

# **INSTITUTIONAL INITIATIVES AND SUPPORT RELATED TO FACULTY DEVELOPMENT OF OPEN EDUCATIONAL RESOURCES AND ALTERNATIVE TEXTBOOKS**

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*A POSTER PRESENTATION*

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## ***EXTENDED ABSTRACT***

Evidence exists that institutions of higher education interested in launching transformative learning initiatives are undertaking consideration of mechanisms for supporting the implementation of Open Educational Resources (OER) and alternative textbooks. However, developing and implementing OER is a significant undertaking in terms of time and human resources. With the average cost of American textbooks and course materials averaging \$1,230 per student (Collegeboard, 2017), student consumer behavior is influenced with approximately one-third of students subsequently taking fewer courses due to textbook costs (Donaldson et al., 2012). With textbook prices outpacing inflation, and student perceptions of appropriate text cost out of alignment with pricing reality (Borchard & Magnuson, 2017), student and family consumer frustration with access is expected to escalate due to the increasingly commonplace use of publisher access codes to unlock required assignments and quizzes in addition to reading materials. For higher education stakeholders, the time is ripe to seek alternatives to high-cost commercial solutions.

With student (Illowsky, et al., 2016) and faculty (Pitt, 2015) satisfaction and student performance rates (Hilton, et al., 2016) concerning open access materials improving, development into Open Educational Resources (OER) infrastructure is dramatically increasing with commercial publishers anticipating a significant increase in available titles and usage. State funding initiatives are increasingly performing systematic adoption and effectiveness studies, advocating for and endorsing investments in OER collections and infrastructure with dedicated staffing and grant support for faculty members committing to the use of OER resources.

The concern of this study is to deploy a sample of higher education institutions representing American regional interests and the continuum of institutional type to catalog institutional initiatives supporting faculty development of OER resources in order to inform stakeholders of emerging best practices. Findings reveal that institutions have made strides in the development of faculty mini-grants and stipends with guidelines, proposal checklists, and weighting mechanisms to inform decision-making. Sponsorship of institutional OER initiatives seems split between institutional library functions and teaching and learning centers and other issues, such as ownership and licensing are significantly underdeveloped in field implementation or fall in a large continuum of practices. Recommendations of shared responsibility and use of data driven initiatives may improve institutional support of faculty OER adoption, adaption and creation.

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