dashboard hosted on the university's website with relevant metrics collected on the success of affordable learning materials initiatives
- Planning by a sub-committee with a charge to develop acceptable approaches to advancing a low- or no-cost learning materials path through the General Education Core Curriculum
- Several courses where OER has been adopted due to incentives by the MTCC's faculty grant program
- Invitations to faculty for a second round of affordable learning materials grant funding opportunities

The report above details the significant progress made toward achieving these goals. While work remains for the MTCC and its critical partners, there are now well-established foundations for additional success and momentum both internal and external to Texas State.

HB 1027

House Bill 1027 was passed by the Texas Legislature and signed by the governor in 2021. HB 1027 (which has an effective date of September 1, 2021 and is to be implemented with the fall 2022 term) will require additional coordination between faculty, the University Bookstore, and the Office of the University Registrar regarding the creation of the schedule of classes for each academic term. The new language added by the bill to the Texas Higher Education Code will require transparency for students about the affordability of learning materials for each course at time of registration. The MTCC will integrate awareness of this legislation into planning for the upcoming year.

5

APPENDICES

TEXAS HOUSE BILL 1027

Texas House Bill 1027 (HB 1027) was filed January 8, 2021 and signed by the governor on June 15, 2021. The text of the bill, captioned “Relating to the disclosure of certain information regarding course materials by public institutions of higher education,” will amend the Texas Higher Education Code and become effective on September 1, 2021, with implementation intended beginning with the fall 2022 term. The text of the bill as implemented follows.

H.B. No. 1027

AN ACT

relating to the disclosure of certain information regarding course materials by public institutions of higher education.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Subchapter I, Chapter 51, Education Code, is amended by adding Section 51.4521 to read as follows:

Sec. 51.4521. PUBLIC INSTITUTIONS: DISSEMINATION OF COURSE SCHEDULE AND LIST OF REQUIRED AND RECOMMENDED COURSE MATERIALS.

(a) In this section:

(1) “Course material” means a textbook, supplemental material, or open educational resource.

(2) “Institution of higher education,” notwithstanding Section 51.451, has the meaning assigned by Section 61.003.

(b) Not later than the 30th day before the first day that classes are conducted for each semester or academic term, each institution of higher education shall:

(1) compile a course schedule indicating each course offered by the institution for the semester or term to postsecondary students;

(2) with respect to each course, include with the schedule, or provide in a prominent location in the schedule a link to an Internet website, such as the Internet website of a college bookstore, that contains, a list of the required and recommended course materials that specifies, to the extent practicable, the following information for each course material, as applicable:

(A) the retail price;

(B) the author;

(C) the publisher or provider;

(D) the most recent copyright date;

(E) the International Standard Book Number assigned, if any;

(F) whether the course material is an open educational resource; and

(G) any associated fee or charge, such as a technology cost, library use cost, or printing or publication fee;

(3) in a prominent location in the schedule, state or provide an Internet website link to:

(A) the full amount of any fee or charge for course materials assessed by the institution or another entity under an agreement with the institution, including a statement regarding whether the fee or charge is included in the cost of tuition;

(B) if a course material is in a primarily electronic format, the terms under which the publisher or provider collects and uses student data obtained through a student's use of the course material; and

(C) any provision that allows the student to opt out of a fee or charge described by Paragraph (A); and

(4) make information regarding the cost of course materials on the course materials list under Subdivision (2) available to college bookstores and other providers of course materials that serve the students of the institution.

(c) As soon as practicable after the information becomes available, each institution of higher education shall make available specific information regarding any revisions to the institution's course schedule and course materials list.

(d) An institution of higher education shall itemize a fee or charge for course materials assessed by the institution or another entity under an agreement with the institution separately from any other fees or charges assessed for a course or course section in the institution's billing to the student. This subsection may not be construed to prohibit an institution of higher education from including the cost of course materials as part of the institution's tuition.

(e) Any agreement between an institution of higher education and an entity under which the institution agrees to assess or allows the entity to assess a fee or charge for course materials to students enrolled at the institution is public information under Chapter 552, Government Code.

(f) To allow for timely placement of course material orders by students, each institution of higher education shall establish a deadline by which faculty members must submit information to be included in the course schedule and course materials list required by Subsection (b).

(g) If an institution of higher education or a college bookstore publishes a course materials list with a course schedule on an Internet website that provides a search function, the institution or bookstore must:

(1) ensure that the search function permits a search based on whether a course or section of a course requires or recommends only open educational resources; or

(2) provide a searchable list of courses and sections of courses that require or recommend only open educational resources.

(h) If an institution of higher education designates in the institution's course schedule certain courses or sections of courses as having low course material costs or a similar designation, the institution shall, in a prominent location in the schedule, state

or provide an Internet website link to the criteria for that designation.

(i) This section may not be construed to affect any authority granted to a faculty member by an institution of higher education to select course materials for courses taught by the faculty member.

SECTION 2. Section 51.451, Education Code, is amended by amending Subdivision (4) and adding Subdivision (4-b) to read as follows:

(4) “Institution of higher education” means:

(A) an institution of higher education as defined by Section 61.003; or

(B) a private or independent institution of higher education [as defined by Section 61.003].

(4-b) “Private or independent institution of higher education” has the meaning assigned by Section 61.003.

SECTION 3. Section 51.452, Education Code, is amended to read as follows:

Sec. 51.452. PRIVATE INSTITUTIONS: DISSEMINATION OF COURSE SCHEDULE AND LIST OF REQUIRED AND RECOMMENDED TEXTBOOKS.

(a) Each private or independent institution of higher education shall:

(1) for each semester or academic term, compile a course schedule indicating each course offered by the institution for the semester or term to postsecondary students;

(2) with respect to each course, include with the schedule a list of the required and recommended textbooks that specifies, to the extent practicable, the following information for each textbook:

(A) the retail price;

(B) the author;

(C) the publisher;

(D) the most recent copyright date;

(E) the International Standard Book Number assigned, if any; and

(F) whether the textbook is an open educational resource;

(3) except as provided by Subsection (b), at the time required by Subsection (c)(2):

(A) publish the textbook list with the course schedule on the institution’s Internet website and with any course schedule the institution provides in hard copy format to the students of the institution; and

(B) make that information available to college bookstores and other bookstores that generally serve the students of the institution; and

(4) except as provided by Subsection (b), as soon as practicable after the information becomes available disseminate as required by Subdivision (3) specific information regarding any revisions to the institution’s course schedule and textbook list.

(b) A private or independent [An] institution of higher education is not required to publish a textbook list as described by Subsection (a)(3)(A) or any revisions to that textbook list as described by Subsection (a)(4) if a college bookstore publishes that list and any revisions to that list on the bookstore’s Internet website on behalf of the insti-

tution at the appropriate times required by this section.

(c) To allow for timely placement of textbook orders by students, each private or independent institution of higher education shall:

(1) establish a deadline by which faculty members must submit information to be included in the course schedule and textbook list required by Subsection (a); and

(2) disseminate the institution's course schedule and textbook list as required by Subsection (a)(3) as soon as practicable after the institution has compiled the schedule and list but not later than the 30th day before the first day that classes are conducted for the semester or other academic term for which the schedule and list are compiled.

(d) If a private or independent [an] institution of higher education or a college bookstore publishes a textbook list with a course schedule on an Internet website that provides a search function, the institution or bookstore must:

(1) ensure that the search function permits a search based on whether a course or section of a course requires or recommends only open educational resources; or

(2) provide a searchable list of courses and sections of courses that require or recommend only open educational resources.

SECTION 4. Section 51.452, Education Code, as amended by this Act, and Section 51.4521, Education Code, as added by this Act, apply beginning with the 2022 fall semester.

SECTION 5. This Act takes effect September 1, 2021.

President of the Senate Speaker of the House

I certify that H.B. No. 1027 was passed by the House on May 8, 2021, by the following vote: Yeas 132, Nays 7, 2 present, not voting; and that the House concurred in Senate amendments to H.B. No. 1027 on May 28, 2021, by the following vote: Yeas 131, Nays 16, 2 present, not voting.

Chief Clerk of the House

I certify that H.B. No. 1027 was passed by the Senate, with amendments, on May 27, 2021, by the following vote: Yeas 31, Nays 0.

Secretary of the Senate

APPROVED: _____

Date

Governor

INSTRUCTIONS FOR INDICATING LOW- AND NO-COST TEXTBOOKS IN THE SCHEDULE OF CLASSES

The Office of the University Registrar has created and deployed a process for indicating when a course uses low- or no-cost learning materials. This process sets an indicator on the course that displays information about the affordability of the learning materials in the course to the student at time of registration. Courses flagged in this way may also be searched on these attributes by the student during registration. The instructions for setting these indicators is detailed below.

UPDATING OPEN EDUCATIONAL RESOURCE SECTIONS IN CLSS

Overview: Open educational resources (OERS) are freely accessible, openly licensed text, media, and other digital assets that are useful for teaching, learning, and assessing as well as for research purposes. As of September 2020, the Texas Higher Education Coordinating Board launched OERTX, the state's digital repository of open educational resources for Texas Students and educational institutions.

- Open Educational Resources (OERS) – students will have no textbook or learning material costs as this course may use free and/or open educational resources.
- Affordable Learning Materials Cost Courses (ALMS) – required course materials are available for \$50 or less including printing costs.
- Inclusive Access/Digital Direct Access Courses (DDAC) – includes the cost of your digital learning materials as an additional course charge on your tuition statement.

1. Log into CLSS: <https://next.mycatalog.txstate.edu/wen/>
2. Select the correct semester you'd like to update.
3. Select the scheduling unit for that semester and double click to open the schedule.
4. Find the course you are wanting to update and double click to show the list of created sections.
5. Select the section you are wanting to update and double click to open and update.
6. Press the blue pencil in the "Section Attributes" block to add the attribute.
7. Click on the green plus sign in the top right-hand corner to add a new attribute.
8. Select the field to add an attribute and search for "Affordable Learning Materials, Inclusive Access/Digital Direct Access Courses, Open Educational Resources" to add one of the attributes.
9. Click "Accept."

Edit Section – MKT 4315-251: SERVICE DESIGN (CRN: 36935)

Section Information

Title/Topic: SERVICE DESIGN (Default Value) Session: 1-Main Session (Full Term)

Section #: 251 Campus: Off Campus


Inst. Method: Fully Distance Education Credit Hrs: 3

Schedule Print: Yes Status: Active

Section Type: Lecture Consent: (None Assigned)

Link To: Not linked to other sections Grade Mode: Standard Letter (Default Value)


Cross-list With: Select section...

Section Attributes 



Dif Tui- Business Admin

Course Attributes

Dif Tui- Business Admin

Instructor  **Room** **Schedule**

Fisk, Ra

Section Attributes  

Attribute

Dif Tui- Business Admin


Select...

Select...

Affordable Learning Materials

Inclusive/Digital Direct Accss

Open Educational Resources

 Accept

10. Select the blue pencil in the “Section Text” block to add the required section long text.
11. Copy the below comment to add in Section Long Text:
 - Open Educational Resources (OERS) – “Students will have no textbook or learning material costs as this course may use free and/or open educational resources.”
 - Affordable Learning Materials Cost Courses (ALMS) – “Required course materials are available for \$50 or less including printing costs.”
 - Inclusive Access/Digital Direct Access Courses (DDAC) – “Includes the cost of your digital learning materials as an additional course charge on your tuition statement.”
12. Paste the comment after any comments that are already added to the section in the “Long Text”.
13. Click “Accept”.

Edit Section – MKT 4315-251: SERVICE DESIGN (CRN: 36935)

Section Information

Title/Topic: SERVICE DESIGN (Default Value) Session: 1-Main Session (Full Term)

Campus: [Dropdown]

Ins: [Dropdown]

Sche: [Dropdown]

Sec: [Dropdown]

Section: [Dropdown]

Dif Tui: [Dropdown]

Instru: [Dropdown]

Fisk, Ra: [Dropdown]

Enrollment: 0 current, 19 prior

Maximum: 25 Wait Cap: 0

Section Text

Long Text

TAUGHT VIA INTERNET (\$150 ELECTRONIC FEE); Are you ready to succeed in an online course?
Texas State encourages you to find out here: http://ready.distancelearning.txstate.edu
Students will have no textbook or learning material costs as this course may use free and/or open educational resources

Cancel Accept

W 11am-12:20pm

14. Click “Save Section” to process the changes.

Enrollment: 0 current, 8 prior

Maximum: 16 Wait Cap: 0

Comments: [Text Area]

Section Text

href=http://www.studyabroad.txstate.edu/program-offerings/Faculty-Led-Programs.html" target="_blank"><a>Study Abroad Office This course involves activities that require the handling of a variety of animal

Bridge Tools

Cancel Save Section

Complete the process for every section that will be considered an Open Educational Resource section.

TEXAS STATE FACULTY OER GRANT RFP

In late spring 2021, the Office of Distance and Extended Learning, collaborating with the Managing Textbook Costs Committee, issues a request for proposals (RFP) to Texas State faculty interested in integrating OER into their courses or for development of new OER resources to be used in courses. The OER implementation and development grant program would provide incentives for faculty to adopt and create affordable learning materials in alignment with university goals. Proposals will be evaluated in August 2021. The text of the RFP follows.

REQUEST FOR APPLICATIONS OPEN EDUCATIONAL RESOURCES (OER) COURSE DEVELOPMENT AND IMPLEMENTATION GRANT PROGRAM 2020-2022

APPLICATION DEADLINE: July 9, 2021

Program Overview

The Open Educational Resources (OER) Course Development and Implementation Grant Program is established to enhance quality in course offerings and reduce the costs of educational materials for students at Texas State University through grants to support the development of new open educational resources (OER) and/or the redesign of courses using existing OER.

Two categories of grants are available under this Request for Application (RFA):

- Development Grants – up to \$10,000 to support faculty or faculty teams in developing new OER for courses; and
- Implementation Grants – up to \$5000 to support faculty or faculty teams in the redesign of courses for using existing OER.

This RFA encourages faculty applicants from all academic disciplines and in both undergraduate and graduate education with emphasis on making awards where:

- the application proposes a notable reduction in instructional costs for the student,
- the impact of the course development and subsequent cost savings will reach many students,
- all required learning materials used in the newly developed course must be licensed as OER and all optional material would be at no cost to the student,
- the application proposes partnerships with the University Libraries and instructional design support through the Office of Distance and Extended Learning for course development,
- the application details an assessment plan that will compare the effect on teaching and learning of the course redevelopment and OER adoption, and
- there is a clear commitment to offer the newly redesigned course regularly.

All inquiries and communications concerning this RFA will be directed via email to:

Dana R. Willett

Assistant Vice President, Office of Distance and Extended Learning

drw134@txstate.edu

512-245-7965

Award Summary

The grant period will begin upon notice of award and will conclude according to the appropriate timeline below. All terms of the grant must be completed prior to the end date of the grant period.

The funding available to support OER Course Development and Implementation Grants will be awarded to faculty and faculty teams on a competitive basis. Criteria for evaluation and selection of faculty for awards are described in the OER Course Development and Implementation Grant Evaluation Rubric.

Applications for this RFA will be accepted immediately and through 11:59 pm on the grant deadline. Applications submitted after the application deadline will not be considered for funding. Planned grant timelines appear below.

Grant Timeline

Development Grants

Solicitation of applications May 2021

Application deadline July 9, 2021

Notice of awards July 16, 2021

Primary course and materials development July 21, 2021 – February 25, 2022

Grant report due February 25, 2022

End of grant period May 6, 2022

Selection of OER materials, course planning, identification of learning outcomes, alignment of OER to the curriculum and outcomes, most if not all learning module development, some if not all media production, most if not all OER materials development, and most if not all course assessments must be completed during the primary course and materials development stage.

Implementation Grants

Solicitation of applications May 2021

Application deadline July 9, 2021

Notice of awards July 16, 2021

Primary course development July 21, 2021 – November 19, 2021

Grant report due November 19, 2021

End of grant period May 6, 2022

Selection of OER materials, course planning, identification of learning outcomes, alignment of OER to the curriculum and outcomes, most if not all learning module development, some if not all media production, and most if not all course assessments must be completed during the primary course development stage.

Eligibility Requirements

This grant program is open to all faculty at Texas State University and requires indications of support for the application and subsequent grant commitments from the department/school and college. This support must include an agreement to offer the re-developed course at least one time via Extension within a year of the beginning of the grant timeline.

The course or courses identified for development or re-development in the application must be in the approved course catalog at Texas State University. An individual may submit multiple applications prior to the RFA application deadline but will only be funded for one project from this RFA. All applications must use the TXST OER Grant Application Form found at https://gato-docs.its.txstate.edu/jcr:4b90cdd4-6a93-455a-831c-3c57b3f7c2ac/TXST_OER_RFA_ApplicationForm.docx. The grant web site at <https://www.distancelearning.txstate.edu/faculty/OER-Grant-Program.html> also has a template that may ease the drafting of an RFA response.

Faculty teams may be created with partners from other institutions but grant funds may only be applied to employees of Texas State University.

Eligible projects for Development Grants will:

- Ensure all materials are offered to students at no cost except the cost of printing (should students choose to print materials).
- Offer the redeveloped course (at least one section) using only OER for any required materials for at least two terms.
- Monitor required metrics and provide in a grant report including data from those metrics.
- Develop or use materials that must either reside in the public domain or be licensed under a Creative Commons Attribution (CC BY) license. Creative Commons (CC) licenses allow content creators to retain copyright while allowing others to copy, distribute, and make some uses of their work. A CC license ensures licensors get the credit for their work. Additionally, a CC license is international and continues as long as applicable copyright lasts.
- Commit to hosting copies of all OER materials created under the grant on the Texas State University OER repository and consider hosting copies of all OER materials created under the grant on the Texas OER repository.

Eligible projects for Implementation Grants will:

- Ensure all materials are offered to students at no cost except the cost of printing

(should students choose to print materials).

- Offer the redeveloped course (at least one section) using only OER for any required materials for at least two terms.
- Monitor required metrics and provide in a grant report including data from those metrics.
- Develop or use materials that must either reside in the public domain or be licensed under a Creative Commons Attribution (CC BY) license. Creative Commons (CC) licenses allow content creators to retain copyright while allowing others to copy, distribute, and make some uses of their work. A CC license ensures licensors get the credit for their work. Additionally, a CC license is international and continues as long as applicable copyright lasts

Project Requirements

Awarded funds shall be spent only on expenses that support the OER Course Development and Implementation Grant Program as documented in the application budget and timeline.

The proposed courses must not be a part of another grant program or funding source offering funds to develop OER. All purchasing and payroll must be conducted following established rules, guidelines, policies, and procedures of Texas State University. Any changes from the budget submitted as a part of the original application must be approved in advance by making a formal budget change request in writing to the grant coordinator.

Allowable Costs

Each grant award is made available to the applicant for the development and delivery of course materials that are “in the public domain or have been released under an intellectual property license that permits the free use, adaptation, and redistribution of the resource by any person.” Course materials may include full course curricula, course materials, modules, textbooks, media, assignments, software, and any other tools, materials, or techniques, whether digital or otherwise, used to support knowledge.

Examples of categories that Award funds may be used for include: instructional design, project management, faculty summer stipends, digital media production, publishing costs, or other costs directly related to content development.

Faculty stipends may not exceed \$3,000 when all faculty stipends are combined for implementation grants and are not to exceed \$6,000 when all faculty stipends are combined for development grants.

Prohibited Costs

The following kinds of costs will not be paid with OER Course Development and Implementation Grant Program funds:

- Costs incurred prior to the grant period;

- Faculty salaries except summer salaries/stipends;
- Food and beverages;
- Indirect costs; and
- Travel.

Award Selection Criteria and Process

Each applicant must satisfy all Eligibility Requirements under this RFA to be considered during the award selection process. Projects will be selected for funding on a competitive basis.

This RFA is designed to fund projects that provide the best overall value to Texas State University within the goals described in this. Selection criteria is based on eligibility requirements, planned budget, proposed project timeline, and project quality, as determined by reviewer criteria. Incomplete, ineligible, and otherwise non-compliant applications will not be considered for funding under this RFA.

Three expert reviewers will evaluate the applications based on the program elements and the review criteria presented in this section, which are designed to enable the reviewers to assess the quality of a proposed project and determine the likelihood of its success.

1. The project is well defined and grounded in principles of effective instructional design.
2. The project can be completed within the grant period.
3. The proposed project is realistic and appropriate to the goals identified by the applicant.
4. The proposed activities and strategies are appropriate and are described in sufficient detail.
5. Project activities would likely continue after the grant period ends.
6. Project goals align with the overall goals of the RFA to develop or implement courses that use only open educational resources (OER) for all required materials.
7. If identified in the application, the course materials proposed are of sufficient quality to enhance course curricula, including student learning outcomes/objectives aligned to the OER as well as to assessments.
8. The course materials are provided to the student at no cost, other than the cost of printing.
9. The proposed project evaluation for determining the success of the project is described in sufficient detail and includes relevant information/data to be collected.
10. The expected outcomes are achievable using the resources and plans the applicant submits.
11. The expected outcomes would make a significant impact on reducing the cost of educational resources in the course(s).
12. There are sufficient staffing and resources to ensure that project evaluation information/data will be properly collected and reported.

Reviewers will use the general selection criteria to score applications. The Application Evaluation Form can be found here: <https://gato-docs.its.txstate.edu/jcr:63579332-ea03-46fe-b6c7-293f85c662ee/OER%20Grant%20Rubric.pdf>

Application Format and Required Content

All applications must use the TXST OER Grant Application Form found at https://gato-docs.its.txstate.edu/jcr:4b90cdd4-6a93-455a-831c-3c57b3f7c2ac/TXST_OER_RFA_ApplicationForm.docx.

All applications must include:

- The category of grant requested
- The total funding request
- The name and Texas State University course ID for the course(s) targeted for development or redevelopment in the application
- The name of the faculty lead and, if applicable, other members of the faculty team associated with the proposed project
- A project narrative (requirements below)
- A project work plan including a timeline (requirements below)
- A project budget (requirements below)
- Indication of support for the project for the applicant's department/school and college including a commitment that the OER course will be offered at least one time via Extension within one academic year of the start of the grant period.

Narrative Requirements

Project Summary

The summary must include a project goal statement and provide a description of the overall project plan. In the summary, specify the course name and number of the proposed course(s), how often each course is offered, and total enrollments for the most recent offerings of each course. Describe each course's current use of educational resources (e.g., textbooks) to support instruction and learning, the cost to the student for those resources, and the potential savings to students through the project.

Grant applicants should include collaboration with the University Libraries and the instructional design team in the Office of Distance and Extended Learning as a part of the project plan.

Further, explain how funding, if awarded, would enhance instructional design, including effectively assessing all learning outcomes, while ensuring that the students incur no cost for the educational resources used in the course except for printing. Describe in detail how the project will implement OER.

The narrative must address the following questions:

- What are the anticipated challenges of replacing currently utilized learning materi-

als with OER and how do you plan to overcome those challenges?

- What existing OER will you adopt and/or adapt/revise, if applicable, and are they available to the students at no cost other than the cost of printing?
- For learning materials identified in the application, have the proper permissions been obtained, if needed, for all resource(s), and can you ensure that materials created can be licensed under a CC BY license?
- How will alignment be ensured between learning outcomes and assessments,
- How will OER support student mastery of learning?
- How will the project incorporate principles of effective instructional design?
- How will instructional designers, librarians, or other staff support the project?
- How will institutional and departmental administration support the project?
- Which academic semesters do you anticipate offering the developed course(s) that involve only OER?
- What metrics will you use to measure the success of the project. Metrics must include cost savings to students and may otherwise include measures of student learning improvement, student satisfaction, and changes in student access to learning materials.

Finally, describe how your college/department/school will continue the project or similar activities after the grant period ends. Identify any resources (time, effort, funds, etc.) that will be needed over the longer-term to sustain the effective use of the OER in the course(s) to support the learning outcomes, and how those needs can be met.

Description of Applicant and Partners

Provide information on faculty involved in the project and partners expected to participate in the program/project, including information on their roles and contributions such as partnerships with instructional designers, course developers, librarians, and technical support staff. Clearly describe participants' level of commitment to the project, including percent of work allocated to project.

Assessment of Need

Describe how the project will assist in lowering the cost of learning materials for students and how access to non-cost learning materials will potentially benefit teaching and learning.

Provide a brief overview of significant OER currently available, if any, for the subject matter (e.g., Psychology, History, etc.) of each course.

FOR DEVELOPMENT GRANTS ONLY: Provide a rationale for why available OER does not meet the needs of the course(s) and describe OER that will be created.

Project Workplan and Timeline

The project work plan and timeline must include an roles and responsibilities of project partners, outcomes tied to dates and expected deadlines in a project timeline, and

proposed metrics for measurement of project success.

Generally, each objective would be supported by one or more activity, process, or deliverable. If the proposal is funded, it is expected that the project work plan will be more fully developed and expanded over the course of the grant period. The project work plan and timetable should also include a description of how the proposal will be evaluated. Metrics must include those required as a part of this RFA. The evaluation metrics and a summary of the implementation of the course design/redesign will form the basis of the required grant report.

Project Budget

The application must include a summary budget. Award funds may be used for instructional design, project management, faculty summer salaries, or other costs directly related to course design. Consult the section above on allowable and prohibited expenses.

As noted previously, faculty stipends may not exceed \$3,000 when all faculty stipends are combined for implementation grants and are not to exceed \$6,000 when all faculty stipends are combined for development grants.

Distribution of Grant Funds

The Office of Distance and Extended Learning (ODEL) will distribute grant funds. Expenses for the grant and execution of the project will not exceed the grant funds awarded. Contracts, services, fees, expendables, hardware, and software will all be purchased by ODEL based on the approved grant

budget. Expenses not approved in the grant will not be funded. Purchases and other expenses not initiated by ODEL as a part of the grant will not be funded. Faculty stipends and other payments to personnel will be paid upon completion of the project as described in the approved grant proposal.

Grant Extension

Extension of the Grant Period for the project may be granted at the sole discretion of ODEL. An awarded applicant may be eligible to request a maximum six-month no-cost grant extension to fully complete grant project activities and goals. An awarded applicant must request an extension by email to the coordinator of the OER Course Development and Implementation Grant program prior to the grant end date. Extensions are subject to the availability of appropriated funds and to the eligibility requirements.

Monitoring and Reporting

Monitoring

The ODEL staff will monitor and oversee the OER Development and Implementation Grant program progress and compliance through required reporting to ensure that

grant commitments are fulfilled and that the financial matters related to the grant award are accurate and appropriate. The awarded applicant is required to complete the project report listed below for a project funded as a result of this RFA. ODEL will provide a template and instructions for electronic submission for required reports.

If an awarded applicant does not submit the required report as detailed below by the established deadline, and the awarded applicant has not been granted a submission extension, ODEL reserves the right to require that grant funds be returned. If a required report is not accepted by the grant coordinator, the awarded applicant will be required to revise and resubmit.

Reporting

An awarded applicant is required to submit a written report to the grant coordinator following the first offering of the redeveloped course. The report will generally include (but not be limited to):

- Course number(s), title(s), and sections(s) that used only OER materials.
- Number of students completing a course using only OER materials under this grant program.
- Number of faculty adopting OER materials under this grant program.
- Cost savings per student, based on the cost of materials used for the course(s) in the term directly preceding the grant period.
- Narrative status report on the development of the OER Course Development and Implementation Grant project.
- Project Work Plan. The work plan submitted with the Applicant's Application will be included with updates and additional detail on project implementation.
- Student and faculty satisfaction data regarding the use of and usefulness of OER in the course(s).

Termination

ODEL may, by written notice to an awarded applicant, immediately terminate this grant award/agreement for cause if: (a) ODEL is not observe regular and substantive progress on the grant project; (b) default or abandonment by an awarded applicant occurs; or (c) an awarded applicant fails to comply fully with any term or condition of this grant award/agreement, through no material fault of ODEL. If ODEL deems it appropriate under the circumstances, ODEL will provide a three (3) business day advance written notice of intent to terminate this agreement, and ODEL will provide an awarded applicant with an opportunity for consultation with ODEL prior to termination during that three (3) business day period.

FACULTY AFFORDABLE LEARNING MATERIALS SURVEY

In spring 2021, the MTCC conducted a faculty survey regarding affordable learning materials to assess faculty awareness of the topic and to understand the current level of adoption of OER and other low- and no-cost learning materials approaches in Texas State courses. Some results of the survey are presented above. Qualtrics was used to draft and deploy the survey. The survey instrument is replicated below.

AFFORDABLE LEARNING MATERIALS LANDSCAPE SURVEY 2021

Thank you for taking a few moments to assist us in discovering more about how learning materials are selected and used by faculty at Texas State. The questions below apply to the courses you have or are teaching this year. Please answer as completely as possible.

Texas State University Academic Affairs is conducting a research study to evaluate selection and use of instructional materials including textbooks and electronic resources. You are being asked to complete this survey because you may have been involved in the selection of learning materials in courses you teach. Participation is voluntary. The survey will take approximately 20 minutes or less to complete.

This study involves no foreseeable serious risks. We ask that you try to answer all questions; however, if there are any items that make you uncomfortable or that you would prefer to skip, please leave the answer blank. Your responses are anonymous.

Results of this study will assist in our planning for student and faculty services, higher education affordability initiatives, and student success projects.

Reasonable efforts will be made to keep the personal information in your research record private and confidential. Any identifiable information obtained in connection with this study will remain confidential and will be disclosed only with your permission or as required by law. The members of the research team and the Texas State University Office of Research Compliance (ORC) may access the data. The ORC monitors research studies to protect the rights and welfare of research participants. Your name will not be used in any written reports or publications which result from this research. Data will be kept for three years (per federal regulations) after the study is completed and then destroyed. If you have any questions or concerns feel free to contact Dana R. Willett, Assistant Vice President, Office of Distance and Extended Learning at drw134@txstate.edu or 512-245-2322. This project, IRB #7777, was approved by the Texas State IRB on April 16, 2021. Pertinent questions or concerns about the research, research participants' rights, and/or research-related injuries to participants should be directed to the IRB chair, Dr. Denise Gobert 512-716-2652--(dgobert@

txstate.edu) or to Monica Gonzales, IRB Regulatory Manager 512-245-2334-- (meg201@txstate.edu).

If you would prefer not to participate, please do not fill out a survey.

If you consent to participate, please complete the survey.

- ☐ Please check to indicate that you have read the statement above, understand it, and are ready to proceed with the survey.
- ☐ Please check here if you choose not to participate in the survey.

Your name [optional]:

Please select your college from the list below:

☐ Applied Arts ... University College

Please select your department/school from the list below:

☐ Aerospace Studies ... Social Work

How long have you been teaching in a post-secondary setting?

- ☐ 1-5 years
- ☐ 6-10 years
- ☐ 11 years or more

Please select your faculty role:

- ☐ Non-tenure track
- ☐ Pre-tenure
- ☐ Tenured
- ☐ Emeritus

Please select your employment type:

- ☐ Part-time
- ☐ Full-time

Typically, (non-pandemic) what are the course delivery modes used for your courses?

- ☐ Mostly in-person
- ☐ Mostly online
- ☐ A mix of online and in-person

What are the typical sizes of the classes you teach?

- ☐ 1-10
- ☐ 11- 20
- ☐ 21-50
- ☐ 51-100
- ☐ More than 100

What types of learning materials did you assign this year? [check all that apply for all courses]

- ☐ Books
- ☐ Textbooks
- ☐ Journal articles
- ☐ Course packs
- ☐ Electronic/digital books
- ☐ Workbooks
- ☐ White papers, case studies, or reports
- ☐ Lab manuals
- ☐ Online homework system/aid
- ☐ Online video or audio
- ☐ Video or audio on fixed media (DVD/CD)
- ☐ Websites
- ☐ Original source documents or artifacts
- ☐ Lab kits

List any other type of learning materials that were not already indicated above:

This year, did you recommend sources for students to acquire the required learning materials? [check all that apply]

- ☐ No
- ☐ Yes. Bookstore.
- ☐ Yes. Openly accessible materials or OER.
- ☐ Yes. Library resources.
- ☐ Yes. Online retailer.
- ☐ Yes. Course reserves.
- ☐ Yes. Subscription.
- ☐ Yes. Uploaded to the learning management system (TRACS or Canvas).

Who has the primary role in selecting the learning materials in the courses you teach? [check all that apply]

- ☐ I am responsible for selecting materials for my own courses.
- ☐ I lead a committee or group that makes the selection.
- ☐ I am a member of a committee or group that makes the selection.
- ☐ A faculty committee of which I am not a member makes the selection.
- ☐ A department coordinator makes the selection.

Thinking of a course you teach where the cost to students of learning materials is lowest, please estimate what a student is likely to pay.

- ☐ \$0
- ☐ \$1 - \$99
- ☐ \$100 - \$199

- ☐ \$200 - \$299
- ☐ \$300 or more

Thinking of a course you teach where the cost to students of learning materials is highest, please estimate what a student is likely to pay.

- ☐ \$0
- ☐ \$1 - \$99
- ☐ \$100 - \$199
- ☐ \$200 - \$299
- ☐ \$300 or more

Do all or nearly all of your students have access to the books and other learning materials at the beginning of the academic term?

- ☐ Yes.
- ☐ No.
- ☐ Unknown.

One accepted definition of open educational resources is as follows:

“Open Educational Resources (OER) are teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under a license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.”

Given this definition, do you use OER in any of your courses (even if you also use resources that are not OER in the same course)?

- ☐ Yes
- ☐ No

Briefly describe what led you to adopt OER.

In what courses are you using OER?

Where did you go to find OER materials?

What is your perception of OER in your field?

Which of the following would influence your likelihood to use (or use more) OER in your courses? (select all that apply)

- ☐ Ease of availability to faculty and students
- ☐ Adequate accessibility and inclusion considerations
- ☐ Course design support for incorporation of materials into courses
- ☐ Quality assurance
- ☐ Stipend/financial incentive
- ☐ Reassigned time for development and restructure of course
- ☐ Other (please identify below)

Please identify other factors that would influence your likelihood to use (or use more) OER in your courses that are not listed above.

Please use the slider to indicate the importance to you of each factor in selecting appropriate learning materials for courses you teach. [1 = not important; 7 = extremely important]

1 2 3 4 5 6 7

Peer-review

Prior use

Complete coverage of subject matter

Included or related instructional supplements

Peer recommendation

Cost to student

Currency/recent updates

Ease of access
Clarity
Compatibility with learning management system (TRACS or Canvas)
Proven to improve student learning
Common to other course sections
Editable
Accessible (ADA compliant)

When selecting a textbook or other learning materials (lab kits, online homework systems, classroom response devices [clickers], etc.) for your courses, were your choices consciously influenced by the cost of the materials?

- ☐ Yes.
- ☐ No.

How was your choice in learning materials influenced by cost to students? [select all that apply]

- ☐ Chose a different textbook.
- ☐ Reduced the number of required books.
- ☐ Delayed adopting a new textbook edition.
- ☐ Chose not to require a book.
- ☐ Chose not to use an online homework system or other learning tool.
- ☐ Opted for a negotiated price break with the bookstore or publisher such as Direct Digital Access or IncludED Access.
- ☐ Developed a course pack.
- ☐ Uploaded PDF copies of book chapters, articles, and other resources to the course site on the learning management system (TRACS or Canvas).
- ☐ Link to book chapters, articles, and other resources available through library subscriptions.
- ☐ Adopted, adapted, or created an open educational resource (OER) instead of a textbook.
- ☐ Other.

Given that cost to students did not influence your choice of learning materials, why not?

- ☐ Unaware of alternatives.
- ☐ Did not know where to begin in the process of adopting an alternative text such as an open educational resource (OER).
- ☐ Considered the cost of currently adopted learning materials already low.
- ☐ Found the cost of the currently adopted learning materials appropriate to their value.
- ☐ Other.

Has your academic department, as a group, formally discussed the cost to students of textbooks and other learning materials?

- ☐ Yes.
- ☐ No.
- ☐ Unknown.

Would you be interested in exploring the issue of affordable learning materials through: [check all that apply]

- ☐ Departmental discussions.
- ☐ Workshops or other professional development.
- ☐ A general awareness campaign.
- ☐ Examples of success stories from colleagues.

If there are other methods you would suggest to learn more about affordable learning materials, please list them.

Before this survey, had you heard of open educational resources (OER)?

- ☐ Yes.
- ☐ No.
- ☐ Unsure.

Before this survey, had you heard of Direct Digital Access, IncludedED Access, or similar textbook purchasing plans?

- ☐ Yes.
- ☐ No.
- ☐ Unsure.

A few additional questions will assist us in understanding the use of learning materials connected to our learning management system, Canvas. If you use additional tools with Canvas, these questions may apply to you. Would you like to participate in this branch of the survey?

- ☐ Yes, I will review the additional questions and respond.
- ☐ No, I would rather skip this branch of the survey.

The Canvas learning management system offers the ability to integrate with External Tools, also known as apps or Learning Tools interoperability (LTI tools). Integration means that the tool can be accessed from within Canvas. These apps or LTIs are add-ins to Canvas that offer additional features to courses. At Texas State, integration of an LTI with Canvas requires approval to ensure that LTI's comply with university policies

regarding security, accessibility, FERPA and legal responsibility.

Informal policies have loosely grouped LTIs into three main types: courseware, course material, and supplements, though recent LTI integration requests indicate that definitions could be enhanced.

- Courseware includes book(s) and other learning materials. For the LMS, courseware may also include workbooks and online resources provided by a book publisher to complement the reading materials.
- Course materials are additional tools fundamental to success of a course. In a standard classroom, this includes things like microscopes, art easels, medical mannequins, calculators, and customized learning facilities. In Canvas, this may include additional software and services that act as specialized instruments for online course delivery.
- Course supplements are additional supplies that enhance a course but are not critical to its successful delivery. This includes 'nice-to-have' solutions that help deliver and enrich learning.

The university wants your input to better develop its approval process for LTI integration and to assist faculty in locating tools that serve their needs. In addition, most of these tools are not free, and the university is interested in learning more about faculty needs as well as costs.

Are you using any LTIs in your courses?

- ☐ Yes
- ☐ No

Would you be using an LTI in your course if it was approved and installed?

- ☐ Yes
- ☐ No

Please select any LTIs you may be currently using in your course. If you do not see it on this list, an opportunity will be provided to allow you to enter it later.

- ☐ Cengage (OWLv2/WebAssign)
- ☐ Cengage Mindtap
- ☐ Design Plus
- ☐ EBSCO Reading List
- ☐ Edpuzzle
- ☐ Examity
- ☐ Films on Demand
- ☐ Follett Discover
- ☐ LaunchPad
- ☐ LibGuides
- ☐ LinkedIn Learning
- ☐ Listening Exams
- ☐ McGraw Hill Campus for CHBA
- ☐ McGraw Hill Connect
- ☐ McGraw Hill SIMnet
- ☐ Mediaflo

- ☐ MyBusinessCourse
- ☐ MyEducator CanvasConnect
- ☐ Norton eBook an InQuizitive Tools
- ☐ Pearson MyLab and Mastering
- ☐ Perusall
- ☐ Redirect Tool
- ☐ RedShelf eBooks
- ☐ Seating Chart/Roll Call
- ☐ TidyUP
- ☐ Turnitin
- ☐ UDOIT
- ☐ Wiley Plus
- ☐ Zoom
- ☐ zyBooks

I use one or more LTIs not on the list.

- ☐ True
- ☐ False

Please select the LTI type that fits $\${\text{Im://Field/1}}$ best.

- ☐ Courseware
- ☐ Course material
- ☐ Course supplement
- ☐ Other (I don't believe the tool I am using fits into the other definitions)

Please define/describe the LTI type of $\${\text{Im://Field/1}}$.

Please select the reason for using $\${\text{Im://Field/1}}$.

- ☐ To deliver course content
- ☐ To achieve another student learning outcome
- ☐ To ease the administrative burden of teaching
- ☐ Other

Please list the student learning outcome achieved by using $\${\text{Im://Field/1}}$.

Please describe the reason for using \${Im://Field/1}.

Is there a cost associated with the LTI?

- ☐ Yes
- ☐ No
- ☐ I do not know

Who pays for \${Im://Field/1} in your course?

- ☐ Student
- ☐ Department/college or other university budget
- ☐ I do not know

How many LTIs (that were not listed) would you like to enter and describe? Please enter a number between 0 and 9.

Please enter the name (one at a time) of the LTI that you are using that did not appear on the list.

Please select the type that fits this LTI best.

- ☐ Courseware
- ☐ Course material
- ☐ Course supplement
- ☐ Other (I don't believe the tool I am using fits into the other definitions)

Please define/describe the type of LTI.

What is the status of integration of the LTI in Canvas?

- ☐ LTI integration is pending approval
- ☐ LTI integration approval was denied
- ☐ LTI integration has not been requested

Please select the reason for using this LTI.

- ☐ To deliver course content
- ☐ To achieve another student learning outcome
- ☐ To ease the administrative burden of teaching
- ☐ Other

Please list the student learning outcome achieved by using this LTI.

Please describe the reason for using \${{Im://Field/1}}.

Is there a cost associated with the LTI?

- ☐ Yes
- ☐ No
- ☐ I do not know

Who pays for \${{Im://Field/1}} in your course?

- ☐ Student
- ☐ Department/college or other university budget
- ☐ I do not know

If we have follow-up questions, may we contact you?

- ☐ Yes.
- ☐ No.

Please enter your Texas State email address.

Thank you for completing this survey.

