

Applicant Name: University of Virginia

Project Title: LG-255257-OLS, A Community Hub Promoting the Use of Artificial Intelligence for the Creation and Adaptation of Open Educational Resources (Planning Grant)

## **NARRATIVE**

### Justification

The cost of course materials has significantly impeded the academic success of many college students, particularly those from disadvantaged communities or otherwise at high risk (Spica and Biddix 2021). Multiple surveys, including the 2021 Virginia Course Materials Survey (VIVA 2021), and Florida’s 2022 Student Textbook and Instructional Materials Survey (“DLSS Research,” n.d.) have confirmed that student learning outcomes and behavior are negatively affected by the high cost of courseware. This phenomenon occurs across the academic landscape, including students from community colleges, state schools, and private universities (Murphy and Rose 2018). OER offer relief from this unfair economic burden, which is at its heart discriminatory against students of reduced means, as many studies have confirmed (Delgado, et al. 2019). The use of OER also opens other opportunities for improving student success. Through the practice of open pedagogy, educators can use OER to create culturally responsive and thus more inclusive classrooms (Watson et al. 2023). Numerous studies have confirmed that student learning outcomes using OER are as good or better than those with traditional materials (Hilton 2019).

The role of the library at many institutions is steadily expanding beyond that of resource discovery to include the creation and adaptation of high-quality open educational content. However, even with library support, these time-consuming activities usually fall to already overworked educators. Creating OER content from scratch is a process that for an individual author can take several years of sustained effort, particularly in the absence of course relief or other substantive means of support. The adaptation of existing OER, that is, the effort to update, localize, modify or translate existing content, faces similar challenges. Adaptations with the goal of increasing the relevance of the content to individual institutions, student populations, or even courses, can lead to an enhanced sense of belonging for students, especially for first-generation and marginalized students (Nusbaum 2020). The availability of ancillaries, i.e., supplementary materials like homework sets, exams, lecture notes, and reviews, are important to the widespread adoption of OER. Based on our own experience at the University of Virginia, even faculty who are inclined to use OER and have found suitable textbooks find-adoption too difficult because of the lack of needed ancillaries.

The following list of competencies and activities involved in the authoring or adapting of OER reveal the extent of the burden on faculty:

- for creating new content: subject matter expertise; original research; content development, including ideation, outlining, writing, editing, citation management; graphic design; accessibility review; technical expertise; copyright knowledge.

- for adapting existing content: subject expertise; knowledge of the target community, especially regarding regional, cultural, or educational needs; technical expertise; copyright knowledge.
- for creating ancillaries: subject expertise; alignment with learning goals or standards; extraction and customization of content; technical expertise.

Faculty have identified multiple obstacles in the way of developing the competencies and performing the activities listed above: lack of time, heavy course loads, insufficient training, lack of IT support, and confusion over copyright (Henderson and Ostashewski 2018). These problems are particularly acute for authors who seek to make their works accessible (Azadbakht and Schultz 2022). Faculty participants in the University of Virginia Library’s Affordability & Equity program (“Affordability and Equity Grants | UVA Library,” n.d.), which provides small grants to faculty interested in creating OER, have confirmed that lack of time - to write, edit, gain the necessary technical competencies, learn the copyright ropes – is the primary obstacle to the timely completion of their projects.

Gen-AI has the potential to make many aspects of OER production more efficient by handling more routine tasks, leaving to the authors the creative and more complex aspects of writing. Possibilities that have thus far emerged are as follows:

- Ideation: Given a topic and prompted with cues as to audience and approach, Gen-AI can expand it into a comprehensive outline, suggesting different angles and perspectives. This can help in developing a thorough exploration of a subject.
- Organization: Gen-AI can organize a list of ideas or topics into a structured outline.
- Writing: Gen-AI can draft sections of content based on an outline, filling in details under each heading to create a first draft. It can write introductions, conclusions, and summaries, and can suggest different ways to phrase the same idea, providing a range of linguistic choices.
- Editing: Gen-AI can analyze written content for grammatical errors and stylistic issues, offering suggestions for enhancing readability, adapted to different audiences. It can also assess the consistency of tone, style, and voice and can suggest changes to improve the logical flow of ideas.
- Adapting: Gen-AI-powered translation services can convert existing OER content into different languages, making them accessible to a broader audience. It can aid in localization by identifying and modifying region-specific references and terminologies. In terms of content personalization, Gen-AI can be used to adjust the difficulty level of the content, providing a customized experience that can benefit learners with varying levels of understanding and proficiency.
- Ancillary creation: Gen-AI can generate practice questions, exams, review notes and summaries tailored to the subject matter of the OER. By analyzing the content, Gen-AI can create materials that target different cognitive levels. It can highlight important concepts and terms, create outlines, and generate visual aids like charts, diagrams, or even videos based on the content of the resource.

Generative AI is seeing rapid development in other areas important to OER authoring, such as:

- Accessibility enhancements: Gen-AI can generate alternative text for images, transcribe audio into text, and provide real-time captioning and sign language interpretation for video content. (For useful insights into current limitations, see Glazko et al. 2023.)
- Curriculum alignment: Gen-AI has the potential to align OER content with various educational standards and curricula by analyzing the text and suggesting connections.
- Analyzing for diversity and inclusivity: Gen-AI is increasingly being trained as a tool to analyze content for bias and equitable representation, as many researchers work on strategies to mitigate its tendency towards the perpetuation of stereotypes (for example, Caliskan 2023).
- Identification of potential copyright issues. Gen-AI used in such programs as Unplag and Paperpal can aid in citation management by scanning and analyzing content and matching it against known works, offering the results to authors for further review.

The potential of Generative AI for authoring new resources, adapting existing content, and creating supplementary resources is significant. It could increase the rate of production of new resources and raise the level of OER adoption across academia. The uses described above are just a selection of those for which tools are readily available to the public as of this month, March 2024. By next month, next week, possibly even by tomorrow, the picture will have changed. There is already a growing interest among OER practitioners on potential uses of the technology, which is finding expression in webinars, training materials, and other forms of discourse. Their engagement in this topic will escalate, leading to a welter of resources and discussions in various learning organizations across the globe. The real challenge for us all will be in figuring out how to keep up – how to navigate the multifarious treatments of this topic, not only to stay abreast of the rapid advancements in the field of artificial intelligence in relation to OER but to collaborative on useful approaches and methods than we can use now and into the future. Being an OER advocate and practitioner necessitates continuous learning and experimentation with this rapidly developing technology.

Due to the rapid advancement of this field, all responses to Gen-AI now are transitional. Thus, we are reluctant to advocate for any specific solution at this time. Instead, we propose a more adaptable approach: a web-based community portal aimed at fostering a dynamic learning community capable of keeping pace with the ever-changing Gen-AI landscape-while encouraging experimentation and information-sharing. Such an approach would underscore the vital function of libraries as hubs for knowledge dissemination across diverse subjects, formats, and media while simultaneously leveraging ISKME's established reputation as a leader in the OER movement (“Institute for the Study of Knowledge Management in Education,” n.d.).

Exploring the technological possibilities of Gen-AI and furthering experimentation with its application to OER creation and adaptation is certainly one objective of this program. Another equally important aim is to facilitate conversations around the broader ethical implications of using Gen-AI in this context. In considering all aspects of Gen-AI use, care must be taken to understand its rewards and risks, current limitations and future directions, and to guard against false promises.

Designed as a proof of concept, the planned community hub will include the following functions:

- an information hub, containing information and discussion on such topics as: the ethics and implications of Gen-AI; copyright in an open context; tips and techniques; guidelines and best practices; tool reviews.
- a resource repository, allowing for registration and curation of relevant content.
- a bibliography, allowing user generated citations and annotations.
- an events calendar for upcoming webinars, symposia, and conferences related to Gen-AI and open education.

The project will also include an OER-AI Fellows Program, in which participants will engage with Gen-AI tools, share their feedback, and contribute to the hub's iterative development. This program is described in more detail in Phase 2 of the Project Work Plan.

The target audience for the fully realized community hub will include three main groups: educators interested in utilizing Gen-AI for OER, librarians seeking professional growth opportunities, and technical support personnel and subject matter experts interested in exploring this technology. The target audience for the planning project, the subject of this proposal, will consist of the Advisory Group and the OER-AI Fellows. To ensure that this prototype will appropriately address the needs of the larger target audience, we will recruit representatives from different professional categories, institutions, and diverse backgrounds for testing. Feedback from the focus groups drawn from these two groups will be instrumental in the ongoing development of this prototype, helping to ensure that it satisfies the community's requirements for which it is designed. Further information on the constitution of these groups is included in our Diversity Plan.

Beneficiaries of the fully realized project will be those in the target community. Educators will be empowered to bring to life their visions for enlightened pedagogy, relieved of some of the hurdles involved in creating and adapting OER. Librarians and support staff will acquire valuable knowledge and skills, allowing them to contribute meaningfully to this effort. The project will present excellent opportunities for everyone involved to grow professionally in a supportive setting.

The ultimate beneficiaries, however, will be students. By equipping faculty with the necessary knowledge and skills to create new resources, we will expand the OER ecosystem and help alleviate the financial strain on students caused by high course costs. Adaptations aimed at cultivating inclusion, for instance with representational diversity, can strengthen students' feelings of connectedness and belonging (Lapum et al. 2022), for which there is considerable evidence for increased student success and engagement (Strayhorn 2018). When combined with open educational practices—which leverage OER to encourage active learning - the potential positive impact on student engagement and achievement is likely to increase.

Regarding existing theory, scholarship, and practice, the context for this kind of collaborative effort is already in place. The OER practitioner landscape is remarkable for the presence of productive coalitions, operating on statewide, regional, national, and even international levels, demonstrating a willingness in this community to work collaboratively around shared goals. The

Virginia library consortium, VIVA, is one excellent example. VIVA has launched many efforts in support of affordable education; of particular note in this context is its microsite VIVA Open (“VIVA Open,” n.d.), which is actually powered by ISKME’s OER Commons infrastructure. Another powerful example is provided by the Open Education Network (“Transforming Higher Education,” n.d.), which has moved beyond its beginnings as a resource repository to include support for both open pedagogy and publishing. SPARC has assumed a leadership role in driving policy change related to open education (“SPARC: Setting the Default to Open in Research and Education,” n.d.). The Association of Colleges and Universities caters to a higher education audience and sponsors an annual Institute on Open Educational Resources (“2024-25 Institute on Open Educational Resources” 2024). With or without institutional support, groups of academics, content developers and others interested in open educational resources and associated use practices have coalesced to provide mutual assistance in meeting the challenges of OER implementation (Judith and Bull 2016). The program that we propose builds on this foundation, targeting a particular area of rapid development that cries out for purposeful networking and structured conversations, the use of Gen-AI in the service of OER. The site will focus on supporting productive communities of practice in an area likely to be pivotal to the success of the entire open education movement. Critical to the ongoing success of this project will be connecting with the groups cited above, already engaged in support and advocacy of open education, to ensure that the advances promoted by this project are coordinated with their excellent work.

### Project Work Plan

The project we’re proposing aims to develop a pioneering prototype for a hub that operates at the intersection of OER and Gen-AI. Our approach will be exploratory and iterative and will evolve based on feedback from participants. Judith Thomas, the Director of Faculty Programs at the University of Virginia Library, will serve as the Principal Investigator and Project Manager, coordinating the work of the Advisory Board, ISKME, and UVA. Ms. Thomas will compile participant feedback gathered and analyzed by ISKME in planning for a well-informed implementation proposal to IMLS for 2026. Additionally, she and her colleague Bethany Mickel, UVA’s OER Librarian, will conduct outreach to existing OER communities to alert them to this project and encourage their endorsement and participation.

The project will contract with ISKME, a non-profit organization championing more inclusive and open educational practices, to create a dedicated hub on OER Commons. This platform will enable collaboration and resource sharing, essential for nurturing our project's community. ISKME's role will extend beyond just establishing the technical infrastructure; their experience in educational training and resource assessment will be crucial for developing and managing an OER-AI Fellows Program and for the thorough evaluation of our pilot, ensuring that our project achieves its intended impact and relevance.

The activities in the Work Plan can be grouped into three phases:

### *Phase 1: Project Initiation*

Judith Thomas will constitute the Advisory Board, establishing the framework for their operations and guiding the creation of a mission statement. The Advisory Board will be comprised of members from UVA, ISKME, VIVA, and the wider OER community. This board will convene every quarter to provide essential feedback and direction, ensuring that the project incorporates a variety of insights and expert opinions to guide its strategic course. Their insights and expertise will be vital in evaluating our progress and advising on future action.

ISKME will develop a dedicated Community Hub for this initiative, enabling such activities as discussions, announcements, and information and tool sharing. Ms. Thomas will also consult with UVA's Institutional Review Board (IRB) to determine if IRB approval is needed for project data, which will be collected with the purpose of improving the service. If necessary, she will secure that approval. ISKME's Resource Curation team will undertake an environmental scan and gap analysis, establishing criteria for resource inclusion and enhancing metadata for improved accessibility. Resources will include OER about artificial intelligence in general as well as OER specifically dedicated to the topic of Gen-AI's use for OER. Resource curation will be a continuous activity throughout the project's lifecycle.

The UVA team will also create a public project website, hosted by the University of Virginia, which will post news and updates as the project progresses, and will set up a public Zotero library, which will be linked into the Community Hub.

### *Phase 2: Resource and Community Building*

This phase will see the selection through a competitive process of participants in an OER-AI Fellows Program, intended to facilitate a rich exchange of ideas and experiences. Managed by ISKME, this program will encourage participants to engage with Gen-AI tools, share their feedback, and contribute to the hub's iterative development. Drawn from diverse educational backgrounds, role types, and geographic locations, this group will help to ensure that the hub is responsive to diverse needs. Members will develop their own capacity to apply Gen-AI to OER, and will help develop guidelines for its effective and ethical use. Participants will each receive a \$750 honorarium. Additionally, three fellows with expertise in Gen-AI will be tasked with developing instructional resources, receiving \$2000 each for their specialized contributions to seed the repository and to provide models that will serve as focal points for community discussion. Concomitant with this effort will be outreach to OER leadership groups, including the Open Education Network, SPARC, and the Association of American Colleges & Universities, to inform them of this project, solicit feedback, and lay the foundation for future collaborations.

### *Phase 3: Research, Program Improvements, and Future Planning*

Feedback from the Advisory Board and the OER-AI Fellows Program will be used to improve the Community Hub. Additionally, ISKME's Research Team will critically analyze the collected data and feedback to discern patterns, identify resource gaps, and understand the specific needs and impacts within the OER community, particularly how Gen-AI integration can be optimized for OER development. These insights will be synthesized and presented to the Advisory Board for strategic consideration. The Advisory Board will use this analysis to create a roadmap for the project's subsequent stages, which will serve as the basis for an implementation grant application to IMLS. Potential future directions may include an OER-AI Academy, offering training in tools and methods, and the expansion of the OER-AI Fellows program to include both graduate and undergraduate students. Additionally, the Board will focus on drafting a business plan for sustainability and an outreach plan aimed at a broad spectrum of OER and Gen-AI communities to bolster the project's long-term impact and reach.

### Diversity Plan

The project will demonstrate its commitment to diversity through the composition and operation of the Advisory Board and the OER-AI Fellows Program, both of which will help inform the development of the project throughout its planning cycle.

The Advisory Board will include members from UVA, ISKME, VIVA, and the wider OER community who whose work demonstrates a commitment to diversity. This board will invite individuals from various backgrounds, including different ethnicities, genders, ages, abilities, and fields of expertise. Various institution types will also be represented. The Advisory Board will be instrumental in guiding the project to ensure that a multitude of perspectives are considered, especially in decision-making and strategic planning. It will be especially important to include perspectives on Gen-AI from members of historically underserved populations, considering that the biases of artificial intelligence algorithms and their potential downstream harms most directly affect these groups.

The project will also utilize assessment data drawn from the OER-AI Fellows Program, a diversely constituted group, which will provide input on the project's direction and content and will seed the repository with new resources. Members of this group will provide an additional platform for underrepresented voices to be heard and integrated into the project.

The commitment to diversity will be manifest throughout this planning project. With its attention to accessibility and the provision of free content, the project will emphasize the importance of equitable access to its resources and opportunities, aiming to remove barriers that have traditionally hindered participation from underrepresented groups. Transparency in the project's processes and decisions will be maintained through a project website maintained by the University of Virginia Library.

## Project Results

We plan to build a proof of concept for a holistic community web portal that serves as a centralized platform for sharing Gen-AI-related knowledge, tools, and best practices, with the ultimate goal of transforming the process of creating and adapting Open Educational Resources. Additionally, our initiative includes developing an OER-AI Fellows Program to foster professional growth. Through this planning project, we aim to lay the groundwork for a platform that will ultimately improve the quality, accessibility, and customization of OER, helping to address the urgent need for equitable access to high-quality learning resources. This initiative will contribute to advancing knowledge by:

- encouraging interdisciplinary collaboration among educators, technologists, and librarians.
- providing OER practitioners the opportunity to connect, avoid duplication of effort, and build on each other's successes.
- enhancing understanding of Gen-AI's role in OER content creation and adaptation, making it more efficient, inclusive, and adaptable to diverse learning needs.
- developing best practices to mitigate the potential harms of Gen-AI.
- cultivating expertise through the OER-AI Fellows Program.

To ensure the project's deliverables are readily adaptable, generalizable, and usable by a broad range of institutions and communities across the nation, we will use ISKME's OER Commons Hub infrastructure. This platform supports member contributions and community engagement and provides easy access to curated resources; more information on ISKME is provided in the Digital Products Plan. For the purposes of this planning project, we will solicit and incorporate feedback from the Advisory Group and the participants in the OER-AI Fellows Program to create a framework that meets the broad needs of the OER community. Additionally, a public website will document the project's progress, and Creative Commons licensing will allow for the customization and redistribution of all resources.

Sustaining the benefits of our project beyond the conclusion of the project depends on creating an enduring community of practice within the ISKME's OER Commons Hub. Our goal is for this community to persist as a collaborative space for sharing updates, best practices, and support among OER practitioners. We hope to seek full implementation funding from IMLS in 2026 to allow for project continuity and expansion beyond the planning phase. As part of this planning project, we will also investigate the possibility of forming partnerships with other open education associations to integrate our findings and resources into their ongoing professional development programs. To ensure long-term impact, the project will draft a strategic plan for sustainability, potentially through partnerships with educational institutions or state or regional organizations. By fostering an ecosystem characterized by collaboration and continuous improvement, the project will continue to expand and evolve, in line with advances in Gen-AI and open educational practices.



The federal investment in this planning project will yield societal benefits by paving the way for expanded access to high-quality educational resources, adaptable to diverse learning environments and student needs, thus helping to reduce educational disparities. Moreover, the project will cultivate a culture of continuous learning and improvement among OER practitioners by offering peer networking and professional development opportunities.

The importance of in-depth discussions on the benefits and drawbacks, as well as the ethics of using Gen-AI for educational purposes, cannot be overstated. The Community Hub will encourage such conversations, which will contribute to the national discourse about appropriate uses for this rapidly developing technology. Recognizing the serious potential for societal harm caused by thoughtlessly deployed Gen-AI, we are committed to ensuring that the integration of Gen-AI into the world of open resource creation is conducted responsibly. We will encourage members to share their various perspectives on the potential implications for equity, privacy, and the quality of learning. (Because of the volatile nature of this subject, we recognize that when the site moves beyond the prototype phase and is open to the public, discussions might need to be moderated.) By carefully examining the ethical dimensions of Gen-AI deployment in the service of OER creation and adaptation, we can safeguard against unintended consequences and help to ensure that technological advancements align with educational values and the public good. We anticipate guidance in this arena from this IMLS-funded project: Responsible AI: Tools for Values-Driven AI in Libraries and Archives, LG-252307-OLS-22 and from organizations deeply engaged in investigating the risks of AI use, such as NIST (“AI Risk Management Framework” 2021).

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**SCHEDULE OF COMPLETION: YEAR 1**

ACTIVITY	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
<b>Phase 1: Project Initiation</b>												
Recruitment for the Advisory Board	■											
Advisory Board meetings, continue throughout project			■			■			■			■
Design and launch public website Create public Zotero library	■											
Consult with IRB and secure permission if necessary	■											
ISKME: Develop Community Hub		■										
ISKME: Resource Curation - environmental scan, inclusion and metadata criteria		■										
<b>Phase 2: Resource and Community Building</b>												
ISKME: Populate resource section (ongoing throughout project)					■							
Select members of OER-AI Fellows Program				■								
ISKME: Inauguration and continuation of monthly OER-AI Fellows sessions, reviewing resources and hub								■				
Outreach to OER organizations					■							

**SCHEDULE OF COMPLETION: YEAR 2**

ACTIVITY	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
<b>Phase 3: Research, Program Improvements, Future Planning</b>												
Review feedback and make adjustments to OER-AI Fellows Program and Community Hub	■											
Additional recruitment for OER-AI Fellows if needed	■											
Contributions from OER-AI Author Fellows					■							
ISKME: Analyze identified resources differences to identify themes, gaps		■										
ISKME: Conduct focus group sessions with Hub users (Advisory Group and OER-AI Fellows)						■						
Compile final project report										■		
<b>Continuous Program Administration, through all phases</b>												
Advisory Committee Quarterly meetings			■			■			■			■
ISKME: Populate resource section (ongoing throughout project)	■											
ISKME: monthly OER-AI collaborative sessions (ongoing throughout project)	■											
Prepare Pre-proposal for IMLS implementation grant (allowing for continuity of project)	■											
If invited, prepare and submit IMLS implementation grant proposal						■						

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## DIGITAL PRODUCTS PLAN

Type: What digital products will you create?

As outcomes of this planning grant, the resulting digital products will include several types of artifacts. The majority of the digital artifacts will be housed on the OER Commons Gen-AI Hub, which itself will be an evolving digital product that may be leveraged by educators and librarians for years to come.

**OER Commons Gen-AI Hub:** OER Commons Hubs are landing pages on where organizations (such as departments of education, NGOs, consortia, universities, or higher education systems) aggregate and manage OER resources, collections, and groups, and share information about their work. Hubs are organized into sections of similar content such as groups, collections, professional development tools, or informational videos and slides, each of which can be reordered or removed to customize the page. Hubs on OER Commons are part of the OER Commons digital library and adhere to the terms of use ([oercommons.org/terms](https://oercommons.org/terms)), privacy policy ([oercommons.org/privacy](https://oercommons.org/privacy)), and submission guidelines which are described in the OER Commons help center.

The Gen-AI Hub will be administered by the ISKME Library Services team, to ensure that it remains an active, growing community space for educators and librarians to explore, discuss, and share materials related to or impacted by Gen-AI.

**Curated Collections:** Within the Gen-AI Hub there will be multiple curated collections developed as an outcome of the environmental scan of materials currently meeting the established curation guidelines of this project. Collections may be organized by the way they frame or use Gen-AI, for example, there may be a collection of resources related to the ethics of using Gen-AI in education or information sciences. Another use case may be to offer collections of resources that have been evaluated and remediated for accessibility using Gen-Ai. Lastly, there may be a resource collection developed around how to implement Gen-AI in the classroom, offering educators some professional learning opportunities and sample ways to integrate Gen-AI into their pedagogical approaches.

**Groups:** This planning grant will bring together two groups of library and academic professionals who will advise, learn, and share their experiences with Gen-AI. The Advisory Group will work with the ISKME and UVA teams to guide the development of the Hub, to define and scope resource collections, and will collaborate around the Hub design and organization. The OER-AI Fellows will participate in this project in a different way, growing their capacity and understanding around how to use Gen-AI, how to evaluate it, and how to guide others in the ethical implementation of Gen-AI in their workflows and classrooms. These two cohorts will have corresponding community Groups (using the OER Commons parlance of Groups) included on the Hub, where their curation work and discussions can be shared with the broader user community.

Content Evaluation Framework: As a component of the environmental scan and curation work, ISKME will establish some criteria for what types of resources will qualify for inclusion on the Hub and in the curated collections. Examples of this criteria may include the resource licensing, format, and accessibility of a given resource.

Availability: How will you make your digital products openly available (as appropriate)?

OER Commons is a free, openly accessible digital library of teaching and learning resources that will remain so in perpetuity. Hubs on OER Commons are built into that framework and remain accessible to all users of OER Commons whether they are logged in or not. Within the Hub, the resource collections, resulting frameworks, and community groups will be visible and accessible to all who visit the site.

The Gen-AI Hub on OER Commons may also be used to share out additional information and context about this planning grant and any subsequent development related to the findings of this project.

Access: What rights will you assert over your digital products, and what limitations, if any, will you place on their use? Will your products implicate privacy concerns or cultural sensitivities, and if so, how will you address them?

The resources curated into collections in this work will be openly licensed resources that will have only the limited constraints applied by the openness of the licenses selected by the creators. Resource collections will have some controls around who can add resources to them, based on collaborative discussions between ISKME, the UVA team, and the Advisory Group, but access to viewing and browsing the selected materials will not be limited. There are not any privacy concerns related to this project, nor any identified cultural sensitivities. If a user of the Hub materials or a participant in the Advisory Group or OER-AI Fellows Program has concerns, they are encouraged to discuss with the teams, or they can report specific resources to the ISKME support team if they encounter materials that they feel should not be included in this project. The OER Commons Digital Library also has a posted privacy policy should any member of the Hub have concerns about their information.

Sustainability: How will you address the sustainability of your digital products?

A goal of this planning grant is to develop the foundations of a community related to Gen-AI and the use of it via a vis OER. The purpose of establishing the Advisory Board and the OER-AI Fellows is to begin developing the communities that will ultimately grow and sustain the project. Encouraging the Fellows to collaborate and learn from each other is a key step to building a sustainable community and the ongoing evolution of the OER Commons Hub is meant to support that community.