

## **Transcript for Information Session: Open Textbook Equity Adaptation Call for Proposals (April 28, 2023)**

**BCcampus information session hosted April 28, 2023**

**Hosts: Josie Gray and Kaitlyn Zheng**

JOSIE GRAY:

Okay, let's get started. So thanks everyone for taking time out of your day to attend this info session where we're going to go through the Open Textbook Equity Adaptation Call for Proposals. I really appreciate your interest in this project. And my hope is that this session will give you all the information that you need to submit a great proposal. The first part of the session is being recorded, so as long as you don't unmute, you won't appear in the recording. When it comes time for questions, we'll stop the recording. So just the presentation part will be recorded. My colleague, Kaitlyn Zheng, has worked with me on preparing these calls for proposals and she's in this session today monitoring the chat. So please do use the chat and watch there for her to share links to different resources as we go through the slides. There is a link on the slide that will take you to a folder where you can download a copy of these slides, as well as a document that we've created that has links to all of the materials related to this call for proposals. So you can access this folder at <https://bit.ly/infoequityad>. All in lowercase. And Kaitlyn will pop a link to that folder in the chat so you can just click it and it'll take you right there.

I am the project manager for the two grants that we're going to be talking about today. So I wanted to share a little bit of information about me and my positionality. My name is Josie Gray. My pronouns are she/her. I am white, non-disabled, bisexual, cis woman in my late 20s. I have shoulder length light coloured hair, glasses, and a septum piercing. I have worked at BCcampus for six years. In my role, I oversee the B.C. Open Collection, which is a collection of over 350 open textbooks and open courses. I also manage a small team that supports faculty and staff in B.C. use, create, and adapt open educational resources. I know a lot about everything that goes into creating and adapting OER. And this includes knowledge and experience around creating digital educational materials that are accessible for disabled students. I have a Masters of Design in Inclusive Design from OCAD University in Toronto. As part of my master's work, I produced a podcast that looked at knowledge justice and knowledge equity in the context of open education. So I have a strong interest and commitment to equity in open education that I'm bringing into this project. I am a settler of mixed European ancestry and my family and ancestors have lived uninvited on the lands of Indigenous peoples across so-called North America for over 150 years. I grew up on Tsimshian territory on the northwest coast of B.C. And I spent nearly 10 years on the territories of the ɫəkʷəŋən Peoples known today as the Songhees and Esquimalt Nations and the territories of the ƱSÁNEĆ Peoples. And that's where I completed my undergraduate and master's education, as well as started my work in open education. And I'm very grateful for the time that I spent living and learning in each of those places. I'm joining you all today from Moh'kins'tsis, which is the area that is now the city of Calgary, and part of Treaty 7. The peoples that are a part of Treaty 7 include the Blackfoot, the Tsuut'ina Nation, and the Stoney Nakoda. I've only lived here

since August, so I'm very new to these lands, but again, very grateful to be here. As a settler, acknowledging the land and Indigenous nations is important to me because this country was built on genocide and violence that continues to this day. As a settler, I have a responsibility to not turn away from that fact. And I see land acknowledgments as a way to hold myself accountable to action beyond just acknowledging the land and also land acknowledgments are a regular practice that gives me space to reflect and learn about the lands I lived on, live on and the peoples who continue to care for these lands. I share all of these things so explicitly because I believe that education is always political and our politics and positionality always influence how we teach design and understand the world. Ignoring those things doesn't make our work better. And I believe that equity in education doesn't happen by accident. It requires intention and care and a willingness to listen and learn. And those are things that I aim to bring forward in this project.

Here is an overview of what I'll go through in this session. So I'll start with just giving you information about the project. And then I'll spend a fair bit of time talking about how we will evaluate proposals so you know what we're looking for. Then there'll be lots of time for you to ask questions. And then at the end, we'll facilitate a way to connect with possible collaborators. Because a big part of this project is we're wanting people to take a team approach. So if you're looking for people to apply with, we'll try to facilitate meetings and people at the end, if you're interested. For anyone here that might not be familiar with BCcampus, we're a provincial organization. We're funded by the Ministry of Post-Secondary Education and Future Skills. We have three areas of practice: Open Education, Learning and Teaching, and Collaborative Projects. The Open Education team also receives funding from the Hewlett Foundation, which is where the funding for this call is coming from. Our mandate is to provide teaching, learning, educational technology, and open education support to the post-secondary institutions of British Columbia. We accomplish this through collaborative leadership that brings innovative resources and effective expertise together to create awareness, understanding, and adaption of openly available curricular resources. And ultimately, our goal is to improve student learning.

So the goal for this project is to take two open textbooks that are well adapted in B.C. and adapt them with the goal of making the content and approach of the textbook more equitable and inclusive. This is our first time doing a project like this at BCcampus, so it's an opportunity to try things and learn as we go through this process. As I mentioned, one of the big things we're hoping to see with this project is a collaborative approach to ensure a diversity of perspectives. And so that's why we're looking for people to apply as a team rather than as individuals.

Now, equity is a broad concept that encompasses a lot of different things, so I wanted to talk a little bit more concretely about what we mean when we talk about equity in this project. So it'll include accessible and student-centred design, inclusive language, representation of diversity throughout the resource, incorporation of Indigenous pedagogies, and as well as the inclusion of a diversity of knowledge and expertise from within the field of study. And these things are informed by frameworks like disability, justice, anti-racism, decolonization, feminist perspectives, intersectionality, epistemic justice, etc. And I recognize that that's a lot and also

there's lots of things related to equity that aren't covered here. Also want to acknowledge that this is a project with a set amount of funding, with a set deadline. So we're not expecting by the end of the project that you will have produced a 100% perfectly inclusive textbook. Instead, in the application we'll be looking for your vision of what you hope to accomplish with the funding and what values and frameworks will be informing your approach. My colleague Kailyn will drop a link into the chat to the OER Equity Rubric, which goes into a lot more information about each of the things that I have on this slide and how we're thinking about them in the context of open educational resources. So that should be in a resource that might be helpful.

As I mentioned, there are two calls for proposals open right now. And one for each of the textbooks that are on the screen. So there's an *Introduction to Psychology* textbook and an *Introduction to Sociology* textbook and one call for each one. So just to give you a little bit of information about each of the textbooks. *Introduction to Psychology*, first Canadian edition, was adapted by Jennifer Walinga in 2014 from an American open textbook that had been published in 2010. And that adaptation focused on revising the book to make it relevant for Canadian post-secondary students. Since 2014, that book has been adapted by B.C. faculty in more than 200 psychology courses and it saves students \$810,000. This book has not been meaningfully updated since 2014, so a lot of the content is quite out of date and that'll be something to factor into this project. *Introduction to Sociology* has been adapted by B.C. faculty in more than 275 sociology courses and has saved students over \$1.4 million since 2015. This book was adapted by William Little in 2015 from a book by OpenStax, *Introduction to Psychology*. That adaptation focused again on revising the book to make it relevant for Canadian post-secondary. William Little published a second Canadian edition in 2016 and is nearly finished a third Canadian edition, which is the version that would be adapted through this grant. So for those of you interested in adapting this book, you will see that on the call for proposals page, you can view a draft of the third edition as a PDF because it's not quite finished yet. It's getting very close. So that draft version will be a much better representation of the version of the book that you would be adapting from as opposed to the addition that's currently live, the second edition, which is from 2016. So the third edition, as I mentioned, should be completed by the time this adaptation project gets going. So because one of these books is very recently updated, while the other one hasn't been updated for nearly 10 years, we are expecting significant differences in what each project will be able to accomplish with the funding that's available. And also it means there's a little bit more funding available for the introductory, *Introduction to Psychology* textbook. So that's just something to keep in mind.

With an adaptation project, you have the ability to take the existing content and make changes. And what those changes look like can be a lot of different things. It could be editing content by changing names or revising the language. It could be rewriting sections or chapters. It could be reframing the discussion of a particular topic. It could be removing content that is no longer relevant or just trying to reduce the length of chapters. It could be adding new examples, new images, references, and points of view. And it can also be transforming the text, like moving it,

moving it into different formats, like making an audio version or creating a video. Those kinds of things.

I wanted to kind of give an overview of the supports that BCcampus is able to provide for this project. So first, there is direct funding available. There is \$20,000 for the *Introduction to Psychology* open textbook, and there is \$17,500 for the *Introduction to Sociology* open textbook. In addition, each project team will have access to a curriculum equity consultant who has instructional design expertise and has worked on open projects with BCcampus in the past. We will also provide training around accessible publishing, open licensing, and Pressbooks, which is the publishing tool that these projects will use, and we'll be available throughout the project to support all of those things. Then when the project is done, BCcampus will also pay to have the books copy edited. So copy editing isn't something you have to budget for with the funding. We're pretty flexible about what the funding can be used for. Most often, grant funds are used to directly pay contributors for their time. It can be used to pay for services like graphic design, animation, audiobook production, or video editing. It can be used to hire students in all sorts of different roles. And it can also be used to get course, or time-release, at your institution. If you have any questions, like you have ideas about how you might want to use the funding, but aren't sure if it would be allowed, you're welcome to reach out to me with those questions at any time.

So if you think this is a project that you're interested in, and you're wanting to put in a proposal, we have an application template that you can fill out. It's a Word document divided into a number of sections with placeholders for where you can enter in your responses. The main part of the application, there is a section to put in applicant information. So that's information about the project team. There's a section for the project proposal, so where you'll provide an overview of your intentions and your plan for the project. And then a section where you can outline your budget. One thing to note with the application is that you must identify a lead for the project. The person who is the lead, they'll be responsible for overseeing the project and also communicating directly with BCcampus. This may also include distributing funds to collaborators and partner institutions, depending on how the contracts are set up. I won't go into more detail about the application template since it aligns really closely with the rubric that will be used to evaluate the application, which I will go into in a lot of detail in a few slides. But Kailyn, if you would put a link to the application for the both, for both calls in the chat. I would encourage you to read through it when you have time before you start to fill it out.

So in addition to the application, the other thing you'll need to include is a letter of support. The letter of support should be from someone in a leadership position at your institution. So a department head, a director, or dean. The letter is just to say that they support you doing this project. In addition, if they are able to provide additional funds or in-kind services, they should mention those in this letter as well. Providing those things is not required, but it would

strengthen your application. If your team has multiple institutions involved, you would need one letter of support from each institution.

Let's talk about what will make a strong proposal. Overall, the proposal review committee will be looking for a diverse team with the needed skills and expertise. A clear vision for the project. A high-level work plan that centres collaboration and describes how the vision will be achieved. And a realistic and easy-to-understand timeline and budget. And I'll go into all of these points in more detail.

The proposal review committee will be using a rubric to evaluate the submitted applications. The rubric is posted on the call for proposals page, so it's something that you can read for yourself. And Kaitlyn will also put a link to it in the chat. It's divided into two sections. So the one section worth 40% is the makeup of the team. And then for 60% is the actual project plan.

So 20% of the team score will be looking at the roles and experience of the team. We are really wanting these projects to have people who have the knowledge and experience to do this work well. So this can include subject matter expertise in the field of study, as well as knowledge related to Indigenous pedagogies and ways of knowing, equity, diversity, and inclusion, accessibility, and universal design for learning and the student experience. And totally recognizing that one person may have knowledge across more than one of these areas, and that's great.

Related to the experience that people bring to the project, is also looking at the role that they will play in the project. So possible roles that you might have for the people on your team would be project lead, writers and adapters, consultants, editors, reviewers—whether that'd be peer reviewers or student reviewers—researchers, and media developers. So these are just some ideas. This is not a required list, but it's just to get you thinking of how people might contribute to the project in different ways.

The other part of the team score is the diversity of the team. So for this, we're looking at two things that we've termed individual diversity and institutional diversity. For individual diversity, we would like to see teams that are made up of people with a variety of lived experiences, perspectives, and identities. So that includes but is not limited to, race, ethnicity, colour, ancestry, place of origin, religion, marital and family status, disability, sex, gender identity and expression, sexual orientation, age, and socio-economic status. For institutional diversity, we would like to see that your team includes people from different institutional roles, including students. In addition, although it's not required, we would like to see applications with representation from more than one institution, including rural and remote institutions.

For the project plan, the first thing we're looking at is around the vision and the goals. So in this section, we're looking for you to tell us why the project team would like to adapt this textbook. The values and priorities that will guide the project team's approach to the adaptation and the

impacts that the project team hopes that adaptation will have on the students and instructors who use this book in the future.

Then there is the actual work plan for the project. So here we will be looking for a high-level overview of the work by describing key activities or stages of the project. This is something that can change as the project moves forward, but we're looking for that initial plan. We'll be looking for a work plan that aligns with the described vision and a work plan that prioritizes collaboration and meaningful engagement across the team.

Then the last part of the rubric is related to the timeline and budget. So for timeline, we're looking for it to be realistic and specific to see that it accounts for all of the work described in the work plan and then allows for all work to be completed by March 31st, 2024. For the budget, we would like it to be easy for us to understand and to outline direct and in-kind costs and when those costs are expected to occur. We're also looking to see if team members are paid fairly for their expected contributions. That kind of summarizes the rubric aspect.

There are a number of resources related to equity in education and educational materials. Kaitlyn and I have compiled a few links to explore if you're looking for those kinds of resources. These links are included in the document of links that we shared at the beginning of the presentation. And I will get Kaitlyn to put a link to that folder in the chat again. But just to give you a high-level overview of what you'll find in each of these links. The first is the OER Equity Rubric that I mentioned a few slides ago. So that outlines the different ways BCcampus is thinking about equity in open educational resources. Then there is a collection of guiding questions to help you think through how to create equitable OER with intention. The next is an article that talks about an instructor's project to adapt a different psychology open textbook to make it more equitable. So in this article, the author describes a crowd-sourcing approach that she took. The next is an OER created by people at KPU that describes inclusive pedagogies. And finally, there is a post-secondary directory, which is a resource that outlines all of the open education work that is happening at different institutions across the province. If you're looking for support at your institution related to open education, you will be able to find more information about who to talk to at that resource.

So with that, I'd like to open it up for questions that you have. People are welcome to put questions into the chat or unmute. We're also going to use Menti to allow people to ask anonymous questions. Kelsey, if I could get you to stop the recording now, that would be great.