

Welcome!

- On behalf of the ASCCC OERI, we are pleased to have you here with us for “Integrating the Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Framework into your response to the OR’s Request for Proposal (RFP)”
- If you are not already muted, please press the “mute” button upon arrival. As this is set up as a meeting, we will be able to have an actual discussion – but we need all those who are not speaking to be muted.
- Please note that you are encouraged to use the Zoom “chat” feature for questions and comments.
- **This event will be recorded.** Archives of all ASCCC OERI events are available at asccc-oeri.org > Webinars and Events

Description

The OERI's RFPV requires you to “explain how IDEA principles and/or culturally responsive pedagogy will be integrated into your work” and states that “specific examples should be provided”. What does all that really mean? Join us to explore how to meet these expectations. Questions are welcomed and encouraged.

Your Presenters and Chat Managers

- Shagun Kaur
 - Project Facilitator, ASCCC OERI
 - Communication Studies Faculty, De Anza College

- Suzanne Wakim
 - Project Facilitator, ASCCC OERI
 - Biology Faculty, Butte College



Image by [Jamie Street](#) on [Unsplash](#)

Rubric Element

1. Inclusion of IDEA is worth 8 pts (~14% final score)
2. “Addressing equity issues [that are] integrated throughout the project in a meaningful way.”

The presenters acknowledge...

- There is no “right way” or “one way” to talk about a topic this broad.
- Each of us have implicit biases in how we research, process, and share information.
- Our lived experiences, multiple identities, and stories shape how we engage in this moment.

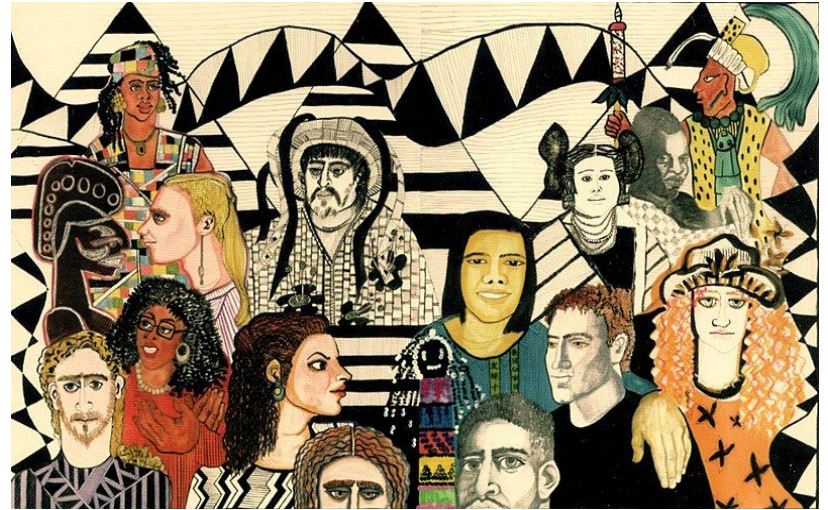
Who writes our textbooks?

Author Characteristic (% of professoriate)	Commercial Texts	OER Texts
Female (46)	33.9%	49.6%
White (75)	96.1%	89.6%
Black (6)	0%	2.9%
Asian (12)	2.2%	5.8%
Latinx (6)	1.1%	0.6%

Source: Thiede, Who Writes Traditional Textbooks? Who Writes OERs? An examination. 2021 *The National Center for Educational Statistics, 2020

Specific Issues to Consider

- Invisibility
- Stereotyping
- Imbalance and Selectivity
- Unreality
- Fragmentation and Isolation
- Linguistic Bias
- Cosmetic Bias

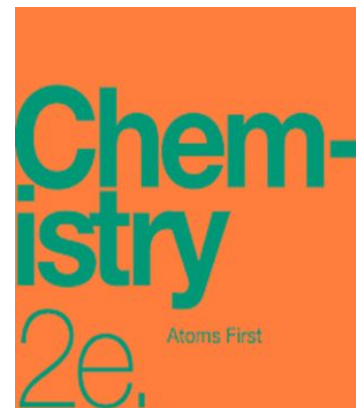


Pure Diversity by Mirta Toledo is licensed [CC BY - SA 4.0](#)

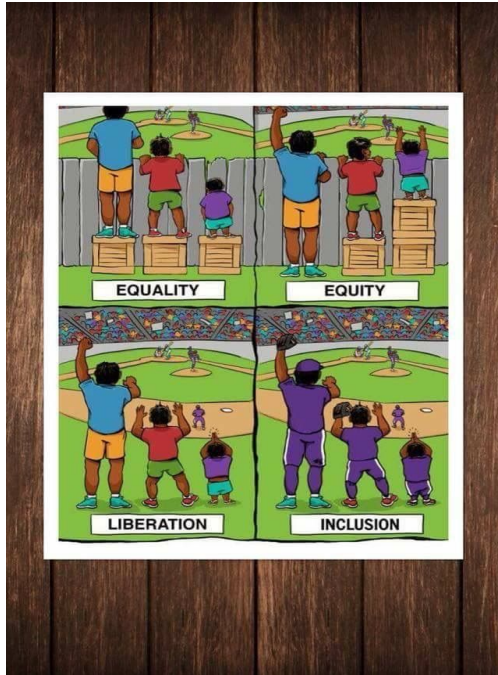
Adapted from “[Closing the Opportunity Gap in Mathematics Education: A Position of the National Council of Teachers of Mathematics](#)”

Open ≠ Inclusive

- 1.5 million biographies in English on Wikipedia and <19% are about women.
- 114 Massive Open Online Course (MOOC) instructors responded to 12% of white male students' comments, and only 7% of the comments by their fictional student group.
- OpenStax Chemistry book:
 - Images of men appear 2x more than women.
 - A man's name appears every 4 pages; a woman's 250 pages.



That's where you come in...



We do not “do” inclusion “for” people with disabilities. Rather, it is incumbent upon us to figure out how all the things we do can be inclusive.

Lisa Friedman: Removing the Stumbling Block

Accessibility at every step

- Assumed, expected, and supported.
- Writing vs. Completion
- Accessibility Basics Course
- Checklist

IDEA: Inclusion, Diversity, Equity and Anti-Racism and OER

- Each area has two sections:
 - “Restorative Requirements”
 - “Elements for Consideration”
- The aim is to restore and include voices that have been excluded and marginalized. For each section, the goal is to meet the “Restorative Requirements.”
- The “Elements for Consideration” section offers areas to assess, tips, and examples that will help meet the requirements.

OERI's Inclusion, Diversity, Equity and Anti-Racism Framework

- Redistributive Justice
- Recognitive Justice
- Representational Justice

You have already met the first principle, so you determine the
next step

Adapted from "[Changing our \(Dis\)Course: A Distinctive Social Justice Aligned Definition of Open Education](#)" by Sarah Roslyn Lambert under [CC BY - SA 4.0](#)

Diversity is a fact; Inclusion an act

- Zabeen Hirji

Level I

- Illustrations and Graphics
- Example names
- Key figures in the field
- Appropriate Terminology
- Keywords/indexed items



Figure 14.1.1: high heels

[Heels](#) by [Agnali](#) via Pixabay.com; [pixabay license](#)



Figure 14.1.1: Image used with permission (CC By 2.0; [stokpic](#); via flickr.com).

Lot of different flowers make a bouquet - Islamic Proverb

Level II

- Applications, examples and exercises/problems
- Credit to Diverse researchers/authors



ASCCC OERI Statistics for Social Justice
COURSE

Preview Details Version notes

Modules (16)
Assignments (42)
Pages (175)
Discussions (17)
Quizzes (12)
Files (147)


Preface to Statistics for Social Justice

- Letter to Students and Instructors
- Statistics for Social Justice: Table of Contents
- Who Does Statistics? A Message from Dr. AnnMaria De Mars
- African Americans in Mathematics
- Latinxs and Hispanics in the Mathematical Sciences
- Table of Symbols

Diversity is being asked to the party; inclusion is being asked to dance - Verna Myers

Level III

- Balanced perspective on issues
- Diversity of viewpoints
- Open Pedagogy

 Anu Khanna, Ph.D.	Anu has been a professor at De Anza C Studies and Communication Studies deg as Department Chair of Communication Communities program. Anu was born ir raised mostly in Illinois. She has a B.A. from the University of Wisconsin-Milwa and Organizational Communication from De Anza. Anu worked in the Maricopa C leadership training for academic leader her husband and two teenagers, cook
 Karyl Kicenski Ph.D.	
 Victoria Leonard, M.A.	
 Rebecca Moran, M.A.	Rebecca is a Community College and California State Univer was born and raised in San Francisco CA, and the first Latin graduate from college. She feels that her multicultural upb ward to become an effective communicator. She worked as Attendant for United Airlines while studying for her master International Relations and M.A. in Communication.
 Brielle Plump, M.A.	Brielle is currently an online faculty member throughout th College system and State University system. She graduate Bachelor's degree and San Diego State University with a BA in Communication Studies. Throughout her training, she was intersects technology, health, culture, and relationships. To bridge these topics in her courses, and her additional work Designer at UC Santa Cruz, focusing on education technolo not virtually working on campus she is in the yoga studio a teacher leader.
 Aracelis C. Reibel, Ph.D.	Aracelis Reibel is Professor Emerita at Cal Poly Humboldt a teaching Communication for over 40 years. She earned a B.M.A. in Teaching English as a Foreign Language, and Ph.D. Dr. Reibel was a Fulbright Scholar in Nicaragua in 2010. Si content except one (Aracelis) and hopes to go to that someday!

Source: Sections 6.9 of the [IDEA Framework](#)

Antiracist Pedagogy

Anti racist pedagogy as acknowledged by Kishimoto (2018) “***focuses on the process of learning, not necessarily making students reach a uniform prescribed outcome. [a]nti-racist teaching challenges the eurocentric curriculum and the apolitical and ahistorical approaches to education, discipline and course materials.***” (p. 546) by encouraging faculty to co-construct syllabi, assignments, and assessment with students in the hopes of diminishing the historical power differential between the two groups.

- Baker and Henning

Guiding Points

- Including a more diverse and underrepresented voice.
- Ensuring all stakeholders in an issue are present.
- Adding voices, stories, and perspectives that reflect your students.
- Examining biases and ways to counteract them.
- Reflecting on what IDEA looks like for your field.
- Bringing in marginalized voices and lived experiences.
- Co-creating with students and community leaders.

Suggestions

1. Start with an IDEA audit of existing materials.
2. Establish a shared vision and goal for IDEA.
3. Layout all elements of the project and identify opportunities. [Templates/Guide]
4. Quantifiable, explicit deliverables in the action plan.
5. Build in regular checks/audits as the vision evolves.
6. Identify external contributors and define the work.

Resources

- Open Stax's *Improving Representation and Diversity in OER Materials* framework
- 'Diversity and Inclusion' in *OER and Alternative Textbook Handbook* by Ariana Santiago, licensed under a [CC BY 4.0](#) licence.
- 'Centering Diversity and Inclusion' in *The OER Starter Kit* by Abbey Elder, licensed under a [CC BY 4.0](#) licence.
- 'Accessibility, Diversity, and Inclusion' in *Self-Publishing Guide* by Lauri M. Aesoph, licensed under a [CC BY 4.0](#) licence.
- DOERS3 *Equity Through OER Rubric*, licensed under a [CC BY 4.0](#) licence.
- [Online Equity Rubric](#) by Peralta College.
- [Diversity and Inclusion in our Textbook](#) Resources.
- [Inclusive education: simple strategies to improve equity and embrace diversity](#) by Flynn and Kerr, licensed under a [CC BY-NC-SA](#) license.

Questions and Answers



More Information or to Contact Us:

[ASCCC OERI Website](https://asccc-oeri.org) (asccc-oeri.org)

- Resources
- Webinars and Events

[ASCCC OER E-Mail](mailto:oeri@asccc.org) (oeri@asccc.org)

[Toshi the black pug](#) by [Charles Deluvio](#) on [Unsplash](#)