

OPEN EDUCATION PROGRAMS THAT INCREASE EDUCATIONAL EQUITY:
DEVELOPING GUIDANCE FOR ACADEMIC LIBRARIES

The Regents of the University of Minnesota, on behalf of the Open Education Network (OEN), request a two-year, \$249,892 Institute of Museum and Library Services' National Leadership Grant for Libraries to increase educational equity in higher education by developing models and guidance to help academic libraries formalize programs that support open education work at their institutions. This proposal is most closely aligned with the National Leadership Grant for Libraries Goal 1: "Build the workforce and institutional capacity for managing the national information infrastructure and serving the information and education needs of the public." Specifically, it addresses Objective 1.1: "Develop or enhance replicable library and archives programs, models, and tools that provide opportunities to support all types of learning" since the output of this project will be the creation of program models and guidance that can be replicated and adapted by academic libraries.

Project Justification

Open education is a field with multiple opportunities to make education more equitable and accessible. The openness of open education resources (OER) provides an opportunity for faculty and students to interact differently - potentially empowering students by providing better access to information, contextualizing content in ways that may be important to students, and even incorporating and honoring student voice.

[Creative Commons](#) defines OER as "teaching, learning, and research materials that reside in the public domain or have been released under an open license that permits their free use and re-purposing by others." The use of OER in higher education is a social justice issue ([Lambert, 2018](#)): Open education has the potential to increase educational equity in higher education by improving students' academic success, especially for those students who are most vulnerable (e.g., [Colvard et al., 2018](#)). Over the last several years, the benefits of open education programs in colleges and universities have become more clear, and institutions have several reasons to develop local programs to engage instructors in adoption, editing, creation, and use of OER:

Affordability and access: Because OER are free, they can increase access for "learners who by circumstance of socio-cultural position cannot afford them, particularly learners who could be excluded from education or be more likely to fail due to lack of access to learning materials." ([Lampert, 2018](#)). In courses where instructors adopt OER, the cost barriers to access of course materials is eliminated, resulting in a positive impact on students' grades and retention ([Colvard et al., 2018](#)). In addition, interest in OER has increased during COVID ([Gumb, 2020](#)), with remote students needing essential learning materials without publishers' copyright restrictions that may limit their access.

Contextualization and localization: Because the open licenses of OER allow instructors to revise course materials, they can use these permissions to focus the content of the course materials on the needs of the students. For example, they could contextualize content to **place** (adding local perspectives, history, or culture), **time** (providing relevant current events, persons, or media), **culture** (for example, [including indigenous knowledge](#) and ways of knowing to connect to tribal college students through their culture and perspective), or **voice** (adding multiple perspectives, perspectives relevant to the students, or even student voices themselves).

Improved student engagement (open pedagogy): The permissions provided by OER's open licenses can be utilized by anyone - including students - so instructors can engage students in creating or revising OER. These open pedagogical approaches encourage active learning, support sharing of students' lived experiences in the classroom, and can help faculty and students collaboratively create open resources that serve the wider public. Open pedagogy can support classroom equity strategies, such as culturally responsive pedagogy, that focus on surfacing student voices to promote student achievement and well-being.

Open education can be a powerful tool for academic libraries to improve educational equity at their institutions. In addition, by supporting the creation and publication of OER, libraries can also help faculty share their knowledge and expertise with a wider audience. This can help to foster collaboration and innovation within the academic community, and can lead to the development of new ideas and approaches to teaching and learning. And publishing OER can also help to enhance a faculty member's reputation and visibility within their field. When materials are published with an open license, they can help to increase the reach and impact of a faculty member's work because the materials are [more discoverable, used more, and cited more](#).

By supporting open education, academic libraries have an opportunity to promote education equity; and simultaneously support faculty and student success, foster collaboration and innovation, and enhance institutional reputation. As the potential benefits of open education have become more clear, interest in building formal, permanent open education programs in academic libraries has grown significantly.

However, for many academic libraries, programmatic support for open education is immature, informal, or nonexistent. Because the field of open education is relatively new - with most institutions becoming aware of a need to support open education within the last ten years - understandings of the necessary services, expertise, resources, and organizational structures to support open education programs are still immature relative to other permanent library programs. In a 2021 Open Education Network's [survey](#) of its members, the top community-identified open education program challenges involve program sustainability, scaling, and resources. While some libraries have invested significantly in open education programming, others offer no support, finding it difficult to know where to start or how to best invest resources. Some libraries have begun slowly - perhaps by asking a librarian to take on open education work, often [without a formal change in their job description or title](#), permanent funding, or formal organizational support. While the passion and hard work of these individual librarians have made a positive impact on open education, libraries need more mature open education program models.

These models would be of great interest to libraries new to the field of open education, and those who have already invested but want to see improved returns for their students and faculty. These models would help libraries build intentional, sustained, permanent open education programs that reduce risk, increase intended outcomes, and help normalize open education with faculty. They could also be useful to state systems, library consortia, state higher education commissions, or any organization interested in advancing open education in higher education.

Project Work Plan (2023 - 2025)

Overview

This project will focus on creating guidance for academic libraries to develop effective open education programs. This guidance will come from a review of existing library open education programs - goals, organizational structures, services, staffing, outcomes - and the lessons learned from these programs. The guidance will likely not be prescriptive or simple, since every institution has different contexts, institutional missions, available resources, staffing, organizational structures, student populations, institution types, and much more. The models and guidelines created will be framed as guidance, lessons learned, and contextual recommendations.

To be useful to the widest range of academic libraries, this project will gather program information from a diverse set of institutions. The Open Education Network (OEN) is well positioned for this task. The OEN is a growing consortium of colleges and universities with members that include 204 individual academic libraries and 22 library consortia representing 1,336 libraries. OEN members represent the diversity of higher education institutions from all 50 states - research universities, 4-year colleges, community and technical colleges; and minority-serving institutions including Tribal Colleges and Universities (TCUs), Historically Black Colleges and Universities (HBCUs), and Hispanic Serving Institutions (HSIs). The memberships of these institutions reflect the trust they place in the OEN, which will make participation in the project more likely.

Program information will be gathered in two phases: First, program details will be collected via a web-based survey. These details will include program goals, services, staffing, outcomes, organizational structures, and alignment with other open initiatives. Following the survey, follow-up interviews will be utilized with a sample of survey respondents to gain a better understanding of the context, complexities, and lessons learned from current open education program leaders.

Advisory Panel

To increase the validity of the project, an advisory panel will be formed, with broad representation from the open education library community. The advisory panel will consist of six open education professionals from a range of institution types (Carnegie classifications, minority-serving institutions, institution sizes) and open education program goals (e.g., affordability and access, contextualization and localization of content, knowledge dissemination, improved student engagement). The advisory panel will provide guidance into the validity and reliability of the initial survey and interview questions, overall advice as the project progresses, and feedback and validation during the development of the final guidance document. Advisory panel members will be recruited from both OEN membership and non-members, and offered an incentive to participate of \$1,000 each.

Timeline

This project will be conducted in four phases, with the data collection completed in the first three phases, and analysis and dissemination in the fourth. This project will take two years to complete as outlined below:

PHASE 1 (August 1 - October 31, 2023): Develop “Open Education Program Description Survey”

Upon kickoff of this project, the project team will first form the advisory panel, as described above. The project team will then develop the first draft of the Open Education Program Description

Survey and begin the iterative work of seeking input from the advisory panel and revising the draft until both the project team and advisory panel are satisfied with the survey. The draft Open Education Program Description Survey will include questions asking about program goals (e.g., affordability and access, contextualization and localization of content, knowledge dissemination, improved student engagement). Then, for each goal identified, the survey will ask respondents to describe the elements of their open education programs that support that goal. Those elements will include:

- Training and faculty development program strategies (e.g., workshops, learning circles, sprints)
- Informational and educational materials or media created (e.g., libguides, student testimonial videos)
- Technology tools and platforms (e.g., publishing platforms)
- Faculty engagement strategies - including incentives (e.g., stipends, buyouts) and support services provided (e.g., publishing services, copyright consulting)
- Program staffing - including the necessary skills/knowledge (e.g., faculty development, publishing, media production) and FTE.
- Organizational structure and strategic collaborations with other offices
- Public service (How does the program contribute to the larger open education ecosystem?)
- Other elements as determined by the project team and advisory panel

For each iteration of the survey draft, the advisory panel will be asked to help assess its face validity and content validity by providing feedback on the survey itself (A survey has face validity if the respondents believe that the questions measure what they are intended to measure. A survey has content validity if the survey contains questions which cover all aspects of the program being measured). They will also be asked to assess instrument reliability (the extent that the instrument yields the same results over multiple trials), especially clarity of the instructions and questions. New drafts will be developed until the project team and advisory panel are convinced that the survey will meet the needs of the project, so that it can be distributed to the broader community in Phase 2.

PHASE 2 (November 1, 2023 - January 31, 2024): Distribute “Open Education Program Description Survey”

Once the survey instrument has been finalized, the opportunity to complete the survey will be promoted to the entire OEN community. Non-OEN members will also be invited via existing open education mailing lists and welcomed to participate in the survey if the project team can confirm their leadership role in a local open education program. From those expressing interest, up to 150 respondents will be invited to participate.

Survey respondent selection methodology: Higher education institutions can be quite different from each other (e.g., student population, available resources, overall purpose and mission). Because this project aims to explore open education program details from a variety of institutions, the project team will intentionally invite survey participation different institution types, and will use the [Carnegie classifications of institutions of higher education](#) to group the institutions:

- Type 1: Doctoral Universities
- Type 2: Master’s College and Universities and Baccalaureate Colleges
- Type 3: Baccalaureate/Associate's Colleges and Associate's Colleges
- Type 4: Minority-serving institutions - specifically Tribal Colleges and Universities (TCUs), Historically Black Colleges and Universities (HBCUs), and Hispanic Serving Institutions (HSIs).

From those showing interest, survey respondents will be selected based on a quota sampling process. Quota sampling assigns a quota to each population subset, meaning that the sample must include a specific number of individuals from each group. The project team will ensure that at least twenty survey participants are invited to take the survey from each institution type above. To increase response rate and to honor the time required to complete the survey, participants will be offered a financial incentive of \$100. In addition, the OEN Steering Committee members will assist the project team in encouraging OEN membership response to the surveys (see included Steering Committee letter of support).

The University of Minnesota has licensed Qualtrics, an online survey software that the project team will use to create and distribute the survey, and collect the survey responses. Qualtrics can track respondents, allowing the project team to monitor survey completion and send reminders to non-completers. The deadline for survey completion will be January 31, 2024.

PHASE 3 (February 1 - July 31, 2024): Program Effectiveness Interviews

In Phase 3 of the project, team members will develop questions and protocols to be used in follow-up interviews with a sample of the Open Education Program Description Survey respondents. The purpose of the interviews is to allow respondents to go beyond *descriptions* of open education programs (collected in the survey) to discuss the perceived *value* of those programs, e.g., benefits, challenges, and lessons learned regarding the structures and elements of their programs.

Interview question development: The project team will analyze the survey data by grouping the responses based on program goals (e.g., affordability and access, contextualization and localization of content, knowledge dissemination, improved student engagement) and inductively finding common program structures, details, and outcomes to examine further. The project team will develop the first draft of interview questions that probe these structures, and begin the iterative work of seeking input from the advisory panel and revising the draft until both the project team and advisory panel are satisfied with the interview questions. These questions will then be used to guide the interviews.

Interviewee selection methodology: Those respondents invited to participate in Program Effectiveness Interviews will be a subset of the total Open Education Program Description Survey respondents. To ensure that the guidance that comes out of this project will be broadly applicable, separate strands of interviews will be conducted within each type of institution (Type 1, Type 2, Type 3, Type 4 - as described above). Selected respondents will be offered another \$100 incentive to participate in the interviews. The project is budgeting for a maximum of 30 interviews total, with the actual number of respondents interviewed will be determined during the process - the team will stop interviews once inductive thematic saturation has been reached (saturation occurs in data collection when no additional insights are identified and data begin to repeat).

The information collected in the surveys will be used to create the final program guidance in Phase 4.

PHASE 4 (August 1, 2024 - July 31, 2025): Analysis and Dissemination

In Phase 4 of the project, the data collected in Phases 2 and 3 will be analyzed, and various dissemination pathways for the results developed.

Data Analysis: In Phase 4 of the project, responses from the Open Education Program Description Survey and the Program Effectiveness Interviews will be used to generate a descriptive

summary of open education programs, including benefits and challenges of program elements and structures.

First, for each open education program goal identified in Phase 2 (e.g., affordability and access, contextualization and localization of content, knowledge dissemination, improved student engagement), the project team will examine and describe the various types of programs uncovered in the surveys and interviews. Descriptions will include the program elements collected in the Program Description Survey:

- Training and faculty development program strategies
- Informational and educational materials or media created
- Technology tools and platforms
- Faculty engagement strategies - including incentives
- Program staffing - including the necessary skills/knowledge and FTE.
- Organizational structure and strategic collaborations with other offices
- Public service
- Other elements as determined by the project team and advisory panel

In addition to these descriptive elements, the project team will connect the reflections of program leaders that were collected in the Phase 3 interviews, so that a deeper understanding of the programs - the challenges, benefits, and lessons learned - is gained. This information will be documented in a number of outputs described in the “Dissemination of results” section below.

Dissemination of results: The models and guidance that come out of the analysis will be useful to a wide audience of organizations and institutions, primarily in higher education, but perhaps other educational organizations such as secondary schools, state offices of education, and other educational organizations. In higher education, this guidance will be useful to institutions that want to make their existing open education programs more sustainable, but also to institutions that have no open education program but want to know how to build one.

During the final year of the grant, the project team will create a number of resources to help libraries (and others) learn from the findings of this project, and disseminate those resources in a number of ways. These resources will provide guidance including descriptions of effectiveness of elements of open education programs, contextualized within program goals, institution types, etc. Resources to be created:

Resource: The primary and most descriptive output of this project will be a public white paper authored by the project team that will describe what was learned in the project, and give guidance for development of open education programs. The paper will be openly licensed and freely available from a public website, and will provide an overview of open education program elements and structures, and reflections on the benefits and challenges of those programs that library leaders can use to guide their own open education programs. The report will begin with a review of the varied goals and objectives of open education programs, and their potential to benefit students and communities. The common elements of these programs will be described, with reflections of how context (e.g., resources, staffing, program structure, etc.) can impact and define these programs. This review will also include measures of outcomes for programs - especially as they relate to increased educational equity for students. Finally, the report will provide an analysis of the lessons learned from open education programs. This will include an overview of the challenges that must be addressed when designing open education programs, and the strategies

that have been successful in overcoming such challenges. It will also provide suggestions for future open education initiatives and how these lessons can be applied to ensure continued success.

Dissemination: The white paper will be promoted at the annual workshop, at conference presentations, and used in various professional development programs within the OEN. The project team will make other open education organizations aware of the paper for their own purposes and for broader promotion.

Resource: Workshop curriculum that describes what was learned in the project, and gives guidance for development of open education programs. Workshop slides that summarize the project outcomes to be used by the OEN (see public workshops described below) and will be openly licensed for others to use and localize for their own purposes.

Dissemination: Starting in 2025, the OEN will fund and host a virtual workshop to describe the project outcomes to a public audience. The workshop will be promoted broadly among open education and academic library communities. The workshop will be free of charge and the slides will be openly licensed and made available.

Resource: Conference presentations will be developed to fit into the programs of major open education and academic library conferences. These presentations will summarize the outcomes of the project, and point professionals to the white paper and workshop resources.

Dissemination: The importance of conference presentations of this information is that they will be promoted by conference programs and discovered by professionals who might otherwise not be aware of open education or the specifics of this project.

Resource: Secondly, the outcomes of this project may be integrated into other OEN professional development programs, such as the Certificate in Open Education Librarianship ([RE-70-17-0073-17](#)), the Certificate in Open Educational Practices ([RE-250023-OLS-21](#)), and the OEN's Senior Leaders Training.

Dissemination: Opportunities to attend the certificate programs are broadly communicated within the academic libraries and open education communities via email announcements and newsletters.

Project Team

This project will be planned and managed by Dr. David Ernst, Director of the Center for Open Education at the University of Minnesota, and Founder and Executive Director of the OEN. Dr. Ernst earned a doctorate in Education in 2007, and has 20+ years of experience in higher education. He is recognized as a national leader in open education, and has taught a PhD-level course at the University of Minnesota on using the internet for research. Dr. Tanya Grosz, OEN Director of Educational Programs, will assist in the study. Dr. Grosz earned a doctorate in Education (with a specialization in e-learning and teaching online) in 2012, has 20+ years of experience in higher education, and is also a nationally recognized leader in open education. She will assist in community outreach, design the workshop curriculum based on the project findings, and develop the curriculum modules to be used in training for senior leaders. Larane Wahlen is the OEN Program Coordinator, and will lead communication with the OEN community about the surveys, interviews, and public sessions; organize the many interviews involved; and leverage her team's strong relationship with community members to drive engagement in

the process. The team will contract with Paul Stacey to help the team with the survey and interview question development, data analysis, and white paper authoring. Paul has over 25 years of experience in higher education, and has led open education initiatives at BCcampus, Creative Commons, and as executive director of Open Education Global. This team is ideally positioned to engage in this project because of their expertise, but also because of their connections with the open education and library community.

Budget Summary

The total budget for this two-year project is \$249,892. The budget includes \$75,028 in salaries (Principal Investigator = \$17,679; Director of Educational Programs = \$25,410; Program Manager = \$31,939), \$26,078 in fringe benefits (Principal Investigator = \$6,506; Director of Educational Programs = \$9,351; Program Manager = \$10,221), \$49,000 to contract with outside expert, Paul Stacey, \$24,000 in incentives to encourage participation in the advisory panel, survey, and interview; and \$11,000 in travel costs to disseminate the work product at professional conferences. Indirect costs (35% MTDC) total \$64,786. See the Budget Justification for more details.

Data Management

The PI submitted the proposed project to the University of Minnesota's IRB in the Office of the Vice President for Research. The project was classified as "Not Human Research" for the survey portion of the project. The IRB has asked that the interview questions be submitted once they are developed for a separate determination.

This project will collect survey responses and interview responses from participants about their open education programs, including program details and perceptions of effectiveness. The collected survey responses, while not private data, will be handled as securely as is reasonably possible. The survey system, Qualtrics, offers encryption, password protection, and other security features that are even HIPAA compliant. Data analysis will be completed on University of Minnesota managed computers, which have fully encrypted hard drives and require authentication. Interview recordings and transcripts will similarly be stored on University computers. Access to data will be restricted to the project team, and data will only be shared once it is sufficiently de-identified and/or aggregated, unless permission is given by survey and interview participants.

Diversity Plan

The mission of the OEN is to improve educational equity. This requires focus on those students who are historically underrepresented, and whose voices need amplification in higher education. This project contains several components that will specifically focus on the needs of minority-serving institutions, as outlined in the project work plan, above:

- (1) At least two members of the advisory panel for this project will come from minority serving institutions, so they can help shape the survey questions, interview questions, and the final output of the project.
- (2) Data will be collected using quota sampling methodology during the Open Education Program Description Survey phase (Phase 1), which will ensure that the voices of minority-serving institutions help shape the interview questions.

- (3) In the Program Effectiveness Interviews phase (Phase 3), interviewee selection will be determined by the same quota sampling methodology to ensure that team members receive an in-depth understanding of the unique strengths, challenges, and characteristics of minority-serving libraries' open education programs.
- (4) Finally, all of the data collected from the minority-serving institutions will then be analyzed as a unit so the final report can speak to their programs specifically. This focus will give libraries in minority-serving institutions tools to address their specific needs to start or improve their open education programs.

Project Results

Academic libraries have the opportunity to advance educational equity in higher education by supporting open education programs that improve affordability and access, contextualization and localization of instructional materials, and increase student engagement (open pedagogy). To ensure that the benefits of open education can be realized, libraries must develop sustained, effective administrative structures and programs to support this work.

But because support for open education programs is relatively new, the potential of open education has not been realized at many institutions. Academic libraries need guidance on building and sustaining necessary services, expertise, resources, and organizational structures to support open education programs. The results of this project will provide this guidance, grounded in lessons learned from existing open education programs, multiple perspectives from a diverse advisory panel and survey and interview participant pool.

The resources produced by this project will advance knowledge in the library field by clearly describing organizational structure options of open education programs and the effectiveness of the elements of those programs. This increased understanding in libraries will give institutions the tools they need to start open education programs or to make their existing programs more sustainable and successful. This shift could have a significant impact on all higher education. Faculty would be better supported in their use of OER, and ultimately students will benefit from OER use in their courses, especially those students who are underrepresented and most vulnerable.

Of course, each institution of higher education is different, and their contexts may require different solutions to building open education programs. This project attempts to balance the generalizable understandings that can come from the data gathered without being prescriptive - recognizing the importance of context, and making the project results more usable. The data collection and analysis is structured in such a way as to consider goals, and institutional context. For example, among other contextual factors, analysis will consider Carnegie classifications as a potentially useful differentiator.

Long term support for this work will be sustained by funding from the OEN. The OEN is sustained largely from fees paid by the OEN community. These fees fund initiatives that benefit all of higher education, not just OEN members. For example, the OEN supports the Open Textbook Library, professional development opportunities, openly licensed curricula, and adaptable templates and toolkits - all of which are available to anyone, not just OEN members. The results of this project can benefit all of higher education, and the OEN is committed to making this knowledge as accessible as possible. It will continue to promote and educate all interested parties about the results of this work after the period of performance of this grant, funded by OEN community fees and other funding sources as available.

Digital Products Plan

Type: Public White paper in PDF format

Availability: The PDF white paper will be made publicly available on the Open Education Network (OEN) website. A link on the website will point the public to the report (“Click here to get the white paper.”)

Access: All data in the white paper will be de-identified before public release. As copyright holders of the white paper, researchers will release and license the white paper with a Creative Commons license that allows the public to access, read, download, and analyze the work without charge.

Sustainability: The OEN plans to retain this white paper on its website indefinitely. As part of the University of Minnesota, the white paper will be submitted to the university’s permanent archives if necessary.

Type: Workshop materials in PDF format

Availability: The PDF workshop materials will be made publicly available on the Open Education Network (OEN) website. A link on the website will point the public to the materials (“Click here to get the materials.”)

Access: All data in the materials will be de-identified before public release. As copyright holders of the materials, researchers will release and license the materials with a Creative Commons license that allows the public to access, read, download, and analyze the work without charge.

Sustainability: The OEN plans to retain the curriculum materials on its website indefinitely. As part of the University of Minnesota, the materials will be submitted to the university’s permanent archives if necessary.

Type: Conference materials and presentations in PDF, PowerPoint, or Google Slides format

Availability: The conference materials will be made publicly available via conference proceedings. Conferences differ in their approaches to disseminating conference presentation materials, and presenters will make clear that all materials will be made available upon request.

Access: All data in the materials will be de-identified before public release. As copyright holders of the materials, researchers will release and license the materials with a Creative Commons license that allows the public to access, read, download, and analyze the work without charge.

Sustainability: The OEN plans to retain the conference materials indefinitely. As part of the University of Minnesota, the materials will be submitted to the university’s permanent archives if necessary.

Organizational Profile

Organization: Regents of the University of Minnesota (Legal Entity) in collaboration with The Open Education Network

Type of Organization-Corporate Status: Minnesota State Constitutional Corporation

Institution Founding Date: February 25, 1851

Mission: The University of Minnesota (University), founded in the belief that all people are enriched by understanding, is dedicated to the advancement of learning and the search for truth; to the sharing of this knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation, and the world.

The University's mission, carried out on multiple campuses and throughout the state, is threefold:

- **Research and Discovery** --- To generate and preserve knowledge, understanding, and creativity by conducting high-quality research, scholarship, and artistic activity that benefit students, scholars, and communities across the state, the nation, and the world.
- **Teaching and Learning** --- To share that knowledge, understanding, and creativity by providing a broad range of educational programs in a strong and diverse community of learners and teachers, and prepare graduate, professional, and undergraduate students, as well as non-degree seeking students interested in continuing education and lifelong learning, for active roles in a multiracial and multicultural world.
- **Outreach and Public Service** --- To extend, apply, and exchange knowledge between the University and society by applying scholarly expertise to community problems, by helping organizations and individuals respond to their changing environments, and by making the knowledge and resources created and preserved at the University accessible to the citizens of the state, the nation, and the world.

The Open Education Network (OEN) is an alliance of higher education institutions committed to improving educational equity through open education. Founded in November of 2014, the Open Education Network has grown to include 204 individual academic libraries and 22 library consortia representing 1,336 libraries nationally. OEN members represent the diversity of higher education institutions from all 50 states - research universities, 4-year colleges, community and technical colleges; and minority-serving institutions including Tribal Colleges and Universities (TCUs), Historically Black Colleges and Universities (HBCUs), and Hispanic Serving Institutions (HSIs).

The OEN is based in the Center for Open Education in the College of Education and Human Development at the University of Minnesota. The OEN has a Steering Committee comprised of community members who advise OEN leadership on budgeting, strategic planning, and program design.