are very subjective and even the most dedicated faculty member (re: equity) won't be able to nail 100% of them. Believes ongoing conversations with peers within discipline will be critical and will help address individual blind spots.

Morriss noted guidelines discussed at math dept. retreat, prompting question of "who's the audience for the COR?" as well as concern re: retriggering articulation. Math dept. faculty believe discussions within dept., such as Holcroft suggested, will be important in ensuring faculty teaching in an equitable way. Morriss believes checkbox could serve as way for faculty to confirm teaching in an equitable way. Noted some colleagues concerned they don't have background/expertise re: DEIA. Gomes expressed hope that there will be professional development for faculty to implement guidelines. Armerding believes our de-centralized model will help, as equity guidelines will become part of each division's individual process, rather than coming down from central CCC; will be different for each division/dept., just as other processes already are. Agreed with idea of checkbox to prompt confirmation of reflection, and asked about visibility on COR (internal vs. external). Agreed that although checkbox wouldn't force faculty to actually do the work, could lead to folks feeling they're being held accountable.

Vanatta explained checkbox and related text field would be visible within CourseLeaf to anyone who has an account, but won't display on public-facing COR (in catalog) unless we want it to. Jenkins wondered

having to pay for any instructional materials. ZTC program = students can complete entire degree/cert. without paying for any instructional materials throughout. State has been working to establish ZTC grant program, to develop ZTC courses/programs, to reduce cost for students and also decrease the time for students to complete their degree/cert. ZTC initially tied to CTE, but has expanded to include transfer.

Grant program has three phases: planning, expedited implementation, and expanded implementation; we're currently in Phase I. We have $20,000 to plan development of implementing at least one ZTC degree/cert. Most colleges begin by mapping which faculty are teaching ZTC courses, to determine which degrees/certs. ZTC courses are included in (incl. GE); if one is close, incentivize faculty to get entire degree/cert. ZTC. Phase 3 grants additional $180,000 which could be used for incentivizing faculty, professional development, OER creation and/or remediation to bring materials up to accessibility standards.

By June 30, we must report to the state a framework of our strategy. Currently, mapping almost complete; survey sent to faculty asking what they teach and if they're interested in ZTC. Holcroft shared example of a program, with courses indicated as "ready" (at least one faculty already teaching course as ZTC) or "interest" (at least one faculty interested in moving course to ZTC). Noted other colleges have seen a shift in enrollment in favor of ZTC courses/programs. Also pointed out ZTC fits nicely with equity in COR initiative.

Kuehnl asked what if program has, for example, 10 courses, nine of which are