Content as a Service: How Libraries Can Support Faculty Exploring Alternative & Affordable Course Content

Kristi Jensen, eLearning Librarian
University of Minnesota
A Shifting Landscape
An Era of Neglect

How public colleges were crowded out, beaten up, and failed to fight back

A tale of erosion, seen through six people in the trenches

March 3, 2014

By Karin Fischer and Jack Stripling

But somewhere along the line, over the past three decades or so, the deterioration of support for public higher education became hard to miss. Appropriations tanked. Tuition soared. College leaders embraced gloomy rhetoric about broken partnerships with the very people who had built these institutions from the ground up.

Now we have come to a precipice. College students and their families, who just a decade ago paid for about one-third of the cost of their education, are on track to pay for most of it. In nearly half of the states, they already do.

Behind these changes is a fundamental shift. Public colleges, once viewed as worthy of collective investment for the greater good, are increasingly treated as vehicles delivering a personal benefit to students, who ought to foot the bill themselves.
Financing for Colleges Declines as Costs Rise

By TAMAR LEWIN
Published: March 6, 2013

State and local financing for higher education declined 7 percent in fiscal 2012, to $81.2 billion, according to the annual report of the State Higher Education Executive Officers Association, and per-student support dropped 9 percent from the previous year, to $5,896, in constant dollars, the lowest level in at least 25 years.

“Tuition revenues are up substantially due to higher prices and more enrollments, but not enough to offset losses of public funding,” said Paul Lingenfelter, the president of the higher education group, based in Boulder, Colo. “Students are paying more, while public institutions are receiving substantially less money to educate them. These one-year decreases in funding and increases in student costs are unprecedented over my 40-year career in higher education.”
Borrowers' Average Debt at Graduation Climbs to $29,400

By Beckie Supiano

Seventy-one percent of students who graduated from four-year colleges in 2012 had student loans, an average of $29,400, according to a report released on Wednesday offering the most accurate assessment of borrowing nationally in years.

The report, "Student Debt and the Class of 2012," was produced by the Project on Student Debt, part of the nonprofit Institute for College Access & Success. It also breaks down borrowing by state and by college, where
Inside the Flipped Classroom

Rather than lecture, Maha Zewail-Foote (left), a chemistry professor at Southwestern U., works with students, including Sara Infante, during class time.
What Color Is Your Online Adult Course?

By JOHN F. WASIK  MARCH 17, 2014

AS part of the latest wave of online learning platforms, Massive Online Open Courses (Moocs) have gone viral. They can be useful for certain students, although those interested in changing or enhancing their careers should consider their more intensive sister, distance learning.

A Mooc is a mostly free, open course that nearly anyone can apply for and “attend” online. While there may be readings and lectures, students are generally not graded by a professor the way they would be in a traditional college course. You may often come and go as you please.

More than 4.5 million students were enrolled in Moocs at the end of last year, with some six million expected to participate by 2015, according to Kate Worlock, an analyst with Outsell, a research and advisory service based in Burlingame, Calif.
2 Senators Offer Bill Promoting Open-Access Textbooks

A bill introduced in the U.S. Senate on Thursday would encourage the creation of free online textbooks by offering grants for pilot projects that produce high-quality open-access textbooks, especially for courses with large enrollments. Grant money would also be available to help faculty members find and review such textbooks, as well as to conduct research on how well open-access textbooks meet students’ and faculty members’ needs.

The bill, called the Affordable College Textbook Act, was introduced by two Democratic senators, Richard J. Durbin of Illinois and Al Franken of Minnesota. Senator Durbin introduced a similar bill in 2009 that did not become law, but he is revisiting the textbook-
Libraries eLearning Goals

- **Student affordability**
- **Lowered student and faculty frustration** selecting and accessing course content (textbooks, coursepacks, supplementary materials etc.)
- **Streamline faculty processes** related to course content - save faculty time
- **Support for open** education and open access initiatives
- Contribute to U of M eLearning efforts as they develop further
- Provide **guidance around copyright and IP** concerns
Libraries eLearning Themes

- **Partnerships** on campus and beyond.
- **Creating new opportunity spaces** for course content conversations.
- Positioning ourselves to be **involved at key opportunity/decision-making points** (e.g., course design or redesign).
- **Broadening our reach** by demonstrating and educating others about our content services and support.
- What role can we play to promote these goals at the state and national level?
Digital Coursepack Pilot: Focus on Partnerships

• Began with College of Education and Human Development to support an innovative iPad project and specific classes/instructors (Fall 2012).
• Expanded to include a variety of campus partners (Copyright Permissions, Bookstore, Office of Information Technology).
Digital Coursepack Pilot: In the Flow and Support Services

- Integrated into Moodle (CMS) environment.
- Includes a variety of content types including open content, library licensed content, royalty based content, fair use content, and faculty created content in one “online package.”
- Support services developing around open content and other alternative course content.
Digital Coursepack in Reserves Direct

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Digital Coursepack in Moodle

Library Reserves for course PSTL1525V_007F13_2

Section 007
Digital Course Reserves

Week 1
- Tugend, A. / Redefining success and celebrating the unremarkable
- Brooks, D. / The opportunity gap
- The Poetry Foundation / Mary Oliver biography
- Oliver, M. / Wild geese

Week 2
- Woodward, K. / Identity matters [$ required]
- Hochschild, J. / What's wrong with the American dream? [$ required]
- Harmon, K. / You are here: select maps (p. 33, 138-139, and 190-191) [$ required]
- Oldenburg, R. / The character of third places
- Benfield, K. / Why a good bar is essential to sustainable communities
- Tiemann, T.K. / Grower-only farmers' markets: public spaces and third places
- Luterman, A. / Invisible work
- Winne, M. / Closing the food gap: resetting the table in the land of plenty
Digital Coursepack Student Savings

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Coordinated Service Model

- The goal: create a well-designed, coherent model of support for faculty development, and for course development, delivery, and support
- An array of partners have been involved in the conversation - the Office of Information Technology, Libraries, Center for Teaching and Learning, Office of Classroom, Management, Bookstore, and collegiate units providing enterprise level services.
Coordinated Service Model: Current State

- Individual support units provide services to faculty with limited collaboration.
- Units may be unaware of each others’ services and are not currently responsible for leveraging expertise outside of their units.
- Faculty and instructional support staff may not have access to the full suite of services available on campus to support teaching and learning and may be unsure where to go to get started.
- The result may be a lower quality experience for faculty and the creation of suboptimal learning environments for students.
Coordinated Service Model: Future State

- Provide a single point of entry for faculty (in addition to support unit contacts);
- Seamless provision of services based on faculty need not specific unit services;
- Knowledgeable, cross-trained staff in collaborating units;
- The use of strategically deployed cross-functional teams to support departmental, collegiate and institutional initiatives that leverage expertise spanning multiple support units.
- The result will be higher quality instructional support services and the creation of more optimal student learning experiences and environments.
Coordinated Service Model: Benefits to the Libraries

As one of the early partners at the table in the development of the CSM, the Libraries have had the opportunity to **shape the processes** involved with working with faculty in the teaching and learning environment, **give a voice to content issues that were not previously considered** in this work, leverage the inclusion of these issues in the expected culture change as this work progresses, and **build trusting, highly collaborative relationships with campus partners** who are often the first point of contact for faculty.
Coordinated Service Model: Benefits to the Libraries

- **Early opportunity points** for working with faulty on content issues
- Meet with faculty at **key decision points** (during a course redesign or a curriculum redesign)
- **Educate staff throughout partner organizations** about the suite of content services available to faculty
- All staff (across units) will begin to **approach conversations with faculty with multiple perspectives in mind.**
- **Thread content issues into the conversation at the most appropriate and opportune times** when working as part of a team with campus partners.
Open Textbook Library

As an instructor, you want your students to have the best textbooks possible. Unfortunately, not all students can afford the high cost of traditional textbooks.

You can change that!

You can ensure that ALL of your students will have access to your course textbook content. In addition, you can edit the textbooks to fit your courses and best meet the needs of your students.

Open textbooks are real, complete textbooks licensed so teachers and students can freely use, adapt, and distribute the material. Open textbooks can be downloaded for no cost, or printed inexpensively.

This library is a tool to help instructors find affordable, quality textbook solutions. All textbooks in this library are complete and openly licensed.

Partners

[Logos of University of Minnesota, BCcampus, Purdue University, Cal Poly San Luis Obispo, and Oregon State University]
The Open Textbook Initiative
What we ponder…

“What keeps faculty from adopting open textbooks?”
BARRIER: There is little sense of urgency for change.

SOLUTION: Faculty Development
Lack of Urgency

Student Loan Debt

- $400
- $500
- $600
- $700
- $800
- $900
- $1,000
- $1,100
- $1,200
- $1,300

Consumer Revolving Credit

- $400
- $500
- $600
- $700
- $800
- $900
- $1,000
- $1,100
- $1,200
- $1,300

Graph shows the growth of student loan debt and consumer revolving credit from 2006 to 2013.
In your academic career, has the cost of required textbooks caused you to:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Action Description</th>
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<tbody>
<tr>
<td>63. 6%</td>
<td>Not purchase the required textbook</td>
</tr>
<tr>
<td>49. 2%</td>
<td>Take fewer courses</td>
</tr>
<tr>
<td>45. 1%</td>
<td>Not register for a specific course</td>
</tr>
<tr>
<td>33. 9%</td>
<td>Earn a poor grade because I could not afford to buy the textbook</td>
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<tr>
<td>26. 7%</td>
<td>Drop a course</td>
</tr>
<tr>
<td>17. 0%</td>
<td>Fail a course because I could not afford to buy the textbook</td>
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BARRIER: Faculty don’t know what open textbooks are.

SOLUTION: Faculty Development
Free Books

eBooks

Awareness of Open
Some Rights Reserved  vs.  All Rights Reserved
Awareness of Open
BARRIER: Faculty don’t know where to find open textbooks.

SOLUTION: One central catalog of open textbooks.

open.umn.edu
Open Textbook Library

Discover the difference you can make.

Search the Library

[search]

Browse Subjects

Accounting & Finance

Business, Management & Marketing

Computer Science & Information

Open Textbook Library

As an instructor, you want your students to have the best textbooks possible. Unfortunately, not all students can afford the high cost of traditional textbooks.

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Open textbooks are real, complete textbooks licensed so teachers and students can freely use, adapt, and distribute the material. Open textbooks can be downloaded for no cost, or printed inexpensively.

This library is a tool to help instructors find affordable, quality textbook solutions. All textbooks in this library are complete and openly licensed.

Contribute Reviews

If you are a faculty member from any institution, you can support this project and help your peers evaluate the textbooks in this catalog by writing a review of an open textbook in your field.

Only experts like you can determine quality.

Email us at open@umn.edu to get started.
BARRIER: Faculty don’t know the quality of open textbooks.

SOLUTION: Faculty peer review of open textbooks.
**Collaborative Statistics**

Susan Dean, De Anza College  
Dr. Barbara Illowsky, De Anza College

*Collaborative Statistics* was developed over several years and has been used in regular and honors-level classroom settings and in distance learning classes. This textbook is intended for introductory statistics courses being taken by students at two- and four-year colleges who are majoring in fields other than math or engineering. Intermediate algebra is the only prerequisite. The book focuses on applications of statistical knowledge rather than the theory behind it.

★★★★★

(2 reviews)

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**College Algebra**

Dr. Carl Stitz, Lakeland Community College  
Dr. Jeff Zeager, Lorain County Community College

*College Algebra* is an introductory text for a college algebra survey course. The material is presented at a level intended to prepare students for Calculus while also giving them relevant mathematical skills that can be used in other classes. The authors describe their approach as "Functions First," believing introducing functions first will help students understand new concepts more completely.

★★★★★

(2 reviews)
Quality?

by Heather Dorsey

Senior Teaching Specialist, Postsecondary Teaching and Learning, University of Minnesota

**Content**

**Strengths**

This text is accessible and is a straightforward read for an introductory speech communication course. Stand Up, Speak Out adequately addresses the learning objectives in the first chapter and uses the remaining chapters to fulfill the objectives. The objectives are very clear. The specific mention of developing critical thinking skills, fine-tuning verbal and nonverbal skills and overcoming fear of public speaking are well defined and needed in an introductory text. The chapters conclude with a key take away section that is most beneficial. This text uses credible resources. The resource tables for source citations (Ch. 7) are particularly valuable. In our current texting climate, it is valuable to have the chapter on the importance of language (Ch. 13). The emphasis on ethics is of extreme importance and thematically it has been worked into the text well.

**Concerns**

While the ethics theme is prevalent throughout the text, most situations deal with a speaker's lack of preparation. There are far reaching ramifications of speaking unethically. It is a bit limited. The concept of speaking ethically can be traced to Aristotle's Canons of Rhetoric. Incorporating this type of classical credibility would give the text depth in the area of ethics.

**Comprehensiveness**

**Strengths**
BARRIER: “Interesting, but I’m really busy.”

SOLUTION: An engagement strategy - Incentives for faculty to engage in open textbooks.
Faculty Engagement

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Paying Faculty

Faculty Development

Urgency → Open → Review → Adapt

$
University of Minnesota

Pilot (11 faculty) has potentially saved students over

$210,000

since Fall 2012.
Hewlett Foundation

- Run programs at eight institutions
- Raises awareness about Open Textbooks
- Provides qualitative evaluations with additional faculty reviews in the Open Textbook Library
- Provides an incentive for faculty to engage with Open Textbook content which may lead to adoptions
What can you do?

- Educate faculty about Open Textbooks (1:1 or in groups).
- Advocate for the review of Open Textbooks by faculty.
- Support faculty as they navigate the adoption of open textbooks.
- Support faculty writing Open Textbooks or supplemental materials.
- Suggest additions to the Open Textbook Library.
- Learn how textbook selections are made in key departments and provide information about Open Textbook options.
- Join sparcliboor@arl.org to participate in discussions about libraries and open educational resources.
Open Textbook Library/
Open Textbook Initiative/
Open Textbook Network

● Revised version of the Open Textbook Library (open.umn.edu) released this spring – new look and advanced functionality
● Continued efforts to educate faculty at other institutions – how to create a sustainable network?
● Hiring full time staff member to manage efforts
● University Libraries efforts begin to explore work with partner institutions across the CIC (Big 10 Libraries)
Partnership for Affordable Content (PfAC)

- Issue a call for Expressions of Interest – Spring 2015.
- Provides faculty with a small stipend ($500 to $1500) to explore more affordable alternative content for their course.
- Brings together all of our eLearning content efforts to date – Digital Course Packs, Open Textbooks, Coordinated Service Model.
- Results in the creation of teams (potentially including campus partners) to support faculty exploring affordable content.
- Showcase success stories to leverage future work with faculty in these areas.
Questions for me?

Questions for your colleagues with us today?

How does Content as a Service fit in your environment?
kjensen@umn.edu

Kristi Jensen, eLearning Librarian
University of Minnesota