Chaffey College
Academic Senate

ACADEMIC SENATE MINUTES
SEPTEMBER 14, 2021

Name	Position	Term	Attendance
Neil Watkins	President	2021-2023	P
Sarah Cotton	Vice President	2021-2022	P
Elizabeth "Liz" Encarnacion	Secretary/Treasurer	2021-2022	P
Angela Burk – Herrick	Curriculum Chair	2021-2023	P
Tracy Kocher	Business & Applied Technology	2020-2022	P
Bruce Osburn	Business & Applied Technology	2021-2023	P
Daniel Bentum	Chino/Fontana	2020-2022	A
Tara Johnson	Chino/Fontana	2021-2023	P
Lisa Doget	Health Sciences	2020-2022	A
Jayne Clark-Frize	Health Sciences	2021-2023	P
Christina Holdiness	Instructional Support	2020-2022	P
Mary Jane Ross	Instructional Support	2021-2023	A
Jeff Harlow	Kinesiology, Nutrition & Athletics	2020-2022	A
Elaine Martinez	Kinesiology, Nutrition & Athletics	2021-2023	P
Elizabeth "Liz" Encarnacion	Language Arts	2020-2022	P
Steve Shelton	Language Arts	2021-2023	P
Mark Gutierrez	Mathematics & Science	2020-2022	P
Elizabeth Cannis	Mathematics & Science	2021-2023	P
Dan Kern	Social & Behavioral Sciences	2020-2022	P
Pak Tang	Social & Behavioral Sciences	2021-2023	P
Jackie Boboye	Student Services	2020-2022	off contract
Michelle Martinez	Student Services	2021-2023	P
Erik Jacobson	Visual & Performing Arts	2021-2022	P
Patrick Aranda	Visual & Performing Arts	2021-2023	P
Robin Witt	Senator-At-Large	2019-2022	P
Tamari Jenkins	Senator-At-Large	2020-2023	P
Sarah Cotton	Senator-At-Large	2021-2024	P
Vacant	Adjunct Senator-At-Large	2020-2022	
John Glass	Adjunct Senator-At-Large	2021-2023	P
Alternates			
William O'Neil	Business & Applied Technology	2021-2023	A
Manar Hijaz	Chino/Fontana	2021-2023	A
Jordan Hung	Health Sciences	2021-2023	A
Shelley Marcus	Instructional Support	2021-2023	P
Candice Hines-Tinsley	Kinesiology, Nutrition, & Athletics	2021-2023	A
Leona Fisher	Language Arts	2020-2022	P
Diana Cosand	Mathematics & Science	2021-2023	P
Sergio Gomez	Social & Behavioral Sciences	2020-2022	A
Myra Andrade	Student Services	2021-2023	P
Leta Ming	Visual & Performing Arts	2021-2023	A
Patty Peoples	Adjunct Alternate Senator	2021-2023	P
Hope Ell	Classified Senate Liaison	2021-2023	P

Guests:

Nicole DeRose, (IPP) Faculty Senate, Accreditation Faculty Tri-Chair, Biology, M&S

Eric Houck, Executive Director, Information Technology

Laura Hope, Associate Superintendent, Instruction and Institutional Effectiveness

Emilie Koenig, English, Language Arts

Tina Kuo, Biology, M&S

Lissa Napoli, Administrative Assistant, Academic Senate

Alisha Serrano, Director, Grant Management & Research

Kassandra Wilson, Nursing, HS

Angela Ybarra, President, Multicultural Club

1. P.E. (12:30 P.M.)

2. CALL TO ORDER (12:35 P.M.)

   2.1 Remote Attendee Identification

3. PUBLIC COMMENT (Reserved for Guests only and limited to two minutes.)

4. APPROVAL OF AGENDA

- September 14, 2021
- **Motion for Approval** - Curriculum Chair Burk-Herrick moved to approve the 9.14.21 agenda. Senator Peoples seconded the motion. The motion was approved. 9.14.21, 21Y/0N/0A.

5. APPROVAL OF MINUTES

- September 7, 2021
- **Motion for Approval** - Senator Fisher moved to approve the 9.7.21 minutes as amended. Senator Clark-Frize seconded the motion. The motion was approved. 9.14.21, 17Y/0N/4A.

6. CONSENT AGENDA

   6.1 Faculty representatives who can no longer serve as follows:
   1. Professional Development Committee, Kenyon Callahan, Political Science, SBS

   6.2 Curriculum is asking that the Academic Senate endorse the course modifications that Curriculum presented below:

Course Modifications w/ DE:

BRDCAST-3	Introduction to Electronic Media
BRDCAST-55	Beginning Audio Production
BRDCAST-60	Beginning Single Camera Production
BRDCAST-62	Beginning TV Studio Production
BRDCAST-67	Beginning Radio Production
BRDCAST-70	Postproduction for Broadcasting & Cinema
BRDCAST-74	High Definition Cinematography
CINEMA-20	Screenwriting - Cinema

CINEMA-22   Introduction to Media Writing
CINEMA-25   Survey of World Cinemas
CINEMA-26   Survey of American Cinema
CINEMA-30   Beginning Motion Picture Production
CINEMA-80   Producing for Broadcast and Cinema
CINEMA-96   Internships in Cinema, Television or Radio
IETMECH-401 Robotics and Sequencing
MUSIC-98ABC   Independent Study: Music
SPAN-3SS   Spanish for Heritage Speakers I
SPAN-4SS   Spanish for Heritage Speakers II

Course Modifications:
DANCE-42   Dance Production I
DANCE-44   Dance Production II

Program Modifications:
Art   AA
Art - Ceramics Studio   AA
Associate in Arts in Communication Studies for Transfer AA-T
Associate in Arts in Spanish for Transfer   AA-T
Associate in Science in Business Administration 2.0 for Transfer AS-T

- **Motion for Approval -** Curriculum Chair Burk-Herrick moved to approve the 9.14.21 Consent Agenda. The consent agenda was seconded by Senator Shelton. The motion was approved. 9.14.21. 21Y/0N/0A.

7. REPORTS

7.1 President

7.1.1 Senate to committee connections

- Thank you volunteers for Committee Connections. Please try to remember to report back once in the fall and once in the spring. Email Neil and Lissa when you are ready to report (can happen at any time in the semester).
- Please do not forget to remember to upload your Vaccine card to the portal, even if you have emailed your card to the HR email.
  - https://www.chaffey.edu/coronavirus/docs/employee-faq-for-chaffey-college-covid-19-vaccine-mandate.pdf

- Enrollment is only down 3-4% this fall as compared to last fall, success rates as a college are "holding steady."

- Ontario Campus update: Corner of Ontario Ranch Rd. and Hamner Ave. in South Ontario is the location of the future campus.

- New procedures for reporting emergencies on campus: New process for mental health interventions instead of police officer intervention for mental health concerns that happen on campus locations.

- New Faculty Welcome hosted through In Space - a digital platform that fosters smaller collaborations and conversations.

- No meeting next week - No meeting Tuesday, Sept. 21, meetings will resume on Tuesday, Sept. 28

7.2 Vice President

7.2.1 Bookstore no new updates

7.3 Secretary/Treasurer

- No Report

7.4 Curriculum

7.4.1 Portal update

- Moving to a new portal! The current portal is set to expire at the end of the semester. The way we log in is going to stay the same, it will just look different.
- Current focus of the workgroup is on the student experience and design. Faculty and staff portal will just "roll over" until it can be the focus for redevelopment in the spring. Curriculum Chair Burk-Herrick went in and did preliminary work to establish what information is outdated so it is not rolled over. In the spring, a workgroup will be established to build and design the Faculty and Staff side of the portal.
- Curriculum Chair Burk-Herrick hopes to have a faculty workgroup in the fall to review the new portal design and will report back when that is ready.
- Immediate Past Faculty Senate President, Nicole DeRose added that the new portal would be a soft-launch where users can learn how to navigate through the new portal to get used to it.

7.5 Classified Senate Liaison, Hope Ell - No report.

8. GUEST(S)/PRESENTATION(S) - None.

9. UNFINISHED BUSINESS

10. NEW BUSINESS

10.1 Action Item: Sabbatical Leave Subcommittee Assignments: Readers have until Oct. 4 to review the report. Oct. 5 will be the presentation to the Senate.

- Mark Lewis: Senators Kocher, Clark-Frize, and Aranda
- Victoria Tulacro: Senators Shelton, Holdiness, and Fisher

Immediate past president DeRose recommended that reader workgroups communicate with one another to assign a point person to who will be contacting the individual being reviewed and gathering report materials to maintain consistency.

- Readers are required to immediately contact the writer, coordinate discussion amongst themselves, and bring recommendations, concerns, etc. to Faculty Senate NO LATER than September 30. The final voting date is Tuesday, October 5, and the final draft of the reports is due to the Office of Instruction by Friday, October 8.

10.2 Discussion Item: Textbook Transformation Project **-** Elizabeth Encarnacion & Emilie Koenig

- **Motion for Approval -** Senator Fisher moved to recommend to support the implementation of the "Textbook Transformation Project" in order to expand Zero and Low-Cost textbook options, courses, and GE pathways that advocate for the success, retention, and generational achievement of students of color and all students. The motion was seconded by Senator Holdiness. The motion was approved. 9.14.21. 20Y/0N/2A.

10.3 Discussion Item: Instructional rationale for paid office hours for all adjuncts

10.4 Discussion Item: Success Centers / return to campus - potential instructional impact from any quarantined employees

- As we return to campus and in-person services, it seems like there would be an increased likelihood that staff and faculty will be out because of quarantine and illness. There are concerns on how quarantine will impact SI leaders and PALs and other academic support services ability to benefit student academic continuity and success. This is a very small department with a very large responsibility to always have faculty coverage.
- Senator Marcus stated that it is a state law that if a library is open, there must be a librarian present. With the likelihood of librarians becoming sick and/or quarantining there becomes an issue in regards to staffing concerns that will arise when more in-person interactions on campus continue.
- Senator Jenkins expressed her thoughts that the vaccine mandate would theoretically help mitigate many covid-breakthrough cases that could potentially occur during the upcoming semesters and echoed the concerns regarding staffing and substitutes when illnesses occur.
- Guest, Laura Hope, stated that there will likely be a hybrid environment for spring semester and continuing into future semesters. The percentage of the hybrid style is not determined as of yet, and there will be additional in-person requirements that will differ from life "pre-pandemic." Communication planning is underway.

11. ANNOUNCEMENTS

11.1 Academic Senate for California Community Colleges (ASCCC) Information

11.1.1 **2021 Hybrid Fall Plenary Session**, Thursday, November 4 through Saturday, November 6. The 2021 Fall Plenary will be a hybrid event with an in-person option and a virtual-only option. Registration In-Person, $580. Deadline: Tuesday, October 12 by 5:00 PM. Registration Virtual-Only, $325.00. Deadline: Thursday, October 28 by 5:00 PM. *Click on the link for more information.*

11.1.2 **New Faculty Welcome** - Wednesday, September 29, 12:30 - 1:50 p.m. via <u>InSpace</u>. Come and

celebrate the new faculty at Chaffey College, while participating in one-on-one or group conversations in a virtual space. Interact and collaborate with new faculty seamlessly just as we would normally in a large venue on campus.

12. FLOOR ITEMS

13. ADJOURNMENT (1:55 P.M.)

The next Academic Senate meeting is scheduled for Tuesday, September 28, 2021.

Lissa A. Napoli, Recording Secretary

Elizabeth "Liz" Encarnacion, Secretary-Treasurer

FAQ for Chaffey College Employee Mandatory COVID-19 Vaccine Implementation Plan

Are Chaffey employees required to show proof of full COVID-19 vaccination?

Yes. All employees who physically enter or are required to or scheduled to physically enter any District campus facility, worksite, District-affiliated site, or District owned, operated, or leased facilities must provide valid documentation of "full" COVID-19 vaccination.

By when do I need to submit my proof of full COVID-19 vaccination?

If you are an employee who falls within the description, above, you must submit proof of "full" COVID-19 vaccination by **October 15, 2021.**

What if I am not currently working onsite and I need to retrieve items from my office, do I need to show proof of full COVID-19 vaccination before coming onsite?

Yes. You must submit proof of "full" COVID-19 vaccination by **October 15, 2021.**

What if I am not scheduled to physically enter a District campus facility, worksite, District-affiliated site, or District owned, operated, or leased facilities prior to October 16, 2021, but I am required to or scheduled to do so between October 16, 2021 and December 31, 2021?

In this unlikely scenario, you must provide valid documentation of "full" COVID-19 vaccination at least two weeks in advance of the date that you are required to or scheduled to physically enter any District campus facility, worksite, District-affiliated site, or District owned, operated, or leased facilities. Managers have been instructed to provide you with ample notice before scheduling you to physically enter the District.

What if I am not required to or scheduled to physically enter any District campus facility, worksite, District-affiliated site, or District owned, operated, or leased facilities until after December 31, 2021?

In this scenario, which likely includes a significant number of faculty currently teaching remotely, you will need to provide your valid documentation of "full" COVID-19 vaccination by **November 15, 2021.**

What if I will not be physically entering any District campus facility, worksite, District-affiliated site, or District owned, operated, or leased facilities until 2022, but would like to submit my proof of "full" COVID-19 vaccination before then?

Yes. You are welcome to submit your proof of vaccination at any time. The District encourages you to submit your proof of vaccination as early as possible.

What does it mean to be "fully vaccinated?"

A person is considered fully vaccinated after at least two weeks of completing a two-dose mRNA series (Pfizer or Moderna) or single dose of Johnson & Johnson's Janssen vaccine. (*See*, https://www.cdc.gov/coronavirus/2019-ncov/vaccines/reporting-vaccinations.html)

What is considered valid documentation (or proof) of COVID-19 vaccination?

Employees must present the completed Center for Disease Control Vaccination Record card issued as part of the COVID-19 vaccination process. Those who have misplaced their Center for Disease Control Vaccination Record card should first check back with the clinic, pharmacy, or hospital where they received the immunization, as they may have a record. If that isn't an option, the CDC recommends visiting the state health department's immunization information system, which may maintain vaccination records or information. Here is the information for California's Digital COVID-19 Vaccine Record portal:

Call: 800-578-7889

Web: California Statewide Immunization Information System

Email: CAIRHelpdesk@cdph.ca.gov

You can also contact Susan Hardie (Executive Director of Human Resources) at susan.hardie@chaffey.edu with any questions that you may have.

How do I submit my proof of COVID-19 vaccination?

1. Submitting proof of full COVID-19 vaccination is easy! Starting **Tuesday, August 31, 2021**, employees can submit via the **MyChaffey Log In.**
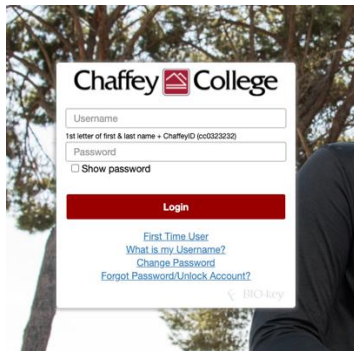
2. Once logged in, you will see this box with instructions on how to submit your proof of full vaccination.

For a video tutorial on how to upload your COVID-19 vaccination card, please visit the following link: **COVID-19 Vaccination Card Upload Tutorial**

I already submitted my proof of vaccination. Do I need to submit again?

No, any employee who has already submitted proof of full vaccination to HRDocs@chaffey.edu, Human Resources, Susan Hardie, or the MyChaffey portal does not need to resubmit documentation.

I submitted my proof of full vaccination. **What happens next?**

You are done! If there are any issues with your submission, an administrator will be in contact with you. For assistance, contact Susan Hardie at susan.hardie@chaffey.edu.

Can I request an exemption from the Mandatory COVID-19 Vaccine Policy?

If you believe you need an exemption from this COVID-19 Mandatory Vaccine Implementation Plan due to a medical reason or because of a sincerely held religious belief, you must request an accommodation by submitting an Exemption Request, which can be found at https://www.chaffey.edu/coronavirus/exemption-forms.php.

Send your completed Exemption Request forms to Susan Hardie at susan.hardie@chaffey.edu.

I submitted an Exemption Request form. What happens next?

Upon receipt of a valid and complete Exemption Request form, Human Resources will contact you to engage in an interactive process to determine if a reasonable accommodation can be provided.

I am pregnant. Do I need to show proof of being vaccinated?

Pregnant individuals may seek a deferral from the mandatory COVID-19 vaccine requirement through the duration of their pregnancy by completing and submitting a COVID-19 Vaccination Deferral Request for Pregnant Individuals Form, which can be found at https://www.chaffey.edu/coronavirus/exemption-forms.php. Pregnant individuals who submit this deferral form to Human Resources will be contacted with further direction.

Can I get a COVID-19 vaccination at Chaffey?

No. COVID-19 vaccinations are no longer currently available on-campus. To find a location to get vaccinated, use this website: https://myturn.ca.gov/

Academic Senate – Committees & Communication – 2021-2022

The Academic Senate (one or two senators per committee) will communicate with these committees that have strong or direct connections to the activities and responsibilities of the Senate (10+2).

committee	senator(s)
Accreditation Oversight Committee (7)	Nicole DeRose
Calendar Committee (11)	Mark Gutierrez
College Planning Council (7, 10)	Dan Kern
Curriculum Committee (1-5)	Angela Burk-Herrick
Distance Education Committee (1,5)	Sarah Cotton
Dual Enrollment Advisory Committee (1-5)	Michelle Martinez
Evaluation Procedures (6, 8, 11)	Steve Shelton
Guided Pathways Steering Committee (5, 10)	Angela Burk-Herrick
(formerly known as Enrollment & Success Management)	
Measure P (10, 11)	Dan Kern
Resource Allocation Committee (10)	Christina Holdiness
Outcomes & Assessment (4, 5, 9)	Angela Burk-Herrick
President's Equity Council (10, 11, 12)	Manar Hijaz
Professional Development Committee (8, 11)	Robin Witt
Program & Services Review (4, 9, 10)	Lisa Doget
Technology Committee (6, 11)	Bill O'Neil

Academic Senate activities & responsibilities (10+2):

https://www.chaffey.edu/faculty-staff/faculty-senate/index.php

List of committees:

https://www.chaffey.edu/faculty-staff/committees/index.php

The senator(s) should request

(1) name(s) of chair, co-chairs, or tri-chairs

(2) current roster

(3) meeting times, location, Zoom link, etc.

(4) mission statement

(5) 2 or 3 recent highlights, accomplishments, projects in progress, etc.

Terminology & Meaning

Open Educational Resources (OERs): Refers to textbooks, books, course shells in Canvas, and other materials that are open access (see also creative commons) It is one of the easiest methods to achieve a Zero Textbook Cost (ZTC), **but it's not the only method**.

Zero Textbook Cost (ZTC): It is a means of creating student equity, and it refers to a course that uses materials that cost little-to-nothing for students. It can include courses that have no textbooks; textbooks that are purchased via grants or other funding sources and provided free of charge or at extremely discounted rental rates; Articles, Books, and other materials made accessible through the Library, Learning Center, or Open Resource website with enough copies to be simultaneously used by all students; OER textbooks, books, or other course materials; or any combination of the above.

Low-Cost Textbook (LCT): The required instructional materials cost no more than a set dollar point. For example: $50 or less. To be designated as a Low-Cost course, the combined cost of the required course materials should be $50 or less. This includes all required instructional materials such as textbooks, websites, software programs, apps, courseware packages, access codes to homework websites, etc. This does not typically include course fees.

Low-Cost Coding Brief, Washing State Board of Technical Colleges   OER Libguide, Norco College

The Scenario

WHAT DO THE STUDENTS DO?

BUY NEW
One student ordered a new copy of the textbook off Amazon for $260. He isn't planning to sell it back, so he can freely highlight the text, make notes in the margins, and fold down pages.

RENT
Three students rented copies of the textbook for $42 each. They can't highlight or make notes in the book (or they'll be charged), and they'll have to return the book before the end of their class.

OLDER EDITION
One student bought an older edition of the textbook from a friend for $20. She finds it difficult to keep up with readings and homework because of changes to the new edition.
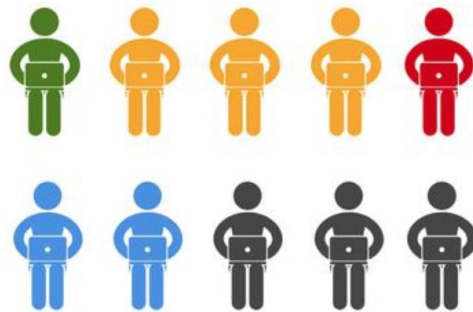
SHARE
Two students share a copy of the textbook that they rented, spending $21 each. They make a schedule so that they each have enough time to do their readings and homework before they are due. But when one student forgets and takes the book on spring break with him, the other student has to scramble to find a copy she can use.

NO BOOK
Three students can't afford to buy or rent a copy of the textbook. They rely on the one copy of the textbook that is on course reserve at the library, which they can only take out for three hours at a time and use in the library. Sometimes they can't get to the library because of their work and class schedules and don't complete the homework or readings on time.

OER and Equity in the Classroom

Implications

Historically, education and educational resources have served as a source of division - not only monetarily and economically, but in terms of:

➔ Content

➔ Representation

➔ Accessibility

Benefits of Zero-Cost Textbooks – Student Retention

Community college students who took OER courses:

★ Earned **more credits**

★ Had **Similar grades** than students who took no OER courses

★ Reported **high engagement** with course materials

★ Had **significantly lower withdrawal rates**

★ Felt it was a main reason they **completed the course**

★ Yielded **great learning benefits** for low-income students

Grimaldi, Basu Mallick, Waters, & Baraniuk, 2019; Michalski, 2014; Florida Virtual Campus, 2016; Boldt, Kassis, & Smith, 2017; Nicholls & Gaede, 2014; Hardin et al., 2019; Colvard et. al, 2018; DREAM Study, 2020; Clinton & Khan, 2019

Benefits of Zero-Cost Textbooks – Equitable Access

"The student success rate was higher in all groups when OER was used...**This supports the common wisdom that OER adoption is one way that faculty can address equity issues and increase student success in general**."

(Affordable Educational Resources Committee from Sacramento City College, 2019)

Benefits of Zero-Cost Textbooks – Equitable Access (Cont.)

2.35x

White students are 2.35x more likely to graduate with a bachelor's degree in:
Engineering,
Physical sciences,
Mathematics,
Statistics,
Visual and performing arts,
And Biomedical sciences
than Black students.

4,300

If Latinx students were at an equal representation in degrees in:
Engineering,
Physical Sciences,
History,
Mathematics,
And Statistics,
that would translate into **4300 more Latinx individuals per field.**

The Benefits...Beyond Access

Adaptable, relatable, and culturally relevant

⬇

Building collective Knowledge

⬇

Presents new possibilities for equity, justice, and representation
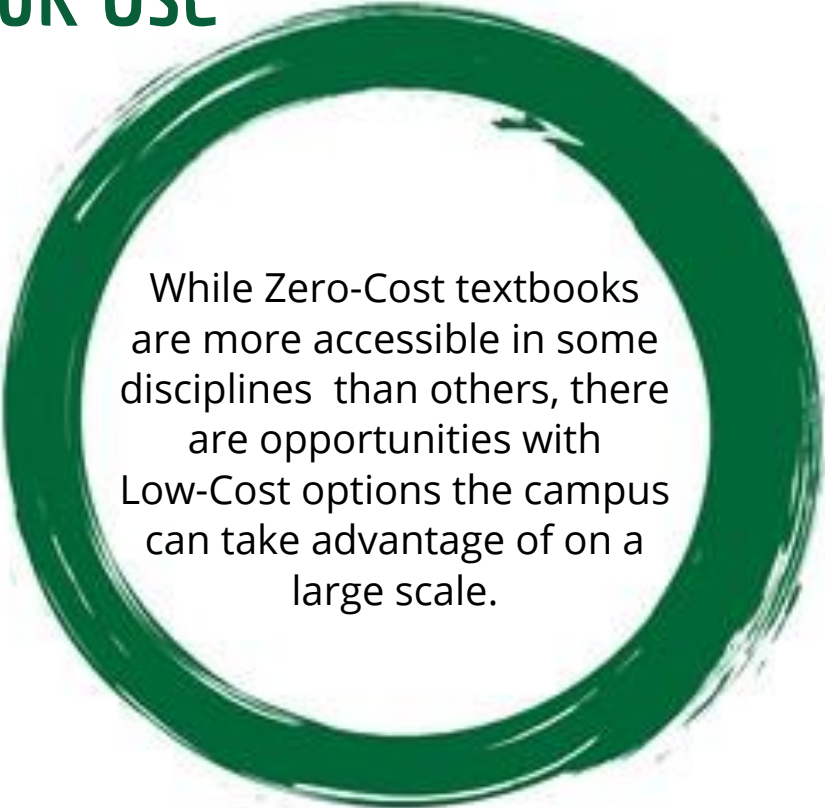
bell hooks: Teaching Community

OER presents an opportunity to create a different sense of community among students.

The value of inclusion goes beyond access.

Chaffey & Zero-Cost Textbook Use

Many departments and courses are currently utilizing Zero and Low Cost textbooks across campus, but there is not a streamlined process between sections and faculty members.

The high impact areas along the GE pathways are able to achieve equity in academic student success outcomes.

While Zero-Cost textbooks are more accessible in some disciplines than others, there are opportunities with Low-Cost options the campus can take advantage of on a large scale.

Chaffey College Zero Textbook Cost (ZTC) Analysis, 2020

Chaffey & Zero-Cost Textbook Use

"Meaningful and practically significantly higher success rates"

African-American, Latinx, Pacific Islander, Multi-Ethnic/Racial students and students with identified disabilities who enrolled in ZTC sections experienced meaningful and practically significantly higher success rates than students from these racial/ethnic groups who enrolled in non-ZTC sections.

Zero Textbook Cost (ZTC) Analysis, 2020

"BEING EQUITY-MINDED THUS INVOLVES BEING CONSCIOUS OF THE WAYS THAT HIGHER EDUCATION—THROUGH ITS PRACTICES, POLICIES, EXPECTATIONS, AND UNSPOKEN RULES—PLACES RESPONSIBILITY FOR STUDENT SUCCESS ON THE VERY GROUPS THAT HAVE EXPERIENCED MARGINALIZATION, RATHER THAN ON INDIVIDUALS AND INSTITUTIONS WHOSE RESPONSIBILITY IT IS TO REMEDY THAT MARGINALIZATION."

WITHAM, MALCOM-PIQUEUX, DOWD, AND BENSIMON (2007)

Textbook Transformation Project

Phase One

Focus Groups & Data Collection

Phase Two

Pitching to Departments

Phase Three

Model Instruction

Phase Four

Textbook Transformation Coaches

Phase Five +

Generational Mentorship

Current Legislation

- California Education Code 66408 - Academic Materials
- California Education Code 78050-78052 - Zero Textbook Cost Degree Grant Program
- SB 1359 (Block, 2016) Public Postsecondary Education: Course Materials
- AB 1602 (2016) Establishing a Zero Cost Textbook Grant Program
- California Community Colleges Chancellor's Office
  - "The California Community Colleges Chancellor's Office recommends continued investment… in future Zero-Textbook-Cost ("ZTC") efforts… to ensure their strategic alignment with the legislative intent of **(1) reducing the overall cost of education for students and (2) decreasing the time it takes to complete degree programs**." Zero-Textbook-Cost Degree Program, 2020 Report

Recommendation from Academic Senate

We are asking Academic Senate to support the implementation of the "Textbook Transformation Project" in order to expand Zero and Low-Cost textbook options, courses, and GE pathways that advocate for the success, retention, and generational achievement of students of color and all students.

Textbook Transformation Project

Frequently Asked Questions

How is the quality of OER Material?
- There have been numerous studies on open textbooks indicating no meaningful differences in learning compared with commercial textbooks (e.g., Clinton, 2018; Engler & Shedlosky-Shoemaker, 2019; Jhangiani, Dastur, Le Grand, & Penner, 2018; Medley-Rath, 2018)

Will CCC courses using OER material articulate to CSU/UC?
- Yes, see: http://als.csuprojects.org/faq
- Cool4Ed, a partnership between California Community Colleges (CCC), The California State University (CSU) and University of California (UC) has developed a list of 50+ courses designed to articulate with free and open eTextbooks. The list of courses which have been evaluated by CCC, CSU, and UC faculty for quality and by the CSULB Center for Usability in Design and Accessibility for accessibility can be found at **http://cool4ed.org/courseshowcase.html**.

What about the instructional support resources offered by publishers?
- One aspect of our Textbook Transformation Project is asking departments to commit to using one textbook across all offered sections of a particular course in order to promote bulk purchasing of these textbooks, allowing for students to rent these materials at heavily discounted prices. This would also include creating pitches to publishing companies in order to offer extended access codes for online support material.

Frequently Asked Questions (Cont.)

Are OER resources difficult to find?
- This is where the Textbook Transformation Project & Facilitators come in! We will be working with disciplined faculty through widely distributed surveys and focus groups to determine the correct path to take for each department and course. We will be working with the Library as well as the Bookstore to accumulate these materials in quantities that meet the student demands.

Do OER materials hurt the Bookstore?
- No! There are opportunities for very productive collaboration between campus-wide OER initiatives and bookstores! Specifically, there is a huge opportunity for the bookstore to offer optional print-on-demand to students when faculty adopt OER in place of commercial textbooks.
- "The National Association of College Stores (NACS) supports the expansion of research, development, use, and evaluation of Open Educational Resources (OER), including open access course materials that may be combined with, or supplement, copyrighted course materials."

Will moving forward with the Textbook Transformation Project mean I have to convert to OER?
- No! It is the goal of this Project to also facilitate instructor commitment to using one textbook across all offered sections of a particular course in order to promote bulk purchasing of these textbooks, allowing for students to rent these materials at heavily discounted prices.

Frequently Asked Questions (Cont.)

Are OER only applicable for DE courses?
- OER and digital resources are not synonyms. Openly licensed content is produced in any medium: paper-based text, video, audio, or computer-based multimedia. Faculty can harness OER to enhance e-learning courses, but this does not mean that OER is necessarily synonymous with e-learning or any other kind of online learning/teaching.
- The core of the OER concept assumes that OER should be multi-platform. In practice, this means that they are produced as such or are able to be easily adaptable to: print version, low bandwidth, different devices, as well as accessible for users with disabilities.

Does adapting to OER material take a lot of time?
- The OER movement is developing very fast on new tools, databases, and learning opportunities for teachers and educators to implement them in their work. As the number of open resources and tools grow, it will be easier for teachers to work with them. As with any new solution or device, OER needs some time to become easy and intuitive for people who want to try them out.
- The Textbook Transformation Project Facilitators understand the complexity in course construction and redevelopment using OER material and will be speaking with departments specifically regarding what solutions work best to create a streamlined adaptation for faculty members.

Senators / Alternate Senators Italicized		Present	Approval of Agenda 9.14.21	Approval of 9.7.21 Minutes	Approval of Consent Agenda 9.14.21	Textbook Transformation Project statement of support			
Representation	**Name**								
President	Neil Watkins	y							
Vice President/President Elect	Sarah Cotton	y	y	y	y	y			
Secretary/Treasurer	Elizabeth "Liz" Encarnacion	y	y	y	y	y			
Curriculum Chair	Angela Burk-Herrick	y	y	y	y	y			
Business & Applied Technology	Tracy Kocher	y	y	a	y	y			
Business & Applied Technology	Bruce Osburn	y	y	y	y	y			
Business & Applied Technology Alternate	*William "Bill" O'Neil*								
Chino/Fontana	Daniel Bentum								
Chino/Fontana	Tara Johnson	y	y	y	y	y			
Chino/Fontana Alternate	*Manar Hijaz*								
Health Sciences	Lisa Doget								
Health Sciences	Jayne Clark-Frize	y	y	y	y	a			
Health Sciences Alternate	*Jordan Hung*								
Instructional Support	Christina Holdiness	y	y	y	y	y			
Instructional Support	Mary Jane Ross								
Instructional Support Alternate	*Shelley Marcus*	y	y	a	y	y			
Kinesiology, Nutrition, & Athletics	Jeff Harlow								
Kinesiology, Nutrition, & Athletics	Elaine Martinez	y	y	y	y	y			
Kinesiology, Nutrition, & Athletics Alternate	*Candice Hines-Tinsley*								
Language Arts	Elizabeth "Liz" Encarnacion								
Language Arts	Steve Shelton	y	y	y	y	y			
Language Arts Alternate	*Leona Fisher*	y	y	y	y	-			
Mathematics & Science	Mark Gutierrez	y	y	y	y	y			
Mathematics & Science	Elizabeth Cannis	y	y	y	y	y			
Mathematics & Science Alternate	*Diana Cosand*								
Social & Behavioral Sciences	Dan Kern	y	y	y	y	a			
Social & Behavioral Sciences	Pak Tang	y	-	-	-	y			
Social & Behavioral Sciences Alternate	*Sergio Gomez*								
Student Services	Jackie Boboye								
Student Services	Michelle Martinez	y	y	y	y	-			
* Student Services Alternate*	*Myra Andrade*	y	y	y	y	y			
Visual and Performing Arts	Erik Jacobson	y	y	a	y	y			
Visual and Performing Arts	Patrick Aranda	y	-	-	-	y			
Visual and Performing Arts Alternate	*Leta Ming*								
Senator-At-Large	Robin Witt	y	y	y	y	y			
Senator-At-Large	Tamari Jenkins	y	y	a	y	y			
Senator-At-Large	Sarah Cotton								
Adjunct Senator-at-Large	Vacant								
Adjunct Senator-at-Large	John Glass	y	-	-	-	y			
Adjunct Alternate Senator	*Patty Peoples*	y	y	y	y	y			
Classified Senate Liaison	Hope Ell	y							
RED indicates reported absence	PURPLE indicates reported tardy								
Total Yes Votes		25	21	17	21	20	0	0	0
Total No Votes			0	0	0	0	0	0	0
Total Abstentions			0	4	0	2	0	0	0

- = Not available during meeting to vote

35 members total - up to 25 voting at any given time. The President is a non-voting member. Curriculum Chair now votes per 8.25.20 meeting.

President ONLY votes to break a tie.

A quorum shall consist of two-thirds of the voting members of the Faculty Senate

17 members are needed for QUORUM

35 Present at this meeting = 25 members, 10 visitors

9.14.21 Academic Senate Meeting