



## **Apereo Foundation Annual Report 2014-15**

### **Introduction**

Each year Apereo produces an annual report. It's not designed to be a detailed blow-by-blow account of the Foundation's activities - which would be near impossible - but to report the salient points of the preceding years activities. The backdrop to the 2014-15 might appear contradictory. On the one hand, openness has become apparently pervasive. Scarcely a week passes without a new product being declared "open", or open practices being applied to a new field. This speaks to a significant decade-long effort by those in open content, open access publishing, open data, open science and open source software to embed open practices in higher education. Yet this very success has tended to muddy waters. There are many who feel compelled by the market to use the term "open" to describe practices and products that are manifestly far from open. In our area of focus, that of open source software, this typically consists of a public "open source" version of software missing some key features or functionality, and a "premium" version on a for pay basis. We - and our partners - have to continue to deepen our understanding of what openness means in practice, help higher education detect "fauxpen source" offerings, and articulate the tangible benefits of genuine openness to the broader educational community in terms of innovation and sustainability.

During the course of 2014-15 Apereo grew and matured as an organization. We maintained our open approach to community and software development, whilst learning to apply open approaches to new contexts - such as above campus provision. Our communities produce and sustain software that is in production - and, more importantly, productive use - at thousands of educational institutions around the world. That software is sustained by the contributions of partner institutions, commercial affiliates and individuals. We are learning to find broader collaborative alternatives to the few large investments of the past. These alternatives are growing in number, and proving both resilient and effective - but they require participation and contribution. If members of our community make a contribution, they can do so in the assurance that they are contributing to the solution of common problems for the common good. Above all, Apereo remains 100% open - because openness works.

## **Incubation**

One of the desired outcomes from the merger of Jasig and Sakai was the creation of an incubation process, structured to help projects find a path from initial conception to sustainability. We consulted broadly on an appropriate process, and that process took off in earnest during the course of 2014-15. Our incubation process is stewarded by the Apereo Incubation Working Group, a body made up of volunteers drawn from the community. 2014-15 saw several projects enter and progress through incubation. These included existing communities - some that were new to Apereo - in addition to startups from both inside and outside the historical Apereo community. The following projects and software communities participated in the Incubation process during 2014-15:

**UniTime**; a scheduling/timetabling solution for education. UniTime originated at Purdue University, and has adoptions in the US, Czech Republic and elsewhere (Unitime graduated incubation in March 2015).

Opencast (formerly Opencast Matterhorn) a lecture capture and media management platform for education. Opencast was formerly funded by the Andrew Mellon Foundation, and has significant adoption in Europe, the US and South Africa. (Opencast is due to graduate incubation in June 2015)

**Xerte**, an authoring environment for learning materials. Xerte originated at the University of Nottingham, in the UK and has significant adoption in Europe and globally. Xerte produces learning materials that are both interactive and highly accessible. (Xerte is due to graduate incubation in June 2015)

**Karuta**, a next generation ePortfolio initiative led by HEC Montreal, IUT2 Grenoble. Kyoto University and Three Canoes, a US based company.

**EDexchange**; A project to establish a web services data exchange network based on open source client software, to meet the initial use case of transcript exchange. EDexchange is led by California Community Colleges for the Common Data Services (CDS) Task Force of the Postsecondary Electronic Standards Council (PESC).

**ThinkSpace**; An instructional and collaborative website designed to provide real-world problems and environments to students. Iowa State determined that ThinkSpace would be spun off during the course of 2014-15. A business model to support the spin off is being developed, but the project decided to exit the Apereo incubation process, rather than complete it.

### **Incubation - Lessons learned**

The Incubation Process has worked effectively in practice, and has been regarded highly by the projects and software communities involved. This is first and foremost a testament to our incubation mentors, but also to the careful planning and community consultation conducted following the merger of Jasig and Sakai. Several issues were highlighted in the implementation of the incubation process in practice during 2014-15. The most important of these were:

The Incubation Process is designed to have a small footprint, and to be minimally intrusive for an emerging software community. In practice it became apparent that a number of smaller projects, such as portlets or improvements or additions to existing Sakai tools, would be better managed by existing software community governance structures rather than by a foundation-level incubation process. The Incubation Working Group could and would continue to provide assistance to existing software communities in this respect, where requested.

Simplicity was a core objective of the Apereo Incubation Process. We suggested that Communities of Interest and Software Communities could share a common process. Experience has demonstrated that Communities of Interest require, in some senses, a more lightweight and agile process, given that they could either be long-lived, or relatively ephemeral. The Incubation Working Group and Foundation Board discussed this issue in early 2015, which has resulted in a draft policy for community consultation:

<https://www.apereo.org/content/apereo-community-interest-formation>

Licensing emerged as a major issue during incubation in the course of 2014-15. Outbound licensing presented no major concerns or difficulties, but there were a number of clear demonstrations that early attention to contributor agreements is essential. Retrofitting - typically involving a return to contributing individuals and organisations with a request for an agreement is difficult, time consuming, and fraught. This speaks to a need for broader education around how open source works in the wider higher education community. Contribution regimes, specifically, not being particularly well known outside relatively narrow groups and individuals who are knowledgeable about the detail of open source, despite considerable discussion and education on licensing in general.

Incubation is critically dependent on mentors to help guide a nascent software community through their efforts to develop software, community and

sustainability. A mix of technical and community skills are required for this role. Experience demonstrates that certain projects - particularly those that might be considered start-ups - required more than one mentor to provide balanced and complimentary advice. Mentors receive training, provided by Open Source Software Watch, an agency based at the University of Oxford. This will be repeated at regular intervals.

### **Board Elections**

David Ackerman (New York University), Lucy Appert (Columbia University), Alan Berg (Universiteit van Amsterdam), Susan Bramhall (Yale University), Laura Gekeler (University of Notre Dame) were elected to the Board in June 2014. Andy Wasklewicz (Entwine) was appointed to the Board in April. Mathilde Guerin (Université de La Rochelle) joined the Board as representative of the ESUP-Portail consortium in January 2015. Steve Swinsburg (Flying Kite) and Robert Sherratt (University of Hull) retired from the Foundation Board in June 2014.

### **Partnership with ESUP-Portail.**

Apereo strengthened its relationship with the ESUP-Portail consortium in France during 2014-15. A highly successful Apereo Europe event was held in Paris in February 2015 alongside the January ESUP-days meeting. ESUP-Portail continued to contribute material support to uMobile, uPortal and Apereo Open Academic Environment projects. In reviewing the Apereo-ESUP-portail memorandum of understanding in December 2014, several steps we planned for increased effort in 2015 and beyond, including formal Apereo Board representation for ESUP, and the establishment of a translation group to assist communications. A copy of the MoU is appended to this report.

### **2014 Events**

Open Apereo 2014 brought together 302 community members from 18 countries in Miami, Florida in June 2014. 123 Presentations and interactive sessions were held. Keynotes were provided by George Siemens (on Learning Analytics), and Laura Czerniewicz (on Open Source and Geographic Imbalance). Open Apereo 2014 was planned by a Program Committee and Planning Committee of community volunteers.

The first Sakai virtual conference was held in November 2014. Around 340 registered for the event, and attended 40 sessions, with ten sessions in a Spanish language track. Webinars - first four of a new series of Apereo webinars took place between September and December 2014, with a further 5 webinars

in the first four months of 2015. These took the form of "An introduction to ..." for a series of projects. Synchronous attendance varied considerably - from a handful to upwards of fifty, but asynchronous views via the Apereo YouTube Channel are rising steadily for these and subsequent webinars.  
<https://www.youtube.com/user/apereo>

Regional events were held in Japan, Europe, South Africa, and Latin America, drawing a total attendance of around 500 during the course of 2014-5. The Foundation funded simultaneous translation of community events in France and Japan during this period.

### **Apereo Fellows**

The Apereo Fellows program seeks to foster community leadership and contributions by recognizing and supporting active contributors. Fellows enrich the community in a variety of ways, including technical expertise, teaching and research practices and community organization, support and leadership. Fellowship awards recognize such contributions and support the efforts of the Fellows with a modest stipend.

### **2014 Apereo Fellows**

Diego del Blanco Orobítg

Diego was sent in 2005 to Baltimore Sakai Conference from the Univ. Politécnic de Valencia to investigate: "What's that Sakai thing?"... since that moment he has been involved in the community helping with the i18n and with the Spanish translations, but doing several other contributions and developments. Diego's most important task has been to spread Sakai in all the Hispanic Countries and institutions. First from the Spanish SCA he helped to create and he managed during 5 years and continuing that task now from Asahi NET International and from the Apereo Latam Committee.

Bryan Holladay

Bryan has been a Senior Developer at Longsight since 2010 with a M.S. and B.S. in Computer Science. He was introduced to Sakai in 2007 when he started working at a new position at Indiana University. He quickly fell in love with the large international Sakai cohort and enjoyed seeing his work benefit people beyond his institution. His top Sakai accomplishments while working for Longsight are the Delegated Access tool, Tutorial Tool, Syllabus redesign, Assignments Peer Review, Entity Link Migration, Joinable Groups and Forum Grading by Statistics. He has also performed Sakai community work as a 2.8 branch manager and has been project lead for Messages & Forums since Sakai 2.7.

#### Juan José Meroño Sanchez

Juan has been involved in IT for Teaching and Learning since 1998, running home grown software first, and then switched to Sakai since 2009. Juan José has been a lead developer for over 10 years now in the Area of Information and Communications Technology (ATICA) at the University of Murcia, Spain. He has also written manuals for developers and shared his knowledge by teaching courses inside and outside his Area. Juan José has a degree in Computer Sciences and was also a lecturer at the University for four years. He has an active participation in the Sakai community where he has been enrolled as a QA performance leader, active member of the S2U Team and actively involved in finding and solving bugs together with his team at the University.

#### Branden Visser

Branden's involvement with the community begins in 2007, where he joined University of Windsor to deploy Sakai as their primary Learning Management System. While at Windsor, Branden also served as a member of the Sakai Maintenance Team. In 2012, Branden joined the Apereo OAE project full-time, playing a key role in re-architecting the platform's back-end, and has helped the project through all 6 of its major releases since then. Now as an employee of foundation member Research Research Ltd., Branden looks forward to continuing his contributions and dedication to the Apereo Foundation.

#### Anthony Whyte

Anthony was chair of the Sakai Project Management Committee (PMC) in 2014, a new Apereo governance body modeled on Apache practice that he helped found in 2013. Over the past year, he has authored a number of community proposals adopted by the PMC including the initiative—drafted in concert with several Sakai contributors—to re-brand/re-version Sakai trunk as 10. His recent production work has focused on simplifying the Sakai build and prepping a number of "contrib" projects for inclusion in the core distribution.

#### Drew Wills

Drew first encountered the Apereo community (formerly JA-SIG) in 2002 when he was one of the first Unicon employees to work with uPortal. He became a uPortal committer a year or so later. Since then, Drew has also made code contributions to SSP, CAS, Person Directory, most of the Apereo portlet projects, and a handful of ancillary Apereo projects used primarily in uPortal and portlet development. Today, Drew is the Lead Architect for Unicon's portals practice, a member of the uPortal Steering Committee, and still a very active committer for uPortal and Apereo portlet projects.

**Teaching With Sakai Innovation Award (TWSIA) 2014**

The intent of the award is to highlight examples of educational applications of Sakai that fall into an innovative or transformative category.

Higher Ed Face to Face category:

Entry: the FOLD

Melissa Halvorson (Adjunct Professional Lecturer), Marist College

Higher Ed Online/Hybrid category:

Entry: SPA 231 Reading and Composition

Shannon Hahn (Discipline Chair/Instructor), Durham Technical Community College

Portfolio category:

Entry: Pre-Health Professions Program at Wake Forest University

Pat Lord (Director of the Health Professions Program), Jolie Tingen (Instructional Technology Analyst), Wake Forest University

Projects and Other Uses category:

Entry: the FOLD

Josh Baron (Senior Academic Technology Officer), Melissa Halvorson (Adjunct Professional Lecturer), Marist College

The Teaching with Sakai Innovation Award (TWSIA) is a project of the Sakai Teaching and Learning Community. 2014 was the 7th year of the competition. Apereo wishes thank our sponsor Asahi Net for their support of the Teaching With Sakai Innovation Award.



**Learning Analytics Initiative.**

The Aperero Learning Analytics Initiative (LAI) was established in 2014 as a Community of Interest. Since its inception, Aperero LAI has engaged with other organizations operating in the space in an open manner, particularly with an emerging ecosystem of organizations working in the space, including LACE, JISC, SURF, SoLAR, Marist College, Universiteit van Amsterdam, The University of Hull, Unicon, the Uniformed Services University, and others. Participation level and wider influence can be measured by the Aperero LAI's engagement and involvement in a wider international set of events. These have included –

- Marist College hosting the Learning Analytics and Knowledge Conference in 2015. Aperero LAI was closely involved in this event, leading a two-day hackathon around open dashboard development, making three presentations and a technical demonstration, and Chairing the first year of the LAK Conference practitioner track.
- Engaged JISC in the development of the proposed UK National infrastructure for learner analytics. The Aperero Learner Analytics Initiative “diamond” architecture has very closely informed this work.
- Supporting conversations around the emergence of an international ethics and privacy policy by participating in workshops as a significant part of the Learning Analytics Community Exchange series in Europe, and encouraging others, such as the French Ministry of Higher Education and Research, to also participate.
- Supporting a European Summit on the Open Learning Analytics Framework.

The Aperero Learning Analytics Initiative has been closely engaged with the development of several key components of an open learning analytics platform. These components currently include two Learner Record Stores, an Open Dashboard, and utilize xAPI for data exchange. Incubation of one or more of these components is under active consideration, and will almost certainly proceed in the immediate future.

## **Software Communities and Projects**

### **Bedework**

Bedework is an open source enterprise calendaring solution for higher education, originating at Rensselaer Polytechnic Institute (RPI) in 2006. The current release of Bedework is 3.10, released in 2014. Bedework is in use at over 50 institutions worldwide, and sees around 1600 commits a year from a small but active group of contributors/committers. RPI remains the main sponsor of Bedework development, but interest is growing - Nashville Public Library providing sponsorship for v3.10 development. The Bedework public web client is W3C WCAG 2.0 AAA compliant, and the Bedework community is actively working towards the same level of conformance for other clients. Bedework plans enhancements to virtual polling, event registration, notifications and workflow in the immediate future.

### **CAS**

CAS is an enterprise single sign-on solution for the web. Initially developed at Yale University, it was the second project to become part of Jasig in 2004. CAS is an open and well-documented protocol, with Java-based server software and a number of client libraries. Two main branches of CAS are currently supported; 3.5.x and 4.0.x. 3.5.x. Upcoming releases are 3.6.0, with OAuth and OpenID security improvements, and LDAP authN and Proxy authN improvements, whilst 4.0.2 will see UI and internationalization, together with OAuth and OpenID improvements. A CAS Next Generation roadmap is under development.

### **PESC EDexchange (incubating)**

EDexchange is a project of the PESC Common Data Services Task Force. The CDS aims to secure improvements to the "security, reliability, efficiency and speed in the transfer of all educational data types by developing an open web services network and associated standards". EDexchange will be secure (built around InCommon membership principles), peer to peer, and payload agnostic - although tearing transcript exchange as a first use case. EDexchange will be built around web services. EDexchange will realize a peer-to-peer network akin to that of bank ATM's, validated by Directory servers operating as repositories of secure network endpoints. At May 2015, EDexchange has a functional alpha version, and is progressing through the Apereo incubation process.

**Karuta (incubating)**

Karuta is a next generation ePortfolio initiative led by HEC Montreal, IUT2 Grenoble. Kyoto University and Three Canoes, a US based company. Karuta is built around the experience gained by the Sakai ePortfolio community using software produced by the Open Source Portfolio Community (OSPI). It offers very considerable flexibility in designing portfolios for learning, assessment, reporting, and showcasing. Karuta is currently engaged in developing Learning Tools Interoperability (LTI) connectors to other environments, and charting a migration path for OSPI users. Karuta offers responsive design for use on multiple device types. Karuta entered incubation as a new initiative in March 2014. Version 1.1 was released in May 2015, and is available for piloting and production.

**Open Academic Environment**

The Apero Open Academic Environment is a next generation environment for academic collaboration. Over 2014-15, the project has done 5 major releases, 10 minor releases and over 15 patch releases. All of these releases have been used in production in multiple deployments.

- A number of major new features have been added to the product, including content collections, group profiles, Shibboleth access management federation support, email notifications and full REST API documentation.
- The Independent Schools of Victoria (ISV), an organisation of 214 independent schools in Victoria, Australia has been added as a new project stakeholder.
- An external full accessibility review was performed by WebAIM, and the resulting report was made available to the wider community. Many of the issues identified have been fixed already, and the project is working towards WCAG AA certification.
- The OAE project has partnered with \*Research, one of the project's stakeholders, to provide cloud hosting for the OAE software. This environment is a continuation of the production environment that was presented at last year's conference, and now contains 383 tenants (compared to 30 last year) for institutions all over the world, integrated seamlessly with the access management federations.

**Opencast**

Opencast (formerly Opencast Matterhorn) is both a community, and a lecture capture and media management platform for education. Opencast was formerly funded by the Andrew Mellon Foundation, and has significant adoption in Europe, the US and South Africa. The Opencast community gathers

those attracted to the Opencast values of openly exchanging ideas, experience, knowledge and code. The Opencast platform is used typically to produce lecture recordings, manage existing video, serve designated distribution channels, and provide user interfaces to engage students with educational video. Opencast has 43 identified adopters worldwide, with clusters of adoption in the US, UK, Germany, Spain and South Africa. Opencast 2.0 is planned for release in June 2015. It will feature a completely reconceptualized and redesigned user interface, a new HTML5 multi-stream video player ('Theodul'), support for extended metadata, and workflow and efficiency improvements.

### **Sakai**

Sakai is an open source Learning Management System that is also well suited to support group sites that support various non-teaching forms of group collaboration. The Sakai Project was founded in 2004 as part of a two-year Mellon Grant to University of Michigan, Stanford University, MIT, and Indiana. Sakai currently holds about a six percent market share in the enterprise LMS market around the world.

During the FY14-15 period, Sakai released a major release of its version 10.0 that featured many improvements and over 2000 fixes. There were four Sakai 10.x maintenance releases throughout the year.

The Sakai 11 is planned for release in 4Q15. Sakai 11 represents a dramatic improvement in the user experience of Sakai. The overall portal (outer navigation) was rebuilt to remove the use of iframes, completely rewrite the skin process to be accessible and responsive (project Morpheus). There has also been major investment in improving the Grade book and Lessons tool in Sakai. Funds for these two UI/UX efforts were raised in from Sakai community stakeholders using a "kickstarter-style" fund raising model.

During 2014-15 Sakai moved from the SVN source code repository to GitHub. Moving to GitHub and using git is the current best practice for source code management. Using GitHub also greatly improves the ability of small contributors to improve the product through an effective workflow to support managing contributions for folks other than the core committers. The move to GitHub has increased the overall population of contributors to the project.

### **Student Success Plan**

Student Success Plan is an open source case management toolset supporting a holistic coaching and counseling model that expedites proactive interventions for students in need. SSP had several new adoptions in the course of 2014-2015,

including Broward College, Jefferson College, Southern University at Shreveport, and the University of Manchester. SSP will also be adapted for use in the national analytics infrastructure being created by the Jisc in the UK. The current release of SSP is 2.6. This sees significantly improved case management, tools, and user interface - particularly around the Action Plan tools. LTI provider integration has been added around early alerts

**UniTime.** UniTime is a comprehensive scheduling/timetabling solution for education. UniTime originated at Purdue University, and has adoptions in the US, and the Czech Republic, with growing interest from Pakistan, Croatia, Turkey, Peru and Kuwait. UniTime consists of four central components; course timetabling, examination timetabling, student scheduling and event management. UniTime supports distributed data entry and timetabling in multi-user environments. Current versions of the UniTime software are v3.5 and v4.0, released in December 2014 and March 2015 respectively. UniTime version 4 is the first Apereo UniTime release under an Apache v2 License.

#### **uPortal/uMobile**

**uPortal/uMobile.** uPortal 4.2 represents the latest release of the well established enterprise portal framework for higher education. Recent releases have featured responsive design very strongly - enabling access from a richer range of devices. uPortal 4.2 includes significant improvements to the management of portlets, and improvements to the way in which users interact with portlets. Other significant enhancements have been included around multi-tenancy support, and the addition of support for xAPI - potentially significant for institutional analytics work. Current work in uPortal includes significant improvement to the Person Attribute Group Store. These enhancements will enable a new group based on complex or compound relationships to other groups...for example, "faculty members in the Chemistry Building" or "students who are not in study abroad programs". The list of available APIs continues to increase, enabling innovative user experiences such as uMobile native apps and AngularJS front ends. uPortal remains a powerful framework and toolset for personalization and customization of content and services within a higher education institution.

**Xerte** is an online toolkit for the production of richly interactive, yet highly accessible web-based learning materials. With the completion of the Apereo Incubation process, the transition of the project from The University of Nottingham to The Apereo Foundation completes in May 2015. Xerte is about to release the next version of Xerte Online Toolkits, v3.0 containing a number of significant new features: an HTML-based built-in editor replaces a previous Flash-based editor, allowing authoring of materials on a much wider range of

devices; the range of templates has been brought up to date with some of the older, flash-specific templates removed, and several powerful new templates added. Xerte now support themes, making it much easier for users to customize output.

Xerte Toolkits v3.0 also features considerable improvements to its look and feel. Many reported issues have been resolved, and a beta release will be made during the week commencing 25th May, prior to the release on Xerte Online Toolkits v3 in June or July 2015. Xerte recently identified over 135 institutional uses of Xerte; Xerte is part of the learning landscape in the UK, The Netherlands, Belgium and Northern Europe. Project participants look forward to greater participation in the Apereo community.

**APEREO FOUNDATION**  
**FINANCIAL OPERATIONS REPORT**  
**FOR THE YEAR ENDED DECEMBER 31, 2014**

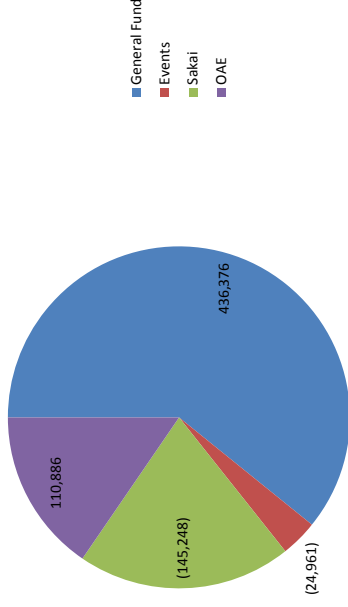
Substantially all disclosures required by the income tax basis of accounting are omitted.

STATEMENT OF ASSETS, LIABILITIES AND NET ASSETS	
ACCURAL BASIS METHOD OF ACCOUNTING USED FOR FEDERAL INCOME TAX PURPOSES	
AS OF DECEMBER 31, 2014	
<b>ASSETS</b>	
Cash and Cash Equivalents	\$ 547,282
Receivables	99,550
Other Current Assets	23,683
<b>Total Liabilities</b>	<b>\$ 293,461</b>
<b>NET ASSETS</b>	
General Fund Balance	\$ 436,376
Events Fund Balance	(24,961)
Sakai Fund Balance	(145,248)
OAE Fund Balance	110,886
<b>Total Net Assets</b>	<b>\$ 377,054</b>
<b>TOTAL ASSETS</b>	<b>\$ 670,515</b>

STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET ASSETS	
ACCURAL BASIS METHOD OF ACCOUNTING USED FOR FEDERAL INCOME TAX PURPOSES	
FOR THE YEAR ENDED DECEMBER 31, 2014	
<b>Support and Revenue</b>	<b>Total</b>
Revenue	\$ 580,134
<b>Total Support and Revenue</b>	<b>\$ 580,134</b>
<b>Operating and Supporting Expenses</b>	<b>Total</b>
Labor Expenses	\$ 279,347
Facility and Equipment	21,611
Travel	85,995
Continuing Education	-
Administration Expenses (1.)	57,007
Legal Expenses	356
<b>Total Operating and Supporting Expenses</b>	<b>\$ 444,317</b>
<b>Change in Net Assets from Operating Activities</b>	<b>\$ 135,818</b>
<b>Non-Operating Activities</b>	<b>Total</b>
Interest Income	\$ 120
Other Income	-
Interest Expense	-
Foreign Currency Gains and Losses	(137)
<b>Change in Net Assets</b>	<b>\$ 135,801</b>
<b>Net Assets at beginning of year</b>	<b>\$ 300,575</b>
<b>Net Assets at end of year</b>	<b>\$ 436,376</b>

No CPA has audited, reviewed, compiled or expressed any assurance on these financial statements.

**Net Assets**



	General	Events	Sakai	OAE	TOTAL
<b>(1.) Administration Expenses</b>	<b>1,607</b>	<b>4,698</b>	<b>-</b>	<b>-</b>	<b>6,306</b>
Credit Card Fees	892	4,046	-	-	4,938
Office Supplies	1	900	-	-	901
Shipping	8,451	16	15	20	8,502
Bank Fees	5,060	-	-	-	5,060
Dues and Subscriptions	4,573	2,893	35	868	8,370
Miscellaneous	2,831	-	-	-	2,831
Insurance	20	-	-	-	20
Licenses and Permits	33,571	-	-	-	33,571
Accounting	-	-	-	-	-
Other	-	-	-	-	-
<b>TOTAL</b>	<b>57,007</b>	<b>12,554</b>	<b>50</b>	<b>888</b>	<b>70,499</b>

## **A Memorandum of Understanding between ESUP-Portail and the Apereo Foundation**

12 December 2014

### **Introduction**

This Memorandum of Understanding describes the relationship between the ESUP-Portail Consortium and the Apereo Foundation. It represents a reciprocal agreement between equal partners, and has the primary aim, over time, of developing a closer practical working relationship between ESUP and Apereo.

ESUP and Apereo spring from common roots; an exploration and realization of the value of open source software for higher education. Our practice is complimentary. ESUP's institutional membership reaches 80% of higher education in France. Apereo has a hundred member institutions and commercial entities in a dozen countries. By establishing deeper collaboration, and by recognizing the distinctive contribution of each organisation to that collaboration, both ESUP and Apereo can better serve their constituencies.

### **Principles**

The relationship the signatories seek to build focuses around sharing -

- Practical collaboration, producing tangible results for our respective communities
- Understanding of our respective operational and strategic contexts
- Understanding of the strategic position of open and community source software in the service of higher education

We believe that the early exchange of information, both strategic and tactical, is essential to improving the alignment between our respective organizations, and to maximize the benefit of our collective endeavour.

### **Practical Actions**

The parties agree to:

1. Collaborate and encourage participation in the incubation process. Summary documents should be made available in French and English at key stages in the process (for example, entry and exit/graduation) for any given project.
2. Apereo recognizes the role of ESUP in coordinating support for open source software in higher education in France. As a consequence, Apereo does not seek to build a membership in France. The two organizations will review their financial



relationship on an annual basis, and publish this in their respective accounts and financial reports.

3. Exchange information, in both French and English, at an early stage, regarding strategic software development or other initiatives that may be of mutual interest.
4. Share background briefings, in both French and English, on changes in national or other contexts which may be of mutual interest
5. Encourage direct participation in software communities and communities of interest (“projects”)
6. Invite a representative of ESUP on the Apereo Foundation Board of Directors. The ESUP representative would be a standing invited member of the Board. This does not preclude the election of members based at ESUP participant institutions as part of the normal electoral process.
7. Work jointly to make Apereo events more hospitable to the non-Anglophone world.
8. Align events wherever possible (for example, the Apereo Europe event and ESUP Days).
9. Collaborate to promote open source solutions in French-speaking countries. Continue to discuss how this should be aligned and organised.