**Discussion Document:**

**Outline for Planning and Implementing SB 1052 & 1053 –**

**California Open Educational Resources (COER) Council and**

**California Open Source Digital Library (COSDL)**

This discussion document is meant to inform and accelerate the productive collaboration between the California Community Colleges, California State University, and the University of California as they plan and implement SB 1052 and 1053.

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**Document Revisions and Tracking**

Please use tracking features as you edit the document and send edits to [ghanley@calstate.edu](mailto:ghanley@calstate.edu) who will be managing the versions of the document.

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1. **Executive Summary**

**Mission:** The California Open Source Digital Library (COSDL) will enable faculty and students to choose and use quality open educational resources for their course materials that result in students’ success in their affordable education through collaborative governance and management by CCC, CSU, and UC systems.

**Design Principles will guide the governance and management of the COSDL:**

1. **Choice**: Faculty and students will choose and use the course materials for their teaching and learning respectively.
2. **Convenience:** The adoption and delivery processes for content will be easy, reliable, timely, customized and deemed successful by faculty and students.
3. **Affordability:** Free and low-cost options for course materials will available.
4. **Accessibility:** Materials in COSDL and COSDL services will meet accessibility requirements.
5. **Responsiveness:** COSDL services will be responsive to the faculty, student, and the CCC, CSU, and UC institutional needs and integrated into institutional academic, technology, and business practices.
6. **Sustainability:** COSDL will be guided by the feasibility of sustaining its service and will achieve sustainability by leveraging the existing staff, technologies, and resources of the CSU, CCC, and UC, leveraging existing OER collections and services, enabling customization through interoperability and applying industry standards for technology and business practices when possible and appropriate.

**Governance**: The California Open Educational Resource Council (COER Council) will be a collaboration of the CSU, CCC, and UC faculty senates and will develop and publish policies for developing and delivering COSDL services. The COER Council will be a committee of ICAS.

**Management**: The Chief Academic Officers/Provosts for the CCC, CSU, and UC will collaboratively manage the funding and projects which will result in a successful and sustainable COSDL. The COSDL management team will work collaboratively with the COER Council and will implement the COER Council policies, guided by the design principles. The CSU will be the lead administrative institution for COSDL.

**Initial Phase:** The first phase will be focused on developing effective and convenient outreach and adoption processes, along with the faculty support for integrating OER into their courses by leveraging existing institutional consensus and operations as well as existing OER and technologies. Selecting strategic courses for COSDL to support from the Intersegmental General Education Transfer Curriculum (IGETC) and building COSDL from existing OER resources relevant to IGETC courses will be leveraged in the first phase. COER Council will develop and publish foundational polices for COSDL in Phase 1.

**II. Program Overview**

**To deliver on the promise of the three higher education systems in California providing their students and faculty access to open educational resources and services that can significantly reduce the cost of course materials, we will all need to be guided by a shared mission and principles for the design and delivery of the COSDL.**

1. **Mission:** The California Open Source Digital Library (COSDL) will enable faculty and students to choose and use quality open educational resources for their course materials that result in students’ success in their affordable education through collaborative governance and management by CCC, CSU, and UC systems.
2. **Design Principles** will guide the governance and management of the COSDL:
   1. **Choice**
      1. Faculty will choose and customize as appropriate the course materials for their courses
      2. Students will choose the format (print/digital) of the course materials
   2. **Convenience**
      1. The adoption process of OER and low-cost options for content must be easy, reliable, timely, customized and deemed successful by faculty and students.
      2. The integration and delivery of OER and low-cost options for content into the faculty and students’ courses must be easy, reliable, timely, customized and deemed successful by faculty and students.
   3. **Affordability**
      1. Free and low-cost options for course materials will available
      2. Low-cost services will be used to make free and low-cost options of content conveniently available
   4. **Accessibility**
      1. Materials in COSDL that meet the accessibility standards will be recognized and highlighted
      2. Materials in COSDL will have information about their accessibility features and gaps
      3. Technologies that support an accessible learning experience will be recognized and highlighted
   5. **Responsiveness**
      1. COSDL services will be responsive to the faculty and student needs for conveniently choosing affordable, accessible, and quality free and low-cost course materials
      2. COSDL services will be responsive to the CCC, CSU, and UC institutional needs integrating COSDL services into their academic, technology, and business practices
   6. **Sustainability**
      1. Essential components of the COSDL sustainability strategy include:
         1. Leveraging the existing staff, technologies, and resources of the CSU, CCC, and UC
         2. Leveraging existing OER collections and services
         3. Enabling customization through interoperability
      2. Apply industry standards for technology and business practices when possible and appropriate
      3. Developing and delivering COSDL services will be guided by the feasibility of sustaining these services.
         * 1. **Shared Governance: Establishing a Policy Framework and Leveraging Existing Faculty Governance**

SB 1052 defines California Open Educational Resources Council (COER Council) as the organization to provide the governance of the intersegmental initiative. This new organization needs to be imbedded within existing governance to improve the sustainability of the organization. Below is a list of actions and principles for guiding actions to establish a successful and sustainable shared governance process.

1. Establish COER COUNCIL as a standing committee of the ICAS - <http://icas-ca.org/> (support sustainability of the work) for as long as the COSDL is in operation.
2. Existing CCC, CSU, and UC faculty governance processes will be important to respect and support in this collaborative program. COER Council will leverage the existing faculty governance processes to enable the success and responsiveness of COSDL services for faculty and students in the 3 different higher education systems.
3. COER Council members are appointees from the CCC, CSU, and UC and represent a significant responsibility in serving their respective university systems. COER Council members will be recognized by their respective systems as providing this university service and will be provided compensation and/or be assigned the work as part of their workload (e.g. assigned time) as determined by the policies and decisions of the respective systems. COER Council members will be provided support for travel as required for fulfilling the COER Council responsibilities.
4. COER Council is responsible for selecting the 50 strategic courses for COSDL to support for this initiative. To do so, COER Council will need to define a variety of policies to guide these selections and services to ensure accountability, transparency, and success of the initiative. The policies can include policies related to responsibilities identified in SB 1052, including:
   1. Selecting “strategic” courses
   2. Reviewing and approving materials for the COSDL catalog for the selected courses, including technical format, accessibility, and licensing
   3. Promoting use of COSDL resources
   4. Consulting with Associated Students on format, accessibility, and usability
   5. Establishing a competitive request for proposal process for producing/providing the OER
   6. Requirements for progress reports and final report (January 1, 2016)

COER Council will be responsible for developing and publishing policies needed for the effective and sustainable governance of the COSDL. Additional policies can include:

1. Defining responsibilities of COER Council, ICAS, and the individual system’s academic senates in the shared governance processes.
2. Defining COER Council subcommittees to address and develop policies.
3. COER Council is responsible for communicating the policies to the appropriate constituents in the CCC, CSU, and UC. Consequently, COER Council will be provided the support services to communicate and publish the policies.
4. COER Council will lead the collaborative development of “Use Cases”. All the policies, organizations, processes, tools, and services need to be guided by the goals we are trying to achieve with this initiative. To focus our efforts, defining “use cases” – stories of how the COSDL products and services will benefit the faculty and students in the future - is a very productive part of planning and implementation strategies.

Below is an outline of a DRAFT use case that illustrates in how COSDL will enable faculty and students to choose and use quality open educational resources for their course materials that result in students’ success in their affordable education.

* All faculty are notified that it’s time to adopt course materials
* Faculty of “strategic courses” are provided links to website (COSDL portal) to review OER resources
* Faculty go to COSDL Portal to begin the adoption process. The portal can be accessed via library, bookstore, LMS or directly
* Faculty find their course in a directory and are provided a list of available course resources and tools. The list includes OER, library, and low-cost options for course materials
* The information about the material on the list includes:
  + Description of the materials and link to full material
  + Peer Reviews concerning the quality and use of the materials
  + Links to “standard” syllabi of course (e.g. if we use IGETC courses) and possibility to syllabi of CA faculty teaching the “same” course
  + Links to CA faculty member profiles who are teaching “same” course
  + Comments about using the materials in courses
  + Accessibility information
  + Licensing info – Creative Commons
  + Printing options
  + Technical format information
* Faculty review all the materials related to their course and can search other OER materials disciplines they might want to adopt for their course
* Faculty select and submit their adoptions online with an easy to use tool. Information about the adopted materials goes through a “validation” process where faculty can check and revise their choices. If they choose not to use OER/library/low-cost options, they are can adopt the materials as well.
* Adoption system has record of adoption - campus, faculty, course, semester, materials
* Faculty can provide access to all the course materials through their LMS for easy access by students.
  + - * 1. **Management of COSDL: Establishing a Sustainable Framework for Success**

The CCC, CSU, and UC systems and individual campuses within the systems already have substantial operations and services to support faculty and students using and choosing OER and low-cost options for content through their libraries, OER projects, LMS, bookstores, etc. The management of COSDL will leverage this distributed expertise and capabilities as a cornerstone of its strategy for developing and delivering COSDL services. SB 1053 designates CSU as the administrator of COSDL and the CSU will take on this responsibility with the commitment to work collaboratively with the CCC and UC. COSDL will also manage the implementation of the policies set forth by COER Council.

1. The Chief Academic Officers/Provosts for the CCC, CSU, and UC will collaboratively manage the funding and projects which will result in a successful and sustainable COSDL. The COSDL management team will work collaboratively with the COER Council and will implement the COER Council policies, guided by the design principles. The CSU will be the lead administrative institution for COSDL.
   1. The Chief Academic Officers/Provosts of the CCC, CSU, and UC will establish an intersegmental COSDL management team of CCC, CSU, and UC personnel that are responsible for “digital library” services in their respective systems and for the shared technology services and resources of COSDL. Each system will appoint one member to the COSDL management team.
   2. The CSU will chair the COSDL management team. The COSDL management team can establish taskforces to delegate work required for the initiative.
   3. The COSDL management team will define and manage resources, including budget, staffing, technologies, contracts and business relations
2. The COSDL management team will be guided by project design methodologies can be helpful in translating the ideas within the legislation into a reality that is effective, feasible, acceptable, and successful. The following project design methodology has been used by CSU’s Academic Technology Services on a number of its large scale projects.

# Quantity, Quality, and Organization of Resources

* + 1. Organizational structure of project teams, governance committees, and partners are aligned with project goals
    2. Managers have the responsibility and authority to achieve project goals
    3. Sufficient quality and quantity of staff, facilities, equipment, tools and financial resources to implement decisions

# Acceptable and Manageable Processes for Organization’s Culture

* + 1. Planning and decision processes are effective and acceptable for leaders, managers and constituents. Planning and decisions processes need to define procedures for:
       1. Consultation
       2. Analysis
       3. Evaluation
       4. Communication
       5. Implementation

# Project Design Methodology: There are established, useful, and productive methods for developing and managing projects. It is important to move through the different phases of the project in an organized manner so the goals of the project can be achieved on schedule and within the resources available. Appendix A provides an overview of a project design methodology.

# Process Controls

# Internal organizational process controls to monitor, measure, and report on progress of processes and outcomes

* + 1. External demands that provide incentives to deliver of plans

# Project Management Tools and Procedures for:

* + 1. Scheduling
    2. Requirements Definition
    3. Resource Allocation
    4. Communication (internal and external)
    5. Library/Archive/Knowledge Management
    6. Assessment & Evaluation (Formative and summative)
    7. Analysis
    8. Decision support

# Good Work Plans

* + 1. Scopes of work that are aligned with the staffing, budget, facilities, equipment, tools, and schedule.

1. Responsibilities of COSDL management team can include:
   1. Define and manage processes for COSDL products and services, including design, development, delivery, quality assurance, reporting, etc. including:
      1. Deliver a COSDL website to host the catalog and other information to support faculty and student adoption
      2. Deliver a catalog of course materials associated with strategic courses
      3. Deliver processes for adding the metadata about the materials within the catalog, including metadata such as user comments, peer reviews, personal collection, adoption history, accessibility, etc.
      4. Satisfy accessibility requirements for the OER and the support services for students with disabilities
      5. Deliver processes and tools for building an online community for faculty to share their teaching (pedagogical content knowledge and curriculum) of the “same course”
      6. Deliver a directory of faculty teaching the same course
      7. Deliver tools to easily share their pedagogical content knowledge
      8. Deliver tools for members of the community to easily communicate and share their practices
2. The COSDL management team is responsible for defining and managing resources, including budget, staffing, technologies, contracts and business relations.
   1. Existing fiscal management processes within the 3 systems will be used. The CSU will be the fiscal agent of record for all the state and external funds supporting the COSDL and COER Council.
      1. Funds will be distributed to the CCC, CSU, UC, and other approved partners of the initiative in accordance with standard CSU Department of Finance protocols.
      2. The CCC, CSU, UC, and other approved partners will provide a listing of their “in-kind” resources and practices that represent significant financial value to the project.
      3. The CSU will set up two financial accounts within the normal CSU financial management process
         1. A CSU Foundation account to manage the funds from the external sources of revenue and will be managed through the standard protocols established by the CSU Department of Finance and Sponsored Programs. The external sources of revenue will complete the required agreements provided by the CSU.
         2. A CSU Priority Fund account to manage the funds from the state source(s) of revenue and will be managed through the standard protocols established by the CSU Department of Finance.
      4. The CSU will produce quarterly finance reports to the COSDL management team, COER COUNCIL, and the appropriate state agency monitoring the initiative.
   2. The budget process has some complexities.
      1. The work of COER COUNCIL and COSDL are dependent upon the funding available. The funding from the State of California is dependent upon and matched to the funding acquired from external funds.
      2. Budgets for the COER COUNCIL and COSDL will be developed by the COSDL management team (chaired by the CSU) and approved by the Chief Academic Officers/Provost of the CCC, CSU, and UC. COSDL management team will consult with COER COUNCIL on the budget to ensure allocations are aligned with goals and policies for the initiative.
   3. If a competitive RFP (Request for Proposals) is established, COER COUNCIL will define and conduct the RFP process, in consultation with the COSDL management team.

**IV.b: Planning Assumptions for Developing COSDL Services**

1. Requirements for developing and delivering COSDL, such as funding, governance, management, technologies, partnerships, and more, will be defined and satisfied over time. Consequently, this initiative needs to be designed and delivered in stages so it can be feasibly sustained and responsive to the dynamic circumstances it will face.
2. There needs to be sustainable academic, technology, and business plans in place before significant expenditures on the initiative occur. These plans need to be developed and managed by a combination of new and existing organizations within the CCC, CSU, and UC. One of the first tasks to complete in a timely manner will be the establishment of:
   1. Shared Governance processes
   2. Collaborative Management processes

By xx/yy/zzzz date, the initiative will have shared governance and collaborative management organizations that have documented and committed to the evolving design and delivery of COSDL.

1. The CCC, CSU, and UC need to identify and agree upon 50 strategic courses which will be supported by COSDL. The CCC, CSU, and UC already have agreed upon a significant number of courses that have a shared/common curriculum across the 3 systems. These are the Intersegmental General Education Transfer Curriculum (IGETC) courses and these are sustained by ongoing intersegmental governance processes. Consequently, we can leverage these IGETC courses as the first courses to investigate for phase 1 COSDL services.
   1. Collectively, some IGETC courses could have a large enrollment
   2. Digital resources can be appropriate for some IGETC courses
2. There are a number of lower division courses (including IGETC) where the course materials are selected by a department committee and are used across a variety of sections. These courses also provide excellent opportunities for the adoption of OER which can in turn produce significant savings for many students.
3. There is a significant amount of Open Educational Resources (OER) already available to faculty and students.
   1. MERLOT has over 2,000 open textbooks, 3,600 open courses, and over 33,000 other types of OER. (see MERLOT federated search for many OER repositories)
   2. Open CourseWare Consortium has open course content for thousands of courses.
   3. Flatworld Knowledge has 115 open textbooks with Creative Commons licenses (though their business model is changing)
   4. Our libraries have free content available for course materials
   5. Other partners can provide OER and low-cost options for course materials

In the first stage of the initiative, COSDL can organize the existing OER and low-cost options for content for the selected IGETC courses. This strategy will enable the assessment of the opportunities and gaps for COSDL services that can be developed and delivered in a responsive manner

1. OER and low-cost options are currently available for faculty and students to choose and use. There are a variety of reasons why OER and low-cost options are not readily adopted now and the initiative needs to address these reasons. Some of these reasons include:
   1. Low faculty awareness of OER availability
   2. Insufficient training and support for faculty to develop their skills in using OER, technologies, and digital media confidently and successfully.
   3. Concerns about the quality assurance and accessibility of OER
   4. Reliable availability and sustainability of OER services by content providers
   5. Convenient integration of OER/low-cost content services into exist LMS, library, and bookstore services supporting adoption of course materials.
   6. Institutional support for faculty and students choosing alternatives to print textbooks

Support, professional development, and training for faculty choosing and using OER and low-cost options should be a priority for this initiative.

1. A very large proportion of the existing OER and low-cost options will not meet the accessibility and licensing requirements defined in 1052. COSDL processes will identify the accessibility features, gaps, and workarounds of the course materials to enable users to conveniently choose and use the materials. COSDL will require “accessibility roadmaps” for materials that could be in COSDL but currently do not meet COSDL accessibility standards.
2. CCC, CSU, and UC will be able to leverage existing and significant academic, technology, and business resources and practices within their system offices and campuses in the planning and implementation of COSDL and COER Council. The sustainability of COER Council and COSDL will be dependent upon our collective abilities to collaboratively integrate and manage these “in-kind” resources and practices. The COSDL management team will be responsible for supporting the effective use of “in-kind” resources and practices. These “in-kind” resources and practices will need to be defined by each contributor; for example, the CSU will support the effective use of the MERLOT program, the Affordable Learning Solutions initiative, and CSU’s digital library services in developing and delivering COSDL and supporting COER Council.

**V: Phase 1 Work Plan**

1. Establish the COER COUNCIL and COSDL management teams by XXX, 2013.
   1. ICAS will appoint members to COER COUNCIL.
   2. CCC, CSU, and UC Chief Academic Officers/Provosts will appoint members to the COSDL management team
2. COER COUNCIL develop the academic strategy, including v1.0 of policies needed to implement “phase 1” of COSDL services by XXX, 2013
   1. Expect IGETC courses be the selected for phase I.
   2. Expect development of quality assurance and accessibility evaluation policies
   3. Expect policies for faculty professional development services to support the adoption of OER.
3. COSDL management team draft the technology and business strategy for managing COSDL by XXX, 2013 that will support the academic strategy.
   1. Expect plans that leverage CSU-MERLOT and digital library services
   2. Expect plans to expand sources of external revenue
4. COSDL management team develop an inventory of existing OER for IGETC courses by XXX, 2013
5. By XXXX, 2013, COSDL team and COER COUNCIL will develop processes to:
   1. Develop v1.0 of approved COSDL Collection
      1. Identify the gaps between the resources available and the resources required by instructors of selected courses
      2. Identify the gaps in the accessibility, format, and licensing of the OER
      3. Recommend strategies for closing the gaps
   2. Develop v1.0 of faculty outreach, training, and professional development program for using choosing and using free and low-cost options for course materials.

POSSIBLE (?) Major Milestone/Stretch Goals:

1. Each system can leverage existing outreach programs to raise awareness of OER options to their faculty for the fall 2013 adoption cycle.
2. Prototype of COSDL design available for use in spring 2013 so first “wave” of faculty can choose OER/Low-cost options for fall 2013 and students will be able to get first wave of benefits.
3. Launch COSDL (v1.0) in October 2013 so faculty can choose OER/Low-cost options for spring 2014 and students will be able to receive benefits in spring 2014.

**APPENDIX A:**

**Project Design Methodology**

During the lifecycle of a project, there are different phases that require different activities to be completed within expected timelines and budget, and producing expected benefits. The project design methodology described below is a framework to help us manage academic technology projects through the different phases.

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| **Purpose of Phase** | **Phase of Methodology** |
| 1. Develop strategic plan and conceptual framework for project. Analyze current practices and innovations that could be applied | *Concept development and plan* |
| 2. Translate abstract goals into sample implementations (Use Cases) that can be understood and evaluated by stakeholders, governance committees, partners, and project teams. | Use Cases/Scenarios |
| 3. Draft prioritized objectives that include both the development of the products/services and the development of the supportive environment to sustain the operation of the products/services after they are developed | Preliminary Work plan |
| 4. Operationalize objectives; evaluate likely effectiveness, reliability, sustainability, interoperability, and other “ilities”. Evaluate and plan allocation of resource requirements for implementing plans | *Requirement Definition and Analysis Document* |
| 5. Revise objectives based on requirements analysis so the objectives can be achieved within the context of schedule, personnel, and resources allocated. | Operational Work plan |
| 6. Implement operational work plan to the degree that assumptions of plan are tested | *Demonstration and Validation of Prototype* |
| 7. With improved confidence in plan based on outcomes from prototype, the work plan is fully implemented | *Develop Version 1 of Product or Service* |
| 8. Monitor progress in achieving milestones in work plan and inform decision making | *Assessment and Evaluation* |
| 9. Deliver products/services to users, enable users to benefit from initial use of products/services | *Dissemination, Training, and Support Services for Initial Deployment* |
| 10. Enable users to benefit from the sustained use of products/services and improve products/services | *Outreach, Training and Support Services for Ongoing Use* |
| *\* There are iterations of the phases* |  |