

Open CU: Expanding a Successful OER Initiative

(i) The Open CU Initiative is Strong and Growing

The University of Colorado System proposes a continuation and significant expansion of its Open CU initiative, which received funding last year from the CDHE. The four campuses have worked together over the past several years to establish the community and infrastructure necessary to support scaled awareness and adoption of OER. In 2019, with state funding and our multi-campus team efforts, OER (open educational resources) integration flourished in multiple disciplines and in such diverse areas as Urban Studies, English, Finance, and Global Health. Over 100 faculty members participated in workshops and online, self-paced OER tutorials, and a majority of those have incorporated OER into their courses in the fall 2019 semester, are planning to do so for the spring 2020 semester. Although final data will not be collected until March, we are anticipating that thousands of students will have been impacted by our efforts (one campus alone estimates 1000) and that the return on total investment in textbook cost savings for students will reach 300% for one semester only (one campus estimated fall 2019 savings of nearly \$100K).

This proposal for an extension of Open CU funding represents the University of Colorado's continued commitment to reducing barriers to OER adoption through rich learning opportunities and financial incentives for educators who **adopt, adapt, and create** OER; expanded **recognition** efforts; a new focus on **high school concurrent enrollment courses**; more opportunities for educators to **share** successes and challenges; and working toward the long-term **sustainability** of Open CU by integrating 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. Last year, we stated that CU was primed for collaborative work. This year we can state unequivocally that our collaborative initiative is both well-tested and successful. Each campus brings OER expertise, resources, and practices for awareness and adoption to the shared table, all of which are customized to meet campus needs and cultures. The Open CU team collectively and individually raises OER awareness and forges enthusiasm across and within campus communities. As seen last year, we know that working together toward a common goal gives us both momentum and reach. We are eager to continue to deliver on that momentum and reach 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 additional educators teaching up to 100 courses total on all four campuses and assisting educators with their course redesign efforts to ensure a quality OER experience for students;
- Providing financial incentives and deploying OER teams to work closely with faculty to adapt or create OER content that is fully accessible, discoverable, and openly-licensed;
- Expanding and publicizing recognition efforts, including System-wide awards from the President's office;
- Aggressively targeting educators teaching high school concurrent enrollment courses for participation in the Open CU initiative;
- Redoubling our efforts to provide opportunities for educators to share results; and
- Building a cadre of educator experts and advocates who will integrate open education principles into the academic culture of CU campuses, thereby ensuring the sustainability of Open CU.

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 \$99,800 to continue our work on behalf of these students.**

(ii) The Plan: Expansion of Success

With another year of grant funding, Open CU will further expand OER adoption across all four campuses. Conditions for success are already in place:

- A multi-campus Open CU leadership team committed to collaborative work, thereby increasing efficiencies and collective knowledge;
- A strong and growing community of engaged campus subject matter experts who have now seen OER benefits firsthand and are persuading an increasing number of educators to adopt 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 both the System and campus level.



This current proposal recommends continued funding for both new OER activities and an expansion of activities piloted last year. **Continued and expanded activities** 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 awareness and adoption 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 intensive course redesign, adoption of OER, communication of availability of OER in their courses, and evaluation of their OER adoption. Once again, educators will be awarded both financial stipends and digital badges for their efforts. Depending on recruitment targets and campus decisions, roughly a dozen educators will be a part of the adoption and course redesign cohort. Campuses will set stipend amounts locally.
- Expanding campus and System-wide recognition events and awards, in addition to the Open CU digital badging program.

New activities include:

- 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.
- 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.
- Working with faculty and student governance, faculty affairs units, and possibly employee development to begin the long-term process of weaving an Open Education mindset into the academic culture of the campuses.

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 is well along the way toward 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. A large component of creating an OER ecosystem is simply giving 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:** New faculty are invited/incentivized to learn about OER, the rationale behind it, and how to find it, either in an ongoing OER class (in development) or via a series of hands-on educational workshops for which participants receive a small stipend to attend.
- **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 and budgeting needed to ensure successful completion of the project. Faculty can engage with this

¹Last year's grant allowed the establishment of a multi-campus badging program using Credly's Acclaim platform and consistent branding



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and levels across the entire initiative.



multiphase approach at any phase depending on prior OER awareness, capacity and interest, or participate in several phases simultaneously.

- **Growing and Sustaining the Ecosystem:** As simple wide-spread awareness of OER, especially among campus decision-makers and leaders, is fundamental to growing and sustaining an OER ecosystem, AMC will also encourage attendance at OER conferences, OER scholarship, honoraria for speakers, food for events, etc. to engage educators. Key to sustaining the ecosystem is keeping OER veterans engaged by encouraging them to share their successes. This can take the form of supporting and encouraging new faculty, telling their stories to campus leadership, and creating OER scholarship (conference papers or abstracts, etc.) around their OER success. Finally, we want to support the continued professional development of the OER Planning Committee members themselves by providing funding to attend national OER conferences, and webinars.

Boulder: The Open CU Boulder team will leverage and expand the work we completed in 2019-2020. We will evolve and engage new participants in our OER Education and Review and Course OER Adoption programs; add outreach to specific concurrent-enrollment courses; and undertake new work to engage educators in local OER adaptation and creation. The team is excited to work with the campus Open Educational Resources Advisory Committee and the new University of Colorado Boulder Center for Teaching and Learning to realize the potential of these proposed activities. The team will pursue three primary areas: OER Education and Review, Course OER Adaptation, and Course Adaptation and Creation. The total faculty stipend funds allocated to the CU Boulder campus will be distributed across the three areas in response to the number of applicants and interested educators.

- **OER Education and Review:** Campus educators: The Open CU Boulder team will solicit applications from campus educators to participate in an educational workshop provided by the team and subsequently review an existing OER. Participants will be required to license their review with a [CC BY 4.0 license](#), and reviews will be posted publicly to the Libraries [OER LibGuide](#) and other OER review repositories (e.g., the [Open Textbook Library](#)) as appropriate. Up to 65 participants will receive a \$250 stipend to recognize their work and participation
- **Course OER Adoption:** The Open CU Boulder team will solicit applications from campus educators to adopt OER for fall 2020 or spring 2021 courses. Selection will preference educators who will adopt OER for their instruction of a large enrollment/lower division undergraduate/gateway course with high textbook/course material costs. Participants will be required to consult with the Libraries OER Leads, participate in an educational workshop(s), submit a final portfolio that describes their course integration of the OER and course evaluation, and share their course OER integration experience with colleagues at an event and/or through public communications such as a press release. Up to 16 participants will receive a \$1,000 stipend to recognize their work and participation.
- **OER Adaptation and Creation:** The Open CU Boulder team will solicit applications from campus educators to adapt or 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. Participants will be required to consult with the Libraries OER Leads, participate in an educational workshop(s), openly license the adapted/created OER and make it 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 at an event and/or through public communications such as a news release. Up to 32 participants will receive a \$500-\$10,000 (depending on the nature of the adaptation/creation) stipend to recognize their work and participation.

Colorado Springs: The Colorado Springs campus has made great strides in increasing awareness, review, and adoption of OER in the first year of the grant. 30 faculty members completed our OER Pathway course, which described OER and Creative Commons licensing, and required review and evaluation of OER for their courses. 13 faculty members are now in the process of adopting OER in their Fall 2019 and Spring 2020 courses. We plan to continue promoting the awareness, review, and adoption of OER, and further promote the adaptation and creation of OER, targeting specific high-impact courses, and to showcase faculty members' successes to the campus.

- **Target Courses:** While we encourage faculty members to consider OER for any course, we will specifically target high enrollment, high DFW, and high textbook cost courses, and concurrent enrollment courses for high school students, for awareness, review, and adoption of OER.
- **Awareness and Review:** Piggybacking on our successes from the current grant, we will solicit applications from faculty members to complete our 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. 20-30 participants will receive \$250 stipends.
- **Adoption:** Likewise, from the cohort of participants in the OER Pathway course, we will continue to promote



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adoption of OER in Fall 2020 and Spring 2021 courses. Participants will conduct pre- and post-surveys of their



students to gauge satisfaction and report on their success (or failure) to the cohort. 10-15 participants will receive \$1,000 stipends.

- **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. 5-10 participants will receive \$1,000 to \$5,000 stipends, depending on the nature of the adaptation/creation.
- **Showcasing:** We will encourage participants in the current cohort of OER adopters to participate in a panel discussion in our second annual UCCS Teaching & Learning Conference in January, and in GIFT (Great Ideas for Teaching) Exchanges throughout the academic year.
- **Support:** Implementation of these activities will require the support of an instructional designer, an accessibility consultant, and a graduate student.

Denver: The downtown Denver campus is looking forward to seamless forward motion in the continued understanding across our campus, system, and state of just how impactful OER and open education tenets are to engaging our students, jazzing our faculty, and revealing options for sharing materials and ideas to benefit student learning. It has been a delight to work with cross-institution and cross-state colleagues on our efforts to date. CDHE funding will help us fully achieve the individual and shared goals shown below. Total participant numbers will be determined by funding available and interest.

- **OER Awareness and Inspiration.** The intent is to once again hold the well-received OER Jumpstart sessions, attended in the last cycle by 30 educators, which are a combination of in-person and online teaching and sharing of OER basics, related information, and pedagogic discussions. Recruitment will include all faculty, with preference to those representing multiple sections and/or high cost materials. For this grant cycle we would also recruit from the CU Succeed faculty who teach high school students and also teach secondary school. Denver previously held an OER awareness session for CU Succeed participants and the program coordinator is excited at the prospect of more involved learning for these faculty. Another change, based on participant suggestions, will be the integration of CU/other educators who have OER integration experience. Recommend \$300 stipend.

**Sample comment about Jumpstart: “Very well done. Jumpstart was structured so as to accommodate busy schedules while at the same time providing substance and skill development. The promise is profound, not only in savings to students, but also - and perhaps more profoundly - in changing the way we teach. It offers promise of enlisting and energizing students as active authors of their learning. This looks to be an alternative to publisher offerings, beguiling and tempting as they may be to the time-pressed. It seems to me that these products often subvert agency not only in students but also teachers.”*

- **OER Integration.** The previous grant cycle resulted in 16 engaged faculty members in vastly different fields sharing ideas, learning, and committing to OER-improved courses by adopting, adapting, or creating OER. The intent is to replicate this successful task. Recommend \$1,000 incentive stipend.
- **OER Sustainability.** For OER to flourish, a formalized structure is needed in many areas. One area is the ongoing peer review of openly licensed materials. To incentivize and introduce this idea, educators will be recruited for textbook and other learning material review sessions. The goal is to hold tri-institutional Auraria workshops since our experiment in this arena showed that cross-institution conversations are stimulating, and Auraria is in the unique position to make this happen without requiring participant travel burdens. Recommend \$200 stipend to match sister institutions compensation.
- **OER Recognition and Sharing.** With OER success stories to share, we'd like to: **Celebrate!** With many faculty now OER adopters, the Library would again like to hold a spring event to acknowledge and share stories from the many CU and Auraria campus OER leaders. This would be an all-Auraria campus event, with anyone welcome to join us. **Acknowledge and Spread the WOER!** A web page will highlight campus OER/affordable learning material adopters that will link to materials they have chosen or created to benefit teachers and learners worldwide. Information will be gathered through the OER Faculty Reporting form.
- **OER In-House Support and Mentorship.** Graduate student assistance was invaluable last year both for the task assistance supplied and rewarding in seeing the fruits of shared efforts to ready our assistant to share her OER expertise post-graduation.
- **OER Honoraria.** To fully plumb OER expertise, we will offer modest honoraria to guest OER teachers/experts.

² Sample comment about Jumpstart: “Very well done. Jumpstart was structured so as to accommodate busy schedules while at the same time providing substance and skill development. The promise is profound, not only in savings to students, but also - and perhaps more profoundly - in changing the way we teach. It offers promise of enlisting and energizing students as active authors of their learning. This looks to be an alternative to publisher offerings, beguiling and tempting as they may be to the time-pressed. It seems to me that these products often subvert agency not only in students but also teachers.”

The outputs of this work, such as OER reviews and newly created, openly licensed resources will be exposed to a broad audience through channels such as the OTN (Open Textbook Network), conference presentations, institutional repositories, online guides, and other publications. As in prior years, campuses will collaborate to share recruitment strategies, models for cohort organization, data gathering methodologies, awareness campaign resources, and training materials. Additionally, Open CU allows campuses to share knowledge of copyright, licensing, open pedagogies, and accessibility through monthly meetings and digital communication channels.

We are proud of the infrastructure we have put in place with the first year of funding for the Open CU Initiative, infrastructure that ensures continued success with additional funding: we have subject matter experts in OER leadership roles at the System and campus level, robust support and staffing, including accessibility roles, on each of the campuses, and established practices to help students identify OER courses and to ensure that the world can discover CU-adapted and created OER.

Open CU's Leadership Teams

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 two years, this group has grown into a dynamic community of experts that connects 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 CU Anschutz Medical Campus OER Planning Committee is hosted and led by the Strauss Health Sciences Library. The committee consists of eight members from across the various schools and units on the campus and meets monthly. It serves as the central hub for promotion, education, and incentivization of OER on the Anschutz campus.
- The CU Boulder [Open Educational Resources Advisory Committee](#) was charged by the Provost in August 2018 and is chaired by Leslie Reynolds, Senior Associate Dean of Libraries. The thirteen members include faculty from across campus and representatives from student government, the offices of the Chancellor and Provost, the Bookstore, the Libraries, digital accessibility, and information technology. The committee meets monthly, conducted a survey of campus educators in spring 2019, and is currently drafting recommendations for campus.
- The UCCS Open Educational Resources Council was charged by the Provost in October 2018 and is chaired by Martin Garnar, Dean of 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.
- Denver has successfully and regularly worked ad hoc with the Center for Faculty Development, Thingstudio faculty, Auraria Library Administrators, the Library's OER lead, CU Denver student government, and with Auraria tri-institutional campus partners. A formalized structure is expected following the reimagining/restructuring of CU Denver's teaching, learning, and professional development centers.

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. Additionally, the Office of Digital Education and Engagement (ODEE) provides umbrella coordination in the form of Open CU team support (meetings, communications, travel funding), and badging design and management of the Credly platform contract. ODEE will provide communication, coordination, and strategic planning support as the Open CU team initiates relationships and work with faculty and student governance, faculty affairs units, and employee development as the first steps toward developing a sustainability strategy for Open CU. Here are details about the specific 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 who meets directly with faculty and has created and maintains an OER LibGuide and through librarian and specific committee member expertise.
- The Open CU **Boulder** team comprises the Libraries faculty and OER Leads Caroline Sinkinson, Merinda McLure, and Melissa Cantrell, and Leslie Reynolds, Senior Associate Dean of Libraries. In support of the programming, the team maintains and regularly updates several guides: OER, Open pedagogy, Creative Commons Licenses. Additionally, the team actively cultivates connections with various 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. Members of the team also coordinate with campus badging systems and personnel.



- The **Colorado Springs** campus provides OER support through the staff of the Faculty Resource Center, including a dedicated instructional designer 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.
- **Denver:** 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 Ellen Metter with partnership and support from Library administrators Cinthya Ippoliti, Cynthia Hashert, and Shea Swauger. 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 attendance. Last year's CDHE grant-funded OER graduate student assistant, Kaiya Schroeder, assisted with OER support, interacts 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 ThingStudio has been a creative leader and supportive partner in OER professional development.

Identifying Courses Using OER

To assist students in making course selection decisions and to address state legislation requiring that all public higher education institutions inform students of courses that use OER by 2021, campuses will require educators accepting stipends for integrating OER into their courses to alert students via course or departmental websites and/or to work with campus bookstores to denote their courses or sections as OER: **Anschutz** will work with the campus bookstore, academic departments, and student government to identify and use multiple avenues of labeling and marketing courses with OER content; **Boulder** will work with the bookstore and the Registrar on progress toward fulfillment of the state legislation requirement, makes use of the [OER Tracker](#) on the [OER LibGuide](#) to facilitate voluntary educator reporting of OER use, and University Libraries/Student Government [Open Educator Award](#) nominations identify OER use/creation by campus educators; 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.

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 a repository being developed in conjunction with the Kraemer Family Library, the bookstore, and the Office of Information Technology, and **Denver** in the Library's repository, [as described here](#), as well as in [catalog records showing open textbooks](#).

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 materials chosen 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 during creation and before adoption. Each campus has accessibility resources available: **Anschutz** uses an in-house web application developer with accessibility expertise to provide support to faculty and soon will have a closer relationship with Disability Resources & Services, which is relocating to the library; **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 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.

Evaluation

In addition to providing basic evaluation of workshops and counts of educators and students (and estimated student textbook 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) and due to be released summer 2020.

(iii) Budget and Budget Narrative

Description	Justification	Cost
Educator stipends	Incentives for educators to participate in evaluation, adoption, creation activities. \$16,250 per campus.	\$65,000
Workshop and event costs	Food, space, materials, honoraria for workshops, convenings, recognition events. \$1,200 per campus.	\$4,800
Support staff wages and travel	Accessibility, instructional design, graduate student; travel to conferences and professional development as appropriate. \$7,500 per campus.	\$30,000
TOTAL		\$99,800

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.

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 stipends, each campus will distribute funds across the three areas in response to the number of applicants and interested educators.

Workshops and recognition event: Open CU activities require educator participation in at least two face-to-face workshops. Campuses are planning on several more locally-funded workshops and gatherings to ensure sustained engagement and to build community around OER and course redesign.

Support staff wages and travel: Funding provides the ability for campuses to supplement salaries and wages for staffing critical to the success of the initiative, including accessibility consultants, instructional designers, and graduate student assistants. It also supplements campus financial support for staff to attend conferences.

(iv) Institutional Support and Infrastructure

Open CU has steady institutional leadership support, as evidenced by dedicated in-kind staffing and letters of support:

- The **System Office of Digital Education and Engagement** provides dedicated staff and \$5,000 budget to support Open CU efforts.
- **Anschutz** has a dedicated librarian to coordinate and support OER efforts on the campus. The Health Sciences Library has long provided expertise on OER and copyright. Its institutional repository, which is freely accessible, hosts resources, including educator OER evaluations.
- **Boulder:** The University Libraries have three librarians, the OER Leads, who work with support staff from the Office of Information Technology, the Arts & Sciences Support of Education through Technology (ASSET), the Department of Accessible Technology. The OER Leads anticipate collaboration with the campus Open Educational Resources Advisory Committee, chaired by Leslie Reynolds, Senior Associate Dean of Libraries, and the new Center for Teaching and Learning.
- **Colorado Springs:** Dedicated campus partners include the Kraemer Family Library, the Bookstore, the Office of Online and Academic Outreach, the Office of Information Technology, the Faculty Resource Center, and the Compass Curriculum (UCCS’s general education curriculum).

- **Denver:** The Auraria Library administration considers OER growth a priority and as such has contributed OER support funding; shared significant librarian time for consultations, teaching, and outreach; and has partnerships with Thinkstudio/School of Education and Human Development evolving digital pedagogy endeavors. The new Teaching and Learning Center pledges continued leadership and support. The CU SGA is currently creating OER-support videos. Auraria also benefits through ongoing shared learning with Auraria campus institutions and support entities.

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

(v) 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.

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 of the campuses. We will begin this work immediately through team members relationships and work with faculty and student governance, faculty affairs units, and 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 use. Finally, we will suggest to Faculty Council that OER activities be considered in the rewrite of reappointment, promotion, and tenure criteria.

The dozen collaborators who worked together on this proposal are ready to realize the promise of OER to improve grades and decrease DFW rates for all students, and more so for 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: Expanding a Successful OER Initiative is fully aligned with the Open CU institutional grant proposal 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 last year's proposal. Because we recognize campus and System capacity, the Open CU Leadership Team is especially eager to add new activities to the mix, including providing support and stipends for OER adaptation and creation, to aggressively targeting high school concurrent enrollment courses for conversion to OER, and beginning the long-term work of changing campus cultures to embrace and celebrate an Open Education ethos as a way to sustain the excellent work campuses have already done in the OER sphere.

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