Open SLCC Program Review Self-Study (2022)

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Executive Summary

Brief description of the program and its services

Salt Lake Community College's (SLCC) Open Educational Resources (OER) Program, Open SLCC, advocates for educational equity and success by providing students access to high-quality, openly licensed educational resources.

The cost of textbooks has proven to be a significant barrier to student success within higher education. The U.S. Bureau of Labor Statistics reported college textbooks increased by 40.6 percent between 2011 and 2018.[1] (See Appendix A for reference.) A survey conducted at ten Utah higher education institutions by Lane Fisher et al found 64.22 percent of students at two-year institutions did not purchase a textbook, and 82.26 percent of students delayed textbook purchase.[2] While the cost of textbooks continues to negatively impact student success, OER provides an effective strategy to address student access challenges. In addition, Open SLCC contributes to the vitality and professionalism of SLCC's faculty by assisting them to adopt, adapt, or create the kinds of engaging, culturally relevant educational resources that will enrich their courses.

Open SLCC is led by the OER Office, which is housed in the Office of Learning Advancement. Open SLCC is a cross-Departmental Team responsible for advocating for students and faculty, creating, and maintaining partner relationships, managing the budget, chairing the Open SLCC Advisory Committee, providing faculty OER-related support through implementing best practices, coordinating professional development, and providing publishing support. Open SLCC is a faculty-driven program with support from institutional leadership. Our program structure is built on an opt-in/opt-out platform that provides faculty with guidance and support while allowing flexibility for several critical decisions to be made at the department levels.

Brief description of department vision, purpose and department-level goals

Vision: Open SLCC envisions a future where students at SLCC and beyond have access to high-quality open educational resources and where faculty and practitioners will receive the support to adopt, adapt, create, and share them.

Statement of Purpose: Open SLCC is a cross-institutional team that advocates for student success, inclusivity, and educational equity by supporting faculty and practitioners in logistics, scholarship, transformational open practices, and efforts to adopt, adapt, and develop open educational resources.

Open SLCC Program Goals:

Open SLCC's primary goals are to support student success and to reduce educational inequities by promoting the use and development of OER at SLCC. We support faculty, and practitioners by doing the following:

- Provide strategic planning and address program sustainability throughout the infrastructure, by developing best practices, guidelines, processes using the SUNY OER Field Guide for Sustainability Planning: Framework as our guide.[3]
- Coordinate professional development opportunities.
- Support the Open SLCC Culture including principles of flexibility, faculty-driven, and cross-organizational collaborations.
- Foster "Open Scholarship" at SLCC.

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[1] "Cost of College Tuition Has Remained Stable since September 2019," U.S. Bureau of Labor Statistics (U.S. Bureau of Labor Statistics), accessed July 10, 2022, https://www.bls.gov/opub/ted/2021/cost-of-college-tuition-has-remained-stable-since-september-2019.htm.

[2] Lane Fischer et al., "Academic Librarians Examination of University Students' and Faculty's Perceptions of Open Educational Resources," *Open Praxis* 12, no. 3 (2020): p. 399, https://doi.org/10.5944/openpraxis.12.3.1081.

[3] Derochers, Donna M. 2019. *OER Field Guide for Sustainability Planning: Framework, Information and Resources*. rpk GROUP. https://oer.suny.edu/wp-content/uploads/2021/09/rpkgroup_SUNY_OER-Field-Guide.pdf.

- Encourage faculty and practitioners to develop innovative, inclusive, and transformational open educational practices, such as open pedagogy.
- Provide platform delivery and support.
- Track program metrics, and champion OER research and data-driven decisions.
- Advocate for global educational equity by supporting, developing, and publishing SLCC- authored OER content, and by highlighting SLCC's visibility and commitment to making higher education more equitable for all.

How the department supports SLCC's mission, vision, and goals, with special attention given to issues of equity

SLCC's vision is to, "*be a model for inclusive and transformative education, strengthening the communities we serve through the success of our students.*" Studies show OER programs are strategically effective in addressing student retention. A study published in the Educational Researcher by Linda Bol et al. measured the difference in student outcomes for OER and non-OER sections. Students enrolled in OER sections indicated a 14 percent higher retention rate compared to student enrolled in non-OER sections.[4] In terms of equity, OER provides a path for students to participate in the content-making process through Open Pedagogy. In addition, open educational resources are not static. Open licenses provide benefits of customization including the ability to include current world events and culturally relevant content.

The Open SLCC Team supports SLCC's mission, vision, and goals—including issues of equity, by identifying open educational resources that achieve the following three institutional goals:
1. Increase student completion
2. Achieve equity in student participation and completion
3. Secure institutional sustainability and capacity

Self- assessment of strengths, areas for improvement, opportunities, and challenges

Strengths:
- We are faculty driven—33 percent of SLCC faculty have taught an OER course in the past year. Provided by SLCC Data Science and Analytics.
- We have a horizontal growth structure, which opens gateway high enrollment general education classes, allowing for more SLCC students to benefit from OER.
- We have college leadership support.
- We have an OER culture that supports stewardship across the college.
- We offer an OER-fee model that provides fiscal sustainability—highlighted by Donna Derochers et al. in The State University of New York (SUNY) OER Field Guide for Sustainability, Planning: Framework Information and Resources as a model of OER sustainability.[5]
- We include faculty, academic departments, and students in the decision-making process.
- We maintain strong OER partner relations.
- We have integrated OER into the college's guidelines, processes, and policies. OER is recognized within the Course Fee Guidelines,[6] (See Appendix B), the Sabbatical Leave Policy,[7] and within the Banner student

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[4] Linda Bol et al., "A Comparison of Academic Outcomes in Courses Taught with Open Educational Resources and Publisher Content," *Educational Researcher* 51, no. 1 (2021): pp. 17-26, https://doi.org/10.3102/0013189x211052563.

[5] Derochers, Donna M. 2019. *OER Field Guide for Sustainability Planning: Framework, Information and Resources.* rpk GROUP. https://oer.suny.edu/wp-content/uploads/2021/09/rpkgroup_SUNY_OER-Field-Guide.pdf "OER Field Guide for Sustainability Planning: Framework, Information and Resource " by Derochers D., rkp Group is licensed under CC BY-NC-SA 4.0

[6] "Provost for Academic Affairs," SLCC, accessed June 10, 2022, https://faculty.slcc.edu/provost/curriculum/course-fee-guideline.aspx.

[7] "SLCC Policies and Procedures," SLCC, accessed June 10, 2022, https://www.slcc.edu/policies/policies/academic_affairs/1.1.090.aspx.

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registration system when courses are tagged No-cost/ Low cost, and [eLearning's Course Development Request Form.](http://faculty.slcc.edu/elearning/forms/course-development-form.aspx) [8]

- We track basic program metrics, including section numbers and student cost savings.
- We are a cross-departmental team consisting of the Office of Learning Advancement, Library Services, Academic Affairs, and Student Services, which provide different perspectives and diverse areas of expertise.
- We have an OER Advisory Committee. The Open SLCC Advisory Committee serves as the institutional voice for the program, representing shared governance, sustainability, and diverse expertise. Committee members include administration, staff, faculty, adjunct(s), and student(s).

Areas for Improvement:

- Improve faculty recognition. Messaging on how OER work is officially recognized at the institution and within the Tenure and Promotion Process remains inconsistent. Although OER work can be part of the process, it's not specifically mentioned in the official documents, nor is the work perceived consistently across the college.
- Strengthen the program's platform. The program's structure, processes, resources, capacity to support faculty growth, and quality assurance measures all need improvement.
- Create a standardized funding model. The program lacks a standardized OER stipend or compensation model and process—academic departments manage their funding and processes differently. The compensation process for OER work can be inconsistent and confusing.
- Create a dedicated centralized storage space. The program lacks a centralized internal storage space dedicated for OER at SLCC beyond the Open SLCC Repository, Open SLCC Pressbooks, and Canvas.
- Improve internal awareness. The program needs to improve internal awareness and consistent messaging of OER support resources, processes, and guidelines.
- Create a program assessment plan. No assessment exists of the program's effectiveness and impacts beyond basic metrics.
- Scale programs to grow. Professional Development programs and resources need to be scaled to match the programs' growth.
- Address internet access challenges. Students' access to internet connection is assumed.

Opportunities:

- Potential to build on strong partner relationships to collaborate with our external partners including the Consortium of Community Colleges for OER, Open Education Network, Pressbooks, Lumen, OpenStax, OERwest Network sponsored by the Western Interstate Commission of Higher Education (WICHE), Utah Education Network (UEN), & Utah Association of Libraries Consortium (UALC).
- Potential to apply for external grants, including the Open Textbook Grant Pilot, Trade Adjustment Assistance Community College, and Career Training (TAACCCT), and other grant opportunities.
- Potential to build on and adapt other openly licensed OER professional development opportunities.
- Potential to strengthen internal partnerships with eLearning and the Office of Learning Assessment and Outcomes.
- Potential to create an official policy on OER at the institution.
- Potential to explore an SLCC OER community of practice led by faculty for faculty.
- Potential to scale open pedagogy, which has grown organically from faculty interest.
- Potential to partner with Student Services, Institutional Marketing, Faculty Development, Transformational Educational Initiatives, and SLCC Student Leadership to provide additional outreach to boost faculty and department awareness of OER support services and resources.

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[8] "Elearning Faculty Resources," SLCC, accessed June 28, 2022, http://faculty.slcc.edu/elearning/forms/course-development-form.aspx.

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Challenges:

- Student/faculty/department outreach is an ongoing process and requires a significant number of resources.
- The need to develop a robust Professional Development program with limited resources.
- Decentralized and inconsistent academic program support—all academic departments manage their OER work differently.
- Supporting the OER Editor position with OER fee funding limits potential OER program growth.
- Copyright review is not required for all SLCC faculty published works, and if it was required, significant resources will be needed to sustain the requirement.
- Fluctuating enrollment impacts the budget significantly.
- The potential of state initiatives or legislation that does not support the needs of all OER programs.
- Confusion between the OER Office and Open SLCC.
- Balancing equitable pay, faculty services, and providing faculty the support they deem necessary while maintaining the program's sustainability efforts.

How Open SLCC demonstrates SLCC values

Open SLCC demonstrates SLCC's values of collaboration, community, inclusivity, integrity, innovation, learning, and trust in the following ways:

1) Collaboration: "*We believe we're better when we work together*." Salt Lake Community College's OER Program—Open SLCC is housed in the Office of Learning Advancement and leads the Open SLCC Team in cross-institutional collaborative efforts. The following departments directly support positions dedicated to OER work including Library Services, Academic Affairs, and Student Affairs. The Open SLCC Team collaborates with the Open SLCC Advisory Committee, the institution's voice for OER at SLCC, and is a critical part of our shared governance structure. In addition, the team works closely with several internal partners including the Scheduling Office, eLearning, Student Service areas, Data Science and Analytics, Institutional Marketing, Academic Departments, and Faculty Development and Transformational Educational Initiatives.

2) Community: "*We partner with our community in the transformative, public good of educating students*." Open SLCC partners with non-profits, educational institutions, and other educational partners. The OER culture promotes "social responsibility; OER provides education for all. Open is the purposeful path towards connection and community, and the values of inclusion, social impact, and participation are integral to the practice of open." [9]

3) Inclusivity: "*We seek to cultivate an environment of respect and empathy, advanced by diverse cultures and perspectives*." Open SLCC supports inclusivity by being accessible and by providing diverse perspectives within the creation process. Open SLCC empowers faculty, adjuncts, practitioners, and students to be part of the content creation process. Faculty and adjuncts are provided support from Open SLCC for their endeavors. Through open pedagogy, students are invited to work with faculty to be part of the creation process.

   Open pedagogy is defined by the University of Texas Arlington Libraries as "the practice of engaging with students as creators of information rather than simply consumers of it. It's a form of experiential learning in which students demonstrate understanding through the act of creation. The products of open pedagogy are student-created and openly licensed so that they may live outside of the classroom in a way that has an impact on the greater community." [10]

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[9] Whitney Sproul, "OER Basics" (Salt Lake Community College, 2018).

[10] "Introduction to Open Pedagogy: Home," Introduction to Open Pedagogy (University of Texas Arlington Libraries, November 10, 2021), https://libguides.uta.edu/openped. Attribution: "Introduction to Open Pedagogy" by University of Arlington Libraries is licensed under CC BY-SA 4.0

4) Integrity: "*We do the right thing for the right reasons*." Open SLCC aims to provide affordable resources for SLCC students and to contribute to the broader global educational community's needs. Open SLCC Pressbooks offers a global directory of OER works, highlighting SLCC's visibility and commitment to making higher education more equitable and affordable for all. See Open SLCC Pressbooks Overview[11] (See Appendix C for reference.)

5) Innovation: "*We value fresh thinking and encourage the energy of new ideas and initiatives*." OER "maximizes the use and increases availability of education materials."[12] Openly licensed resources allow faculty additional flexibility within a project's creation and development process. OERs are not static—they provide flexibility for educational materials to be updated on demand, allowing current, relevant content, and cultural perspectives to be included.

6) Learning: "*We learn as a college by building outstanding educational experiences for students and by supporting faculty and staff in their professional development*." The Open SLCC Team coordinates with faculty to provide them with guidance and professional development opportunities for OER topics such as OER Basics, publishing, and open educational practices.

7) Trust: "*We build trust by working together in good faith and goodwill to fulfill the College's Mission*." Trust is achieved by practicing transparency within our processes. SLCC designates which courses are OER in our registration system, raising student awareness of the course material costs before registration.

Background and Context

Significant institutional or external changes that impacted services

Significant institutional changes have impacted SLCC's OER program since its inception in 2013. Salt Lake Community College's Open Educational Resources Initiative began in 2013 with a pilot project funded by Project Kaleidoscope. The initiative's initial vision is credited to Dr. Jason Pickavance, former Director of Educational Initiatives. This vision included growth strategies based on a grassroots effort, horizontal growth, a flexible management structure, and a sustainable financial model.

In 2015, the Educational Initiatives department merged with Faculty Development, now known as Faculty Development and Transformational Educational Initiatives. To develop a cross-instructional structure and to boost the program's visibility, the initiative was rebranded as Open SLCC and the Open SLCC Team was developed in 2017. The team consists of key OER representatives from the OER Office, Library Services, and Academic and Student Affairs. In addition, the Open SLCC Advisory Committee[13] was created to serve as the institution's OER voice: The Collegewide Standing Committees, Councils, and CWTs document states, "The committee is charged with providing a set of recommendations and continued guidance on how Open SLCC can be effectively coordinated across the College."(p. 6)

At the end of 2019, the Faculty Development and Transformational Educational Initiatives department underwent several leadership changes. By this time, the OER program had grown exponentially and required additional support. Along with Covid-19 challenges, leadership changes met changes in the program's focus, delays in the program's development, and a lack of resources to appropriately support the program's infrastructure.

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[11] Jen Hughes and Magy Curiel "Open SLCC Pressbooks Overview: Fiscal Year 2022 Data" (Salt Lake City, 2022).
[12] Whitney Sproul, "OER Basics" (Salt Lake Community College, 2018).
[13] "Collegewide Standing Committees, Councils and CWTs," SLCC President Committees and Councils, May 17, 2022, https://www.slcc.edu/president/docs/2022-slcc-collegewide-committees.pdf.

Recommendations that emerged from previous reviews or audits

An official OER program review has not been conducted. But, in May 2021, the Open SLCC Team conducted an OER Sustainability Self-Assessment, [14] an OER sustainability tool developed by the rpk Group and supported by The State University of New York (SUNY). (See Appendix D for reference.) The self-assessment focused on OER's sustainability framework noted in the OER Field Guide for Sustainability Planning: Framework, Information, and Resources. [15]

The Field Guide for Sustainable Planning: Framework, Information, and Resources by rpk Group provides the following information regarding the sustainability categories:
1. Infrastructure: Building the campus guidelines, processes, and capabilities necessary to support OER.
2. Resources: Identifying the dollars or staff time required to support the work, as well as opportunities to conserve resources through efficiency improvements.
3. Culture: Using OER to support broad institutional visions and goals, including measuring and communicating OER successes. (p. 3)

Chart 1 highlights the subcategories that fall under three primary areas in OER sustainability planning which are infrastructure, resources, and culture.

Chart 1 "OER Field Guide for Sustainability Planning: Framework, Information, and Resource " by Derochers D., rkp Group is licensed under CC BY-NC-SA 4.0

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[14] Open SLCC. "OER Sustainability Self-Assessment" Salt Lake City: Salt Lake Community College, 2021 *This Work Developed by rpk GROUP, is licensed CC BY NC SA 4.0. International license revisions by Open SLCC*
[15] Derochers, Donna M. 2019. *OER Field Guide for Sustainability Planning: Framework, Information and Resources*. rpk GROUP. https://oer.suny.edu/wp-content/uploads/2021/09/rpkgroup_SUNY_OER-Field-Guide.pdf
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Significant changes since prior 5-year review

Significant changes in the department occurred in August 2021. Under recommendations from the Open SLCC Advisory Committee, College leadership moved the OER Initiative to the Office of Learning Advancement and created the OER Office. Along with this structural change came two additional positions dedicated to supporting OER work and the revision of two support positions.

Progress report on current department goals

Using the OER Sustainability Self-Study as a guide, our progress report identified three critical areas to improve upon. These areas include guidelines/best practices, vision/strategy, metrics/assessment, and resources. The information below notes the progress Open SLCC has made regarding department goals. The goals were guided by the Salt Lake Community OER Sustainability Planning Guide and Template, completed on May 20, 2021[16] (See Appendix E for reference.)

Guidelines and Best Practices:

These goals were identified as immediate needs based on feedback from stakeholders. Immediate needs include a standardized OER consultation form, a standardized stipend/incentive guide for OER work at the institution, implementing peer reviews, and providing universal accessibility resources or processes.

Goal 1: *To develop additional guidelines, best practices, and processes.*

Outcomes:
- **We streamlined the consultation process:** In the summer of 2021, the Open SLCC team developed the Open SLCC OER Consultation Form[17] to help standardize the faculty consultation process. The form aims to provide faculty with additional support and oversight in the consultation process, including exploring project goals, accessing resources needed, and developing timelines. We gathered additional information to determine a project's budget and return on investment. The form is used by the OER Office, and while not required, academic departments are welcome to use the form as well.
- **We explored a standardized OER stipend/incentive structure and criteria:** To ensure equity, we require transparency and consistency within our compensation model. We are currently conducting an ongoing landscape analysis of other OER institutions' best practices. Moving forward requires continuous efforts to explore and converse with stakeholders.
- **We explored a peer review process for SLCC's OER-authored works:** The Open SLCC Team conducted a landscape analysis about whether we can add peer review processes and resources. Through this analysis, we determined that the team does not currently have the capacity to lead a peer review process, but it was suggested that we offer additional resources to support faculty.
- **We implemented an accessibility resource for additional visibility and awareness:** An accessibility checklist form created by BC Campus[18] was added to our faculty resources list. We continue to explore professional development resources and support further, which is ongoing.

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[16] "Salt Lake Community College OER Sustainability Planning Guide and Template." Salt Lake City : Open SLCC , May 10, 2021. Salt Lake Community College OER Sustainability Planning Guide and Templateby Open SLCCis an adaption of "OER Sustainability Planning Guide and Template "by rpk Group ,is licensed under CC BY-NC-SA 4.0

[17] Open SLCC. "Open SLCC OER Project Consultation Form" Salt Lake City: Salt Lake Community College, 2021

[18] Amanda Coolidge et al., "Appendix A: Checklist for Accessibility," Accessibility Toolkit 2nd Edition (BCcampus, August 31, 2018), https://opentextbc.ca/accessibilitytoolkit/back-matter/appendix-checklist-for-accessibility-toolkit/. Accessibility Toolkit - 2nd Edition by BCcampus is licensed under a Creative Commons Attribution 4.0 International License, except where otherwise noted.

Vision and Statement of Purpose & Strategy:

Goal 2: *To develop a new Vision and Statement of Purpose.*

Since the original OER statement of purpose was developed, the program has grown and shifted direction. Transformational open practices, including open pedagogy, have emerged organically, and we now consider how to adapt and create within OER. While equity, diversity, and inclusivity have been at the core of OER values, we see the need to make additional efforts to fully identify the program's intentions.

Outcomes:

- **We created a focus group**- For one year, the Open SLCC Team, with stakeholders, explored where open education resources and equity diversity and Inclusion (EDI) intersect. The Open SLCC Team participated in several conversations with the Open SLCC Advisory Committee and identified that while access to college and student cost savings are understood, the specific link between OER and EDI were not widely understood. These conversations are ongoing, and the first step the Open SLCC team identified is to make the program's intentions and purpose more visible.
- **We redrafted the Program Vision and Statement of Purpose:** Along with stakeholders' assistance, the Open SLCC Team began a yearlong process to develop a new program vision and statement of purpose. The redraft was finalized in June 2022 to better reflect the program's current vision and purpose. We intentionally focused on equity, diversity, and inclusion with the additional aim to support faculty and students beyond the program's affordability aspect.

Metrics & Assessment:

Goal 3: *To explore data science, analytics, and the methods other OER community partners use to measure the program's impact beyond the basic metrics.*

Outcomes:

- **We launched an institutional survey:** In partnership with SLCC Data Science and Analytics, we launched our first institution-wide survey in May 2022. The three target populations included the following: associate deans, chairs, faculty not currently using OER, and SLCC OER faculty authors. The study's purpose was to gain further feedback from associate deans, chairs, and faculty regarding how effective the current decentralized funding process is. OER faculty authors reviewed services and faculty not using OER provided insights into why they were not using OER.
- **We participated in a national study:** We partnered with the wider OER community to participate in additional research opportunities. In January 2022, Open SLCC partnered with the OERwest Network, a part of the Western Interstate Commission of Higher Education in the "Time to Completion Study," scheduled to be released in Fall 2022.
- **We developed new metrics centered on academic department and school impacts:** Open SLCC Metrics analyzed and presented by school and department to promote the schools' visibility and departments' impact. The Open SLCC Team worked with the Institutional Marketing Department to create twenty separate flyers to deliver to schools and departments participating in OER work.
- **We developed a non-invasive adoption tracking tool:** The adoption tracking form, provides a resource for faculty who are interested in tracking their adoptions. We are currently piloting with one faculty member.

Resources - People and Organizational Framework:

Goal 4: *To identify interim staff required to support the program in the short-term while working to achieve long-term program goals.*

Outcomes:

- **We identified three key positions:** After we conducted the Sustainability Plan, the Open Team identified three critical areas needed for immediate support to ensure long-term program sustainability, including an OER Coordinator, an OER Faculty Fellow and an OER Specialist.
- **We received approval for a dedicated OER full-time and part-time staff:** SLCC approved the three key positions and integrated OER into the job titles and descriptions. Two new positions were introduced including the OER Coordinator and OER Faculty Fellow. Revisions to the OER Editor position as well as the Specialist OER & Archives positions were made to better support the publishing aspects of the program. The following four positions were introduced in Summer 2021:
  - **OER Coordinator**: A full-time OER leadership position to oversee operations and implements the OER initiative, including co-chairing the Open SLCCC Advisory Committee, leading the Open SLCC Cross-Departmental Team in strategic planning, collecting, and disseminating research on best practices and program support; coordinating professional development opportunities for faculty; assessing the financial impact of OER on students and the college; managing the OER budget; and supervising interns and part-time staff.
  - **OER Faculty Fellow:** A part-time faculty OER leader to support the faculty perspective regarding program development, co-chairs the Open SLCC Advisory Committee and supports consultation, project management, and professional development efforts.
  - **Specialist III Open Educational Resources and Archives:** A part-time support staff redrafted to include publishing support and additional responsibilities to further support the Open SLCC Team.
  - **OER Editor:** A part-time support staff position. The previous grant-funded position description left the position open to interpretation of project role responsibilities causing confusion and inefficiency within the editing process. The OER Editor's scope was narrowed to focus specifically on developmental and copy editing.

Description of Programs and Services

Purpose of the department and how it supports student success.

The primary purpose of the Open SLCC Team is to support faculty and practitioners in adopting, adapting, and developing OER by providing best practices, guidance, professional development coordination, project management, publishing support, advocacy, outreach, and visibility for OER. Open SLCC's infrastructure is built on an opt-in or out model, allowing stakeholders to make decisions at the department, faculty, and student levels.

Open SLCC supports student success by providing students access to cost-effective alternatives to pricey textbooks and educational materials on the first day of class with continued unlimited access after they've completed a course. Students pay a $5-$15 fee in exchange for the average price of a textbook to support the program's sustainability efforts. All courses opting into the fee charge $5 per course except for Math. Math uses a homework platform and requires students to pay a $15 platform fee.

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Personnel: Department Organizational Structure

Open SLCC's personnel and department organizational structure is as follows: The OER Office leads the Open SLCC Team, a cross-institutional team that is dedicated to OER-related support services. The organization chart below provides a visual example of the team. The positions highlighted in light blue are part of the Open SLCC Team.
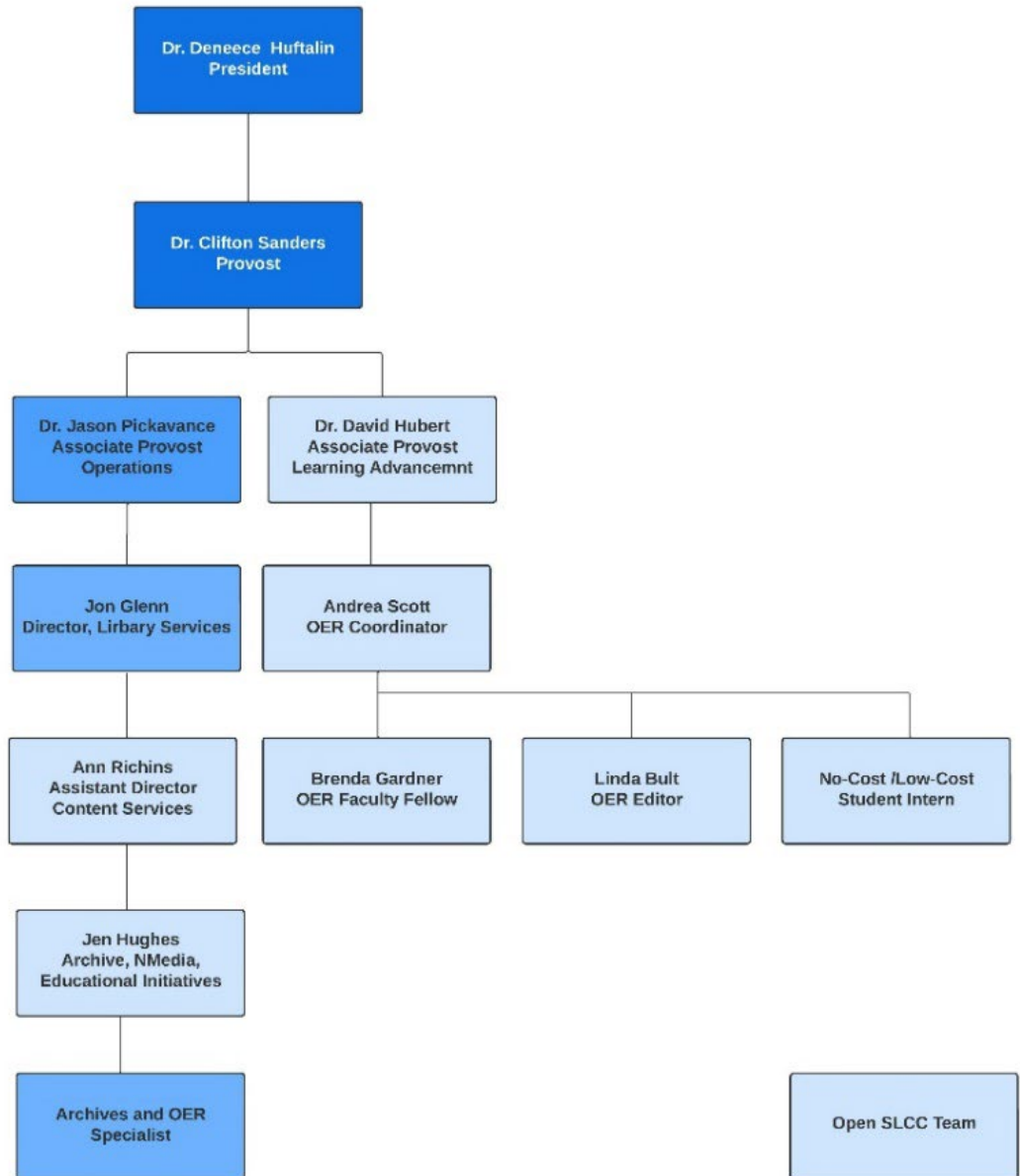

Chart 2 Open SLCC Organization Chart

Documentation of processes, description of deliverables, and populations served

Our services and populations served include the following:

Fiscal management:

The OER Office manages the overall budget, which includes the OER Fee Fund. This fund is supported by a $5 course fee. Currently, twelve academic departments manage a sub-fund account for their areas. Sub-fund accounts are set up for the academic departments that participate in OER to manage their budget at the department level. Along with managing the overall budget, the OER Office distributes memos, such as the Salt Lake Community College Fee Guidelines and other communications regarding budget-related items. (See Appendix B for reference.)

Faculty may pursue funding for OER projects and support one of two ways: 1) directly through their academic departments, or 2) through the OER Office if their department does not have an established OER fund. Faculty and departments opting out of charging the $5 OER course fee may still receive funding and services if seed funding is available within the academic year in which they request funding. In these cases, the faculty will work with the OER coordinator to determine what funding is available. Regardless of where the funding is issued, the faculty can work with the Open SLCC Team to receive further support services.

Best practices, processes, and guidelines:

Open SLCC's best practices, processes, and guidelines center on providing faculty, practitioners, academic departments, and students with a balance of autonomy, flexibility, and support. We developed opt-in or out best practices, processes, and guidelines with the assistance of key stakeholders including the Open SLCC Advisory committee.

Examples of best practices, guidelines, and processes that the Open SLCC Team adopted, adapted, and developed include the following:

a. OER Production Workflow This chart provides faculty with a visual resource of the process steps that we recommend in creating open educational resources.

b. Copyright Review Checklist. This checklist is a resource given to faculty during the OER consultation. It guides them through the best practices involved with citing sources and attribution.

c. Student Release of Course Material. This is a form given to all students working on open pedagogy. Students are required to complete this form but can choose to opt-in or out of Creative Commons licensing.

d. Accessibility Checklist. This checklist supports faculty in adopting practices making OER more accessible for students with diverse abilities, created by BC Campus, and adopted by SLCC.

e. Adoption Tracking Form. This form is for any SLCC OER creator interested in tracking and collaborating with faculty/practitioners interested in adopting their resource. The adoption tracking form provides a non-invasive data collection path that encourages adopters and potential adopters the option to connect with SLCC OER creators.

f. Peer Review Checklist. This checklist is a resource to guide faculty through the peer review process; it is forthcoming. Per SLCC faculty and academic department request, funding for peer review is available.

Project management & mentoring:

Project management and mentoring is a relatively new intensive service that Open SLCC began offering within the past year to faculty opting to work with the Open SLCC Team. These faculty receive an initial OER consultation and continual mentoring throughout their project. The OER consultation includes discussing the project goals, timelines, and possibly additional support such as editing services, professional development, and referral for other services, which may include eLearning or copyright and creative commons consultation. Additionally, the OER Team can help faculty determine their return on investment (ROI) and an estimated total budget for their project.

After the consultation, the OER coordinator drafts a report and returns the report to the faculty for review. Next, the OER coordinator provides the faculty member with the next steps in the project process, including developing

milestones and applying for funding. At times, the project direction may shift, and the faculty will receive further support and referral throughout the development process.

OER discovery:

OER discovery is an area of expertise and service offered by the Archives, NMedia, and Educational Initiatives (ANMEI) Librarian and member of the Open SLCC Team. OER discovery is a service provided for any SLCC faculty, practitioner, or staff, interested in searching for OER. OER discovery provides an environmental scan and vetting of resources. Subject Matter Experts are encouraged to review and screen the quality of the subject content. Any faculty interested in authoring content is encouraged to work with the ANMEI Librarian to search for OER content to adopt before adapting and authoring new OER content.

Publishing support:

Publishing support is a service that the Open SLCC Team offers to any faculty or practitioner interested in receiving publishing support; it is offered on a first come first serve basis. Publishing services include developmental editing, copyediting, and Pressbooks support, which include help to integrate the project into Pressbooks, open Licensing consultation, copyright review, peer-review resources, and referrals. Completing the entire OER production workflow process takes significant time depending on the content's complexity. And in certain cases, the faculty or practitioners' timelines don't always match up with the services available. In these cases, we offer to help the faculty or practitioner meet their dedicated immediate goals and schedule a time to assist them with meeting their next project milestone. We've used this practice specifically in the case of copyediting and copyright review services.

An example of a project the Open SLCC Team recently supported is "*Public Speaking*"[19] by Sarah Billington and Shirene McKay. The OER support for public speaking included 481 hours of copyediting services and 98 hours of Pressbooks integration and support. Since introducing Open SLCC Pressbooks, the team has supported and published eleven projects in Pressbooks including textbooks and lab manuals.

OER services hours related to publishing services and faculty support

The following table provides an overview of the service hours that the Open SLCC Team provided to faculty in FYs 2021-2022.

Fiscal Years 2021-2022

OER Support & Publishing Services	Total Hours	Project #
Copyright for OER includes Copyright Reviews	154	21
Pressbooks Support	490.5	7
Consultations	46.5	18
Project Management	73	4
Editing Services	571	2
OER Discovery	282	19

Table 1 Open SLCC OER Support and Publishing Service FYs 2021-2022

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[19] Sarah Billington and Shirene McKay, "Public Speaking," Public Speaking, January 1, 2022, https://slcc.pressbooks.pub/comm1020/. Public Speaking by Sarah Billington and Shirene McKay is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.

Professional Development:

Open SLCC offers various professional development topics related to OER and opportunities in which faculty and practitioners can participate. The following resources are currently offered by SLCC and through our community partner resources.

- OER Basics- Developed by the ANMEI Librarian.
- Copyright Made Simple- Developed by SLCC Assistant Director of Content Development and ANMEI Librarian.
- Open Education Conference- Registration and travel for the Open Education Conference.
- OE Global Conference- Registration for virtual attendance.
- CCCOER webinar series- This includes other professional development content offered by the organization.
- Open Education Week- In coordination with OE Global, the Open SLCC team coordinates events, develops outreach material for students and faculty, and professional development materials for faculty.
- OEN Summer Summit - The Open Education Network provides a 5-day OER Professional Development opportunity during the summer. This training often focuses on publishing practices and tools for developing OER.
- Referrals to targeted OER professional development resources for faculty who are interested in a specific area, such as Pressbooks, open practices, open pedagogy, etc.

Scholarship:

The OER Team has made additional efforts to support scholarship by connecting faculty with opportunities to present their OER work at national conferences and presentations, and we encourage faculty to participate in OER research communities, leadership positions on OER committees, and journal publishing.

Below are some examples of faculty scholarship:

- Regional Leaders of Open Education (RLOE) sponsored by Community College Consortium for OER (CCCOER), a division of OE Global. Dr. Deidre Tyler, Professor of Sociology/Instructional Technologist and RLOE Leadership Advisor.
- Transforming Workforce Programs with OER and Open Practices, hosted by CCCOER Webinar Series and Jessica Curran, Associate Professor of Visual Arts and Design; Whitney Hyans, Professor of Visual Arts and Design.
- Open Education Group, OER Research Fellowship 2021-2022, funded by the William and Flora Hewlett Foundation. Xin Zhao Ph.D., Associate Professor Psychology.
- American Association of Colleges and Universities 2022-2023 Institute on Open Educational Resources, David Hubert Ph.D., Associate Provost for Learning Advancement, and adjunct for Political Science.

Tracking metrics and encouraging participation in OER scholarship

The Open SLCC Team tracks metrics for the institution, faculty, departments, and anyone interested in learning more about OER's student impact at SLCC. The program has been tracking basic metrics since 2014, including the estimated student cost savings, count of OER sections, and the number of students impacted by the program. The Open SLCC Team has created additional tools for viewing program impact including the Pressbooks one page and metrics by SLCC Schools, Departments and Programs. More information on metrics can be viewed in the metrics and data section.

Course scheduling:

We coordinate with academic departments and the scheduling office to ensure that OER courses meet the no-cost/low-cost tagging definition and that fees are applied to appropriate courses. Academic departments are responsible for confirming that the sections they provide meet the institution's definition of no-cost/low-cost and that they coordinate the designations with the bookstore. Courses with the inclusive access fee are not eligible to receive the no-cost/low-cost designation. (See Appendix H for reference.)

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Advocacy, Outreach, and Visibility:

The Open SLCC Team provides advocacy, outreach, and visibility for students, faculty, practitioners, academic departments, and the broader community.

Students: The no-cost/low-cost student specialist works to develop outreach campaigns and marketing content for students. The primary goal is to make OER resources more visible and available on campus. These campaigns include campus events such as Welcome Days, Mega Fairs, Open Education Week, and posting general OER flyers around campus. The student Specialist also meets with student service areas and student leadership groups to promote awareness.

Examples of student outreach materials developed by the student intern, Open SLCC Team in collaboration with Institutional Marketing. Beginning in 2020, our Open Education Week Content focused on offering information in English and Spanish.

- OER Trivia Night [20] This event was organized to celebrate Open education week; all organizational efforts of the event and development of the marketing content were completed by the No-Cost/Low-Cost student intern.
- Open Education Week Student Event 2022 [21] (See Appendix F for reference.)
- OER General Student Information Flyers [22] (See Appendix G for reference.)

Faculty and academic departments: The OER coordinator in conjunction with the OER faculty fellow performs faculty and department outreach including planning and attending targeted meetings and consultations.

Statewide collaboration: The ANMEI librarian provides state-level outreach and advocacy on statewide committees and consortiums. These include the following,

a. Utah Academic Library Consortium (UALC), works together to establish statewide coordinated OER efforts,
b. Utah Education Network (UEN) Pressbooks- The group works together to support collaborations and the development of best practices and training for Pressbooks.

National and global efforts:

- **Open Education Global (OEGlobal):** The Open SLCC Team works together to support Global Open Education Week, [23] organized by OEGlobal, which hosts an OER awareness week. Target audiences include SLCC Students, faculty, and the broader OER Community. This year, the Open Team highlighted the Open Champions to draw additional visibility to faculty involved in OER work at SLCC. Future OER Champion versions will highlight students, staff, administrators, and practitioners.
- **Western Interstate Commission of Higher Education (WICHE) OERwest Network:** Open SLCC coordinates with the OERwest Network in collaborative sustainability efforts and support across the western states.
- **Community College Consortium for OER (CCCOER):** SLCC partners with CCCOER to provide additional resources for faculty and practitioners, such as professional development resources, communities of practice, and resources for exploring Equity, Diversity, and Inclusion (EDI) intersections and OER. The OER coordinator currently serves as a CO-VP on the CCCOER Executive Council.
- **Open Education Conference:** From 2019-2021, the OER coordinator worked with national OER leaders on the Open Education Conference Strategic Planning Committee.

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[20] Raymundo, Bridget. "OER Trivia Night." Salt Lake City: Salt Lake Community College, 2022. "OER Trivia Night" by Bridget Raymundo created in Canva is licensed CC BY 4.0 International License.

[21] Curiel, Magnolia. "Open Education Week." Salt Lake City: Salt Lake Community College, 2022 "Open Education Week" by Magnolia Curiel is licensed CC BY 4.0 International License.

[22] Open SLCC. "Find Low-Cost or No-Cost Textbooks." Salt Lake City: Salt Lake Community College, 2022 "Find Low-Cost/ No-Cost Textbooks" by Open SLCC is licensed CC BY 4.0 International License.

[23] "Open Education Week," Open Education Week (Open Education Global), accessed July 11, 2022, https://oeweek.oeglobal.org/.

- **Projects to promote SLCC faculty/practitioners Students:** The Open SLCC team works together with faculty, practitioners, and students to promote SLCC OER projects' visibility.

How the department contributes to the college's goal of reducing equity gaps.

Open SLCC supports equity efforts by advocating for students to access economically responsive alternatives to costly commercial educational materials. According to the DOERS3 OER Equity Blueprint, "Building engagement with OER in higher education is about leveling the playing field for students by making college more affordable and inclusive, leading to improved student success. Course materials that are openly licensed allow higher educators to improve OER with attention to improve quality, cultural relevance, and responsiveness."[24] (p.3)

Open SLCC only recently began to gather data on how the program contributes to the institution's goal of closing equity gaps. Based on preliminary analysis results, several of the ethnicity and race categories for OER measured a higher rate of enrollment than the institution. Notably, the OER Hispanic population average is 22.79 percent, and SLCC's is 19.34 percent, a 3.46 percent gap. See the Metrics and Data section p. 28 for further details. While Open SLCC is in the beginning phases of measuring equity gaps, national research indicates that OER can serve as a catalyst in closing equity gaps. See the following OER Closes Equity Gaps Table 2 (n=21,822).

OER VS Commercial	Change Grade	Change DFW
All Students	+8.6	-2.68%
Non-Pell Eligible	+7.4%	-2%
Pell Eligible	+12.3%	-4.4%
Non-White	+13%	-5%
Part-Time	+28%	-10%

Table 2. OER Closes Equity Gaps: National Study, Table, "OER Closes Equity Gaps: National Study," in James Glapa-Grossklag, *OER/ZTC: Where We Are and What's Next.* (presentation, College of the Canyons, 2021), 20, accessed July 1, 2022. https://www.canyons.edu/_resources/documents/academics/onlineeducation/OER-ZTC-Where-We-Are-and-Whats-Next-COC-for-FLEX-2-4-21.pdf. CC BY 4.0.

Review of Resources

Brief overview of human resources supporting the program.

The Open SLCC Team consists of the following positions:
- A full-time OER Coordinator, funded by institutional Education and General (E&G) funds.
- A part-time OER Editor, 20 hours a week, paid from the OER fee fund.
- A OER Faculty Fellow position, 6 credit hours of reassigned time, which is supported by the Office of Academic Affairs along with Faculty Development and Transformational Educational Initiatives.
- An Archives, New Media, and Educational Initiatives Librarian position in which 15 percent of the time is allocated for OER and special projects, combined with emphasis on OER related support and leadership; Library services supports this position.
- A part-time OER/Archives specialist position, 20-25 hours a week, is designed to focus on OER first, and then archives second. In the 3rd quarter of FY22, the OER/Archives Specialist spent approximately 80 percent of the time on OER. FY22 4th quarter is closer to 65 percent of the time.

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[24] "The OER Equity Blueprint: The Role of OER in Advancing Equity - DOERS3," The OER Equity Blueprint: The role of OER in Advancing Equity (DOERS3, July 13, 2021), https://www.doers3.org/uploads/1/3/2/2/132273765/doers3-july2021oerequityblueprint-web.pdf.

- A No-Cost/Low-Cost Advocacy and Outreach Specialist. This is a student internship position, 20 hours a week, supported by the Career Internship Program in Career Services.

Additional advocacy as well as administrative support and guidance are provided by the Assistant Director of Content Services, and Associate Provost of Learning Advancement.

Brief overview of financial resources supporting the program and services

Course fees support SLCC's institutional OER work. Students pay a $5 fee for courses tagged as No-Cost/ Low-Cost in the Banner student registration system. This OER fee fund brings an average of $136,828 per academic year and supports our efforts to sustain the program. (Reference Chart 3 Open SLCC OER Fee Fund Average FY 20-22) Fiscal oversight is managed by the OER Office in partnership with the academic departments that have sub-fund accounts. Fifty percent of the OER fee fund is distributed to these academic departments with sub-fund accounts. The budget center manager manages the sub-funds for each academic area. The funds may be used according to the OER Fee Memo to support OER work within their area. The other 50 percent is directly managed by the OER coordinator and supports the part-time 20 hours a week OER editor position, seed funding for departments without sub-fund accounts, partnership fees, and professional development, including attending conferences, outreach, and visibility events and efforts. (Reference the Chart 4 Open SLCC Fund Budget Distribution)
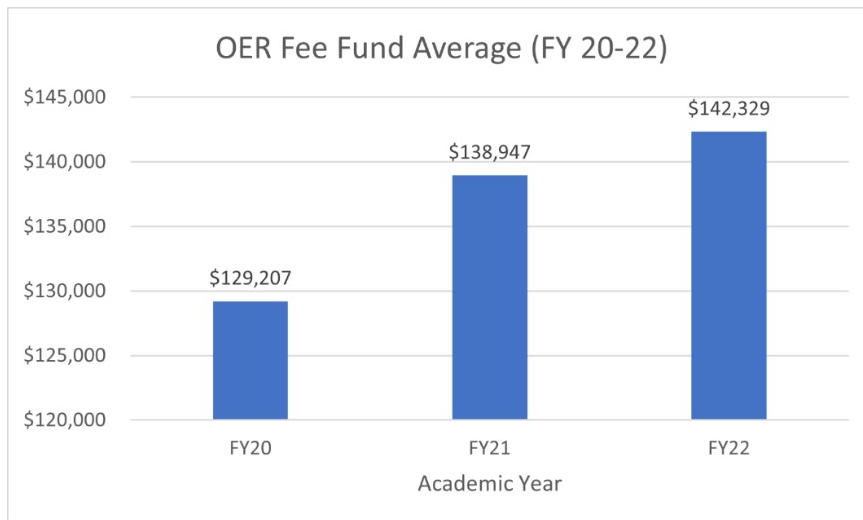
Chart 3 Open SLCC OER Fee Fund Average (FY 20-22)
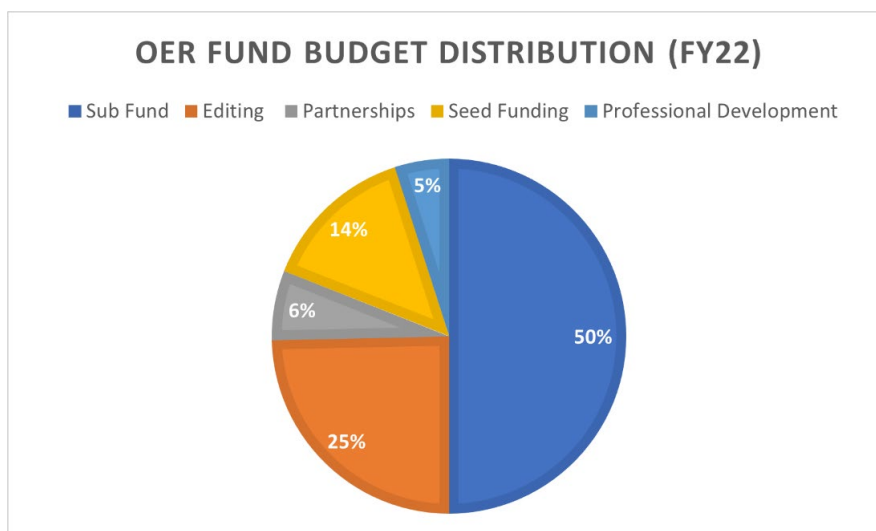
Chart 4 Open SLCC OER Fund Budget Distribution (FY 22)

Brief overview of technology resources supporting services

The Open SLCC Team uses the following technology to support the program.
- Pressbooks- A publishing platform to support OER published works.
- SharePoint- A project collaboration and storage platform.
- Microsoft Teams- A communication, project coordination, and file sharing platform.
- Canvas- A platform used by some faculty for their OER projects, specifically for projects undergoing course redesign concurrently.

Five-year trend data on financial and human resources

The five-year trend data on financial and human resources reveals that as SLCC's OER program continues to grow, additional support roles and funding will be needed, specifically within the role of administrative and publishing support. Editing services are critical in supporting quality assurance within the OER production process. In the 2021-2022 academic year, the OER Coordinator placed an IBP request to support the OER editor position. As referenced above, 25 percent of the OER fees in FY22 were used to support the current OER editor position, limiting funding from other priority program support areas.

Areas to improve efficiency or service's cost effectiveness

Areas to improve our efficiency and our service's cost effectiveness were highlighted in a recent data science and analytics survey, which showed that Open SLCC can improve in areas regarding the decentralized payment structure and in communicating further details about the services that the Open SLCC Team provides for faculty. Currently, the OER Program at SLCC is built on an organic, flexible structure with several opt-in or out guidelines, services, and best practices with the intention of making critical decisions at the faculty, department, and student level. Decisions in making program changes are vetted through the Open SLCC Team, Open SLCC Advisory Committee, and college leadership. This current flexible structure invites faculty, department, and students to take part in the decision-making process, which is part of our OER Culture at SLCC. Our program is faculty-driven and therefore a highly prescriptive, top-down model is not recommended for Open SLCC. However, certain aspects of the flexible structure do lead to inefficacy and areas for needed improvement. We recommend that we evaluate the operational structure further to determine if it is serving the stakeholders as intended.

Since the program transitioned to the OER Office, several faculty and some associate deans and chairs have expressed frustration with the decentralized funding model, including that they lacked awareness of the process or, in some cases, lacked awareness of available funding options. Others discussed issues about how to receive funding through their department, and lastly, others are frustrated about transparency and low compensation for the amount of work required for an OER project or development. Driven by these concerns and other conversations with stakeholders, the OER Office worked with the Data Science and Analytics Office to launch a survey in May 2022 to gather additional information about the decentralized payment structure and further details about the services that the Open SLCC Team provides. Three populations were targeted, associate deans and chairs, faculty who have authored OER, and faculty who have not used OER. Additional information gathered in the survey is provided below.

OER Funding Model / Budget Management/ Inconsistencies in Payment Structure

Certain aspects of the OER funding model have proven inefficient, including inconsistency in the compensation process, how OER funding is used, and stipend/incentive amounts. The sub-fund model was intended to provide academic departments additional freedom to manage the fees for OER work within their areas. At the beginning of the academic year, a percentage of the OER funds are delegated to each academic department's sub-fund account. Associate deans (AD) and chairs receive an email from the OER coordinator informing them of the funding being transferred to their account, along with a copy of the OER Fee Memo clarifying how fees can be expended. The department AD/Chair is encouraged to reach out to the coordinator with any questions, concerns, or requests for additional funding. Once the

funds have been transferred, that department manages the transferred funds throughout the academic year. If the OER funds are not used by the end of the academic year, the remaining funds in the sub-fund roll back to the parent OER fund, where the funds roll into the next academic year.

OER Fund Use

According to the Academic Funding Usage Trend results from the Open SLCC Department Survey Table 3 (n= 7), it appears funding in several cases is available but is not being used. Five of the seven survey participants answered the survey question regarding OER Fund Usage. According to the survey results, one of the five departments indicated between 76-100 percent of funding in 2021.

Academic Department OER Fund Usage

Row Labels	Sum of 2019	Sum of 2020	Sum of 2021
Usage Percentage 0-25%	2	2	2
Usage Percentage 26-50%	2	2	2
Usage Percentage 51-75%	1	1	0
Usage Percentage 76-100%	0	0	1
Grand Total	**5**	**5**	**5**

Table 3 Open SLCC Department Survey: Academic Department OER Fund Usage

Note that currently, twelve academic departments have sub-fund accounts set up for their academic areas, and five academic departments responded to the survey regarding using OER Funds. Two academic departments that are not represented in the above survey used between 76-100 percent of their funds in the fiscal year 2021. The OER Office used 88.6 percent of seed funds set aside for the fiscal year 2021 to provide extra funding for academic departments that expended their budget and requested additional funding.

At the end of the fiscal year 2021, 53 percent of the fees delegated to academic departments were rolled back to the parent OER fund. These unused funds roll into the next academic year. When the academic department does not spend its funds within the timeframe, it creates a surplus of funding that could have been better used to support other program priorities, such as professional development or temporary operational support or other areas needed for the program. While the funds are not lost, rolling funds back and forth has proven inefficient.

Inconsistencies in the faculty compensation process

Here is a narrative of how Open SLCC's faculty are compensated, which reveals inconsistencies in the process: A faculty member receives compensation for OER work at SLCC by completing a one-time payment request for proposal (RFP), or in some cases, faculty are granted reassigned time or sabbatical leave. Adjuncts are compensated hourly based on guidelines outlined by the institution. However, SLCC does not have standardized OER compensation guidelines for faculty to adopt, adapt, create, or revise resources; therefore, the decision about how to determine compensation and milestones is left up to the department associate dean, chair, or OER Coordinator. Some academic departments that have OER sub-funds set up have delegated a faculty OER coordinator within their department to better manage the process and funding structure.

For academic departments that do not have an OER sub-fund account, the faculty member who is working on an OER project works with the OER Coordinator to complete an OER consultation to determine the project's goals, timeline, budget, and return on investment (ROI). The consultation also includes working with the faculty to consider the following: available resources and whether the OER project is original content—not currently available within the OER community; culturally relevant content; the number of students impacted by the resources; and open pedagogy.

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The OER Coordinator also collaborates with the faculty to draft an RFP(s), a one-time payment and determines the appropriate compensation and milestones for each project step. Compensation is determined by using Open Oregon's Call for Proposals: Open Educational Grant Proposal Categories which are listed in the consultation guide as a reference. The project is divided into manageable milestones for researching, adapting, and developing chapters, sections, etc. an RFP is created for each milestone. When the milestone deliverables are met, the faculty submits them to the OER Coordinator, who submits a one-time payment to the faculty.

OER compensation amounts

Regarding OER compensation amounts, the following information was gathered from the Open SLCC Author Survey (n=25) and Department Survey (n=7), which indicate a conflict in a department versus faculty perceptions of available funding. In the OER Author Survey, participants were asked the following: "Do you feel like there is enough funding for OER work from your department?" Of 25 respondents, twelve selected no, ten selected yes, and three did not respond. These responses indicate that 48 percent of faculty authors do not feel there is enough funding for OER work from their department. However, in the Open SLCC Department Survey (n=7), a similar question was presented to associate deans and chairs. In question 3, participants were asked the following: "Do you feel like your department receives adequate OER funding allocation from the OER office?" Two ADs/Chairs responded no, and five responded yes. This indicates that 71.4 percent of ADs/Chairs feel adequate OER funding is allocated to their department.

Referencing Table 3 Open SLCC Department Survey: Academic Department OER Fund Usage above, further suggests that OER funds may be available, but there may be potential barriers preventing some faculty from consistently receiving funding from their academic departments. Further exploration is recommended. Indeed, there is a critical need for Open SLCC to make OER faculty and practitioners more aware and clearer about OER funding opportunities. This need is also demonstrated by the faculty quote below.

"Again, the process or opportunities for funding have not been clear. So, at this point, I have not received any compensation." Anonymous Faculty Author

How faculty are being compensated for OER within their departments

How faculty are being compensated for OER within their departments is again illustrated below in Chart 5 Open SLCC OER Faculty Author Survey in which question 2 asks the following: "How were in compensated by your department?" If you selected other, please explain. In Chart 5, five out of 25 respondents indicated they did not receive compensation and that they completed the OER work as a service and a form of professional development. In the other category, Table 4 Open SLCC OER Faculty Author Survey shows that of ten respondents, three received payments from eLearning, one indicated not being supported by the AD, one is not involved in a project, and the three others all received different compensation types and two did not answer the prompt. Based on the survey results, six faculty members may not have been compensated by Open SLCC for their OER work. Three were supported by eLearning, but it's unclear if faculty were compensated for their OER work within their course design. A study conducted by R. Griffiths et al published by SRI International, OER at scale: The academic and economic outcomes of the OER Degree Initiative[25] notes instructors spent "1 ½ to 2 times as much time developing OER courses compared to tradition courses." (P. 42)

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[25] R. Griffiths et al., "OER at Scale: The Academic and Economic Outcomes of the OER Degree Initiative," Achieving the Dream (SRI International, May 3, 2022), https://achievingthedream.org/oer-at-scale-the-academic-and-economic-outcomes-of-the-oer-degree-initiative/.
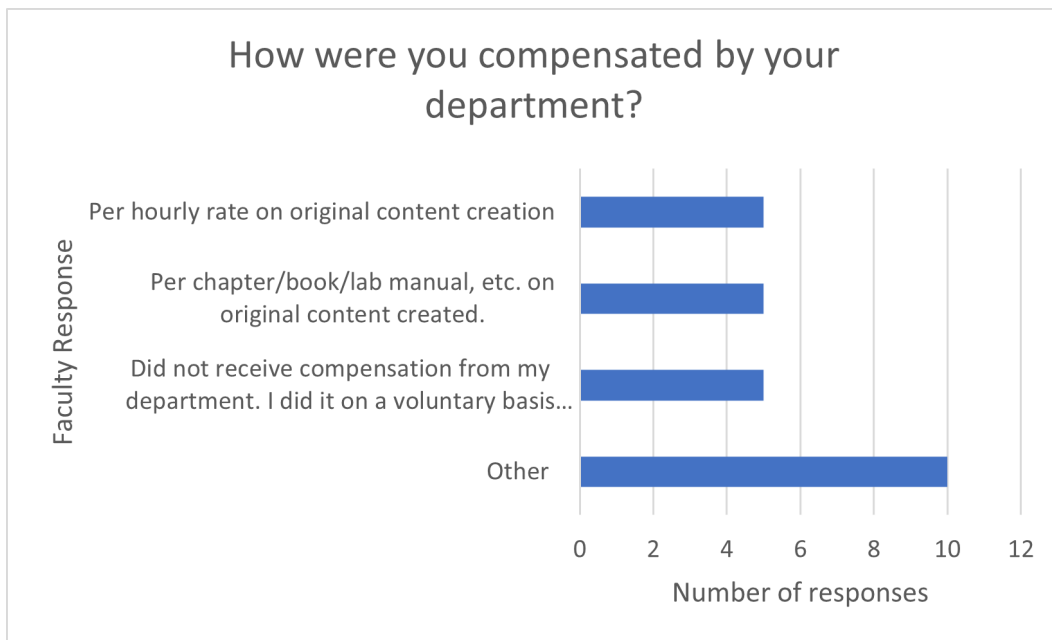
Chart 5 OER Faculty Survey Compensation Type

Other explained	
eLearning course redesign	3
not supported by AD	1
Not involved in a project	1
Combination	1
Outside Award	1
Contract	1
Grand Total	**8**

Table 4 Open SLCC OER Faculty Author Survey

Further, when faculty were asked how easy it was to navigate the OER compensation process, five who responded indicated they were not aware of the funding process, and two indicated having difficulties navigating the RFP process with their associate dean or chair.

Department perceptions of the effectiveness of the current decentralized funding model

Department perceptions about the effectiveness of the current decentralized funding is being revealed in the Department Survey provided to associate deans and chairs (n= 7). This survey question gives rise to determining who is best responsible for initiating and seeing the RFP process through: AD/ Chairs, or OER Office. Would AD/ Chairs rather have the OER office take RFP responsibility in the future? For example, faculty would apply with the OER office, submit a proposal, and receive an RFP from the OER office. When asked, "How would you describe the current funding model in your department?" Three participants did not answer the question posed by the survey, two indicated it is not working as intended, major issues come up often, one indicated we meet challenges sometimes, but nothing unsolvable and one selected, it is working as intended, minor issues come up from time to time, but overall, no problem. The absence of a standardized stipend or compensation guide and a standardized process leads to inconsistencies and a lack of transparency within our processes.

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Integrating OER further into SLCC's policies, guidelines, and processes

While OER work at SLCC is well-received and supported by senior leadership, further improvements can be made within the institution's policies, guidelines, and processes where OER work is officially recognized and communicated. OER is recognized within the Course Fee Guidelines, (see Appendix B for reference.) the Sabbatical Leave Policy, and within the Banner student registration system when courses are tagged No-cost/ low cost. Beyond these examples, how faculty are recognized for OER work is primarily up to the school and academic department to interpret. The faculty Tenure and Promotion Process is the area in which faculty can receive recognition for their OER work. However, OER is not listed as a specific example within the Exceeding Standard Professional Performance categories within the SLCC Faculty Evaluation, Tenure & Rank Advancement Guide. While several academic departments acknowledge OER, according to conversations with some faculty, their associate dean or chair or school interprets their OER work performance. Some faculty have communicated that they are not permitted to use their OER work within the Tenure and Promotion processes service category if SLCC has compensated them for their OER work. To explore these issues further, conversations with stakeholders, including faculty and senior leadership, are ongoing.

Internal outreach and awareness of services, resources, and processes

The Open SLCC OER Author, Faculty, and Department surveys indicate that faculty, leadership, and students are not fully aware of OER's available support services and resources. At times, faculty feel they are on their own with little support, as demonstrated by the quote below.

> "*Improved understanding, outreach, marketing, faculty support; AD can pitch/support, but is a faculty-led process; previous, I have taught classes w/OER materials, but was on my own to accomplish. Though SLCC offers funding, still feels at times like faculty are on their own*." -Open SLCC Department Survey Anonymous Response.

While some OER resources and services have been newly developed within the past two years, it is clear that all will benefit if we further expand our outreach efforts. Currently, the Open SLCC Team is redesigning the Open SLCC web page to provide additional information for faculty, students, and academic departments. In addition, all will benefit if we schedule annual department visits and continue exploring further strategies to raise internal awareness of services and resources.

Student services leadership has also requested that we improve communication with students. The OER Student No-Cost / Low-Cost Advocacy and Outreach Specialist Internship program was developed in partnership with the Open SLCC Team and Career Internship Services program to assist with student OER outreach efforts. During the past academic year, the Open SLCC Team has not filled the intern position to focus our efforts on the program transition and program review. In the absence of an intern this year, the OER Coordinator and Open SLCC Team has been filling in the student advocacy gaps by attending student events, working with the First-Year Experience office in developing content for orientation and the handbook, developing flyers, and hosting student outreach booths on several campuses' outreach events during Open Education Week.

Scaling professional development and best practices to match program growth and faculty interest

Professional development efforts have not kept up with the OER program's growth. We introduced Open SLCC Pressbooks in the Spring of 2020; since the introduction, we've seen more faculty interested in remixing and authoring content. SLCC's current professional development resources don't adequately support faculty in these endeavors. Additional professional development support areas that we need include OER authoring resources, (EDI) integration, open pedagogy guidance, and accessibility resources. Building a more robust professional development structure includes creating additional workshops or resources for Pressbooks, authoring, open pedagogy, accessibility, and practices for developing culturally relevant OER content is needed. Developing a robust, sustainable professional

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development structure will allow the Open SLCC Team to redirect our efforts from a tailored faculty approach to focus on other program priorities.

Challenges with scaling quality assurance services versus available resource

It is a priority for Open SLCC to better scale, define, and improve quality assurance best practices, such as accessibility, peer review resources, copyright review, editing, and vetting quality OER content to adopt. Currently, quality assurance measures are not required but are highly recommended. Faculty and practitioners may opt in or out of these services except for publishing in the Open SLCC Pressbooks Catalog. If a faculty or practitioner aims to publish in the Open SLCC Pressbooks Catalog, we require the ANMEI Librarian to conduct an official SLCC copyright review. While conversations are taking place regarding implementing a copyright review requirement for all OER works at the institution, additional resources will be needed to transition from a service to a requirement. Potential alternative resources are currently being explored.

Accessibility screening is not required for content produced through Open SLCC. While the team supports faculty and practitioners by providing best practices on accessibility standards, additional resources, including professional development opportunities and partnering with internal services to offer support require that we investigate further. It's the team's hope in the long-term that it will be a requirement for all future Open SLCC published works to implement accessibility standards. We recognize there are challenges involved with implementing a provision of this magnitude, including the lack of a current structure to deliver the support needed and the fact that it goes against our current opt-in-out flexible system as referenced by the quote from faculty below regarding the opt-in or out structure.

> "*If additional resources are available, make them optional. Micromanaging or over structuring may not serve instructors with established and efficient curriculum*." Anonymous Faculty

However, accessibility strongly aligns with our vision and values of increasing equity within our practices and further supports the institution's equity goals.

The Open SLCC Team also recognizes that there will be an extra layer of work required of faculty to ensure they are producing quality resources, including time for copyediting, making any recommended copyright review changes, and other recommendations for accessibility or Universal Accessibility. The Open SLCC Team is currently gathering data to explore further the time faculty spends on quality assurance measures. The time that faculty and practitioners spend on completing quality assurance measures should be considered and included in any conversations regarding implementing different requirements for OER-related work.

Assessment and other program success areas

We have only recently assessed the OER Program's effectiveness, efficiency, and services and the quality of the resources provided by the Open SLCC Team. The program requires a plan and methods for ongoing qualitative assessments and for additionally considering a broader data collection plan, including student performance, Drop, Failure, Withdrawal (DEW) rate measurements, and disaggregated data for underserved populations. In addition, developing further qualitative assessments for Open SLCC Published resources.

Analysis of Resources for Future Operations

The Open SLCC Team manages one of the most extensive OER programs in Utah, with 33 percent of SLCC's faculty currently teaching with OER, and eleven Pressbooks projects supported since the platform was introduced. The team is lean, with one permanent full-time coordinator position dedicated to OER. The ANMEI's librarian position is allotted 15 percent of their time but spends approximately 30 percent of their time averaged across the fiscal year to support the

program. The other full-time positions are dedicated to supporting advocacy and administrative guidance but don't manage the operational side of the program. The remaining positions are part-time and based on available budget. The Open SLCC Faculty Survey indicated additional potential opportunities for growth and several improvements can be made to enhance the program's efficiency. However, regardless of improvements, long-term growth will be limited without additional permanent support.

Metrics and Data

We measure our program's impact by gathering program metrics, faculty feedback, surveys, and research using the following sources:

- OER By the Numbers measures the estimated SLCC student cost savings, the number of OER sections offered to date and the number of students impacted by the program.
- Open SLCC Metrics by schools and departments helps departments visualize their area's impact.
- Open SLCC Pressbooks One page gathers SLCC OER authored resources data by geographic location using the Pressbooks platform. (See Appendix C for reference.)
- Open SLCC Pressbooks customized pages by resource is used to provide faculty authors with one page of their customized metrics for their authored content monthly.
- Adopting Tracking Forms are used to assist faculty with a non-invasive tracking adoption textbook tool; it also encourages adopters to connect with the faculty author to provide feedback and potential collaboration opportunities. Example of piloted form from "Attenuated Democracy". This adoption tracking form was launched in August 2021 and has received 27 responses.
- State OER feedback surveys in which SLCC has participated include "Academic Librarians Examination of University Students' and Faculty's' Perceptions of Open Educational Resources" by Lane Fischer et al.
- Research conducted at SLCC on OER include the Open Educational Resources and Student Course Outcomes: A Multilevel Analysis by Jessie R. Winitzky-Stephens and Jason Pickavance, published in "The International Review of Research in Open and Distributed Learning."
- We are currently working with Data Science and Analytics to build an OER data dashboard to measure key metrics on demand.
- We are planning additional efforts to collaborate with Data Science and Analytics to measure drop, fail, withdraw (DFW), persistence, and retention.
- We have recently received support from our OER community partnerships and are participating in national OER studies such as the "Time to Completion Study" by the OERwest Network supported by WICHE.

Development of metrics, disaggregated data by indicators of gender, ethnicity/race, and age to highlight gaps

Open SLCC worked with Data Science and analytics to identify equity gaps. The demographics below provide a visualization of the disaggregated data for race, ethnicity, age, and gender by population. The data represents FYs 2017-2021 and the spring and summer semesters of 2022.
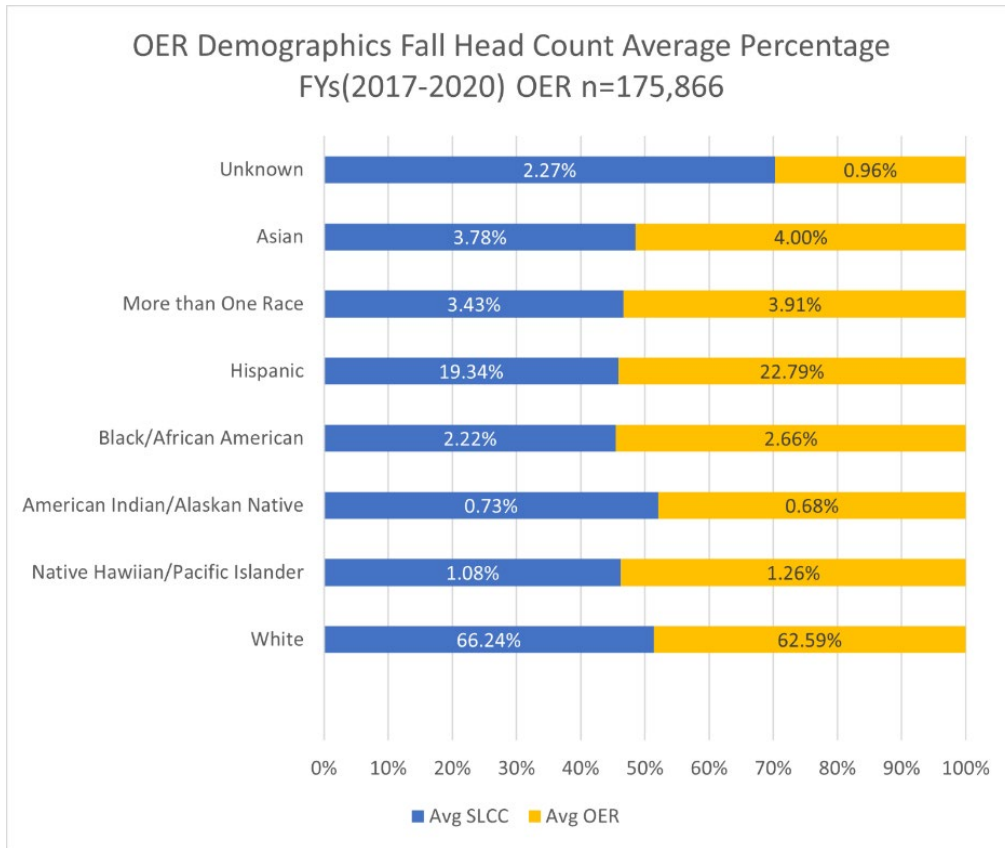
Data & Visualizations

Race/Ethnicity

Students enrolled in OER courses represent the race and ethnicity categories recognized by SLCC Student demographics. Students within specific populations ethnic and racial categories show higher enrollment in OER courses than those represented in the College's student demographics as shown in Chart 6. Chart 6 shows OER race and ethnicity for FY 2017-2022.

OER Demographics (FYs 2017-2022) n=205,576
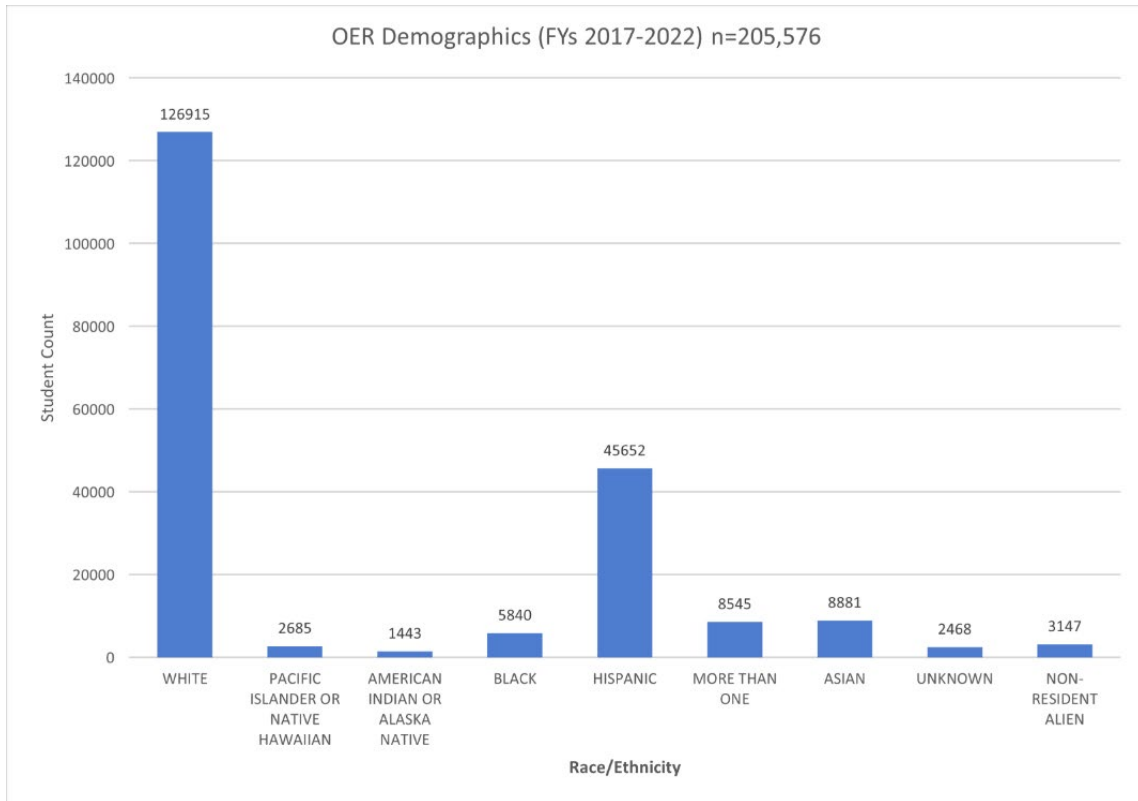
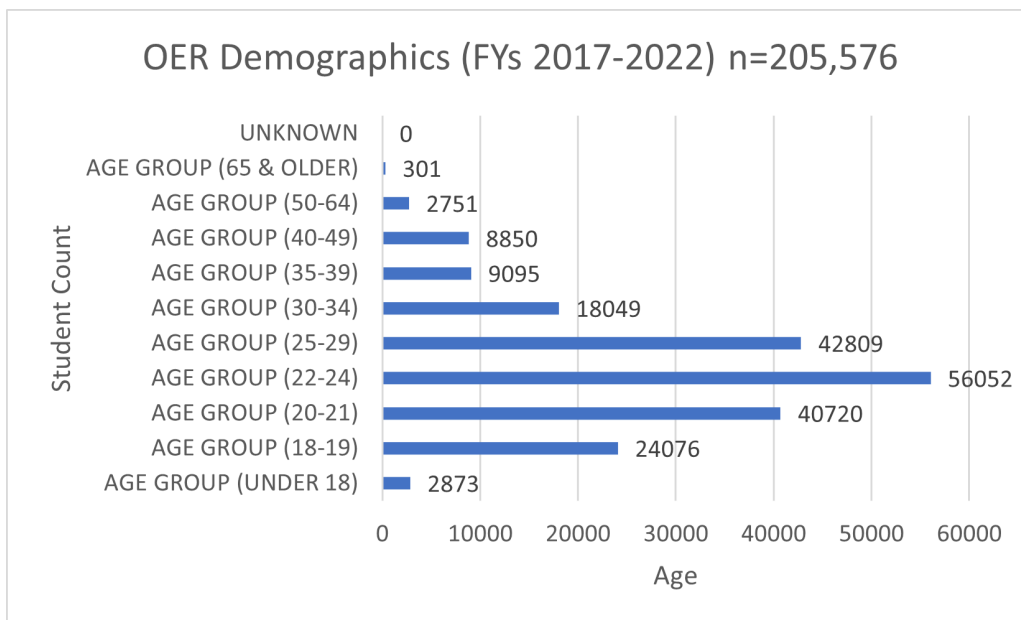**Chart 6 OER Demographics Race/Ethnicity**

Chart 7 below represents a comparison of ethnic and racial populations for OER and the institution. For this analysis, percentages for the fall headcount for FYs 2017-2020 for SLCC and OER were averaged to identify potential equity gaps. In several of the ethnicity and race categories, OER measured a higher rate of enrollment than the institution. Notably, the OER Hispanic population average is 22.79 percent and SLCC's is 19.34 percent, a 3.46 percent gap. While other ethnic and racial populations show a smaller gap, OER also showed higher enrollment percentages in the following, Asian 4 percent, more than one ethnicity/race 3.91 percent, Black/ African American 2.66 percent, and Native Hawaiian/Pacific Islander 1.26 percent. SLCC showed on average a higher enrollment percentage in American Indian/Alaskan Native with a 0.06 percent difference and 3.65 percent for white.

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OER Demographics Fall Head Count Average Percentage FYs(2017-2020) OER n=175,866

Race/Ethnicity	Avg SLCC	Avg OER
Unknown	2.27%	0.96%
Asian	3.78%	4.00%
More than One Race	3.43%	3.91%
Hispanic	19.34%	22.79%
Black/African American	2.22%	2.66%
American Indian/Alaskan Native	0.73%	0.68%
Native Hawiian/Pacific Islander	1.08%	1.26%
White	66.24%	62.59%

Chart 7 OER and SLCC Fall Headcount for Race and Ethnicity Average Percentage Comparison.

Demographics by Age

In Chart 8 the age demographics for students enrolled in OER courses. The highest age population served is the 22-24 age group, which is consistent with the institution's Median age range = 22.00. The lowest age range is between 65 and older, the second between 50-64. Further analysis is required to determine gaps in age and service with OER.

OER Demographics (FYs 2017-2022) n=205,576

Age Group	Student Count
UNKNOWN	0
AGE GROUP (65 & OLDER)	301
AGE GROUP (50-64)	2751
AGE GROUP (40-49)	8850
AGE GROUP (35-39)	9095
AGE GROUP (30-34)	18049
AGE GROUP (25-29)	42809
AGE GROUP (22-24)	56052
AGE GROUP (20-21)	40720
AGE GROUP (18-19)	24076
AGE GROUP (UNDER 18)	2873

Chart 8 OER Demographic Age

Gender Demographics

Chart 9 highlights students enrolled in OER sections from FYs 2017 to 2022. The OER demographics represent all the gender indicators measured by the institution. According to the OER data, 56.28% of females, 43.49% of males, and 0.23% unknown enrolled in OER sections. Further exploration of the OER data and institutional data is needed to analyze gender equity gaps.
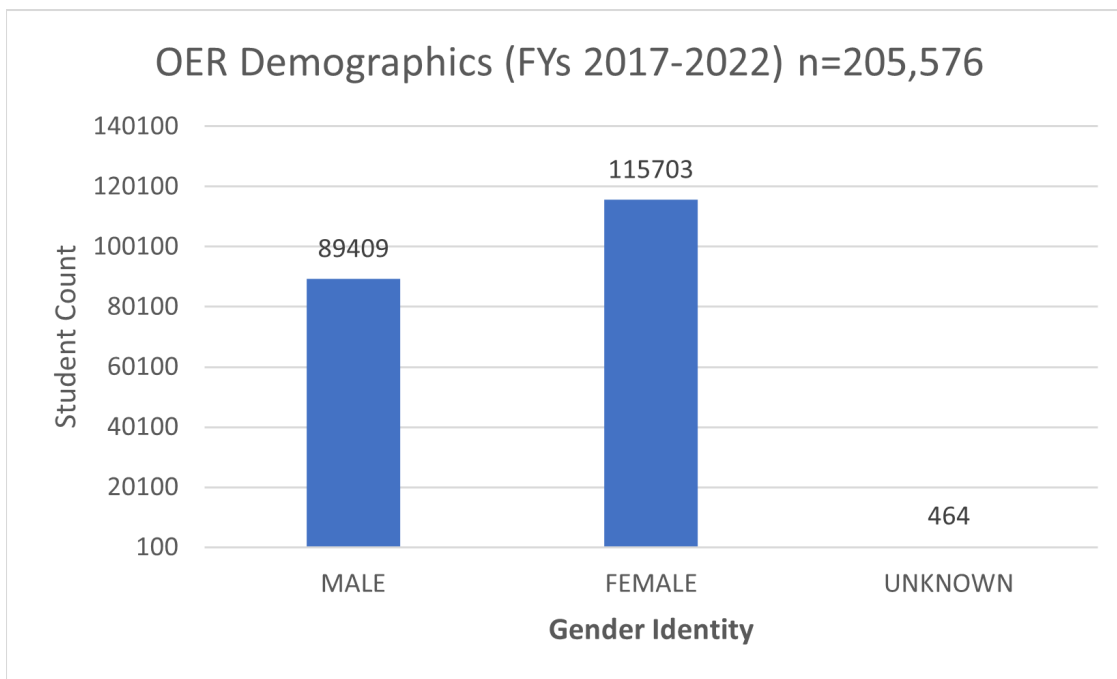
Chart 9 OER Demographics Gender Identity

Evidence of how Open SLCC has contributed to the college's reducing-equity-gaps goal.

The Open SLCC Team has recently begun to gather data regarding the program's effectiveness in closing equity gaps at the institution. In several of the ethnicity and race categories, OER measured a higher rate of enrollment than the institution. Notably, the OER Hispanic population average is 22.79 percent and SLCC's is 19.34 percent, a 3.46 percent gap. Efforts are ongoing to improve our equity-data collection goals. While OER disaggregated data has been shared, further analysis is required to draw conclusions.

The Open SLCC Team completed the DOERS3 Equity through the OER Rubric referenced to evaluate the program's equity efforts thus far. The DOERS3 Equity through the OER Rubric is a tool that provides OER programs with a method to evaluate progress and planning centered on equity principles. The rubric includes three organization categories to evaluate including students, practitioners, and leadership; it covers "areas of focus and engagement," and is evaluated on four categories including "not present," "beginning," "emerging," and "established." DOERS3. In all the rubric's areas, Open SLCC scored between "beginning, emerging-to-established," except for one category under student access to technology, which scored "not present." (See Appendix I for reference.)

Assessment of the Quality and Capacity Assessment of Staff, Environment, and Physical and Technology Resources

Staff Quality and Capacity Assessment

The Open SLCC Team staff include the following:

1. OER Coordinator
2. Archives, NMedia and Educational Initiatives Librarian
3. OER Archives Specialist
4. OER Faculty Fellow
5. OER Student Outreach Specialist Intern
6. OER Editor
7. Associate Provost of Academic Learning
8. Assistant Director for Content Services

Five of the eight-team members hold advanced degrees. Five of the team members have a combination of 47 years of experience working within the OER field. The Open SLCC Team regularly participates in OER Scholarship including presenting at conferences, publishing, and severing on state and national OER committees, consortiums and boards.

Staff capacity

Staff capacity includes the following:

- **The OER Coordinator** is the only dedicated full-time position to Open SLCC. The OER Coordinator oversees program operations, co-chairs the Open SLCC Advisory Committee, manages the budget, and leads the Open SLCC Team in strategic planning, developing, and implementing best practices, guidelines, and processes. The OER coordinator organizes professional development opportunities, provides advocacy and outreach, OER consultations, manages projects, and supervises the editor and intern positions.
- **Archives, NMedia and Educational Initiatives Librarian** is allotted 15 percent of their full-time hours supporting OER and other initiatives and spends approximately 30 percent of their time averaged across the fiscal year to OER work. The Archives, NMedia and Educational Initiative Librarian provides support and consultations for OER discovery, Pressbooks, advocacy and outreach, copyright and Creative Common consultations, and supervises the OER/Archives position.
- **The OER/Archives Specialist** is allocated 20-25 hours a week and currently spend on average 16-17 hours per week to support OER production, including Pressbooks support, OER discovery, and assisting with developing marketing materials.
- **The OER Faculty Fellow position** is allotted six credit hours of reassigned time and serves as the faculty voice on the team. The faculty fellow co-chairs the Open SLCC Advisory Committee, and provides OER consultations, mentoring, advocacy and outreach, and professional development guidance.
- **The OER Student Advocacy and Outreach Intern** position includes 20 hours a week to support student advocacy and outreach, serve on the Open SLCC Advisory Committee, and work with the Open SLCC Team on developing best practices.
- **The OER Editor** is allotted 20 hours a week to support copyediting and developmental editing.
- **The Associate Provost of Academic Learning and Assistant Director of Content Services** provide advocacy and administrative guidance.

Chart 10 shows the estimated distribution of the Open SLCC Team's workload for the fiscal year 2021-22. The chart is divided into five categories. Details of these categories are outlined below:

a. **Administrative Support:** Budget management, RFPs, one-time payments, scheduling.

b. **Advocacy and Outreach:** Presentations, committee work, hosting events, developing marketing materials, managing web pages, and attending student and faculty outreach events.
c. **Faculty Support:** Professional development, OER discovery, and consultations.
d. **Strategic Planning and Best Practices:** Metrics tracking, research, developing best practices, guidelines, processes, assessments, program goals, and outcomes.
e. **Publishing Support:** Pressbooks support, project management, copyright consultations and review, Creative Commons consultations, copyright editing, and developmental editing.
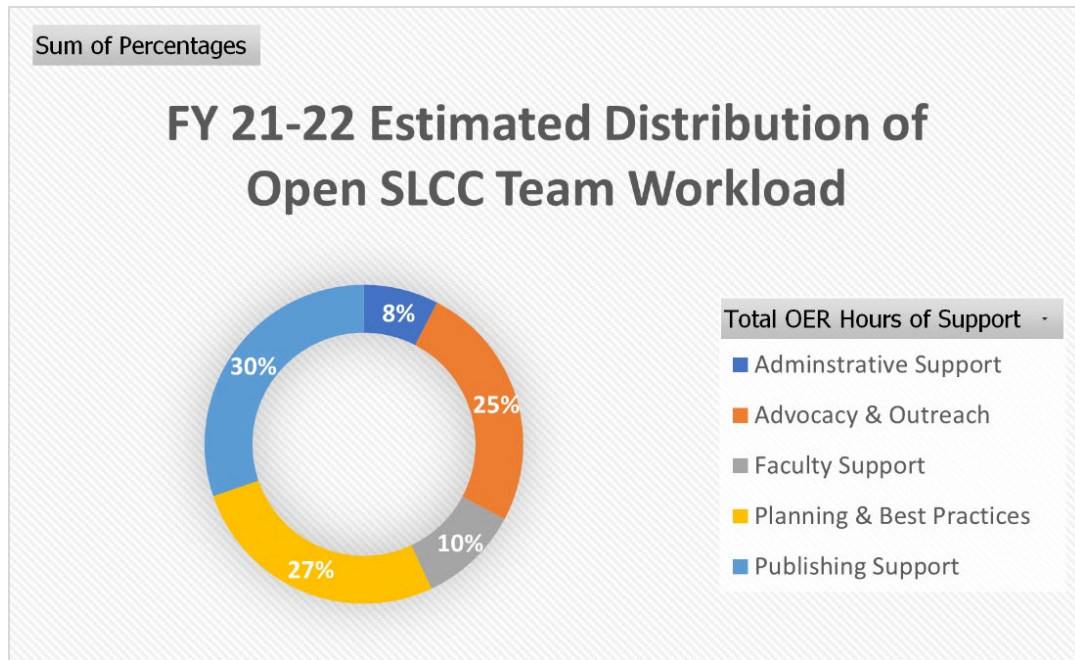
Chart 10 FY 2021-22 Estimated Distribution of Open SLCC Team Workload

Work environment

The Open SLCC Team has a combination of positions including the following:
- One part-time remote employee.
- Two part-time hybrid employees.
- Five full-time hybrid employees—four of the five full-time employees have designated office space; the full-time OER Coordinator uses available temporary office space to remain flexible to adapt and move to multiple locations and campuses to accommodate the program's needs. While it's not necessary to have dedicated office space five days a week, not having a permeant space will be an obstacle when onboarding a new student intern.

Technology resources

Often, OER fieldwork does not take place during the standard 8-5 working hours and requires the team to be flexible and adjust our work times to collaborate with the OER community. Laptops are required, and each team member is assigned a computer and appropriate technology resources to conduct their work both in and out of the office.

Evidence of Customer/Client Satisfaction—Quotes by Faculty and Students in OER Survey

Faculty Quotes

"The Open SLCC Team helped me in editing, creating, and collaborating on an OER Public Speaking Textbook, which they specifically helped me place in the Canvas Development site inside of Pressbooks. I was impressed with Jen Hughes, and her tremendous work. She helped me and my colleague find a wealth of information and knowledge for all kinds of OER materials and content related to public speaking; she also helped with placing the book in Pressbooks and directing me on how to edit information in Pressbooks. The Open SLCC Team also worked closely with eLearning to help make sure the OER textbook was done correctly and placed in Canvas correctly.
The editing process was easy, and Linda Bult was great at editing every last and important detail to help the text read smoothly. Overall, my experience and the process with the Open SLCC Team was very positive. I would be happy to work with the Open SLCC Team again." Sarah Billington

"Open SLCC has been an amazing resource. I came to them with a vague idea for an OER. The Open SLCC Team was instrumental in refining the idea and providing training to actually produce the resource. They have provided support throughout the process to ensure that the OER best serves students and the larger academic community. I know I couldn't have produced this resource without the Open SLCC Team." Gabe Byars

"The editing and Pressbooks integration services were great. The new editor was given concrete deadlines and a smaller scope, and we were able to implement those edits. So, the new editor and the new expectations were greatly improved. The Pressbooks integration went great. It was all done very well and quickly. She reached out many times for feedback and direction and made all of the requested changes. It was great." Chris Johnson

"In ten years, my students have never had to purchase a textbook. That's incredible."
Anonymous Faculty Author

Student Quotes

"its straightforwardness in admitting its own ideological commitments and perspective, as well as the consistent effort at accessibility and real-world relevance, were very refreshing." Anonymous Student Quote regarding an Open SLCC Faculty authored textbook.

"I think it was probably one of the best textbooks that I have used thus far in my three semesters at SLCC."
Anonymous Student Quote regarding an Open SLCC Faculty authored textbook

"I took a biology course that had adopted OER and was extremely relieved to be able to access the content in time to be on track in class and without having to worry about the expense that I could not cover by myself. This year [2022], I traveled for school a lot and since the class resources were readily available online I did not have issues keeping up with the class pace."[26] Bridget Raymundo SLCC Graduate

"Having the book with me electronically for the first 2 weeks will benefit me meanwhile my book arrives." Anonymous Student Quote regarding an Open SLCC Faculty authored textbook

Evidence of Open SLCCs response to feedback from customers and clients.

The Open SLCC Team has focused continuous efforts to increase faculty and departments' satisfaction with the services they received. Below are two examples of challenges and steps the team took toward improving those challenges.

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[26] Bridget Raymundo, "Student Stories Finding Inspiration in OER," CCCOER (Community Colleges Consortium for OER), accessed September 1, 2022, https://www.cccoer.org/student-stories/finding-inspiration-in-oer/.

In 2021, our area struggled with some challenges related to editing services. A faculty team reached out and expressed concerns about the amount of time it was taking to complete editing, and the scope of work was not in alignment with what the team envisioned for their textbook. Upon exploring the faculty team's concerns further, we determined that we lacked clearly defined editor roles; we lacked clear communication and expectations regarding both parties, and we lacked a defined and agreed upon timeline for when the project would be completed. In 2021, the Open SLCC Team redrafted the OER editor job description to clearly define the editor's role, to narrow the scope of the OER Editor's position, and changed the process for faculty to receive editing services. Faculty can now request editing services based on a first-come, first-serve model. The OER Coordinator gauges the faculty's interest in editing services during the OER consultation. The OER Coordinator will communicate the project basics with the OER editor, then another meeting will be set up with the OER editor and the faculty member or team. During the editing consultation, they discuss each party's expectations, project details, set agreed upon timelines and expectations, and establish how they will communicate throughout the project. Since these changes have been made, we've increased our efficiency and have completed copyediting for three large textbook projects over the past year and a half.

Below is a faculty quote regarding their OER experience and the unclear expectations of their project's scope, timeline and compensation concerns.

> "*I only have two critiques for the team. One is the amount of time it takes to complete this kind of project; it was much more than I ever expected and that wasn't made clear to me until I was already in the project. The second was the pay for time worked. Although this was worked out in the end, some negotiations had to take place to figure out what would be fair compensation for such a project. I think the team is already working on developing a pay scale or has, and a document to show how much time it takes to complete certain types of projects. However, I also understand that after more projects are completed and more faculty give their hours worked and a pay structure is more official and in place, these issues will be resolved*." Sarah Billington

Relationship with Other Functional Units within SLCC

Collaborative efforts with other departments that advance SLCC's strategic goals

The Open SLCC Team is a cross-collaborative team and relies heavily on Library Services to assist with OER discovery, publication support, copyright and creative commons consultations, professional development, and outreach. In addition, the Open SLCC Team collaborates with eLearning to ensure OER course redesign and content development run smoothly. While some areas within our processes could use refining, we are currently exploring new approaches to working more cohesively. Other areas the Open SLCC Team works cross-collaboratively with include the following:

- The Faculty Development and Transformational Educational Initiatives group assists us with promoting OER professional development opportunities and support the OER Faculty Fellow Position.
- The Data Science and Analytics department assists us with pulling various program data, metrics, and surveys that support our efforts to make data-informed decisions.
- The Institutional Marketing and Communication team assists us with creating promotional materials and raising program-success awareness.
- The scheduling office assists with tagging OER courses and applying the course fee.
- The Information Technology team supports our storage efforts and assists us with IT-related items.
- The academic areas and schools that we work with include several departments, such as Mathematics, Biology, Geosciences, Criminal Justice, English, Linguistics and Writing Studies, Communications, Business, Marketing, Sociology, Psychology, History, Visual Arts and Graphic Design, Occupational Therapy, Humanities and Languages, and Marketing and Business.
- The Orientation and Student Success area partners with us to develop and distribute OER-awareness content for students.

- Academic Advising invites the Open SLCC Team to meet with academic advisors once a year to inform them of program updates and how to access new OER courses.
- Career Services area supports the OER Student Intern through the Career Internship Program.

The Open SLCC Team would like to strengthen our working relationships with the Thayne Center for Student Life and Leadership & Community Engagement, Writing Across the College, the Office of Learning Assessment and Outcomes, The School of Technical Specialties, the Disability Resource Center, and other student support service areas.

Organizational obstacles to implementing programs and services

One organizational obstacle relates to creating requests for proposals (RFPs). At times, the RFP process can lead to inefficacy specifically regarding long-term projects such as authoring textbooks. We've found through the production process and experience working with OER projects, it takes on average two years to author and complete the entire OER production process. In these cases, a textbook project may require several RFPs and one-time payments. Depending on the milestones and participants involved, it can lead to several RFPs and one-time payments to be drafted per project.

Peer and Best Practice Comparisons

Provide Open SLCC's program and service comparisons with peer institutions and national best practices

Open Maricopa

One peer institution that exhibits national best practices and with which we compare our program is Open Maricopa, formerly known as Maricopa Millions. The following information was gathered during an interview with Deborah Baker, Interim Co-Coordinator Open Maricopa, Instructional Designer. Open Maricopa is a large-scale OER program that supports ten community colleges in Phoenix, Arizona. The program functions on a larger cross-collaborative operational scale than Open SLCC. The program efforts are led by a district-wide steering committee with a tri-chair model with 30 representatives across the districts. Like the Open SLCC Advisory Committee, the Open Maricopa Steering Committee "strives to include representatives from every sector of the institution at the college."[27] Roles represented include instructional design, library services, faculty, and administration. A dedicated OER Faculty in Residence is a rotating three-year position and serves as one of the tri-chairs. The OER Faculty in Residence assists in coordinating the program's operations and logistical efforts. Similar to Open SLCC Pressbooks, Open Maricopa introduced a digital publishing platform through Maricopa Open Digital (MOD) Press. Recent efforts at Open Maricopa have shifted focus "to revise, remix, enhance, and expand upon the open content in the Maricopa Millions catalog."[28] According to Baker, Open Maricopa offers faculty various opportunities to apply for mini-grants funded by the institutional budgets managed at the district level. Requirements for completing grant work may be specific to the grant cycle or project, and like Open SLCC, it limits the number of requirements asked of faculty. In some cases, faculty may qualify to receive reassigned time for OER-related work. In addition to grant funding projects, Open Maricopa provides other collaborative OER project opportunities in which faculty may participate through their Creator Fest. The Creator Fest centers on completing a collaborative OER project. Some examples of past projects include building renewable assignments and organizing OER projects for computer science and math. Both Open SLCC and Open Maricopa have used the horizontal growth strategy to scale OER, focusing efforts on high enrollment courses first.

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[27] Deborah Baker et al. Open Maricopa OER Program Comparison Interview. Personal, August 4, 2022.

[28] Maricopa Open Digital (MOD) Press Development Grants - Funding for 2020-2021!: OER @ Maricopa (Maricopa Open), accessed September 1, 2022, https://maricopa.instructure.com/courses/811971/pages/maricopa-open-digital-mod-press-development-grants-funding-for-2020-2021?module_item_id=19304331.

Utah State University OER Program

Utah State University's (USU) OER Program is housed in the USU library. During an interview conducted with Stephanie Western, OER Program Manager, and Ashlee Davis, OER Program Assistant at USU. Western states, "since 2014, USU's OER has accomplished the following: achieved $3.3 million in savings, affected 40K students, grown 172 unique courses using OER, supported 262 unique instructors using OER, and offered 23 general education classes using OER." [29] The USU OER program is supported by two full-time staff including the OER Program Manager and OER Program Assistant. Student specialists assist with supporting faculty to develop OER, including OER discovery, editing, and Pressbooks support. Other student support includes developing marketing materials and updating web pages.

Similar to the Open SLCC Advisory Committee, USU has an Affordable Learning Resource Committee, according to the USU Open Educational Resource webpage, the purpose of which is "to engage in discussions related to affordable learning resources for the USU community including feedback to USU Libraries' OER program as needed, to advise USU Libraries' OER program on campus culture, to advocate for affordable learning campus-wide, and to provide peer review of OER creation materials and or grant applications as needed." [30] Faculty interested in pursuing OER adoption, adaption, and creation can apply for OER grants. Western states, "the USU OER program has awarded thirty-seven OER grant awards since 2017." See USU's Impact report for more details on current and past grant projects.

USU offers similar services to that of Open SLCC including OER discovery, faculty consultations, mentoring, copyright checks, copyediting, and professional development. Open SLCC's only requirement to receive OER funding is that the work must be openly licensed. In the case of the Open SLCC Pressbooks Catalog, all works at SLCC are required to undergo an official copyright review. All other services are highly encouraged but optional, which allows faculty and departments to make the decision that best fits their project goals. At USU, faculty who receive grant funding are required to fulfill specific requirements, including attending OER grant orientation developing timelines and deliverables, ensuring their OER has been proofread or copyedited. Additional requirements can be viewed here. The USU's OER program is funded by institutional funding. According to Western, "out of 8 colleges at USU we awarded 2022 grants to faculty from 7 colleges, and 6 out of the 8 colleges agreed to help fund the OER grants for their faculty."

College of the Canyons

College of the Canyons is a public community college in Santa Clarita, California. In an interview conducted with James Glapa-Grossklag, Dean, Education Technology, Learning Resources and Distance Education, and Joy Shoemate, Director of Online Education the following information was gathered. According to James Glapa-Grossklag et al, the College of the Canyons offers a large-scale zero-textbook-cost degree (ZTC)/OER program with an estimated $5 million annual student cost saving, and 30 percent of all courses offer at least one section of ZTC. [31] Open SLCC's primary focus is OER, while College of the Canyons uses "alternative instructional materials and methodologies, including Open Educational Resources," [32] as defined by the California Virtual Campus Online Education initiatives.

College of the Canyon's ZTC program is housed in the Educational Technology, Learning Resources, and Distance Learning Office. The team consists of two full-time administrators, including the Dean, Education Technology, Learning Resources and Distance Education, and the Director of Online Education, and three to five part-time OER/ ZTC Student Specialists. Services include online course redesign and publishing. Student employees assist with publishing services including professional development, OER discovery, and accessibility checks. Shoemate states, "The goal of providing these services is to take as much pressure off faculty while publishing OER content."

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[29] Stephanie Western, et al. USU'S OER Program Comparison Interview. Personal, August 4, 2022.

[30] Utah State University, "Contact Us," USU Open Educational Resources (OER) USU Libraries (Utah State University), accessed September 1, 2022, https://library.usu.edu/oer/contact.

[31] James Glapa-Grosslag, et al. College of the Canyons OER Program Comparison Interview. Personal, August 25, 2022.

[32] "Oer Zero Textbook Cost Degree," California Virtual Campus, accessed August 28, 2022, https://cvc.edu/open-educational-resources/oer-zero-textbook-cost-degree/#:~:text=%E2%80%9CZero%2Dtextbook%2Dcost%20degrees,methodologies%2C%20including%20open%20educational%20reso

While Open SLCC is in the beginning-to-emerging phase of aligning the intersections of OER and EDI work, College of the Canyons has intentionally built a platform to create culturally responsive OER content into their program's structure. The Community College Consortium for OER (CCCOER) and College of the Canyons developed and co-led Open for Antiracism (OFAR), a workshop offered to their faculty. According to CCCOER's web page, OFAR focuses on leading participants "through the process of exploring antiracism in small and large groups, then progressing into how OER and open pedagogy can be tools for opening up their classroom to allow students to be co-curators and co-creators in the process of making content and classroom practices antiracist." [33]

In addition, College of the Canyons is part of the California Consortium for Equitable Change in Hispanic-Serving Institutions Open Educational Resource (CC ECHO) grant project. Additional grant partners include Allan Hancock College, College of Marin, and West Hills College Lemoore. According to Hancock College's CC ECHO web page, the goal of the project is "implementing a diversity, equity, and inclusion (DEI) framework for open educational resources (OER) to design 20 high-impact courses." [34]

College of the Canyons program is grant-funded, and faculty work with the Dean, Education Technology, Learning Resources, and Distance Education Technology to receive a stipend for ZTC-related work. Funding for projects is dependent on the project's scope and is equivalent to the amount faculty would receive for reassigned time.

Describe how professional state, and/or federal standards are being met, if applicable

Based on observation and interviews with other OER Programs, Open SLCC has provided the following general best practices:

1) **Grant-model funding management:** The Open SLCC program has not implemented a grant program to date. The current decentralized structure doesn't support a centralized grant program.

2) **Standardized guidelines and requirements for stipend, compensation, and reassign time for faculty to receive OER-project financial support:** For the past year, the Open SLCC Team has used the Open Oregon's Call for Proposals: Open Educational Grant Proposal Categories as a compensation guide with the intention of adding more transparency and providing consistent stipend and compensation categories. This change occurred based on feedback gathered informally from SLCC faculty authors and feedback from the Open SLCC advisory committee conversations. One of the common frustrations heard by the team is the lack of transparency and equitable faculty compensation for work required to revise, remix, and create OER. This sentiment is demonstrated by one faculty member in the quote provided below.

   "*It is completely inappropriate to expect educational professionals to give away their lives work for free. They deserve fair compensation for all teaching and learning content they create*." Anonymous Faculty Survey

3) **A Centralized OER in-house electronic repository to store works, collections, website lists, Pressbooks Catalog, etc.:** Open SLCC uses Pressbooks and the Open SLCC Repository and Canvas Commons for our outfacing OER. Beyond these three options, we haven't established a centralized storage space for OER at the institution. The most common spaces for published OER works for Open SLCC include Pressbooks, Canvas, the Open SLCC Repository, and faculty-developed web pages. The Open SLCC team, Information Technology, and the Biology Department are currently piloting SharePoint as a space where faculty can edit, collaborate, and store OER works before they publish. The goal is to provide faculty with a centralized space for editing, and collaboration, and to store supplemental materials not intended for student access.

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[33] "Open For Antiracism Program," CCCOER, accessed August 28, 2022, https://www.cccoer.org/ofar/.

[34] "CC Echo," Allan Hancock College, August 17, 2022, https://www.hancockcollege.edu/ccecho/index.php?locale=en.

4) **Tagging OER courses within the student registration system:** In 2017, Open SLCC began tagging OER courses under the No-Cost /Low-Cost designation in the student registration system. Tagging in the registration system gives students the ability to search for no-cost/low-cost courses before registration.

Summary Analysis & Conclusion

The Open SLCC program recently underwent a major transition. This self-study has provided timely insights into our program's strengths, and areas where we can make efficiency improvements and has helped us identify critical priorities to maintain sustainability and growth.

Summarization from the Self-Study

1) Open SLCC is a faculty-driven program, and the primary motivator is centered on student success.
2) The OER culture at SLCC lends to collaborative stewardship.
3) The OER Fee Fund provides the program with a sustainable foundation on which to build.
4) The funding structure, including the decentralized model and challenges with current processes have been a reoccurring theme throughout the self-study.
5) Prioritization of the program's scope will be necessary to maintain the balance of capacity versus resources.
6) The program requires additional structure but with a flexible balance to prevent losing institutional buy-in.
7) The OER Community provides support and a wealth of resources that the Open SLCC Team can adopt.

Ways Open SLCC can advance the college's mission, vision, and goals

Open SLCC aligns with the college's goals, values, and mission and strives to maintain that alignment. While Open SLCC does speak to student success by affording them access to educational materials, there are other opportunities that we can expand upon to leverage OER to further the institution's goals, for example:

- Equity Centered- Scaling Open Pedagogy, a student-centered practice that provides students with the opportunity to be content creators.
- Equity Centered- Support faculty in developing culturally relevant educational materials through OER, where students see themselves in their educational materials.
- Equity Centered- Developing a standardized stipend/ compensation guide for OER work, which will improve equity within our processes.
- Equity Centered- Taking advantage of recent developments in the OER field that include new avenues for content development and dissemination, including audio books, which can support students with diverse abilities.
- Equity & Completion Centered- Developing a Student Intern Team working to support the program. Similar to the No-Cost/ Low-Cost Intern Outreach Specialist but would focus on supporting publishing and other program support areas.
- Completion Strategy- Leveraging federal grant funding opportunities, which have identified OER as a completion strategy.
- Completion-The Open SLCC is looking forward to receiving the result of the WICHE Time to Completion study and continuing to look for additional opportunities to contribute to advancing OER research and scholarship.
- Capacity Centered- Placing the institution on the global educational map using Pressbooks to assist in raising SLCC's visibility.
- Workforce Centered- Applying for grant opportunities such as TAACCCT, which encourages expanding OER in workforce training programs.

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Future Departmental Goals and an Outlined Plan to Achieve Them

Supporting the program's sustainability and striving to integrate equity throughout the program's processes, practices and content are critical priorities moving forward. The Open SLCC Team has recently begun to assess the program's effectiveness. It is rewarding to see the progress that we've made in our efforts to strengthen our infrastructure, support, and services. However, we need to make additional efforts to improve the program's efficiency. While the program continues to strive for growth, without additional permanent program staff support, these endeavors will be difficult.

Analysis and reflection on challenges and areas for improvements and action steps the department could take to make these improvements

Based on the information gathered thus far, we recommend that the Open SLCC Team take the following actions:
- Collaborate with the Open SLCC Advisory Committee to develop a standardized stipend/incentive/ guide and process for all OER work at SLCC.
- Continue to investigate further with stakeholders and academic departments to evaluate if the decentralized funding system is effective and working as intended.
- Coordinate with the Open SLCC Advisory Committee to develop requirements to receive OER funding, list and clarify open license considerations to improve transparency within our process.
- Develop an ongoing communication plan to ensure academic departments, faculty, and students are aware of the services and resources that Open SLCC offers.
- Explore further how and if faculty are recognized for their OER work at the institution. For example, is there consistency across the institution on how OER work is officially recognized?
- Leverage external partnerships to strengthen our professional development programming and to scale quality assurance resources.
- Improve student involvement in outreach and advocacy efforts by strengthening our relationships with student leadership.
- Build ongoing qualitative and quantitative assessment practices into our program processes.
- Additional permanent staff will need to be considered to sustain and grow Open SLCC. The program currently has one full-time staff member dedicated to supporting the program.

Appendices

Appendix A: **U.S. Bureau of Labor Statistics Consumer Price indexes for tuition and school-related items.**

Consumer price indexes for tuition and school-related items, not seasonally adjusted, July 2011–July 2021 (July 2011 = 100)
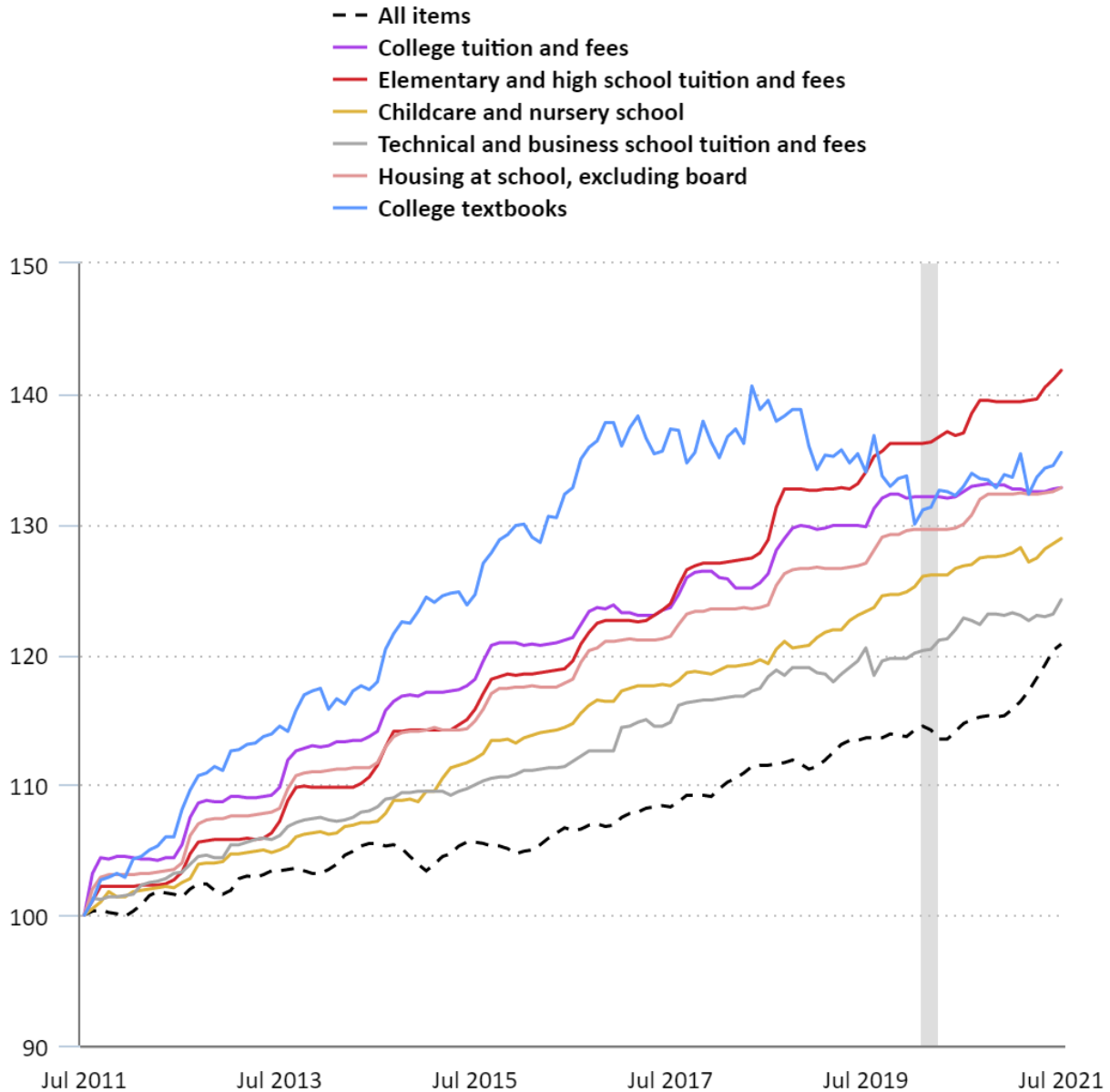
Click legend items to change data display. Hover over chart to view data.
Shaded area represents a recession as determined by the National Bureau of Economic Research.
Source: U.S. Bureau of Labor Statistics.

Appendix B: Salt Lake Community College Course Fees Guideline[35]

SLCC Course Fees Guidelines

Principles guiding course fees

- Financial limitations constitute the primary barrier to student access and completion. While financial aid can be used to pay fees, course fees should be kept to a minimum whenever possible to avoid increasing the financial burden on students.

- Course fees should only be charged to recover expenses directly associated with individual students (see examples below). Course fees should not be used for current expense funds for the department or to pay costs that cannot be tied directly to the achievement of student learning objectives for a specific course.

- Materials used to support teaching and learning fall into several categories outlined at the end of this document. Consideration will be based upon satisfactory demonstration that prudent management practices are in place (including reallocation of funds, regular review of fiscal operations, adequate fiscal control, and optimal use of existing funds), as determined by the Office of the Provost. Requests for equipment and maintenance should be submitted via the appropriate Dean to the Office of the Provost in the spring of each year. Departmental equipment budgets for the upcoming year will be established and/or adjusted each spring in cooperation with the Dean and Office of the Provost. Course fees should be used only to fund student consumables.

- Decisions to recommend to Cabinet that certain durable goods are funded using course fees will be determined after the annual review. On occasion such recommendations may be deemed appropriate based upon value to the student learning experience.

- Course fee revenue should only be used by a School or Division to purchase student consumables when doing so provides students with substantial cost savings through bulk purchasing or other mechanisms. Such purchasing should not be for convenience alone nor to bypass other SLCC entities such as the SLCC College Store.

- Course fees should not be used to pay ongoing personnel costs. Only independent contract personnel whose services are associated with an individual class (such as private music instructors or art models) should be paid using course fee revenue. Exceptions must be approved by Cabinet.

- Course fee revenue should not accrue over time. If you find that you are spending less on student consumables than you had anticipated and funds are building up in your revenue account, please reduce the course fee rather than using the revenue for purposes not specified in your original request.

Examples of acceptable course fees

The following list includes examples of acceptable uses for course fee revenue and is not intended to be exhaustive. Consumable supplies or instructional tools that are "used up" within a single semester or term.

- Access to online course materials, such as open educational resources, where such access is licensed at an institutional level and not an individual student level.

- Test fees for an industry-sponsored examination taken as part of a class when the College has negotiated specific terms with the test provider.

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[35] Provost for Academic Affairs," SLCC, accessed June 10, 2022, https://faculty.slcc.edu/provost/curriculum/course-fee-guideline.aspx.

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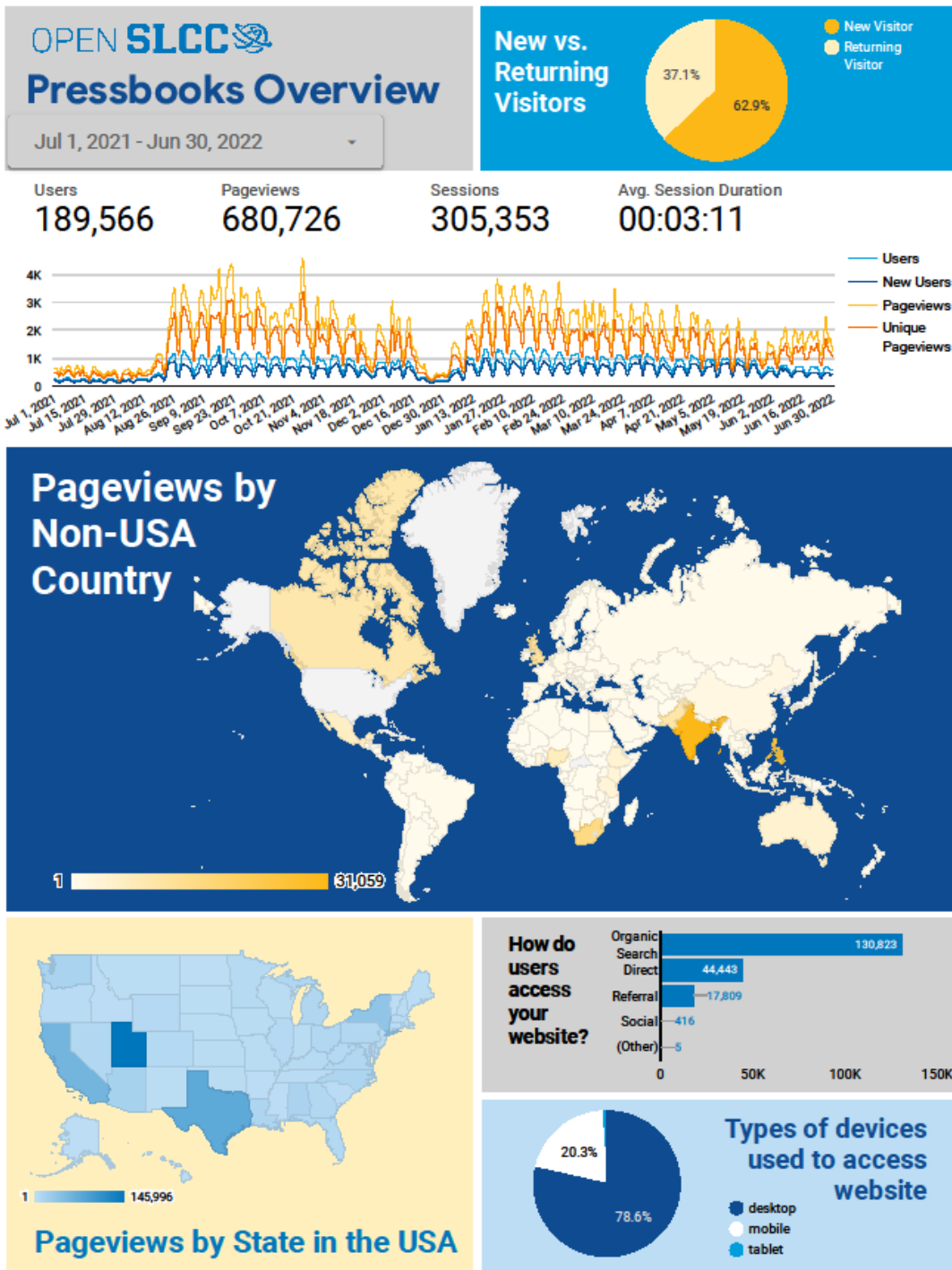
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- Distance learning fees assessed for online courses to support instructional systems, student support, testing services, etc. directly associated with these courses.

- Cost of private instruction where the instructor has a contract with the College and not with individual students.
Categories of Teaching & Learning Materials

Category	Description	Source of Funds – Annual Process
Consumables	Any materials, goods, teaching tools, or 3rd party examinations used by an individual student to meet the learning outcomes of a specific class during a specific academic term. Does not include the amortization of durable goods.	Student course fees

Category	Description	Source of Funds – Deans request to Provost
Inventoried Capital Assets*	Any College asset whose value equals or exceeds the capital limit of $5,000 in conformance with the Board of Regents, state and federal guidelines.	Provost capital equipment budget (formal proposal required)
Capital Asset Maintenance & Service	Contractual or non-contractual maintenance of capital equipment intended to prolong its useable life or maintain performance. Includes replacement of parts and accessories.	Provost capital equipment budget (formal proposal required including justification for service contract vs. replacement)
Computers & Software	Computers and software whose value is less than $5,000. Includes both the initial purchase of a software package/license and any annual license maintenance fees.	Provost computer lab budget
Non-capital Equipment	Equipment less than $5,000 in value per item that is purchased or replaced en masse at regular, predictable intervals.	Provost non-capital equipment budget (formal proposal required)
Non-capital Equipment Maintenance & Service	Contractual or non-contractual maintenance of non-capital equipment intended to prolong its useable life or maintain performance. Includes replacement of parts and accessories.	Provost non-capital equipment budget (formal proposal required including justification for service contract vs. replacement)
Durable Goods	Equipment and supplies less than $5,000 in value per item that is used by multiple students across multiple classes and can be replaced on a staggered basis. Breakage and usage should be included in the calculation of average life of durable goods.	Departmental equipment budget (annual review required; if funds are received from Provost Office, annual request required)

*see SLCC Policy Ch. 1, 6.01: *Fixed Asset Policy* for definitions. All rules for budgetary uses within categories apply.

Appendix C: Open SLCC Pressbooks Overview Access[36]

OPEN SLCC
Pressbooks Overview
Jul 1, 2021 - Jun 30, 2022

New vs. Returning Visitors
- New Visitor
- Returning Visitor
37.1% / 62.9%

Users	Pageviews	Sessions	Avg. Session Duration
189,566	680,726	305,353	00:03:11

Legend: Users, New Users, Pageviews, Unique Pageviews

Pageviews by Non-USA Country
1 — 31,059

Pageviews by State in the USA
1 — 145,996

How do users access your website?
- Organic Search: 130,823
- Direct: 44,443
- Referral: 17,809
- Social: 416
- (Other): 5

Types of devices used to access website
- desktop 78.6%
- mobile 20.3%
- tablet

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[36] Jen Hughes and Magy Curiel "Open SLCC Pressbooks Overview: Fiscal Year 2022 Data" (Salt Lake City, 2022)

Appendix D: Salt Lake Community College OER Sustainability Self-Assessment

OER SUSTAINABILITY SELF ASSESSMENT

Institution Name:

Salt Lake Community College -May 2021

OER Sustainability Planning Activities	*Progression Rating Scale[1]* 0 = No Activity 1 = Planning 2 = Developing 3 = Operational 4 = Accomplished/ongoing

OER INFRASTRUCTURE	
1. Guidelines	

a. Develop OER Guidelines on objectives and course expectations
  ● OER objectives and course expectations,
  ● OER course development procedures and requirements,
  ● Available PD and technical support,
  ● OER course review and approval process.
	1

2. Processes	
a. Establish process for proposing OER courses/sections, including development of proposal forms; evaluation rubrics, and tools for administrative oversight.	1
b. Establish process for OER course review and approval, including evaluation criteria/rubrics.	1
c. Develop OER stipend/incentive structure and criteria: Identify the stipend/incentive policy in place at the institution, including any framework for differentiated stipends; payment schedule; course conversion requirements, and timeframe for providing financial incentives.	3
3. Professional Development and Support	
a. Identify/develop ongoing professional development opportunities for faculty, including communication strategy for accessing those resources (e.g., library; workshops; faculty champions).	3
b. Identify/develop ongoing supports that IT/ID can provide and the procedures faculty should follow to access those supports (e.g., design support; loading online OER resources into the LMS).	2
4. Platforms	
a. Implement technology to identify OER courses in ERP systems; develop a process for identifying and reporting OER courses in those systems.	4
b. Add an OER identifier to the course catalog that allows students to search for OER courses.	4
c. Identify/develop a process by which faculty can integrate their online OER course materials into the LMS.	4

d. Determine which platforms allow faculty to share OER courses/course materials	4
e. Determine what platforms/procedures the bookstore and/or print shop can offer students in OER courses (e.g., identify OER sections; offer low-cost print materials; ability to directly process an OER course fee).	2
5. People and Organizational Framework	
a. Plan that outlines the vision for a mature OER model, including the organizational structure, leadership, and staffing requirements	1
b. Identify the interim staffing and other support required while transitioning to the mature model	2
c. Identify new staff, or reallocated time of existing staff, required to sustain the OER model envisioned.	1
d. Consider how OER could be infused into job descriptions, hiring requirements, and/or tenure and promotion guidelines.	2
OER INFRASTRUCTURE PROGRESS	**58%** 58%

OER RESOURCES	
1. Finances	
a. Prepare a multi-year budget estimate for OER, including resources required for transitional and mature OER models (include new/ reallocated staff time, stipends, PD, communication activities, etc.)	3
b. Estimate the impact of OER on student success (DFW rates; persistence/retention) and the potential financial implications for students and the institution (e.g., tuition recapture).	1
c. Explore the feasibility of implementing an OER fee, including how it would be structured (course fee, student fee, software access fee) and implemented	4
d. Estimate the potential revenue impact on the bookstore AND the impact on the commission/profit received by the college or university	0
2. Efficiency	
a. Review/revise existing OER policies and procedures to generate programmatic efficiencies (e.g., incentivize high-cost/high-enrollment course conversions; promote common OER courses).)	3
b. Coordinate with support units and determine how their services can be leveraged to support OER (e.g., library assist with research and copyright; IT/ID vet OER courseware)	3
OER RESOURCES PROGRESS	**58%** 58%

OER CULTURE	
1. Vision and Strategy	
a. Identify how OER supports the institution's strategic vision/plan/goals (e.g., around student affordability, enrollment, student success)	4

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b.	Meet with college leadership to discuss OER activity and connections to strategic vision/goal/plan; seek leadership on promoting an OER culture on campus.	3
2. Metrics		
a.	Track and report the number of OER courses, sections, and student enrollments (consider including reports by course or student characteristics)	4
b.	Calculate student savings from reduced textbook purchases (consider refining estimates to reflect student purchasing patterns and/or offsetting costs of required OER fees and printed materials)	4
c.	Examine changes in retention, persistence, and DFW rates for OER/Non-OER courses and calculate "Return on Investment" and/or efficiency with Data Science & Analytics	1
d.	Conduct a periodic review of OER's implementation and its impact on students and the institution; identify how challenges will be addressed	0
3. Communication		
a.	Develop multiple pathways to inform faculty about OER efforts on campus, including college/department emails, newsletters, blogs, etc.	1
b.	Develop a communication campaign/strategy to educate students about OER and how to identify OER courses	3
c.	Develop communication to advise administrators about OER activities, connections to the strategic plan, and impacts on students and the college using multiple communication vehicles	2
OER CULTURE PROGRESS		61% 61%

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1. Progression Rating Scale

0 = No activity is underway.

1= Planning - An approach to the activity is designed and/or meeting organization and preparation is underway.

2= Developing - Substantive work is underway to complete the activity.

3 = Operational - Initial outcomes/implementation/products are available for the activity.

4 = Accomplished/ongoing - Final implementation/draft/action for the activity is complete, or final processes/plan is in place for the continuation of the activity.

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Appendix E: Salt Lake Community College OER Sustainability Planning and Template

Salt Lake Community College OER Sustainability Planning Guide and Template

Institution Name: **Salt Lake Community College** **Date:** **5/10/2021**
Contact Name: **Andrea Scott** **Email:**

Use the planning template below in conjunction with the Field Guide to assist in developing a sustainability plan for your campus.

Adoption Rating Scale

0 = No activity is underway.

1 = Planning - An approach to the activity is designed and/or meeting organization and preparation is underway.

2 = Developing - Substantive work is underway to complete the activity.

3 = Operational - Initial outcomes/implementation/products are available for the activity.

4 = Accomplished/ongoing - Final implementation/draft/action for the activity is complete, or final processes/plan is in place for the continuation of the activity.

OER Sustainability Planning Activities: Infrastructure	Status of Current Adoption (Rating Scale Definitions Shown at End of Template)	Progress to Date Implementing Activity
1. Guidelines a. Develop OER Guidelines that provide guidance on: ● OER objectives and course expectations, ● OER course development procedures and requirements, ● Available PD and technical support, ● OER course review and approval process.	☐ No activity (0) ☐ Planning (1) ☐ Developing (2) ☐ Operational (3) ☐ Accomplished/ongoing (4)	*Progress to date:* ● OER Production Workflow ● Copyright Review ● Student Release of Content form for Open Pedagogy projects.

2. Processes a. Establish process for proposing OER courses/sections, including development of proposal forms; evaluation rubrics, and tools for administrative oversight.	☐ No activity (0) ☑ **Planning (1)** ☐ Developing (2) ☐ Operational (3) ☐ Accomplished/ongoing (4)	*Progress to date:* ● RFP and one-time payment established
b. Establish process for OER course review and approval, including evaluation criteria/rubrics.	☐ No activity (0) ☑ **Planning (1)** ☐ Developing (2) ☐ Operational (3) ☐ Accomplished/ongoing (4)	*Progress to date:* ● Landscape analysis planned
c. Identify the stipend/incentive policy in place at the institution, including any framework for differentiated stipends; payment schedule; course conversion requirements, and timeframe for providing financial incentives.	☐ No activity (0) ☐ Planning (1) ☐ Developing (2) ☑ **Operational (3)** ☐ Accomplished/ongoing (4)	*Progress to date:* ● RFP and One Time payment structure in place. ● Payment schedule and timeframes are dependent on project scope ● Incentives are based on other OER college-established incentive models
3. Professional Development and Support a. Identify/develop ongoing professional development opportunities for faculty, including communication strategy for accessing those resources (e.g., library; workshops; faculty champions).	☐ No activity (0) ☐ Planning (1) ☐ Developing (2) ☑ **Operational (3)** ☐ Accomplished/ongoing (4)	*Progress to date:* ● OER Basics ● Copyright Made Simple ●
b. Identify/develop ongoing supports that IT/ID can provide and the procedures faculty should follow to access those supports (e.g., design support; loading online OER resources into the LMS).	☐ No activity (0) ☐ Planning (1) ☑ **Developing (2)** ☐ Operational (3) ☐ Accomplished/ongoing (4)	*Progress to date:* ● eLearning provides support for uploading OER into Canvas for online course development using OER. ● Library Services- Open SLCC Repository

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4. Platforms a. Implement technology to identify OER courses in ERP systems; develop a process for identifying and reporting OER courses in those systems.	☐ No activity (0) ☐ Planning (1) ☐ Developing (2) ☐ Operational (3) ☐ <mark>Accomplished/ongoing (4)</mark>	*Progress to date:* ● The OER operations associate works with the academic departments and the scheduling office to coordinate course marking in the schedule.
b. Add an OER identifier to the course catalog that allows students to search for OER courses.	☐ No activity (0) ☐ Planning (1) ☐ Developing (2) ☐ Operational (3) ☐ <mark>Accomplished/ongoing (4)</mark>	*Progress to date:* ● Completed in 2016
c. Identify/develop a process by which faculty can integrate their online OER course materials into the LMS.	☐ No activity (0) ☐ Planning (1) ☐ Developing (2) ☐ Operational (3) ☐ <mark>Accomplished/ongoing (4)</mark>	*Progress to date:* ● eLearning provides support for integrating online OER course materials into LMS.
d. Determine what platforms allow faculty to share the OER courses/course materials they developed.	☐ No activity (0) ☐ Planning (1) ☐ Developing (2) ☐ Operational (3) ☐ <mark>Accomplished/ongoing (4)</mark>	*Progress to date:* ● Canvas ● Open SLCC Pressbooks introduced in Spring of 2020
e. Determine what platforms/procedures the bookstore and/or print shop can offer students in OER courses (e.g., identify OER sections; offer low-cost print materials; ability to directly process an OER course fee).	☐ No activity (0) ☐ Planning (1) ☐ <mark>Developing (2)</mark> ☐ Operational (3) ☐ Accomplished/ongoing (4)	*Progress to date:* ● Bookstore identifies which courses are Openly licensed.

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5. People and Organizational Framework a. Plan how a mature OER program will operate, including the organizational structure, leadership, and staffing requirements.	☐ No activity (0) ☐ **Planning (1)** ==highlighted== ☐ Developing (2) ☐ Operational (3) ☐ Accomplished/ongoing (4)	*Progress to date:* ● Development of the cross-institutional structure- Open SLCC.
b. Identify the interim supports necessary while transitioning towards the mature vision of OER.	☐ No activity (0) ☐ Planning (1) ☐ **Developing (2)** ==highlighted== ☐ Operational (3) ☐ Accomplished/ongoing (4)	*Progress to date:* ●
c. Identify new staff, or reallocated time of existing staff, required to sustain the OER model envisioned.	☐ No activity (0) ☐ **Planning (1)** ==highlighted== ☐ Developing (2) ☐ Operational (3) ☐ Accomplished/ongoing (4)	*Progress to date:* ● Assess needs of the Open SLCC Time.
d. Consider how OER could be infused into job descriptions, hiring requirements, and/or tenure and promotion guidelines.	☐ No activity (0) ☐ Planning (1) ☐ **Developing (2)** ==highlighted== ☐ Operational (3) ☐ Accomplished/ongoing (4)	*Progress to date:* ●
6. Other *(please describe)*	☐ No activity (0) ☐ Planning (1) ☐ Developing (2) ☐ Operational (3) ☐ Accomplished/ongoing (4)	*Progress to date:* ●

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OER Sustainability Planning Activities: Resources	Status of Current Adoption *(Rating Scale Definitions Shown at End of Template)*	Progress to Date Implementing Activity
1. Finances a. Prepare a multi-year budget estimate for OER, including resources required for transitional and mature OER models (include new/ reallocated staff time, stipends, PD, communication activities, etc.)	☐ No activity (0) ☐ Planning (1) ☐ Developing (2) **☐ Operational (3)** *(highlighted)* ☐ Accomplished/ongoing (4)	*Progress to date:* ●
b. Estimate the impact of OER on student success (DFW rates; persistence/retention) and the potential financial implications for students and the institution (e.g., tuition recapture).	☐ No activity (0) **☐ Planning (1)** *(highlighted)* ☐ Developing (2) ☐ Operational (3) ☐ Accomplished/ongoing (4)	*Progress to date:* ● Explore working with Data Science and Analytics to measure DFW rates; persistence/ retention. ● Explore working with OER community partners on research
c. Determine whether an OER fee will be proposed; its specifications and the approval process required.	☐ No activity (0) ☐ Planning (1) ☐ Developing (2) ☐ Operational (3) **☐ Accomplished/ongoing (4)** *(highlighted)*	*Progress to date:* ● OER Fee & OER Fee guide implemented
d. Estimate the financial impact of OER on the bookstore and the commission/profit transferred to the university/college.	**☐ No activity (0)** *(highlighted)* ☐ Planning (1) ☐ Developing (2) ☐ Operational (3) ☐ Accomplished/ongoing (4)	*Progress to date:* ●

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2. Efficiency a. Review/revise existing OER policies and procedures to generate programmatic efficiencies (e.g., incentivize high-cost/high-enrollment course conversions; promote common OER courses).	☐ No activity (0) ☐ Planning (1) ☐ Developing (2) ☐ **Operational (3)** ☐ Accomplished/ongoing (4)	*Progress to date:* ● Priority is given to high-enrollment general education courses.
b. Coordinate with support units and determine how their services can be leveraged to support OER.	☐ No activity (0) ☐ Planning (1) ☐ Developing (2) ☐ **Operational (3)** ☐ Accomplished/ongoing (4)	*Progress to date:* ● Library Services support for OER discovery, consultations for copyright and CC licensing & Professional development. ● eLearning support for online learning course development using OER ● Faculty Development- professional development coordination assistance established
3. Other *(please describe)*	☐ No activity (0) ☐ Planning (1) ☐ Developing (2) ☐ Operational (3) ☐ Accomplished/ongoing (4)	*Progress to date:* ●

OER Sustainability Planning Activities: Culture	Status of Current Adoption (Rating Scale Definitions Shown at End of Template)	Progress to Date Implementing Activity
1. Vision and Strategy a. Detail how OER supports the college's strategic vision/goals/plan.	☐ No activity (0) ☐ Planning (1) ☐ Developing (2) ☐ Operational (3) ☐ **Accomplished/ongoing (4)**	*Progress to date:* ● Statement of program purpose was implemented in 2015 and needs revision.
b. Meet with college leadership to discuss OER activity and connections to strategic vision/goal/plan; seek leadership on promoting an OER culture on campus.	☐ No activity (0) ☐ Planning (1) ☐ Developing (2) ☐ **Operational (3)** ☐ Accomplished/ongoing (4)	*Progress to date:* ● OER has been linked to the college's completion goals
2. Metrics a. Report to academic deans/VP and SLCC System on number of OER courses, sections, and student enrollments each term.	☐ No activity (0) ☐ Planning (1) ☐ Developing (2) ☐ Operational (3) ☐ **Accomplished/ongoing (4)**	*Progress to date:* ● OER By the Numbers established in 2017 is ongoing and updated fall and spring semesters
b. Estimate and report student savings from reduced textbook purchases; consider adjustments for student purchasing patterns and OER material costs.	☐ No activity (0) ☐ Planning (1) ☐ Developing (2) ☐ Operational (3) ☐ **Accomplished/ongoing (4)**	*Progress to date:* ● Working to establish and ROI model beyond the OER by the Numbers.
c. Partner with IR staff to examine impact of OER on student success (DFW rates; persistence/retention) and estimate the financial impact of those changes on students and the institution.	☐ No activity (0) ☐ **Planning (1)** ☐ Developing (2) ☐ Operational (3) ☐ Accomplished/ongoing (4)	*Progress to date:* ● Started conversations with Data Science and Analytics on measuring DFW rates; persistence/retention

d. Conduct periodic review of OER outcomes, successes, and challenges and indicate the process for addressing challenges that may arise.	☑ No activity (0) ☐ Planning (1) ☐ Developing (2) ☐ Operational (3) ☐ Accomplished/ongoing (4)	*Progress to date:* ● Started conversations about how we can review and evaluate OER outcomes, success, and challenges with the Open SLCC Team.
3. Communication a. Develop communication materials to inform faculty about OER and its impacts using multiple communication vehicles.	☐ No activity (0) ☑ Planning (1) ☐ Developing (2) ☐ Operational (3) ☐ Accomplished/ongoing (4)	*Progress to date:* ● Working with IM over the next year to develop a media campaign.
b. Launch communication campaign to educate students about OER and how to identify OER courses.	☐ No activity (0) ☐ Planning (1) ☐ Developing (2) ☑ Operational (3) ☐ Accomplished/ongoing (4)	*Progress to date:* ● Developed the Student OER advocacy and outreach specialist internship in partnership with Student Services and CIP.
c. Educate administrators about OER activities, successes, and connection to broader campus goals using multiple communication vehicles.	☐ No activity (0) ☐ Planning (1) ☑ Developing (2) ☐ Operational (3) ☐ Accomplished/ongoing (4)	*Progress to date:* ● Primarily the responsibility of the FDEI Director. Pending leadership feedback and direction ● OER actives and success are currently shared via email when appropriate
4. Other *(please describe)*	☐ No activity (0) ☐ Planning (1) ☐ Developing (2) ☐ Operational (3) ☐ Accomplished/ongoing (4)	*Progress to date:* ●

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Please answer the following questions:

1. *Describe the sustainability elements your college/university will prioritize over the next year (if those priorities are still undetermined, please respond accordingly). Several areas of needed improvement were identified by the Self- Study and the two areas of improvement were identified as crucial areas of focus to work on over the next year.*

   OER Infrastructure:

   1- *Further development of guidelines and best practices to support the OER Production Workflow. The following needs have been identified.*

      a. *Development of an OER Consultation Form: No standardized process has been developed. Providing faculty with additional information and accessing resources needed before committing to an OER project.*

      b. *Exploration of a standardized OER stipend/incentive structure and criteria. Transparency and consistency in our compensation model are needed.*

      c. *Exploration of a peer review process for SLCC OER authored works to assist in improving our quality assurance goals for SLCC authored content.*

      d. *Implement UA resources for additional visibility and awareness*

      e. *Development of an adoption tracking form and additional resources for faculty interested in*
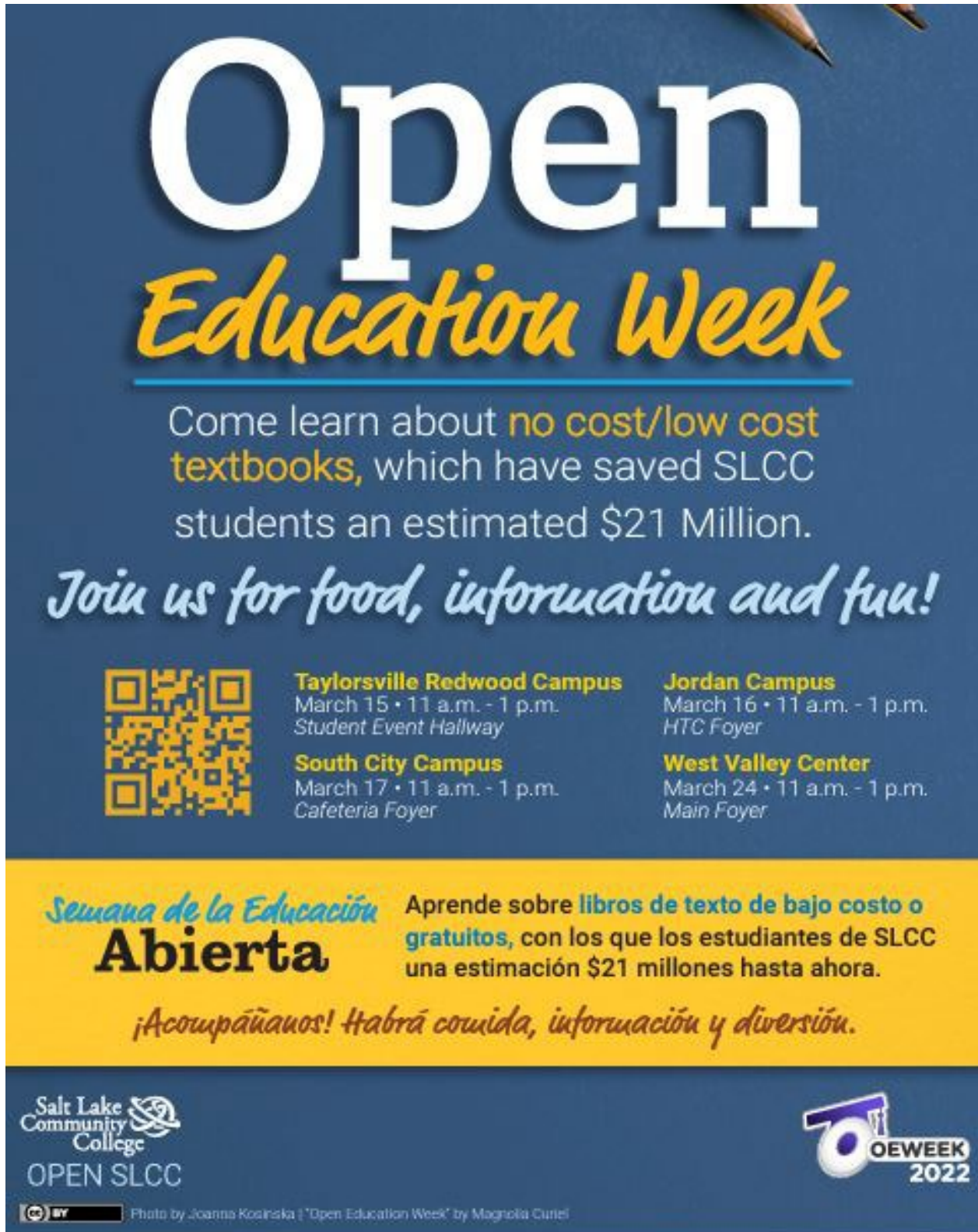
   OER Culture:

   1- *Vision and Strategy*

      a. *Exploration of the intersections of OER and EDI- Access and student cost saving are understood but the link to OER and EDI is not widely understood.*

      b. *Revisit and redraft the Program Statement of Purpose and Vision*

   2. *Metrics*

      a. *Explore with Data Science and Analytics and OER community partners methods for measuring OER impact*

2. *Identify those areas of the sustainability framework that will present the greatest challenges and describe why.*

There are discussions of the potential move of the OER program to another area within the college. Developing a vision and statement of purpose will be challenging and potentially delayed depending on if and when a transition occurs.

The OER Office is currently placed in the Faculty Development and Transformational Educational Initiatives Department. The department has been undergoing transition for a year and a half. While leadership within the area is supportive, several levels of approval are needed to gain additional support from internal college partners. These delays lead to the inability to move forward on critical items needed to implement action items required for a sustainable plan.

Additional dedicated resources to better support the program growth, in general, are needed.

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Appendix F: Open Education Week Event 2022

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Appendix G: OER General Student Informational Flyers

"Find Low-Cost/ No-Cost Textbooks" by Open SLCC is licensed CC BY 4.0 International License.

Appendix H: Salt Lake Community College No-Cost/Low-Cost Definition

Salt Lake Community College's Definition of No-Cost/Low-Cost Textbooks

The Definition of No-Cost/Low-Cost at SLCC

The No-Cost/Low-Cost Textbook designation at Salt Lake Community College is defined as any course using Open Educational Resources (OERs) as the primary course materials with the option of adding supplemental materials with a cost no greater than $40. The $40 limit does not include the cost of fees or other supplies required or recommended by the instructor.

Current Definition of OER

"Open Educational Resources are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and repurposing by others. OER includes full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge." The Hewlett Foundation

The Hewlett Foundation updated the definition of OER:

"Open Educational Resources are teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation, and redistribution by others with no or limited restrictions."

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Appendix I: Open SLCC Self-Assessment of DOERS3 Equity Through OER Rubric

The areas highlighted in green indicated the category has been completed. Areas highlighted in yellow indicate some but not all of the category has been completed.

A Rubric for *Equity Through OER*

What
- The *Equity Through OER Rubric* is a comprehensive self-assessment tool, designed to guide students, faculty, administrators and other academic practitioners and leaders in not only better understanding, but also acting on the equity dimensions of OER. The rubric is organized by categories, aligned with roles and functions for higher education institutions, units and practitioners. Its overarching goal is to enable users to integrate OER in equitable ways across higher education leading to equitable student access, outcomes and success.

Who
- College, university and university system educators and students from across all spheres of influence and practice, as well as practitioners and policy-makers from a broad spectrum of adjacent organizations and associations, are invited to use the *Equity Through OER Rubric*. The rubric identifies three broad categories of institutional focus and engagement: Students, Practitioners, and Leadership & Accountability. The three broad categories are broken down further into additional dimensions. While focused on individual institutions, the rubric has broad applicability and relevance to university systems and other educational entities.

Why
- In recognition that equity does not happen without intentionality of purpose and action, the DOERS3 Equity Work Group was formed to develop a blueprint—the *OER Equity Blueprint*—to identify the equity dimensions of OER in higher education, and to foreground the role of OER in closing equity gaps. The blueprint reclaims, amplifies and elevates the origins of OER in equity and social justice. Over the course of its work, the Equity Work Group realized the extent to which quality and equity are intertwined: *doing OER with an equity lens is doing OER well*. Equity is embedded in quality OER programs, just as quality is embedded in equity-minded OER programs, reinforcing the extent to which quality and equity are constituent components of one another.

How
- There are multiple ways to engage with the rubric. The rubric developers invite higher educators to use it as a means to both recognize and honor their commitment to equity, as well as evaluate progress and act on those areas identified as requiring additional focus and effort. The rubric can be used to assess the institution as a whole, and/or may also be used by units and offices, including but not limited to colleges, academic departments, student support services, libraries, bookstores, information and instructional technologies, and business affairs. There is a distinct section for leadership and administrators, including those responsible and accountable for making student-facing, academic, policy and budgetary decisions. At the same time, the rubric seeks to make clear that all stakeholders have leadership roles to play in advancing equity through OER.

The *Equity Through OER* Rubric was created by members of Driving OER Sustainability for Student Success (DOERS3). [DOERS3](#) is a collaborative that works to position its members and other higher educators to realize the promise of high-quality, accessible, and sustainable OER implementation to achieve equity and student success at scale. In addition to the Equity Work Group, DOERS3 also has work groups focused on research and capacity-building.

The rubric is a tangible application of the theoretical framework proposed in the Equity Work Group's *OER Equity Blueprint*. It brings the Blueprint into the practice and action realm by identifying the roles and responsibilities of institutional players, and proposing levels of engagement, action, and assessment required to aid OER in fulfilling their promise. It is recommended that users read the Blueprint framework prior to engaging with the rubric.

The rubric will be under a Creative Commons Attribution 4.0 License (CC-BY). Users are encouraged to take advantage of the CC-BY license to adopt, adapt, and customize to best suit their needs.
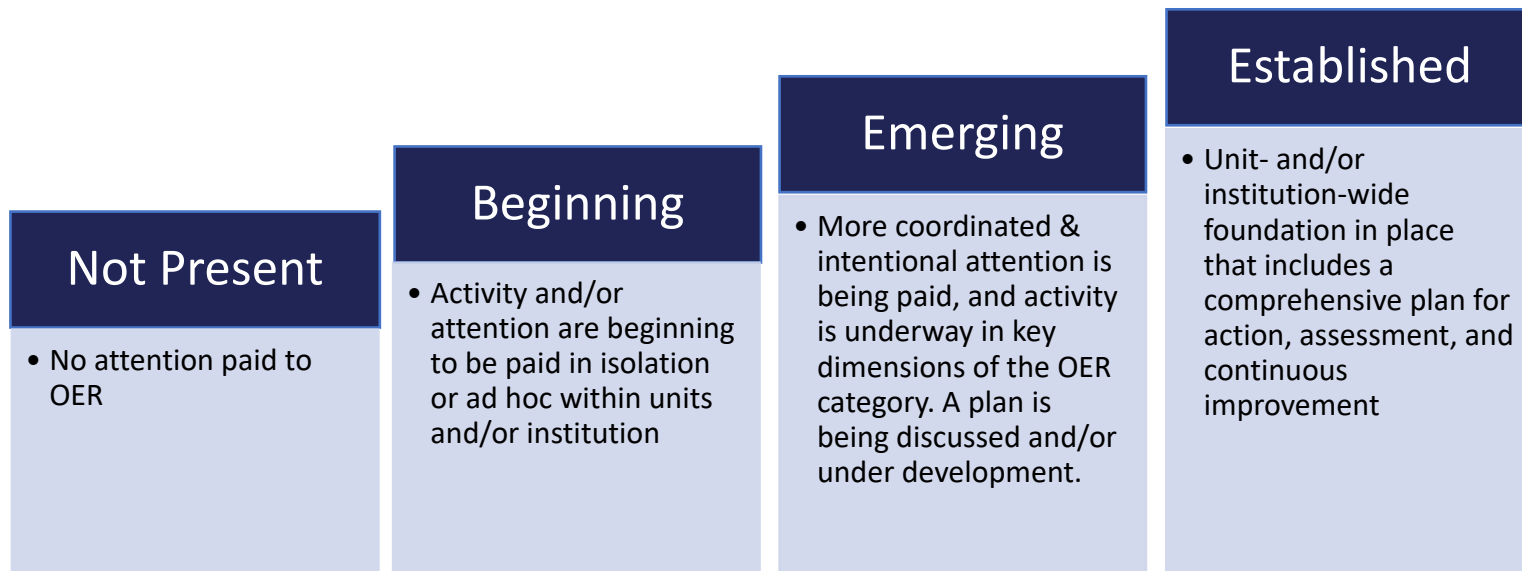
Authors and Inspiration

This rubric was developed by Robert Awkward (Massachusetts Department of Higher Education), Reta Chaffee (University System of New Hampshire), Ann Fiddler (City University of New York), Rebecca Karoff (University of Texas System), and Clarenda Phillips (Texas A & M University-Corpus Christi), with support from Brittany Dudek (Colorado Community Colleges Online) and Jeff Gallant (University System of Georgia), all members of the DOERS3 Equity Work Group. Deepak Shenoy (Deep Consulting) provided critical input as the project got underway, Tim Anderson (Minnesota State University) towards the end of the project, and Rebecca Bichel (University of Texas at Arlington) has provided sustained support throughout. Emma Gelsinger (University of Texas System) helped finalize the formatting of the rubric.

The *Equity Through OER* rubric was inspired by other rubrics and models, including the Peralta Equity Rubric, the Transfer and Dual Enrollment Playbook Assessment Tools developed by the Aspen Institute and the Community College Research Center at Columbia University, the AAC&U VALUE rubrics, and the NERCHE Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education. The NASH Equity Action Framework, under development simultaneously by one of the authors, also provided cross-fertilization.
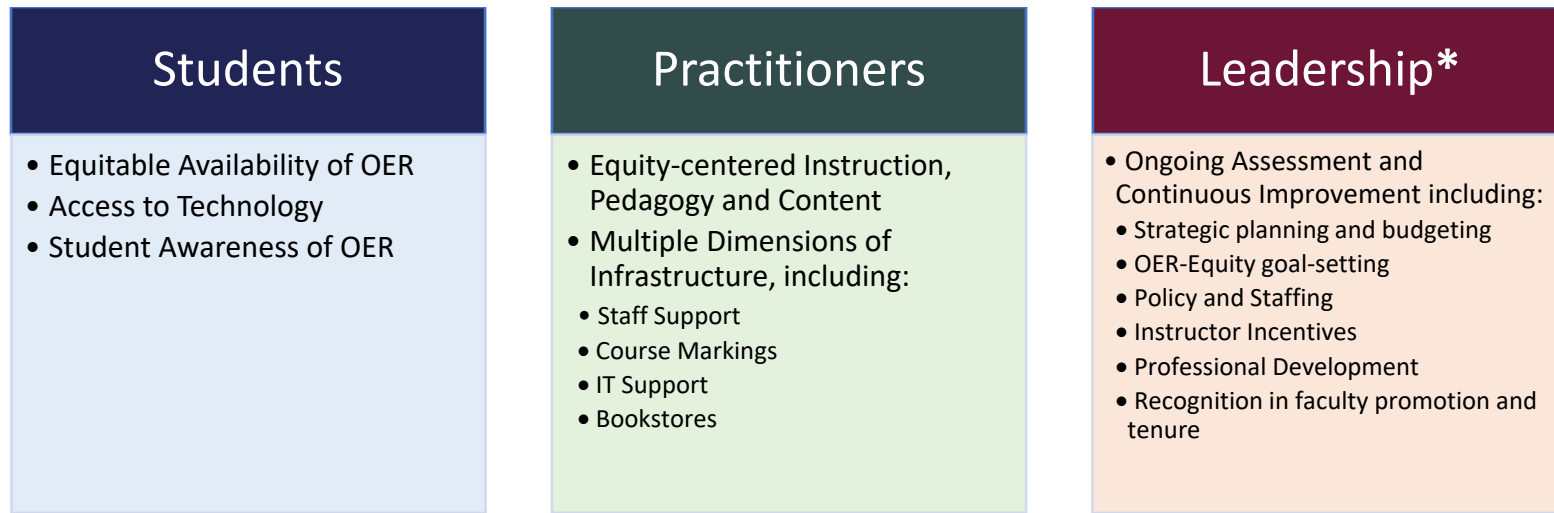
Scale of Adoption

The scale of adoption proposes multiple stages of OER engagement, from not present, to the beginning, to emerging, to established.

The rubric is not intended to shame people or induce guilt, even if users find that they fall into stages of adoption where there is no or only beginning activity and attention. Evaluating where action and attention are absent is a necessary first step to being intentional, equity-minded, taking action, and making progress. Given that OER engagement is still nascent at many U.S. institutions of higher education, where resource constraints are all too real, the established stage will remain aspirational for many for some time. The holistic planning embedded in these stages, with emphasis on continuous improvement, sustainability, and scaling, is intended as a blueprint for reaching equity, the corrective process that demands fairness for marginalized and minoritized populations by reducing opportunity and achievement gaps through systematic efforts.

Not Present

- No attention paid to OER

Beginning

- Activity and/or attention are beginning to be paid in isolation or ad hoc within units and/or institution

Emerging

- More coordinated & intentional attention is being paid, and activity is underway in key dimensions of the OER category. A plan is being discussed and/or under development.

Established

- Unit- and/or institution-wide foundation in place that includes a comprehensive plan for action, assessment, and continuous improvement

Rubric Categories and Dimensions

The *Equity Through OER* Rubric includes three broad organizational categories, each with several dimensions, each of which is essential to build and sustain capacity. The categories represent not only areas of focus and engagement, but also stakeholder communities that sometimes intersect in terms of practice and responsibility: Students, Practitioners, and Leadership/Administrators. Within these categories, rubric users are asked to engage and evaluate themselves along a set of key dimensions, and the rubric is organized accordingly:

Students	Practitioners	Leadership*

• Equitable Availability of OER
• Access to Technology
• Student Awareness of OER
	• Equity-centered Instruction, Pedagogy and Content
	• Multiple Dimensions of Infrastructure, including:
	  • Staff Support
	  • Course Markings
	  • IT Support
	  • Bookstores
		• Ongoing Assessment and Continuous Improvement including:
		  • Strategic planning and budgeting
		  • OER-Equity goal-setting
		  • Policy and Staffing
		  • Instructor Incentives
		  • Professional Development
		  • Recognition in faculty promotion and tenure

*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

Students

This section focuses on equitable Availability of OER, Access to Technology, and Student Awareness of OER leading to equitable student access, outcomes and success.

	Not Present	Beginning	Emerging	Established
1.1 Availability of OER **Open SLCC Emerging**	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) Open SLCC Not Present	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.	A 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 is 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.
1.3 Student Awareness of OER Open SLCC between Emerging and Established	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.

	Students are not informed about what OER are, where to find them, or how to use them.	Some institutional units and departments are beginning to take responsibility for informing students about OER and how to access them. Course schedules and catalogues, and bookstore increasingly include clear OER course markings.	More institutional units and departments are informing students about OER, including library, academic units, advisement and student support units, and bookstore. Published cost-of-attendance information includes language on no- and low-cost textbooks and course materials. Students are informed about data privacy aspects of automated textbook purchasing programs and other course material options.	Comprehensive communication plan is developed with implementation underway in which units take responsibility for informing students, including orientation, registration, financial aid, advisement, libraries and academic departments, and bookstore. Communication plan includes continuous monitoring of assessment, improvement, and dissemination.

Practitioners

This section focuses on equity-centered Instruction & Pedagogy, Content, and multiple dimensions of Infrastructure, including Staff Support, Course Markings, IT Support, and Bookstores—all designed to build practitioner capacity institution-wide in terms of equity-centered OER engagement and expansion leading to equitable student access, outcomes and success. *N.B.* The Leadership & Accountability section below also includes attention to support for instructors, professional development, and academic policy like tenure and promotion, focused on those with decision-making authority and responsibility. The focus in this section is on the practice side of instruction and pedagogy.

	Not Present	Beginning	Emerging	Established
2.1 Instruction & Pedagogy **Open SLCC between Beginning & Emerging**	No attention paid to inclusive pedagogy. Faculty of diverse voices, perspectives, career stages and identities not represented among instructors that use OER, and/or they do not have adequate support. No incentives, professional development, financial or technical support provided to instructors. Faculty receive no recognition of OER engagement for tenure and promotion.	Attention beginning to be paid to inclusive pedagogy, including: Growing awareness and action to ensure faculty of diverse voices, perspectives, career stages and identities are represented among OER instructors. Culturally and ability-inclusive OER content, including attention to bias in images, multi-media, and text. Diversity, equity and inclusion statements and expression of commitment to inclusive pedagogy made by faculty and some departments. Instructors have access to some *ad hoc* instructional design resources, professional development, financial or technical support.	Faculty of diverse voices, perspectives, career stages and identities are more equitably represented among instructors using OER across departments, units and colleges. Culturally and ability-inclusive OER content, including attention to bias in images, multi-media, and text, have been widely adopted. Instructors increasingly have access to incentives to engage with OER, including more instructional design and other technical and financial support through designated staff, units, funding and/ or structured professional development. Faculty increasingly receive recognition of OER engagement for tenure and promotion across	Faculty of diverse voices, perspectives, career stages and identities are represented equitably among instructors using OER institution-wide. All instructors have access to ongoing and sustained professional development, including instructional design and technical support, funding and time. All instructors have access to sustained grant program to incentivize and support adoption and creation of OER, and culturally and ability-inclusive OER content. Faculty receive full recognition for OER engagement in tenure and promotion.

		Faculty receive some recognition of OER engagement for tenure and promotion in isolated departments	academic departments and colleges.	
2.2.a Content: Quality of OER Content **Open SLCC Beginning**	No definition or shared understanding of quality in OER content as defined by cultural responsiveness, relevance and inclusiveness, accessibility and inclusive design, instructor authority over resources, and alignment of OER with course learning outcomes and assessment.	Quality standards beginning to be defined, shared and adopted in isolated and limited ways across departments and units.	Quality standards are adopted and implementation plan is under development to include assessment and continuous improvement, and unit- and/or institution-wide dissemination. Quality content standards include attention to many of the following components: cultural responsiveness, relevance and inclusiveness, accessibility and inclusive design, instructor authority over resources, and alignment of OER with course learning outcomes and assessment.	Implementation of OER quality content plan across unit(s) and/or institution, including regular assessment and continuous improvement. OER quality content plan includes attention to all of the following components: cultural responsiveness, relevance and inclusiveness, accessibility and inclusive design, instructor authority over resources, and alignment of OER with course learning outcomes and assessment.
2.2.b Content: OER Across the Curriculum **Open SLCC Beginning/ assessment needs further exploration**	No attention is paid to availability and assessment of OER across the curriculum, in Gen Ed, Core and gateway courses, majors and transfer pathways, to ensure access by diverse student populations in terms of ability, income, race/ethnicity, gender,	Some attention is paid to OER availability and assessment across the curriculum in Gen Ed, Core and gateway courses, and/or majors.	More coordinated attention is being paid and a plan is developed or underway for ensuring availability and assessment of OER across the curriculum, with attention to Gen Ed, Core and gateway courses, majors and transfer pathways, with a focus on diverse student populations in terms of ability, income, race/ethnicity, gender and geographic location.	Implementation of OER Across the Curriculum plan, including assessment and identification of continuous improvement and scaling opportunities to ensure availability of OER in Gen Ed, Core and gateway courses, majors and transfer pathways, with a focus on diverse student populations, in terms of ability, income, race/ethnicity, gender and geographic location.

	geographic location, and majors.			
2.3. Infrastructure – Staff Support **Open SLCC between Emerging and Established**	No staff expertise around OER.	Limited and inconsistent staff knowledge of OER exists but some staff are developing expertise, and conversation about staffing required for OER capacity-building is occurring in isolated units, including library, instructional design, or Center for Teaching and Learning (CTL).	Part-time staff support in place, including OER librarian, instructional designers, or dedicated CTL staff. Planning underway for additional staff requirements and professional development needed to build staff capacity.	Full-time staff support in place, including OER librarian(s), instructional designers, and/or dedicated CTL staff. Comprehensive OER staffing plan in place that includes dedicated position lines, funding, regular professional development, and continuous evaluation and improvement designed to scale institution-wide.
2.3.a Infrastructure – Course Marking Responsibility **Open SLCC Established**	No course marking of OER taking place.	Initial course marking of OER taking place in isolated units or departments. Exploration of options underway, including conversations with stakeholders (students, library, faculty, administrative leadership, registrar, bookstore) regarding federal and/or state requirements, and how the institution can better serve students and work towards compliance through policy, practice, and platforms.	Planning underway to implement course markings across departments and units, including: • Identification of roles and responsibilities • Policy guidance • Budgetary requirements, including staffing and platform/technology • Clear instructions • Bookstore, faculty, and student engagement; • Communication to build understanding of course marking designations, i.e., OER, ZTC /Zero Textbook Cost, zero-cost course materials, LTC/Low Textbook Cost or low-cost course materials (with defined amount).	Comprehensive plan developed and implementation underway for institution-wide course marking. Plan includes: • Student engagement; • Dissemination and adoption of policy and instructions, roles and responsibilities for library, registrar, faculty, departments, course coordinators; • Required resources for staffing, platform and technology support; • Bookstore engagement; • OER courses and other course designations flagged in data systems, i.e., bookstore listings, course schedules and registration; • Evaluation with metrics and ongoing monitoring.

2.3.b Infrastructure – IT Support **Open SLCC Beginning**	No IT support for OER, in terms of staffing or technology.	Growing awareness and conversations that IT support is essential for OER implementation, in terms of budget, staff and platforms.	Part-time IT support is put in place. Planning underway for staff, budgetary and platform development requirements, including conversations about platform options, what can be done locally, and what needs to be out-sourced.	Comprehensive OER IT plan being implemented, including dedicated budget for staff and platform, and ongoing evaluation of needs and requirements. Full-time IT support in place, with platform operational. Institutionalization of plan includes continuous improvement designed to scale and sustain funding,
2.3.c Infrastructure – Bookstore Engagement **Open SLCC Between Emerging and Established**	No conversation with bookstore or consideration of bookstore role in advancing equity through OER.	Bookstore starting to be recognized as important partner in advancing equity through OER. Conversations beginning to make bookstore aware of OER options and requirements. Some consideration underway of roles and responsibilities of institutions and instructors in bookstore relationship, including policies, protocols and deadlines.	Planning underway to: • Engage faculty, registrars, other administrative units and bookstore as partners with respective roles and responsibilities. • Identify policies, protocols and deadlines. • Inform students and faculty about where OER are available. • Inform students and faculty about proprietary textbook and course material costs, options and requirements. • Develop o procure bookstore software to track information from faculty and departments.	Comprehensive plan developed with implementation underway that includes the following: • Bookstore works with faculty to make OER options available and transparent. • Bookstore communication to enable students to make informed choices about OER and proprietary options. • Cooperation between bookstore and registrar. • Bookstore infrastructure to support and track OER options and make them clearly available to students and faculty • Institution has a process for attaching ISBN to OER. • Institution-wide policies, protocols and deadlines communicated broadly. • Transparency and tracking also for proprietary textbook and course material costs, options and requirements.

			• Institutionalization of plan includes ongoing evaluation for continuous improvement, scalability, and sustainable funding designed to support and sustain bookstore partnership and accountability.

Leadership & Accountability

While leadership should be understood broadly and responsibility for equity is required across all dimensions of the rubric, this section focuses on decision-makers who have not only responsibility, but also accountability for ongoing assessment and continuous improvement, including strategic planning and budgeting, OER-Equity goal-setting, policy, staffing, infrastructure, instructor incentives, professional development and faculty tenure and promotion recognition. The overarching goal remains equitable student access, outcomes and success.

	Not Present	Beginning	Emerging	Established
3.1 Ongoing Assessment: Quantitative and Qualitative **Open SLCC Beginning**	There is no assessment of OER and its role in advancing equity. No support for or identification of designated roles for assessment responsibility, nor how leadership is accountable for acting on results. Student success data for OER (i.e., cost, outcomes, utilization, and	Assessment of OER and its role in advancing equity is beginning, with some attention paid to the following: • Who is responsible and accountable for assessment. • Cost savings to students using OER. • Perception of OER through student and/or faculty satisfaction surveys. • Diversity of faculty and staff engaging with OER	More coordinated assessment of OER and its role in advancing equity is taking place, both quantitative and qualitative, including much of the following: • Cost savings to students. • ROI formula developed to track $$ savings to units and/or institution. • Utilization data, including # of OER courses/sections, increase in faculty adoption. • Student performance and success data collected for OER courses and academic programs, focused on: student	Comprehensive quantitative and qualitative assessment plan is in place across units and/or institution-wide that includes: • Leadership accountability for acting on results. • Sustained support for assessment roles and practice. • Cost savings to students. • Institution-wide ROI formula in place to track cost savings to units and/or institution. • Utilization of data, including # of OER courses/sections, increase in faculty adoption; participation in and impact of professional development. • Student performance and success data collected for OER courses and some programs, focused on: student enrollments in OER courses/sections; changes in DFW rates; and overall GPAs; subsequent course performance; impact on retention and graduation rates. • Qualitative assessment of OER usage through student and faculty surveying. • For both student and faculty engagement, data are

perceptions) courses is not collected, disaggregated, analyzed, shared with the community, or input into planning and budgeting processes.		enrollments in OER courses/sections; changes in DFW rates; and overall GPAs; subsequent course performance. • Qualitative assessment of OER usage through student and faculty surveying. • For both student and faculty engagement, data are disaggregated by populations, including race/ethnicity, gender, income ability, and geographic location. • In addition to support for designated assessment roles and responsibilities, leadership assumes accountability for acting on assessment results.	disaggregated by populations, including race/ethnicity, gender, income, ability, geographic location. • Data are disaggregated by academic programs, including Gen Ed, gateways courses and majors. • Data are analyzed for improvement opportunities and shared with the institutional community and system. • Data are utilized in strategic planning and budgetary decisions. • Assessment plan is institutionalized and made public in ways that promote sustainability and continuous reinforcement through data, action, improvement and scaling.

3.2 Continuous Improvement: Leadership Commitments (strategic planning and budgeting, policy, staffing, infrastructure, funding, professional development, recognition and rewards, and sustainability of OER as contributor to advancing equity) Open SLCC Between Beginning and Emerging	No efforts have been made to address Equity and OER through a leadership commitment to continuous improvement in terms of policy, staffing, infrastructure, funding, professional development, recognition and rewards, and sustainability.	Leadership has stated a public commitment to OER and Equity, and is beginning to address *ad hoc* attention to several key areas, for example: • Limited funding for staffing, infrastructure, faculty incentives, and professional development • Student-facing or academic policy, including faculty recognition and rewards • Some conversations with institutional stakeholders, including library, student groups, individual departments	Strategic planning and budgeting is underway to ensure equity-driven continuous improvement in the form of: • Establishment of equity goals for OER engagement by student and faculty and staff • OER Staffing and infrastructure • Professional development for faculty and staff • Policy changes to institutionalize OER engagement, including those impacting students, faculty and student governance, faculty tenure and promotion, etc. • Leadership-led engagement of institutional stakeholders, including faculty senates, deans, student groups, libraries, student affairs, business affairs, administrators, etc. • Leadership evaluation includes attention to progress on OER-Equity goals. • Solid plan for continuous improvement initiated, but is not deep, pervasive, or consistent	Leadership takes responsibility for progress on OER-Equity goals, including student and faculty engagement across disaggregated populations; ROI and budgetary goals; review and updating of policy and practice; and improvements to strategic planning and funding commitments. Leadership is regularly evaluated on progress on OER-Equity goals. Continuous improvement is publicly demonstrated through leadership commitment that is deep, pervasive, consistent, sustainable and scalable. At the same time, recognizing OER culture as a contributor to advancing equity is so institutionalized that it will not be impacted by leadership changes.

Title	Link
NERCHE Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education	https://www.wpi.edu/sites/default/files/Project_Inclusion_NERCHE_Rubric-Self-Assessment-2016.pdf
Peralta Online Equity Rubric	https://web.peralta.edu/de/files/2019/05/Peralta-Online-Equity-Rubric-2.0-May-2019.pdf
Northern New York Library Network	https://nnyln.org/wp-content/uploads/2019/06/Grant-Proposal-Scoring-Rubric.pdf
AACU VALUE Critical Thinking Rubric	https://www.aacu.org/sites/default/files/files/VALUE/PartsofaVALUERubric.pdf
SUNY Sustainability Overview	https://oer.suny.edu/oer-sustainability/
Aspen Institute College Excellence Program Transfer Playbook and Tools for Colleges	https://highered.aspeninstitute.org/transfer-playbook-and-tools-for-colleges/
NASH Equity Action Framework	http://nashonline.org/wp-content/uploads/2020/12/NASH-Equity-Action-Framework-Summary-1.pdf