Equal partners: Expectations, milestones and division of labor in UT Austin’s Open Education Fellows Program

Dr. Joshua Frank | Assistant Professor of Instruction, Dept. of Spanish & Portuguese
Ashley Morrison | Tocker Open Education Librarian, UT Libraries
Dr. Diane Rhodes | Senior Lecturer, School of Social Work
The Open Education Fellows program offers financial & programmatic support to faculty who will adopt and create OER.

Program goals:

- Reduce cost of required course materials for UT Austin students
- Empower instructors to adapt or create course materials that meet their pedagogical goals
- Foster OER community of practice & faculty champions on UT Austin campus
**OEF Participant Requirements & Expectations**

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<thead>
<tr>
<th>Requirement</th>
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<tr>
<td>Use the OER adopted or created in at least one course as the required course material for a minimum of two semesters</td>
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<td>Report the OER adoption to the bookstore each semester</td>
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<td>Participate in some required professional development sessions</td>
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<td>Consent to being featured on the UTL website and/or other digital or physical campus locations</td>
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<td>Participate in future events or meetings to promote open education</td>
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<tr>
<td>License any learning objects produced in the scope of the program with <a href="https://creativecommons.org">Creative Commons</a>  CC BY, CC BY SA, or CC BY NC SA and deposit into one or more OER repositories</td>
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<td>Collect anonymous student perception and/or outcomes data</td>
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OEF Program Awards & Support

- Stipends provided at 2 levels:
  - Adoption Fellows: $2,000
  - Author Fellows: $5,000

- Fellows receive consultative support & services from UTL & campus partners:
  - Professional development opportunities that leverage the cohort model to the extent possible, including workshops, discussions, and coworking sessions
  - Scheduled check-ins throughout the program and ad hoc one-on-one consultations with the Open Education Librarian, the Head of Scholarly Communications, liaison librarians, assessment librarians, and other campus subject matter experts as needed
<table>
<thead>
<tr>
<th>Month</th>
<th>Activity</th>
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<tbody>
<tr>
<td>January 2022</td>
<td>Cohort kickoff meeting + program calendar overview</td>
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<td></td>
<td>First project consultations</td>
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<tr>
<td>February 2022</td>
<td>Open licensing overview</td>
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<td></td>
<td>Assessment consultations [ongoing, on request]</td>
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<td>March 2022</td>
<td>Open pedagogy discussion</td>
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<td>Accessible course materials overview</td>
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<td>Accessibility consultations [ongoing, on request]</td>
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<td>April 2022</td>
<td>Midway progress check-in (Adopters)</td>
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<td>Project assessment workshop / discussion</td>
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<tr>
<td>May 2022</td>
<td>Culturally responsive course materials discussion</td>
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<tr>
<td></td>
<td>Midway progress check-in (Authors)</td>
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<tr>
<td>July 2022</td>
<td>Final progress check-in (Adopters)</td>
</tr>
<tr>
<td>November 2022</td>
<td>Final progress check-in (Authors)</td>
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- **Consultations & check-ins**
- **Workshops & other professional development**
Open Education
Fellows
Experiences
Adoption Fellow Experience: Diane Rhodes, PhD

After attending an OER introduction workshop, I was immediately interested in exploring resources. Connecting with the librarian was the beginning of a rich journey. Social work is not well represented in existing OER, and that gave me pause. I considered authoring something.

Thus, the fellowship program provided much needed guidance for selecting and implementing OER in the course with education for me about evaluating resources, talking about OER.

The opportunities to meet and learn from the librarians and my colleagues was an invaluable part of the process.
Social Work in Organizations and Communities

Course description:

The course examines contexts where social services are delivered, including programs, organizations, and communities and introduces students to effective and culturally grounded strategies within this area of practice. Skills to impact social change at organizational and community levels based on a generalist practice intervention model. Specifically, this course will give you the opportunity to formulate a plan for social change at the organizational or community level using a planned process. Throughout the course, you will learn the appropriate use of collaboration, advocacy and empowerment in organizations and communities.

Who are the students:

Upper-division undergraduate students, mostly social work majors
Our OER Librarian is an amazing support without which I cannot imaging how many ages it would have taken me to implement something.

Social work resources that do exist

Openly licensed image search resources that feature BIPOC and folx with disability
The experience

Seeing a resource I was using in a new light and expanding on that.

https://ctb.ku.edu/en

The site is huge
Taking our lesson plans and finding the most effective pages in on the site
Providing links both in the LMS and the syllabus
Searched TED and YouTube for video that engaged the material

Creating quizzes to ensure reading
What the students thought

“I really enjoyed the CTB as well as all of the videos that helped provide additional content in an engaging way.”

- student

While the class uniformly reported happiness with course material that was free to them, the most satisfying responses I got the material were that the toolbox was something they could use in their professional lives going forward:

* stays up to date
* no cost
* thorough
* expert
Me: I have loved exploring OER resources. I have future plans to develop an OER for the social justice course I teach.

My colleagues:

Took some convincing.

Our School:

This OER is now the recommended text for the course.
Author Fellow Experience

1. Why we applied
2. Our resource & the development process
3. Collaboration between UTL and Author Fellows
4. Challenges along the way
5. Student reception & responses
Why we applied

OER Instructor Learning Community

- Raise awareness
- From student to mentor
- Recruitment

Gap in existing resources

- Global culture flag
- Bicultural / bilingual leadership
- Align with UT Spanish curriculum
- Chapter on professional development
**Resource development**

**Business in Hispanic Life and Culture:** (1) From small independent to corporate business (2) From job application to interview; (3) Banking and the Stock Market; (4) Marketing

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<tr>
<th>Pre-fellowship</th>
<th>1st half</th>
<th>Second half</th>
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| - Unpublished materials and exercises  
- Used as supplemental material  
- No intent to publish due to time constraints and lack of incentive | - Project Roadmap with milestones and accountability  
- Fair use evaluation  
- Open images  
- Chapter 1 - 4 outline  
- Resource development and modification | - Assessment Pilot  
- Formatting and accessibility  
- Front/Back Matter  
- Publication |
Collaboration between UTL and Author Fellows

- Mandatory and optional meetings for all fellows or specific teams
- Roadmap, survey, project overview templates; accountability check-ins
- Image searching project
Challenges along the way

Expectations
- Project scope
- Time commitment
- Prioritization

Milestones
- Project Management
- Communication
- Accountability

Division of labor
- Individual and team
- Cross-functional partnership
- Delegation
## Student reception & responses

- **64%**  
  $50 or more spent on materials for any given course

- **60%**  
  Purchase “required materials” for only half of their courses

- **80%**  
  Free course materials would have significant or moderate impact on ability to afford college

- **98%**  
  Access the OER textbook either 2-3xs / week or daily

- **97%**  
  The quality of the OER textbook materials is the same as or better than materials in other courses

- **95%**  
  Having free access to required course materials had a positive impact on my achievement in this class

*(n=43) student surveys collected across three sections of Spanish 367 taught by two different teachers during the Spring 2022 textbook pilot*
The quality was better [as compared to texts in other classes] because the textbook felt like it was made to compliment the class rather than the other way around.

I really appreciate the effort to have free class materials, but I found it difficult to not have a physical copy of the book. I ended up printing out the pages, which made it not free....

This was one of the most useful textbooks I have had, and the fact that I did not have to pay for it helped me with getting resources for my other classes
# Program Coordinator Experience & Insights

## What’s worked well?
- Starting small in a pilot
- Providing clear expectations for all parties
- Documenting workflows & staying organized
- Leveraging a cohort model
- Maintaining flexibility with both programming & services
- Engaging experts within & beyond UTL to support Fellows

## What are we considering for next time?
- Scaling... slowly
- Offering more Author Fellowships to better match application volumes
- Codifying some services that we tested during the pilot
- Identifying ways to offer instructional design support
- Refining some administrative workflows, like stipend distribution
- Hosting in-person workshops for topics that would benefit from it

### A big question: How can this program grow while maintaining a high level of support for Fellows?
$11,000 awarded in faculty stipends for pilot

- 3 Adoption Fellows ($2,000 each)
- 1 Team of Author Fellows ($5,000 shared)

Estimated annual impact

- ~250 students
- ~$16,500 in student savings
Resources

- OEF Program Details (including FAQs)
- OEF Project Roadmap Worksheet
- OER Project Assessment Materials
  - OER Assessment Plan Worksheet
  - OER Assessment Toolkit