**BCOEL Steering Committee Meeting Minutes**

March 22, 2021 1-2pm via Zoom

**In attendance:** Ali de Haan, Amanda Grey, Debra Flewelling, Hope Power, Lin Brander, Lindsay Tripp (chair), Liz Padilla (guest), Martin Warkentin (minutes), Mia Clarkson, Reba Ouimet, Roen Janyk, Daryce Lovsin

**Regrets:** Brenda Smith, Donna Langille, Karen Meijer-Klein, Urooj Nizami, Elena Kuzmina, Caroline Daniels, Erin Fields, Ksenia Cheinman, Melissa Smith, Michel Castagné, Chris Reimer, Rosario Passos

**Agenda**

1. **Welcome**
2. **Agenda: Changes and Additions**
* H5P discussion added as 10
1. **Approval of the February 22, 2021 Meeting Minutes**
* The minutes were approved as presented.
1. **Presentation by Liz Padilla (BCcampus)**
* Liz summarized her work with BCcampus exploring how to improve the findability of OER and described her recommendations detailed in the following documents:
	+ Librarians as Open Education Leaders in Online Learning: <https://docs.google.com/document/d/1N-AO7cwZalFe1jN9ZB7iu-kKGhImA_VzbY67rGY10K0/edit?usp=sharing>
	+ Recommendations and Guidelines for BCcampus Open Collection Metadata: <https://docs.google.com/document/d/1vdzLYcweJRVCs7tu8ux_hLCIszPNULTk2eWYch7Wz6g/edit?usp=sharing>
* She also presented the BCcampus Open Online Course website: <https://collection.bccampus.ca/>
* Summary of recommendations:
	+ Integrate open license, OER, and open access instruction into existing Library copyright and plagiarism instruction programs.
	+ Develop and deliver reference expertise for OER, including training for more librarians
	+ Deliver OER reference via a partnership with Askaway, targeting point of need such as the BCcampus Open Textbook website
	+ Promote OER work by showcasing instructors and their materials and uses
	+ Continue to support and promote information about changes to the OER and open education landscape.
	+ Contribute BC and BCcampus knowledge and expertise to recent national and international efforts in developing standardized OER Metadata
* The next step in this work is to survey post-secondary libraries about OER involvement and comfort with providing OER reference services. Liz asked if the BCOEL can provide feedback on her work before June.
* **Action:** All will review Liz’s recommendations for further discussion at an upcoming BCOEL meeting in order to provide feedback for Liz.
1. **BCOEL 2020/21 priorities - Open Education Week event debrief (Mia)**
* This event was very well attended. There were 60 registrants, but between 60-75 attendees throughout the discussion. BCcampus assisted with the technical logistics. The student participation was well received, with many people commenting how they appreciated their insights and perspectives. The event recording is not available yet, but will be sent out when ready. Kudos to Mia for taking the lead on this event.
* Suggestion for next year: Because Open Education Week falls so close to the end of the fiscal year, it makes it difficult to arrange and handle financial contributions across institutions. This created a significant drain on the planning committee’s time to sort everything out and delayed speaker payments. Would it be easier if the financial contributions were billed for the following fiscal year? And/or perhaps BCcampus could handle the financial aspects centrally next year?
1. **Summary of findings from the open education strategy discussions (Hope, Donna, and Erin)**
* Earlier this year, Hope Power, Donna Langille, and Erin Fields facilitated two roundtable discussions with various Open Education library workers from multiple institutions across British Columbia. The goal of these discussions was to gain a better understanding of open education supports and services that are currently being offered, and the gaps within these services, in order to inform our strategic directions for open education at their respective institutions (SFU, UBCO, UBC).
* Every institution has multiple challenges with open education and OER development. Common themes were:
	+ No formal, high level institutional planning for open education in British Columbia, with one notable exception.
	+ Funding uncertainty makes it challenging for long term planning. Funding is not stable, with sources coming from grants or temporary financial allocations.
	+ Leadership and staffing capacity is generally limited to one person per institution, and no one reports having enough staffing regardless of the number of people undertaking open education work at any institution
* See attached and <https://docs.google.com/document/d/1oh6nTacqyQEuOAJQIz37QrffNfdCBcrOVdPQNDL9aa4/edit>
1. **Sharing institution's OER tracking sheets (Darcye, Roen)**
* Many of us track OER usage and report to BCcampus. Is there a way to share this information with each other in order to encourage OER uptake in our respective institutions? Privacy implications have been a barrier to sharing this kind of information in the past, especially where faculty have explicitly stated they did not want their information shared when reporting OER use directly to BCcampus.
* Discussion summary: Referring to what colleagues are doing elsewhere should generate more OER uptake across disciplines; sharing should not impact privacy if no personal information is involved – just course number/description, materials and content, and faculty names; some reservations about privacy issues still expressed; maybe omit faculty names from shared lists; it is too time intensive to list OER use in course calendars; especially if multiple sections, multiple instructors w/different resources
* **Action:** Daryce will create an OER commons object containing anonymized information about OER use by course at BC institutions. Anyone can send her their institutional information for inclusion. This resource will be updated once a year**.**
1. **Volunteer to update the *Faculty Guide for Evaluating Open Education Resources*? (Lindsay)**
* The Canada School of Public Service requested permission to use this document, which currently exists in an esoteric file format requiring proprietary software to edit.
* **Action:** Amanda Grey volunteered to revise/update.
1. **Conversation starter - Pressbooks support: Wins and losses (Martin)**
* Tabled until next meeting.
1. **H5P (Debra)**
* Does anyone know if their institutions are using or planning on H5P integration with LMS gradebook modules? A short discussion revealed that some institutions are exploring this integration, others are not sure, and some know their institutions are not.
* **Action:** Debra will use the listserv to solicit more information/feedback.
1. **Round table discussion (time permitting)**
* None this month.
1. **Adjournment**
	* Lindsay adjourned the meeting at 1:59 pm.
	* The next BCOEL Steering Committee meeting is scheduled for April 19, 2021.

**Open Education Strategy Discussions: Summary**

**Erin Fields (UBC - Vancouver), Donna Langille (UBC - Okanagan), Hope Power (SFU)**

This summary on open education initiatives and strategy is the result of two roundtable discussions with various Open Education library workers from multiple institutions across British Columbia. Participants from the following institutions provided input:

* Capilano University
* Kwantlen Polytechnic University
* Langara College
* Thompson Rivers University
* UBC Okanagan
* UBC Vancouver
* Simon Fraser University
* Douglas College
* University of the Fraser Valley
* British Columbia Institute of Technology
* Okanagan College

The goal of these discussions was to gain a better understanding of open education supports and services that are currently being offered, and the gaps within these services, in order to inform our strategic directions for open education at our institutions (Simon Fraser University, University of British Columbia, and the University of British Columbia Okanagan campus).

**Strategic Planning**

Strategic planning for open education initiatives within BC institutions is rare. Out of all 11 institutions, only Kwantlen Polytechnic University has a strategic plan specifically addressing Open Education. The [Open Education Strategic Plan 2018-2023](https://kpu.pressbooks.pub/openeducation/) is available as a Pressbooks and is licensed [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/). Alternatively, some institutions have Open included as a value in their library’s strategic plan or are in the process of advocating for open education to be included in upcoming strategic planning cycles.

**Funding**

Ongoing funding uncertainty for designated positions, OER grant programs, and administrative support contributes to challenges with sustainable, long-term planning for open education initiatives on campus. While many of the institutions manage OER grant programs either through the Library or in partnership with other units (e.g. Teaching and Learning, Provost Office), funding for grants is often not ongoing and secured through pilot funding or exterior grant programs (e.g. BCcampus). Funding for designated student positions and permanent staff/faculty can also be unreliable.

**OER Grant Programs**

Administrative support for managing OER Grant Programs is a barrier for many participants. This administrative work is often made invisible but requires a lot of time and labour. This administrative work may come at the expense of other services.

**Open Education Leadership**

Responsibilities for open education leadership and support are primarily assigned to one librarian. There are challenges with this structure including capacity and sustainability issues. While there may be student, staff, or coordinator positions working on open education, no institution reported having enough staffing.

**Services**

The open education services offered among institutions vary widely and include consultations (11 institutions), grant/incentive program administration and support (8 institutions), outreach and advocacy (11 institutions), workshops and programming (10 institutions), and adoptions tracking (3 institutions). However, all institutions report minimal advertising of services and support due to a fear of the library being overrun with requests. Capacity of collaborating units (e.g. Teaching and Learning) is also an issue.

**Conclusion**

There are multiple challenges affecting all institutions across BC, regardless of the progress that they have made advancing open education on their campus. These challenges include the lack of continuous funding and issues with staffing (i.e. the number of staff cannot support the work that needs to be done). Effective strategic planning for open education should seek to identify and address these two barriers for advancing open education.

**Coding**

* 11 institutions and only 1 has a Library strategic plan specifically addressing Open Education
	+ 1 institution reports that open education is included/referenced in their campus’ strategic plan
	+ 3 institutions reports that open is highlighted as a core value in their library’s strategic plan or within the umbrella of open scholarship (e.g., open access, etc.); however no formal directives identified to achieve open education
	+ 2 institutions report efforts to advocate for open education to be included in upcoming strategic planning cycles
	+ 2 institutions report open education working groups/committees in place that directly report to campus administration
* All institutions report ongoing funding uncertainty contributes to challenges with sustainable, long-term planning for open education initiatives on campus
* All institutions report that responsibilities for open education leadership and support are primarily assigned to one librarian. Capacity concerns for this work also reported across the board. No institution reported having enough staffing.
	+ 2 institutions have dedicated (although not permanent) faculty fellow/coordinator roles
	+ 3 institutions indicated some student funding
	+ 1 institution identified dedicated staff
	+ 1 institution contract librarian staff paid through grant funding
	+ 10 indicated open education written into the work of a permanent librarian. This does not indicate being written into the JD of the librarian.
* Key library services include consultations (11 institutions), grant/incentive program administration and support (8 institutions), outreach and advocacy (11 institutions), workshops and programming (10 institutions), and adoptions tracking (3 institutions)
* 8 institutions have run a grant program either through the library or in partnership with other units (e.g., Teaching & Learning, Provost's Office); however, grants are generally pilots and run off of soft money secured through BCcampus grants or through the home institutions
* 5 institutions flagged the “hidden work” of grant administration as a key pain point/barrier to be addressed in order to scale up this work
* 2 institutions flagged “imposter syndrome” as a barrier to getting more involved with practicing and supporting open pedagogy
* Communication strategies include general promotion via library/campus channels such as web guides, social media, blogs, newsletters, etc. (all institutions), targeted and direct outreach to faculty and administration (3 institutions), and more informal channels such as word-of-mouth (3 institutions)
* All institutions report minimal advertising of services and support due to a fear of the library being overrun with requests
* 3 institutions identified the teaching and learning units as partners in open education; however, 4 identified the issue of resourcing and capacity as a hindrance to the collaboration
* 3 institutions report that Pressbooks support is largely offered just “as possible” by individual/s with some expertise but without formally recognized responsibilities
* 5 institutions report a lack of top-down “buy in,” financial support and strategic direction for advancing open education at the library and/or on campus