

**KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE
MEETING AGENDA
November 19, 2025
2:00 p.m. – 3:00 p.m.**

The Board Academic Affairs Standing Committee (BAASC) will meet virtually via Zoom with a live broadcast to the Board of Regents' YouTube Channel.

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| I. Call to Order | Regent Johnston, Chair |
| A. Roll Call and Introductions | |
| B. Approve Minutes from November 4, 2025, Meeting | |
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| II. Board Consent Items | |
| No Items | |
|
 | |
| III. Board Discussion Agenda Items | |
| AY 2025 Performance Reports | Sam Christy-Dangermond p.5 |
|
 | |
| IV. Other Matters | |
| A. 2025 Kansas OER Annual Report | Claire Nickerson & Jennifer p.14
Bonds-Raacke |
| B. Apply Free Days-Data Update | Mistie Knox & Jennfier
Bonds-Raacke |
| C. Policy Revision Follow-Up | Rusty Monhollon |
|
 | |
| V. Announcements | |
| Next BAASC Meeting – December 2, 2025 | |
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| VI. Adjournment | |

BOARD ACADEMIC AFFAIRS STANDING COMMITTEE

Three Regents serve on the Board Academic Affairs Standing Committee (BAASC), established in 2002. The Regents are appointed annually by the Chair and approved by the Board. BAASC meets virtually approximately two weeks before each Board meeting. The Committee also meets on the morning of the first day of the monthly Board meeting. Membership includes:

Alysia Johnston, Chair

Pamela Ammar

Diana Mendoza

Board Academic Affairs Standing Committee

AY 2026 Meeting Schedule

<i>BAASC Academic Year 2025- 2026 Meeting Dates</i>			
Meeting Dates	Location	Time	Agenda Materials Due
September 3, 2025	Virtual Meeting	10:30 a.m.	August 13, 2025
September 17, 2025	Topeka	10:45 a.m.	August 27, 2025
September 30, 2025	Virtual Meeting	10:30 a.m.	September 9, 2025
November 4, 2025	Virtual Meeting	10:30 a.m.	October 14, 2025
November 19, 2025	Virtual Meeting	10:45 a.m.	October 29, 2025
December 2, 2024	Virtual Meeting	10:30 a.m.	November 11, 2025
December 17, 2025	Topeka	10:45 a.m.	November 24, 2025
January 6, 2026	Virtual Meeting	10:30 a.m.	December 16, 2025
January 14, 2026	Topeka	10:45 a.m.	December 22, 2025
January 27, 2026	Virtual Meeting	10:30 a.m.	January 6, 2026
February 11, 2026	Topeka	10:45 a.m.	January 21, 2026
February 24, 2026	Virtual Meeting	10:30 a.m.	February 3, 2026
March 11, 2026	Topeka	10:45 a.m.	February 18, 2026
March 31, 2026	Virtual Meeting	10:30 a.m.	March 10, 2026
May 5, 2026	Virtual Meeting	10:30 a.m.	April 14, 2026
May 20, 2026	Topeka	10:45 a.m.	April 29, 2026
June 2, 2026	Virtual Meeting	10:30 a.m.	May 12, 2026
June 17, 2026	Topeka	10:45 a.m.	May 27, 2026

Please note that virtual meeting times are 10:30 a.m. and Board Day meetings are 10:45 a.m., unless otherwise noted.

**KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE
MEETING MINUTES
November 4, 2025**

Regent Alysia Johnston called the November 4, 2025, Board Academic Affairs Standing Committee meeting to order at 10:30 a.m. The meeting was held via Zoom.

MEMBERS PRESENT: Regent Alysia Johnston, Chair
 Regent Diana Mendoza
 Regent Pamela Ammar

APPROVAL OF MINUTES

Regent Mendoza moved that the minutes of the September 17, 2025, meeting be approved. Following the second of Regent Ammar, the motion carried unanimously.

BOARD DISCUSSION ITEMS

CONSIDERATION OF REVISIONS TO THE BOARD’S POLICIES ON TENURE, POST-TENURE REVIEW, AND WORKLOAD

Vice President for Academic Affairs Rusty Monhollon summarized the accompanying issue paper for this item. The Board has established a goal for BAASC to collaborate with faculty and academic leadership to conduct a comprehensive review of the Tenure, Post-Tenure Review, and Instructional Workload policies. Academic Affairs staff organized a meeting with university provosts and faculty senate presidents with the intent to discuss a plan for conducting these reviews. KBOR staff agreed to revise the policies and share drafts with the provosts and faculty senate presidents. Revisions were made by KBOR staff based on research conducted on other states and systems, followed by additional revisions based on provosts’ and faculty senate presidents’ feedback. KBOR staff has recommended that BAASC review the policies and forward to the full Board for its consideration.

Chair Johnston opened the floor to Board members for discussion on the tenure policy. Regent Ammar asked for clarification on how “adequate cause” is defined. Vice President Monhollon responded that the current language was not a revision to the policy. A definition could be added with guidance from legal counsel if it is the will of the committee.

Chair Johnston opened the floor to Board members for discussion on the workload policy. Regent Ammar asked why the policy specifies credit hours rather than courses. Vice President Monhollon responded that courses are measured by credit hours and the average faculty workload would be six to nine credit hours or two to three courses per semester. Regent Ammar noted concerns regarding clarity on the exceptions for research. Chair Johnston opened the floor to input from provosts regarding research exceptions. Wichita State University Provost Monica Lounsbery expressed the need for instructional unit equivalencies for research and service. Olivia Veatch, faculty representative from the University of Kansas Medical Center, noted that considerations would need to be made for research-heavy institutions. University of Kansas Provost Barbara Bichelmeyer, noted the importance of using the data to demonstrate faculty productivity. Provosts emphasized the need for flexibility to best meet the needs of students and institutional resources.

Chair Johnston thanked the faculty senate presidents, provosts, and Vice President Monhollon for their efforts. She suggested recommending to the Board as-is with the opportunity for revisions later if needed.

Regent Ammar asked for clarification on the use of “consecutive” where the policy states that “faculty members who receive two consecutive unsatisfactory evaluations will be dismissed.” Provosts highlighted possible conditions in which a faculty member could receive an unsatisfactory review as reasoning to keep “consecutive” in the wording of the document.

Chair Johnston opened the floor to board members for discussion on the post-tenure review policy. Regent Ammar expressed concerns regarding bias throughout the process, given that faculty often elect their chair. She suggested the addition of an independent individual to be involved in the process. Vice President Monhollon added that department chairs receive the necessary training to give fair and honest reviews and expressed concerns regarding the additional costs of hiring a third-party. Chair Johnston suggested recommending the policy to the board as-is and discussing possible additions with the Board at the November 19 meeting. She invited provosts to email Vice President Monhollon or committee members with input.

Regent Mendoza moved to recommend the policies with a summary that provides an explanation for “adequate” on the Board discussion agenda for November 19.

ACADEMIC AFFAIRS UPDATE

Vice President Monhollon shared that the November 19 meeting will be held from 2:30-3:30 p.m. and reminded everyone that this meeting is virtual. Updated calendar invitations will be sent out for all remaining BAASC meetings to reflect that the meetings end at noon.

ADJOURNMENT

Chair Johnston moved to adjourn the meeting. Following the second of Regent Ammar, the meeting was adjourned at 12:06 p.m.

Summary

In accordance with K.S.A. 74-3202d and the Board-approved [Performance Agreement Funding Guidelines](#), the Academic Year 2025 Performance Reports are presented for review. Staff recommends approval of the performance reports found [here](#) and associated funding levels recommended in this report.

November 19, 2025

Background

K.S.A. 74-3202d authorizes the Kansas Board of Regents to 1) approve performance agreements (improvement plans) for the state's public postsecondary institutions, and 2) determine the amount of new state funds they should receive because of those agreements. In October 2003, the Board adopted a performance agreement model and funding guidelines, both of which have been updated periodically since then.

In 2019, the performance agreements were scheduled to be restructured, but the Board was in the midst of developing its new strategic plan. As a result, no substantive changes were made to the existing performance agreements at that time. Accordingly, a plan was devised to extend the existing Academic Year 2017 through Academic Year 2019 (AY 2017 - AY 2019) performance agreements, thereby creating "bridge agreements." Ultimately, the bridge agreements were approved to cover AY 2020, AY 2021, and AY 2022. For the bridge agreements, about half of the institutions replaced at least one of their indicators, while the remaining institutions continued to use the same indicators as in the older agreements.

Previously, the Board Academic Affairs Standing Committee (BAASC) and the Board identified multiple limitations with the performance funding framework. Among the limitations were:

- Some indicators fell outside the scope of the Board's strategic plan;
- Some indicators were selected because an institution believed it would naturally meet the indicators based on trends and patterns, rather than through improvement in key areas;
- Some indicators were heavily influenced by sharp enrollment declines and increases;
- Performance expectations were too low. An institution that met the baseline on four out of six indicators (67 percent) received a 100 percent funding award, with institutions meeting three indicators having the option to make a case to qualify for the 100 percent funding tier;
- Not having standardized indicators across all institutions resulted in a considerable amount of time devoted to performance funding by Board staff and institutions, with five to six BAASC meetings a year primarily devoted to performance funding.

On May 17, 2023, the Board approved a project-based system for reporting years 2024 through 2026.¹ The current performance funding framework is based upon an institution employing four proven practices that will position the system to move the needle on the Board's *Building a Future* strategic plan. These include:

- corequisite support developmental education;
- math pathways;
- systemwide course placement measures for math and English gateway courses; and
- academic degree maps.

These practices will help drive innovation, reduce achievement gaps, and enhance student success and completion for all students. The current project-based performance funding structure is detailed below.

¹ Please see pp. 60-72 of the [May 17, 2023, Board Agenda](#) for details on the new projects-based system for future reporting.

Project-Based Performance Funding Structure

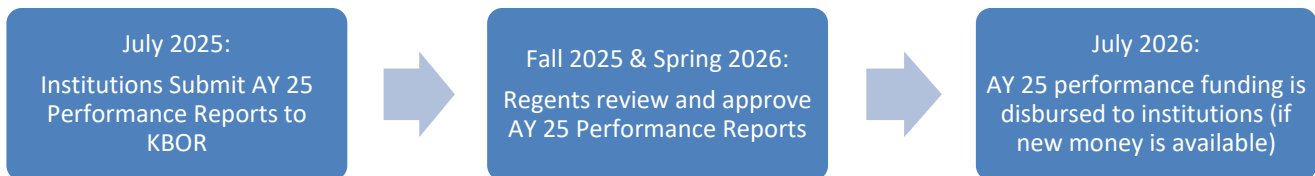
Proposed Project-Based Performance Funding					
Project	Math Pathways in Accordance with Amended Chapter III.A.14.	Corequisite Math Support Developmental Education in Accordance with Amended Chapter III.A.14.	Corequisite English Support Developmental Education in Accordance with Amended Chapter III.A.14	Systemwide Course Placement Measures in Accordance with Amended Chapter III.A.14.	Academic Degree Maps All Basic Standards Apply beginning with AY 2025 Report
Percentage of Funding Each Year	20% Funding	20% Funding	20% Funding	20% Funding	20% Funding

With five indicators, the funding tier recommendations follow:

Institution Meets	Percentage of New Funding Available
5 indicators	100 percent
4 indicators	80 percent
3 indicators	60 percent
2 indicators	40 percent
1 indicator	20 percent

Under this framework, when new legislative dollars are allocated to higher education, an institution will receive a full performance funding allocation by meeting the basic conditions in the five aforementioned projects. Thus, the current system provides a vehicle for recognizing and rewarding institutions for doing their part to drive the needed systemwide change. The rubric provided in Attachment A shows how institutions were awarded percentage points for each indicator or component of the performance report.

As any new funding awarded depends upon the institution's compliance with its Board-approved performance agreement, institutions submitted performance reports to Board staff for AY 2025. These reports will be the basis for awarding any new funds in July of 2026. It is important to note that funds designated by the Legislature for a specific institution or purpose are exempt from these performance funding provisions. The timeline for the AY 2025 performance reporting, reviewing, and funding cycle is below.



Executive Summary

The Academic Year 2025 Performance Reports reflect activities for Academic Year 2026 and focus on the soft implementation of math pathways, corequisite developmental support for math and English gateway courses, and systemwide course placement measures for math and English courses. Additionally, institutions updated the degree maps for all certificate and degree programs on campus, reflecting the Systemwide General Education (SWGE) framework, as appropriate.

In its AY 2025 Performance Report, for indicators one through three, each institution shared links to at least one section of each gateway math course applicable to degrees on its campus, as well as at least one section of corequisite support for each gateway math course and English Composition I. Further, each institution estimated the number of course sections and the number of students per course section for these courses in the next academic year (AY 2027). For the fourth indicator, each institution reported the placement measures it uses for enrolling students in gateway math and English courses and indicated whether it would fully implement the approved systemwide placement measures this academic year or conduct a soft launch with full implementation planned for the following year.

The final indicator of these reports was the updating of the academic degree maps for all certificate and degree programs on each institution's website. Like last year, each degree map was posted on a single landing page on each institution's website. However, this year, degree maps also include adding SWGE coding for community colleges and universities for programs utilizing the SWGE framework.

Recommendation

As institutions submitted their reports, staff provided a preliminary review and shared any concerns with the institution, which subsequently revised the report and resubmitted it. Consistent with the Board's performance funding guidelines, and with the rubric that immediately follows this report (Attachment A), staff recommends that all 32 institutions listed below receive 100 percent of any new funding for which they are eligible.

University/College	Funding Recommendation
Emporia State University	100%
Fort Hays State University	100%
Kansas State University	100%
Pittsburg State University	100%
University of Kansas/University of Kansas Medical Center	100%
Wichita State University	100%
Washburn University	100%
Allen Community College	100%
Barton Community College	100%
Butler Community College	100%
Cloud County Community College	100%
Coffeyville Community College	100%
Colby Community College	100%
Cowley Community College	100%
Dodge City Community College	100%
Fort Scott Community College	100%
Garden City Community College	100%
Highland Community College	100%
Hutchinson Community College	100%
Independence Community College	100%

Johnson County Community College	100%
Kansas City Kansas Community College	100%
Labette Community College	100%
Neosho County Community College	100%
Pratt Community College	100%
Seward County Community College	100%
Flint Hills Technical College	100%
Fort Hays Tech North Central	100%
Fort Hays Tech Northwest	100%
Manhattan Area Technical College	100%
Salina Area Technical College	100%
Wichita State University Campus of Applied Sciences & Technology	100%

Attachment A

Indicator	Meets	Partially Meets	Does not Meet
1 (20 points total)	Includes all components	Includes some components but something is missing (a course or course section, number of students, number of course sections, or an explanation is missing)	Did not provide information or did not complete
Link(s) showing at least one section of each gateway math course applying to degrees on campus for Fall 2025	5	NA	0
Link showing at least one section of each gateway math course applying to degrees on campus for Spring 2026 OR (if schedule hasn't been set yet) statement indicating intent to offer at least one section of each gateway math course applying to degrees on campus for Spring 2026	5	NA	0
Plan to implement math pathways full scale in 2026-2027 - Are all internal approvals in place to integrate the appropriate gateway math course into each degree program on campus? (If not, please explain what is left to do.)	5	2.5	0
List number of course sections and number of students estimated to be taught in each respective gateway math course per year when initiative is fully scaled in 2026-2027	5	2.5	0
Indicator	Meets	Partially Meets	Does not Meet
2 (20 points total)	Includes all components	Includes some components but something is missing (a course or course section, number of students, number of course sections, or an explanation is missing)	Did not provide information or did not complete

Link(s) showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for Fall 2025	5	NA	0
Link(s) showing at least one section of corequisite support for each gateway math course applying to degrees on campus for Spring 2026 OR (if schedule hasn't been set yet) statement indicating intent to offer at least one section of corequisite math support developmental education for each gateway math course applying to degrees on campus for Spring 2026	5	NA	0
Plan to implement corequisite math support developmental education full scale in AY 2027 - Indicate whether you plan to continue to offer prerequisite for these courses during AY 2026. (If you plan to continue with prerequisite support for any of the math courses what will you do over AY 2026 to fully implement corequisite developmental education for math by AY 2027?)	5	2.5	0
Identify number of students and number of course sections estimated to be taught in each respective corequisite math support developmental education course per year when initiative is fully scaled in 2026-2027	5	2.5	0
Indicator	Meets	Partially Meets	Does not Meet
3 (20 points total)	Includes all components	Includes some components but something is missing (a course or course section, number of	Did not provide information or did not complete

		students, number of course sections, or a statement is missing)	
Link(s) showing at least one section of corequisite English support developmental education for Fall 2025	5	NA	0
Link(s) showing at least one section of corequisite English support developmental education for Spring 2026 OR (if schedule hasn't been set yet) statement indicating intent to offer at least one section of corequisite English support developmental education for Spring 2026:	5	NA	0
Plan to implement corequisite English support developmental education full scale in AY 2027 - Indicate whether you plan to continue to offer prerequisite support for English Comp I during AY 2026. (If you plan to continue with prerequisite support for any of the math courses what will you do over AY 2026 to fully implement corequisite developmental education for English Comp I by AY 2027?)	5	2.5	0
Identify number of students and number of course sections estimated to be taught in each English Comp I support developmental education course per year when initiative is fully scaled in 2026-2027	5	2.5	0
Indicator	Meets	Partially Meets	Does not Meet
4 (20 points total)	Includes all components	Includes some components but something is missing (institutional placement measures for a course, answer to	Did not provide information or did not complete

		question, or explanation)	
Plan to implement systemwide English course placement measures (for English Composition I) - What institutional measures will you use alongside approved systemwide placement measures for English Comp I?	5	2.5	0
Will you adopt approved systemwide measures and institutional measures above full-scale for AY 2026? If not, please explain what measures you will use and how this will work alongside the soft launch.	5	2.5	0
Plan to implement systemwide math course placement measures for 3 gateway math courses - What institutional measures will you use alongside approved systemwide placement measures for each of the 3 gateway math courses?	5	2.5	0
Will you adopt approved systemwide measures and institutional measures above full-scale for AY 2026? If not, please explain what measures you will use for each of the math courses and how this will work alongside the soft launch.	5	2.5	0
Indicator	Meets	Partially Meets	Does not Meet
5 (20 points total)	Includes all components: link and degree map for each program	Includes some components: may be missing single landing page, did not include degree map for all programs, does not include semester-by-semester layout for degree map, or degree map does not adhere to the guidance or general	Did not provide any degree maps

		education coding standards	
Provide a link to a single landing page for all academic degree maps for each undergraduate program effective for students starting in Fall 2024 or Spring 2025, which should reflect new Systemwide General Education Framework for Universities and Community Colleges (includes certificates)	20	10	0

Open Education Initiatives in KBOR Institutions



Open Up Learning Kansas

https://www.kansasregents.gov/academic_affairs/open-educational-resources

Survey by Barry Bailey (JCCC), Claire Nickerson (FHSU), Kristin Sederstrom (KUMC), Colby Moorberg (KSU), and Lee Miller (Barton CC)

Data Analysis by Claire Nickerson (FHSU)

Report by Claire Nickerson (FHSU) and Barry Bailey (JCCC)

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Introduction

Open Up Learning Kansas, formerly the KBOR OER Committee, aims to increase access in education by scaling the awareness and support of open education, including open educational resources (OER) and associated practices and pedagogies, across the Kansas Board of Regents (KBOR) system. Open Up Learning Kansas is made up of representatives from each KBOR institution.

According to the UNESCO definition, “Open Educational Resources (OER) are learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others” (*Open Educational Resources*, n.d.) Open licenses allow instructors to retain, reuse, revise, remix, and redistribute course materials at no cost to students (Wiley, 2025).

Because of their high cost, many students forgo the purchase of textbooks due to limited funds, putting them at a disadvantage. In 2019, the Kansas Board of Regents Student Advisory Committee conducted a survey to demonstrate the burden of textbook costs on students at Regent Institutions. 48 percent of 6,474 regent institutions’ students indicated they did not purchase or rent a required textbook in the spring semester. Sixteen percent said they did not buy or rent three or more required textbooks (KBOR Student Advisory Committee, 2019). With OER, all students get equal and immediate access to educational materials.

The cost of textbooks is having a more profound impact on college students. In a 2023 Bay View Analytics Survey, 57% of students reported that the cost of textbooks caused them to take fewer courses, 53% reported that it prevented them from registering for a specific course, 41% said it caused them to earn a poor grade, 35% to drop a course, 31% to fail a course, and 14% to go without course materials (Mowreader, 2024).

There is also evidence that student success is positively impacted by replacing commercial textbooks and materials with OER. A recent analysis showed a 29 percent decrease in the risk of college students withdrawing from open textbook courses (78,593 students) compared to commercial textbook courses (100,012 students). Learning outcomes were equal between the courses (Clinton & Khan, 2019). In a study at the University of Georgia system (sample of 21,822 students), students in courses using OER had a final GPA that was significantly higher than students in courses using traditional textbooks, and DFW rates (students earning a grade of D, F, or withdrawing from a course) decreased compared to non-OER courses. Further, they found that OER course student improvements in GPA and DFW rates were more significant among Pell recipients, part-time, and non-white students, who traditionally had lower student success (Colvard et al., 2018). Content tailored to a course by the instructor is a contributor to student success. After financial savings and easy access, customization was the third most cited benefit by K-State students (Delimont et al., 2016). Several other states, like Colorado, Georgia, Oregon, California, and New York, have been pushing OER implementation for years, and students in their systems are reaping the benefits.

Methods and Executive Summary

The annual Kansas OER survey has been sent out to all KBOR institutions every year since 2021. [Previous years' reports](#) are available on the KBOR OER website. The survey was sent to the Chief Academic Officers to be directed to the most knowledgeable respondent about OER programs at each institution. We received responses from all KBOR institutions, including the University of Kansas Medical Center.

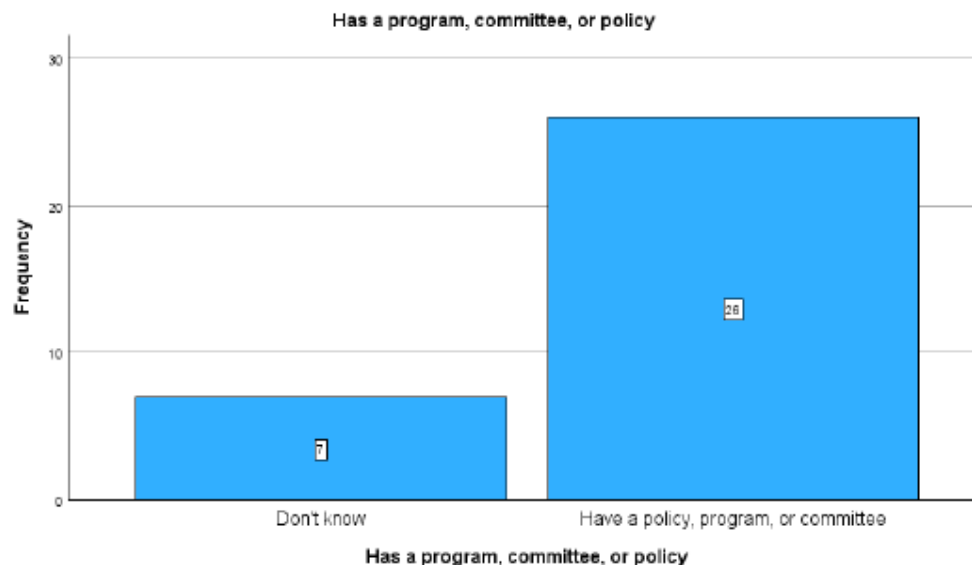
Executive Summary

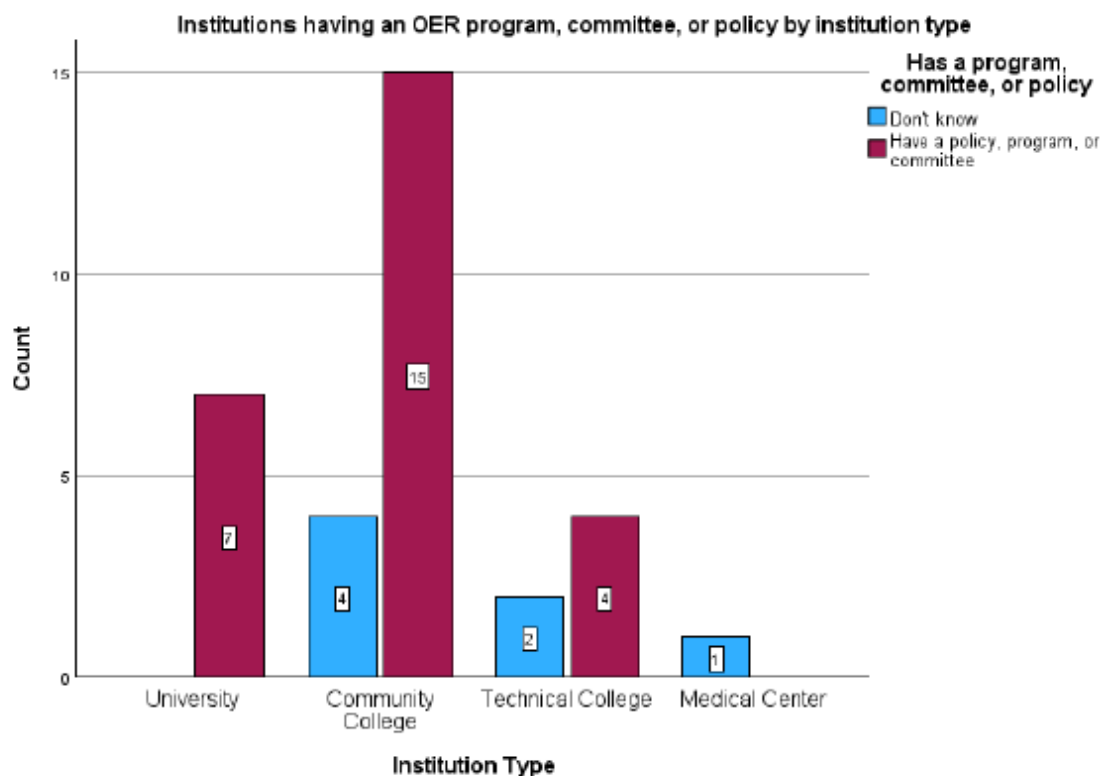
- There has been a large increase in the number of institutions reporting that they have an OER program, committee, or policy, from 17 last year to 26 this year.
- The largest need for support related to OER is additional professional development.
- The largest barrier to adopting OER is a lack of faculty time. If we can make it faster and easier to adopt, and/or compensate faculty for the time they spend switching to OER, they will be more likely to buy in to OER initiatives.

Results

Institutions having a program, committee, or policy

Twenty-six of 33 respondents (7 of 7 universities, 15 of 19 community colleges, and 4 of 6 technical colleges) indicated that their institution had a program, committee, or policy related to OER. Three of the remaining institutions indicated that they were exploring a program, committee, or policy. This is a large increase from last year, when only 17 of 30 responding institutions indicated having an OER program, committee, or policy and nine were exploring.





Summary and links by institution

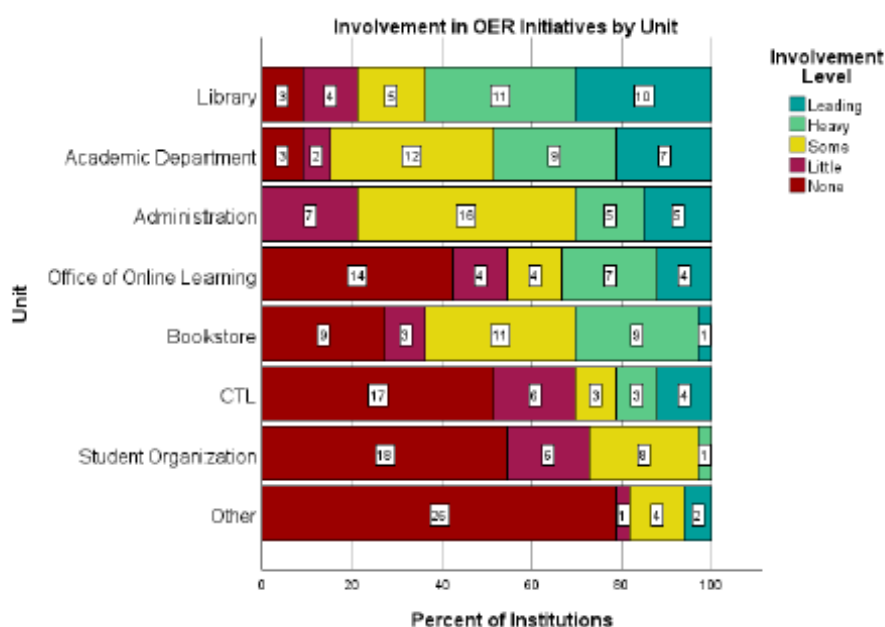
Universities				
Institution	Policy	Program	Committee	Memberships
Emporia State University	Yes	Yes	Yes	
Fort Hays State University	No/Don't Know	Yes	Yes	OEN, SPARC
Kansas State University	No/Don't Know	Yes	Yes	OEN, SPARC, Library Purchasing Coalition, LibreNet
Pittsburg State University	Yes	Yes	Yes	
University of Kansas	No/Don't Know	Yes	Yes	SPARC, OEN, OpenStax
Washburn University	No/Don't Know	Yes	Exploring	
Wichita State University	No/Don't Know	Yes	Yes	

Community Colleges				
Institution	Policy	Program	Committee	
Allen Community College	No/Don't Know	No/Don't Know	Yes	
Barton Community College	No/Don't Know	Yes	Yes	
Butler Community College	Yes	Yes	Yes	CCCOER
Cloud County Community College	No/Don't Know	Exploring	Exploring	
Coffeyville Community College	Exploring	No/Don't Know	Yes	OpenStax
Colby Community College	Exploring	No/Don't Know	Yes	OpenStax
Cowley College	Exploring	No/Don't Know	No/Don't Know	
Dodge City Community College	No/Don't Know	No/Don't Know	Yes	
Fort Scott Community College	Exploring	No/Don't Know	Yes	
Garden City Community College	Exploring	No/Don't Know	Yes	
Highland Community College	No/Don't Know	No/Don't Know	Exploring	
Hutchinson Community College	No/Don't Know	Exploring	Yes	
Independence Community College	Yes	No/Don't Know	No/Don't Know	
Johnson County Community College	Yes	Yes	Exploring	CCCOER, SPARC
Kansas City Kansas Community College	No/Don't Know	No/Don't Know	Yes	
Labette Community College	Yes	Yes	No/Don't Know	CCCOER, OER Commons, OpenStax
Neosho County Community College	No/Don't Know	Yes	No/Don't Know	
Pratt Community College	No/Don't Know	No/Don't Know	No/Don't Know	
Seward County Community College	No/Don't Know	No/Don't Know	Yes	

Technical Colleges				
Institution	Policy	Program	Committee	
Flint Hills Technical College	No/Don't Know	No/Don't Know	Yes	
Fort Hays Tech North Central	No/Don't Know	Yes	No/Don't Know	
Fort Hays Tech Northwest	No/Don't Know	Yes	No/Don't Know	
Manhattan Area Technical College	No/Don't Know	No/Don't Know	No/Don't Know	
Salina Area Technical College	Exploring	No/Don't Know	Yes	OpenStax
WSU Tech	No/Don't Know	No/Don't Know	No/Don't Know	
Medical Center				
Institution	Policy	Program	Committee	
University of Kansas Medical Center	No/Don't Know	No/Don't Know	No/Don't Know	

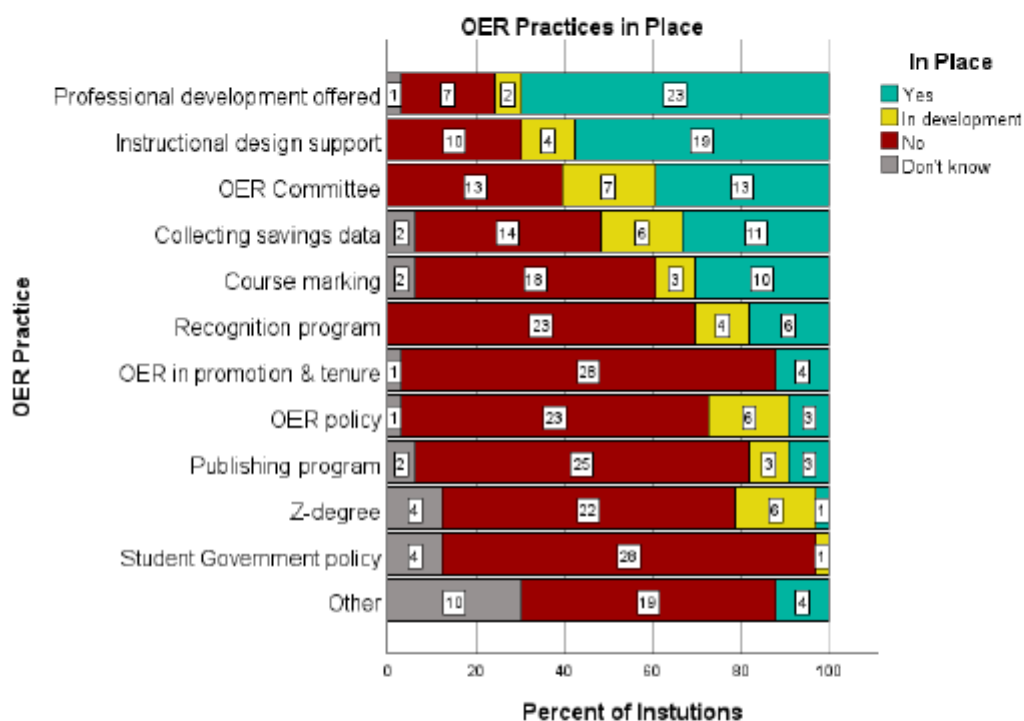
Unit involvement in OER initiatives

In ranking different institutional units' involvements in OER initiatives, respondents said that libraries and academic departments were most likely to lead OER initiatives. (In an open-ended comments section related to this question, there was no disciplinary trend as to which departments were most likely to lead OER initiatives.) There is room for growth in the involvement of other units, especially student organizations and centers for teaching and learning (CTLs).



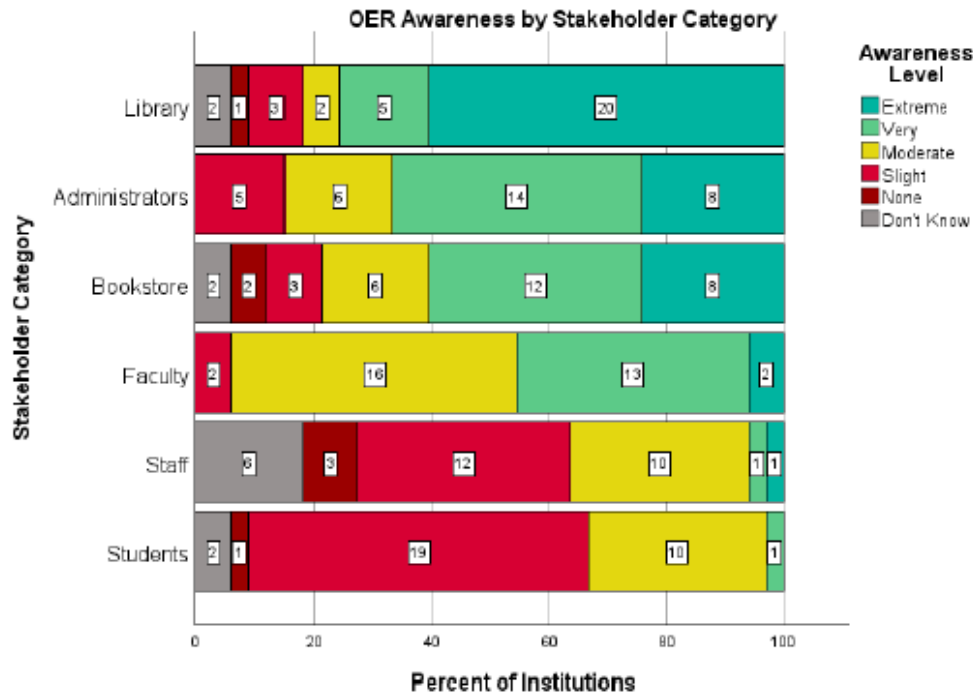
OER Practices in Place

Respondents were asked about the OER-related practices in place at their institutions. The most common practice was professional development, with the majority of institutions (23) reporting offering professional development related to OER. However, a sizeable minority of institutions is still relying on Open Up Learning Kansas for OER-related professional development. More than half of institutions (19) reported that instructional design support was offered for using OER. Other practices were less common, and there is room for growth in all areas listed in the chart below.



Stakeholder Awareness of OER

When respondents were asked about stakeholder awareness, the library, administration, and the bookstore were most likely to be “very” or “extremely” aware of OER. Community colleges reported higher faculty awareness of OER (mode: very aware) than universities or technical colleges (mode: moderately aware).



Desired Support for OER

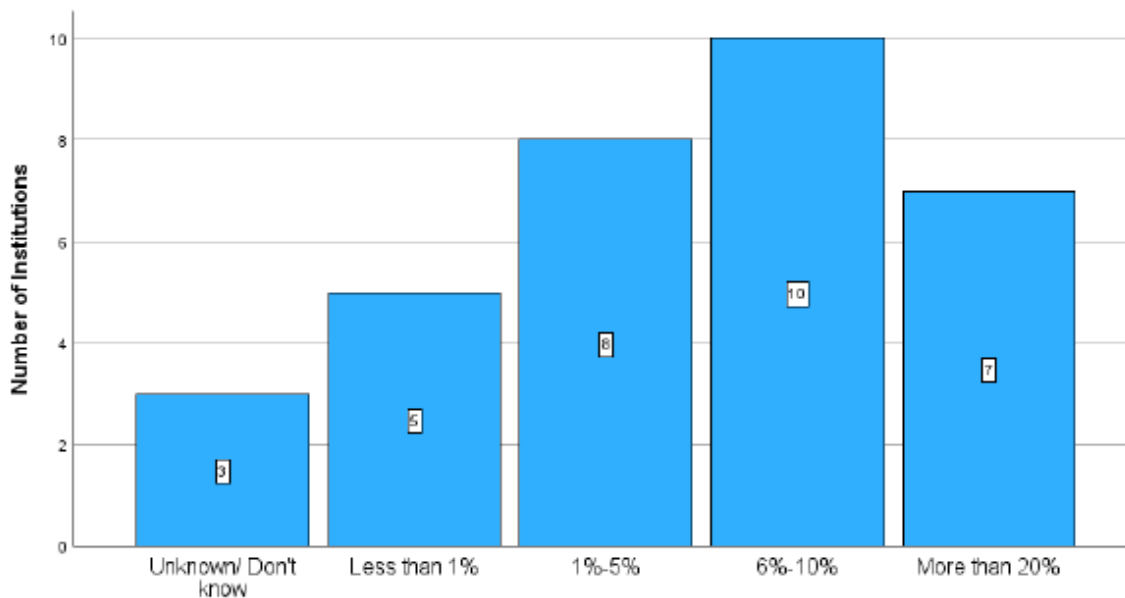
In an open-ended question, respondents requested the following types of support for OER:

- Professional development (6)
- Support for publishing OER (3)
- Additional funding to incentivize the adoption/adaptation/creation of OER (2)
- Information on marketing OER programs (2)
- Examples of OER policies (2)
- Information on using AI to create OER (1)
- A list of most-used OER (1)
- Guidance on course marking (1)
- Information on creating ZTC pathways (1)
- Resources on STEM subjects (1)

Utilization of OER

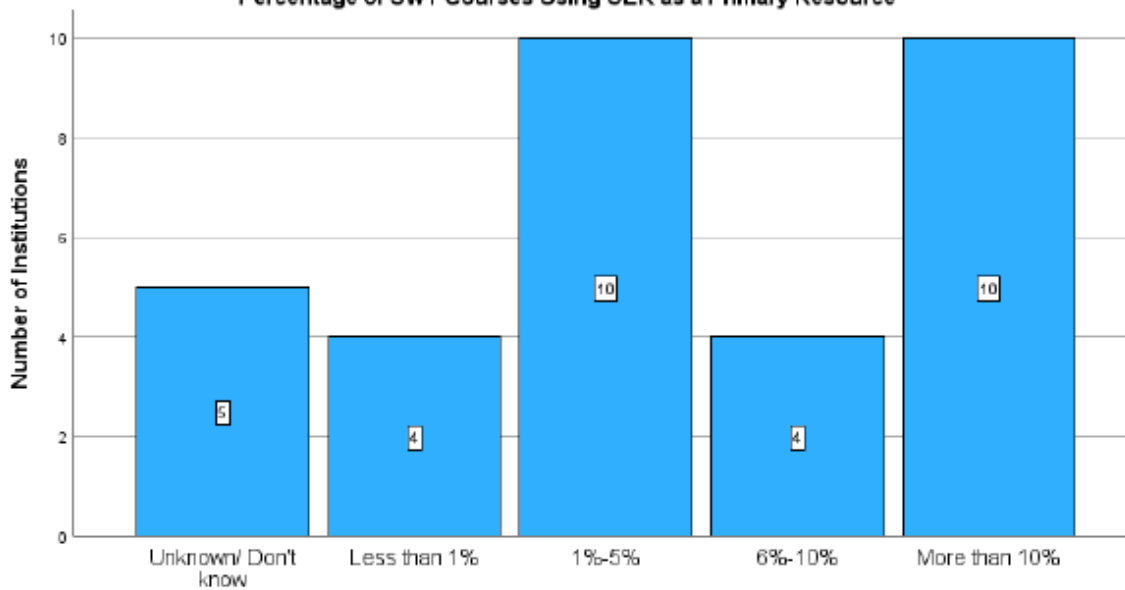
Respondents were asked what percentage of faculty and what percentage of systemwide transfer courses (SWTs) were using OERs as the main textbook or other course material.

Percentage of Faculty Using OER as a Primary Resource in at least One Class



Percentage of Faculty Using OER

Percentage of SWT Courses Using OER as a Primary Resource



Percentage of SWT Courses Using OER

Challenges to Adopting OER

In an open-ended question, respondents were asked about barriers to adopting OER on their campuses. The challenges reported were:

- Lack of faculty time (10)
- Lack of existing OER for certain topics (8)
- Faculty resistance/misconceptions about OER (7)
- Lack of training/awareness (6)
- Lack of financial incentives for faculty (6)
- Lack of faculty interest (4)
- Ease of using traditionally published resources (4)
- Lack of staff/staff time (3)
- Lack of ancillary materials (3)
- Difficulty of finding OER (2)
- Lack of open homework platforms (1)
- Quality of existing OER (1)
- Difficulty finding OER (1)
- Lack of clarity on how time spent on OER “counts” for promotion and tenure (1)
- Accreditation requirements (1)

OER Grants

Respondents were asked whether their institutions had applied for or received grants related to OER. One university reported receiving an external grant related to OER, and one community college reported applying for but not receiving a grant. The barriers that were listed were:

- Lack of time (13)
- Lack of personnel (9)
- Lack of knowledge/information (7)
- Lack of interest in OER from faculty (5)
- Lack of need for funds to support OER (4)
- Mismatch between institution and scope of grants available (2)
- Strenuous application/reporting requirements (2)
- Lack of partners (1)
- Not a priority (1)

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Appendix A: Survey Questions



2025 Institutional OER Initiatives Survey

The Kansas Board of Regents OER Steering Committee is conducting our 4th annual survey in order to gather updated information on how these resources are currently being implemented across various organizations in the state.

Note: By participating in this survey, you agree to share the information you provide with the other academic institutions on this list. Further, you will receive a copy of the results of this survey and insight on how your institution compares to others in the state.

Due Date: Friday, June 27, 2025

Directions: This survey is going to the chief academic officer at each institution but can be forwarded to the appropriate respondent. One response per institution should be submitted, though input from multiple sources may be required to locate all pertinent information.

Important definitions: This institutional survey is about Open Educational Resources (OER) which for the purposes of this survey are: teaching, learning, and research resources that are free of cost and access barriers, and which also carry legal permission for open use. Generally, this permission is granted by the use of an open license (for example, Creative Commons licenses) which allows anyone to freely use, adapt and share the resource—anytime, anywhere.

This survey is based on:

The Iowa Department of Education survey:

<https://docs.google.com/document/d/160BR2vdA90LI3csyDVUQ6FRukQtJ9H1/edit#heading=h.gjdqxs>

Texas OER Survey:

<http://reportcenter.thecb.state.tx.us/reports/reports-and-studies-non-fiscal/oer-texas/>

By completing this survey, you consent to the following informed consent

form: <https://docs.google.com/document/d/1YvCiPIUUNpHWJbyHfIYjI7ndH8FoR2/edit?usp=sharing&oid=118317766508095632556&rtpof=true&sd=true>

* Required

1. Respondent's Name *

Enter your answer

2. Respondent's Email *

Enter your answer

3. Respondent's Phone Number *

Enter your answer

4. What is your title at your institution? *

Enter your answer

5. Is there a person or team that directs OER initiatives at your school? (if yes share individual names or team) *

Enter your answer

6. What is the name of your college/university/institution? *

Enter your answer

7. Does your institution have a policy, program, or committee to support OER use on campus? *

☐

☐ Policy

☐ Programs

☐ Committees

☐ I don't know

8. Is your institution exploring the possibility of adding a policy, program, or committee to support OER on campus? *

☐ Policy

☐ Program

☐ Committee

☐ I don't know

9. Rank departments/units on your campus that play a role in coordinating your campus's OER Initiatives *

	Leading OER Initiatives	Heavy OER Involvement	Some OER Involvement	Little OER Involvement	None
Student Organization	☐	☐	☐	☐	☐
Bookstore	☐	☐	☐	☐	☐
Library	☐	☐	☐	☐	☐
Administration	☐	☐	☐	☐	☐

Office of Online/Blended Learning	☐	☐	☐	☐	☐
Center for Learning/Teaching	☐	☐	☐	☐	☐
Academic Department	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐

10. (if "other" or "academic department" was selected) List any other departments involved with OER Initiatives on your campus 

Enter your answer

11. If applicable: Please share any links to OER relevant sites or institutional documents below 

Enter your answer

12. Which of the following practices are currently in place at your institution to support OER? * 

	Yes	No	In Development/Planning Phase	I don't know
OER Committee/Working Group	☐	☐	☐	☐
Institutional OER Policy	☐	☐	☐	☐
Student Government OER Policy	☐	☐	☐	☐
Z-Degree (zero textbook-cost degree program)	☐	☐	☐	☐
OER Recognition program (badges/certificates/awards/etc.)	☐	☐	☐	☐
Instructional Design Support for OER Use	☐	☐	☐	☐
Professional Development Support for OER Use	☐	☐	☐	☐
Collection of Data on Student Savings from OER Use	☐	☐	☐	☐

OER Publishing Program	☐	☐	☐	☐
OER Included in Formal Evaluations (such as promotion or tenure)	☐	☐	☐	☐
Other	☐	☐	☐	☐
Course Marking	☐	☐	☐	☐

13. If you had initiatives In Progress in the previous question: How long have they been in development for? Please respond for each. 

Enter your answer

14. Is there any type of support you may be interested in receiving from the Open Up Learning Kansas group for your institution's initiatives? 

Enter your answer

15. (if "other" was selected) Please list other OER practice in place at your institution 

Enter your answer

16. To what degree are the following groups at your institution familiar with OER? * 

	Extremely Aware	Very Aware	Moderately Aware	Slightly Aware	Not At All Aware	I Don't Know
Faculty	☐	☐	☐	☐	☐	☐
Students	☐	☐	☐	☐	☐	☐
Administrators	☐	☐	☐	☐	☐	☐
Bookstore	☐	☐	☐	☐	☐	☐
Library	☐	☐	☐	☐	☐	☐
Non-administrative staff	☐	☐	☐	☐	☐	☐

17. Please list any OER partnership/institution memberships that you currently have (ex. OpenStax Institutional Partnership, Open Education Network Institutional membership, CCCOER, SPARC) * ☐

Enter your answer

18. Approximately what percentage of instructors at your institution are utilizing OER as their primary course resource (A textbook, lab book, or textbook replacement) in at least one of their courses? * ☐

	More than 20%	11%-20%	6%-10%	1%-5%	Less than 1%	None	Unknown/Don't know
Number of Faculty	☐	☐	☐	☐	☐	☐	☐

19. Approximately what percentage of General Education/Kansas Systemwide Transfer Courses (https://www.kansasregents.org/academic_affairs/transfer-articulation, https://www.kansasregents.org/academic_affairs/transfer-articulation/institutional-transfer-information) are utilizing OER as their primary course resource (a textbook, lab book, or textbook replacement)? * ☐

	More than 10%	6%-10%	1%-5%	Less than 1%	None	Unknown/Don't know
Number of Courses	☐	☐	☐	☐	☐	☐

20. Has your institution applied for grants to fund OER initiatives? * ☐

- ☐ No
- ☐ Yes, but have never received a grant
- ☐ Yes, and at least one grant was funded

21. (if you answered Yes, to applying and/or receiving grants) Please list the grants and year(s) applied which you did not receive. ☐

Enter your answer

22. (if you answered "Yes, and at least one grant was funded") Please list the grants you applied for that were funded, the names of the grant proposals, and the amount which was funded. 

Enter your answer

23. What are some barriers to pursuing external grants to fund OER initiatives? * 

Enter your answer

24. Has your institution directly benefited from another institution's OER-focused grant? * 

- ☐ Yes
- ☐ No
- ☐ I don't know

25. (If you answered "Yes") Please indicate the institution(s) who received grants your institution benefitted from, and a brief description of how your institution benefitted. 

Enter your answer

26. Are there any new OER initiatives your institution specifically being implemented this academic year? 

Enter your answer

27. What are the biggest challenges that hinder Open Educational Resource (OER) adoption and use at your institution? * 

Enter your answer

28. Is there anything else you would like to add about the use of Open Educational Resources on your campus and its effect on student savings, learning and success? * 

Enter your answer

Enter your answer

29. Please list individuals, positions, or departments within your organization who were consulted in the completion of this form. ^{*} 

Enter your answer

30. I would be interested in contact for follow up regarding my responses to this survey 

☐ Please contact me

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