



## ASCCC OERI January 2022 Update (1-8-22)

### • ASCCC OERI RFP IV (2022-2023) •

The ASCCC OERI's Request for Proposals (RFP) IV can now be viewed at [tinyurl.com/OERI-RFP4](https://tinyurl.com/OERI-RFP4). Our informational webinars have been well-attended and we have been assisting potential applicants with finding collaborators using the various ASCCC list-servs. [Archives of these requests can be found on our website](#). Applications are due January 31<sup>st</sup> at 5:00 pm. Webinars and Office Hours continue through the month of January. Reviews of submission are planned for early February and the recruitment of reviewers is in progress. As with the prior two RFPs, collaboration across districts is required.

### • RFP IV Equity Requirement •

Given the commitment of the California Community Colleges to equity, including the ASCCC's focus on Inclusion, Diversity, Equity, and Anti-racism (IDEA) and the California Community Colleges Chancellor's Office "Call to Action", all projects should incorporate IDEA principles and/or culturally responsive pedagogy. Regardless of the final product, it should be developed with equity in mind.

To support faculty as they implement a culturally responsive and anti-racist pedagogy, the Academic Senate for California Community Colleges Open Educational Resources Initiative (ASCCC OERI), in response to Resolution 09.05 adopted in Spring 2021 ([Developing an Anti-Racism, Diversity, Equity, and Inclusion Curriculum Audit Process](#)), has been tasked with the development of:

- a process and review framework to evaluate existing open educational resources to ensure that ASCCC OERI-supported open educational resources are inclusive, diverse, equitable, and anti-racist (IDEA).
- a curriculum audit process and review framework to assess instructional materials for equity, inclusiveness, diversity, and anti-racism and make the process and framework available for local consideration, modification, and implementation.

[Access the ASCCC OERI IDEA Framework](#) for more information. During 2022, the OERI plans to expand its IDEA work and collaborate with appropriate ASCCC committees to move this work forward.

### • ZTC, OER, and Textbook Transparency •

Only thirty-two of the state's 115 accredited colleges (approximately 28%) received funds from the first Zero-Textbook-Cost Degree Grant. Of these, nine received only a planning grant of up to \$35,000. Thirteen received one implementation grant of up to \$150,000. The remaining colleges received both types of grants (8), two implementation grants (1), or one planning grant and two implementation grants (1). During this funding cycle, nothing was done to prevent duplication and no structures were established for ensuring accountability. In addition, no efforts were made to encourage expansion or ensure sustainability. In contrast, the 2021 ZTC appropriation specifically references preventing duplication and ensuring sustainability ([tinyurl.com/115forZTC](https://tinyurl.com/115forZTC)).

During the summer of 2021, the California legislature designated 115 million dollars to expand ZTC degrees in the California Community Colleges. While the language of the bill and legislation lacks specifics and introduces definitions that conflict with existing definitions of OER and ZTC in California and beyond, it is hoped that appropriate constituencies can collaborate to ensure these funds are spent responsibly with an emphasis on expanding the availability of no-cost course sections across the state in a sustainable manner. It is critical to begin by ensuring a minimum level of readiness at the colleges for growing local ZTC efforts and establishing a system for accountability. At present, compliance with related textbook affordability requirements and regulations is inconsistent, as is the level of support for ZTC and/or OER efforts more generally. As a primary goal of expanding the availability of ZTC awards (i.e., certificates and degrees) is to make higher education more affordable, textbook affordability and cost transparency can be linked to both ZTC and OER efforts.

The [OERI Textbook Affordability and Cost Transparency Proposal](#) was developed by the OERI and provides recommendations with respect to the use of the allocated ZTC dollars, and data to support those recommendations. It should be noted that the proposal was finalized prior to the ASCCC 2021 Fall Plenary and references resolutions that were subsequently adopted by the body. To ensure that the ZTC funds allotted to the colleges increase the availability of ZTC degrees and certificate pathways, there should be minimum standards with which the colleges must comply to access the funds and a local ZTC baseline should be established. Distributing dollars across the state based on a prescribed formula makes sense when every college has a comparable – or minimum – infrastructure for those funds or when all colleges are engaging in a specific activity. Absent a foundation for the work and a documentation of the college's or district's starting point, the potential impact of the funds cannot be accurately assessed and accountability can't be assured. The proposal that was developed

was based on these concerns and existing ASCCC positions. As the legislation references the potential for funding “phases”, the initial proposed steps are organized into phases that delineate activities and presume funding to support those activities.

### • OERI Referred Resolution •

The OERI prepared numerous resolutions for consideration at the 2021 ASCCC Fall Plenary. One resolution was referred as a consequence of two expectations of faculty, a long-standing one and a new one, being paired with one another. The obligation of faculty to place their textbook orders in a timely manner is a long-standing one – and one that all faculty should be aware of. A related matter, and the true focus of the resolution, was how that textbook information appears in course schedules. While state law requires colleges to “mark” no-cost sections, federal requirements mandate that our schedules include textbook costs. As the schedule information, when available, is usually provided by the bookstore, it should be reviewed for accuracy. As a consequence of the OERI’s examination of course schedules for the purpose of identifying ZTC course sections, various errors and misrepresentations have been identified. The primary goal of the referred resolutions was to encourage faculty to not only ensure that they submit their textbook information in a timely manner, but to review the course schedule to ensure the accuracy of the information. As many colleges do not yet provide textbook information in their schedules, we have compiled [examples of how this has been achieved at various colleges](#) – as well as some of the issues that have been identified.

### • ASCCC OERI Report •

The ASCCC OERI has been preparing its report for the Legislature and the Department of Finance over the last several months. The report will provide a comprehensive summary of the OERI’s work through the end of 2021 and include data detailing the increases in OER adoption that ASCCC has tracked over the years and the increases in OER availability that the OERI has made possible. In addition, the OERI’s established structure for supporting all the colleges will be detailed, as well as its outreach efforts and intersegmental coordinating activities. The OERI’s activities intended to ensure faculty awareness of available OER, and how that work will support the soon-to-be-launched ZTC program, will also be highlighted.

[The Academic Senate for California Community Colleges](#) Open Educational Resources Initiative (OERI) was funded by the California legislature in trailer bill language during the summer of 2018. Preparations for its launch were made during the fall 2018 term and this state-wide faculty-led effort had its formal launch with a webinar on February 1, 2019. The OERI is the Academic Senate

for California Community Colleges (ASCCC) response to the following reference in [Assembly Bill 1809 \(Higher education trailer bill, 2017-2018\)](#):

This bill would appropriate \$6,000,000 from the General Fund to the Board of Governors of the California Community Colleges for the 2018–19 fiscal year for allocation to the Academic Senate for the California Community Colleges to support the development of, and the expansion of the use of, open educational resources for the California Community Colleges. The bill would require the Academic Senate for the California Community Colleges to submit a report to the Legislature and the Department of Finance on or before February 1, 2022, including specified data related to the progress of supporting and expanding the use of open educational resources pursuant to the bill. The bill would specify that the funds allocated to community college districts pursuant to this bill for the above specified purposes would be applied toward the minimum funding requirements for school districts and community college districts imposed by Section 8 of Article XVI of the California Constitution.

### • OERI Events – January - February 2022 •

A “conversation” or an “office hour” is an informal discussion of a specific topic and will not be archived. Webinars will be archived. The ASCCC OERI will provide automated captioning for all webinars. If you would like to request live human closed-captioning for any of our offerings, [please contact us by e-mail](#) at least 10 business days in advance.

**Wednesday, January 12, 2:00pm – 3:00pm**

#### **ASCCC OER Request for Proposals (RFP) IV Office Hours**

Office hours provide an opportunity for you to ask your questions related to the RFP and clarify issues addressed in the RFP IV webinars. Learn more at [RFP IV Timeline and Events](#).

[Register for ASCCC OER Request for Proposals \(RFP\) IV Office Hours](#)

**Friday, January 14, 2:00pm – 3:00pm**

#### **RFP IV Focused Webinar III – Budget and Action Plan**

What does a realistic budget and an effective plan look like? In this webinar we'll discuss the level of detail needed in your budget and action plan and address common budget-related questions.

[Register for RFP IV Focused Webinar III – Budget and Action Plan](#)

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**Tuesday, January 18, 1:30 – 2:30pm**

**ASCCC OER Request for Proposals (RFP) IV Office Hours**

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[Register for ASCCC OER Request for Proposals \(RFP\) IV Office Hours](#)

**Thursday, January 20, 4:00 – 5:00pm**

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[Register for ASCCC OER Request for Proposals \(RFP\) IV Office Hours](#)

**Tuesday, January 25, 4:00 – 5:00pm**

**ASCCC OER Request for Proposals (RFP) IV Office Hours**

Office hours provide an opportunity for you to ask your questions related to the RFP and clarify issues addressed in the RFP IV webinars. Learn more at [RFP IV Timeline and Events](#)  
[Register for ASCCC OER Request for Proposals \(RFP\) IV Office Hours](#)

**Friday, January 28, 11:00am – 12:00pm**

**ASCCC OER Request for Proposals (RFP) IV Office Hours**

Office hours provide an opportunity for you to ask your questions related to the RFP and clarify issues addressed in the RFP IV webinars. Learn more at [RFP IV Timeline and Events](#)  
[Register for ASCCC OER Request for Proposals \(RFP\) IV Office Hours](#)

**• OERI Events – Weekly Webinars •**

During the spring 2022 term, our Weekly OER Webinars will be on Fridays beginning February 4 from 10:30 – 11:30 am. Weekly webinars are archived. The ASCCC OERI will provide automated captioning for all webinars. If you would like to request live human closed-captioning for any of our offerings, [please contact us by e-mail](#) at least 10 business days in advance.

OERI Webinars are intended for a diverse audience. Please share with your colleagues. We hope you will all join us!

**Friday, February 4, 10:30 – 11:30 am**  
**OER and ZTC – 2022 Update**

As we begin the new term, what do we know about the ZTC Program that was funded in the summer of 2021? What would a truly statewide ZTC effort look like and how can OERI support this work? How effective has the OERI been in advancing OER and ZTC efforts across the State? Join us for a look at the past and the future.

[Register for OER and ZTC – 2022 Update](#)

**Friday, February 11, 10:30 – 11:30 am**  
**Co-Creating OER – Advantages and Strategies**

One of the advantages of OER is the opportunity to work with colleagues in creating resources. While working with others may at times be less efficient, the potential for the developed resources to be more effective and valuable is increased when diverse voices and perspectives inform the end-product. In this webinar the advantages of co-creation will be discussed, as well as collaboration and organization strategies. Strategies that have been useful for faculty doing OERI-funded work will be shared, with a focus on how these approaches can be used by anyone considering a collaborative effort with colleagues.

[Register for Co-Creating OER – Advantages and Strategies](#)

**Friday, February 18 – No Webinar**  
**Happy Presidents Day Weekend!**

**Friday, February 25, 10:30 – 11:30 am**  
**Student Surveys: Measuring the Impact of OER and ZTC**

In this webinar, participants from the ASCCC OERI Student Impact project will discuss how they developed a survey instrument to measure both textbook cost burden and OER/ZTC impact on students. While the survey is still in beta, webinar participants will get a sneak-peek into a sample of results and come away with ideas on implementing student surveys on their own campuses.

[Register for Student Surveys: Measuring the Impact of OER and ZTC](#)