



AAC&U
WEBINAR

Leveraging Open Educational Resources to Advance Diversity, Equity, and Inclusion

APRIL 20, 2023
2:00–3:00 p.m. EDT

MODERATOR



C. Edward Watson

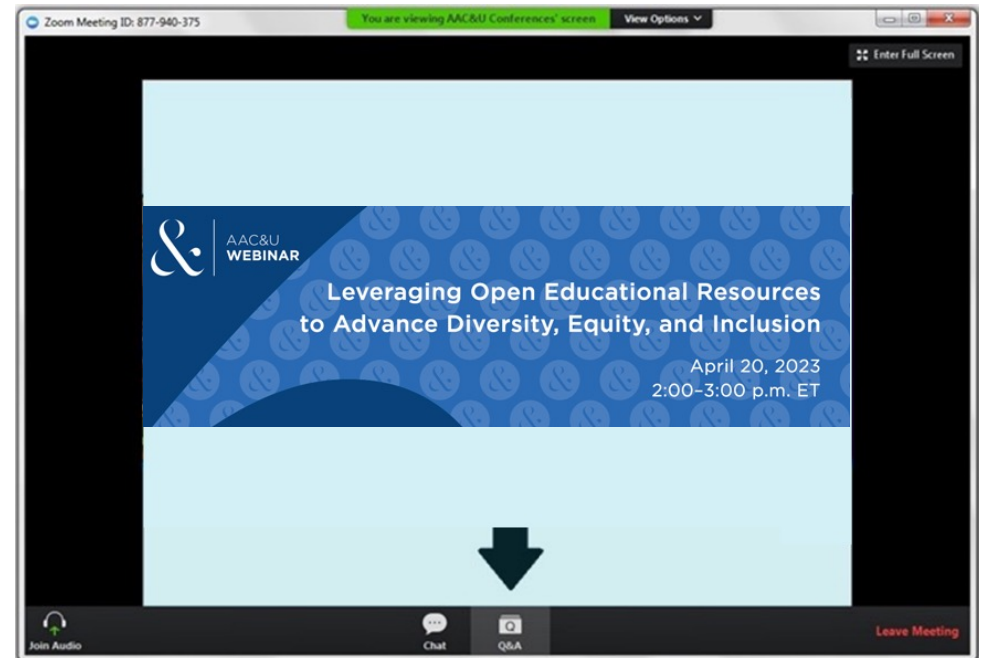
Associate Vice President for Curricular and Pedagogical Innovation and Executive Director for Open Educational Resources and Digital Innovation, AAC&U

Use Q&A for:
Panel discussion

Use Chat for:
Discussion & Tech Support



#AACU #OER



Webinar recording will be posted online – e-mail with link forthcoming

Webinar Objectives

- Herald the launch of a new OER-DEI publication
- Share practical recommendations from the publication
- Spotlight state / campus case studies that demonstrate these recommendations in practice
- Highlight AAC&U's Institute on Open Educational Resources

Leveraging Open Educational Resources to Advance Diversity, Equity, and Inclusion

A Guide for Campus Change Agents

C. Edward Watson, Lisa Petrides,
Anastasia Karaglani, Selena Burns,
and Judith Sebesta

Foreword by Lynn Pasquerella



AUTHORS



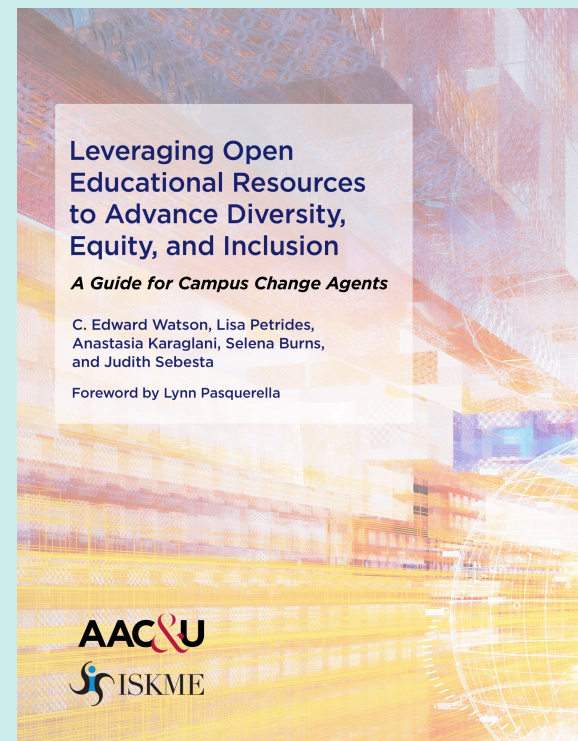
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Associate Vice President for Curricular
and Pedagogical Innovation and Executive
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Lisa Petrides

CEO and Founder, Institute for the
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PANELISTS



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Dean of the Library,
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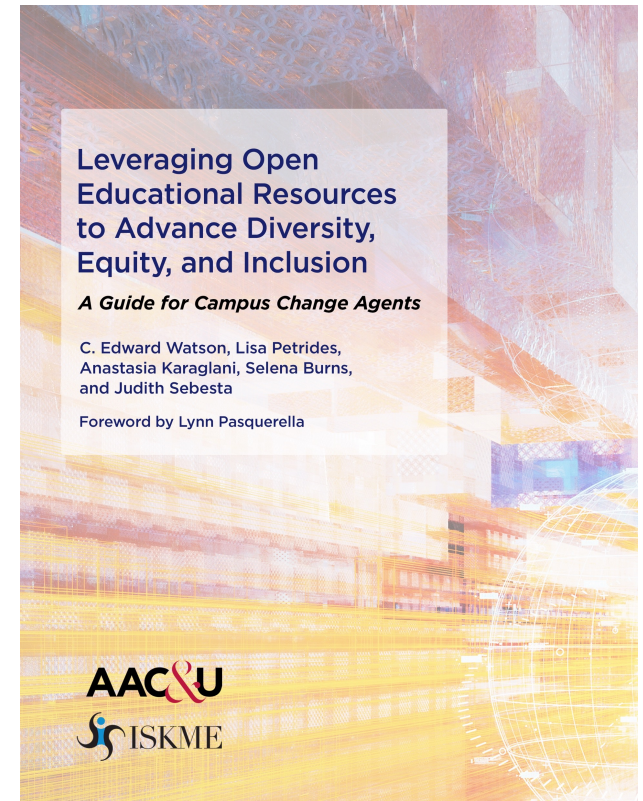
Bethany Mickel

Instructional Design and
OER Librarian,
University of Virginia

A Guide for Campus Change Agents

Guide Development Process

- Freely available now at <http://aacu.org>
- Developed from research funded by the William and Flora Hewlett Foundation
- Examined and captured the strategies and experiences of the sixty-six colleges, universities, and state systems that participated in AAC&U's year-long inaugural Institute on Open Educational Resources (2021–22)



Institute on Open Educational Resources



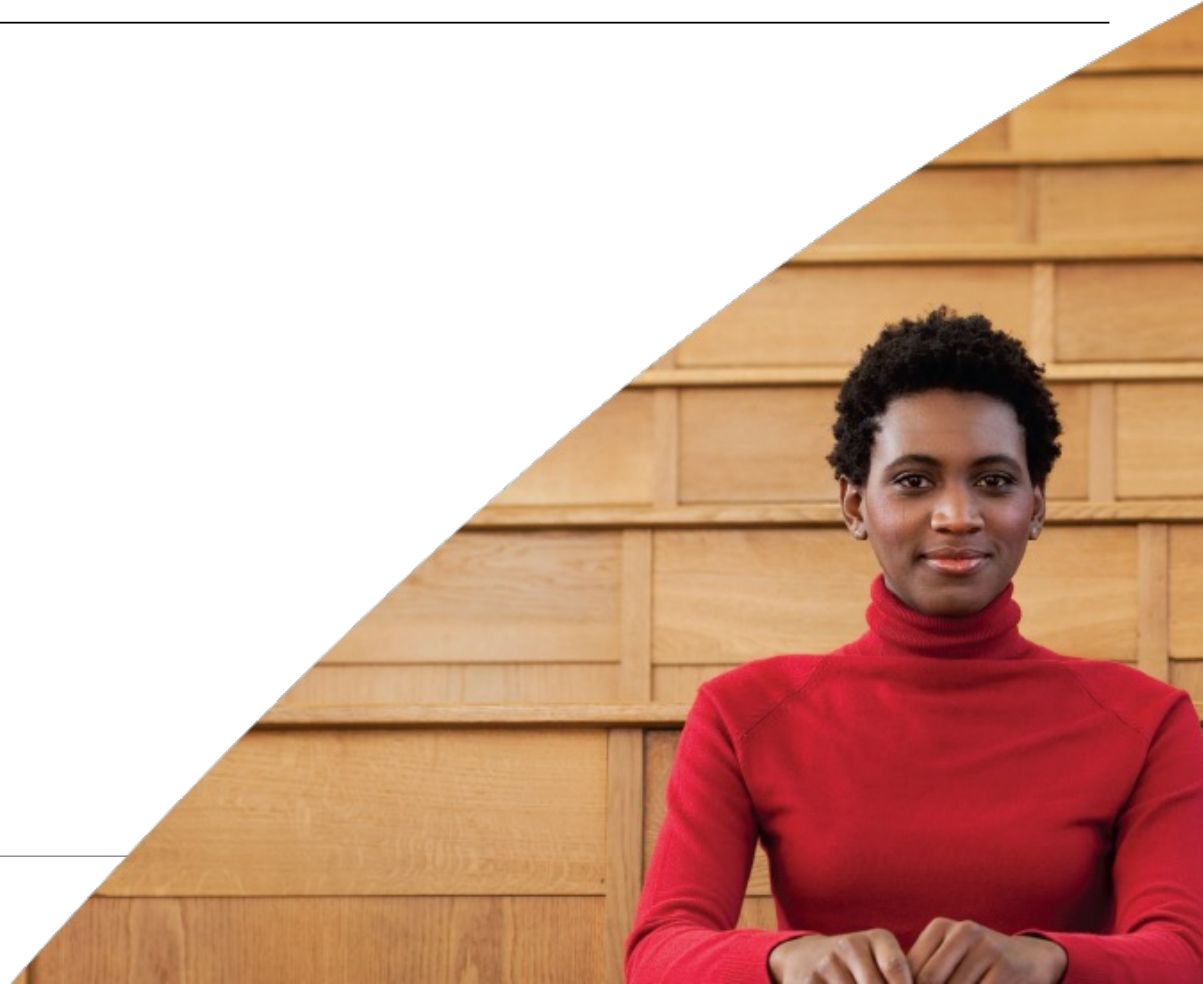
Applications due on May 1, 2023
<http://aacu.org>



A Guide for Campus Change Agents

Interrelated Components

- DEI – OER Goals
- Digital Equity
- DEI – OER Strategies



Strategy #1: Engaging Multiple Institutional Partners

- Invite representatives of DEI-related offices or initiatives to be part of an OER committee.
- Actively involve OER representatives in existing, aligned curriculum committees and academic processes such as course and program reviews.
- Integrate OER with current diversity, equity, and inclusion curricular reforms.

Strategy #2: Developing Communication Strategies That Explicitly Connect DEI and OER

- Create campaigns to increase faculty and administrator awareness of textbook costs.
- Recruit faculty, curriculum specialists, academic deans and program heads, administrators, students, DEI directors, CTL directors, and others invested in DEI to become OER champions and spread the message about OER as it relates to DEI goals.
- Develop targeted messages for different audiences, including students, faculty, and leaders, that speak to how OER can advance their DEI goals.

Strategy #3: Offering Professional Learning for Faculty and Leaders That Aligns With DEI and OER

- Leverage professional development opportunities that already exist on campus, such as new faculty orientation, CTL workshop schedules, and library offerings.
- Offer opportunities to students, faculty, staff, and leaders to attend conferences focusing on DEI-OER.
- Train faculty and leaders on OER discovery, selection, and adaptation as well as open pedagogy.

Strategy #4: Using Data to Understand the Impact of DEI-OER Implementation

- Design data collection instruments (e.g., surveys, interviews, focus groups) for students to share textbook cost impact and course content impact on their sense of belonging and engagement with learning.
- Add DEI-OER questions to existing university surveys, such as climate surveys, course evaluations, library surveys, etc.
- Monitor OER course enrollment to assess whether OER materials are equitably reaching students from underserved and historically marginalized populations.

Strategy #5: Building External Collaborations

- **Seek out guidance or mentorship from institutions that are further along in their DEI OER work.**
- **Participate in multi-institutional state or national professional development initiatives.**
- **Engage in formal short-term working groups or long-term consortial arrangements with other colleges and universities.**

Strategy #6: Embedding DEI Into OER Course Redesign or Development Grant Programs

- Encourage collaboration among faculty representing diverse identities and experiences in OER grant creation applications.
- Support projects that use open pedagogy to include student voices in course redesign and OER creation.
- Convene OER grant selection committees that consist of faculty, staff, and students representing diverse identities and experiences.

Strategy #7: Connecting DEI-OER With Institutional Mission Statements, Strategic Plans, and Internal Governance Structures

- Participate in strategic planning processes and ensure the resulting documents include language evoking OER.
- Create an infographic or other graphic visual representations that illustrates the overlap of DEI, OER, and the institution's mission.
- Create targeted messages that explain how DEI and OER initiatives are promoting the institution's strategic priorities and how DEI and OER fit with the history and identity of the institution.

PANELIST



Robert J. Awkward

Assistant Commissioner for Academic
Effectiveness, Massachusetts Department of
Higher Education
Faculty, Institute on Open Educational
Resources



April 20, 2023

AAC&U OER Institute: The Role of Mentor The State of OER in Massachusetts

Robert J. Awkward, Ph.D.

Assistant Commissioner for Academic Effectiveness

Massachusetts Department of Higher Education



MASSACHUSETTS
Department of
Higher Education

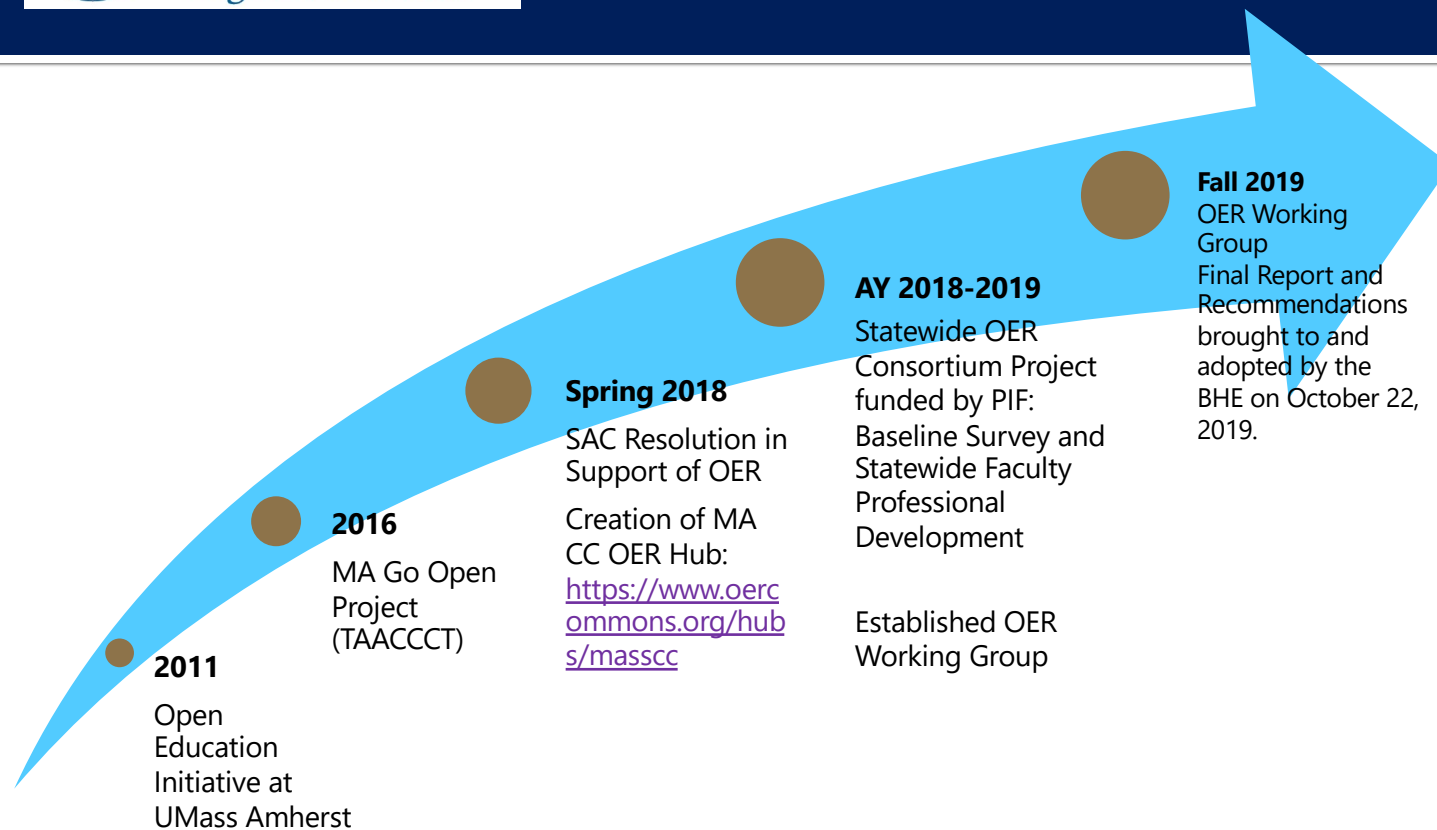
AAC&U OER Institute

- Sharing
- Learning
- Collaborating
- Growing
- Mutual Respect





MASSACHUSETTS
Department of
Higher Education



Final Recommendations



MASSACHUSETTS
Department of
Higher Education



Short-term

- Adopt OER definition
- Establish OER statewide advisory council
- Designate statewide OER coordinator
- Identify OER courses in course management systems
- Continue to encourage student advocacy

Mid-term

- Provide faculty professional development
- Use OER for graduate & continuing education
- Expand and establish a unified statewide OER repository

Long-term

- Increase funding to address campus technology challenges
- Encourage the consideration of OER in faculty tenure & promotion

Current Major Areas of Focus



- Addressing **The Equity Agenda**
- Advancing the utilization of OER across the public higher education system
- Increased funding for adoption, adaptation, and creation from federal and state sources
- Continued faculty professional development: foundational (OEN) and intermediate (learning communities and DEI)
- Enacting course marking across the public higher education system. Adopted by the Board of Higher Education (BHE) June 2021. Currently 13 out of 28.
- Increasing utilization of our Massachusetts OER Repository (Open Commons)
- Second year of collecting OER Key Performance Indicators (COUP Model). Also adopted by the BHE June 2021.

PANELIST



Bethany Mickel

Instructional Design and OER Librarian,
University of Virginia

UNIVERSITY OF VIRGINIA : INSTITUTIONAL CONTEXT

- R1 university – Charlottesville, Virginia
- 27K full-time enrollment (undergrad & grad)
- Challenging past & present
- Working towards both “great and good” (2030 Strategic Plan)
 - “Continuously promote and strengthen an inclusive community of trust.”
 - “Be a community that consistently lives its values.”



“Fall Rotunda.” UVA Brand. <https://brand.virginia.edu/images>

STRATEGY 1: ENGAGING MULTIPLE PARTNERS

- **Faculty members** from Institute of World Languages
- **Instructional designers** from Arts & Sciences Learning Design & Technology
- **Librarian** with instructional design background

AAC&U Institute
on Open Educational
Resources Team

-
- **Faculty** from various disciplines
 - **Director of Faculty Programs** within the Library, as well as **subject librarians**
 - Representation from **Contemplative Sciences**
 - Representation from **Center for Teaching Excellence**

STRATEGY 6: EMBEDDING DEI INTO OER COURSE REDESIGN OR DEVELOPMENT GRANT PROGRAMS

- DEI as a driving force for OER/Open Pedagogy initiatives (particularly) within World Languages...
 - Italian text with diverse perspectives
 - Portuguese text showcasing 'home' from various viewpoints
 - Russian text update for contextualization & representation
-
- Affordability & Equity Grant through University Library (sponsored by Jefferson Trust)
 - Adoption, Adaption, or Creation tiers
 - Moving beyond "just" affordability – creating "lived experience" materials
-

MAJOR TAKEAWAYS

- **Craft partnerships across campus (and beyond!)**
 - Ask: “Who is doing this type of work?”
 - “Who are my partners?”
 - “How do I foster a Community of Practice?”
- **Challenge yourself to move beyond affordability.**
 - Ask: “Whose voices are represented?”
 - “Whose voices are missing?”
 - “Are students’ lived experiences centered?”
- **Learn, connect, revise, re-energize**

PANELIST



Christine Jones

Department of Residential Faculty, English,
Reading, Journalism and Creative Writing,
Glendale Community College

Glendale Community College (GCC AZ)



Founded in 1965

HSI

BA: Elementary Ed & Special Education

Maricopa County Community College District

Founded in 1920

10 colleges

31 satellite locations

600 degree & certificate programs

Christine Jones



Director of Open Education at GCC AZ

Christine Jones is residential faculty at Glendale Community College teaching first-year English composition. She serves as the Director of Open Educational Resources and has collaborated on several OER Textbooks. She is currently working towards her doctorate in Community College Leadership at KSU.

GCC OER and DEI

Facts

- \$11.5 million in Fall 2018 -Maricopa
- \$30,386,800 in Fall 2022-Maricopa
- Peralta Equity Rubric
- Connected with DEI, Assessment, eCourses, Dev Ed, & Faculty Development
- Near Z Degree
- OER Faculty Fellows
- United Nations Sustainable Development Goals Open Pedagogy Faculty Fellowships
- Disaggregated Course Marking Data
- DOERS3 Equity Through OER Rubric Gap Analysis

Final Thoughts

“The more we connect and lift each other to excellence, the higher we are able to climb.”

PANELIST



Millie Gonzalez

Dean of the Library,
Framingham State University

Framingham State University and ROTEL Grant

Remixing Open Textbooks through an Equity Lens (ROTEL) DOE grant provides training, support, and stipends to faculty at six Massachusetts public institutions. Faculty will create free open educational resources (OER) textbooks and adaptations of existing open textbooks using an **equity and inclusion lens**. The grant is aligned with the Massachusetts Department of Higher Education Equity Agenda's goals.

Strategy #1 Engaging multiple Institutional Partners: Each ROTEL institution has a support team embedded with each project. Teams consist of librarians and instructional technologists.

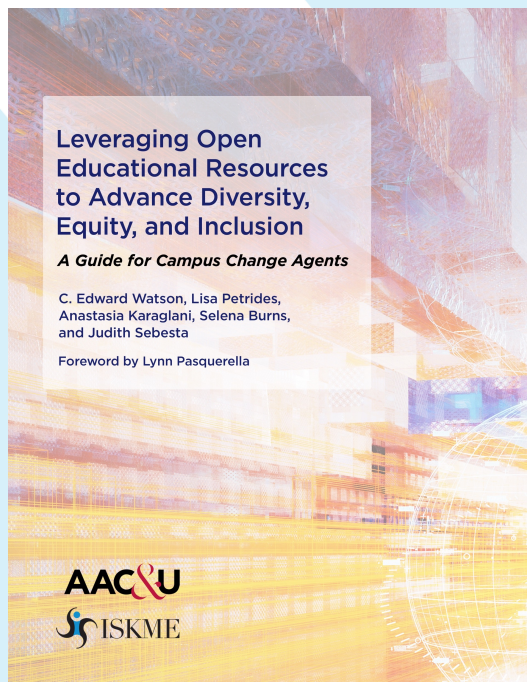
Framingham State University and ROTEL Grant

Strategy #3 Offering professional learning for faculty and leaders that aligns with DEI and OER: Through our partners (experts in OER, accessibility, and DEI), faculty receive support, mentorship, and professional development including a dedicated Canvas site containing resources; a year-long mentorship program; webinars on DEI, accessibility, and technology; and specialized training and consultations with accessibility and DEI experts. The Publishing Success Team (comprised of a faculty advocate, instructional technologist, technical writer and content editor) works with faculty to produce a quality open textbook hosted on Pressbooks.

Strategy #5 Building External Collaborations: The ROTEL grant is a collaboration between six institutions – 3 community colleges and 3 state universities. OER State Coordinator of the Massachusetts Department Higher Ed is Co-PI. Rich partnerships with Hypothesis, ISKME/CAST, Pressbooks, Rebus Foundation. All are leaders in OER space and with commitment to DEI and accessibility.

**Publication
available now**

<http://aacu.org>



Institute on OER

**Applications
due on May 1, 2023**

<http://aacu.org>