While institutional guidelines for P&T vary widely, faculty are typically assessed in the areas of teaching, research, and service. OER and OEP can fit into all three of these categories, and faculty should consider where their own work in open education best fits. To help you talk with faculty about these topics, we’ve summarized key points from our longer document in this handout.

Map OEP to institutional expectations

1. Research
   A broad category, encompassing the development and publication of scholarly works, creative works, working documents, patents, and more. The scope and type of works included in this category will likely be influenced by one’s disciplinary norms and expectations.
   - Publish an original OER
   - Adapt or develop ongoing OER projects
   - Do research on the impact of OER
   - Write and receive grants for OEP
   - Present at conferences or other professional venues.

2. Teaching
   Typically “teaching” refers to the preparation, execution, and refinement of the formal instruction processes, though it may also refer to leading professional development or workforce development training for parties external to one’s institution.
   - Use OER in a course
   - Innovate course instruction through open pedagogies
   - Increase student engagement or improve student outcomes
   - Revise or adapt OER for a course
   - Educate others about OER or OEP

3. Service
   Work that is done “in service to” one’s department, college, institution, or scholarly discipline. This may include participation on committees or in public outreach, volunteer work for editorial boards or in administrative agencies tied to one’s discipline, or other aspects of community service.
   - Reduce costs for students
   - Peer review new or existing OER
   - Participate in or lead institutional, local, or national OER work
   - Mentor others delving into OEP

Communicate with key stakeholders

When communicating with stakeholders, clearly demonstrate how OER work aligns with the institution’s strategic plan and provide evidence from the literature and/or local data for the impact of OER on institutional priorities.

Key stakeholders might include: Provosts, Academic Deans, Department heads, Faculty Senate, Faculty unions, Faculty evaluation & handbook committees, Dean of Students, Office of Student Success, and Financial Aid offices.

oept.pubpub.org