

OER Contributions Matrix for Promotion and Tenure

Introduction from KBOR

Open Up Learning Kansas, the KBOR committee for open education, appreciates that making a commitment to open education requires significant time and energy, and that faculty and staff should receive recognition for this effort in the promotion and tenure processes. The matrix below, developed by [Driving OER Sustainability for Student Success](#) (DOERS3), identifies some ways in which different types of open education work fit into the categories of teaching, research, and service. It also suggests methods of documenting evidence of this work for recognition. We hope that institutions and departments may incorporate these ideas into their promotion and tenure guidelines, and that they will be of use to individual faculty and staff members as they make their cases for promotion and tenure.

ADOPT				
Contribution	Evidence	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 similar study was conducted in British Columbia as well as in the United States via the Open Education Research Group .		Yes	
Use Open Access research article	Provide evidence of the Open Access Journal Articles that were used in course outline		Yes	
ADAPT				
Contribution	Evidence	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 similar study 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	

CREATE				
Contribution	Evidence	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 common rubric used to review Open Textbooks.	Yes	Yes	
IMPROVE LEARNING				
Contribution	Evidence	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 multi-institutional study of the impact of open textbook adoption on the learning outcomes of post-secondary students. "		Yes	
Innovation			Yes	
Increasing student engagement			Yes	
Reduce material costs to students				Yes
COMMUNITY				
Contribution	Evidence	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			Yes

	to OER and OE advocacy			
Peer review existing OER	Provide citations of the reviews conducted.		Yes	Yes
RESEARCH				
Contribution	Evidence	Research	Teaching	Service
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

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