

August 30, 2019



FINAL REPORT OF THE CAUL-CBUA OPEN TEXTBOOK ROADMAP WORKING GROUP

PRESENTED BY:

Ann Smith, Academic Librarian, Acadia University (Chair)
Donald Moses, University Librarian, University of Prince Edward Island
Geoff Brown, Digital Scholarship Librarian, Dalhousie University
Patrick Gamsby, Scholarly Communications Librarian, Memorial University
Patricia Doucette, Director, Holland College
Cynthia Holt, Executive Director, CAUL-CBUA

Executive Summary

As student debt reaches new heights in Canada, post-secondary institutions are seeking strategies to decrease the economic burden placed on students. A significant component of student debt is the cost of traditionally published textbooks. Textbook publishing is a highly profitable industry with revenues of \$10.87 billion in 2017 (Statista, 2018), supported entirely by students. In Canada, students spend an average of \$773 on textbooks (Maclean's, 2018). Open textbooks (which are free to use) are unquestionably a less costly alternative for students. Open textbooks also enable faculty/instructors the opportunity to create/adapt open textbooks to better match the needs of their courses.

The Council of Atlantic University Libraries / Conseil des bibliothèques universitaires de l'Atlantique (CAUL-CBUA), a consortium of 18 post-secondary libraries in the Atlantic Canada region, has provided strong leadership for its membership. Based on the importance expressed by members for regional collaboration, particularly in the area of open educational resources (OER) as demonstrated by its inclusion as a key goal in the current strategic plan, CAUL-CBUA has the opportunity to take a leadership role in the development of a regional open textbooks repository to realize significant benefits for members and their user communities.

The following is a proposal for a regional open textbooks repository and the key service components needed to optimally support this repository. The proposal provides an analysis of critical elements such as member value, quality, pricing, marketing, delivery, a marketplace review, and financial investment.

Based on an assessment of the factors above, there is indeed a viable market for this service among the membership, and the timing is most favourable given recent government lobbying by post-secondary students in the region for an affordable education, with open textbooks being a key issue.

Key Recommendations

To develop a quality open textbooks repository and service, it is recommended that CAUL-CBUA:

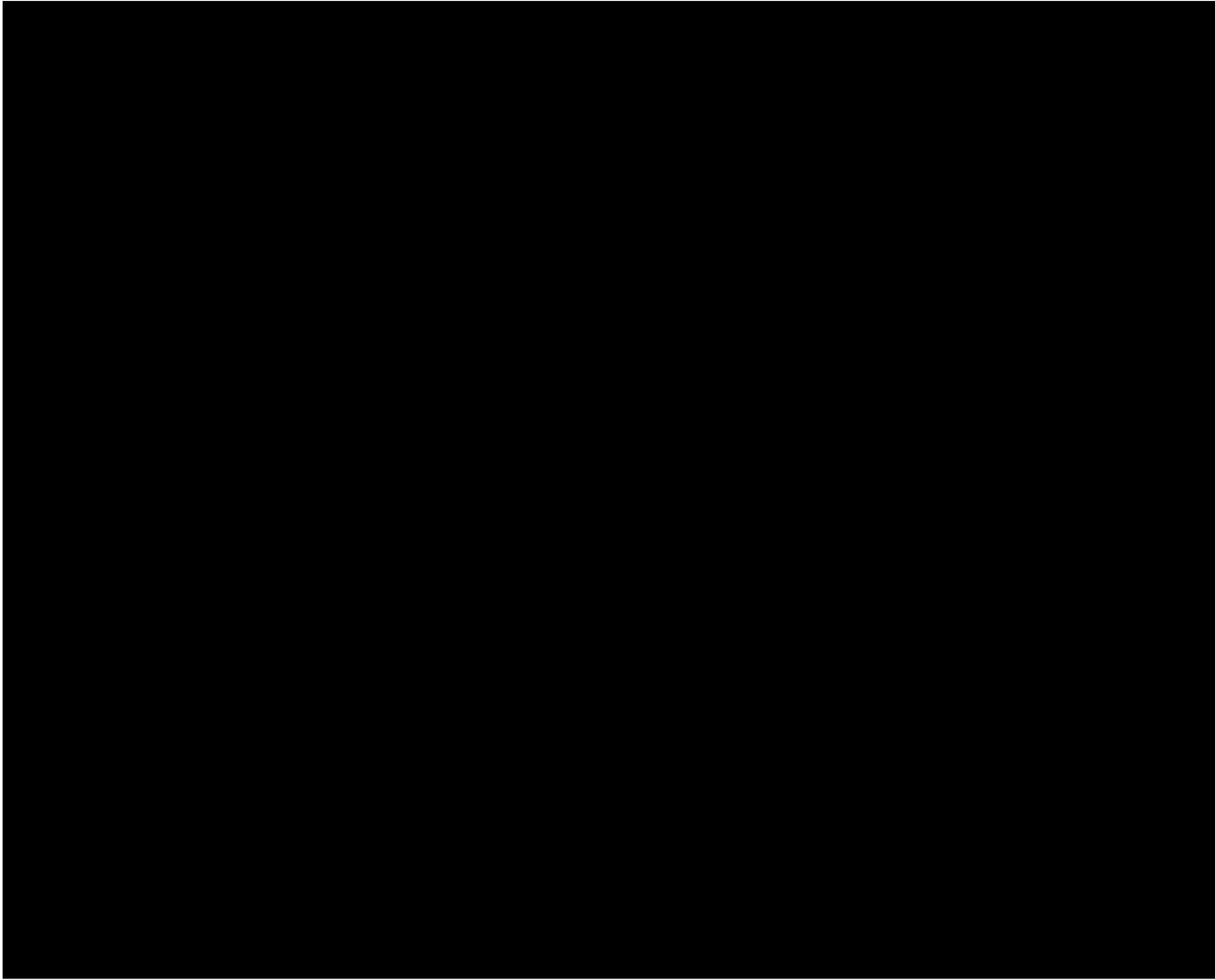
1. Create the repository with accompanying services, including an OER toolkit, to support faculty/instructor creation/adaptation/adoption/migration of open textbooks;
2. Develop an incentivization program to support faculty/instructor creation or adaptation of open textbooks;
3. Award five grants to support faculty/instructor creation or adaptation of open textbooks;
4. Develop an open textbooks peer review program with ten to be awarded annually;
5. Clone existing content from other repositories;
6. Develop and implement a marketing plan for the service;
7. Develop and implement an evaluation plan to assess the service impact; and
8. Develop and implement an advocacy campaign to pursue sustained provincial funding from the four Atlantic provinces.

The implementation ([Appendix G](#)), evaluation ([Appendix H](#)), and marketing plans ([Appendix I](#)) detailed in this report provide a framework of tasks, deliverables, accountability, timelines, and performance measures. It is anticipated that the recommendations above can be implemented over a two-year period.

Financial Investment

The three options under consideration in this process were: 1) BCcampus hosted; 2) Regionally hosted; and 3) Commercially hosted (see [Appendix D](#) for more detail). Of the three options, a regional open source installation provides the greatest flexibility for members in terms of administrative control, development, and customization. Commercially hosted options provide a degree of flexibility as there is a level of access to administrative functions and some design options are available, but annual cost containment is a concern as the service expands and requires additional functionalities only found in more expensive packages. For the pilot though, this is a viable option. The BCcampus hosted option has all of the same costs as a regional installation, plus a significant initial cloning fee for the repository structure and content [REDACTED]. Without external funding, the BCcampus hosted option is cost-prohibitive. This option also has none of the flexibility of the regionally and commercially hosted options as there is no direct access to the infrastructure.

Below are the anticipated annual costs of the repository and service for both the regionally and commercially hosted options. All costs are in CAD, except where noted.



Conclusion

The Council is uniquely positioned to provide leadership in the region in the area of open educational resources. CAUL-CBUA not only has the critical skills, knowledge, expertise, and relationships within its membership to build and deliver an open textbooks repository and service, it also has a history of successful service implementation in support of member needs. By capitalizing on these strengths through implementation of the recommendations above, the Council will not only fulfill member expectations, but quite likely exceed them.

TABLE OF CONTENTS

Regional Open Textbooks Repository	1
Canadian Landscape	1
Value to the Membership.....	2
Service Description and Delivery	3
Service Model.....	3
Quality.....	3
Additional Services.....	4
Software	5
Hosting.....	5
Staffing.....	6
Implementation Plan.....	6
Incentivization Program.....	7
Introduction	7
Grants for Open Textbook Creation/Adaption	8
Honoraria for Open Textbook Peer Reviews	8
Eligibility.....	8
Type of Creative Commons License	8
Accessibility Issues Surrounding the Open Textbook/Ancillary Material.....	9
Evaluation Criteria for the Grants.....	9
Evaluation Criteria for Peer Reviews	9
Expectations of Successful Grant or Honoraria Recipients	10
Grants	10
Honoraria.....	10
Financial Investment	11
Pricing	12
Pricing Strategy.....	12
Summary	12
Key Recommendations.....	12
Conclusion	13

References	14
Appendix A: SWOT Analysis	17
Appendix B: PESTLE Analysis	19
Appendix C: Atlantic Canada OER Toolkit Outline	21
Appendix D: Service and Delivery Models.....	22
Appendix E: PressbooksEDU Plans.....	25
Appendix F: Service Level Agreement Elements	28
Appendix G: Implementation (Action) Plan.....	30
Appendix H: Evaluation Plan.....	39
Appendix I: Draft Marketing Plan.....	44
Appendix J: Creative Commons Licences	49
Appendix K: B.C. Open Textbooks Review Rubric.....	51
Appendix L: Illustrative CAUL-CBUA Consortial Documentation for the Grants	54
Appendix M: Illustrative CAUL-CBUA Consortial Documentation for the Honoraria for a Review of an Open Textbook.....	60

Regional Open Textbooks Repository

A regional open textbooks repository is intended to support members and their user communities in this emerging, and increasingly critical, area. This proposal is also based on recommendations from the final report of the CAUL-CBUA Open Textbooks Survey Working Group, which advances progress on Goal 6.1 of the [CAUL-CBUA Strategic Plan](#) (Council of Atlantic University Libraries, 2018). The strategic planning process included a member needs assessment targeted at member libraries' staff (Holt, Bedwell, & MacKenzie, 2017), an externally facilitated session, and multiple member focus groups.

Canadian Landscape

The open textbook landscape is a diverse one with many different stakeholders and a variety of initiatives. Open textbooks are on the radar of the federal government and the December 2017 report of the Standing Committee on Finance (Canada, 2017) references funding support for open textbook projects.

Nationally, coordination comes from the Canada OER Group (canadaoer@mail.bccampus.ca), an informal, information-sharing working group of post-secondary institutions and OER-focused organizations that meet bimonthly and which is facilitated by BCcampus. Also, the Canadian Association of Research Libraries (CARL-ABRC) recently created a working group on open education to “provide consistent and knowledgeable guidance for CARL’s open education initiatives.” (CARL-ABRC, 2019, p.1). The focus for this working group is not the creation of a national repository, but rather to centrally develop best practices, knowledge development, and engagement support for CARL institutions.

Provincial initiatives have been key in building expertise, platforms, and resources, and also providing funding for open textbook activities.

- BCcampus, a provincially-supported, centralized open education project, has served as a model for other Canadian open education initiatives. BCcampus provides training, funding and incentives for the creation of open textbooks, toolkits to support the adoption or adaptation of open textbooks, and MARC records for open textbooks they steward.
- Campus Manitoba was founded in 2015 with the goal of leveraging open textbooks to increase access and reduce student costs. Further funding was provided to encourage faculty review of open textbooks (Campus Manitoba, n.d.b).
- eCampusOntario, a consortium of all 45 Ontario publicly-assisted colleges and universities, have received substantial funding (1 million dollars) to support the

Ontario Open Textbooks Initiative (Ministry of Advanced Education and Skills Development, 2017).

On a less positive note, the downturn in Alberta's economy saw the closure of eCampusAlberta at the end of March 2017. Some of the resources they created are now hosted by Athabasca University (eCampus Alberta Digital Resources, 2017) while some legacy resources appear on the Alberta OER site (Campus Alberta Open Educational Resources, n.d.). In provinces without provincial initiatives, post-secondary institutions have provided leadership, like the University of Saskatchewan (n.d.b) and the University of Regina (University of Regina, n.d.) in Saskatchewan.

BCcampus recently published "an open educational reference for post-secondary institutions in British Columbia and Canada. The first section focuses on colleges, institutes, and universities in British Columbia and the way each: provides support for its community; uses, creates, and evaluates open educational resources; and engages in open education on campus through events, a working group, and student involvement. The second section lays out open education information for the rest of Canada by province and territory." (Aesoph, 2019).

Value to the Membership

The Open Textbooks Survey was designed "to obtain information concerning the opinions and experiences of archivists, librarians, professors, instructors, learning managers, teaching assistants, and lecturers at Atlantic Canadian post-secondary institutions with respect to open textbooks. The goal of the survey was to determine if there are any unforeseen issues or impediments to pursuing open textbooks as part of a strategy to reduce the financial burden faced by students." (Smith et al., 2018, p.2).

In the survey, respondents indicated that the factor that would most influence their decision to use open textbooks in the future is a desire to reduce costs for students. At the time of the survey, a majority of respondents indicated that they had not been asked by students for open textbooks. This sentiment has shifted since the survey was completed, as is evidenced by the StudentsNS Pre-Budget Submission 2018/19, which recommended the creation of an Open Education Resource Pilot Project (StudentsNS, 2018). The University of Prince Edward Island's Students Union has also made open textbooks a policy priority for 2018/19 (MacLennan & Drake, 2019, p.4). Based on recent conversations with StudentsNS, OER is still a priority for them. They recently reached out to CAUL-CBUA to discuss partnering opportunities in this area. The question posed to them by the NS government, in response to their 2018/19 submission, was how such a service would be implemented should the province provide the requested funding. This question is directly answered by the recommendations in this report.

The survey highlighted several challenges in developing an open textbooks repository and service in the region, such as: 1) faculty release time to develop content; 2) quality perceptions of freely available resources; 3) recognition as curricular innovation and service to the academic profession during the tenure, promotion, and reappointment processes; and 4) clarity for faculty and administrators related to institutional support and rights management (licensing/copyright). These and other challenges are outlined in the SWOT Analysis ([Appendix A](#)) and PESTLE Analysis ([Appendix B](#)).

Based on the results of the strategic planning process and the Open Textbook Survey, there is significant value to CAUL-CBUA members in developing a regional open textbooks repository and service.

Service Description and Delivery

Service Model

A regional portal is proposed for open course materials. The regional portal will launch with pre-selected content from BC Campus, eCampusOntario, or other open education content providers. Where applicable, practical, and where licenses permit, regionally created materials from other available sources will be imported and featured.

The platform will include:

- A repository of open textbooks;
- reviews (when available);
- a search functionality for content discoverability; and
- an educator portal with tools supporting the publishing process, licensing, accessibility, usability, and performance metrics.

Quality

CAUL-CBUA has a reputation among its members for providing quality services. This is particularly commendable given the dire economic situation in the region and the fiscal challenges faced by members. The current fiscal reality must be a factor when developing this service, while also being cognizant of member desire for quality services. These dual aspirations are quite feasible in the service options proposed below.

To address concerns about open textbook quality, it is recommended that the service adopt a peer review model as is incorporated into most other successful repository models. Peer

review in academic publishing is built on years of tradition as an accepted standard for validating quality in curricular and research materials. “Reviewing open textbooks helps raise awareness of their existence and negates perceptions of inferior quality while also serving as a gateway to adoption and adaptation.” (Jhangiani, Pitt, Hendricks, Key, & Lalonde, 2016, p.33). Honorariums for qualified peer reviewers are a frequent inclusion in OER repository services, with \$250 as the standard rate in Canada (BCcampus, n.d.a; Manitoba Open Textbook Initiative, n.d.). See the [Incentivization](#) section of this report for more detail on the proposed peer review model.

Up-front investment in developing a graphic design package to present a polished, professional visual identity for the repository and the service is also critical to the quality assessment of the service by members and member user communities.

Additional Services

The success and sustainability of the CAUL-CBUA Open Textbook initiative will depend in part on the services that are extended to open textbook creators, adopters, and students.

Creators will receive services related to the use of Pressbooks publishing software with support for multiple user collaboration, editorial versioning, web-based authoring, basic book design templates and multiple language support. Outside of Pressbooks, content creators may benefit from marketing and promotion that includes listings in library catalogues and related discovery services, and external open textbook portals. Additional tools will be available to creators in the Atlantic Canada OER Toolkit (see [Appendix C](#) for an outline of support resources to be included). DOI minting will be considered by individual libraries as part of a second phase service model.

Adopters will benefit from a CAUL-CBUA web based open textbook portal. This website will provide a listing of all open textbooks used or created in the region. In addition, it will include user-generated reviews of textbooks listed on the site. Adopters will also see clearly displayed licensing information that is included in the machine-readable metadata record for each textbook. The portal will deliver multiple formats (where available) to facilitate accessibility and inclusion in course management and other course delivery systems.

Students are at the heart of the service model. All the above noted services benefit the students. Beyond this, direct services to students will focus on providing online delivery options and print on-demand services where desired. The service model will also promote WCAG 2.0 accessibility guidelines (Caldwell, Cooper, Guarino Reid, & Vanderheiden, 2008)

at level AA to ensure that all CAUL-CBUA supported open textbooks are as accessible as possible.

Software

Given the widespread adoption and support within the open textbook community, Pressbooks is the preferred software for the portal. This provides readily available creation tools and community support for users of the platform. It will allow the pilot to leverage existing training resources and expertise within the region and nationally. Adopting Pressbooks will provide a seamless content integration path from other Pressbook sites, and likewise would allow users of our portal the option to export and share its content in a variety of formats. In addition, Pressbooks' catalogue feature provides a search and browse interface for all publicly accessible open education resources. Installation requirements for Pressbooks are outlined on the [Pressbooks website](#) (Pressbooks, n.d.). The Wordpress platform (on which Pressbooks is built) is extensible and supports a number of review plugins that could be leveraged.

Hosting

All software will need to be installed, hosted and updated to support this project (see [Appendix D](#) for a comparison of the various hosting models). Upgrading and support of the software will be required on an ongoing basis but especially during the initial phase of the project. Without external funding, the cloning model is cost-prohibitive. The remaining options are: 1) hosting at a member institution; 2) hosting at a similar member based organization in the region (such as Novanet); or 3) hosting by a commercial service provider (such as [PressbooksEDU](#) or [RECLAIM Hosting](#)) (see [Appendix E](#) for more detail on the PressbooksEDU package options).

Regionally hosted options will require a Service Level Agreement. CAUL-CBUA will initially approach institutions/organizations within the Atlantic region with a request to host the book creation software. If a regional partner cannot be secured, CAUL-CBUA will approach third party hosts. The details of any regional hosting arrangement will be articulated in a Service Level Agreement (SLA). In addition to any standard legal elements related to liabilities, governing law and term/termination, the SLA should include the following:

1. Annual fees
2. Additional fees
3. Invoicing
4. Scope of services
5. Out of scope services
6. Hosting environment

7. Contacts

Additional details for each of these elements are available in [Appendix F](#).

Staffing

Services in support of the repository will include centralized member and end user support and training, which will require dedicated staffing. The proposed model for staffing this new service is to hire a student from the Dalhousie School of Information Management (SIM). This project will provide them an excellent opportunity to work with CAUL-CBUA members and faculty/instructors in an emerging area that will provide them with valuable real-world experience. They in turn bring a post-secondary student perspective to this project, which is of particular importance given that the end user community for the service will be students.

Implementation Plan

The implementation plan spans a two-year period:

Year 1	Year 2
<ul style="list-style-type: none">• Create the repository and accompanying services, including the OER Toolkit• Develop an incentivization program to support faculty/instructor creation/adaptation of open textbooks• Develop an open textbooks peer review program• Award grants to support faculty/instructor creation/adaptation of five textbooks with grant funding for five faculty members/instructors• Clone open textbooks from other repositories from across a range of subject areas (ensures sufficient volume of titles in the repository to effectively assess the service)	<ul style="list-style-type: none">• Evaluate the service (modify or discontinue)• Develop an advocacy campaign for provincial funding

[Appendix G](#) presents a more detailed plan for service implementation. [Appendix H](#) outlines the evaluation plan for measuring the service impact and viability. Performance data (both qualitative and quantitative) will be assessed against the performance indicators identified in the service development and implementation phase.

Given the challenges identified in the SWOT Analysis ([Appendix A](#)) and PESTLE Analysis ([Appendix B](#)), an effective marketing strategy and plan will be critical to uptake by faculty/instructors and students and the overall success of the service. [Appendix I](#) presents a preliminary marketing plan for the service.

It is anticipated that open textbook adoption by faculty/instructors in the region will be fostered by:

- providing a platform and service with supportive services to facilitate the creation and adaption process;
- increasing awareness of OER and its benefits to students, faculty/instructors, and institutions;
- engaging with student leaders in conveying the student perspective to institutions; and
- working with institutional policy makers to adopt open educational practices.

Incentivization Program

Introduction

There are a variety of successful approaches and criteria used at different institutions across Canada to promote faculty/instructor adoption of open textbooks. These approaches vary depending upon the size of the institution, the provincial or regional situation with regards to funding from the province, and the priorities of the institution. The goal of the incentivization program is to stimulate interest in, awareness of, and the development of open education with a focus on open textbooks and ancillary materials. The open textbook repository model being proposed for CAUL-CBUA includes dual incentive streams to facilitate these goals:

- Grants for Open Textbook Creation/Adaption - Five grants annually, each up to CAD\$2,000 to support the creation, adaptation, curation and integration of open textbooks into faculty's/instructors' courses.
- Honoraria for Open Textbook Peer Reviews - Ten CAD\$250 honoraria for providing a review of an open monograph; and

Grants for Open Textbook Creation/Adaption

Five grants annually, each up to CAD\$2,000

This option is a common approach for institutions with and without provincial or regional funding. Funding is typically available for any of the following types of activities:

1. Grants to pay for students or staff who are hired to create/adapt the material;
2. Costs associated with the creation of needed media such as images, costs associated with formatting of the final product;
3. Funding for students/staff will be in line with the appropriate rate of student of pay at their institution;
4. If in-kind support from the library is available, it usually involves locating and evaluating material and help with the application of Creative Commons licenses; and
5. If in-kind support is available from the institution it often involves either the Library or another unit (Teaching and Learning Centre, E-Learning Centre, Educational Technology Centre etc.) providing support for integrating and adapting suitable open textbooks into course management systems.

Honoraria for Open Textbook Peer Reviews

Ten honoraria annually, each for CAD\$250

This option is our priority option. One of the benefits of this approach is that many who review textbooks go on to adopt an open textbook. According to Dr. Rajiv Jhangiani (2019), in a similar program at Kwantlen Polytechnic University, fifty-five percent of individuals who reviewed an open textbook with these kinds of incentives then went on to adopt an open textbook in their courses. This option provides a textbook review on a faculty member's or instructor's CV and supports their tenure and promotion file.

Eligibility

Any individual who is employed at, and eligible to assign readings for a credit-bearing course at, a CAUL-CBUA institution is eligible to apply for a grant.

Any individual who is employed at a CAUL-CBUA institution and has recent teaching experience at the post-secondary level in the subject area for a specific open textbook is eligible to apply for an honorarium to review an open textbook.

Type of Creative Commons License

The open monographs that will be adapted or created must be as open as possible. At a minimum, the open textbook must be attributed and allow for the creation of derivatives. In practice, this means that authors may apply a creative commons license such as CC BY

or CC BY NC or CC BY NC SA (see [Appendix J](#) for a list of Creative Commons Licences with detailed descriptions). Examples of other organizations who stipulate licensing conditions are Wikipedia (CC BY SA) and MIT courseware (CC BY NC SA).

Reviews of open textbooks will be publicly available as open as possible under a Creative Commons license. At minimum, the review must be attributed and carry a non-commercial “exclusion”.

Accessibility Issues Surrounding the Open Textbook/Ancillary Material

Accessibility of the materials in the repository is critical to enable equity of access to all students. This is particularly important given recent accessibility legislation in Nova Scotia (Accessibility Act, 2017). Materials in the repository should have alternate formats and ideally it would conform to accessibility standards and best practices. At a minimum, this means that the open textbook must be viewable by screen readers. A [screen-reader testing guide](#) is available through Ryerson University (Gay, n.d., p.116). As well, potentially the open textbook would meet the accessibility checklist in Appendix A of the BCcampus [Accessibility Toolkit](#) (Coolidge, Doner, Robertson, & Gray, 2018).

Evaluation Criteria for the Grants

The following criteria should be used for assessing applications for the grants for open textbooks and ancillary material:

- Their potential impact on the student experience in the form of high-quality materials, maximum access (e.g. Creative Commons licenses), open and innovative pedagogy, and cost savings to students;
- The extent to which they include curation and customization of open educational resources that will be freely and openly shared throughout and beyond the institution; and
- The inclusion of plans to re-use open educational resources in courses in subsequent semesters.

Evaluation Criteria for Peer Reviews

Adopting the B.C. Open Textbook Review Rubric (BCcampus, 2017) (see [Appendix K](#)) is recommended for reviews of open textbooks. The review criteria includes: Comprehensiveness; Content Accuracy; Relevance/Longevity; Clarity; Consistency; Modularity; Organization/Structure/Flow; Interface; Grammatical/Spelling Errors; Diversity and Inclusion; and overall Recommendation. Reviews will be accepted once it is determined that they are complete.

Expectations of Successful Grant or Honoraria Recipients

Grants

The following will be required of successful grant recipients:

- ensure that any deliverables made possible by this grant will be openly licensed (a creative commons license will be applied which allows for derivatives) and openly accessible online (e.g., including using CAUL-CBUA's pressbook installation, and any other open platform).
- complete a final report.

Recipients of grants are encouraged to:

- participate in evaluation of the effectiveness and process of implementing OERs, including impact on student learning.
- agree to share their experience with interested colleagues at CAUL-CBUA events arranged by the Library and/or CAUL-CBUA e.g. panels.

Honoraria

The following will be required of successful honoraria recipients:

- the review will be submitted using the rubric and complete and comprehensive;
- the review will be published using an open license;
- the review will be submitted within three months.

Recipients of honoraria are encouraged to:

- provide helpful and constructive feedback whether the review is positive or negative.

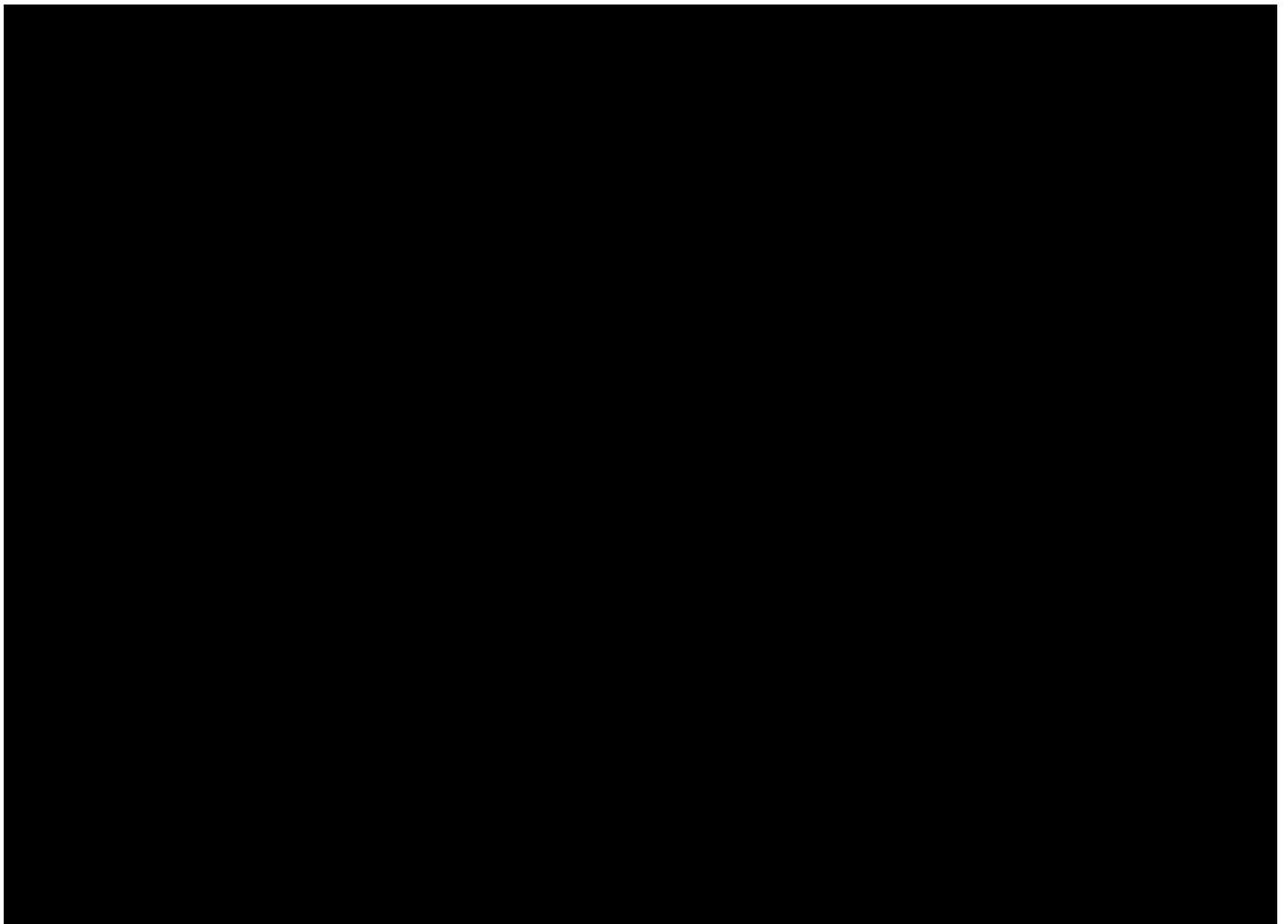
Illustrative documentation is provided in [Appendix L](#) for the proposed CAUL-CBUA Open Textbook Grants Application Process, which is based upon reviewing documentation used at a variety of Canadian institutions and at BCcampus (n.d.c).

Illustrative documentation has been included for the proposed CAUL-CBUA honoraria application process which is based upon reviewing the processes and documentation at BCcampus (n.d.b) and Campus Manitoba (n.d.a). The illustrative documentation can be found in [Appendix M](#).

Financial Investment

The cost for the service is broken down by phases in the table below for the regionally and commercially hosted options (the more viable of the three options explored). Direct costs are those that are specific to the delivery of the service. These include the Pressbooks software (where applicable), hosting fees, a computer for the SIM student, the SIM student's salary, incentivization grants, honoraria for peer review of the books, and marketing costs. The marketing costs include the one-time services of a graphic designer to develop the visual identity for the site, branding, and marketing materials.

Activity-based costing includes "any element necessary to production, launch, and support" (McKinless & Gordon, n.d.) of a service, including overhead costs. In the case of CAUL-CBUA, the administrative expense would include 5% of the Executive Director's time for staff supervision in Year 1 and 10% in Year 2. The increase from Year 1 to Year 2 is due to the additional advocacy role that the Executive Director will assume in Year 2 to advocate for sustained government funding for the service.





Pricing

Pricing is a key component in the development of a new service. Not only is the price-point for the service important in covering service costs, the price-point can also convey value to members. CAUL-CBUA, as a not-for-profit organization, has a new service development philosophy focused on cost recovery, not profit. This is particularly important so as to not jeopardize CAUL-CBUA's not-for-profit status. Given that there is no desire at this time to abandon or downgrade existing member services, this service will require a new funding stream to support it.

Pricing Strategy

As Year 1 is the “proof-of-concept” phase, the proposal is to use a portion of the existing surplus in the unrestricted funds to cover the Year 1 cost. In Year 2, if the decision by the Board is to move to full implementation, then the full cost for the service would be divided among the membership on an opt-in basis, using the proportional FTE pricing model used for other CAUL-CBUA services.

Summary

CAUL-CBUA has provided strong leadership for postsecondary libraries in the Atlantic Canada region. Based on the importance expressed by members for regional collaboration, particularly in the area of open educational resources (OER), CAUL-CBUA has the opportunity to take a leadership role in the development of a regional open textbooks repository to realize significant benefits for members and their user communities.

Key Recommendations

To develop a quality open textbooks repository and service, it is recommended that CAUL-CBUA:

1. Create the repository with accompanying services, including an OER toolkit, to support faculty/instructor creation/adaptation/adoption/migration of open textbooks;
2. Develop an incentivization program to support faculty/instructor creation or adaptation of open textbooks;

3. Award five grants to support faculty/instructor creation or adaptation of open textbooks;
4. Develop an open textbooks peer review program with ten to be awarded annually;
5. Clone existing content from other repositories;
6. Develop and implement a marketing plan for the service;
7. Develop and implement an evaluation plan to assess the service impact; and
8. Develop and implement an advocacy campaign to pursue sustained provincial funding from the four Atlantic provinces.

The implementation ([Appendix G](#)), evaluation ([Appendix H](#)), and marketing plans ([Appendix I](#)) detailed in this report provide a framework of tasks, deliverables, accountability, timelines, and performance measures. It is anticipated that the recommendations above can be implemented over a two-year period.

Conclusion

The Council is uniquely positioned to provide leadership in the region in the area of open educational resources. CAUL-CBUA not only has the critical skills, knowledge, expertise, and relationships within its membership to build and deliver an open textbooks repository and service, it also has a history of successful service implementation in support of member needs. By capitalizing on these strengths through implementation of the recommendations above, the Council will not only fulfill member expectations, but quite likely exceed them.

References

1. Accessibility Act: Chapter 2 of the Acts of 2017. (2017, September 18). Retrieved from <https://nslegislature.ca/sites/default/files/legc/statutes/accessibility.pdf>
2. Action plan. (n.d.). In *Business Dictionary*. Retrieved from <http://www.businessdictionary.com/definition/action-plan.html>
3. Aesoph, L.M. (Ed.). (2019). Post-Secondary directory: British Columbia and Canada. Retrieved from <https://opentextbc.ca/postsecondary/>
4. Association of Atlantic Universities. (2018, October 1). AAU survey of preliminary enrolments. Retrieved from <https://www.atlanticuniversities.ca/statistics/aau-survey-preliminary-enrolments>
5. B2U. (2016, September 18). Scanning the environment: PESTEL analysis. Retrieved from <https://www.business-to-you.com/scanning-the-environment-pestel-analysis/>
6. BCcampus. (n.d.a). Apply to review an open textbook. Retrieved from <https://bccampus.ca/grants-calls-for-proposals/review-open-textbooks/>
7. BCcampus. (n.d.b). BC open textbooks review criteria. Retrieved from <https://www.bccampus.ca/files/2013/10/BC-Open-Textbooks-Review-Criteria-Oct2013.pdf>
8. BCcampus. (n.d.c). Open Educational Resource grant: Curate, customize, create. Retrieved from <https://open.bccampus.ca/open-educational-resource-grant-curate-customize-create/>
9. BCcampus. (2017, November 9). B.C. open textbooks review rubric. Retrieved from <https://open.bccampus.ca/files/2017/11/BC-Open-Textbooks-Review-Rubric.docx>
10. Brown, M. (2018, April 1). The cost of a Canadian university education in six charts. *Maclean's*. Retrieved from <https://www.macleans.ca/education/the-cost-of-a-canadian-university-education-in-six-charts/>
11. Caldwell, B., Cooper, M., Guarino Reid, L., & Vanderheiden, G. (2008, December 11). Web Content Accessibility Guidelines (WCAG) 2.0. Retrieved from <https://www.w3.org/TR/WCAG20/>
12. Campus Alberta Open Educational Resources. (n.d.). Alberta OER – Home. Retrieved from <http://albertaoer.com/>
13. Campus Manitoba. (n.d.a). Application to review. Retrieved from <https://www.openedmb.ca/review-a-textbook/application-to-review/>
14. Campus Manitoba. (n.d.b). Manitoba Open Textbook Initiative. Retrieved from <https://open.campusmanitoba.com/about/>
15. Canada. Parliament. House of Commons. Standing House of Commons Committee on Finance. *Driving inclusive growth: Spurring productivity and competitiveness in*

- Canada. 2nd sess., 42nd Parliament, 2017.
<http://www.ourcommons.ca/Content/Committee/421/FINA/Reports/RP9312006/finarp21/finarp21-e.pdf>
16. CARL-ABRC. (2019). CARL/ABRC Open Education Working Group – Terms of Reference. Retrieved from http://www.carl-abrc.ca/wp-content/uploads/2019/05/OEWG_ToR_EN.pdf
 17. Community Tool Box. (2018). Chapter 3: Assessing community needs and resources. Retrieved from <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/swot-analysis/main>
 18. Coolidge, A., Doner, S., Robertson, T., Gray, J. (2018). *Accessibility toolkit* (2nd ed.). Victoria, BC: BCcampus. Retrieved from <https://opentextbc.ca/accessibilitytoolkit/>
 19. Council of Atlantic University Libraries. (2018, June 6). *CAUL-CBUA Strategic Plan 2018-2020*. Retrieved from <https://caul-cbu.ca/plans/strategic-plan-2018-2020>
 20. Council of Atlantic University Libraries. (2019). FTE list. Retrieved from <https://caul-cbu.ca/fte-list>
 21. eCampusAlberta Digital Resources. (2017, October 25). Retrieved from <http://library.athabascau.ca/ecampusalberta.html>
 22. Gay, G. (n.d.). *Professional web accessibility auditing made easy: Essential skills for web developers, content creators, and designers*. Toronto, ON: Ryerson University. Retrieved from <https://pressbooks.library.ryerson.ca/pwaa/>
 23. Holt, C., Bedwell, L., & MacKenzie, J. (2017). *CAUL-CBUA Member Needs Assessment 2017 Survey: Preliminary Comment Survey*. Retrieved from the Council of Atlantic University Libraries Google Drive:
<https://drive.google.com/open?id=1Hu3sZF9eCKERrGahVaC01CfTomB4jwck>
 24. Jhangiani, R. (2019, February 25). *Building a campus OER initiative: Lessons from Kwantlen Polytechnic University* [Video File]. Retrieved from https://caul-cbu.ca/sites/default/files/RajivJhangianiPresentation_Winter2019Forum.mp4
 25. Jhangiani, R., Pitt, R., Hendricks, C., Key, J., & Lalonde, C. (2016). *Exploring faculty use of open educational resources at British Columbia post-secondary institutions*. Retrieved from the BCcampus website:
https://bccampus.ca/files/2016/01/BCFacultyUseOfOER_final.pdf
 26. MacLennan, T., & Drake, E. (2019). Student perspective on open educational resources [PDF file]. Retrieved from <https://caul-cbu.ca/sites/default/files/Student%20Union%20OER%20Presentation.pdf>
 27. Manitoba Open Textbook Initiative. (n.d.). Open licenses. Retrieved from <https://openedmb.ca/open-textbooks/open-licenses/>
 28. Manitoba Open Textbook Initiative. (n.d.). Review a textbook. Retrieved from <https://openedmb.ca/review-a-textbook/>

29. McKinless, K., & Gordon, R. (n.d.). Launching new products & services: The business approach process provides a flexible framework for increasing member benefits. Retrieved from <http://students.csae.com/mod/page/view.php?id=8286>
30. Ministry of Advanced Education and Skills Development. (2017, June 6). *Ontario Making College and University More Affordable with Free Online Textbooks* [Press release]. Retrieved from <https://news.ontario.ca/maesd/en/2017/06/ontario-making-college-and-university-more-affordable-with-free-online-textbooks.html>
31. Pressbooks. (n.d.). Installation. Retrieved from <https://docs.pressbooks.org/installation/>
32. Smith, A., Brown, G., Doucette, P., Moses, D., Nason, M., & Holt, C. (2018, February 20). *Final report of the CAUL-CBUA Open Textbooks Survey Working Group*. Retrieved from the Council of Atlantic University Libraries Google Drive: https://drive.google.com/open?id=1c2wkZM7bz2fib_ioF5TjZH8m29nzH01n68BD3e2FO6M
33. Sparks, S.D. (2017, March 30). What is OER? Answers to 5 questions about Open Educational Resources. *Education Week*, 36(26). Retrieved from <https://www.edweek.org/ew/articles/2017/03/29/what-is-oer-5-questions-about-open-oer.html>
34. University of Regina. (n.d.). Open textbook publishing program. Retrieved from <https://www.uregina.ca/open-access/open-textbooks/open-textbook-program.html>
35. University of Saskatchewan. (n.d.a). Funding for open textbook development. Retrieved from <https://teaching.usask.ca/curriculum/open-educational-practices.php#Fundingforopentextbookdevelopment>
36. University of Saskatchewan. (n.d.b). Open educational practices. Retrieved from <https://teaching.usask.ca/curriculum/open-educational-practices.php#OpenEducationalResources>
37. University of Victoria. (2019). OER final report form. Retrieved from <https://www.uvic.ca/learningandteaching/faculty/grants/learning/index.ph>

Appendix A: SWOT Analysis

A SWOT analysis is a method for identifying an organization’s strengths (S), weaknesses (W), opportunities (O), and threats (T). (Community Tool Box, 2018, Section 14). Strengths and weaknesses assess the organization’s internal environment. Opportunities and threats assess the external environment in which the association operates. A SWOT analysis helps identify situations which can be prioritized and examined further in terms of impact. This analysis is not exhaustive, but it provides a global overview of the Council’s current overall situation.

SWOT Analysis		
	Strengths	Weaknesses
I N T E R N A L	<ol style="list-style-type: none"> 1. Diverse volunteers and membership with industry expertise and networks 2. Members with expertise in information management discoverability, and copyright; experience and current role in curricular and research support; and knowledge of the academic publishing process and industry 3. Virtual platform in place to facilitate collaboration 4. Collaborative relationships and agreements with industry consortia and organizations, as well as non-industry partners 5. Access to member infrastructure and staff 6. Strategic plan for 2018-2021 with OER support as a goal 7. Prior engagement on the topic of OER with faculty and member student associations 	<ol style="list-style-type: none"> 1. Risk-averse culture 2. Resource limitations, particularly staffing 3. Geographically dispersed membership 4. Volunteers with limited time to commit to participation 5. No dedicated infrastructure 6. No existing communications plan 7. Limited expertise with social media tools 8. No existing service evaluation and assessment plan 9. Inadequate new service introduction policy 10. No guidelines or policies regarding bilingualism in CAUL-CBUA operations

SWOT Analysis

SWOT Analysis		
	Opportunities	Threats
E X T E R N A L	<ol style="list-style-type: none"> 1. High cost of post-secondary education 2. Student engagement in provincial government lobbying on OER 3. Established open textbook movement in Canada and the U.S. 4. Recognition of the leadership role of post-secondary libraries in developing open educational resources platforms and services 5. Changing industry skills and knowledge needs 6. Cloud computing 7. Increasing focus on collaboration between post-secondary libraries and faculty 8. Increased focus on accountability and assessment 9. Grant availability and success by consortia for similar service development 10. Truth and Reconciliation Commission of Canada Calls to Action 	<ol style="list-style-type: none"> 1. Four provincial post-secondary education administration and funding structures 2. Provincial funding cuts to postsecondary education 3. Faculty tenure process that undervalues textbook creation and that has not embraced open access 4. Increasing faculty workloads 5. Gap in regional leadership around open educational resources 6. Commercial textbook vendor competition 7. Faculty affinity for, and loyalty to, traditional textbooks

Appendix B: PESTLE Analysis

Organizations don't exist in a vacuum. They are intricately connected to the outside world with a constantly changing landscape. A PESTLE Analysis is a strategic framework or tool used to understand the macro-environment factors (external influences) that may have a profound impact on an organization's performance. PESTLE is an acronym that stands for Political, Economic, Sociological, Technological, Legal, and Environmental Factors. (B2U, 2016). This tool enables an association to assess the current environment and potential changes in a structured manner.

PESTLE Analysis		
Political	Economic	Sociological
<ul style="list-style-type: none"> • Provincial post-secondary administrative, policy, and funding structures • Copyright Act Review – publisher and creator lobbying • UMSCA impact on copyright • Open access policies in Europe • Research data management – open data requirement from research funders • CRA taxation rules and not-for-profits • Student lobbying of government for affordable education 	<ul style="list-style-type: none"> • Provincial debt and budget cuts • Product/service inflation rates • Foreign exchange rates • Increasing cost of post-secondary education • Decreasing enrollments 	<ul style="list-style-type: none"> • Decreased domestic population size and age distribution (seniors) • Diversity • Movement to Open Access (OA) • Increased emphasis on privacy rights • Other regional organizations with complementary services • Establishment of private and for-profit post-secondary institutions • Increasing focus on online learning • Younger people's attitudes toward work (work/life balance)

		<ul style="list-style-type: none"> • Instant gratification expectations • Tenure, promotion, and reappointment process that does not reward curricular innovation • Traditional commercial textbooks model
Technological	Legal	Environmental
<ul style="list-style-type: none"> • Artificial intelligence (AI) • Blockchain • Cloud computing • Vendor provided services and automation • Adoption of mobile technologies • Big data management • Open source software 	<ul style="list-style-type: none"> • Canada's Anti-Spam Legislation (CASL) and the European Union's General Data Protection Regulation (GDPR) • Accessibility legislation • Bilingualism requirement in New Brunswick 	<ul style="list-style-type: none"> • Focus on energy conservation

Appendix C: Atlantic Canada OER Toolkit Outline

Statement of Scope

- Who is the focus for the toolkit and what needs will it meet - faculty, grad students, and library staff who support the creators
- Open Textbooks definition

Creating Open Textbooks

- Peer review considerations
- Pressbooks support
- Faculty portal

Adopting/Adapting/Migrating Own Content Open Textbooks

- Discovering existing content to be adopted/adapted (in Atlantic or other repositories) - clearinghouses/metasearching
- Process for each (adopting, adapting, and migrating)
- Migrating own content

Copyright Considerations

- Incorporating the work of others
- Canadian Copyright Act
- Allowing others to incorporate your work
- Creative Commons license information

Accessibility and Usability Considerations

- Optical Character Recognition (OCR)
- Format (PDF, HTML, etc.)
- Metadata (discoverability)
- Performance metrics
- Evaluating success, ex. Usage data

Appendix D: Service and Delivery Models

All costs are in CAD except where noted.

Features	Option 1 - BCcampus Clone	Option 2 - Open Source Pressbooks Installation		Option 3 - Commercial Hosting	
	BCcampus Infrastructure	Member Infrastructure	Regional Partner Infrastructure	RECLAIM Hosting	PressbooksEDU
Cost	<ul style="list-style-type: none"> • Software – \$0 • Cloning of repository structure and content – CAD\$70,000 • Hosting cost – TBD • Staff – prevailing wage rates • Training 	<ul style="list-style-type: none"> • Open Software – \$0 • Hosting cost - TBD • Staff – prevailing wage rates • Training 	<ul style="list-style-type: none"> • Open Software – \$0 • Hosting cost - TBD • Staff – prevailing wage rates • Training 	<ul style="list-style-type: none"> • Software/Hosting cost (shared server) – [REDACTED] • Software/Hosting cost (dedicated server) – [REDACTED] • Staff – prevailing wage rates • Training 	<ul style="list-style-type: none"> • Software/Hosting cost (shared server) Silver – [REDACTED] • Software/Hosting cost (dedicated server) Titanium – [REDACTED] (+cost for additional institutions) • Staff – prevailing wage rates • Training

Features	Option 1 - BCcampus Clone	Option 2 - Open Source Pressbooks Installation		Option 3 - Commercial Hosting	
	BCcampus Infrastructure	Member Infrastructure	Regional Partner Infrastructure	RECLAIM Hosting	PressbooksEDU
Included Features	<ul style="list-style-type: none"> • Software • Storage • Collection • Discovery tools 	<ul style="list-style-type: none"> • Software • Storage • Discovery tools 	<ul style="list-style-type: none"> • Software • Storage • Discovery tools 	<ul style="list-style-type: none"> • Software • Storage (100-160 GB) • Pre-installed dependencies and export formats • Custom domain • CAS/LDAP SSO (████████ one-time set-up) • Software support • Customizable themes for book designs 	<ul style="list-style-type: none"> • Software • Storage (50-100+ GB) • Discovery tools • Software and staff support • Training • Custom domain • SSO (████████ one-time set-up fee) • Cover generator • Customizable themes • Network-level Google Analytics • Brandable
Admin Access	No direct access to the infrastructure or administrative functions	Possible direct access to the infrastructure or administrative functions	Possible direct access to the infrastructure or administrative functions	Direct access to administrative functions	Direct access to administrative functions
Staffing	SIM Intern	SIM Intern	SIM Intern	SIM Intern	SIM Intern

Features	Option 1 - BCcampus Clone	Option 2 - Open Source Pressbooks Installation		Option 3 - Commercial Hosting	
	BCcampus Infrastructure	Member Infrastructure	Regional Partner Infrastructure	RECLAIM Hosting	PressbooksEDU
Privacy	Content stored on servers in BC	Data stored on servers in the region	Data stored on servers in the region	Data stored on servers in Canada	Data stored on servers in Montreal

Appendix E: PressbooksEDU Plans

Features	Silver	Gold	Titanium	Platinum
Pressbooks networks	Single PB network - One institution	Single PB network - One institution	Single PB network - Multiple institutions - 5 schools included in base plan	Multiple PB networks - Multiple institutions
Storage	50 GB	75 GB	100+GB	Custom
Server	Shared	Shared	Dedicated	Dedicated
Support contacts	3 support contacts	5 support contacts	5 support contacts	Custom
Support contact training	1 x hr webinar	2 x 1 hr webinars	2 x 1 hr webinars	Custom
User training	1 x hr user webinar	2 x 1 hr user webinars	4 x 1 hr user webinars	Custom
H5P integration*	yes	yes	yes	yes
Network-level Google Analytics integration*	yes	yes	yes	yes
Thin Common Cartridge exports	yes, weblinks only	yes, weblinks + LTI	Custom - depends on plan	Custom - depends on plan

Features	Silver	Gold	Titanium	Platinum
LTI integration with LTI Provider plugin (Canvas, Blackboard, Moodle, D2L)	--	yes	Custom--depends on plan	Custom--depends on plan
Custom domain	Yes	Yes	Yes	Multiple domains
Users / Seats (Creators)	Unlimited, from the institution	Unlimited, from the institution	Unlimited, from the 5+ included institutions	Unlimited, from the included institutions
Support	Support contacts	Support contacts; End user support available as add-on	Support contacts; End user support available as add-on	Support contacts; End user support available as add-on
Community of practice	yes	yes	yes	yes
ADD-ONS				
SSO (CAS, SAML 2)	--	SSO integration available as add-on.	--	SSO integration available as add-on.
LMS integration support	--	LMS integration support available as add-on.	LMS integration support available as add-on.	LMS integration support available as add-on.
Standard Migration	Migration available as add-on.	Migration available as add-on.	Migration available as add-on.	Migration available as add-on.

Features	Silver	Gold	Titanium	Platinum
End user support	--	End user support available as add-on.	End user support available as add-on.	End user support available as add-on.

Appendix F: Service Level Agreement Elements

Annual Fees

The base rate that CAUL-CBUA pays annually to cover the cost of hosting, technical support and backups.

Additional Fees

The hourly rate for any additional software customization, personalization and related development activities outside the scope of the agreement.

Invoicing

The service provider will supply CAUL-CBUA with an annual invoice to cover the base cost. Additional Fees are invoiced on a monthly basis.

Scope of Services

- **Hours of Service** – e.g. 9-5 Monday to Friday outside of statutory and institutional holidays
- **Hardware & Software** - The supported book hosting software will be a single installation of Pressbooks, currently available under a GNU General Public License version 3. The Service Provider will make available to CAUL-CBUA Libraries a functional installation of Pressbooks with the available Pressbooks developed plugins (<https://networkmanagerguide.pressbooks.com/chapter/pressbooks-plugins-policy/>). The Service Provider will supply all server, storage and networking hardware as well as operating system.
- **Support** - The Service Provider will provide basic troubleshooting support to individual CAUL members via a tracked ticket system.
- **Backup and Recovery** - Daily incremental backups and full monthly backups with full restoration of production environment if required. This does not include restoring content that is mistakenly deleted by Authors.
- **System Maintenance** - A minimum 72 hours notice for any scheduled downtime for routine system maintenance. The service provider will provide public facing notification during outage periods.

Out of Scope Services

- Documentation and training on the use of Pressbooks
- Direct end user support for Authors
- Managing Author permissions and profiles

- Software customization, personalization and related development activities (see above “Additional Fees”)

Contacts

Name the individuals (from CAUL-CBUA and the Service Provider) who will monitor the agreement.

Appendix G: Implementation (Action) Plan

An Implementation (Action) Plan is “a sequence of steps that must be taken, or activities that must be performed well, for a strategy to succeed. An action plan has three major elements (1) Specific tasks: what will be done and by whom. (2) Time horizon: when will it be done. (3) Resource allocation: what specific funds are available for specific activities.” (Action Plan, n.d.). Note: In the action plan table, \$ denotes a budgetary cost involved in the action.

Recommendation	Action Items	Timeline	Accountability	Resources	Communication Strategy
1. Create the repository and accompanying services	1.1. Develop terms of reference for an Open Textbooks Repository working Group for approval by the Executive Committee 1.2. Recruit members for the working group with the desired expertise	1 month	<ul style="list-style-type: none"> Executive Director 	<ul style="list-style-type: none"> Members Experts from member institutions outside of the libraries Executive Committee 	<ul style="list-style-type: none"> Direct recruitment based on recommendations from library directors
	1.3. Develop a “project” communications plan	1 week	<ul style="list-style-type: none"> Executive Director 	<ul style="list-style-type: none"> Communications specialist 	<ul style="list-style-type: none"> Announcements to Board and membership
	1.4. Communicate the service proposal to the larger membership (member libraries’ staff), including the timeline, process, and milestones 1.5. Schedule webinars for members on the topic of Pressbooks	1 month	<ul style="list-style-type: none"> Executive Director 	<ul style="list-style-type: none"> Access to membership Meeting space Microsoft Teams for virtual participation 	<ul style="list-style-type: none"> Hold a series of “town hall” meetings with member libraries’ staff to present the service and action plan Provide opportunity for

Recommendation	Action Items	Timeline	Accountability	Resources	Communication Strategy
				<ul style="list-style-type: none"> Member feedback mechanism 	<ul style="list-style-type: none"> staff to respond and provide feedback on the service and plan
	1.6. Choose a service model 1.7. Negotiate and sign a contract or service level agreement as appropriate 1.8. Software training for CAUL-CBUA Executive Director and Working Group members	2 months	<ul style="list-style-type: none"> Executive Director 	<ul style="list-style-type: none"> Software - \$ Executive Director Open Textbooks Repository Working Group Platform vendor 	<ul style="list-style-type: none"> Direct communications with vendor Announcement to Board and membership Direct emails to Working Group members and the vendor to schedule the training
	1.9. Create a job description for use in hiring a SIM student to staff the service 1.10. Hire the student. 1.11. On-board the student 1.12. Train the SIM student on the platform	2 months	<ul style="list-style-type: none"> Executive Director 	<ul style="list-style-type: none"> Executive Director Open Textbooks Repository Working Group Platform vendor 	<ul style="list-style-type: none"> Advertise the position Announce the successful applicant to the membership Introduce the student to key personnel at member libraries
	1.13. Develop a graphic design package for the site design, branding, and marketing materials	2 months	<ul style="list-style-type: none"> Executive Director 	<ul style="list-style-type: none"> Graphic designer - \$ Members Feedback mechanism 	<ul style="list-style-type: none"> Solicit feedback from members Announce the final design to the membership via

Recommendation	Action Items	Timeline	Accountability	Resources	Communication Strategy
	1.14. Create website for service using final designs			<ul style="list-style-type: none"> • SIM student 	<ul style="list-style-type: none"> • institutional communications contacts • Posts to institutional news feeds
	1.15. Develop a Toolkit 1.16. Develop policies and procedures 1.17. Develop best practices for OER adoption and adaption 1.18. Provide training to members and faculty/instructors on copyright and Creative Commons Licenses	1 month	<ul style="list-style-type: none"> • Open Textbooks Repository Working Group 	<ul style="list-style-type: none"> • Open Textbooks Repository Working Group • SIM student • Institutional teaching and learning centres • Member libraries 	<ul style="list-style-type: none"> • Post to website • Twitter feed with link • Member library communications to faculty/instructors • Work with institutional experts to deliver Copyright and Creative Commons Licenses training
	1.19. Work with institutions to develop internal OER policies to encourage adoption	Ongoing	<ul style="list-style-type: none"> • Executive Director 	<ul style="list-style-type: none"> • Institutional policy decision-makers • Board members 	<ul style="list-style-type: none"> • Communicate with Board to develop the best strategies for success in each institution • Involve Board members in discussions with key decision-makers at their institutions

Recommendation	Action Items	Timeline	Accountability	Resources	Communication Strategy
	1.20. Develop decision criteria for choosing a pilot project 1.21. Choose the textbook and the faculty/instructor per the criteria	2 months	<ul style="list-style-type: none"> Open Textbooks Repository Working Group 	<ul style="list-style-type: none"> Faculty/Instructor release time - \$ Open Textbooks Repository Working Group Member liaison librarians Decision criteria 	<ul style="list-style-type: none"> Use liaison librarian network to identify potential faculty/instructors Prioritize the targets Invite targets in priority order to develop an open textbook in focus area
2. Develop an incentivization program	2.1. Develop application guideline, process, and decision rubric 2.2. Establish the budget for the program and grant caps 2.3. Advertise the program and solicit applications 2.4. After application deadline, consider applications and choose winners 2.5. Facilitate the transfer of funds to the successful applicants	2 months	<ul style="list-style-type: none"> Executive Director 	<ul style="list-style-type: none"> Open Textbooks Repository Working Group Faculty/Instructors Members Board Media 	<ul style="list-style-type: none"> Involve faculty/instructors and members in development of application process and criteria Provide opportunity for stakeholder feedback Communicate the competition opening and closing widely through multiple channels

Recommendation	Action Items	Timeline	Accountability	Resources	Communication Strategy
					<ul style="list-style-type: none"> • Notify the Board as to the successful projects • Contact all applicants to apprise them of the competition results • Announce the successful projects to stakeholder communities • Work with the awardees' institutions to celebrate success • Prepare a press release for the media
	<p>2.6. Work with appropriate institutional decision-makers to develop internal funding opportunities to support the development or redevelopment of courses to incorporate open textbooks, as well as the development of ancillary materials (e.g.</p>	<p>11 months</p>	<ul style="list-style-type: none"> • Executive Director 	<ul style="list-style-type: none"> • SIM student • Board members • Member libraries • Institutional Senates and Senior administrators 	<ul style="list-style-type: none"> • Need to work through member libraries' staff and Board members • Focused meetings • Presentations to institutional Senates and senior administrators

Recommendation	Action Items	Timeline	Accountability	Resources	Communication Strategy
	video tutorials and question banks) ⁵				
3. Develop an open textbooks peer review program	3.1. Develop criteria to identify the standards for peer reviewers 3.2. Develop a standard evaluation rubric based on existing rubrics 3.3. Develop a recruitment process for peer reviewers	1 month	<ul style="list-style-type: none"> Open Textbooks Repository Working Group 	<ul style="list-style-type: none"> Members Standards and rubrics from existing repositories Open Textbooks Repository Working Group SIM student 	<ul style="list-style-type: none"> Work with Champions⁶ (from across the disciplines) to develop standards and rubric criteria. Announce/advertise the program to faculty/instructors in the region
	3.4. Recruit peer reviewers 3.5. Track peer reviewers and assess review quality (not the opinion, but the presentation and coherence)	Ongoing	<ul style="list-style-type: none"> SIM student 	<ul style="list-style-type: none"> Peer reviewers SIM student 	<ul style="list-style-type: none"> Advertise review opportunities Post reviews as approved and notify faculty/instructors at member institutions
4. Develop and implement a service evaluation plan for performance monitoring, analysis, and evaluation	4.1. Identify performance metrics for action items, including data collection processes 4.2. Develop a dashboard for data collection, monitoring, analysis, and reporting 4.3. Develop/adapt a methodology for	See Appendix H for more detail	<ul style="list-style-type: none"> Open Textbooks Repository Working Group 	<ul style="list-style-type: none"> Performance metrics Data sources to harvest metrics Data dashboard and analysis tools Process for gathering 	<ul style="list-style-type: none"> Collaboration with Working Group members to identify key metrics and determine the best ways to collect metrics Communicate the process and

Recommendation	Action Items	Timeline	Accountability	Resources	Communication Strategy
	calculating student savings connected to open textbook adoption 4.4. Develop a means to gather “success” testimonials from faculty / instructors and students			success testimonials	purpose of the dashboard to staff, Board, and members <ul style="list-style-type: none"> Share success stories on website and in marketing campaigns
	4.5. Analyze the performance metrics to evaluate success	1 month See Appendix H for more detail	<ul style="list-style-type: none"> Executive Director 	<ul style="list-style-type: none"> Executive Director Open Textbooks Repository Working Group Board 	<ul style="list-style-type: none"> Report to the Board with recommendation on the future of the service Communicate Board decision and rationale to stakeholders
	4.6. Revise the service plan and update the operational plan as appropriate to reflect the changes in the service	1 month	<ul style="list-style-type: none"> Executive Director 	<ul style="list-style-type: none"> Results of the service evaluation SIM student Stakeholders Open Textbooks Repository Working Group 	<ul style="list-style-type: none"> Communicate any revisions to stakeholders with rationale and provide opportunities for stakeholder input
5. Develop and implement a marketing plan for the service	5.1. Use preliminary marketing plan in Appendix I as a starting point to create a final marketing plan	See Appendix I for details	<ul style="list-style-type: none"> Executive Director 	<ul style="list-style-type: none"> Marketing specialist - \$ Members Faculty/Instructors 	<ul style="list-style-type: none"> Inform stakeholders about the service Provide opportunity for

Recommendation	Action Items	Timeline	Accountability	Resources	Communication Strategy
				<ul style="list-style-type: none"> Student government leaders 	<ul style="list-style-type: none"> stakeholders to respond and provide feedback on the process
6. Clone existing content from external repositories for ingestion into the regional repository	6.1. Work with appropriate staff at member libraries who have existing open textbooks to clone them for the regional repository	1 month	<ul style="list-style-type: none"> SIM Student 	<ul style="list-style-type: none"> SIM student Member repository managers 	<ul style="list-style-type: none"> SIM student contact the member repository managers directly via email and/or phone
	6.2. Contact repository managers where target textbooks are hosted to facilitate cloning 6.3. Load the cloned content 6.4. Communicate the availability of the content to member institutions	1 month	<ul style="list-style-type: none"> SIM student 	<ul style="list-style-type: none"> SIM student External repository managers Cloning tool Email Twitter Website news feed 	<ul style="list-style-type: none"> Direct contact via email or phone Notify membership when content is loaded Announce the new content to the stakeholder community via email, twitter, and the service website
7. Develop and implement an advocacy campaign for sustained provincial funding	7.1. Identify key players 7.2. Develop a key talking points document 7.3. Create a one-pager infographic to convey key data 7.4. Schedule meetings with key players – bring	Ongoing	<ul style="list-style-type: none"> Executive Director Board Chair 	<ul style="list-style-type: none"> Communication specialist - \$ Members Board Board Chair OER Champions 	<ul style="list-style-type: none"> Communicate the plan to the Board and provide opportunities for feedback Keep Board and membership informed of plan and progress

Recommendation	Action Items	Timeline	Accountability	Resources	Communication Strategy
	Board Chair and Champion(s)				<ul style="list-style-type: none"> • Send out talking points and one-pager in advance of meetings with key players • Post documents to the service website and tweet about them on the service Twitter account • Discussions with key players through in-person meetings

⁵ Investing in the development of ancillary resources eliminates a major barrier to open textbook adoption for faculty who rely heavily on publisher-provided resources.

⁶ Champions – faculty and instructors at member institutions using open textbooks.

Appendix H: Evaluation Plan

An evaluation plan is a written document that describes how you will monitor and evaluate the recommendations in the Action Plan, as well as how you intend to use evaluation results for organizational improvement and decision making. Note: In the evaluation plan table, \$ denotes a budgetary cost involved in the recommendation.

Recommendation	Ownership	Metric	Completion Date	Resources	Reporting & Communication
1. Create the repository and accompanying services	Open Textbooks Repository Working Group	<ul style="list-style-type: none"> • Completion of open textbooks by TBD • Title usage data from the repository • Title adoption rate by course and institution 	TBD	<ul style="list-style-type: none"> • Faculty Member/Instructor • SIM student • Repository platform • Instructional design specialist (availability dependent on institution) • Service website • Repository analytics • Data dashboard 	<ul style="list-style-type: none"> • Working Group and SIM student report progress to Executive Director • Executive Director provides updates to the Board • Regular updates to the membership via email through designated communications contacts at member institutions • Regular updates to other stakeholders, such as student

Recommendation	Ownership	Metric	Completion Date	Resources	Reporting & Communication
					<p>leaders (communication channel dependent on stakeholder preference)</p> <ul style="list-style-type: none"> • Regular updates on the service website
2. Develop an incentivization program	Executive Director	<ul style="list-style-type: none"> • Number of grant applications • Number of grants awarded • Value of awards granted 	Ongoing	<ul style="list-style-type: none"> • Data dashboard • Application data • Award data 	<ul style="list-style-type: none"> • Announcements to members and their user communities about grants awarded • Annual infographics reporting grant metrics
3. Develop an open textbooks peer review program	Open Textbooks Repository Working Group	<ul style="list-style-type: none"> • Number of books reviewed • Number of active reviewers • Dollar amount of honorariums given 	Ongoing	<ul style="list-style-type: none"> • Data dashboard • Peer reviewers • Repository analytics • Reviewer tracking analytics • Financial analytics 	<ul style="list-style-type: none"> • Announcements to members and their user communities about grants awarded • Annual infographics reporting

Recommendation	Ownership	Metric	Completion Date	Resources	Reporting & Communication
					honorarium metrics
4. Develop and implement a marketing plan for the service	Executive Director	<ul style="list-style-type: none"> Faculty / Instructor inquiries mapped against timing of marketing campaigns Attendance at workshops and panels Presentations to committees, etc. Awareness video views Service launch attendance Media presence at events News/media items by media type 	Ongoing	<ul style="list-style-type: none"> Marketing specialist - \$ Data dashboard SIM student Attendance tracking 	<ul style="list-style-type: none"> See Marketing Plan in Appendix I
5. Clone existing content from existing repositories for ingestion into	Open Textbooks Repository Working Group	<ul style="list-style-type: none"> All identified titles cloned and available on the repository by TBD 	TBD for member repository content	<ul style="list-style-type: none"> SIM student External repository owners Cloning tool Suggestion / request mechanism 	<ul style="list-style-type: none"> Weekly reports by SIM student to the Executive Director Service website updates when

Recommendation	Ownership	Metric	Completion Date	Resources	Reporting & Communication
the regional repository		<ul style="list-style-type: none"> • Number of people signed up for content update notifications • Weekly number of titles cloned • Title usage data from the repository • Title adoption rates by course and institution 	<p>TBD for content from external repositories</p> <p>Ongoing - this is an iterative process in that there will be a suggestion mechanism for cloning additional textbooks based</p>	<ul style="list-style-type: none"> • Notification mechanism for content updates • Website analytics • Repository analytics • Data dashboard 	<p>new content added</p> <ul style="list-style-type: none"> • New content notification mechanism to which anyone can subscribe • Weekly updates to the membership via dedicated institutional communications contacts • Regular update feeds to internal news feeds at member institutions • Annual infographics reporting student savings
6. Develop an advocacy campaign for sustained provincial funding	Executive Director	<ul style="list-style-type: none"> • Meetings with MLAs • Media coverage by media type • Government funding 	Ongoing until funding secured	<ul style="list-style-type: none"> • Executive Director • Board members • Government representatives • Student leaders • OER Champions • Advocacy materials 	<ul style="list-style-type: none"> • Regular updates to the Board and the membership by the Executive Director • Regular updates to student

Recommendation	Ownership	Metric	Completion Date	Resources	Reporting & Communication
		committed to the service			government leaders <ul style="list-style-type: none"> • News releases to Canadian OER community

Appendix I: Draft Marketing Plan

Action	Communication Strategy	Timeline	Accountability	Target Audience	Resources
1. OER Awareness Campaign	<ul style="list-style-type: none"> • Presentations to Senate at member institutions • Presentations at Faculty council meetings • Workshops and panels during Open Education week or other designated professional development periods • Short targeted videos • Infographics demonstrating success metrics for other repository services 	Ongoing	<ul style="list-style-type: none"> • Executive Director 	<ul style="list-style-type: none"> • Membership • Faculty/Instructors • Instructional designers 	<ul style="list-style-type: none"> • Liaison and Scholarly Communication librarians • Liaison librarians' communication networks with user communities • FAQ • University Librarians • OER Champions at member institutions • Open Textbooks Repository Working Group • Talking points document • Website • Testimonials – students and champions • Video creation equipment, scripts, and dynamic

Action	Communication Strategy	Timeline	Accountability	Target Audience	Resources
					individuals to deliver the content
	<ul style="list-style-type: none"> • Presentation at Atlantic Universities' Teaching Showcase 	TBD	<ul style="list-style-type: none"> • Open Textbooks Repository Working Group 	<ul style="list-style-type: none"> • Faculty/instructors • Instructional designers 	<ul style="list-style-type: none"> • Slot in program • Talking points document • One-sheet Infographic
	<ul style="list-style-type: none"> • Meetings with student leadership • Key talking points document • Infographics • Panels and workshops • Short targeted videos 	Ongoing	<ul style="list-style-type: none"> • Executive Director 	<ul style="list-style-type: none"> • Students at member institutions, particularly student government leaders 	<ul style="list-style-type: none"> • SIM Student • Member staff as appropriate • OER Champions • Website
2. Incentivization Program Awareness (grants and honorariums)	<ul style="list-style-type: none"> • Announcements around campuses and in campus news/events feeds • Announcement on website • Twitter announcement • Presentations at Faculty council meetings 	TBD	<ul style="list-style-type: none"> • Open Textbooks Repository Working Group 	<ul style="list-style-type: none"> • Faculty/Instructors • Graduate teaching assistants 	<ul style="list-style-type: none"> • SIM Student • Twitter • Website • Office of teaching support • Graduate students associations

Action	Communication Strategy	Timeline	Accountability	Target Audience	Resources
	<ul style="list-style-type: none"> • Member offices of teaching support communication channels • Graduate students associations communication channels 				
3. Repository Launch Event	<ul style="list-style-type: none"> • Announcements around campuses and in campus news/events feeds • Invitations to appropriate institutional administrators, Deans, e-learning staff, student government leaders, and Board members • Invitations to media 	TBD	<ul style="list-style-type: none"> • Executive Director 	<ul style="list-style-type: none"> • Membership • Faculty/Instructors • Students • Instructional designers • Institutional administrators • Key provincial government representatives • Media 	<ul style="list-style-type: none"> • Event planner • Event space • Catering • Branded marketing materials • Media • Videoconference space at member campuses • Open Textbooks Repository Working Group
4. Repository Awareness Campaign	<ul style="list-style-type: none"> • Regular updates to member user communities 	TBD	<ul style="list-style-type: none"> • Open Textbooks Repository 	<ul style="list-style-type: none"> • Membership • Faculty/Instructors • Students 	<ul style="list-style-type: none"> • Twitter • Website • Graphic design services

Action	Communication Strategy	Timeline	Accountability	Target Audience	Resources
	<ul style="list-style-type: none"> Articles / ads in post-secondary education publications / newsletters Meetings with e-learning departments on campuses Workshops 		Working Group	<ul style="list-style-type: none"> Staff at institutional offices of teaching and learning 	<ul style="list-style-type: none"> One-sheet Infographic illustrating key data points Communications specialist
	<ul style="list-style-type: none"> Press releases Communications to Canadian OER services Consortia Canada announcement 	TBD	<ul style="list-style-type: none"> Executive Director 	<ul style="list-style-type: none"> Public Canadian post-secondary community 	<ul style="list-style-type: none"> Media Communications specialist
5. Develop an advocacy campaign for sustained provincial funding	<ul style="list-style-type: none"> Presentations to relevant government committees Join with student lobbyists in their efforts Meet with MLAs 		<ul style="list-style-type: none"> Executive Director CAUL-CBUA Board Chair 	<ul style="list-style-type: none"> Institutional senior administration Council of Atlantic Ministers of Education and Training 	<ul style="list-style-type: none"> Board members Evaluation (success) data Lobbying specialist
6. First Year Celebration	<ul style="list-style-type: none"> Announcements around campuses and in 	TBD	Executive Director	<ul style="list-style-type: none"> Members Faculty/Instructors Students 	<ul style="list-style-type: none"> Event planner Event space Catering

Action	Communication Strategy	Timeline	Accountability	Target Audience	Resources
	<p>campus news/events feeds</p> <ul style="list-style-type: none"> • Invitations to appropriate institutional administrators, Deans, e-learning staff; student government leaders; Board members; member staff involved in the implementation process; and key provincial government representatives • Invitations to media 			<ul style="list-style-type: none"> • Instructional designers • Institutional administrators • Key provincial government representatives • Media 	<ul style="list-style-type: none"> • Branded marketing materials • Media • Videoconference space at member campuses • Open Textbooks Repository Working Group

Appendix J: Creative Commons Licences

This is a short summary of the open licenses available through Creative Commons (Manitoba Open Textbook Initiative, n.d.). More information on open licenses can be found at [Creative Commons](#) and [Creative Commons Canada](#).



CC-BY

Attribution

This license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licenses offered, in terms of what others can do with your works licensed under Attribution.



CC-BY-SA

Attribution Share Alike

This license lets others remix, tweak, and build upon your work even for commercial reasons, as long as they credit you and license their new creations under the identical terms. This license is often compared to open source software licenses. All new works based on yours will carry the same license, so any derivatives will also allow commercial use.



CC-BY-ND

Attribution No Derivatives

This license allows for redistribution, commercial and non-commercial, as long as it is passed along unchanged and in whole, with credit to you.



CC-BY-NC

Attribution Non-Commercial

This license lets others remix, tweak, and build upon your work non-commercially, and although their new works must also acknowledge you and be non-commercial, they don't have to license their derivative works on the same terms.



CC-BY-NC-SA

Attribution Non-Commercial Share Alike

This license lets others remix, tweak, and build upon your work non-commercially, as long as they credit you and license their new creations under the identical terms. Others can download and redistribute your work just like the by-nc-nd license, but they can also translate, make remixes, and produce new stories based on your work. All new work based on yours will carry the same license, so any derivatives will also be non-commercial in nature.



CC-BY-NC-ND

Attribution Non-Commercial No Derivatives

This license is the most restrictive of our six main licenses, allowing redistribution. This license is often called the “free advertising” license because it allows others to download your works and share them with others as long as they mention you and link back to you, but they can’t change them in any way or use them commercially.

(Adapted from 2010 Erik Christensen © CC-BY 3.0.

Appendix K: B.C. Open Textbooks Review Rubric

(BCcampus, n.d.b)

Reviewer's Information

The following information is collected from each reviewer:

- Name of textbook reviewed
- Course level for which the textbook is most appropriate
 - Reviewer's first and last name
 - Reviewer's email (preferably institutional email)
 - Reviewer's mailing address
 - Reviewer's title/position
 - Reviewer's home institution
 - Question: Is this review the result of a collaboration with other post-secondary instructors?
- Collaborator name(s)
- Collaborator institution(s)

Review Criteria

When reviewing an open textbook, the following criteria are addressed. The second item of each criterion asks the reviewer to rate it on a scale of 1 to 5 (1 = very poor and 5 = excellent).

1. Comprehensiveness
 - a. The text covers all areas and ideas of the subject appropriately and provides an effective index and/or glossary.
 - b. How do you rate the book's overall comprehensiveness?
2. Content Accuracy
 - a. Content, including diagrams and other supplementary material, is accurate, error-free, and unbiased.
 - b. Overall, how do you rate the accuracy of the content?
3. Relevance/Longevity
 - a. Content is up-to-date, but not in a way that will quickly make the text obsolete within a short period of time. The text is written and/or arranged in such a way that necessary updates will be relatively easy and straightforward to implement.

- b. Overall, how do you rate the relevance/longevity of the book?
- 4. Clarity
 - a. The text is written in lucid, accessible prose, and provides adequate context for any jargon/technical terminology used.
 - b. Overall, how do you rate the clarity of the book?
- 5. Consistency
 - a. The text is internally consistent in terms of terminology and framework.
 - b. How do you rate the overall consistency of the text?
- 6. Modularity
 - a. The text is easily and readily divisible into smaller reading sections that can be assigned at different points within the course (i.e., enormous blocks of text without subheadings should be avoided). The text should not be overly self-referential, and should be easily reorganized, and realigned with various subunits of a course without presenting much disruption to the reader.
 - b. Overall, how do you rate the modularity of the text?
- 7. Organization/Structure/Flow
 - a. The topics in the text are presented in a logical, clear fashion.
 - b. Overall, how do you rate the organization/structure/flow of the text?
- 8. Interface
 - a. The text is free of significant interface issues, including navigation problems, distortion of images/charts, and any other display features that may distract or confuse the reader.
 - b. Overall, how do you rate the textbook's interface?
- 9. Grammatical/Spelling Errors
 - a. The text contains no grammatical or spelling errors.
 - b. How do you rate the grammar and spelling of the text?
- 10. Diversity and Inclusion
 - a. The text reflects diversity and inclusion regarding culture, gender, ethnicity, national origin, age, disability, sexual orientation, education, religion. It does not include insensitive or offensive language in these areas.
 - b. Overall, how do you rate the diversity and inclusion of the text?
- 11. Recommendation

- a. Do you recommend this book?
- b. If not, why?

This document is released with a [Creative Commons Attribution 4.0 International](#) license. It is a derivative of the [Peer Review criteria](#) used by [Saylor Academy](#) which is a derivative of the review rubric by [College Open Textbooks](#) (<http://collegeopentextbooks.ning.com/page/review-2>).

This document was last revised November 9, 2017

Appendix L: Illustrative CAUL-CBUA Consortial Documentation for the Grants

The following illustrative documentation has been adapted from both the [University of Saskatchewan's form](#) (University of Saskatchewan, n.d.a) and [BC Campus procedures and forms](#) (BCcampus, n.d.c).

Open Textbooks Grants

The Open Textbooks Grants provide funding and staff support to employees at Council of Atlantic University Libraries (CAUL-CBUA) institutions who wish to create, adopt, adapt, and integrate open textbooks into their courses. The purpose of these grants is to both support employees in the review, revision, adoption, and curation of open textbooks and to increase access to course materials for students and to decrease costs for students.

The grants are administered by CAUL-CBUA. Individuals may receive up to \$2,000 to help them adopt and/or adapt open textbooks and ancillary material such as test-banks, PowerPoint slides, images, etc.

In addition to the funding provided by these grants, librarians from CAUL-CBUA libraries may be able to offer support in locating and evaluating open textbooks as an alternative to commercial course materials and help in the application of Creative Commons Licenses.

Steps

1. Review the information below.
2. Complete the application form.
3. Submit the completed form to X@caul by the deadline (X).

Application

Grants of up to \$2,000 will be provided annually. The intent of these grants is to enable creation or adaptation of open textbooks for credit bearing courses. Employees, individually or jointly, as well as course teams may submit grant proposals.

Evaluation Criteria

Proposals will be evaluated based on the following criteria:

- The extent to which they include curation and customization of open textbooks that will be freely and openly shared throughout and beyond your local institution.

- Their potential impact on student experience in the form of high-quality materials, maximum access (e.g., Creative Commons licenses), open and innovative pedagogy, and cost savings to students.
- The inclusion of plans to re-use open educational resources in courses in subsequent semesters

Expectations of Grant Recipients

- Describe how you will measure success (e.g. improved access to curriculum, new partnerships, number of adoptions, money saved by students as a result, etc.);
- Development of a project plan;
- Agreement that the end product will be open as possible given the included resources (a creative commons license will be applied which allows for derivatives) and accessible (e.g. using your institutional repository, CAUL-CBUA's Pressbooks installation, or another open platform);
- Be accessible for those with disabilities (e.g. viewable by screen readers); and
- Completion of a final report (template provided).

The following is encouraged:

- Sharing of experience with interested colleagues at CAUL-CBUA events or through communications activities (e.g., OER panels, workshops, news stories, blog posts, websites, etc.) arranged by CAUL-CBUA or your institutional Library.

Eligibility

Who may apply?

Continuing, limited-term, and part-time appointments at any CAUL-CBUA institution may apply for an Open Textbook Grant. An applicant for an open textbook grant must be able to assign readings for a credit bearing course at a CAUL-CBUA institution. The intent is to distribute funds to maximize direct benefit to a wide range of student learners and inquiry across a diversity of disciplines.

Eligible Expenses

- Support for student research assistants.
- Support for persons with a particular expertise/skill set not found in the library, or at your CAUL-CBUA institution.
- Development of ancillary material i.e. quiz banks, data collection instruments and support for data collection and analysis.

In-kind Contributions from CAUL-CBUA and Your Local Institution

Grant recipients may benefit from the expertise of librarians at their local CAUL-CBUA institution who can assist with locating and evaluating Open Textbooks and with the application of [Creative Commons licenses](#).

Application and Deadlines

Please ensure you have read and completed the following documentation:

- Project checklist to use as a final review before submitting application to ensure it is in line with the fund criteria.
- Application forms
- Provide a template for a report after completion

Illustrative Grant Project Checklist

Does your project have the following:

		Yes	No
1	Clear description of the final product (textbook, ancillary resources to accompany an open textbook, or both),		
2	The open foundational resource that will be adapted / built upon is indicated if this is applicable.		
3	A commitment to use of the product in a credit-bearing course to be offered at a CAUL-CBUA institution.		
4	Clear and measurable goals that are achievable within project timeframe.		
5	Clear budget (as per template provided).		
6	Agreement to release the final product, including source materials, as openly as possible (such as a Creative Commons license, which allows others to freely adapt, modify, copy and/or redistribute the content)		

Illustrative Application Form For CAUL-CBUA Grant

A. Subject Information

1. Resource(s) Subject Matter:

B. Project Contacts

1. Lead contact and department:
2. Team members and affiliations (Department/College/Institution if applicable):

3. Is this a cross-institutional collaboration? (Yes/No)

C. Brief Project Information

1. Describe the goals of this project, particularly the impact it will have on student learning (i.e. how will the adoption of the final product benefit students in the course) and/or local practice (i.e. how might the project influence practices in the department/college/institution)?
2. What materials will be produced (e.g. textbook, test-bank questions, PowerPoint slides, lab manual, etc.)?
3. If planning to adapt existing open resources, what foundational resources (e.g. an existing open textbook) will you be working with?
4. In what course(s) would the new resource(s) be used?
5. How many students were enrolled in the course(s) during the most recent academic year?
6. What existing textbook would this new resource replace and what is the cost of that textbook (if applicable)?
7. Identify the key activities for this project and their associated timelines, including any anticipated key milestones or decision points (bullet points please).

Please provide a timeline of your project. Include a list of key activities and milestones with dates in the template below.

Activities and Milestones	Fall 2019				Winter 2020				Spring 2020			
	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n	J u l	A u g
(e.g., conduct a needs analysis)												
(e.g., hire a research assistant)												
(e.g., find/adapt OER)												
(e.g., test OER)												
(e.g., disseminate results)												
(e.g., submit final report)												

Note: Projects are expected to be complete within 2 to 3 semesters.

8. Explain the plan for the sustainability of the final product e.g. How are you going to keep it fresh?

D. Budget Request:

Budget Template for Grant Proposals (as per number 5 in project checklist above)

Present the budget you are requesting and a brief description for each line item in the table below. If you plan to hire a student assistant, please detail what their responsibilities will be, as well as their rate of pay, estimated hours, and amount allocated for research assistance. For other types of expenses, please enter the cost in the “Amount” column. *Eligible costs include but are not limited to release time for the students or creating / adapting the learning materials, costs associated with the creation of needed media such as images, costs associated with formatting of the final product.*

Note: For rates of pay for students and research assistants, reference student rates of pay at your institution. All student rates of pay include vacation pay. For budgeting purposes, please remember to add an additional 10% to your calculations to cover statutory benefits.

Budget

Item	Rate	Hours	Amount	Description
Total				

Please list any additional funding (applied for, or received) for this project, as well as any in-kind support.

E. Requirements:

Please note: If the application for funding is successful, the project must:

- Carry an open license that is the least restrictive given the included resources, but which must allow for derivatives.
- Be accessible for those with disabilities (e.g. viewable by screen readers).
- Be implemented in the course specified in this application.

F. Template For [Final Report](#) (University of Victoria, 2019):

Please submit electronically as a Word document to X

Principal Investigator: _____

Phone: _____

E-mail: _____

Department/Program: _____

Project Title: _____

Total Grant Amount Received: \$ _____

Details of completed project:

1. What were your original OER project goals?
2. What were you able to accomplish on the project? What is the next step?
3. How will you share your OER with others?
4. Final budget
 - a. Please indicate in the “Comments” column the reasons for discrepancies between planned and actual costs, if applicable.

Item	Planned Costs	Actual Costs	Comments
Salaries (including benefits and 4% holiday pay). Indicate type (<i>e.g.</i> TA).			
Supplies and Operating Expenses			
Travel Costs			
Other Costs (please specify)			
Total Costs			
Less funding obtained from other sources, if applicable			
Total			
Balance*			

*If funds remain, please propose how unused funds will be spent and by when.

Appendix M: Illustrative CAUL-CBUA Consortial Documentation for the Honoraria for a Review of an Open Textbook

The documentation is adapted from Campus Manitoba's Application Form (Campus Manitoba, n.d.a) and Documentation and B.C Campus Open Textbook Review Rubric (BCcampus, 2017).

Application to Review

Faculty interested in reviewing open textbooks can submit an application using the following form.

- Faculty who would like to review the texts should have recent teaching experience at an Atlantic Region post-secondary institution in the subject area for the selected text.
- Faculty must also agree to publish their review under an open license.

Please note that in order to encourage a diversity of voices in our reviews, they are currently limited to 2 reviews per person.

An honorarium of \$250 will be provided to eligible and qualified individuals who complete, submit — and permit the open publication of the review — on an open textbook.

Books with two or fewer reviews will be given priority.

Your Name (required)

Your Institutional Email (required)

Your Institution

If other, please enter the name of the institution

What Open Textbook are you applying to review?

What courses do you teach or have taught recently that would make you qualified to review this textbook?

The reviews will be published on the Atlantic Region Open Textbook Collection. They will be publicly available under a Creative Commons Attribution ([CC-BY](#)) 3.0 License.