

**2013 HOUSE EDUCATION**

**HCR 3009**

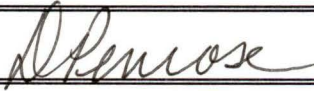
# 2013 HOUSE STANDING COMMITTEE MINUTES

House Education Committee  
Pioneer Room, State Capitol

HCR 3009  
February 4, 2013  
18193

Conference Committee

Committee Clerk Signature



## Minutes:

**Ch. Nathe: We will open the hearing on HCR 3009.**

**Rep. Thomas Beadle: HCR 3009 is going to look eerily similar to HCR 3013, which you just heard. The difference here is 3009 is asking for a legislative management study into the use of open textbooks in our NDUS as well as looking at options to develop partnerships with other states for use (see attached #1, #2).**

**Ch. Nathe: This is the just the study that we are adding in HCR 3009?**

**Rep. Thomas Beadle: Yes. I had asked LC to draft up a resolution that included both parts of HCR 3009 and 3013, and ended up with 2 bills.**

**Ch. Nathe: You wouldn't be opposed if we were to take this out and put it in 3013.**

**Rep. Thomas Beadle: I have no opposition to that.**

**Ch. Nathe: Thank you. Further testimony in support.**

**Jodi Ferris, ND Student Association: Support (see attached #3).**

**Ch. Nathe: Thank you. Further testimony in support. Testimony in opposition. We will close the hearing. What are the committee's wishes in regard to HCR 3009?**

**Rep. Rust: I move a Do Pass.**

**Rep. Meier: Second the motion.**

**11 YES 0 NO 2 ABSENT**

**DO PASS**

**CARRIER: Rep. J. Kelsh**

Date: 2/4/13

Roll Call Vote #: 1

2013 HOUSE STANDING COMMITTEE  
ROLL CALL VOTES

BILL/RESOLUTION NO. 3009

House EDUCATION Committee

Check here for Conference Committee

Legislative Council Amendment Number \_\_\_\_\_

Action Taken:  Do Pass  Amended  Rerefer to Appropriations  
 Do Not Pass  Adopt Amendment

Motion Made By Rep. Rust Seconded By Rep. Meier

Representatives	Yes	No	Representatives	Yes	No
Chairman Mike Nathe	✓		Rep. Bob Hunsakor	✓	
Rep. Mike Schatz	✓		Rep. Jerry Kelsh	✓	
Rep. Joe Heilman			Rep. Corey Mock	✓	
Rep. Brenda Heller	✓				
Rep. Dennis Johnson					
Rep. Ben Koppelman	✓				
Rep. Lisa Meier	✓				
Rep. Karen Rohr	✓				
Rep. David Rust	✓				
Rep. John Wall	✓				

TOTAL (YES) 11 (NO) 0 (ABSENT) 2

FLOOR ASSIGNMENT Rep. Kelsh

If the vote is on an amendment, briefly indicate intent:

**REPORT OF STANDING COMMITTEE**

**HCR 3009: Education Committee (Rep. Nathe, Chairman) recommends DO PASS and BE PLACED ON THE CONSENT CALENDAR (11 YEAS, 0 NAYS, 2 ABSENT AND NOT VOTING). HCR 3009 was placed on the Tenth order on the calendar.**

**2013 SENATE EDUCATION**

**HCR 3009**

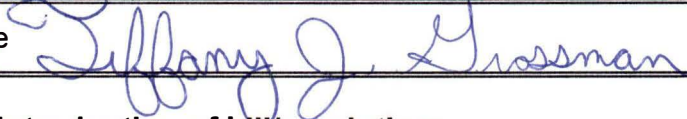
# 2013 SENATE STANDING COMMITTEE MINUTES

Senate Education Committee  
Missouri River Room, State Capitol

HCR 3009  
3-06-13  
19473

Conference Committee

Committee Clerk Signature



## Explanation or reason for introduction of bill/resolution:

A concurrent resolution directing the Legislative Management to study the use of open textbooks in the North Dakota University System, including options to develop partnerships with other states to use open textbooks.

## Minutes:

You may make reference to "attached testimony."

**Chairman Flakoll:** Opened the hearing on HCR 3009

**Aimee Copas, Academic Affairs Associate with the North Dakota University System:** I will speak on HCR 3013 and 3009 at the same time. (Written testimony #1 attached) Ended testimony at 5:11

**Vice Chairman Schaible:** What are the cost savings of the digital textbooks?

**Aimee Copas, Academic Affairs Associate with the North Dakota University System:** Most of the funding behind what is bringing the cost down is coming from grants. They are being utilized. They range anywhere from free to as much as 10- 20% of the textbook's original cost. Bill Gates Foundation is one of the largest grant founders for this project. As far as publishers go, one of the main publishers that has jumped on to this is called Flat World Knowledge and through the grants they have arranged to put their books online. If you look at an average saving of \$1500 per year, 20-30% of that cost is significant.

**Vice Chairman Schaible:** Is there a concern that a digital textbook changes too quickly? There would be concerns about that changing too rapidly, or midstream.

**Aimee Copas, Academic Affairs Associate with the North Dakota University System:** That is one of the advantages of some of the open textbooks. On the front end of K-12 going to an open source textbook, it is very important to watch their contract amount. Typically there is a flat line but if they invest slightly more, they can get the automatic updates. Typically these contracts go for a period of time and they update until the time is up. Some on the higher ed side are literally what you would use your nook for.

**Chairman Flakoll:** Had higher ed undertaken any of this before Representative Beadle came up with this resolution.

**Aimee Copas, Academic Affairs Associate with the North Dakota University System:** The institutions have begun to look at it. This just happened as a result of the HCR. We wanted to assist and it was a good idea for the University System to take a significant approach.

**Chairman Flakoll:** Might you expand that to WICHE or shared partnerships?

**Aimee Copas, Academic Affairs Associate with the North Dakota University System:** Absolutely. Especially if we have either positive or negative things to report.

**Chairman Flakoll:** Have we been training faculty on how to publish an open source?

**Aimee Copas, Academic Affairs Associate with the North Dakota University System:** I'll get back to you.

**Senator Luick:** Where does the phrase open come from?

**Aimee Copas, Academic Affairs Associate with the North Dakota University System:** Open textbook means it is open to the public so often times for free, anybody can access it.

**Chairman Flakoll:** So you don't have to be a part of the University System to find information and download it?

**Aimee Copas, Academic Affairs Associate with the North Dakota University System:** It is available. The faculty are nervous when we start talking about open textbooks. They want to know about the quality so we told them to make the book if they are nervous about the quality. There is probably some training out there but I will confirm.

**Chairman Flakoll:** If they use an open source book in a class, that is not viewed as online learning?

**Aimee Copas, Academic Affairs Associate with the North Dakota University System:** If it is a residential classroom and the students are given access to an online book, it is still a residential classroom. However, Many of our residential classrooms are beginning to have a blackboard or online component to hold resources.

**Rep Thomas Beadle District 27:** I have written testimony on behalf of SPARK that addresses both resolutions (Written Testimony #2) HCR 3009 is encouraging a study of the use of open textbooks as well as options to develop partnerships. Open refers to open source licensing. It is not an exclusive copyright license but still a copyright license. This resolution comes out of a reaction to the increasing costs of textbooks in higher education. A few other states have looked at developing partnerships. California, Texas, Ohio, and Washington are all currently pushing some things. The state of Florida has done their own study on the use of open textbooks. States are getting on board.

**Chairman Flakoll:** We received testimony from the NDSU that indicated the average student spends \$900 on textbooks and by going to open source they could save 80% of

that. They could save \$720 in this scenario. If we have 48,000 students that would save them \$70 million per biennium.

**Rep Thomas Beadle District 27:** If we had universal adoption, it would have a net savings of approximately 80%. By doing that you put more cash in the student's pockets.

**Chairman Flakoll:** How would students obtain this? Would they get it online?

**Rep Thomas Beadle District 27:** They would obtain it from the courses blackboard or online through the teacher.

**Chairman Flakoll:** The \$1100 on page 1 line 5, was that done in a survey of the NDSU?

**Rep Thomas Beadle District 27:** Legislative Council came up with that estimate based on savings from Florida and California.

**Senator Heckaman:** How would financial aid work for this?

**Rep Thomas Beadle District 27:** That is one of the reasons we should study this before we adopt it. I would say it is possible to purchase them through the bookstore. It wouldn't matter for a lot of the free alternatives.

**Chairman Flakoll:** What do you see as the preference in terms of reading this? What will they download it to?

**Rep Thomas Beadle District 27:** Probably a laptop computer. Ipads are new so plenty of people still don't have them. As the prices continue to drop on the e-readers and tablets, I see those being more mobile and easily utilized.

**Chairman Flakoll:** Do you see a hybridized version of these readers so if we are talking about the Krebs's Cycle, they can click on an icon and it would pop up a tutorial to walk you through?

**Rep Thomas Beadle District 27:** Absolutely. It is usually offered as a link in the page.

**Chairman Flakoll:** Does anyone wish to speak in opposition to HCR 3009? Seeing none, we will have Aimee come to the podium. If we are looking to have open source books, where is the University System in terms of EDUROAM, the open sourcing so if your campus participates, you can go to any partner campus and have immediate internet access?

**Aimee Copas, Academic Affairs Associate with the North Dakota University System:** That has begun to take place in the university system. That functionally is available at either 8 or nine of our campuses. The only outliers are Valley City and Minot. The functionality has been made available on each campus for instant guest access.

**Chairman Flakoll:** Closed the hearing on HCR 3009



Senate Education Committee  
HB 3009  
3-06-13  
Page 4

**Vice Chairman Schaible:** I move a do pass for HCR 3009

**Senator Luick:** Second

**A roll call vote was taken for a Do Pas to HCR 3009: 6 yeas, 0 neas, 0 absent**

**Senator Luick:** will carry

Date: 3-06-13  
 Roll Call Vote #: 1

**2013 SENATE STANDING COMMITTEE  
 ROLL CALL VOTES**

BILL/RESOLUTION NO. 3009

Senate Education Committee

Check here for Conference Committee

Legislative Council Amendment Number \_\_\_\_\_

Action Taken:  Do Pass  Do Not Pass  Amended  Adopt Amendment  
 Rerefer to Appropriations  Reconsider

Motion Made By Schaible Seconded By Luick

Senators	Yes	No	Senator	Yes	No
Chairman Tim Flakoll	✓		Senator Joan Heckaman	✓	
Vice Chairman Donald Schaible	✓		Senator Richard Marcellais	✓	
Senator Larry Luick	✓				
Senator Nicole Poolman	✓				

Total (Yes) 6 No 0

Absent 0

Floor Assignment Luick

If the vote is on an amendment, briefly indicate intent:

**REPORT OF STANDING COMMITTEE**

**HCR 3009: Education Committee (Sen. Flakoll, Chairman) recommends DO PASS**  
(6 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). HCR 3009 was placed on the  
Fourteenth order on the calendar.

**2013 TESTIMONY**

**HCR 3009**

# The Student PIRGs

[www.studentpirgs.org](http://www.studentpirgs.org)

February 4, 2013

The Honorable Mike Nathe  
North Dakota State House of Representatives  
Chairman, Education Committee  
600 East Boulevard  
Bismarck, ND 58505-0360

Dear Chairman Nathe and Members of the House Education Committee,

On behalf of the Student Public Interest Research Groups (Student PIRGs), I am writing to express support for HCR 3009 and HCR 3013. These resolutions take critical first steps toward broader use and development of open textbooks to reduce the burden of textbook costs on college students.

The Student PIRGs are a national network of non-profit, non-partisan student advocacy groups that work on public interest issues pertaining to the environment, consumer protection and government reform. For nearly a decade, the Student PIRGs has been at the forefront of the national movement for college textbook affordability.

The cost of college textbooks has spiraled out of control. Textbook prices have nearly doubled since 2001 and continue to rise four times faster than inflation. On top of tuition and other expenses, textbooks add to financial strains that drive many students deep into debt. Sky-high prices that frequently top \$200 per book can force students to skip or delay textbook purchases, leaving them without access to materials required for coursework. A Student PIRGs survey found that 7 in 10 undergraduates had skipped buying at least one of their textbooks, and three-quarters of those students believed it could hurt their grades.

Open textbooks are high-quality college texts published online under a copyright license allowing the material to be freely accessed, shared and adapted. Open textbooks solve student affordability and access concerns by making the full text available online at no cost. Students also can download the book to a laptop or iPad, or opt to print or purchase a low-cost hard copy.

According to our research, open textbooks are the single most effective textbook affordability solution available today. While other cost-saving measures such as renting, used books or e-textbooks save students 25-50%, open textbooks reduce costs 80% or more and give every single student the opportunity to use the text for free.

On a state-wide scale, the potential savings through open textbooks are tremendous. Our calculations estimate that students taking College Physics I & II at North Dakota State University spend approximately \$91,000 per year on the textbook, which retails at \$163 for

volume I and \$255 for the complete text. If this course were to switch to an open textbook for this course, students would save \$73,000 per year. If 20 similar courses were to switch to open textbooks, the savings would amount to \$1.5 million per year.

In addition to saving money, open textbooks also benefit student learning. The open license puts instructors in full control, allowing modifications, additions and translations of the content, so the textbook can be tailored to the course. Pilot programs have produced compelling results. For example, an open textbook trial in 3 business courses at Virginia State University resulted in 30-40% higher GPAs and saved students more than \$200,000 at the same time.

We urge you to support HCR 3009 and HCR 3013 because they would put North Dakota on a path toward implementing open textbooks as a solution to the high cost of textbooks.

- HCR 3013 would urge faculty and leaders in the North Dakota University system to use open textbooks when academically appropriate. High-quality open textbooks are available for more than 100 college courses, yet these options are not widely known by faculty. This resolution help by spread awareness of open textbooks, while also respecting that faculty members have the right to select the textbook most appropriate textbook for their class.
- HCR 3009 would launch a study on open textbooks and how to work with other states in their use and development. Collaboration opportunities include programs to develop open textbooks and Jin California, British Columbia and Washington. Also, the University of Minnesota recently launched a project to catalog and review open textbooks, making these options easier for faculty to find, evaluate and adopt. Coordination with other and other state initiatives could amplify the benefits to North Dakota while increasing efficiency and avoiding duplication of work.

Thank you for your consideration on this important issue. Please feel free to contact me for clarification or additional information.

Sincerely,

Nicole Allen



Affordable Textbooks Advocate

The Student Public Interest Research Groups (Student PIRGs)

44 Winter St, 4<sup>th</sup> Floor

Boston, MA 02108

(401) 484-8104



NATIONAL ASSOCIATION OF GRADUATE-  
PROFESSIONAL STUDENTS  
**NAGPS**

February 3, 2013

The Honorable Mike Nathe  
North Dakota State House of Representatives  
Chairman, Education Committee  
600 East Boulevard  
Bismarck, ND 58505-0360

Dear Chairman Nathe and Members of the House Education Committee,

On behalf of the National Association of Graduate-Professional Students, I am writing to express support for HCR 3009 and HCR 3013 in the North Dakota legislature. These resolutions take critical first steps toward broader use and development of open textbooks to reduce the burden of textbook costs on college students, thereby increasing the affordability and accessibility of higher education.

The National Association of Graduate-Professional Students (NAGPS) is an entirely student-run, non-profit organization representing more than half a million graduate and professional students across the nation. As students we have a vested interest in advocating for the expansion of open textbooks and other open educational materials. Like our undergraduate counterparts, textbooks serve as a critical, indispensable resource in our education. Additionally, due to the increased specialization of advanced degrees, many of our textbooks are exceptionally expensive. These costs are especially disconcerting since many of us receive incomes at or below the poverty line and have other financial responsibilities including families of our own.

In addition to our duties as students and researchers, we also serve as educators in courses and labs for the undergraduates of today and the future. We have seen firsthand how prohibitively expensive textbook costs can be for our students—particularly for students in the sciences, technologies, engineering and math (STEM) fields and those with limited financial resources. This unfortunately means that the total cost of college attendance continues to rise and accessibility remains a challenge for students from underrepresented or economically disadvantaged backgrounds. Particularly, the high cost of STEM textbooks may be a deterrent for students who would otherwise enter these fields, which are crucial for continuing to increase our nation's competitiveness and grow our economy through research and innovation. If our nation hopes to continue to promote higher education as a tool to achieve both personal and national success, we must address the issue of textbook affordability.

The cost of these textbooks has increased at an alarming rate, and continues to climb ever higher. The Government Accountability Office (GAO) found that from 1986–2004 textbook prices rose at twice the pace of inflation<sup>1</sup>. These increasing costs directly affect students and families, who pay for textbooks in addition to the cost of tuition and fees. The College Board estimates that the average student at a four-year public college will spend \$1,168 per year on books and supplies—a significant *hidden cost* of college attendance in addition to the published cost of tuition and fees<sup>2</sup>. The GAO also found that the cost of textbooks and supplies as a percentage of tuition and fees is 72% for students at 2-year institutions and 26% for students at 4-year public institutions—substantial additional expenses that add to students’ debt and financial burden<sup>1</sup>.

Open textbooks offer a viable solution to the increasing cost of traditional textbooks. In 2010, the Student Public Interest Research Group found that open textbook implementation could save students 80% compared to the cost of traditional textbooks<sup>3</sup>. Open textbooks maintain the high quality content students and educators expect in learning materials but increase affordability by publishing texts online under a copyright license. This allows the material to be freely accessed, shared and adapted. Students also can download the book to a laptop or iPad, or opt to print or purchase a low-cost hard copy.

In addition to reducing student costs, open textbooks can provide innovative and engaging opportunities for student learning. The open copyright license puts instructors in full control, allowing modifications, additions and translations of the content so the textbook can be tailored to the course. These adaptations can make course material more relevant to students and their specific learning needs.

HCR 3013 would urge faculty in the North Dakota University system to assign open textbooks when academically appropriate. High-quality open textbooks are currently available for more than 100 commonly-taught college courses<sup>4</sup>. Faculty may not currently be aware that these resources are available for their courses. This resolution would help spread awareness and encourage adoption, ultimately reducing the cost of college attendance for students and families in North Dakota.

HCR 3009 would launch a study on open textbooks and how to work with other states in their use and development. Collaboration opportunities include programs currently in place to develop open textbooks in California, British Columbia and Washington<sup>5,6,7</sup>. The University of Minnesota also recently launched a project to catalog and review open

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<sup>1</sup> Government Accountability Office. “Enhanced Offerings Appear to Drive Recent Price Increases” GAO-05-806. Available at: <http://www.gao.gov/products/GAO-05-806>

<sup>2</sup> College Board. “Understanding College Costs.” Available at: <https://bigfuture.collegeboard.org/pay-for-college/college-costs/quick-guide-college-costs>

<sup>3</sup> Student Public Interest Research Group. 2010. A Cover to Cover Solution: How open textbooks are the path to textbook affordability. Available at: <http://studentpirgs.org/reports/cover-cover-solution>.

<sup>4</sup> According to the University of Minnesota Open Textbook Catalog available at: <http://open.umn.edu>.

<sup>5</sup> California Open Source Textbook Project. Available at: <http://www.opensourcetext.org>

<sup>6</sup> Canadian Ministry of Advanced Education, Innovation and Technology. “B.C. to lead Canada in offering students free, open textbooks.” Available at: [http://www2.news.gov.bc.ca/news\\_releases\\_2009-2013/2012AET0010-001581.htm](http://www2.news.gov.bc.ca/news_releases_2009-2013/2012AET0010-001581.htm)

<sup>7</sup> Washington State Open Course Library. Available at: <https://sites.google.com/a/sbctc.edu/opencourselibrary/>



textbooks, making these options easier for faculty to find, evaluate and adopt<sup>6</sup>. Coordination with other state initiatives could expedite the benefits to North Dakota citizens while reducing the costs of program administration, increasing efficiency, and avoiding duplication of work.

We urge your support on HCR 3013 and HCR 3009 as a way to increase college affordability and accessibility for North Dakota students. As college tuition continues to rise, open textbooks can be an effective tool to help ease the financial burden of obtaining a degree. Graduate and professional students around the country are looking to you to lead the way in reducing textbook costs for our nation's students. These bills are an important initiative to achieve this goal.

Thank you for your consideration on this important issue. Please contact me if I can provide you with any additional information.

Sincerely,

Meredith Niles

A handwritten signature in cursive script that reads "Meredith Niles".

Ph.D. Candidate, University of California-Davis, and  
Director of Legislative Affairs  
The National Association of Graduate-Professional Students  
PO Box 96503 #36821  
Washington, DC 20090-6503



Chairman Nathe and members of the House Education Committee,

My name is Jody Ferris and I am the legislative lobbyist for the North Dakota Student Association and a student at Dickinson State University. On behalf of the over 48,000 students of the North Dakota University System -- I am here to give testimony in support of HCR 3009.

Textbook costs are a large portion of the total expense of a college education. The North Dakota Student Association has recognized the need for a lower-cost solution for the students of the North Dakota University System which would allow our students to save money on textbooks while maintaining the academic rigor of courses.

Open textbooks may be a possible solution to help reduce financial pressure placed on students by high textbook costs. The special licensing agreements of these materials allow them to be available at no-cost or at a low-cost. As well, these agreements may also allow professors more flexibility to edit textbook content to better fit their courses and better facilitate student learning.

The students of the North Dakota University System encourage further research on open textbooks, to ensure that their increased use may be both academically and financially beneficial. It is important that our professors utilize the best resources possible when choosing textbooks for their courses, and we hope that the Legislative Management study proposed in HCR 3009 may find that open textbooks are a good option for our university system.

On behalf of the North Dakota Student Association, I urge the committee to move DO PASS on HCR 3009.

I would like to thank the committee for your time, I will now stand for any questions,

Jody Ferris

North Dakota Student Association Legislative Lobbyist

She testified for born

HCR 3013 + 3009 -

#4

She did not read  
her Test. during  
HCR 3009.

## HCR 3013 & HCR 3009 Testimony

### House Education

Good morning Mr. Chair and members of the committee. For the record, my name is Aimee Copas, and I am the Academic Affairs Associate with the North Dakota University System. Thank you for allowing me to speak before you today.

HCR 3013 & 3009 are both related to the topic of open textbooks.

Nationwide, there has been an increasing level of interest surrounding the topic of open textbooks. For several years, ed-tech advocates in traditional and online schools have heralded digital textbooks as the wave of the future — and many schools, both k-12 and post-secondary, have their surfboards ready to ride that wave. In Huntsville, Alabama, schools are taking steps to become the first in the nation to use only digital textbooks. In Florida, recent legislation requires that in 2015, all K-12 instructional materials must be provided in a digital format. In fact, in February 2012, the Obama administration called for all students to use digital textbooks by 2017, in conjunction with the release of its Digital Learning Playbook.

The promise of open-source textbooks led California governor Jerry Brown to approve two pieces of legislation in September 2012: The first provides state funding for 50 open-source digital textbooks that will be developed by the state's universities. The second establishes an online library to host the books. The legislation is particularly noteworthy because it addresses some of the challenges that have stalled the widespread adoption of open textbooks, namely, quality control and cost. At present, open textbooks are developed by an eclectic mix of non-profit organizations, scholars and a few companies. The quality is often inconsistent, and some teachers complain of having to look hard for a good book.

Rather than the NDUS casually watching by as others investigate this trend and make recommendations to our colleges and our system, we have formulated a workgroup to dig into the bigger issue of affordable textbooks and resources for students (to include open textbooks). This committee shall report back to the Chancellor their findings at the beginning of March.

This workgroup shall be made up of representation from Academic Affairs Council, Student Affairs Council, and the North Dakota Student Association.

Charge of the workgroup:

- Review literature and practices that have existed so far
- Demonstrate and explain the advantages and disadvantages that present themselves through the review.
- Offer a set of recommendations.
- Additional review may be requested of the workgroup by the Chancellor.

#1

## HCR 3013 & HCR 3009 Testimony

### Senate Education

Good morning Mr. Chair and members of the committee. For the record, my name is Aimee Copas, and I am the Academic Affairs Associate with the North Dakota University System. Thank you for allowing me to speak before you today.

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Charge of the workgroup:

- Review literature and practices that have existed so far
- Demonstrate and explain the advantages and disadvantages that present themselves through the review.
- Offer a set of recommendations.
- Additional review may be requested of the workgroup by the Chancellor.

North Dakota University System  
**A Report from the Workgroup on Open Textbooks:  
Availability, Affordability, Quality and Academic Freedom**  
March 2013

**Contributing Members:**

Pattie Carr, Dickinson State University

Lloyd Halvorson, Lake Region State College

Dr. Philip Parnell, North Dakota State College of Science

Thomas Smette, North Dakota Student Association

Tanya Spilovoy, North Dakota University System

Dr. Keith Stenehjem, Mayville State University

Jennifer Vetter, North Dakota Student Association

**Prepared by:**

Lloyd Halvorson, Lake Region State College

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### **Forward**

Assigned by North Dakota University System Chancellor, Dr. Hamid Shirvani, to examine the concept of open textbooks, this workgroup investigated the current literature on the affordability, availability, and quality of open textbooks. Due to pending legislation in ND (House Concurrent Resolution 3013) that “urges” the State Board of Higher Education and faculty members at the individual institutions of higher education to increase the use of open textbooks, the workgroup also examined the concept and policy of academic freedom.

### **Executive Summary**

The price of a college education is usually voiced in terms of tuition, fees, and room and board. The increasingly high cost of textbooks however, prompted the US Congress to include a textbook information provision in the Higher Education Opportunities Act of 2008. Those provisions went into effect in 2010 and require that students have access to affordable course materials and for colleges to work with “involved parties” to identify ways to decrease the cost of college textbooks. At the same time, this legislation recognized the importance of a faculty member’s academic freedom to choose the high quality course materials for their students.

Reducing the cost of a college textbook can be accomplished in a variety of ways. The most expensive version is obviously a new, full-color, print edition that requires shipping to its destination. Lower cost options can be as easy as buying a used book, a new or used black and white edition (when available), or bypassing the traditional bookstore for an online retailer or social media website. Additional options to lower or eliminate the cost of a textbook include purchasing a digital copy, utilizing the reference copy in the college library, or renting the book from the bookstore.

The newest option to reduce the cost of a college textbook does not involve choices made by the student. The instructor, and to some extent, the institution can take control of the cost of textbooks, or eliminate them altogether by choosing to adopt an open textbook. Most open textbooks exist digitally or are available for online viewing for little or no cost to the student. Print editions are often up to 80% cheaper than those available from major publishers (Allen, 2010).

Publishers of open textbooks do so by taking advantage of both public and private grant funds available for this purpose or by the sale of supplemental materials (study guides, full color print editions, and supplemental materials). Two of the largest private

sponsors of open-source textbooks are the Bill and Melinda Gates Foundation and the William and Flora Hewlett Foundation. Two of the largest resources for open textbooks are Rice University's OpenStax College and the College Open Textbooks Collaborative. In addition, the State of California passed legislation to create a digital library to house free online textbooks for fifty undergraduate courses.

Open textbooks are currently available and the financial savings to the student is very real. The challenge will be for faculty to sever ties with their current book, dedicate the time necessary to evaluate the open text options, and then choose the most reasonable alternative.

### **Recommendations**

The North Dakota University System and institutions within should:

- Encourage the use of open-source textbooks that meet the faculty member's expectations of quality.
- Encourage faculty to publish open textbooks for use within our eleven institutions of higher education.
- Seek funding for the system to reward faculty who redevelop their courses in order to adopt an open-source textbook.

- Maximize a faculty member's academic freedom to choose instructional materials by not requiring the use of open textbooks.

To reduce the cost of textbooks, faculty within the ND University System should:

- Ensure that a copy of the required text be available in the reference section of the college library.
- Offer books for rent.
- Unbundle digital resources from paper-based textbooks and supplemental materials to reduce costs.
- Encourage students to evaluate purchasing options by providing the ISBN for required textbooks prior to the first day of class.
- Utilize a textbook, where information is otherwise accurate and up-to-date, for a longer period of time to maximize the number of students eligible for book buy back and ensure used books are available for purchase.
- Encourage the use of digital, online, and electronic versions that are significantly less expensive.



### **Affordability**

Students spend, on average, approximately \$900 per year on textbooks (Allen, 2010). New editions of textbooks are released every three to four years with an approximate 12% increase in price with each new addition (The Student PIRGs, 2004). Many textbooks now come bundled with additional materials that are seldom used by faculty or students. This can increase the prices substantially. The bundled materials increase the cost of the textbook by as much as 50% and 65% of faculty members surveyed admit to never or rarely using these materials (Allen, 2004).

Adoption of open textbooks could save students up to 80% and reduce the cost of textbooks to \$184 per year per student. In Florida, for example, by reducing the cost of a college algebra textbook from \$130 to \$50, the students enrolled saved approximately \$8 million statewide as approximately 100,000 students were enrolled in the course (OATTF, 2010).

### **Support and Funding**

Support and funding for open textbooks come from both private foundations and units of government. In addition, for-profit companies have also begun publishing open textbooks. These for-profit companies sell enhancements, study guides and additional instructional materials to profit from the free or reduced price of digital or print textbooks.

#### *The College Open Textbooks Collaborative (COT)*

Collection of colleges, governmental agencies, education non-profits, and other education-related organizations that are focused on the mission of driving awareness, adoptions, and affordability of open textbooks. Our focus is on community colleges and other 2-year institutions of higher education and the first two years (lower division) of 4-year institutions. Some of our activities also apply to K-12, upper division, graduate school, and life-long learning. COT is funded by The William and Flora Hewlett Foundation and other sponsors (College Open Textbooks Collaborative, n.d.).

#### *Rice University's OpenStax College*

Nonprofit organization committed to improving student access to quality learning materials. Our free textbooks are developed and peer-reviewed by educators to ensure they are readable, accurate, and meet the scope and sequence requirements of your course. Through our partnerships with companies and foundations

committed to reducing costs for students, OpenStax College is working to improve access to higher education for all. OpenStax College is an initiative of Rice University and is made possible through the generous support of several philanthropic foundations. These foundations include the William and Flora Hewlett Foundation, the Bill and Melinda Gates Foundation, Twenty Million Minds Foundation, Maxfield Foundation, and Rice University (OpenStax College, n.d.).

### *State of California*

The State of California is also a primary supporter of open textbooks. Governor Jerry Brown signed into law a number of bills affecting California colleges and their students, including two measures designed to provide students with access to free online textbooks for 50 undergraduate courses. The measures (Senate Bills 1052 and 1053) establish a nine-member faculty council that will identify the classes for which open-source digital textbooks should be developed and oversee the texts' development, and create a digital library to house the textbooks and other courseware (Huckabee, 2012).

### **Availability**

Open textbooks are available for faculty and students to utilize. The following is an abbreviated list of open textbook providers and the textbooks that are available in either print or digital formats.

#### *OpenStax College*

- Anatomy and physiology; biology and concepts of biology; college physics; introduction to sociology

#### *Flat World Knowledge*

- 119 Textbooks: business and economics; humanities and social sciences; math; professional and applied sciences; sciences textbook

#### *Open Textbook Catalog*

- 118 Textbooks: accounting and finance; business, management and marketing; computer science and information systems; economics; general education; humanities and language; mathematics and statistics; natural and physical sciences; social sciences

*Boundless.com*

- 18 Textbooks: accounting; algebra; art history; biology, microbiology and chemistry; communications; sociology and psychology; history and political science; economics and finance; marketing, management and business.

**Advantages and Concerns***Advantages*

- Some open-sourced publications may be more current and some open-sourced institutions may be more agile in updating information since the publications are under constant review and can often have more frequent new editions (Thornburg, 2011).
- Often open-sourced books and information are editable and adaptable by the individual faculty members using them (Textbooktown.com).
- Faculty members in technical or uncommon areas are already using a variety of open-source materials to supplement classroom instruction (NDSCS, 2012).
- Over half of the professors who review the open-source books adopt them later (Gressley, 2013).
- Some companies offer bookstores the rights to sell access to open-sourced materials so students can still use financial aid for purchases (www.flatworldknowledge.com).
- Faculty can use chapters or whole books depending upon the need because of the modularity associated with open sourcing, therefore students don't feel as if they have spent a great deal of money on a book that it little used (Luckerson, 2012).
- Some sources are peer-reviewed and can be individually updated by the faculty using them and can create greater faculty control of the content used in the classroom (Luckerson, 2012).

*Concerns*

- Faculty will need to spend time reviewing materials for their accuracy (Smith, 2012).
- Open-source materials are not centrally or easily located, so it can be cumbersome and time-consuming for faculty to find quality materials. Changing to open-sourcing, either among individual faculty members or within disciplines, will take a great deal of time and effort away from the classroom (Smith, 2012).
- Open-sourced materials are not readily available in all disciplines, especially technical and workforce training areas. Individual projects, such as University of Minnesota

College of Education, Ohio's Open Course Ware, California Digital, Market Place, OpenStax and Saylor Foundation and companies such as Flatworld, appear to have concentrated on developing materials within commonly-taught areas within liberal arts.

- Supplemental materials available to faculty are often limited (Smith, 2012).
- Some companies are working on plans to charge for supplemental materials (Luckerson, 2012).
- There is no consistent method for remunerating faculty for authoring publications (Luckerson, 2012).
- Without the quality control that has been traditionally provided by a publisher, it will be difficult to ascertain the quality of the resources (Gressley, 2013).
- There is “true” open-source material available electronically, much like Wikipedia, but much of this is not peer reviewed and is “uneven” in its quality (Luckerson, 2012).
- Potential loss of revenue to some colleges from the sale of textbooks. Per the California legislature's SB1052, “To the extent that students were previously purchasing textbooks for the 50 courses from sales tax-generating businesses, widespread use of this open-source option will significantly reduce this revenue. There will likewise be a substantial revenue loss to campus bookstores, which often support other campus activities” (California Assembly Committee on Appropriations, 2012).
- Not only could there be significant loss of revenue to colleges, but there could be additional costs as well: 1) Increased faculty time to secure new textbook and materials choices from open-source pools and 2) additional costs of implementing any new policy requiring the use of open-source texts. Per California SB1052, “Campus bookstores will incur staff costs to verify publisher's compliance with the reserve book requirement prior to ordering a textbook for one of the 50 most-widely taken courses. Statewide this cost could total several hundred thousand dollars annually” (California Assembly Committee on Appropriations, 2012).
- Currently open-source organizations are being heavily subsidized by governmental entities or by philanthropists, unlike current publishers who are interested in profit and will print what faculty members want. To replace what current publishers produce would require a “phenomenal amount of money, would take at least three to four years, require

authors to write textbooks for little to no compensation, and compete with sales representatives from major publishers” (Gressley, 2013).

### **Academic Freedom**

The general principles of academic freedom in the North Dakota State Board of Higher Education Policy 401.1 state:

The primary responsibility of the academic community is to provide for the enrichment of intellectual experience. Essential to the realization of this ideal is a free and open academic community which takes no ideological or policy position itself. The responsible academic community welcomes those who do take an ideological or policy position and jealously guards their right to do so. Conflict of ideas cannot occur unless there is opportunity for a variety of viewpoints to be expressed. Toleration of what may be error is an inescapable condition of the meaningful pursuit of truth. **The academic community must be hospitable even to closed minds and it must welcome the conflict of ideas likely to ensue. Academic responsibility to provide opportunity for expression of diverse points of view generates academic freedom.**

The policy further states the faculty member’s entitlement and responsibilities:

Faculty members are entitled to full freedom in research and in the publication of results, subject to the adequate performance of their other academic duties. **They are also entitled to freedom in lecturing or conducting demonstrations in their subject or field of competence.** They are entitled as any other member of the community in which they live to establish membership in voluntary groups, to seek or hold public office, to express their opinions as individuals on public questions and to take action in accordance with their views. Cognizant of their responsibilities to their profession and to their institution, faculty accept certain obligations; they should attempt to be accurate, to exercise sound judgment and respect the rights of others to express opinions. They must make clear that their actions, their statements and their memberships do not necessarily represent views of the academic community. If there are controls to be exercised over faculty members, they are the controls of personal integrity and the judgment of their colleagues.

The policy does not specifically mention who selects textbooks but the above highlighted statements in the policy do imply that under academic freedom the faculty member has this authority.

In order to fulfill the obligations of academic freedom to express a variety of viewpoints and the freedom in lecturing and demonstration in their subject or field of competence, the faculty are provided the right to select their course materials. Each faculty member must make textbook selections based on a list of variables that are appropriate for the content of the course(s) that they teach. A list of variables when a course textbook is considered for adoption may include: the quality and rigor of the content, suitability for the specific course, content to meet the learning outcomes of the course, current content, the lifecycle of the textbook, the cost, etc. Also, consideration should be given by the faculty member to determine if a textbook is required, recommended or no textbook. It is the responsibility of the faculty member to determine the most appropriate materials for their courses. Within an academic discipline, a group of faculty members may work together in the selection of textbooks to facilitate a smooth transition between a series of courses.

The individual faculty member is a real person with knowledge of his/her students and courses. In practical terms, if the institution chooses required textbooks, this would mean that a committee of persons from the NDUS, or a committee from an academic division within one university, or, perhaps an academic chair, would choose the text(s). Faculty who are subjected to the diminishing of their professional judgment may experience a loss of morale and has the potential to adversely affect the various universities' ability to recruit new faculty.

If the faculty teaching courses were compelled to select a text(s) in common, inevitably they would settle on a book acceptable to all – i.e. a large book(s), with much material that any one professor would never use, though some of that same material would be “necessary” for others. The primary beneficiary of a practice of requiring common textbooks may be the textbook publishers, not students or faculty.

This issue may also have assessment implications. A professor may more nimbly change books, after consideration of assessment outcomes, for a class than a committee, especially after the latter has spent weeks or months to determine the ‘right’ book.

The Federal Government, through the Higher Education Opportunities Act (2008), has already taken action in this intended direction and has chosen to avoid infringing on any

Academic Freedom. There are a number of HEOA provisions that impact universities across the nation. Complying with the HEOA requirements is a condition for higher education institutions to continue receiving student financial aid from the Federal government.

Beginning July 1, 2010, textbook information provisions within HEOA went into effect. The textbook information section in the HEOA (see Appendix) defines requirements for campuses to implement new practices that provide students access to information about textbook and course materials associated with the individual classes.

The intention of textbook information requirements is to:

- Ensure that students have access to affordable course materials by decreasing costs to students and enhancing transparency and disclosure with respect to the selection, purchase, sale, and use of course materials.
- Encourage all involved parties...to work together to identify ways to decrease the cost of college textbooks and supplemental materials for students while supporting the academic freedom of faculty members to select high quality course materials for students.

The law contains a rule of construction, stating “Nothing in this section shall be construed to supersede the institutional autonomy or academic freedom of the instructors involved in the selection of college textbooks, supplemental materials, and other classroom materials” (HEOA, 2008).

In 2009, the Open College Textbook Act (OCTA) was introduced to “authorize grants for the creation, update, or adaption of open textbooks, and for other purposes.” Section six states, “It is the sense of Congress that institutions of higher education should encourage the consideration of open textbooks by professors within the generally accepted principles of academic freedom that established the right and responsibility of faculty members, individually and collectively, to select course materials that are pedagogically most appropriate for their classes.”

Educational institutions across the nation are charged with the task of providing affordable textbooks while maintaining the essential principle of academic freedom. There is a strong foundation for academic freedom in the history of academe due to the adoption of the *1940 Statement of Principles on Academic Freedom and Tenure* which is adopted by the American Association of University Professors (AAUP) and referenced in NDUS’ policy

manual. According to this historical definition, faculty members at academic institutions should be, “free from institutional censorship”. AAUP’s core policy uses direct quotes from the 1940’s Statement, “institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.”

Based on the above information regarding academic freedom, it would be unlawful to create a mandatory requirement for faculty to use open textbooks. It is, however, lawful to expect that reasonable efforts will be made by faculty to help reduce the costs of textbooks.



## Appendix

### Higher Education Opportunities Act (HEOA): Textbook Information Provision

#### **SEC. 112. TEXTBOOK INFORMATION.**

*(a) AMENDMENT.—Part C of title I (20 U.S.C. 1015) is further amended by adding after section 132 (as added by section 111 of this Act) the following new section:*

#### **“SEC. 133. TEXTBOOK INFORMATION.**

*“(a) PURPOSE AND INTENT.—The purpose of this section is to ensure that students have access to affordable course materials by decreasing costs to students and enhancing transparency and disclosure with respect to the selection, purchase, sale, and use of course materials. It is the intent of this section to encourage all of the involved parties, including faculty, students, administrators, institutions of higher education, bookstores, distributors, and publishers, to work together to identify ways to decrease the cost of college textbooks and supplemental materials for students while supporting the academic freedom of faculty members to select high quality course materials for students.*

*“(b) DEFINITIONS.—In this section:*

*“(1) BUNDLE.—The term ‘bundle’ means one or more college textbooks or other supplemental materials that may be packaged together to be sold as course materials for one price.*

*“(2) COLLEGE TEXTBOOK.—The term ‘college textbook’ means a textbook or a set of textbooks, used for, or in conjunction with, a course in postsecondary education at an institution of higher education.*

*“(3) COURSE SCHEDULE.—The term ‘course schedule’ means a listing of the courses or classes offered by an institution of higher education for an academic period, as defined by the institution.*

*“(4) CUSTOM TEXTBOOK.—The term ‘custom textbook’—*

*“(A) means a college textbook that is compiled by a publisher at the direction of a faculty member or other person or adopting entity in charge of selecting course materials at an institution of higher education; and*

*“(B) may include, alone or in combination, items such as selections from original instructor materials, previously copyrighted publisher materials, copyrighted*

*third-party works, and elements unique to a specific institution, such as commemorative editions.*

“(5) *INSTITUTION OF HIGHER EDUCATION.*—*The term ‘institution of higher education’ has the meaning given the term in section 102.*

“(6) *INTEGRATED TEXTBOOK.*—*The term ‘integrated textbook’ means a college textbook that is—*

“(A) *combined with materials developed by a third party and that, by third-party contractual agreement, may not be offered by publishers separately from the college textbook with which the materials are combined; or*

“(B) *combined with other materials that are so interrelated with the content of the college textbook that the separation of the college textbook from the other materials would render the college textbook unusable for its intended purpose.*

“(7) *PUBLISHER.*—*The term ‘publisher’ means a publisher of college textbooks or supplemental materials involved in or affecting interstate commerce.*

“(8) *SUBSTANTIAL CONTENT.*—*The term ‘substantial content’ means parts of a college textbook such as new chapters, new material covering additional eras of time, new themes, or new subject matter .*

“(9) *SUPPLEMENTAL MATERIAL.*—*The term ‘supplemental material’ means educational material developed to accompany a college textbook that—*

“(A) *may include printed materials, computer disks, website access, and electronically distributed materials; and*

“(B) *is not being used as a component of an integrated textbook.*

“(c) *PUBLISHER REQUIREMENTS.*—

“(1) *COLLEGE TEXTBOOK PRICING INFORMATION.*—*When a publisher provides a faculty member or other person or adopting entity in charge of selecting course materials at an institution of higher education receiving Federal financial assistance with information regarding a college textbook or supplemental material, the publisher shall include, with any such information and in writing (which may include electronic communications), the following:*

“(A) *The price at which the publisher would make the college textbook or supplemental material available to the bookstore on the campus of, or otherwise*

*associated with, such institution of higher education and, if available, the price at which the publisher makes the college textbook or supplemental material available to the public.*

*“(B) The copyright dates of the three previous editions of such college textbook, if any.*

*“(C) A description of the substantial content revisions made between the current edition of the college textbook or supplemental material and the previous edition, if any.*

*“(D)(i) Whether the college textbook or supplemental material is available in any other format, including paperback and unbound; and*

*“(ii) for each other format of the college textbook or supplemental material, the price at which the publisher would make the college textbook or supplemental material in the other format available to the bookstore on the campus of, or otherwise associated with, such institution of higher education and, if available, the price at which the publisher makes such other format of the college textbook or supplemental material available to the public.*

*“(2) UNBUNDLING OF COLLEGE TEXTBOOKS FROM SUPPLEMENTAL MATERIALS.—A publisher that sells a college textbook and any supplemental material accompanying such college textbook as a single bundle shall also make available the college textbook and each supplemental material as separate and unbundled items, each separately priced.*

*“(3) CUSTOM TEXTBOOKS.—To the maximum extent practicable, a publisher shall provide the information required under this subsection with respect to the development and provision of custom textbooks.*

*“(d) PROVISION OF ISBN COLLEGE TEXTBOOK INFORMATION IN COURSE SCHEDULES.—To the maximum extent practicable, each institution of higher education receiving Federal financial assistance shall—*

*“(1) disclose, on the institution’s Internet course schedule and in a manner of the institution’s choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials*

*for each course listed in the institution's course schedule used for preregistration and registration purposes, except that—*

*“(A) if the International Standard Book Number is not available for such college textbook or supplemental material, then the institution shall include in the Internet course schedule the author, title, publisher, and copyright date for such college textbook or supplemental material; and*

*“(B) if the institution determines that the disclosure of the information described in this subsection is not practicable for a college textbook or supplemental material, then the institution shall so indicate by placing the designation ‘To Be Determined’ in lieu of the information required under this subsection; and*

*“(2) if applicable, include on the institution's written course schedule a notice that textbook information is available on the institution's Internet course schedule, and the Internet address for such schedule.*

*“(e) AVAILABILITY OF INFORMATION FOR COLLEGE BOOKSTORES.—An institution of higher education receiving Federal financial assistance shall make available to a college bookstore that is operated by, or in a contractual relationship or otherwise affiliated with, the institution, as soon as is practicable upon the request of such college bookstore, the most accurate information available regarding—*

*“(1) the institution's course schedule for the subsequent academic period; and*

*“(2) for each course or class offered by the institution for the subsequent academic period—*

*“(A) the information required by subsection (d)(1) for each college textbook or supplemental material required or recommended for such course or class;*

*“(B) the number of students enrolled in such course or class; and*

*“(C) the maximum student enrollment for such course or class.*

*“(f) ADDITIONAL INFORMATION.—An institution disclosing the information required by subsection (d)(1) is encouraged to disseminate to students information regarding—*

*“(1) available institutional programs for renting textbooks or for purchasing used textbooks;*

*“(2) available institutional guaranteed textbook buy-back programs;*

*“(3) available institutional alternative content delivery programs; or*

*“(4) other available institutional cost-saving strategies.*

*“(g) GAO REPORT.—Not later than July 1, 2013, the Comptroller General of the United States shall report to the authorizing committees on the implementation of this section by institutions of higher education, college bookstores, and publishers. The report shall particularly examine—*

*“(1) the availability of college textbook information on course schedules;*

*“(2) the provision of pricing information to faculty of institutions of higher education by publishers;*

*“(3) the use of bundled and unbundled material in the college textbook marketplace, including the adoption of unbundled materials by faculty and the use of integrated textbooks by publishers; and*

*“(4) the implementation of this section by institutions of higher education, including the costs and benefits to such institutions and to students.*

*“(h) RULE OF CONSTRUCTION.—Nothing in this section shall be construed to supersede the institutional autonomy or academic freedom of instructors involved in the selection of college textbooks, supplemental materials, and other classroom materials.*

*“(i) NO REGULATORY AUTHORITY.—The Secretary shall not promulgate regulations with respect to this section.”.*

*(b) EFFECTIVE DATE.—The amendment made by subsection (a) shall take effect on July 1, 2010.*

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# SPARC

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March 6, 2013

The Honorable Tim Flakoll  
North Dakota State Senate  
Chairman, Education Committee  
1350 Second Street North  
Fargo, ND 58102-2725

Dear Chairman Flakoll and Members of the Senate Education Committee,

I write on behalf of the Scholarly Publishing and Academic Resources Coalition (SPARC) to express our strong support for HCR 3009 and HCR 3013. These two resolutions are important first steps in utilizing open textbooks to address rapidly rising textbook costs and college affordability for North Dakota students.

SPARC is an alliance of more than 800 academic and research libraries that promotes expanded sharing of scholarship in the networked digital environment.

The price of college textbooks has nearly doubled in a decade, rising at four times the rate of inflation. Today, the average introductory textbook costs \$176, and students are frequently required to purchase texts that cost in excess of \$200 per book. Studies show 70% of college students will skip purchasing at least one required textbook due to cost, leaving them without materials necessary for their coursework. This expense pushes students deeper into debt and may even drive some to drop out.

Open textbooks are high-quality college texts published online under an open copyright license that allows the material to be freely accessed, shared and adapted. Students are free to download copies of the books onto their laptops and other devices or opt to purchase low-cost hard copies that can be provided by a campus bookstore. By making texts freely available online, open textbooks reduce costs to students by 80% and are the most powerful tool for addressing out-of-control college textbook prices.

Case studies suggest open textbooks also improve student learning outcomes. Open textbooks not only ensure all students have the required book on the first day of class, but they also allow instructors to modify or update the text to fit their course precisely. One open textbook trial at Virginia State University resulted in 30-40% higher GPAs and saved students more than \$200,000.



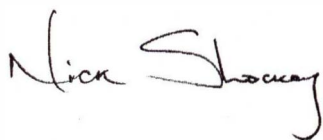
HCR 3013 would urge faculty in the North Dakota University system to assign open textbooks when academically appropriate, while fully respecting their academic freedom to assign whichever materials they feel are best for their students. High-quality open textbooks are available for more than 100 college courses, yet these options are not widely known by faculty. By demonstrating the North Dakota Legislative Assembly's support for open textbooks, this resolution would help spread awareness, and with its adoption.

HCR 3009 would launch an important study on the use of open textbooks and their potential for reducing the cost of education for students in North Dakota. We encourage the Legislative Assembly to consider expanding the scope of the study to examine how North Dakota could partner with other states in supporting the production of open textbooks, in addition to their use. Opportunities for collaboration with states already committed to producing open college learning materials include California and Washington as well as British Columbia in Canada. Closer to North Dakota, the University of Minnesota recently launched a project to catalog and review open textbooks, making these options easier for faculty to find, evaluate and adopt. Coordination with and encouragement of other state initiatives could amplify the benefits to North Dakota while increasing efficiency and avoiding duplication of work.

Enacting HCR 3009 and HCR 3013 would demonstrate North Dakota's commitment to using innovative new tools and technologies to address college affordability concerns while improving learning outcomes for North Dakotan students.

We appreciate the leadership of Representative Beadle, Chairman Flakoll, and the Senate Education Committee in addressing this important issue and urge the Legislative Assembly to pass both resolutions.

Sincerely,

A handwritten signature in black ink that reads "Nick Shockey". The signature is written in a cursive, slightly slanted style.

Nick Shockey  
Director of Student Advocacy