1. **Cover Sheet**

Project Title: Open CU: Expanding a Successful and Sustainable OER Initiative

Applicant(s) Names and Contact Information (please include email, phone, and address of primary, secondary, and tertiary contact for proposal):

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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.

~~**No;** please do not share my information with potential collaborators.~~

Colorado Open Educational Resources (OER) Grant Agreement

Project Title: Open CU: Expanding a Successful and Sustainable OER Initiative

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
2. Agree to apply a Creative Commons license, which permits the creation of derivative works (CC-BY, CC-BY-SA, CCBY-NC, CC-BY-NC-SA, or CC0, with CC-BY strongly preferred) to any copyrightable materials produced as part of grant-supported activities 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 preferred); 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 described 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 that 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. 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 of Academic Innovation Programs, Office of Academic Affairs, University of Colorado System

March 3, 2021

Signature/Date

Open CU: Expanding a Successful and Sustainable OER Initiative

The University of Colorado System proposes a continuation and significant expansion of its Open CU initiative, which received 2018-2019 (year 1) and 2019-2020 (year 2) funding from the CDHE. The four campuses have worked together to establish the community and infrastructure necessary to scale awareness and adoption of OER across the System's nearly 67,000 students. Building on the foundation of 2018-2019 state funding and our multi-campus team efforts, Open CU 2019-2020 expanded OER integration to over 56 spring 2020 courses across multiple disciplines. Over 120 faculty members participated in workshops and online, self-paced OER tutorials, and many incorporated OER into their fall 2020 courses or plan to do so in future semesters. Although final data collection will not be completed until March, we see the number of students impacted by our efforts has already doubled from year 1 to year 2 of the grant. The return on total investment in course materials cost savings for students will reach 300% for one semester alone. One campus estimated Fall 2020 savings at well over $100K.[1]

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, adopt, adapt, and create** OER. This third year of funding is key to solidifying infrastructure toward the long-term **sustainability** of Open CU. Our commitment to this goal includes university hires with OER-dedicated FTE, 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. 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. Two years ago, we stated that CU was primed for collaborative work. Last year, we proved that collaborating across all four campuses is a sustainable model with clear advantages. This year, we can confirm unequivocally 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 goal will make it possible to deliver momentum, reach, and growing expertise this year 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 more than an additional 120 educators System-wide and assisting educators with their 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 experts 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

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. **We request $75,000 to continue our work on behalf of these students.**

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[1] System-wide infographic, Appendix A

Continuation of the Open CU initiative features a robust and engaged team that meets twice a month to share information, resources, practices, and encouragement to scale awareness and adoption of OER. In a short three years, this group has grown into a dynamic community of experts who connect CU with colleagues at the state, national, and international levels. In addition, each campus has 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 and led by the Strauss Health Sciences Library. The committee meets monthly and consists of six members from across the various schools and units on the campus, including librarians, faculty educators and instructional designers. 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 who serve as OER Leads along with Senior Associate Dean Leslie Reynolds. In 2018 the Provost charged an Open Educational Resources Advisory Committee that submitted its recommendations in winter 2019. The advent of COVID-19 paused further action on these recommendations and direction from campus leadership, which has been highly supportive of the Open CU Boulder team's work and initiatives.
- 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 from 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 (informal in years 1 and 2) has successfully and regularly worked with the Center for Faculty Development, Thinqstudio faculty, Auraria Library Administrators, the Library's OER lead, CU Denver student government, and Auraria tri-institutional campus partners. Formalization of a campus-wide committee will shortly follow the current reimagining/restructuring of CU Denver's teaching, learning, and professional development centers.

With a third year of grant funding for 2021-2022, 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, able to realize efficiencies and leverage collective knowledge
- A strong and growing community of engaged educators who are experiencing OER benefits firsthand and are persuading an increasing number of their peers to investigate OER
- A keen understanding of how to optimize practices at the campus level to have the greatest local and collective success (for instance, supporting learning communities on one campus, graduate students at another)
- 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 two years. **Continued and expanded activities** will include:

- Continuation and broadening of OER communications to raise awareness among educators, students, and campus administration
- Inviting a new cohort of educators to engage in OER awareness and exploration workshops and communities, and providing both financial stipends and digital badges for their efforts. Depending on recruitment targets and campus decisions, roughly 30-40 educators per campus will be a part of this year's cohort. Campuses will set stipend amounts locally
- Inviting a new cohort of educators to engage in course redesign, OER adoption, communicating availability of OER in their courses, and evaluation of their OER adoption. Depending on recruitment targets and campus decisions, roughly 12 educators per campus will be a part of the adoption and course redesign cohort. Campuses will set stipend amounts locally
- 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 instructors of high school concurrent enrollment courses, with communications and invitations to participate in workshops, communities, and stipends, to the end of having as many of those educators as possible adopt OER

- Expanding campus and System-wide recognition and award visibility, in addition to the Open CU digital badging program[2]
- 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. (CU Anschutz has provided these opportunities to a small number of faculty in year 2 - see Anschutz item below, and CU Boulder is currently supporting seven OER creation/adaptation projects with stipends from 2020-2021 Open CU funds).

New activities include:
- 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
- Identifying and targeting classes with DEI and social justice themes, and instructors interested in incorporating OER materials with this focus
- Augmenting accessibility and DEI components of faculty training
- Giving preference to projects that use OER to improve teaching in relation to the impacts and changes incurred by COVID-19 and/or that address DEI
- Campus position hires with OER-dedicated FTE

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. 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.

Anschutz Medical Campus (AMC): The Anschutz OER planning committee continues to work on creating an OER ecosystem on the Anschutz Medical 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, AMC is developing a highly flexible and adaptive landscape of OER awareness and use on the campus. Year 2 of the Open CU grant saw numerous applications to adopt and at least five applicants interested in creation of OER. We are seeing more interest in OER through word-of-mouth as well. As we have several creation projects in the pipeline, the Anschutz OER planning committee is taking the initiative to develop support for tracking OER use metrics that faculty can use for promotion and tenure dossiers. In year 3, we will continue to market OER as high-quality, shelf-ready educational material for online learning in a COVID-19 environment. We will also prioritize projects that address DEI especially as they relate to COVID-19. In general, we will continue to give faculty the flexibility and the appropriate level of support and incentive to participate in OER that is commensurate with their needs, capacity, or current level of receptiveness. As such we are continuing with and building on a multiphase approach:
- **Education/Awareness:** Prior CDHE funding allowed the creation 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. All AMC faculty are invited/incentivized to participate in these classes to learn about OER, including the rationale behind it and how to find it, and are thereby introduced to the different opportunities afforded by the OpenCU program. In the next year of this program we will expand the content of our OER class to include topics of accessibility, as well as the multiple ways in which OER can be harnessed to promote diversity and inclusion. Moreover, these classes will be developed in an online format to expand the offer to all CU campuses, thus maximizing efficiencies in the use of resources.
- **Finding/Evaluation:** Interested faculty search for and evaluate potential OER objects for a specific course or curriculum. The OER Planning Committee facilitates this process with direct support, including "lab" time, individualized consultations, and space for faculty collaboration and sharing. At the end of this phase, faculty will have either identified relevant, high quality OER that can be implemented in a course or identified a gap in available OER resources.
- **Adoption:** Faculty who have identified viable OER can then enter an adoption phase. They are given instructional design, copyright, and technical support along with appropriate monetary incentives to redesign curriculum around new OER content.
- **Creation:** If viable OER were not located, faculty members have the option to move to a creation phase. The OER planning committee requires 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

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

and budgeting needed to ensure successful completion of the project. Faculty can engage with this multiphase approach at any phase depending on prior OER awareness, capacity and interest, or participate in several phases simultaneously. 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. In this next year of the program we will continue to support creation projects in a variety of fields with special consideration for projects related to COVID-19 and other prominent public health issues.

- **Growing and Sustaining the Ecosystem:** In order to sustain OER work beyond the CDHE grants, the Strauss Health Sciences Library is incorporating OER support into a new position description. The AMC OER Committee will also encourage faculty development on OER scholarships for conferences, honoraria for speakers, etc. to engage our educators. Key to sustaining the ecosystem is keeping OER veterans engaged by encouraging them to support new faculty, tell their stories to campus leadership, and create OER scholarship (conference papers or abstracts, etc.) around their OER success. 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 beyond the timeline of this grant.

Boulder: 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 campus appetite and interest in OER creation/adaptation. Seven of the applications were awarded funds and creation/adaptation is underway. The strength and breadth of proposals suggests strong potential for continued, future expansion of OER creation and adaptation by CU Boulder educators.

The Open CU Boulder team will leverage and expand the work we completed in 2019-2020. We will pursue and expand our OER adaptation and creation, as well as our OER education and review programs. Continuing these efforts will support a sustained and engaged culture of open education on the CU Boulder campus by engaging both former and new participants in our Open Education initiatives.

- **OER adaptation and creation:** The money allocated to the CU Boulder campus by the funding of this Open CU 2021 proposal will support sustained educator development of, and engagement with, OER adaptation and creation projects. 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. In the 2021 grant cycle, the Open CU Boulder team will also encourage and give preference to projects that use OER to improve teaching in relation to the impacts and changes incurred by COVID-19 and/or that address DEI. 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).
- **OER education and review:** The Open CU Boulder team will seek supplemental funding to cultivate relationships between past and current OER creators/adapters to build community and opportunities for peer mentorship. As part of this effort, the team will solicit applications from campus educators to participate in educational workshops (provided by the team) and subsequently review existing OER. Participants will be required to openly license their reviews, which will be posted publicly to the Libraries OER LibGuide and other OER review repositories (e.g., the Open Textbook Library) as appropriate.

Colorado Springs: The Colorado Springs campus has continued to increase awareness, review, and adoption of OER during the past two cycles of the grant. In that time, 33 faculty members have completed our OER Pathway course, which described OER and Creative Commons licensing, and required review and evaluation of OER for their courses. These awareness efforts have been productive, demonstrated by the increased amount of OER related questions and consultations received by the Kraemer Family Library over the last two years and the rising usage of

the OER resource guide. 24 faculty members have adopted OER in the last 2 years, resulting in 25 courses and nearly 1,500 students using OER materials, creating an estimated savings of over $161,000. In 2020, 2 faculty have created or adapted OER for Fall 2020 courses and 5 more faculty will be using adapted or created OER in Spring 2021 classes. CDHE funding will allow us to continue our already successful programming and further develop our network of OER support and mentorship.[3]

For the 2021 grant cycle, we will continue our focus on specific high-impact courses and increase OER awareness and support on campus through our OER Pathway program for adoption and review. We will also extend our new efforts to solicit and support proposals for adaptation and creation. Additionally, through showcasing the success of faculty already using and creating OER in their courses, we will create a lasting network of OER advocates and mentors who can inspire and guide their colleagues.

- **Target Courses:** While we encourage faculty members to consider OER for any course, we will continue to specifically target high enrollment, high DFW, and high textbook cost courses, and concurrent enrollment courses for high school students. UCCS also recognizes OER's ability to create diverse materials and represent perspectives marginalized in traditional publishing, so in the next grant cycle we will work with campus Equity Diversity and Inclusion (EDI) administrators and others to identify and target courses with EDI and social justice themes and courses interested in incorporating or creating OER materials with this focus. With the COVID-19 pandemic moving most courses to remote delivery, OER takes on greater importance in these target courses, particularly high-enrollment courses. OER provides affordable online resources that support students who may be feeling additional financial strain during the pandemic as well as faculty who are adapting their courses and materials to an online environment.
- **Awareness and Review:** For the next grant cycle, we will again solicit applications from faculty members to complete our successful OER Pathway course to promote awareness and review of OER. Participants will create a short video presentation to be shared by the cohort to describe their review and decision to, or not to, adopt OER. Participants will receive $250 stipends for completing the course.
- **Adoption and Redesign:** Likewise, from the cohort of participants in the OER Pathway course, we will continue to promote adoption of OER and redesign of courses in Fall 2021 and Spring 2022. Participants will conduct pre- and post-surveys of their students to gauge satisfaction and report on their success (or failure) to the cohort. Participants will receive $1,000 stipends for this work.
- **Adaptation and Creation:** We will solicit proposals for faculty members to adapt, curate, and create OER. Participants will share their results in a local repository. Participants will receive $1,000 to $5,000 stipends, depending on the scope of the adaptation/creation.
- **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.
- **Support:** Implementation of these activities will be supported by an instructional designer, an accessibility consultant, and a graduate student. Additionally, since the first year of the grant, the library has created a scholarly communications position to support faculty's OER use and creation on campus.

Denver: The downtown Denver campus has continued to support OER efforts and looks to expand this work in the coming year. More course instructors have indicated their interest in OER, more faculty and staff from the Auraria Library have become involved in OER projects, and Chancellor Marks has indicated that making education affordable is vital to student success. 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 two years.

- **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 access 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. Grants funds will therefore be used to promote the adoption of open materials, with preference given to proposals related to DEI or the impacts of COVID-19, thus supporting student success.
- **Expand the CU Denver Campus OER Committee.** By building on the existing core group of dedicated librarians and faculty, formalizing the CU Denver OER committee will expand membership to include course instructors, students, academic support staff, and administrators. Initially, the committee will focus on increasing awareness and adoption of open materials and, eventually, on advocating for administrative

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[3] Colorado Springs infographic, Appendix B

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.

- **Investigate and Acquire Relevant Technology.** As CU Denver faculty adapt and create new OER, new technology needs will arise as it relates to producing and hosting these materials. Grant funding will be offered to cover the cost of licensing or purchasing publication software, as well as help with the acquisition of the software and hardware necessary to make these OER discoverable. The Auraria Library is pursuing updates to its Institutional Repository, which would improve - OER hosting at CU Denver through IR alignment across campuses.
- **Engage in Professional Development and Strategic Hiring.** Auraria Library has begun the process to hire 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. This librarian 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. Having funds available will also allow for continued student staffing to support OER at CU Denver.

The infrastructure we have put in place with the first and second years of funding for the Open CU Initiative ensures continued success with additional funding: we have subject matter experts in OER leadership roles, robust support and staffing including accessibility roles, and established practices to help students identify OER courses and ~~to~~ ensure that the world can discover CU Denver-adapted and created OER.

The Open CU cohort has carefully strategized its allocation of State funding to build a foundation for sustainability moving forward, ensuring OER continues to grow and thrive beyond the annual CDHE award. Key measures include investing in library resources and technology; consistently expanding faculty awareness, adoption, and creation; evolving temporary OER FTE into the job description of permanent hires; and working toward OER course marking.

(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, a library graduate student, and 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. Additionally, the Strauss Health Sciences Library has long provided expertise on OER and copyright, and offers an OER class to all faculty on a regular rotation basis.
- The Open CU **Boulder** team consists of Libraries faculty and OER Leads Caroline Sinkinson, Merinda McLure, and Melissa Cantrell, and Leslie Reynolds, Senior Associate Dean of Libraries. In support of our Open CU Boulder initiatives, and our ongoing goal of cultivating an engaged and sustainable Open Education culture at CU Boulder, the team maintains guides with a focus on [OER](#), [open pedagogy](#), and [Creative Commons licenses](#). Additionally, the team actively cultivates connections with campus stakeholders (Bookstore, Center for Teaching and Learning, Office of Accessibility, Office of Information Technology) to facilitate a broad informed and connected community. For example, the team corresponds with campus accessibility and instructional design experts to maintain referral and resource documents that are shared with participants. We are working with seven 2020-2021 Course OER Adaptation/Creation adoption teams who are adapting/creating a variety of OER, including open textbooks. In their applications, these educators described how these OER will realize cost savings for CU Boulder students, replace/fill gaps in existing course materials, improve the quality of course materials, and have the potential to serve students and educators nationally and perhaps even internationally. These OER have the potential to save CU Boulder students more than $300,000 dollars in the first year of use.
- 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 Faculty Development's Margaret Wood (now overseeing creation of multiple centers) has pledged continued OER leadership, communication and education efforts as a priority for the Teaching and Learning Center taking shape now. The OER Lead at the Auraria Library is Keith Teeter with partnership and support from Library administrators Cinthya Ippoliti and Kevin Seeber. The Library maintains an OER Guide, the OpenAuraria Listserv, supplies OER discovery/strategy consultations, and has contributed Library funds and coordination for an OER Grant and textbook review session. Former CDHE grant-funded OER graduate student assistant, Kaiya Schroeder, continues to interact with student government, and has been a useful student voice in faculty OER professional development sessions. OER campus referral documents are linked to the Library's OER guide to make OER campus-support information readily available. CU Denver's ThinqStudio has been a creative leader and supportive partner in OER professional development. Also, the new Teaching and Learning Center pledges continued leadership and support. 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.
- **System**: The Office of Academic Affairs (OAA) will provide dedicated staff for communication, coordination, and strategic planning support and a $5,000 budget. This amount will be put toward individual awards to CU faculty and staff, the Credly/Acclaim license for OER badging, and honoraria for Statewide events.

(iv) Identifying Courses Using OER

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, while assisting students in making course selection decisions remains the focus across the System. Accordingly: **Anschutz** will work with campus leadership to identify multiple avenues of labeling and marketing courses with OER content; a CU **Boulder** working group met throughout 2020 to prepare for university compliance and includes representation from the Office of the Registrar, Bookstore, Libraries, and Office of Information Technology. The development and implementation of related policy, workflows, communications, and infrastructure is underway, and implementation will be complete by or before fall 2021 course registration begins. Currently, the OER Tracker on the OER LibGuide facilitates voluntary educator reporting of OER use, OER adaptation/creation project leads funded by the 2020-2021 grant are required to submit copies of their resulting works to CU Boulder's institutional repository, and an annual University Libraries/Student Government Open Educator Award identifies and celebrates OER use/creation by campus educators through its nomination process. The **Colorado Springs** bookstore, in its online textbook purchasing app, identifies OER in courses that use them and departments are encouraged to highlight courses using OER on their departmental websites. **Denver** monitors and shares Auraria campus OER adoption and use through the OER Faculty Reporting Form, with results posted online, while OER course labeling norms are being discussed with Auraria campus partners.

(v) Discoverability of Locally-Created OER

As each institution's Open CU team encourages increased local adaptation and creation of OER, they will host on existing platforms: **Anschutz** on the Mountain Scholar Institutional Repository; **Boulder** on the CU Scholar Institutional Repository as well as on an OER Tracker on the local OER LibGuide; **Colorado Springs** on the Mountain Scholar Institutional Repository; and **Denver** in the Library's repository, as described here, as well as in catalog records showing open textbooks.

(vi) Evaluation

In addition to providing basic evaluation of workshops and counts of educators and students (and estimated student course-materials cost savings), the Open CU initiative will align its evaluation plan with data standards currently being developed by the national DOERS3 (Driving OER Sustainability for Student Success) to be released spring 2021.

(vii) Continuing and Sustaining Open Aligns with CU and Colorado Strategy

By continuing to fund the Open CU initiative, Colorado has a unique opportunity to leverage multi-campus expertise, infrastructure, and leadership to have a positive impact on a significant proportion of Colorado's students and educators. Through collaborative effort and grant-funded activities, CU will be able to extend and scale OER awareness, evaluation, adoption, adaptation, and creation well beyond campus boundaries and the grant period. Open CU reaches beyond CU by targeting concurrent enrollment high school students, creating content and a forum

for exchange at the annual Colorado Learning and Teaching with Technology conference (COLTT), and contributing funds toward statewide offerings such as Rajiv Jhangiani's webinar during OpenEd week in 2019.

Members of the Open CU team and campus partners are committed to continuing advocacy and educational initiatives beyond the lifespan of this grant cycle. 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 achieve this work through team members' relationships 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 online education support units. We will strive to keep our OER Ambassadors and veterans engaged and promulgating the benefits of OER adoption. Finally, we will suggest to the Faculty Council that OER activities be considered in the reappointment, promotion, and tenure criteria. 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 successes of this representation.

The dozen collaborators who collaborated on this proposal are ready to realize the promise of OER to achieve student cost savings, improve learning experiences and grades, and decrease DFW rates for all students, especially 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 COVID-19 exponentially increases both the size and number of barriers to access for all students, with a disproportionately larger impact on historically underserved students, this work becomes imperative in 2021-2022.

Open CU: Expanding a Successful and Sustainable OER Initiative is fully aligned with the Open CU institutional grant proposal initially funded in 2018. **Educator engagement remains at the core; students remain the beneficiaries.** Continuing activities such as raising awareness, engaging and providing stipends to educators who discover, evaluate, and adopt OER, emphasizing course redesign and quality learning opportunities for all students, and recognizing efforts of educators and staff alike will be familiar to Colorado's OER Council who reviewed our two prior proposals. The Open CU Leadership Team is ready to implement new activities in response to the unprecedented challenges and progress of 2020, including identifying and targeting classes with DEI and social justice themes, 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 third 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 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. Educator participants will learn best practices for accessibility in workshops and will submit content for review by accessibility and/or universal design experts before adoption and during creation/adaptation. Each campus 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.

(x) Open CU Letters of Support (separate attachments)
System: President Mark Kennedy
Anschutz Medical Campus: Roderick Nairn, Provost and Executive Vice Chancellor for Academic and Student Affairs, Melissa DeSantis, Director, Health Sciences Library

Boulder: Russell L. Moore, Provost and Executive Vice Chancellor for Academic Affairs; Robert McDonald, Dean of the University Libraries and Senior Vice Provost of Online Education; and Kirk Ambrose, Director, Center for Teaching & Learning
Colorado Springs: Venkat Reddy, Chancellor, and Tom Christensen, Provost
Denver: Roderick Nairn, Provost and Executive Vice Chancellor for Academic and Student Affairs; Cinthya Ippoliti, Auraria Library Director; CU Denver SGA OER Resolution

Budget and Budget Narrative (ix)

Description	Justification	Cost				
		AMC	**Boulder**	**Denver**	**UCCS**	**Total**
Educator stipends	Incentives for educators to participate in evaluation, adoption, adaptation, and creation activities.	$9,250	$12,250	$9,250	$12,250	$43,000
Workshop and event costs	Workshop related costs and honoraria for invited speakers.	$250	$250	$250	$250	$1000
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		$3000		$6000
TOTAL		$12,500	$12,500	$12,500	$12,500	**$50,000**

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 this proposal.

Open CU requires flexibility for campuses to allot funding in ways that are most efficient and effective for their campus environments. For this reason, we have only three budget categories: educator stipends, workshop and event costs, and support staff wages and travel. The goal of this year's 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 specific 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 will 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). To optimize the use of resources and maximize benefits by addressing each campus's individual needs while capitalizing on their strengths, campuses will distribute funds 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.

Workshops and events: Open CU activities require educator participation in at least two workshops, in addition to consultations with Open CU team members. Furthermore, 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 specific needs of each campus community. Given that this grant extends into spring semester 2022, we expect some workshops and events to take place in person.

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.

Appendices

Appendix A

Open CU Grant Outcomes 2019-2020

OER are teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.

https://hewlett.org/strategy/open-education/

Total Cost Savings to Students 2020-2021

$125,000+

Number of Courses Utilizing OER 2020-2021

43

Number of Faculty Aware of OER 2020-2021

124

Number of Faculty Instructing with OER 2020-2021

45
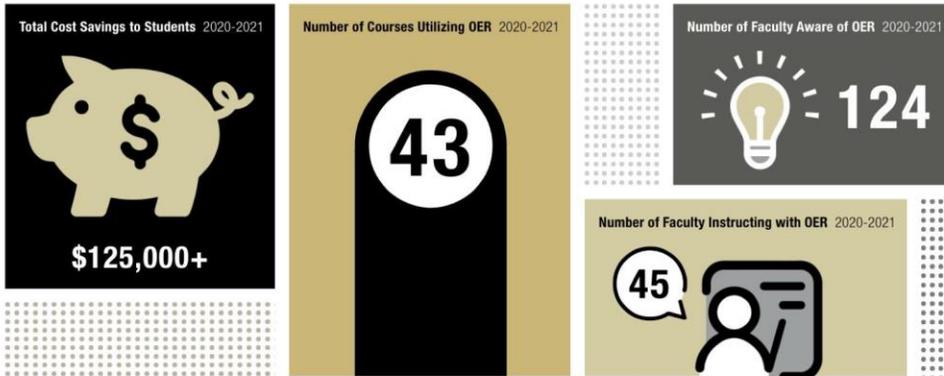
These numbers reflect Open CU Grant outcomes and not all campus OER activity and use we know is occurring without our specific awareness.

Faculty Testimonials

"
While the purpose of my redesign was to replace an overpriced textbook which was not well-suited for an undergraduate course, the process greatly improved an overall redesign of my course.

CU Boulder Faculty

"
I believe that having gone through the OER training better positioned me to have successful classes this semester as we moved to remote teaching.

CU Denver Faculty

Campus Accomplishments

CU Denver
OER better matches backgrounds and experiences of most diverse System campus.

CU Anschutz
OER LibGuide and OER workshops well utilized by faculty.

UCCS
Students valued OER for savings (30%), access (24%), content (21%).

CU Boulder
Faculty from 29 departments/ institutes participate in OER workshops.
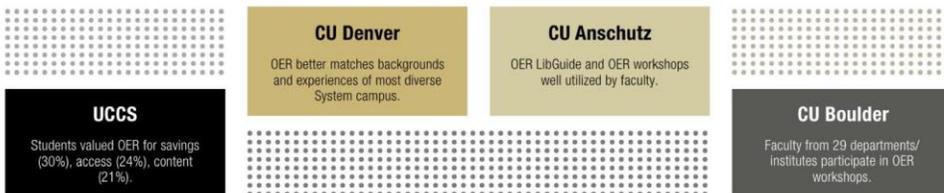
Appendix B

UCCS Awareness and Visibility Outcomes

Number of page views on the UCCS OER Libguide

2018	2019	2020
118	561	509
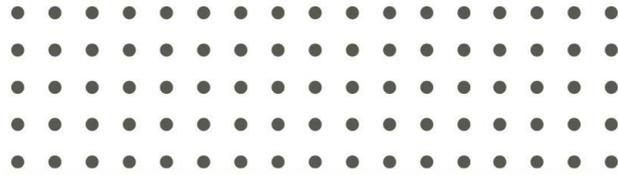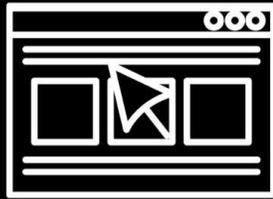
Number of OER consultations at the Kraemer Family Library

2018	2019	2020
0	9	14