

Transcript for Making OER Count: Incorporating OER into the Tenure and Promotion Process
Hosted by BCcampus, March 8, 2022
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So just a couple of minutes after ten o'clock, I'm going to go ahead and get started so that we can get into this awesome discussion about promotion and tenure in an open education world.

So to begin, my name is Amanda Coolidge and my ancestors come from England and Ireland and they were uninvited settlers on the Mi'kmaq, Nipmuck Nations, and the Wabanaki Confederacy, now known as Prince Edward Island and Massachusetts. I've learned on the Mikmaq, Blackfoot, Nakoda Ts'sutina, and Metis Nations, now known as Nova Scotia and Calgary, Alberta. I've worked on the Mikmaq, Blackfoot, Nakoda, Ts'sutina, Metis Nations, Kenya and the Musqueam, Squamish, and Tsleil- Waututh nations. And those are now known as Calgary, Nova Scotia, and Vancouver. I'd like to gratefully acknowledge that I'm currently living on the unceded lands of the Tsawout First Nation. And the Tsawout first nation is one of five bands that constitute the Saanich Nation. And where I'm located is right on Saanichton Bay, which has historically been and continues to be very significant to the Tsawout people. The bay provided shelter, a year-round source of food, and has always been an integral part of the Tsawout economic, societal, social, and spiritual life. I've been reflecting a lot on the genocidal actions of colonial ancestors, residential schools and what is in what is now known as Canada. And genocidal actions in Canada is not something of the past. It continues today from colonialism, oppression, lack of access to clean drinking water for indigenous peoples, old growth logging and the inactions of our federal government. And I acknowledge that my ancestors were colonizers and settlers and benefited from the colonial structures in place in the past. And I also benefit in place today. I see change through continued advocacy of clean drinking water in our province, as well as through the education of indigenous peoples to my nine-year-old son. I also am passionate about learning more about indigenous peoples because my work at BCcampus and my commitment to education, as Murray Sinclair said, education got us into this mess and education will get us out of it. I'd also just like to acknowledge that we're meeting today on International Women's Day and just want to pay tribute to that as well.

So, what I want to ask is, how are you really? So, if you can excuse me, go to [menti.com](https://www.menti.com), you can use the code 84327048 and love to hear your answer, putting the link in their as well. So go to [menti.com](https://www.menti.com) and use the code 84327048. How are you doing?

Overwhelmed, bored. Okay, well hopefully bored won't continue for at this time. Concerned, exhausted, awesome, energized, tired, bored, restless, stuck, tired, hopeful challenge, happy, fine. Stressed, restless. Interested. Yeah, a lot of people. The bigger the word, the more times people respond to that. So tired is a big one. Overwhelmed, concerned, restless. Yes. There is a lot happening in this world right now to be feeling a lot of these emotions. And I appreciate you being honest. So, thank you very much. So that will continue to build as you share your words. But in the meantime, I'm going to move forward. If I can. There we go.

Okay. So, one thing I always like to ask folks is what is your role at your institution? So, the ones I have here, a faculty librarian, administrator, support staff, students, or other if you do put other in there, it's not. I'd love to know what exactly you your role is. If you can put that in the chat, in the Zoom chat, that

would be great. So, we've got quite a few librarians, couple of faculties, couple administrators, some support staff. Great. One thing I did want to just let you all know is, which I should have said at the beginning is that while this is a bit interactive using the mentee tool, it's completely anonymous. And the other thing I wanted to let you know is there's no breakout rooms in today's session. So, I hope that eases some concerns as I know Sometimes everyone just gets exhausted by the notion of breakout rooms. So, it's great to see. We've got a lot of librarians and faculty, some support staff, and administrators and one another. So, appreciate you all being here. And as I said, this will continue to grow as you add your answers. And I'm going to continue to the next slide.

So, at BCcampus, we're innovators, implementers, leaders, and learners. Our primary focus is really to work with the post-secondary institutions and British Columbia as they adopt, adapt, and evolve their teaching and learning practices to create a better experience for students. And we achieve this through supportive approach to advanced pedagogies, a focus on impactful practice and collaboration with partners in BC and around the world. We are funded by the Ministry of advanced education and skills training. And our mandate is to provide teaching and learning educational technology, and open education support to all of the post-secondary institutions of BC. We accomplish this through leadership that brings innovative resources and effective expertise together to create awareness, understanding, and adoption of openly available curricular resources. And our goal is really to improve student learning.

So, I'm the Director of Open Education of BCcampus and I lead the open education initiatives at across the province of BC. I work with an incredible team of open education advocates. BCcampus has been working in open education since 2003 And we serve the entire province of British Columbia. As mentioned before, we've been in an organization now for about 19 years. That would be right with math. And we also received through open education, we also receive funding from the Hewlett Foundation as well as the Ministry of Advanced Education skills and training.

So just as a bit of a refresher because I just like to remind people what exactly are open educational resources. So, UNESCO defines open educational resources as learning, teaching, and research resources that are in any format and are in a public domain or under and I sorry, under copyright that's been released under an open license that permits no cost access, reuse, repurpose adaptation and redistribution by others. So open educational resources can be any type of learning resource from textbooks, videos, courses, modules, lesson plans, games, test banks, PowerPoint, slide decks. And they can all be considered open educational resources as long as they're in the public domain or have an open license that allows them to be revised and re-purpose for others. Ultimately, open education is about sharing collaboration and breaking down barriers to accessing education and knowledge.

So just another recap is that we often hear people talk about the five R's and open education. And these, these stand for. The five rights that defined an open educational resource. So, the first one is retain, which is the right to make own and control copies of the content. So, for example, this means that a student has the right to retain access to their textbook long after the course ended. And the next R is reuse, which is the right to use content and a wide range of ways. So, for example, my slides are all under a CC BY license, which gives you all the rights to go ahead and reuse these slides after this presentation. And you could take them and give the same presentation to another group tomorrow if you wanted. The third R is revise, which is the right to adopt, just modify or alter the contents. And you could combine different chapters from different textbooks. No, sorry, that's remix Sorry. For example, if there's an open textbook in your classroom, but there's a few chapters you don't want or you want to

update information, then you can do this using revision. And the fourth is remix, which is what I was saying is the right to combine the original or revise content with other material to create something new. So, if there's something you want from one textbook and one from another, you can go ahead and mix those and create a new textbook, or perhaps use these slides and slides from another presentation, create a whole new presentation. And the final one is redistribute, which is the right to share copies of the original content, your revisions or remixes with others. So, these five R's are all enabled by open licenses. And the open licenses are licenses that make it possible for the creator of a work to give everyone permission to share, edit, and redistribute all or part of the work without needing to ask first.

And the other important piece about open education is that it's explicitly stated within the United Nations Declaration of Human Rights. While we look, what we see is Article 26 says, we all humans have the right to education. And open education is one way in which this can happen through accessible and affordable materials.

So, we're going to dig a little bit deeper into the why of OER before we start talking a little bit about tenure and promotion. And one of the biggest is cost savings for students because we are free on online students who adopt these resources can share them with their students at no charge. The cost of education in Canada rises every year and students are going deeper and deeper into debt to pay for education. What the average student debt in Canada, sitting between 25 and 30 thousand dollars. In 2018, 64% of Canadians graduated with \$20 thousand or more in student loan debt. And the high cost of education also hurts Canada's international students who pay a much higher tuition rate to take the same courses. Now the high cost of education is one of the biggest things that discourages people from pursuing post-secondary education, and it plays a big factor. And those who decide to drop out.

What we've found in 2017 was that in a survey of over 300 students in BC, 54% did not buy the textbook due to cost, 27 percent took fewer courses, 26% that don't even register for a course, and 17 percent dropped or withdrew. One of the things I'd like to let you know is actually this particular survey is being redone in British Columbia and we hope to have some results out in 2022 late 2022 to early 2023.

So, what is BC's response to access and affordability issues? Well, as I mentioned, BCcampus has been working in open education since 2003. And at that time, we started distributing grants to faculty to create and share openly licensed resources. In 2012, our Minister of Education announced that the province of BC would be receiving \$1 million towards the creation and development of open textbooks. And since that time, we've received another million dollars from the government. We've also received \$250 thousand to create the first tuition free and Zero Textbook Costs credential program for adult basic education in North America. And in 2019 we receive \$3 million, the largest investment in Canada toward making education accessible to all students through open education.

And when our open textbook project first began in 2012, we started with bringing an open textbook from other collections. And we asked instructors to review the textbook in the collection and incentivize them with \$250 for each review. And as the reviews came back, there was really a growing trend that indicated that many of their reviewers would use the open textbook if it was changed to include more Canadian examples and in better alignment with the learning outcomes of their BC courses. So, what we did was put a call out for adaptations and using press books as they're publishing tool. We were able to work with instructors to adapt some of the open textbooks to meet their needs.

And these are some of the open textbooks that are in use across the country and around the world. So I thought I'd share some examples. One is a, these are all adaptations. By the way, one is the textbook written for electricians called trigonometry in single phase AC generation. The text was written by Chad Flynn, who's formerly at the CIT. The second textbook is Knowing Home, which is an indigenous science with Western, it's a mix of indigenous science with Western science published by the University of Victoria. And this textbook is book two in a series to support the indigenization of science teaching in Canada. And the third book I've listed here is introduction to tourism and hospitality. And this was written by a team of instructors who teach at different institutions around the province.

To date, we have 388 open textbooks in the collection, which you can find at open.bccampus.ca. I'm just going to put the link in here for you.

And what's really amazing is that this week we celebrated 30 million dollars in student's savings since 2012, which is really incredible.

So, a critical part to sustaining open education in higher education is recognizing the contributions by instructors who create and improve OER as part of their professional work. So, anyone in who's familiar with the OER community knows that questions about the role of OER work in tenure promotion and reappointment or constants at conferences and on listservs where OER practitioners and administrators gather. And one of the reasons that I bring up sort of the history, the history behind the start of open education is because I want to show that it's really, it started off as a grassroots movement with work happening behind the scenes, but also that work needs to be recognized. And that's something we're going to talk about in these next, next steps.

So, a group than BCCampus has been a part of is called the doers group, which is driving OER Sustainability for success. And it's a collaborative of a group of 28 public higher education systems and statewide province wide organizations that are committed in supporting students' success by promoting free, customizable OER. It was launched in 2018 and it helps member organizations implement scale and sustain we are by advancing research and policy, sharing tools and learnings, and showing how OER can foster equity and student success. So, this particular work with tenure and promotion was part of a working group called capacity-building working group. And this was a collaboration between me. I'm Andrew McKinney at CUNY which is the City University of New York. And Deep Shenoy, who is a consultant. And we really wanted to take a look at the tenure and promotion work because a critical part of sustaining OER in higher education is recognizing the contributions of instructors who create, improve the work. And but the thing is, is that the criteria for tenure and promotion can really vary widely between different types of institutions and even between different departments within an institution. So, answering questions about the role of OER in the tenure and promotion process can actually seem pretty daunting.

So, tenure in the academy was first articulated in the 1940 statement of principles of academic freedom and tenure. And the overall purpose of tenure is to ensure academic freedom and provide enough economic security to make the profession attractive. Open education is a form of innovation that needs both academic freedom and economic security. And yet only a handful of institutions across North America mentioned the work of open education in the tenure and promotion guidelines. So, one major challenge faced by OER in textbook affordability incentive programs is recruiting interested faculty and determining how best to support and reward the considerable work in adopting new course materials. And this is work that came out of a study in 2012 by Lily Todorinova and Zara T. Wilkinson at Rutgers

University in New York. And James Skidmore of the University of Waterloo recommended that institution recognize the creation of a we are in the tenure and promotion process. Doing so, he concluded, would communicate clearly that institutions of higher education take seriously their responsibility to tailor knowledge to students and reduce barriers.

Now, this actually also came out when this the University of British Columbia went ahead and adopted an open policy within their tenure and promotion. So, this was driven by student, by effective student government advocacy. And what happened was it highlighted the importance of tenure and promotion as a way for institutions to incentivize open practices. And the OER language that's included here applies to UBC is educational leadership stream for tenure and promotion with which evaluates candidates based on activity taken at UBC else and elsewhere to advance innovation in teaching and learning with impact beyond one's classroom. So, oh, we are now listed as a type of evidence that candidates in this stream could present for evaluation, which creates for faculty to get formerly recognized and engaging in OER activities.

And another example I'd like to share is something that we haven't seen before but just happened recently, which is the statement of support by Deans of Arts and Sciences. So, they came together and asked me what they could do in order to show support of open educational resources. And one of the things I said was, well, policy and any kind of work you can do within tenure and promotion always makes a big difference. What they decided to do was to start with something where they're providing a statement of support. And so, what they say is in supporting faculty choice in educational resources, the BC Deans of Arts and Sciences also support and encourage the use, creation, and adaptation of OER that contribute to the quality of the student experience and the post-secondary arts and science courses. As a group, the BC Deans of Arts and Sciences recognized that OER minimize the cost of learning for students, promoting equity in education, and creating an opportunity to improve academic preparedness. OER allows for faculty to customize their teaching resources, present local examples, showcase their expertise and collaborate with their peers.

So, one of the things that we can talk about is that previous statement is actually a piece of recognition that is outside the tenure and promotion process. So, for example, if you are at an institution that does not have a tenure and promotion process, what are ways that you can allow for recognition of the work of open education resources. Well, the first one, I would say is if there's any kind of award system or innovation award at your institution, use that as a way to apply and promote the work of OER that is happening at the institution. The next one is newsletters and emails and share that information as widely as you can, either work that you're developing or work that you know of others developing. And then the other thing I'd say is quantify the impact. So, if you know, for example, that 20 students in your course we're able to save \$300 each. Then make the show the full impact that, that happened for those students. I'm going to talk a little bit more about the metrics and how that comes out with, with some of this work. And lastly, just share, share, share. So, the more we talk about the work that's happening with that instructor are doing or support staff are doing, or librarians are doing with regards to open education, the more it moves from being the side of one's desk to being the center of one's desk.

And so, this is where, this is where we talk about the matrix. So, bringing it back to the doers group, when we solve these challenges of all of these different tenure and promotion policies, what we realized is we're not going to be able to go ahead and sort of give a one size fits all statement that would that could be incorporated into a tenure and promotion process. But what we could do is develop and

adaptable matrix to help faculty, to help guide faculty as they attempt to include their work in the tenure and promotion portfolios. So, we initially thought of soliciting the OER community for pre-existing tenure and promotion policies that included OER. So that we could, as I said, draft the model policy that the community could use at their own institutions. But we set this aside partially because there were and still are so very few pre-existing policies that would fit the bill. And also, because we didn't want to appear that we, as mostly a group of administrators, were suggesting some sort of top-down solution. So due to the variance of the tenure and promotion process, our desire was really not to be prescriptive. We essentially ruled out a model policy or a dear colleague style letter for administrators and we went back to the drawing board. And what came to us was more of a bottom-up approach. And we wanted to help faculty, staff and administrators change the culture of their institutions. And we felt that would be most effectively done with an adaptable matrix. And we knew that from our research when individual institutions, sorry, while individual institutions or departments may differ from this matrix in its categories, most variations of a tenure and promotion guidelines can be adapted to teaching, research and service. Therefore, we determined it was the best to systematically think about how OER work, we could fit within those categories of research, teaching, and service. So, for each contribution and I'm just going to stop sharing and share the matrix with you. So let me see if I can stop sharing. Sorry, 1 second. And I'm going to bring it up for you so that you can see exactly what I'm referring to when and you can go to doers3.org And yes, I will be sharing these slides after this no problem. So, I'm going to go ahead and share my screen. All right, here we go.

So, the matrix is available here I put the link as well, so you'd be able to take a look at it. You can download it as a PDF, but we also have adaptable versions for you. So, what I wanted to talk about is that for each of these contributions, we have suggested whether the contribution could be applied to those three categories. And in some cases, we've marked it as multiple categories, which is, and, and in addition, the matrix includes examples of how one might think strategically about where they're open-ended contributions would be most valued and how best to frame those contributions. So, for example, you can see here we, we took sort of the main ways in which open educational resources are used. So, adoption, adoption, creation, improving learning, community work, and research. So, what we've done here, so let's take a look at contribution in terms of your community work. So, let's say you are part of an OER working group. Can you provide a list of committees and specific actions you could take? Would that be in service? Yes. Another thing is improving learning. Are you able to provide evidence to showcase an improvement of student outcomes, innovations, increasing student engagement? Another thing too is if you are to make new OER or even adapt new OER, try to get others to do some peer review for you and then document that peer review and then you can showcase that as well. Another thing that we've done in this matrix as well is all throughout this, we've also provided the study examples that you might want to use in order to provide the evidence to that work. So, this matrix is in no way exhaustive and it may be useful as either away for faculty to start thinking about how best to fit their OER work into their tenure and promotion guidelines. And faculty documenting their OER work in their portfolios should characterize their work using they're using these terms to help colleagues understand their contribution. And although this document was is, in its current form, was created with individual faculty in mind. We encouraged tenure and promotion committees themselves to adapt and edit, to use as a guidance for their faculty. And in true OER fashion, we have licenses, CC-BY and anyone can use this work. I'm going to stop sharing there and I'm going to go back to my presentation. All right. Let me see if I can. Okay. Sorry, 1 second. Okay.

So, what I want to share with you here is some user case studies. So how would a faculty member actually use this material? And one of the things of what we do is sort of we've provided evidence of how a faculty member might want to use this. So Asma is a faculty member who is heavily involved in the OER initiative on their campus and he's going up for tenure. The OER initiative on their campus has some support to the library and they're teaching their Center for Teaching and Learning. But nominal support from the administration as Asma's department hasn't taken up OER in a systemic way and most of their fellow faculty members, especially those on the tenure committee, aren't particularly aware about we are. So Asma can use the matrix to help organize their OER work in their dossier and make the case for its inclusion in the tenure and promotion committee. They can also then share their experience with others in the OER initiative, helping future faculty members navigate the process.

So, another example. Kehinde is a department chair who has spearheaded an OER initiative in their department and wants to make sure that faculty who have participated are given credit for their work and wants to incentivize OER creation in their department writ large. They adapt the matrix to show faculty how they can fit their OER work into their tenure and promotion dossier. Kehinde shares the matrix with other chairs on their campus who are interested in OER, so they can adapt it for their own departments.

And Marcela, sorry, Marcella is an OER librarian and is asked frequently by faculty that they work with on how to talk about OER in their tenure and promotion dossiers. Marcella uses the matrix in their OER faculty development and work and has filled at and has faculty fill out the matrix with their own contributions and evidence. Marcella can then use those faculty adaptations as examples in their future faculty development work and can compile those adaptations to share but the broader OER community.

So, one thing I wanted to say is that the best way in order for how to actually share this work with tenure promotion committees is metrics. Numbers tell a story. So, for example, numbers tell a story about impact numbers. Numbers tell a story about students. Savings. Numbers tell a story about how many times something has been downloaded. If you are working on open education software that then goes into GitHub for example. What you want it, what will help tell that story about the importance of the OER that is being created is by identifying how many users are using this, what is the impact of their usage? How many times does that work been downloaded? All of these things provide evidence, then make the case for the work that you're doing. So, for example, when we look at open textbooks, for example, if you create or adapt an open textbook and you start and you publish that within an open repository. The people who are in charge of the open repository would then be able to tell you how many times it's been downloaded from which countries generally has it been downloaded? How many in your own institution you can showcase how many students are using it. But it's so important to be able to quantify this work and to be able to showcase the importance and the impact. And I can't stress that enough. I think it's really valuable.

So, I'm going to pass it over to you. And what I want to know is, can you see yourself using the matrix? And if so, how? So? Once again, go to [menti.com](https://www.menti.com) and use the code 84327048. I'm also going to put the link in here as well.

Yes, this gives me an answer when faculty ask how old we are can help tenure? Yes, if faculty want ideas, I'm presenting there are, we are contributions during T&P for advocating against competition-based scholarship and teaching and learning environment, a part of recruitment strategy? Yes. Yes. Yes. Help teams recognize components and how they contribute to job responsibilities, socializing, and on

campus for faculty leaders. I'm still early in my career, but I think this could really helped me get a larger community of faculty involved in trying to promote currently running an OER grant. I would incorporate this into the grant process and go along the letter of impact from the library team, absolutely. In a workshop with OER grant award winners are great. A way to put together a narrative for T&P, we use stats and offers of letters in recommendation dossiers. I would like to market their accomplishments public, yes. Publicly. More often. He asked to record use, development and encouraged people to gather data and metrics? Yes. As an example of how it might work, absolutely. I'm not in a position to implement that I can promote and point to other institutions and show here how here's a way to do it. Exactly. Yes, we instituted wording in our T&P to include OER as part of scholarship metrics. Oh, that's great. I really believe that the more and more we start placing value to open education is the time when we're going to see it become much more ubiquitous across an institution. But in order to do that, we don't always have to wait for policies or guidelines to change. I really believe that we can do this by starting to really become much more public about the work that's happening. And as I said, moving it from off the side of one's desk the center of one's desk. Okay I'm going to move on to the next one.

So, what might you add to the matrix to make it more usable for your purpose? If you were thinking about doing any type of adaptation to it, Is there anything that we could think about that might make it a little bit more usable. Maybe Robin in the chat says maybe some more ideas on how to quantify the student engagement, enthusiasm, getting solid numbers beyond, yes, I think one thing to do with that is really about surveying students and really having a better, a lot of times it comes down to, but that's okay. A lot of times it comes down to getting antinodes from students, getting statements of support from students getting sentences or statements that show either student enthusiasm for maybe open pedagogy or the work that was done by revising the particular, OER, you know, a lot of times students, it's an opportunity to allow students to be able to see themselves in the curriculum. So, I think a lot of that is very valuable. Yeah. Supplement with an example or a case study. Yeah, that's something we're really looking to do actually is in the next little while, we're hoping as the doers organization to be putting a call out to folks who have used who have used the matrix and create sort of an inventory of case studies so that people can see it actually moves. Okay, next one.

So, this actually concludes the portion of my presentation. Um, but I did want to say a couple of things is keep the conversation going. One thing to do is to sign up for our newsletter, the campus newsletter. Oftentimes we have information coming out about any types of grants that are offered for open education or any kind of resources or webinars, things like that. Keep up to date with the doers organization. There's lots always happening there. And in in the next little while we are opening up a new listserv, which is going to be called BC Open listserv. And we will be promoting that from our newsletter. And that is going to be an opportunity to share amongst colleague's sort of ideas and questions. And if you're looking for resources, that would be great. And yeah, so I'm going to leave that up there for now. And I'm I love to answer questions. Please. Feel free to jump on the video here. I'm going to stop sharing.

So, Stephanie says, I missed my window. I didn't see an option to discuss impact outside the institution, either through downloads or outside of campus or collaborations outside, yes. And that's super important because one of the things that we do sometimes is especially with the, the, if something is developed and press books, we're able to actually see like where are the other locations that this work is being downloaded. One of the really cool things that we came up with is we had the opportunity to see that our trades, all of our common core trades books had been adopted by a university in Tanzania. We

had all of these like download links from Tanzania. And I asked, Are my team to go ahead and look into why did it turns out that they have adopted all of the BC books. So that was really cool. Robin, do you have a question? Comment?

ROBIN:

that actually kind of covered some of that was I was just thinking about how useful this would be. I'm always like, part of why I love this week so much is seeing What's happening around the world with open education resources Because I think that I don't know if it's just my location or just me that I tend to be biased towards itself. But it seems like a bias exists that we assume that we are like cutting edge and all technology. And I think that in open education it seems like we're really, really behind. Using other universities and other countries as role models. Helpful.

AMANDA COOLIDGE:

Yeah, I absolutely agree. Dr. Tannis Morgan from Vancouver Community College has been working on a project whereby she was bringing resources from, OER resources from around the world that could be translated from their home language into English so that then we could use those resources. And yeah, I'm, I, I'm always very interested, especially on things like offline solutions or alternative download formats. So yeah, thank you for sharing that.

Anyone else have comments or questions? If you if you don't, and you're welcome to take the next 18 minutes of your life and enjoy some downtime. Before you head into something else. But if you want to stay on, I'm here to answer questions or comments. Yeah. Good, Stephanie, I will be sharing out through our IT support. I will be sharing out all of the slides and links so that you are able to use them. They will be available through this, so be emailed to all of you. Thanks, Emily.