



☞ Winter 2014 Meeting Minutes ☞

Dates: February 13-14, 2014

Location: 3rd floor conference room; Washington Student Achievement Council

Host: Noreen Light; Associate Director for Academic Affairs and Policy, WSAC, and former SBCTC Faculty Development Coordinator

Thursday, February 13, 2014

Attendance: Peg Balachowski (Everett Community College), John Clary (Grays Harbor Community College), Mike Dodge (Olympic College), Mark Doerr (Spokane Falls Community College), Terry Gosse (Edmonds Community College), Flossie Hollie (Bates Technical College), Noreen Light (WSAC), Jennie Mayer (Bellevue College), Carlea McAvoy (South Puget Sound Community College), Bill Moore (SBCTC), Randy Nelson (South Seattle Community College), Carl Oekerman (Bellingham Technical College), Bob Reisenberg (Whatcom Community College), Katy Olsen-Tiglao (Pierce College, Puyallup), Gerard Smith (Clark College), Terry Taylor (Shoreline Community College), Jess Thompson (Olympic College), Phil Venditti (Clover Park Technical College), Jen Whetham (SBCTC).

Agenda Item	Discussion	Action Taken/Follow up
Call to Order, Introductions, Welcomes		
Teaching/Learning Focus presentation: "The Emporium Method of Teaching Math"; Carlea McAvoy, SPSCC FACTC representative	Carlea describes an Emporium Method of teaching math in which students watch videos for content, obtain instant feedback on progress via online homework, and require mastery in order to progress through the curriculum. Class time is used for effective one-on-one interactions. The pace is flexible so students may complete more than one course per quarter as long as they achieve competencies. In her classes, students use a Pearson product (MathXL, about \$95/yr including textbook and online homework), attendance is not required, and the materials are published under a Creative Commons license (OER). She reports the	Several FACTC members were interested in obtaining these resources. FACTC members interested in more information on the Emporium Method of teaching math should contact Carlea.



	method is working well in terms of flexibility for students.	
Washington State Achievement Council (WSAC) "Roadmap" update—Noreen Light	Washington State Achievement Council's vision is to inspire and foster excellence in educational attainment. The "10 year roadmap" includes 12 strategies for ensuring access to education, by increasing affordability and college/career-readiness. (See supplemental material from the meeting or website.) The two main goals are: (1) All adults 25-44 have a high school diploma; (2) >70% of 25-44 year olds have post-secondary training (certificate or degree). There are similar goals in CA and OR as well. A few of the strategies mentioned: (a) 9-12 th grade planning for high school and beyond; 8 th grade Smarter Balanced exam to plan for high school; (b) Opportunities for dual credit programs (such as running start); (c) prior learning assessment; (d) effective use of technology to improve student outcomes; (e) more exposure to non-traditional paths through education. And more... available at http://wsac.wa.gov/roadmap	<p>FACTC: Let faculty know about the Washington State Achievement Council (WSAC). Go to the website or the newsletter for more information.</p> <p>FACTC: Open invitation for us and other faculty to attend WSAC meetings and serve on workgroups. The visibility may pay off! Check the website for meeting dates.</p>
FACTC Facts, Website/blog-- Mark Doerr, Brian Palmer	Brian will be here tomorrow. In terms of the FACTC Facts, please send in a short campus report to Mark Doerr by the deadline (Mar 3). What to include: Any information about your college you think is interesting and informative to faculty at other colleges. New initiatives, kudos, significant changes, fluctuations in enrollment, conflicts, awards. News, according to the late NBC news anchor John Chancellor, is a chronicle of conflict and change. If it interests you, it probably interests us.	FACTC: Deadline for FACTC Facts is 3/7/14. Send reports to Mark Doerr. He has sent out a sample report to look at.
FACTC Involvement at 2013 Pacific Northwest Higher Ed Teaching and Learning	May 1-3, 2014 (following the Assessment, Teaching and Learning Conference in Vancouver, WA). FACTC-hosted reception on Thursday, May 2, 5 – 7 pm.	Phil/Gerry: Send out details on Spring meeting in Vancouver, WA (location, agenda, etc.)



Conference,	FACTC meeting Friday and Saturday, 3-4 May, 2014. More info to follow.	FACTC: Save the dates and make plans for lodging. Send an alternate if you can't make it!
Official organizational status of FACTC in the scheme of SBCTC org. structure	The SBCTC organizational chart doesn't include FACTC. Should it? What are the implications of adding FACTC? More visibility to the Community and Technical Colleges? Suggestion to include FACTC in a region with dotted line around it. Gerry motions to table the discussion for tomorrow.	

Working Dinner at Anthony's (Olympia) from 6pm-8pm.

Friday, February 14

Attendance: Peg Balachowski (Everett Community College), Marty Brown (SBCTC), Mark Doerr (Spokane Falls Community College), Christie Fierro (Tacoma Community College), Terry Gosse (Edmonds Community College), Flossie Hollie (Bates Technical College), Janet Lucas (Peninsula), Jennie Mayer (Bellevue College), Carlea McAvoy (South Puget Sound Community College), Bill Moore (SBCTC), Randy Nelson (South Seattle Community College), Carl Oekerman (Bellingham Technical College), Brian Palmer (North Seattle Community College), Diane Pelletier (Green River Community College), Bob Reisenberg (Whatcom Community College), Angie Russell (Wenatchee Valley College), Gene Sharratt (WSAC), Kate Skelton (Highline Community College), Katy Olsen-Tiglao (Pierce College, Puyallup), Gerard Smith (Clark College), Terry Taylor (Shoreline Community College), Jess Thompson (Olympic College), Denise Vaughn (Seattle Central Community College), Phil Venditti (Clover Park Technical College), Rob Vogel (Spokane Community College), Quill West (Tacoma Community College), Jen Whetham (SBCTC).

Agenda Item	Discussion	Action Taken/Follow up
Continental Breakfast and Conversation		Recommendation that next year we do not have a meeting so close to a holiday (Presidents Day weekend)
Call to Order / Introductions	Several new members, including Carlea McAvoy, Christie	



	Fierro, Denise Vaughn, Jess Thompson (sitting in for Mike Dodge), Flossie Hollie. Welcome new members!	
Instruction Commission (IC) and SBCTC Meetings: attendance and annual planning	<p>Phil went to the IC meeting yesterday –it was very informative, opportunity to educate new people on IC with what FACTC is. IC includes VPIs. Bob R. attended one recently and adds that there wasn't much for him to do, other than watch presentations. Any FACTC member attending in the future should contact Jackie Eppler-Clark, read agenda ahead of time and introduce yourself as faculty and FACTC. Phil reminds us to keep our profile high by attending these meetings. It's also good to lookout for issues at conception – initiatives start there and come down the pipeline. Report any of these to FACTC at our meetings.</p> <p>Great suggestion by Denise V: We always hear that initiatives don't have faculty input so these meetings are really important. Phil says the website has the agendas, and we should contact Laurie Clary who is the chair of the IC and maybe we can work with her to get more visibility.</p> <p>Future IC meetings: Spring Meeting May 8-9, 2014 at Big Bend CC http://sbctc.edu/college/_g-instructioncomm.aspx</p> <p>Future SBCTC Meetings March 26-27, 2014 at SB Office in Olympia Mary 7-8, 2014 at Columbia Basin College June 18-19, 2014 at Olympic College http://www.sbctc.ctc.edu/general/a_board.aspx</p>	<p>Phil/Gerry: Confirm who will attend future meetings. SB Meeting May 7-8 at Columbia Basin – ask Gene Holand, Angie Russell and/or Mark Doerr. (Will the guidelines for attendance be ready by then?)</p> <p>Phil: Ask Jackie Eppler-Clark for advice on how to proceed in terms of FACTC attending IC meetings. May we attend both days if we wish? Is it appropriate to be introduced? May we work with Laurie Clary (IC Chair) to gain visibility for FACTC in our participation at these meetings? Based on these findings, develop a set of guidelines for what FACTC representatives should do (instructions on how to observe) at IC meetings would be helpful if we continue distributing the role across the state (based on meeting locations). Have those who attend give a short report on what they heard at the meetings</p>



		(which may be of faculty interest).
<p>Future FACTC meetings:</p> <p>Spring Meeting 2014, Vancouver, WA May 2-3, 2014</p> <p>Fall Meeting 2014, Bellingham, WA October 16-17, 2014</p>	<p>(1) There will be a FACTC hosted reception at the ATL conference in May. Will we use the same approach as before (powerpoint)?</p> <p>(2) FACTC was accepted to give a talk at the ATL conference entitled "A Matter of FACTC". A panel of FACTC members (officers, others) will discuss the role of FACTC and what we do. This should help FACTC gain more visibility with faculty. Perhaps the materials developed and questions and answers from this session can be captured and distributed in some form to each of our campuses as part of our FACTC awareness campaign.</p> <p>Carl: Possible hosting of FACTC meeting at Whatcom CC and Bellingham Technical College (BTC) in the Fall. Most FACTC members liked the idea of visiting both campuses (having a meeting at one on Thursday and the other on Friday).</p> <p>Phil helped develop some guidelines for hosting FACTC meetings. This should be posted on our website?</p>	<p>Jennie/Phil: Powerpoint or Poster to display during the reception?</p> <p>Phil: Send guidelines for hosting FACTC meetings to Brian for the website.</p>
<p>Official status of FACTC in the scheme of SBCTC organizational structure (New item)</p>	<p>We continue the discussion from yesterday about the official status of our organization, FACTC. Faculty play an important role as more permanent members of the CTC system (administrators have high turn over and don't have the institutional memory).</p>	



- We are/should be the organized voice of the faculty.
- Need visibility that we are that voice of the faculty.
- What are we afraid of by being included in this chart? We don't want to be on the chart (or we want to be in dotted lines) but why? Are we really worried about being told "what to do"?
- If it's good visibility, how do we proceed to be put on the chart?

Bob makes a motion to send Phil to add FACTC to the org. chart, that we are a consulting group (friendly amendment: Goes to Marty Brown with potential dotted line in the chart, and have a conversation about what that means – to become an official entity on the chart). Terry Gosse seconds. Passes unanimously.

Mark: Our issue won't be solved by this org. chart/change of status – we still have an image problem with our own faculty (Gerry: But we can change our image with the org., from other entities like WACTC). Jen: More faculty would be empowered if they knew how decisions are made, and how the SB operates. Gerry likes how we are the "go to" group for participation as experts or with experts in education – a more formal relationship would be of benefit. Jen: Keep in mind the SBCTC are comprised of people. The SBCTC is an organization composed of people who care about education, as do faculty. SBCTC does include faculty on task forces of interest/importance to faculty, but sometimes it is hard to find faculty volunteers. We need our voices present. SBCTC

Phil: Approach Marty Brown for a conversation on placing FACTC on the org. chart and how FACTC can become more involved as an official part of the organization. (eg., interaction with WACTC?)



	<p>does try to include faculty but it's often difficult to engage/find faculty.</p> <p>Having FACTC representation at SBCTC meetings, being placed on the org. chart, and having conversations about faculty involvement in decision-making processes is important to faculty, and a priority.</p>	
<p>Report on the Accessible Technology Task Force Carl Oekerman and Jess Thompson</p>	<p>Goal: How to best address online learning and accessibility. Draft of vision, mission and recommendations was distributed. Group also started drafting policy. Are asking for feedback: Guiding principles for state system to provide equal access to everyone. Can we get faculty representation? Feedback: This draft seems vague without enough examples. We need to know specifics. Guiding principles: We don't know where we are going. Questions and concerns: How will funding be affected by this? Will we be able to have the resources to support this? Is there a need in industry for our students to be aware of accessibility issues? This is a federal expectation that we have standards regarding accessibility. We can encourage industry partners to also be accessible. Costs of captioning videos? How do we have to do this but not have the resources? (This is similar to faculty being forced to get training for Canvas and not get paid for it.) We have to consider publishers too – published materials we use aren't accessible. How do we work publishers to make their product accessible? Task force needs to consider how time intensive this is. A guiding principle must include technology that every student can</p>	



	<p>access at their level of hardware, software, familiarity, keeping in mind what they have. Recommendations: Faculty should continue to serve on the task force. (Within FACTC we should get a report and discussion on this at each meeting to see how it develops.)</p>	<p>FACTC: Distribute the information about the accessible technology task force.</p> <p>Phil: Include a report on this task force in the Spring agenda.</p>
<p>Officers' Reports</p> <p>Secretary: Jennie Mayer</p> <p>Treasurer: Angie Russell</p> <p>Vice-president: Gerry Smith</p> <p>President: Phil Venditti</p>	<p>New format of minutes (with column for actionable items) is helpful. A few commented that more wordy minutes than sparse is better – communicates more to those who are not present.</p> <p>\$8000 balance. Mark prefers his stipend quarterly, for editing the publication. President's stipend should be given to Gerry (\$100 of the \$300). On the back of the report shows which institutions have paid and which haven't. (More on the Spring meeting below.)</p> <p>Welcomes all the new people. Please put emails on the cards and Gerry will update the FACTC email list. Lower Columbia College (rep is not regularly present) and Yakima doesn't support FACTC (hasn't paid dues) and Grays Harbor doesn't support member. Please remember to have an alternate and bring them if you can. Peg said that Sandra Fowler Hill followed up with her task to help support FACTC.</p> <p>Phil proposes we continue to revisit Open Educational Resources (OER) & ongoing emphasis. Phil also presented Bob with a gift from Korea (stickers with a sustainability theme).</p>	<p>Jennie: Send out the minutes for approval by email within two weeks of the meeting.</p> <p>Angie: Pay Mark's stipend quarterly, and pay 1/3 of Phil's stipend (\$100 of \$300) to Gerry for his work in Fall.</p> <p>Gerry put Christie F. on the distribution list. Also needs to update the distribution list for new members.</p>



WASEHC Update Bob Reisenberg	Bob gave an update on the WAHESC (Washington Higher Education Sustainability Conference). Half of the attendees were from CTCs and half from the universities. Good attendance due to networking and creation of a listserv. FACTC was instrumental in promoting the event and making it a success. (Include this in our publication materials?)	Mark: Include a report about WAHESC conference from Bob in the next FACTC Facts.
Update on OER Phil Venditti	Phil would like us to have an update at each meeting on open education resources (Standing item on the agendas)	Phil: include update on OER as a standing item on the next agenda.
SBCTC Liaison update— Bill Moore and Jennifer Whetham	<ul style="list-style-type: none"> • Jen is working on improving the sbctc.edu website to make it more accessible (ATL and FLC pages in particular). Site needs to be more navigable and faculty friendly. • Every campus has a faculty development liaison, an assessment liaison, and a college readiness liaison. Please help update the liaisons list. These lists are part of how Bill and Jen communicate with faculty. • Info on the various faculty-related retreats are on the website along with registration forms and agendas. • Jen’s blog: Assessmentlearningteaching.com: (1) upcoming canvas conference (2) Ignis webinar on flipped classroom. Recordings are posted. This blog might help us see all the events and things that might not be communicated through the listserv. ATLC is the name of the listserv (ATL community) – subscribe!!! Lots of PD opportunities and recorded webinars, and we can use this listserv to reach 	FACTC: Please check the list of liaisons (3 lists) and make sure they are up to date. Go to http://www.sbctc.edu/college/_e-assesscontacts.aspx and check the three lists. Send Jen Whetham [jwhetham@sbctc.edu] any updated contact info.



faculty!!!

- FYI: List of listservs is here:
<http://lists.ctc.edu/mailman/listinfo>
- Jen would like to recruit one representative from each college to form an FLC task force to improve the FLC program. First meeting had 15 members and worked to improve documents and create criteria and rubrics for evaluation. (Target: Early March) Moved up grant app process to be open during May. Will send out the outline (timeline) and have funding by August so people can start their work in Sept. ATL conference Maureen Pettitt, Jen, and others will present a session to walk people through the FLC process. Angie recognizes good work by Jen on the Faculty Development (New Faculty Institute).
- Bill reported on the system recommendations for using the Smarter Balanced (SB) assessment in the placement process:

A cross-sector work group representing a variety of key education stakeholder groups convened in early November to draft **system recommendations regarding the use of the Smarter Balanced 11th grade assessment as an indicator of college readiness in the placement process for postsecondary institutions in Washington** (see table following this introduction). For more details about the work group or questions about the overall process, please contact Bill Moore, Director, Core to College Alignment, State Board for Community & Technical Colleges, bmoore@sbctc.edu, 360-704-4346.

Jen W. will recruit more FLC task force members if needed. Might contact FACTC members from colleges not participating.



Feedback Process/Timetable

We are inviting comments and input on these draft recommendations **through April 1, 2014:**

- collectively through discussions at system group meetings during the winter quarter, and
- individually by reviewing the document and providing general comments via the web at <https://c2cwa.wordpress.com> OR providing more targeted and specific feedback through an online survey: https://www.surveymonkey.com/s/sbac_rec

In April 2014 the policy work group will reconvene to consider the feedback received and finalize the system recommendations. The final proposal will then be shared with key system groups and stakeholders and presented to the 2-year college presidents and 4-year provosts in late spring for their approval. The goal is to inform Smarter Balanced Consortium of Washington's decisions regarding the 11th grade assessments during the fall 2014 quarter to allow adequate time for students taking the assessment officially for the first time in spring 2015 to understand the potential consequences of the scores.

- Using the 11th grade assessment (1) for college placement and (2) to strengthen the 12th year as a "launch year" for those who aren't yet college ready, including providing a broad array of dual-credit options for students scoring college-ready, including



but not limited to Running Start.

- The 11th grade assessment is rigorous assessment (take the practice test available on the Smarter Balanced web site: <http://www.smarterbalanced.org/smarter-balanced-assessments/>). English portion is part human scored and computer scored. SB is 4 hours of assessment over a 6-8 week period, online and computer adaptive.
- Students moving from high school to postsecondary education will have the option of using the Smarter Balanced assessment for placement if it works for them but will have other options as well (transcript placement, regular placement tests, etc.).
- Students scoring at level just below college-ready on the assessment student can enroll in college-ready transition courses in math and/or English, to be co-developed by college faculty and high school teachers, and if successful be offered placement without remediation or additional testing when they enter higher education.
- What can faculty do? Review the details of the recommendations and provide feedback; share and discuss with any interested colleagues on their campuses. Discuss these updates with others.
- Post general comments at <https://c2cwa.wordpress.com> or https://www.surveymonkey.com/s/sbac_rec; you can find some detailed information as well as the



	<p>above links for providing feedback here: http://assessmentlearningteaching.com/2014/02/19/give-your-feedback-on-the-draft-recommendations-for-smarter-balanced-11th-grade-assessment/ (Jen also sent a similar e-mail through the ATLC listserv a few weeks ago)</p> <ul style="list-style-type: none"> • Survey deadline is April 1, 2014. Mark wants a news release on SB/CCSS – will get one from Bill or will create one if needed. <p>NOTE: Responding to this survey requires a basic understanding of the Smarter Balanced Assessment Consortium (SBAC, http://www.smarterbalanced.org) Common Core State Standards (CCSS--http://www.corestandards.org).</p>	
<p>WSAC and SBCTC Executive Directors' Updates—Gene Sharratt and Marty Brown</p>	<p>Gene recaps the WA State 10 year Roadmap: (1) Attainment goals:</p> <p>All adults in Washington, ages 25-44, will have a high school diploma or equivalent.</p> <p>At least 70 percent of Washington adults, ages 25-44, will have a postsecondary credential.</p> <p>Editorial tours (see articles in the packet). So far, no major pushback on these goals. Make sure to check out the piece in the packet about “predictors of postsecondary success”. Also included is a copy of the roadmap and attainment goals and 12 strategies.</p> <p>Questions: Who would push back? Some would push back</p>	



that we can't get 100% of students (and not meet the goal), but the elephant in the room is funding. Task is to take 12 strategies and get stakeholder input and funding requirements. Targets of 100% will help get this through. Faculty– lots of cynicism that state legislature will provide the resources in higher ed to make this happen. Marty: Trying to build coalition around the state to build the momentum. Must have public support through the editorial tours. Must reinvest back into postsecondary education. (Greg will provide a citation to the Georgetown study). Phil notes: The roadmap engages at all levels (K-16) and represents many constituencies.

Although the Washington Student Achievement Council (WSAC) carries out many of the functions of the former Higher Education Coordinating Board (HECB) - including administration of all student financial assistance - the WSAC has a broader charge than the HECB had. WSAC focuses on building partnerships to create a clear and smooth pathway for students from early learning through graduate school.

The Legislature created the Washington Student Achievement Council (WSAC) in July 2012 ([RCW 28b.77](#)). By statute, the Council provides strategic planning, oversight, and advocacy to support increased student success and higher levels of educational attainment in Washington. The nine-member Council consists of five citizens (including a current student) and one representative from each of the state's four major educational sectors:

1. Independent, nonprofit higher education institutions, appointed by the Independent Colleges of Washington.
2. Four-year institutions of higher education, appointed by the



Council of Presidents.

3. Community and technical colleges, selected by the State Board of Community and Technical Colleges.

4. K-12 institutions, selected by the Superintendent of Public Instructions, in consultation with the State Board of Education and the Department of Early Learning.

Agency staff led by Executive Director Gene Sharratt support the work of the Council, performing assigned functions and managing student financial aid programs..

Marty: What's working? Transfer agreements, enrollments are ok (2 year CTC compared to 4 years). Recommends we bring Paul (?) in to talk to us. What about K-12? Randy Dorn is also a good person for us to talk to.

Both Gene and Marty are very positive that the coalition is a good approach to work toward the roadmap goals. Need outreach. Gene's approach: Can't wait for people to come to us, we must go out and partner with the community. Reach out. Economic development, workforce training. Engage the public and ask what we can provide. Greg says the potential for building partnerships is great among 2-year colleges compared to 4-year colleges.

Terry T: often people have a frame of mind that CC = prof tech. Don't let the message be lost for the rest of the CC (transfer side) and the potential we have for reaching first generation students, not just vocational students but future **graduate** students.

Christie: As a community we are not offering a lot of night



classes. Need to support that and the veterans. Marty: We need to move into different teaching schedules. Christie: Students are not seeing access with scheduling. Greg: We are doing work with PLA and other projects to support veterans and others in the community who need night scheduling. Bob: Demand for evening goes down as online classes goes up. (Marty: Transfer sections do that, but prof tech not so much).

Mark Doerr: American Honors College/Spokane Falls CC... disparaging comments about the lack of rigor in our courses and lack of credibility at the community college. Our students cannot achieve transfers to some schools back east (NY?) We need to address these criticisms. Marty: We have great transfer agreements with our colleges, but we should continue working on that image/reputation issue. Bob: Achieving the dream – question about whether making the courses able to be completed (easier) versus giving the students the skills to be able to complete the courses as they were intended (level of rigor is maintained). Marty: Prefers the term “success” than “completion”. Successes for us include transfers who are not AAs. How do we count those successes?

Working LUNCH and continued discussion with Marty Brown



**Open Educational Resources (OER) Report—
Connie Broughton,
Boyoung Chae, Quill West,
and Christie Fierro**

Quill and Christie gave a passionate and enthusiastic presentation about the positive impacts of using OER in their classes. For Christie she urges faculty to use pieces and redesign and remix. Encourage students to use, understand, and create OER materials in their assignments. Show students how to make it CC BY.

Boyoung: “CC BY” means people can do whatever they want with your materials, even take your materials and sell them. If faculty are uncomfortable with that, make sure to learn about it first and understand what it means. You cannot revoke anything that is CC BY later. Boyoung urges us to all think about it before we jump in, to really understand and explore CC resources before making judgments about it.

Boyoung goal: (1) Make OER work for faculty. If it doesn’t work for faculty, it won’t work for students. Currently there are no intentions to change faculty instruction (mandated), only to encourage their use. What is the big picture – how do faculty perceive OER, what are their needs? Faculty use and perception of OER Survey: 780 responses.

A few highlights from the study’s reports:

- Defined key words as “low cost” “free” shareable, customizable.
- About 83% of participants understood OER. –Of these, 67% percent of those who heard about OER searched for OER in their discipline. –Of these, 60% used OER in teaching practice. Reasons for not using OER? –Can’t find OER in my discipline. Easier to find



in natural sciences than social science. –Quality of OER was comparable to those being used. – Content was not aligned with scope of their course (level was too high or too low) – Lack of time

- Types of OER used are videos, reading materials, open texts, images and course activities (in that order). Most faculty use few items rather than a whole course package. (Customization)
- Benefits of OER: -reduce costs, wider access to quality OER, enhances creativity, provokes thought about course objectives, freeing from a traditional text, offers peace of mind not to ask for permission.
- Question: One FACTC member would like more info about the participants – online teachers or face to face? This will help view the data in a certain context.
- Favorite places to find OER: YouTube, Khan Academy, wamap.org, Ted, OCL, Flickr.
- What motivates faculty to spend the time engaging with OER: 1) Looks for ways of teaching, help students save money, provide more access, OER coincides with philosophy in education (equity).
- Experience benefits? OER increases learner participation, interest, satisfaction. Did not lead to better grades, increases collaboration/peer support, learners are interested in a wider range of subjects than before using OER.
- More support: more training and PD activities in OER. More info, connection to faculty, endorsement from the dept that encourages use of OER, especially for



adjuncts. More opportunities to share what was built.
More help finding OER, help with copyright issues.

The OER report is not finished (preliminary, unpublished).

ACTION ITEM 1: Statewide OER hands-on training offered since last Sept. 250 faculty have been served. 86 participants since January. Average training has 40-50 faculty. It is well-received training with positive feedback. Participants were able to locate and use materials with proper citation. Ask Boyoung – she will be happy to add us to the training. elearning directors and deans also take training. Will do a preconference workshop at the ATL conference. Two weeks training. 10 hours expected. Randy N., as a librarian, added that there are people applying for LSTA grant – federal funding to support OER (ask Quill for more info). Tacoma Community College is leading the charge (for all the CTC libraries) – grant. Welcomes the CTC to join them.

ACTION ITEM 2: WA OER central website. Series of self-paced materials to educate faculty on OER topics (copyright, etc.) Question: Are state government materials on their website public domain, as it is with federal materials? No idea. The rules are not clear for state/local govt. Want to include more than just OER but how teaching can change (OER Teaching Model) – expand beyond OER and talk about teaching practices. How can the SBCTC develop a website to support faculty (e.g., faculty workshops on OER). Only 2-3 colleges hired OER experts.

FACTC: Submit one idea or material to Boyoung for the website. She can use these materials NOW. When we return to our campuses, please look over the items and ask how can they be modified/improved? Give Boyoung feedback.



	<p>More about Boyoung's preconference workshop (3 hours). The preconference will give people new knowledge and concrete take-aways. Practical, hands-on, how to workshop. Start with open licensing, OER concept, Creative Commons (30 min) then hands-on session follows on finding syllabus in microbiology with CC BY-NC license. Will be done in a computer lab. Michael-Ann Watts (Lower Columbia) will share her experience with OER and her favorite OER website.</p>	
<p>Campus reports FACTC members</p>	<p>Off the record. However, send in your "official" campus reports to Mark Doerr for the FACTC Facts by March 3!</p>	

Meeting adjourned at 3pm. Minutes submitted by Jennie Mayer.

We will see you at the next FACTC Meeting:

Spring Meeting 2014, Vancouver, WA

May 2-3, 2014

(Reminder: If you do not attend, please send an alternate representative.)

