Effective Strategies to Encourage OER from working with 220+ colleges and universities on their OER initiatives

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Everyone on the bus first

Institution-Wide Initiative

- Faculty
- Faculty leadership
- Administrators
- Librarians
- Instructional Support
- At least one Senior Administrator who is willing to regularly promote the initiative
- Bookstore
- Student Services
- Accessibility Services
- Students
We = Not me

Identify a leader

A leader who is

- Respected by faculty
- Viewed as a peer by faculty
- Can dedicate 10+ hours per week to the initiative

The most effective leaders of OER efforts are teaching faculty members and often co-chaired by library or teaching & learning.
“You can publish a guideline in a journal, but passive dissemination of information is clearly not adequate for real change”

Elliot Abt, Professor of Oral Medicine at the University of Illinois in a 2019 Atlantic article about encouraging evidence-based dentistry
Proactive and Persistent

Direct vs. Indirect Tactics

Direct tactics

Should result in one or more faculty members saying:

- Yes
- No
- I’m interested, tell me more
Proactive and Persistent

Direct vs. Indirect Tactics

Direct tactics

You should be able to track, for each direct strategy:
- Faculty who expressed interest
- Faculty who adopted
- New students impacted
Proactive and Persistent

Direct vs. Indirect Tactics

Indirect tactics

“If you build it, they might find it”

Does not result in you getting a yes, no, or I’m interested from faculty

Helpful, but should not be your main focus
## Top Direct Tactics

<table>
<thead>
<tr>
<th>Direct Tactic</th>
<th>What makes it “direct” (how you get a yes/no/I’m interested response)</th>
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<tbody>
<tr>
<td>OER grant program</td>
<td>Faculty applying for a grant shows their interest. Them receiving a grant and piloting/adopting is a “yes.”</td>
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<td>Presentations during department meetings</td>
<td>Passing around a sign-up sheet allows faculty to express interest. Meeting with interested faculty later and asking them to pilot or a adopt gives you the yes/no answer.</td>
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<td>One-on-one meetings with faculty in their offices.</td>
<td>Faculty agreeing to meet with you shows interest. Asking them to pilot or adopt gives you the yes/no answer.</td>
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<td>Presentations during the big all-faculty meeting (not a breakout session later, the big part of the meeting).</td>
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<td>OER training workshops</td>
<td>Faculty attending the workshop shows interest. Asking them during or after the workshop to pilot or adopt gives you the yes/no answer.</td>
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<td>External expert visit</td>
<td>Faculty attending the events or meetings shows interest. Meeting with interested faculty later and asking them to pilot or adopt gives you the yes/no answer.</td>
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<td>Engaging faculty who have already adopted and ask them to introduce you to their colleagues.</td>
<td>Faculty who you are introduced to who agree to meet with you are interested. Asking them to pilot or adopt gives you the yes/no answer.</td>
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Indirect Tactic Examples

Helpful, but should not be your main focus if your goal is to quickly increase the number of faculty who choose to adopt OER

- OER website
- Libguide
- Displays of books
- OER in course reserves
- Committee meetings
- Reports and publications
- Logos and marketing campaigns
- Emails and newsletters
- OER policies
- Marking OER courses in your class schedule
Direct tactics can become indirect if you don’t have a way for faculty to express interest and don’t ask for a yes/no answer.

- Faculty presentations….where you don’t pass around sign-up sheets and/or don’t follow-up with faculty to ask them to pilot/adopt.
- Workshops...where you don’t follow-up with the faculty who attend to ask them to pilot/adopt.
Complete at least 8 direct tactics within one year (August – April)
OER Textbook Display, LibGuides, Website, Committee Meetings, Course Schedule Listings, Library Reserves, On-Campus Advertisements
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“An effective goal focuses on results, not activity”

Stephen R. Covey
7 Habits of Highly Effective People

Measure outcomes, not actions

Outcomes
• # of faculty using OER
• # of students impacted by OER
• $ amount of savings to students ($79.37 average)
• Student success (grades, completion, etc.)

Actions
• Holding a meeting
• Having a workshop
• Having a display
“An effective goal focuses on results, not activity”

Stephen R. Covey
7 Habits of Highly Effective People

For every high intensity/direct tactic, goal-set & track 3 things:

• # of faculty interested
• # of new faculty adoptions
• # of new students impacted
“An effective goal focuses on results, not activity”

Stephen R. Covey
7 Habits of Highly Effective People

“We presented at 10 department meetings (185 faculty total) and 8 faculty expressed interest right away. From those 8, so far, 2 have agreed to adopt OER for their courses, a total of 500 students per year impacted.”

Action: Present at department meetings
Goal: 25 interested faculty from presentations
  • Number of faculty interested so far: 8 (out of 185)
  • Adoptions so far from action: 2
  • Students so far from action: 500 per year
The tale of the workshop....

Photo by You X Ventures on Unsplash
If a direct tactic isn’t resulting in new interest or adoptions, stop and refocus on actions that are working.
It’s going to be a time and money investment.

Successful institutions in the OpenStax Institutional Partner Program report spending 10-15 hours per week on their direct tactics and advocacy.

While it is possible to be successful on a small budget, the above group recommended a budget of $1 per FTE student for your OER efforts.
Market early and often
Think beyond emails
What are your top 25 highest-enrolled courses?
Are there OER already available for those courses?
Who teaches those full-time?
Start with easy wins to impact students NOW
1. Adopt
2. Adapt
3. Create
Keep your messaging positive
Don’t focus solely on cost/savings
Focus on faculty academic freedom
Faculty Benefits of OER

Increasing Academic Freedom

Who is in control of our courses?
Faculty Benefits of OER

Increasing Academic Freedom

- Every student has immediate & unlimited access
- Standard scope & sequence makes it easy to adopt
- Variety of technology partners allow choice
- Permission free use, editing & adaptation
- Variety of formats/partners eliminates one size fits all
- Ownership of the content. Forever
- Moving to a new edition is optional
- No takedown notices when showing the content publicly
- Ancillaries that can be used at any institution, minimizing faculty course prep.
Focus on student access/freedom
Open Licensing means students have the freedom to access their content:

Wherever they want
- Different formats for different devices and situations
- Share on social networks and public forums
- Share in blended learning environments

Whenever they want
- Instant, unlimited access
- Permanent access, they own the content forever

However they learn
- Use content in their work legally
- Make videos/class assignments legally
- Put into a format that meets their study habits
Student Benefits of OER

Beyond cost savings

Why do students need permanent access to the content (especially if the course isn’t in their major)?

- Multi-semester courses
- Retaking the course
- Reference for advanced courses
- Studying for higher education entrance exams & certification exams
- Changing careers
- Lifelong learning

Any of the above could mean a student needs to purchase another access code or rent the content again.
Tell stories vs. giving facts
Chapter 1. Introducción

Derived from Introduction by OpenStax

Figure 1. Imagen de la NASA compuesta por diferentes vistas satelitales de la Tierra. Para reconstruir la imagen total de la Tierra, los científicos de la NASA combinaron observaciones de diferentes partes del planeta. ( créditos: modificado del trabajo de NASA)

La Tierra vista desde el espacio (Figura) nos ofrece algunas pistas acerca de la diversidad de las formas de vida que la habitan. Se cree que los primeros pobladores de la Tierra fueron los microorganismos, los cuales aparecieron miles de millones de años antes
No takedown notices
Minimizing Course Prep
OpenStax College Physics

Access, develop and share resources created by the OpenStax community that align with OpenStax Physics.

- 71 members
- 148 affiliated resources

Join this group

All resources in OpenStax College Physics (144)

- How to Use the OpenStax Community Hub
  - Material Type: Lesson
  - Author: Sonya Bennett-Brandt

- Introductory Physics YouTube Videos, lectures, problems
  - Material Type: Full Course, Homework/Assignment, Lecture

- Reading Guides for OpenStax College Physics
  - Material Type: Full Course, Lecture Notes, Student Guide
Access
Ask your faculty and students to tell stories
What you as a senior leader can do to encourage OER

- Send an email to your faculty and staff, expressing support for OER.
- Highlight faculty who are using OER in their courses.
- View “oer-based,” “inclusive access” and other publisher models with skepticism. Ask questions about student access.
- Write OER and other affordability initiatives into your strategic plan.
- Create a task force for OER (with an effective leader).
OpenStax Institutional Partner Program

openstax.org/institutional-partnership

Year-long intensive program with the goal of increasing OER use at each institution while protecting academic freedom.

Applications are competitive. 30-40 institutions apply for the 9-12 slots each year.

Free to institutions, thanks to a William and Flora Hewlett Foundation grant.

The average number of students impacted by OER increases 158% at an institution who completes the program.
Questions? Comments?

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