

# Utah Tech University Policy Addenda

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## 641o: Guidelines for Using OER in the RTP Process

### I. Purpose

Open Educational Resources (OER) are teaching or learning materials in the public domain that can be reused, revised, remixed, redistributed, and retained.

It is well known that engaging with OER, whether it be by creating, editing, and/or adopting, takes numerous hours of a faculty member's time. Therefore, the Goal 1 Strategy 1 Open Education sub-working group has discussed and adapted guidance and suggestions for faculty members who engage with OER in various ways to utilize the work in the RTP process.

Currently, OER is not officially listed in the verbiage of policy 641 Faculty Retention, Tenure, and Promotion or addendum 641a Faculty Performance Standards. However, faculty members can make a justification that their work and projects surrounding OER fit within the performance standards utilizing their Annual Faculty Activity Plan (AFAP) and tenure portfolios.

### II. Guidelines

#### AFAP & RTP Portfolios

OER fits well within the three performance standards of student learning and success, scholarship and creative activity, and service. Faculty members can list various OER activities that fit within these categories. The faculty member is encouraged to work with their department chair to make sure the justification is accepted and clear in their AFAP.

Following are suggested scenarios, activities, and evidence a faculty member can use to justify OER projects as part of their AFAP and ultimately leading to the inclusion of the activities in their tenure portfolio. This OER Contributions Matrix was created by Driving OER Sustainability for Student Success (DOERS3) a collaborative of higher education systems and organizations to work towards "realizing the promise of high-quality, accessible, and sustainable OER implementations to achieve equity and student success at scale." Begun by University System of Maryland (USM), City University of New York (CUNY), and State University of New York (SUNY) one of their projects was to link OER to the

main areas of RTP as that directly affects the sustainability of OER initiatives over time.

### OER Contributions Matrix

ADOPT				
Contribution	Evidence Examples	Research	Teaching	Service
Use OER in a class or classes	Survey and gather data on how the use of an OER in class affected student learning. A <a href="#">similar study</a> was conducted in British Columbia as well as in the United States via the <a href="#">Open Education Research Group</a> .		Yes	
Use Open Access research article	Provide evidence of the Open Access Journal Articles that were used in course outline		Yes	
ADAPT				
Contribution	Evidence Examples	Research	Teaching	Service
Revise others' OER to be more relevant to student needs	Survey students in class to learn more about the impact the revised materials have had on their learning. A <a href="#">similar study</a> was conducted in British Columbia.		Yes	Yes

Revise or remix OER to be in alignment with course learning outcomes	Provide evidence on what was revised or remixed to best suit the course learning outcomes. Survey students in class to learn about the impact the revised materials had on their learning.		Yes	
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**CREATE**

Contribution	Evidence Examples	Research	Teaching	Service
Make new OER	When creating OER make it available to peers for their review. Document their reviews and include in your dossier. The following is a <a href="#">common rubric</a> used to review Open Textbooks.	Yes	Yes	

**IMPROVE LEARNING**

Contribution	Evidence Examples	Research	Teaching	Service
Improve student outcomes	To best understand the improvement of student outcomes, increased student engagement, innovation, and reduction in cost- survey students in your course. Review the survey and questions conducted in “ <a href="#">A</a>		Yes	
Innovation			Yes	
Increasing student engagement			Yes	

Reduce material costs to students	<a href="#">multi-institutional study of the impact of open textbook adoption on the learning outcomes of post-secondary students”</a> .		Yes	
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**COMMUNITY**

Contribution	Evidence Examples	Research	Teaching	Service
Mentoring others in OER	Provide recommendation letters from mentorships and via the mentee.			Yes
OER leadership (change culture, policy change, lead an initiative)	Provide a list of committees and specific actions you took related to OER and committee work. For tasks led, describe the initiative, provide evidence of change, and seek references and recommendation on the work completed.			Yes
Disseminate knowledge about OER	Provide list of workshops, webinars, presentations related to OER and OE advocacy			Yes
Peer review existing OER	Provide citations of the reviews conducted.		Yes	Yes

**RESEARCH**

Contribution	Evidence Examples	Research	Teaching	Service
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Scholarship of Teaching and Learning (SOTL) about OER	Provide citations and links to work completed related to SOTL and OER.	Yes	Yes	
Conference Presentations	Provide citations, links, recordings, and slides of the work done to disseminate OER knowledge.	Yes		Yes
Grant writing	Provide excerpts from grant proposals, including budgetary asks and narrative as to how the grant will benefit the department and/or institution.	Yes		Yes

**III. References**

“[OER Contributions Matrix](#)” by DOERS3. [CC BY 4.0](#).

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 Policy Steward: [Steward]

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