



**INSTRUCTIONAL PLANNING  
COUNCIL  
MEETING MINUTES OF  
March 4, 2022  
9:30 am – 11:30am, Zoom**

**Members Present:** Jessica Kaven, Tammy Robinson, Allison Hughes, Jill Sumstad, Diana Tedone-Goldstone, Alison Field, James Carranza, Rian Morrison, Susan Mahoney, Alex Claxton, Karen Engel, Joan Murphy

**Members Absent:** Katie Perkins, Lisa Palmer

**Guests:** Sarah Harmon, Max Hartman, David Eck, Manuel A. Perez, Denise Erickson, Ron Andrade, David Meckler

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**1) Adoption and Approval of Agenda**

**Motion** – To adopt agenda, with the revision of the postponement of item E: English Department: Banking of Pre-Transfer Courses (post AB-705) to a future meeting: M/S: Karen Engel, Alex Claxton

**Discussion** – none

**Abstentions** – none

**Approval** – approved unanimously

**2) Approval of Minutes**

**Motion** – To approve minutes of February 4, 2022: M/S: Allison Hughes, Alex Claxton

**Discussion** – none

**Abstentions** – Joan Murphy (not present at 2/4 meeting)

**Approval** – approved

**3) Textbook Affordability Subcommittee Implementation Plan (2022-2027)**

Sarah Harmon presented on behalf of this item. Sarah shared the following presentation with the committee: [Textbook Affordability Subcommittee OER/ZTC Implementation Plan](#). She mentioned that the document is created so that those interested can add their comments, and various campus groups will be shown this document so that their feedback will be incorporated throughout the month of March. Sarah reviewed the following key slides of the presentation with the committee:

# Cañada College Academic Senate

## Textbook Affordability Subcommittee

### OER/ZTC Implementation Plan, 2022-2027



#### *I. Statement of Mission, Vision, and Values of the Textbook Affordability Subcommittee of the Academic Senate*

##### **Mission:**

Cañada College's Textbook Affordability Subcommittee of the Academic Senate (TAS) ensures that all students have equitable opportunities to achieve their transfer, career education, and lifelong learning educational goals, as a way to understand and appreciate different points of view within a diverse community. These equitable opportunities are based on a free college experience, which includes course materials. These opportunities allow for the creation of a uniquely tailored education—for the course and for the student, as well as in connection with the community. Through the use of Open Educational Resources (OER) and Zero Textbook Cost (ZTC) College is making education affordable and equitable for all.

##### **Vision:**

All students, regardless of their background and means of support, will have full access to all of their course materials for all of their courses.

##### **Values:**

- The Textbook Affordability Subcommittee (TAS) of the Cañada College Academic Senate will work with faculty and other stakeholders to increase OER and other zero-cost resources that are used in courses to reduce educational costs and increase equitable opportunities for all students to achieve their educational goals.
- The TAS will facilitate support and training for faculty to incorporate Open Educational Practices that involve students and their experiences and perspectives, as a way to incorporate the voices of groups who have not been traditionally represented in academic resources.

The TAS and the TASW have collaborated to make other presentations, including an [Open Education Week slate of presentations and activities](#) (March 2021) and a presentation to the [Board of Trustees](#) (April 2021). The TAS continues to make presentations at division meetings, especially on the [materials and how to incorporate them into a course](#).

The OER/ZTC Coordinator and the TAS started collecting data on OER course material adoption, as well as student perspectives on the cost of course materials, since Spring 2019. In Spring 2021, as part of the Open Education Week discussions, the TASW collected district-wide data on student concerns with course material costs, as well as faculty concerns on course materials. These findings have been instrumental in guiding conversations, presentations, and materials on OER and zero-cost efforts.

Based on the success of the Skyline ZTC Adopter Program, the TAS decided to initiate a pilot ZTC Adopter Program for Summer 2021. Two faculty participated in the program—Ramkl Kalyanaraman of Engineering and Gerardo Pacheco Matus of English as a Second Language—and completed their projects. Given their successes, the TAS moved forward with creating a spring-summer adoption program; more on this in the next section.

### *III. Fall 2021-Spring 2022—Current State of OER/ZTC*

The Board of Trustees meeting of April 2021 showcased the growing need for increased measures and support for OER/ZTC materials—both in supporting faculty in the adoption, remixing, and authoring of materials, and in supporting students in the access of said materials. To this end, and in combination with other presentations and efforts, the SMCCCD Board of Trustees created the Free College Initiative and funded it for the AY21-22 SMCCCD Budget, with OER/ZTC being a central piece of that effort. The creation of the Initiative set aside \$1.25 million for OER/ZTC initiatives across the district, with a final allocation for Cañada College resulting in \$273,520.75 over 3 years.

With these funds, the TAS has planned for and received funding for the following updates:

- An increase of OER/ZTC Coordinator release time, up from .25/year to .5/semester for Spring 2022. This release time will increase to .6/semester for AY22-23 and AY23-24.
- The ZTC Adopter Program for Spring-Summer 2022 will begin, with a \$10,000 budget for stipends for adoption and remixing.

In addition to these efforts, the OER/ZTC Coordinator and OER Librarian attended the Regional Leaders of Open Education (RLOE) workshop/course in October/November 2021: final project was a "strategic plan"—the basis for this Implementation Plan. Our Skyline Colleagues attended the same workshop, and are completing their implementation plan now; our CSM Colleagues will be attending the workshop shortly and implementing their own plan. The RLOE workshop and course focused strongly on including diversity, equity, inclusion, and accessibility in all course materials—and how OER materials are prime locations to incorporate these ideals into our course materials. An additional component of RLOE focused on open pedagogy/andragogy practices, which incorporate student voice and student perspective while engaging in active learning and task-based practices. The OER/ZTC Coordinator and the OER Librarian have started to implement this training in various TAS and TASW activities, including upcoming

### *II. Previous Efforts, Spring 2019-Spring 2021*

Efforts for expansion of open educational resource (OER) use and zero-student-cost course materials started before the creation of the Textbook Affordability Subcommittee of the Academic Senate (TAS), but official efforts started with the appointment of the ASCCC OERI Liaison in Spring 2019. The OERI Liaison connected with her colleagues at Skyline College and the College of San Mateo, and quickly moved to form a taskforce under the Senate in Fall 2019. This created a stronger connection between the work of the Taskforce and the Senate, given that course materials and any professional development needed to aid faculty in finding, curating, and creating course materials are part of Faculty 10+1 rights.

As the needs and requirements of the OERI Liaison grew, particularly with respect to finding resources for faculty, organizing Flex Day and other professional development sessions, and collaborating with District colleagues, the Taskforce decided that two changes were needed: the need to be a subcommittee rather than a taskforce, since this work would be on-going and growing in importance, and the need for an OER/ZTC Coordinator. The proposal to create the OER/ZTC Coordinator position was granted in Spring 2020, with the position filled by the OERI Liaison in Fall 2020. The move to make the Taskforce into a Subcommittee was also made in Fall 2020. These moves ensured that OER/ZTC work would continue to be in the discussion in as many arenas possible.

The TAS and the District-wide Textbook Affordability Solutions Workgroup (TASW) have since put on a number of Flex Day presentations, both for college-focused Flex Days and District-wide Flex Days. These presentations include:

- January 2020: Fair Use and Copyright Laws
- March 2020: Lunchtime Tabling of OER resources
- April 2021: Course material affordability: A student panel

Flex Day and Open Education Week programming.

For Academic Year 2021-2022, the current data are as follows:

- **Fall 2021:**
  - ZTC: 42 courses, 56 sections
  - Low-Cost: 3 courses, 5 sections
  - 1400 total students, \$136,200 estimated savings
  - 30 unique faculty
- **Spring 2022:**
  - ZTC: 42 courses, 59 sections
  - Low-Cost: 12 courses, 25 sections
  - 1170 total students, \$101,050 estimated savings
  - 34 unique faculty

With respect to Flex Day and other presentations for the academic year, the TAS and the TASW have collaborated to present on the following topics:

- August 2021 Flex: [Zero Textbook Costs \(ZTC\): Moving On Up!](#)
- ASCCC OERI webinar on [how we have implemented SB 1359 at our colleges](#) (October 2021).
- October 2021 Flex: [Copyrights and Your Course Materials](#)
- October 2021 Flex: [Spring Textbook Adoptions—Removing Barriers](#)
- January 2022 Flex: [Making Connections = Diversity + Equity + Inclusion + Open Educational Resources](#)

For the remainder of the academic year, both groups will be presenting on the following topics:

- Open Education Week (7-11 March) presentations and workshops (TASW)
- April 2022 Flex Day: OER/ZTC Workshop with DEI/IDEA focus (in coordination with TASW)

#### *IV. Responsible and Contributing Parties*

This Implementation Plan outlines a variety of areas that OER/ZTC course materials and pedagogy/andragogy can and potentially should be implemented. In doing this work, various key people need to be highlighted. While the lists below are not exhaustive, they encompass the key stakeholders and participants at the time of the writing of the Implementation Plan. As this is an ever-evolving process, these lists can be amended as necessary.

- Stakeholders: Positions and groups who would be required to be involved in incorporating OER/ZTC course materials and open pedagogy/andragogy practices, training faculty in these endeavors, and similar activities:
  - Textbook Affordability Subcommittee of the Academic Senate (TAS), headed by the OER/ZTC Coordinator and the OER Librarian
  - Librarians and Library Support Specialists
  - Key campus administrators: VP-Instruction, VP-Student Services, VP-Administrative Services, Dean of Academic Support and Learning Technologies (ASLT)
  - Online Instruction Coordinators, Instructional Designers, and Instructional Technologists
  - Academic Senate, including Curriculum Committee
  - Other participatory governance bodies
  - Disability Resources Center
  - Flex Day Coordinator and Faculty Learning Coordinator (instruction and teaching development workshops)
- Key People: Allies with whom the TAS as a whole, or the OER/ZTC Coordinator and the OER Librarian specifically, will collaborate to increase use of OER/ZTC course materials, open pedagogy practices, and

general awareness of how OER/ZTC course materials make education diverse, equitable, inclusive, and accessible:

- Specific Programs: Promise Scholars, Umoja, Puente, SparkPoint, VROC, Dreamers
- Campus marketing and outreach
- ACES and other equity groups
- Faculty champions and early adopters, who would actively participate in the following ways:
  - Create an open atmosphere of collaboration and sharing of OER materials/methods. Everyone has a seat at the table.
  - Ensuring that adjuncts have equal, if not preferred, access to adopter/development funding
  - Encourage faculty to let students know they are using OER
- Students (such as Associated Students), who would actively participate in the following ways:
  - Student voices in presentations and marketing material.
  - Associated Students give out gift cards to faculty that attended trainings, and give out something bigger to faculty that adopted OER/Open Pedagogy for their courses.

Finally, the TAS works hand-in-hand with the SMCCCD Textbook Affordability Solutions Workgroup (TASW) and the Executive Vice Chancellor of Educational Services, particularly when professional development opportunities and activities and grant-funding opportunities are announced.

**V. Current Activities**

Regular activities that the TAS as a whole, or the OER/ZTC Coordinator and/or the OER Librarian, perform on a weekly or monthly basis include the following:

- Textbook Affordability Subcommittee meetings and newsletters
- Meeting with various stakeholders and participatory governance groups to discuss course materials and encourage support for OER/ZTC and Open Pedagogy/Andragogy
- Working with faculty to identify OER materials and assist with creation of OER.

The annual activities that the TAS as a whole, or the OER/ZTC Coordinator and/or the OER Librarian, perform include the following:

- SMCCCD Open Education Week (March) activities, such as workshops, panel discussions, library events/displays, and resource sharing
- Surveys of faculty and students with respect to course materials and adoptions

Semi-annually, the OER/ZTC Coordinator and/or the OER Librarian will perform the following activities:

- Regular workshops, both district-wide and college-wide, on open pedagogy/andragogy, copyright and fair use, OER/ZTC adoptions, integrating social justice into OER, student-led discussions/panels
- ZTC Adopter Program each spring-summer to support and facilitate faculty in their course material conversions and adoptions
- Textbook adoption workshops, encouraging faculty to submit their materials and helping those who are in need of it
- Collection of data from the PRIE office on student retention/success and enrollment in OER/ZTC courses vs. Inclusive Access vs. traditional courses

Other potential activities by the OER/ZTC Coordinator and/or the OER Librarian include initiating targeted messaging and support with a strong student voice. This could include a letter writing campaign with students writing thank you notes to faculty for using OER. Notes could be blown-up poster sized and posted on the walls outside classrooms/offices. Additionally, the OER/ZTC Coordinator and the OER Librarian will be involved in external grant-writing campaigns, both with college-wide partners and district-wide partners, as a way to increase funding for OER/ZTC and open pedagogy/andragogy training and adoption.

**VI. Mid-Term Goals (2022-2024)**

In these goals, the expectation is that the TAS as a group, or the OER/ZTC Coordinator and/or the OER Librarian specifically, will be involved in all cases. The table below outlines further participants, timelines, and needs. As this is a 5-year plan, these goals would be accomplished no later than Fall 2024.

Goal	Activities	Participants	Target Date	Resources and Strategies
Increase participation in the ZTC Adoption Program or similar efforts	<ul style="list-style-type: none"> <li>• Connect faculty with opportunities through the ZTC Adopter Program, as well as how to use Professional Development funds for projects</li> </ul>	<ul style="list-style-type: none"> <li>• ASLT Dean and VP-I</li> <li>• Professional Development Committee</li> </ul>	<ul style="list-style-type: none"> <li>• AY 2022-2023</li> </ul>	<ul style="list-style-type: none"> <li>• Outreach to faculty, especially adjunct faculty, to encourage participation in adoption/remixing efforts</li> <li>• OER/ZTC Coordinator connecting with ASLT Dean, VP-I, Professional Development, and others to secure funding</li> </ul>

<p><b>Secure more funding for the ZTC Adopter Program</b></p>	<ul style="list-style-type: none"> <li>Utilize grant money to further bolster resources</li> </ul>	<ul style="list-style-type: none"> <li>VP-AS with respect to grants</li> <li>ASLT Dean, VP-I</li> </ul> <p>I</p>	<ul style="list-style-type: none"> <li>Free College Initiative budget has a built-in increase of ZTC Adopter Program funds, with \$10,000 for AY21-22, \$15,000 for AY22-23, and \$30,000 for AY23-24</li> <li>Grant funding is ongoing, with a goal of applying for more grants in AY 22-23</li> </ul>	<ul style="list-style-type: none"> <li>Grant funding will be a continuous process, involving multiple departments and agencies</li> <li>Outreach to faculty, especially adjunct faculty, to encourage participation in adoption/remixing efforts</li> <li>OER/ZTC Coordinator connecting with ASLT Dean, VP-I, Professional Development, and others to secure funding</li> </ul>
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<p><b>Assess needs of faculty</b></p>	<ul style="list-style-type: none"> <li>Survey of faculty on course materials, including gaps and desires</li> </ul>	<ul style="list-style-type: none"> <li>All faculty, with deans helping to communicate</li> </ul>	<ul style="list-style-type: none"> <li>First survey going out no later than Fall 2022; maintained annually</li> </ul>	<ul style="list-style-type: none"> <li>Announcements in all participatory governance bodies</li> <li>Specific outreach to adjunct faculty</li> <li>OER/ZTC Coordinator and OER Librarian collecting data and meeting with faculty and program coordinators</li> </ul>
<p><b>Develop and maintain a repository of permanent campus-wide resources</b></p>	<ul style="list-style-type: none"> <li>Collect accurate data on course materials, including faculty-curated materials</li> <li>Use current resources, or find better ones, to showcase this information</li> </ul>	<ul style="list-style-type: none"> <li>Faculty at large</li> <li>Library Support Specialists</li> </ul>	<p>Initial set up for AY22-23, with ongoing maintenance</p>	<ul style="list-style-type: none"> <li>OER Librarian connecting with Library Support Specialists on resources</li> </ul>

<p><b>Support efforts to close online equity gaps</b></p>	<ul style="list-style-type: none"> <li>Work with online learning team to promote use of OER/ZTC course materials and minimize use of costly online homework materials</li> <li>Collaborate with faculty to find ZTC homework solutions</li> </ul>	<ul style="list-style-type: none"> <li>DEAC</li> <li>Faculty at large</li> <li>Instructional Designers and Instructional Technologists</li> </ul> <p>-</p>	<p>Initial work in 2022-2023, with ongoing outreach</p>	<ul style="list-style-type: none"> <li>OER/ZTC Coordinator working with faculty to find solutions, connecting with Online Instruction Team to facilitate implementation into Canvas shells</li> </ul>
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**VII. End-of-Term Goals**

In these goals, the expectation is that the TAS as a group, or the OER/ZTC Coordinator and/or the OER Librarian specifically, will be involved in all cases. The table below outlines further participants, timelines, and needs. These goals would be completed no later than the end of this plan's lifespan, which is Spring 2027.

Goal	Activities	Participants	Target Date	Resources and Strategies
<p><b>Develop partnerships with transfer institutions/programs (through Curriculum)</b></p>	<ul style="list-style-type: none"> <li>• Creating areas of the Course Outline of Record to easily incorporate the reporting of OER materials</li> <li>• Ensure that OER materials must be listed in the Representative Course Materials section of all Course Outlines of Records, presuming that there are existing resources available</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Committee, both local and district</li> <li>• Articulation Officer</li> </ul>	<p>AY24-25</p>	<ul style="list-style-type: none"> <li>• Work with faculty who self-curate materials so that they can easily report their materials</li> <li>• Use best practices throughout the state, engage in conversations</li> <li>• OER/ZTC Coordinator collaborates with Curriculum Committee</li> </ul>
<p><b>Create an online training around OER materials and OER DEI pedagogical practices</b></p>	<ul style="list-style-type: none"> <li>• Create an online training course for those who want to adopt/remix/author OER materials</li> <li>• Create an online training course for those who want to use OER/ZTC materials to increase the DEI/IDEA focus in their course materials</li> </ul>	<ul style="list-style-type: none"> <li>• TASW</li> <li>• Instructional Designers and Instructional Technologists (and other QOTL instructors)</li> <li>• ASLT Dean, VP-I</li> <li>• Professional Development</li> <li>• ASCCC OERI</li> </ul>	<p>AY24-25 as an initial pilot</p>	<ul style="list-style-type: none"> <li>• Connecting with ASCCC OERI and OE Global, along with other partners, would fortify these efforts</li> <li>• OER/ZTC Coordinator connects with contacts to create and lead the training</li> </ul>
<p><b>Working with mentoring programs on-campus to develop student support around open pedagogical practices, including the use of the LMS and other apps/tools</b></p>	<ul style="list-style-type: none"> <li>• Create peer mentoring materials to help students make the transition to open pedagogical practices.</li> <li>• Seek out/create trainings for all students to use the LMS and other apps/tools used in open pedagogical practices</li> </ul>	<ul style="list-style-type: none"> <li>• TASW (if we want this to be district-wide)</li> <li>• Learning Center</li> <li>• ASCC, other student groups (to help with development of materials)</li> <li>• Instructional Designers</li> </ul>	<p>AY24-25 as an initial pilot</p>	<ul style="list-style-type: none"> <li>• OER/ZTC Coordinator and OER Librarian collaborating with groups to organize and facilitate the work</li> <li>• Possibility of students receiving course credit for their work (e.g. honors contract work, internship)</li> </ul>

<p><b>Connect more faculty with OER/ZTC homework platforms</b></p>	<ul style="list-style-type: none"> <li>Investigate how we can connect with existing frameworks</li> <li>Create basic templates to allow faculty to easily adopt/remix for the LMS</li> <li>Investigate how Professional Development funds can be used for some this work.</li> </ul>	<ul style="list-style-type: none"> <li>Instructional Designers and Instructional Technologists</li> <li>Professional Development</li> </ul>	<p>AY25-26</p>	<ul style="list-style-type: none"> <li>ASCCC OERI has annual Request for Proposals for new projects, connecting faculty with similar interests.</li> <li>Connecting with LibreTexts, Pressbooks, and other OER repositories for more resources and trainings</li> <li>OER/ZTC Coordinator and OER Librarian will coordinate efforts, guide faculty in adopting said platforms, and procuring funding to support the work.</li> </ul>
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<p><b>By 2030, 75% of sections offered will be OER-converted (ZTC, Low-Cost)</b></p>	<ul style="list-style-type: none"> <li>Continue working with faculty to adopt/remix/author</li> <li>Expansion of ZTC Adapter Program to encourage more faculty to convert</li> <li>Continued collaboration with the Bookstore to set up print options as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Bookstore</li> <li>Library Support Specialists</li> <li>Instructional Designers and Instructional Technologists</li> <li>Professional Development</li> </ul>	<p>AY26-27 be at over 60% or better</p>	<ul style="list-style-type: none"> <li>"Low-Cost" means that the required course materials are available through the Campus Bookstore at \$40 or less, with the encouragement of use of an OER as part of the course material package.</li> </ul>
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### VIII. On-going Goals

In these goals, the expectation is that the TAS as a group, or the OER/ZTC Coordinator and/or the OER Librarian specifically, will be involved in all cases. The table below outlines further participants, timelines, and needs. These goals are on-going and considered part of the continued presence of the OER/ZTC efforts at Cañada College.

Goal	Activities	Participants	Rate of Collaboration	Resources and Strategies
<p><b>Ensure that OER/ZTC is a part of every grant proposal that Cañada College submits, particularly for those grant opportunities that center around DEI and accessibility</b></p>	<ul style="list-style-type: none"> <li>Connect with all student services programs that apply for grants</li> <li>Apply for any state and federal grants that could be applied to OER/ZTC materials</li> <li>As needed, expand to district partners</li> </ul>	<ul style="list-style-type: none"> <li>VP AS, VP SS, VP I</li> <li>Various grant-funded programs</li> <li>IASW, EVC-Educational Services</li> </ul>	<p>As needed, with each new grant proposal written</p>	<ul style="list-style-type: none"> <li>OER/ZTC Coordinator collaborates with various student support groups</li> </ul>



<b>IDEA-related OER workshops</b>	<ul style="list-style-type: none"> <li>• District-wide workshops on how OER/ZTC encourages DEI pedagogy/ andragogy</li> <li>• Showcase materials, encourage adoption</li> </ul>	<ul style="list-style-type: none"> <li>• TASW</li> <li>• Flex Day Coordinators</li> </ul>	On-going, at least 1-2 workshops per academic year	<ul style="list-style-type: none"> <li>• Collaborate with TASW for district-wide conversations</li> <li>• Collaborate with outside organizations, such as Open Global, to add perspective</li> </ul>
<b>Student focused outreach</b>	<ul style="list-style-type: none"> <li>• Have students in specific courses that use OER write thank you notes to their faculty for using OER</li> <li>• Create poster and posted on the walls outside classrooms/offices</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty using OER</li> <li>• Students in courses using OER</li> </ul>	On-going, including reporting to the ASCC at least once per semester	<ul style="list-style-type: none"> <li>• Funds needed for posters and printing, incentives for students (gift cards, swag, etc.?)</li> <li>• Include poster/thank you links in one of the weekly President newsletters</li> </ul>

Sarah invited members of the committee to add comments throughout the document. Karen shared how wonderful this project is and stated how she is reminded that it would be great to get the strategies and goals in to the EMP discussions. Alison Field shared that this is very important work, and shared that she does have a few concerns. First, she stated that she does not like how it appears to monetize classes in web schedule that some classes are listed as zero or low cost and by implication, she assumes that students may see the other classes as high cost. Alison stated that it can be challenging to find materials for certain courses and it is also important for students to be exposed to diverse voices and to support authors, so the need for balance where consideration of reducing cost for all students as she worries about this creating the perception of a hierarchy of classes, where students seek to find the least expensive option, when in fact, they may be more interested in the content or curriculum of a course that appears to them as high cost.

Sarah added that she appreciated the feedback, and this is something that students do, however, she has seen that students appreciate and enjoy taking all types of courses, and that sometimes, it comes down to what they can simply afford. By state mandate, we are required by law to indicate when courses are being offered as zero cost currently. If most if not all of a wide variety of courses can be at least low if not zero cost, more students will be able to afford the necessary curriculum that also appeals to them.

Diana added that good points were made, and that it can be challenging with higher level courses to find open resources, however, there is a big movement to incorporate more DEI into the materials. Sarah added that the last two rounds of OER funding from the state has to do with projects that are lending to these pieces. More projects are in process that will

assist in addressing some of these concerns. Susan concurred with Alison and shared that it can be a challenge to find some low cost alternatives for her courses, stating that some preferred textbooks are not in fact low cost, but that the reason they are such useful resources is because people were paid to create them and keep them updated. Susan asked if Sarah sees some disciplines remaining in the higher cost realm because of this.

Sarah shared that most OER resources are those that faculty have been paid to create and more and more are being updated. She acknowledged that there will likely always be some disciplines where this transition will be more challenging. Susan added that she is genuinely looking forward to working on this and taking advantage of workshops and offerings on the topic. Susan added that for one of her books in particular, it is so far off the charts better than anything else she has found and students read and appreciate the content offered, and this is why she personally struggles with this initiative when considering that this book is not low cost.

Sarah added that an overarching theme that is often considered is that a number of students drop the course within the first couple of weeks because they know they cannot afford the text, and this is one reason to try to make this as large of a movement as possible to align low cost materials with those that faculty are happy to use and see positive results with, however, there will be gaps. The majority of the courses is the goal.

David Eck added that a weak spot of OER resources is translations, and he encourages the group to buy copies of these books to lower the cost and over time, make the books available on reserve. This is something that he has considered with Philosophy, to try to use resources slowly over time, especially for a course that may run one semester at a time for example. Sarah shared that some schools have been purchasing materials for entire courses, but that there have been some issues with this as well including editions becoming outdated. Alison shared that she would like to see the college be more intentional and strategic that the ultimate goal is reducing costs for students and one way to do that is by reducing the cost of course materials. Alison shared that for one of her courses, the book costs \$42 which is over the \$40 threshold of low cost and asked if there was some way the college could subsidize the budget for course books for classes that the school wants to target to for example, bring more culturally rich texts to the curriculum.

Sarah agreed that there is a balance that needs to occur, however, the bookstore side of the piece is something that the faculty cannot necessarily control. Jessica thanked the team for their presentation and stressed the importance of discussing these items for our students. Tammy thanked the team for their presentation and shared that

ultimately this is something that will benefit the college and the student population. Sarah asked folks to email her with any comments/questions/concerns.

#### **4) Guided Pathways Faculty Coordinators Request for Reassigned Time (out of cycle)**

- **Interest Area Faculty Leads**
- **Success Team Counselors**

Jessica reminded the committee of the process that will be followed in a typical cycle review and what the committee can expect in reviewing these two positions, as this is an out of cycle addition. Jessica reminded the group that the committee reviews and considers the applications as written and will then vote for their recommendation to support or not support each position.

- **Success Team Counselors**

The committee asked why the GP team is asking for release time for these roles, as opposed to these duties being part of the normal assignment. Jessica asked for clarification if the counselors are providing counseling within their interest areas/success teams, and if they are being taken out of general counseling. Max Hartman shared that there are some counseling assignments that predate him that seem like they would be a good fit for the reassigned time process and his intention this semester is to engage with counselors to have a conversation about which of these roles would make sense in terms of creating parity and equity across faculty ranks which would be appropriate for the reassigned time process. Max shared that it is his understanding that in the past, some counselors have been given reassigned time through GP and also informal assignments for counselors have been established to be a GP lead and this semester, in coordination with language in the MOU regarding no more than two high volume activities. The way this position was written is intended to shepherd, coordinate, and work closely with the interest area success teams to move the work that is happening in those areas forward.

Alex Claxton asked if the release time is for counselors to be able to do other things outside of counseling students. Max shared that what is lacking is the coordination component, and to carve out time for the counseling faculty, separate from their counseling duties, to support the structure of the success teams through coordination. Manuel added that the hope is that as GP transitions from the end of the implementation cycle into more of a sustaining cycle, retention specialists will do much of the case management to work with the data regarding student results in a particular interest area, and moving forward, ensuring retention specialists and counselors are meeting weekly to understand that data encompasses counselor coordination so that interventions or counselor motivated/resourced opportunities are incorporated. The feedback received from counselors who have been doing some of these pieces during the 5 year building phase is that it is more of a time commitment than they currently have available and it requires more thoughtful planning in a regular capacity with the rest of the team.

James asked if there is confusion between “reassignment” and “assignment” as what Max and Manuel described are very important duties, and outlined that developing a

regular system for case management appears clearly delineated in the regular duties for counselors. James also shared that he is in charge of a success team, and this has not come up in conversation thus far and asked for clarification regarding the Counseling Dean advocating for success teams to have counselors without all parties involved in success team work talking through how best to operationally organize this, including who these folks would report to. Max shared that all counselors report to him as the Dean as their direct supervisor, and his assumption is that will continue but that this can be discussed to ensure the most effective structure in terms of roles. Max shared that in the contract, counselors are scheduled for 30 hours a week, and 22 of those are for direct contact hours, which is counseling appointments. Those other 8 hours are not for coordination but rather professional responsibilities/researching/following up/completing case notes regarding counseling appointments. Professional responsibilities that will be moving forward as part of the professional responsibilities plan will be outside of the 30 scheduled hours. Max shared that informal assignments can sometimes take away from the counselors' scheduled time, and therefore, he would like to formalize these assignments and argue that reassigned time does appear to meet these needs. Formalizing these opportunities will allow for clarity in expectation of duty.

Jessica added that it may be beneficial to clarify the difference between the process and the application that the committee received and reviewed. Manuel added that success teams and the process and operation has been a part of steering committee conversations for some time and at the end of last calendar year, priority action items were defined and teams from the steering committee were assigned to then dive deeper into the details and bring back information to the steering committee. Max added that all counselors wear multiple hats, and a goal is to ensure we are providing equitable supports for our interest areas, and that includes general counselors who will support all interest areas to ensure they are kept informed. The idea is to provide more structure so that counselors have a lead in each interest area to support the success team in a more intentional way and providing that time within their schedule. Max shared that the idea is that we will see the interest area success teams begin to operate more and more like emerging programs that will provide support for every student on the campus.

James again brought up the difference between assignment and reassignment, and stated that from his perspective, it seems like advocating through program review for additional counseling resources seems like the appropriate way forward. Max clarified that different roles in counseling have different historical backgrounds, and it no longer seems feasible to move forward with this informal assignment format. David Eck shared that Academic Senate is happy to assist in this process.

**Motion** – To support this position as written (2 committee members)

**Discussion** – none

**Abstentions** – 3 committee members

**Opposed**- 6 committee members

**Approval** – not approved

- **Interest Area Faculty Leads**

Tammy highlighted a question that asked what the relationship between the counselors and interest area faculty leads would be. Manuel clarified that the amount of reassigned time would be .2 per person for the year. Denise Erickson shared her personal experience being in her role. Tammy and Jessica stressed the importance in process in allowing for justification of the amount of reassigned time requested. Diana asked for clarification about completing a program review for GP, and if that was tied to the resource request process. Manuel added that there are inherent pieces tied back to program review. Karen added that to her knowledge, there has been no recommendation that interest areas would go through program review, and that part of this role would be to further discuss that piece. Allison Hughes added that there were not many duties listed in the application for this position, and if this would go through program review, it would not occur until the fall 2023. Allison added that administrative program reviews do exist if SSPC or IPC are not the correct place for the program review to be housed for this role. James mentioned that the duties are very general and that previously they were much more detailed and asked why that was the case. Denise added that if these faculty lead positions move forward, that there is more focus on instruction and working on ways to support faculty learning around the interest area principles. Denise added that this seems different from what was discussed, and Karen noted that what was shared was not what was submitted to her knowledge. Karen shared that what was submitted is not what the steering committee and faculty leads agreed upon to her knowledge. Jessica and Tammy shared that the vote must occur with the documentation that was submitted, and which the committee reviewed.

**Motion** – To revisit this application via email and vote once the correct application is received and reviewed by the committee, also via email, by a specific deadline: M/S: Alison Field/Karen Engel

**Discussion** – none

**Abstentions** –none

**Opposed-** none

**Approval** – approved

Note: Committee was sent the correct application to review on 3/11. Committee was asked to vote by 3/17, end of day. Updated motion is as follows:

**Motion** – To support the position application as written (8 committee members)

**Discussion (via email)** – 2 comments received: “I support the requests with reservations about the scope. I would hope that if approved, the scope can be refined or items prioritized—given the variety of GP activities in the work and in the context of recent personnel/leadership changes” and “The scope of work was not revised from last year despite receiving feedback from the faculty leads. I would recommend to support this position if they worked with the lead faculty, lead deans, GP advisory group, etc. to clearly identify the duties and priorities of these positions. I am not sure why this hasn’t already been done.”

**Abstentions** – none

**Opposed-** 1 committee member  
**Approval** – approved

**5) Program Review College-Wide Timeline & IPC Dates for 2022-2023- tabled**

**6) Reminder:**

- Instructional Program Review Presentations at IPC on Friday, March 18<sup>th</sup> (\*presentations start at 9am):
  - Astronomy & Physics
  - Biological & Health Science
  - Computer Science
  - Cooperative Education
  - Chemistry
  - Education & Human Development
  - Honors Transfer Program

**7) Good of the Order**

**8) Adjournment**

**Motion** – To adjourn the meeting: M/S: Alison Field, Jessica Kaven

**Discussion** – none

**Abstentions** – none

**Approval** – approved unanimously

a) Meeting adjourned at 11:37 am.