How to Develop an SGA Open Education Award on Your Campus

Handout: tiny.utk.edu/vSBy3

Envision: Establish the Award

1

Build **awareness** through a variety of meetings. Identify multi-institutional opportunities for student education

Set **direction** through examples of other institutions with student government legislation that established similar awards

Consider students' schedules and opportunities to foster **scalable** conversation

This will likely be a multi-year process. Start small, using meeting attendance and resource-sharing to build a foundation for collaboration and growth.

Encourage: Promote & Coordinate

2

Generate campus interest through regular announcements that are also **calls for action**. For example, when soliciting nominations, also ask faculty and students to report OER adoptions

Position the award as an opportunity for **conversation** and not solely as recognition

Connect to other offerings, such as student displays, faculty workshops, and presentations to administrator and student groups

Make the award the culmination of a year's worth of OER promotion. Focus on education in the fall semester and foster ongoing dialogue to increase word-of-mouth dissemination, student feelings of award ownership, and communication back to (and from) departments.

"I am interested in finding a deeper engagement in the [Libraries'] Dean's Advisory Council. I find deep philosophical importance in open education resources and the freedom of knowledge." - student award review committee member

"Many statistics textbooks cost over $100 and are cost-prohibitive, but [the instructor] used two open access textbooks that were free and did a great job at teaching us what we needed to know. The relief from the stress of having to purchase expensive books was amazing." *– student nomination*

"This is not just about 'free' textbooks, this is about a good textbook that [the instructor] makes great through his teaching." *– student award review committee*

Acknowledge: Recognize Recipients

3

Assemble a review committee from interested students. Identify ways to involve more than one student group to **balance responsibilities**

Involve SGA and **campus partners** by participation in and recognition at campus event. A trophy or plaque can provide a tangible thank you to winners

Continue **momentum** and share the story through web and social media posts

Event timing (near end of semester and final exams) may result in low turnout. Identify ways to create camaraderie with a small gathering. Connect to wider campus community with photos, video afterwards.

Assess: Reflect & Improve

4

Form a **working group** to identify partnerships; possible members include academic and student affairs offices; campus bookstore; distance education and instructional designer specialists; marketing teams; and student groups

Gather data to support vision and **demonstrate growth**

Continue education to discuss the concept of openness. Recognize the value of **perpetual education** for faculty, new cohorts of students, and special populations such as graduate teaching assistants

Consider how to tailor your message for varied stakeholders. Consider which messages resonate with whom (e.g., affordability, teaching flexibility, social justice, funding opportunities).

Rachel Caldwell, Scholarly Communication Librarian, UT Libraries
Anna Sandelli, Interim Head of Teaching and Learning Programs, UT Libraries
Heather Doncaster, UT Libraries Graduate Assistant, UT School of Information Sciences

Icon Credits: All from The Noun Project. *Calendar,* Markus, licensed under CC-BY. *Clock*: AliWijaya, licensed under CC-BY. *Pencil*: Teleymon, licensed under CC-BY.

THE UNIVERSITY OF TENNESSEE KNOXVILLE