



## Open Policy Resources

### [1. Free To Learn Guide by Hal Plotkin](#)

Passing a Pro-OER Board Level Policy: Initiating the Higher Education Governance Conversation  
Available at [http://wiki.creativecommons.org/Free\\_to\\_Learn\\_Guide](http://wiki.creativecommons.org/Free_to_Learn_Guide)

“The distinguished scholars who are leading the OER movement universally agree they will accomplish much more when increased numbers of higher education policy makers understand and recognize the importance of OER and take the steps necessary to provide more direct and sustained support to faculty who wish to participate in the OER movement, including through established collegiate philanthropic campaigns, few if any of which have ever focused on OER despite its clear relationship to academic success.” From Free To Learn Guide: Passing a Pro-OER Board Level Policy: Initiating the Higher Education Governance Conversation.

### [2. OER Policy Registry](#)

Available at [http://wiki.creativecommons.org/OER\\_Policy\\_Registry](http://wiki.creativecommons.org/OER_Policy_Registry)

The Open Educational Resources (OER) Policy Registry is a place for policymakers and open advocates to easily share and update OER legislation, OER institutional policies and supporting OER policy resources. The open movement is reaching a stage where we’ve had some real, [concrete OER policy victories](#) and there is the potential to achieve many more. Sharing our collective knowledge of existing OER policies, in the same way we believe in sharing educational resources, will help advocates and policymakers worldwide be more successful.

- a. **View existing OER policies.** As the OER movement is global, it is critical that we capture OER policies from around the world. The OER Policy Registry is available at the [Creative Commons wiki](#). Anyone can edit and update the OER Policy Registry on the wiki, and all contributions will be licensed under [CC BY](#).
- b. **Contribute OER policies.** Creative Commons is collecting both legislative and institutional (non-legislative) OER policies from around the world.



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## Open Policy Implementation Guide

### Make the case for “open”

- Quality: Peer reviews and wide visibility drive real quality
  - Don’t use price as a proxy for quality
  - Open materials can be further improved or updated by others
- Affordability: Many students can’t afford textbooks
  - Cost of distributing digital, open materials is essentially zero
  - Public should have access to publicly-funded materials
- Adaptability: Digital, open content gives faculty options
  - Faculty are free to adapt open materials to best suit the needs of their students

### Build on existing goals

- Example:
  - Original goal: Increase access and completion
  - Updated goal: Increase access and completion by providing high quality, affordable, openly licensed educational resources.

### Build on existing success

- Washington’s community and technical colleges have a history of sharing through system courses and pooled enrollments over the past decade.
- OER allows for faculty to adapt and share learning materials more easily.

### Look for policy opportunities

- Recent state legislation and system policies have laid the foundation for open textbooks and other OER in Washington.
  - Example 1: [SSH1946](#) – “(v) Methods and open licensing options for effectively sharing digital content including but not limited to: Open courseware, **open textbooks**, open journals, and open learning objects...”
  - Example 2: [SSH1025](#) – “Faculty consider the least costly practices in assigning course materials, such as adopting the least expensive edition available, adopting free, **open textbooks** when available...”
  - Example 3: [SBCTC Strategic Technology Plan](#) – “...using open educational resources – and contributing to them – requires significant change in the culture of higher education. It requires thinking about content as a common resource that raises all boats when shared (p.11).”
  - Example 4: [SBCTC Open Policy](#) – “All digital software, educational resources and knowledge produced through competitive grants, offered through and/or managed by the SBCTC, will carry a Creative Commons Attribution License (CC BY).”



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