Building on the 2016 OER Competency Framework drafted by the International Organisation of La Francophonie (IOF / https://www.uni-potsdam.de/fileadmin/projects/oer/files/meetwoch_2/03_-_OER_Competencie_Framework_EN.pdf), the Open Maricopa project (formerly Maricopa Millions) has undergone a two-year iterative process to revise and adapt the competency framework based on various rounds of public feedback with the intent to use the learning outcomes as a basis for professional development programming across the Maricopa Community Colleges and beyond. The original publication, which is available under a Creative Commons license, was initially subject to feedback from our diverse team of stakeholders on our OER Steering Team, and additional feedback about objectives to edit or include was collected from the larger community at both the 2020 and 2021 Arizona Regional OER Conferences. A finalized draft of this framework is now available to the global public and we would like to engage in discussions about the value of international and cross-institutional collaboration pursuant to the UNESCO OER Recommendation's area of action II.c: "developing mechanisms to create communities of practice, promote teacher professional development using OER, create networks of experts of OER and properly recognize OER creation as a professional or academic merit."

One of the great characteristics of open licensing and the open education community in general is the ability to use and remix the valuable work of others—even those who may be operating in a different language on a different continent—in order to meet specific local and institutional needs. In this case, the OER was not a classroom-centered material but a professional development framework, and the Maricopa Millions/Open Maricopa project was at the time in the beginning stages of evolving its professional development programming to support webinars, workshops, and badges/certifications. The IOF framework proved to be an invaluable baseline in that it clearly and succinctly organized a suite of skills related to understanding, finding, using, and creating OER. In order to tailor it to the needs of our initiative and with the hope that other institutions in our region would find it valuable as well, we circulated amended drafts of the competencies in at least three different public contexts, not only receiving feedback from representatives across our large community college system but also from nearby state universities such as Arizona State, University of Arizona, Northern Arizona University, and Oklahoma State, as well as various other community colleges in the region.

The adapted draft of professional development competencies retains much of the structure and content of the original framework, with some additional details and edits, and a completely new section addressing open pedagogy (“learning with OER”).

This presentation will describe the origin and process of the development of this revised set of OER Professional Development Competencies and invite participants to imagine ways in which the material may support broader open education initiatives across the world. We will also share what we have learned along this process about best practices for effective public feedback solicitation and the value of including a diversity of voices.