



# WHAT EVERY SHEEO SHOULD KNOW ABOUT OPEN EDUCATION AND OER

SHEEO Conference | Washington, D. C. | November 9, 2021

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**Provide a working knowledge of Open Education, as a high-impact strategy, to meet state strategic goals and policy priorities.**

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# WHAT ARE OER?

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- ..."Open Educational Resources (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. OER form part of 'Open Solutions', alongside Free and Open Source software (FOSS), Open Access (OA), Open Data (OD) and crowdsourcing platforms" - UNESCO
  - ..."the teaching, learning, and research materials that reside in the public domain or have been released under an intellectual property license, such as a Creative Commons license, that permits free use and repurposing by others." - Idaho State Board of Education
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# OPEN EDUCATIONAL RESOURCES



techniques materials tools  
used for  
**TEACHING + LEARNING + RESEARCH**  
SHARED UNDER PUBLIC DOMAIN  
OR OPEN LICENSE  
FOR RE-USE

**creative  
commons**



A person is sitting at a wooden desk, working on a silver laptop. Their hands are on the keyboard. To the left of the laptop is a dark cup with a tea bag. In front of the laptop is an open notebook with some papers and a pen. The person is wearing a light-colored sweater and a watch. The background is slightly blurred.

# OER CAN INCLUDE...

Open textbooks,  
Learning modules,  
Open access journals,  
Online tutorials,  
Open CourseWare,  
Streaming video, and  
Digital learning objects.



# WICHE'S OER ACTIVITIES

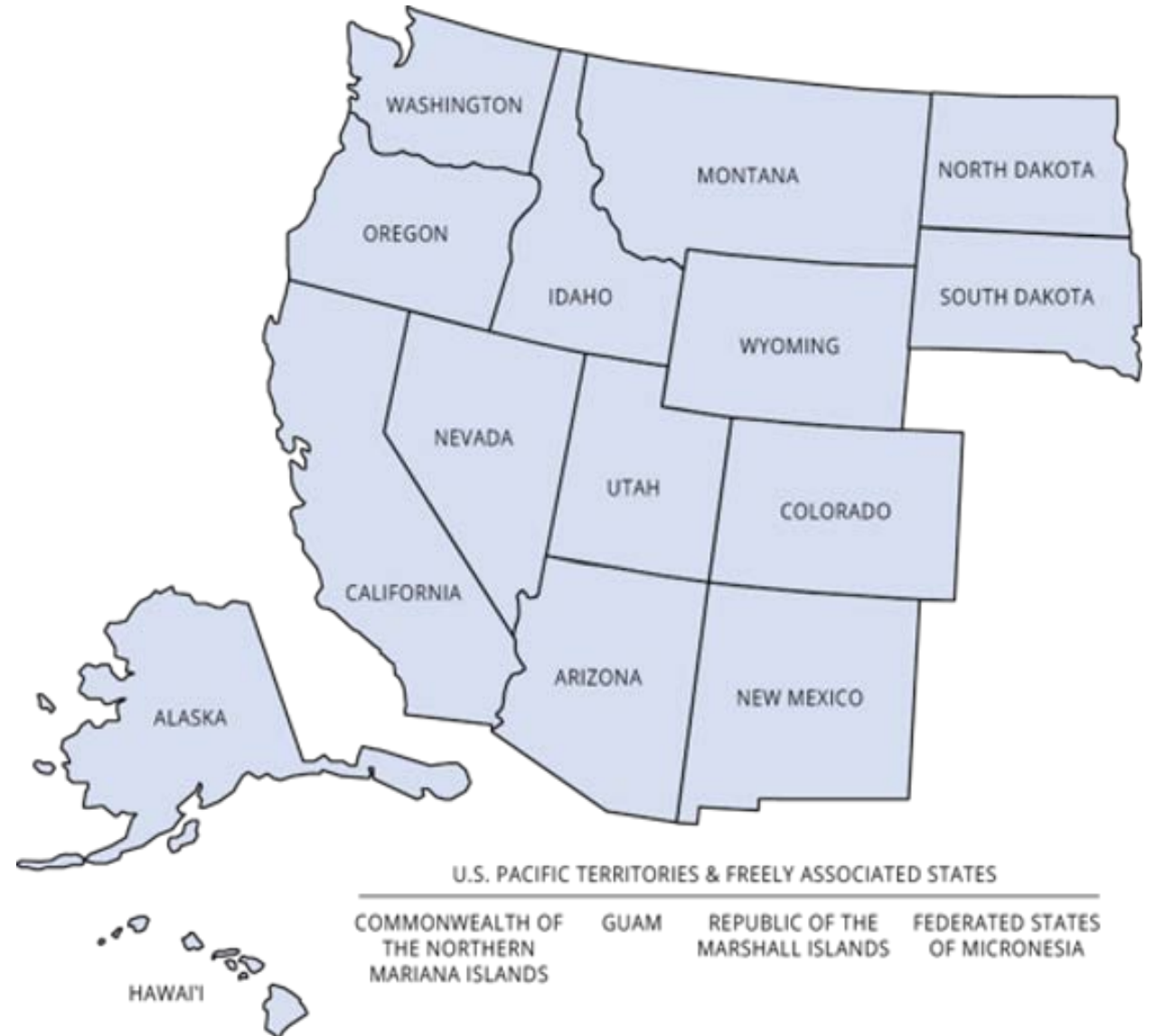
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- Identifying mutual challenges to the adoption, development, and scaling of OER and strategize solutions to meet the needs of western states and territories.
  - Identifying methods of assessing and evaluating the impact and outcomes of OER activities on closing equity, postsecondary attainment, and skills gaps for all students in the west.
  - Embedding equity as an essential characteristic of high-quality OER policy, practice, and research into our work.
  - Increasing cross-collaboration among states and territories to grow and scale OER across the west.
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# OERwest Network

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- Meet monthly to collaborate and share best practices
  - Open Education work is happening in every state
  - Open Education has been individualized to each state's landscape
  - OER are being used to meet various needs and objectives
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# ARIZONA

- OER Arizona Network & Open Maricopa
- Decentralized model
- Loose network of institutions
- Faculty and librarian led
- Network of rural colleges developing to advance Open Ed
- No legislative connection – grassroots led



# COLORADO

- OER supported by policymakers
- Engagement with the public to advance OER
- OER Council scaling OER efforts up

## An Act

SENATE BILL 21-215

BY SENATOR(S) Elamias and Rankin, Moreno, Buckner, Fields, Ginal, Gonzales, Jaquez Lewis, Lee, Peterman, Story, Zenzinger;  
also REPRESENTATIVES Ilford and McGuire, Bacon, Bennett, Bird, Custer, Esgar, Exum, Gonzales-Outierrez, Hooton, Jackson, Jodeh, Kipp, Lortine, McLachlan, Michaelson Jenet, Ortiz, Weissman, Young, Garnett.

CONCERNING THE USE OF OPEN EDUCATIONAL RESOURCES AT PUBLIC INSTITUTIONS OF HIGHER EDUCATION, AND, IN CONNECTION THEREWITH, MAKING AN APPROPRIATION.

Be it enacted by the General Assembly of the State of Colorado:

SECTION 1. In Colorado Revised Statutes, 23-4.5-101, add (3) as follows:

**23-4.5-101. Legislative declaration.** (3) (a) THE GENERAL ASSEMBLY FINDS THAT, SINCE THE OPEN EDUCATIONAL RESOURCES COUNCIL WAS ESTABLISHED IN 2018 AND THE COUNCIL BEGAN RECOMMENDING GRANT RECIPIENTS:

(1) OPEN EDUCATIONAL RESOURCES PRACTICES AND PHILOSOPHY HAVE EXPANDED TO PUBLIC INSTITUTIONS THROUGHOUT THE STATE AND

*Capital letters or bold & italic numbers indicate new material added to existing law; dashes through words or numbers indicate deletions from existing law and such material is not part of the act.*

## SB 21-215



An aerial photograph of Boise, Idaho, showing a mix of urban development and natural landscape. In the foreground, a multi-lane highway runs vertically through the center. To the left, there are residential and commercial buildings, including a large parking lot. To the right, more commercial buildings and a large brick building are visible. In the background, a dense cluster of city buildings is situated at the base of a range of rugged, brown mountains under a clear sky. The word "IDAHO" is overlaid in large white letters on the left side of the image.

# IDAHO

- Building a network of OER champions and advocates
- Developing supportive policy
- Tying OER efforts to ongoing strategic initiatives
- Using OER as fuel to existing fires



# OTHER STATE EXAMPLES


- California ([CA OER Council](#))
- Georgia ([University System of Georgia](#))
- New York ([SUNY Librarians - System](#))
- Texas ([Texas Legislature](#))
- North Dakota ([UNDS](#))

# SPARC POLICY PLAYBOOK

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The [OER State Policy Playbook](#) provides policy recommendations for U.S. state legislators interested in tackling college affordability through [Open Educational Resources \(OER\)](#).

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## OER STATE POLICY PLAYBOOK

2021 EDITION

Open educational resources (OER) are textbooks and other course materials that are free for people everywhere to use and repurpose. States and institutions are leveraging OER to expand access to flexible, digital learning materials that reduce costs for students by millions each year.

**SPARC\***



A person wearing a red and blue plaid shirt is seated at a wooden desk, gesturing with both hands as if explaining something. On the desk in front of them is an open laptop displaying a website with blue and white elements, and a black smartphone lies on a notebook. The background is slightly blurred, showing other people in a classroom or meeting setting.

## **ADVANCING OPEN EDUCATION**

*THE CHAMPIONS* | *THE APPROACH* | *THE NEED* | *THE INCENTIVE*

Tailor each step to meet your state's needs and landscape. Steps are not chronological and the scale of what you are trying to do defines your approach.

# THE CHAMPIONS

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Open Education is most effective through collaboration, so...

- Identify the champions,
  - Understand the work they are leading,
  - Convene your state's Open Education champions,
  - Let them inform and guide your Open Education work,
  - Uplift and support their work, and
  - Raise awareness on the benefits of Open Education.
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# THE APPROACH

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Consider the issues that matter to your state such as...

- the Open Education work already occurring in your state.
  - the Open Education work that currently needs support.
  - location.
  - political context.
  - the pitfalls to avoid, Open Education is malleable.
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# THE NEED

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Open Education can support states' work toward...

- improving student success outcomes,
  - erasing achievement and skills gaps,
  - meeting attainment goals,
  - addressing workforce needs, and
  - investing in affordability and innovation.
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# THE INCENTIVE

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Identify the incentives to move Open Education initiatives forward, these could include...

- professional development for faculty and staff,
  - rewards for the work,
    - (tenure and promotion and/or grants for creating or remixing OER)
  - textbook and college affordability,
  - advances to equity, and
  - progress toward closing attainment and skills gaps.
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# OPEN EDUCATION POLICY ACTION FORM

## Identify the Champions ~~Determine the Approach~~

Who are the champions leading your state's Open Education work?  
What Open Education networks exist to help your state's Open Education work?

What are the current higher education state's priorities?

What has the state's Open Education initiative been doing for your state's champions?  
What are the champions seeking to further the work?

How does the Open Education meet your state's higher education goals?

What opportunities exist outside of the state to support Open Education initiatives occurring in your state?



# OPEN EDUCATION POLICY ACTION FORM

## Determine the Approach

What is the political context of your state?

What are the current higher education policy priorities for your state?

How does Open Education meet your state's higher education policy priorities?

## Frame the Need

What Open Education work is already happening in your state?

What are the major Open Education initiatives being pursued in your state?

What framing would be needed to advance support for Open Education?

## Identify the Champions

Who are the champions leading your state's Open Education work?

What priorities are important to your state's Open Education champions?

What are the overlaps between your state's policy priorities and Open Education initiatives occurring in your state?

## Incentivize the Work

What budgetary opportunities exist to fund your state's Open Education work?

What resources are your state's Open Education champions seeking to further the work?

What opportunities, outside of funding, exist to support Open Education initiatives in your state?



# CONTACT US

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A background image of a graduation ceremony. In the foreground, the back of a graduate's head is visible, wearing a black mortarboard cap with a gold tassel and a black gown with gold stoles. The graduate has long, dark hair. The background is a blurred crowd of other graduates in similar attire, some holding up phones to take pictures. The overall scene is brightly lit, suggesting an outdoor or well-lit indoor venue.

# QUESTION & ANSWER