OER in Texas Statewide Playbook

A holistic approach to systems change

Texas Higher Education Coordinating Board

About This Playbook

The Texas Higher Education Coordinating Board (THECB) has developed and partners on several initiatives to support open education across Texas. These initiatives include grant programs; professional development opportunities, like academies and the Open Texas conference; and OERTX, the state's open digital repository. Now, the THECB is expanding this statewide approach to open educational resources (OER) in Texas through the Texas Open Educational Resources Playbook.

This playbook was developed by the Institute for the Study of Knowledge Management (ISKME) and THECB, with support from the OER in Texas Playbook Advisory Committee. The playbook is one of two resources created to support systems change in implementing OER in Texas. This playbook and the accompanying workbook are designed to support institutions participating in the Playbook Development Academies by providing key steps for moving toward systems integration and planning for change.

Systems change in higher education can mean different things based on organizational and institutional contexts. A systems-based approach to OER was identified in 2021 OER landscape report "Advancing an Ecosystem for Open Educational Resources: OER in Texas Higher Education, Biennial Report 2021" as key for institutions across the state leading the way in OER implementation. This approach involves intentionally engaging multiple offices and roles across campuses, as well as partnering with external educational institutions and organizations on OER. Systems change invites stakeholders across the institution to share responsibility and accountability in advancing the institution's OER mission, goals, and values. This includes a commitment to reexamining structures, culture, and traditional ways of doing the work. It also involves removing barriers to innovation in fulfilling the promise of OER to advance equitable student access, participation, persistence, and completion of higher education credentials and degrees.

Texas OER Playbook Objectives:

- Outline the steps needed to implement the change management inherent in an institutional shift to OER.

- Provide resources for the localization and contextualization for each of the Texas institutions that choose to take part in the Playbook Development Academy.

The THECB recognizes that creating, implementing, and sustaining an open educational resources initiative are complex tasks. Open education policies and practices continue to evolve, and the recommendations contained in this playbook may change as we gain further understanding of unique regional and cultural needs of Texas institutions. Likewise, while the focus of the playbook is on individual colleges and universities, the content may also be applicable at the system and district level and to other organizations critical to supporting OER. The playbook, like all open educational resources, is designed as an expandable, adaptable resource to accommodate the addition of future topics and content, as well as localization by institutions for their unique contexts and their work in the Playbook Development Academy.

Acknowledgments

We thank the following people for contributing their expertise and providing invaluable feedback during the development of this playbook.

The Texas OER Playbook would not be
possible without the groundwork laid by other
organizations and institutions working
on openly licensed resources to support
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efforts, including the William and Flora
Hewlett Foundation, ISKME, OE Global, Open
Textbook Network, SPARC, and the four regional
compacts – Midwestern Higher Education
Compact, New England Board of Higher
Education, Southern Regional Education Board,
and Western Interstate Commission for Higher
Education – whose resources the authors
adapted for use in this playbook.

Contents

Background

The Texas Higher Education Coordinating Board's (THECB's) Division of Digital Learning is proud to present the Texas Open Educational Resources (OER) Playbook. The Texas OER Playbook is a resource developed by practitioners and advocates actively involved in the labor of open education to guide new and expanding OER work at institutions of higher education. The Texas OER Playbook is the result of partnerships between the Division of Digital Learning, the Institution for the Study of Knowledge Management in Education – creators of OER Commons and experts in open education practice and research – and faculty, librarians, staff, and administrators from institutions and systems across Texas.

The creation of the Texas OER Playbook was one of the core initiatives identified in the 2021 OER landscape report, "Advancing an Ecosystem for Open Educational Resources: OER in Texas Higher Education, Biennial Report 2021." It aims to support institutions as they work to build capacity and drive systems change around OER. It also serves as a guiding document for institutions that have not yet engaged in OER work or taken advantage of existing programs and opportunities. The hope is that the Texas OER Playbook will serve as a companion on the journey towards OER awareness and advocacy at your institution.

The Division of Digital Learning (DDL) was established in November 2020 to provide leadership and advocacy for digital learning in higher education and to promote, sustain, and advance a quality digital learner experience, positioning Texas as a world leader and resulting in globally competitive, digitally proficient citizens. The division's goals are to increase awareness of, build capacity for, and recognize digital excellence in higher education across the state, with a particular emphasis on open education. The DDL portfolio includes digital learning and OER professional learning opportunities, grant programs, research, community events, and the OERTX repository – a digital library of OER developed especially for Texas educators.

Users are at the center of the division's work. The DDL engages in extensive research, user-centered design work, and collaboration with stakeholders through advisory groups and community events. These explorations and conversations inform the programs, services, and resources the division develops for the Texas higher education community. The most recent landscape survey of statewide OER work revealed the need for professional development opportunities, community building, and digital resources to help institutions scale open education across the state. The Texas OER Playbook is one of the resources designed to address this by serving as a framework for future OER development and growth in Texas.

In the spirit of open, the Texas OER Playbook is Creative Commons licensed and freely available for all to use and adapt. In it, users will find foundational information on OER, helpful tools for navigating institutional OER policies and programs, and examples of the extraordinary work being done at Texas institutions and systems. The playbook was built for continual evolution and improvement, and user voices can strengthen it as a community resource. Please share your experience with the Texas OER Playbook at digitallearning@highered.texas.gov.

Welcome to the Texas OER Playbook and the Texas OER community!

The THECB Division of Digital Learning

The Foundations of Open Education and its History in Texas

Unit Introduction

This unit of the Texas OER Playbook provides a foundation for college and university administrators, librarians, faculty, and others interested in understanding more about open education and its deep background in the state of Texas. Module 1 defines open education and looks at how its use can create value for students as well as faculty and staff. Module 2 provides an overview of open education's deep roots in the state, describing its progression and growth over the past two decades.

Module 1.1: What is Open Education?

 Open educational resources are part of a set of larger practices known as open education. The William and Flora Hewlett Foundation defines open education as "the myriad of learning resources, teaching practices, and education policies that use the flexibility of OER to provide learners with high quality educational experiences." The foundation further defines OER as "teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions."[1]

Building on this definition, OER are described in [Texas Education Code (TEC), Section 51.451](#), as "teaching, learning, or research resources that are in the public domain or that have been released under an intellectual property license that permits their free use, adaptation, and redistribution by any person. The term may include full course curricula, course materials, modules, textbooks, media, assessments, software, and any other tools, materials, or techniques, whether digital or otherwise, used to support access to knowledge."

Open educational resources are distinguished from "traditional" learning materials by their copyright status. Resources under an all-rights-reserved license are not OER; resources that reside in the public domain or that are openly licensed for adaptation and distribution (for example, through Creative Commons) are OER[2]. Additionally, OER provide the opportunity to engage in what are known as the 5R activities: retaining, revising, remixing, reusing, and redistributing the resources.

Reuse
Can fully use content for any purpose in different mediums

Redistribute
Can share original and altered versions of content

Remix
Can mashup content with other material

Revise
The content can be adapted, adjusted, modified or altered

Retain
Can make own and control copies of the content

[1] *[The William and Flora Hewlett Foundation](#)*

[2] *[https://creativecommons.org/licenses/](#)*
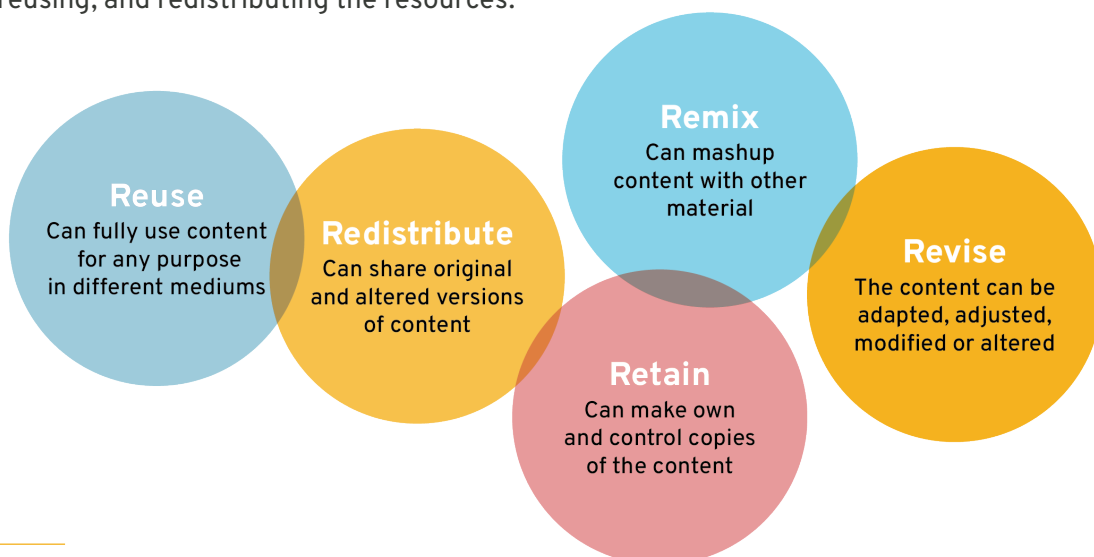
Why Do Open Educational Resources (OER) Matter?

Because OER should be available in at least one format cost-free (and possibly also in a no- or low-cost print version), they can offer students significant savings. The benefits of affordability and access (from day one and potentially in perpetuity) support increased student retention, progress, and credential completion. A study conducted by Achieving the Dream (ATD) found that students taking multiple OER courses earned more credits than students who did not take OER courses, had similar grades, and reported high engagement with course materials. ATD also found that the initiatives studied saved students $10.7 million and were cost-effective for colleges.[3] However, the advantages of using OER do not end there:

- Because they are openly licensed, OER can be adapted, customized, and localized to support more updated and relevant (including culturally) content.
- Through practices like open pedagogy, students can move from knowledge consumers to knowledge creators, engaging them more extensively in their educational processes.
- Redevelopment of courses to include OER can result in better alignment of content to learning objectives, resulting in more effective courses and curricula.
- Research shows that most students perform as well or better using OER course materials compared with students using traditional textbooks.[4]

Perhaps most significantly, OER can support and enhance diversity, equity, and inclusion efforts, ensuring that all students have equitable, no- or low-cost access to relevant, high-quality learning materials to support their success.

Module 1.2: Open Education in Texas

For over two decades, institutions of higher education, government agencies, and educational organizations have contributed to the growth of open education in Texas. A watershed moment in this history was the founding of OpenStax by Richard Baraniuk in 1999 at Rice University in Houston. Originally named Connexions, OpenStax began as an OER repository, expanding in 2012 to publish a series of free, openly licensed, peer-reviewed textbooks. OpenStax now publishes texts in over seven disciplines for both the secondary and postsecondary levels, and serves as a partner on several THECB initiatives.

For the Center for Open Educational Resources and Language Learning (COERLL), it was a 2006 TED Talk given by Baraniuk, titled "The birth of the open-source learning revolution," that prompted an interest in OER. The current director of COERLL, Carl Blyth, saw this presentation and quickly understood that "open-source learning," as it was described in the talk, was well suited to an application in language learning. Originally named the Texas Language Technology Center, COERLL was established in 2007 and today serves hundreds of thousands of language learners globally.

In 2011-12, seven Texas community colleges/districts received Trade Adjustment and Assistance Community College and Career Training grants from the U.S. Department of Labor to develop OER and OER-based curricula. Meanwhile, a 2014 report, "A Study on Open Educational Resources and Their Potential for Use at Texas Colleges

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[3] https://achievingthedream.org/oer-at-scale-the-academic-and-economic-outcomes-of-the-oer-degree-initiative/

[4] https://openedgroup.org/publications

and Universities," published by the THECB, described this and other nascent work in open education in the state, making recommendations for further OER development and use at Texas' colleges and universities. Two years later, eight community college campuses began participating in the federal Achieving the Dream Open Educational Resources Degree Initiative, developing OER to support full "Z-degrees" (for zero-textbook costs).

In 2017, open education efforts began to ramp up with the passage of the first legislation related to OER. Texas Senate Bill 810 codified OER in statute (Texas Education Code, Sections 51.451-51.453) through the state definition referenced above. This bill also had three major components: it created a statewide OER grant program; it established requirements for OER course designations/markings in course catalogs; and it ordered a statewide study to determine the feasibility of creating a Texas repository of open educational resources. To fulfill the latter component, in 2018, the THECB published "A Study on the Feasibility of a Texas Repository of Open Educational Resources." The report recommended the development of a statewide OER repository, potentially leveraging an existing one like OER Commons.

During the 2019 legislative session, the state allocated funding to support the creation of the repository, OERTX. The Legislature also passed House Bill (HB) 3650, codified as Texas Education Code (TEC), Section 28.009, requiring agreements between school districts and public institutions of higher education that provide dual credit programs to consider the use of OER in courses offered under the programs. Finally, in 2021, Texas adopted HB 1027, codified as TEC, Section 51.4521, the first law in the nation to increase transparency for automatic textbook billing programs (also known as "inclusive access programs"). Legislators in Texas clearly have taken notice of the ability of open education, particularly OER, to support postsecondary student success and are providing increasing resources to support this.

OER Landscape Studies

In 2019, the Digital Higher Education Consortium of Texas (DigiTex) partnered with the THECB and the Institute for the Study of Knowledge Management in Education (ISKME) to begin conducting a biennial survey to examine the landscape of OER programs, policies, and practices at public and private nonprofit institutions in Texas.

Table 1. 2019 OER Survey & Landscape Analysis Selected Findings

Respondents	• 158 two-year and four-year public and private institutions of higher education in Texas received the survey. • 100 of these institutions responded.
OER Policies or Programs	• 38% of institutions had formal OER policies and/or programs in place. • 39% indicated interest in implementing OER policies or programs in the future.
Actions by Institutions Leading the Way	• Appointing dedicated committees to shepherd the OER work at their institutions • Allocating resources to OER training for faculty and for the development of OER • Collecting data on the impact of OER use • Developing zero-cost credential programs, especially at two-year colleges • Prioritizing OER as a mechanism to enhance student engagement in course materials

The subsequent report, "Open Educational Resources (OER) in Texas Higher Education 2019," paints a clear picture of expanding OER use and adoption in Texas.

In 2021, DigiTex, the THECB, and ISKME again partnered on the landscape survey, the results of which were released in "Advancing an Ecosystem for Open Educational Resources: OER in Texas Higher Education, Biennial Report 2021." Building on data from the first survey, the second iteration of this survey showed continued growth in commitment to OER across the state.

Table 2. 2021 OER Survey & Landscape Analysis Selected Findings and Comparisons to 2019

Respondents	• 158 two-year and four-year public and private institutions, plus 11 health-related institutions (for a total of 169 institutions) received the survey. • 111 of these institutions responded.
OER Policies or Programs	• 45% of institutions have formal policies or programs in place to support OER, a 7% increase from 2019.
Other Elements Increased from 2019	• The percentage of institutions with a formal definition of OER and with OER course markers • The availability of fully OER-based courses, especially at two-year colleges
Actions Taken by Institutions Leading the Way	• Leading institutions are beginning to provide comprehensive, systems-based supports for OER, with 30% of institutions across the state reporting that they engage multiple offices across their campuses in supporting OER.

The survey findings also revealed insights into priority areas and challenges for some institutions as they work to advance OER adoption and use, leading to recommendations for addressing existing barriers to scaling OER and for advancing the work being done by the includes OER champions, including new collaboration, professional learning, the development of this playbook, and curriculum development supports focused on building an OER ecosystem within and across Texas institutions.

OERTX Digital Repository and Professional Learning

In September 2020, the THECB, in partnership with ISKME, launched OERTX. All OERTX resources are free and available to any user and include growing collections of educational resources, including e-textbooks for Texas Core Curriculum courses, materials for career and technical courses to promote reskilling and upskilling of the Texas workforce, and other resources to support effective teaching and learning. The repository also facilitates the creation of network hubs and groups to share collections associated with a subject, project, or organization. In fall 2022, THECB and ISKME celebrated the second anniversary of the site, including launching an enhanced version of it.

To support the rollout of OERTX and to ensure that educators across the state were aware of the site's release and invited to be a member of the growing OERTX community, THECB developed a program of professional

learning. Educators were offered a progression of Professional Learning Academies (learn more about THECB's professional learning program in Module 2.2, "Building an Institutional Infrastructure"), through which they could learn the core concepts of OER, then learn about evaluating and curating OER, developing their own OER, and training others on the adoption and use of OER.

THECB also offered supports for institutional leads interested in creating OER community spaces called Hubs to showcase their OER initiatives, resources, and collections, and to provide collaborative spaces for groups to connect and share materials. THECB continues to offer professional learning opportunities to educators around the state to raise awareness and to build engagement with OERTX. In 2022, OERTX received Open Education Global's Open Policy Award as recognition for its outstanding contribution to the open education community.

2022 Research

GAP ANALYSIS

In 2022, in collaboration with the THECB, ISKME conducted an analysis of gaps in OER for 25 highly transferable courses and core prerequisite courses for high-wage, high-demand fields, with an emphasis on courses commonly required across high-wage, high-demand workforce and career and technical education degree paths. The analysis identified full courses and textbooks, with specific attention to elements identified as important for faculty adoption, such as inclusion of ancillary resources, presence of peer reviews, and recency of the course or textbook. ISKME collected information about full courses and textbooks, their relevant metadata, and the repository location for course-related OER. ISKME synthesized findings into a report that outlines where the greatest coverage and gaps lie for the priority courses and conducted a preliminary quality assessment regarding the level of effort required to use the identified OER content for Texas course development.

The gap analysis found that only one of the 25 high-priority courses had an OER course available that was clearly marked as peer reviewed, had been published in the last five years, and had three or more ancillaries. This course was not customized to Texas. However, 17 of the 25 high-priority courses had an OER course available that was updated in the last five years and had three or more ancillaries but was not peer reviewed, and six of these 17 had an OER course customized for Texas.

Table 3. Number of Priority Courses That Have a Recent OER Course With 3+ Ancillaries Available (of 25)

Peer-Reviewed	Not Peer-Reviewed	Texas-Aligned *(no peer review)*
1	17	6

This finding highlights challenges with establishing peer review in OER materials. This scan also surfaced other challenges with OER metadata that make quality assessment challenging, for instance, that a quarter of all OER courses lacked a copyright date or date of last update. A surprising finding was the low percentage of science OER courses that came with aligned labs. The gap analysis supports THECB and Texas institutions in identifying where future course development efforts should be directed.

Also in collaboration with the THECB, ISKME conducted a regional analysis to assist in determining the needs of institutions that, according to the 2019 and 2021 OER landscape survey data, reported minimal OER commitment, engagement, and use. Analysis of the data identified three low-implementation subgroups based on interest in or progress towards institutional OER policies, programs, and initiatives: laggards, interested, and beginners. These groups shared the need for funding, professional development, dedicated OER staff, and access to OER in different disciplines and at different levels. They also shared the challenges of OER quality assurance, lack of administrative support, and lack of faculty awareness and buy-in.

Researchers mapped the identified institutions – as well as those that did not participate in the survey – by geolocation and by level of OER commitment to determine if specific regions of the state have greater need for OER support. Mapping indicated diverse OER implementation throughout Texas, with every region having more low-implementation than high-implementation institutions. Mapping also showed that 60% of OER landscape survey nonrespondents were private institutions. The regional analysis will help THECB improve the effectiveness and marketing of its open education initiatives, including professional development, funding, networking and mentoring opportunities, and support in identifying or creating peer-reviewed OER.

Key OER Milestones in Texas

1999–2007	2011–2016	2017–2021	2022	
Founding of OpenStax and COERLL	TACCCT and ATD Grant/Initiatives	Texas OER legislation passed and Biennial Landscape Analyses conducted; Creation of OERTX Repository	Gap and Regional OER Analyses conducted; creation of Texas OER Playbook	**What's next?**
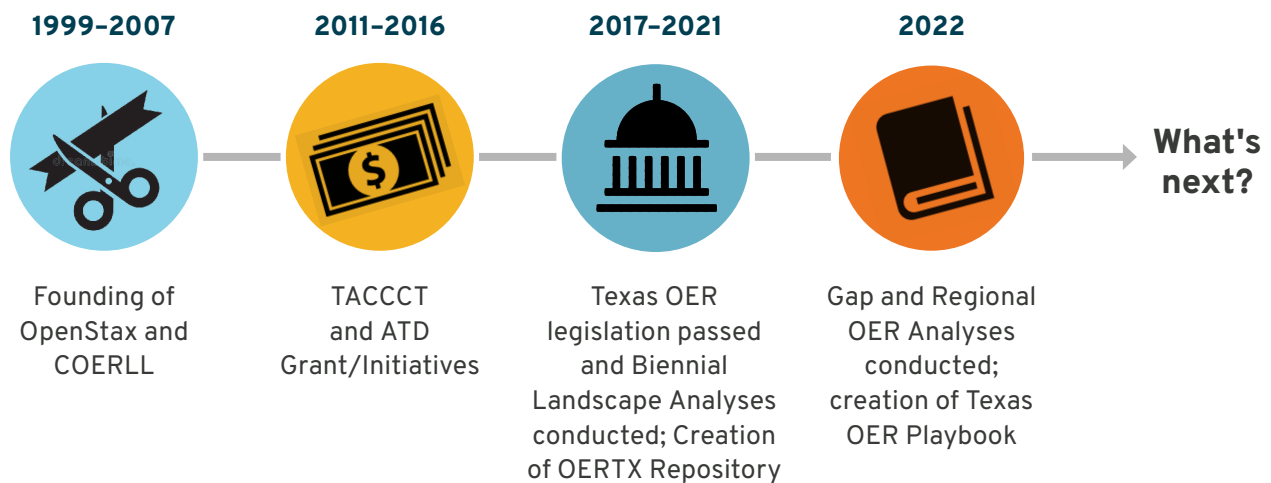
Building on the Basics of OER and the Texas Foundation for Open

Unit Introduction

Unit 2 of the Texas OER Playbook is designed to support stakeholders at all levels in building out open education programs. Users learn how to develop measurable goals that align with their institutional strategic plans, how to build on the success of other programs, and how to develop cross-institutional support to achieve those goals. In Units 2 and 3 of the playbook, examples from Texas institutions are highlighted, to demonstrate how users might model their programs or determine where they can go for mentorship or guidance. The last module of the unit looks at ways to codify an OER program through resolutions, policies, and guidelines that provide clear frameworks for others who are interested in open education.

MODULE 2.1: Understanding the Landscape, Finding Champions, and Setting Goals

This module gives an overview of how to analyze institutional landscape and culture, identify campus OER champions, align goals to institutional and statewide policies, and establish of success indicators.

Analyzing the Landscape

This work should begin with an assessment of current OER awareness and implementation on campus. This process might involve informal information gathering or more formal research. One approach is to adapt questions used in the statewide OER landscape studies for use at a specific institution. Because the landscape surveys are openly licensed, campuses are free to draw on the questions and methods used in those surveys to analyze the landscape of OER at their institutions. Applicable questions from the surveys that can be translated to local contexts include:

- What OER definitions, policies (including open licensing), programs, and courses are already in place?
- How are the course marking requirements of TEC, Section 51.452 being implemented?
- What individuals, offices, and roles, if any, lead OER efforts on campus?
- To what extent does internal and/or external collaboration support OER work?
- What OER enablers (such as professional development and funding) and barriers exist on campus?
- How does your campus collect data to assess the effectiveness and impact of OER?

These questions could be distributed as questionnaires to library staff, administrators, or faculty at an institution informally, if a more formal research approach is not an option. Using campus listservs, putting flyers in faculty mailboxes, or other ways of reaching out directly to potential respondents will yield some information regarding OER awareness and initiatives. In addition, conversations with individuals across the institution, asking questions related to OER and how folks think about it, will provide a sense of the level of awareness on campus.

Each respondent to the landscape surveys also can contact the THECB to request access from ISKME to their survey data disaggregated by institution. Please email digitallearning@highered.texas.gov to request this information.

An example of an effort to understand the landscape of OER policy and practice across a system is the work conducted by the University of Texas System Affordable Learning Accelerator Task Force. Over the course of more than a year, the task force collected information on OER practices at each of the system's institutions, and, in 2021, it launched a website to share the results of this research. Momentum on Open Educational Resources serves as an information hub designed to showcase and motivate greater engagement with OER across the UT System.

Identifying OER Early Adopters & Advocates

After assessing the landscape of OER policies and practices on campus, identify and highlight early institutional adopters and advocates, who can be found in many roles across campus. Early faculty adopters of OER often have experience adapting or creating OER for use in their courses and, thus, can become powerful campuswide advocates. Librarians have been key champions in open education at local, national, and international levels and can provide significant expertise in finding, assessing, and curating effective, high-quality resources. Instructional designers can be allies, working with faculty to adapt and adopt OER and align resources with course outcomes and objectives and to support course material accessibility. Administrators also can be key advocates, helping to ensure OER policies and practices align with institutional goals, advocating for funding, and ensuring OER remain a high priority to support student success. Finally, students themselves can be extremely effective proponents, whether recruited from within student government, from OER-supported courses or programs, or from other contexts. More on identifying and communicating with OER champions can be found in Module 2.2, "Building an Institutional Infrastructure."

Ultimately, it can be helpful to establish a designated OER leader from among these advocates and adopters or to make an external hire. A full-time position dedicated solely to OER is one of the most effective ways to ensure the success of an OER initiative. Roles and responsibilities may include:

- general OER advocacy across campus;
- meeting with faculty about adoption and creation;
- training staff and faculty;
- coordinating the publishing of OER;
- administering grant programs for faculty OER adoption and creation;
- connecting to the national and international OER community; and
- advocating for OER program funding, policy, and sustainability.

OER leaders can be from many backgrounds and work in many different departments or divisions; the commonality is that the leader has ownership and responsibility to direct the adoption, creation, and implementation of an OER strategy. Examples of OER leadership positions are OER Librarian or OER Director/Coordinator. Training is available for those whose job it is to lead an OER initiative. The SPARC Open Education Leadership Program is a rigorous one-year program designed to train those in OER leadership positions, and the OER Starter Kit for Program Managers provides resources to support success in OER leadership. For librarians, there is the Open Education Network's Certificate in OER Librarianship program.

Until recently, Nathan Smith, Ph.D., served as the OER Coordinator at Houston Community College, where he helped build and grow a large OER program that currently enrolls 12,000 students in Zero Cost Books courses. He has helped win and manage nearly $500,000 in grants to support OER and a Z-Degree. Smith also serves as a faculty member in the Philosophy Department.

Ariana Santiago is the OER Coordinator at the University of Houston Libraries, where she leads a growing OER program. In this role, Santiago is an advocate for open education, supports instructors in the adoption and use of OER, and manages OER incentive programs. She also is a graduate of the SPARC Open Education Leadership Program.

Both Smith and Santiago have been instrumental in the development of the collaborative Houston Area OER Consortium, which was cofounded by Smith and Tonja Conerly, a professor of sociology at San Jacinto College.

Defining and Aligning Goals and Strategies

After or alongside the analysis of the institutional landscape and culture and identification of campus OER champions, identify programmatic goals and ensure alignment with institutional and statewide plans and policies. There is not a one-size-fits-all OER goal; institutions are all different, and each institution must consider its unique size, mission, and culture. OER goals can be tied to larger strategic plan goals, such as student recruitment, equitable outcomes in access, retention, and attainment, and/or cost savings. Other important considerations include the needs of student populations and communities, library and instructional design staffing, and resources and budgets. If institutional or system goals are not in place, developing SMART goals can be helpful in narrowing down the focus of an OER Program. SMART stands for specific, measurable, achievable, relevant, and time-bound.

Open education policies and programs, in general, support the three goals of the state's strategic plan for higher education, Building a Talent Strong Texas:

1. Attainment of Postsecondary Credentials
2. Postsecondary Credentials of Value
3. Research, Development, and Innovation

Open education also can support the goals of institutional strategic plans. For example, the strategic plan for the Austin Community College District (ACCD) includes goals toward achieving equity and access, persistence and engagement, and completion and transition to employment/transfer. In ACCD's 2020-21 Student Success Report, OER initiatives are mentioned as key to supporting the goal of persistence and engagement.

The following are strategies that work well at both two- and four-year colleges and universities to support institutional goals:

- **General education courses** – Because many OER textbooks and materials are available for general education courses, many institutions start with a goal to replace publisher textbooks with openly licensed textbooks and materials.

- **High-enrollment courses** – These courses often include general education courses or may exist in high-demand fields, such as respiratory therapy or nursing, increasing the impact of OER adoption efforts.

- **Zero-textbook-cost credentials (often known as Z-degrees)** – Some institutions have focused efforts to create one or more certificate or degree programs in which all of the learning resources are free and open. Currently, these are most common at two-year colleges.

- **OER grant programs** – Providing funds to support OER creation, adoption, and implementation to faculty and others (such as librarians and instructional designers) may be included as a strategy to support goals. These funds may be offered as stipends, course releases, a combination of the two, or other supports.

There is no uniform way to implement OER to support institutional goals, and new strategies are being developed all the time. Ensuring that campus OER leaders are connected to the larger field can help leaders and institutions stay up to date with new strategies and initiatives.

Learning from Other Texas Institutions' OER Successes

Texas has a wealth of resources and recognized leaders, both individual and institutional, in support of open educational resources. Rather than starting from scratch, Texas institutions can learn from each other, share best practices across regions and the state, and revise resources for individual campus communities. One such resource is DigiTex's "Best Practices in Digital Higher Education: Creating and Adopting Open Educational Resources at Colleges and Universities Across the State." Drawing on the success of other institutions, sharing best practices, and reducing duplication of efforts allows every institution to build a culture of OER on campus.

Austin Community College District developed a Z-degree program, for which it won a 2019 THECB Star Award, an award that recognizes exceptional contributions toward achieving one or more of the goals of the state's higher education strategic plan. Houston Community College's Z-Degree Program was recognized by the League for Innovation with "Innovation of the Year Award" and the THECB's "Recognition of Excellence" in 2019.

High demand for OER in fields such as physical therapy and respiratory care led the Texas State University Library to create OER LibGuides to support several programs. The THECB's Open Educational Resources Nursing Essentials (ONE) Project, a collaboration between THECB and OpenStax, will analyze the required competencies of the new AACN Essentials curriculum to determine the feasibility of designing OER for this high-demand field.

Establishing and Aligning Success Indicators

Setting attainable and realistic goals is an important step for establishing OER programs and ensuring their sustainability. Equally important is developing metrics for success and collecting data using the metrics. Some institutions focus on OER policy and practice as a means toward supporting larger goals related to diversity, equity, and inclusion. One self-assessment tool to guide campuses in measuring this work is the Equity Through OER Rubric created by Driving OER Sustainability for Student Success (DOERS3), which says on its website, the tool "enable[s] users to integrate OER in equitable ways across higher education leading to quality and equitable student access, outcomes and success."

Because supporting affordable education often is a goal for OER programs, measurable cost savings for students is one common success indicator. A helpful resource on cost-savings policy, data, and reporting is "Toward Convergence: Creating Clarity to Drive More Consistency in Understanding the Benefits and Costs of OER" from the Midwestern Higher Education Compact.

There are many other potential success indicators beyond cost savings, including impact on student learning, satisfaction, and success (e.g., retention and graduation rates), as well as faculty satisfaction. Another effective resource is the COUP Framework developed by the Open Education Group. This framework is an approach to studying the impact of open educational resources, specifically measuring cost, outcomes, usage, and perceptions. Additionally, ISKME developed the Example OER Success Indicators Worksheet, which includes a broad list of possible success indicators that can be a helpful starting point to identify and brainstorm additional metrics to track.

At the 2021 Open Texas Conference, Ariana Santiago, OER Coordinator, and Cherie Turner, Assessment Coordinator, of the University of Houston Libraries, presented on "Strategies for Assessing an OER Incentive Program." Using the Coup Framework, Santiago and Turner selected appropriate strategies for assessing the impact of OER adoptions at the University of Houston and used the collected assessment data to inform and improve upon institutional OER efforts.

Since 2017, The University of Texas at Arlington Student Government has helped shaped OER outreach across campus, encouraging the use of affordable course content, including collecting data on the impact of course material costs and sharing those data with various audiences.

MODULE 2.2: Building an Institutional Infrastructure

Before a departmental, institutional, or a broader OER initiative begins, there are often faculty members and librarians who have begun shifting their curriculum and curation strategies to OER. These pockets of OER adoption can be the seeds for broader OER initiatives if early adopters can find and build support for this work. This module will look at ways to grow an OER program from the individual to the institution and beyond, examining ways to develop coalitions of OER-interested faculty and administrators into councils and to expand councils into partnerships. To support the identification of potential OER partners, this module will also cover Texas-sponsored professional learning programs, conferences, and other ways that faculty are brought together and communities of practice are developed and sustained.

Building an OER Coalition at an Individual Institution

Module 1 described the many roles OER champions can have on a campus and what value they can each bring to an OER initiative. It can be challenging to find like-minded OER advocates, and seeking out partners (librarians, other early faculty adopters, instructional designers, administrators, or student leaders) is one avenue for building the rapport needed to develop an OER coalition. Another way to identify promising OER advocates is to participate in THECB professional learning academies, to attend OER-focused conferences, like Open Texas, or to ensure that OER is an agenda item at faculty and staff gatherings.Reaching out to potential OER partners requires crafting a message that will appeal to different stakeholders. A librarian may have different goals for an OER initiative than a chief academic officer or a student, for example. A student may be most interested in cost savings, while an administrator may be looking at retention rates. And to support these goals, they often bring different interests and expertise to open education. Learn more about sustaining these relationships and growing support year over year in Module 3.2, "Sustained Campus Advocacy."

Gabby Hernandez, Open Education Librarian, The University of Texas Rio Grande Valley (UTRGV), said, "The most successful and sustainable programs are those that use the entire university." At the 2022 Open Texas conference, she shared her "Textbook Affordability Project" program overview, outlining the many ways she engaged stakeholders across campus, what was effective, and the impact of their Textbook Affordability Project.

Sabrina Davis, OER Librarian at Texas Tech University, similarly suggests, "Most OER advocates tend to be librarians or faculty...fall[ing] under academic affairs. And so, I think naturally those might be some of your allies. But you would be amazed at what other areas on campu s will support what you're doing, and maybe it will help you in really interesting ways, so don't be afraid to reach outside of academic affairs."

Table 4. Campus Roles and Related Goals and Areas of Interest and Expertise

Campus Role	Goals and Areas of Interest and Expertise
Librarians	Affordable learning, copyright, faculty development, discovery, and curation
Faculty Adopters	Equitable student success, equitable student access, academic freedom, course enrollments, engaging curriculum that is locally and culturally relevant, supporting social justice through open pedagogy, high-quality textbooks, readings, and ancillary materials
Instructional Designers	Course design, copyright permissions, accessibility
Administrators	Retention rates, student feedback, enrollments, equitable student success
Student Leaders	Cost savings, quality of curriculum, student engagement in courses, accessibility, equitable access to materials, relevant materials, belonging

The University of Texas at Austin has been successfully engaging students with OER advocacy since 2019. It has sustained this work by using student and staff collaborations, formalizing processes and structures, and working across various student leadership groups. They shared their approach with the presentation "Student Advocacy & Power: Moving Fast & Driving Meaningful Change at UT Austin" at the 2022 Open Texas Conference.

In addition to the roles listed in Table 4, there are other avenues for building support for an OER initiative. Someone seeking to build broader institutional support could look at student support services, like tutoring programs, math and writing centers, or continuing education programs. A way to build awareness on campus is to engage with bookstore management to ensure OER-based courses are clearly marked and that free versions are noted for students looking at course materials. Another way to build support is to work with individual departments or department chairs who are interested in retaining students and growing their programs.

Administrators seeking to build a campuswide program must prioritize partnerships and build buy-in across individual campuses, districts, or systems. Developing a coalition of stakeholders from different levels, as described above, captures diverse points of view and helps create shared progress. Questions may emerge as institutions engage in this work:

- Who should be included in OER efforts (a committee, taskforce, council, etc.)?
- How will we train and empower leaders?
- What leadership messaging needs to be in place that conveys that cross-institution partnerships are a priority on campus?
- What resources will help to empower those directly advancing open educational resources, so they are able to connect and build effective partnerships in their offices?
- How might students be engaged in partnerships to help share information and advocate for OER? What are the benefits of student involvement – both to students and the institution?
- How might academic and student affairs units (e.g., student support services like tutoring, math and writing centers, academic departments, advising, counseling, online and continuing education, instructional design, faculty senate, library, finance and budgeting) be engaged as experts and trusted advocates?
- What internal or external partners can offer skills or resources to support this work?

After conducting outreach and organizing champions into a steering committee or advisory board, it is critical to communicate this work. One way to do this is through professional development, conferences, and mentoring. Another is to work with the school newspaper, student government, or other student-led organizations to ensure people at all levels know about the value of OER and how it's impacting students and faculty. Within the campus ecosystem, OER goals and activities ideally are driven by partnerships that are continuously leveraged to complement the internal assets that a college brings. The goal is to create optimized access to campus services, where all departments are working together efficiently, then tell stakeholders campuswide about the impact.

Austin Community College (ACC) has successfully shared information about their OER work using a YouTube playlist about OER resources at ACC on their Teaching and Learning Excellence channel. The playlist includes seven short videos discussing topics like equity, collaboration, faculty engagement, and how to develop OER.

Establishing OER Programs at Texas Institutions

There are important supports available for Texas institutions to develop plans for their OER programs, including participating in training academies, building their own Hub space in the OERTX digital repository, connecting with collaborators, and leveraging best practices. Establishing foundational knowledge on open educational resources and practices, and having a central place for institutions to collaborate, curate, and share resources help build a solid foundation to advance OER programs.

OER PLAYBOOK ACADEMY

There is an urgent need for new, innovative professional development programs to strengthen Texas institutions' ability to implement open educational resources. This playbook is designed to be used with the OER Playbook Academy, which will develop each institution's foundational understanding of OER and result in each institution making their own version of the OER Playbook to meet their unique needs.

OERTX INSTITUTIONAL HUBS

The OERTX digital repository and collaboration space can provide a home for sharing information, resources, and communities of practice for an institution. Institutional Hubs on OERTX are landing pages within the repository where an institution can share their work, strengthen a sense of community, and provide collections of OER contextualized to their unique needs. Working with ISKME, THECB offers Hub and community overview sessions for OERTX institutions.

Institutions that decide to set up a Hub work through a planning checklist and then join a Hub Onboarding Session, which includes training on how to manage their Hub, creation and addition of Groups, and best practices for Hub development. Participating institutions are provisioned with an OERTX Hub, where they may share information about their OER work, curate resource collections, and develop working groups or communities of practice. Institutions must have site administrators to build out and manage the resulting Hubs.

Several institutions have taken advantage of the OERTX Hub offering. San Jacinto Community College established their Hub in 2022.

Building OER Partnerships

The "Building an OER Coalition at an Individual Institution" section of this playbook examined how to develop a strong OER coalition on an individual campus, looking at the different stakeholders who could be engaged to ensure diverse points of view are heard and addressed in the work. This section looks at how an institutional coalition might extend beyond the campus to collaborate with other institutions in a district, system, or consortium.

DISTRICT, SYSTEMWIDE, AND CONSORTIAL APPROACHES

Texas higher education includes 50 public community college districts, some of which comprise a single campus, others multiple campuses, or in the case of the Alamo Colleges District, five separate, independently accredited colleges. Even within multiple campuses of the same college, the goals of each campus, and the needs of its students, can vary, so it may be necessary to gain a better understanding of those potentially unique institutional contexts through methods mentioned in Module 2.1, "Understanding the Landscape, Finding Champions, and Setting Goals."

Building on the foundation of its participation in the Achieving the Dream OER Initiative, Alamo Colleges District developed AlamoOpen, the district's no-cost initiative that includes the use of OER for students and instructors. Partners for AlamoOpen include CCCOER's Community of Practice for Open Education, Texas Digital Library, OpenStax, and ATD.

Additionally, Texas is home to seven distinct systems of higher education: the University of Houston System, University of North Texas System, The University of Texas System, Texas A&M University System, Texas State University System, the Texas Tech University System, and, most recently, the Texas Woman's University System. For institutions within these systems, there are opportunities for collaboration around an OER program.

The Texas Woman's University System – the most recent addition to Texas' university systems – engages in and supports a variety of open education practices (OEP) across the system, including hosting a community of practice around OEP through TWU's Office of Teaching and Learning with Technology. In 2022, they also hosted the virtual OEP@TWU Conference.

For 2022 OER Awareness Week, the Council on Academic Technology and Innovative Education of the Texas A&M University System hosted a Virtual Brown Bag Webinar Series for all A&M System member faculty, staff, and students.

Establishing or joining a consortium or less formal partnership across multiple campuses or institutions can help newer OER initiatives benefit from the work of others who are further along the path in their OER programs. Additionally, partners can take advantage of open licensing to create shared resources that can be developed and maintained by faculty across institutions. Such multi-institution relationships are important for both developing and mature OER programs to provide community support, share information and

experience, and provide faculty collaborations around content creation, adaptation, and implementation. Events like Open Texas and the Digital Learning Summit, the THECB's Professional Learning Academies, and OERTX Hubs can motivate institutions to connect with like-minded partners to form consortia, like the Texas ATD Consortium and the Houston Area OER Consortium.

In 2016, four Texas community college districts partnered as a Texas Consortium with the Achieving the Dream OER Degree grant. Alamo Colleges, Austin Community College, El Paso Community College, and San Jacinto College all developed and implemented OER sufficient to build a complete Associate of Arts degree plan. Those resources were shared among colleges and have provided important foundations for further adaptation and implementation of OER necessary for Texas degree plans.

In 2018, the Houston Area OER Consortium hosted its first meeting. They have continued to host quarterly meetings at local college and university locations as well as online, building a strong, local network of OER practitioners. Since then, the consortium has developed into a group of 16 Houston-area colleges and universities. In 2020, they launched a website, houstonoer.com. And in 2021, the consortium hosted the Open Texas. This local consortium shares resources and expertise for both developing and mature OER programs.

DEVELOPING OER CHAMPIONS

The OER-curious have many ways to access foundational information related to OER use, adaptation, and creation. Participation in professional learning programs, self-paced learning modules, mentorship opportunities, and conference sessions can create an OER champion. Contributors to and leaders of OER programs need to be supported and provided opportunities to showcase their work, highlight the impact, and be recognized and celebrated as leaders in the field. Champions can also be powerful advocates for advancing OER and inspiring others through presenting, training, and mentoring others. In the spirit of open education, champions can customize openly licensed resources, such as guides, tools, templates, presentation materials, and course modules, for use on their campuses.

As part of its Textbook Affordability Project, UTRGV showcases "Affordability Advocates," university faculty, students, and staff who have dedicated their time and effort to ensure students at UTRGV have equitable access to high-quality course materials at a minimal cost to students.

The THECB and other Texas organizations like DigiTex offer many ways for many different audiences to develop into OER advocates, creators, or adopters. As described briefly in Module 1.2, "Open Education in Texas," through professional learning, webinar series, conferences, and online supports, there are myriad ways to learn more about adopting, adapting, or creating OER. Participants in these offerings are empowered as OER champions and are poised to join the work of building campus, district, or system programs.

Texas Digital Library facilitates the creation, adoption, and use of open educational resources across Texas and beyond through such services as research, professional development and training, and events. Their [Getting Started with OER: Free Webinar xSeries](#) is a foundational tool for building OER engagement and knowledge.

[Texas Learn OER](#) is an award-winning set of openly licensed modules for faculty, staff, and administrators. DigiTex (the Digital Higher Education Consortium of Texas) contracted with Carrie Gits, then Head Librarian and Library Services OER Team Leader at Austin Community College, to adapt for a wider audience modules she created for ACC as a part of her capstone project for the 2018-19 [SPARC Open Education Leadership Program](#). Texas Learn OER includes information on understanding OER; open licensing, including Creative Commons; finding and evaluating OER; accessibility; adapting, creating, and sharing OER; and OER policy and practice in Texas. Participants can earn a certificate of completion, and such evidence of expertise can spur future OER engagement and advocacy.

Conferences in Texas or nationally are another way to share information about OER programs, successes, and impact. Attending conferences also helps to surface individuals interested in OER or emerging OER champions.

The Texas Digital Library (TDL), THECB, and DigiTex jointly organize the annual Open Texas conference to convene librarians, faculty, administrators, and other open education practitioners and advocates in Texas.

[Open Texas](#) was created to build on the success of both the 2018 Statewide OER Summit and the 2019 Statewide Open Education Texas Convening. TDL, THECB, and DigiTex staff serve as the standing steering committee for the annual Open Texas conference, the first of which was held virtually March 11-12, 2021, and the second Sept. 12-23, 2022.

PROFESSIONAL LEARNING ACADEMIES

In 2020, the THECB began outreach communication, presentations, and discussions with the OERTX community to introduce the library and tools for discovery, curation, collaboration, evaluation, remixing, authoring, and sharing. Community members shared their OER needs, priorities, and interests to help inform future professional learning offerings. In 2021 and 2022, THECB launched a series of professional learning academies and training events for faculty, instructional designers, librarians, and institutional leads. Groups and Hubs were created in the OERTX repository for each academy and are used to support the synchronous trainings and ongoing collaboration.

The team designed the trainings to include time for participants to reflect, plan, and practice using OER tools

to meet their needs, as well as opportunities to brainstorm, present, get feedback, refine, and share their OER projects. Groups and Hubs host all discussions, learning activities, guides, and resources curated, submitted,remixed, and authored. Academies and events support educators' various levels of OER familiarity and experience, and include OER Core Elements Academy (2 cohorts), OER Advanced Skills Academy, Creator Fest: OERTX Edition, OER Creator Communities Academy, Institutional OER Hub Series, Resource for the Resource Retreat, OERTX Anniversary Celebrations: Year 1, Bring Your Own OER & Year 2, OERTX Showcase, and the Digital Learning Summit.

MODULE 2.3: Developing Policies, Guidelines, and Resolutions in Support of OER

OER policies, guidelines, and resolutions can strengthen an institution's existing initiatives and lay a foundation for long-term success. The range of options for policies is significant – they can serve to codify responsibilities, allocate resources, or provide a tacit demonstration of administrative support for the overarching purpose of the initiative. Examples exist not only at the campus and institutional levels, but also at the system, state, federal, and international levels.

The UNESCO OER Recommendations, "A Place for Policy: The Role of Policy in Supporting Open Educational Resources and Practices at Ontario's Colleges and Universities," and the SPARC OER State Policy Playbook provide insights into the international and national OER policy landscape, and the following sections explore types and examples of institutional policies. For more information on how to align OER policy with existing campus or state legislative priorities, see the Texas Learn OER Module.

Texas institutions are leading policy and implementation of open educational resources. According to the 2021 OER landscape report, "a combined 62% (69) of institutions either have formal OER policies and/or programs in place, or are in the process of developing them in 2021 – compared to 51% (51) in 2019." This progress contributes to the success of Texas' OER initiatives, but those already in place can be strengthened to include supplemental policies, multifaceted approaches, or a broader range of constituencies. Examples of OER policies, guidelines, and resolutions include the following.

OER Course Markings

Across the country, states and institutions have incorporated course markings – denotations that designate a course as OER, or "zero-textbook cost" – to help students find affordable pathways through their education. In Texas, the requirement to include OER course markings was signed into law through Senate Bill 810 (now TEC, Section 51.452), which requires Texas colleges and universities to share searchable information with students about courses that use OER. Additionally, HB 1027 requires transparency on the cost of instructional materials for all Texas schools.

In 2020, The University of Texas at Arlington Libraries published a Texas Toolkit for OER Course Markings (a living guide). The toolkit outlines requirements for searchable course information, offers tips for getting started, suggests stakeholders to include in the process, and gives examples of electronic schedule integration and other resources.

Course marking may look different in different contexts – whether it is incorporating OER icons into print schedules, developing stand-alone lists of OER courses, or integrating OER labels into web pages so students can determine which courses use OER before they register.

Table 5: Sample Course Marking for Z-Degree Program and Zero Cost Books, Houston Community College

Class Attributes		Personalize | Find | View 2 |	First 1-3 of 3 Last	
Course Attribute		**Course Attribute Value**		
010	🔍 010 Communication (I)	010	🔍 010 Communication (I)	⊞ ⊟
ZDG	🔍 Z-Degree Program	ZDG	🔍 Z-Degree Program	⊞ ⊟
ZCB	🔍 Zero Cost Books	ZCB	🔍 Zero Cost Books	⊞ ⊟

Source: https://uta.pressbooks.pub/markingopenandaffordablecourses/chapter/houston-community-college/

Texas Woman's University enables faculty to share information about the OER they have adopted for their courses on the TWU OER webpage, which includes a list of OER-based courses, organized by semester. Those same courses are indicated in the TWU Class Schedule.

Spring 2023 —

BACT 1003

Book Title: Microbiology
Price: Free
Author: Nina Parker, Mark Schneegurt, Anh-Hue Thi Tu, Brian M. Forster, & Philip Lister
Publisher: OpenStaxeng
Copyright: 2016; Web Version Last Updated: Feb 2, 2022; 2022 Creative Commons Attribution v4.0
Digital ISBN: 10: 1-947172-23-9
Digital ISBN: 13: 978-1-947172-23-4

Source: https://twu.edu/academic-affairs/open-educational-resources/

Policies Regarding Open Licensing

Open licensing requirements are a common way to ensure that resources developed through grant funding are freely available to the public. For example, the U.S. Department of Education announced an open licensing requirement for resources created through their competitive grant programs in 2017. You can read the Open Licensing Quick Guide to learn more about the specific licenses, language, and requirements. The stated goals behind these efforts can vary, from a belief that publicly funded projects should be made available to the public to a desire to allow resources to continually build on each other instead of "reinventing the wheel" every cycle.

Texas has also implemented open licensing requirements. For example, The THECB Open Educational Resources Grant Program and OER Course Development and Implementation Grant Program clearly define the licensing requirements for resources created with grant funds within administrative code.

More broadly, some campuses adapt existing policies on copyright to encourage the use of open licenses, where appropriate, for intellectual property developed by creators at the institution.

Austin Community College recently updated the ACC policy on copyright ownership to support and encourage the use of Creative Commons licenses when possible. ACC makes it clear that "[c]reators should use the most appropriate license for their work."

College Affordability Policies, Initiatives, and Resolutions

Open educational resources dovetail with broader college affordability efforts. In 2018, the presidents of San Diego Mesa College and Compton College in California formed the Affordability, Food & Housing Access Taskforce to advocate for policy addressing college affordability, including a senate bill to base student financial aid on the total cost of attendance to include housing, transportation, and textbooks.

Other colleges are advocating for college affordability through board resolutions, academic senate resolutions, and student government resolutions. Campus leaders can encourage students and faculty to develop or advocate for resolutions, which can promote subsequent policy initiatives at the district, state, and federal levels. One example is the textbook affordability resolution at textbook affordability resolution at College of the Canyons.

As the "end user" of course materials, the student perspective is a compelling way to build the case for OER. Student governments or associations are charged by campuses to represent and advocate on behalf of students and are a well-established structure through which resolutions and recommendations can be created. It can also be beneficial to engage with student organizations or the student newspaper to help communicate the goal of an OER initiative or how campus constituencies can get involved.

In 2017, Texas State University (TXST) passed a joint faculty-student resolution, "Opening the Textbook and Closing the Wallet: A Resolution to Advocate for a Texas State University-Wide Open Educational Resources Program," to encourage TXST to implement an OER program on campus. In 2019, the University of North Texas Student Government Association passed a resolution in support of Open Educational Resources. And the UT-Austin Student Senate of College Councils passed a resolution in support of OER in 2019 and a resolution supporting low-cost courses in 2021.

Working Toward a Sustainable OER Future

Unit Introduction

Progressing from building awareness about open education and codifying it at an institution, Unit 3 guides readers through the change management, shifts in culture, and advocacy strategies that will render an open education program long-standing and sustainable. Studies that have examined the features of successful partnerships have identified commonalities, such as leadership that is able to secure and manage the resources needed, diverse stakeholder engagement from the communities impacted, and a shared vision and purpose that is attainable and measurable.[5]

At the same time, no single approach will work across partners because of different perspectives on how to solve the issue being addressed, various motivations, and varying levels of commitment. Once you have people engaged, there is the challenge of keeping the influencers and champions at the table. And for many partnerships, obtaining grants or other funding is key to building and sustaining the work.

Additional sustainability challenges may include:

- revision and revising schedule for OER developed content;
- regular reports to governance bodies and stakeholders;
- integration of OER into college practices around: courseware development, textbook selection, institutional research, professional development, library web pages; and
- sharing resources widely to encourage broader adoption and community involvement in sustaining resources.

Ensuring partnerships are successful is an ongoing and iterative process of reflecting and sharing successes and challenges, revising plans and metrics, and adapting messaging to suit the changing needs of your community. Establishing open communication and scheduling periodic check-ins with partners to revisit plans, provide feedback, make decisions to move the work forward, and share findings publicly all contribute to a sustainable project.

MODULE 3.1: Building a Culture of Open

A theme throughout this playbook is the need for developing, supporting, and sustaining a culture of open. To build a culture that prioritizes sharing and open practice, it is critical to convey the value of that work. Module 2.1, "Understanding the Landscape, Finding Champions, and Setting Goals" emphasized the need to identify potential OER partners on campus, where to look for them, and why. Module 2.2, "Building an Institutional Infrastructure" explored ways to establish a diverse OER coalition on campus, one that meets regularly and furthers the work of building an OER program. This module looks at ways to build a culture of open at the institutional, district, or system levels through recognition, change management, and celebration of the work contributed at all levels.

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[5] *Collaboration: What Makes It Work* and *The Systems Planning Collective's Module: Engaging Stakeholders*

Building Culture at the Institutional Level

To grow an OER initiative beyond the early adopters and the committees, significant work is required to build a culture of sharing, transparency, and equitable access. Ensuring that stakeholders across the campus see the value of OER and can prioritize that value over their historical experience can take time and patience.

Building an OER culture at an institution allows faculty, staff, bookstores, and counselors to serve students quickly, to support faculty wishing to adopt, adapt, and create OER, and help build campus capacity through training and advocacy support. Operationalizing OER can establish an infrastructure that supports and sustains an OER campus culture.

As an initial step in shifting the institutional culture, engage with campus stakeholders, such as administrators, faculty, and students. If members from these communities are already a part of an advisory board or council, those members can lead outreach. Start by building a foundational understanding of what OER is, ensure communities understand the value and potential impact of OER, and develop a shared language around open practice. Some of this work has been done in Texas, so the Texas Education Code, Section 51.451, is a good place to start.

> Texas Education Code, Section 51.451, defines OER as follows: "'Open educational resource' means a teaching, learning, or research resource that is in the public domain or has been released under an intellectual property license that permits the free use, adaptation, and redistribution of the resource by any person. The term may include full course curricula, course materials, modules, textbooks,media, assessments, software, and any other tools, materials, or techniques, whether digital or otherwise, used to support access to knowledge."

After normalizing the conversation around OER with the different stakeholder groups represented in the advisory board, begin to identify ways the institution has already operationalized OER. This could be through course marking in course catalogs, engagement with the bookstore, or through department messaging. Meeting with members of different campus departments, such as IT, registrar, the bookstore manager, and department heads, can yield information about what kind of work has already been done to increase awareness of OER. Understanding what has and has not been done can provide a road map for prioritizing the work in building an OER culture.

In addition to gaining an understanding of ways that OER is made visible to students on campus, understanding the landscape of initiatives currently in development or already established to increase OER use on campus can again guide messaging opportunities and help an OER leader understand where opportunities lie. A goal for growing a culture of OER on campus is to ensure that students understand what OER is, how it can impact their higher education experience, and to ensure they are leading, vocal advocates for this work.

University of Texas Libraries has developed a useful [LibGuide for Students](#), giving them tools for leading advocacy for OER on their campuses. Engaging student voices in an OER effort will resonate with stakeholders at all levels.

West Texas A&M University offers the [Cornette Library Low-Cost, No-Cost, and Open Educational Resources (OER) guide](#), and the [WTAMU OER Working Group](#) meets regularly to assist " faculty members in exploring all aspects of low-cost/no-cost resources in an effort to significantly reduce course material costs to students while preserving academic standards and meeting requirements for accessibility."

Lastly, continue to convene the OER advisory group regularly. Invite other stakeholders to those meetings and share information about the impact of the work. Maintain a list of OER courses and the faculty teaching them and invite those instructors to share their work at campus meetings or showcases.

Recognizing Faculty

A critical part of a successful campuswide OER initiative is recognizing the contributions of faculty and instructors across all levels and kinds of appointments. Consider creating time and space to spotlight the results of their efforts – for example, celebrating the accomplishments of OER grant recipients during professional development meetings or equity meetings.

It is not necessary to author a complete textbook to build engagement with OER. All levels of OER engagement build momentum for an OER program. Using the [institutional hubs described in Module 2.2](#), as well as the institution's website, as a place to showcase faculty projects, contributions, and student savings can encourage engagement. Messaging to department chairs, the Dean of Libraries, or other administrators around the success of an OER project, course, or collaboration increases awareness and visibility of this work.

Another option is including open publishing in tenure, promotion, and reappointment processes, which gives individual faculty recognition for their contributions to the field and provides an opportunity to amplify their commitment to the institutional mission and student success. DOERS3 has developed a [Tenure and Promotion Matrix](#) and guidelines for institutions looking to make open publishing part of tenure and promotion.

DOERS3's website states, "A critical part of sustaining Open Educational Resources (OER) in higher education is recognizing the contributions by instructors who create and improve them as part of their professional work. In order to aid this effort, Driving OER Sustainability for Student Success (DOERS3) has developed an adaptable advisory model to help guide faculty as they attempt to include their OER work in their tenure and promotion portfolios. This model is in no way exhaustive and will likely be most useful as either a way for faculty to start thinking about how to best fit their OER work into their local T&P guidelines or as an OER adapted to those local concerns. Although this document in its current form was created with individual faculty in mind, we encourage T&P committees themselves to adapt and edit this document to use as guidance for their faculty."

The UT System provides information on integrating OER into promotion and tenure policies and portfolios in the "OER in Promotion & Tenure" page of the Momentum on OER website.

Acknowledging how long it takes to develop OER is another way to recognize instructors making the commitment to OER courses. Offering course release time (a reduced teaching course load) is a way to acknowledge the time needed to develop OER and to provide instructors with the time to do that work. By supporting instructors who develop OER that will improve their courses and student outcomes, department administrators bolster academic freedom for their faculty as well. Often, course release can be negotiated at the department level and should be considered when building OER coalitions (see Module 2.2: Building an Institutional Infrastructure) and in development departmental or institutional policies.

MODULE 3.2: Sustained Campus Advocacy

Building a culture that can sustain open practice is one aspect of developing and nurturing a strong open education initiative. A commitment to campus advocacy, coupled with sound funding strategies (see Module 3.3, Funding Strategies), can provide the foundation needed to ensure longevity. Reflecting on the approaches to developing an OER advisory board and building a culture of open, discussed in earlier modules, this module will look in more detail at how to maintain a sustainable OER program.

Table 6. Campuswide OER Advocacy Tips

Focus on the Why

Focus on the problem that OER can solve for your stakeholders. For administrators, this might be textbook costs; for teachers, it might be lack of quality content.

Maintain Objectivity

Listen and maintain your position of why. Being aware of the barriers to change will better equip you to relate to their challenges.

Engage the Engaged

At the early stages of change, spend much of your effort on those who are listening. These are the early adopters, and they align with your "why."

Reinforce the Change

Keep your early adopters engaged through reinforcement strategies. Seek their feedback, showcase their work, and know what they are doing next.

Source: Text is a derivative of content in A Basic Guide to Open Educational Resources, by Commonwealth of Learning, licensed under CC BY-SA 4.0

The following steps are adapted for this playbook from the [College Libraries Ontario Learning Portal OER Toolkit](#).

STEP 1: Tap Into Core Advocacy Skills

Successful OER advocacy requires a range of skills, knowledge, and interests, including the following:

- Passion about the concept of open
- Clarity on the economic and pedagogical benefits of OER
- Insight into how the policy environment may constrain or enable OER use
- Understanding of the pros and cons of different open licensing arrangements
- Access to practical examples of OER used to illustrate key points
- Up-to-date knowledge of the arguments for and against the use of OER
- Ability to engage audiences effectively
- Capacity to leverage students, administrators, teachers, and librarians and other staff as advocacy partners

One example of ongoing advocacy for OER is the [Sam Houston State University Libraries OER LibGuide showcase](#). This LibGuide, maintained by Scholarly Communications Librarian Erin Owens and Digital Resources Librarian Susan Elkins, prioritizes student testimonials and evidence of cost savings and offers numerous tools and supports for faculty interested in adopting, adapting, or creating OER.

STEP 2: Understand Your Policy Context

Before embarking on your advocacy effort, it is important to review the following policies that might impact the adoption of OER at your institution.

Intellectual property policies and employment contracts – These address how works created by staff within the scope of employment may be shared with or used by others. Under the United States Copyright Act, the author of the work is generally the owner of the copyright. However, if a work is created within the scope of the author's employment, the employer holds the copyright unless there is an agreement to the contrary. Check your institution's intellectual property policies and employment contracts, or contact your library and/or intellectual property office for information on faculty and staff rights as creators and sharers of educational materials.

Human resource policy guidelines – These outline whether the creation of certain kinds of work (e.g., learning resources) constitutes part of the job description for faculty and staff, and what the implications are for remuneration and promotion purposes. It is important for OER creators and remixers to understand if their work will be funded and if it could be applied to tenure or promotion opportunities, for example.

Technology policy guidelines – These address access to and use of appropriate technology and technical support, as well as provision for version control and the storage systems for the institution's educational

resources. This impacts your OER work in concrete ways, providing clear strategies and guidelines for how to publish OER, how to manage remixes and versioning, and it can ensure that OER is discovered by those interested.

Materials development and quality assurance policy guidelines – These help ensure appropriate selection, development, quality assurance, and copyright clearance of works that may be shared. This category also encompasses library collection development policies and guidelines, and whether those policies explicitly support OER and open access as part of collection building.

Textbook and instructional materials adoption, ordering, and approval policies – These policies and practices are usually set by a college/university or instructional division and govern who can make decisions about textbook adoption, how adoptions are approved, and what criteria are used to approve textbook adoptions.

In 2018, Houston Community College adopted the following policy: "Programs must… evaluate the best available open educational resources (OER) when reviewing books for a particular course. If any OER receives a similar score to another commercial textbook that is adopted by the program, the OER must also be adopted. An unlimited number of OER may be approved for adoption. In addition, it is strongly recommended that the Program Committee adopt minimum guidelines for the use of OER or any other free or online materials that have not been evaluated or approved as a textbook. Meeting minutes should note where no OER are available."

STEP 3: Understand the Barriers to OER Adoption

Understanding the barriers to OER and why your stakeholders may be resistant to its adoption will help you to better tailor your advocacy strategy to specific audiences. Below is a downloadable diagram of potential barriers to OER adoption created by The Learning Portal.

OER Challenges Diagram

TECHNICAL
- Lack of interoperability between platforms and tools
- Lack of compliance to metadata standards
- Gaps in technical skills to identify OER

ECONOMIC
- Technology infrastructure costs
- Content curation and developemnt costs
- Content maintenance and improvement costs
- Instructor training costs

SOCIAL
- Skepticism around OER quality
- Lack of time, incentives, knowledge to work with OER
- Uncertaintly around the necessary pedagogical shifts
- Lack of curatorial and collaborative workflows to support OER

LEGAL
- Misalignment between open licensing and cam-pus copyright guidlines
- Lack of knowledge about intellectual propery rights and open licensing
- Proprietary knowledge concerna

STEP 4: Tailor Your Message

Sharing your passion and reason for being an OER champion is powerful, but what about your audience? Before presenting any change initiative, consider who is in the room and what is in it for them.

SENIOR LEADERSHIP

Understanding of the value of OER at a senior-leadership level is beneficial to ensuring the necessary time and money are allocated to support implementation. Key messaging to address the "why" of OER for senior leadership may include the following:

- Using OER can reduce costs to students, which is beneficial to an institution as a whole.
- OER includes different perspectives and provides more variety for students.
- Using OER can result in decreased dropout rates and increased persistence for students.
- By participating in the OER movement, the institution is raising its reputation by increasing its capacity to provide effective teaching and learning.

ADMINISTRATION

Understanding of the value of OER at a leadership level is beneficial to ensuring the necessary time and money are allocated to support implementation. Key messaging to address the "why" of OER for leadership may include the following:

- Using OER can reduce student costs, which is beneficial to an institution as a whole.
- OER can introduce different perspectives and provide more culturally relevant materials for students.
- OER is part of open pedagogy, which includes engaging students in knowledge creation and dissemination.
- OER can diversify the curriculum adoption process, which may include initial low-cost options that are aligned to Texas content.
- Using OER can help advance equitable access to and participation in courses and majors for historically excluded and minority students, as well as contribute to financial, academic, and social belonging.

FACULTY, LIBRARIAN STAFF, AND INSTRUCTIONAL DESIGNERS

These are your key stakeholders. They are potential champions themselves, and they are the change-makers at your institution. Messaging to this group of stakeholders should center on the adaptable, flexible nature of OER, which allows for continuous updates to ensure content is relevant. Furthermore, messaging may include messages about how:

- OER increases student retention by reducing costs;
- OER assures academic freedom to modify or add content to your specifications;
- OER provides more relevant and engaging materials for students; and
- Use of OER can help to extend your academic profile.
- Students

Key messaging to students may include the following:

- Using OER results in direct cost savings in materials and textbook purchases.
- Using OER brings in different perspectives and provides more variety in course materials.
- Using OER enhances learning experiences by promoting more engaging teaching and learning practices.

STEP 5: Formative Evaluation of your OER Program

Module 2.1, "Understanding the Landscape, Finding Champions, and Setting Goals," introduced the idea of establishing success indicators for your OER program. A sustainable OER program involves not just a one-time evaluation of outcomes but an iterative process of formative evaluation and improvement to the program based on research findings and progress towards those success indicators.

Some of the things Texas institutions with OER programs have chosen to track and measure include student need (how much students pay for textbooks and how it impacts them; what their course material preferences and needs are); OER engagement and outreach impact (number of professional development participants and OER outreach event attendees and the outcome of their participation); OER reach (how many courses use OER and in which programs); OER creation and adoption (number of grants awarded; faculty OER experience; student OER experience) and student outcomes (textbook cost savings; pass/withdraw/fail rates). Breaking down student data into demographic comparison groups can demonstrate if OER programs are equitably reaching and serving the needs of students typically underserved in higher education.

Data collection can take such forms as tracking, surveys, or focus groups, or it can leverage existing institutional data. It can be helpful to make use of existing campus surveys by adding OER-relevant questions, and it is important to collaborate with other campus offices, such as institutional research and the registrar, to support data collection and analysis. Some faculty may track student response to OER in their own courses, and this data can be collected and analyzed. Course marking is critical to enabling institutional quantitative comparisons between students who enroll in OER courses and those in non-OER courses.

At The University of Texas Rio Grande Valley, customer relation management software is used to track OER participation and outreach data.

Houston Community College has used Tableau to analyze and visualize student outcome and OER reach data.

At Texas Tech University, the library added the questions, "How much was your most expensive textbook?" and "Have you ever dropped a class because you could not afford the textbook?" to the institution's annual survey of currently enrolled students.

At the University of Houston, faculty who are awarded an Alternative Textbook Program grant and students in their courses are surveyed about their OER experiences.

STEP 6: Identify Your High-Impact Engagement Strategies

Below are some engagement strategies that have been identified by OER implementation project leads and that are encouraged for exploration.[6]

- **Formal Presentation:** Securing a time slot with one stakeholder group can allow you to focus on their interests and change their perspective on OER. Speaking the language of those in the audience is a stepping stone to cultural change.

- **Informal Sharing:** Sharing your personal story is a great way to declare yourself as an OER champion in your community and can draw engagement and interest from people in a way that educating and informing may not.

- **Call to Action:** Providing a clear "next step" when sharing information, presenting, or communicating via modeling or social media can drive interested parties to become implementers rather than consumers.

- **Modeling:** The "unknown" of change can be the biggest barrier. Modeling the outcomes of change and helping people observe what the end state will or can be is a way to alleviate change-related apprehension.

- **Social Media:** Consider blogging, tweeting, and posting on listservs as important tools for advocacy and outreach. A way to start is to read and comment on relevant blogs and to follow other educators who are writers and influencers on OER.

Maintaining Relationships with Student Groups

Developing and fostering relationships with campus student organizations can create a strong feedback loop that encourages and strengthens OER uptake at institutions and within systems or districts. Students across an institution, particularly in discipline-centered organizations, can contribute to the creation, refinement, and maintenance of OER. Many faculty already do this as part of their teaching practice – having students create quiz questions, doing iterative discussions, and more.

Open pedagogy is a tool that faculty can use to create interesting and challenging work for students while engaging them in the creation of OER that can be used for students in the future. Engaging with discipline-specific student groups around the development of materials through structured events increases their investment in OER beyond affordability, truly investing them in their education and the educations of those who will follow them in their chosen discipline.

UTRGV developed an OER resource page for UTRGV students to learn how to search for courses with zero textbook costs and how to advocate for the use of OER, including scripts for talking to professors about OER.

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[6] *Text is a derivative of content in A Basic Guide to Open Educational Resources, by Commonwealth of Learning*

MODULE 3.3: Funding Strategies

There are costs associated with the creation, maintenance, storage, and use of open educational resources. Although OER are free to the end user, there are costs to the creators. Sustainability plans beyond one-time funding sources, grants, and legislative appropriations are important for the work to continue. Many institutions have used local foundations as a funding source. Other organizations have worked with individual donors in collaboration with the advancement office. Grants are good for start-up funding, but ongoing funding is typically internal.

The following list of potential funding sources is intended to inspire ideas for developing funding strategies to support of open educational resources. Institutions can seek funding from outside sources, such as federal, state, and foundation funds, as well as committing institutional funds and other in-kind resources (such as staff time).

Institutional Funding

Institutions across the state have developed incentive programs to support faculty shifting their course materials to openly licensed content. Faculty might be offered course redesign grants that help them align their learning outcomes and curricula to OER or funds to develop new resources.

The University of Texas at Arlington offers its instructors an OER Adoption Stipend "to promote rapid adoption of OER or other free resources to increase affordability and equity in education by eliminating financial barriers to course content." Faculty OER adoption grants are especially effective for campuses that are just beginning to transition from printed textbooks to OER.

At an institution, funding for OER might be sourced through the libraries, the institution's Center for Teaching Excellence, the online and distance education department, or through other administrative offices and budgets. By tapping into the knowledge and experience of support professionals on campus, such as librarians and instructional designers, faculty will be supported in their shift to using OER.

University of Houston Libraries designed the Alternative Textbook Incentive Program (ATIP) to offer incentives to faculty to adopt OER for their courses. Award recipients must implement an open or alternative textbook in their course(s). In exchange for using an open or alternative textbook, ATIP offers monetary incentives for instructors that can be used for any purpose.

In an effort to promote no-cost course material alternatives for students at Texas Tech University (TTU), the TTU Libraries and eLearning offer an OER Adoption Incentive Grant. The purpose of this grant is to encourage the adoption and creation of OER in TTU academic courses. The funds awarded through this grant may be used to support the development and adoption of OER in the faculty's learning environment.

In some cases, student governments have provided initial grants or short-term investments to start an OER program. An example is [North Dakota State University's Student Government](#), which created an award program for faculty to promote and support OER implementation.

In 2015, the State Government Association (SGA) at Texas A&M University established two annual awards "for faculty members who go above and beyond in adopting and demonstrating exemplary usage of Open Educational Resources (OER) in their classrooms or taking active roles in the creation or dissemination of these open access materials."

These awards, the SGA Open Educator Award and the SGA Open Education Champion Award, are highlighted on the [Texas A&M University Libraries site](#).

By incentivizing a cultural shift to OER, through funding, institutions are promoting the change necessary to ensure equitable access to learning resources for all students.

THECB State-Funded OER Grants

The [OER Grant Program](#) is a competitive program that provides grants to selected individuals or teams of faculty at Texas public institutions of higher education to adopt, modify, redesign, or develop courses using only OER. The statutory authority for the OER Grant Program is in Texas Education Code, Section 61.0668. and the rules that govern the program are in Texas Administrative Code, Rules 4.230-4.238. There have been two rounds of grants cycles, 2018 and 2020, with a third anticipated for fall 2022.

In 2020, Dr. Liz Kim, of Texas A&M University-Kingsville, and Dr. Melynda Seaton, of Texas A&M University-Commerce, were awarded state implementation grants to design two [OER-based art history courses](#) within the Texas Core Curriculum in Creative Arts. These courses were developed for Texas art history instructors to replace expensive, commonly used textbooks with OER content adaptable for use with various learning management systems.

THECB Governor's Emergency Education Relief (GEER) Fund OER Grants

The [OER Course Development and Implementation Grant Program](#) was a competitive grant program established to enhance quality in online course offerings and reduce the costs of educational materials for students at Texas public and independent institutions of higher education through matching grants to support the development of new OER for online delivery and/or the redesign of courses using existing OER. Two categories of grants were available under this Request for Applications (RFA):

- Development Grants – matching grants of up to $25,000 to support faculty teams in developing new OER for online course delivery. Cross-institutional collaboration was required for development grants; and

- Implementation Grants – matching grants of up to $5,000 to support faculty or teams of faculty in the redesign of courses for online delivery using existing OER. Cross-institutional collaboration was encouraged for implementation grants.

THECB established partnerships with three higher education institutions – OpenStax at Rice University, Dallas College, and the Charles A. Dana Center at The University of Texas at Austin – to provide technical assistance to OER Course Development and Implementation applicants and awardees. The technical assistance partner institutions provided help and guidance to applicants and awardees in redesigning Texas Core Curriculum courses, corequisite remediation for Texas Core Curriculum Courses, and/or courses from the Workforce Education Course Manual course inventory.

Using GEER Development Grant funds, faculty from West Texas A&M University, Amarillo College, and South Plains College are collaboratively developing an OER course, Media Communication, Convergence and Literacy. The course materials and textbook focus on media and digital literacy education strategies to help students develop critical thinking skills, communication skills, as well as personal and social responsibility as media consumers. The materials are being created for teaching Introduction to Mass Communication in the Texas Core Curriculum.

Higher Education Emergency Relief Fund (HEERF)[7]

In 2021, President Joe Biden's $1.9 trillion American Rescue Plan allocated $40 billion for colleges and universities to support students through the COVID-19 pandemic. The funding became available through the Higher Education Emergency Relief Fund. It has been used to meet the urgent health needs of students, educators, and staff; provide financial aid to students; and more.

The U.S. Department of Education announced an additional $198 million in funding in July 2022 and provided new guidance for how institutions can use the funds. OER are noted in this new guidance as a strategy for colleges and universities to build long-term capacity to help meet students' basic needs.

"Institutions seeking to provide high-quality, free textbooks and supplies to their students can use their HEERF grant funds to establish a library or program of Open Educational Resources (OER) or form a partnership with an existing OER platform," the guidance states. Institutions can spend a portion of their remaining HEERF funds on expanding their capacity for OER.

Student OER Course Fee

Institutions may need to look internally for funding if external sources are unavailable. At Kansas State University, students pay a $10 fee for courses that use open or alternative materials. Funding from the initiative provides grants between $2,000 and $5,000 to Kansas State faculty and instructors to support the development or adoption of open educational resources instead of traditional print textbooks. The result is significant savings for Kansas State students and an sizable return on investment. The structure of the initiative is described in an article in *The International Review of Research in Open and Distributed Learning*, "Cultivating Textbook Alternatives From the Ground Up: One Public University's Sustainable Model for Open and Alternative Educational Resource Proliferation."

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[7] *Text is a derivative of content within 3 Ideas for EERF Funded OER Projects and How Open Stax can Help licensed under CC BY-SA 4.0*

Federal Grants

The U.S. Department of Education has supported the growth of open education nationally through its [Fund for the Improvement of Post-Secondary Education](#) (FIPSE). Most recently, its Open Textbook Pilot Program has supported projects that create new open textbooks and expand the use of open textbooks in courses that are part of a degree-granting program, particularly those with high enrollments.

The Center for Open Educational Resources & Language Learning at UT Austin was awarded $263,000 in FIPSE funds for the Texas Language Technology Textbook Initiative. COERLL joined open-source technology with print-on-demand publishing to create an online French textbook, offered free of charge and free of copyright and licensing restrictions, to allow students and instructors to customize materials by editing existing content or by adding their own.

Philanthropic Grants

In October 2022, the DOERS3 network released a call for participants based on a grant provided by the Hewlett Foundation. Funding is available in the form of six $10,000 block grants to participating postsecondary institutions and one grant of $18,000 available to postsecondary education systems or state postsecondary education coordinating organizations. A total of seven projects will be funded for one year.

In 2019, UT Austin secured funding for a five-year, open education librarian position through a grant from the Tocker Foundation. The UT Austin libraries hope to use "our new open education librarian position to push the conversation about OER to the next level on the UT Austin campus."

Conclusion

OER is successful when it is supported by a thriving, collaborative community. The Texas OER Playbook is a great example of OER champions coming together to share and create new knowledge. We want you to use all the wonderful resources we have shared, and we invite you to participate in the Texas wide community of practice. There are many ways to get involved, and everyone is invited to participate in any way they would like.

We hope you use this playbook as a starting point, and we look forward to many new revisions and versions. We invite campus communities to customize the content to suit the unique needs of students, faculty, and staff. We hope this will be translated into local languages and used in various contexts. Thank you for all you do to make education more equitable, accessible, and freely available to all learners.

Here are a few ways to stay engaged with our OER community and share how you are using the playbook in your work:

- Share what you have learned through this playbook with five people in your community.
- Reach out to an OER leader to learn more about their work.
- Use the accompanying OER Workbook and Playbook Academy Course to plan how you will advance open education at your institution.
- Connect with our OERTX community by creating a login and joining a group that is relevant to your work, such as the OER Playbook Group and THECB Digital Learning News & Events Group. In the groups, you will find curated resources as well as a discussion forum, where group members can post and reply to topics and announcements they want to share. As a group member, you can contribute resources and curate them in the group's folders. These groups are located in our OERTX Getting Started Hub, which has curated collections of resources to support OER adoption, video recordings of Texas faculty and librarians sharing how they are leading open education on their campuses, as well as additional community of practice groups in Texas.