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Final Portfolio - SPARC Open Education Leadership Program, 2017-18

Christopher A. Barnes
Gettysburg College

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Final Portfolio - SPARC Open Education Leadership Program, 2017-18

Abstract

Final portfolio of work completed for the SPARC Open Education Leadership Program, 2017-18, including the Capstone Project Final Report, the Community Resource entitled "Piloting Faculty OER Grant Programs: A Practical Guide for Librarians," and the blog Opening Up Liberal Arts Colleges (linked). "Piloting Faculty OER Grant Programs" is also available separately in The Cupola.

Keywords

SPARC, Open Education, OER, faculty grant programs

Disciplines

Educational Methods | Higher Education | Scholarly Communication

Musselman Library
Gettysburg College
Campus Box 420
300 North Washington Street
Gettysburg, Pennsylvania 17325

June 1, 2018

Nicole Allen and Tanya Spilovoy, Ed.D.
Open Education Leadership Program
Scholarly Publishing and Academic Resources Coalition
21 Dupont Circle NW, Suite 800
Washington, DC 20036

Dear Nicole and Tanya,

I am writing to submit my final portfolio in completion of the SPARC Open Education Leadership Program, 2017-2018. Enclosed please find the following documents:

- Capstone Project Final Report
- Community Resource: "Piloting Faculty OER Grant Programs: A Practical Guide for Librarians"
- Blog: Opening Up Liberal Arts Colleges (linked)

I will submit my private self-assessment separately to ensure confidentiality and your ability to freely share this portfolio. I look forward to reading your evaluation and would be more than happy to discuss my portfolio or provide additional materials. I found the program immensely rewarding and hope my work and participation this past academic year has been of sufficient quality to warrant me a certificate of completion for the program. Thank you for the opportunity to be a member of the inaugural cohort and for all the guidance you have provided.

Sincerely,

Christopher A. Barnes, Ph.D., M.S.I.
Scholarly Communications Librarian
cbarnes@gettysburg.edu / (717) 337-6994

SPARC✳

Open Education Leadership Program

2017-2018

Capstone Project Final Report

Christopher A. Barnes, Ph.D., M.S.I.

Scholarly Communications Librarian

Musselman Library, Gettysburg College

1 June 2018

Abstract

This report offers an evaluative overview of the capstone project I proposed and completed for the pilot cohort of the SPARC Open Education Leadership Program, 2017-2018. The project entailed designing a pilot OER grant program for faculty at Gettysburg College, a residential liberal arts college in Pennsylvania. The creation of a community resource was also a requirement, and I elected to compose a practical guide for other librarians interested in developing such a program. The first section of this report offers an overview of the components of the capstone project and the second section is an outcomes evaluation. The third and final section provides a list of lessons learned over the course of the project. The original project proposal is included as an appendix.

I. Summary of Project Activities

1. Capstone Project Proposal

In my project proposal, included here as an appendix, I suggest developing "a pilot OER grant program for faculty interested in incorporating open resources and practices into one of their courses." As I discuss in more detail below, the major difference between the proposal and the final product concerns the design decisions made to fit the program to the institutional context of Gettysburg College. Furthermore, rather than developing a starter program, including all the necessary documentation, I developed a proposal for a program that would require a larger investment of camus resources, both human and financial, than initially proposed. It made more sense to articulate a clear rationale for such a program than create documentation that would likely need to be heavily revised after the proposal was critiqued by library and campus administrators.

2. Proposal for OER Grant Program Pilot

In its final form, the proposal for a pilot OER grant program for faculty looks a good deal different from the many programs now in place across the country. It focuses on OER creation rather than adoption or adaption, foregrounds the importance of OER use to pedagogical innovation, asks for a two-year commitment from faculty, and requires coordination with the faculty member's department to ensure OER usage in two consecutive academic years. These characteristics are a result of my efforts to tailor the program to fit the educational environment of a liberal arts college. Several Gettysburg College faculty have already adopted or experimented with open textbooks in their introductory courses, and they have done so with little or no assistance from Musselman Library. OpenStax, OpenIntro, and similar organizations have made this possible by working to provide polished OER that look a good deal like their commercial competitors and sometimes even have content organized in ways identical to the most popular introductory textbooks in the field.[1] The more pressing need is for better support of those faculty teaching courses for which no viable OER already exists.

In order to affect the largest number of students, it made sense for OER advocates to start by targeting texts used in the high-enrollment courses offered at nearly all institutions of higher education in North America. As a result, instructors of introductory and survey courses are now likely to have several high-quality OER from which to choose. Furthermore, adopting them usually requires relatively minor editing of either the resource or the course design. The situation is quite different for professors teaching more specialized, interdisciplinary, and advanced courses. Very few OER exist that could be easily incorporated into such courses, and their professors usually face a much more substantial revision of their syllabus if they were successfully to switch to an open textbook. Creating a new OER is often the only viable option, and that viability frequently depends on a range of factors, from the presence of funding and willing collaborators to course load and departmental support, largely outside the faculty member's control.

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[1] For an example, compare the tables of contents of the OpenStax *Biology* textbook with the Campbell *Biology* textbook from Pearson.

3. Associated Library Guide

As initially conceived, the libguide to be created in conjunction with this project would lay out the details of the pilot OER grant program and include links to an online application form as well as tabs containing answers to FAQ and other useful information. Ultimately this idea was dropped in favor of the construction of a guide covering a range of open education issues at Gettysburg College. The guide currently contains resources for finding OER, using them in the classroom, and links to excellent OER guides at schools such as Illinois Wesleyan, Oklahoma, and Virginia Tech. Once authorized and funded, I will add a tab to the guide containing detailed information about the pilot grant program, how to apply, and the criteria by which applications will be evaluated. Some components of the libguide as originally conceived did make it to the finished version. The guide was also initially intended to provide a public space for faculty to share OER success stories, ask questions, and learn about the latest developments in the field. [Open Education @ Gettysburg College](#) does fulfill these goals in its current form, providing an online space for community building and knowledge sharing. Visitors to the site can learn about faculty who have experimented with OER and read their answers to three questions about their experience. I will continue to improve these aspects of the guide and connect them to the grant program once in place.

4. Community Resource

Entitled "Piloting Faculty OER Grant Programs: A Practical Guide for Librarians," the community resource I created is comprised of three sections. In the first I offer a curated list of questions that should be considered by librarians while deliberating on whether or not to launch a pilot grant program. These were among the most valuable results of my research and discussions with colleagues at other libraries. The answers will be different for every library, but the questions themselves should ensure that the appropriate resources and conditions are in place for a successful pilot program, whether it is at a large R1 or a small college like Gettysburg.

The second section of the resource comprises an organized series of links relating to Open Pedagogy. One of the key lessons I have learned is that monetary savings is not always the most persuasive argument in favor of OER. For some faculty and administrators, the fact that OER can improve student learning outcomes and enhance course assignments proves more compelling than lowering the amounts students spend on textbooks and course materials. It is arguably most effective to mention both of these benefits - financial and pedagogical - in outreach and advocacy efforts, especially considering the multiple ways in which they are interrelated.

The final section of "Piloting Faculty OER Grant Programs" contains the proposal for a pilot program I drafted for Gettysburg College. Readers will find details regarding the size and number of the grants, key characteristics, and a tentative yearly timeline for promotion, application, and grant administration. The section also contains links to grant programs currently underway at other schools, which can serve as models and inspiration.

II. Outcomes Evaluation

As initially conceived in the proposal, the ultimate goal of the project was to "design an OER Grant program that is well suited to a liberal arts college environment in terms of its emphasis on individualized learning, small class sizes, and undergraduate research" (Project Goals). In this I have been successful, although the output of the project has taken the form of a detailed proposal rather than a program with the accompanying application forms and other documentation. Determining the best way to tailor such a program for the LAC environment took much more thought and time than I had expected. However, the lessons I learned and the adjustments I made to the proposed pilot program more than make up for my not having time to type up the documentation and add it to a tab in the libguide I created. Documents such as the application form and FAQ would likely need to be heavily revised after the proposal has been vetted by Janelle Wertzberger, the Director of Scholarly Communications and Assistant Dean of

the Library, and Julie Hendon, Associate Provost for Pedagogical Initiatives and Director of the Johnson Center for Creative Teaching and Learning.

I had initially envisioned starting small with the pilot by offering grants of between $500 and $1000 to support adoption or adaptation of OER and the requisite adjustments to course syllabi. Another idea was to fund the writing by faculty of OER reviews, the goal being to make them aware of open resources in their discipline and increase the likelihood that they would adopt one of them. These kinds of grants have been or are being tried at other liberal arts institutions like Shippensburg University and Bucknell University in Pennsylvania and Davidson College and Furman University in North Carolina, to name a few.

Because supporting the creation of new OER appeared to be the best way to further OER use at Gettysburg, the initial idea of starting with adoption and adaption had to be abandoned. This, in turn, called for a reevaluation of the role played by the Scholarly Communications Librarian and the way the grants would be administered so as to make the workload manageable and sustainable. Deciding to focus on OER creation meant that the grant program would require more funding than initially envisioned and more involvement from entities and individuals outside the library. All of these factors mean that the pilot grant program looks quite different from the pre-existing grants, jointly administered by the library and the Johnson Center for Creative Teaching and Learning (JCCTL), upon which it was initially modelled. They also mean that there is a higher likelihood that the pilot will not be authorized or will take longer to launch if it does receive the approval and funding from the Provost's Office.

III. Lessons Learned

1. In terms of designing a grant program that will be a good fit for your campus, the kind of courses you want to support matters more than the kind of school at which you work. If faculty have already started adopting open textbooks in their introductory courses, it may make the most sense to target the grant at upper-

level courses for which there are relatively few pre-existing OER. That decision would mean prioritizing grant proposals for OER creation rather than adoption, and a program with such a focus will likely look quite different in terms of the amounts of individual grants, expectations regarding faculty time commitments, and the level of support needed to ensure the project stays on schedule.

2. Institutional statements of mission and values should be leveraged to demonstrate the ways in which OER implementation aligns with a school's identity and goals. Connections between OER usage on campus and recruiting a more diverse student body, to cite one example, are not always obvious to administrators. Demonstrating the power of OER to make courses more accessible to students from underrepresented socioeconomic backgrounds, and to increase the chances of their success in those courses, can be a persuasive argument to administrators and admissions officers.

3. While often difficult to get, departmental support for a faculty member's participation in the grant program can have a major impact on the success of the project and the use of the OER in future courses as well as by other faculty members.

4. For some people, saving students money on course materials is less compelling reason to experiment with OER than opportunities OER provide for pedagogical innovation and improving learning outcomes. It is best to present both rationales together and explain the ways they are interrelated.

5. Finding ways to distribute the workload and responsibility for the grant across school offices and divisions can make its administration more manageable, the program more sustainable, and increase overall institutional support. The more people and departments invested in the grant, the more likely it will be successful.

6. Understanding the perspective of your campus bookstore is key, whether or not they will support your OER efforts. Many bookstores make the vast majority of their profits on licensed products - sweatshirts, baseball caps, and the like - and only a small fraction from the sale of textbooks and course materials. An independent bookstore is more likely to be supportive of your OER work than one run by a large commercial chain such as Barnes & Noble. Bookstore managers can often provide you with information about trends in faculty selection of course materials that can be extremely useful and available from no other source.

7. Establishing a culture of support for Open Access issues is an important step in laying the groundwork for an OER grant program that will receive broad support and have a higher likelihood of lasting success.

8. Having a group of colleagues from other libraries with whom one can share ideas, discuss setbacks, and hear feedback can be as important to the planning phase as having a group of invested colleagues from across campus can be to long-term success of the grant program.

9. Promoting affordable resources alongside open ones, be they library-licensed materials or cheaper editions, allows more people to participate

10. Grassroots support from students can be as helpful to the spread of OER on a campus as top-down support from the president and provost.

Appendix - Capstone Project Proposal

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Barnes Capstone Project Proposal

Project Abstract

Your project abstract should be 300-500 words and provide a summary of your project and what you hope to achieve.

For my capstone project, I will develop a pilot OER grant program for faculty interested in incorporating open resources and practices into one of their courses. The grant program will be jointly run by the library and Gettysburg's Johnson Center for Creative Teaching and Learning, a partnership which I am hoping will facilitate an emphasis on pedagogical innovation made possible by the use of openly licensed resources. This pilot program will likely consist initially of two grants, likely of $500 each, and recipients will be supported by the Scholarly Communications department in consultation with the director of the Johnson Center. Librarians from the Research and Instruction Department and educational technologists based in IT will also be consulted as needed.

I intend to spend next semester pitching ideas to stakeholders and preparing the necessary documentation, from program goals and application instructions to eligibility requirements and FAQ. Two other grants offered jointly by the Johnson Center and the library will serve as my guides, but I hope to model our program on successful ones at other schools and especially at liberal arts colleges. The grant programs at Macalester and Davidson, as well as some at large universities like Iowa State, Missouri, Florida State, and Oklahoma, contain elements which I believe would work well at Gettysburg.

By the end of next semester I will have created an online presence for the grant, completed creating all the necessary forms, and finalized the basic concepts and goals of the program in conjunction with the Director of Scholarly Communications and the Director of the Johnson Center. I also intend to gather data from the bookstore and registrar that will illustrate the need for more OER on campus, especially in certain disciplines and courses where they can potentially have the most impact in terms of student savings and improved learning outcomes.

Part 1: Vision and Goals

Status Quo

What challenge is the campus facing that open education could help with? What efforts are already underway to address these challenges and why are they not enough? Provide a brief summary of the problem your project will work to solve.

> Currently there are a handful of faculty at Gettysburg College who are utilizing open educational resources (OER) in their courses. In large part, this has resulted from continued outreach efforts by the Scholarly Communications Department (ScholComm) of Musselman Library over the last few years. While interested faculty currently are invited to contact ScholComm for assistance finding and using OER, there is no formal support program in place offering funding and guidance. There is also no mechanism for assessing the impact of OER use on book costs, class dynamics, and student learning outcomes, nor is there a platform through which Gettysburg faculty can share stories about their experiences with OER and thereby foster a community of practice on campus.

Project Mission

How will your project make the status quo better through open education? This is the larger rationale behind your project (focus on "why" rather than "what").

> The pilot OER grant program at Gettysburg College will:
>
> - Provide financial and logistical assistance for faculty interested in the adoption or creation of OER and the incorporation of OER-enabled pedagogy within their courses.
> - Provide faculty guidance for finding, evaluating, incorporating, and assessing OER and OER-based assignments.
> - Establish a formal relationship between the ScholComm Dept. and the Johnson Center for Creative Teaching & Learning to support faculty using and developing OER.
> - Provide a space for faculty to share experiences and advice about OER.
> - Institute assessment strategies to ensure the program is responsive to input from students and faculty.
> - Raise awareness regarding OER, open licenses, and open pedagogy.

Project Goals

What are the specific goals your project will accomplish? These should be the specific, measurable, realistic outcomes that your project will aim to achieve by the end of spring semester (or, if the project timeline is longer, the milestones you hope to reach by the end of spring semester).

> - Design an OER Grant program that is well suited to a liberal arts college environment in terms of its emphasis on individualized learning, small class sizes, and undergraduate research.
> - Create a web presence for the grant and write all the necessary documentation, from application guidelines to assessment strategies.
> - Establish a working relationship between ScholComm and the Johnson Center for Creative

> Teaching and Learning in order to promote and support faculty OER efforts at Gettysburg College.
> - Craft an advertising and outreach strategy to get word out about the new grant.
> - A short, step-by-step guide for other librarians at liberal arts colleges to follow (see below).

Capstone Output

Each fellow will be responsible for producing a resource that is of value to the broader open education community, in addition to a final report on your project. Examples include a set of templates, a fact sheet, or a tool. This is intended to be flexible, and will vary widely based on the nature of your project. Please specify what you plan to produce below.

> I plan to produce a concise, step-by-step guide for designing and implementing an OER grant program at a liberal arts college, from initial conception and promotion to assessment and evaluation. It will include instructions, examples, potential pitfalls, and links to key information available at other schools. It will also briefly address the different approaches needed for the Humanities, Social Sciences, and Natural Sciences. The guide will also emphasize ways that the context of a liberal arts college is ideal for OER experimentation and suggest strategies for leveraging distinctive features such as small class sizes and individualized learning.

Part 2: Campus Relations

Campus Context

In what ways does your project align with broader initiatives on campus or in your state? How does it connect back to your institution's mission?

> Gettysburg College is committed to pedagogical innovation and continuously improving the student learning experience. An OER grant program therefore fits perfectly within our campus context. In An Unfinished Work, the college's mission statement, the first goal listed under the theme of Innovation is to "Encourage and support innovative teaching and learning techniques and pedagogies." An example of how this goal can be realized involves the JCCTL: "Expand programming offered through the Johnson Center for Creative Teaching and Learning that will foster innovation in teaching and assist faculty with the assessment of the effectiveness of new teaching techniques." This is precisely the aim of this pilot OER grant program, co-administered with the Johnson Center. Gettysburg College is also committed to drawing more students from traditionally underrepresented populations, many of whom would be among the most impacted by overpriced course materials. OER is therefore in alignment with institutional ideals concerning innovation and diversity.

Stakeholders

Stakeholders are the groups of people who are affected by the initiative you are hoping to carry out. List here the stakeholder groups your project will involve, and where relevant identify opinion leaders within the group. Your constituency assignment and roadmap should feed into this.

Stakeholder Group	Opinion Leaders
Humanities Faculty	Chris F., Ian C., Jen B., Michael B.
Sciences Faculty	Ryan K., Kurt A, Steve J., Kazuo H.
Social Sciences Faculty	Kathleen C.
Bookstore	Peter N., Michael L., Michael K.
Johnson Center for Creative Teaching and Learning	Julie H.
Provost's Office	Chris Z., Jack R.

Advisory Committee or Task Force

To ensure that you are getting input from stakeholders, it's a good idea to assemble an advisory committee or task force on campus to help you. Depending on your project, this may be formal or more informal. Briefly describe your plan below, and list the key perspectives or people you plan to engage.

- Regular updates sent to Julie Hendon (JCCTL)
- Input from bookstore and registrar regarding where OER will make most impact
- Presentation to department chairs in late February or March (Faculty)
- Report outlining initiative for Provost's Office

Part 3: Action Plan

Project Activities

What will your project look like? What is the work you plan to do? Think about each of your goals, and what activities you can conduct to reach those goals. Make a note of which goals activities correspond to, and make sure you have at least one activity to reach each goal.

Goal 1: Design an OER Grant program that is well suited to a liberal arts college environment in terms of its emphasis on individualized learning, small class sizes, and undergraduate research.

Actions:
- Research programs underway at other liberal arts colleges
- Talk to faculty already utilizing OER
- Compile a list of open educational practices and sustainable assignments from across the three divisions upon which faculty can model their own efforts.

Goal 2: Create a web presence for the grant and write all the necessary documentation, from application guidelines to assessment strategies, as well as a step-by-step guide.

Actions:

- Determine a proper platform (e.g. libguide, page on CMS, Moodle site)
- Draft copy for each document and add content to guide each day/week
- Discuss criteria, guidelines, and general structure with JCCTL
- Ask colleagues to comment on documentation and make revisions
- Once close to completion, run the basic idea by faculty for feedback

Goal 3: Establish a working relationship between ScholComm and the Johnson Center for Creative Teaching and Learning in order to promote and support faculty OER efforts at Gettysburg College.

Actions:
- Analyze other grants jointly offered by library and JCCTL
- Discuss pedagogical principles with Julie Hendon
- Determine how support will be handled as a team
- Discuss how this grant fits in with the long-term plans and other initiatives of the JCCTL

Goal 4: Craft an advertising and outreach strategy to get word out about the new grant.

Actions:
- Use faculty feedback and interviews with OER users to determine best promotional strategy
- Get faculty with experience using OER to help spread the word
- Employ a multimedia approach including flyers in mailboxes, messages in the daily digest, announcements on the homepages of the library and the JCCTL, as well as targeted emails.

Risk Management
What are the potential risks your project may face, and how will you mitigate them? Focus on risks that are both likely and impactful.

Risk 1: Lack of faculty interest

Mitigation Strategy: Have sympathetic faculty and administrators reach out to faculty in addition to announcements placed in the Digest and emails to faculty likely to be interested.

Risk 2: Lack of support from administrators and department chairs

Mitigation Strategy: Emphasize financial savings to admins and present chairs with data demonstrating correlation between higher textbook prices for a given course and higher than average failures and drops for the course.

Part 4: Staffing & Resources

Project Team
Who will be involved in executing your project day-to-day? This might just be you, or it may involve others on campus (or off campus). List each person and what their responsibilities are.

- Scholarly Communications Librarian (me)
- Director of Scholarly Communications

- Scholarly Communications Assistant
- Director of the Johnson Center

Allies & Partners

Who on campus will be supportive of your effort? Allies are supportive of your effort, and partners actively…If you haven't approached them yet, be sure to mention your plan for getting them involved.

- Johnson Center for Creative Teaching and Learning
- Bookstore
- Office of Multicultural Engagement

Funding & In-Kind Support

What kind of funding and in-kind resources do you need to successfully complete these activities? Discuss what they are and how you plan to obtain them.

- $1000 for two pilot grants
- Allocated from the JCCTL budget possibly with assistance from the library
- Time and energy involved in supporting faculty use of OER

Budget

If your project requires funding, provide a line item budget below or in a separate attachment. Costs might include new staff time, travel, grants/stipends, materials, printing, catering, software, etc. and it's always a good idea to include a contingency fund. If there is no direct funding, discuss the value of the in-kind support you will receive.

PROJECT BUDGET		
Item	**Cost**	**Description**
Funding for two pilot grants	$1000 (2 x $500)	From JCCTL
Promotional flyers	$50	From library
Contingency (5-10%)	$100	From library
Total:	**$1150**	

Part 5: Outcomes

Metrics & Assessment

How will you measure success? Outline how you will measure whether your project was successful. It is best to define specific metrics that link back to your original goals and mission, and come up with a plan for measuring them that fits within the scope, timeline and resources of your project. If your project timeline is longer, make sure to note how you will measure your progress at the end of the Spring

semester.

- The production of all necessary documentation for an OER grant program at Gettysburg, including the creation of an online presence for it.
- A short how-to guide for faculty interested in the grant and OER more generally that lays out the support recipients receive and their options.
- Establishing an informal campus OER working group comprised of Scholarly Communications, the bookstore, and the Johnson Center for Creative Teaching and Learning.
- Assessment will be conducted in the fall when the first awardees have gone through the program and include both faculty and students. It should be both quantitative – how much money was saved, how much did grades go up or down – and qualitative – how did students and faculty feel about using the OER, what were the pros and cons, and so on.

Communication
How will you communicate about the success of your project to your campus and beyond?

On campus: the daily digest, targeted emails, and presentations

Off campus: listservs, Twitter, and Facebook

Institutionalization & Sustainability
How will you make sure that your project has an impact long term? Discuss what steps you will take to institutionalize or build upon your progress.

- Attempt to get guaranteed funding for multiple years
- Stipulate that awardees must agree to write about their experience and make a presentation to other faculty as a means of getting the next round's applicants.
- Inquire about adding OER or OA to Tenure and Promotion Guidelines
- Compile positive student feedback which can be shared with faculty
- Get the President and Provost to recognize the benefits of the program and how it fits within the college's mission to stay at the forefront of undergraduate pedagogy.

Piloting Faculty OER Grant Programs:
A Practical Guide for Librarians

SPARC✱

Open Education Leadership Program

Christopher A. Barnes, Ph.D., M.S.I.

Scholarly Communications Librarian

Musselman Library, Gettysburg College

First Edition: 1 June 2018

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Acknowledgements

Introduction

I began this project wanting to think through the best way to launch a library-led OER grant program for faculty within the specific context of a liberal arts college. As a newly minted Scholarly Communications librarian at a liberal arts college who had been hired to advocate for and support the use of OER on campus, it seemed like a good choice. But much of what I have learned is applicable to most institutional contexts, from large research universities to smaller community colleges. Ultimately, I found that the kind of courses you would like to target for OER support matters far more than the kind of school at which you work.

I decided to design a pilot grant program aimed at supporting OER creation because I realized that faculty teaching advanced, interdisciplinary, and topical courses currently have far fewer openly licensed resources available to them. While the Scholarly Communications Department at Musselman library will continue to support faculty working to adopt or adapt pre-existing OER, the grant program will fund creation projects for faculty teaching courses that lack viable OER from which to choose.

Concentrating on the liberal arts college environment did bear some fruit. While not wanting to rely on an overgeneralization, I would say that the specific context of a liberal arts college matters most in area of OER when it comes to advocacy and outreach. If one were to make a list of hallmarks a liberal arts college, an emphasis on teaching and pedagogy would surely be among them. Arguments and programs in support of OER that emphasize the power of openly licensed resources to improve learning outcomes and transform course assignments may therefore have a warmer reception from faculty and administrators at a liberal arts college. It may, for example, be easier to make the case that OER creation should count towards tenure and promotion at an institution that places greater or equal weight on faculty teaching ability as research and publication. While the monetary savings to students should be a major motivator for the spread of OER, the pedagogical benefits are equally important and can sometimes be more persuasive to certain audiences. Again, this point may be more pertinent at a liberal arts

college, but it is hard to imagine an institutional context in which promoting the pedagogical benefits of OER would not be advisable.

In addition to being free in digital form, openly-licensed resources allow educators to devise assignments and redesign courses in ways unavailable to them when using traditionally copyrighted resources. Not only do instructors gain the ability to edit and improve upon the texts they assign, customizing them to perfectly suit the needs of the course, but students can interact with the texts in new ways as well. Exemplary student work from each semester can be added to new editions of the text which will be used by future classes. Assignments can involve creating new infographics illustrating textbook content or critical introductions to readings that are then added to an ongoing anthology. Librarians will recognize the ways that such assignments align with the ACRL [Framework for Information Literacy for Higher Education](), especially the idea that "Authority is Constructed and Contextual" and understanding "Information Creation as a Process." Professors and instructional designers may recognize this model better under the heading of "publishing as pedagogy." But students need not contribute to open resources to obtain educational benefits from using them. As Robin DeRosa and Scott Robinson explain in discussing a course they co-taught, it is about establishing a new relationship between learner and course content:

> By replacing a static textbook — or other stable learning material — with one that is openly licensed, faculty have the opportunity to create a new relationship between learners and the information they access in the course. Instead of thinking of knowledge as something students need to download into their brains, we start thinking of knowledge as something continuously created and revised. Whether students participate in the development and revision of OER or not, this redefined relationship between students and their course "texts" is central to the philosophy of learning that the course espouses. If faculty involve their students in interacting with OER, this relationship becomes even more explicit, as students are expected to critique and contribute to the body of knowledge from which they are learning. In this sense, knowledge is less a product that has

distinct beginning and end points and is instead a process in which students can engage, ideally beyond the bounds of the course.[2]

While not normally listed as a High-Impact Practice (HIP) in itself, DeRosa and Robinson illustrate why the use of openly-licensed resources can enhance and facilitate traditional HIPs like undergraduate research and service-learning.[3]

Since faculty OER grant and incentive programs are relatively new to academia, the best method of research proved to be reading about the ones already underway and learning from the people making them work. Based on my analysis of relevant websites, library guides, and my discussions with colleagues online and in person, I have created the following resource to help others considering starting an OER grant program.

Over the course of the project, I found myself compiling the most important questions we at Gettysburg needed to answer to determine whether and what kind of a grant program was best for us. *Part One* of this resource is therefore an organized list of the questions I found most crucial in assessing whether such a program is the best next step for our campus and what it should look like if it is to be successful and sustainable. *Part Two* is a collection of online resources related to Open Pedagogy and the use of OER in the undergraduate classroom. Learning about the successful implementation of OER by their peers can be a very powerful argument for faculty. I therefore have included links to several websites and works that offer examples of open pedagogy in practice. Readers will also find resources that define Open Pedagogy and place it within the larger context of the Open Education movement. Finally, *Part Three* is comprised of the proposal I developed for a pilot grant program at Gettysburg College. Readers will

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[2] Robin DeRosa and Scott Robinson, "Pedagogy, Technology, and the Example of Open Educational Resources," *EDUCAUSE Review*, 9 November 2015. https://er.educause.edu/articles/2015/11/pedagogy-technology-and-the-example-of-open-educational-resources

[3] For a definition and explanation of High-Impact Practices in higher education, see the website of the National Survey of Student Engagement and specifically the handout "Engagement Indicators & High-Impact Practices." http://nsse.indiana.edu/pdf/EIs_and_HIPs_2015.pdf

also find links to the programs at other schools I found most helpful to consult while putting together my proposal.

This is the first iteration of what I hope will become a handbook for librarians containing practical advice, model documentation, and curated compilations of particularly valuable resources to be consulted and shared with interested campus stakeholders. If you have suggestions for improvements or materials to be included in future versions of this resource, please email them to me at cbarnes@gettysburg.edu. And, of course, feel free to remix this content since I am sharing it under a CC-BY-NC license.

Part One: Questions to Consider

The following questions will help you think through the numerous factors that should be considered when contemplating and designing a pilot OER grant program for faculty.

1. **What is the OER climate on campus?**

   a. What is the level of awareness among faculty concerning OER?

   b. Are any faculty currently using OER?

   c. Are there any faculty who have championed OER adoption by their colleagues?

   d. Are there any faculty, chairs, or departments that are publicly opposed to OER?

   e. What reception have your OER outreach efforts received?

   f. Are there faculty using OER who would be willing to help oversee the program or judge applications?

   g. What level and kind of support are you receiving from top-level administrators like the president, provost, and deans?

   h. Would an OER grant program align with institutional mission or vision statements concerning pedagogical innovation, diversity and inclusion, or affordability?

   i. Is there any funding available to launch a pilot OER grant program for faculty?

   j. Is the student body aware of OER and their possible effect on the Textbook Crisis? How have they responded to OER programming?

   k. Is the student government willing to support your program either financially or politically?

   l. Could faculty receive release time instead of or in addition to a grant?

   m. Does the library have staff and resources to devote to this pilot?

2. What kinds of OER projects will you fund?

a. What kinds of OER projects will receive the most campus-wide support?

b. If there is a lack of awareness regarding OER among faculty, would funding faculty reviews of OER in their disciplines be worthwhile given the way they increase awareness and often lead to adoption?[4]

c. Is it too soon to offer grants for modifying or creating open textbooks given the level of support required in terms of training faculty to use editing platforms?

d. Will you fund different kinds of OER projects simultaneously or would a tiered approach - first reviews, then adoption, then adaptation and creation - enable you to better support faculty?

e. How many grants can be offered based on funding and amount per grant? What would be sustainable?

f. Can faculty use the grant to pay students to do work like transcription and proofreading?

g. Can faculty keep the grant money if they do all the work themselves?

3. Who will you fund?

a. Funding full-time faculty increases the likelihood that the OER and the courses using it will benefit the campus in the long term.

b. Funding only full-time faculty will reduce the number of applications and possibly exclude individuals with the best OER ideas.

c. Can two faculty members jointly apply for a grant? Can three?

d. Can more than one faculty member in a department receive a grant?

e. Will applicants need to obtain the blessing of their departments or department chairs to ensure the OER and its associated class(es) will be implemented and have a chance of being used in future classes? If so,

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[4] Ethan Senack, "Open Textbooks: The Billion-Dollar Solution," *The Student PIRGs*, February 2015. https://studentpirgs.org/sites/student/files/reports/The%20Billion%20Dollar%20Solution.pdf

what form will that blessing take (i.e. a letter from the chair, a vote from the department)?

f.   Will you evenly divide awards based on division or will at least one award go to Social Sciences, Natural Sciences, and Humanities?

4. How will grant applications be judged?

a.   What criteria will you use to judge the strength of the grant applications?

b.   Who will judge the applications?

c.   Could applications be reviewed by faculty already using OER?

d.   Could people from outside of the library help judge applications so as to generate more buy-in across campus?

e.   Will applications relating to courses with high enrollment be given more weight than smaller ones?

f.   Will applications proposing OER that can be used in multiple courses be given more weight?

g.   Will you use a rubric and will it be available to faculty completing their applications?

5. How will the grants be administered?

a.   What milestones should be created in the grant materials to ensure timely progress by all involved?

b.   What people or departments outside the library can help administer the grant?

c.   What timeline would work best with your school's administrative and curricular calendar so as to ensure timely authorization of funding, approval of applications, payment of grants, and so on?

d.   Will anyone oversee with the rollout of the OER in the targeted course or help with assessment?

e.   Who will write the checks to the faculty?

f. When and how will grant recipients be paid?

g. Will you be expected to gather sensitive data like social security numbers?

h. Will tax forms need to be generated for grant recipients?

i. Creating a timeline or list of milestones will help keep everyone on schedule.

j. Will you have regular check-in meetings or require progress reports?

k. Will the grant recipients be treated as a cohort to facilitate the sharing of ideas and the discussion of problems?

6. Who will provide technological, pedagogical, or copyright support?

a. Are you in a position to help grant recipients with pedagogical questions or would teaming up with the Teaching & Learning center on campus?

b. When a grant recipient has a technical question about HTML or using Pressbooks, will you be prepared to answer it or will you be able to send them to someone on campus?

c. Are there instructional designers who could help awardees with technical platform problems and accessibility concerns?

d. Is there a copyright committee or informal group of librarians to whom you could turn with questions related to licenses and permissions? Could one be formed?

e. Can someone's job description be changed so that the support they provide the grant program is not considered extraneous work?

7. What will the timeline be for promotion, application, approval, implementation, and assessment?

a. How will you promote the grants to faculty across your campus?

b. Will certain kinds of larger projects (i.e. OER creation) only be funded in the fall semester so that faculty and librarians can have time to work on them over the summer?

c. Will faculty be expected to work on their OER projects over the summer?

d. Will different kinds of projects be funded simultaneously or will there be a multi-year, multi-phased approach moving from reviews, to adoption, to adaptation and creation?

8. What conditions must be met for the faculty member to fulfill the terms of the grant?

a. How will faculty be educated on Creative Commons licenses and which ones will they be allowed to use given concerns over accessibility and adaptability?

b. Will awardees need to compose an evaluative report?

c. Will awardees be required to share their experiences with campus colleagues?

d. Will awardees be required to help judge the next year's grant applications?

9. How will the grants be assessed?

a. What will success look like?

b. How will you gather feedback from awardees?

c. What kind of information from students would be most useful for improving the grant program and assessing pedagogical effectiveness?

d. What kind of information will allow administrators to determine whether to continue funding the program?

e. What kind of information would be most useful to persuading additional faculty to apply?

10.   How will the grants be advertised and promoted?

a. Which upper-level administrators would be willing to email the campus to promote the grants and lend their support?

b. Is there an annual campus event at which you could make a presentation or poster?

c. Are there faculty who have already experimented with OER who would be willing to speak about their experiences as part of a panel?

d. Would promotional events during either Open Access Week or Open Education Week line up well with your planned application timetable?

11. How will awardees and their work be recognized on campus?

a. Are there campus events at which you could announce the awards and the individual projects?

b. Could faculty receive credit towards tenure and promotion for participating?

c. How would the grant appear as a line on their CV?

d. Is there funding for a celebration of awardees and their work which could double as a promotional event?

Part Two: Open Pedagogy Resources and Readings

The term "open pedagogy" refers to the study of educational theories and practices tied to the use of openly-licensed educational resources. Born out of the realization that OER allow students and teachers to interact with course content in innovative ways that can enhance traditional learning methods and make new ones possible, open pedagogy is a rapidly expanding field being fueled by OER experimentation around the world. The following list of readings and websites are intended to provide a sampling of recent work and writing in the field.

Defining Open Pedagogy

1. [Attributes of Open Pedagogy: A Model for Using Open Educational Resources](#)

2. [Open Digital Pedagogy = Critical Pedagogy](#)

3. [Open Access as Undergraduate Pedagogy](#)

4. [Pedagogy, Technology, and the Example of Open Educational Resources](#)

5. [The Benefits of Open Pedagogy: A Student Perspective](#)

6. [Open Pedagogy and the First Year Seminar](#)

Open Pedagogy in Practice

1. [A Guide to Making Open Textbooks with Students](#)

2. [Open Pedagogy Notebook](#)

3. [The Non-Disposable Assignment: Case Studies](#)

4. [OER-Enabled Pedagogy: Examples from the Real World](#)

5. [Publishing as Pedagogy: Connecting Library Services and Technology](#)

From Open Pedagogy to Open Education

Part Three: Proposal for Pilot OER Grant Program

As stated in the introduction, faculty teaching courses that are advanced, interdisciplinary, or topical face a significant barrier to implementing OER because of the relative lack of pre-existing resources that could be easily adopted or adapted. For Gettysburg College, I have therefore designed a proposal for a pilot OER grant program that focuses exclusively on the creation of new OER. I share this draft proposal to illustrate how the questions and considerations in Part I can be used to craft an OER outreach proposal suitable to a specific institutional context.

While crafting the following proposal, I consulted many of the OER grant programs in place at research universities such as Virginia Tech, UMass Amherst, Oklahoma, and Kansas State. At the time of writing, Macalester College is one of the few LAC in the United States with an active OER grant program which supports OER creation.

Gettysburg College Faculty OER Grant Program
Proposal for Pilot

"Encourage and support innovative teaching and learning techniques and pedagogies."

-- *Innovation Goal #1*,
The Unfinished Work: A Strategic Direction for Gettysburg College

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A collaboration between Musselman Library and the Johnson Center for Creative Teaching & Learning to fund and support faculty creation of open textbooks and other kinds of openly-licensed educational resources.

Background: The Textbook Crisis

The prices for textbooks and other kinds of college course materials have risen dramatically in the last thirty years. According to the College Board, "the yearly books-and-supplies in-state estimate for the average full-time undergraduate student at a four-year public college is about $1,298."[5] Such costs constitute a real barrier for the increasing number of students who cannot afford to pay them out-of-pocket or through loans. As a result, students are taking a number of steps to cut costs that can impede their learning and course performance. They will share books, only buy some of the required materials, use outdated or inferior editions, take fewer courses per semester, or switch to a different section of the course. In some cases, the average cost of course materials for a given discipline will factor into a student's selection of major(s) and minor(s). This state of affairs has come to be called the "Textbook Crisis" and one of the

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[5] See https://bigfuture.collegeboard.org/pay-for-college/college-costs/quick-guide-college-costs.
See also Tyler Kingkade, "College Textbook Prices Increasing Faster Than Tuition And Inflation," Huffington Post, 6 December 2017, https://www.huffingtonpost.com/2013/01/04/college-textbook-prices-increase_n_2409153.html

steps colleges and universities have taken to ameliorate it is the creation of programs that support faculty interested in adopting, adapting, or creating open educational resources (OER).

OER at GBC

OER are learning materials - textbooks, workbooks, readings, assignments, exercises - that are licensed by their creators so that users can freely access them digitally and legally edit, combine, and re-distribute them. Open textbooks run the gamut from a Word document with links to online readings in the public domain to a peer-reviewed work with multiple authors and cutting-edge graphics that is indistinguishable from its highly-priced commercial rivals. OpenStax, a leading provider of open textbooks based at Rice University, offers open textbooks for most disciplines at the introductory level that can be freely accessed online by students and edited by their professors. For students interested in a physical text, OpenStax offers hardcopies which can be purchased online or in college bookstores for prices in the $30 to $50 price range. Since the fall of 2014, several Gettysburg College faculty have assigned Openstax textbooks in their courses and others have adopted OER from other providers as either their primary course text or as supplementary readings. Another faculty member switched from an expensive literary anthology to a reading list of free works found in the public domain. In the spring of 2018, four members of the faculty responded to a series of survey questions concerning their use of OER. Their responses can be found on the homepage of the library guide, "Open Education @ Gettysburg College."

The faculty members who have already experimented with or formally switched to OER represent only a fraction of those who have expressed interest in OER and the Open Access (OA) movement more generally. The Scholarly Communications Department of Musselman Library keeps track of faculty who have attended workshops and presentations related to OA/OER, contacted the library about such issues, or otherwise indicated an interest in openly-licensed scholarly content. As of spring 2018, the list maintained by Scholarly Communications contains 47 names or 15% of the college's 234 full-time and approximately 80 part-time faculty members.

The Proposed Pilot

This pilot grant program has been designed to meet the growing need for more formalized support for faculty interested in using OER and redesigning their courses to maximize the unique pedagogical benefits afforded by teaching with open materials. Currently, the vast majority of OER in general, and open textbooks in particular, are suited for introductory and survey-style courses. Given the difficulty of finding OER that can be readily used in non-introductory courses, this grant program will give preference to applicants proposing the creation of new open resources. The creation of new OER, however, requires more time, resources, and know-how than adoption, meaning that more preparation and collaboration are also needed.

A well-organized, team approach is especially important at liberal arts colleges where it is common for people to have varied job responsibilities and unlikely that any one person could adequately support such a program. Programs grounded in collaboration are also more likely to gain support from key campus stakeholders and to be sustainable, both financially and in terms of workload. Establishing a working relationship with a campus center for teaching and learning, if present, can provide faculty with the kind of support that can help them realize the pedagogical potential of OER.

Proposal Details

Number of pilot grants
1 or 2

Amount of each grant
$3000 dispersed in three payments of $1000 (May 15, January 15, and January 15 of following year)

Potential campus partners
Johnson Center for Creative Teaching and Learning (JCCTL) and Office of Educational Technology (OET)

Tentative yearly timeline (subject to change)

Grant promotion and committee member recruitment: December 1 - February 15[6]

Application period: February 1 - March 1

Promotion of grant during Open Education Week: February

Review of proposals and interviews of candidates: March 1 - March 22

Announcement of grant recipients: April 1

Planning meetings with grant recipient, JCCTL, and OET: April 1 - May 1

First third of grant dispersed: May 15

Monthly design meetings (virtual): June 15 - August 15

User experience testing: August 1 - August 15

Rollout of OER in course: fall semester

Monthly faculty feedback and assessment reports: September 15 - November 30

Promotion of grant program during Open Access Week: October

Student assessment survey: December 1 - 7

Faculty assessment report and OER reflection: January 15

Second third of grant dispersed: January 15 (after receipt of report and reflection)

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[6] This period of intensive promotion will be augmented by annual advertising and information sessions during Open Access Week in the fall semester and during Open Education Week in the spring semester. From December 1 to February 15, and in conjunction with the JCCTL, Scholarly Communications will promote the grants through targeted emails to faculty, advertisements in the daily campus electronic newsletter, and posters hung up in halls of academic buildings on campus.

Following fall semester: Course offered again using same OER and involving same assessment and evaluation strategies.

Final third of grant dispersed: January 15 (of following year)

Components of grant proposal

1. Completed application form
2. Statement of OER interest
3. Current course syllabus and ideas for OER integration
4. Description of ideal OER for course
5. Plan for OER content creation and organization (with links to exemplary websites, ebooks, OER, etc.)
6. Letter of support from department chair with commitment to two semesters

Key Rationale and Considerations

- **Timeline**: Summer is likely the only part of the year during which faculty could have enough time to devote to an OER creation project. For similar reasons, summer is also likely the best time for the library, OET, and JCCTL.

- **Written approval of department**: Having the support of the department and its chair will help ensure the created OER is valued and used. Securing a written commitment to offer the same course with the same professor two years in a row will result in a range of benefits including improvement of the resource, better assessment data, and more savings for students.

- **Grant amount**: Because grant recipients will be asked to work over the summer, meet regularly with the members of the grant committee, produce an evaluative report, and commit to teaching the course two years in a row, the amount of the grant must be sufficiently high to serve as an incentive as well as defray the cost of the time and energy required. Faculty can currently apply for a $1000 Johnson Teaching Grant and a $2000 Johnson Creative Teaching Summer Fellowship,

both of which are designed to reimburse authorized expenses. The OER grants would function more as stipends and not require recipients to itemize expenses. Faculty failing to satisfactorily complete grant obligations would not receive future payments or have them delayed until unmet obligations are fulfilled.

- **Campus partners**: The grant program will be overseen by the Scholarly Communications Librarian, who will be the grant recipient's primary point of contact and be responsible for shepherding the project from promotion to implementation and assessment. Assisting the ScholComm Librarian will be volunteers from the JCCTL, who will help with course redesign and pedagogical questions, and the Office of Educational Technology, who will help with the tools and platforms used to create the OER, as well as integration with our LMS (Moodle).

- **Awardee obligations**: Currently, "Recipients of a JCCTL fellowship or grant must submit a written report at the conclusion of their project and be willing to make one or more presentations about their work in appropriate on-campus venues." This OER grant would build on these requirements in ways designed to encourage and assist other faculty to adopt OER or apply for their own grant. The higher number of requirements, combined with the fact that they are spread out across two academic years, is justification for the higher than average award amount.

- **Pre-existing relationships**: For several years, the JCCTL and the library have been jointly administering multiple faculty grants such as the [Johnson Information Literacy Grant](#) and the [Johnson Teaching with Special Collections Grant](#). It therefore makes sense for this pilot program to follow that model. Furthermore, given the pedagogical nature of OER development, the JCCTL is the most logical campus partner.

SPARC Open Education Leadership Program Blog:

Opening Up Liberal Arts Colleges

1. Why OERs Matter: Economics and Academics

2. From Open Pedagogy to OER

3. Finding and defining "quality" OER

4. Open to Creativity: OEP in the College Classroom

5. 5 Tips for Faculty Working with OER

6. OER Authorship in 15 Steps

7. Keys for Sustaining OER Initiatives: Compensation & Recognition

8. SPARC OER Leadership Pilot - Capstone Project Proposal

http://openingupliberalarts.blogspot.com/