

SCORE-UBE Pre-Evaluation Findings

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PARTICIPANT CHARACTERISTICS

A total of 37 participants are registered to attend the SCORE-UBE Summit to be held at Bates College October 17-19, 2019. Of the 37 participants, 25 (68%) are female and 12 (32%) are male; 32 (86%) are Caucasian/White; 2 Hispanic, 1 African American/Black, 1 Native American/Alaskan Native, and 1 indicating more than 1 race; and indicated affiliation with 29 unique organizations. The primary field of study for participants is summarized in Table 1.

Table 1. Primary field of study for SCORE-UBE Summit registrants

Primary field of study	<i>N</i>
Administration	2
Biology	13
Foundation fundraising	1
Funder	1
Geoscience	1
Information and/or Library Science	5
Interdisciplinary	5
Biology	5
Bioinformatics	1
Computer Science	2
Education	1
Information and/or Library Science	1
Mathematics	2
Management and Organizational Studies	1
Mathematics	3
Online Learning	1
OER	2
Physics	2
Psychology	1
Roman History	1

Note. *N* is greater than the total number of registered participants as participants may have indicated more than one primary affiliation.

PRE-SURVEY RESULTS

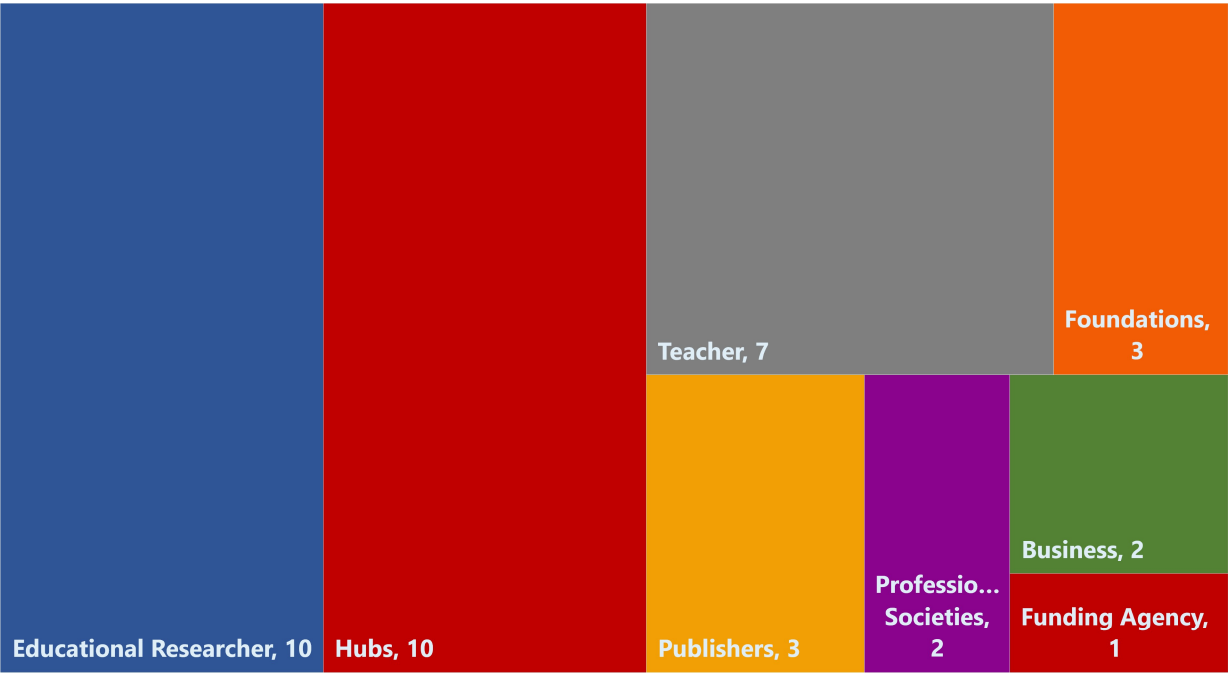


Figure 1. Distribution of SCORE-UBE Summit Affiliations ($n = 25$ of 35 responses). Participants may identify with more than 1 affiliation; therefore, totals exceed number of responses.

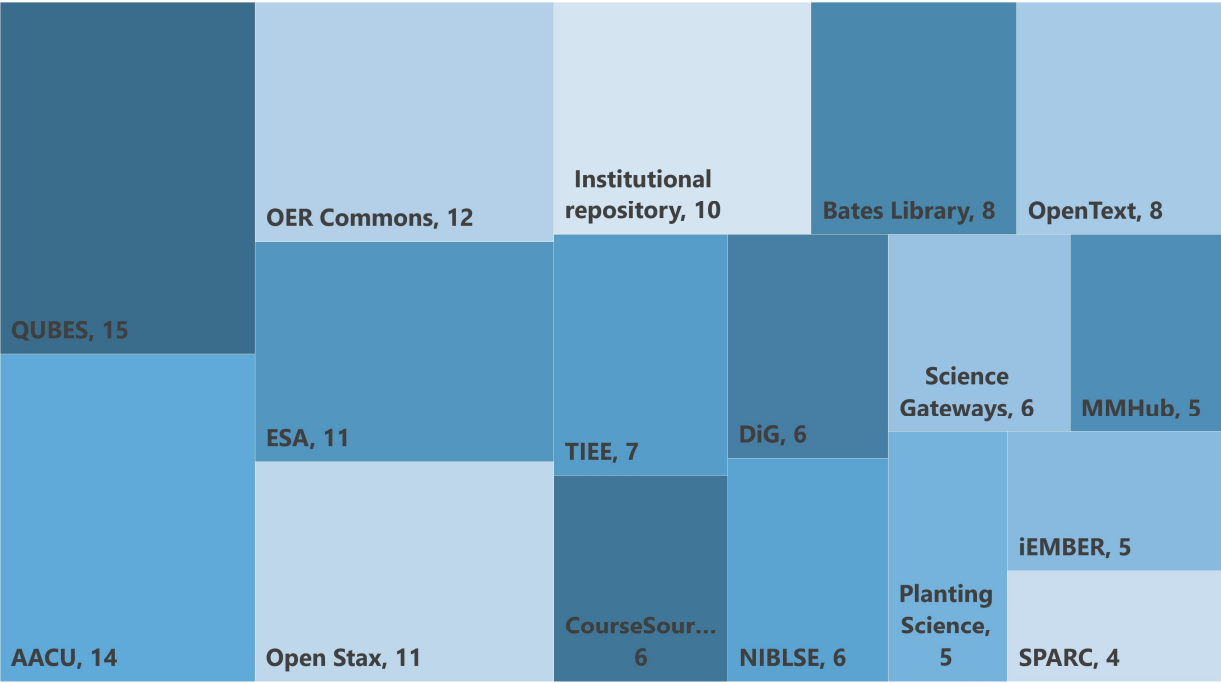
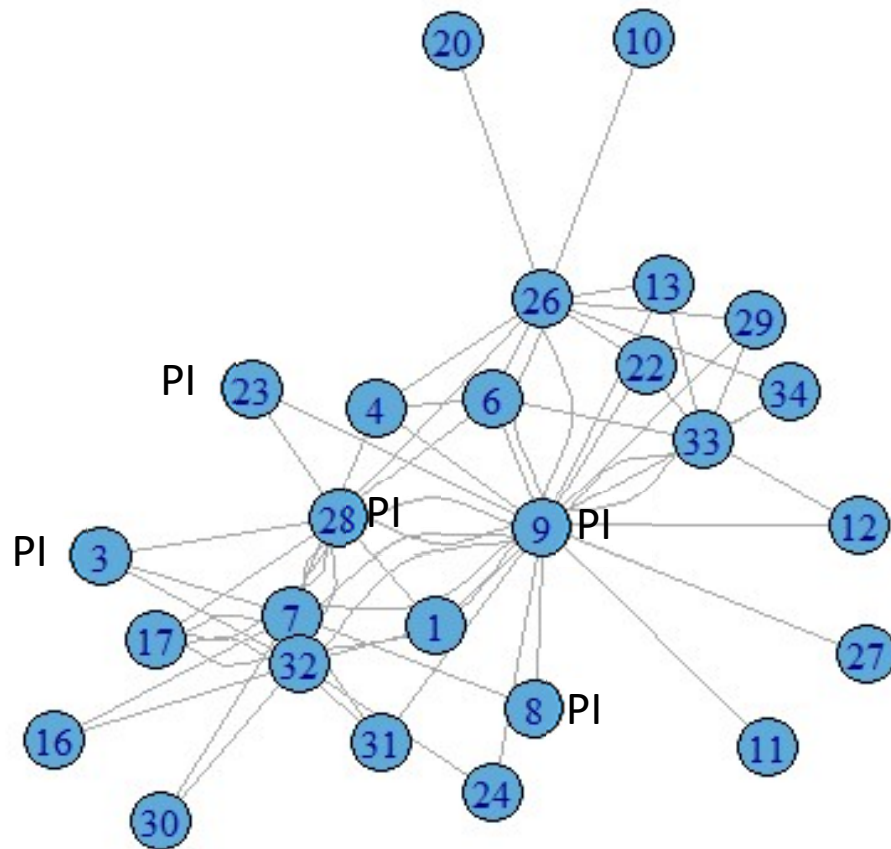
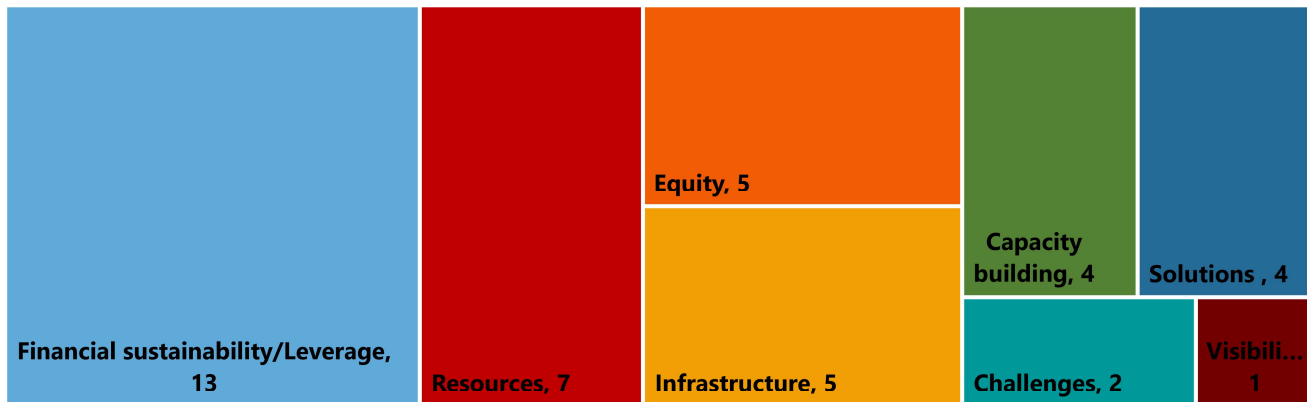


Figure 2. Distribution of Involvement Across OER Communities. Additional responses include: Open Ed (2), NSDL (1), BioQuest (2), MERLOT (1), ComPADRE (1), SERC (2), and Teach the Earth (1)

Figure 3. Network graph showing professional collaborations across summit participants. The degree of vertices are highest for participant 9 (24), participants 7 and 32 (14), participant 28 (12), and participant 26 (11). The network density is .206 and 4 cliques were identified in the network.



Topics or issues to address at SCORE-UBE Summit.



FINANCIAL SUSTAINABILITY/LEVERAGE

- 1. Opportunities for these communities to share resources or find operational efficiencies.
- 2. Making a case to foundations and funding agencies for the value and impact of our communities.
- 3. Maximizing visibility and maintaining engagement in virtual communities.
- Affordable options for student resources
New types of resources for courses that do not discriminate based on economic position
- Financial models of sustainability, what it means to design OER with equity built in from the beginning
- Funding after current grants run out. Grant funding is often focused on new ideas. How do you sustain successful initiatives without grants?
- I am interested in how the community structure and support can be leveraged to attract foundation support. What draws foundations to OER and how can they aid in the sustainability of OER in biology?
- I'd be interested to hear what others have to say about the challenges we are facing right now RE HubZero. What do you do when you have things developed to your liking and the developer leaves? How do you ensure the development work you do can be maintained and updated after a "fork" from the original software. Is it better to host an open-source platform locally or pay a lot more to have the organization who developed your platform host it? How do you support high (60K+) hosting costs after the original grant is up? How long can you expect to maintain software or a platform "as is" without additional development work? Also, how to deal with the trends we're seeing in K-12 toward less teacher autonomy.
- Long term sustainability
- Look across various models for supporting OER publishing. Look across various strategies for sustaining those efforts. Articulating an argument that the investment in providing repositories for teaching scholarship can play an important role in promoting Bio Ed Teaching Reform by providing resources for teachers, making it easier to disseminate funded project work, documenting scholarship for P&T considerations.
- OER funding and sustainability
- Sustainability for funding OER. Partnerships and collaborations. Stories of success - where have others succeeded in sustaining funding and how did they do it.
- Sustainability of open source collections, Content sharing and reuse, Comparisons of consideration of quality of content, Community building and interactions between communities.
- sustainability of resources
- Sustainability, outreach

RESOURCES

- 1. Opportunities for these communities to share resources or find operational efficiencies.
- 2. Making a case to foundations and funding agencies for the value and impact of our communities.
- 3. Maximizing visibility and maintaining engagement in virtual communities.
- Affordable options for student resources
New types of resources for courses that do not discriminate based on economic position
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Look across various strategies for sustaining those efforts.
Articulating an argument that the investment in providing repositories for teaching scholarship can play an important role in promoting Bio Ed Teaching Reform by providing resources for teachers, making it easier to disseminate funded project work, documenting scholarship for P&T considerations.
- Sustainability of open source collections, Content sharing and reuse, Comparisons of consideration of quality of content, Community building and interactions between communities.
- sustainability of resources
- Open Pedagogy, Open Science
- OER utilization in the online environment. LMS integration of OER materials. OER creation remixing and sharing.

EQUITY

- Affordable options for student resources
New types of resources for courses that do not discriminate based on economic position
- Look across various models for supporting OER publishing.
Look across various strategies for sustaining those efforts.
Articulating an argument that the investment in providing repositories for teaching scholarship can play an important role in promoting Bio Ed Teaching Reform by providing resources for teachers, making it easier to disseminate funded project work, documenting scholarship for P&T considerations.
- Open Pedagogy, Open Science
- Financial models of sustainability, what it means to design OER with equity built in from the beginning
- equity
infrastructure

INFRASTRUCTURE

- equity
infrastructure
- I am interested in how the community structure and support can be leveraged to attract foundation support. What draws foundations to OER and how can they aid in the sustainability of OER in biology?
- I'd be interested to hear what others have to say about the challenges we are facing right now RE HubZero. What do you do when you have things developed to your liking and the developer leaves? How do you ensure the development work you do can be maintained and updated after a "fork" from the original software. Is it better to host an open-source platform locally or pay a lot more to have the organization who developed your platform host it? How do you support high (60K+) hosting costs after the original grant is up? How long can you expect to maintain software or a platform "as is" without additional development work?
Also, how to deal with the trends we're seeing in K-12 toward less teacher autonomy.
- How the library can help foster, develop and support OER use and creation.
- How to aggregate and maintain large open source data sets in a sustainable manner.

CAPACITY BUILDING

- Sustainability of open source collections, Content sharing and reuse, Comparisons of consideration of quality of content, Community building and interactions between communities.
- Funding after current grants run out. Grant funding is often focused on new ideas. How do you sustain successful initiatives without grants?
- I am interested in discussing ways that libraries and IT departments can be involved in supporting the creation OER in a sustainable way. For example: How do PIs/faculty imagine those kinds of partnerships being created and developed. What kinds of support are needed/desired? What kinds of skills/experience would need to be developed in library/IT to support this?

SOLUTIONS

- Look across various models for supporting OER publishing.
Look across various strategies for sustaining those efforts.
Articulating an argument that the investment in providing repositories for teaching scholarship can play an important role in promoting Bio Ed Teaching Reform by providing resources for teachers, making it easier to disseminate funded project work, documenting scholarship for P&T considerations.
- Long term sustainability
- Sustainability for funding OER. Partnerships and collaborations. Stories of success - where have others succeeded in sustaining funding and how did they do it.
- I want to see some kind of meeting proceeding that pulls on all of the experiences of all of the participants to state the challenge and solution spaces of OER.

CHALLENGES

- I want to see some kind of meeting proceeding that pulls on all of the experiences of all of the participants to state the challenge and solution spaces of OER.
- I'd be interested to hear what others have to say about the challenges we are facing right now RE HubZero. What do you do when you have things developed to your liking and the developer leaves? How do you ensure the development work you do can be maintained and updated after a "fork" from the original software. Is it better to host an open-source platform locally or pay a lot more to have the organization who developed your platform host it? How do you support high (60K+) hosting costs after the original grant is up? How long can you expect to maintain software or a platform "as is" without additional development work? Also, how to deal with the trends we're seeing in K-12 toward less teacher autonomy.

VISIBILITY

- 1. Opportunities for these communities to share resources or find operational efficiencies.
- 2. Making a case to foundations and funding agencies for the value and impact of our communities.
- 3. Maximizing visibility and maintaining engagement in virtual communities.

ICON ATTRIBUTION



BUSINESS

Created by Gregor Cresnar from Noun Project



EDUCATION RESEARCHERS

Created by Chanut is Industries from Noun Project



FOUNDATIONS

Created by Nithinan Tatah from Noun Project



FUNDING AGENCIES

Created by Luis Prado from Noun Project



HUBS

Created by Adrien Coquet from Noun Project



LIBRARIES

Created by Creative Stall from Noun Project



PROFESSIONAL SOCIETIES

Created by Krish from Noun Project



PUBLISHERS

Created by Aneeqe Ahmed from Noun Project