

**Angelique Carson**

[Online Northwest Conference Keynote Address](#)

**[SLIDE 1] OER|EDI and Social Justice on Your College Campus**

**[SLIDE 2] Introduction**

Good Afternoon, Everyone!

Thank you, for your welcome. I am the Shared Collections Librarian at the Washington Research Library Consortium where I also chair the WRLC's Textbook Affordability Working Group (TAWG). We are a consortia of nine research libraries in the DMV metro area. In my previous position, I served as the Head of Access Services at two of our partnering institutions, Catholic University of America and Howard University.

**[SLIDE 3] WRLC Partnering Institutions**

I began my OER education and advocacy work at Howard University Libraries and immediately recognized and fell in love with its ethos. For a while, I was one-woman strong as the sole OER library liaison. But, because the beauty of OER *is* community, I was fortunate to find fellow campus stakeholders and faculty, namely Howard's Center for Excellence in Teaching, Learning & Assessment. The Center's Director shared my enthusiasm, understood its value and partnered with the Library to begin a campus-wide OER initiative. I have continued to work with Howard since leaving for the WRLC and I could not be more pleased to share that this July, Howard University faculty will be cohorts in the BisonOpen Summer Academy inaugural course as a part of Howard's first OER grant program.

**[SLIDE 4] Howard University's Founders Library**

For those who may not be familiar, Howard University is an HBCU, one of the 107 national higher education institutions identified as an Historically Black College and University. Howard, widely regarded as a prestigious university, known for its history and standards of excellence, educates a student population, that would be an ideal home for a robust OER program. The students I assisted every day were much like myself when I left home for school: first-generation, lower-income, from marginalized communities- and a woman. And, much like other vulnerable campus populations,

OER would have been a remarkable resource to my own academic career. I would come to discover that Howard actually does have a significant history in OER that had lapsed, but we will return to that later.

### **[SLIDE 5] EDI Image and Definitions**

As a Librarian, I've served on the front lines in Access Services for the majority of my career. I was never happier than when I could set aside one of the several hats we ALL wear, no matter what library department we may call home, and find myself at the Circulation Desk- I just love it.

When I am there, no matter how harried the day is, working directly with students and faculty, it is crystal clear to me why I am a Librarian. OER gives me the same joy in my work. Its ethos is exactly the reason I became a Librarian- I count it as some of the most important work I do. And I am thrilled to be here discussing this important work with fellow OER allies.

It is an especially crucial time for OER, and I strongly believe we cannot meaningfully discuss Equity, Diversity and Inclusion topics, within higher education, and not include OER. And I'm looking forward to sharing some of the inspiring and creative approaches Academic Librarians, Information Specialists and Educators, like ourselves, are finding ways on their campus to address and advocate for EDI concerns with OER material.

### **[SLIDE 6] Survey**

If you will please join me in a quick poll, I'd like to get a sense of your experiences these past two years, as the nation re-invigorated social justice conversations and made EDI a part of our everyday language in what has occasionally been identified as the "Second Civil Rights Movement".

- Has your institution or campus departments made recent efforts to address EDI concerns?
- Is your campus library currently discussing how to address EDI? Perhaps through Collection Development? Critical Cataloging? or Mission Statement?
- Have instructors approached you to discuss how they might address EDI concerns within their course material? Perhaps via OER?

## **[SLIDE 7] Survey Results**

OER campus conversations and advocacy efforts organically begin from the position of affordability- as they should. It is the same reason DEI has been revised as EDI. Equity must first be addressed before sustainable initiative can inform Diversity and Inclusion. OER is a viable, effective and sustainable response to the rising cost of a post-secondary education and the unchecked textbook publishing market.

## **[SLIDE 8] Bethune Cookman University**

And, as we know, the impact can be tremendous. In 2020, Bethune Cookman University, an HBCU founded in 1904, was struggling to remain open. Enrollment had dropped by 20% in 2020 and in 2019, the University had received 40% fewer applications than in 2018. In March 2020, amongst several other efforts to remain open and encourage applications, the University launched an OER initiative that replaced all General Education courses with OER material, generating approximately \$4,168,500.00 in textbook savings in the first year of the program.

Two weeks after Bethune's OER initiative announcement, the world changed for all of us and we are continuing to assess what it means for our community, campus and workplace. Certainly, every one of us here could attest that academic institutions were not exempt from the national dialogue sparked in the Summer of 2020, and have also had their own significant conversations as we collectively consider and debate the future of higher education.

## **[SLIDE 9] Good Trouble, Necessary Trouble**

A new vocabulary exists to frame our conversations, communities and identities - and it's exciting to see. Students are more savvy- more informed. They are challenging the status quo and they are asking if their academic career is as valuable to the institution as it is to *them*. And if the institution is claiming that it is- then they are asking *where* and *how*. A part of that question is *who* gets to access the privilege of a fully realized academic experience. Whether the concern is prohibitive costs or representation, traditionally published textbooks, the tools we depend upon, are still playing catch up in regards to EDI.

If an academic institution is doing its due diligence and paying attention, then their campus departments, from top down, are having necessary, effective and uncomfortable conversations regarding their history of addressing EDI- and where they need to do better. If we are to build sustainable commitments, *how* to do better requires listening. And, for those advocating on behalf of marginalized communities, for ideas and solutions outside of traditional paradigms, the process can often feel frustrating and isolating from within institutions that acknowledge change very, very slowly.

**[SLIDE 10] TBD: Centering OER within EDI**

A primary component of Open Librarianship is helping our campus instructors understand the creative possibilities of OER and how they can directly inform classrooms that are not only equitable but also diverse, and inclusive. It is a missed opportunity to not center EDI in your OER campus conversations.

Today I look forward to sharing my experiences with OER advocacy and building grant programs with both Howard University and the WRLC:

- OER as a Social Justice Tool
- Open Pedagogy and EDI
- OER and Building Campus Communities

**[SLIDE 11] “*The Master's Tools Will Never Dismantle the Master's House*” Audre Lorde**

We understand that it is crucial that Equity must be addressed first, as it directly informs access. But Equity is also important for framing a holistic dialogue. If an instructor and the parent institution are considering the prohibitive costs of textbooks, hopefully they are also considering the other various financial burdens and barriers of a post-secondary education that hinder students from a full academic experience. Prohibitive costs related to affordable housing, child care, and living wages also create an environment of financial gate-keeping.

While it has always been the right time to inform a student's academic career with the tenets of equity, diversity and inclusion, *now* is a uniquely golden opportunity. While these department meetings are happening, *now* is the time to educate faculty regarding the agency OER can provide to effectively and meaningfully respond to EDI.

We can be prepared to demonstrate how their fellow colleagues are creating learning environments that acknowledge the value and the authentic contribution student's must make to their own learning experiences and how it can then inform the larger learning commons

### **[SLIDE 12] Robin DeRosa Quote**

*"...Embedded in the social justice commitment to making college affordable for all students is a related belief that knowledge should not be an elite domain. Knowledge consumption and knowledge creation are not separate but parallel processes, as knowledge is co-constructed, contextualized, cumulative, iterative, and recursive..."*

[DeRosa, Robin. "Open Pedagogy and Social Justice." Digital Pedagogy Lab. Digital Pedagogy Lab. 10 Nov. 2020](#)

You are likely familiar with Robin DeRosa, Director of the Open Teaching and Learning Lab at Plymouth State University, widely recognized as a vigorous OER activist. What I find most compelling about DeRosa's work is that it frames OER as a facet of a larger ecosystem of educational opportunity that informs the knowledge commons. The book is important- but it's not just the book.

It is not just the prohibitive cost of the full higher ed college experience and the learning tools that must be considered. It is the history of elitism and gatekeeping, within the academic community and the erasure within the academic material that must also be addressed. If the institution is expressing it is vested in diversity and inclusion then the nature of the academic experience must also be called into question.

### **[SLIDE 13] OER and Social Justice = Radical Sharing**

In her work, DeRosa discusses creating sustainable educational ecosystems that facilitate the development and sharing open access material. Whereas the campus learning system is designed to inform the community, then the state, the nation and beyond.

OER and Social Justice includes not just the cost of the book but the value of the knowledge commons. When we are having these uncomfortable conversations in our campus town halls, within our departments and one-on-one with our faculty, are we promoting Open Pedagogy as a response to EDI? Are we framing it as an opportunity

to not just address access but effectively challenge the elitist structure of higher education and its problematic history of knowledge gate-keeping? Are we sharing creative and relevant examples for instructors that not only effectively address learning goals but also employ Open Pedagogy with the goal of acknowledging the student's contribution to their own authentic learning experiences?

#### **[SLIDE 14] Open Pedagogy Questions**

It is here with Open Pedagogy where, as DeRosa describes, the learning environment can shift to acknowledge Diversity and Inclusion by moving toward knowledge that, *"...is co-constructed, contextualized, cumulative, iterative, and recursive..."* Within our community of OER advocates, I know that we understand the traditional definitions of Open Pedagogy. So instead of a definition, I want to share from the Open Pedagogy Notebook that asks us to consider the following questions when working with OER and our instructors:

- What are your hopes for education, particularly for higher education?
- What vision do you work toward when you design your daily professional practices in and out of the classroom?
- How do you see the roles of the learner and the teacher?
- What challenges do your students face in their learning environments, and how does your pedagogy address them?

#### **[SLIDE 15] The Open Anthology of Earlier American Literature Robin de Rosa**

As an English Literature major, and subsequent owner of more Norton Anthologies than I care to count, I want to include DeRosa's Open Anthology of Earlier American Literature in our discussion. Many of you are likely familiar with this seminal Open Pedagogy project, but I will be sharing it for those who may be more new to OER and because it strongly resonates with me as a perfect example of the marriage of EDI, OER and Open Pedagogy.

DeRosa was drafting her syllabus and perusing the familiar standard in Humanities, a volume from the Norton anthology, when she noted that the wealth of the stories, if not all, were all out of copyright. And, as we know, this is fairly common for textbooks designed for foundational survey courses. So, what were the students really paying for? The value of the material in this instance was the proprietary content? DeRosa

asked, “How valuable is it- really?” What did it offer that engaged students and sparked inspiration? When was it written? Could it offer relevant, current commentary? Was it written with an effort to promote a connection or to resonate with diverse readers? The answer was no, and if you were a Humanities major like myself, you might agree, as well. So, could we do better? DeRosa thought, “Yes”.

This inspired DeRosa to create an Open Pedagogy project titled *The Open Anthology of Earlier American Literature*. Working with her students, they collected public domain texts, edited them as necessary and created introductions for each entry to form the beginnings of a new, definitive anthology of Early American Literature that was hyper-relevant to her student’s experiences, culture and current experiences. The resulting project is a living socio-historical approach- and later iterations provide for boundless opportunities. Since the advent of DeRosa’s anthology, similar Open Pedagogy projects have remixed stories, from this and other anthologies, to focus on various diverse topics, such as Women’s Studies, Race, Gender and Sexual Identity. One of my favorite examples asked students to write the forward *before* they read the story, using information they researched regarding the author, the historical context and critical reception- then rewrite the forward after they have read it, bringing their own perspective, experiences and current historical context to the literature.

#### **[SLIDE 16] Open Lab Notebooks**

Open Lab Notebooks and WikiEdu are two excellent examples of actively working in collaboration to remove access barriers. The project is designed to foster Open Science and community collaboration with the goal of accelerating research and to better inform the knowledge commons. In what has been aptly described as “counter-culture” to the competitive research science community, Open Lab Notebooks (developed by a Canadian Research Group at the University of Toronto) invites academic researchers, scientists to post their research every few weeks. Polar of the commercial drive of information gathering and storing, Open Lab Notebooks asks how much could we learn if we accelerated research with combined effort? Employing our diverse experiences and perspectives? Here is an example of students, in partnership with instructors and their global counterparts, meaningfully informing the knowledge commons in an authentic learning experience that informs respecting and valuing the contributions of others outside of their immediate view.

#### **[SLIDE 17] WikiEdu**

When we are discussing the various systemic modes of higher ed gatekeeping and EDI, is there a better example than academic journals? Traditional, profit-driven, peer-reviewed journals are clearly polar of Open Access. And while we have tools to track how often an article will be cited, what is the real-world reach of this information outside of the privileged few? How does its reach compare to the access and traffic of a Wiki site?

Three months after the onset of the pandemic, we learned that MIT walked away from the negotiation table with Elsevier. When revered and highly privileged institutions are fighting for more favorable access terms- is it likely a space has been made for EDI? For marginalized communities? Whether directly through prohibitive costs or indirectly per diversity and inclusion from historically marginalized communities? Projects like WikiEdu are organically dynamic by nature and are built to respond to diverse perspectives. They purposefully make room for Open Pedagogical contributions that are inclusive, diverse, perpetual and available for radical sharing.

Universities position themselves as institutions that are vested in helping to create well-rounded citizens. But are traditional instructional formats designed to achieve that? WikiEdu is a platform for students, in collaboration with their instructors and institutions, to create work that will inform a public good, with public impact, and directly inform the knowledge commons. A paradigm that will hopefully inform their engagement in the world as neighbors and contributing citizens within their communities.

**[SLIDE 18] Sergio Romero: Quote**

*"...new kind of knowledge ecosystem based on a collaborative, dynamic, community strategy for self-empowerment and cultural preservation, rather than a mere surrender of traditional knowledge to interested non-natives..."*

Sergio Romero, "3 Open Educational Resources as Tools to Teach the Indigenous Languages of Latin America: Where Technology, Pedagogy and Colonialism Meet"

For a considerable amount of time, both OER and Open Pedagogy have been powerful tools of instruction for indigenous languages- and the work is accelerating. And one of

the key reasons extends beyond the concern of cost. Again, it is EDI in action, and we want to be prepared to share *how*.

Traditionally published foreign language material is largely written from a Eurocentric and colonialist position. While these scholarly publications may be detailed and exhaustive in their research they are not written to meet the instructional needs of non-native language learners. Additionally, the effort to force standardization in these publications is counter-intuitive to addressing regional differences.

**[SLIDE 19] TBD; Dr. Brunilda Lugo de Fabritz + Russian Language OER**

At Howard University, Dr. Brunilda Lugo de Fabritz, Master Instructor of Russian, directs the only comprehensive Russian program at a Historically Black University in the United States. Dr. Lugo de Fabritz is an enthusiastic campus ally, sharing her OER experiences with other faculty and has used OER resources to support her instruction for decades. When she began teaching, it wasn't simply the scarcity of instructional material for Russian languages that made OER so valuable, it was the *lack of diversity and inclusion* in what little material she could locate. One of the most valuable aspects of the OER foreign language material she uses in her coursework is that her students participate, via Open Pedagogy, in the daily experiences of a diverse representation of Russian ethnicities, religions and regions. That opportunity was simply not available until it was created outside of the privileged lens of traditionally published material.

It is this value that should be a part of all of our EDI campus conversations. While OER and Open Pedagogy are far from being a panacea for addressing EDI, as information specialists on our campuses, we can highlight for our language instructors the opportunities to use and create OER material that is written in partnership with indigenous authors and acknowledges diversity and a variety of cultures and experiences. Open Pedagogy in language can reframe beyond the mode of knowledge consumption toward opportunities of knowledge creation. EDI is not a static conversation, the material we use must be not only accessible but dynamic and available for inclusivity and meaningful input.

**[SLIDE 20] “But I already do that!”**

Quite likely, if you have spoken to foreign language instructors, you will find that they have been creating OER for years, and are occasionally surprised to find out it has a specific name. This leads me to my next discussion point of OER as a social justice EDI tool. OER is at its most powerful when used to build a community and developed in *congress* with the community.

How often have we spoken to a campus instructor about OER and they've shared that they have been creating OER for their entire academic career. This was routinely my experience working with faculty at Howard University where instructors often amended traditionally published material to address BIPOC communities and create material relevant to their coursework material that would resonate with their students.

I promised that we would circle back to Howard University's OER history. During the very beginning of my OER education and advocacy work, I discovered that a previous Chemistry instructor was one of the original architects of LibreText. Here we were, an institution that would keenly benefit from an OER program in a variety of ways with faculty who had contributed to a highly esteemed OER resource, geared toward post-secondary education. This was huge and I thought to myself, "*Why was this not more commonly known?*", "*With such a significant contribution to the field, what has kept OER from gaining traction on HU's campus?*" "*Where was the OER community for these instructors who had been creating some format of OER since the beginning of their professional careers?*" Not to simplify the challenges of OER advocacy, but I imagine some of the cause was a lack of sustained community.

### **[SLIDE 21] BisonOpen Summer Academy**

When my fellow colleagues and I began building the curriculum for BisonOpen Academy, a two-week curriculum design program with a focus on OER adoption, we initially imagined we would solely depend on asynchronous instruction. This decision was largely informed by an effort to counter pandemic-instruction exhaustion and to provide as much freedom as possible for the cohorts to focus on their curriculum redesign work.

But, thankfully, we quickly realized that if we adopted that model, we were, right out the gate, compromising what we hoped would be *the* catalyst to a campus-wide OER initiative and ignoring a valuable opportunity to create an OER community of instructors. So we began to consider how to maximize the synchronous portions of the

program, employ peer-to-peer learning and elevate the value of Open Pedagogy- perhaps even employ some Open Pedagogy. We want to ensure we consider all the available opportunities to locate and engage those instructors, cross-campus, who are already creating OER- but just haven't identified it as such.

You've heard me mention "community" several times already. If it is impossible to discuss EDI without an investment in OER then it is equally difficult to promote OER without a sense of community. One of the most remarkable aspects of OER is that what it provides as a service and a resource is also what it fosters- community. OER, both the advocacy work and the resources, are valuable because they are dependent and informed by community and inclusivity. So if we aren't informing our OER advocacy with supporting campus communities- it isn't the success story it could be and it is a missed EDI opportunity. Who else could be a part of your project? Who else could benefit? Is there an opportunity for outreach? What can we do to help them find each other and how can we invest in facilitating those relationships?

### **[SLIDE 22] Who Else Needs Good OER Trouble?**

If we are making the "slow burn" gains in one area but not using OER to build and strengthen campus communities, then we aren't maximizing our resources, time and energy and creating relationships that will provide opportunities for OER users and allies to benefit from peer-to-peer learning, as well. One invaluable lesson I've learned is that the more OER instruction we provide, the more allies we create that can then advise and educate their fellow colleagues. So, how are OER advocates correcting that? They're asking: "Have we reached out to those campus departments that manage outreach programming?" and "Would they benefit in creating OER material that would benefit the stakeholders and elevate EDI discussions with their service community?"

Are there student unions and organizations that support minority communities on your campus that could benefit from OER? And would appreciate and understand the value it has to promote EDI? Are there any courses, outside of more traditional graded classes, where there is room for OER to inform an experience that addresses EDI concerns?

### **[SLIDE 23] TBD: HU First Year Experience**

At Howard University, incoming students participate in a mandatory First Year Experience. This is an opportunity to introduce the new students to not just Howard and its esteemed history but also to the cultural nexus of Washington DC which, of course, has its own rich history of Black communities and significant contributions. What if at least one OER textbook could be included within the FYE curriculum, such as textbooks regarding student academic success topics, research and studying strategies or writing guides and developing transitional skills? This could be an excellent and organic opportunity to introduce incoming students and faculty to OER and open pedagogy. Additionally, per the Creative Commons license, OER material can be revised to include information and news that is current and specific to the Howard University campus and surrounding DMV metro community. Students could continue to add their own information and experiences as they begin to learn more about the campus and city- and it could be revised and updated on a continual basis. All this AND creating OER campus advocates within their first few months on campus.

#### **[SLIDE 24] What's Next?**

OER may be a slow burn within the hallowed halls of academia- but it is accelerating. Traditional "ivory towers" are responding to the unchecked publishing market that informs academic peer-reviewed literature.

#### **[SLIDE 25] MIT D2O**

On the same day that Bethune Cookman University announced that undergraduate students would not have to pay out of pocket for textbook material, MIT made an impressive Open Access decision and launched MIT D2O (Direct to Open). Again, counter-culture to the traditional business model of academic publishing and the academic culture of knowledge gate-keeping, the model is framed as a new collective action Open Access business model. Like-minded, collaborative institutions, via participation fees, can now gain open access to all new MIT scholarly press monographs and term access to archives.

#### **[SLIDE 26] Amy Brand MIT Press: Quote**

*"Direct to Open brings libraries and the Press together collaboratively, stepping outside market models, to open up our high quality professional and scholarly works. Comprehensive access to OA scholarship will increase the impact of research and contribute to the knowledge-sharing mission of the academy."*

Amy Brand, Director and Publisher of the MIT Press

**[SLIDE 27] "Of Course, OER!"**

I am personally (cautiously) optimistic that in 5 or 10 years, OER advocacy labor will shift from proselytizing to supporting ongoing projects- with the question of "WHY OER?" largely addressed by the current trends we see demonstrated. And I don't think it will be entirely altruistic, with senior administrators of these traditional higher education institutions independently realizing its value. I believe it will be in response to the same EDI conversations that are happening on campuses right now. And the pressure from students, and their tuition dollars, demanding change and questioning the value of the education they are being offered.

**[SLIDE 28] Language and the OER Problem: Quote**

*"Reusing and Revising OERs is an important proposition, but let's not overstate the ease of doing this without considering sociolinguistic realities and the fact that this is currently a largely unequal transaction that favours English over other languages."*

["Language and the OER Problem." Explorations in the Ed Tech World. 10 Nov. 2017](#)

**[SLIDE 29] Quote: Language and the OER Problem**

*"Well resourced OER initiatives favour the creation and diffusion of OERs in English, as opposed to, for example, translating and localizing OER that originate in other languages...or supporting the language revitalization of lesser used, and possibly endangered languages as a result of colonization (e.g. indigenous languages)."*

["Language and the OER Problem." Explorations in the Ed Tech World, 10 Nov. 2017](#)

However, even with this cautious optimism, this is no time to feel smug. OER is not without its blind-side, familiar privileged populations and offers opportunities for growth- especially in regards to EDI concerns.

The majority of OER is in English, creating an EDI deficiency. Certainly, indigenous language activists are not a monolith and have a multitude of concerns regarding their cultural knowledge and languages and how it should be shared with non-natives- if shared at all. Are these concerns being respectfully acknowledged by OER authors?

### [SLIDE 30] Molock at GW: Quote

*“After she arrived at GW, Molock said the then-chair of her department told her to either change her area of study or add another expertise unaffiliated with the Black community to get published in academic journals. Otherwise, she would “hurt” her chances of earning full professorship, the chair said.”*

[Trivedi, Isha, et al. “Black Faculty Say Higher Education Is ‘Rife’ with Systemic Racism.” The GW Hatchet, Aug 31, 2020](#)

### [SLIDE 31] #BlackintheIvory

Per my own experience working with Black faculty, it is still a significant challenge to find material *written by* and specifically addressing BIPOC communities. On a recent OER discovery search for a BisonOpen course in African American cinema, I found three OER resources- of which none were very current.

I’ve had several eye-opening conversations with faculty over the last few years from various institutions, both HBCU and PWI’s (Predominantly White Institutions) expressing concern that publishing outside of traditionally recognized academic publishing will either negatively impact their overall career (as the quality of OER is still not fully understood) and or not effectively inform their tenure efforts.

### [SLIDE 32] NCES Chart

*“Of all full-time faculty in degree-granting postsecondary institutions in fall 2018, some 40 percent were White males; 35 percent were White females; 7 percent were Asian/Pacific Islander males; 5 percent were Asian/Pacific Islander females; and 3 percent each were Black males, Black females, Hispanic males, and Hispanic females.<sup>1</sup> Those who were American Indian/Alaska Native and those who were of Two or more races each made up 1 percent or less of full-time faculty.”*

[“The NCES Fast Facts Tool Provides Quick Answers to Many Education Questions \(National Center for Education Statistics\).” National Center for Education Statistics \(NCES\) Home Page, a Part of the U.S. Department of Education.](#)

Certainly, their concerns of competing against their White counterparts, in a field where Black faculty represent 6% of the population, are valid. With the pressure to “Publish or Perish” and when Black faculty struggle to have their academic contributions acknowledged and earn research funding grants, *how* does this inform *who* creates OER? Who has the privilege of this “luxury”?

### **[SLIDE 33] TBD: OER, EDI and the Learning Commons**

Additionally, simply providing for OER only informs one facet of the EDI question. In our advocacy work, in our Instructional Design departments, are we encouraging faculty to engage with OER with a more generous perspective? What DeRosa calls, “Radical Sharing? Rethinking the possibility of Open Access tools? Moving away from educational structures bound by proprietary models and dependent on knowledge banking vs. knowledge creation- whereas students are expected to authentically contribute to the learning commons?

OER and EDI are not only organically symbiotic, they inform an effort to decolonize learning models whereas learning is not something that is “bestowed upon” but rather creates environments that acknowledges that students possess valuable experiences and knowledge that must meaningfully inform their academic experience and authentically inform the learning commons. With this experience, they are better equipped to understand the contribution, the responsibility, they have to their communities.

As professional academic information and instruction specialists, our OER advocacy should follow suit.

### **[SLIDE 33] Thank You!**

Thank you!  
carson@wrlc.org

### **Images**

- B-CU Welcomes Class of 2022, Bethune Cookman University, 18 Aug. 2018.
- “The Douglas Research Centre.” Equity, Diversity, and Inclusion Committee | The Douglas Research Centre.
- Christian, Tanya A. “D.C. Mayor Muriel Bowser Renames Intersection near White House Black Lives Matter Plaza.” *Essence*, *Essence*, 4 Nov. 2020.
- DeRosa, Robin. “The Open Anthology of Earlier American Literature.” *The Open Anthology of Earlier American Literature*, Public Commons Publishing, 13 Oct. 2015.