

**Cañada College Academic Senate
Textbook Affordability Subcommittee
OER/ZTC Implementation Plan, 2022-2027**



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

Mission:

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

Vision:

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

Values:

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

II. Previous Efforts, Spring 2019-Spring 2021

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- August 2021 Flex: Zero Textbook Costs (ZTC): [Moving On Up!](#)
- ASCCC OERI webinar on [how we have implemented SB 1359 at our colleges](#) (October 2021).
- October 2021 Flex: [Copyrights and Your Course Materials](#)
- October 2021 Flex: [Spring Textbook Adoptions—Removing Barriers](#)
- January 2022 Flex: [Making Connections = Diversity + Equity + Inclusion + Open Educational Resources](#) Open Education Week (7-11 March) presentations and workshops (TASW)
- April 2022 Flex Day: Open House for ZTC Degrees and Certificate Pathways Development (in coordination with TASW)

IV. Responsible and Contributing Parties

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

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

- Key People: Allies with whom the TAS as a whole, or the OER/ZTC Coordinator and the OER Librarian specifically, will collaborate to increase use of OER/ZTC course materials, open pedagogy practices, and general awareness of how OER/ZTC course materials make education diverse, equitable, inclusive, and accessible:
 - Specific Programs: Promise Scholars, Umoja, Puente, SparkPoint, VROC, Dreamers
 - Campus marketing and outreach
 - ACES and other equity groups
 - Faculty champions and early adopters, who would actively participate in the following ways:
 - Create an open atmosphere of collaboration and sharing of OER materials/methods. Everyone has a seat at the table.
 - Ensuring that adjuncts have equal, if not preferred, access to adopter/development funding
 - Encourage faculty to let students know they are using OER
 - Students (such as Associated Students), who would actively participate in the following ways:
 - Student voices in presentations and marketing material.
 - Associated Students give out gift cards to faculty that attended trainings, and give out something bigger to faculty that adopted OER/Open Pedagogy for their courses.

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

V. Current Activities

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

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

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

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

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

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

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

VI. Mid-Term Goals (2022-2024)

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

| Goal | Activities | Participants | Target Date | Resources and Strategies |
|--|---|--|--|--|
| Increase participation in the ZTC Adoption Program or similar efforts | <ul style="list-style-type: none"> Connect faculty with opportunities through the ZTC Adopter Program, as well as how to use Professional Development funds for projects | <ul style="list-style-type: none"> ASLT Dean and VP-I Professional Development Committee | <ul style="list-style-type: none"> AY 2022-2023 | <ul style="list-style-type: none"> Outreach to faculty, especially adjunct faculty, to encourage participation in adoption/remixing efforts OER/ZTC Coordinator connecting with ASLT Dean, VP-I, Professional Development, and others to secure funding |
| Secure more funding for the ZTC Adopter Program | <ul style="list-style-type: none"> Utilize grant money to further bolster resources | <ul style="list-style-type: none"> VP-AS with respect to grants ASLT Dean, VP-I | <ul style="list-style-type: none"> Free College Initiative budget has a built-in increase of ZTC Adopter Program funds, with \$10,000 for AY21-22, \$15,000 for AY22-23, and \$30,000 for AY23-24 Grant funding is on-going, with a goal of applying for more grants in AY 22-23 | <ul style="list-style-type: none"> Grant funding will be a continuous process, involving multiple departments and agencies Outreach to faculty, especially adjunct faculty, to encourage participation in adoption/remixing efforts OER/ZTC Coordinator connecting with ASLT Dean, VP-I, Professional Development, and others to secure funding |
| Assess needs of faculty | <ul style="list-style-type: none"> Survey of faculty on course materials, including gaps and desires | <ul style="list-style-type: none"> All faculty, with deans helping to communicate | <ul style="list-style-type: none"> First survey going out no later than Fall 2022; maintained annually | <ul style="list-style-type: none"> Announcements in all participatory governance bodies Specific outreach to adjunct faculty OER/ZTC Coordinator and OER Librarian collecting data and meeting |

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| | | | | with faculty and program coordinators |
| Develop and maintain a repository of permanent campus-wide resources | <ul style="list-style-type: none"> • Collect accurate data on course materials, including faculty-curated materials • Use current resources, or find better ones, to showcase this information | <ul style="list-style-type: none"> • Faculty at large • Library Support Specialists | Initial set up for AY22-23, with ongoing maintenance | <ul style="list-style-type: none"> • OER Librarian connecting with Library Support Specialists on resources |
| Support efforts to close online equity gaps | <ul style="list-style-type: none"> • Work with online learning team to promote use of OER/ZTC course materials and minimize use of costly online homework materials • Collaborate with faculty to find ZTC homework solutions | <ul style="list-style-type: none"> • DEAC • Faculty at large • Instructional Designers and Instructional Technologists | Initial work in 2022-2023, with ongoing outreach | <ul style="list-style-type: none"> • OER/ZTC Coordinator working with faculty to find solutions, connecting with Online Instruction Team to facilitate implementation into Canvas shells |

VII. End-of-Term Goals

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

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

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

VIII. On-going Goals

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

| Goal | Activities | Participants | Rate of Collaboration | Resources and Strategies |
|--|---|---|--|---|
| Ensure that OER/ZTC is a part of every grant proposal that Cañada College submits, particularly for those grant opportunities that center around Diversity, inclusion, Equity, Anti-Racism, and Accessibility | <ul style="list-style-type: none"> • Connect with all student services programs that apply for grants • Apply for any state and federal grants that could be applied to OER/ZTC materials • As needed, expand to district partners | <ul style="list-style-type: none"> • VP-AS, VP-SS, VP-I • Various grant-funded programs • TASW, EVC-Educational Services | As needed, with each new grant proposal written | <ul style="list-style-type: none"> • OER/ZTC Coordinator collaborates with various student support groups |
| IDEAA-related OER workshops | <ul style="list-style-type: none"> • District-wide workshops on how OER/ZTC encourages IDEAA pedagogy/andragogy • Showcase materials, encourage adoption | <ul style="list-style-type: none"> • TASW • Flex Day Coordinators | On-going, at least 1-2 workshops per academic year | <ul style="list-style-type: none"> • Collaborate with TASW for district-wide conversations • Collaborate with outside organizations, such as Open Global, to add perspective |
| Student focused outreach | <ul style="list-style-type: none"> • Have students in specific courses that use OER write thank you notes to their faculty for using OER • Create poster and posted on the walls outside classrooms/offices | <ul style="list-style-type: none"> • Faculty using OER • Students in courses using OER | On-going, including reporting to the ASCC at least once per semester | <ul style="list-style-type: none"> • Funds needed for posters and printing, incentives for students (gift cards, swag, etc.?) • Include poster/thank you links in one of the weekly President newsletters |

IX. Evaluation and Assessment

The OER/ZTC Coordinator will act as the lead researcher for OER/ZTC efforts. In that position, they will work with the Office of PRIE to gather data on courses, faculty, and students as needed. These efforts may be done locally or as part of a district-wide campaign. As a part of their regular duties, the Coordinator will provide the following reports regularly:

| Name of Report | Type of Data Collected | Report Destination | Frequency of Reporting |
|--|--|---|------------------------|
| Courses marked as ZTC or Low-Cost | <ul style="list-style-type: none"> • Course and section, CRN • Type of OER/ZTC used • Number of students enrolled in the course at Census Day • Number of unique faculty using ZTC/Low-Cost materials • Estimated savings | <ul style="list-style-type: none"> • Academic Senate • All participatory governance bodies • Any report on OER/ZTC adoption • Any grant application, as needed • TAS Website | Semesterly |
| Success and retention rates for courses designated as ZTC and Low-Cost | <ul style="list-style-type: none"> • Success and retention rates in ZTC/Low-Cost sections • Success and retention rates in comparable sections using Inclusive Access (and above \$40) • Success and retention rates in comparable sections that have no course material designation on WebSchedule • Data on the above sections disaggregated for various demographics, including cohorted programs (e.g. CWA, Veterans, EOPS/TRIO) | <ul style="list-style-type: none"> • Academic Senate • All participatory governance bodies • Any report on OER/ZTC adoption • Any grant application, as needed • TAS Website | Semesterly |
| Student survey on course materials, OER/ZTC efforts, and needs/gaps | <ul style="list-style-type: none"> • Questions about the impact of course material costs • Questions about the student experience of traditional course materials, of digital course materials, and of OER/ZTC course materials • Questions about the student experience of the use of technology to access their course materials | <ul style="list-style-type: none"> • Academic Senate • All participatory governance bodies • Any report on OER/ZTC adoption • Any grant application, as needed • TAS Website | Every 2 years |

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| Faculty survey on course materials, OER/ZTC efforts, and needs/gaps | <ul style="list-style-type: none"> • Questions about how they select course materials, including cost factors • Questions about needs/gaps in OER/ZTC materials for their courses • Questions about actual and perceived concerns regarding course materials, including OER/ZTC materials | <ul style="list-style-type: none"> • Academic Senate • All participatory governance bodies • Any report on OER/ZTC adoption • Any grant application, as needed • TAS Website | Every 2 years |
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X. Resources and Links

- ASCCC [Open Education Resource Initiative](#) (OERI)
 - IDEAA Framework
 - [Resources](#)
 - [Resolutions](#)
- [ISKME](#)
 - [Publications](#)
- [Open Education \(OE\) Global](#)
 - [Community College Consortium of Open Educational Resources](#) (CCC-OER)
 - [OER Resources](#)
 - [Regional Leaders in Open Education \(RLOE\)](#)
- [Textbook Affordability Subcommittee](#) of the Cañada College Academic Senate (TAS)
 - [Alphabet Soup: What are all of these acronyms with respect to OER/ZTC?](#)
 - [Cañada Faculty Adoptions](#)
 - [Flex Day and Open Education Week Presentations](#)
 - [Textbook Adoption Process](#)
 - [ZTC Adoption Program](#)