Colorado Open Educational Resources (OER) Grant 2021-22
Request for Proposals (RFP) Cover Sheet

Title: Open CU: Expanding a Successful Multiyear OER Initiative

Applicant(s) Names and Contact Information (please include email, phone, and address of primary, secondary, and tertiary contact for proposal): 1. University of Colorado System: Jaimie Henthorn, 734 -834-0340, jaimie.henthorn@cu.edu, 1800 Grant Street, Denver, CO 80203 2. Anschutz Medical Campus: Ben Harnke (ben.harnke@cuanschutz.edu), Ellie Svoboda (ellie.svoboda@cuanschutz.edu), Natalia Vergara (natalia.vergara@cuanschutz.edu) 3. Boulder: Leslie Reynolds (leslie.reynolds@colorado.edu), Merinda McLure (merinda.mclure@colorado.edu), Caroline Sinkinson (caroline.sinkinson@colorado.edu), Melissa Cantrell (melissa.cantrell@colorado.edu) 4. Colorado Springs: Dave Anderson (danderso@uccs.edu), Susan Vandagriff (svandagr@uccs.edu) 5. Denver: Rachel Stot (rachel.stot@ucdenver.edu), Keith Teeter (keithteeter@ucdenver.edu), Vivian Shyu (vivian.shyu@ucdenver.edu)
Institutional Affiliation(s): University of Colorado System, University of Colorado Anschutz Medical Campus, University of Colorado Boulder, University of Colorado Colorado Springs, University of Colorado Denver
In an effort to create cross-campus OER networking and support, please indicate if you consent to sharing your contact information with other applicants from your institution, system or in the state. The Colorado OER Council intends to continue to connect potential partners throughout the state to pursue goals related to the charge of this initiative. **Pick one:** **Yes;** I consent to sharing my information with potential collaborators.

Open Educational Resources (OER) Grant Agreement

Each grant recipient, as a condition of receiving the grant, must:

1. Submit to the council data concerning the number of students affected by open educational resources developed or adapted using the grant; the estimated amount of student savings that results from using the open educational resources; measures of the effectiveness of the grant project; and other data that may be required by CDHE to enable compliance with statutory and CCHE requirements for reporting and evaluatio n; and

2. Agree to apply a Creative Commons license, which permits the creation of derivative works (CC -BY, CC-BY-SA, CC-BY-NC, CC-BY-NC-SA, or CC0, with CC-BY strongly preferred) to any copyrightable materials produced as part of grant-supported activitie s other than software, while licensing software with any open source license approved by the Open Source Initiative (such as the GNU Public License (GPL), Lesser GNU Public License (LGPL), Apache License, MIT License, with the GPL and LGPL strongly preferr ed); and

3. Post new or adapted open educational resources to an open repository in editable file formats or with source code; and

4. Agree to comply with the guidelines and parameters adopted by the council in this RFP for implementing the grants; and

5. Comply with the federal Americans with Disabilities Act of 1990, 42 U.S.C. sec. 12101 et seq., as amended, to enable persons with disabilities to access the open educational resources developed or adapted using the grant; and

6. Conduct the activities as d escribed in this proposal form; and

7. Provide institutional/organization funding and resources as stated in this proposal form; and

8. Comply with state requirements regarding the audit of a grant -funded program and supply CDHE with a copy of the mid-term report and any findings for each fiscal year in which those grant monies were expended within 60 days of the completion of the audit; and

9. Keep all records necessary for fiscal and program auditing and give CDHE, or the State Auditor access to and the right to examine all records, books, papers, or documents, related to this grant; and

10. Retain all fiscal records for a period of five years; and

11. Provide CDHE with required data and evaluation information; and

12. Comply with the administrative procedures and fiscal guidelines of CDHE including submission of final performance report; and

13. Comply with Title IV of the Civil Rights Act of 1964 (42 USC 2000d) prohibiting employment discriminatory practices th at will result in unequal treatment of persons who are or should be benefiting from the grant aided activity.

14. Contact the CDHE with any project or budget modification requests prior to making any changes to the original proposal; and

15. Acknowledg e that the Colorado Department of Higher Education may terminate a grant award upon thirty (30) day notice if it is deemed by CDHE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application or if the program is generating less than satisfactory results.

I hereby provide assurances to the Colorado Department of Higher Education that if this institution/nonprofit organization receives a grant under the terms of the OER Grant, it will abide by the aforementioned items.

Name, Title & Organization of Authorized Representative:

 Jaimie Henthorn, Director Academic Innovation Programs, University of Colorado System
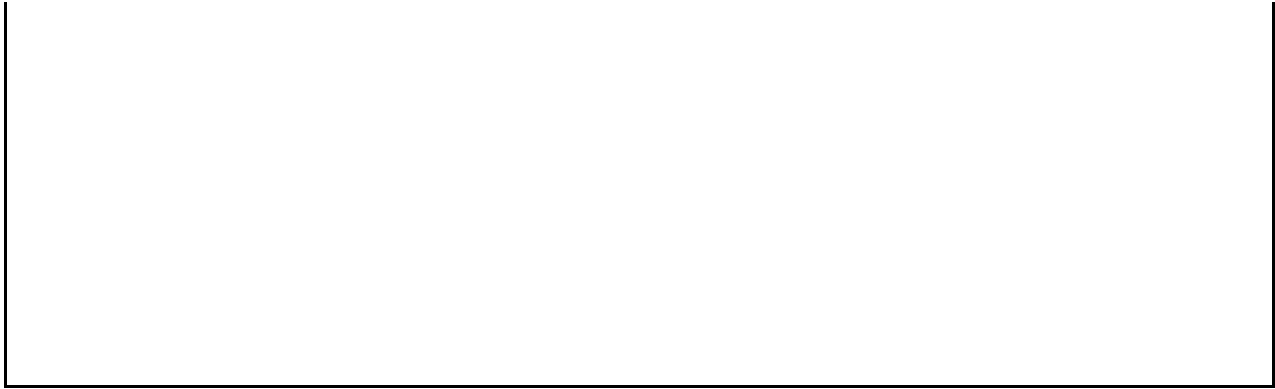
Signature/Da te: Signature/Date: January 10, 2022

Open CU: Expanding a Successful Multiyear OER Initiative

The University of Colorado System proposes a continuation and expansion of its successful Open CU initiative, which received 2018-2019 (cohort #1), 2019-2020 (cohort #2), and 2020-2021 (cohort #3) funding from the CDHE. The four campuses have worked together to establish the community and infrastructure necessary to scale awareness, adoption and creation of OER across the System's nearly 67,000 students. Building on the foundation of cohort #1 state funding and our multi-campus team efforts, Open CU cohort #2 expanded OER integration to over 56 spring 2020 courses across multiple disciplines, and cohort #3 reflected the unwavering upward annual trend of Open CU's three main goals: faculty participation, course integration, and student cost savings. Since the start of CDHE funding in 2018, nearly 400 faculty members have participated in workshops and online, self-paced OER tutorials at CU System campuses, with the total amount of student savings across all four campuses approaching $600,000.

This proposal for an extension of funding for Open CU represents the University of Colorado's continued commitment to reducing barriers to OER adoption through rich learning opportunities and financial incentives for educators who **explore, review, adopt, adapt, and creat e** OER. This fourth and fifth year of funding will leverage the two-year grant option to increase the scope and scale of awareness, adoption and creation projects including course integration and expanding to department -level project support. Our commitment to this goal includes, creating permanent library resources, developing OER-supported courses to be taught for years to come, creating more opportunities for educators to **share** OER-related successes and challenges (including those specific to Covid -19), fortifying and expanding the network of mentors, and increasing the visibility of OER to students through course markings, and expanding DEI and accessibility training and support for faculty. These concrete efforts will ensure a continued cultivation of an OER mindset and ethos into the culture of the University.

Open CU is based on a premise of openness and collective impact across CU's four campuses and beyond. Three years ago, we stated that CU was primed for collaborative work. Over the last two years we proved that collaborating across all four campuses is a sustainable model with clear advantages and that Open CU is utilizing funding to build a sustainable model for the present and future. The Open CU team and its members raise OER awareness and forge enthusiasm across and within campus communities. We know from past experience that working together toward our common goals will make it possible to deliver momentum, reach, and grow expertise for this upcoming 2 -year grant cycle by:

- Ensuring that the Open CU campus teams of teaching and learning centers, libraries, offices of information technology, and accessibility units continue to deliver high -quality awareness and adoption workshops to 300 additional educators System -wide and assist educators with t heir course redesign efforts
- Providing financial incentives and deploying OER teams to work closely with faculty to adapt or create fully accessible, discoverable, and openly -licensed OER
- Publicizing recognition efforts, including System -wide awards from the President's office;
- Teaming up with educators teaching high school concurrent enrollment courses for participation in the Open CU initiative
- Targeting means and forums for educators to share experiences adopting, adapting, and creating OER;
- Expanding the network of educator expert s and advocates integrating open education principles into the academic culture, thereby ensuring the sustainability of Open CU
- Targeting courses with Diversity, Equity, and Inclusion (DEI) and social justice themes, and course instructors interested in incorporating OER materials with this focus
- Augmenting accessibility and DEI components of educator OER training
- Increasing educator attention to OER affordances in relation to inequities and challenges highlighted by COVID-19
- Hiring campus positions with OER -dedicated FTE
- Preparing each campus for compliance with the OER/low -cost materials course marking requirements of HB18-1331
- Expanding cohort length for faculty completing the UCCS educator training program [FRC's OER SUCCESS Program](#) in its entirety, rather than just segments that could be completed in one year, as well as length for individual projects, especially creation p rojects.
- Cultivating course integration of adapted and created OER
- Exploring working with departments or small groups on OER projects, moving beyond focusing only on individual projects.

Open CU is proud that its work serves students from across Colorado, including urban and rural populations, non-traditional and underrepresented students, and high school students across the state. Moreover, CU Denver | Anschutz has become the first research university in the state to attain status as a Hispanic-Serving Institution (HSI), according to a recent designation by the U.S. Department of Education, highlighting the potential of our OER program to reach Colorado's diverse student population. **We request $75,000 per year for two years to continue our work on behalf of these students.**

(i) Open CU's Leadership Teams - Continuation of the Open CU initiative features a robust and engaged team with membership from the four CU campuses as well as the CU System that meets twice a month to share information, resources, practices, and encouragement to scale awareness and adoption of OER. Since its founding in 2018, this group has grown into a dynamic community of experts expanding OER on their campuses in impactful and sustainable ways while also connecting CU with colleagues a t the state, national, and international levels. In addition, all campuses have an established and active open education committee/group that shapes OER activity and strategy at a local level.

- The **Anschutz** campus OER Planning Committee is hosted by the Str auss Health Sciences Library and chaired by faculty librarian Ellie Svoboda. The committee meets monthly and consists of seven members from across the various schools and units on the campus, including librarians, faculty educators and instructional design ers. It serves as the central hub for promotion, education, and incentivization of OER on the Anschutz campus.
- The Open CU **Boulder** team consists of three faculty librarians, Caroline Sinkinson, Melissa Cantrell, and Merinda McLure, who serve as OER Leads along with Senior Associate Dean Leslie Reynolds. The team serves as the primary locus of OER leadership and facilitates connections with campus stakeholders, as appropriate, such as the bookstore, instructional designers, accessibility specialists, and mem bers of the Center for Teaching and Learning. The team will also respond to direction from campus leadership in response to the Open Educational Resources Advisory Committee recommendations (2019). The team will remain consistent across both years of the g rant cycle.
- The **UCCS** Open Educational Resources Council was charged by the Provost in October 2018 and is chaired by Susan Vandagriff, Assistant Professor in the Kraemer Family Library. The fourteen members include faculty, students, and representatives fr om Disability Services, the Office of Information Technology, the Faculty Resource Center, the Bookstore, the Compass Curriculum (UCCS's general education curriculum), and Academic Affairs.
- The **Denver** committee has successfully and regularly worked with th e Center for Faculty Development, Thinqstudio faculty, Auraria Library Administrators, the Library's OER lead Rachel Stott, CU Denver student government, and Auraria tri-institutional campus partners. The College of Liberal Arts and Sciences have formed an OER Taskforce chaired by Vivian Shyu, and formalization of a college- or campus-wide committee will follow the findings of the University's Digital Strategies Taskforce.

(ii) The Plan: Expansion of Success - With a fourth and fifth year of grant funding f or 2022-2023 and 2023-24, Open CU will further expand OER awareness, adoption, adaptation, and creation.

Conditions for success are already in place: a multi -campus Open CU leadership team committed to collaborative work, a growing community of engaged ed ucators persuading an increasing number of their peers to investigate OER, optimization of campus level practices for the greatest local and collective success, and consistent leadership support for OER staffing and work at the System and campus levels.

This current proposal recommends continued funding for both new OER activities and an expansion of activities piloted during the last three years. **Continued and expanded activities** will include:
- Continuation and broadening of OER communications to raise aw areness among educators, students, and campus administration
- Inviting a new cohort of educators to engage in the following (note: Recruitment targets and campus decisions affect the number of participating educators on each campus. Campuses set stipend amo unts locally.):
    - OER awareness and exploration workshops and communities, and providing both financial stipends and digital badges for their efforts.
    - OER adoption, communicating availability of OER in their courses, and evaluation of their OER adoption

- Inviting and encouraging educators to adopt, adapt, or create quality OER for use by themselves and peer educators in their disciplines. These OER will be developed and shared in accordance with accessibility guidelines and be published under CC or open source licenses
- Outreach to high school educators with concurrent enrollment courses for participation in workshops, communities, and stipends, to the end of having as many of those educators as possible adopt OER
- Expanding recognition and award visibility, in addition to the Open CU digital badging program[1]
- Supporting a limited number of OER adaptation/creation projects on each campus by working to facilitate access to appropriate technology and instructional support staff, including accessibility and instructional design consulting, with stipends supplied to educators. (examples below).
- Campus position hires with OER-dedicated FTE
- Encouraging and giving preference to projects that use OER to improve teaching in relation to equity, access, and other related DEI goals
- Working with faculty and student governance, faculty affairs units, and (possibly) employee development to continue weaving an Open Education mindset into the academic culture of the campuses

New activities include:
- Increasing the scope and scale of adoption and creation projects with a two-year project length
- Increasing cohort length for awareness programs to two years to optimize completion rates and subsequent use of OER
- Cultivating course integration of adapted and created OER
- Exploring working with departments or small groups on OER projects, moving beyond focusing on individual projects.

The overarching benefit of a multi-campus OER initiative is the ability for campus educators and staff to learn from one another, and to share the work involved with creation of resources and content for educators, thus increasing impact and maximizing efficiency. While they share commonalities in outcomes and basic structure, each campus slightly customizes practices, stipends, and communications according to local needs and cultures. Specific campus plans and approaches are detailed below.

The **Anschutz** OER planning committee continues to work on creating an OER ecosystem on the Anschutz Medical Campus. AMC is developing a highly flexible and adaptive landscape of OER awareness and use on the campus, recognizing that the AMC is unique in its primarily graduate student population and the relative scarcity of OER materials related to the health professions. Year 3 of the Open CU grant saw new faculty applications to create OER materials and adopt OER texts. In the next two years of funding, we will engage in exciting and large-scale creation projects in response to the lack of health sciences OER available to campuses nationwide, and we will continue and expand our OER awareness and adoption efforts, and we will encourage and promote OER advocacy. We will also prioritize projects that address diversity equity and inclusion. Our efforts will prioritize:
- **Education/Awareness:** The continuation of an Introduction to OER class, currently offered bi-monthly to all faculty within the six schools represented in the AMC, and the expansion of the existing Copyright class offered by the Health Sciences Library to emphasize topics related to OER and creative commons licensing among others, both of which were initiated through prior CDHE funding. This new grant cycle will continue to build and expand these efforts by presenting in faculty staff meetings and connecting with new groups on campus.
- **Creation:** Renewed funding for the next two years will build upon the work of the previous 3 years during which the AMC has developed a program in which faculty can apply to create new OER materials, which are lacking in the Health Sciences. The application includes a detailed plan consisting of a budget, resources required, timelines, benchmarks, etc. as a way to help the faculty member and the Committee plan for the corresponding capacity and budgeting needed to ensure successful completion of the project. These OERs are required to be developed in accordance with accessibility guidelines and be published under an OER-compatible CC license. As one of the premier public sources for health-related information in the State of Colorado, the AMC's OER creation projects can have a significant impact on students, the broader Colorado community, and beyond. Continued funding will build upon these efforts, providing support for new cohorts of OER creation projects while also promoting the expansion of their use across our institution and the Nation and expanding the development of impact metrics for reporting to CDHE.

---

[1] Years 1, 2, and 3 of the grant allowed the establishment and maintenance of a multi-campus badging program using Credly's Acclaim platform.

- **Adoption:** Faculty who identify existing OER materials that fit within their courses can apply for funding and receive the expert guidance and advice from the AMC OER Committee. We will leverage previous faculty grantees to identify colleagues who would be open to using OER.
- **Growing and Sustaining the Ecosystem:** To sustain OER work beyond the CDHE grants, the Strauss Health Sciences Library hired a librarian whose job duties explicitly include OER. In the next two years AMC plans to offer opportunities for Library Graduate students to receive training in OER support and infrastructure, to expand the sustainability of OER for future generations. The AMC OER Committee will also encourage faculty development on OER by offering scholarships for conferences, honoraria for speakers, etc. to engage our educators. We also want to support the continued professional development of the OER Planning Committee members with funding to attend national OER conferences and webinars. Finally, our prior CDHE funding allowed the creation of the first compendium of OER resources specifically for the Health Sciences in the Country, via our [Strauss library OER libguide](#). This is an invaluable resource to support our educators and others in their efforts to incorporate OER in their classes, and it will continue to be updated and monitored in the following grant cycles and beyond the timeline of this grant.

The **Boulder** campus has increased awareness, review, adoption, adaptation, and creation of OER during the past two grant cycles. In 2019–2020, 51 educators completed the awareness program (a workshop and submission of an OER textbook review), and nine educators completed the adoption program (one all-day workshop, two consultations with the OER Leads, adoption of OER into a Spring 2020 course, and a portfolio). CU Boulder met goals for student savings and access, impacting 536 students through course OER implementation across 14 sections, for a total estimated cost savings of $39,845. In 2020–2021, our Course OER Creation/Adaptation Initiative received 21 applications that demonstrated strong campus interest in OER creation/adaptation. Seven of the applications were awarded funds and the creation/adaptation projects were successfully completed between August 2020 and March 2021. The strength and breadth of proposals led the team to continue a similar program in 2021-2022, which is currently underway with four adoption/creation projects in progress with a projected Spring 2022 completion date. In each round of applications, the Open CU Boulder team has observed increased awareness, interest, and engagement with open education and a contagious appetite for this meaningful work across campus. The Open CU Boulder team will expand the work completed between 2019-2022 by sustaining the OER adaptation and creation initiatives over the next two years. The opportunity, incentive, and support offered through the program will leverage the increased interest on our campus and will support the ongoing cultivation of OER tailored to CU students and curriculum. By continuing and sustaining the program across a number of years, we hope to attract a diverse pool of educators that will result in a broader community of open educators committed to CU and to supporting student success.

The next two years of requested funding will support sustained educator development of, and engagement with, OER adaptation and creation projects at CU Boulder. The Open CU Boulder team will again solicit applications from campus educators to adapt/create OER for integration into their own/another educator's course. Preference will be given to OER adaptations/creations that are accompanied by a plan for course-integration by the participant/another educator following completion of the adaptation/creation. The Open CU Boulder team will also encourage and give preference to projects that use OER to improve teaching in relation to equity, access, and other related DEI goals. We will require participants to consult with the Libraries OER Leads, participate in an educational workshop(s), openly license the adapted/created OER and make these available for discovery and adoption by others, submit a final portfolio that describes their adaptation/creation, and share their course OER integration experience with colleagues (e.g., event or public communications).

Participants' profiles and projects will be highlighted on the University Libraries [OER LibGuide](#), archived in the university's institutional repository [CU Scholar](#), and celebrated in other educational gatherings as appropriate.

At the **Colorado Springs** campus, during the past three cycles of the grant, 36 faculty members have completed our awareness and review program, evaluating OER for their courses. Twenty-one UCCS faculty members have adopted OER and participated in course redesign, and another eight faculty members have created or adapted OER, overall impacting some 36 courses and over 2,200 students, with a total cost savings of nearly $240,000.

A two-year grant would allow UCCS to support more complex projects that take more than one year to complete while continuing to offer our traditional stipends for OER work by faculty. Two years of funding would also make possible an important expansion of our campus community of support around OER by funding faculty completing the

[FRC's OER SUCCESS Program](#) in its entirety, rather than just segments that could be completed in one year. This program trains educators comprehensively around OER from awareness to adaptation/creation to advocacy. Our goal is to create a lasting network of OER supporters who can guide and mentor colleagues through their own OER journeys.

- **Target Courses:** We will continue to target high enrollment and high textbook cost courses, and concurrent enrollment courses for high school students. UCCS will also target co urses with high DFW to reduce DFW rates among Pell Grant recipients and students from historically underserved groups. We also recognize OER's ability to create diverse materials and represent perspectives marginalized in traditional publishing, so we will also target courses with or wishing to incorporate EDI and social justice themes.
- **Stipends for OER Work:**
  - **Awareness and Review:** Participants will learn about OER, explore existing OERs, and create a short video presentation to be shared by the cohort to describe their review of an existing OER and decision to, or not to, adopt. Participants will receive $250 stipends for completin g the course.
  - **Adoption and Redesign:** Participants will adopt OER and redesign courses in Fall 2022 and Spring 2023. Participants will conduct pre - and post-surveys of their students to gauge satisfaction and report their results and insights to the cohort. Participants will receive $1,000 stipends for this work.
  - **Adaptation and Creation:** Participants will adapt or create an OER and share their results in a local repository. Participants will receive $1,000 to $5,000 stipends, depending on the scope of the adaptation/creation.
  - **Full OER SUCCESS Program:** Participants will complete the entire OER SUCCESS program for a comprehensive understanding of OER and either OER adoption or creation for their classes. Participants will receive $2,000 to $4,000 stipends, depe nding on the scope of their projects.
- **Showcasing:** OER adopters and creators participate in a yearly panel discussion at the UCCS Teaching & Learning Conference in January, and in GIFT (Great Ideas for Teaching) Exchanges throughout the academic year to encourage others through their example.

The downtown **Denver** campus has continued to support OER efforts and looks to expand this work during the next two years. More course instructors have indicated their interest in OER, more faculty and staff from the Au raria Library have become involved in OER projects, and Chancellor Marks has indicated that making education affordable is vital to student success. The University also created a new position of Associate Vice Chancellor of Digital Strategy and Learning. OER goals on campus will be investigated in Spring 2022 as part of the Digital Strategies Taskforce.

Our goals moving forward are outlined below and build on the programming and outreach that have been conducted using funds from CDHE over the past three y ears. A two-year grant would allow us to either continue working with individual faculty and/or target a department(s) that is ready to adopt or adapt OER in multiple courses or across multiple sections to move beyond individualized efforts to supporting O ER in a more programmatic and hopefully sustainable way. Given the increased awareness around OER initiatives on campus through our previous grant projects, several faculty members have expressed interest in approaching OER adoption at a departmental level, and a two-year grant would allow us to support a larger -scale project.

- **Increase Awareness and Incentivize Adoption of OER.** The downtown Denver campus has the most diverse student body in the CU System, making textbook affordability crucial to providing a ccess to students from under -represented backgrounds. As CU Denver seeks to recruit and retain first -generation and BIPOC students, it is vital that more instructors and program directors select course materials that do not present students with additional costs and other barriers to access. During grant cohort #2, 50 faculty members received professional development funding for attending an OER faculty awareness panel. Attendance from that panel helped boost awareness of both OER and the CDHE grant, direct ly leading to an increase in OER grant project engagement in cohort #3. During cohort 3 cycle, 11 faculty members received $1,500 stipends to adopt or adapt OER for upcoming courses. The potential cost -savings for students once these projects are implement ed is over $85,000. Continued funding for the next two years will ensure the continuation of these projects and the recruitment of additional educators to this program.
- **Expand the CU Denver Campus OER Committee.** Building on the work done in previous years, CU Denver has taken initial steps in setting up a permanent OER Committee. The Dean of the College of Liberal Arts and Sciences (CLAS) charged its OER Taskforce with investigating OER initiatives within the College. Members of OpenCU served on the OER Taskforce, which is putting forward recommendations on

converting the task force to a permanent committee. The OER Taskforce also surveyed CLAS faculty about current OER use. Initially, the committee will focus on increasing awareness and adoption of open materials and, eventually, on advocating for administrative support (especially new funding sources to replace CDHE support) for course releases by faculty creating OER and/or facilitating collaboration across Auraria Campus institutions. This group will also assist with the implementation of course marking for the campus.

- **Engage in Professional Development and Strategic Hiring.** Auraria Library hired an Online Learning Program Lead Librarian to, in part, oversee the library's OER services, as well as provide training for faculty and staff from across campus. The Library is in the process of hiring an Online Teaching and Learning Librarian to further support OER work. These librarians will be attending conferences and other professional development to ensure adequate knowledge of OER tools, resources, and trends in order to create a sustainable OER support program on campus. The Program Lead Librarian completed the Open Education Network's Certificate in OER Librarianship in 2021 and will complete the Creative Commons Certificate for Academic Librarians in 2022.

(iii) Campus Support Infrastructure - The continuation and expansion of Open CU activities is made possible by continued state funding as well as by a broad, coordinated support infrastructure. Each campus contributes in-kind and grant-funded staffing in libraries, instructional design, accessibility, and IT roles. The Open CU team initiates relationships and work with faculty and student governance, faculty affairs units, and employee development in working toward a sustainability strategy for Open CU. Here are details about the support resources available on, in some cases fully funded by, each campus.

- The **Anschutz** OER Planning Committee provides OER support via a dedicated instructional designer and a dedicated librarian who coordinates and supports OER efforts on the campus and meets directly with faculty. The committee has created and maintains a first-of-its-kind health sciences OER Guide that helps faculty understand OER and CC licensing and where to locate high-quality material. Additionally, the library offers an OER class in its regular rotation of library class offerings. The Strauss Health Sciences Library has long provided expertise on copyright, including training courses for educators that now include topics on OER-type licensing.
- The Open CU **Boulder** team consists of three faculty librarians who serve as the University Libraries OER Leads, along with the Senior Associate Dean of Libraries. This team will implement, lead, and support all grant-funded activity, providing training, individual consultations, and ongoing support to campus educators who adopt/adapt/create OER with the support of this grant. The Open CU Boulder team will also facilitate connections between these campus educators and campus experts including but not limited to instructional designers and our colleagues in the Bookstore, Center for Teaching and Learning, Office of Accessibility, and Office of Information Technology. The Open CU Boulder team also maintains resource guides with a focus on OER, Open Pedagogy, and Creative Commons licenses and a Canvas course that provides additional education and guidance to educators adapting/creating OER.
- The **Colorado Springs** campus provides OER support through the staff of the Faculty Resource Center, including a dedicated instructional designer, accessibility consultant, and graduate student in the Center, an OER expert in the Kraemer Family Library, which also hosts its OER LibGuide, an OER resource in the bookstore, and a dedicated assistive technology specialist. The Office of Online and Academic Outreach, the Office of Information Technology, and the Compass Curriculum (UCCS's general education curriculum) also collaborate in supporting OER. This campus-wide team ensures that faculty are supported in every stage of the OER adoption and creation process and increases the communication and collaboration on campus, enabling easier sharing and reuse of created resources across multiple courses and sections.
- At the **Denver** campus, the Center for Excellence in Teaching continues to support OER initiatives. The newly hired Associate Vice Chancellor of Digital Strategy and Learning has pledged support for OER and open education initiatives and plans to incorporate OER as part of a needs investigation by the Digital Strategies Taskforce. The Auraria Library OER Lead is also supported by Library administration and additional library faculty. The Library maintains an OER Guide with plans to update the content as a permanent part of the Library's website. The newly formed College of Liberal Arts and Sciences OER Taskforce provides support around faculty perceptions or OER, as well as facilitating conversations with the Registrar and CLAS Curriculum Coordinator to assist with the implementation of course markings for campus. CU Denver's ThinqStudio has been a creative leader and supportive partner in OER professional development. Our continued improvement makes it possible to bring together leaders from across academic and support units to offer the opportunity to identify opportunities for OER creation, adaptation, and adoption will maximize value through use across courses or in courses that have multiple sections.

- The System Office of Academic Affairs (OAA) will continue to provide dedicated staff for communication, coordination, and strategic planning support and a $5,000 budget. This amount will go toward individual awards to CU faculty and staff, the vendor lic ense for OER badging, and honoraria for Statewide events.

(iv) Identifying Courses Using OER - The manner in which the courses that use open educational resources will be identified for students prior to the time of course registration, which may include identification in the schedule of classes.

The four campuses are working to meet the OER/low -cost materials course marking requirements of HB18 -1331. Given unique campus circumstances, progress and method of achievement look different at each one, while assisting students in making course selection decisions remains the focus across the System. Accordingly, **Anschutz** is working with campus leadership to identify multiple avenues of labeling and marketing courses with OER content across its six professional s chools. CU **Boulder** courses that use low -cost (<$20 total/student) course materials or OER will be identified in CU Boulder's Class Search in time for the Spring 2022 semester (Fall 2021 courses are listed under CU Courses on the OER LibGuide). Context and direction for course instructors concerning requirements that support low -cost/OER course identification is provided at Course Materials Compliance Frequently Asked Questions and directly to educators through communications issued jointly by the Office of the Registrar and CU Bookstore. The **Colorado Springs** campus lists courses using OER, free, and low-cost (tiers of $20 or less, and $30 or less) materials as well as courses that have no required materials on a website. This website is maintained by the chair of the UCCS OER Council and the course materials cost data is provided by the UCCS bookstore. The re gistrar's office provides a link to this information on their student resources website. The registrar's office is working to develop the infrastructure and workflow necessary to incorporate t his information directly into the course listings so that UCCS can continue to be in compliance with OER reporting guidelines by fall 2025. CU **Denver** provides a link to OER resources on the Lynx Central website, and the Tivoli bookstore has an OER search option. Courses in CLAS using OER have the option to input a class note tagging the course as using materials costing less than $20. The registrar's office is working to develop the infrastructure and workflow necessary to incorporate this information directly into the course listings so that Denver can continue to be in compliance with OER reporting gu idelines by fall 2025.

(v) Discoverability of Locally -Created OER - As each campus' Open CU team encourages increased local adaptation and creation of OER, they will host their created OER resources on existing platforms at the local level as well as ensure that these resources are shared on national/international platforms to increase their discoverability and impact. Moreover, CU will promote their OER resources through encouraging the participation of their faculty in professional conferences to presen t their work. Examples of local repositories include:

- OER created on the **Anschutz Medical Campus** can be found on the library's OER LibGuide as well as in the library's institutional r epository CU Anschutz Digital Collections. Many of the creation projects can also be found in MERLOT.
- At **Boulder**, OER adapted/created with funding from the 2020 –2021 and 2021–2022 grants are all openly licensed per the grant requirements and accessible in the CU Scholar institutional repository's CU Boulder Open Educational Resources collection. Future grant-funded project participants will also be required to openly license and submit their adapted/created OER to this collection. The OER Tracker on the OER LibGuide facilitates voluntary educator reporting of OER use that the OER Leads may use to identify additional, locally -adapted/crea ted OER that could be added to the CU Boulder Open Educational Resources collection. The OER Leads can also identify additional, locally-adapted or created OER through their leadership of and review of nominations for the annual University Libraries/Student Government Open Educator Award that identifies and celebrates OER use/creation by campus educators.
- **Colorado Springs** makes OER available in their university repository, UCCS Digital Collections.
- At **CU Denver** OER is available in the Library's repository, as well as in catalog records showing open textbooks.

Additionally, CU will work with OER creators to share their materials through platforms such as Merlot, Pressbooks, and OER commons open author.

(vi) Evaluation - All campuses across the CU System will continue to collect from campus educators who adapt/create OER with grant support standard data points describing anticipated and actual use of the OER, including the specific courses and numbers of students positive ly impacted, course -materials cost savings to these students, and educator reflection on their OER adaptation/creation experiences, student success or satisfaction

with the OER, and the potential for the adapted/created OER to positively impact educators a nd students beyond CU. The Open CU initiative is considering aligning its evaluation plan with data standards currently in development and anticipated to be released by the national DOERS3 (Driving OER Sustainability for Student Success) in spring 2022.

(vii) Continuing and Sustaining Open Aligns with CU and Colorado Strategy **-** Members of the Open CU team and campus partners are committed to continuing advocacy and educational initiatives beyond the li fespan of these grant cycles. However, broad, long -term sustainability will be dependent upon our collective ability to integrate principles of open education into the academic culture on each campus. We will achieve this through team members' relationship s and work with faculty and student governance, faculty affairs units, employee development, and redoubling efforts to keep Open CU successes and the growing research on positive OER impact on the radar of campus and System leadership, as well as IT and on line education support units. We will strive to keep our OER Ambassadors and veterans engaged and promulgating the benefits of OER adoption. Finally, we advocated for OER activities to be considered in the reappointment, promotion, and tenure criteria by h osting Amanda Coolidge's workshop on the topic at the statewide COLTT conference, and suggesting the consideration to the Regent's University Affairs Committee as well as Faculty Council. We will encourage deans and department chairs to provide recognition and release time for faculty to pursue OER evaluation, adoption, and/or creation while Open CU members educate faculty about representing their OER work in promotion and tenure dossiers, and continue to monitor the successes of this representation.

The dozen collaborators on this proposal are ready to realize the promise of OER to achieve student cost savings, improve learning experiences and grades, and provide more inclusive learning materials representing a diversity of perspectives for students, espe cially Pell Grant recipients and students from historically underserved groups. Working together, CU's four campuses —serving 15% of Pell Grant recipients in the state —are poised to have a positive and prominent impact on equity across Colorado. Open CU is working to level the academic playing field in course settings by providing all students with access to course materials on the first day of class. As experiences through the pandemic demonstrated, there are significant barriers to equitable access to educ ation making the work of open education all the more meaningful and urgent.

Educator engagement remains at the core; students remain the beneficiaries. The Open CU committee will continue to expand activities in response to the unprecedented challenges and progress of 2020 -21 and prioritize projects with DEI and social justice themes and outcomes, augmenting accessibility and DEI components of faculty training, and giving preference to projects that use OER to improve teaching in relation to the impacts of COVID-19.

This fourth iteration of the successful Open CU initiative optimizes the individual strengths and contributions of CU campuses by encouraging flexible, local problem solving and solutions, nurturing openness and sharing of solutions and resources. We look forward to securing the funding needed to continue to build on the energy that was cultivated in the conceptualization of the Open CU initiative.

(viii) Accessibility **-** Accessibility of all OER adopted or created materials is both mandated and supported by Open CU. Usability and accessibility consultants work closely with Open CU team members to ensure that OER are accessible and compliant with the Americans with Disabili ties Act of 1990, 42 U.S.C. sec. 12101 et seq. Educator participants will learn accessibility best practices in workshops and submit content for review by accessibility and/or universal design experts before adoption and during creation/adaptation. Each ca mpus has accessibility resources available as follows. **Anschutz** uses an in-house web application developer with accessibility expertise to provide support to faculty and will collaborate with Disability Resources & Services when possible. **Boulder's** accessibility resources include the Academic Technology Design Team (ATDT), which provides a Universal Design for Learning service, the Office of Institutional Equity and Compliance , the Campus Digital Accessibility Group , and Disability Services, which together provide leadership, guidance, and support. **Colorado Springs** has both its Disability Services office and an Assistive Technology Specialist to support accessibility in OER, the Faculty Resource Center's Teaching Online Program: Design with Accessibility in Mind badge and Universal Design for Inclusive Teaching badge, and the annual UCCS Teaching and Learning Conference, which provide accessibility workshops. **Denver** has accessibility and usability expertise available to educators through its Office of Information Technology.

(ix) Budget **-** Detailed budget plan describing utilization of grant funds (indirect cost recovery is not allowed):

Year one

Description	Justification	Cost				
		AMC	Boulder	Denver	UCCS	Total
Educator stipends	Incentives for educators to participate in evaluation, adoption, adaptation, and creation activities.	$15,500	$18,750	$17,250	$18,750	$70,250
Workshop and event costs	Workshop related costs and honoraria for invited speakers.	$250		$500		$750
Support staff wages and conferences/ professional development	Accessibility support, instructional design, library graduate student with OER specialization; conference registration and professional development as appropriate.	$3000		$1000		$4000
TOTAL		$18,750	$18,750	$18,750	$18,750	**$75,000**

Year two

Description	Justification	Cost				
		AMC	Boulder	Denver	UCCS	Total
Educator stipends	Incentives for educators to participate in evaluation, adoption, adaptation, and creation activities.	$15,500	$18,750	$17,250	$18,750	$70,250
Workshop and event costs	Workshop related costs and honoraria for invited speakers.	$250		$500		$750
Support staff wages and conferences/ professional development	Accessibility support, instructional design, library graduate student with OER specialization; conference registration and professional development as appropriate.	$3000		$1,000		$4000
TOTAL		$18,750	$18,750	$18,750	$18,750	**$75,000**

To optimize the use of CDHE grant funds, campus spending has been calculated individually and represented as such in the budget table. By meeting the specific needs of each campus, this approach keeps Open CU working stronger together toward the goals of t his proposal. The consistency across the Open CU cohort 1, 2, and 3 budgets make it possible to project a two -year budget for 2022-24 with confidence in its accuracy and effectiveness. Requesting identical funding for years 1 and 2 of the next cycle repres ents a trend across the campuses to increase educator stipends and decrease workshop funding. While due in part to the pandemic, the increase in educator stipends is based on the measurable impact of direct educator support.

Open CU requires flexibility for campuses to allot funding in the most efficient and effective for their individual campus environments. For this reason, there are only three budget categories: educator stipends, workshop and event costs, and support staff wages/travel. The goal of this funding is local optimization of resources based on demand, timing, and culture, to enable the consolidation of a strong and sustainable OER initiative that is well adapted to the needs of each campus. The above budget items are guides and may be amended by individual campuses to meet emerging priorities and arising needs. All campus spending map to overall campus OER goals.

Educator stipends: Each of CU's four campuses will receive an allocation to use as educator stipends for evaluation of OER ($100-$500 per educator), adoption ($500-$1,500 per educator), and adaptation or creation ($1,500-$10,000 per educator). Campuses will distribute fund s across the three areas in response to the number of applicants, quality and expected impact of proposed projects, and key strategic goals that emphasize long term sustainability of the program to optimize the use of resources and maximize benefits by add ressing the campus' needs while capitalizing on their strengths.

Workshops and events: Open CU requires educator participants to participate in workshops, self -paced courses, synchronous training, in addition to consultations with Open CU team members. F urthermore, campuses are planning on several more locally-funded workshops and gatherings to ensure sustained engagement and to build community around OER and course redesign. The funding of honoraria will allow the recruitment of keynote speakers and specific topic experts, thus broadening the breadth of the educational experience to meet the needs of each campus community. Given that this grant extends into spring semester 2024, we expect some workshops and events to take place in person (note: the Anschu tz library runs ongoing OER training in lieu of a cohort-based workshop).

Support staff wages and travel: Funding in this category is requested to supplement salaries and wages for staff, including accessibility consultants, instructional designers, and library graduate student assistants specializing in OER. The ability to provide these resources and expertise to our educators is critical to the success of the initiative, as the staff provide key support to enable each of the OER adoption, creation, and other projects. These funds will also supplement campus financial support for staff to attend OER -related conferences.

(x) Open CU Letters of Support (separate attachments) -
- **Anschutz** : Roderick Nairn, Provost and Executive Vice Chancellor for Academic and Student Affairs and Melissa De Santis, Director of Strauss Health Sciences Library
- **Boulder** : Russell L. Moore, Provost and Executive Vice Chancellor for Academic Affairs; Robert McDon ald, Dean of the University Libraries and Senior Vice Provost of Online Education; and Kirk Ambrose, Director, Center for Teaching & Learning
- **UCCS**: Venkat Reddy, Chancellor, and Kelli Klebe, Interim Executive Vice Chancellor for Academic Affairs and Provost
- **Denver** : Constancio Nakuma, Provost and Executive Vice Chancellor for Academic and Student Affairs; Cinthya Ippoliti, Auraria Library Director