for Consideration by the Foothill College Academic Senate in Spring 2021

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to develop mechanisms to encourage faculty to consider open educational resources (OER) when developing or revising courses and to document the use of OER on the course outline of record (Resolution 09.05 SP 19);

Whereas, The Academic Senate for California Community Colleges recommends that faculty consider OER adoption, including customizable teaching materials, as a measure toward achieving equity and facilitating student success (Resolution 09.05 SP 19);

Whereas, The Academic Senate for California Community Colleges encourages local senates and bargaining units to work with their administrations to allow the use of sabbaticals and other professional development opportunities for the development of accessible open educational resources;

Whereas, The Academic Senate for California Community Colleges recommends that local senates work with their administrators to incorporate equity as a foundational value into college educational master plans and strategic plans (Resolution 19.03 SP 16);

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to collaborate with other constituencies to integrate open educational

Whereas, the Foothill College Academic Senate is committed to equity and supports the vision and goals <u>Strategic Vision for Equity</u>, which includes the goal

incidental costs associated with being a student, including but not limited to textbooks, printing, and parking costs;

Whereas, the Academic Senate for California Community Colleges has also formally acknowledged OER adoption as a measure towards achieving student equity and success (Resolution 09.05 SP19) inting, and

Resolved, That the Academic Senate for California Community Colleges develop sample structures for support for colleges to consider that recognize the time involved in not only developing OER and associated ancillaries, but in researching the availability of OER, conducting a comprehensive review of OER, and updating existing OER; and

Resolved, That the Academic Senate for California Community Colleges encourage the establishment of support structures for OER development that require developed resources to be openly licensed and made available to expand the diversity of OER resources.

ASCCC Sp16 19.03

disproportionately impacted groups are deeply influenced by systemic institutional practices in higher education,

[<u>1],[2],[3];</u>

ensure

Whereas, There is vital importance in examining systemic institutional and pedagogical practices and how they may contribute to disproportionate impact;

Whereas, Making progress on closing the achievement gap between disproportionately impacted groups must involve examining and questioning institutional and pedagogical practices and adopting holistic and institution-wide approaches that are responsive to impacted populations; and

Whereas, According to the Tr

Services for Disenfranchised Students, many colleges do not offer services that support the success of disenfranchised students and the services that are available tend to be scattered and cohort-specific[4];

that student equity planning efforts include practices that involve questioning and challenging institutional systems that contribute to disproportionate impact;

Resolved, That the Academic Senate for California Community Colleges recommend that local senates work with their administrators to incorporate equity as a foundational value into college educational master plans and strategic plans; and

set of effective practices for equity planning.