

Advocating For Open Educational Resources In Your Library

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SPEAKERS

Brad Ost, Jamie Lin



Jamie Lin 00:00

So in the interest of time, I am going to get started. But I just want to say, Hi, everybody, and welcome to this elevator pitch on advocating for open educational resources in your library. And the elevator pitch is a new sort of an experiment that the professional development committee is trying out. The thought behind it is that especially with the pandemic, a lot of us are remote. And we're not talking to people and seeing people and why not do something a little bit more informal, that still educational. But that really encourages us to sort of talk with one another, you know, either in the chat or, or audio if you prefer. So with that in mind, if you if you feel like, you know, turning on your video, we'd love to, we'd love to see you no pressure, of course. But especially knowing that for some of you, you know, this is this might be the first time you are having some human contact for the day. And if so, you know, a special welcome for me, for me, actually, Brad is the first person I've talked to today in, in person in person. Um, and so this, this sort of this format of the elevator series is a little more informal in the sense that there will be some chat questions throughout the prepared marks or about 30 minutes, and then we'll save a longer portion at the end for questions and conversation. And additionally, there will be a survey that pops up. Thank you so much for filling that out, because it helps the professional development committee refine things further, you know, like is this working, what's working, what's not working, that really helps us. So thank you for that. And just as a note, this is being recorded. So if you do, if you do speak, it captures it on the recording,

however, the recording is just sent out to whoever registered for the session and then stays on our on demand learning page. So any questions so far, feel free to put them in the chat for me. Otherwise, I just want to welcome our presenter today, Brad asked. He is the theology religion and philosophy librarian at in the head of reference services at the Atlanta University Center, Robert W. Woodruff library, which serves various institutions, academic institutions in the Atlanta area. So thank you, Brad, so much for talking with us today about open educational resources.

B Brad Ost 02:33
Happy to be here. So am I able to share my screen is that

J Jamie Lin 02:37
you should be able to

B Brad Ost 02:39
Alright, here we go. All right, can you see it? Okay, first of all, the first thing I need to do is show you my son, you had a birthday, you seven years old and did my plug I can tell my son I I showed him to everybody. So there we go. Let me get this into screenshot mode. Today we're doing an elevator pitch for this professional development advocating for oars and your librarian. And I guess one of the reasons that they asked me to be a part of this, I have an experience I'm sure like all the rest of you have I've been the chair for the scholarly communications and open access working group here at the Library for the last seven years. Three of those years we really focused on a plan to get what we are is moving in the library Don't ask me how well that plan went with just that we had one and then I was asked to be along with another group of people to be in a to be in the leadership Fellows Program at spark this year. We started in September we'll be ending in June. I went into to the SPARC program, you know how you go Well, I I know you know, oh yards and open access. I know all that circle is pretty well filled up. You know, I know a lot. But when I get there, I find out that the circle is like this. It's It's huge. And my knowledge is miniscule. So I have some experience, but I'm sure that we can all gain from each other. So the first rule of elevator pitches is to find a really high elevator because it's hot. So this is the Burj Khalifa in Dubai 163 floors, 2717 feet. That's the place I want to get my elevator pitch on, because it gives you what about four minutes or five minutes from bottom to top to really explain things. Usually we've got about 30 seconds. So please take what follows with a grain of salt. This next slide talks about what a pitch so I want to introduce just a little bit what a pitch is. It's this. It's very short, very succinct way of Putting a pebble in somebody's shoe, there's no way that you can sell somebody on a concept or an idea in

just 30 seconds or 40 seconds. But what you can do is in an interesting way, disturb them enough to cause them to go on and ask more questions or follow up with you or allow you to follow up with them. So the first thing of the of the like the six things that lumen learning talks about, they had a really good, great sight on what a pitch should include is identifying the problem that you're solving. Now remember, please remember, here we're talking about, if we're talking about an elevator speech, it's not necessarily an elevator, it's at a faculty meeting, it's, it's meeting somebody in the hallway, where you just have just that moment in time, maybe a minute. And so when you look at these different portions here, remember, you want to be able to hit very quickly, you want to have these things perhaps researched already, or practiced already. And number one would be identifying the problem that you're trying to solve this, this problem has many components, and you're going to choose the one that fits you best. And we're going to look at that the slides that that follow up, but identify the problem that you're solving. Explain your solution and how it works. Now, once again, let's keep this all contained here, let's not get too excited about everything that's going to be added in here because you're going to be doing this very quickly. So you're going to want to pick out probably perhaps just one item that really is a problem. And one solution that you might have and at the end offer up the the wisdom that there is more to be gained here as well. Make it personal and passionate. Now, if you have been working with oars at all or open access, you've, you've read a lot about the need out there, especially for students to be able to release from this huge financial burden, the burden that often causes them to, to have to consider Am I going to eat today? Or am I going to buy a text today, that's very easy to be passionate over. And if you're doing a pitch, the more passion the more controlled passion you have, the more you're going to pique the interest of whoever it is that you're talking to invite your audience to take a specific action now. Now you aren't asking them the first time you meet them. Listen, please go in talk to your Chairman haven't changed the whole 10 year process. Okay, that's all I'm asking you to do. Now, you're asking them some tiny one little thing Hey, listen, would you mind if I emailed you Would you mind if you came here, Could I come and just talk to you again. So it's a it's a small pebble that you're placing in their their shoe, you've got to tailor to your audience, you have to know who it is that you're speaking to, hopefully, a lot of you in, if you're just part of a seminary, you you know everybody there or if you're part of a larger institution, you know, those people that are really involved in your area. So you want to get to know what their concerns are, what it is that they're interested in, and tailor that pitch to them, and perhaps have it ready. And then finally, remember your time. The last thing you want to do is, is drone on and on and on. So I'm going to give you a little example here, I had to take our little puppy to the vet the other day. And I sat down to next to an older person who had a puppy of their own. And she started talking about her puppy and all the all the troubles and that's nice, that's nice. And then somehow it segwayed into her own medical issues. And I knew I was in trouble then. And then the medical issues continued on. So for about 15 minutes, I'm

listening to the most intimate details of her medical issues. That's not where you want to be on an elevator pitch. You want to get in there and get out and make it as easy for them as possible. Alright, it's from lumen learning. I've got all these links, by the way if you need them later. So I did have a chat question. Who are the different stakeholders for whom you might tailor a message to you thing in broad general terms? Who might you think and if you put that chat, you can go ahead and put that chat now give me just an elevator ride worth of time here. Let's see if I can get chat up on my screen. Thank you happy birthday. Matt says our CFO, academic dean, department heads academic dean, all really good answer administrators, faculty, campus partners, Dean Dean for Center for Teaching. Yeah, students. Absolutely.



09:49

All right.



Brad Ost 09:51

Let me see if I can. Well, maybe I can't do it with this thing in here. There we go. Stakeholders interesting enough, the very first stakeholder that you need to be thinking about are your own librarians, your own library administrators, because this is where it's going to start, if there's anybody that is going to, to to, you know, move it off, the starting line is going to be your colleagues, they're going to be the ones that are going to be looking into the material, they're going to be reading the scholarly documentation for all this material, and then presenting it to the faculty, the deans and everybody else. And and you know what, often they have to be convinced as well for the viability and efficacy of okrs. They have the same concerns that we that, you know, everybody has that that concerned that they're getting good material, that they're presenting good material to the students that they teach as well. So librarians and library administrators, Provost, presidents and other academic administrators, which was mentioned already, by the way, it's been my experience here at the four campuses that I work with, that it's much easier to interact with a provost than it is with a president. And by the way, it's usually much more effective to interact with a provost or a CFO than the president, the President is thinking holistically broad picture, the Provost is actually concerned about the academics. And so anything that has to do with tenure, anything that has to do with advancing student learning outcomes, is really going to come from the top down from the Provost down. So their, their key their faculty, not just the faculty, but what discipline are they in not not sure how many of you are at institutions that are more than just seminaries? But are they stem versus humanities stem are already very well familiar, familiarized with open access so that the federal law in 2008, and then further in 2013, requires federal federal organizations spend more than \$100 million on research, that every any research that

comes out of grants that are given has to be given to the public has to be open access. So already stem are thinking about those kinds of things. But I was also thinking for those who are in seminaries. How about this? What discipline are they in? Are they in missions? are they teaching missions? are they teaching local church, because missions are going to have a lot more interest in open access, especially if they're treating if they're working with countries that are behind a paywall, and they can't afford it, or behind a, you know, an issue with getting online and can't deal with it. So you've got to think about what their discipline is, as well. And then students, I'll tell you what, there's nobody that's more interested in activism than the students on your campus, especially if you have a younger crowd. I know that many seminaries have older students, and they're interested in getting back to their families and their jobs. But if you can get some students involved and be active, and in fact, let them know that they're part of this journey here, and how it's going to help them, you can really get a champion for this cause for you. And finally, alum, these are the ones that are donating money, right? The ones that are coming back the ones that the Accreditation Council say, Listen, if your alum isn't giving money for this or supporting this, why are we supporting you, if your alum don't even believe in you, if you can get the alarm involved in open access in the benefits of open access, then you're also going to create good champions. Now remember, this is this for your pitch, there are different strikes on for your pitch, right? So I'm not a big baseball guy. But I'm enough of a baseball guy to know that a six foot four guy has a different strike zone that the umpire sees then from a four foot seven guy, so you've got to remember who it is that you're pitching to and, and what it is that they're concerned. So it's not only what discipline they're involved in, but it's what do you know them personally, you know, what they're passionate about, you know, what they care about, it may be that already, they care about open access, I've got a library champion in, in philosophy, who has already before I even got to him, it was doing open access, very passionate about open access. So think about that strikes on who it is that you're talking to him not just on a discipline level, but on a personal level. So all we are is are for everybody. But there is not only do you have to think about who the faculty are and who the stakeholders are, and you have to think about who the institution is. So you think about my location h an HBCU for HBCUs all put together or you think about brown and Harvard and Yale or you think about your local state and Community College. Very often they have different thinking so faculty or Provost have different thinking. So I've read material that talks about often the issue is when you get through administration or fashion Perhaps an Ivy League or a school that has a very large endowment is their thinking is that their students don't need this. They can my students can afford this I Why do I have to worry about open access. But the reality is, is that not all students that are coming in even Ivy League are able to afford what they need to do now HBCUs, which I'm familiar with, there is really an issue with a food issue here, with whether these these students are going to have textbooks that they can afford or whether they're going to eat for that day, that's how serious it can get into HBCUs. So you're not

only thinking about who your faculty is, you're thinking about what your institution is and how you sell this to your institution. So for an HBCU, you may, you may just focus in your your pitch, maybe Listen, we have got to help these students, we've got to help retain them we've got to help these students who are coming to college for the first time in their family, stay here and get good grades and be able to not worry about whether their next meal is coming from but for an Ivy League you may appeal to them ideologically, listen, you have the opportunity with all the resources you have to make a an impact in the world by by putting making your scholarship readily available to the entire world. So you have to think about your institution as well. So without any knowing anything about what the what other than that the best of all ers can save students hundreds of dollars what would you do to sell this to an Ivy League administrator versus somebody in a cash strapped institution? you have any ideas? Let's think about it for a while. And in fact you know of course that I did this backwards because I talked about it already so I let the cat out of the bag but I knew that so I need a little faculty development on doing a webinar so maybe that's what we had to wait for him there you go. Ivy League students cannot afford their textbook fact not fiction and that that's often they're often those that you're talking about in administration or faculty are a little unaware that this is the situation that exists for them leveled the playing field social justice angle Yes, absolutely. That's the word that is paramount in the in our media feeds everything what is social justice? Is there equity not only here on campus, but is there equity across the nation across the world. So these are all thing cash strapped schools is about market position making a race pitch for prospective students Absolutely. Look what we have. We are growing in our open access resources for you come here we're going to help you to afford this also good marketing statement. Yeah, I mean these are things that that say hey, listen, we care come here because we care come here because we care about the world you care about the world we do we care about you. Bug thing now is the fact that for Ivy League students who are international located these days are allowed to access no mat right? No matter the IP is not behind a paywall. Oh er isn't so you can have access to it. I will give you an example here. So the IDC the interdenominational theological Center, which is the seminary component of these four schools that are here and the ones that I spend the most time with, they've had a journal for 30 years, the ITC journal. And I've been working with them for two years to persuade them to finally go open access with that journal. And you know, what the argument was the whole time. You are you represent and you are fighting for minorities and disadvantaged peoples around the world. You need to take this out from behind a paywall and let the and and put feed to your ideology. And they did it. Finally, this past year, they went open access. So you can make those kind of appeals and they're legitimate appeals as well. A concern faculty members have frequently as students who don't can't buy the textbooks, and OER could be a solution. Absolutely. All right, prospective students. Great, good, good feedback. And Jamie was worried that that I just be rattling on. So here we go. That's great. So a quick review of remember when you're

doing your, when you're doing this presentation, you present the problem, you're presenting a solution. You want to be passionate about it. Hopefully you are and then you're asking them to take an action a quick small little action that they can take an offering. Can you allow me to send you some information? Can you email me, I tailor your pitch for the different stakeholders. And like the moveable strike zone from the tall to the short, you want to make sure that you know Where they're their personal passions lie, what kind of institution you're making a pitch to. Because you don't want to sound like this sort of duck out of the water, making a pitch for your students are starving when the administration thinks that they're not. You need to make a pitch that's going to cause them to be interested right away. You may make that pitch later. You may make say later, listen at this Ivy League school, there are students, they can't afford these textbooks. All right, chat question. All right. So this is just to begin the next section here. What are the three most persuasive arguments first, using oars? What would be your 231? I'm not concerned about how many you do. Oh, when I do Whoa, there we go. Let me get up a chat here. Instead of the faculty, right, who choose a way publishing Absolutely. Anybody have any thoughts on the persuasive arguments? And this is really where we get down to the meat. The meat of the matter as well. affordability for students? Absolutely. Absolutely. It's going to be our number one, look, student needs sustainable financial model. Absolutely. Just think about your database. How much your database are costing you retention? Yep, that's all part of the mix. Students save money enrollment, right. enrollment is up, retention is up. Yeah. Becoming a public part of supporting open scholarly conversation. Yes, ideology is so important. There. There are, there are professionals that are passionate about what they're doing and want it out there and frustrated by their inability to get get the word out on the material that they're putting out there. All good things. great things. Thank you. So persuasive pitch number one. Let's keep on going. Okay, oh, sorry, I'm going in the wrong direction. Here we go. affordability right, rising textbook costs. Let me just get my sheet here. You know, and you've already probably heard all these statistics yourself on 2006. To 2016. The department the Bureau of Labor Statistics said the cost of textbooks went up 88%. Not only that, but from 1974. To the present, the cost has increased 1,041%. That strips the consumer price index. it's higher than medical spending. You know, we all talk about how costly medical spending now that's gone out the door. Textbooks cost more than that. So an average student can be paying anywhere between 13 120 \$500 a semester, depending upon what courses they're taking. Now, a significant number of these students are turning to financial aid. to afford textbooks now can you imagine having to not only pay for your college education and have that debt with you year after year, but knowing that a portion of that debt was just so you could buy a textbook. So the the data from the USP IRG Education Fund, which is the Public Interest Research Group says that the survey found that 94% of students have forgotten purchasing a textbook because they could not afford the cost. And in their particular survey, more than 50% of the students felt significant concern for their grade

because they could not afford the textbooks. And not only that, but they're the those who have gotten financial aid can't get that financial aid until the class has already started. So they're behind the curve when they finally 10 days, 15 days later get their money you can afford to get the textbook. The PARCC study found that about a third of this study, this amounts to 5.2 million students. This was done in 2013 had to use financial aid for their printed textbooks. And then in a 2018 study 46% that said that the cost of textbooks has a huge impact on their on their financial well being the fact that they're in school, whether they can afford to school, whether they can afford to stay in school. So affordability is a huge, huge issue for them. And it's probably number one, and it may be the pitch that you use most often because you want to reach them through their students because if they're teaching, that's what all this is about, right? It's about helping their students with student learning outcomes in and getting them out the door successfully ready for life. And if part of that is you're saddling them with this huge debt, the art of it is through textbooks, then you want to see whatever you can do to help them. Alright, persuasive pitch number two educational efficacy, efficacy study. So there was a big study done in 2016 by John Hilton, and he studied 16 empirical studies that had done gone before him. So I'm just gonna read you some of the results about this. Here. They so some studies that he looked at looked at learning outcomes and student success rates. They compared students who used OERs to students who use traditional textbooks. As students of the OER. Ours had higher test scores, lower failure rates, lower dropout rates, and only one study out of the 16 major empirical studies that they looked into suggested that there might be lower performance from using OER. And he also looked at the perceptions of faculty and students. The majority of faculty and students viewed OER is positively positively but half said, OER is had similar quality as traditional textbooks. Only a few felt less than I think it was less than 10% felt OERs were inferior. Students liked them because they were free. Faculty liked them because of the content and they were easy to update. So we have one thing that's so important here is the what's the thinking that goes on? Right? So there is an author Gk Chesterton that said, or it was CS Lewis, I can't remember. He said, a lie is halfway around the world before the truth get gets choose tied up, right. So a rumor misinformation travels much more quickly, and it's much more difficult to bring it in to rein it in than sitting down and saying this is the truth. Let me explain it it takes a little explaining to do. So this idea that that Oh, OERs are all Oh OERs are predatory at all, oh, OERs are just a sham and just thrown together. That is not the case, if we're going to, to argue apart from straw man, yes, you know what you're going to find OERs that are bad, and you're going to find OERs that are predatory. But you know what you're going to find traditional journals as well, that are bad and and you can be fooled by traditional journals, perhaps being predatory. But if you if you compare apples to apples, the best that's out there, where we are with the best that's out there with journals, you're going to find almost no difference. That's and and oh yours have peer reviewed and oh, yours have editorial staffs that are the same as traditional, traditional journals, they just had them filled with people

who are passionate and have a desire to expand the OCR universe. So you're going to have to overcome some of this sort of backward thinking or rumors that they've heard about the quality here, but students are engaged more quickly, there's a higher retention rate, and there is the efficacy. And finally, the persuasive pitch number three, the free throw flow scholarship. Now this is the ideological argument, right. So this is the one where you don't know whether you can appeal them to the student, you know, helping a student or you don't know if you can appeal to them about money, what you can appeal to them about is there. And it's not. I don't want to say this pejoratively. So I use the word vanity, but I don't necessarily mean that pejoratively. Faculty have a desire, they want to be known, they want their scholarship to be out there. Not only that, they may have higher aspirations, I not only want my my information to be out there, I want it to be free. I want people to succeed I want I want, you know, countries that are behind paywalls that they can't afford, I want them to flourish, I think I've got something to say that can help them. So this, this free flow scholarship is very important. Not only that, but this the free flow scholarship for a textbook versus an OER so the best of the best, right? And oh we are can constantly be updated can constantly give you the most recent relevant information that's available out there without having to wait for the next you know, version revision, which cost the students another \$250. Here, you can do it for free, you can do it in an attractive way you can do it in a way that's peer reviewed. And you're putting it there, you know, within the space of week, you've already got it updated. So we've got our persuasive pitches, we're talking about affordability, we're talking about efficacy, we're talking about the free flow scholarship, but there's so more so much more out there. I hadn't even thought about some of the things that they brought up in the in the leadership program that I'm in now. But the most important thing to remember is just to chill about this, okay. Think about baseball again. Right? So ERA is a statistic that pitchers are measured by an ERA means earned run average. It's how many hits during nine innings. How many runs during nine innings are scored, because of their pitches not because somebody committed an error or anything like that, or a pass ball totally has to do with their pitches for people can come to home base. And that's that's thought to be an excellent ERA for people scoring. And if you think about batting average .350 is over the moon .350 means out of every 10 times a player comes up to bat they've hit the ball three and a half times out of those 10 times. So seven times six and a half times, they've whiffed they've struck, but still an incredible batting averages is .353 times they hit the ball out of 10. So we're not thinking, you know, oh, we our battles aren't wanting elevators, it's, I'll tell you it's a slog, right, we had a three year plan, it was like hitting a wall all the time, and you're communicating. And there are other things going on in your library. And the faculty and Provost have other things that they forget, once you've told them, You have to start all over again, be prepared for that. But the Oh ER, the the elevator speech is that pebble issue, if you can be passionate, if you can have some quick and ready thoughts that are tailored to who they are about the importance of OER, you can really make a

difference and cause them, you know, I'm, I'm sure we can all cause him to lose sleep at night over this right? that's open to do. I don't know if we'll go that far. But we want them to remember what we've had to say. You just need to capture the imagination of one influential person, and you've got to champion and then you've got that little yeast in all the dough that begins to infect all that other dough, right? You've got that guy you can point to Hey, do you know that Dr. Novus has an O er, and it's on our institutional repository he uses in class and others use it in class? Why don't you take a look, you know? So there we are, here's the bibliography. Jamie, I'm sure can send this out. If anybody wants this, I've got other resources, if you want to get ahold of me. So please, and I've got it right in the middle there. You know, I don't it, it didn't get on this final one. But I've got an O er, research guide. So you can just look up, watch research.au ctr.edu forward slash o er. So research.au cdr.edu. And forward slash OER, and I've got a research guide full of information for you. And there we go.

J

Jamie Lin 32:52

Thank you, Brad, that was so interesting to listen to, and so much going on in my mind, you were reading some data points off a sheet of paper. And and so when I was in my mind thinking about, you know, how I would start a conversation, like, oh, did you know that textbook costs have gone up? 88%? You know, since 2006, I jotted that down. But can you share the whatever page of notes you were reading off of that has some of those points first, are those all in the bibliography that, you

B

Brad Ost 33:26

know, I can send this out as well, I can send this to you. And then you can send it to the group. And it's I've added to these statistics, I've added the links, as well, where I found the material myself, so I'll add that as well. But I would I would tell you all be sure if you want more information go to spark as pa RC, which is the scholarly publishing and academic resources coalition. They've got, you know, they've got it up to Wazoo. Questions, anybody? I'm not the I'm not the expert. At this. I've just been at it for a while. And the spark program has really been helped me open up my eyes to things I didn't think about, like the OCR that you produce i is it able to be used on a technology that can be used? Or is it on some software that that then people in a poor country can't afford that software? You know, we've got to think about technological oars as well. What about indigenous knowledge? Do we? how sensitive are we to indigenous knowledge, publishing indigenous knowledge when it's it's part of an initiation ceremony? It's not supposed to be out there. These are all things that I had never thought about that make this more and more unwieldy. What about textbooks that are actually now offering tests, the publishing industry are now offering tests that go with their textbooks. And they'll actually grade

them. For the teacher, the son of the teacher is really got this very easy situation with the textbooks and the testing is being done and they don't have to do anything. How do you how do you climb that mountain? You know, there, it may, it may cause you to have to think about a different elevators being but there's a lot to think about.



Jamie Lin 35:22

Do you want to stop sharing your screen? And we can? Yeah, yeah, my lad each other. Excellent. No, that's great.



Brad Ost 35:30

Hey, Steven, see you good to see your picture.



Jamie Lin 35:37

Yeah, so this is the time now for us to talk about. You know, has anyone thought about an elevator pitch already? and want to share? Maybe what how you start off? And what are the what are the things you focus on? Originally, we thought about doing small breakout rooms and forcing you to talk to other people. And then I thought maybe that would create more anxiety than then, you know, collaboration. So. So, you know, this is, as, you know, as maybe intimidating as it may be, too, to unmute and talk amongst your colleagues that we are your colleagues. So it's like a little bit different from your provost. So so here's your perfect chance to, you know, to practice to think think out loud about what are some things going on in your specific institution that you would want to talk about or bring up to people.



36:34

Something I found helpful is talking about what's happening in other campuses and other schools, I think, you know, at least my university, we tend to be a little risk adverse. And this is an area I think, where Atla can really be helpful as we hear stories and share together, you know, this is what's happening down in where Brad's at Woodrow, or this is what's happening on this campus. I think that just lends some, it piques curiosity and lends some legitimacy to an idea if especially if it's a school, you know, that's kind of a peer school that we think of regularly. And kind of this is a benchmarking institution. So I think the more we kind of hear what's happening on each other's campuses, I also find librarians are a little more sometimes seem a little more attuned to what's happening in other campuses than some of the upper administrators. So um, so anyway, so those would

be a couple of thoughts.



Jamie Lin 37:23

So what's happening on what's happening on your campus? Matt?



37:27

So yeah, so we're just gonna question our bookstore, our physical bookstore is probably COVID. Casualty. So we are in the process of deciding what we're going to do without a physical bookstore. And for a while we were really in the library was really kind of pushing a more Oh, we are focused solution, as opposed to a more commercial online vendor, which we were kind of going back and forth on. And I was hopeful that the library could be a kind of a point person for campus that we are solution. But the downside of that is staffing, and we would need some additional staffing to really make that work. So well, things haven't reached a resolution, I think we are going to go within with commercial vendor. And you know, the commercial vendors will talk up there. Oh, we are platform. So we definitely had it as part of the criterion. As a librarian, at least, you know, give us some of the stats. Brad was sharing. I'm fairly cynical about what a commercial vendor how much they're going to be working with faculty. I know we are. But we at least got the conversation, I think, you know, had some conversations with my CFO about student costs and how we can bring down student costs. And there definitely is interest in that. I just think they're not confident that it actually I'm not sure either that we're right, where ours are mature enough. That that that is the you know, can absolutely support what we would want to all we would want to do. But I think we're we're moving the conversation, hopefully moving the campus in that direction.



Brad Ost 39:09

You know, I can also send along with this, that open access publishers, like open Stax, I'll send those links as well so that you can get a look at what is available out there for free.



Jamie Lin 39:29

One of the things I really liked, Brad, that you said was that the purpose of the elevator pitch is really, the action that you're asking is something small, like can I email you more about this? It's not like so are we going to now embrace oars? You know, so. So just hearing that, like, oh, we're really we really are just getting the conversation started, which leads back to your last point of this isn't something that we're going to assess our

outcomes on, you know, this is more like let's talk about it and normalize discussion of What this could look like? Do you have any statistics over about the growth and adoption of ours in the last 10 years or so?

B

Brad Ost 40:10

I don't have specifics. I know that it's, it's, it's mushrooms, you know, not mushroom, like huge, but much from from what it used to be, it's much larger. But here is an example that that I heard last semester. And this is very interesting in the 80s, early 80s. The same thing happened with software. So software was very proprietary, everything had to be paid for. And then there, there came this thing called open software, where everybody was out there doing their own and contributing to one package. So Linux and other flavors of Linux, things like that. And they went through the same growing pains and people were saying, this will never work, you're going to have hackers in there, they're going to do a terrible job or whatever. But now, I hear we are 40 years removed. And and it's a given that you're going to have open source Firefox, for, you know, for your browser and Linux for to use for your whole system. That's a given that you're going to have really good robust material. But there are growing pains. And we still are going through the growing pains of acceptance of OER, not only on both sides, acceptance of OER and production of OER. So there's still that growing pain, that you're going to have people doing sloppy work, and you're going to have people who are predatory. But you still have people here that are that are willing to buy into OER and things are beginning to move and larger campuses are doing it. But you're still going to have some that are saying no, you got to give me a refereed journal that has a you know, this certain cachet, and I need tenure. So those things take time. And you know, the academic wheels turn very slowly. So just even believing what will help you personally, I think is knowing that you don't have to be the generation that gets this done. You can be one of the persons along the way, that little pebble that begins that little pebbles falling in the avalanche finally down the road happens. But just be a part of that process. But don't worry that that you're not the end all be all.

J

Jamie Lin 42:22

I love your analogy of open source software. I hadn't even thought of that. But when we think about Linux, and we think about Firefox, Drupal like these are all I can't I mean, if anyone else can think of other big examples, that's such a great, you know, comparison to share with with an administrator. Think about it that way. Yeah. So anyone else want to talk about what your institution is doing? Or are you the one in your institution doing the advocating already? And how is that going? And you know, any? Anything else? Kate, I'm gonna, since I saw you nodding Did, did you want to expand on the nod? Sorry, to put you

on the spot. That's okay.



43:08

I'm not actually the person who does this work at my institution, I do the marketing and the outreach for my institution. And, and we're really excited about it. We've actually we have ours bundled in a textbook affordability project, it's sort of three legged so OER is a large leg, we also do library purchase ebooks with unlimited access. That's another thing we're trying to get at. And we've had a really successful program with our adult learners or adult programs, and requiring that all of their textbook costs be under think it's \$20. And we accomplish that last year. And we have numbers to say, look how much we saved students by 2020. And so having all three has been really successful for us. And I think the only thing I can say that I did that I'm really excited about because I do marketing, we actually created the aspirational, like, what would this look like on a billboard? If you could say, the general education package has no textbook costs? And we designed one like that, that we could just say, hey, wouldn't this be so cool if you were driving down the highway if you saw this for our institution, and so that was kind of a neat thing, but I'm just excited about ours. So



Brad Ost 44:15

I've got two other suggestions for you as well. And when I send you this listing of organizations that that are aggregators for our textbook, go take a look. Whatever the disciplines are, that you're responsible for, or your friends are responsible for your colleagues, cherry picker, find out the best ones, make sure you've got a link to it so that you've got a little Arsenal on your desktop of really excellent okrs. The second thing is, I would I would urge you to get on the SPARC listserv. Now, there's a lot of material that goes by you don't have to worry about that. But the ones that are most intriguing for me, the ones that that people here appreciate me doing is the ones that saying, Hey, listen, I've got an art professor. wants to get an introductory Oh, er, does anybody know of one, and boom, you get a, you know a ton of people right back Look, look at this one, look at this one. And I shunt all those emails to my art librarian or my, or my African American Studies librarian and they're going, Wow, thanks, I'm going to pass this on to my faculty. So just this idea that, that they're seeing quality, open access material, and that that could be the pebble as well.



45:31

So I, I worked for the Burke library, which is like one of 21 libraries within Columbia

University. So I'm like a very low person on the bureaucratic totem pole, so to speak. But I literally just did an OER pitch with the group of people that works on course reserves. And one of the things that I focused on was the fact that even when we're trying to go more digitally, in terms of acquisitions, for course reserves, that's still putting, because so many publishers won't sell an E book to academic libraries, and they make their profit from individual students sales. We, we can't get, you know, like a lot of faculty see that there's a Kindle, you know, copy of the book that they want. But then we have to explain to them that, well, our vendors don't sell that, and especially within theology and religion, specifically. So many of these things are not available in an electronic format. And oh, er, fixes that, like, oh, er takes the onus off of the students having to buy the individual ebooks because we can't buy them. And so I talked a lot about that. And then the other thing I focused on was like, when faculty are trying to use reserve systems, they still struggle with like discovery layers, like that's a huge thing. And when it's too time consuming, too tedious a process to place things on course reserves, especially for say, junior faculty working through the tenure process, who have like 10,000, other things that they have going on, they're not going to want to spend the time to fill out the form that we make them fill out for reserves, and therefore they don't use them. And therefore the students are the ones that are negatively impacted by that, right. So like, really talking with faculty in an honest, open, weigh about how they are feeling about your process for like course reserves, right? What is good, what is bad, what is working, what's not working, because if there, there's a lot of things that can be done with Oh, er, that also help fix that, right. So like, you make the OCR once. And you do the thing once. And then you can super easily update it and edit it and put what you want in it without taking hours and hours and hours and struggling through discovery layer after discovery layer define what you actually want your students to read. So those were the two big things that I focused on yesterday, when I gave this little talk. And it was it was super illuminating how many people within that large group didn't know any of these things. They they like, these are administrators in the library, other librarians, Provost, things like that. They just they don't know those things. They don't know the fact that publishers just won't sell us ebooks. So I think really focusing on like being honest, and and honestly communicating with your constituents, and not doing what a lot of people do, especially in a large institution like Columbia, which is not be transparent, because they don't want to ruffle too many feathers. But I think it's really important to like start that honest dialogue. And the only way to do that is to like, start with you, the person who's having the conversation being vulnerable and transparent enough with the information to where you encourage somebody else to also do the same sort of thing.

B

Brad Ost 49:39

And just to add, what the publishers are doing this is interesting, and you may have

noticed this, I don't know how many of us using terravion. You used to be able to buy treyvion on Kindle for nine bucks. Now you you can only rent it. You can rent terravion on Kindle. So this is a move by publishers to say, listen, we want that right Revenue. So instead of giving it away and everybody can see it, you're going to be able to read it semester by semester, and I'm going to make more money. So it's just another way to grab, grab more funds. So that that he Avenue is closing as well. And this is an OER, but this is something you might consider, I don't know how many of you have ProQuest platforms for ebooks. But we were able to negotiate with a with ProQuest, to turn off the download option on their single user books. So that we could use it as an E reserve book, it functions just like a print book on reserve, because somebody takes it out for two hours, they have to bring it back, it's unaccessible for that amount of time. So for the ProQuest single user, they they are open to reading it for as long as they want. But when their browser is quiet for 15 minutes, or they're done, and they shut down, it becomes accessible again, because they can't download it. So you can buy a single use, you don't have to worry about I have to pay that extra money to get unlimited access ProQuest, I can just get the single user and put it on a reserve and then they just put the link on their on their LMS. And you're set. So I know it's not Oh, er, but it's just a little thing.

J

Jamie Lin 51:27

I was struck, I think when Deanna was speaking about the when we think about how a lot of people don't really understand what OER is, are they heard that they heard the word OER, and it reminded me of, so I've been talking about accessibility for many years. And when I first started talking about it, people knew what the word meant, but they didn't understand what was involved in it. Now the conversation has moved quite a bit. Similarly, online learning, you know, was having online courses a few years ago was not as well understood as it is now clearly. So it's this idea, it's not so much of a trend because I don't like the word trend, because it implies fashion and picking up quickly changing, but more of a movement. So we see of OER is a movement towards more open, accessible education. That's another point for a possible elevator pitch.

B

Brad Ost 52:21

I would give one other suggestion to you being in this fellowship program. So there are a 12 1312 or 13 of us, I don't know how you feel about it. But having a group people I meet with them, we have to meet every Friday online for an hour for a meeting. And then you know, it breaks down you have a smaller cohort you're working with. But having people that are on the similar journey as you and have different ideas and different backgrounds, and they're coming at it a different way, is really a great way to get feedback for your own ideas, but to get ideas from what they're doing as well. And it's very helpful knowing that

there's somebody else out there doing the same thing running into the same roadblocks having a little success here or there. And so I would urge you to somehow reach out to the OER community that's as easy as as emailing spark and say, this is where I am. What libraries in the area, do you have people who are members of spark or whatever, and just having a little cohort group and there might be a group already formed in your area that you can just easily plug into. And it's a great way to exchange ideas and thoughts.



Jamie Lin 53:45

So thank you, Brad, you'll be sending me the slides, as well as a list of some of the some of the data points that I can share it out. So everyone who registered and attended will receive the link to the recording and then the materials. And I just wanted to say thank you all for attending for taking the time out of your day. Thank you, Brad for a really amazing talk. I thoroughly enjoyed it. I was I was riveted and I took lots of notes. And I don't even advocate for lawyers. But I think I



Brad Ost 54:15

have to say that and so working with Jamie, it's got to be more than 20 bucks now because I set the standards so



Jamie Lin 54:27

well, and it's great to see everyone's faces to connect with you. And let's you know keep that conversation going please do fill out the survey. Let us know what you want to hear about and learn about. And and Oh, hi Daniel. Other videos are popping up. So thank you all and I think it's Thursday, which means the weekend is coming up, which means have a have a wonderful, you know, remainder of your week. And we'll see you at another webinar in the near future



Brad Ost 54:59

right Thank you so much.