BUILDING COHERENCE ACROSS OPEN INITIATIVES

Open Scholarship Priorities and Next Steps: Public Workshop

ANGELA DEBARGER







OUR GUIDING PRINCIPLES

- We seek to bring about meaningful, socially beneficial change in the fields in which we work.
- We pursue change by tackling defined problems in a <u>pragmatic, nonpartisan manner</u>.
- We focus on outcomes in order to maximize the effectiveness of our support.
- We are committed to openness, transparency, and learning.
- We are committed to working, both internally and externally, in a <u>collaborative fashion based on mutual respect</u>. Grantees, co-funders, and other colleagues in our work are our partners in problem-solving.
- We seek to promote the values and practice of <u>diversity</u>, <u>equity</u>, <u>and inclusion</u> in our workforce, our culture, and our grantmaking.
- We approach our role in philanthropy and our responsibilities to society with <u>humility and</u>
 <u>respect</u> for others.
- Our <u>operations</u> depend on a lean staff, which is given considerable autonomy; a commitment to simple, flexible procedures; and a cooperative working relationship between the board, staff, and the president, who is the leader of the foundation.



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IMAGES OF EMPOWERMENT



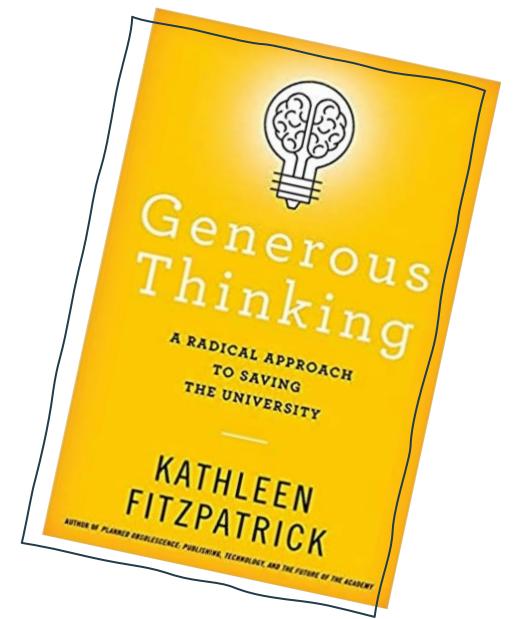
STUDENTS IN ACTION



Photos by Allison Shelley/The Verbatim Agency for EDUimages. CC 3Y-NC-4.0



If those of us on campus were free to focus on intellectual leadership not as an exercise in forwarding our own individual ideas but rather as a mode of supporting the development of our multiple communities, could we create a richer sense of the future for our fields, and for our institutions?



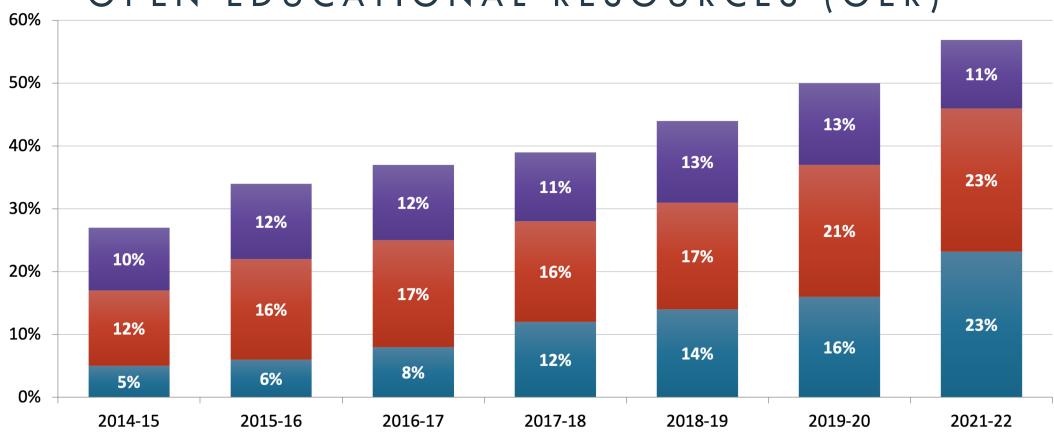




OPEN EDUCATION IS ABOUT DEMOCRATIZING LEARNING



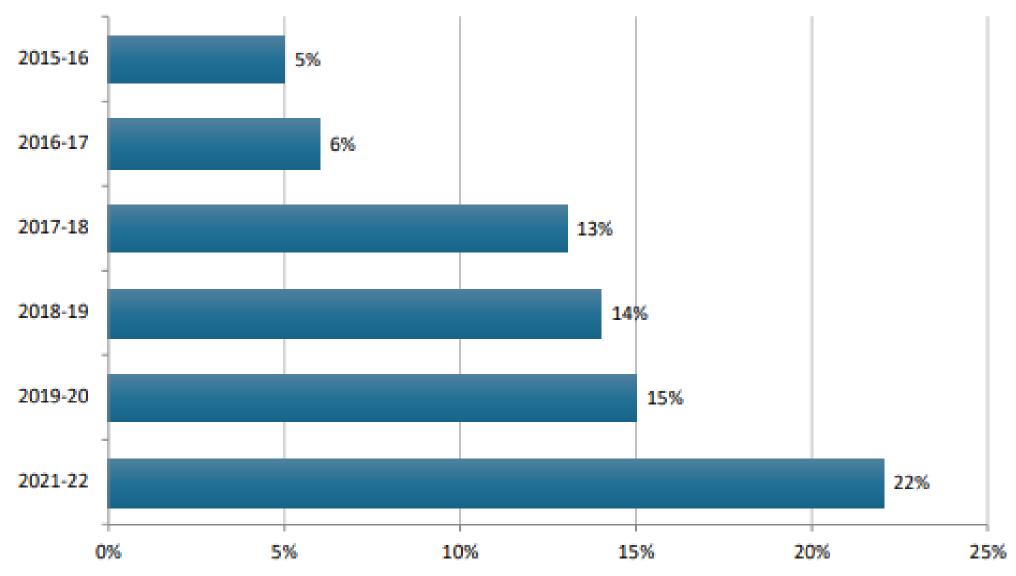
FACULTY AWARENESS OF OPEN EDUCATIONAL RESOURCES (OER)



- I am somewhat aware of OER but I am not sure how they can be used
- I am aware of OER and some of their use cases
- I am very aware of OER and know how they can be used in the classroom



FACULTY USE OF OER IN COURSES





Source: Seaman, J., & Seaman, J. (2022). Turning point for digital curricula: Educational resources in U.S. higher education. Oakland, CA: Bay View Analytics.

Education Tech Research Dev (2020) 68:853–876 https://doi.org/10.1007/s11423-019-09700-4 RESEARCH ARTICLE



efficacy, and user ublished between 2015

y higher education contexts, their ising them and some faculty to seek ources (OER). This present study

ernal of Teaching and Learning in Higher Education

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The Impact of Open Educational Resources on Various Student Success Metrics

University of Georgia

C. Edward Watson Association of American Colleges and Universities

Hyojin Park Ewha Womans University

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The Impact of Open Educational Resources on Student Success Metrics

OER at Sca

Outcomes

OER Degre

Winter 2020

SRI Educa A DIVISION OF SRI INTER

The Association of American Colleges and Universities (AAC&U) performed a member survey of its 1,400-member institutions in 2017 to better to J. (400-member institutions in 2011 to better understand the challenges facing colleges and universities today (AAC.QL, 2018). In regard to students, student learning, and student access, among the greatest challenges were issues surrounding referention and completion, the quality and assessment of student learning, and the affordability of laplace and the article and the arti education. As you survey the higher education landscape and consider state and national initiatives with the widest presence, it comes as little surprise that with the waket presence, it comes as tittle surprise that the designed to address quality. The Professional 39 states currently in their alliance, Complete College Higher Education exists to promote quality through America exists to significantly increase the number of students successfully completing college and achieving elegence. and close statument gaps for radioically decigence. and color and complete College AACRA'S LEAP limitative, which promotes exemple and AACRA'S LEAP limitative, which promotes exemple and achieving control and the college AACRA'S LEAP limitative, which promotes exemple and the same ground facility development. education focus predominantly on how to keep students in college and accelerate their time to a degreen truthemore, a key component of the larger completion.

Authorities assessment (Finley & McNair, 2013; Kuh Purthemore, a key component of the larger completion.

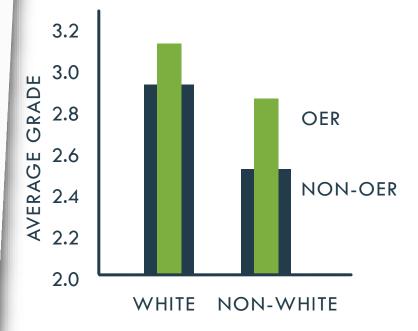
Furthermore, a key component of the larger completion agenda involves attainment ages (AAC&U, 2015; Perna & Finney, 2014; Tinto, 2012).

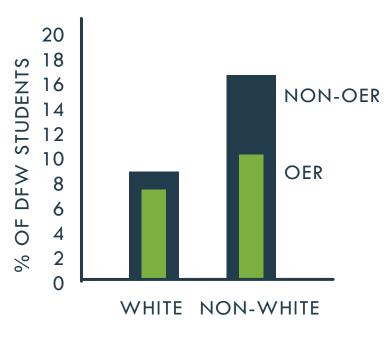
The attainment gap refers to the rates at which different ethnicities earn college degrees. The U.S. Census Buezun tracks educational attainment, and in 2016, they reported that 97.3% of White Americans over the age of 24 had received a botchedo's on higher degree. For African Americans in 2016 the attainment rate was 21.8%, and for Hispanic Americans the rate was 15.4% (National Center for Education Statistics, 2016). Since the mid-1980's, the cost of a post-secondary degree in AAC&U encourages the use of equity-minded practices the United States has been rapidly increasing (Kuh, Knzie, to enable higher education to better address statisment gaps. Among the recommendations they promote is and associated miscellaneous costs, such as textbooks

encouragement for institutions to disaggregate their student data to better understand disparities in student learning outcomes and degree attainment by considering socioeconomic status, as well as race and ethnicit (AAC&U, 2015; Gavin, Bolton, Fine, & Morse, 2018). In truth, the attainment gap has long been recognized, but

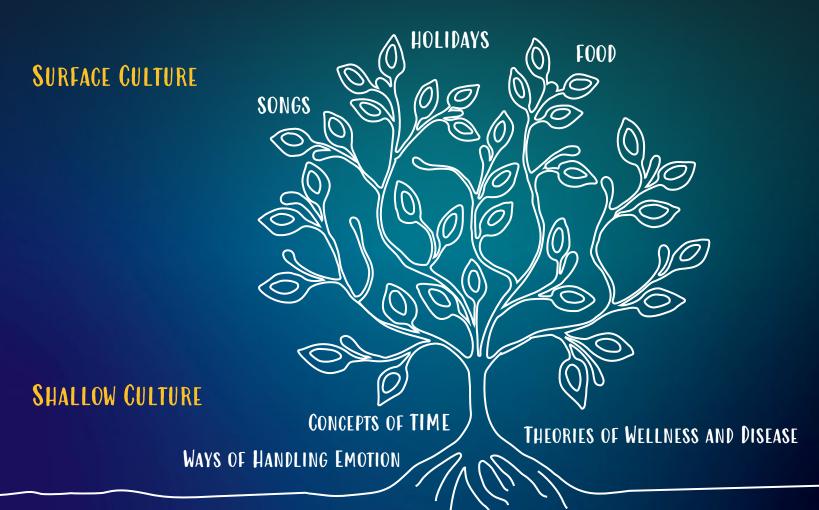
are a number of initiatives and organizations nationally that are designed to address quality. The Professiona work today developing a portfolio of solutions that address issues of quality, retention, completion, and attainment.

Although completion and quality are central to higher education's work, the dominant public concern for most outside of higher education is cost (Humphries, 2012).









DEEP CULTURE

DECISION MAKING

CONCEPTS OF SELF

WORLD VIEWS

66

LEARNERS AS...

CONTRIBUTORS

TRANSFORMERS

AGENTS OF THEIR OWN LEARNING

Dr. Robin DeRosa, Plymouth State University





COLLABORATING TO INCENTIVIZE OPEN PRACTICES

Yes

ADOPT

Contribution	Evidence	Research	Teaching	Service
Use OER in a class or classes	Survey and gather data on how the use of an OER in class affected student learning.		Yes	
Use Open Access research article	Provide evidence at the Open Access Journal Articles that were used in course outline.		Yes	
ADAPT				
Contribution	Evidence	Research	Teaching	Service
Revise others' OER to be more relevant to student needs	Survey students in class to learn more about the impact the revised materials have had on their learning.		Yes	Yes

Provide evidence on what was revised or remixed

to to best suit the course learning outcomes. Survey

students in class to learn about the impact the

revised materials had on their learning.



30 STATEWIDE/ PROVINCEWIDE SYSTEMS & INITIATIVES

www.doers3.org

CREATE

Revise or remix OER to be

in alignment with course

learning outcomes

Contribution	Evidence	Research	Teaching	Service
Make new OER	When creating OER make it available to peers for their review. Document their reviews and Include in your dossier.	Yes	Yes	



BUILDING INSTITUTIONAL CAPACITY



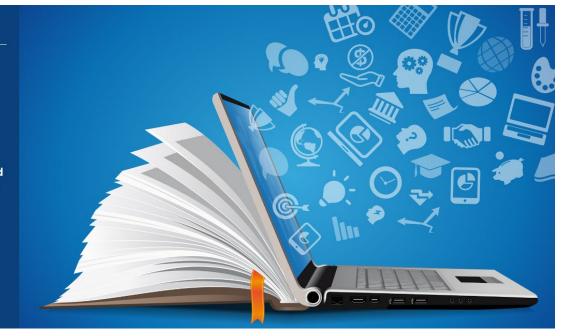
Institute

2022-2023 Institute on Open Educational Resources

AAC&U's year-long Institute on Open Educational Resources (OER) is designed for campuses aspiring to launch or expand initiatives to develop or leverage free and affordable materials in teaching and learning contexts.

JULY 14 - 15, 2022

Kick-off - Virtual



- 67 campus teams
- Full-year including synchronous and asynchronous activities
- First 1-2 months develop action plans; remaining 10+ months focus on enactment
- National experts in OER as mentors for each team



HOW CAN WE DEVELOP MORE HOLISTIC APPROACHES TO INTEGRATE OPEN PRACTICES?



CONNECTING OUR WORK TO THE BROADER OPEN SCHOLARSHIP MOVEMENT

INFRASTRUCTURE

Support Creative Commons

to maintain licenses and advocate for open

Foster ecosystem

committed to democratizing learning and research

POLICY & PRACTICE

Require open licensing

for grant-funded research and instructional materials

Support and study implementation

of open practices for learning and teaching

EQUITY

Promote diversity of perspectives

to shape fields

Develop equitable grantmaking practices

that reflect our values



THANK YOU

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