

TRU Open Press

Strategic Priority 1:

TRU is already a leader in open education globally with award-winning scholars and practitioners across the university; the TRU Open Press is an opportunity to support the open pedagogies and open research that define this global leadership role. The TRU Open Press supports student success and faculty innovation by centralizing publishing in-house and protecting it for our users and by supporting the development of high quality materials; it will support faculty research innovation by supporting open data and open scholarship opportunities, as well as offering unique knowledge mobilization strategies. Bringing the in-house expertise together makes it more accessible for faculty and provides jobs and experiential learning in this innovative sector for students.

Strategic Objective 1:

The TRU Open Press is of particular interest to TRU's research faculty given the emergent mandates from the Tri-Council funding agencies for funded work to be shared openly, for data to be stored openly, and for knowledge to be mobilized. Centralizing the supports for open publishing, open repositories, and tools like blogging and podcasting under the auspices of the TRU Open Press will offer faculty a "one-stop shop" both in planning and executing Tri-Council applications and grants. The capacity to offer this support in-house is a differentiator for TRU within the higher education sector and a significant attractor of tripartite faculty. This also makes opportunities for knowledge mobilization more equitably available to all faculty.

Strategic Priority 2:

The TRU Open Press will support faculty in the development of OER, eliminating achievement gaps by eliminating costs for all learners; this has a greater material impact on marginalized student populations. The TRU Open Press will also support the development of multimodal learning materials as part of an innovative, universal design for learning, digital-first approach to developing classroom resources to reach more learners. A significant strength of OER is the ability to localize and Indigenize educational materials to make them more directly relevant to TRU learners. The TRU Open Press will also advance a mandate to require meaningful engagement with the Office of Indigenous Education and local Secwépemc community members in the development of OER. This practice will also extend to scholarly publishing and knowledge mobilization.

Strategic Objective 2:

We can specifically address wholistic belonging for all learners by adapting resources to the academic, material, and cultural contexts of the TRU community. This means localization of content to TRU learner needs, reducing classroom material costs by developing resources in-house, and providing for content to be Indigenized and internationalized with an eye to intercultural learning. The TRU Open Press centralizes the existing expertise at TRU to develop multimodal and multimedia learning materials to reach more learners. The TRU Open Press will also focus on supporting student researchers from across TRU by offering opportunities to about academic publishing and by supporting and developing student publishing opportunities.

Strategic Priority 3:

The TRU Open Press is designed to provide meaningful experiential learning opportunities for learners in relevant disciplines and to teach students valuable skills in mobilizing knowledge to communities. The TRU Open Press makes materials created at TRU available to community stakeholders and trains students in the value of communicating research widely. As a research university embedded in its regional and cultural communities, TRU will benefit from opportunities to share knowledge widely; the TRU Open Press is an opportunity to harness existing in-house expertise and build capacity to highlight our leadership in this area.

Strategic Objective 3:

The TRU Open Press will work with the Department of Communications and Visual Art to develop experiential learning opportunities in communications design, marketing, new media, and public relations for learners in the Bachelor of Communications degree program; we will also work with TRUSU to staff student researcher and developer roles. Students involved in these opportunities will learn transferable, job-ready skills in document design, web development, and audio/video production and editing. TRU Open Press, in addition to being the publisher of first choice for the TRU community, will be the employer of first choice for TRU learners.

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Project Title	TRU Open Press
Guiding Principles	Project Proposal Requirements
Collaborative and inclusive of a wide-range and diversity of units; must include academic unit(s) and students. (20%)	<p>We have received confirmation of supports and signatures from leadership of our main collaborators: TRUSU, Office of Indigenous Education, the Library, Office of the Vice-President Research, Communications and Visual Arts, CELT, Open Learning, Learning Technology & Innovation, and the OEWG. As we reached out to our OEWG membership, we also received over 30 signatures and expressions of endorsement from a wide variety of faculty and staff across campus. All signed documents can be provided for review.</p> <p>A full-time project manager is responsible for the running of the Open Press. Faculty members are responsible to work with research, practicum, and co-op students. One faculty member serves as the Open Press editor. All are responsible for project completion. An advisory board (students, staff, faculty, community partners, external representatives) is accountable for the Open Press. Project partners across campus are consulted, and TRU, local and global communities are informed about ongoing Open Press work.</p>
Multi-year projects that are aligned with at least one of the strategic priorities (10%)	<p>Our goal is to be the publisher of first choice for TRU faculty when they create educational and scholarly materials.</p> <p>The proposal for the TRU Open Press emerges from the research conducted for the Future of Open Education at TRU report by the OEWG. That report demonstrated that the most successful growth in Open initiatives emerged from universities with centralized support for this work. In preparing that report, surveys showed that the majority of TRU faculty who engage in Open believe the work is undersupported by the institution, that a lack of support impedes project completion, and that they need help meeting the Open research requirements of tri-council and other external granting agencies. TRU’s leadership in this space is dependent on continued, sustainable support and growth.</p> <p>The TRU Open Press combines the existing strengths of TRU’s celebrated open platforms and expertise in learning design and resource development to offer wrap-around supports for the creation and development of open educational resources, open scholarship, and open pedagogy projects. TRU Open Press leadership is already involved in the first peer-reviewed scholarly podcasting network in the world, funded by a SSHRC-PDG grant. The intention of the press is to solidify the existing infrastructure to be ready for TRU’s next phase as a research-first university while celebrating and supporting the existing community ethos to teach and learn in the open.</p> <p>The Press will be a “one stop shop” provider of all necessary expertise in web-first publishing (PressBooks), open pedagogy and open scholarship (WordPress), student voice and scholarly knowledge mobilization (podcasting, blogging, video), and interactive media for homework systems (H5P). This project seeks to resolve several cross-university concerns, including:</p> <ul style="list-style-type: none"> • The need for research faculty to be supported in developing open research plans and robust knowledge mobilization strategies in alliance with Tri-Council agency goals, and support for execution on these plans.

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- The need for high quality, low-cost learning materials to support TRU learners and eliminate achievement gaps, particularly for students from equity-seeking groups.
- The need for these materials to be localized, Indigenized, and internationalized as appropriate for the intercultural learning community at TRU.
- The need for faculty and staff to be supported in developing these resources and maintaining and updating them over time.
- The need to develop more high quality experiential learning, employment, and research publication avenues for TRU undergraduate and graduate students.

There is no equivalent to the TRU Open Press in the province. This is a differentiator for TRU. In his supporting letter, Clint Lalonde, Acting Director, Open Education, BCcampus writes, “Our perspective at BCcampus is that local institutional initiatives are vital components to develop a sustainable open education eco-system within the province. Our vision at BCcampus has always included the hope that initiatives like TRU Open Press might take root at institutions [...] TRU Open Press could become an exciting model for others in the province to emulate and continue to build on TRU's reputation as provincial leaders in open education.”

Priority 1:

- New research faculty need support in developing open research and knowledge mobilization strategies as it is increasingly a requirement of public external funding agencies. Knowing this work is supported at TRU more effectively than elsewhere is a recruitment benefit.
- The TRU Open Press also commits to the next generation of inclusive excellence by providing experiential learning and training in research and publication to students.
- Innovative commitments to research and scholarship include pathways for teaching-based and scholarly teaching research recognized as peer-reviewed contributions to their respective fields. An Open Press with a rigorous peer review and editorial framework is a significant leadership role.

Priority 2:

- Open educational resources that eliminate costs for students improve the material circumstances of students from equity-seeking groups and ensure day-one access to classroom materials. We know that since 2014, TRU students have seen cost savings from open adoption totaling \$2,158,970.90 (data compiled by Brenda Smith, Open Education Librarian). By systematizing the development of these resources in-house and establishing a process for development, revision, iteration, and reuse, we can continue to grow this work and ensure quality of materials.
- Building and adapting these materials in-house also offers the opportunity to localize, Indigenize, and internationalize our learning materials, making them more directly relevant to the cultural needs of our learners, aligning with the UN SDG and supporting the UN SDG faculty fellows program.
- From Bala Nikku, EDSW: “As a racialized scholar-teacher and equity-denied community member, I fully support this initiative of TRU Open Press. This will be a critical addition to the ongoing open movement at TRU. I also believe that access to open scholarship is key to TRU to achieve its EDI goals. I practice open education in the courses that I teach at TRU and observe the benefits of it especially

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to Indigenous and BIPOC students who may have difficulties to bear textbook costs.”

- Through in-house expertise in universal design for learning and the development of interactive, multi-modal learning materials, we can address the academic needs of more learners from more diverse backgrounds.

Priority 3:

- TRU’s local, national, and global leadership in open education is a significant differentiator for our institution (for example, in 2021 TRU faculty and staff were involved in three award-winning projects at the OEGlobal Open Education Awards for Excellence, and TRU is a major contributor to the UN SDG faculty fellows program). This work can grow with support.
- The TRU Open Press is designed to provide meaningful experiential learning opportunities for learners in relevant disciplines and to teach students valuable skills in mobilizing knowledge to communities; specifically will work with the Department of Communications and Visual Art to develop experiential learning opportunities in communications design, marketing, new media, and public relations for learners in the Bachelor of Communications degree program; we will also work with TRUSU to staff student researcher and developer roles on the team.
- The TRU Open Press makes materials created at TRU available to community stakeholders and trains students in the value of communicating research widely. As a research university embedded in its regional and cultural communities, TRU needs to develop infrastructure to share knowledge widely.

Year One:

- Establishment of Board. The Advisory Board oversees the management and provides strategic focus and direction, decides on the projects undertaken, provides resources and counsel, assesses program effectiveness and impact, monitors business performance, supervises project manager, mentors students.
- Hiring of project manager and faculty editor.
- Total inventory of open projects in process at TRU.
- Updated total inventory of OER in use at TRU.
- Consultation and information to campus about supports for open publishing and knowledge mobilization via the TRU Open Press.
- A minimum of three completed projects and a minimum of six additional projects underway with a total minimum impact of 120 students and 6 faculty.

Year Two/Three (shared goals, per year):

- Update inventories annually.
- Consultation and information within TRU, provincially, nationally, and internationally for completed projects, including conferences and submission to repositories.
- A minimum of five completed projects (per year) and a minimum of ten additional projects underway; total minimum impact of 200 students and 10 faculty (per year).

Year Three:

- Secure ongoing funding for TRU Open Press.

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	<p>In addition to these deliverables, we will report out regularly to stakeholder groups with the following schedule:</p> <ul style="list-style-type: none"> • 2x year: Open Education Working Group, Senate Teaching and Learning Committee, Senate Research Committee, and TRUSU • 1x year: Faculty Councils, Senate Academic Planning and Affairs Committee, Senate Qelmúcw Affairs Committee, International Standing Affairs Committee, and Senate Student Success Committee.
<p>Student experience lens embedded throughout (20%)</p>	<p>In their letter of support, TRUSU writes: “The work to build affordable and accessible course materials continues to be a priority for our membership. The TRU Open Press will positively impact students ability to engage in open educational creation for pedagogy, research, and publishing. [...] We would highly encourage you to fund this application on its merit.”</p> <ol style="list-style-type: none"> 1. OER Development: centered on improving student experience with student involvement at all levels of development and implementation. Student experience will be improved through a focus on localization, Indigenization, and internationalization of OER published by the press, engaging a sense of wholistic belonging for students. OER success will be measured by uptake and therefore cost savings and learning outcomes for students. 2. Jobs: TRU Open Press will employ students as content RAs and as project developers. In these positions, students will develop skills in research and editing; knowledge mobilization; and communications design. The RAs will be supervised by the faculty editor and mentored by Board members and project leaders. 3. Experiential Learning: The TRU Open Press will function as a much-needed opportunity for students to apply their learning in supported professional contexts, particularly students in Public Relations and the proposed Major in Communication Design, who will be looking for opportunities in areas digital content production, layout, graphic design, etc. CVA aims to have capacity to require 3 credits of Experiential learning for every graduation in Communication and Journalism in the next 3-5 years. The Open Press will be an essential partner to achieving this goal. Opportunities for course-based projects related to the design and publication elements could also be explored. 3. Academic Programming (Communications): Particularly in Professional writing, we have been working towards processes and resources for pulling together collaborative teaching and learning materials (like a living case study bank, and OER with an emphasis on ancillary resources for teaching professional writing). This is particularly important in areas where there are multiple sections of standard courses and a significant reliance on sessional faculty. The Communications and Visual Arts department has therefore committed to using TRU Open Press to support academic programming. From the leadership of Communications, we anticipate other large first-year courses following suit. 4. Disseminating research: In addition to training students in the development of scholarly publishing, TRU Open Press will prioritize the development and support of platforms for publishing original undergraduate and graduate research at TRU and beyond. This includes open journals, web projects, and training students in open data storage practices. Students

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	<p>who have worked with the TRU Open Press will be well-suited for future work as researchers in the current publishing climate.</p>
<p>Strong assessment and evaluation process (30%)</p>	<p>The evaluation plan is built to align with TRU’s strategic priorities and objectives. A more detailed version of the plan was developed with help of the ISP workshops and is available upon request.</p> <p><u>Strategic Priority 1: Objective:</u> to be the publisher of first choice for TRU faculty, students, and staff. <u>Activities:</u> safe and reliable supports through open publishing platforms. <u>Outputs:</u> a wide variety of projects engaging with multiple faculties. <u>Quantitative Evaluation Approach:</u> # and types of projects in alignment with yearly goals above (TRU baseline data from Library). <u>Performance targets:</u> project initiation and completion, increased capacity across publishing modes. <u>Outcomes:</u> quantified and categorized body of projects and number of impacted students and faculty.</p> <p><u>Strategic Priority 2: Objectives:</u> a) to practice holistic belonging and b) to increase access. <u>Activities:</u> a) support, localize and Indigenize the work of the press, and b) improve access to learning materials, UDL, tri-council requirements and knowledge mobilization. <u>Outputs:</u> a) Indigenous and community projects, and b) OER, research publishing, and knowledge mobilization. <u>Quantitative Evaluation Approaches:</u> a) # and types of projects, and b) # and types of projects, documented proprietary textbook costs (baseline data from Library and BCcampus). <u>Performance Targets:</u> a) increased number of Indigenous and local projects, active inclusion of partners, and b) reduced student cost burden, increased multimodality, 100% of published content will be free to end user. <u>Outcomes:</u> a) Indigenous and community projects, and b) quantified student burden reduction, UDL report.</p> <p><u>Strategic Priority 3: Objectives:</u> a) support TRU’s provincial national and international leadership in OE, and b) practice innovative learning and teaching strategies. <u>Activities:</u> a) safe and reliable supports through open publishing platforms and b) work with students and faculty to facilitate OEP, experiential learning UR, and CER projects. <u>Outputs:</u> a) participant usage of TRU hosted knowledge mobilization options, and b) a variety of projects facilitated. <u>Qualitative and Quantitative Evaluation Approaches:</u> a) project participant survey about usage, sharing, and presentation; usage analytics. <u>Quantitative Evaluation Approach:</u> a) and b) # and types of projects, recognition, and dissemination. <u>Performance Targets:</u> a) in-house hosting of project materials, and b) consolidated existing expertise and institutional adaptability to changing technologies. <u>Outcomes:</u> a) report on TRU’s provincial, national, and international OE impact, and b) quantified learning and teaching projects.</p>
<p>Capacity building (scalability and sustainability) beyond the life of the project (20%)</p>	<p>TRU Open Press will centralize existing tools and expertise at TRU to ensure stability and growth. These resources include open publishing expertise on multiple platforms (texts, journals, web projects); open data storage; expertise in learning object development in multiple modalities; expertise in knowledge mobilization strategies including scholarly blogging and podcasting.</p> <p>This work is already happening across TRU, but decentralization has meant an inefficient use of resources and unsustainable workloads. Our goal in establishing the TRU Open Press is to ensure faculty have a single point of access for all the services they need to</p>

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	<p>achieve their open education goals and align with open mandates from external funding agencies. Bringing this work in-house also protects faculty intellectual property and student learning materials for continued iterative development and allows for editorial, production, and technology supports to manage workloads, which are currently unsustainable with the volume of work being produced at TRU. Resourcing this expertise effectively is necessary to ensure TRU faculty can respond to a changing scholarly research landscape.</p> <p>The TRU Open Press is also well-prepared to respond to shifting trends in publishing and to answer needs like the development of open access homework systems. By hiring students and connecting with faculty who may not already know about the existing resources, we will expand both capacity and demand for these services. The use of the TRU Open Press by departments like Communications and Visual Art to offer more consistency in materials across first-year courses will easily scale to any other departments.</p> <p>This project will have a life beyond the three-year cycle of the ISP funding, and a key task for the project manager is to secure continued funding, including from external sources. While not collaborators at this stage, we will consult with Advancement to discuss opportunities for Alumni and other support; we also believe that, once established, the Press will be eligible for the Tri-Council Research Support Fund. We are committed to not returning to the decentralized, unsustainable model currently in place. We believe that the TRU Open Press will become critical scholarly infrastructure for the entire TRU community as we step into our future phase as a research university.</p>
<p>Where appropriate, identify how you intend to engage authentically with community.</p>	<p>TRU Open Press is focused on the opportunities that open practices provide to localize, Indigenize, and internationalize all work published by the press to reflect the communities in which our learners live, work, and engage. All work published by the TRU Open Press is open access and cost-free to the end user, making it much easier for community members and people from marginalized communities to engage with the scholarship and research produced by TRU, locally and internationally. The press is also committed to open knowledge mobilization, using blogging and podcasting to reach communities impacted by or with interest in TRU research and pedagogies. The Press will also maintain the UN SDG relationship.</p> <p>Through faculty and student research and scholarly activities, we will nourish reciprocal relationships with discipline-specific groups. Local examples could be Biology professor working on publishing a report on local ecosystems, working together with the Kamloops Naturalist Club; or, an Indigenous MEd student could work with their faculty member and with the Tk'emlúps te Secwépemc cultural department to publish resources for SD 73 educators. Similarly, faculty and students could seek to collaborate and co-create with national and international groups and entities.</p>
<p>Budget Request</p>	<p><i>Please use the attached spreadsheet for providing a detailed budget breakdown.</i> Attached.</p>
<p>Dean, Director, AVP, approval</p>	<p><i>Please indicate below if all supervisors of project team members have been consulted about the scope of the project prior to submission.</i></p> <p><input checked="" type="checkbox"/> Yes (consultation is completed)</p> <p><input type="checkbox"/> <i>No (consultation will be completed prior to March 31st, 2023)</i></p>