DOERS³

DOERS3 *Equity Through OER Rubric* Pilot Project

CALL FOR PARTICIPANTS

RESPONSE DUE MONDAY, OCTOBER 24, 2022

Introduction, Purpose, and Benefits

The DOERS3 Collaborative seeks participants to pilot the *Equity Through OER Rubric* with postsecondary education partners across the United States and Canada. Through a grant provided by the William and Flora Hewlett Foundation, funding is available to DOERS3 members in the form of six (6) $10,000 block grants to participating postsecondary institutions, and one (1) grant of $18,000 available to a postsecondary education system or state postsecondary education coordinating organization (SHEEOs). A total of seven (7) projects will be funded for one year.

The *Equity Through OER Rubric* is a comprehensive self-assessment tool, designed to guide students, faculty, administrators and other academic practitioners and leaders in not only better understanding, but also *acting* on the equity dimensions of Open Educational Resources (OER). The rubric is organized by categories, aligned with roles and functions for higher education institutions, units, and practitioners. Its overarching goal is to enable users to integrate OER in equitable ways across higher education leading to equitable student access, outcomes, and success. Engagement with the rubric accomplishes the interdependent goals of advancing quality OER and equity-minded teaching, learning, and operating cultures across institutions and systems. Participating in the project positions institutions to build capacity with OER to improve the quality of educational offerings and delivery, address disparities in student educational outcomes, and develop institution-wide infrastructure that is student- and equity-centered in ways that are aligned with institutional missions and strategic goals.

As an openly licensed tool, those who engage with the *Equity Through OER* Rubric are invited and expected to adapt and customize it to their institutional and organizational culture. The pilot project is intended to guide DOERS3 in making improvements to the rubric. Funded projects will be asked to include reflection on and descriptions of rubric engagement and modifications as a part of their case studies/final grant reports.

—----------------------------

Eligibility

Grants are available to current DOERS3 member states and organizations. DOERS3 members can be found at: https://www.doers3.org/members.html.

Expectations and Requirements

- Each funded project has three deliverables:
    1. Create an initial gap analysis evaluating the institution's current status in relation to the rubric.
    2. Develop a comprehensive action plan to achieve equity through OER via engagement with the rubric during the project year and beyond; and
    3. Submit a final case study to contribute to the DOERS3 OER Equity Blueprint set of case studies. A template will be provided.
- Additionally, projects will need to complete a final grant report, including a simple accounting of how the funds were spent.
- Institutional or system or agency teams will work together over the grant timeline (approximately 12 months), moving through the rubric, evaluating where they are (gap analysis), and developing a comprehensive action plan designed to move their institution to the *established* stage of adoption across the multiple dimensions of the rubric, including establishing equity goals, metrics, assessment, and accountability.
    o Teams will participate in three virtual project convenings over the course of the year, including a project launch.
- Proposals must demonstrate readiness and connection to the institution/system/or agency's strategic plan and/or goals, including a demonstrated commitment to advancing equity.
- To demonstrate commitment to the project and implementing the action plan upon completion of the grant, proposals require:
    o Sign-off from executive leadership (president/chancellor or provost/senior academic officer; commissioner or deputy).
    o Indication of in-kind contributions to be made to the project, whether financial, staffing, convening, travel or otherwise.
- While teams will be able to decide the right membership composition, institutional team members might include the following roles: vice- or associate vice president or provost in academic affairs, senior diversity officer, library dean, director or OER librarian, faculty using OER, IT staff, instructional designer. System or SHEEO teams should include some of these roles and determine the right mix of system- or agency-level and institution-level members. Projects will be encouraged to include student voices, whether through student(s) serving on the team, through focus groups, or other means of consulting students.

————-----------------------------

- Participants will receive certification upon completion of the project and submission of deliverables.
- Each project team leader will be expected to attend a culminating convening of project team leaders aligned with a DOERS3 convening. Funding to attend can come from the block grant to the project.
- The DOERS3 Collaborative will provide project management support for the pilot and will write a white paper on the project learning, impact and results, and disseminate the project widely in higher ed publications, and through appropriate networks and conferences.

Funding

Six $10,000 and one $18,000 awards will be issued as block grants to be distributed according to organization rules and practice. We encourage that funds be used to cover faculty and staff time, where possible, and/or to support project management, materials, travel to conferences, and more, to ensure that the project is completed. Each participating organization's needs for the project will vary; proposals need to include a simple budget indicating how the funds will be used. Grant recipients will receive half of the block grant upon project launch, and the other half upon completion of the final deliverables.

Project Timeline and Due Dates

- Call for Participants: Monday, September 12, 2022
- Informational Webinar for interested applicants: Thursday, September 29 (11:00 a.m. CT)
- Proposals Due: Monday, October 24, 2022
- Participants Announced: Monday, November 28, 2022
- Required Project Kick-off (two-hour virtual meeting): Tuesday, December 13, 2022 (Applicants should mark this date on calendars)
- Project Implementation will occur between December 2022-December 2023
- Project Leads participate in two additional virtual meetings (dates TBD)
- Deliverables:
  - Gap Analysis due Friday, April 28, 2023;
  - Implementation Plan due Friday, October 13, 2023;
  - Case Study due Friday, November 17, 2023
  - Final Grant Report due Friday, December 15, 2023
- Project Leads attend DOERS3 In-Person Convening: Date TBD

Submitting a Proposal

To submit a proposal, complete the online form: https://www.doers3.org/equitycfp.html

—----------------------------

Glossary of Terms

- **DOERS3**

  A collaborative of public higher education systems that run large-scale OER projects. [The goal of DOERS3](#) is to help members build capacity to take established OER initiatives to scale and shape national and state innovation in OER research, data, policy, accessibility, equity, and quality

- **Equity Through OER Rubric**

  A comprehensive self-assessment tool, designed to guide students, faculty, administrators and other academic practitioners and leaders in not only better understanding, but also acting on the equity dimensions of OER. The rubric can be found: [DOERS3.org Site](#)

- **OER Equity Blueprint**

  The overarching goal of the DOERS3 OER Equity Blueprint is to define, unpack, and explain the multiple dimensions of equity and foreground the role of OER in closing equity gaps. The blueprint consists of three sections. (1) Overview, (2) Equity through OER Rubric, and (3) Case Studies. Information on the blueprint can be found: [OER Equity Blueprint - DOERS3](#)

- **Equity**

  The term "equity" refers to fairness and justice and is distinguished from equality: Whereas equality means providing the same to all, equity means recognizing that we do not all start from the same place and must acknowledge and adjust imbalances. The process is ongoing, requiring us to identify and overcome intentional and unintentional barriers arising from bias or systemic structures. More information found on [NACE (National Association of Colleges and Employers)](#)

  The OER Equity Blueprint defines equity as follows: Life chances and choices are limited by many kinds of inequality, including social, income, racial, ethnic, gender, and ability. Equity is a corrective process that demands fairness for the marginalized and minoritized populations by reducing gaps in opportunity and achievement through systematic efforts.

  The Blueprint further notes:

  In higher education, equity is measurable and must be attended to across multiple touchpoints along the student success continuum, including **access** to, **participation** in, **persistence** through, and **completion** of **quality** educational programs across student populations, disaggregated by race/ethnicity, income, gender, ability, first-generation and geography, among other characteristics.

- **Equity-mindedness**

  The term "Equity-Mindedness" refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education.

  This definition comes from Estela Mara Bensimon and the [Center for Urban Education](#) at the University of Southern California.

- **Open Educational Resources** (OER)

  Teaching, learning and research resources that make use of appropriate tools, such as open licensing, to permit their free reuse, continuous improvement, and repurposing by others for educational purposes. {https://unesdoc.unesco.org/ark:/48223/pf0000371129}

- **Open Textbooks**

  Open textbooks are licensed by authors and publishers to be freely used and adapted. These textbooks can be downloaded, edited and distributed at no cost. https://open.umn.edu/opentextbooks/

- **SHEEO**

  A SHEEO is the senior executive officer of a statewide governing, policy, and coordinating board or agency of postsecondary education.

  As an organization, the State Higher Education Executive Officers Association (SHEEO) serves the chief executives of statewide governing, policy, and coordinating boards of postsecondary education and their staffs. Founded in 1954, SHEEO promotes an environment that values higher education and its role in ensuring the equitable education of all Americans, regardless of race/ethnicity, gender, or socioeconomic factors. More information on [SHEEHO.org](#)

- **Zero Material Cost** are educational materials available for use in a course at no cost. These can include copyrighted materials, openly licensed materials, and public domain materials. *OERs (including open textbooks) are zero material cost.*