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Diversity, Equity, and Inclusion-centered OER creation: A collaboration across six public higher education institutions

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REMIXING OPEN TEXTBOOKS THROUGH AN EQUITY LENS (ROTEL)



Northeast OER Summit
May 27, 2022



Agenda

-  What is ROTEL?
-  Who are we?
-  Project Elements
-  Project Examples
-  Assessment
-  Challenges
-  Questions

NORTHEAST
OER
SUMMIT



REMIXING OPEN TEXTBOOKS WITH AN EQUITY LENS (ROTEL)

- Department of Education federally-funded grant: Open Textbook Pilot
- Uniqueness: Centering equity, inclusion and accessibility + stipends, support team, training + industry council to reflect local industry needs + assessment
- Two phases: one year to complete project with support and training and then assessment



Members of Open Textbook Coordinating Council (OTCC)

The six institutions that were awarded the Open Textbook Pilot Grant in consortium with the MA DHE are OER early adopters and have participated in grant projects that have trained faculty on reviewing and adapting existing open textbooks. Each has demonstrated leadership in OER and support faculty, staff, administrators and students. Their geographic diversity covers the eastern, central, and western regions of the state, ensuring OER expertise is distributed.

Four community colleges
Two four-year institutions
Dept of Higher Education



Maximizing Internal Expertise

Library

Millie Gonzalez
Framingham
State

Jackie Kremer
Fitchburg State

Elizabeth
McKeigue
Salem State

Chelsea
Contrada
Springfield Tech

Instructional Design & Technology

Sue Tashjian
Northern
Essex

Jess Egan
Holyoke

Senior Advisor

Marilyn
Billings
Formerly
UMass

MA Dept of Higher Education

Bob Awkward
Assistant
Commissioner
for Academic
Effectiveness

Advisory Board

Made up of
industry
professionals
in the areas
of: criminal
justice,
secondary
education,
cybersecurity,
IT, healthcare,
and STEM



Role of the Industry Advisory Council

- Required by the DOE
- Provide insight from their industry perspective
- Ensure the usefulness of the instructional materials being developed to meet the needs of students and employers
- Provide a “on the ground” view of the marketplace
- Serve as peer editors of the content to ensure discipline and marketplace alignment and authenticity



Industry Advisory Council

Mohammed Antra, Worcester County Sheriff's Office ([Criminal Justice](#))

Beverly Benson, Cybersecurity Education Manager, AttackIQ ([IT](#))

Dr. Amir Handzel, Global Head of Science & Research Engagement, Math Works ([STEM](#))

James Lightfoot, Coordinator for Academic Advising & Transfer, STCC ([Advising/Transfer](#))

Jason Pacheo, Director of Workforce Planning, Analytics, & Compensation, BayState Health ([Healthcare](#))

Kerri Sheeran Perry, CEO, Community Action, Inc. ([Early Childhood](#))



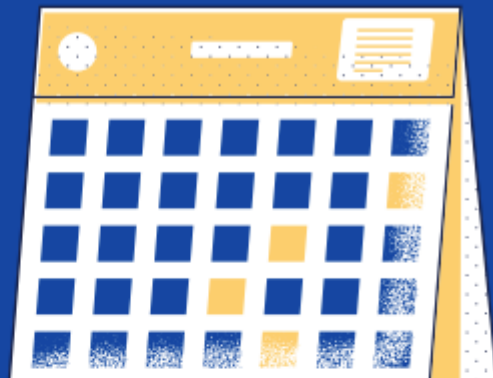


ROTEL Project Goals

1. Remix and develop accessible, intentionally inclusive OER that reflect students' local and lived experiences.
2. Improve student learning outcomes (particularly from underserved communities).
3. Ensure scalability, longevity and expanded use through the state through promotion at MA OER Council of all public higher education institutions.
4. Promote nationally through networks, literature, and conferences.
5. Projected cost savings: at least \$800K for adaptation and creation of OER. adoption of ROTEL textbooks encouraged.



TARGETED COURSES



General Education Courses and High-enrollment courses included in the Mass Transfer block.

Career and Professional Courses
High-demand professional programs: i.e., business administration, early childhood education, criminal justice, and healthcare.



Proposals are invited in three categories:

Level 1 - Creation

Level 2 - Adaptation

Level 3 - Adoption

Culturally Relevant OER

ROTEL OER should “affirm cultural identities, elevate historically marginalized voices, and multiple expressions of diversity (e.g., race, social class, gender, language, sexual orientation, nationality, religion, ability.)” (from Culturally Responsive-Sustaining Education Framework)

Encourage faculty of color to remix textbooks and all faculty to **partner with colleagues** from other departments or from the other five institutions who have deep expertise in EDI (equity, diversity, inclusion.)



Culturally Relevant OER

Ways of Centering EDI in OER

- Share your perspective! Especially if you are a faculty of color or an underrepresented group, we need your voice.
- Prioritize accessibility.
- Be intentional about representation through the use of names, pronouns, images.
- Translate existing texts into other languages.
- Explore open pedagogy.
- Include an EDI statement and/or land acknowledgement.



Two Tracks to Get Support



Track One (one year mentoring program)

- Rebus Community Textbook Success Program



Track Two (a -la-carte)

- support at individual institutions with a variety of resources available



Rebus COMMUNITY

Project Examples

ECE 104, Child Growth and Development - Level 1 Create an Open Textbook

Northern Essex Community College

- Course is required by all MA Early Childhood Educators to receive teacher licensure
- Embedding birth practices from around the world; videos of mothers from different countries talking about the importance of play
- Communicating different views of child development and child -rearing in different cultures

EDU 113, Children, Families, Schools, and Communities - Level 2 Adaptation of Existing Open Resource *Holyoke Community College*

- Backwards Design
- Exemplar model of an education course
- H5P Activities for student interaction

CRJ 112, Criminal Law and Procedures - Level 1 Create an Open Textbook

Holyoke Community College

- Departmental collaboration
- Focus on students from minoritized groups

Introduction to Speech Communication & Public Speaking - Level 2 Adaptation of Existing Open Resource
Fitchburg State University

- Instead of “great speeches”, use past and present communication of diverse voices and perspectives of New England.
- Meets need for exemplars and role models of public speaking, presentation, and communication that reflect our students’ lived identities and experience.

Genetics - Level 2 Create an Open Textbook *Framingham State University*

- Best practices for culturally responsive pedagogy, explicitly acknowledge the structural inequities in the process of science, the influence that culture and society have on the process of science, and
- Explicitly address the science of human diversity, including human evolution and ancestry, race, and sex and gender.

BIO 104/104L: Human Biology I - Level 1 Create and Open Textbook *Springfield Technical Community College*

- Human Biology I is an essential building block for all students who have a desire or interest in having a medical oriented career. The open text focuses on the anatomy and physiology of Human Biology through the lens of culture, race, ethnicity, and language.



Assessment

What does **SUCCESS** look like?

Let's go back to the **GOALS** of the Remixing Open Textbooks through an Equity Lens project:

- **Goal 1** is increasing the number of open textbooks that are accessible, intentionally inclusive, and representative of the student populations.
- **Goal 2** is improving student learning outcomes, particularly from underserved communities.
- **Goal 3** is ensuring scalability, longevity and expanding the use of these OERs throughout the state and beyond

Assessment

The [COUP Framework from the Open Education Group](#) allows for a more comprehensive view of OER beyond the more common cost savings metrics.

- **C**ost
- **O**utcomes
- **U**sage
- **P**erceptions





Assessment

The Perceptions area is particularly applicable to the Remixing Open Textbooks through an Equity Lens project.

Questions to explore include:

- What do faculty and students think about, and feel toward Open Educational Resources that are more accessible, inclusive and representative?
- How do they judge their effectiveness relative to traditional textbooks?





Application Evaluation Criteria

Each application will be evaluated using the following criteria:

Student Impact	Number of students impacted, cost savings, type of course, transferability
Equity	Faculty identity and cultural relevance of project
Collaboration	Faculty, interdepartmental, institutional
Project Feasibility	Clarity of project narrative and timeline



Challenges

- Funding
- Administrative Workload
- Skillsets - publishing without being a publisher
- Onboarding, training
- Faculty Workload - burnout during COVID?
- Increasing faculty of color participation





What's Next?

- Data dashboard
- Our books in the Pressbooks directory
- More support for faculty
- Encourage early college projects
- Additional funding

**A LOOK
INTO THE
FUTURE**





Website and Additional Information

[About the Project](#)



Culturally Relevant OER

- [OER defined](#)
- [Culturally relevant OER](#)



Faculty proposals

- [Faculty Call for Proposals](#)
- [Online grant application form](#)
- [Faculty planning worksheet](#)
- [Proposal Evaluation Rubric](#)



Support and OER Toolkit

- [OTCC Toolkit](#)
- [Tracking and Assessment](#)
- [Professional Development Tracks](#)



In the News

- [Press releases and blog posts](#)
- [ROTEL Kickoff Webinar 9/14/2021](#)
(View recording)

sites.google.com/view/rotelgrant/home

[e](#)

Feel free to adapt any of our materials!



Questions?





Links and Resources

ROTEL website - sites.google.com/view/rotelgrant/home

ROTEL Tracking and Assessment - shorturl.at/IAIV4

COUP Framework by the Open Education Group -
<https://openedgroup.org/coup>

ROTEL Project Summaries - shorturl.at/eIFKY