CHAPTER 15

FRAMING OPEN EDUCATION WITHIN THE LIBRARY

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"What's open education?", "What does the library have to do with open education?", and "What is it that you do?" are questions people have repeatedly asked since I started working as an open education librarian. A better question, I think, is: What doesn't the library have to do with open education? One tenet the open education (OE) movement dedicates itself to is the goal of providing access to information in higher education by removing barriers. The core values of our profession align with those of the open movement on this tenet.

The Academic Library Association's (ALA) statement on Access to Library Resources and Services makes two relevant statements around access and equity that apply to work within the open education community. The first statement is, "Equity extends beyond equality—fairness and universal access—to deliberate and intentional efforts to create service delivery models that will make sure that community members have the resources they need."[1] One advocacy area that librarians supporting OE focus on is providing equal access to educational materials regardless of socioeconomic status to students on the first day of class by using open educational resources (OER). In this case, OER provides relief from the financial burden because they are free to the end-user and thus help to provide universal access to education to those at a socioeconomic disadvantage.

The second statement also ties into giving access to materials to our communities:

> Access to materials, without prejudice, to every member of the community must also be assured. As one of the core values of librarianship, "Equality of access to recorded knowledge and information" which involves "ensuring that all library resources are accessible to all overcoming technological and monetary barriers to access" goes hand in hand with democracy and freedom.[2]

These statements of librarianship's core values help to inform the participation of librarians within the OE community.

In addition to aligning my open education work with the ALA statement and still ruminating on how to best respond to these questions, I've looked for other parallels in librarianship that pair nicely with the concepts that drive the conversation around OE. At OpenEd17, an open education conference, I met Kristin Woodward, who helped me identify synergy between open education librarianship and the Association of College and Research Libraries (ACRL) *Framework for Information Literacy in Higher Education* to explain my scope of work to other librarians in a departmental meeting I would lead later that month at Penn State University.[3] This chapter builds on that conversation, the research I did to lead that meeting and scope my work as the open education librarian, and builds on our presentation at OpenEd18 the following year. Unfortunately, Woodward was unable to attend the conference, and I gave our talk on "Framing Open Education Within the Library," where I looked specifically at the theoretical connections between the Framework and OER and then presented on the practical applications of the Framework and OER in Woodward's stead.[4] Due to the extremely positive response to that presentation, the conceptualization of this chapter began. This chapter builds on the theoretical portion of that presentation to explore explicit connections between the six frames and the work librarians do to support faculty interested in adopting, adapting, and authoring OER.[5] After exploring those connections, I expand the discussion to how these connections can work as touchstones that functional librarians can leverage with their subject librarian colleagues to generate buy-in for OE and OER.

THE FRAMES AND OPEN EDUCATION

Across librarianship, I am not alone in drawing connections to information literacy, the Framework, and open education topics. In "Opening the Framework: Connecting Open Education Practices and Information Literacy," Silvia Lin Hanick and Amy Hofer walk through the connections that can be made between the frames and OE when working with students or collaborating with faculty working with students.[6] While the Framework is intended to teach students information literacy concepts that will extend throughout

lifelong learning, the way that the Framework defines information literacy as "the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning"[7] easily extends the ability to use the frames to teach faculty about open education topics. The goal for librarians is to teach learners these concepts and abilities. In "Beyond Open Connections: Leveraging Information Literacy to Increase Impact of Open Education," Michelle Reed and Billy Meinke lay a foundation of information literacy and open education connections that goes through each of the six frames but this time with a focus on the work that information professionals do to support a mix of learners. They include examples of working with both instructors and students from their perspectives as a librarian and technologist at their respective institutions. I appreciate that in their framework they define what it would look like for someone who had "high information literacy proficiency" and provide a wide array of examples from across the OE spectrum.[8] Between those initial conversations with Woodward and this research, I reframed the way I approach the scope of my work by connecting it explicitly to the Framework.

At Penn State University, this explicit connection to the Framework helped me find the right language to talk about who my learners were. Housed in Library Learning Services, the learners for most of my colleagues were undergraduate students, but my learners were faculty. My colleagues provided information literacy one-shots, and I primarily provided workshops to faculty and instructional designers.[9] And while undergraduate students were ultimately the beneficiaries of my work, I didn't work closely with them through collaborations with faculty. Instead, I taught faculty about Creative Commons licensing; how to adopt, adapt, and author OER; how to enter the conversation about OE through research; and how to implement open pedagogy in their courses. By adopting the idea of learners rather than two radically different populations, I was able to find common ground with colleagues when we talked about information literacy training and workshops.

In my new role at The Ohio State University, housed in Teaching and Learning, we support undergraduate student success, instructor development and pedagogy, and instructional tools and content. So, there is still an emphasis on information literacy instruction but also a focus on supporting pedagogy across the library and the institution. As such, my focus will still be on faculty as learners but also on providing professional development opportunities for library colleagues. In addition to using the Framework to teach faculty as I did previously, it will provide a common language to talk about these concepts with colleagues when introducing them to open pedagogy.

Authority Is Constructed and Contextual

> Information resources reflect their creators' expertise and credibility and are evaluated based on the information need and the context in which the information will be used. Authority is constructed in that various communities may need help to determine the level of authority required.[10]

This frame was the first I unpacked when connecting the Framework to my work in open education. One of my first tasks was to think about how to generate buy-in with faculty for OER. After having a few initial conversations with faculty, I noticed a similar pattern emerging in those conversations: faculty had qualms about the quality of the materials addressed before committing to anything. They are used to a specific model of constructed authority around textbooks through their interactions with publishers. It was important to me to help them interrogate that authority. I did this by having them answer a series of questions when we chatted. What do they consider high quality? What are the specific features they are looking for? Do they ask if the textbooks have gone through peer review? What do they do to evaluate the materials before assigning them for their courses? Through these conversations, I concluded that oftentimes their authority as a subject expert has eroded and they just pick from what has been put on offer. When confronted with OER options, they must unpack their expectations and bolster their expertise in order to evaluate the content of the materials to see if it is suitable for their courses. This confrontation means that faculty may have to "recognize that authoritative content may be packaged formally or informally and may include sources of all media types."[11] In the case of OER, it may not be packaged like a for-profit textbook. As the librarian who is introducing faculty to OER, it's good to have a game plan for how to handle conversations around the evaluation of the material. I start with the admission that I am not an expert in their subject area and that only they can determine the quality of the materials. It may be helpful to cite literature that shows the quality is as good as or better than publisher content, it may be helpful to gently remind faculty of their subject expertise, or my favorite is to point out that the same publishers who are selling the textbook for their courses are also offering OER materials wrapped in a proprietary platform as affordability solutions. This connects with the frame's disposition to "develop awareness of the importance of assessing content with a skeptical stance and with a self-awareness of their own biases and worldview."[12] Faculty may need to put their biases against OER on the shelf in order to assess if it will fit their needs. I recommend providing faculty with several rubrics to choose from when they are evaluating OER for themselves. They can pick the one they like and then keep track of their impressions of the materials before deciding on their curricular materials.

Information Creation as a Process

> Information in any format is produced to convey a message and is shared via a selected delivery method. The iterative processes of researching, creating, revising, and disseminating information vary, and the resulting product reflects these differences.[13]

This frame had the most obvious connection to open education. When faculty decide to create or even adapt OER, they are participating in information creation. I would argue that creating OER fits all the knowledge practices for this frame, but especially "develop, in their own creation processes, an understanding that their choices impact the purposes for which the information product will be used and the message it conveys."[14] When developing an OER from scratch, faculty will need to make choices about the materials they create and understand how those choices will affect the resulting curricular resources and how they will be used. The delivery systems for OER may differ but are often digital. As such, they should reflect affordances of being born digital. The process of creating, revising, and disseminating the information that students receive could be done iteratively or even in conjunction with student authors. Faculty who author or adapt OER also participate in most of the dispositions for this frame, but I will highlight two here. First, they "accept that the creation of information may begin initially through communicating in a range of formats or modes."[15] This means that when they plan to author/adapt materials, they must look outside of print resources and explore other formats and modes of curricular resources. By leveraging the affordances of digital resources in the creation/adaptation of OER, they can incorporate not only text but also media (audio, images, interactive assessments, and video). Second, they "understand that different methods of information dissemination with different purposes are available for their use."[16] In this instance, faculty learn that they can disseminate their curricular resources in many formats. For example, there can be a web-only version, a PDF file, a DOCX file, an XML file, etc. Each of these formats has a particular purpose, like a PDF file for potential print versions of their text. As the librarian supporting faculty through this process, it may be our role to help them select the platform where they author and disseminate their curricular resources (Pressbooks, Scribe, Manifold, Canvas, etc.).

Information Has Value

> Information possesses several dimensions of value, including as a commodity, as a means of education, as means of influence, and as a means of negotiating and understanding the world. Legal and

> socioeconomic interests influence information production and dissemination.[17]

For the open movement, this Framework is particularly important. OER disrupt traditional publishing practices and change the normal channels through which information is available. There are multiple ways that a librarian can connect their work with open education to this frame. First, our goal is often to relieve the burden of textbook costs on students by doing advocacy work to get faculty to at the very least adopt OER. Thus, we need faculty to understand how the exorbitant costs of textbooks are denying their students access to assigned curricular resources; this connects to the knowledge practice, "recognize issues of access or lack of access to information sources."[18] In my work, I found that faculty run the gamut from blissfully unaware of how much students are paying in textbook and materials fees to highly concerned at the cost of those curricular resources. It helps to have specific examples of what textbooks cost students at your institution to share with faculty. After doing several rounds of advocacy workshops, a librarian may find that cost becomes a secondary factor for why faculty want to switch to OER.

The second connection to the frame comes through the knowledge practice that faculty will be able to "articulate the purpose and distinguishing characteristics of copyright, fair use, open access, and the public domain."[19] It is integral that faculty understand their intellectual property rights at their institution, including whether they retain the copyright for their creations and whether they can then license those creations as they see fit. Part of the role of an open education/OER librarian is to teach faculty about Creative Commons licensing so they understand what the licenses are, what the licenses allow them to do, and what they allow the end-user to do with their works. A librarian can do this in one-on-one consultations, in small groups, or in larger workshops. For example, whenever I give a workshop that touches on OER, I do a brief review of what the licenses are, what the public domain is, and license compatibility.[20] Depending on the institutional context of the library and whether there is dedicated copyright support, talk to faculty about linking to copyrighted materials and what is or isn't allowed.[21]

The third connection to this frame is the knowledge practice that faculty will "understand how and why some individuals or groups of individuals may be underrepresented or systematically marginalized within systems that produce and disseminate information."[22] There is a huge opportunity for faculty to not reproduce the same marginalization that occurs in publisher-created content in the OER that they adopt, adapt, or author because using Creative Commons licenses can allow them to control the representations in their curricular materials. For librarians supporting faculty doing this work, I recommend educating faculty about the affordances of OER to correct underrepresentation in their

materials. They can change images, language, and other media to be more representative of their classrooms or the world around their students. I also recommend thinking about this marginalization when recruiting faculty for library initiatives. Who can participate safely? What risks do marginalized faculty incur if they take on this work? Faculty who are women, people of color, or LGBTQA+ have other factors in academia that may disincentivize them from taking on this work. Be sensitive to their other responsibilities and think through how to best support them.

Research as Inquiry

> Research is iterative and depends on asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field.[23]

This frame states, "Experts recognize the collaborative effort within a discipline to extend the knowledge in that field."[24] One of the benefits for faculty working in the open education community is the opportunity for collaboration, both to adapt or author OER and to do research within their discipline on OER. They can engage in a collaborative effort to extend the knowledge of their field across locations (institutionally, nationally, and globally) and across disciplines (interdisciplinary courses are a great place to create OER). One of the knowledge practices for this frame is to "monitor gathered information and assess for gaps or weaknesses," which the OER community needs both for the creation of OER—how can we fill in the subject area gaps?—and for research about OER used in the classroom.[25] By leveraging our experience as librarians supporting information literacy and undergraduate research, we can also help faculty facilitate research studies for the OER they create or adopt.

Two dispositions from this frame are also important to connect to OER. The first is to "value persistence, adaptability, and flexibility and recognize that ambiguity can benefit the research process."[26] For this disposition, we're going to pivot away from research, but don't worry, we'll tackle it in-depth in the next frame. Instead, let's explore how working with OER requires persistence, adaptability, and flexibility. For example, imagine a librarian and a faculty member search together for OER that meets the needs of the course but identify gaps in coverage for several topics. Remaining flexible and persistent will be integral to filling those gaps. Maybe the gap can be filled with other resources, like a video or an assessment. Maybe there is an almost perfect resource, but it will need to be adapted to meet the instructor's needs. A librarian can help support faculty through this process by scaffolding the search experience and remaining optimistic that together they can find something suitable.

The second disposition is the ability to "seek multiple perspectives during information gathering and assessment."[27] The connection I see here to open education is thinking about how to assess the transition to OER in the classroom. Faculty will often be ready to assess their students. How did they like the textbook? Did they use it more? I think it is important for the librarian to also suggest that the faculty assess their own use of the OER in the classroom. The questions are very similar. Did they use the textbook more? Were they more engaged with the text than had been previously? How did the order of the table of contents work out for them? Is there anything they'd rearrange? What were some pain points? If the librarian is responsible for an OER publishing program or initiative, having participants interrogate their transition from publisher content to OER can provide meaningful feedback on where the program needs to grow to better support faculty. It will also provide demonstrable results to report up from the program in addition to cost savings.

Scholarship as Conversation

> Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations.[28]

When I first started connecting my work to the Framework, this frame was particularly challenging for me to figure out how to apply it to open education. Over time, doing the work itself defined how the frame connects to open education for me. As I connected with faculty more frequently through workshops and the grant initiative, it quickly became obvious to me that this frame connects in three ways.

The first connection is in conversations around tenure and promotion. A common question that faculty will ask when starting the transition to open materials is how it can count for their tenure and promotion portfolio. When I think about Scholarship as Conversation, it is always directly connected to research and teaching students how to enter the scholarly conversation in their discipline. Flipping that for faculty, everyone is looking to carve out their niche in their discipline's scholarship, and doing research on the OER they create or use in their courses is a great way for them to enter that conversation from a new perspective and potentially in new venues.

The second connection is through the adaptation and authoring of OER. The frame notes that "new forms of scholarly and research conversations provide more avenues in which a wide variety of individuals may have a voice in the conversation."[29] By authoring an OER and selecting a Creative Commons license that allows for their work to be remixed, or by remixing an existing OER, they

enter a different scholarly conversation than if they were just focused on their research. They also create a place where more scholars can enter the conversation by remixing their work. One of the knowledge practices of this frame is learning to "cite the contributing work of others in their own information production" and by creating or adapting OER faculty have to learn how attribution works, which is in many ways like learning citation practices.[30] As librarians, this is where we can step in with our expertise and explain why attribution is important—to comply with the Creative Commons license requirements and to provide credit to the original authors—and to provide best practices for creating attributions. I like to teach this as remembering the acronym TASL (title, author, source, license) when faculty ask what information they need to provide when attributing content.[31]

The third connection to this frame comes in the form of communities of practice. One of the dispositions of this frame is to "understand the responsibility that comes with entering the conversation through participatory channels."[32] Working in the open, whether it is through adoption, adaptation, or authoring, puts faculty into participatory channels. By remixing a textbook, faculty are participating in the conversation; by authoring content, they are starting a conversation that other faculty can join when they adopt or remix materials. So, it must be clear to them what the responsibilities of working in the open entail and how Creative Commons licenses help facilitate these new ways of participating. As librarians, we can cultivate these participatory channels intentionally by helping to create communities of practice around open education at our institutions. These communities can be focused on different topics—for example, a general interest group that brings together folks interested in OE or OER, or if we are supporting faculty authoring OER, the group could be focused on the process of creation, how folks are using their materials in their courses, what is or is not working for them with their content, etc.

Searching as Strategic Exploration

> Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternative avenues as new understanding develops.[33]

If there was ever a time to shine for a frame in connection to OER, this is the frame! In most institutional contexts, the most common relationship between a librarian supporting OER working with faculty is helping them search for OER. In a lot of ways, searching for OER mirrors doing academic research, so information literacy skills come in exceptionally handy. It is important that faculty engage in several knowledge practices from this frame. They'll

need to "use different types of searching language (e.g., controlled vocabulary, keywords, natural language) appropriately" in their searches.[34] While they might be used to searching in library databases in their research area, they need to be flexible enough to engage in similar but different search strategies for OER. When initially searching for OER, it is important to start the search with broad keywords rather than with niche-subject-specific keywords. This is because the metadata in most of the repositories and referatories where they will search for OER do not have as robust an index as library databases. This also means that faculty will need to "design and refine needs and search strategies as necessary, based on search results,"[35] another of the knowledge practices. As they search and discover what terms work and which don't, they will need to refine their search strategies to find relevant results. As they continue searching and identify gaps, it will also be important for them to "identify interested parties, such as scholars, organizations, governments, and industries, who might produce information about a topic and then determine how to access that information."[36] This is integral because one of the great affordances of OER is the ability to integrate up-to-date materials, especially from government and industry sectors.

There are two dispositions for this frame worth calling out individually. The first is for faculty to "persist in the face of search challenges and know when they have enough information to complete the information task."[37] Searching for OER can be time-consuming and challenging. There isn't coverage for every topic at every level of education yet. Persistence is a vital disposition to have when searching for OER, but I think it is even more valuable (for both faculty and librarians) to understand when to stop searching. The second is for faculty to know when to "seek guidance from experts, such as librarians, researchers, and professionals." As librarians, we have access to more than just searching repositories and referatories. We have access to listservs and colleagues who might know where to find resources that match our faculty's subject area. We keep track of places where resources might be siloed. We also have more advanced search strategies for the repositories and referatories that we search all the time. As the librarian teaching faculty how to search for OER, it's a good idea to reiterate that we're happy to help search if they run into any difficulties or if there is capacity to do an initial pass for OER to get them started.

CONNECTING WITH SUBJECT LIAISONS THROUGH THE FRAMES

Now that I've made explicit connections to the Framework, let's explore how they can help functional librarians make inroads with their subject librarian

colleagues on open education and OER. During the Q&A portion of my presentation at OpenEd18, one of the questions about my work as an open education librarian was, "What is one of the biggest challenges that [I] faced so far?" Knowing there were probably subject librarians in the audience, I risked turning them off the topic by being truthful. My answer was: generating buy-in with my subject librarian colleagues. I can't count the number of times I've answered the question, "What is it that you *even* do?" from subject liaisons or was greeted with a cold reception or immediate distrust.

While at Penn State University, my intense workload made it impossible to focus on building explicit connections with all my subject librarian colleagues. Not that it stopped me from thinking about how I could do so—lunch and learns? Coffee hour? Subject area-specific meetings? Listening tour? With all my competing priorities, I chose instead to focus my efforts where they would have the most impact strategically. I started by accepting any one-on-one consultations with subject liaisons who requested them. Before we met, I'd ask them to give me a general overview of what they were interested in knowing more about so that I could make the most of our hour together by providing them with the information they wanted. Some wanted a general overview of OER and how it worked at our institution, while others had concrete projects that they wanted input on before they dove into the deep end. I treated these consultations the same way I would when meeting with faculty: assess what they need, actively listen, repeat back what I'd heard to make sure we were on the same page, and then share what expertise I had that could help. If these subject liaisons did a lot of instruction, I found that using the Framework to connect information literacy concepts to OER concepts for what they wanted to do was very helpful and provided a way for them to think about how they would integrate it into the work they were already doing.

For context, Penn State has more than twenty campuses; University Park serves as the flagship campus "housing the administrative and research hub" located in central Pennsylvania. The remaining campuses are spread throughout the Commonwealth of Pennsylvania.[38] The library functions as one administrative unit across all the campuses and lives up to Penn State's motto of "one university, geographically distributed,"[39] with a total of 572 employees. This breaks down into 249 professional staff, 272 support staff, and 51 student assistants across the university's libraries.[40] The librarians not staffing the Pattee and Paterno Library or a branch library at University Park work in Commonwealth campus locations across the breadth of Pennsylvania. As such, my next strategy was to work with Commonwealth campus librarians (who often fill both functional and subject liaison roles). I was responsible for co-leading the Affordable Course Transformation grant initiative that supported faculty who wanted to adapt or author OER. Part of supporting that initiative was to promote the program by

visiting the Commonwealth campuses. This outreach required reaching out to librarians at the campus to set up the time and place of the event, get suggestions for food for the workshop, and then deliver a workshop explaining OER and the grant initiative to faculty. It was also crucial to collaborate with these librarians to get faculty to attend the workshop. They would promote the event and send out invitations to their campus faculty. We invited the librarians to participate in the workshop and enjoy lunch. Afterward, we often toured the campus library and had a one-on-one with the librarian(s) there. Once in the one-on-one conversation, it would typically follow the same flow as outlined above; the only real difference is that in addition to bringing subject expertise to the table, the Commonwealth campus librarian(s) could also provide integral insight on the way their campus functions, what faculty are interested in, and how OER might be received. These visits could also lead to important collaborations with Commonwealth campus librarians around OER. For example, after doing a campus visit for the ACT grant initiative, Christina Riehman-Murphy, open and affordable educational resources librarian, at Abington, and Elizabeth Nelson, reference and instruction librarian at Lehigh Valley, contacted me for a brainstorming session for the Affordable Course Content Faculty Fellowship (ACCFF) they wanted to start at the Abington campus. Faculty would receive a grant and support to adopt open or affordable materials for their courses. Once the program started, they invited me and my colleagues in Teaching and Learning with Technology to help do an OER Searching Support day. The faculty who participated in the ACCFF were then directed to apply for ACT grants if they wanted to take their project past adoption.[41] During the OER Searching Support, we used our information literacy skills to help find content for the faculty fellows and taught them a few basic search strategies for OER. For example, we taught them where to search for OER in their subject area and how to use a broad search term for their discipline before narrowing it down to a more specific search term for their course because of how OER repositories are structured. After they searched, we taught them how to sift through the results returned by their keyword to find resources that would work for their courses. We also covered what criteria they might use to evaluate the resources they found. My strategy for working with faculty to find OER is informed by the connections I've made to the Framework in the previous section, primarily Searching as Strategic Exploration.

My last strategy involved being able to communicate out across all twenty-four campuses at Penn State at once paired with a reference model for questions about any of our services dedicated to open. I led an OER Strategic Action Team that was charged with coming up with a communication structure between all the campuses. Meanwhile, Ally Laird, my colleague and Open Publishing Program coordinator, was tasked with an Open Access Outreach Taskforce, which was charged with similar goals around communication across the campuses. We

decided it would make more sense to join forces rather than duplicate efforts and created the Open Initiatives Group.

This group then planned an Open Liaison program designed to help disseminate information to Penn State faculty, staff, and students about the libraries' and university's open initiatives. Open liaisons help provide unified service and greater discoverability for open initiatives to all campuses and colleges within Penn State. A liaison's responsibilities are to learn about Penn State's open initiatives; share information about these initiatives with the librarians, faculty, instructional designers (IDs), staff, students, etc. with whom they work; attend Open Liaison Day annually (in person or virtually); read and, as appropriate, share news and event invitations sent to the open liaison group; inform their close colleagues that they are an open liaison and that questions can be sent to them; refer questions to the Open Initiatives Group when necessary; and help build connections to the Instructional Design Community on their campus for cross-unit support of OER projects as capacity allows.[42] We set out to accomplish this by providing baseline training for all open liaisons on the different offerings available through the library's suite of open services, creating a reference model for questions about the library's open services and providing ongoing professional development throughout the year for open liaisons. To kick off the program, we decided to hold an Open Liaison Day event to bring all the liaisons together for our first offering of baseline training. Based on its success, Open Liaison Day became an annual professional development event hosted by the Open Initiatives Group.[43]

In addition to Open Liaison Day, the Open Initiatives Group planned other professional development opportunities for the open liaisons delivered quarterly throughout the academic year. We started by developing a series of workshops that can be delivered in person or virtually, one of which was a collaboration between Ana Enriquez, scholarly communications outreach librarian, and me on using Creative Commons licensed material, where my role was to walk attendees (faculty, librarians, instructional designers, etc.) through how to search for these OER materials.[44] The idea behind these workshops for me is to "teach the teacher"— they learn how to search for OER and then can teach others how to do so. This technique is often used in teaching information literacy concepts.[45] So, for functional librarians hoping to teach their subject librarian colleagues about OE or OER, this might be a great model on which to base their instruction.

In my new role at The Ohio State University, it is my job as the affordable content instructional consultant to provide professional development opportunities for subject liaisons and faculty. As such, I'll be developing a lot of materials with connections to the Framework and information literacy more broadly in mind with a few lessons learned from my interactions with subject librarians previously kept in mind. I believe using the Framework is a great starting point

because it provides a shared language, familiar concepts, and makes the work feel more "librarian-y."

The cold reception and distrust I've received in the past could stem from many avenues—perhaps a lack of top-down support from administration that the work has strategic priority along with encouragement for subject librarians to incorporate into their work, or it could stem from being in the profession a long time and seeing trends come and go, not wanting to learn new skills that will quickly be discarded when the next new shiny trend comes along, or even being overworked and already at full capacity, being asked to take on one more thing. Either way, regardless of how subject librarians respond to the idea of OE work, I don't believe that these roles will go away like the latest trend; instead, they will transition away from focusing on cost-savings to students and move toward instructional support, which has long lived in the library. By connecting the frames when we work with subject librarians, we help make the shift to incorporating OE and OER in their workflow more a matter of transferring the skills they already have to a different subject area. I will most likely start my journey to providing professional development opportunities for subject liaisons by drawing on the work of Lauren Ray. Her SPARC Open Education Leadership capstone project provides insight on giving open education workshops for subject librarians and tips on customizing them by discipline.[46]

CONCLUSION

The Framework provides a myriad of ready connections to open education work if we look closely at what each frame asks learners to do. As librarians who support life-long learning, it is okay to envision faculty as our learners and build out workshops and resources to support them as they investigate OER. If librarians transition into the role of support for OER initiatives at their institution, they can draw on their background in teaching information literacy to teach open education concepts, and they can leverage those same skills to help ease their subject librarian colleagues into adding OE work into their skillset for supporting faculty instruction.

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ENDNOTES

1. "Access to Library Resources and Services," American Library Association, October 23, 2015, http://www.ala.org/advocacy/intfreedom/access.
2. "Access to Library Resources," American Library Association.
3. *Framework for Information Literacy for Higher Education*, Association of College & Research Libraries, American Library Association, February 2, 2015, http://www.ala.org/acrl/standards/ilframework.
4. Amanda Larson and Kristin Woodward, "Framing Open Education Within the Library," Google Slides, October 16, 2018, https://docs.google.com/presentation/d/1vNQwa4BylrNl6pFnnL1UMkVOqf4aIJx3lHPQqaE8fSE/edit?usp=sharing.
5. Throughout this paper, when I use the term faculty, it includes all levels of instruction, not just folks who have tenure-track or tenured positions.
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