
BUILDING ADVOCACY CAPACITY FOR OER

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SPARC*



WHAT IS ADVOCACY?

**Advocacy is taking *action*
to influence *change*.**

STRATEGY FRAMEWORK



PROBLEM

SOLUTION

GOAL

STRATEGY

TACTICS



PROBLEM

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PROBLEM & SOLUTION

- What is the **problem** with the status quo that keeps the world from being how it should be?
- What is the broader change that could be made that would **solve the problem**?
- Why is this important right now?

EXAMPLE

- **PROBLEM:** Students are borrowing more than ever before to pay. As a result, millions of borrowers each year struggle to continue with their education, make important investments, and even pay monthly bills for their living expenses.
- **SOLUTION:** Students should be able to afford college without mortgaging their future.



PROBLEM

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A goal is the specific proposal or change you want to make that advances the **solution** to the **problem.**

SETTING AN ADVOCACY GOAL

- A goal is the specific change you want to make that advances the solution to the problem.
- *Not* something you have the power to change yourself.
- Goals should be **SMART**: **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-bound.

Increase OER adoption

Specific, **M**easurable, **A**chievable, **R**elevant, **T**ime-bound

Increase OER adoption



Specific, **M**easurable, **A**chievable, **R**elevant, **T**ime-bound

Run a statewide survey about OER and student success

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**Establish a statewide OER
grant program of \$10,000 by next
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STRATEGIES & TACTICS

- **Strategy** is your theory for how you will bring about the change you seek to achieve.
- **Tactics** are the specific actions you will take to implement your strategy to achieve your goal.

DEVELOPING A STRATEGY

- How does the change you identified in your goal get made? What is the process?
- Who are the key **decision-makers**?
- Who or what could influence them to want to make the change? What's *in it for them*?

INVENTORY YOUR ENVIRONMENT

- Who or what is at my disposal to advance my advocacy goal?
- What specific **resources** can you use to your advantage?
- Who is already on my team? Who can I recruit?

THE STRATEGY SCALE



Create a climate where X is likely to do Y

Persuade X to do Y

Incentivize X to do Y

Pressure X to do Y

~~**Admonish** X for not doing Y~~

What's in it for **them**?

*How can you frame what you want
to be something they want?*

AFFECTED PARTIES

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- Students
- Faculty
- Librarians
- Parents
- Teaching & Learning
- Instructional Design
- IT
- Employers
- Administrators
- Policymakers
- Authors
- Bookstore
- Publishers
- IA Software Vendors

ALLIES & OPPOSITION

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- Bookstore (can be either)
- **Publishers**
- **IA Software Vendors**

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UNDERSTANDING MOTIVATIONS

- What goal(s) is this person trying to achieve?
- What does success in their role look like to them?
- Where is there overlap in your goals?
- How might you work together towards a shared vision?

DEVELOPING YOUR TACTICS

- Who or what among your allies and resources is most likely to **influence** your decision maker?
- What specific **actions** can you take to put your allies and resources to best use?
- How might you recruit additional influencers?

MAKING IT EASY TO SAY YES

- Make them look amazing! Frame it as a championship opportunity.
- Be ok with sharing the spotlight.
- Do as much groundwork as possible so the ask doesn't make more work for them.



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FRAMEWORK IN ACTION

- **Problem:** Textbooks are expensive, etc.
- **Solution:** Expand effective use of OER to benefit students
- **Goal:** Establish statewide OER grant program
- **Strategy:** Convince coordinating board of the ROI
- **Tactic:** Gather savings data from faculty

USING *IN ORDER TO*

- **Problem:** Textbooks are expensive, etc.
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**Get the campus to implement an
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GOAL

**Persuade the Senate Higher Ed
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STRATEGY

**Conduct a student survey to gather
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TACTIC

ADVOCACY PLANNING SUMMARY

- What is your advocacy goal to advance the solution to your problem? (Remember **SMART!**)
- Who are the key decision makers? Choose one to focus on.
- Brainstorm why this person would care about the change.
- Brainstorm who or what influences this person. If you can't change their mind, who/what else might?

QUICK ADVOCACY TIPS

RESPONDING TO “NO”

- Always play out the conversation in advance and have some backup asks that might be easier to accept.
- If you get a hard no, refocus the conversation by asking how you might work together instead.
- Be careful about pushing back. If it begins to feel tense, ask if you can follow up later. It's usually better to re-strategize rather than risk deteriorating the relationship.

FOCUSING QUESTIONS AFTER “NO”

- Do you agree ____ is a problem?
- Are there any circumstances under which you could see supporting this? (i.e. is it possible to get you to yes?)
- What proposals would you support to address this problem?
- One way to take a meaningful step in the right direction is ____.
Would you support that?

RESPONDING TO “YES”

- Take “yes” for a “yes”! Don’t keep trying to convince them - say thank you and move straight into next steps.
- If appropriate, send a thank you note - it’s polite, and it’s also a great way to memorialize the “yes” in writing
- Do not assume that “yes” means “done.” You need to be responsible for follow up and staying on top of things.
- Follow through 110% on what you promise, 100% of the time.


MANAGING YOUR OWN EXPECTATIONS

- Advocacy is a long-term practice, not a one-and-done initiative.
- It's essential to consistently re-strategize and re-focus based on changes in your environment.
- Celebrate wins when you get them, no matter how big or small! This is especially important when success depends on others getting the credit.
- TAKE CARE OF YOURSELF!

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sparcopen.org/oer-state-policy

**Get
the
facts.**



**Inclusive
Access
.org**

Inclusive Access

- Digital access is available by day one and students are directly billed for the cost later.
- Print rental option may be available at additional cost.
- Full access typically expires after the course ends.
- "All rights reserved" copyright prevents unauthorized use.

OER

- Digital access is available by day one at no cost to students. Access is free forever.
- Students can choose low cost print option if desired.
- Students retain access to materials forever.
- Openly licensed so faculty can adapt materials to local needs.

Course-by-Course

- Students are billed the actual cost of their materials
- Opt-out is typically on a course-by-course basis
- Institution can negotiate prices with multiple vendors
- More often voluntary for faculty
- OER always free for students

“Equitable Access”

- Students pay a flat fee regardless of what the actual cost is
- Opt-out is typically all or nothing (all courses or no courses)
- Often outsourced to one vendor
- All faculty must participate
- Students may get charged even if faculty assign OER