2013 HOUSE EDUCATION

HCR 3013

2013 HOUSE STANDING COMMITTEE MINUTES

House Education Committee
Pioneer Room, State Capitol

HCR 3013
February 4, 2013
18192

☐ Conference Committee

Committee Clerk Signature	*[signature]*

Minutes:

Ch. Nathe: We will open the hearing on HCR 3013.

Rep. Thomas Beadle: Sponsor, support (passed out testimony from The Student PIRGs #1, NAGPS #2). This urges the Board of Higher Education and faculty members of the university systems to increase the use of Open Textbooks for academic courses in order to reduce the burden on higher education students. Open Textbooks are opening licensed materials. Typically you can find them more on on-line with an open copyright on there; instead of having to pay $150 for a course book you could typically find a cheaper digital alternative for $5-$10. The information is made readily available for anyone in the general public to use. This has been a big push nationally and a few different groups kind of spearheaded by Texas A&M University, their library as well as the Univ. of Minnesota's library are very involved as well. The goal is to limit the cost for the students within the system. Textbooks become a very significant cost when attending college. As indicated in the resolution, about $1100.00 per year for academic course text books is what the university system student's average. This is a significantly high cost compared to previous decades. It is a significant burden on the students. Encouraging the use of open textbooks doesn't jeopardize the academic integrity of the course at all. These are fully copyrighted material and fully researched material. It provides a low cost alternative for the student so that they are not burdened by additional fees that are tacked on that you don't necessarily see when you first initially enroll for the program.

Ch. Nathe: How does this differ from textbooks that students can get online already?

Rep. Beadle: Some professors will teach from a book, but instead of a student going out and trying to find the information online, say you Google it, and whatever the top five results are, that's what you do. This is actually copyrighted materials that are just Open Source licensed. So it becomes a full peer-reviewed journal or publication that is available online or through digital media sources like I-Tunes/App store, etc.

Ch. Nathe: This practice isn't being used very often in higher ed.

Rep. Beadle: Right now in the ND University system, I am aware that there are some faculty members that have started using it within their courses. I don't believe it has had widespread adoption. This is urging them to look at implementing it farther in order to help reduce that $1100.00 per year of textbook cost.

Rep. Rohr: Would the teacher identify this on the course syllabi, would there need to be policy changes that would have to be addressed relative to the students using this open textbook.

Rep. Beadle: Just like a teacher would indicate on the syllabus a specific book that they would be using for that course, say its Econ 201 and you're going to use "Intermediate Economics". It's the same thing, you would utilize this book for the course, instead of the student having to buy that book at the bookstore for $150-200 for that book, and they could get the digital version online. It would be an open source book that they would get, instead of it being Econ 201 published by McGraw-Hill; it will be published by Open Source copyright.

Ch. Nathe: Wikipedia type of thing.

Rep. Beadle: Wikipedia is more of a blog basis, where you go online and upload or edit content accordingly. These are actually published materials that are put out by an Open Source licensing copyrighted registered entity. It's actually a copyrighted published material; you're not going to find the $150 bound version of it.

Rep. Hunskor: If a professor wants to use a certain textbook, is the open textbook have that same information, or is this more supplementary information for whatever is contained in the course.

Rep. Beadle: It's basically like any other book you would find. If you wanted to find a textbook that taught core material that had the theories, you can find an open source version of it just the same as you can in traditional publisher version of it. This basically goes away from the for-profit publisher to the open source publisher that's doing it purely for academic enhancement reasons as opposed to for-profit reasons.

Ch. Nathe: Do you have data on what colleges are using this.

Rep. Beadle: The push towards Open Source formatting on the whole really started in 2010. It's a relatively new movement. I would like to remind everyone that this isn't a unanimous adoption for all courses; it's merely a letter of encouragement saying that we understand that the costs for textbooks have gone through the roof, we understand that the burden of our students financially is through the roof, which is why we are putting more and more money towards financial aid, as well as making sure that tuition and fees are clearly itemized and lined out so the students understand the cost. All this is saying is that we understand those costs issues and we urge you to look into using them in your courses and it doesn't have to be departmental wide, but merely if a teacher says I'm deciding between two books,

we'd like to see some inclusion of the open textbooks that are going to be cheaper for the students.

Rep. Hunskor: Are any of our institutions of higher learning using the open textbook now, some of the teachers; if so, how much, where at.

Rep. Beadle: There are some teachers that are utilizing them. With the prevalence of blackboard, a lot of teachers are starting to put on digital content for their students to download as supplemental information. I can't actually speak to how widespread the adoption is or the numbers of adoption for the actual open source copyrighted license material.

Rep. J. Kelsh: How much would this save a student in fees for books?

Rep. Beadle: In the Whereas clause, it indicates that on average a student's textbooks cost them about $1100/year. Open Source Textbooks tend to run from free, if it's a true open source formatted document, to $5-10 if you are going to download them from an app store. The savings would depend on the courses; it could potentially save quite a bit.

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

Aimee Copas, Academic Affairs Associate with NDUS: Support (see att. #3).

Rep. Rohr: Do have any articles that you can share with us that address this topic.

Aimee Copas: In the limited time I was able to spend preparing for today, there is a wealth of information out there, which is exactly why I asked the Chancellor to put together a work group getting together to compile the information needed.

Ch. Nathe: Is this something you see down the road where the University system would have a group where these open textbooks would be first approved and then offered to the students; run through a screening process.

Aimee Copas: That would certainly be my recommendation on the basis that, in the limited research I've performed, there has been that stumbling block of inconsistency of the quality of material. Certainly as we're looking at the bachelor programs and looking at the quality of material we're delivering, there will probably have to be a validation team that would approve those. I would imagine it would be similar to what CA has does, whereas either the content would be created and in-house and validated, or if we would take external content, that would have to be programmatically validated as well. I noticed a trend that much of the information that is out there, exists in Gen. Ed's, like Econ, College Algebra, some of the more basic coursework is where I am seeing that some of the quality is starting which is good.

Ch. Nathe: In schools in Alabama and Florida, are they doing this same screening process, or open to the professors.

Aimee Copas: That is what they have been doing, a screening process to double-check the quality of the work. I think that's a big part of the oversight that the NDUS can provide for this process; ensuring that we've put together that validation workgroup team. If that recommendation comes, that this is a direction we want to go, that we make sure we're doing best by our citizens in ND. Similarly, we've beginning to put together with the guidance of Chanc. Shirvani, data research and validation teams. I can see this operating exactly like that; to ensure what we're delivering is consistent and quality-driven.

Ch. Nathe: In the higher education field around the country, what's the pushback on this idea?

Aimee Copas: Academic freedom; there's fear with change and trying to lay out here's where you need to go, there is always the worry that this isn't the direction the professor would have taught. There's fear to be pushed down a trail that they may not want to go as faculty. I think the biggest thing, in my personal opinion, I think we can have a host of opportunities for our students that we could provide to them options like this, and maybe we're not solely going down this road. I'm not going to say that every class can be on the Open Textbook system that would deliver the quality that we need. I believe we can save the students some money.

Rep. Hunskor: What type of opposition is there from the folks that publish books, they must not like this.

Aimee Copas: I thought the same thing, which is why I am interested in the workgroup because I think that if I were a publisher that this would be a loss of revenue.

Ch. Nathe: If I can get the same quality or better with Open Textbooks, I really don't have much sympathy for the publisher's bottom line. If we can accomplish the same thing with Open Textbooks as we are doing now with these $200 textbooks kids are paying for, I think it's worth looking into.

Aimee Copas: I hope that the workgroup provides a P-20 context of what the possibilities and challenges could be behind this for future conversations.

Ch. Nathe: Thank you. Further testimony in support. Testimony in opposition. We will close the hearing. What are the committee's wishes in regarding to HCR 3013?

Rep. J. Kelsh: I move a Do Pass.

Rep. Mock: Second the motion.

11 YES 0 NO 2 ABSENT   DO PASS AND PLACE ON CONSENT CALENDAR

CARRIER: Rep. J. Kelsh

Date: 2/4/13

Roll Call Vote #: 1

2013 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 3013

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. Kelsh_   Seconded By _Rep. Mock_

Representatives	Yes	No	Representatives	Yes	No
Chairman Mike Nathe	✓		Rep. Bob Hunskor	✓	
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:

Placed on Consent Calendar

REPORT OF STANDING COMMITTEE
HCR 3013: 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 3013 was placed on the Tenth order on the calendar.

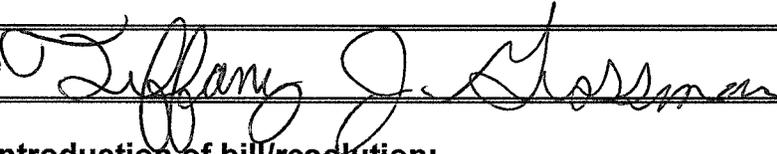**2013 SENATE EDUCATION**

HCR 3013

2013 SENATE STANDING COMMITTEE MINUTES

Senate Education Committee
Missouri River Room, State Capitol

HCR 3013
3-06-13
19475

☐ Conference Committee

Committee Clerk Signature _____

Explanation or reason for introduction of bill/resolution:

A concurrent resolution urging the State Board of Higher Education and faculty members of North Dakota University System institutions to increase the use of open textbooks for academic courses in order to reduce the financial burden to higher education students

Minutes:

Chairman Flakoll: Opened the hearing on HCR 3013

Representative Thomas Beadle: HCR 3013 is a partner bill to HCR 3009. It is the same concept. This one encourages the adoption by the faculty for open text books. One of the reasons why this one was introduced to go along with the other one is as we are studying it, we would like to have some faculty that have already started to use them so we have some feedback. This is urging the faculty members to look at using it themselves.

Senator Luick: What is the process of encouraging the campuses to do this?

Representative Thomas Beadle: Passing the resolution. It urges them to start. Some faculty will start doing that.

Senator Heckaman: On line 14 it says this may result in reduced costs to the state relating to higher education. I don't understand that part.

Representative Thomas Beadle: It does say may result. Where I envision it is through general efficiencies and saving faculty time.

Chairman Flakoll: What do you hope for in five years in terms of the participation rate?

Representative Thomas Beadle: Consumer trends are moving to this direction. Within 5-10 years I would say 50% of coursework could be primarily online content.

Chairman Flakoll: If a student obtains the book through open source, do they have it in perpetuity or to the end of the semester?

Representative Thomas Beadle: There can be steps put in place so it doesn't continue perpetually. It depends in the medium in which the students access the information. If they get it from BlackBoard but it is not a downloadable component on there, they might only be able to get it as long as they have access to that blackboard. A lot of this stuff will be available in perpetuity so you can always have it.

Senator Heckaman: What would prevent someone from sharing online books?

Representative Thomas Beadle: If a book is purchased, it will be a limited licensing. You would be able to share it to the extent of a bound book. Unless you are good at hacking source code, odds are you can't get around the encryption so you will be able to access it on one to three devices.

Senator Marcellais: Has there been any consideration about changes from K-12?

Representative Thomas Beadle: BYU has done some web based cost comparison on traditional and open K-12 textbooks. Some schools are using traditional books in digital form on Ipads. The focus primarily for this resolution has been in higher learning because there is more academic freedom. I would expect it to trickle to K-12 education.

Senator Marcellais: I am talking about North Dakota.

Representative Thomas Beadle: I would love for North Dakota to be on the cutting edge of implementing open source textbooks. Typically we tend to implement things much later.

Aimee Copas, NDUS academic affairs associate: I participate with a number of local superintendents and we put on activities around the state called Ed Camps. We have forums talking about different things. You would be surprised how many instructors are already using open source textbooks in North Dakota. It may be worthy of a survey coming from DPI to find out how extensive the use is so we can get a good grasp on what that looks like now.

Chairman Flakoll: The state legislature, the NDUS, and the students are the three interested parties looking to benefit from this. What are the thoughts of students in terms of getting behind this?

Shane Gerber, UND Student Government: I will speak from my experience as an NDSA delegate because UND Student Government hasn't quite taken this to task yet. This has been a discussion for about two years for NDSA. We do represent all 11 institutions so it would benefit us.

Chairman Flakoll: Might you look at it from a campus standpoint and also from a North Dakota Student Association standpoint because you would also have campuses that are more likely to write the open source books? Might both occur?

Shane Gerber, UND Student Government: Yes.

Chairman Flakoll: How would you rank the cost of textbooks and the inability to not sell back for much of anything in terms of angst for students? Are we talking top 10 here?

Shane Gerber, UND Student Government: It is probably in the top five at least.

Chairman Flakoll: Closed the hearing on HCR 3013

Vice Chairman Schaible: I would make a motion for a do pass on HCR 3013

Senator Poolman: Second

A roll call vote was taken for a Do Pass on HCR 3013: 6 yeas, 0 neas, 0 absent

Senator Luick: will carry

2013 SENATE STANDING COMMITTEE
ROLL CALL VOTES

BILL/RESOLUTION NO. 3013

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 Poolman

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 3013: Education Committee (Sen. Flakoll, Chairman) recommends **DO PASS**
(6 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). HCR 3013 was placed on the
Fourteenth order on the calendar.

2013 TESTIMONY

HCR 3013

The Student PIRGs
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 at 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]in 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
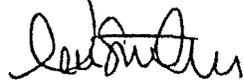
Affordable Textbooks Advocate
The Student Public Interest Research Groups (Student PIRGs)
44 Winter St, 4th Floor
Boston, MA 02108
(401) 484-8104

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[1]. 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 the published cost of tuition and fees[2]. 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[1].

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[3]. 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[4]. 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[5,6,7]. The University of Minnesota also recently launched a project to catalog and review open

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[1] Government Accountability Office. "Enhanced Offerings Appear to Drive Recent Price Increases" GAO-05-806. Available at: http://www.gao.gov/products/GAO-05-806
[2] College Board. "Understanding College Costs." Available at: https://bigfuture.collegeboard.org/pay-for-college/college-costs/quick-guide-college-costs
[3] 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.
[4] According to the University of Minnesota Open Textbook Catalog available at: http://open.umn.edu.
[5] California Open Source Textbook Project. Available at: http://www.opensourcetext.org
[6] 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_2009-2013/2012AEIT0010-001581.htm
[7] 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[6].
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

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

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.