OER COMMITTEE MEETING MINUTES

Thursday, December 2, 2021 | 12:45 PM
Present: Lucha Arevalo, Erin Irwin, Brian Young, Esmeralda Cazarez, Michelle Pilati, Patricia Hughes, David Lindy, Sheila Lynch, Karen Gottlieb

Called to order 12:48

Location: https://cccconfer.zoom.us/j/98498562512

1. WELCOME AND INTRODUCTIONS
   A. Brown Act - AB 361 – State of Emergency & Teleconferencing – Moved by Erin Irwin
   B. Approval of the Agenda – Moved by Erin Irwin, Second by Patricia, 5 Approved 1 Abstention

2. APPROVAL OF THE NOVEMBER 4, 2021 MINUTES – Moved by David, Second by Patricia Second

3. COMMITTEE MEMBER UPDATE
   A. Dean of Library and Instructional Support
   B. Arts and Cultural Programs
   C. Behavioral and Social Sciences – No Update
   D. Career and Technical Education – No Update
   E. Communications and Languages
   F. Counseling
   G. Kinesiology, Dance, and Athletics
   H. Library
   I. Math, Science, and Engineering – Possibly use COVID funds to print OER texts for library
   J. Health Sciences and Nursing
   K. Public Safety and Administrative Justice
   L. ASRHC Representative – No Update

4. OER BY-LAWS
   A. Draft of Bylaws (Appendix A) – Move to accept by Brian, Seconded by David
      • Lucha proposes changes to Section 2.
         o A. Strike “and the majority shall be full time faculty.”
         o Need to find language to define when we need quorum (not to meet, but to make decisions).
         o What makes quorum? 2/3? We need to look at Senate’s by-laws.
         o C. Strike “strive to.”
         o C. strike “part time faculty.”
         o D. Add “academic” before year.
         o E. Specify “no later than 72 hours prior”
      • Lucha proposes changes to Section 3.
         o Lucha suggests that the chair is required to report at Senate. Erin disagrees that it should be required. Lucha suggests to make it a requirement for the chair but specify that another member can report if possible.
         o E. Strike this point. Academic Senate President let us know that this committee will not award grants. Sheila also believes this task is much too large for this committee. Michelle suggests that we
say “we participate in the review and awarding grant funds for OER as appropriate.” Sheila suggests that this committee should be the first resource for large OER work.

- Michelle clarifies that we set our own goals. The By-Laws describe how you work not what you do. She suggests that we use the beginning of next semester we set our goals.
- Sheila notes that we used the QFE to work through how to institutionalize OER.

- Note: Add ASCCC Rep to Committee Members Updates and email information.

- Sheila suggests that we make reviewing the By-Laws draft homework. We will each prioritize the parts of the draft to address.

- In addition, Sheila suggests a second reading so that all members can participate.

5. QUALITY FOCUS ESSAY
   A. QFE as submitted to ISER June 2021 (Appendix B)
      - Currently, the QRE says what should be done, but it does not say how it will be done. We need to specify the jobs that need to be done and who will do it. Oversight needs to be spelled out.

      - Our work would produce a resolution for Senate to pass to urge administration in a certain direction to institutionalize OER.

6. OER DEVELOPMENT INITIATIVE
   - We are in a holding pattern because of the review process. There are several people who need to be a part of that process. A proposal needs to go to VPAA to get funds for people to do the review process.
   - Sheila needs help putting together the proposal on how to compensate reviewers for each course.
   - POCR certified instructors may be able to help review accessibility.
   - Michelle and Erin will help Sheila with the proposal.
   - Webinar on Friday about equity in OER. Michelle Pilati one of the leaders.

7. ASCCC OERI
   A. ASCCC OER Fall Plenary 2021 Resolutions (Appendix C)
      - Plenary focused on definition of Low-Cost texts.
      - Request for proposals from this week. Informational webinars are being held on the application process to help faculty submit great proposals. Due end of January. (Must have collaboration, IDEA component required)
      - The ASCCC OERI is a bigger project than the Rio Hondo OER Dev. Initiative. It spans a year with very specific deadlines.
      - In BSS there’s a need for OER in ethnic studies, which is a new requirement.

8. RHC ACADEMIC SENATE
   - No Update

9. RHC LIBRARY RESEARCH GUIDE
• Added ASCCC OERI prominently in the lib guide.
• Vann proposes CARES funds to print OER texts for library reserves.

10. OPEN FORUM – ANNOUNCEMENTS
• Specify job responsibilities for secretary and chair.
• All important information in SharePoint.
• Request that Rio students refresh the resolution on what students want on OER.

11. ADJOURNMENT
Adjourned at 2:07
Appendix A

Open Education Resources (OER) Committee Bylaws

Draft – November 22, 2021

ARTICLE I. MISSION

The Open Educational Resources Committee, a committee of the Academic Senate, meets to discuss current trends in utilizing open educational resources (OER), Zero Textbook Cost (ZTC), and Low Textbook Cost (LTC) in higher education, to keep abreast of California legislation regarding the use of OER, to encourage faculty in the awareness, adoption, adaption, creation, and exploration of OER, to monitor and recommend best practices of OER and to inform the Rio Hondo College campus of its findings through the Academic Senate.

ARTICLE II. MEMBERSHIP

Section 1. Committee Membership:

A. Management Representative (1)
   a. Dean, Library and Instructional Support

B. Faculty Division Representatives (11)
   a. Arts and Cultural Programs
   b. Behavioral and Social Sciences
   c. Business
   d. Career and Technical Education
   e. Communications and Languages
   f. Counseling
   g. Kinesiology, Dance, and Athletics
   h. Library
   i. Math, Science, and Engineering
   j. Health Sciences and Nursing
   k. Public Safety and Administrative Justice

C. Classified Representative (1) (Appointed by CSEA)

D. ASRHC Representative (1) (Appointed by ASRHC)

Section 2. Voting and Term Length:

A. All voting members of the OER Committee shall be faculty and the majority shall be full time faculty.
B. Faculty chairs of committees shall be selected by majority vote from the membership of the committee.
C. Non-voting membership will strive to include students, classified staff, part time faculty and administration.
D. Term length shall be one year.

ARTICLE III. MEETINGS AND RESPONSIBILITIES

Section 1: Meetings:

A. Committees shall meet, at a minimum, once a month during the academic year.
B. Meeting dates must align with the RHC calendar.
C. Meetings and agendas shall be announced to committee members no later than 72 hours prior.
D. A quorum of the OER Committee shall consist of 50% of members plus one.
E. Meeting agenda and minutes shall be posted on the committee website in a timely manner.

Section 3. Responsibilities:

A. Report regularly to Academic Senate on all relevant issues.
B. Submit actions related to academic and professional matters for Academic Senate review and approval.
C. Uphold the Academic Senate Constitution and Bylaws.
D. Stay current and support compliance with legislation related to the use of OER and OER related materials.
E. Reviewing and awarding grant funds to faculty for OER creation.
F. Explore funding sources for OER awareness, adoption, adaption, and creation.
G. Recommend, develop, and implement strategies that increase adoption of OER resources by faculty at RHC in lieu of commercially published resources.
H. Leverage OER to reduce the cost of textbooks and other course materials for students while maintaining or improving the quality of learning.

Section 4. Chair Responsibilities:

A. The chairperson will plan and schedule committee meetings, facilitate committee meetings, prepare and distribute minutes of meetings, distribute material to the committee to keep members informed, update the committee website in a timely manner, and report to the Academic Senate on behalf of the committee.

ARTICLE IV. DEFINITIONS

Section 1. Open Educational Resources (OER)

A. Open Educational Resources are high-quality teaching, learning, and research materials that reside in the public domain or have been released under an intellectual property license that permits their free use and repurposing by others. OER include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge. (Source: William and Flora Hewlett Foundation)

Section 2. Zero Textbook Cost (ZTC)

A. [Definition needed]
Appendix B

In several of the recently published OERs I have read, a general introduction that includes the intended outcomes and the anticipated impact on student learning/achievement precedes descriptions of the several projects and project timelines themselves. In the following draft, in addition to the OER project description/narrative, I’ve included the hoped-for outcomes and impacts of the project; if our OER also will have a general introduction, then these outcomes and impacts could be incorporated there, and of course I am happy to help with this portion of the essay once others begin writing it. (BTW, special thanks to Alice, who helped me tremendously with the matrix and shared some observations that I shamelessly lifted nearly verbatim and plugged in below.) —MG

Project Description: OER

Rio Hondo College will continue recent RHC Academic Senate- and student government-endorsed efforts to increase faculty adoption/creation of and student access to high-quality, low- or no-cost open educational resources (OER) to reduce the cost of textbooks and instructional materials. Driven by Rio Hondo’s OER Committee, the College’s 2020–21, CARES Act-funded initiative to expand and increase OER utilization via stipends awarded to faculty adopters will serve as a foundation to these efforts, as the project will seek to continue and expand upon activities first undertaken as part of this action.

Keeping in mind the ways in which reducing or eliminating costs associated with commercial textbooks and instructional materials can help bring down barriers to student enrollment, access, and success—and the potential OER have to represent more focused, topical, local, and/or culturally relevant material that aligns with the Rio Hondo’s mission and values—activities will include communicating to current and potential students via the College schedule and the bookstore those course sections that utilize OER; investing in marketing and outreach to current and potential students that takes up low- or zero-cost programs; and ensuring quality and appropriateness of OER (as is done for commercial textbooks and instructional materials). The College will also seek to increase department-level adoptions, and to institutionalize processes by which awareness about and the adoption/creation of OER is encouraged and supported. To these ends, efforts will include selecting OER as a core professional development theme for the campus, and offering ongoing, OER-related professional development; training RHC librarians to support faculty in the discovery and/or adoption/creation of OER; updating the curriculum process to include OER; implementing OER as a way to support enrollment management; and providing District funds and resources to support OER institutionalization as needed.

While, again, the main or immediate “point” of OER is—as the College Textbook Affordability Act of 2015 (AB 798, Bonilla) has it—“to reduce costs for college students,” given the high percentage of RHC students who live at or below the poverty level, the intended impacts of the activities that comprise the OER project are to increase access, and the likelihood of success and achievement, by telegraphing to current and potential students low- or no-cost options to join course sections and programs that utilize OER. (The idea is if instructional materials costs are obviated by OER, students needn’t worry about how they will afford to join a given course; they are therefore less likely to drop out and more likely to complete, and this change has the potential
to increase FTEs.) Measuring the efficacy of project efforts will require include help from the Offices of Instructional Research and Planning with information provided by Instructional Operations (i.e. Scheduling) and counselors, and student surveys and focus groups.

Responsible Parties: Bookstore and Office of Marketing and Communications, Department of Instructional Operations in collaboration with the Office of Instructional Research and Planning; Staff Development, OER, and Curriculum Committees; VPAA and academic deans.

Timeline: Fall 2021 – Spring 2024

**Project Outcomes: OER**

The proposed OER project is intended to achieve these outcomes:

- Institutionalize OER via (a) District-funded, campus-wide professional development; (b) a modification of the curriculum process to include OER; and (c) the incorporation or implementation of OER to support enrollment management. The College will consider this outcome successful if [x] of professional development activities are offered to at least [x] participants in Fall 2021 and Spring 2022, and if by Fall 2022 OER has become part of the curriculum process and RHC’s enrollment management plan.

- From Fall 2023 until the conclusion of the Spring 2024 semester, ensure department-level OER adoption by seeking an [x%] increase in the number of faculty engaged with developing and using OER, (b) an [x%] increase in the number of CRNs that utilize OER materials, and (c) an [x%] increase in the number of unit and program plans and program reviews identifying increased OER offerings as a goal.

- Improve student access and success through the provision of OER—and by communicating to students via the bookstore and schedule which courses and programs have low- and no-cost materials—measured by the percentage of students enrolling and completing OER sections (to be determined via survey) and decreasing overall cost to students to complete a course or program (to be determined by comparing pre- to post-OER material costs in select courses/programs).

**Impact on Student Learning/Achievement: OER**

Rio Hondo College expects that increasing the number of course sections and programs that utilize OER—and increasing potential and current student awareness about what OER is and which sections and programs utilize low- and no-cost OER—will increase enrollment, retention, and completion of those low-income students for whom instructional materials are cost-prohibitive.
## Rio Hondo College Accreditation 2022: QFE Project Matrix

<table>
<thead>
<tr>
<th>Objective 1: Institutionalize OER</th>
<th>Responsible Area/Staff</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome Measure 1a:</strong> # of PD activities offered and participants</td>
<td>- Staff Development Committee</td>
<td>Fall 2021, Spring 2022</td>
</tr>
<tr>
<td><strong>Outcome Measure 1b:</strong> Incorporation of OER in the curriculum process and in enrollment management plan</td>
<td>- Curriculum Committee - VPAA</td>
<td>Fall 2022</td>
</tr>
</tbody>
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**Activities:** Select OER as a core professional development theme for the campus; Update or modify the curriculum process to include OER, and implement OER as a way to support enrollment management; Provide budget and resources to support OER institutionalization as needed.

**Resources:** CCC (state-level) PD offerings; RHC Staff Development Committee; Curriculum Committee; Enrollment Management Task Force.

<table>
<thead>
<tr>
<th>Objective 2: Department-Level Adoptions</th>
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<tbody>
<tr>
<td><strong>Outcome Measure 2a:</strong> # of faculty engaged with developing and using OER materials</td>
<td>- Faculty</td>
<td>Fall 2023 – Spring 2024</td>
</tr>
<tr>
<td><strong>Outcome Measure 2b:</strong> # of CRNs with OER materials</td>
<td>- Faculty</td>
<td>Fall 2023 – Spring 2024</td>
</tr>
<tr>
<td><strong>Outcome Measure 2c:</strong> # of program plans, reviews, and unit plans identifying OER as a goal</td>
<td>- Faculty - Deans</td>
<td>Fall 2023 – Spring 2024</td>
</tr>
</tbody>
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**Activities:** Offer ongoing professional development in OER (equity benefits, discovery, and adoption of materials); Train librarians to support faculty with OER; Senate resolution to support faculty use of OER.

**Resources:** RTTLI; RHC Library; Cal-OER; Vision Resource Center; Curriculum Committee; RHC Staff Development Committee.

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<th>Objective 3: Increase Student Access and Success</th>
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<tr>
<td><strong>Outcome Measure 3a:</strong> % of students enrolling and completing OER sections</td>
<td>- Scheduling Office - Counselors</td>
<td>Fall 2022</td>
</tr>
<tr>
<td><strong>Outcome Measure 3b:</strong> Decrease overall cost to students to complete a course or program</td>
<td>- IRP Office - Bookstore</td>
<td>Fall 2021 – Fall 2024</td>
</tr>
<tr>
<td><strong>Outcome Measure 3c:</strong> Quality OER materials that support the course and/or program outcomes</td>
<td>- Faculty</td>
<td>Fall 2022</td>
</tr>
</tbody>
</table>

**Activities:** Clearly communicate OER sections to students (i.e., via the schedule and at the bookstore); Ensure quality and appropriateness of OER materials as is done for commercial textbooks; Marketing and outreach to students for low- or zero-cost programs.

**Resources:** Bookstore; Instructional Operations (Scheduling) Office; Curriculum Committee; Marketing/Communications.
Appendix C

ASCCC OER Resolutions for 2021
Fall Plenary

Consent Calendar resolutions and amendments are marked with an *.

*7.01    F21 System-Level Zero-Textbook-Cost Resources
*17.01   F21 Local Senate Policies Regarding Textbook Adoption

3.04 F21 Develop Statewide Recommendation for Definition of Low-Cost Course Materials

Whereas, The Academic Senate for California Community Colleges supports efforts to increase student access to high-quality open educational resources and reduce the cost of course materials and supplies for students in course sections for which open educational resources may not be available to accomplish zero cost for students and encourages colleges to implement a mechanism for identifying course sections that employ low-cost course materials (Fall 2017, Resolution 13.01);

Whereas, Recognizing the need for an alternative to the legislated zero-cost designation (California Education Code §86406.9), some colleges and districts have implemented a low-cost designation with the definition of low-cost not being readily available or varying between less than $30.00 to less than $50.00;

Whereas, Efforts to mark course sections as zero-cost or low-cost should be informed by students’ perspectives since the designations are intended to inform students of the financial burden of a given course section; and

Whereas, Students may register for courses at more than one college, and various definitions of low-cost at different institutions can be confusing and even misleading for students;

Resolved, That the Academic Senate for California Community Colleges work with the Student Senate for California Community Colleges and California Community Colleges Chancellor’s Office to identify a recommended definition of “low-cost” to be considered for adoption throughout the California Community College system.

3.05 F21 Zero Means Zero Textbook Cost

Whereas, Zero-Textbook-Cost (ZTC) refers to instances in which textbooks are available to students at no cost, and California Education Code §66406.9 requires that California community colleges “Clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials,” providing a mechanism for marking course sections that are zero-textbook-cost;
Whereas, California Education Code §78052, which originally established a zero-textbook-cost degree grant program in the California Community Colleges system, states that “Zero-textbook-cost degrees” means community college associate degrees or career technical education certificates earned entirely by completing courses that eliminate conventional textbook costs by using alternative instructional materials and methodologies,” and the California Community Colleges Chancellor’s Office has recommended that future ZTC funds should “ensure the ZTC programs and courses are truly zero cost to the students by eliminating hidden costs” (Zero-Textbook-Cost Degree Grant Program Legislative Report, CCCCCO 2020);

Whereas, The 2021 revisions to California Education Code §78052 redefine “zero-textbook-cost degrees” to allow for “low-cost” to be recognized as “zero” in ill-defined instances, stating, “For purposes of this paragraph, “zero-textbook-cost degrees” may include a low-cost degree option if a no-cost equivalent option is not available or cannot be developed”; and

Whereas, While open educational resources (OER) provide a mechanism to reduce or eliminate costs for instructional materials and textbooks, in some instances eliminating costs using OER is not possible because instructional resources require the use of such works as photographs, literature, and other materials that are under copyright;

Resolved, That the Academic Senate for California Community Colleges work to further communicate that zero-textbook-cost has a clear and specific meaning by affirming California Education Code’s original definition of zero-textbook-cost that refers to “courses that eliminate conventional textbook costs by using alternative instructional materials and methodologies,” and recognize that a variety of approaches can be used to bring course costs for students to zero, including college library subscriptions, purchasing access to copyrighted resources, and purchasing print resources;

Resolved, That the Academic Senate for California Community Colleges recognize open educational resources as the preferred and most sustainable mechanism for eliminating course costs but acknowledge that instances will arise in which eliminating costs is not possible;

Resolved, That the Academic Senate for California Community Colleges assert that while open educational resources can reduce or eliminate instructional materials and textbook costs, resources should be dedicated to convening discipline faculty to determine the most sustainable mechanisms for reducing the costs of course resources; and

Resolved, That the Academic Senate for California Community Colleges encourage the use of approaches that significantly reduce course resource costs such that course sections with a low-cost can obtain zero-textbook-cost status by virtue of the cost being absorbed by the college, district, or the state.
+3.05.01 F21 Amend

Amend the 3rd Resolved

Resolved, That the Academic Senate for California Community Colleges encourage the use of approaches that significantly reduce course resource costs such that any course sections with a low cost can obtain zero-textbook-cost status by virtue of the cost of resources for that course being absorbed by the college, district, or the state.

Contact: Sheila Lynch, Rio Hondo College, Area C

*7.01 F21 System-Level Zero-Textbook-Cost Resources

Whereas, The legislative intent of California Education Code §78052 is “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”;

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,” “ensure compliance with the federal Americans with Disabilities Act (Public Law 104-197) and the federal Copyright Act of 1976 (Public Law 94-553),” “develop and implement a degree that other community college districts can use or adapt,” and “ensure faculty shall have flexibility to update and customize degree content as necessary within the parameters of this program”;

Whereas, The option to update and customize course content is only available when course resources are openly licensed; and

Whereas, Accessibility and licensing concerns may be barriers to resource adoption, curation, and development;

Resolved, That the Academic Senate for California Community Colleges request that the California Community Colleges Chancellor’s Office, as part of the Zero-Textbook-Cost Degree Program, explore the provision of centralized accessibility and licensing support to local colleges and districts.

13.01 F21 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 Academic Senate for California Community Colleges 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 Academic Senate for California Community Colleges encourage local academic senates to urge faculty to submit their course resource information in a timely manner, regularly check the class schedule to ensure their sections are marked with a zero-cost or low-cost icon if appropriate, and ensure that their textbook and class resource information is clear and accurate.

**13.01.01 F21 Amend 13.01**

Delete the Current Resolved

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to urge faculty to submit their course resource information in a timely manner, regularly check the class schedule to ensure their sections are marked with a zero-cost or low-cost icon if appropriate and ensure that their textbook and class resource information is clear and accurate.

Add a new Resolved

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to remind their constituents that the accuracy and timeliness of information in the schedule of classes helps their students succeed, especially for all zero and low-cost designated courses, and develop processes to support this effort.

Contact: Gregory Beyrer, Cosumnes River College, Area A

**17.01 F21 Local Senate Policies Regarding Textbook Adoption**

Whereas, Faculty have both the academic freedom to select the course materials they deem most appropriate (Resolution 19.01 F04) and the responsibility to consider the cost burden as they do so (Title 5, § 59404);
Whereas, Provisions of the Higher Education Opportunity Act 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 used for preregistration and registration purposes";

Whereas, California Education Code §66406.9 requires the California Community Colleges to "clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to students and may have a low-cost option for print versions"; and

Whereas, Students who register for a course and act on the available course information, purchasing a nonreturnable text or choosing a section that is identified as no-cost or low-cost, should not be negatively impacted in the event that the instructor of record changes;

Resolved, That the Academic Senate for California for Community Colleges provide guidance to local academic senates in developing policies that both protect students and uphold academic freedom in cases where changes to faculty class assignments result in changes in required course resources by Fall of 2022, and

Resolved, That the Academic Senate for California for Community Colleges encourage local academic senates to adopt policies that both protect students and uphold academic freedom in cases where changes to faculty class assignments result in changes in required course resources.