

# Letter from the Editors

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To our readers:

I am both humbled and exhilarated to extend a warm greeting as we unveil the second issue of the *Journal of Open Educational Resources in Higher Education*, which is dedicated to the exploration, discussion, and dissemination of Open Educational Resources, Open Pedagogy, Open Access, Open Data, and more. The journey from our inaugural issue to this moment has been nothing short of remarkable and is a testimony to the steadfast spirit of our team and the support of our scholarly community.

The first issue of JOERHE was a resounding success, an accomplishment that owes its existence to the efforts of our founding team. We embarked on an uncharted journey, fueled by a shared vision to catalyze innovation, inclusivity, and accessibility in higher education. Despite our small team, we managed to transform our nascent vision into a tangible reality, replete with insightful content that resonates with educators, learners, and librarians across the higher education landscape.

As the adage goes, “success is not the work of one, but the work of many.” In the wake of the inaugural issue’s success, we have seen a heartening expansion of our editorial staff. We were so pleased to have Amanda Larson and Sabrina Davis join our team as Associate Editors for Papers. Amanda and Sabrina bring diverse experiences and fresh perspectives to JOERHE. We were also pleased to add Chelsee Dickson to our editorial staff as the associate editor for a new section: Innovative Practices. The Innovative Practices section consists of short-form, practical, applicable, case-study type articles that are not research-based and provide a description of a practice, innovation, or program that is replicable and/or useful for individuals in higher education who are engaged in Open Pedagogy, Open Data, and/or Open Educational Resources. I have confidence that this will

become one of our most popular and useful sections of JOERHE. We were also pleased to bring on new copyeditors, Sara Satkowiak and Brianna Parfaite, to help manage the increase in content alongside our original copyeditors, Rhianna Murphy and Jennifer Carter. I would also like to recognize our returning Columns Editor, Elizabeth Batte, whose deep knowledge of OER always proves valuable. And, of course, we thank our Editorial Advisory Board for their constant support and counsel.

The process of expanding our team has been a rewarding experience. Witnessing the collaborative spirit, the exchange of ideas, and the shared commitment to excellence has been genuinely inspiring. Our combined effort has not only enriched the quality of the publication but also enhanced our capacity to explore more diverse and complex topics. In this second issue, readers will experience the direct impact of our team's expansion. The diversity in content and the quality of the open peer reviews for articles and Innovative Practices reflect the collective contributions of our expanded editorial staff. Our ongoing commitment is to ensure that every issue surpasses the previous one, offering our readers valuable insights, practical solutions, and engaging content that moves the conversation about Open Educational Resources forward.

I want to end this letter with a special recognition of our Managing Editor, Hillary Baribeau, whose tireless efforts and unwavering dedication have been the bedrock of JOERHE. She is, undeniably, the heart of our entire operation. Her skillful management, keen eye for detail, and unmatched commitment to excellence have been instrumental in shaping our publication. Without her, this journal would remain an unfulfilled aspiration. The breadth and depth of her contributions can hardly be encapsulated in words, yet is felt on every page, in every article, innovative practice, column, review, and open peer review, echoing the meticulousness and passion that defines her character. Thank you, Hilary, for being my constant partner with this publication. I absolutely cannot do this without you.

*Kristina Clement  
Editor-in-Chief*

This year JOERHE's mission has been about growth and trying new things. It's a mandate that embraces creativity and innovation that I hope will embody the spirit of the journal going forward. I am so pleased that this year we have grown our editorial staff to ensure that our publishing practices are continuously viewed through a critical lens. This journal embraces trying new things over prestige, and I am so proud of that. I truly believe that our publishing structure reflects the content that we publish: we work to create a transparent practice that builds community and creates an attribution structure that acknowledges the labor that goes into the production of JOERHE at all stages. This, in turn, helps us to support JOERHE authors to produce meaningful and insightful content. I am so proud of everyone on the JOERHE team, the Associate Editors, the Section Editors, and Copy Editors, for jumping into this experience with their whole hearts and for being willing to explore,

question, and create. I feel like this is the best of OER publishing. And my deepest, most heartfelt thanks to JOERHE's Editor-in-Chief, Kristina, for her unwavering faith in me as we committed to a process that would constantly be under development and open to new ideas, new voices, and always asking, "is there a better way to do this?" Thank you. To our authors and to our peer reviewers, you are the heart of this journal. Thank you for everything that you do for your institutions, your communities, and for OER.

*Hilary Baribeau*  
*Managing Editor*

I am thrilled to serve as an Associate Editor for Papers at the *Journal of Open Educational Resources in Higher Education*. My initial involvement with the journal was as a peer reviewer, which introduced me to the benefits of open peer review in practice. I was thoroughly convinced of its value to both authors and reviewers, as it fosters true "scholarship as conversation" throughout the review process. My first year at the journal feels like it was a whirlwind of communication – between authors and peer reviewers – to make the issue come together. The amount of care, compassion, and empathy that peer reviewers provided in their feedback to authors and the reciprocity of that care in the deep consideration that authors took in implementing that feedback in the articles I was charged with overseeing was truly awe-inspiring.

Even though, I already had editorial experience to my credit prior to joining JOERHE, enough cannot be said about the intentionally collaborative, nurturing, and transparent environment that Editor-in-Chief, Kristina Clement, and Managing Editor, Hilary Baribeau created for all of us as we onboarded onto the journal. I am appreciative of the brave space they offered for us to learn the ins and outs of this publication and for instilling in us a shared ownership over the process. I would like to thank Hilary, especially, for her endless patience with my questions and concerns, for always being willing to hop on a call to talk through decision-making, and for bringing us all together to discuss the process, ask questions, and build community. To my fellow Associate Editors and Copyeditors, I am grateful for the work that you've put in to bring this issue to fruition and for showing up to every meeting ready to collaborate and ask questions.

It is my pleasure to have overseen the editorial process for four articles featured in this issue. Among them, Rachel Chandler's "A Bibliometric Study of Research on Open Educational Resources and Higher Education: Assessing Trends and Scholarly Productivity in Library and Information Science" offers valuable insights into publication productivity, core authors, core journals, and research topics in the publishing landscape. Meanwhile, Dan Ehrenfeld and Christopher Iverson explore the impact of OER Processes on community re-establishment at Farmingdale State College after the COVID-19 pandemic in "The Creation of an OER to Restore and Maintain a Writers' Community at a Regional Public College." Abbey Elder and Intiajul Alam present their findings from a 2022 survey on instructor awareness of the three affordable course material initiatives available at Iowa State

University and how those results impacted their outreach programming about those programs in their case study, "Assessing the Impact of a Collaborative OER & Affordable Resources Committee: Instructors' Awareness of Course Material Options." Lastly, Amy Smith, Jamie L. Workman, Taralynn Hartsell, and D. Laverne Hill conducted a qualitative case study at a community college in "Open Educational Resources: Collaboration between Community College Librarians and Faculty" to gain a deeper understanding of how librarians and faculty collaborate to adopt OER.

*Amanda Larson*  
*Associate Editor for Papers*

I was so excited when I was asked to serve as an Associate Editor for Papers this year at the *Journal of Open Educational Resources in Higher Education*. As an OER Librarian, I value access to information and continually see the benefits of open scholarship for authors, students, and society at large. Having the opportunity to work with a diamond open access journal that does open peer-review seemed exciting. JOERHE is working to change the scholarly publishing environment and I'm thankful to have played a small part in making that happen.

My first year at JOERHE was an incredible learning experience in navigating the journal scholarly publishing landscape. When I first started as Associate Editor, I had not had the opportunity to submit a paper for publication in a journal and, to be honest, the entire process seemed daunting. Having the ability to see the process from the "back end" with the amazing group at JOERHE has helped to not only boost my confidence to submit my own work to a journal, but it has also helped me be a more compassionate scholar. At JOERHE, we want our authors to succeed by helping them produce the best possible output of their hard work, and that culture of care is embedded in all of those involved with the journal. This culture of compassion and care at the journal was strengthened by communication. Effective communication permeated all of the work that we did with one another as well as how we interacted with our authors. We strove to help our authors showcase the very best of their scholarship and I think that our culture of communication and compassion will be evident in this issue.

I would be remiss if I did not provide a huge shout-out to the Editor-in-Chief, Kristina Clement. Her guidance, words of encouragement, and humor have had a profound impact on my career thus far and I am thankful to call her both a colleague and friend. I also want to give an equally large shout-out to our Managing Editor, Hilary Baribeau. She was incredibly patient with me throughout this entire year and I cannot thank her enough for that! I also want to thank her for helping to create a collaborative environment between all of the Associate Editors and Copyeditors. Seeking our input and encouraging us to learn from one another only helped to make this issue better! Lastly, I want to shout-out my fellow Associate Editors and Copyeditors. This is an incredibly talented group of open scholarship enthusiasts and I am so grateful that I got to learn from you this year!

I had the pleasure of editing three articles for this issue. In “Catalysts of Open Education in Colorado,” author Maya Hey discusses the enabling forces that helped the state of Colorado become a leader in state-wide open education initiatives and how these forces could provide insight into how other states can build or sustain similar initiatives. Authors Andrea Schuler and Alyn Gamble outlined how they performed a faculty listening tour at their mid-size university to gain a better understanding of the perceptions, use, and development of OER at their institution in their article “OER by Any Other Name.” And, in “Reimagining Leadership in Open Education,” members of the Regional Leadership of Open Education (RLOE) Network wrote about their experience in creating a human-centered network that brought together open education leaders and helped them lead systematic-change at their institutions.

*Sabrina Davis*  
*Associate Editor for Papers*

My first year as the Associate Editor of Innovative Practices, Columns, and Reviews for the *Journal of Open Educational Resources in Higher Education* has been a fantastic learning experience in author-editor communication, open peer review, and new and exciting work in the field of open education. I have the unique perspective of both an associate editor and an author, as I published an OER review in the previous issue of JOERHE. Experiencing the process from both sides is eye opening—I was treated with such care, empathy, and respect as an author, and as an associate editor I was encouraged to provide the same treatment to my authors. Every article received was read thoughtfully and thoroughly, and authors received communications throughout every step. Communication is key and welcomes authors into the publication process—this is not always the case with other journals. It is my hope that each author felt appreciated and heard.

JOERHE is a trailblazer in many ways but most notably in their inclusion of open peer review. Though I am familiar with blind and double-blind peer review, I was unaware of open peer review until I began working with JOERHE. Open peer review has many positives in my opinion: it holds reviewers accountable for their critiques, allows authors to connect a name (and an actual human) with a review (rather than ambiguous and anonymous comments), and encourages transparency in the review process. Transparency is an integral aspect of open education, open access, and open scholarship, and opening the peer review process aligns with the mission and vision of JOERHE.

Working with the editors on the upcoming issue has also been enriching. Many thanks to our Editor-in-Chief, Kristina Clement, for her ideas, flexibility, and positive attitude. Managing Editor, Hilary Baribeau, has taught me much about communicating with authors, the thought work that goes into creating a diamond open access journal, and following correct procedures throughout the publication process. Our copy editors have ensured the content in this issue is polished, and their hard work is vital to JOERHE’s readability. My first year as an associate editor was exceptional because of the

collaboration and connections made with my fellow associate editors; thank you for your insights during our check in meetings (and beyond).

In this issue, our columns, overseen by Columns Editor, Elizabeth Batte, include an intriguing description by Nancy Lawson Remler and Janel J. Smith of an Affordable Learning Georgia funded open textbook about performance standards to support preservice teachers. Our second column, written by Molly Wiant Cummins and Melanie Mason, asks readers and educators to consider adding human audio components to OER. Innovative Practices, the newest section of JOERHE, focuses on actual, practical work with open educational practices, providing readers with easily digestible and inspiring case studies. Within Innovative Practices, Joanna Thompson and Joshua Peach have written a piece about building a community of OER supporters through a paid professional development training program for librarians; Tiffani Tijerina describes integrating “ungrading” within technical communication courses; Beth Burnett, Nikki Cannon-Rech, Rebecca Hunnicutt, and Jeffrey Mortimore ensure OER are discoverable in an institutional repository by using hybrid metadata standards; and Karina Lissette Cespedes and James R. Paradiso utilize PhotoVoice and qualitative research to incorporate students into an open pedagogy project. Finally, our Reviews section features a balanced take by Leslie Drost on an OER titled *Rhetoric Matters: A Guide to Success in the First Year Writing Class*. Our authors are quite talented and are pioneering novel ideas with OER. Let their words and stories challenge and inspire you.

*Chelsee Dickson*  
*Associate Editor for Innovative Practices, Columns, and Reviews*

# Acknowledgments

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Open peer review is an adventure and a brave undertaking. We want to thank all of our peer reviewers who helped us to finalize decisions on our papers. We could not do this without you.

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