

# Open Education Campus Action Plan

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Your Open Education Action Plan is an internal document meant to guide your work toward your open education goals. This plan is a living document that you can revisit as you make decisions about what kinds of activities you will support. Think of it as a skeleton you can work to fill in. Ideally, this plan should be developed by a project team which includes representatives from all major stakeholders.

## Table of Contents

[Stakeholders Worksheet](#)

[Action Plan Worksheet](#)

[Barriers Worksheet](#)

[Advocacy Planning Worksheet](#)

[Communications Worksheet](#)

## Stakeholders Worksheet

Before you start planning, it is important to note who your major stakeholders are. Who are the people that will be most affected by the changes that you hope to make? It is a good idea to try to get advisors from each of the stakeholder teams onto your group. The following table might help you to define your stakeholders and who the best points of contact are.

Stakeholder Group (students, faculty...)	Person to Contact (SGA, faculty senate...)

# Action Plan Worksheet

## Status Quo:

What challenges is the campus facing that open education could help with? What efforts are already underway to address these challenges? A good place to start is with textbook costs. Think about how this issue is impacting campus, and what is already being done to solve it.

## Project Mission:

What do you want to accomplish in regards to open education to make the status quo better? Your mission statement should be short, specific, and should span at least three years. Most project missions are practical, but broad enough to include the entire scope of the project. Keep in mind that as you develop your project mission, you should define how this project helps the larger institution to meet its core mission and values.

## Goals & Activities:

What major goals or objectives will need to be met to complete your mission? These should be measurable, achievable outcomes you want to come out of your project. Most project-based initiatives that will last fewer than three years should have three to five goals. Be realistic about your time limitations and your organization's expectations.

Under each of your goals include the general activities that you will complete in order to reach the goals you have agreed on. Activities are the work that you are actually going to do.

For each goal, also include how you will measure your progress and assess whether you have reach it. Think about the starting and end points, and milestones to celebrate along the way.

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Assessment:

2)

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Assessment:

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Assessment:

### **Administrative & Institutional Support:**

Where on campus will your project garner support? What resources do you have access to? Try to list all of the structural tools, financial, personnel, and organizational capital you can use to reach success with your project.

### **Staffing Plans:**

How many people are going to support your effort? How much of their time can you expect to use? Be specific in defining how your project will be staffed.

### **Partnerships:**

Who are your partners, both inside and outside of the broader organization. Write short descriptions of each partnership.

### **Sustainability & Reporting:**

How will your institution sustain the plan and institutionalize OER? Who will be involved? How often should you revisit the plan? How will you report on success of the plan?

## Barriers Worksheet

What sorts of barriers exist to keep you from reaching your goals? This table is an internal planning tool to help define the challenges you will face. It's best to keep this part of the plan private, so that you can have a frank and honest discussion of barriers.

### Goal 1

Barriers to Success	Overcoming Barriers

### Goal 2

Barriers to Success	Overcoming Barriers

### Goal 3

Barriers to Success	Overcoming Barriers

## Advocacy Planning Worksheet

Your advocacy plan is an internal planning document for how you will convince key internal and external constituents to support for the work that you are doing. Some of these ideas may have already come up when constructing your plan, but it helps to think it through more specifically. You may wish to use this document as an agenda for an early advisory team meeting.

*Note: Depending on how your project goals are divided up, it may make sense to repeat this exercise for each distinct element of the project.*

### Proposal:

What project or objective do you propose? Summarize the goal(s) and major activity mentioned in your internal plan.

### Process:

What is the process for getting your proposal implemented? Where are the critical steps in the process that will make or break your success? Key steps may include securing funding or permission for a project.

**Decision Maker:**

What decision maker has the power to advance your proposal at the critical step(s)? Write down who they are and why open education might be important to them.

**Timeframe:**

When do you seek to start your project or idea? How does this fit within the school year or institutional planning process?

**Influencers:**

Who or what influences your decision maker? Be creative in thinking about what arguments, information, people, stakeholder groups and relationships might help convince the decision maker to support your project.

**Strategy:**

What is your approach to getting the decision maker to support your project? Strategies may include demonstrating support for the project from the campus community, or actively getting leaders on campus to persuade the decision maker.

**Tactics:**

The specific actions you take to execute your strategy. It might help to make a process list, like setting up a recipe. Think about how your decision maker can be reached, and the many different types of influencers.



# Communications Worksheet

The purpose of this section is to outline how to talk about your initiative with people outside of your project group. You will likely have multiple audiences, and it is a great idea to go through this process to develop a communication plan for each one.

## Audiences:

Who is your campaign directed at? Examples:

- Students
- Administrators
- Funders
- Faculty Members
- The Bookstore
- IT Staff

## Frames:

What themes or ideas does the audience currently associate with OER? (good & bad) What are they likely to know about OER, and what experience are they likely to have had? There are some samples here, but remember different audiences will have different frames. As an example, faculty will likely know more than financial aid staff members about educational resources, but will have less knowledge about funding options for students).

Useful frames the audience might associate with OER:

- Textbooks, and higher ed in general, are expensive.
- Student debt is a big problem.
- Education is important for the economy.
- Technology gives us the ability to solve all of this if we use it.

Problematic frames the audience might associate with OER:

- You get what you pay for.
- If it's too good to be true, it probably is.
- MOOCs are solving all of these problems.

## Message

Your message is the case you make to the audience to get them commit to taking action. It's best to have three versions on hand: full message (1 page), elevator speech (1 paragraph), tagline (1 sentence). It's best to start with your elevator speech and work from there.

A common way to structure a message is in four parts:

- Hook: An evocative statement or image that will catch the audience's interest.
- Problem: What is wrong with the status quo. Tap into frames you identified above.
- Solution: Your vision and how OER can help achieve it.
- Call to Action: How your audience can join you to solve the problem.

## Materials

External Materials: what you make available to the audience of your campaign.

- Fact Sheet (2 page max)
- Myths and facts sheet (2 page max)
- Webpage
- Infographic or related images
- List of "further reading"

Internal Materials: what you give your partners to help communicate with your audience.

- Talking points for meetings
- Q&A for meetings
- Strategy, tactics and timeline
- Message, frames and audience