

## **AS Council Standing Committee & Liaison Reports** **for publishing April 1, 2022**

<https://www.moorparkcollege.edu/academic-senate-2021-2022-handouts>

### **Curriculum Committee** (Co-chairs: Letrisha Mai & Scarlet Relle)

Meets 1<sup>st</sup> & 3<sup>rd</sup> Tuesdays 1-2:20pm

<https://www.moorparkcollege.edu/faculty-and-staff/curriculum-committee>

December 2021 - March 2022 - Curriculum updates Curriculum updates

Course Revision(s) / Modification(s): 131

Program Revision(s): 7

Deletion(s): 10

New Course(s): 2

New Program(s): 6

Co-Chair report, discussion items:

- CPL link shared with Curriculum Committee members, Department Chairs, and Deans.
- SLOs in eLumen, Course Outline of Record, and syllabus must match.

### **Distance Education Committee** (Co-chair: Christy Douglass)

Meets every 4<sup>th</sup> Wednesday 2:30pm-4pm

<https://www.moorparkcollege.edu/online-services/distance-education/faculty/de-committee>

RSI: The DE Committee recommends the adoption of the proposed Regular & Substantive Interaction Guidelines.

Proctorio: The DE Committee recommends discontinuing campus support and funding for Proctorio.

Labster: The DE Committee recommends discontinuing campus support and funding for Labster.

Cranium Café: The DE Committee recommends continued campus support and funding for Cranium Café.

### **EdCAP/Fiscal** (Co-chair: Erik Reese)

Education Committee on Accreditation and Planning (EdCAP) and Fiscal Committee

Meets every 4<sup>th</sup> Tuesday 1pm-3pm

<https://www.moorparkcollege.edu/faculty-and-staff/academic-senate/standing-committees/education-cap>

Report for March 22, 2022:

- Robust discussion on the joint EdCAP/Fiscal Committee charge and membership drafted by a workgroup. There was a vote on supporting an Integrated Planning Committee or reverting to the two separate EdCAP and Fiscal committees next year. The majority of the joint committee representatives supported the adoption of an Integrated Planning Committee to replace EdCAP & Fiscal, with work to be done on refining the charge and membership. Thank you to all who spoke with a diversity of input, reflections, and suggestions that contributed greatly to the discussion.
- Overview of the current status of the 127 standards of the Institutional Self-Evaluation Report (ISER), with 116 meeting the standards, 6 that require some follow-up but meet the standard, and 5 that may require an improvement plan, related to the board of trustees. The Joint/EdCAP committee voted to support the ISER work thus far and recommended sharing progress at the upcoming Town Hall and Strategic Planning Retreat. Thank you to the very many individuals that have contributed to the work on the standards all across the campus.
- Recommended approval of the ACCJC Annual Report and Annual Budget Report that are part of the normal accreditation process.

### **Facilities/Technology - Committee on Accreditation and Planning (FT-CAP)**

**(Co-chair: Norm Marten)**

Meets every 1<sup>st</sup> Wednesday 1:15pm-3pm

<https://www.moorparkcollege.edu/committees/facilities-captechnology-cap>

March 2022 updates:

- F/T Cap continues to receive updates from Facilities, IT (Moorpark and District), DE support as well as regular F/T CAP workgroup reports.
- F/T CAP is discussing incorporating equity criteria for workgroup rankings.
- F/T CAP has approved ORAWG (Other Requests) ranking recommendations.
- F/T CAP has completed a first reading of FRAWG (Facility Requests) ranking recommendations.
- F/T CAP has completed a first reading of TRAWG (Technology Requests) ranking recommendations.
- PAWG (Planning Requests) are being reviewed within the workgroup and are on schedule for an April first reading

## Professional Development Committee

(Joint Co-chairs: Beth Gillis-Smith and Jamee Maxey)

<https://www.moorparkcollege.edu/faculty-and-staff/professional-development>

Meets every 3<sup>rd</sup> Wednesday 2:30pm-4pm

Report for March 2022:

- We welcome interim dean Josepha Baca to the Professional Development Committee. We are planning the fall Flex days, with sessions for faculty and classified professionals, dedicated to supporting equity and other important campus values like creativity and innovation in teaching. The new flex schedule provides a day each in Aug, Sept, and Oct. for Flex activities.
- Chrome River travel request; requesting district tutorial
  - May submit PD requests in paper format as usual. Once approved, request is submitted through Chrome River.
- Continuing to integrate DEI goals for PD

## Student Equity and Achievement Committee (Co-chair: Jennie Whitlock)

<https://www.moorparkcollege.edu/committees/student-equity-and-achievement-committee-sea>

Meets every 4<sup>th</sup> Wednesday 1pm-2:20pm

**Report from March 2022 meeting:**

**The following agenda items were discussed at the most recent SEA meeting:**

- The Student Equity Plan Workgroup will begin their work after spring break on the Student Equity Plan 2.0 (2022-2025) led by Johnny Conley.
- A review of the data on target student populations has been shared over the past few months, including information on Black, Latino, veteran, and foster youth student groups. The review will continue with undocumented/AB540 and homeless student groups in April to assess equity gaps.
- Updates on Starfish Connect, the work from Ventura's Faculty Academy, and the FYE/SYE/CHESS Retention Plan were provided.

## Student Learning Outcomes Committee (Co-chair: Ruth Bennington)

<https://www.moorparkcollege.edu/committees/student-learning-outcomes-committee>

Meets every 2<sup>nd</sup> Tuesday 1pm-2:20pm

**Report from January 2022 Meeting**

- Approved the following goals for the 2021-2022 year:
  - **Goal #1:** Assist in the implementation of eLumen for SLO assessment
  - **Goal #2:** Define the process for inclusion of Student Learning Outcomes (SLO) in new and updated courses and programs
  - **Goal #3:** Create course, program, and institutional learning outcomes template, including timelines

- **Goal #4:** Support ongoing development and analysis of Course Learning Outcomes (CLO) and Student Services Learning Outcomes (SSLO)
- **Goal #5:** Develop recommendations for processes and venues where reflection(s) and analysis of SLO data could take place, including consideration of equity outcomes
- Voted to continue meeting in a hyflex manner as long as that is permissible
- Lengthy discussion on how to roll out the next phase of eLumen.
  - This is where the chairs/discipline faculty analyze the data from the previous semesters (different from the comments that individual faculty should include when reporting their data each semester.
  - The analysis will be on the disaggregated PLO (program learning outcomes) data for each program, and the aggregate data for each course.
  - Department chairs will choose the most appropriate faculty to analyze the data (particularly where only one instructor teaches a class, and where the chair has no experience in some of the disciplines of the department.
  - The goal is to do the analysis annually in spring (due May 1), so that it will be available for program planning in the fall. For spring 2022, there will only be one semester of data, but going forward, there will be spring and fall data from the previous year.
  - Recommendation that 20% of courses are analyzed annually, so all courses would be reviewed in a 5-year cycle. No need to follow the Curriculum cycle, even for CTE (Career and Technical Education) courses
  - Faculty could choose to do all courses once every five years or do 20% annually.
  - Ruth Bennington will request a time slot at the next Academic Senate meeting, as all of this is just a proposal to Senate. Suggested that Oleg and Rachel represent the SLO committee, as Ruth is the co-chair, a department chair, and a senate officer

## **AS Council Liaison Reports**

### **Career Education** (Liaison: Trevor Hess)

<https://www.moorparkcollege.edu/departments/academic/career-education>

Meets every last Thursday 8:30am-10am

### **Guided Pathways** (Liaisons: Nenagh Brown and Kellie Port-Garcia)

<https://www.moorparkcollege.edu/guided-pathways>

Meets every 2<sup>nd</sup> Tuesday 2:30-4pm

### **Open Educational Resources** (Liaison: Cindy Sheaks-McGowan)

## ZTC/OER Update

We have a lot happening on our campus around OER and ZTC. Currently, 32 faculty members across multiple campus disciplines are being supported by HEERF funding to work on converting their classes to ZTC designations. This a wonderful way to support our students' success!

If you need assistance searching for Open Education and Zero-Cost Resources, we have our OER Librarian available to support you. Please contact Jeff Benedetti-Coomber at [jbenedetticoomber@vcccd.edu](mailto:jbenedetticoomber@vcccd.edu) to discuss your research needs. Additionally, we have a student worker supporting our ZTC Project who is assisting faculty in making documents and materials accessible. For more information on our campus ZTC Project, consider joining Jeff and I for any of the following events this month:

- [OER/ZTC Office Hours](#): April 7 and April 20, 1:00 – 2:00 p.m.
- [OER/ZTC Workshop](#): Copyright & Methods of ZTC/OER Materials Delivery, April 14, 2:00 – 3:00 p.m.

There are numerous statewide opportunities to learn more about open education. Please read the information below to find out about upcoming events from the Academic Senate for California Community Colleges (ASCCC) Open Educational Resources Initiative (OERI) that are open to all.

A number of resolutions relating to OER will be considered at the upcoming ASCCC 2022 Spring Plenary. A document with a summary of the resolutions is included with this update.

If I can assist you in your considering OER or answer any OER/ZTC related questions, please let me know.

Kindest Regards,

Cindy

805-553-4819 (x4819)

[csheaksmcgowan@vcccd.edu](mailto:csheaksmcgowan@vcccd.edu)

## • OERI Seeking STEM Faculty for IDEA Framework Workgroup •

In partnership with the [Institute for a Racially Just, Inclusive, and Open STEM Education](#) (RIOS Institute), the Academic Senate for California Community Colleges (ASCCC)

Open Educational Resources Initiative (OERI) is recruiting faculty, from the California Community Colleges and beyond, to participate in a short-term project to improve to the [ASCCC OERI's IDEA Framework](#). The deadline for applying is 5:00 pm, Monday, April 25, 2022. The Workgroup will conduct its work during the months of May, June, and July. Participants will receive an honorarium of \$1,000 upon project completion. [Learn more about the IDEA Framework Workgroup Opportunity](#).

### • Discipline Communications – Don't Miss Out •

The OERI – and ASCCC – use discipline list-servs to share information specific to a given discipline. These one-way messages will never overwhelm your inbox and being on your discipline's list-serv ensures you don't miss out on any discipline-specific opportunities or events. [Sign up for an ASCCC list-serv – or list-servs today](#). Also consider signing up for the ASCCC OER Initiative list-serv if this message has been forwarded to you.

### • OERI Discipline Lead Events – April 2022 •

The [OERI Discipline Leads](#) are hosting conversations and webinars during April and May. These events are intended for discipline faculty and those who have an interest in the discipline, as supporters or advocates. A “conversation” is an informal discussion of a specific topic and will not be archived. Webinars will be archived. The ASCCC OERI will provide automated captioning for all webinars. If you would like to request live human closed-captioning for any of offerings, [please contact them by e-mail](#) at least 10 business days in advance.

**Tuesday, April 5, 10:00 am - 11:00 am**

#### **DL Conversation: OER and ESL**

There are many ESL Open Educational Resources that are free and available on the internet. How do we select the resources that are best for our students? Join us for a conversation about OER for ESL and selection criteria for adopting OER for our classes. Come and share your ideas to help shape the field of OER for ESL.

[Register for DL Conversation: OER and ESL](#)

**Thursday, April 7, 12:00 pm-1:00 pm**

#### **DL Conversation: Updates and Opportunities for Ethnic Studies OER**

This virtual conversation is a space for Ethnic Studies and affiliated faculty to discuss updates and future opportunities for OER development. Bring your ideas and questions.

[Register for DL Conversation: Updates and Opportunities for Ethnic Studies OER](#)

**Friday, April 8, 9:00 am - 10:00 am**

**DL Conversation: OER and Anthropology**

Join colleagues from across the state as we explore existing OER for Anthropology and discuss ways to expand upon this collection.

[Register for DL Conversation: OER and Anthropology](#)

**Friday, April 8, 1:30 pm - 2:30 pm**

**DL Conversation: OER for Business**

Join our discussion to share your experiences with searching for, using existing, or creating new OER. We will explore lessons learned and share ideas about the next steps for Business OER including what OER need to be developed or updated and, in the process, help to build our Business OER community.

[Register for DL Conversation: OER for Business](#)

**Wednesday, April 13, 1:00 pm-2:00 pm**

**DL Conversation: Developing Art and Art History OER**

Deborah Gustlin and Cerise Myers will share their teams' experiences in developing Art History OER textbooks. Both projects were funded by the OERI for Art History Survey of Western Art courses (C-ID 110 and 120).

[Register for DL Conversation: Developing Art and Art History OER](#)

**Thursday, April 14, 1:00 pm - 2:00 pm**

**DL Webinar: Introduction to OER for English**

Join us for this introductory session on English and literature OER. We will explore old and new OER texts, reserving time for questions and discussion. Bring your ideas and experiences to share.

[Register for DL Webinar: Introduction to OER for English](#)

**Friday, April 22, 3:00 pm - 4:00 pm**

**DL Webinar: Planning a History Course with OER**

This webinar will investigate why and how faculty adopt OER for their history courses. We will explore the following questions: What factors have motivated faculty to use or

create OER in history survey courses? How did faculty customize OER for their courses? What can we do to make content more relevant for today's students? Please join the discussion and share your experiences.

[Register for DL Webinar: Planning and History Course with OER](#)

**Monday, April 25, 10:00 am - 11:00 am**

**DL Webinar: Using OER to Support Un-grading and Mastery Grading in Early Childhood Education Courses**

This webinar explores mastery based and un-grading principles in two types of ECE courses: practicum and GE transferable. OER as an important element in the applications of these grading practices will be highlighted.

[Register for DL Webinar: Using OER to Support Un-grading and Mastery Grading in Early Childhood Education Courses](#)

**Tuesday, April 26, 1:00 pm-2:00 pm**

**DL Conversation: OER for Comparative Politics**

Join us to explore new ASCCC-OERI funded open educational resources available for teaching Comparative Politics.

[Register for DL Conversation: OER for Comparative Politics](#)

**Friday, April 29, 9:00 am - 10:00 am**

**DL Webinar: OER Textbooks and Free Resources for Introduction to Philosophy (C-ID PHIL 100)**

This webinar will provide information on the various OER textbooks and other free resources available for Introduction to Philosophy (C-ID Phil 100), many of which can be useful in other courses as well.

[Register for DL Webinar: OER Textbooks and Free Resources for Introduction to Philosophy \(C-ID PHIL 100\)](#)

**Friday, April 29, 3:00 pm – 4:00 pm**

**DL Webinar: Update on Sociology OER Resources**

Join us to explore OER for Sociology, including an update on new resources.

[Register for DL Webinar: Update on Sociology OER Resources](#)

• **OERI Events – April Weekly Webinars** •



In the spring 2022 term, our Weekly OER Webinars are on Fridays from 10:30 – 11:30 am. Weekly webinars are archived. The ASCCC OERI will provide automated captioning for all webinars. If you would like to request live human closed-captioning for any offerings, [please contact them by e-mail](#) at least 10 business days in advance.

OERI Webinars are intended for a diverse audience. Please share with your colleagues.

**Friday, April 15, 10:30 am - 11:30 am**

### **Licensing Level 2**

Familiar with licensing OER but want to check and expand your understanding? Join us to learn more on this important OER topic. After a review of licensing basics and license compatibility, some of the more complex licensing considerations will be discussed. For example, how are collections and remixes different and why does it matter? Bring your questions and licensing challenges.

[Register for Licensing Level 2](#)

**Friday, April 22, 10:30 am - 11:30 am**

### **Creating Accessible OER**

Accessibility is an essential consideration for OER. In this webinar, we will provide an overview of the basic considerations for developing accessible content and cover topics such as proper use of links, alt text, headings, and colors. We will also investigate the pros and cons of online accessibility checkers and end with a questions and answer period to answer your questions and share our experiences.

[Register for Creating Accessible OER](#)

**Friday, April 29, 10:30 am - 11:30 am**

### **Inclusive or Exclusive? Examining "Inclusive Access" in the CCCs**

To make course materials more affordable and accessible, many colleges and universities, including some California Community Colleges, have implemented versions of "Inclusive Access" (IA) programs. Designed by the textbook industry, IA is a sales model that adds the cost of digital course content into students' fees. What does this automatic billing approach look like in our system and what impact has it had on students? While the advertised benefits of these programs have been widely promoted, there are also drawbacks for students and faculty that deserve equal attention. Join this webinar from [inclusiveaccess.org](http://inclusiveaccess.org) to get the facts on what IA programs are, explore how

they differ from open models like OER, and examine whether IA is "inclusive" at all.  
[Register for Inclusive or Exclusive? Examining “Inclusive Access” in the CCCs](#)

### • Cal OER August 3-5, 2022 •

Save the date! The 2022 Cal OER Conference will be held virtually on August 3 – 5, 2022. A call for proposals and registration information will be coming soon. Please check the [Cal OER website](#) regularly for updates.

## **OER and ZTC Resolutions for Consideration – Summary and Notes Compiled April 1, 2022**

### **Disclaimer**

The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges (ASCCC), its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Plenary Session on April 9, 2022.

### **Document Overview and Purpose**

This compilation of draft resolutions has been created to assist local OER Liaisons and other OER advocates in discussions with their local academic senates and voting delegates regarding the resolutions related to OER and the work of the OERI more generally. A summary of each resolution is provided below, followed by the full resolutions (with slight edits made to decrease the length of this document).

### **Resolution Summaries**

- 3.03 Oppose Reliance on Textbook Publishers to Achieve Zero Textbook Cost – delineates the requirements of California Education Code §78052 (the law providing the \$115 million in ZTC funding) and establishes that the ASCCC supports the law’s intent to achieve ZTC status using sustainable mechanisms (i.e., OER), “while still preserving the faculty’s right and responsibility under academic freedom to select the most appropriate instructional materials, whether digital or in print.”
- 7.02 Ensure the Sustainability of the ZTC Degree Program – a free resource is only sustainable if it is current. This resolution advocates for setting aside some portion of the ZTC funds for updating OER after the funding period has ended.

- 13.01 Ensure the Transparency of Resources Used to Establish ZTC Certificates and Degrees – during the prior round of ZTC funding, no information was provided as to how specific course sections achieved ZTC status. As there is an emphasis in the language of the law on sharing resources, information regarding how each course in a certificate of degree achieved that ZTC status is necessary for colleges to learn from one another. In addition, the resolution proposes the creation of a repository for sharing such information.
- 13.06 Faculty Responsibility for Confirming Course Resource Accuracy – this revised resolution from the prior plenary encourages faculty to make sure that their course resource information – as provided in the schedule of classes (a federal requirement) – is accurate, as well as appropriately marked as no-cost (a state law) or low-cost (if defined and established locally).
- 13.08 S22 The Open Educational Resources Initiative and Technical Assistance for the ZTC Degree Program – proposes that ASCCC advocate for “allocating a portion of the \$115 million to fund the work of the OERI to reduce duplication and guarantee usability in OER development and implementation as well as ensure a statewide approach and promote sustainability in ZTC degrees.”

### **3.03 S22 Oppose Reliance on Textbook Publishers to Achieve Zero Textbook Cost**

Whereas, California Education Code §78052 (a) states that “It is the intent of the Legislature that community college districts develop and implement zero-textbook-cost degrees and develop open educational resources for courses to reduce the overall cost of education for students and decrease the time it takes students to complete degree programs,” a goal that can promote student success without impinging on either academic freedom or faculty’s rights to choose appropriate instructional materials;

Whereas, California Education Code §78052 establishes that community college districts that develop and implement zero-textbook-cost degrees shall do the following:

- prioritize the development and implementation of a degree from an existing associate degree for transfer and, to the extent possible, prioritize the adaptation of existing open educational resources through existing open educational resources initiatives, or elsewhere, before creating new content.

- develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented.
- develop and implement a degree that other community college districts can use or adapt, and post each degree, and the contents of the degree, on the online clearinghouse of information established pursuant to Item 6870-101-0001 of the Budget Act of 2016, or a successor internet website. All open educational resources used as learning materials for a degree developed pursuant to this section shall be added to the California Digital Open Source Library established in Section 66408. Testing and assessment materials posted online pursuant to this paragraph shall be safeguarded to maintain the integrity of those materials. This paragraph shall not be construed to prohibit faculty from providing sample test and assessment materials to students;

Whereas, Higher Education Emergency Relief Funds (HEERF) and similar funding have been used to purchase textbooks for students, an efficient and temporary approach to textbook affordability that does not meet the intent or requirements established in California Education Code §78052; and

Whereas, Governor Gavin Newsom expressed an commitment to lowering costs for students by disrupting the entire system of commercial textbook publishing during his press conference unveiling his 2021 – 2022 budget proposal, saying he was “committed” to addressing the “usurious costs associated with textbooks,”<sup>[1]</sup> which emphasizes his interest in seeing the state’s substantial financial commitment to ZTC degrees implemented in ways that are consistent with the intent of CEC §78052 through long-term, sustainable solutions rather than primarily through short-term solutions such as funding for one-time or temporary purchases from commercial publishers;

Resolved, That the ASCCC support the stated intent of CEC §78052, recognizing the importance of eliminating or reducing textbook costs in a sustainable manner while still preserving the faculty’s right and responsibility under academic freedom to select the most appropriate instructional materials, whether digital or in print; and

Resolved, That the ASCCC opposes the use of mechanisms to achieve ZTC that are not sustainable and are inconsistent with the intent of CEC §78052.

Contact: ASCCC Executive Committee

## 7.02 S22 Ensure the Sustainability of the Zero-Textbook-Cost Degree Program

Whereas, California Education Code §78052 requires that districts “Develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented” and that the CCC Chancellor’s Office ensure that “a grant does not result in the development or implementation of duplicate degrees for a subject matter to avoid duplication of effort and ensure the development and implementation of the greatest number of degrees for the benefit of the greatest number of students,” a requirement that can only be met for the ZTC Degree Program if the implementation of the program is truly statewide and collaborative;

Whereas, The ASCCC recognizes that open educational resources are “the preferred and most sustainable mechanism for eliminating course costs” (Resolution 03.05 F21);

Whereas, The ASCCC has requested that the CCC Chancellor’s Office, as part of the ZTC Degree Program, explore the provision of centralized accessibility and licensing support to local colleges and districts to facilitate the adaptation and adoption of open educational resources (Resolution 07.01 F21), effectively advocating for a statewide solution to address local Zero-Textbook-Cost implementation challenges; and

Whereas, The ASCCC has established mechanisms for convening discipline faculty for the purposes of making curriculum determinations, including systems for ensuring statewide vetting of developed resources;

Resolved, That the ASCCC works with the California Community Colleges Chancellor’s Office, as part of the Zero-Textbook-Cost Degree Program, to establish the funding and process necessary to ensure that ZTC resources will remain current and relevant beyond the 2027 reporting deadline established in California Education Code §78052.

Contact: [Julie Bruno](#), ASCCC Open Educational Resources Initiative

### 13.01 S22 Ensure the Transparency of Resources Used to Establish Zero-Textbook-Cost (ZTC) Certificates and Degrees

Whereas, The California Community Colleges Chancellor's Office, in its 2020 Zero-Textbook-Cost Degree Grant Program Legislative Report, has recommended that future ZTC funding should focus on investment priorities, including efforts to do the following:

- Evaluate existing ZTC programs and courses and incorporate culturally relevant content to contribute to advancing equity in teaching and learning;
- Share and adopt existing quality ZTC program and course materials, especially within the same community college district;
- Develop and curate quality ZTC materials for courses that satisfy general education requirements; and
- Post ZTC program courses on the California Virtual Campus Course Exchange and quickly make ZTC programs and courses available to all California community college students;

Whereas, The ASCCC "recognize[s] open educational resources as the preferred and most sustainable mechanism for eliminating course costs" ([Resolution 3.05 F21](#));

Whereas, Resources may only be modified, developed, curated, and freely shared when those resources are openly licensed, and the Academic Senate for California Community Colleges "encourage[s] the establishment of support structures for OER development that require developed resources to be openly licensed and made available to expand the diversity of OER resources" ([Resolution 9.05 S19](#)); and

Whereas, [California Education Code §78052](#) requires that "All open educational resources used as learning materials for a degree developed pursuant to this section shall be added to the California Digital Open Source Library established in Section 66408," yet no public-facing information is available that delineates how colleges that established ZTC certificates and degrees did so, and the list of ZTC degrees developed reveals duplication of resources and degree pathways ([Zero-Textbook-Cost Degree Grant Program Legislative Report, CCCCCO 2020](#));

Resolved, That the ASCCC urges the CCC Chancellor's Office to require that all recipient colleges and districts of Zero-Textbook-Cost (ZTC) funds delineate how ZTC

status was achieved for all courses in a given pathway in a designated public-facing location and ensure that openly-licensed resources are shared as required by law; and

Resolved, That the ASCCC encourages the California Community Colleges Chancellor's Office to support the development of a repository for the sharing of open educational resources used to establish Zero-Textbook-Cost certificates and degrees that can be searched by specific course parameters as defined by faculty.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

### **13.06 S22 Faculty Responsibility for Confirming Course Resource Accuracy**

Whereas, Faculty have both the freedom to select the course materials they deem most appropriate and the responsibility to consider the cost burden as they do so (California Code of Regulations [Title 5 §59404](#));

Whereas, Provisions of the [Higher Education Opportunity Act](#) that went into effect in July 2010 require each institution of higher education receiving federal financial assistance to “disclose, on the institution’s Internet course schedule and in a manner of the institution’s choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution’s course schedule;

Whereas, The ASCCC encourages local academic senates to advocate for the implementation of a process for consistent, clear, and transparent messaging to students prior to registration regarding all material and supply costs in appropriate locations, including the schedule of classes and the bookstore ([Resolution 20.02 F20](#)); and

Whereas, Textbook information is commonly provided to students prior to and at the time of registration via a section-specific link to the bookstore, and the provided information may in some cases be inaccurate, misleading, or missing;

Resolved, That the ASCCC encourage local academic senates to urge faculty to regularly check the online class schedule to ensure their textbook and class resource information are clear and accurate and that their sections are marked with a zero-cost or low-cost icon, if appropriate.

Contact: Contact: [Michelle Pilati](#), ASCCC Open Educational Resources Initiative

Note: This resolution was referred to the Executive Committee (see [Resolution 13.01 R F21](#)).

### **13.08 S22 The Open Educational Resources Initiative and Technical Assistance for the Zero-Textbook-Cost Degree Program**

Whereas, The ASCCC Open Educational Resources Initiative (OERI) was formally launched in early 2019 with funds allocated to the ASCCC in Assembly Bill 1809 (Higher Education Trailer Bill, 2017-2018) “to support the development of, and the expansion of the use of, open educational resources for the California Community Colleges” and has established a faculty-led infrastructure to support local open educational resources (OER) implementation efforts, but the funding for the OERI was scheduled to end in 2023, thereby dramatically curtailing or ending the statewide development, curation, and implementation efforts as well as coordinated maintenance and updating of resources developed under the OERI;

Whereas, The OERI, in helping to unlock the potential of faculty to create innovative learning experiences for students through the development of new content, has a proven track record of meeting the OER needs of faculty and students across the state, and, as reported in the ASCCC OERI Department of Finance Progress Report in February, 2022, accomplishments of the OERI since its inception include the following:

- Facilitated the awareness, adoption, and adaptation of OER through the hosting of over 135 general, discipline-specific, and tool-specific webinars that have been attended by over 2100 faculty. In addition, 56 webinars were hosted for local OER advocates or OER liaisons,
- Identified—and supported—OER liaisons at each of the colleges to ensure on-going communication between the OERI and local faculty and college colleagues,
- Created a website—[asccc-oen.org](http://asccc-oen.org)—to promote OER and simplify the identification of available OER by providing easy access to OER resources organized by 27 comprehensive discipline collections, general education area, and 25 transfer model curricula,
- Established a team of over 30 discipline leads to curate existing OER and facilitate OER awareness and adoption,
- Initiated the formation of discipline-specific communities of practice to support faculty OER efforts,



- Developed a wide array of resources to support OER-related work, including two self-paced courses (OER Basics and Accessibility Basics), a series of OER “Quick Guides” on OER-related topics that can be accessed online or printed for local use, a variety of resources for OER developers, and an ever-expanding collection of resources to support local OER advocacy,
- Supported the creation of 63 new OER over three competitive funding cycles, with an emphasis on collaboration, meeting state-wide needs, and sustainability,
- Developed the ASCCC OERI IDEA Framework for reviewing and revising OER and other course resources to ensure that they are inclusive, diverse, equitable, and antiracist, which will be integrated into future OERI supported projects and used to review and modify existing resources, and
- Collaborated with representatives from the California State University and the University of California to host Cal OER, a free OER conference intended to highlight the state’s OER/ZTC work and attended by over 400 faculty;

Whereas, In the 2021-2022 Budget Act, the California Legislature and Governor Gavin Newsom designated \$115 million for investment in the expansion of zero-textbook-cost (ZTC) degrees and open educational resources at the state’s community colleges, and in Resolution 3.05 F21, “the Academic Senate for California Community Colleges recognized open educational resources as the preferred and most sustainable mechanism for eliminating course costs unless where instances will arise in which eliminating costs is not possible”; and

Whereas, Education Code §78052 states “that community college districts develop and implement zero-textbook-cost degrees and develop open educational resources for courses to reduce the overall cost of education for students and decrease the time it takes students to complete degree programs” and “to the extent possible, prioritize the adaptation of existing open educational resources through existing open educational resources initiatives, or elsewhere, before creating new content,” indicating the legislative intent of the use of OER in ZTC degrees and the need for collaboration with established initiatives such as OERI;

Resolved, That the ASCCC advocates to the California Community Colleges Chancellor’s Office and system partners for allocating a portion of the \$115 million to fund the work of the OERI to reduce duplication and guarantee usability in OER development and implementation as well as ensure a statewide approach and promote sustainability in ZTC degrees.

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<sup>[1]</sup> Zinshteyn, Mikhail. (2021, January 13). "Newsom calls textbooks 'racket,' proposes money to create free ones." *CalMatters*. <https://calmatters.org/education/2021/01/newsom-fund-free-textbooks/>.