OPEN EDUCATION RESOURCES GRANT PILOT PROGRAM

GRANTEE FINAL REPORT

WESTERN WASHINGTON UNIVERSITY

Project Director: Justina Brown

WSAC Grant Number: 2019-IA-177
Grant start date: January 2, 2019
Date: September 30, 2019
Grant end date: September 30, 2019

PROJECT OUTCOMES

Summary

The OER Grant enabled Western Washington University to accomplish the goals set forth in the proposal and to boost the awareness and adoption of OERs at our university.

Using an established and previously internally-funded faculty development program that focuses on course transformation and instructional design, the grant allowed us to help seven faculty members at Western create OER in different formats. Five different Western courses across various disciplines were transformed. An estimated 3,500 students will take a course in the 2019-2020 school year that has a replacement OER text solely from this grant. We estimate that with this grant, Western students will save approximately $271,955 in the 2019-2020 school year alone.

Faculty who received funding also reported:
- easier ability to organize course content,
- improved quality in teaching materials,
- increased ability to update future course materials, and
- increased subject area knowledge from the process of building textbooks.

Indicators of Success

Five different courses at WWU were impacted through the grant, two of which were represented by two-person teams, resulting in the adoption of seven new OER texts including:
- two political theory readers (for two versions of the same class),
- two management textbooks (one for online delivery and one for blended delivery),
- one online and interactive computer science textbook,
- one interactive music history textbook, and
- one repository of technical writing documents to be used departmentally.

In the original proposal it was estimated that textbook transformations would save students $272,139 for the 2019-2020 school year. The new estimate is very close to the original proposal. Our new estimation of savings is $271,955 to students.
Through the grant, we hired a graduate student and a student designer who helped gather faculty textbook options, compile and format textbook materials, and create OER promotional materials communicating the benefits of OER (including a new public website: Open Educational Resources at WWU, an OER Toolkit website, posters, flyers, teaching methodology idea cards).

**Timeline**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 2018</td>
<td>Sent email looking for faculty interested in developing OER for courses.</td>
</tr>
<tr>
<td>December 2018</td>
<td>Selected faculty participants.</td>
</tr>
<tr>
<td>Early April 2019</td>
<td>Hired graduate research assistant and student designer.</td>
</tr>
<tr>
<td>April-May 2019</td>
<td>Faculty met with the graduate research assistant to work on sourcing OER materials to either replace course text(s) or to write a new OER text.</td>
</tr>
<tr>
<td>June 17-21, 2019</td>
<td>Selected faculty attended a one-week Summer Grant Workshop. Each day offered four hours of training on copyright law, public domain, different kinds of OER, how to find OER, how to curate different OER for specific courses, and lastly, different possibilities for publishing OER. By the end of the workshop, faculty completed an outline demonstrating their course plan, project milestones, and support needs for implementing OER into their courses.</td>
</tr>
<tr>
<td>June-July 2019</td>
<td>Faculty consulted with staff members to discuss specific ways of producing or curating OER that were best suited to their specific class.</td>
</tr>
<tr>
<td>June-August 2019</td>
<td>Faculty developed OER replacement texts, with support from CIIA staff.</td>
</tr>
<tr>
<td>August 6th</td>
<td>Follow-up survey sent to faculty.</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>All courses involved in the grant offered for the first time using OER materials. Educational OER materials published.</td>
</tr>
</tbody>
</table>

**Faculty Outreach**

In November of 2018, the Center for Instructional Innovation and Assessment (CIIA) emailed faculty to find out which professors might be interested in developing an OER replacement to their existing textbooks. Follow-up calls and conversations winnowed this list to 20 faculty or faculty teams who would qualify to participate in the OER grant.

Since 2012, WWU has offered a “Faculty Development Summer Grant” funded through the Provost and conducted by the teaching and learning center (CIIA). The annual summer grant provides faculty a stipend to enhance a course with instructional design processes and new technologies. With the addition of the Washington Student Achievement Council OER grant,
seven additional professors were given funding to replace course texts with OER materials along with additionally rebuilding the structure and strengthening general course content. Our faculty application for the Summer Grant of 2019 asked for:

- the number of students enrolled in the course,
- the number of sections taught by the professor annually,
- willingness to share developed materials with fellow department members, and
- general plan of implementing OER in their course.

Of the 20 faculty teams who qualified, five different teams (seven faculty) were granted funding through the Washington Student Achievement Council Grant to redevelop their courses over summer 2019. Grantees went through a rigorous selection process that looked at cost savings to students annually, development of plans to create or curate OER, and number of students impacted. The selection process was guided by a Faculty Advisory Board to our Center for Instructional Innovation and Assessment. The Board prioritized funding professors who teach GUR (general university requirements) courses with the goal of increasing affordability for the greatest number of Western students across different disciplines.

**Project Team**

**Justina Brown, Instructional Designer**
Project Director for the OER Grant
Justina managed the process of the grant including faculty applications, communications, budgeting, workshop design, planning, and delivery, faculty consultations, overseeing student staff, purchasing and promoting Pressbooks licenses, and collaborating with the team to develop OER promotional strategies for the University.

**John Farquhar, Director of Academic Technology and User Services**
Co-Director and Financial Manager for the OER Grant
John provided planning and administrative support for many aspects of the grant.

**Kevin Dixey, Instructional Designer**
Kevin led parts of the weeklong summer workshop and worked with faculty to develop and publish their own OER. Kevin’s expertise is in the development and publication of media and media production tools.

**Chris Powell, Instructional Technologist**
Chris Powell provided faculty with expertise in publishing tools with a specific focus on the use of our Learning Management System: Canvas.

**Jenny Oleen, Scholarly Communications Librarian**
Jenny helped facilitate the Summer Grant Workshop educating faculty about OER, public domain, and copyright. She introduced different types of OER and OER repositories. She helped faculty source original text materials from the public domain to use in courses.

**Ali Holmes, Graduate Research Assistant**
Ali helped to source and research OER materials for different classes providing faculty with alternative text options (podcasts, ted-talks, etc.) for OER textbooks and journal articles.
helped locate CC and public domain materials that closely matched those previously-used, and she developed data and content for promotional, educational, and reporting materials.

_Sydney Nelson, Graphic Designer_

Sydney helped faculty format OER textbooks, developed the graphics for Western’s public website about OER at Western and other educational/promotional materials.

**Project Developments**

**Faculty Perspectives**

Faculty involved in this grant have reported the following positive unanticipated outcomes:

- a more comprehensive quality textbook for their course,
- new possibilities to explore in faculty research, and
- excitement and awareness of OER being used across the nation in other courses.

One faculty member noted that his OER textbook was not yet as comprehensive as he had originally hoped due to the rigors of creating an interactive textbook with self-created video demos. However, the textbook is ready for students to use this fall and he has the ability to continue to update the text to reflect his initial goals.

**PressBooks**

With the remaining funds of the grant, Western has purchased 25 faculty author licenses of PressBooks which will allow faculty to publish their OER texts in an easily-accessible format for students. The licenses are perpetual allowing Western to continue to expand our OER efforts. A competitive call for applications for these licenses will go out October 2019.

**Teaching Handbook: OER Toolkit**

While the grant was focused on preparing the seven selected faculty to adopt OER, we sought to leverage the interest shown by our larger community of instructors. Building on an existing OER web resource, our graduate student overhauled the Teaching Handbook: OER Toolkit (9/15/19), as a section of this faculty resource. This new section has been shared with all faculty.

**Open Educational Practices-themed Innovative Teaching Showcase**

The online research related to the grant inspired the CIIA to use this momentum to feature Open Educational Practices in its annual Innovative Teaching Showcase (6/7/19), a collection of WWU’s innovative teaching practices. The Showcase has its roots in the open source movement in the late ’90s, making best practices publicly available and, later, Creative Commons-licensed. For this 20th edition, an Open Educational Practices theme was befitting, highlighting teaching approaches that create meaningful, engaging, and collaborative learning environments and encourage free and open access of knowledge and learning. The Showcase features three WWU instructors who have replaced texts in favor of podcasts that support topics in multicultural education, articles, blogs, and certifications relevant to digital marketing, and curated collections of articles and videos representing diverse perspectives in the discipline of cinema.
To further communicate the progress of OER at Western and the great works developed through the grant, we published (10/1/19) a public website entitled, Open Educational Resources at WWU. We hope to soon add more bios about our grantees and video interviews with faculty and students. Our goals for this website go beyond communicating our progress; we hope to communicate the need for this work and for ongoing funding.

**Longer-term Outcomes**

**Extending Interest in OER**

Many professors, beyond those who participated in the grant, are showing interest in using OER in their curriculum and creating their own OER resources. When the CIIA held the Summer Grant Workshop, two of the original applicants who were not selected were very enthusiastic about the opportunity and asked to participate on an audit basis. These extra participants are replacing texts in four different math courses that many Western students take as GUR courses.

Several faculty who worked on building new textbooks are eager to share their work with other Western faculty teaching the same course. Dr. Qiang Hao published his textbook on GitHub and can see other students and educators who are already starting to adapt the content he created using the “fork” feature and save the content in a different repository.

Because of the online resources developed through the momentum of the grant, WWU is better positioned to use these materials in faculty outreach, to inform the Western community about OER progress at Western, and to potentially communicate the need and value of future OER development.

**Accomplishment**

In general, the most remarkable accomplishment is creating texts that are truly for the student. This means that they are affordable, contain relevant content, are potentially interactive, and can be continually updated to reflect current trends in academia. The momentum generated from the grant work inspires other faculty to get involved in the OER movement.

One example of this is Dr. Jeremy Cushman’s technical writing repository. Prior to the OER course transformation, a main problem he had was finding an up-to-date technical writing textbook. Given that the field of technical writing changes quickly, traditional textbooks, once published, were no longer current. Rather than design a textbook for the course he oversees (note that the course is taught by other faculty), he chose to create an OER repository curating a wide range of Creative Commons, GNU, and public domain articles and texts that relate to different topics in technical writing. Dr. Cushman is publishing the repository in Canvas Commons giving other instructors outside of Western the opportunity to also utilize the repository. Additionally, he has created a resource that anyone teaching technical writing at Western can use. Other professors will be able to pick and choose from different topics and articles they find most relevant to the course they are teaching. The creation of this OER will affect all technical writing courses taught at Western and beyond.
### Academic Content Areas

<table>
<thead>
<tr>
<th>NAME</th>
<th>DEPT</th>
<th>COLLEGE</th>
<th>COURSE/NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeremy Cushman</td>
<td>English</td>
<td>College of Humanities and Social Sciences</td>
<td>ENG 302: Introduction to Technical &amp; Professional Writing – Build a set of online materials that introduce students to contemporary issues in document design, user experience, and project management.</td>
</tr>
<tr>
<td>Qiang Hao</td>
<td>Computer Science</td>
<td>College of Science and Engineering</td>
<td>CSCI 145: Computer Programming &amp; Linear Data Structures – Develop a set of student-centered open educational resources that are tailored for this course and usable by all faculties.</td>
</tr>
<tr>
<td>Vicki Hsueh and Shirin Deylami</td>
<td>Political Science</td>
<td>College of Humanities and Social Sciences</td>
<td>PLSC 261: Intro to Political Theory – Creating a completely free digital textbook.</td>
</tr>
<tr>
<td>Jason Kanov and Meg Warren</td>
<td>Management</td>
<td>College of Business and Economics</td>
<td>MGMT 311: Introduction to Management &amp; Organizational Behavior – Replacing the textbook by gathering a variety of readings, videos, and podcasts. This will give students the knowledge and data they need at a lower cost.</td>
</tr>
<tr>
<td>Todd Smith</td>
<td>Music</td>
<td>College of Fine and Performing Arts</td>
<td>MUSIC 105: Pop and Rock Music Survey – Creating a comprehensive online text that students can then access through Canvas.</td>
</tr>
</tbody>
</table>

### Partnerships

The activities from this grant strengthened existing partnerships between the CIIA, Western Libraries and the four colleges who participated. The CIIA also developed a greater understanding of grant management through its work with Western’s Office of Research and Sponsored Programs.

The grant also allowed the CIIA to continue to develop expertise in OER. This project is the subject of a proposed conference presentation which may lead to additional partnerships.

### Student Outreach

All textbooks will be available on or linked from Canvas, Western’s LMS software. Each professor will be responsible for telling their class(es) that the materials for the course are OER. They will walk students through Canvas on the first day of class so that students understand the design of the course. Faculty will link the digital file of their textbook to Canvas so students can easily download to their personal computers or view in a web browser.

Additionally, the CIIA is working with the Western bookstore to track which professors (outside of those who received grant funding) are using OER materials for their courses. We are working toward a goal to have all OER-supported courses identified in our online course catalog (known as Classfinder).
Lessons Learned

Having a week-long workshop is very effective for getting faculty started in converting texts to OER. Having a graduate student help with some of the research before the workshop helped set faculty up to be able to complete their textbooks. For those faculty building their own textbooks, some felt they could have benefitted from more time to write and publish the books before the start of the school year.

Specific OER Examples (See also: Appendix C)

<table>
<thead>
<tr>
<th></th>
<th>EXAMPLE 1</th>
<th>EXAMPLE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Name &amp; Title</td>
<td>Vicki Hsueh (Professor) and Shirin Deylami (Associate Professor)</td>
<td>Todd Smith (Instructor)</td>
</tr>
<tr>
<td>Department</td>
<td>Political Science</td>
<td>Music</td>
</tr>
<tr>
<td>Course</td>
<td>PLSC 261: Introduction to Political Theory</td>
<td>MUS 105: Pop and Rock Music Survey</td>
</tr>
<tr>
<td>Previous Course</td>
<td>Ideas and Ideologies: A Reader/ Edition 10 by Terence Ball, Richard Dagger, and Daniel O’Neil; available through the Western Bookstore</td>
<td>Rock Music Styles: A History Edition 7 by Katherine Charlton; available through the Western Bookstore</td>
</tr>
<tr>
<td>Materials &amp; Procurement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Previous Cost</td>
<td>$89</td>
<td>$98</td>
</tr>
<tr>
<td>New Course Materials &amp; Procurement</td>
<td>Professor Hsueh and Professor Deylami created a new open textbook sourced through the public domain. WWU students now have free access to this new OER reader in PDF and ePub formats.</td>
<td>Todd Smith wrote a new music history textbook. In the text, he included images and listening examples. This new Creative Commons text is currently available to WWU students in ePub and PDF formats. Students can download or view the textbook chapters each week.</td>
</tr>
<tr>
<td>New Cost</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Faculty Comments</td>
<td>“We learned we could produce the texts in multiple formats so that students can choose which format works best for them.” They also hope to “share the reader with all of the instructors teaching the course.” “Expanding access to this course and making the materials more financially accessible and pedagogically rich will contribute to the department’s mission of enabling students to foster critical, independent thinking about politics and public life.”</td>
<td>“My goal was to develop a comprehensive, digital, open-source text for my MUS 105 course and create new assessments better suited to gauge student retention of materials, and hopefully create more lasting knowledge.” “I didn’t realize how much deeper I would delve into certain areas of this field and how much I would learn from my research. This project made me a more knowledgeable instructor in my subject.”</td>
</tr>
</tbody>
</table>
Both of these OER examples will ultimately be published online via Pressbooks with an open license. More faculty examples will be posted as soon as they are available: https://www.wwu.edu/oer

LOOKING FORWARD

We hope to continue our weeklong summer workshop annually for faculty, as we have seen how effective this professional development activity can be.

With the purchase of the Pressbooks licenses, staff at the CIIA have learned how to publish an eBook using Pressbooks. We hope to leverage faculty adoption for future expansion of this service.

Questions

- Could grants like this one be shared across universities with other faculty doing similar research in the future?
- What are the best networks for faculty to share their knowledge and OER to get it out into public academic spheres?
- Will there be future funding from the State? In the current year, we have no funding. We hope to do a proposal for our Student Technology Fee, knowing it will be a stretch. This would be the fourth time using this source since we received a small amount of funding from the STF for the three years prior to the State grant.

Sustainability

The CIIA will continue to provide support for faculty looking to replace their textbooks with free and openly-licensed materials and to publish their textbooks with Pressbooks or other free and accessible publishing methods.

With the creation of the Teaching Handbook: OER Toolkit, the OEP-themed Innovative Teaching Showcase, and the OER at Western webpages, it is our hope that we will continue to raise awareness of OER at Western and that more faculty will want to convert their courses using openly-licensed texts.

Resources to Support Adoption

Funding to support faculty stipends is essential. Western started working with faculty four years ago to start converting courses to use OER by adding an alternate track to the pre-existing Summer Faculty Workshop. However, for those three years (this last year being funded by the State grant), in order to fund faculty stipends the CIIA applied for funding through the Student Technology Fee (STF). While the CIIA has received funding through the Student Technology Fee in previous years, the funding is not guaranteed each year. The STF proposal process also makes it difficult to award grants to faculty and plan this workshop; the STF proposal awards are published in late May and the Summer Faculty Workshop is carried out in mid-June. Essentially, we have had to ask faculty to apply for something that might not be funded.
OER RESOURCES

While we are not in active communication with other institutions doing OER work, we were inspired by the work presented at the 2019 Cascadia Open Education Summit in Vancouver, B.C. Many presenters were from the United States:

- Karen Cangialosi, KSC Open Education Faculty Fellow, Coordinator of Faculty Enrichment and Professor of Biology at Keene State College, New Hampshire.
- Greg Bem, Faculty Librarian and Library Coordinator, and Sue Wozniak, Faculty Librarian, Lake Washington Institute of Technology, Seattle, Washington
- Norman Bier, Executive Director Simon Initiative; Director, Open Learning Initiative, Carnegie Mellon University, Pittsburgh, Pennsylvania
- Ann Cary, Math Instructor, Portland Community College, Portland, Oregon
- Jeff Gayton, University Librarian, Southern Oregon University, Ashland, Oregon
- Katie Dawson, Interim Director of ULM Online, University of Louisiana Monroe, Louisiana
- Amy Hofer, Statewide Coordinator, Open Oregon Educational Resources
- Mark McBride, Library Senior Strategist, SUNY, New York
- Ray Pulsipher, CSE Instructor, Peninsula College, Port Angeles, Washington
- Genifer Snipes, Business & Economics Librarian, University of Oregon

Also, the following individuals co-authored the book, *OPEN: The Philosophy and Practices That are Revolutionizing Education and Science* (2017), a book we have used extensively in our OER research and development, including using a CC-licensed excerpt for our Innovative Teaching Showcase website. Justina Brown met Dr. Jhangiani at the 2019 Cascadia Open Education Summit and he was very willing to engage in future collaborations.

Robin DeRosa  
Plymouth State University  
New Hampshire  
[http://robinderosa.net/](http://robinderosa.net/)

Rajiv Jhangiani  
Kwantlen Polytechnic University  
British Columbia  
### APPENDIX A: REDUCING STUDENTS’ COST OF ATTENDANCE | COURSE MATERIALS SAVINGS

<table>
<thead>
<tr>
<th>OER ADOPTERS</th>
<th>COST AT BOOKSTORE</th>
<th>ESTIMATES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Number</strong></td>
<td><strong>Course Name</strong></td>
<td><strong>2018-2019 Course Materials Cost</strong></td>
</tr>
<tr>
<td>MGMT 311</td>
<td>Intro to Management &amp; Organizational Behavior</td>
<td>$180</td>
</tr>
<tr>
<td>MUS 105</td>
<td>Pop and Rock Music Survey</td>
<td>$98</td>
</tr>
<tr>
<td>ENGL 302</td>
<td>Intro to Technical Writing &amp; Professional Writing</td>
<td>$117</td>
</tr>
<tr>
<td>PLSC 261</td>
<td>Intro to Political Theory</td>
<td>$89</td>
</tr>
<tr>
<td>CSCI 145</td>
<td>Computer Programming &amp; Linear Data Structures</td>
<td>$158</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### APPENDIX B: FINANCIAL SUMMARY

<table>
<thead>
<tr>
<th>Cost Category</th>
<th>Expense Description</th>
<th>Expense Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Stipends</td>
<td>Faculty stipends paid 7 faculty teaching 5 courses to attend a 5-day workshop and develop OER materials.</td>
<td>$20,000</td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td>Total benefits for faculty and student</td>
<td>$1,829</td>
</tr>
<tr>
<td>Graduate Research Assistant</td>
<td>The research assistant helped source OER materials for select faculty and developed content for promotional, educational, and reporting materials.</td>
<td>$1,809</td>
</tr>
<tr>
<td>Student Design Assistant</td>
<td>The design assistant formatted OER textbooks for select faculty, developed promotional graphics for OER website and print materials.</td>
<td>$2,513</td>
</tr>
<tr>
<td>Pressbooks Licenses plus tax</td>
<td>Purchased 25 licenses for faculty to independently publish ebook PDFs and ePUB OER textbooks.</td>
<td>$2,690</td>
</tr>
<tr>
<td>Admin/Indirect Costs</td>
<td></td>
<td>$7,210</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td><strong>$36,052</strong></td>
</tr>
<tr>
<td>WWU Contribution</td>
<td>To cover overage</td>
<td>$-52</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>$36,000</strong></td>
</tr>
</tbody>
</table>

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<sup>1</sup> The annual enrollment may be slightly higher by 20–100 students as new hires adopt the OER textbook for an online version of the course.
APPENDIX C: FACULTY EXAMPLES

Example 1

This OER textbook, compiled of public domain materials by Vicki Hsueh and Shirin Deylami for their Political Theory course, involved considerable examination of online materials to gather the best collection of public domain materials to meet the needs of this course.
Example 2

This OER textbook, created and compiled by Todd Smith (Music Department) to support his Music 105 course, is the result of extensive research during the summer after the Faculty Summer Grant Workshop, to create the text content, gather CC-BY images, gather music examples already available online, and in many cases, to create his own music recordings.