Transcript:
Tennessee Open Education Presentation, “Creating Robust OER in Collaboration with Campus Libraries”
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Presenters: Rachel Fleming, Ashley Sergiadis, Rachel Caldwell

(Ryan Korstange)

Ok. So, thank you all for being here first. Open Education week is this international thing. It's such a great thing. It allows us an opportunity to see behind the curtain on a lot of Open Educational Practices that are happening internationally.

Here we have ten events this week that are happening in Tennessee that give us some information about what our colleagues are doing. And we're just really excited to hear about all this.

I'm going to put a link in the chat right now, this is the link to the schedule of Open Education Week Events this week that THEC is facilitating.

I should probably step back and introduce myself, my name is Ryan Korstange, and I work at THEC and I'm a Director of Academic Affairs, and I manage a bunch of Textbook Affordability Efforts that we are engaged in across the state.

So, we're excited. We understand at THEC that affordability is a big criteria for success, we understand that textbooks are a cost that is hard for students to bear sometimes, and they are expensive. And we understand more than that that textbooks and the way they are used in class correlate with the way students learn and what they learn. And so, we're really excited to hear about what is happening across the state with Open Education, with Open Educational Resources, and we just really are excited to have this set of events and to learn this information.

So, two reminders. The first reminder is that we're recording these events and will make the recordings available after the meeting. I'll send a message out to the Listserv when those recordings are up, with information on where to view them, and you can pass that along to your colleagues.

If you've not joined the Listserv, please do that. You can send me an email, or you can send an email to academic.programs@tn.gov, and we'll get you set up with the listserv.

You can also join the [Tennessee] Open Education Hub, which is another way that we're spreading information about what we're doing with OER and Open Education in the state. I'll put a link to the Open Education Hub in the chat in just a second.

Ok, that's the last reminder. We have another event today at 1pm -- Ok, so it's not the last reminder - turns out. The rest of the week, 10 am and 1 pm central. We'd love to have you at as many of those events as you're able to attend.

With that, I'll turn things over to Rachel, Rachel, and Ashley.

(Rachel Fleming)

Ashley, do you want to advance the slide one more?

So, welcome to "Creating Robust OER in Collaboration with Campus Libraries." I am Rachel Fleming, I'm Scholarly Communications Librarian here at the University of Tennessee at Chattanooga. And, I'm very pleased to be joined by my colleagues Rachel and Ashley.

Ashley, do you want to introduce yourself?

(Ashley Sergiadis)

Ya, Hi! I'm Ashley Sergiadis. I am the Digital Scholarship Librarian at East Tennessee State University. So I co-manage our Open And Affordable course materials initiatives as well as manage our institutional repository.

(Rachel Caldwell)

And I'm Rachel Caldwell, I'm Scholarly Communications Librarian at the University of Tennessee - Knoxville. So Open Access publishing and Open Education are in my wheelhouse.

(Rachel Fleming)

And so, you might have noted from our introductions, in addition to being involved with campus OER initiatives, we're also all responsible for some involvement in our institutional repositories and that really is a big part of the perspective that we're bringing to this presentation.

As we get started, we want to do a little bit of ground rules, and I think Rachel ...

(Rachel Caldwell)

This is me, yep. We want to make sure to encourage audience participation and create a robust and respectful discussion today, so we've set up this session as a meeting. To further our goals of a productive discussion we want to take a moment to review some ground rules. Please be respectful of all participants. Avoid any judgmental or derogatory language. And to ensure that everyone can be heard, please use the raise hand function, I think we have that. And keep yourselves muted when not speaking. We'll be doing our best to monitor chat, and Ryan said he'll help with that as well - so, thank you, Ryan. Feel free to contribute to the discussion in any way you wish to. And we will include chat comments as best we can and as time allows.

If you experience or witness any harassing, intimidating, or discriminatory behavior, please be sure to contact a presenter immediately, and/or contact the Academic Affairs leaders at THEC, Ryan Korstange or Julie Roberts, whose contact information is here.

(Rachel Fleming)

So next up, we'd love to hear who you are. If you want to take a moment to introduce yourself in the chat, we'd love to have that for everyone. And we're going to do a little bit of kind of big room demographics with audience participation, so get your browser up or get your smartphone out. We're going to do some activities.

(Ashley Sergiadis)

So, the first one that we have is what best describes your position? Would you call yourself a librarian, teaching faculty, administrator, instructional designer, or student? Just to give us a sense of who we're talking to today.

And you should be able to join at Slido.com or you can use the QR code. If you have any trouble, just let us know.

I'm going to wait a little bit longer, because I know we've got more than six folks.

Ok, so we have a lot of administrators who are coming in. I see librarians, teaching faculty, and maybe one or two instructional designers. That's great.

So, I'm going to go ahead and move on to the next slide that we want to hear more about you. What is your level of experience with OER? Are you brand new? Are you Exploring? Have you already Adopted OER? Have you already adapted or created? Would you call yourself an OER champion - someone who talks about OER and promotes it on your campus? And you can select more than one. So if you are an OER champion and have created, you can put both in there.

Oh good, OER champions - so we're with friends in here (laughing). Exploring OER. And some of you have already adapted or created, that's great! And then a few brand new. Don't worry if you're brand new, I think all of our slides will make sense and introduce you to the world of OER. This is a great range of folks today.

And then our last slide is, what are some of the difficulties you've encountered creating OER? If you haven't created OER, just put difficulties that you've had with your experiences with OER whatever they may be. You can put a few keywords, and it should create a word cloud based on your words.

Faculty buy-in, I think me and the Rachels have all experienced this. Finding a key resource to start, I know that I've worked with many faculty who, that is a central one that is hard to get. Wow, lots in here. So, cost. Licenses. Editing existing OER that is accessible.

A lot of these keywords we'll be talking about today. Accessibility, Licenses, software tools, Copyright concerns, and of course we're going to talk a lot about collaboration between librarians and faculty.

Is there anything else you guys want to comment on, Rachel or Rachel?

(Rachel Fleming)

No.

(Ashley Sergiadis)

(Laughing) Alright.

(Rachel Fleming)

Thanks, everyone for sharing your experiences, and feel free to continue to, you know, if you have any particular challenges, to mention those in the chat, and we can address those. We're hoping to have some discussion.

So, all of us are librarians, and we work on OER and affordability programs, and we work with institutional repositories. So, our perspective is a little bit different than teaching faculty and those of you who are administrators and librarians are probably more on our side of the perspective. So, if we think about an OER project as going from concept to content to a final container of that project, teaching faculty care about content. Creators care about content, and that's really essential. That's the meat and potatoes.

But there is much more to creating an OER that has that professional look and feel – the container at the end. And those production, that includes design, editing, layout. Considerations like accessibility, licensing, distribution, preservation, so many things. Those are the things that we as librarians tend to think more about.

It's not that either of these perspectives is better than the other. What we want to talk about today is how putting these perspectives together creates a better project. We want to talk more in-depth about some of the topics that y'all raised and some that came to our minds when we thought about it. And hopefully, show how connecting librarians together with faculty early in the process can strengthen the end product of an OER. The number one perspective that we have is that working with OER on our campuses is that once we've worked with many projects we're able to identify some of the common pitfalls that people run into, things that trip them up. And hopefully, help steer folks around those.

We also have networks of each other, who we can learn from and connect you with, such as the Listserv that Ryan mentioned at the beginning of the slide.

We're going to have one key point from each of us here, so Ashley is up.

(Ashley Sergiadis)

On my campus, the many perspectives I have, one of those many perspectives, is that the faculty I've worked with have done many different mediums. So, I've worked with faculty who have done videos, podcasts, PowerPoint slides, as well as text-based materials. On this slide, the middle image is from our institutional repository, in which an instructor created video lectures for her class about teaching social studies. Through that process, if someone comes to me with "I have a video or audio project," I've heard all the multi-media ones, and I can point them to the directions that they need, and one thing that I've learned across the board, based on my experience Is, do you see that graph down below on the slide? Those are the downloads from our OER collection at ETSU. The blue bars represent the primary downloads, so essentially the more user-friendly one. Basically, usually, it's PDFs, what people would normally be reading. And the Red bars represent the additional files, which are more what the instructor has used to create the materials. So, word documents or PowerPoints. In most of our collections, not a lot of people are downloading those additional files. But with OER they are. What that means is that people are wanting the original files that the instructors are using. Many times I'll just have faculty send me a PDF of their materials and I'll say "No, I want the PDF and the word document, or the PDF and the PowerPoint." To make sure that the audience that they're wanting to download gets exactly what they want. So that's just one example of how working with different faculty, and seeing across the scope has helped me help other faculty.

(Rachel Fleming)

I've worked with - at UTC - really a growing number of faculty who are interested in doing adaptations or their own projects to create new resources, and I find myself spending a lot of time talking with them about their goals for the project and helping them understand how much work goes into both the content creation and then those additional final steps, so that they understand what they might be getting themselves into. To make a smart decision that really benefits them since we don't have a large amount of grant funding to give them. So, we spend a lot of time talking about goals and what is feasible, how much time do they have, what other priorities they have, what is their tenure and promotion guidelines situation. I just recently had someone say to me, "I'll write this textbook in a couple of years after I receive tenure." Having worked with a number of faculty, it helps me light the way ahead and show folks what might be ahead of them.

(Rachel Caldwell)

My example is this one on the left, the textbook "It's All Greek to Me." Here at UT-Knoxville, one thing I've learned is how important it is to partner with other units on campus. At UT-Knoxville we recognize OER adopters and authors at annual awards that are a partnership with our Student Government Association, we offer small grants for both adoptions and creation through a partnership with the division of student life. Charity Davenport's book here for ESL instruction received both a grant - a small grant - to help support and help her finish that project. It also gave her connections with our instructional designers who are in our office of online learning and helped her really make a super product. She's also been nominated for an Open Education Award this year. At our library, we're thinking also about how do we get instructors and authors recognized, and how does that help us spread the word about OER on our campus.

(Rachel Fleming)

Before we dive in more about how libraries can support OER creation, we want to make sure to say that not all libraries are the same, not all of us have access to the same resources, or the ability to provide the same kinds of services. But, the constraints we face are the same. I thought constraints: There ain't no money, and there ain't no time.

Even for the three of us who have official responsibilities with OER programs, we all have other responsibilities as well. All of the librarians are taking on additional work to support OER. Most of us are involved with OER work to some degree because we're really passionate about it. And that can be another limiter. With so many responsibilities there is like a human limit to what is possible to share how much mental time and space we have for OER work.

If you'll indulge me in a small tangent, that's why I'm so invested in the work that THEC is doing in building a statewide OER community. Through collaboration, hopefully, we can ease some of that resource burden across the board. Both for well-resourced institutions and for institutions that don't have quite so much support. What I will say about libraries and librarians is that we are really invested in supporting faculty and students in whatever they do, and especially in supporting teaching and learning. While each library and librarian has their own set of constraints, we will generally do whatever is possible for us to do to assist. And our set of skills will probably benefit your project.

Let's get into the nitty-gritty details.

(Rachel Caldwell)

One thing that librarians are pretty good at is helping with copyright and licensing. This is something that concerns us on a daily basis with the agreements we enter into with vendors and with subscriptioning. So copyright is something we know quite a bit about. We can help you with copyright and licensing. Both how to obtain copyright for materials that you might use in your OER as well as how to license your OER so that others can use it.

The key piece here is, rather than getting into all the variety and flavor of Creative Commons licensing, it's really just understanding for this moment that licensing is really the heart of Open Educational Resources. An open license, usually through a Creative Commons license is what makes a work open or not. Open does not mean online, it means openly licensed, so that you and others are given legal permission to share, change, edit, sample, remix, etc.

As I mentioned, librarians deal with licenses and rights regularly in our day-to-day jobs. Most of us aren't lawyers, but we can provide library grounded advice on rights and licenses. As I said, this goes for using other people's work in your own creations or licensing your work so that others can use it. We have two examples to demonstrate this.

(Ashley Sergiadis)

The first example is mine. My example is not so much about licensing the work that you're creating, but using materials for your OER that might be licensed as open, or might not be.

When I work with faculty, sometimes they can find great open materials, or I can help them find open materials like open images for the OER that they're creating. But, sometimes it's just not possible.

For example, I collaborated with an art appreciation instructor. She was creating slides that were replacing their art appreciation textbooks. With art, it's very old, so it's in the public domain. She had no problems, she could just plop it in her slides. But, unfortunately, not all of that is the case, particularly with modern and contemporary art. My background originally was Art History, so this was right up my alley, and I was very excited to work with her. She did a lot of the leg work, she did most of the legwork to find the images and see if they were underneath creative commons licensing, and that sort of thing. But what she did was that she sent me a list of images that she couldn't get permissions for. That's where I can use my expertise. I had templates to send to the copyright holders to say, "Hey, can we use this?" I knew what language to say, in terms of what licenses we needed to use it for our artwork. And then, when we couldn't get that license, we figured out how we wanted to frame our statement of fair use and be able to use a low-resolution image instead of the high-resolution image.

On this slide, the one on the left, we actually got permission from the estate of Roy Lichtenstein to use that artwork in the OER, which I was very excited about. And the one on the right was one that we weren't able to get permission, but we were able to use a low resolution image for fair use.

Rachel has the next example.

(Rachel Caldwell)

This is a slightly different one. At UT-Knoxville, a faculty member approached our engineering librarian. He had authored a textbook that was published by a learned society, but the book didn't sell very well. He thought the book might still have an audience, so the society, which had no intention of ever reprinting the book, reverted the rights back to the author. That meant that the publisher no longer had the rights, the author regained the rights over the work. So, I met with the faculty member to talk about the benefits of openly licensed textbooks as an OER, and he decided to share the work under the most open of licenses, the creative commons attribution license. So, I added a page at the beginning of the book to describe the situation to users. I identified the new active license. And that license - you'll see on the right side of the screen - is also evident in the entry for the book that is now in the Open Textbook Library, which is a great resource for finding openly-licensed textbooks, and housed at the University of Minnesota.

The Creative Commons attribution only license, here, tells readers and adoptors that they can use any part of this book, as long as they attribute the original work to Dr. Tom Kerlin. If you know any authors who have textbooks and materials that they have already created, this is another opportunity to discuss OER and open licensing.

(Rachel Fleming)

Another way that libraries can help - and this may in some cases be in instructional design or faculty development, depending on how your campus is organized - is with creation support specifically in technology and training. One of the great things about OER, as Ashley mentioned, is that there's flexibility of formats, but that means learning how to create new formats.

We're very lucky at the UTC library to have the studio, which has resources like cameras, microphones, even recording studios, and high-powered computers for use in recordings and productions, and support services for software like Adobe Creative Cloud.

The example you see on the screen is the work by Dr. Zibin Guo, created with support from the studio, demonstrating his accessible Tai Chi program, "One Form for All Physical Abilities," that was funded by a national grant. Getting that out in the open was a big benefit to his grant.

Our studio also has a technology trainer who can provide assistance with Microsoft office products, which is another barrier sometimes. Along with technology support, we're delighted to partner with our Walker Center for Teaching and Learning, our Faculty Development Center, for assistance with Canvas - our Course Management system - and to connect with instructional designers for developing those customized materials inside of the course management system. If we don't offer the training, librarians pride themselves on their ability to connect you with the people who do.

I think we have more.

(Rachel Caldwell)

I just wanted to mention one more time that at Knoxville, we really - as others talk about, but just to hit that point home - we do bring together entities from across the canvas. Here in Knoxville, we have two formal groups the Open Education Advisory Group and the Open Education Working Group. Our working group brings together instructional designers, IT experts, student government leaders, and librarians. As a result, we've been able to do and pull off things we couldn't pull off alone. Dr. Barb Murphy is one of our real Open Education Leaders here on campus. She's a faculty member in the School of Music. She received one of our Open Education Grants, again - funded by the Division of Student Life and administered by the libraries. She received support from instructional designers, and with these resources, she created a website for her music theory class. We know that there are users across the country right now, as well as several instructors in South America who have started using this.

Through these programs, we've really connected other instructors with a wide range of campus resources.

(Rachel Fleming)

Accessibility is a huge part of OER. We want to make sure that resources are not just financially accessible, but have the full range of accessibility tools, which is something that I find myself developing a skill in helping faculty as they are in the creation process, often in software like Microsoft word, creating content in a way that will translate to an accessible PDF.

I am also very lucky to have a student worker who is assisting me with this. You see two examples of accessible features. One is a robust alternate text for a table that is an image in the text. The alternate text describes the important points of the table. Then, up on the right-hand side, you see the tabbed organization of a very large PDF file to assist in navigation. So, reviewing PDF for tagging, reading order alternate text headings, and other accessibility features is something that I have a student working full-time on. But, if we're not able to support these features, we can tell you, and provide you resources in how to hopefully do it yourself.

There are some really great resources out there focused specifically on OER accessibility.

(Ashley Sergiadis)

I just wanted to touch on the multi-media aspect. As Rachel mentioned, student assistants are great for accessibility because it is a very tedious project. It is usually something they can do, and it takes a lot of time. I also use my student assistants when it comes to transcripts, as well as captions. So, this is an example of one on the left. They can very easily listen to a video and fix the language in a caption. Even if you use auto-captions, a lot of times they're going to get things wrong, especially with the jargon. And, as Rachel mentioned, there are a lot of different accessibility checkers that you have in Microsoft Word, PowerPoint, PDF. But the one on the right, they also have links for websites as well.

I'm just going to plop that into the chat in case anyone is unfamiliar with it. It will tell you what's wrong with your website in terms of contrast, headings, all those sorts of things.

The first thing I talk to when I talk to faculty is accessibility, especially if they're doing videos or audios, to make sure that they are prepared to have the captions and transcripts ready. As I mentioned at the beginning, a lot of people actually - we had a podcast - I noticed that there were a lot of people downloading the transcript rather than streaming the podcast. Just because it is labeled underneath accessibility, people still use a transcript even if they don't necessarily "need" it.

The next part is also me. I'm going to be talking about preservation.

Rachel and Rachel have mentioned that we are institutional repository managers. That means that we're always thinking about preservation and archiving. "Institutional repository" is essentially just a fancy term for a website where we try to archive all the scholarly and creative output of an institution. Normally this is also backed up, so all of ours are in this Digital Commons platform by bepress. It is all backed up by the cloud. When you're thinking about creating or authoring OER, you want to start thinking about where is this going to live online? How do I know that it's going to live in a year from now, two years from now, a decade from now?

If you work with us, particularly if you have an institutional repository at your institution, it's a good idea to put at least a copy in there. Because, even when you maybe stop thinking about this material, the librarians at the library will be thinking about -- Okay, I still need to preserve this, even if it is a decade from now.

WE can also help you with file types. So, which file type should I use to make sure it doesn't go out of date? And now I don't have a document that works anymore.

(Rachel Fleming)

Excuse me.

We have a lot of OER champions in here, so you all recognize these websites. Distribution is another thing that librarians are keen to help with. We want to extend the reach of your OER beyond an individual course. Starting with our Open Education Listserv in Tennesse, we can also reach out to national Listservs, like the SPARC OER listserv, promoting new materials, and help submit - or help you submit materials to the most popular OER referatories, like the Open Textbook Library, and the OER Commons. These same skills help us assist faculty in locating open materials as source materials for projects as well. Anyone who has been in an OER consultation with me knows that I always say, "Only librarians like to look, everyone else likes to find." Coming to us for help to find the resources to get your project started is something we love to do.

Using institutional repositories as well. I wanted to mention, just to underline what Ashley said, it can really help with discoverability. Generally, they're crawled by Google, and get your results into Google search results, using both the information about the resource and the full text of the resource. All of us, include after we publish materials in our repositories, we have in our workflow, we go ahead and add them to the Tennessee Hub, add them - if applicable - to the Open Textbook Library as well as Merlot. We can help you get that material further out there.

Let me skip talking about MetaData.

(Ashley Sergiadis)

You sure, I can go back? (laughing).

The last piece that we're going to talk about before we get into more of a discussion mode, is impact.

There is a lot to do with impact. There are a lot of different ways you can measure impact with OER. At ETSU our awards program uses the COUP method - Cost, Outcomes, Usage, and Perception. This is a popular method, I'm going to go ahead and link in the chat to where if you're interested in it you can learn more. But essentially, cost would be student savings.

Outcomes would be things like drop/fail/withdraw rates and grades. Usage would be how you as a creator use the materials. At ETSU we also use this to mean how many users have used the materials, how many downloads we've had, that sort of thing. And lastly, perception. Did the students find it as high quality as you intended it to be?

These sorts of metrics are really important when you're going up for tenure and promotion. I know that I'm going up for tenure and promotion, and I know how important it is to have documentation of your impact. For example, at ETSU, we have a sample letter that you can see on the screen that we provide to all of our awardees, that provides information about student savings, and the quality of their OER. If they put it in our institutional repository, that they've done so, and how many downloads they've had thus far. We can really help with faculty in terms of documenting their impact, finding different ways to measure it. Especially when you're creating, there is a lot more to measure.

The Cost - Outcomes - Usage - Perception, that can be used even if you're adopting, but creating you have a lot more options for metrics. For example, the most common that we've talked about is downloads. This shows an example from UT Knoxville of the downloads, and you can see when it spikes up. I know a lot of times in our repository, things spike up when papers are due (laughing). Students trying to find papers and scholarly resources.

There are also more alternative metrics, or "alt" metrics. For example, all of our repositories have Plum Metrics, which shows you tweets about the materials, and other social media metrics. Rachel talked about the different places we can put them, like - your OERs - like Merlot. Rachel mentioned the Open Textbook Library. Those sites also have mechanisms for review. This is an example of work that was written at ETSU and someone commented that it was a great resource. They also have editor ratings and review ratings. The Open Textbook Library also has in-depth reviews of textbooks. You can use all those things for your tenure and promotion dossier, or wherever you need to show your impact.

The next is Rachel.

(Rachel Caldwell)

Here at Knoxville, we also encourage authors and/or library partners to create forms, usually in Google, to help identify adopters. This is similar to what OpenStax does, but it's also been done at Virginia Tech and other libraries. The forms gather adopter information for two main reasons. First, this helps authors have metrics to demonstrate actual usage of the resource they created. Second, this lets authors get in touch with adopters so that if there are any edits or revised editions available, we can quickly contact the users and adopters pretty quickly.

These kinds of best practices, sometimes big things like accessibility and small things like adding a form, are what libraries do really well. We help identify good practices through our networks, and then we share them readily.

Next slide, please. Thank you.

For example, librarian Anita Walz and Virginia Tech has some really good examples that we've built ours on for forms to adopt or adapt. They have a strong collection of Open Textbooks in their university’s library, as well. So using Anita's model forms, one of our open textbooks that was released just earlier this year, already has three instructors interested in adopting it.

(Rachel Fleming)

So, that's all that we have to share. Hopefully not too much too fast, but we would love to - as we said at the beginning - open this up for a little Q&A if you have any, or an even broader discussion about any of these topics, which we've put on the right-hand side for you to remember. So, to get something started, what should we start ...

If you learned anything new during our presentation, would that impact the way that you did a project that has already been completed, or has anything we've mentioned changed your outlook on a project that you're currently working on?

(Darrell Meece)

Rachel, this is like when I teach a class on Zoom.

(Rachel Fleming)

(Laugh) It's my Buddy, DR. Meese. Yeah. We have all been in front of classrooms, so we're not afraid to stay quiet for many seconds.

Here is a question from Tracey Lee. What type of questions do we get from faculty?

(Ashley Sergiadis)

The number one question I get from faculty is "Can you help me find X .. Y .. Z? Can you help me find this textbook? Can you help me find this video? What's available out there?"

That's usually the introduction to OER, and the question I get the most. Because nobody really wants to create it if it already exists, I feel (laughing). They want to make sure it doesn't exist before they go to that one step.

(Rachel Fleming)

For faculty that are looking to do adaptations or adoptions, "what do I do next?" is a big question. As I mentioned, there is a lot of, kind of, scaling and scoping of a project. What really are the steps of the project? Having that outline is something that I get questions about.

(Rachel Caldwell)

Another chat [question] has come in. "Where is the best place to search for CTE material, particularly non-nursing, non-education courses?"

(Rachel Fleming)

I know that skills commons, a sub-division of Merlot, is really focused on CTE materials.

This is not an area that I've done a lot of searching in. I think OER Commons has an increasing amount of everything in it, and is a great place to look. It lets you limit by type of material too, so if you're looking specifically for continuing Ed-type material, you can apply that limiter.

(Rachel Caldwell)

I would also add that if you can get a librarian to help you with a few Google searches you might be surprised by what you can find. A lot of materials have been created that may not exist on a central repository yet. For example, societies and professional organizations might have some materials to look at. Others as well. There are ways to do not super-advanced, but somewhat advanced searches in Google. Your librarian can help you with that, and really make sure that you're not missing anything.

(Ashley Sergiadis)

Also, don't forget about your library's resources. At least at my institution, people think the library is really associated with research, but not really with teaching. So, people don't really think about - oh, I should go to the library to look for teaching materials, when we actually have eTextbooks that would work for your course.

(Rachel Caldwell)

Of course, the key point with that is that it may not be open, but it’s definitely going to be affordable for your students. A little bit of this is a little like putting together a quilt, with pieces of affordability and openness, to make something that works for you.

(Rachel Fleming)

I know we have a couple of librarians on here, so I want to ask them if there is anything that we left out that they want to have mentioned?

Nellie has another great question in the chat: "Is there a creation platform that is affordable, but has lots of flexibility in formatting. Open Author is free, but not flexible. Pressbooks is flexible, but the Pressbooks.edu is not affordable.”

Yes, (laughing) this is a problem that we are encountering.

I've had faculty members use some website creation tools to create specifically multi-media projects that we might have been able to create in Pressbooks if we had access to it, but we don't. I had an author use Wix. And I think Rachel, you had some of those in website formats too.

(Rachel Caldwell)

We had one author even use LaTeX, that's flexible and affordable, but the learning curve is kind of steep. It's complex, really.

There's not a good answer I don't think. If you can find somebody with skills in the LaTeX, or making things in Math formula, etc. etc., that can go far.

(Rachel Fleming)

Suzanne says, "You guys are doing so much. One question, do you still need to drum up business? Or, do you think you now have the steady stream of business that you need?

(Ashley Sergiadis)

I think that's a great question. When we did the polling at the beginning a lot of you said that you were struggling with faculty buy-in, so I did want to mention that it took me a long time to get there. The reason I was able to work with so many people was that we had an awards program that offered stipends for faculty. Part of that program is that they work with librarians. It's kind of like we paid them to work with us and listen to us. Now that they listen to us, word is starting to spread that Ashely knows about copyright. Or two of the faculty I'm working with have added me onto their grant applications for OER grants. Getting those relationships takes a while, but once you build them, it builds on itself. But, I still feel like I have to drum up business. For example, this afternoon I'm talking to faculty senate, and we're explaining what is open and affordable, and what these initiatives are. I feel like it's a continual process.

(Rachel Fleming)

I feel like I have more business than I can handle, but that I also need more business from different parts of the institution. I get pretty good continuing interest in support with adoptions and where I can, I am always farming leads and following up for creation projects. But, I really do feel like there are whole areas of the curriculum where I need to be either following up on successful adoptions and sort of consolidating my wins, or doing more outreach to sell OER as a strategy.

(Rachel Caldwell)

I would say, at my campus it's similar. I think that at the departmental level there is still a lot of hesitation about OER. It kind of reminds me about where we were with open access years ago. The quality is still a question, and the purpose is still a question. We have so many students that still need this to be successful, so we aren't where we want to be at the campus level, or at the library level. I think I still have to - like Rachel and Ashley - still have to bring the issue up a lot of times or have these programs like grants and awards to bring it to faculty attention because otherwise, we won't get new people and we won't grow the way that we hope to.

(Rachel Fleming)

Something related to that is, I think, especially on my campus, there is a real desire for things to be a grassroots cause. We want administration's support, but we don't want administration telling faculty what to be doing in their classrooms specifically. That's a fine line to walk as well. The word of mouth and grassroots growth of the programs.

(Ashley Sergiadis)

I want to put in the chat, we're doing a presentation to Student Government Association, Faculty Senate, and Academic University Council. I worked really hard on this PowerPoint to make it pretty (laughing), and useful, so if you want to check that out, you can see what we're actually telling our faculty, staff, and administration. And what we're asking them -- asking of them to help us with open and affordable.

(Rachel Fleming)

Let's give a shout-out too to the MTSU presentation on library integration later this week as well.

We do have a few key takeaways that we wanted to wrap up with.

We wanted to encourage everyone to reach out to librarians. Or, include librarians in their projects. Librarians work together at the state level and national level. Remember us if you're looking for money, and include us where possible. And remember that we're good at referring and connecting you to resources that you need if we can't support you.

(Ryan Korstange)

Looks like we have about nine minutes remaining, so if there are any final questions, I'm sure that Ashley, Rachel, and Rachel would be willing to hang out. But I think that it sounds like your last slide - as it were - otherwise. Maybe I'm misunderstanding you.

Well, we certainly thank you all for presenting today. Just really interesting. Lots of stuff to think about going forward. For me. For all of us. So we really appreciate your insight, and the resources you have shared.

If there are any questions that remain, we'd love to hang out and answer them. I'm committing people to eight more minutes of answering questions that may not have planned for eight more minutes of answering questions. But, they're going to be fine with it, I decided.

Otherwise, thank you for coming today and listening. Really appreciate it. See you at the rest of the Open Education Week Events this week.