MISSION NOT-IMPOSSIBLE:

Open Educational Resources and Accessibility - Two Roadmaps for Strategic Collaboration to Support the Institutional Mission/Vision

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Senior Director
Instructional Technology

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Associate Director
Library Technology & Digital Strategies

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Reference & Instruction Faculty Librarian
Have you ever been to the OLC Accelerate conference before?

A
Yes

B
No
Session Outcomes

By the end of this session, participants will be able to:

● Identify best practices for coordinating strategic OER and accessibility initiatives on campus.
● Determine next steps for building a diverse team of stakeholders at their institution.
● Align department initiatives with their institution mission and vision.
● Create a preliminary roadmap outlining steps for advancing OER and accessibility on campus.
Are you familiar with the term "open educational resources"?

- Yes A
- No B
- I'm not sure C
Session Overview

➢ Institutional initiatives & partnerships
➢ Open Educational Resources
➢ IT Accessibility
UMBC -> University of Maryland, Baltimore County

One of 12 institutions in the University System of Maryland

Fall Statistics:
13,602 FTE students & 830 FT/PT faculty
**About UMBC**

**Mission:** UMBC is a dynamic public research university integrating teaching, research and service to benefit the citizens of Maryland. As an Honors University, the campus offers academically talented students a strong undergraduate liberal arts foundation that prepares them for graduate and professional study, entry into the workforce, and community service and leadership. UMBC emphasizes science, engineering, information technology, human services and public policy at the graduate level. UMBC contributes to the economic development of the State and the region through entrepreneurial initiatives, workforce training, K-16 partnerships, and technology commercialization in collaboration with public agencies and the corporate community. UMBC is dedicated to cultural and ethnic diversity, social responsibility and lifelong learning.

**Vision:** Our UMBC community redefines excellence in higher education through an inclusive culture that connects innovative teaching and learning, research across disciplines, and civic engagement. We will advance knowledge, economic prosperity, and social justice by welcoming and inspiring inquisitive minds from all backgrounds.
System-Wide Innovation

- Established in 2013 by USM Board of Regents
- Advancing academic innovation
- Helping USM institutions increase educational access, affordability, and achievement as critical factors in student success
- Developing, facilitating, and sustaining best best practices
UMBC & Open Educational Resources
OER “are teaching, learning and research materials in any medium – digital or otherwise – that...have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.”

-UNESCO (2002)

"OER" Fort Hays State University, www.fhsu.edu/oer/
DFW rates decreased for all types of students: full-time, part-time, white, non-white, Pell-grant recipients, but the extent of the DFW decrease was greatest for categories of marginalized students

(Colvard, Watson, & Park, 2018)
Background

Mission: to facilitate faculty efforts to explore the promise of OER to reduce students’ cost of attendance while maintaining, or perhaps even improving, learning outcomes

Goal: to provide support in scaling the adoption of OER across the public and private university and community college institutions across Maryland

Only two UMBC faculty have participated to date
Getting Started

- No centralized/organized OER effort at UMBC
- Spring 2019 - Initiated grassroots OER working group
- Co-initiated by:
  - Reference & Instruction Librarian
  - Senior Director of Instructional Technology
Strategic Planning

Strategic Implementation of OER

I. Analysis Phase
II. Adoption Phase
III. Optimization Phase
IV. Evaluation Phase
V. Stabilization Phase

(Jung, Bauer, & Heaps, 2017)
Strategic Planning

Strategic Implementation of OER

I. Analysis Phase
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(Jung, Bauer, & Heaps, 2017)
I. Analysis Phase

- Establish an OER Task Force
- Set OER Initiative Goals and Vision
- Analyze resources needed
- Align initiative with institution’s mission & vision
- Develop manageable timeline
- Establish relationships
Establish an OER Task Force

Representatives from the following campus stakeholder groups include:

- Faculty (STEM and Languages)
- Library
- Instructional Technology (DoIT)
- Faculty Development Center
Set OER Initiative Goals & Vision

- Two major purposes of the OER initiative were identified:
  - to inform and educate faculty, students, staff, and administrators about the possible impact of OER adoption, and
  - to identify and implement processes and practices to facilitate the sustainable adoption of OER at the institution.
"...We will advance knowledge, economic prosperity, and social justice by welcoming and inspiring inquisitive minds from all backgrounds."

-UMBC Vision
## Collaborative Work

<table>
<thead>
<tr>
<th>Task Name</th>
<th>Brief Description</th>
<th>Volunteers</th>
<th>Target Term</th>
<th>Start Date</th>
<th>End Date</th>
<th>Steps completed</th>
<th>Future Tasks</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provost's Symposium</td>
<td>Submitting a paper or presenting a session at the Provost's Teaching and Learning Symposium</td>
<td>ED, SBraxton, MM, SCB</td>
<td>Fall 2019</td>
<td>July 2019</td>
<td>Sept 20, 2019</td>
<td>ED Poster proposal submitted 7/31 Accepted and successful presentation</td>
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<tr>
<td>Hrabowski Innovation Grant</td>
<td>Submitting a proposal aimed at increasing student success and improving student learning outcomes</td>
<td>ED, MM</td>
<td>Spring 2020</td>
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<tr>
<td>OER campus survey</td>
<td>Prepare and send out a survey to gauge campus awareness, interest in, and use of OER</td>
<td>ED, SBraxton</td>
<td>Fall 2019</td>
<td>July 2019</td>
<td></td>
<td>ED, SB prepared questions Share survey questions with OER Y</td>
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<tr>
<td>OpenStax Partnership</td>
<td>Helping identify faculty to partner and/or have OpenStax come and present on campus as UM</td>
<td>SBraxton</td>
<td>Fall 2019</td>
<td></td>
<td>ongoing</td>
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<td>OER myUMBC group</td>
<td>Set up a myUMBC OER group to create and manage communication posts for campus</td>
<td>MH</td>
<td>Fall 2019</td>
<td></td>
<td></td>
<td>MH created myUMBC group ED talks with MH to discuss content</td>
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<td>OER Intro to Campus during NDLW</td>
<td>Present session during National Distance Learning Week in November introducing campus to OERs</td>
<td>ED</td>
<td>Fall 2019</td>
<td></td>
<td></td>
<td>Coordination mtg Nov 8, 2019 Successful program- worked with MH Funding options, ED will reach out</td>
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<td>OER Workshops, Events, Orientation</td>
<td>Creating resources to be used in workshops, orientations, and/or bootcamps</td>
<td>MH partner</td>
<td>Fall 2019</td>
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Fall 2019 Initiatives

1. Faculty Survey & Presentation
   - Aug 23-Sept 20, 2019

2. myUMBC Group
   - November 8, 2019

3. Lunchtime Roundtable Event

Future plans
Faculty Survey

13 question branched survey

Received 104 responses (12.5% response rate)

Qualtrics platform

How would you rate your awareness/use of OER?

- I have never heard of OER: 15
- I have some knowledge of OER but never used OER: 44
- I have searched for OER for a class: 20
- I have selected OER for a class: 23
- I have created & used OER in a class I have taught: 11
- Other: 2
Provosts’ Teaching & Learning Symposium

- Shared OER survey results
- Public launch of OER Working Group
myUMBC Group

- UMBC campus communications portal
- Announce upcoming OER events & news
Panelists included:

- State & local representation
- Two UMBC faculty members
- OER Working Group member
- M.O.S.T. Commons Fellow
- Director of Maryland Center for Academic Innovation
M.O.S.T. Commons demo

Demonstration by M.O.S.T. Library Fellow

most.oercommons.org
Fall 2019 Initiatives

1) inform and educate about possible impact of OER

2) implement practices to facilitate sustainable adoption

- Faculty Survey & Presentation: Aug 23-Sept 20, 2019
- myUMBC Group
- Lunchtime Roundtable Event: November 8, 2019

Future plans
Future Steps

Implement practices to facilitate sustainable adoption

Faculty Professional Development → MOST & UMBC Grants → OER Adoption in Courses

No-cost designation
References


Open Educational Resources. UMBC Library LibGuide. Accessible at https://lib.guides.umbc.edu/OER

OER Task Spreadsheet Template. Accessible at tinyurl.com/OERTaskTemplate

Presentation Slides: tinyurl.com/OLCMissionPossible
Does your institution have an intentional, organized strategy to support the use of OERs?

Yes

No

I'm not sure
UMBC & IT Accessibility
Does your institution have policies in place related to IT accessibility?

- Yes
- No
- I'm not sure
2014-2015 - USM convened an Accessible Technology and Information Workgroup comprised of Directors of Disability Services from various USM campuses

- **Focus**: to create guidelines that would promote equal access to information across all facets of the universities

- Report called for each USM institution to establish work groups with diverse membership of stakeholders across the campuses
Background

● May 2019 - UMBC IT Accessibility Working Group was convened
  ○ provide a roadmap to bring UMBC’s accessibility processes and practices in line with USM’s Accessible Technology and Information Workgroup

● Three objectives were identified:
  ○ Assess current campus policies, practices and resources
  ○ Identify gaps in the aforementioned areas, and
  ○ Create multi-year plan with recommendations for addressing gaps identified and deliver to IT Steering Committee
Working Group Membership

Representatives from the following campus stakeholder groups include:

- DoIT, Instructional Technology, Campus Portal & Enterprise Infrastructure Solutions
- Division of Professional Studies, Marketing
- Institutional Advancement, Web Development, Web Strategy, UX & Social Media
- Student Disability Services
- Procurement & Strategic Sourcing
- Library Technology & Digital Strategies
System-Wide IT Accessibility Strategic Areas

Guidelines

- Web Accessibility
- Accessible Course Materials and Online Courses
- Captioning Materials
- Procuring Accessible Technology
- Accessible Information Resources
Timeline

Working group engaged from Spring 2019 through Summer and Fall 2019 terms

- May: Kick-Off Meeting
- May - August: Compliance Checklist Audit
- August - September: Report Template Created
- September: Initial Draft Completed
- October: Initial Draft Reviewed by IT Steering Oversight Subcommittee
- November - December 2019: Shared Governance Review
UMBC IT Accessibility Working Group

Case Study:
Albin O. Kuhn Library & Gallery

Carolyn Sheffield
Associate Director, Library Technology & Digital Strategies
The UMBC Accessibility Working Group was convened in May 2019 to deliver a multi-year plan to the IT Steering Committee providing a roadmap to bring UMBC’s accessibility processes and practices in line with the guidelines recommended by the University System of Maryland’s Accessible Technology and Information Workgroup.
IT Accessibility Working Group

Members

Sherri Braxton, DoIT, Instructional Technology - Chair
Bryan Barnes, Institutional Advancement, Web Strategy & UX
Michael Canale, Student Disability Services
Jim Doran, Institutional Advancement, Web Development
Mariann Hawken, DoIT, Instructional Technology
Collier Jones, DoIT, Campus Portal
Theresa Mabe, DPS, Marketing
Kait McCaffrey, Institutional Advancement, Social Media
Elizabeth Moss, Procurement & Strategic Sourcing
Carolyn Sheffield, Library Technology & Digital Strategies
David Toothe, DoIT, Enterprise Infrastructure Solutions
Five Focus Areas

1. Web Accessibility
2. Accessibility of course materials and online courses
3. Captioning
4. Procurement
5. Library Information Accessibility
Five Focus Areas

1. Web Accessibility
2. Accessibility of course materials and online courses
3. Captioning
4. Procurement
5. Library Information Accessibility
Case Study: Assistive Technology

Three Objectives

1. Assess current campus policies, practices and resources

2. Identify gaps in the aforementioned areas, and

3. Create multi-year plan with recommendations for addressing gaps identified and deliver to IT Steering Committee
USM Accessible Technology and Information Guidelines
https://www.usmd.edu/it-accessibility/USMAccessibilityGuidelines.pdf

“USM institutions should ensure that assistive technologies are available for use in campus libraries or other institutional departments, such as CCTVs or screen magnification software, screen reading software, and writing software for users with vision impairments or learning disabilities.”
ALA's Library Services for People with Disabilities Policy

http://www.ala.org/asgcla/resources/libraryservices

Libraries should work with people with disabilities, agencies, organizations and vendors to integrate assistive technology into their facilities and services to meet the needs of people with a broad range of disabilities(...). Library staff should be aware of how available technologies address disabilities and know how to assist all users with library technology.
Current Resources

All Rooms:
- ZoomText 10.1
- Kurzweil 3000
- Jaws 17
- NVDA (NonVisual Desktop Access)
- Dragon NaturallySpeaking 12.5
- ScanSnap SV600
- Large Print Keyboard
- Telesensory VersiColor-XL-CCD Text Enlarger

121 Only:
- Humanware Desktop
- Electronic Magnifier
- Read&Write Gold
- Desktop Printer

122 Only:
- Optelec Clearview+ Speech
- Desktop Printer
Does your institution's library offer these types of assistive technologies?

Yes
No
I'm not sure
1. Policies, Practices, and Resources

Current Resources
2. Identifying Gaps

By comparing current resources/services to:

● Best practices
  ○ Specific to IT accessibility
  ○ General IT best practices
● What students are requesting from SDS
2. Identifying Gaps

1. Improve navigability of space in which to access assistive technology equipment
2. Upgrade older equipment
3. Add laptops for students who prefer over desktops
3. Plan for Addressing Gaps

**Goal:** Complete room conversion to improve physical layout and upgrade assistive technologies

**Start:** Fall 2019  
**Complete:** Spring 2020
3. Plan for Addressing Gaps

Collaborate, Collaborate, Collaborate

1. Colleagues in SDS to:
   a. Identify shortcomings of spaces
   b. Identify additional tech to add; older tech to de-accession
2. Library Admin to identify and allot new space
3. Campus Facilities to update new space
4. DoIT & Library providing different pieces of equipment and installation
Case Study: Assistive Technology

Progress to Date

1. Updated new room, including furniture and electric modifications (05 Nov 2019)
2. Identified replacement equipment
   a. Newer desktop
   b. Larger monitor
   c. Laptop for borrowing, with room or separately
3. Software licenses secured and installations in progress
4. Documentation secured
5. Training for library staff in planning stages
Approach Recap

1. Assess current campus *policies, practices and resources*

2. *Identify gaps* in the aforementioned areas, and

3. Create multi-year *plan with recommendations for addressing gaps* identified and deliver to IT Steering Committee
Approach Recap

1. Assess current campus *policies, practices and resources*

2. *Identify gaps* in the aforementioned areas, and

3. Create multi-year *plan with recommendations for addressing gaps* identified and deliver to IT Steering Committee

4. *Collaborate* with others throughout your institution with expertise and resources for improving IT Accessibility
<table>
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<tr>
<th>Yes</th>
<th>No</th>
<th>I'm not sure</th>
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Do you know who can help you determine if technology is accessible within your department?
Thank you!

Many thanks for funding provided by UMBC’s Division of Information Technology

and by the ACRL Value of Academic Libraries Travel Scholarship granted to Erin Durham by the Association of College and Research Libraries. Many thanks!
Thank you!

Questions?

tinyurl.com/OLCMissionPossible

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