# Institutional Self-Assessment Tool, Version 2 (ISAT2)

*Institutional Self-Assessment Tool, Version 2 (ISAT2)* by Rajiv Jhangiani, Oya Pakkal, Catherine Lachaîne, and Robert Luke is an adaptation of the [Institutional Self-Assessment Tool for OEP Initiatives (ISAT)](https://oepimpact.opened.ca/isat/) by Tannis Morgan, Elizabeth Childs, Christina Hendricks, Michelle Harrison, Irwin DeVries, and Rajiv Jhangiani, licensed under a [Creative Commons Attribution 4.0 International licence.](https://creativecommons.org/licenses/by/4.0/)



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**Definitions [these will appear at the top of every grouping of questions for reference]**

Open Educational Practices (OEP) is a broad descriptor of practices that include the creation, use, and reuse of open educational resources (OER) as well as open pedagogies and open sharing of teaching practices (Cronin, 2017).

Open Educational Resources (OER) are learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others (UNESCO, 2019). This may include textbooks, websites, articles, interactive simulations, videos, or images that carry an open (eg. Creative Commons) license.

Open Pedagogy refers to both an access-oriented commitment to learner-driven education and a process of designing architectures and using tools for learning that enable students to shape the public knowledge commons of which they are a part (DeRosa & Jhangiani, 2018). This may involve students creating OER as part of their coursework via the design of “renewable assignments” that have a larger audience, longer life, and greater impact than traditional “disposable” assignments (often using open educational technologies and platforms such as Wikipedia, Pressbooks, H5P, WeBWork, etc.) or even the provision of greater agency to learners through, for example, the co-creation of course policies or schedules of work.

# Grouping 1: Vision and Implementation

## Vision integration

1. To what extent does the institutional vision consider Open Educational Practices (OEP), for example, in the institutional mandate, strategic plan, academic plan, research plan, or other such strategic planning documents?
* Institutional vision embraces OEP and is being studied/emulated by other institutions
* Institutional vision considers the need for changes in culture, policies, and practices to embrace OEP.
* Institutional vision considers how OEP support existing learning and teaching practices
* Limited, incidental, or informal institutional vision that considers OEP
* Absence of institutional vision that considers OEP
* Do not know

## Vision specifics

1. What is the institutional purpose for Open Educational Practices? (Check all that apply)
* Student success/educational achievement
* Student enrolment
* Student retention
* Student engagement
* Student savings
* Educator flexibility
* Pedagogical innovation
* Service mission
* University reputation
* Resource/cost saving on development of materials and services
* Quality improvements
* Other (please specify):

## Vision implementation

1. To what extent is your institution implementing action plans for the envisioned role of Open Educational Practices?
* There are specific action plans for OEP being implemented across the institution that also intersect with plans or strategies at a regional, national or international level (e.g., UNESCO recommendation on OER).
* There are specific action plans for OEP being implemented across the institution.
* There are action plans for OEP being implemented within specific areas of the institution (e.g., one or more Faculties or departments).
* Limited, incidental, or informal action plans and implementation of the vision of OEP (e.g., by specific faculty members or departments)
* Absence of an action plan and implementation of OEP vision
* Do not know

## Stage of the vision implementation

1. The following stages are drawn from Prochaska and DiClemente’s Transtheoretical Model of Change (Prochaska & DiClemente, 1984, 1986, 1992). Please select which stage your institution is at when it comes to vision implementation:
* Precontemplation: No intention to implement the vision in the foreseeable future.
* Contemplation: Intention to implement the vision in the medium-term. Some ambivalence, despite the recognition of the need to take action.
* Preparation (Determination): Readiness to take action in the short-term. The start of small steps towards implementation.
* Action: Implementation well underway with the intention of continued progress.
* Maintenance: Implementation has been sustained for a significant period of time. Commitment to ongoing implementation and progress.

## Impact evaluation

1. To what extent is the evaluation of Open Educational Practices initiatives and their impact being undertaken?
* The formal evaluation of OEP initiatives and their impact is carried out at an institutional level, encompasses multiple dimensions of OEP (e.g., impact on students, educators, and the institution), identifies gaps and opportunities, and informs future planning.
* The formal evaluation of OEP initiatives and their impact is carried out at an institutional level and informs future planning.
* The formal evaluation of OEP initiatives and their impact is carried out in a limited or localized fashion (e.g., individual educators engaging in scholarship of teaching and learning or areas like the Library assessing the impact of their OEP-related operations).
* Limited, incidental, or informal evaluation of Open Educational Practices impact (e.g., individual educators may survey their students).
* Absence of evaluation of OEP initiatives and their impact.
* Do not know

# Grouping 2: Partnerships

## Student partnerships

1. To what extent is your institution engaging in student partnerships to support Open Educational Practices?
* Partnerships with students on OEP are embraced across the institution and structurally integrated (e.g., during program review/development, etc.) or supported (e.g., fellowships, etc.).
* Partnerships with students on OEP are embraced across the institution.
* Partnerships with students on OEP are localized within specific areas of the institution (e.g., one or more Faculties or Departments).
* Limited, incidental, or informal student partnership in OEP (e.g., limited to one-off projects or at the ad-hoc initiative of individual faculty members).
* Absence of student partnership in OEP
* Do not know

6a) If you answered yes to any of the above, what is the nature of student partnerships to support OEP in your institution:

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## Other internal partnerships

1. To what extent are there other internal partnerships at your institution to support Open Educational Practices?

7a) Library

* Internal partnerships to support OEP are ongoing and sustainable. There is a long-term commitment across partners to support OEP.
* Ongoing internal partnerships to support OEP are limited to specific areas of the institution (e.g., one or more Faculties or departments) or are limited term.
* Internal partnerships to support OEP are limited to one-off projects.
* Limited, incidental, or informal internal partnerships to support OEP (e.g., individual relationships).
* Absence of internal partnerships to support OEP.
* Do not know

7b) Centre for Teaching and Learning

* Internal partnerships to support OEP are ongoing and sustainable. There is a long-term commitment across partners to support OEP.
* Ongoing internal partnerships to support OEP are limited to specific areas of the institution (e.g., one or more Faculties or departments) or are limited term.
* Internal partnerships to support OEP are limited to one-off projects.
* Limited, incidental, or informal internal partnerships to support OEP (e.g., individual relationships).
* Absence of internal partnerships to support OEP.
* Do not know

7c) Office of the Registrar

* Internal partnerships to support OEP are ongoing and sustainable. There is a long-term commitment across partners to support OEP.
* Ongoing internal partnerships to support OEP are limited to specific areas of the institution (e.g., one or more Faculties or departments) or are limited term.
* Internal partnerships to support OEP are limited to one-off projects.
* Limited, incidental, or informal internal partnerships to support OEP (e.g., individual relationships).
* Absence of internal partnerships to support OEP.
* Do not know

7d) Campus Store

* Internal partnerships to support OEP are ongoing and sustainable. There is a long-term commitment across partners to support OEP.
* Ongoing internal partnerships to support OEP are limited to specific areas of the institution (e.g., one or more Faculties or departments) or are limited term.
* Internal partnerships to support OEP are limited to one-off projects.
* Limited, incidental, or informal internal partnerships to support OEP (e.g., individual relationships).
* Absence of internal partnerships to support OEP.
* Do not know

7e) Briefly list the internal partnerships that support OEP in your institution:

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## External partnerships

1. To what extent is your institution or community engaging in external partnerships to support Open Educational Practices?
* External partnerships to support OEP are ongoing and sustainable. There is a long-term commitment across partners to support OEP.
* Ongoing external partnerships to support OEP are limited to specific areas of the institution (e.g., one or more Faculties or departments) or are limited term.
* External partnerships to support OEP are limited to one-off projects (e.g., co-organizing professional development workshops, collaborating on a research and development project, or funding the development of new open educational resources).
* Limited, incidental, or informal external partnerships to support OEP (e.g. bringing in outside reading, consultants, speakers, etc., or going to conferences and bringing the ideas back to the campus).
* Absence of external partnerships to support OEP.
* Do not know

8a) Please briefly list the external partnerships that support OEP in your institution and the expectations for each: .........................................................................................................................................................................................................................................................................................................................................................................................................

# Grouping 3: Policies, Incentives, and Professional Development

## Policies

1. To what extent are there policies to support Open Educational Practices in your institution?
* There is an alignment of institutional vision and policies with procedures and practices that support OEP.
* Policies that support OEP are developed and implemented across the institution.
* Policies that support OEP are developed and implemented within specific areas/levels of the institution (e.g., within one or more Faculties or departments).
* Policies that support OEP are limited, incidental, or informal. Pioneering groups may be in the process of developing policies.
* Absence of policies designed to support OEP
* Do not know

9a) Please list the specific policies to support OEP in your institution (include hyperlinks if available):

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## Incentives

1. Are there incentives or rewards for engaging with Open Educational Practices?
* There are incentives or rewards for engaging with OEP at a regional, national or international level
* There are incentives or rewards for engaging with OEP at the institutional level
* There are incentives or rewards for engaging with OEP within specific areas of the institution (e.g., within one or more Faculties or departments).
* Limited, incidental, or informal incentives or rewards for engaging with OEP
* Absence of incentives or rewards for engaging with OEP
* Do not know
1. What types of incentives are available to faculty and staff for implementing Open Educational Practices? (check all that apply)
* Monetary incentive (e.g., stipend)
* Reduction in teaching load (i.e. time)
* Grants (e.g., to hire student assistants, etc.)
* Recognition during tenure and promotion
* Informal recognition (e.g., profiles, celebration, etc.)
* Formal awards
* Other (please specify):

## Professional Development

1. To what extent is professional development offered on Open Educational Practices?
* Professional development on OEP is integrated and embraced across the institution.
* Professional development on OEP is offered across the institution.
* Some professional development on OEP is occurring, but this is localized to specific areas of the institution (e.g., within one or more Faculties or departments).
* Limited, incidental, or informal professional development on OEP (e.g., educators may use their personal development funds).
* There is no professional development on OEP.
* Do not know

# Grouping 4: Institutional Supports

## Technology and other infrastructure

1. To what extent does the institution have the infrastructure (e.g., technology) to support OEP?
* Robust infrastructure to support OEP are available across the institution (e.g., technologies and systems to support OER publishing).
* Basic infrastructure to support OEP is available across the institution (e.g., technologies and systems to support integration of OER in the learning environment).
* Infrastructure to support OEP is localized to specialized areas of the institution (e.g., one or more Faculties or departments have procured or developed relevant technologies).
* Limited, incidental, or informal infrastructure to support OEP (e.g., individual faculty members may have subscribed to relevant technologies).
* Absence of infrastructure to support OEP.
* Do not know

## Resources/funding

1. To what extent does the institution have the resources (e.g., funding) to support OEP?
* Robust resources to support OEP are available across the institution (e.g., significant funding available to support OER creation and innovations with open pedagogy, etc.).
* Basic resources to support OEP are available across the institution (e.g., small OER grant program).
* Resources to support OEP are localized to specialized areas of the institution (e.g., one or more Faculties or departments).
* Limited, incidental, or informal resources to support OEP (e.g., individual faculty members may be drawing on existing professional development funding).
* Absence of resources to support OEP.
* Do not know

## Types of available institutional assistance

1. What types of institutional assistance is available to help support Open Educational Practices? (Check all that apply)
* Discovering OER (e.g., support from the Library)
* Hosting and showcasing OER (e.g., institutional open repository)
* Designing and implementing open pedagogy (e.g., support from the Centre for Teaching and Learning)
* Access (whether by self-hosting or subscription) to technologies/platforms to support OEP (e.g., Open Journal Systems, Pressbooks, H5P, WeBWorK, etc.)
* Technical assistance with using technologies/platforms to support OEP (e.g., Open Journal Systems, Pressbooks, H5P, WeBWorK, etc.)
* OER publishing program (may include services such as project management, graphic design, multimedia creation, copyediting, peer review, etc.)
* Dedicated funding/grant program (e.g., OER grants, open pedagogy fellowships, etc.)
* One or more dedicated staff positions to support OEP (e.g., OER Librarian, Open Education Strategist, etc.)
* Specific supports for open access scholarship (e.g., self-archiving in the institutional repository, access to publish in open access journals without article processing charges, etc.)
* Specific supports for open science practices (e.g., membership in the Center for Open Science, training, incentives, etc.)
* Specific supports for open education research (e.g., internal grants or fellowships).
* Internal professional development such as training/workshops (e.g., Creative Commons licenses, discovering OER, designing open pedagogy, etc.)
* Support for professional development outside of the institution (e.g., taking open education courses/programs or attending open education conferences)
* Institutional membership in one or more relevant organizations (e.g., Open Education Global, Open Education Network, OER universitas, etc.)
* Other:

## Research support

1. To what extent is there internal (institutional) research support for OEP?
* Support for research and development of OEP is provided at all stages, from the identification of sources of funding and preparation of research proposal to the project implementation and submission of final research report
* In addition to administrative support for research on OEP and identification of external research funding opportunities, there is support for the preparation of research proposals that includes working out a budget, undertaking literature review, consulting research designs and methods and providing feedback.
* In addition to administrative support for research on OEP, there is support with identification of and promotion of research funding for OEP.
* There is limited support for research on OEP where most of the support is administrative in nature such as preparation of research agreement or contracts or review and submission of funding proposals.
* Absence of research and development support.
* Do not know

## Communication

1. What communication channels are used to support Open Educational Practices at the institution?
* In addition to formal communication channels (e.g., email distribution lists, press releases, newsletters, webpages, etc.) being used to support OEP across the institution, updates are also distributed beyond the institution (e.g., across regional, national, or international networks and associated channels).
* Formal communication channels (e.g., email distribution lists, press releases, newsletters, webpages, etc.) are used to support OEP across the institution.
* Formal communication channels (e.g., periodic meetings, email distribution lists, newsletters, webpages, etc.) are used to support OEP within specific areas of the institution (e.g., one or more Faculties or departments).
* Limited, incidental, or informal channels are used to support OEP (such as email, direct messaging).
* Absence of communication channels to support OEP.
* Do not know

# Grouping 5: Leadership and Advocacy

## Institutional Structure

1. To what extent is there an institutional structure to support Open Educational Practices?
* A senior leader in the institutional structure leads the OEP initiative with the support of the specialized centre in the institution.
* A specialized centre leads and supports OEP.
* One or more dedicated positions have been created to support OEP within units such as the Library, Centre for Teaching and Learning, etc.
* Limited, incidental, or informal structure that leads and supports OEP (e.g., faculty champion, community of practice, etc.).
* Absence of institutional structure to support OEP.
* Do not know

## OEP advocates

1. Who are the advocates for Open Educational Practices at your institution? (Check all that apply)
* Student advocates
* Faculty advocates
* Librarian advocates
* Support staff advocates (e.g., Centre for Teaching and Learning staff; library staff; etc.)
* Administrator advocates (e.g., Deans, Associate Deans, senior leadership, etc.)
* Advocates from multiple internal groups (e.g., cross-functional open education working group/committee)
* External advocates (e.g., external organizations, government, etc.)
* No known advocates
* Other (please specify):

## Adequacy of provided institutional resources

1. To what extent does your institution’s senior leadership provide resources (human, financial, capital, etc.) to support the institutional OEP initiative?
* Substantial resources to support institution-wide uptake
* Adequate resources to support institution-wide uptake
* Limited resources (e.g., pilot funding, limited term commitments, etc.) that are insufficient to support institution-wide uptake
* No / Minimal resources
* Do not know

# Grouping 6: Culture Change

## Awareness

1. How widespread is the awareness of Open Educational Practices?
* Widespread awareness across the institution
* Moderate awareness across the institution
* Awareness limited to specific areas of the institution (e.g., one or more Faculties or departments)
* Awareness limited to individual champions
* Little to no awareness
* Do not know

## Utilization of provided institutional resources

1. To what extent do faculty and staff utilize available resources to support Open educational practices?
* Stronger demand for resources than can be sustained
* Significant uptake that demonstrates a strong return on investment
* Sufficient uptake that justifies provision of ongoing support
* Little to no uptake
* Do not know

## Curriculum integration

1. To what extent do course and programs integrate Open Educational Practices?
* OEP is integrated into a large number of courses. In many cases the integration is at a program level.
* OEP is integrated into a large number of courses. In some cases, the integration is at a program level.
* A large number of educators have integrated OEP into their courses, but this is not yet at the program level.
* Some individual educators may be experimenting with OEP in their courses, but this is not integrated at the program level.
* Courses and programs do not integrate OEP.
* Do not know

## Open-ended question

1. Based on your awareness of OEP at your institution, do you perceive there to be any changes in attitude towards this approach to teaching and learning? If so, what kinds of evidence or indicators point to a shift in culture or practice (e.g., more faculty applying for grants, greater curriculum integration, more press releases, more use of PD funding for OEP, etc.)? If not, why do you think this is the case?

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