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Ditch Your Textbook: Academic Librarians Inspiring Faculty to go "Open"

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Ditch Your Textbook:
Academic Librarians Inspiring Faculty to go "Open"

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Students Said the Textbook was Dull

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Now They Know the Library

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UMass Amherst Profile

- Public Land-grant, Research Intensive University

- Over 28,000 students, 1200 faculty

- 108 bachelor's, 76 masters, 50 doctorates

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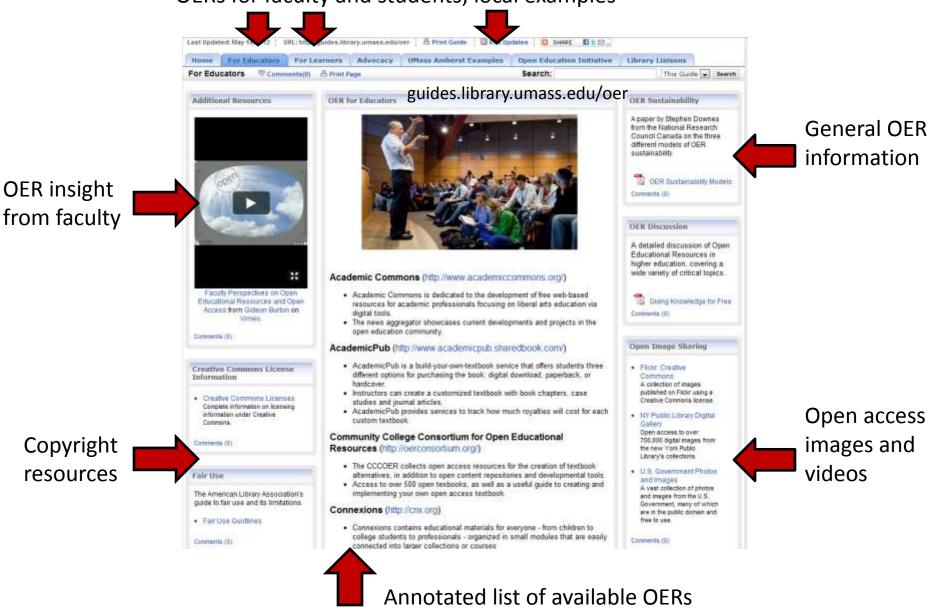# The UMass-Amherst Open Education Initiative: Genesis

February 2011: Temple University's *Teaching, Learning and Technology Roundtable* launches e-text project

March 2011: Director of UMass Libraries and Provost establish a fund of $10,000 for open education initiative grants

March 2011: The University Libraries Open Educational Resources LibGuide is created http://guides.library.umass.edu/oer

March 2011: Workshops held for librarians to learn about OERs

April 2011: Round one of the Open Education Initiative Begins

April 2011: Workshops, consultation sessions held for faculty

Workshop & Consultation Process

- Two one-hour workshops reviewing available Open Educational Resources and library resources

- Individual consulting sessions for faculty with Scholarly Communication librarians and subject liaisons

- Topics covered: OER availability, copyright and licensing issues, accessibility concerns, creating a sustainable curriculum with OERs, managing resources in the LMS

OERs for faculty and students; local examples

guides.library.umass.edu/oer

General OER information

OER insight from faculty

Copyright resources

Open access images and videos

Annotated list of available OERs

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The Open Education Initiative: Round One

April 2011: OEI grant review team established

Faculty, librarians, and support staff

May 2011: Deadline for OEI grants. Review team awards 11 grants to 8 faculty members.

July 2011: Money allocated to faculty through the Libraries' business office

Faculty Member	Course Offered	Number of Students	Savings for Each Student
Maria Botelho	Education 615	30	$105
Leda Cooks	Comm. 620 & 694	12 & 8	$150 & 175
Carlos Gradil	Animal Sciences 421	30	$80
Sanjiv Gupta	Sociology 212	40	$90
Miliann Kang	Women's Studies 187	300	$75
Shona Macdonald	Art 697	12	$50
Charlie Schweik	Env. Conserv. 409 & 592	80 & 30	$50 & $50
Pam Trafford	Management 630 & 797	120& 40	$200 & $200

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The Open Education Initiative: Round Two

September 2011: Based on the success of the OEI the Provost and Director of Libraries co-found a second round of 15 grants

October 2011: Round two launched during Open Access Week faculty panel presentation

November 2011: Workshops and consultations offered

December 2011: OEI review team awards 15 grants to 13 faculty members

Faculty Member	Course Offered	Number of Students	Savings for Each Student
Allen Barker	Plant, Soil Sciences 530	25	$60
Patricia Bianconi	Chemistry 342	45	$235
Sergio Brena	Civil & Envir. Eng. 433	80	$120
Briankle Chang	Communication 318 &491	35 & 45	$70 & $50
Elizabeth Chilton	Anthropology 396	35	$75
Lisa DePiano	Permaculture 197	15	$200
John Gerber	Plant, Soil Sciences 290	75	$122
Christine Hatch	Geoscience 297	58	$100
HK Hsieh	Statistics 501	45	$150
Laetitia La Follette	Art History 100 & 115	400	$175
Daiheng Ni	Civil & Envir. Eng. 520	21	$150
Nicholas Reich	Public Health 590	30	$130
Barbara Roche	Journalism 397	15	$100

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The Open Education Initiative: Summary of Rounds One and Two

- Total investment of $26,000
  - $11,000 in Round One, $15,000 in Round Two

- Grants awarded to 21 faculty members teaching 26 courses
  - 8 faculty, 11 courses in Round One; 13 faculty, 15 courses in Round Two

- Total of 1,616 students affected
  - Average savings of ~ $127 per student

- Total recurring savings of $205,500

Faculty OEI Support

Peer-Review by IT Minor
academic program faculty

Consultation with
partners prior to award

Faculty Award Letter

Hi John Q. Professor,

Congratulations! I am very pleased to let you know that you have been selected as one of the winners of an OEI grant for your proposal NANO-SCI 999RL, NCR 999RL. Your official congratulations letter from the Provost and Director of Libraries with more details will be coming through the mail in a couple of weeks.

If you'd like to get started with your course preparation during intersession, I encourage you to be in touch with your librarian liaisons, Naka Ishii or Maxine Schmidt, Mei Shih in the Center for Teaching and Faculty Development, Matt Sheridan in the Scholarly Communication Office, or one of the rest of the team copied on this email.

Thank you for your interest in this new initiative,
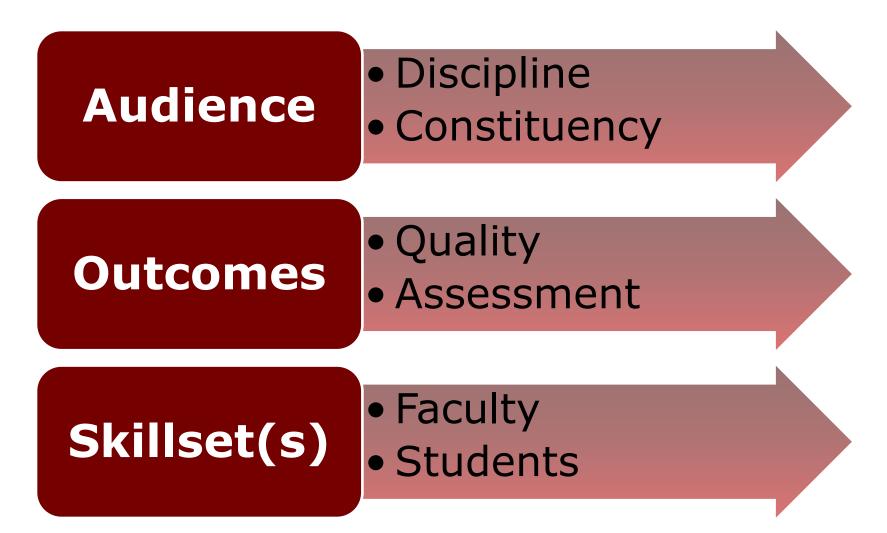
Marilyn

Center for
TEACHING & FACULTY DEVELOPMENT

oit Office of Information Technologies

UMass Amherst **Libraries**

Liaison Assignment

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Supporting OEI Faculty

I: Content Recommendation

II: Accessibility

II: Content Sustainability/Support

I: Content Recommendation

Audience
- Discipline
- Constituency

Outcomes
- Quality
- Assessment

Skillset(s)
- Faculty
- Students
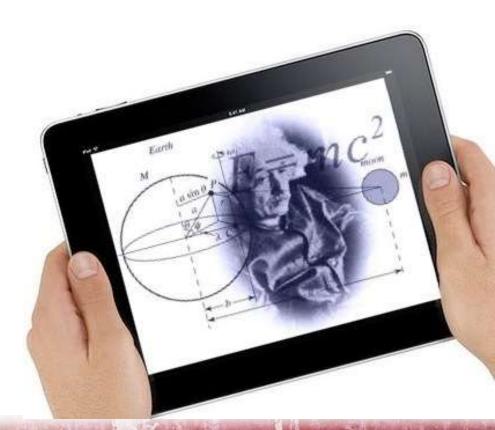
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Available Content: Options

Openly Accessible: OER LibGuide

Library Owned or
    Licensed

Faculty-created
  - open textbooks
  - lab manuals

Library e-Resources

e-books

Images

Video

Faculty-Created Content

Publishing Platforms

Licensing

Skillset(s)

Open Education: Free for all

Not Just a Library Concern!

How are academic institutions addressing accessibility issues with electronic content and devices?

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE FOR CIVIL RIGHTS
THE ASSISTANT SECRETARY

May 26, 2011

Frequently Asked Questions About the June 29, 2010, Dear Colleague Letter¹

General Issues

1. Does the June 29, 2010, Dear Colleague Letter (DCL) on access to electronic book readers impose new legal obligations?

   A: No. The DCL discusses long-standing law. Specifically, it addresses key principles of Federal disability discrimination law: the obligation to provide an equal opportunity to individuals with disabilities to participate in, and receive the benefits of, the educational program, and the obligation to provide accommodations or modifications when necessary to ensure equal treatment. Under Section 504 of the Rehabilitation Act of 1973 (Section 504), these legal standards apply to entities that receive Federal financial assistance, including elementary, secondary, and postsecondary institutions. (In this FAQ, the term "schools" refers to all these types of institutions.) Under Title II of the Americans with Disabilities Act (ADA) of 1990 (Title II), these obligations apply to entities of state and local government, including public schools.²

Electronic Book Reader Dear Colleague Letter: Questions and Answers about the Law, the Technology, and the Population Affected

What are the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973?

❖ The Americans with Disabilities Act of 1990 (ADA) is a federal law prohibiting discrimination on the basis of disability. The Department of Justice (DOJ) is responsible for enforcement and implementation of title III of the ADA, which covers private colleges and universities. DOJ and the Department of Education (ED) both have enforcement authority under title II of the ADA, which covers public universities.

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III: Content Sustainability/Support

Navigating
Copyright

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DSPACE

Digital Curation

*Licensing
Agreements*

Resources

'Free' vs OPEN

Multiple Editions?

Support

Oh, the devices!

Sharing the Learning Process

Libr/OIT Get-Togethers

Reference and Instruction Services (RIS)

Teaching Commons Programming Team

Staff Training

1986

"Mr. Osborne, may I be excused? My brain is full."

Continuing Partnerships

Promote Open Access initiatives

Provide expertise on metadata, author rights, usage rights, and more

Provide education and workshops

Share our work with others

Center for Teaching & Faculty Development

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Goals of the CTFD

- To provide opportunities for professional development in teaching that enable student learning

- To advance new initiatives in teaching and learning (assessment, diversity, technology)

- To build communities of teaching and learning among departments, colleges, career stages

- To offer recognition and rewards for demonstrated excellence in teaching

Work of the CTFD

A mind once stretched by a new idea, never regains its original dimensions

- Oliver Wendell Holmes

Work of the CTFD

- Consultations (institutional, departmental, Individual)

- Faculty Learning Communities

- Campus-wide Workshops

- Campus-wide Collaborations

- Publications

- Award/Teaching Development Grants

- Administrative Services

CTFD – Library Collaboration

Teaching/Faculty Resources

- Copyright/Intellectual property consultation

- Subject librarian liaisons

- Scholarly work /database

OEI Project Collaboration

- Review two rounds of proposals + two bigger individual proposals

- Participate/present at initial OEI workshops

- Design assessment questionnaires

- Individual faculty consultations

Faculty Survey Results

On a scale of 1 to 5, 5 being the highest

My teaching needs were met by the Open Educational Resources implemented in the course. (4.27)

Student performance improved compared to past semesters when a traditional textbook was used. (4.36)

Student engagement increased compared to past semesters when a traditional textbook was used. (4.09)

- "The students are much more satisfied with the new materials; they are more engaged and more prepared than I have ever seen them."

- "Grades have improved drastically since using [Open Educational Resources] in my course…the support from the Libraries was outstanding."

- "My students are reading more, they are much more organized, and they are happy that they no longer need to spend so much money on materials."

- "I was highly satisfied with the resources provided by the Libraries, as are my students.

- I received excellent technical support from the Libraries."

- "I believe in the importance of attainable resources…I didn't have to spend money on expensive textbooks or deal with the stress of finding materials online to ship to my dorm after classes started."

Next Steps for OEI at UMass Amherst

Assessment of OEI courses, 2012-2013 AY

Creationon of the Faculty Senate Ad-hoc Committee on Open Educational Resources

OEI Round Three in Fall 2012, 10 grants plus grants for 2 large general education courses

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