![Chaffey College Academic Senate logo]

ACADEMIC SENATE AGENDA
SEPTEMBER 14, 2021
Join Zoom Meeting
Meeting ID: 919 7990 2272 Passcode: 2021

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

Guests:
Lissa Napoli, Administrative Assistant, Academic Senate

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

5. APPROVAL OF MINUTES

- September 7, 2021

6. CONSENT AGENDA

6.1 Faculty representatives who can no longer serve as follows:
1. <u>Professional Development Committee</u>, 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

7. REPORTS

7.1 President

7.1.1 Senate to committee connections

7.2 Vice President

7.2.1 Bookstore update

7.3 Secretary/Treasurer

7.4 Curriculum

7.4.1 Portal update

7.5 Classified Senate Liaison, Hope Ell

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

9. UNFINISHED BUSINESS

10. NEW BUSINESS

10.1 Action Item: Sabbatical Leave Subcommittee Assignments: (Review timeline)

- Mark Lewis
- Victoria Tularco

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

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

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 21, 2021.

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.

Textbook Transformation Project

Academic Senate Presentation
Fall 2021
Emilie Koenig & Liz Encarnacion

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.

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.
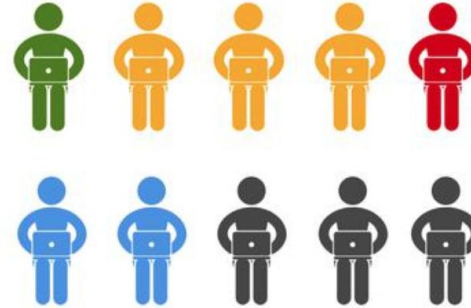
SHARE
Two students share a copy of the textbook that they rented, spending $21 each. They make a schedule so that they each have enough time to do their readings and homework before they are due. But when one student forgets and takes the book on spring break with him, the other student has to scramble 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
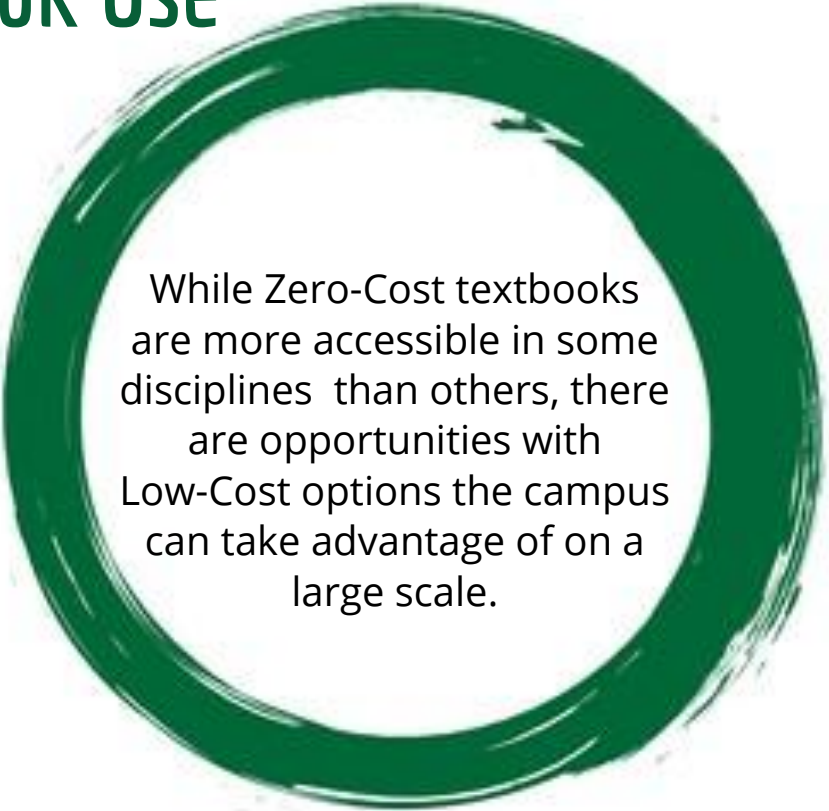
bell hooks: Teaching Community

The value of inclusion goes beyond access.

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

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.