NEW YORK STATE OPEN EDUCATIONAL RESOURCES FUNDS
CUNY YEAR SIX REPORT

FEBRUARY 2024

CU NY

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URBAN UNIVERSITY
IN THE WORLD

I. | INTRODUCTION

In April 2017, a New York State budget agreement included $8 million to scale and sustain the adoption of open educational resources (OER) across the CUNY and State University of New York (SUNY) systems. Each system was awarded $4 million to establish, sustain and enhance new and ongoing OER initiatives as part of an effort to decrease the cost of textbooks for students.

Prior to the allocation of $4 million to CUNY in the FY 2018 State budget (and again in the FY 2019, FY 2020, FY 2021, FY 2022 and FY 2023 budgets), there were pockets of OER adoption in individual course sections and at individual institutions. However, OER adoption was for the most part sporadic and uncoordinated across the University. The State funds helped to leverage an Achieving the Dream grant awarded in 2016 and propel systemwide OER adoption, with an eye towards scalability, sustainability, and student success.

This report on the Year Six state funds focuses on how the systemwide OER initiative has continued to evolve at CUNY; the University's continued focus on strategic investments to create institutional infrastructure to advance and sustain the work; and the impact of these efforts on pedagogy and student success. The final section of the report provides a preview of Year Six, exploring the goals and objectives of the institutions and the University in continuing to scale and sustain its OER initiatives.

II.

WHAT THE DATA SAY: STUDENTS IMPACTED, COST SAVINGS, AND PRELIMINARY EVALUATIONS ON STUDENT SUCCESS

To understand the impact of OER on faculty, students, institutions, and across the University, data about the Zero Textbook Cost (ZTC) sections, student enrollment, textbook cost savings, and authored OER content are being collected centrally by the University for further future analysis. Additionally, data collection is underway at many of the individual institutions, allowing for a more extensive analysis of the impact of OER on the student experience, faculty experience, and student outcomes.

ZTC DATA ON GROWTH AND IMPACT

As of Fall 2023, the total number of sections:

46,608

Sections across CUNY have converted from expensive proprietary materials to open educational resources

44,155

Sections across CUNY have converted from expensive proprietary materials to low-cost materials (materials costing students less than $25)

IMPACTING

1,081,721

Students have enrolled in courses with zero textbook cost

1,023,962

Students have enrolled in courses with low textbook cost

STUDENTS SAVED

$108,172,100

from Fall 2017 - Fall 2023 from zero textbook cost materials

$76,797,150

from Fall 2017-Fall 2023 from low textbook cost materials

RESULTING IN

$8.25

in savings for every $1 of NYS Funding invested

The University continues to see significant growth in the number of faculty developing and sharing their teaching materials. The amount of OER published in CUNY Academic Works continues to grow each year, with 1,545 total OERs currently published and available for adoption. Since 2015, there have been over 1.1 million downloads of these resources from all 50 states and 213 countries.

Content in the OER series was accessed by over 3,643 educational institutions, including high schools, colleges and universities, and school districts, and OER from CUNY Academic Works are in active use by schools such as the University of Minnesota, University of Mississippi, Lawrence University, the Washington State Board for Community and Technical Colleges, Universiti Teknologi MARA in Malaysia, the Georgia Department of Education, and Rutgers University.

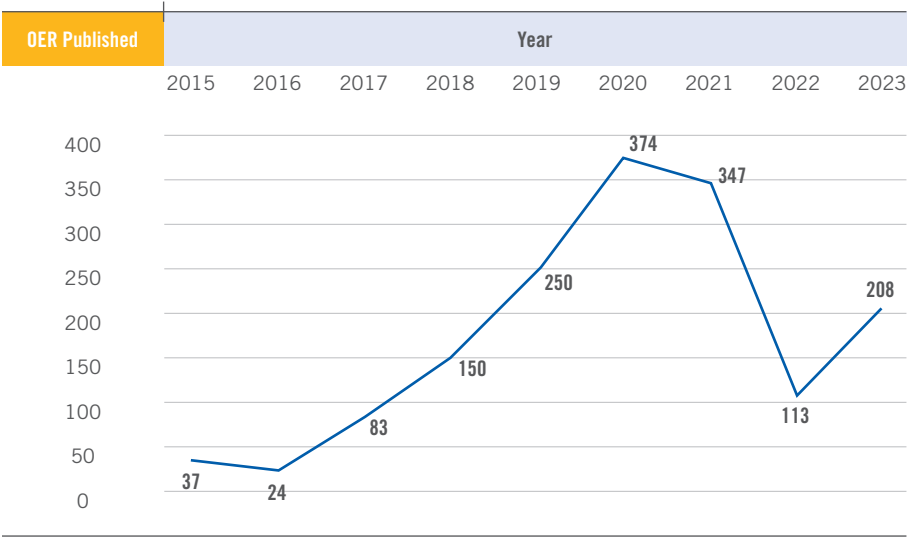**FIGURE 1: OER PUBLISHED ON CUNY ACADEMIC WORKS FROM 2015-2023**

OER Published	Year								
	2015	2016	2017	2018	2019	2020	2021	2022	2023
	37	24	83	150	250	374	347	113	208

FIGURE 2: ANNUAL DOWNLOADS OF OER PUBLISHED ON CUNY ACADEMIC WORKS (2015-2023)

OER Published	Year								
	2015	2016	2017	2018	2019	2020	2021	2022	2023
	1,095	7,464	21,646	60,219	103,214	187,600	220,060	253,236	248,264
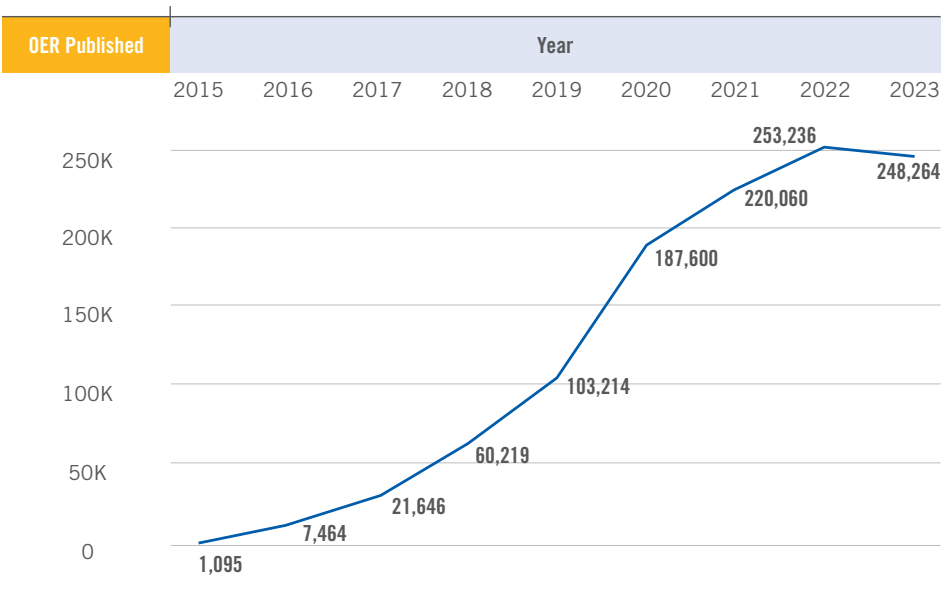
Figure 1: Developed from data captured from CUNY Academic Works (https://academicworks.cuny.edu/) as of June 30, 2023.

Figure 2: Developed from data captured from CUNY Academic Works (https://academicworks.cuny.edu/) as of June 30, 2023.

Figure 3: Developed from data captured from CUNY Academic Works (https://academicworks.cuny.edu/) as of June 30, 2023.

CUNY OPEN PUBLISHING COLLECTIVE: PILOT COHORT

PART I: CUNY FELLOWS

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Once we decided to shift away from creating a script for the sessions, it really enriched the experience for everyone. It gave us the opportunity to be intentional about the purpose of each session and really focus on supporting faculty with deepening their understanding of accessibility and what it looks like during the publishing process."

Anna Minsky

The CUNY Open Publishing Collective, a year-long professional development program run by the CUNY Open Press, began its pilot cohort in March 2023 with 3 CUNY Fellows, 4 City College students, and a vision to become a model for sustainable open publishing programs. Since successfully completing its first phase this past summer, CUNY Fellows have taken this time to reflect on their experience thus far.

Like any new programming, the CUNY Open Publishing Collective created a space for administrators to work closely together and quickly learn what was effective and what could be improved upon. CUNY Fellow, Elizabeth Arestyl referred to the pilot cohort as a big and rewarding experience that included the task of building the curriculum beforehand in the fall of 2022, then running it dry, presenting what was developed to Faculty Fellows, and addressing any issues as they arose. "It went really well. From the teamwork between Andy McKinney from the Office of Library Services and CUNY fellows , Anna Minsky and Rachael Nevins, to the structure of the program where we were each assigned a faculty fellow, we were able to determine their needs as they worked on their projects and ultimately encourage them to diversify their content and center the student experience."

The ability to remain flexible and make adjustments along the way was another important element CUNY Fellow, Anna Minsky, highlighted on the experience. "Once we decided to shift away from creating a script for the sessions, it really enriched the experience for everyone. It gave us the opportunity to be intentional about the purpose of each session and really focus on supporting faculty with deepening their understanding of accessibility and what it looks like during the publishing process." This approach helped with dividing the foundational pieces around universal and inclusive design, and the more abstract exercises focused on developing a reflective practice in their pedagogy that incorporates and collects student feedback. It also helped to create an environment where the CUNY Fellows could focus on areas of librarianship they would have never learned about, build meaningful relationships where they could learn with and from faculty, and pour back into the pedagogy as they support with putting out work that is publicly available for students.

Overall, the impact that a program like the CUNY Open Publishing Collective can have within the CUNY system is what has continued to drive this work, particularly for CUNY Fellow, Rachael Nevins. "As someone who joined this collective due to a desire to directly support faculty throughout the process of creating books for students, it is so refreshing to see the CUNY wide culture around OER being nurtured across campuses. Having different people bring in what they have learned from this work into a new community, seeing what more there is to learn from one another, and always remaining committed to trying new approaches to this work is truly inspiring."

This mighty team looks forward to having additional OER fellows contribute to this work, and increase their capacity in order to realize their vision of making this a professional development program that can run every semester. "This is just the beginning for the CUNY Open Publishing Collective and efforts to restore the control of information in public institutions like CUNY. By building learning communities through programs like this, we can have significant influence on how information is disseminated in higher education."

CUNY RESEARCH

The OER investment at CUNY has fostered a significant number of contributions to the academic scholarship on open education from CUNY-affiliated authors. As of June 2023, authors affiliated with CUNY have published 65 publications about open education, open educational resources, and open pedagogy, such as journal articles, book chapters, and books.

Professor Stacy Katz at Lehman College has compiled and regularly updates a [bibliography of these CUNY OER publications](#).

Recent examples of these works include the following:

- Dell'Orto, S. (2023). Rethinking Graphic Design Pedagogy for the CUNY Academic Commons: On Process, Generosity, and Creative Collaboration in Mapping a Foundation Graphic Design Course for Faculty and Instructors. *Journal of Interactive Technology and Pedagogy, 22*. Retrieved from https://cuny.manifoldapp.org/read/rethinking-graphic-design-pedagogy-for-the-cuny-academic-commons-on-process-generosity-and-creative-collaboration-in-mapping-a-foundation-graphic-design-course-for-faculty-and-instructors/section/9c7d1d24-2d80-4931-a80e-c36e5888df4a.

- Garcia, R. G., & Rosen, J. R. (2023). Core Books and Post-Pandemic Pedagogy: A Community Approach. *Pedagogy*, 23(2), 379-391.

- Tappeiner L., DiSanto J.M., & Lyons K. (2019) Expanding access to education through Open Educational Resources (OERs). In Wolfe K., Lyons K., and Guevara C. (Eds.), *Developing educational technology at an urban community college* (pp. 135-146). London, UK: Palgrave Macmillan. http://doi.org/10.1007/978-3-030-17038-7_12.

- Thompson, V. & Wallach, P. (2023). Increasing the Open Education Resources Capacity of Precalculus Courses at York College and Queensborough Community College. *International Journal of Education in Mathematics, Science and Technology*, 11(3), 554-569.

III.

CUNY SYSTEM WIDE APPROACH: BUILDING INSTITUTIONAL INFRASTRUCTURE AND ENSURING INSTITUTIONALIZATION

In the sixth year of state funding, the Office of Library Services (OLS) at CUNY continues to build infrastructure and help institutions to take ownership of their OER initiatives. CUNY has continued to invest in system-level infrastructure to support institutional OER initiatives and collaboration among institutions, including investments in curation and course delivery platforms, as well as those for authoring and sharing.

- **CUNY Open Press:** The CUNY Open Press' mission continues to be to consolidate all openly licensed works at CUNY under a single publishing house in order to widely distribute culturally relevant and student-centered work that CUNY faculty and staff are already bringing to their classrooms. Housed within the Office of Library Services and in partnership with the CUNY Graduate Center, CUNY Open Press offers editorial, proofreading, marketing, technical support, and peer review for all projects. It also emphasizes the value in this work and how it should be considered towards the tenure, promotion, and reappointment of our faculty. The Open Press also further supports the goal of establishing CUNY as a leader in the OER community, celebrating CUNY's unique strengths on issues of diversity, equity, and inclusion in educational materials, both at the content level and at the level of authorship.

- **CUNY Open Publishing Collective:** This collective continues to serve as an opportunity for faculty and staff to participate in professional development geared towards production of open, equitable, and accessible digital-first texts that may be published by the CUNY Open Press. Its objectives continue to evolve as the program further develops but at its core, it aims to familiarize faculty with the CUNY Open Press publishing approach, create efficient workflow and apply best practices around OER production, and help faculty fellows reflect on their pedagogical practices and gain confidence using open tools and approaches in their projects. With a total of 12 project proposals funded across 8 CUNY campuses for the 2023-24 inaugural cohort, the involved departments are diverse and reflect the innovative pedagogical practices that center experiences and expertise of the CUNY community. They include History; Biological Sciences; Social Sciences, Human Services and Criminal Justice; Mathematics; Psychology; Biological Sciences and Geology; Communication Studies; Humanities; Latin American and Latino Studies; and Languages and Literatures.

CREATING AN INSTITUTIONAL CULTURE OF OER & OPEN PEDAGOGY

CUNY SCHOOL OF PROFESSIONAL STUDIES

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This level of innovation, creativity and collaboration among different campuses is an amazing experience to be a part of. It provides a model for how this kind of cooperation across a distributed system can work effectively."

Sarah Kresh

As CUNY's first and leading campus to offer fully online degree programs at both the bachelor's and master's level, the School of Professional Studies is known for making considerable impact within the CUNY system. With three undergraduate programs offering full zero textbook opportunities, 98% of general education sections being low cost, and over $3 million in student savings, it is safe to say that SPS can serve as a model for what it means to successfully develop a school-wide culture of using open education resources and exploring Open Pedagogy approaches for online courses.

Faculty Development and Instructional Design Manager, Sarah Kresh, is among the many OER leaders that has witnessed and greatly contributed to the growth of OER work at SPS over the years. Since 2017, Sarah has led a number of workshops and initiatives that have served as the building blocks of institutional culture at SPS, including the OER & Open Pedagogy Workshop and the Open Spring Workshop. The former has resulted in over 100 faculty learning how to navigate the open community by learning how to find and share OER, including openly licensed images, open learning activities, renewable assessments, and student-centered resources. The latter workshop most recently supported faculty with reviewing courses using a DEIA annotated course review rubric and proposed opportunities where inclusive open pedagogical practices can be integrated into course materials. "This particular workshop really highlights what SPS would like to focus on moving forward as it relates to using OER and open pedagogy to facilitate the creation of more inclusive, fully online courses. It gives faculty the time and space to do deep work and develop their pedagogy in ways that they don't often have the opportunity to.

As a recipient of the 2022 Open Education Global Emerging Open Leader Award, Sarah was recognized as an individual who has demonstrated significant leadership and longstanding involvement with Open Education, and has contributed to the furtherance of the Open Education movement at a global level. Her work has allowed her to be featured in the OEG's Voices Podcast and the 2023 Northeast OER Summit. In each of her features, she highlights the value in taking on varied approaches when trying to build sustainability around OER initiatives, including implementing different faculty programs to reach different faculty, consistently improving online course design models, and aligning OER faculty development with school-wide goals. She also credits having a supportive administration through the CUNY Central Office of Library Services in encouraging a bottom-up approach to OER where all campuses are able to collaborate and share best practices around OER and open pedagogy. "This level of innovation, creativity and collaboration among different campuses is an amazing experience to be a part of. It provides a model for how this kind of cooperation across a distributed system can work effectively."

At this stage in SPS' development of a real culture of OER and zero textbook costs, Sarah looks forward to continuing to work with faculty on the adaptation of course materials in order to make them more inclusive, accessible and representative of students' real-world experiences. With many students who are already working in the field, establishing a connection between open pedagogy and authentic learning will help to further acknowledge the rich experiences SPS students come with and provide the space to have them engage in projects that have significance beyond their classroom experience.

Year 6 has also seen different institutions across the University building their own capacity and culture around OER.

- **Open Knowledge Fellowship:** The Mina Rees Library's Open Knowledge Fellowship, offered by the CUNY Graduate Center to doctoral students who teach across CUNY, has continued to expand to include two interdisciplinary cohorts as a result of the increased rate of interest in the program. Each cohort will consist of 25 students each, where students are taught how to convert their courses to OER and gain the necessary skills to help navigate the complex landscape of scholarly publishing.

- **Collaborative Online International Learning (COIL) Program & OER Programming:** This CUNY multi-campus initiative - currently including BMCC, Guttman, Hostos, LaGuardia, and Queens College - is expanding to support a project started at Hostos in Summer 2023 that connects the COIL and OER initiatives. The multi-campus COIL-OER initiative is producing resources to be used by COIL faculty and students on Manifold, a digital publishing platform (made available with support through the Graduate Center). Faculty could adapt/adopt OERs in existing or new COIL-integrated courses, increasing open CUNY courses.

- **AI and Open Pedagogy:** The Center for Teaching and Learning at Baruch College has partnered with faculty and support staff across the college to offer the latest research on AI within educational contexts and beyond, framing AI literacy as a model for approaching this potentially revolutionary technology. A series of conversations for faculty are being offered centered on a topic related to AI literacy and the impact of AI on the future of work. In this vein we want to engage student voices in partnership with faculty to develop research-based, balanced, forward-thinking ways of incorporating AI into curricula across the college, particularly using open educational frameworks and methods.

- **Course Conversions:** Kingsborough Community College has expanded its open education work through course conversions for a total of 20 courses across four ZTC majors, including Criminal Justice (second most popular major on campus), Physical Education, Recreation and Recreational Therapy, Exercise Science and Education.

CUNY OPEN PUBLISHING COLLECTIVE: PILOT COHORT

PART II: FACULTY FELLOWS

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I knew what I wanted to write but the professional development I have received from this collective has shown me how much goes into the process of creating a book. The tricks and insights the CUNY Fellows have shared with me have been eye opening and extremely helpful."

Kiran Vaz Grace

The pilot cohort of the CUNY Open Publishing Collective has supported a diverse group of Faculty Fellows in creating texts that will help enhance and center the student learning experience. From texts on histology and other topics in the medical field to books on the LGBTQ movement history and the changes in public spaces in Harlem, it is very clear that the collective is focused on developing bodies of work that are relevant to CUNY students, and beyond. It also provides educators who are passionate about OER with the opportunity to commit to a professional development program that will help demystify the open publishing process.

Many of the Faculty Fellows like Distinguished Medical Lecturer of the CUNY School of Medicine, Kiran Vaz Grace, were drawn to the collective as they were looking for guidance on how to develop open access textbooks that could help deepen students' understanding of particular content areas within their respective disciplines. Vaz Grace observed students' difficulties with understanding histology, what it means, what it looks like, and how it should be studied within the context of the human body. This observation immediately influenced her desire to develop the workbook titled, "Basic Histology," that can be used by students to work through and study the material taught in a course. Through the direct support of CUNY Fellows, Vaz Grace has benefited from learning how to incorporate H5P interactives and use platforms like Camtasia. "I knew what I wanted to write but the professional development I have received from this collective has shown me how much goes into the process of creating a book. The tricks and insights the CUNY Fellows have shared with me have been eye opening and extremely helpful."

In addition to creating something that can be of value to students, the collective has also helped faculty create work that is important and the first of its kind. Adjunct Lecturer at City College, Jasmina Sinanovic, has developed, "Queer Pasts and Presents," an open source textbook that will cover key points in LGBTQ History, and how and why certain prejudices have developed as well as the responses to them. This book will serve as a powerful tool to help students and others interested understand the history of the LGBTQ community and the acceptance or lack of it in different eras. "There is so much censorship around LGBTQ history in some parts of this country and globally. Having an open access book that makes it available to people so they don't have to depend on their schools to provide it, is a big part of what drives me to do this work. I already teach a course around this every spring and have had a hard time finding a single textbook that covers this subject. Instead of using over a dozen books and resources, I want to be able to have all of the information in a single book."

In this current stage of the program, Faculty Fellows are working on refining their products and preparing for release this year. As they continue to immerse themselves in the creation phase of the program, they look forward to being active participants in the iterative process of publishing, and applying what they have learned so far to produce meaningful and accessible textbooks for students and other faculty. "In my perfect world, education is free and there should be open access to educational resources. That is what it is about for me. Making sure that this book is free, high-quality, publicly available and can motivate others to adapt it for their own needs."

AN OPEN PERSPECTIVE TO APPROACHING 'LIFE IN THE UNIVERSE'

LAGUARDIA COMMUNITY COLLEGE

"

The value in an open source software like this is having the ability to make the interface more user friendly and expand it to other departments. With complete development and control over this software, LaGuardia can position themselves as an open learning institution."

Joshua Tan

The Natural Sciences department at LaGuardia Community College is a prime example of a community of educators who are committed to providing interactive learning experiences through open educational resources and platforms. According to Assistant Professor of Natural Sciences, Marta Kowalczyk, its three-fold approach to leading OER initiatives in the fields of Biology, Chemistry and Physics has consisted of finding free textbooks, creating free online assignments, and working on free lab manuals. This approach has resulted in over $1.8 million savings on student resources in SY 2021-22 and 2022-23 combined, a total of 17 courses using OER textbooks in the department, and 3 publications over the last three years.

Joshua Tan, the newly appointed Associate Professor of Natural Sciences, Physics and Astronomy, can attest to the impact that OER has had in his ability to create accessible and dynamic learning environments where students can learn and discover new things about the universe. His journey with OER began immediately after arriving at LaGuardia seven years ago. Joshua knew that he not only wanted to develop homework that students could access for free, he also wanted to use a platform that had modular capabilities for auto-grading. Support from grants and other faculty in the department like previous Departmental Chair, Professor Maria Entezari and Kowalczyk quickly helped that desire come to life and led to the piloting of the MyOpenMath platform, a free online course management system that facilitates and implements online homework assignments in place of commercial homework chemistry platforms. Through this work, the department has directly involved students in the production of knowledge and educational resources by collecting their feedback on assignment questions and modifying them to include hints and links to other resources. This approach not only gives students the opportunity to take an active role in their own teaching and learning, it allows faculty to benefit from being able to modify and adopt the software for their use. "The value in an open source software like this is having the ability to make the interface more user friendly and expand it to other departments. With complete development and control over this software, LaGuardia can position themselves as an open learning institution."

The focus in OER work at LaGuardia, however, does not end there. OER funds have also supported the development of a new textbook, 'Life in the Universe', for an Astronomy introductory class for non-majors on the search for life outside the Earth. Joshua and his colleague, Allyson Sheffield, quickly saw an opportunity to create the first open textbook for this class. With the support from state OER funds for CUNY and a NASA-sponsored New York Space Grant Consortium grant, Allyson is currently collaborating with the SETI Institute at Berkeley to finalize the book. Expected to be published this year, certain sections are already being piloted by students and have been adopted by Joshua, Allyson, and other instructors.

As this work continues to evolve, Joshua and the faculty in the Department of Natural Sciences acknowledge the power of OER and look forward to seeing the impact it will continue to have on student learning and professional development opportunities for faculty. "My journey with OER started with the desire to leverage open education resources to implement modules for free online homework but it quickly turned into building the only library across the country that is used for astronomy online homework by students and faculty. The possibilities in the world of OER are endless."

IV.

OER AND THE IMPACT ON PEDAGOGY AND EQUITY

An emphasis on exploring Open Pedagogy and best practices in teaching and learning continued into the sixth year of the state OER investment. CUNY faculty continued to work with their Centers for Teaching and Learning (CTLs) to utilize OERs to engage students in not just consuming knowledge but creating it.

Across CUNY, some examples include the following:

- **Kingsborough Community College**

  » *Kingsborough Open Education Liaisons:* The concept of Open Education Liaisons are being implemented to serve as a way to ensure that open education is embedded into each department, and help with OE@KCC design projects and programming that are most helpful to the campus community. OE Liaisons will be responsible for being the voice of open education in their departments, as well as the voice of their departments in the Open Education program. OE Liaisons will meet regularly as a group with the OE Coordinator and the OE Resident Student. The pilot is modeled on similar campus Liaison initiatives for Assessment and Civic Education.

  » *Open Course Refreshers:* These year-long professional development experiences are available to a cohort of instructors to update and refresh their previously converted OER courses. Refreshers will meet regularly as a cohort with the OE Coordinator and the Resident Student. Refreshers will blog at least twice on the OE@KCC blog, deposit their refreshed syllabi in CUNY Academic Works, and present their refreshed OER syllabi at their department meetings in Spring 2024.

  » *Commons Fellowship:* Modeled on the CUNY Graduate Center's Academic Commons Fellowship, this year-long professional development experience is available to a cohort of instructors in order to learn how to teach on the Commons (participants will be able to choose whether they wish to teach on the CUNY Academic Commons or the pilot of the KCC Commons). The Commons fellowship will be facilitated by the OE Coordinator and the Resident Student. Fellows will blog at least twice on the OE@KCC blog, deposit their Commons courses in CUNY Open Ed, and present about their courses at the KCC Open Education Showcase.

- **School of Professional Studies (SPS)**

  » Two new faculty trainings on the SPS Open Lab have been launched - one on using CUNY Pressbooks for Adapting and Creating OER Content and another on the Pedagogy of Social Annotation.

  » New workshops on Open Pedagogy, OER Adoption, and UDL / Accessibility are being offered to faculty. Their objectives are learning to evaluate OER for accessibility, to adapt content to be accessible, and to design courses with choice built in, exemplifying the Open Pedagogy principle of student agency and the UDL principle of providing multiple means of expression. The OER textbook for the workshop will be an adaptation of the BC Campus Accessibility Toolkit, replacing example scenarios with more diverse representation relevant to the NYC/CUNY context, published in CUNY Pressbooks.

  » The Open Spring! Open for All Workshop: Using OER & Open Pedagogy to foster Diversity, Equity, Inclusion, and Accessibility in Online Courses is being offered after positive feedback in Spring 2023. This workshop/seminar series introduces DEIA annotations to the CUNY SPS online course review rubric to focus attention on how online course review standards can be met with OER and Open Pedagogy in a way that emphasizes representation and inclusivity. Participants use the annotations along with the rubric to reevaluate an existing online course and propose revisions to improve representation, accessibility, and student voice and choice.

PROMOTING SOCIAL JUSTICE THROUGH OER

JOHN JAY COLLEGE

An important component of OER and Open Pedagogy is that it views access as essential to learning and to teaching, and it recognizes the fact that by using OER, faculty are not only saving a student money on textbooks, they are making a direct impact on their ability to attend, be successful in, and graduate from college. Faculty at John Jay College are producing work that demonstrates a commitment to access, centering the student voice and their experiences, and transforming systems through social justice.

Associate Professors of History, Edward Paulino and James De Lorenzi were called to start their current OER project, "History Remix" when they began to engage in efforts to get students to come back in to campus after the pandemic, and connect what they were learning at CUNY with their communities, lived experiences and in particular, their linguistics heritage. Mentorship and workshops were integrated into the initiatives to engage students but Paulino and Lorenzi quickly realized they wanted to take it a step further. They not only wanted to create an open source textbook that would be accessible to students and other faculty across CUNY and the world, they had a desire to develop something that could help students think through meaningful research design in a way that centers their heritage. "By having multilingualism and one's heritage become the centerpiece of academic research, it can help students see the value in their personal non-academic strengths and encourage them to bring those 'superpowers' into the classroom. It can also help them feel more comfortable and confident using their language in new academic and professional settings."

Transforming educational experiences for students by changing the way courses are taught and producing texts where students can see themselves is a big motivator across the institution. Professor of Psychology, Jill Grose-Fifer, started her career with John Jay 15 years ago, where her interest in inclusive pedagogy and making education accessible, started very early on in her career. In addition to creating an environment where active learning and student engagement are encouraged, Grose-Fifer has focused on how she can shift the perspective on how the discipline of psychology is taught. "I am committed to making sure students can see themselves in the materials used in the classroom. We must make sure that the resources uplift a diverse set of authors and contributors to the field of Psychology and accurately represent the student population we serve at CUNY." This dedication has led her to develop 'Introduction to Psychology: A Critical Approach,' an open textbook and adaptation of OpenStax's Psychology in Pressbooks, that completely shifts the way the history of psychology is discussed. One of its many objectives is to raise critical consciousness by having students understand systems of oppression in the history of psychology and what can be done to address the injustices it has perpetuated over the years.

This work by Grose-Fifer goes hand in hand with another OER project, Adjunct Professors, Mayowa Obasaju and Dr. Pamela LiVecchi, are developing called, "The Liberation Psychology Workbook/Faculty Guide". This text came forward as a result of recognizing a need to have resources with examples that reflect the breadth of John Jay students and Psychology overall. "At the core of this work is the desire to guide faculty in helping students understand liberation psychology so that they can see who are most impacted by any given experience, what systems are at play, and how social justice is an integral part of healing, change and teaching. This workbook is liberation work simply by making it openly accessible to students and faculty. It is an example of what it looks like to work within systems while trying to transform them."

V.

WHAT THE FUTURE HOLDS: LOOKING AHEAD TO AY 2023-24 AND BEYOND

Looking ahead, the University continues to remain focused on supporting the institutionalization and sustainability of OER initiatives across CUNY. Additionally, the university will continue to build internal capacity to promote the sharing of CUNY-created content both across CUNY institutions and outside CUNY as the University develops further as a national leader in open education.

NATIONAL IMPACT

After many years of supporting and being involved in a number of projects and initiatives, the CUNY Office of Library Services (OLS) has been able to reach out nationally and be recognized as a pillar for advancing OER work. CUNY OLS leaders continue to be actively engaged in national leadership and representing CUNY with open education networks, serving as steering committee members of the Driving OER Sustainability for Student Success (DOERS3), establishing collaborations with SPARC, Hewlett, OpenStax, and National Consortium for Open Educational Resources (NCOER), and presenting at national and regional conferences, including the Northeast OER Summit.

DOERS3

As members of DOERS3, CUNY leaders continue to have an influence on projects within DOERS3 addressing the intersection between tenure and promotion and equity, and OER. The framework and matrix that the tenure and promotion working group at DOERS3 has created has helped institutions and disciplines across the country consider how they should characterize their work, and where their open education contributions would be valued most. In 2023, the OER Contributions Matrix was translated into French by the Canadian Association of Research Libraries' Open Education Working Group task group on francophone OER, to encourage francophone and bilingual universities in Canada to start the conversation about making OER count for tenure and promotion. DOERS3 also continues to advance efforts and initiatives that can guide faculty on how to reward OER work. The Open Education in Tenure and Promotion Case Studies project has resulted in the selection of 25 authors who

have been awarded for submitting case studies around how they have used and advanced OER in their practice. This project will not only help to recognize the efforts by faculty to further OER work, it will result in a peer-reviewed publication that will be released early this year.

CUNY OPEN PRESS

The CUNY Open Press will continue to collaborate with CUNY campuses to expand access to educational materials, and take an innovative approach to peer review, editorial, and design services through the Open Publishing Collective. With Faculty Fellows from both the pilot and inaugural cohorts in separate phases of the program, the team at CUNY OLS and the CUNY Fellows, look forward to continuing to assess program outcomes, and create a community of practice around open publishing that emphasizes accessibility, equity, and open pedagogy.

These efforts continue to demonstrate CUNY's commitment to building and sustaining OER adoption, creation, and open pedagogy. CUNY will continue to support and enhance efforts to pilot, create, scale, and sustain OER projects for the benefit of faculty, students, and institutions across the University throughout AY 2023-24 and beyond.

Report Prepared by

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