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Driving OER Sustainability for Student Success: Assessing and Acting on the Equity Dimensions of OER

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Denver, CO 5/17/24

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Session Outcomes

1. Learn of approaches to put campus equity work into practice by using Open Education.

2. Increase awareness of the Equity through OER Rubric, a tool for assessing institutional capacity for equity efforts as they relate to Open Education

3. Understand how institutions can implement the DOERS3 Equity through OER Rubric by learning how one Colorado university (UNC) piloted the rubric.

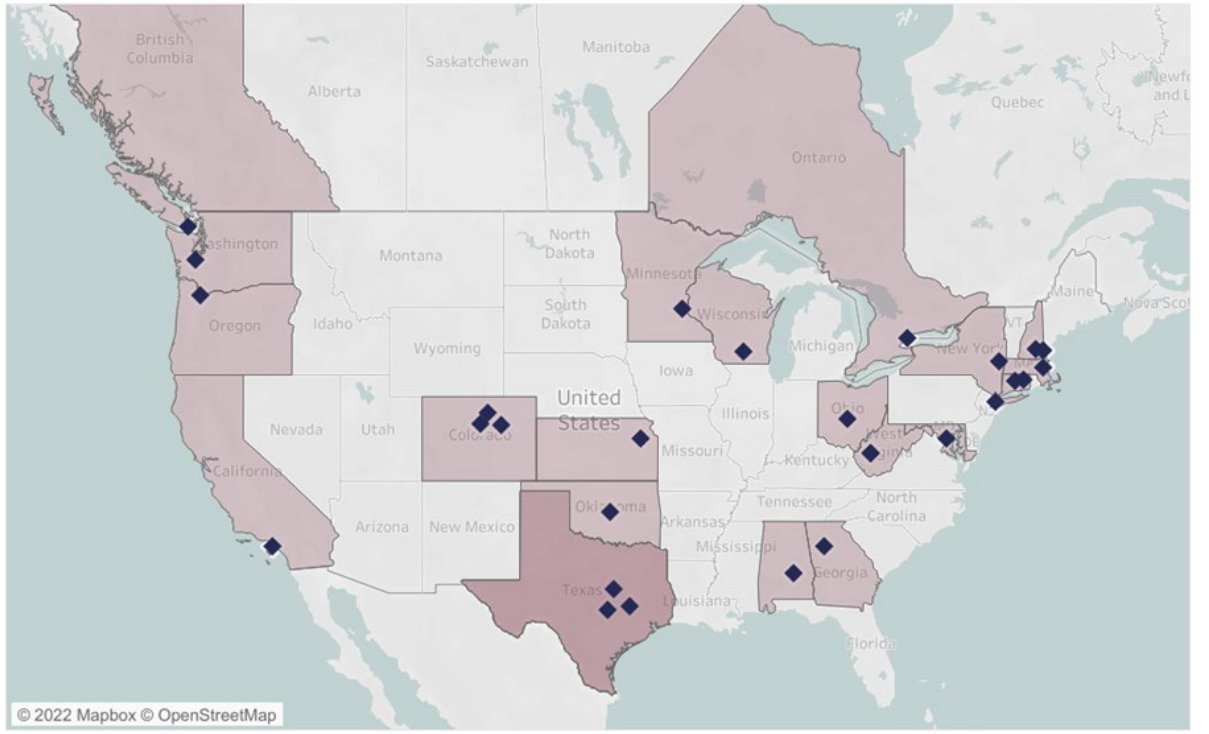
DOERS³

Purpose

We position member organizations to realize the promise of high-quality, accessible, and sustainable OER implementations to achieve equity and student success at scale.

Members

With 37 participating systems and statewide/provincewide initiatives, we serve over 7.84 million students at 876 colleges and universities in the U.S. and Canada.



What DOERS Does

Research
Foster research and data infrastructure to support member OER initiatives.

Equity
Promote equity in member organizations and make explicit the role of OER in closing equity gaps and advancing student success.

Innovation
Build the capacities needed by both internal and external stakeholders to scale and sustain OER.

OER Equity Blueprint: A Tool for Evaluating and Improving Equity in OER

WHAT

A self-assessment tool organized by category, roles, and functions that integrates equity into OER.

WHO

Designed for higher education practitioners, administrators, and policy-makers.

WHY

Equity does not happen without intention and action, and quality OER cannot exist without equity.

HOW

Engage with the rubric to assess the institution or unit in ech area and develop a plan of action.

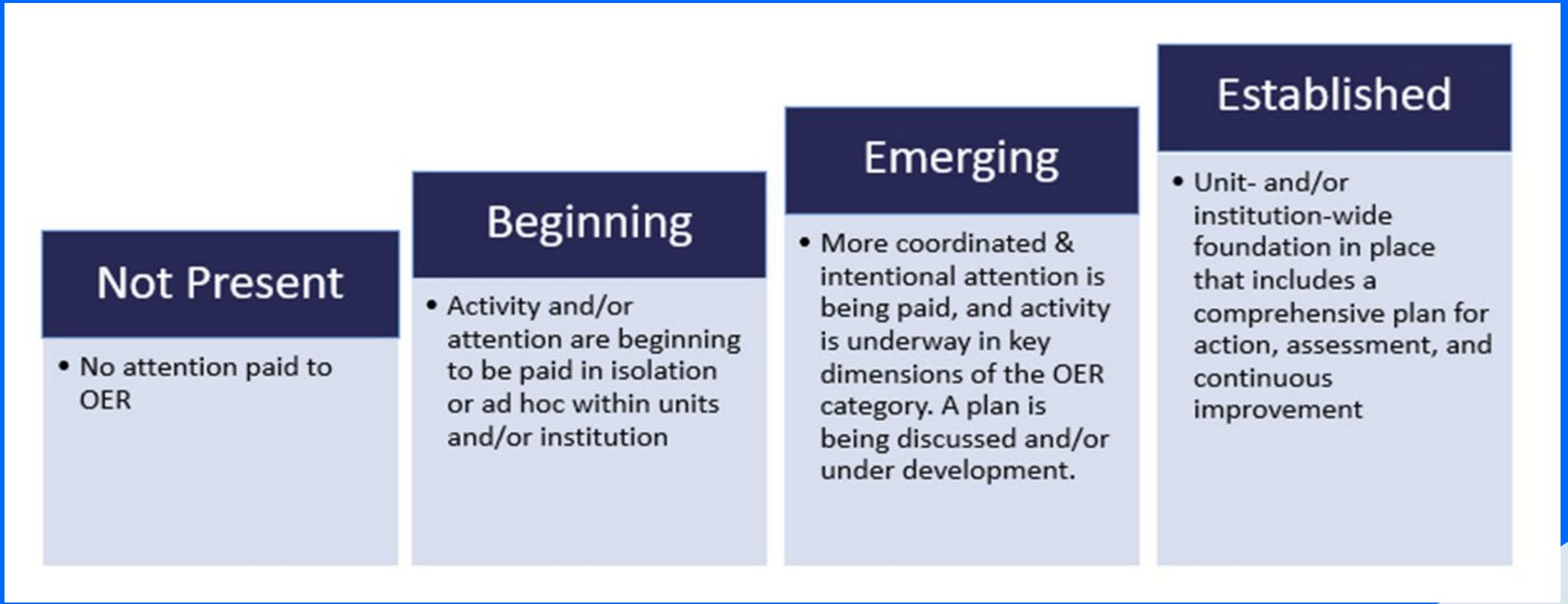
Rubric Categories and Dimensions

The rubric uses three broad organizational categories, each with several dimensions, and each of which is essential to build and sustain capacity.

**While leadership should be understood broadly and responsibility is required across all dimensions of the rubric, this section is focused on decision-makers and their responsibility and accountability.*

Scales of Adoption: Multiple Stages

Rubric users are invited to engage and evaluate themselves along a set of key dimensions.



	Not Present	Beginning	Emerging	Established
1.1 Availability of OER	OER are not adopted in any programs or courses, and hence not available to students.	OER are adopted in a few academic programs and courses.	OER are being adopted more widely and intentionally in academic courses and programs, with attention being paid to availability for specific student populations. OER are available online. OER available offline through limited printing access.	Comprehensive plan is developed with implementation underway to increase availability of OER to students institution-wide, with focused attention to targeted student populations by ability, income, race/ethnicity, gender, geographic location, and majors. OER are accessible to all learners, and available online and offline. New OER are designed in adherence to accessibility requirements and standards. Monitoring plan in place to ensure no disparities in students accessing OER, including by ability, income, race/ethnicity, gender, geographic location, and majors.
1.2 Access to Technology (Broadband, Devices, and Services)	Access to technology not considered as part of OER usage and/or planning.	Access to broadband, devices and service considered as part of OER usage and/or planning.	Alternatives for accessing OER are offered for students with technology impediments with attention to broadband, service and device needs.	Comprehensive plan is developed with implementation underway to ensure technological access to OER for students, with attention to differing needs of student populations. The plan includes alternatives for accessing OER for students with technology impediments and students can access course materials in a variety of ways.

Student Category

Equity Through OER Rubric Pilot Project

- Year-long (2023) pilot with quarterly meetings or by request
- Mentorship between Equity Working Group members and institutions piloting the rubric

Grantees

- Front Range Community College
- Maricopa Community College District (System of 10 institutions)
- Massachusetts College of Liberal Arts
- University of Baltimore
- University of Texas at San Antonio
- University of Northern Colorado

Equity in OER Case study:

University of Northern Colorado

First steps with the rubric

- Project description
- Stakeholder engagement plans
- How we defined success

https://digscholarship.unco.edu/doers3/2/

Dr. Oscar Levin

Implementation: Gap Analysis

Areas of concern

Reflections

Implementation: AOER Committee

- Getting the word out!

Action Plan Goals

Create an overarching internal and external marketing communication plan and consistent messaging for both potential and existing UNC students and their families about AOER courses.

Course markings and provide fact sheet around savings associated with AOER materials cost

Create systems of accountability for reporting course materials and their costs so students can select courses with full knowledge of financial obligations (AOER)

Action Plan Goals

Integrate OER professional development in broader professional development initiatives focused on diversity, equity, and inclusion. **Position OER professional development adjacent to or combined with DEI professional development**

Action Plan Goals

Ensure OER is a recognized strategy for equity minded teaching and retention efforts

Ensure OER and equity work is recognized in faculty evaluation criteria across campus

Identify and create multiple pathways through the LAC that require no commercial textbook purchases and advertise to students as a Zero Cost LAC or Free LAC materials pathway

Reflection on Achievements

- Current project status
- Lessons learned
- Aspirations

Questions?

Connect with us!

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