New England NEean — Educational Assessment Network

News from the Network	August 2021
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Announcements/Upcoming Events

- Save the Dates:
  - Sept. 1, 2021 Deadline for Submitting Fall Forum Proposals
  - Sept. 14, 2021 Building Institutional Infrastructure to Support DEI Assessment Webinar *(following the webinar participants are invited to stick around an informal "water cooler" chat!)*
  - Nov. 5, 2021 Annual Fall Forum (*From Pivot to Permanent*)
- Seeking volunteers for a member spotlight
- Contact us with your ideas, interests, and what you might like to see next issue of this quarterly newsletter

Enjoy Your Membership Benefits

- If you're not yet a member, then consider joining NOW
- Online access to the latest issue of the *Journal of Assessment & Institutional Effectiveness*
- Visit the Job Board to see what's out there
- Fall Forum 2020 highlights and recordings are now available.
- Did you miss one of our DEI webinars from the summer? As a member you have full access to all of them.

login here

Featured Blog:

"Understanding what DEI department acronyms really mean"
by Sandra Mohr, Ph.D.

Diversity, equity, and inclusion (DEI) has gained significant attention in higher education in the past years and many institutions have created new offices on campus, task forces, and steering committees to help create change. Ultimately, a campus community needs to create shared values and align work with those values while encouraging adoption across every group. Different acronyms have arisen for departments that lead this work

and may include:

- DEI – Diversity, Equity, and Inclusion
- JEDI – Justice, Equity, Diversity, and Inclusion
- DEIB – Diversity, Equity, Inclusion, and Belonging
- CD&I – Culture, Diversity, and Inclusion

Featured Blog (cont.):

- EDI – Equality, Diversity, and Inclusion

Regardless of the acronyms selected, the campus department works to set goals and provides ongoing support and resources to encourage action across the campus in creating a more welcoming environment for all. Acronyms will likely change over time as the focus and work adapts to meet the specific needs of each college campus. Ongig.com has created a glossary of Diversity and Inclusion terms that can be used as a reference guide as you continue in your learning journey.

As assessment professionals, many of us believe what gets measured gets focus, time and attention. Assessment outcomes help us understand what direction we are moving. COVID-19 helped create a movement to change the country with the goal of becoming a more equitable and inclusive place. Higher education is responding and evaluating its practices to help us intentionally create institutions where all students can succeed and prepare for successful careers. Institutional leadership creates departments on campus to help strategically work towards creating a culture that is inclusive and equitable integrating different strategies and ideas.

No matter what our position is at our campus, each of us can play a role in shaping the culture and direction of our institution though our efforts. The following steps can be used for continuous improvement and ongoing learning in the DEI area:

- Assess where each of us is before figuring out solutions for where we want to go.
- Set goals that are measurable, practical, and achievable through qualitative and quantitate measures.
- Identify knowledge gaps and areas where we can continue to learn and grow.
- Measure the impact of work done to achieve our goals.

- Share successes and areas for continued work.

Understand that the country, higher education, our institutions, and each of us are on a journey where progress, innovation, and learning evolve. Together, we can all create a more equitable and inclusive campus for our teams and students to thrive, but this work will take time. There is no right and wrong way to engage in this work, there is however a way that works better for your campus culture. Finally, this journey is not easy, it takes time, willingness, and energy.

> "Inclusivity means not 'just we're allowed to be there,' but we are valued. I've always said: smart teams will do amazing things, but truly diverse teams will do impossible things." (*Claudia Brind-Woody*)

(This blog has been posted on the NEean Forum site, where replies are more than welcome!.)

Spotlight Review:

Transforming Digital Learning and Assessment: A Guide to Available and Emerging Practices and Building Institutional Consensus edited by Peggy L. Maki and Peter Shea (Stylus Publishing, 2021)
  by Natalia Zagula

This brief review casts a spotlight on the most recent publication by Peggy L. Maki, who also happens to be the keynote speaker at NEean's Fall Forum this coming November.

Edited by Dr. Maki and Peter Shea, *Transforming Digital Learning and Assessment: A Guide to Available and Emerging Practices and Building Institutional Consensus* is a text appropriately published for the changing

Spotlight Review (cont.):

tides of higher education to a stronger alliance with educational technology. The volume collects the reflections of various higher education professionals and practitioners on technology and assessment. Maki and Shea are two well-known assessment gurus who have compiled these chapters and edited the text.

Clearly intended for campus leaders who oversee education technology, instructional designers, or faculty that may be building online course shells, this text delivers on the subtitle's promise of providing a "guide" to digital learning.

Indeed, I would strongly suggest this read for any professional seeking the ability to remain competitive among peers. The world of higher education is free-falling into educational technology, regardless of whether we are ready for the jump or not. Ideas like those from this text are essential for higher education administrators feeling momentum and control over an ever changing, exciting future. Transitional changes in educational and assessment technology remains an unstoppable force that all institutions will face within the next ten years; better to be informed and have ideas in our itinerary to adjust to the changes coming ahead.

The authors address many of the topics that we, as assessment professionals, grapple with every day (especially after COVID). The authors mention the link between education technology and assessment. Some examples include grappling with the issue of ethical data use, open educational resources (OER), and social justice.

In Part One the contributors consider a variety of big picture ideas related to educational technology which include criticisms of learning management systems (LMS) as well as the monumental task of switching LMS products. The chapters in this part also consider the development of effective digital experiences, using MOOCs as professional development, as well as integrating large-scale educational technology into a learning community.

In Part Two the authors focus on using course-based learning technologies, varying from applying data in LMS for assessment to in house developed technology opportunities for student engagement, using AI for improving written communication, and cyber security in education.

Finally, Part Three includes a how to in terms of getting campus stakeholders efficiently involved in the adoption of a new education technology campus wide.

Priced at about $38 paperback and $120 hardcover, this book will prompt interesting discussions among assessment professionals for some time to come. And, as noted at the outset, consider attending the NEean Fall Forum (via Zoom on Nov. 5th) to hear and see Dr. Maki in person, as she delivers our keynote utilizing education technology for assessment in a post-pandemic future.