Open Education Network
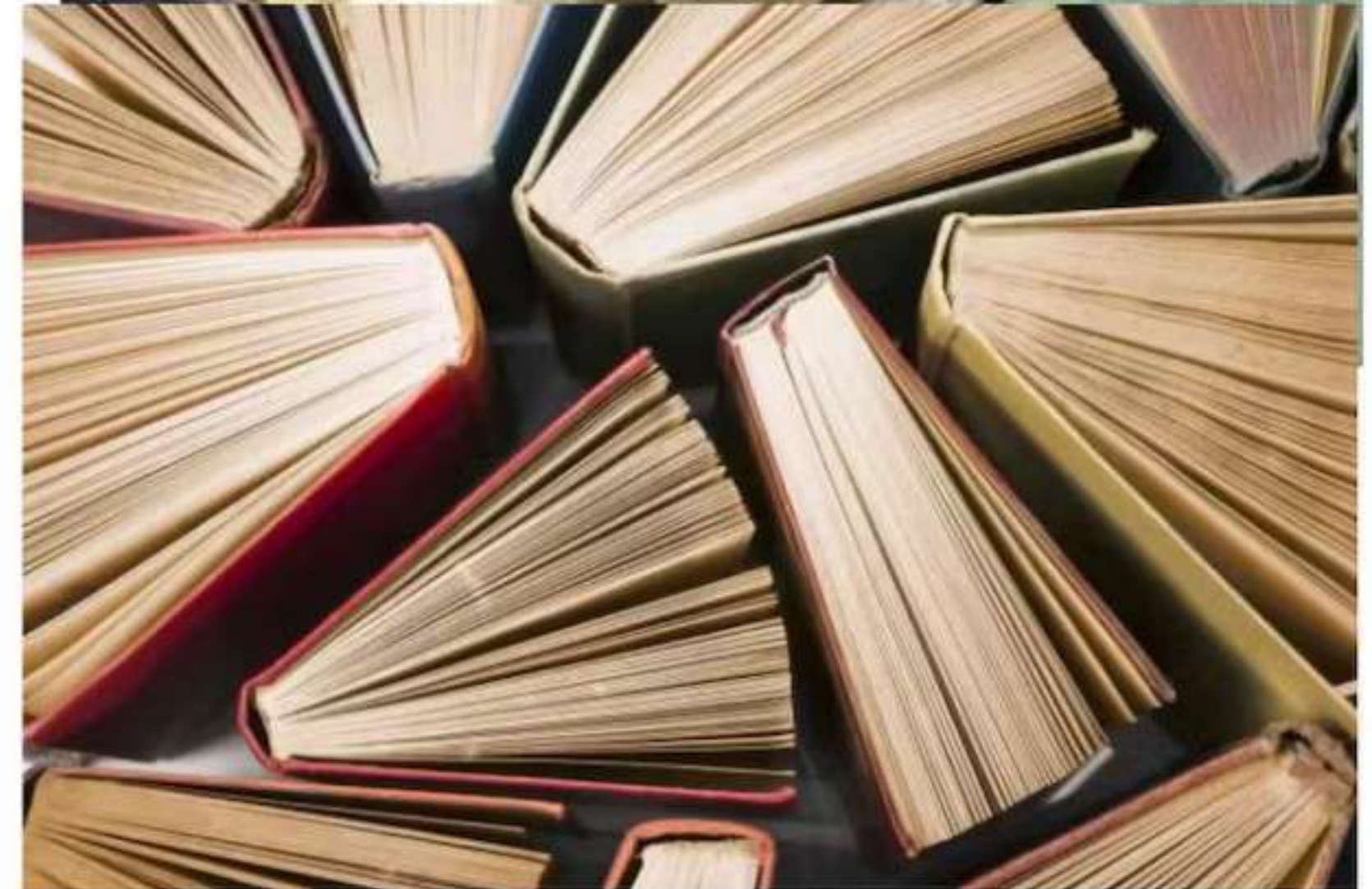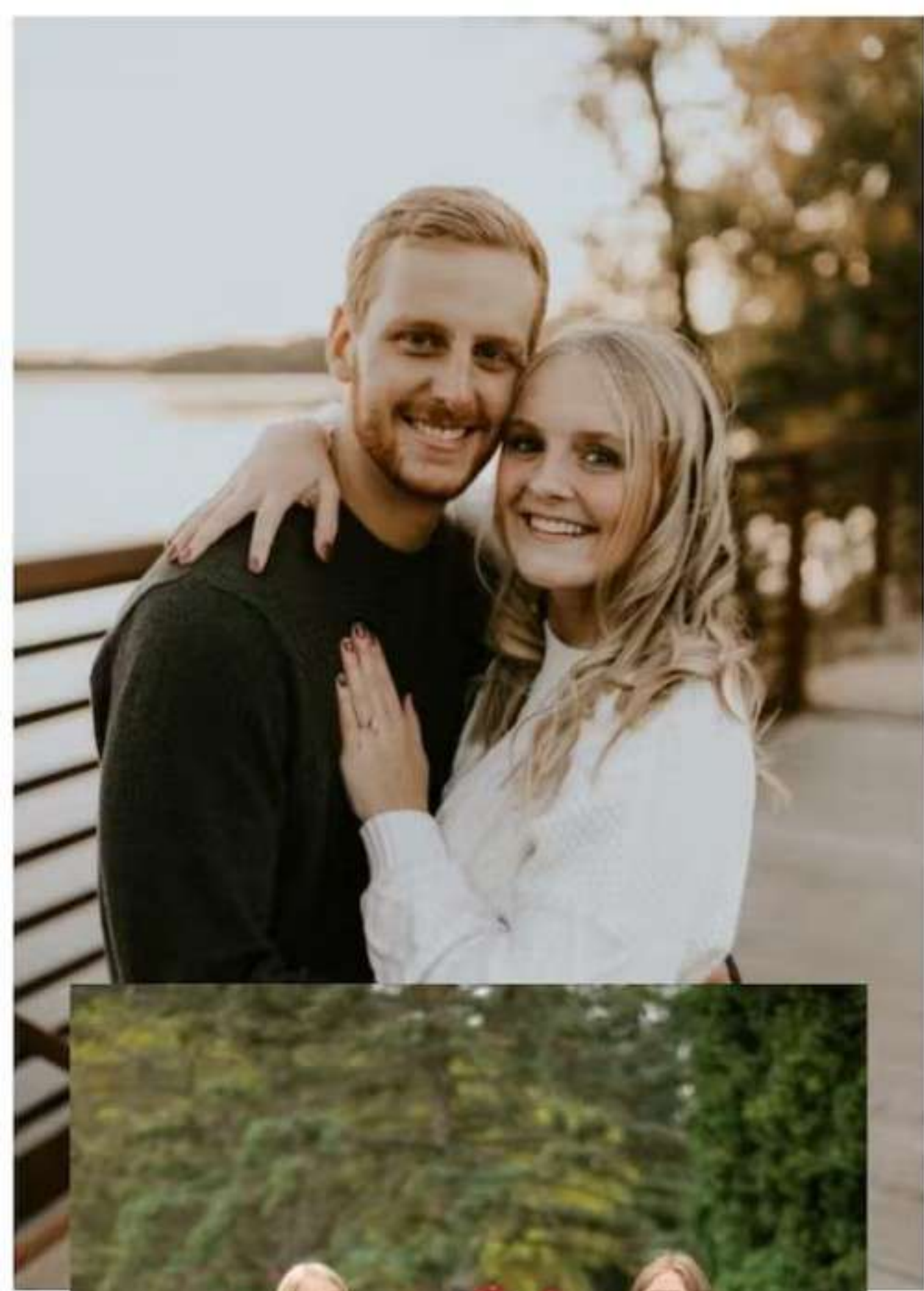
Engaging Faculty in Open Education that Centers DEIA: Lessons Learned

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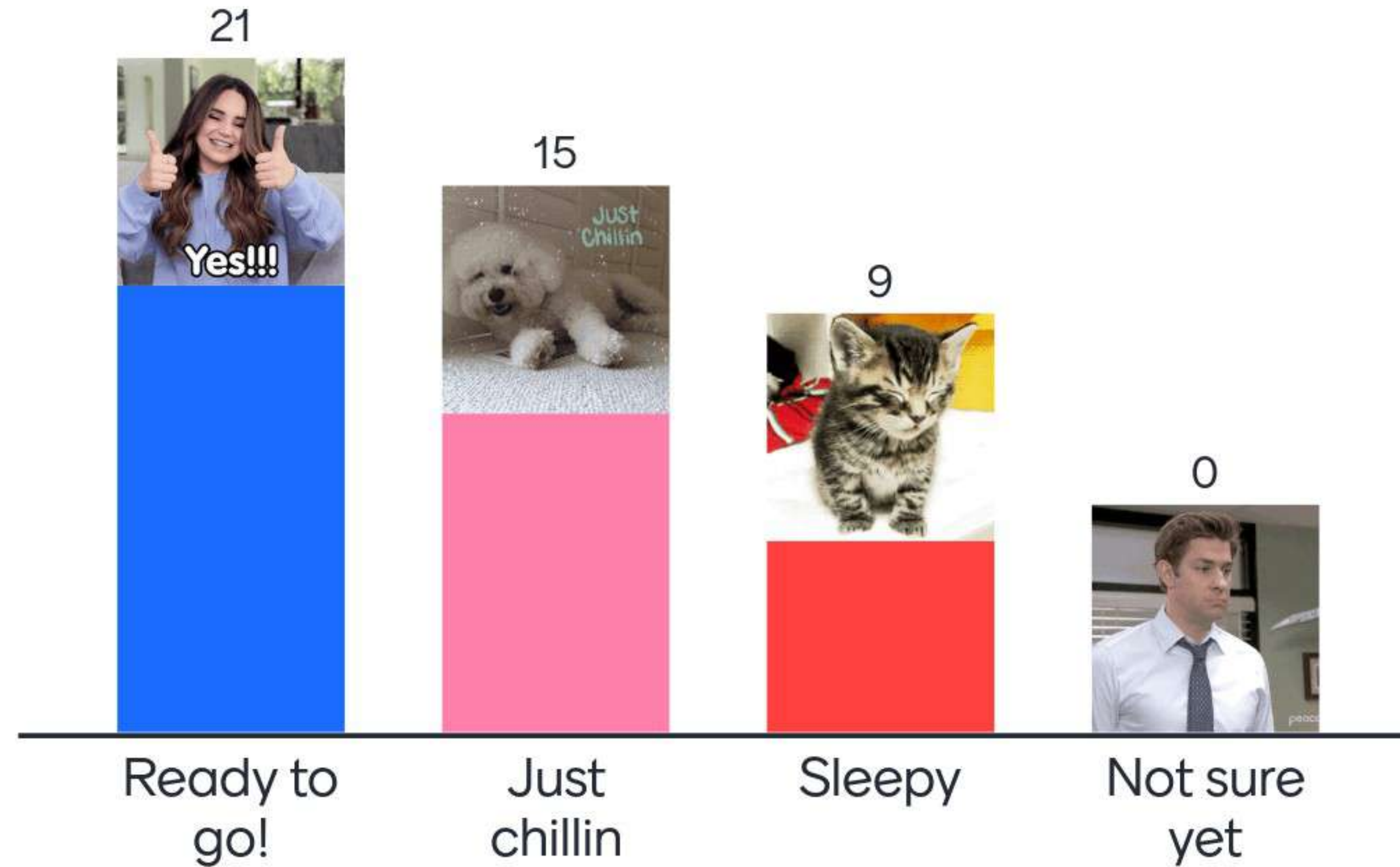MIDWESTERN HIGHER EDUCATION COMPACT

CHOCOLATE

Instructions

Go to

www.menti.com

Enter the code

6143 3148

Or use QR code

Who is the Open Ed. Network?

- Research universities
- Community colleges
- 4-year universities/colleges
- State-wide systems
- Consortia

- Tribal colleges
- HBCUs
- Hispanic-serving institutions
- Australian
- Canadian

WHAT WE'RE ABOUT

ACTION

We are an active community of higher education leaders that works together to build sustainable open education programs.

COLLABORATION

We help each other, learn from each other, and create resources for each other and the common good.

COMMON GOOD

We work together to benefit everyone in higher education.

Certificate in Open Educational Practices

A Team-Based Approach

The Certificate in Open Educational Practices is a supportive professional development experience. It inspires you to create accessible, inclusive, student-centered pedagogy. You'll work in pairs as one librarian and one faculty member, collaborating to make education more equitable and sustainable through innovative pedagogy.

In the year-long program, our instructors will introduce open educational practices and work with you to create a personalized action plan. The action plan will become your customized map for implementing an impactful open educational practice project with your students the following term.

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Certificate in OEP Core Team

Racheal Brooks
Quality Matters
Director of Quality Assurance Implementation Solutions

Michael Cawdery
University of Hawaiʻi - Leeward CC
Professor, Teacher Education Program Coordinator

Will Cross
North Carolina State University
Director, Open Knowledge Center & Head of Information Policy

Hannah Davidson
Plymouth State University
Accessibility Specialist

Tanya Grosz
Open Education Network
Director of Educational Programs

Lindsey Gwozdz
Roger Williams University
Scholarly Comm Librarian

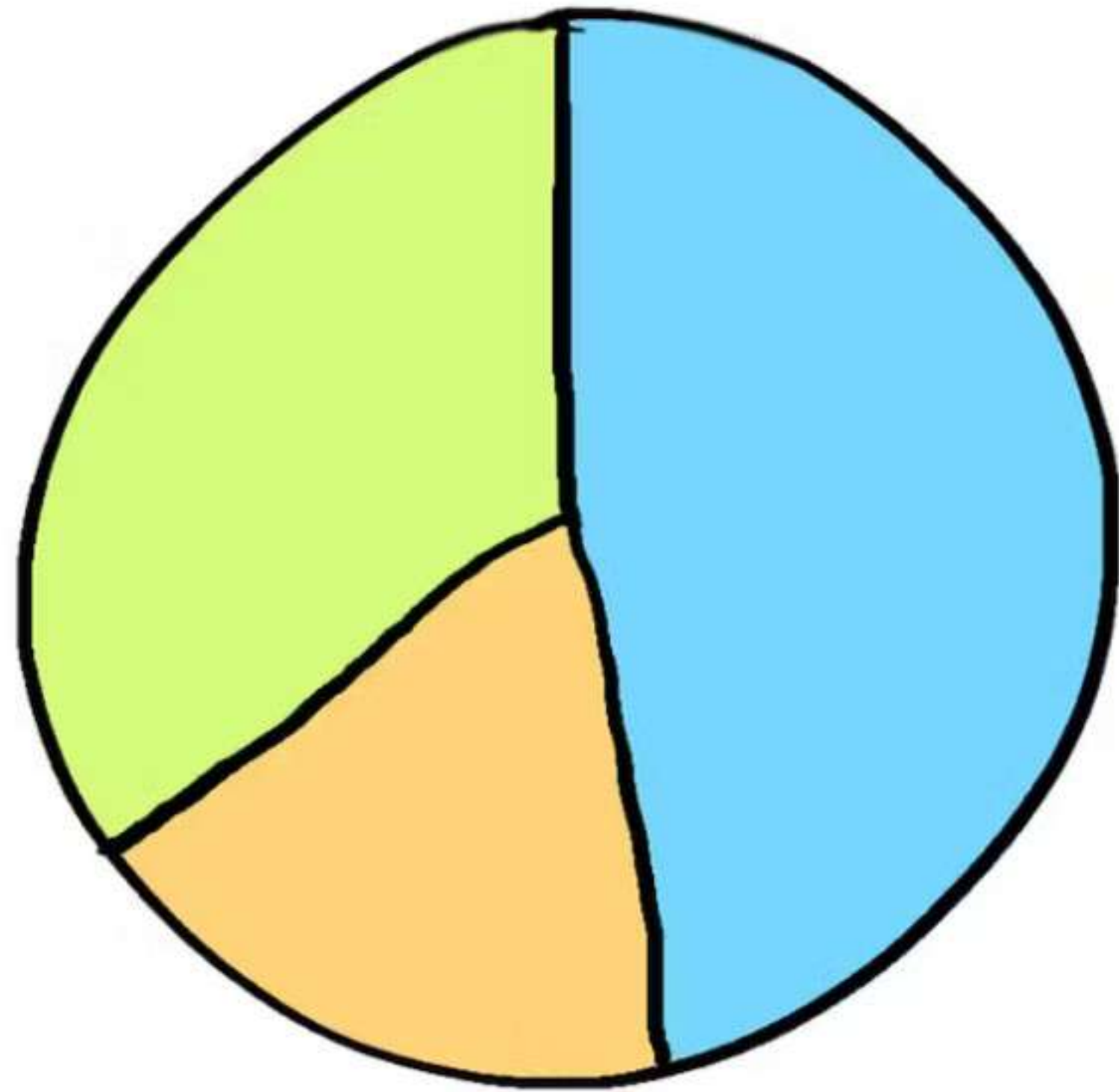**Heather Miceli**
AAC&U
Postdoc Research Fellow

Jasmine Roberts-Crews
The Ohio State University
Communications Lecturer

Lesson #1

My insecurities do not release me from the opportunity and responsibility to thoughtfully pursue and promote diversity, equity, inclusion and accessibility.

Social Justice Framework for Open Education (Lambert 2018)

Social Justice Principle	What Does It Address?
Redistributive Justice	Equitable access to course materials, affordability
Recognitive Justice	Socio-cultural diversity in materials, diversity of perspectives and the centering of marginalized experiences
Representational Justice	Power/authority in authorship, co-construction of materials, (marginalized communities tell their own stories)

"Diversity is receiving an invitation to dance, equity is possessing the resources to attend, and inclusion is being asked to dance."
(DEI Consultant Verna Myers)

Who are your favorite DEI thinkers/writers/scholars?

Zaretta Hammond

bell hooks

Bettina love

Maha Bali

Mia Zamora

Ijeoma Oluo

Mays Imad

Debbie Reese

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Who are your favorite DEI thinkers/writers/scholars?

Robin DiAngelo

Sara Ahmed

exploration of inclusive vs harmful language

Leslie Feinberg & Judith Butler

ibram x kendi

Ibram Kendi

incentive (money, tenure/Promotion)

Regina Gong!

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Who are your favorite DEI thinkers/writers/scholars?

Maha bali

bell hooks

Darby Flowers

Tressie Cottom McMillan

Marco Seiferle Valencia

Emily Drabinski

bell hooks

Maha Bali

Who are your favorite DEI thinkers/writers/scholars?

Alice wong	Deetta Jones	Authors of "say the right thing" (forget their names)	Django Paris
Mentors	Mentors	Community of practice	Use alternate words to accomplish the same goals

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Lesson #4

Equip faculty with tools they need to be successful in this work.
e.g. Open Pedagogy Student Toolkit

The Open Pedagogy Student Toolkit

Jamie Witman

This toolkit is intended as a guide for students who are engaging in open pedagogy. The toolkit defines open pedagogy, the benefits of open pedagogy, and the rights and responsibilities that come with being a student creator. Instructors may wish to use this toolkit as a resource to scaffold conversations about open pedagogy with their students and to appropriately prepare them for working in the open. [Version 1.1 updated December 4, 2023]

Download this book

READ BOOK

What tool(s) do you think faculty need when engaging in DEI-related open ed. work?

68 responses

What do you do when DEI(A) are considered politically charged/triggering words?

Embed

Reframe the conversation as "effective learning practices"

Focus on values aligned with institution goals

You have to get creative in how you say it without directly saying it

I heard great advice from an Alaskan librarian who reframed it as for veterans and people pulling themselves up from their bootstraps, it was amazing reframing

Focus on student outcomes

Focus on UDL

Explain the value of accessibility, with out explicit mention

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What do you do when DEI(A) are considered politically charged/triggering words?

what's is udl?

Treat everyone with respect

Focus on empathy and community building

Focus on ROI and economic growth

"Case studies" of real students

Alignment with QM standards

keep the conversation about student success

Showing up as a partner in the work

29

What do you do when DEI(A) are considered politically charged/triggering words?

Discuss that all students have the right to learn. Students also should see themselves in the assessments they are asked to complete

Say them anyways.

Align specific actions with existing strategic priorities

Focus on student success, benefits to faculty teaching experiences.

Reframing/replacing the triggering words with more neutral words

Talk about their definitions.

My university is the only one in South Dakota with a DEI program. We are a private school. Our Diversity Advocate program is what we do -- and that creates a communication oasis for participants.

Focus on student needs and curriculum needs

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What do you do when DEI(A) are considered politically charged/triggering words?

Focus on how those activities assist in successful completion rates, enrollment, and other institutional or state metrics.

Reframe to "best practices" in pedagogy

Identify the core problem, reframe the goal, and articulate solutions as they correlate to student success

Focus on belonging

focus on outcomes for all students

Unionize

We talk about how it can help with retention

Literally, form a union.

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What do you do when DEI(A) are considered politically charged/triggering words?

Focus on how these align with employer and trade skillsets/requirements. I.E. one of our state's big employers values DEIA. So... we align with their hiring preferences.

Reminder that faculty ate the ones who have to do the work and they moat be able to see the value in the work for them and not just students.

Using appropriate wording is simply designing for your audience to build connection and understanding...ex. medical experts wouldn't use medical terms to an audience of novices.

Change the words

Rephrase

Use 'em anyway.

Change the words

Use different words

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What do you do when DEI(A) are considered politically charged/triggering words?

Double down; use the theories and outcomes.

Require DEI training, to help get it through to them (helps to have Admin support)

Emphasize how OER can adapt content to make students feel more included and seen.

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What is a tip or strategy you have found to work when engaging faculty in DEI-related work (open ed. or other)?

Find out what motivates them

Clear expectations and definitions

open means flexible and customizable and first class access is great

Tie it to their discipline's values or ethics

Tie it back to the success of the student

Alignment with QM and UDL

Show up as a partner in the work

I talk about how OER make students more successful as the primary talking Point. Saving students money is a secondary mention

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What is a tip or strategy you have found to work when engaging faculty in DEI-related work (open ed. or other)?

Keep the conversation student success focused

Sharing actual student experiences that demonstrate the benefits.

Point to research on the effectiveness of a practice I'm advocating. It convinces them that something that may seem strange/new is worth exploring.

Helpful and responsive when questions arise

Include information every time in presentations and discussions

I look for things faculty are already doing WELL. Starting from that standpoint rather than what they may be doing "wrong" shifts the conversation to collaboration.

Reinforce the importance of representation in course materials as a way to engage students

Provide them with the resources and equipment so it takes little on their part to engage.

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What is a tip or strategy you have found to work when engaging faculty in DEI-related work (open ed. or other)?

Tie to their personal pedagogy or learning goals

Attend as many DEI-related sessions on campus hosted by other departments as you can.

Focus on Open Ed opportunities to center student voices, emphasizing the range of experience we can benefit from as educators.

I start with professors I have a good working relationship with, and then talk to them about OER. They then talk to their fellow professors. It's the long route, but it's working.

Point to internal data that shows how our DEIA efforts help students succeed and have lower withdrawal rates due to a sense of belonging.

Collaborate with colleagues to get insight and perspective

Center faculty agency - open supports their academic freedom

Include deia in all programming

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What is a tip or strategy you have found to work when engaging faculty in DEI-related work (open ed. or other)?

Emphasize the flexibility of OER and how it is customizable

Focus on equity and social justice

We try to use comments from students on our campus to show the need for DEI related work.

I respond to those already interested rather than reaching out broadly or targeting those who aren't interested

Minimize the effort they have to exert themselves

Seek out faculty who are already interested in DEI work. If not, frame DEI in terms of extending the reach of the resource they're developing.

Include students in open pedagogy and content creation so that faculty can see the importance of inclusion.
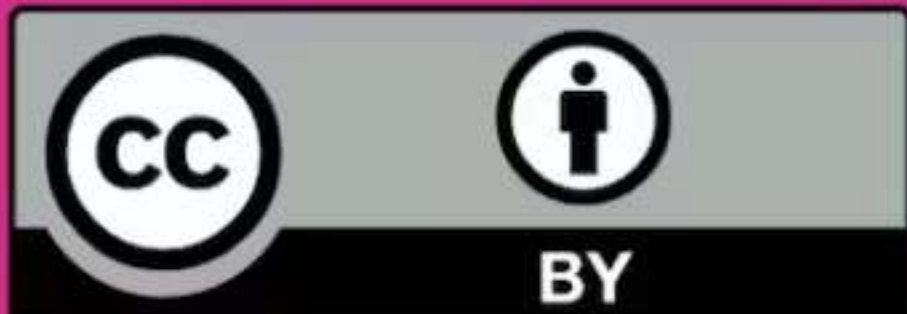
Read "Say the Right Thing: How to talk about identity, diversity, and justice" by Glasgow and Yoshino

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Thank you!

https://z.umn.edu/DEIOpenResources

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