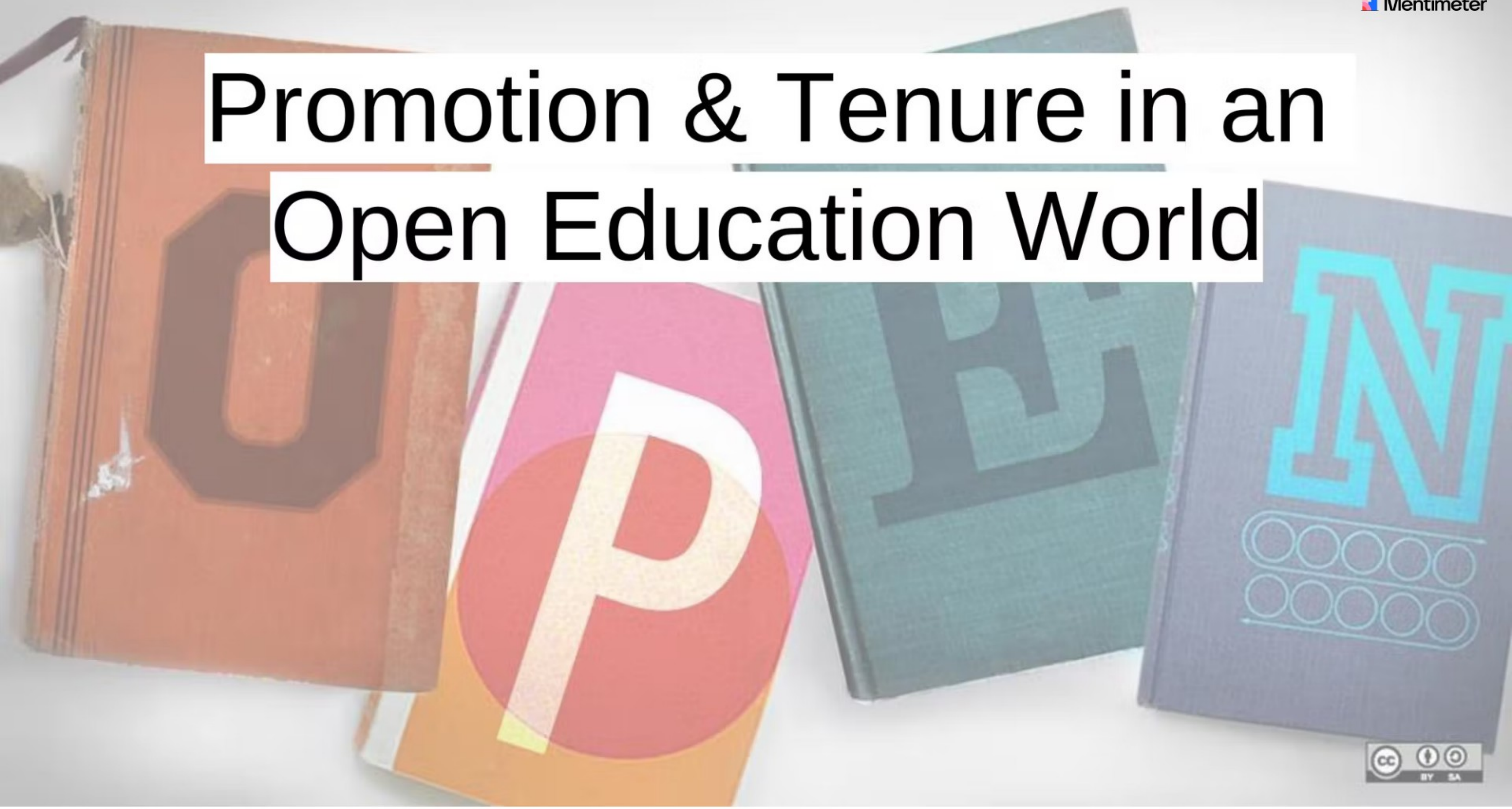# Promotion & Tenure in an Open Education World

About Me:

Amanda Coolidge
Director, Open Education
BCcampus

My background/ancestry

• England/Ireland

• Mi'kmaq, Nipmuck Nations, and the Wabanaki Confederacy

My (formal) learning

• Mi'kmaq, Blackfoot, Nakoda, Ts'sutina, and Metis Nations

My career

• Mikmaq, Blackfoot, Nakoda, Ts'sutina, Metis Nations, Kenya and the Musqueam, Squamish, and Tsleil-Waututh nations
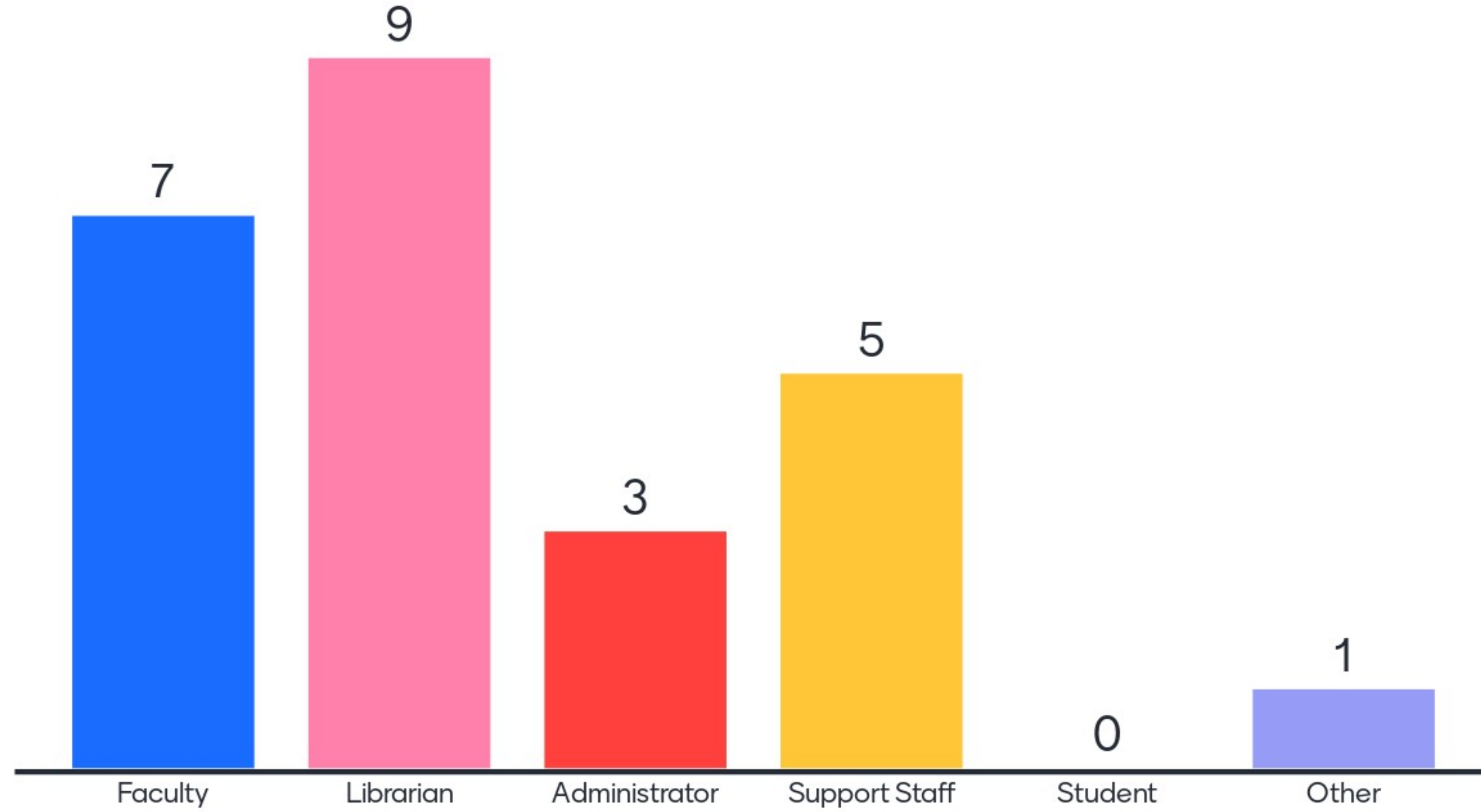
Currently work

• *Tsawout First Nation*

How are you? (Really)

suspended

energized   dignified   stressed

overwhelmed   challenged

optimistic

stuck   interested   concerned   restless   tired   busy

fine   happy   excited

comforted   hopeful

bored   trustful

exhausted   awesome

discouraged

19

What is your role at your Institution?

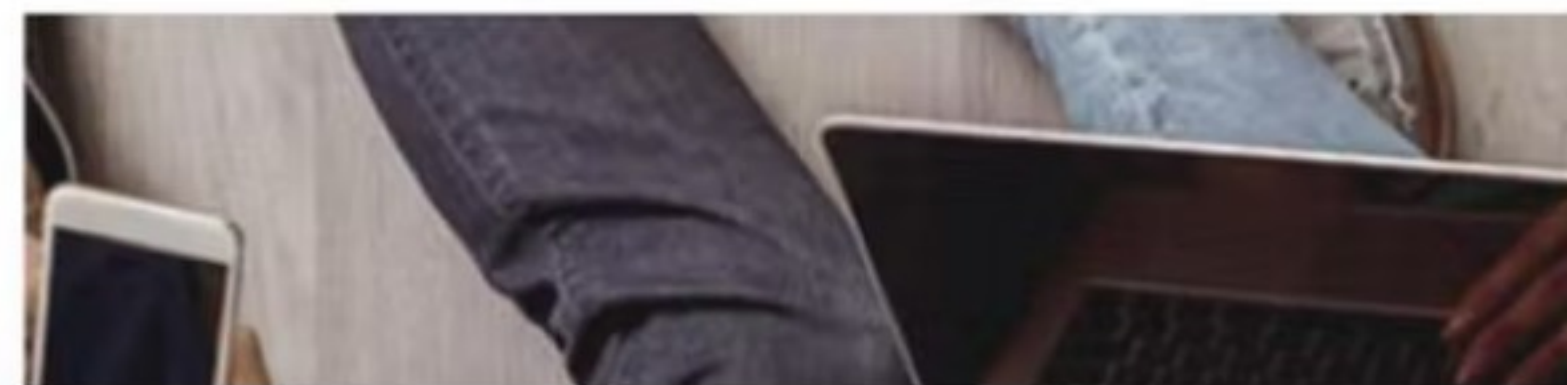| Faculty	Librarian	Administrator	Support Staff	Student	Other
7	9	3	5	0	1

Collaboration, co-creation, and systemic change

READ MORE

Topics of Practice

News : view all news

SEPTEMBER 25, 2019

Post-Secondary Directory

The Five R's

Retain	The right to make, own, and control copies of the content.
Reuse	The right to use the content in a wide range of ways.
Revise	The right to adapt, adjust, modify, or alter the content itself.
Remix	The right to combine the original or revised content with other material to create something new.
Redistribute	The right to share copies of the original content, your revisions, or your remixes with others.

This material is based on original writing by David Wiley, which was published freely under a Creative Commons Attribution 4.0 license at http://opencontent.org/definition/.

United Nations Declaration of Human Rights

1. We are all born free with equal **rights**

2. We have a right to be free from discrimination

3. We have a right to live in freedom and safety

4. We have a right to be free from **slavery**

5. We have a right to be free from torture or degrading treatment

6. We have a right to be treated fairly by the law

7. We have a right to equal protection under the law

8. We have a right to seek justice when our rights are

9. We have a right to be free from unfair imprisonment or exile

10. We have a right to fair public hearings

11. We have a right to be considered innocent until proven guilty

12. We have a right to privacy & freedom from attacks against our reputation

13. We have a right to free

14. We have a right to protection in other countries from persecution

15. We have a right to belong to a country

16. We have a right to get married

17. We have a right to own things

18. We have a right to our own thoughts and religion

19. We have a right to think and say what we want

20. We have a right to gather peacefully

21. We have a right to take part in government and elections

22. We have a right to a social safety net

23. We have a right to work and join trade unions

24. We have a right to rest and play

25. We have a right to health, food, clothing, and housing

26. We have a right to education

27. We have a right to enjoy the arts and sciences

28. We have a right to enjoy a free and fair

29. We have a responsibility to our COMMUNITY

30. No one can take away our human rights

In **2018,**

64% of Canadians graduated with

$20,000 or more in student loan debt.

54% did not buy a textbook

27% took fewer courses

26% did not register

17% dropped or withdrew

Jhangiani, R.S., & Jhangiani, S. (2017). Investigating the perceptions, use and impact of open textbooks: A survey of post-secondary students in British Columbia. *The International Review of Research in Open and Distributed Learning, 18*(4). https://doi.org/10.19173/irrodl.v18i4.3012

BCcampus **OpenEd**

Search …

Mentimeter

What is Open Education? Browse Our Collection Use Open Textbooks Create Open Textbooks Advocate for Open Education Projects and Grants

Find Open Textbooks

Search for quality open textbooks offered in a variety of digital formats; the first step in adopting open educational resources. Search by subject and download them to your computer.
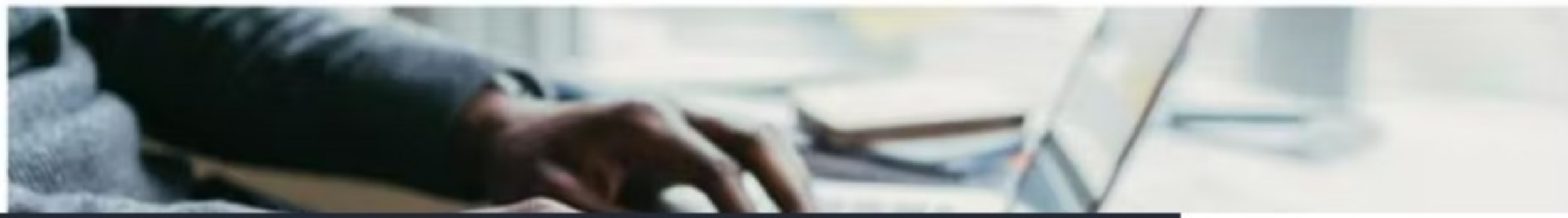
LEARN MORE

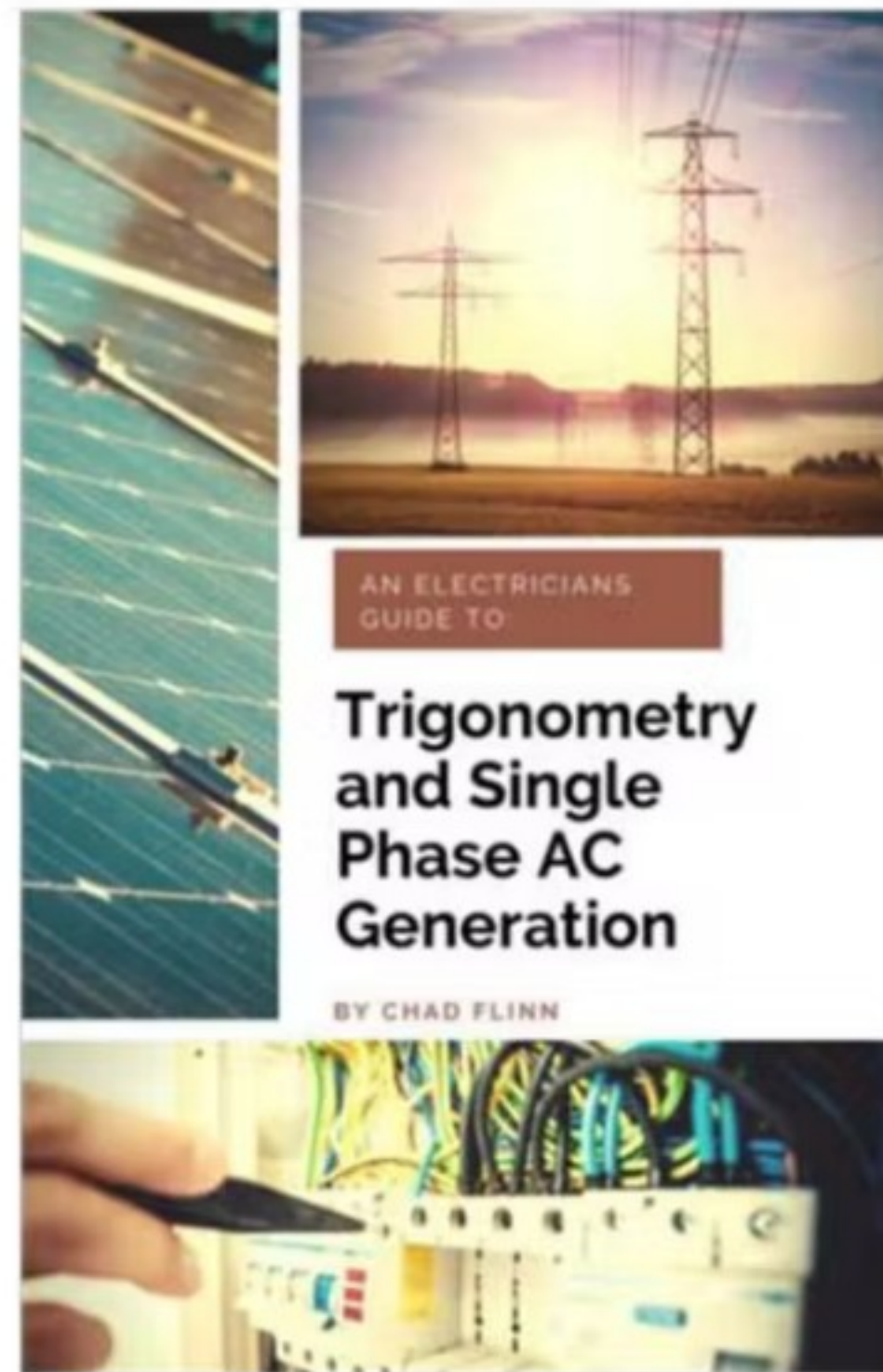## Search the B.C. Open Textbook Collection

Search... **SEARCH**

B.C. Open Textbooks

388!!

Find Open Textbooks

Search... | -- Filter -- ⌄ | **SEARCH**

Results: **388 Open Textbooks**
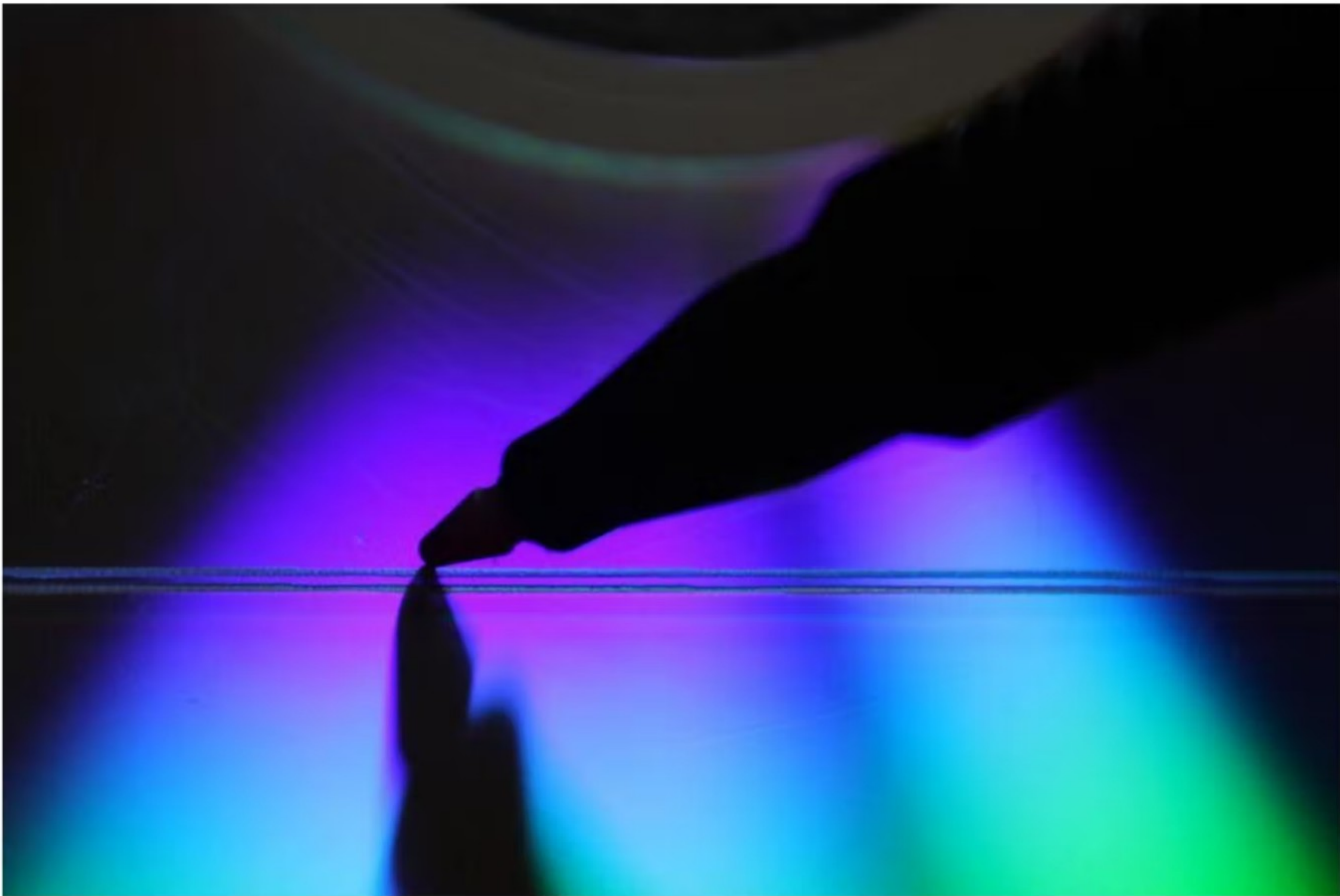
D●ERS³

- Collaborative is a group of 28 public higher education systems and statewide/provincewide

- Tenure and Promotion work part of Capacity Building Working Group

- Collaboration with Amanda Coolidge, Andrew McKinney (CUNY) and Deep Shenoy (Consultant)

The Challenge

- Tenure in the academy was first
  articulated in the 1940 Statement
  of Principles on Academic and Freedom and Tenure.

- Tenure and Promotion policies vary
  widely across institutions and departments.
  HOW can we support impact and change?

UBC Tenure and Promotion

Excerpt from the UBC [Guide to Reappointment, Promotion and Tenure Procedures](link) (RPT):

*Evidence of educational leadership is required for tenure/promotion in the Educational Leadership stream… It can include, but is not limited to…Contributions to the practice and theory of teaching and learning literature, including publications in peer-reviewed and professional journals, conference publications, book chapters, textbooks and **open education repositories / resources.***

Statement of Support by Deans of Arts and Sciences

In supporting faculty choice in educational resources, the BC Deans of Arts and Science also support and encourage the use, creation, and adaptation of Open Educational Resources (OERs) that contribute to the quality of the student experience in post-secondary arts and science courses. As a group, the BC Deans of Arts and Science recognize that Open Educational Resources minimize the cost of learning for students, promoting equity in education and creating an opportunity to improve academic preparedness. Open Educational Resources also allow faculty to customize their teaching resources, present local examples, showcase their expertise, and collaborate with their peers.

Recognition outside of T&P

Awards

Newsletters

Emails

Quantify the impact

Share, Share, Share

ADOPT

Contribution	Evidence	Research	Teaching	Service
Use OER in a class or classes	Survey and gather data on how the use of an OER in class affected student learning. A similar study was conducted in British Columbia as well as in the United States via the Open Education Research Group.		Yes	
Use Open Access research article	Provide evidence of the Open Access Journal Articles that were used in course outline		Yes	

ADAPT

Contribution	Evidence	Research	Teaching	Service
's OER to be more relevant to	Survey students in class to learn more about the impact the revised			

fo/img/doers3-matrix1.jpg

Faculty Member

Asma is heavily involved in the OER initiative on their campus and is going up for tenure. The OER initiative on their campus has some support from the library and their Center for Teaching and Learning, but nominal support from the administration. Asma's department hasn't taken up OER in a systematic way and most of their fellow department members, especially those on the tenure and promotion committee, aren't particularly aware of OER. Asma can use the matrix to help organize their OER work in their dossier and make the case for its inclusion to the tenure and promotion committee. They can also then share their experience with others in their OER initiative, helping future faculty members navigate the process.

Department Chair

Kehinde is a department chair who has spearheaded an OER initiative in their department wants to make sure the 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 could adapt it for their own departments.

"Kehinde speaking with faculty members of the Edna Manley College of the Visual and Performing Arts on Wednesday, April 24, 2013" by U.S. Embassy -- Kingston Jamaica is licensed under CC BY-SA 2.0

Librarian

Marcella, an OER Librarian, is asked frequently by faculty that they work with how to talk about OER in their tenure and promotion dossiers. Marcella uses the matrix in their OER faculty development work 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 these adaptations to share with the broader OER community.

Metrics
Numbers tell a story

Can you see yourself using the Matrix and if so how?

Yes! This gives me an answer when faculty ask how OER can help them get tenure.

yes, if faculty want ideas on presenting their OER contributions during T&P

Yes, for advocating against a competition-based scholarship--and teaching and learning--environment.

Yes, as a part of a recruitment strategy.

Yes - to help teams recognize components of tasks, how they may contribute to job responsibilities

Socializing it on campus with faculty leaders

Yes. I'm still early in my career, but I think this could really help me get a larger community of faculty involved in trying to promote OERs.

Currently running an OER grant, I would incorporate this into the grant process, to go along with the letter of impact from the Library Dean.

in a workshop with OER grant award winners. A way to put together a narrative for T&P

17

Can you see yourself using the Matrix and if so how?

Yes, as a example of HOW it might work.

Yes, to record use, development and encourage people to gather data and metrics

We use stats and offer letters of recommendation in dossiers. I would like to market their accomplishments publicly more often.

Absolutely. I'm not in a position to implement but I can promote and point to other institutions and show how there's a way to do this

Yes. We instituted wording in our T&P to include OER as part of scholarship metrics.

more connection with research

Not sure - may have to use/ apply it to see what is missing

survey students, ask for the OER's pros and cons and how improvements can be made. Track the course numbers and enrollment where The OER is used

17

What might you add to the matrix to make it more usable for your purpose?

Supplement with an example/case study

Not too sure - may reveal itself in further applications

Being able to show use of their OER outside the institution?

3

Thank you!

Let's keep this conversation going,

BCcampus -
https://bccampus.ca/news/sign-up-for-our-newsletter/

...with DOERS: https://www.doers3.org/

... new listserv!!