As we’re waiting, introduce yourself and discuss this question with your neighbor:

“Why should your library be involved in OER?”
The ‘E’ is for equity
Building an O.E.R. and affordable textbooks movement on a community college campus

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California Academic & Research Libraries Conference

April 14, 2018
#CARLconf2018 #OER
Getting Educated

Why should your library be involved in OER?
Building a movement

Get educated
Find allies
Go for low hanging fruit
Develop an infrastructure
Getting Educated

I CAN HAZ OER?
### Finding Allies: Leverage your campus

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# Finding Allies: Leverage your campus

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- **Disabled Student Services/Alternative Media**: They are experts on accessibility issues and OER. Present OER for their divisions at chairs’ meetings.
- **Academic Senate**: Pass a senate resolution supporting OER.
- **Students/student government**: Organize a #textbookbroke campaign.
- **Administration**: Show impact on matriculation/retention.
- **P/T and F/T Faculty**: Curate OER resources for them.
- **Counselors**: Provide them a list of OER sections.

Image credit: [https://goo.gl/images/B9NJB5](https://goo.gl/images/B9NJB5)
Go For Low-Hanging Fruit: The Matrix

Identify high-impact Opportunities

Work - Demand side & Supply side

OER Candidates vs Current Commercial textbook
Go For Low-Hanging Fruit: The matrix - context & rationale

- Faculty extremely time constrained
- Extensive searching of discrete and overlapping OER repositories impacts Costs vs Benefits for adoption
- A demonstrable way to illustrate “How librarians can help with OER”
- Just offering help finding OER insufficient to gain a “convert”
  - Chemistry matrix induced demand for other matrices
- Sets stage for objective vs purely subjective discussion of OER
  - e.g., “Candidate textbook contains review questions” vs “I’ll know what I like in OER when I see it,” Requirements = Not a black box
- Matrix provides for asynchronous, communications that can be leveraged to large numbers & reused
Develop an infrastructure

● Create:
  ○ LibGuide or website
  ○ Modes for tracking progress + student savings
  ○ OER relationships between faculty

● Host:
  ○ Workshops and librarian trainings
  ○ Taskforce or advisory groups

● Fund:
  ○ Faculty stipends for participation
  ○ Leaders for sharing/developing materials
Develop an infrastructure

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**ASSESS AT EVERY STAGE!!!!!!**
Predicting Pitfalls

What are some foreseeable pitfalls in starting an OER movement on your campus?
Predicting Pitfalls
Scaling up

- Cultivate faculty leaders and encourage them to share their adoptions
- Focus on high impact/multiple section and “gateway courses”
- Partner with other colleges or join statewide movements
- Post-adoption support
- Pursue funding from professional development, equity funds, Guided Pathways and external grants (ZTC degrees, ALS CSUs, or AB-798)

Image credit: https://www.flickr.com/photos/paulspace/2967014987
Our Impact: Fall 2016 - Spring 2018

5 Faculty OER Adopters → 22 Number of course sections where OER has been adopted

50 Number of students impacted

Cost savings so far:
$250,000
Why Should Librarians be Involved in OER?

- Systematic search & discovery (matrices)
- Development of tools (operationally focused LibGuide, matrix)
- Systematic Information & Referral (table of OER adoptions, faculty contacts & impact statistics, $$)
- Documentation & Knowledge Management (surveys)
- Integrate OER into daily librarian duties, knowledgebase, and job descriptions
Discuss and Act

1. What is one action you can easily implement on your campus?
2. Who are two allies you can recruit?
3. What are three long-term goals you have for OER on your campus?
Questions?

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