Gap Analysis and Environmental Scan

Sharing Observations, Priorities, Opportunities in the National OER Landscape

Prepared by

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Acknowledgments

The four regional education compacts are nonpartisan, non-profit organizations which represent 47 states and territories and six state affiliate partners. As entities created by their member states, regional compacts have deep knowledge and extensive experience in states and their education systems and institutions. The regional compacts are well positioned to leverage long-standing relationships with state higher education executive officers, chief state school officers, legislators and governors. Together, they have successfully collaborated on major national initiatives, such as the State Authorization Reciprocity Agreements (SARA) and regional cost-savings programs for procuring educational technology, cyber insurance, master property insurance and student health insurance.

The regional education compacts' collective goal and ambition is to scale the use of high-quality OER, enable substantial research efforts, and develop sustainable OER solutions that promote equity and diversity. Our work would not be possible without the strong foundation and significant contributions, advancements and prowess of OER pioneers and the greater OER community. This report draws on the expertise of numerous experts in the field of Open Educational Resources, particularly those individuals who attended (virtually and in person)

a meeting hosted by the regional compacts in March 2020. While these individuals were instrumental in developing this report, any errors and omissions are the responsibility of the authors.

We extend sincere gratitude to our focus group contributors for their openness, rich engagement and substantial contributions to our conversations and the greater OER community. Their expertise and experiences were crucial to the success of this report and to building our understanding of the priorities and considerations vital to increased OER adoption.

Thank you to our contributors:

Finally, the authors wish to thank the presidents of the four regional compacts who lead and encourage collaboration among states and compact regions — Susan Heegaard (MHEC), Michael K. Thomas (NEBHE), Stephen L. Pruitt (SREB), and Demarée Michelau (WICHE).

Introduction

The use of Open Educational Resources (OER) is a win-win proposition for students, faculty, institutions and states. OER use addresses state and institutional desires to reduce the cost of higher education while increasing access and attainment. While an increasing number of states have passed laws and enacted policies that encourage and underwrite the time and effort to encourage OER adoption, significant work remains at the grassroots level, with individual champions shouldering efforts.[1] The regional higher education compacts have identified impediments due to lack of support and siloed efforts, including:

- Difficulty in bringing OER to scale across institutions, systems and states
- Challenges in coordinating efforts at the institutional, state and national level, which can result in duplicative, inefficient and occasionally conflicting work to scale and sustain OER efforts
- Need for shared understanding of key areas of work and further research
- Questions about the sustainability of OER

In March 2020, the four regional higher education compacts convened two focus groups with key stakeholders, including representation from organizations working in the OER space, accreditors and state policymakers, to gather insights for the development of a national environmental scan and gap analysis.

The convening consisted of the following activities:

Activity 1: Landscape analysis & sustainability

Nationally, numerous organizations are engaged in OER efforts; however, many lack a comprehensive understanding of each other's priorities and ambitions. Many of these organizations fulfill areas of special need or expertise but face similar challenges relating to sustaining the progress and scale of their work and mission. Insights gleaned from this activity, shared in **Part I: Observations — Shared Challenges, Priorities & Goals**, help to inform areas for research and further discussion, including avenues that the regional higher education compacts may explore to enhance and sustain existing networks or frameworks without duplicating efforts.

Activity 2: Integrating an equity lens throughout planning and development of OER

Equity in education, and in the development of open materials, is central to closing the attainment gaps for traditionally underrepresented populations. **Part II: Embedding Equity into the OER Landscape** summarizes takeaways from a stakeholder discussion to better understand how equity considerations are currently brought into the discussion and development of OER (and, just as importantly, how they are not) and how policy and implementation may play a supportive role in this effort.

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[1] https://www.mhec.org/sites/default/files/resources/MHEC_OER_Work_Summary_July2019.pdf

Activity 3: Collaboration, sustainability and the role of the regional higher education compacts

With substantial state efforts focused on OER underway in many parts of the country, it is crucial to understand the state legislative landscape in which future efforts will operate. **Part III: Analysis of State Legislation and System Practices** provides important background information about these policy contexts. This forms the crucial background for **Part IV: Recommendations and Next Steps**. Although the spread of COVID-19 caused significant disruptions to meeting attendance, participants in Atlanta were joined virtually with other invitees to synthesize discussions and identify potential needs and paths forward for a collaborative effort coordinated by the regional compacts. This concluding section captures key takeaways and practical considerations regarding duplication, implementation and the sustainability planning underway by the regional compacts.

As a result of these activities, participating organizations and the regional compacts gained greater understanding of the positioning and pooling of expertise and resources in the national landscape, especially how we might work together to bridge gaps and move this work forward, while complementing existing efforts.

Part I: Observations — Shared Challenges, Priorities & Goals

Focus group participants shared their organizations' OER priorities, progress, and challenges experienced in the course of their work with the intent of synthesizing the efforts of numerous organizations, revealing the gaps which need to be addressed to support greater OER adoption. See Appendix, page 13.

While each organization faces unique challenges and considerations that would benefit from support, we identified several commonalities taken from focus group discussions which the regional compacts can collaboratively investigate further to identify and create solutions.

Equity and inclusion in OER are top priorities.

- If we want OER to benefit every student, we need to listen and understand the local culture in which students live, learn, struggle and thrive.

- We need to think more globally about OER support and creation — language barriers are significant, and most of the world has been left behind in language representation.

- Accessibility is key and Universal Design for Learning (UDL) benefits all students.

- The open education community needs to do better at elevating and supporting marginalized voices.

- How are we taking into consideration the digital divide with respect to OER, particularly in light of COVID-19?

- As OER adoption spreads, there should be metrics and robust research that continuously demonstrate its impact on equity gaps. It is not sufficient to point to a handful of academic studies showing promising results.

OER stakeholders share many of the same pressing concerns.

- Professional development is key to supporting successful practitioners and development.
- The landscape is currently lacking consistent research conventions and metrics.
- Influential and visible publishers continue to push digital textbook models which are not open in licensing or aligned in the philosophy of open access.

Sustainability is a major concern and consideration.

- OER cannot be an add-on — it needs to be institutionalized as a normal, budgeted part of operations.
- The open education community needs to move beyond a project mindset and into a program mindset to relieve staff burnout in the many areas where they are still the only ones doing this work.
- There is a need for access to leadership training to increase awareness at all levels.
- Grant funds must provide minimal support and encourage sustainability.
- Effective policymaking at all levels — state, system and institutional — is crucial to address sustainability considerations.
- Encouraging initial and ongoing conversations among stakeholder groups to acknowledge OER as a tool in strategic planning and initiatives can expand advocacy and action.

Communication is essential for moving forward.

- Common strategies and infrastructure are needed to coordinate and communicate efforts as well as to connect practitioners with each other.
- A centralized entity to either house or produce guidelines, models, talking points, best practices, and research is needed to ensure efforts aren't duplicated, messaging is consistent and partnership opportunities can be easily identified.

Part II: Equity and the OER Landscape

OER improves student outcomes by removing barriers such as the high cost of textbooks and providing broader access to course materials. Several large-scale studies have found that students who used OER materials were more likely to achieve positive outcomes such as better course grades, higher examination scores and lower withdrawal rates (Colvard, Watson, & Park (2018); Hilton III & Laman (2012)). OER was also found to improve outcomes for low-income, Pell-eligible, part-time, and underserved students (Colvard, Watson, & Park (2018)). Similarly, in 2018 Achieving the Dream released a report demonstrating that courses and degrees using OER materials resulted in significant cost savings for students, better alignment of course learning

objectives when using OER materials compared to commercial textbooks, increased savings for postsecondary institutions, and greater commitment from administrators in the expansion and adoption of OER.

Studies produced by the primary researchers (Clinton, Fisher, Hilton, & Wiley) and fellows of the [Open Education Group](#) and others are a great start in demonstrating OER's ability to improve student outcomes and provide benefits for institutions. However, gaps remain in our understanding of OER's potential to close equity gaps among a diverse range of student populations and how implementation differences may impact its effectiveness. The equity considerations listed below were developed during a focus group with state-level chief academic officers, system-level vice presidents, superintendents, library directors, accreditors, consultants and open education leaders from across the country. The following equity considerations should be expanded upon in the development and adoption of OER.

OER should emphasize more than affordability and accessibility.

- OER should start with equity and then talk about how OER can help achieve equity goals.
- Development of an equity guidebook or blueprint for practitioners and administrators within institutions and systems that defines the issue of equity and makes recommendations about how to identify and close gaps should help increase student learning outcomes for students of color, students with disabilities, adult students, and other underserved populations.
- Conversations about race/ethnicity and equity can be polarizing, so embedding a wide range of equitable outcomes for all students within OER should make it easier for states to consider adopting, developing and scaling OER.
- Students should be participants in the development of OER materials.
- Encourage the development and adoption of more diverse content and develop OER materials written by and from diverse perspectives. Diversity in OER should be defined to include socio-economic, cultural, racial/ethnic, international, geographic (rural and urban), (dis)ability and neurodiverse, and intergenerational perspectives (e.g., adults, non-traditional students, recent high school graduates).

Emphasize Universal Design for Learning (UDL) as an equitable outcome.

- Overreliance on electronic OER materials puts rural and low-income students who may struggle with low-to-no internet connectivity or bandwidth at a disadvantage. This aspect of the digital divide has been drawn more clearly by the COVID-19 pandemic.
- Adult and non-traditional learners may prefer non-digital resources as they adapt to new educational settings.
- Students with disabilities may require access to materials in different formats and with different features.

Equity: Conclusions

Among the various organizations, systems and states represented in the focus groups, equity is a central concern. OER undoubtedly has the potential to be a tool in making meaningful progress toward addressing attainment gaps and other inequities of our educational systems, but any policy intervention carries the onus of regularly proving its equity and attainment impacts. Ongoing monitoring efforts, broadly speaking, are a key component of reducing equity gaps, and this is certainly true of OER. States, systems and institutions would benefit from establishing metrics that regularly evaluate the equity implications of OER on a course-by-course basis.

Focus group participants also agreed that there are no broad-based efforts to ensure the equity of representation in the creation of OER. The regional compacts could have a significant impact by identifying and disseminating policies and practices that support inclusive development and adoption of OER.

Part III: Analysis of State Legislation and System Practices

The use and faculty adoption of OER practices and programs varies across states, systems, and within compact regions. This section gives an overview of existing large-scale initiatives as well as a snapshot of current bills at various stages within state legislatures. This is not meant to be a comprehensive list.

We recognize that high-level policy and leadership establishes expectations and creates a unified vision for states and educational systems. State-level funding has been shown to have an enormous return on investment in states where strong leaders drive statewide initiatives. The Scholarly Publishing and Academic Resources Coalition (SPARC) has done much to track state policy within the United States. The OER State Policy Tracker provides an overview of U.S. state OER policy; in addition, the OER World Map has a crowd-sourced list of open policy and initiatives worldwide. We recognize the valuable contributions of these and other organizations while acknowledging that more work is needed to investigate best practices in policy and implementation at system, state and regional levels.

Midwestern Higher Education Compact (MHEC)
Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota and Wisconsin

North Dakota: In 2015, legislation passed to reduce the cost of textbooks for North Dakota students. The North Dakota legislature appropriated $110,000 to fund the North Dakota University System OER Initiative which consisted of a faculty survey, the inclusion of OER policy in the State Board of Higher Education Strategic Plan, faculty resolutions, and presidential goals, faculty workshops, and grants to fund individual campus initiatives. An independent report by the North Dakota State Auditor found that the initiative positively impacted nearly 15,000 students in 648 courses and saved ND students between $1.1-2.4 million.

Kansas: In 2019, a systemwide OER Steering Committee for public institutions was created and recently finalized an action plan to provide guidance and focus. The committee is currently working on securing a systemwide Open Textbook Network membership, is in the process of applying for an OER-focused grant through the CARES Act, and is creating system-wide web content to promote OER and assist institutions with their initiatives. Most notably, Kansas held its first OER conference on September 18th at Fort Hays State University.

Illinois: An amendment to HB4662 filed on March 5, 2020 would add a new access and afford-ability study of college course materials. This bill seeks to examine the cost-saving methods and practices used by each public institution of higher education for improving students' timely access to required course materials and the affordability of those course materials. The report will contain a list of cost-saving methods available to students, including OER, access programs developed by publishers, textbook subscription programs, textbook rental programs and used textbooks.

New England Board of Higher Education (NEBHE)
Connecticut, Maine, Massachusetts, New Hampshire, New Jersey[2], New York[3], Rhode Island and Vermont

Connecticut: Connecticut State Colleges & Universities created the #NoLo (No and Low cost > $40) campaign which allows students to easily identify which courses offer low- or no-cost course materials at each of the 12 community colleges. In addition, the state passed HB 7424 in 2019, creating a 17-member council to identify high-impact courses and facilitate a $75,000 competitive grant program for faculty at both public and independent institutions in the state to develop, convert or adopt OER.

New Jersey: S 768 requires institutions of higher education across the state to develop an open textbook plan to submit to the Secretary of Higher Education. The Office of the Secretary of Higher Education has partnered with the Virtual Academic Library Environment of New Jersey (VALE) to develop resources and a statewide community of practice. The bill permits the use of commercial digital learning materials.

Rhode Island: In 2016, Governor Gina Raimondo challenged the state's higher education institutions to save students $5 million over five years using openly licensed textbooks. A steering committee, composed of a librarian representative from each of the 11 public and independent institutions and the Director of the RI Office of Innovation, meets regularly to analyze state-level OER data collection, adoption strategies, professional development opportunities and more.

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[2] New Jersey affiliates with the New England Board of Higher Education for purposes of reciprocity

[3] New York affiliates with the New England Board of Higher Education for purposes of reciprocity

Western Interstate Commission for Higher Education (WICHE)
Alaska, Arizona, California, Colorado, the Commonwealth of the Northern Mariana Islands, Guam, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota*, Oregon, South Dakota*, Utah, Washington, and Wyoming

Colorado: House Bill 1331, signed into law in 2018, expanded the use of OER at Colorado public postsecondary institutions, created the Colorado OER Council, and created a grant program to support the development and use of OER resources with a $660,000 appropriation. OER in Colorado is strongly represented at both the state level and system level. The Colorado Department of Higher Education has dedicated staff who support the state's institutions on adopting, developing and expanding OER. The Colorado Community College System has been leading many of the state's system-level OER initiatives.

Oregon: In 2015, House Bill 2871 established an OER grant program within the Higher Education Coordinating Commission (HECC) to encourage the use of low- or no-cost materials in the state's postsecondary institutions, requiring that each public university and community college designate courses whose course materials consist exclusively of low-cost, open or free textbooks. A report released in 2018, Evaluating Oregon's Open Educational Resources Designation Requirement, recommended that the state's institutions use a simple, uniform icon that could be understood by students to designate "no-cost/low-cost courses" everywhere they search for classes and course materials, including at on-campus bookstores.

Utah: The Utah Academic Library Consortium's Open Educational Resources Committee includes membership from the state's ten colleges and universities. The committee coordinates statewide events in support of OER week and the Utah OER website; it also advocates for and proposes OER statewide efforts by providing workshops to librarians, faculty, and students. The Utah Education Network provides access to low-cost or free online courses and textbooks developed by the Utah State Board of Education for use by the general learner as well as in pre-K through higher education and includes access to materials for those interested in professional development and distance education.

Southern Regional Education Board (SREB)
Alabama, Arkansas, Delaware, District of Columbia[4], Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, Pennsylvania, Puerto Rico, South Carolina, Tennessee, Texas, Virgin Islands, Virginia and West Virginia

Alabama: The Alabama Commission on Higher Education sponsored workshops to introduce OER to faculty and staff at all two- and four-year institutions. The Alabama Community College System and ACHE launched a grant program in 2018 to encourage faculty to replace textbooks from commercial publishers with OER. This two-year program impacted over 18,000 students and saved

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[*] North Dakota and South Dakota belong to both MHEC and WICHE but are included in the MHEC data.

[4] The District of Columbia, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands affiliate with the Southern Regional Education Board for purposes of reciprocity.

students more than $2,000,000. Since then, ACHE has continued to provide smaller grants to institutions to raise awareness of OER and "affordable learning," which includes both OER and vendors' products and services. As a result of these efforts, several colleges and universities have launched their own OER initiatives, and the state is pursuing an Institute of Museum and Library Services grant for launching OER centers or labs across Alabama.

Florida: Legislation since 2012 requires the Florida Virtual Campus (housed at the University of West Florida's Division of Research and Strategic Innovation) to promote and provide recommendations concerning the use and distribution of OER to reduce costs and to work with institutions to standardize review and approval of open textbooks. FLVC has held several OER summits and conducts a biennial student textbook survey.

Georgia: The Technical College System of Georgia conducts cohort training courses targeted at teaching instructors about OER and assisting them in developing their own OER courses, which are then shared with the twenty-two technical colleges. The first cohort developed 18 general education courses; the next cohort in 2020 will target vocational courses.

Since the initial funding of Affordable Learning Georgia in 2014-15, the ALG program has saved students approximately $82.5 million dollars in textbook costs, affecting over 536,000 students. Affordable Learning Georgia sponsored the implementation of the first 15 eCore OER courses. All 26 University System of Georgia institutions have participated in Affordable Learning Georgia's Textbook Transformation Grants, with over 600 applications received and 401 projects funded.

Legislative and State/System Policy Scan: Conclusion

The above scan captures strong momentum supporting OER. However, there have also been legislative efforts and policy discussions that would potentially undermine truly open resources. Under the guise of providing apparently low-cost textbooks, inclusive access plans can increase costs for students by incorporating expenses into required student fees.

It is also worth noting that this scan was completed before the pandemic struck and the extent of the economic downturn (and its impact on state, system, and institutional budgets) became apparent. Several bills considered this year would provide new funding or financial incentives to support OER, notably in California, North Carolina, and Washington. These proposals will likely face new difficulties in light of severe state budget shortfalls.

Recent discussions with institutional and system leaders from both the K-12 and postsecondary sectors in multiple regions have made clear that COVID-19 has increased the demand for high-quality OER. As education has moved into new territory, more practitioners have been exposed to the promise of open resources, as well as the high quality of materials. These stakeholders have reported that OER has helped them respond to the rapidly changing circumstances because materials are available immediately, with no lengthy process for acquisition. In some cases, the OER courses have been developed based on system-defined outcomes, such as the core curriculum for the Technical College System of Georgia and the University System of Georgia.

The economic downturn will undoubtedly raise challenges across education and OER will be no exception, but OER has already demonstrated an impact as states, systems, and institutions respond to these new realities and disruptions in education. We expect, therefore, that there will continue to be strong — and even increased — demand as our education systems and economies begin to rebound from the COVID crisis.

Although this scan is illustrative rather than exhaustive, it shows the potential for the diffusion of evidence-based policies within and across regions. The regional compacts are well positioned to use OER-focused networks to identify regional trends and promising strategies, carry out and disseminate research to support new policies, and support new and existing state and system efforts to scale the adoption and effective use of high-quality OER.

Part IV: Recommendations and Next Steps

Each focus group expressed interest in greater national movement and adoption of OER through increased communication and collaboration. Participants acknowledged that the regional compacts are uniquely situated in their higher education communities to elevate the work of existing efforts, spur new efforts, and draw attention to sound practices and advocacy to assist in the development and adoption of supportive policies and practices.

A clear conclusion from the focus groups is that efforts by the regional compacts to support scaling of high quality OER, if done right, would not duplicate existing efforts and would in fact complement the work of the many different organizations working in the OER space. The focus groups identified numerous areas in which the regional compacts are well positioned to act as a central clearinghouse for research and information; carry out original research; support the development of tools, metrics, and policies and practices that can sustain OER; and provide supportive networks of state practitioners.

The gaps identified by participants include:

Centralization of ideas, resources, development

- As the OER ecosystem expands, content delivery has become more complex
- Infrastructure: shared indexes, metadata, co-development platforms
- Common standards, metrics and mechanisms for data reporting and analysis; development of tools, talking points, collateral based on these insights to build leadership buy-in

Impact of OER as an effective teaching and learning tool

- Area which requires further research: How does OER improve teaching, learning, and engagement, and how do we broaden definitions of evidence?
- OER and Open practices as a means to solving access and inclusion challenges, as well as critical challenges to trusted public knowledge

- Research affirming efficacy and how OER adoption has contributed to the evolution of teaching

- Considerations regarding the impact of inclusive access models

- Benchmarks for quality; exemplars to illustrate quality/value

Capacity building

- Expand the OER leadership circle

- Promote policy which acknowledges and supports the work of practitioners and sustains long-term adoptions (moving from project mindset to programmatic)

- Develop funding models which not only sustain, but assist in scaling

Research

- Develop a strong research base focused on OER implementation, showing what works, why, and how

- Disseminate actionable research (rather than just broad overarching conclusions that OER is good) to legislators, state and system leaders, and institutional practitioners

- Provide recommendations for embedding research and evaluation within efforts to scale OER

Equity

- Identify, through comprehensive research, policies and practices that support the development of resources written from diverse perspectives

- Work to embed equity as a central component of high-quality OER

- Develop equity metrics and frameworks to monitor, evaluate, and adjust OER policies and practices

The regional compacts have continued weekly virtual meetings following the focus groups and have identified a plan of action to meet the needs of organizations working in the OER space, legislators, state agencies, systems of higher education and, perhaps most importantly, OER practitioners and students themselves. Through this collaboration, the four organizations will be able to develop strong, sustained networks of OER professionals that can share crucial lessons and important information within and across regions. Additionally, each of the compacts has strong relationships with state and system leaders as well as legislators and can act as an honest broker of reliable research about where OER is working to improve student outcomes and where policies and practices need adjustment.

The focus groups provided substantial context and important background for the work that the compacts will undertake. The agenda coming out of these discussions is challenging and ambitious, but has the potential to make meaningful, lasting contributions that will improve student outcomes during what will undoubtedly be an extremely challenging economic climate.

The regional compacts strongly believe in the importance of OER to the states, systems, and institutions we work with daily. These resources have become significantly more important in our COVID-19 environment, and we recognize the benefits OER can provide in increasing student success, reducing inequities and providing institutional sustainability. The regional compacts have been working in collaborative and complementary ways that can serve all regions of the country. Our continued work strives to develop regional tools that can be added to each compact's tool kit for use, adaptation and reuse to meet stakeholder needs and increase student success, with the overarching goal of expanding OER adoption and development. This kind of collaboration allows the regional compacts to add supportive spokes rather than recreate the wheel as we all move forward to improve student outcomes.

Appendix: Priorities and challenges of OER organizations and stakeholders

1. The William and Flora Hewlett Foundation (Hewlett Foundation)
2. Historically Black Colleges and Universities OER Network (HBCU OER Network)
3. Scholarly Publishing and Academic Resources Coalition (SPARC)
4. Community College Consortium for OER (CCCOER)
5. Open Education Network (OEN) (formerly the Open Textbook Network)
6. Driving OER Sustainability for Student Success (DOERS3)
7. Georgia Department of Education Virtual Learning School
8. U.S. Department of Education (USED)
9. Tribal Colleges and Universities[5]

Organization	Priorities	Challenges
Hewlett Foundation Hewlett sees OER as a vehicle for changing and improving teaching and learning, to address specific challenges in education, and to rectify consistent inequities in our educational systems such as affordable access to content as well as access to culturally relevant materials.	■ *Resources & Supports* — Content development and associated pedagogy, particularly how does OER improve teaching, learning, and engagement ■ *Systems* — Support school districts and postsecondary systems that enable effective and equitable use of open educational resources and practices ■ *Field Building* — Advancing global access, and building a diverse and inclusive field	■ Creating conditions that allow teachers and students to benefit from OER ■ Changing how students learn and how they're supported requires institutional change ■ Lone champions (librarians, faculty, and support staff) are in danger of burnout, which can halt institutional engagement and advancement of OER

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5 The Regional Compacts view Tribal Colleges and Universities as key stakeholders in efforts to equitably scale OER adoption and usage. Travel complications prevented representation during the focus groups, but the Compacts will include their feedback in later versions of this document.

Organization	Priorities	Challenges
Historically Black College & University (HBCU) OER Network HBCU is utilizing OER as a strategic asset to address access and affordability, system-wide. Research and prospective goals include promoting diversity, equity, and inclusion using affordable learning solutions and OER as a tool to support student retention, recruitment and success.	■ Goal: System-wide Z-degree options to help support student access, affordability, and success ■ Institutional effectiveness and accountability ■ Scholarly research to explore how OER may promote Diversity Equity Inclusion, student retention ■ Build locally and share globally	■ Stakeholder incentives ■ Benchmarks for quality and continued academic review of OER ■ Limited resources ■ Buy-in from senior leadership ■ Language barriers "Anglophile - we have always been left behind. Need more Francophile content. We need content in French and national languages."
Scholarly Publishing and Academic Resources Coalition (SPARC) SPARC is a global coalition committed to making *open* the default for research and education. SPARC works to create a world in which anyone can access, build upon, translate, and improve knowledge through the adoption of policies and practices that advance open access, open data, and open education.	■ Community organizing and field building ■ Federal and State Policy Advocacy ■ Leadership Development ■ Community-owned infrastructure • Open Education Conference (2020-2021)	■ Raising awareness of the implications that inclusive access and/or automatic textbook billing may bear on the future accessibility of research and education
Community College Consortium for Open Education (CCCOER) CCCOER is a growing consortium of community and technical colleges committed to equity and increasing student success through adoption of open educational policy, practices, and resources. It is a regional consortium of the Open Education Global.	■ Community of Practice for open educators ■ Professional development for faculty & staff ■ Regional leadership collaboration (RLOE) ■ Elevate student voices and leadership	■ Linking open education with equity, guided pathways, college promise, and other strategic student success initiatives ■ Institutionalizing Open Education as a normal part of college operations through establishing policy and practice ■ Funding for ongoing professional development, creation and adaptation of open educational resources, and z-degree pathways

Organization	Priorities	Challenges
Open Textbook Network (OTN) OTN is an alliance of higher education institutions committed to improving access, affordability and academic success through the use of open textbooks. They support initiatives that advance that vision coupled with tangible results, building access to resources, research, and communities committed to open education.	■ Impact on teaching and learning ■ Encouraging institutions to take responsibility ■ Expanding voices in open education ■ Expanding vision to support open educational practices	■ *Demonization* — the way in which we talk about open education matters ■ *Community approach* — conduct community scans to ensure they're leading for the needs ■ *Sustained commitment* — getting people to come out of a project mindset and move into a program mindset
Driving OER Sustainability for Student Success (DOERS3) Founded in 2018, DOERS3, a collaborative of higher education system wide, statewide, and provincewide OER initiatives, have been coordinating and collaborating with other nationwide efforts (such as the compacts, RLOE/CCCOER, SPARC, Hewlett, and NASH)	■ Focused on sustaining OER efforts to achieve equity and student success at scale ■ 3 work groups focused on research, equity, and capacity building	■ Campus store support of OER Tenure & promotion related to OER ■ OER's role in closing equity gaps ■ Data standards of open education research
Georgia Department of Education, GA Virtual School GA Virtual School, with 100 course offerings in the core content areas, world languages, CTAE, electives, and a vast AP course selection, is a program of the Georgia Department of Education's Office of Teaching and Learning. The program is Cognia accredited and operates in partnership with schools and parents to offer middle grades and high school level courses across the state.	■ GA Virtual School serves over 30,000 students per year ■ Since 2012 uses OER with standards tagging system	■ OER course maintenance can be labor intensive. Using known and stable OER resources helps provide stable learning material for students.

Organization	Priorities	Challenges
United States Department of Education (USED)	- Continuity in K-12 and HE - Opportunities to create individual pathways for students, which extends to career and technical education and all credentials - In the context of COVID-19: OER development can become a priority for statewide K12 virtual learning initiatives	- Developing continuity in K-12 and HE - Ensuring that learning outcomes are well-aligned with credentials - Gathering case-studies from states highlighting examples of scalable solutions
Tribal Colleges and Universities	- Culturally representative learning materials - Reducing cost for students - Reducing cost for institutions that provide textbooks - Interest in starting with STEM - Could work through AIHEC and the TCU Summer Meeting	- Lack of funding - Lack of time, training, mentorship - Initiative fatigue - Beginning stages of forming relationships with the OER community; knowing where to start and who to call