

# ASCCC Resolutions – OERI, ZTC, and Course Materials More Generally

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## Overview

This document is a reference for anyone interested in the positions of the Academic Senate for California Community Colleges (ASCCC) on textbook affordability, including positions related to cost transparency, open educational resources (OER), the ASCCC OER Initiative (OERI), the Zero Textbook Cost (ZTC) program, and the marking of no-cost course sections. Following a summary of all ASCCC positions related to the ZTC program codified in California Education Code §78052, the relevant resolutions are presented in reverse chronological order. All ASCCC resolutions can be accessed on the [ASCCC website](https://www.asccc.org) (asccc.org) by Selecting “Resolutions”. This document is current as of April 19, 2022.

### California Education Code §78052

[California Education Code §78052](#) was amended on July 27, 2021 with the passage of [Assembly Bill 132](#), a 2021-2022 a postsecondary education trailer bill that stated:

This bill would appropriate \$115,000,000 from the General Fund to the Board of Governors of the California Community Colleges to provide grants to community college districts to develop Zero Textbook Cost degrees using open educational resources pursuant to the Zero Textbook Cost Degree Grant Program.

The bill also stipulated that:

This bill would authorize funds not awarded in a fiscal year for which funds are appropriated to be awarded in the following fiscal year, and would require the chancellor to award an initial round of grants no later than January 1 of a fiscal year for which funds are appropriated.

Despite the legislated deadline of January 1, 2022 for the “initial round of grants”, the Chancellor’s Office, as of April 19, 2022, has not awarded funds nor has it announced or initiated a process for the disbursement of funds. Since these funds have the potential to significantly impact OER efforts in California, the ASCCC has established clear positions on the use of these dollars. Given that the amount allocated by the legislature greatly exceeds funds previously dedicated to OER and ZTC degrees, these funds, if spent wisely, have the potential to positively impact students far into the future.

### ASCCC Resolution Process

ASCCC resolutions are limited to 4 “whereas” clauses and 4 “resolved” clauses. Each whereas clause is a statement of fact that supports the resolved clauses that establish positions of the ASCCC or indicate a course of action to be taken by the ASCCC. When a topic is complex, multiple resolutions may be necessary to establish the positions and actions necessary to enact the will of the faculty of the CCCs as demonstrated by the resolutions adopted at ASCCC plenaries. Resolutions related to the \$115,000,000 were

adopted in both Fall 2021 and Spring 2022 and collectively establish the ASCCC's positions on the Zero Textbook Cost Degree Grant Program. While the ASCCC has asserted that OER is the preferred and most sustainable mechanism for achieving ZTC status, it has also emphasized the right of faculty to select their materials and the need to recognize "that a variety of approaches can be used to bring course costs for students to zero, including college library subscriptions, purchasing access to copyrighted resources, and purchasing print resources."

### **ASCCC Positions Related to the Zero Textbook Cost Program**

The resolution process established that the ASCCC:

- support the stated intent of CEC §78052, recognizing the importance of eliminating or reducing textbook costs in a sustainable manner while still preserving the faculty's right and responsibility under academic freedom to select the most appropriate instructional materials, whether digital or in print and oppose the use of mechanisms to achieve zero-textbook-costs that are not sustainable and are inconsistent with the intent of CEC §78052. (3.03 S22)
- work to further communicate that ZTC has a clear and specific meaning by affirming California Education Code's original definition of ZTC that refers to "courses that eliminate conventional textbook costs by using alternative instructional materials and methodologies," and recognize that a variety of approaches can be used to bring course costs for students to zero, including college library subscriptions, purchasing access to copyrighted resources, and purchasing print resources; recognize OER as the preferred and most sustainable mechanism for eliminating course costs but acknowledge that instances will arise in which eliminating costs is not possible; assert that while OER can reduce or eliminate instructional materials and textbook costs, resources should be dedicated to convening discipline faculty to determine the most sustainable mechanisms for reducing the costs of course resources; and encourage the use of approaches that significantly reduce course resource costs such that course sections with a low-cost can obtain ZTC status by virtue of the cost being absorbed by the college, district, or the state. (03.05 F21)
- work with the CCCCO, as part of the ZTC degree Program, to establish the funding and process necessary to ensure that ZTC resources will remain current and relevant beyond the 2027 reporting deadline established in CEC §78052. (7.02 S22)
- urge the CCCCO to require that all recipient colleges and districts of ZTC funds delineate how ZTC status was achieved for all courses in a given pathway in a designated public-facing location and ensure that openly-licensed resources are shared as required by law and encourage the CCCCO to support the development of a repository for the sharing of open educational resources used to establish ZTC certificates and degrees that can be searched by specific course parameters as defined by faculty. (13.01 S22)
- advocate to CCCCO and system partners for allocating a portion of the \$115 million for ZTC degrees in the 2021-2022 Budget Act to fund the work of the

OERI to reduce duplication and guarantee usability in OER development and implementation as well as ensure a statewide approach and promote sustainability in ZTC degrees. (13.08 S22)

- request that the CCCCO, as part of the ZTC degree Program, explore the provision of centralized accessibility and licensing support to local colleges and districts. (7.01 F21)

## **Resolutions**

In the interest of saving space, abbreviations may be used for Academic Senate for California Colleges (ASCCC), Open Educational Resources (OER), Zero Textbook Cost/Zero-Textbook-Cost (ZTC), California Education Code (CEC), California Community Colleges Chancellor's Office (CCCCO), and California Community College (CCC), University of California (UC), and California State University (CSU).

### **03.03 S22 Oppose Reliance on Textbook Publishers to Achieve ZTC**

Whereas, California Education Code §78052 (a) states that “It is the intent of the Legislature that community college districts develop and implement ZTC degrees and develop open educational resources for courses to reduce the overall cost of education for students and decrease the time it takes students to complete degree programs,” a goal that can promote student success without impinging on either academic freedom or faculty’s rights to choose appropriate instructional materials;

Whereas, California Education Code §78052 establishes that community college districts that develop and implement ZTC degrees shall do the following:

- prioritize the development and implementation of a degree from an existing associate degree for transfer and, to the extent possible, prioritize the adaptation of existing OER through existing OER initiatives, or elsewhere, before creating new content.
- develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented.
- develop and implement a degree that other community college districts can use or adapt, and post each degree, and the contents of the degree, on the online clearinghouse of information established pursuant to Item 6870-101-0001 of the Budget Act of 2016, or a successor internet website. All open educational resources used as learning materials for a degree developed pursuant to this section shall be added to the California Digital Open Source Library established in Section 66408. Testing and assessment materials posted online pursuant to this paragraph shall be safeguarded to maintain the integrity of those materials. This paragraph shall not be construed to prohibit faculty from providing sample test and assessment materials to students;

Whereas, Higher Education Emergency Relief Funds (HEERF) and similar funding have

been used to purchase textbooks for students, an efficient and temporary approach to textbook affordability that does not meet the intent or requirements established in CEC §78052; and

Whereas, Governor Gavin Newsom expressed a commitment to lowering costs for students by disrupting the entire system of commercial textbook publishing during his press conference unveiling his 2021 – 2022 budget proposal, saying he was “committed” to addressing the “usurious costs associated with textbooks,”<sup>1</sup> which emphasizes his interest in seeing the state’s substantial financial commitment to ZTC degrees implemented in ways that are consistent with the intent of CEC §78052 through long-term, sustainable solutions rather than primarily through short-term solutions such as funding for one-time or temporary purchases from commercial publishers;

Resolved, That the ASCCC support the stated intent of CEC §78052, recognizing the importance of eliminating or reducing textbook costs in a sustainable manner while still preserving the faculty’s right and responsibility under academic freedom to select the most appropriate instructional materials, whether digital or in print; and

Resolved, That the ASCCC oppose the use of mechanisms to achieve zero-textbook-costs that are not sustainable and are inconsistent with the intent of CEC §78052.

#### **07.02 S22 Ensure the Sustainability of the ZTC Degree Program**

Whereas, CEC §78052 requires that districts “Develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented” and that the CCCCO ensure that “a grant does not result in the development or implementation of duplicate degrees for a subject matter to avoid duplication of effort and ensure the development and implementation of the greatest number of degrees for the benefit of the greatest number of students,” a requirement that can only be met for the ZTC degree Program if the implementation of the program is truly statewide and collaborative;

Whereas, The ASCCC recognizes that open educational resources are “the preferred and most sustainable mechanism for eliminating course costs” (Resolution 03.05 F21);

Whereas, The ASCCC has requested that the CCCCO, as part of the ZTC degree Program, explore the provision of centralized accessibility and licensing support to local colleges and districts to facilitate the adaptation and adoption of open educational resources (Resolution 07.01 F21), effectively advocating for a statewide solution to address local ZTC implementation challenges; and

Whereas, The ASCCC has established mechanisms for convening discipline faculty for the purposes of making curriculum determinations, including systems for ensuring

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<sup>1</sup> Zinshteyn, Mikhail. (2021, January 13). “Newsom calls textbooks ‘racket,’ proposes money to create free ones.” *CalMatters*. <https://calmatters.org/education/2021/01/newsom-fund-free-textbooks/>.

statewide vetting of developed resources;

Resolved, That the ASCCC work with the CCCCO, as part of the ZTC degree Program, to establish the funding and process necessary to ensure that ZTC resources will remain current and relevant beyond the 2027 reporting deadline established in CEC §78052.

### **13.01 S22 Ensure the Transparency of Resources Used to Establish ZTC Certificates and Degrees**

Whereas, The CCCCO, in its 2020 ZTC degree Grant Program Legislative Report, has recommended that future ZTC funding should focus on investment priorities, including efforts to do the following:

- Evaluate existing ZTC programs and courses and incorporate culturally relevant content to contribute to advancing equity in teaching and learning;
- Share and adopt existing quality ZTC program and course materials, especially within the same community college district;
- Develop and curate quality ZTC materials for courses that satisfy general education requirements; and
- Post ZTC program courses on the California Virtual Campus Course Exchange and quickly make ZTC programs and courses available to all CCC students;

Whereas, The ASCCC “recognize[s] open educational resources as the preferred and most sustainable mechanism for eliminating course costs” ([Resolution 3.05 F21](#));

Whereas, Resources may only be modified, developed, curated, and freely shared when those resources are openly licensed, and the ASCCC “encourage[s] 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” ([Resolution 9.05 S19](#)); and

Whereas, [CEC §78052](#) requires that “All open educational resources used as learning materials for a degree developed pursuant to this section shall be added to the California Digital Open Source Library established in Section 66408,” yet no public-facing information is available that delineates how colleges that established ZTC certificates and degrees did so, and the list of ZTC degrees developed reveals duplication of resources and degree pathways ([ZTC degree Grant Program Legislative Report, CCCCO 2020](#));

Resolved, That the ASCCC urge the CCCCO to require that all recipient colleges and districts of ZTC funds delineate how ZTC status was achieved for all courses in a given pathway in a designated public-facing location and ensure that openly-licensed resources are shared as required by law; and

Resolved, That the ASCCC encourage the CCCCCO to support the development of a repository for the sharing of OER used to establish ZTC certificates and degrees that can be searched by specific course parameters as defined by faculty.

### **13.06 S22 Faculty Responsibility for Confirming Course Resource Accuracy**

Whereas, Faculty have both the freedom to select the course materials they deem most appropriate and the responsibility to consider the cost burden as they do so (California Code of Regulations [Title 5 §59404](#));

Whereas, Provisions of the [Higher Education Opportunity Act](#) that went into effect in July 2010 require each institution of higher education receiving federal financial assistance to “disclose, on the institution’s Internet course schedule and in a manner of the institution’s choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution’s course schedule”;

Whereas, The ASCCC encourages local academic senates to advocate for the implementation of a process for consistent, clear, and transparent messaging to students prior to registration regarding all material and supply costs in appropriate locations, including the schedule of classes and the bookstore ([Resolution 20.02 F20](#)); and

Whereas, Textbook information is commonly provided to students prior to and at the time of registration via a section-specific link to the bookstore, and the information may in some cases be inaccurate, misleading, or missing despite the best efforts of faculty to submit clear and accurate information in a timely manner;

Resolved, That the ASCCC encourage local academic senates to work with local administration to ensure the online class schedule contains the clear and accurate textbook and class resource information submitted by the instructor, that their sections are properly noted with the zero-cost or low-cost icon if appropriate, and that accountability processes are established.

### **13.08 S22 The Open Educational Resources Initiative and Technical Assistance for the ZTC degree Program**

Whereas, The ASCCC OER Initiative (OERI) was formally launched in early 2019 with funds allocated to the ASCCC in Assembly Bill 1809 (Higher Education Trailer Bill, 2017-2018) “to support the development of, and the expansion of the use of, open educational resources for the CCCs” and has established a faculty-led infrastructure to support local OER implementation efforts, but the funding for the OERI was scheduled to end in 2023, thereby dramatically curtailing or ending the statewide development,

curation, and implementation efforts as well as coordinated maintenance and updating of resources developed under the OERI;

Whereas, The OERI, in helping to unlock the potential of faculty to create innovative learning experiences for students through the development of new content, has a proven track record of meeting the OER needs of faculty and students across the state, and, as reported in the ASCCC OERI Department of Finance Progress Report in February, 2022, accomplishments of the OERI since its inception include the following:

- Facilitated the awareness, adoption, and adaptation of OER through the hosting of over 135 general, discipline-specific, and tool-specific webinars that have been attended by over 2100 faculty. In addition, 56 webinars were hosted for local OER advocates or OER liaisons,
- Identified—and supported—OER liaisons at each of the colleges to ensure on-going communication between the OERI and local faculty and college colleagues,
- Created a website—[asccc-oeri.org](http://asccc-oeri.org)—to promote OER and simplify the identification of available OER by providing easy access to OER resources organized by 27 comprehensive discipline collections, general education area, and 25 transfer model curricula,
- Established a team of over 30 discipline leads to curate existing OER and facilitate OER awareness and adoption,
- Initiated the formation of discipline-specific communities of practice to support faculty OER efforts,
- Developed a wide array of resources to support OER-related work, including two self-paced courses (OER Basics and Accessibility Basics), a series of OER “Quick Guides” on OER-related topics that can be accessed online or printed for local use, a variety of resources for OER developers, and an ever-expanding collection of resources to support local OER advocacy,
- Supported the creation of 63 new OER over three competitive funding cycles, with an emphasis on collaboration, meeting state-wide needs, and sustainability,
- Developed the ASCCC OERI IDEA Framework for reviewing and revising OER and other course resources to ensure that they are inclusive, diverse, equitable, and antiracist, which will be integrated into future OERI supported projects and used to review and modify existing resources, and
- Collaborated with representatives from the CSU and the UC to host Cal OER, a free OER conference intended to highlight the state’s OER/ZTC work and attended by over 400 faculty;



Whereas, In the 2021-2022 Budget Act, the California Legislature and Governor Gavin Newsom designated \$115 million for investment in the expansion of ZTC degrees and OER at the state’s community colleges, and in Resolution 3.05 F21, “the ASCCC recognized open educational resources as the preferred and most sustainable mechanism for eliminating course costs unless where instances will arise in which eliminating costs is not possible”; and

Whereas, Education Code §78052 states “that community college districts develop and implement ZTC degrees and develop OER for courses to reduce the overall cost of education for students and decrease the time it takes students to complete degree programs” and “to the extent possible, prioritize the adaptation of existing OER through existing OER initiatives, or elsewhere, before creating new content,” indicating the legislative intent of the use of OER in ZTC degrees and the need for collaboration with established initiatives such as OERI;

Resolved, That the ASCCC advocate to CCCCCO and system partners for allocating a portion of the \$115 million for ZTC degrees in the 2021-2022 Budget Act to fund the work of the OERI to reduce duplication and guarantee usability in OER development and implementation as well as ensure a statewide approach and promote sustainability in ZTC degrees.

### **13.10 S22 Student-Facing ZTC Information**

Whereas, The CCCCCO, in its 2020 ZTC degree Grant Program Legislative Report ([ZTC degree Grant Program Legislative Report, CCCCCO 2020](#)), has recommended that future ZTC funding should focus on investment priorities, including efforts to share and adopt existing quality ZTC programs and course materials, and [California Education Code §78052](#) requires that “All open educational resources used as learning materials for a degree developed pursuant to this section shall be added to the California Digital Open Source Library established in Section 66408,” yet no public-facing information is available that delineates how colleges established ZTC certificates and degrees;

Whereas, In October 2021, the ASCCC OER Initiative completed an [analysis of public-facing ZTC degree information](#) provided by CCCs and found no information regarding when ZTC sections would be offered, minimal information regarding the ZTC courses that were available and would meet specific general education requirements, and no information regarding how ZTC status was achieved for specific courses;

Whereas, The ASCCC passed Resolution 20.02 in fall 2020, encouraging local academic senates to “advocate for the implementation of a process for consistent, clear, and transparent messaging to students prior to registration regarding all material and supply costs in appropriate locations including the schedule of classes and the

bookstore” and providing this same clear messaging and information regarding the planned availability of ZTC sections that would enable students to plan to truly complete a ZTC degree; and

Whereas, Clear messaging for planning purposes is an integral part of guided pathways implementation to better serve students, and integrating information regarding ZTC sections would further advance the equity and achievement goals of the CCCs by clearly mapping ZTC degree pathways.

Resolved, That the ASCCC urge the CCCCCO to require all colleges and districts that receive ZTC funds to provide public-facing information and student messaging that delineates the planned scheduling of ZTC sections; and

Resolved, That the ASCCC advocate for the CCCCCO to require that all colleges and districts receiving ZTC funds delineate in a designated public-facing location how ZTC status was achieved for all courses in a given pathway, demonstrate that sufficient ZTC sections are available to enable student completion of a ZTC degree pathway, and ensure that openly-licensed resources are shared as required by law.

#### **03.04 F21 Develop Statewide Recommendation for Definition of Low-Cost Course Materials**

Whereas, The ASCCC supports efforts to increase student access to high-quality open educational resources and reduce the cost of course materials and supplies for students in course sections for which OER may not be available to accomplish zero cost for students and encourages colleges to implement a mechanism for identifying course sections that employ low-cost course materials (Fall 2017, Resolution 13.01);

Whereas, Recognizing the need for an alternative to the legislated zero-cost designation (CEC §66406.9), some colleges and districts have implemented a low-cost designation with the definition of low-cost not being readily available or varying between less than \$30.00 to less than \$50.00;

Whereas, Efforts to mark course sections as zero-cost or low-cost should be informed by students’ perspectives since the designations are intended to inform students of the financial burden of a given course section; and

Whereas, Students may register for courses at more than one college, and various definitions of low-cost at different institutions can be confusing and even misleading for students;

Resolved, That the ASCCC work with the Student Senate for CCCs and CCCCCO to identify a recommended definition of “low-cost” to be considered for adoption throughout the CCC system.

### **03.05 F21 Zero Means Zero Textbook Cost**

Whereas, ZTC refers to instances in which textbooks are available to students at no cost, and CEC §66406.9 requires that CCCs “Clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials,” providing a mechanism for marking course sections that are zero-textbook-cost;

Whereas, CEC §78052, which originally established a ZTC degree grant program in the CCCs system, states that “‘ZTC degrees’ means community college associate degrees or career technical education certificates earned entirely by completing courses that eliminate conventional textbook costs by using alternative instructional materials and methodologies,” and the CCCCO has recommended that future ZTC funds should “ensure the ZTC programs and courses are truly zero cost to the students by eliminating hidden costs” (ZTC degree Grant Program Legislative Report, CCCCO 2020);

Whereas, The 2021 revisions to CEC §78052 redefine “ZTC degrees” to allow for “low-cost” to be recognized as “zero” in ill-defined instances, stating, “For purposes of this paragraph, ‘ZTC degrees’ may include a low-cost degree option if a no-cost equivalent option is not available or cannot be developed”; and

Whereas, While OER provide a mechanism to reduce or eliminate costs for instructional materials and textbooks, in some instances eliminating costs using OER is not possible because instructional resources require the use of such works as photographs, literature, and other materials that are under copyright;

Resolved, That the ASCCC work to further communicate that ZTC has a clear and specific meaning by affirming California Education Code’s original definition of ZTC that refers to “courses that eliminate conventional textbook costs by using alternative instructional materials and methodologies,” and recognize that a variety of approaches can be used to bring course costs for students to zero, including college library subscriptions, purchasing access to copyrighted resources, and purchasing print resources;

Resolved, That the ASCCC recognize OER as the preferred and most sustainable mechanism for eliminating course costs but acknowledge that instances will arise in which eliminating costs is not possible;

Resolved, That the ASCCC assert that while OER can reduce or eliminate instructional materials and textbook costs, resources should be dedicated to convening discipline faculty to determine the most sustainable mechanisms for reducing the costs of course resources; and

Resolved, That the ASCCC encourage the use of approaches that significantly reduce course resource costs such that course sections with a low-cost can obtain ZTC status by virtue of the cost being absorbed by the college, district, or the state.

### **07.01 F21 System-Level ZTC Resources**

Whereas, The legislative intent of CEC §78052 is “that community college districts develop and implement ZTC degrees and develop open educational resources for courses to reduce the overall cost of education for students and decrease the time it takes students to complete degree programs”;

Whereas, CEC §78052 requires that districts “Develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented,” “ensure compliance with the federal Americans with Disabilities Act (Public Law 104-197) and the federal Copyright Act of 1976 (Public Law 94-553),” “develop and implement a degree that other community college districts can use or adapt,” and “ensure faculty shall have flexibility to update and customize degree content as necessary within the parameters of this program”;

Whereas, The option to update and customize course content is only available when course resources are openly licensed; and

Whereas, Accessibility and licensing concerns may be barriers to resource adoption, curation, and development;

Resolved, That the ASCCC request that the CCCCO, as part of the ZTC degree Program, explore the provision of centralized accessibility and licensing support to local colleges and districts.

### **17.01 F21 Local Senate Policies Regarding Textbook Adoption**

Whereas, Faculty have both the academic freedom to select the course materials they deem most appropriate (Resolution 19.01 F04) and the responsibility to consider the cost burden as they do so (Title 5, § 59404);

Whereas, Provisions of the Higher Education Opportunity Act require each institution of higher education receiving federal financial assistance to “disclose, on the institution’s Internet course schedule and in a manner of the institution’s choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution’s course schedule used for preregistration and registration purposes”;

Whereas, CEC §66406.9 requires the CCCs to “clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to students and may have a low-cost option for print versions”; and

Whereas, Students who register for a course and act on the available course information, purchasing a nonreturnable text or choosing a section that is identified as

no-cost or low-cost, should not be negatively impacted in the event that the instructor of record changes;

Resolved, That the ASCCC provide guidance to local academic senates in developing policies that both protect students and uphold academic freedom in cases where changes to faculty class assignments result in changes in required course resources by Fall of 2022; and

Resolved, That the ASCCC encourage local academic senates to adopt policies that both protect students and uphold academic freedom in cases where changes to faculty class assignments result in changes in required course resources.

#### **9.05 S21 Developing an Anti-Racism, Diversity, Equity, and Inclusion Curriculum Audit Process**

Whereas, The ASCCC paper *Anti-Racism Education in CCCs: Acknowledging Historical Context and Assessing and Addressing Effective Anti-Racism Practices for Faculty Professional Development* recommends that local academic senates “enact culturally responsive curricular redesign within disciplines, courses, and programs and with curriculum committees”;

Whereas, Resolution 03.02 F19 calls for the ASCCC, in order “to eliminate institutional discrimination, take steps to not only strive for a greater knowledge about and the celebration of diversity but also to support deeper training that reveals the inherent racism embedded in societal institutions in the United States, including the educational system, and asks individuals to examine their personal role in the support of racist structures and the commitment to work to dismantle structural racism”;

Whereas, OER should be created as an integral part of culturally responsive and anti-racist curriculum, and existing OER should be revised to be more equitable, diverse, and inclusive to represent all groups, such as people from various races and ethnicities, LGBTQIA, people with disabilities, students from low-income backgrounds, and any other historically underrepresented group; and

Whereas, Audit processes can be used to identify practices, policies, and curriculum that are inconsistent with established anti-racism, diversity, equity, and inclusion goals;

Resolved, That the ASCCC, through the OERI, develop an audit process and review framework to review and revise as necessary existing open educational resources to ensure that ASCCC OERI-supported OER are equitable, inclusive, diverse, and anti-racist.

Resolved, That the ASCCC, through the OER Initiative, develop 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; and

Resolved, That the ASCCC encourage local senates to provide guidance to faculty in developing and selecting equitable, inclusive, diverse and anti-racist instructional materials.

### **11.02 S21 Advocate for Development of a ZTC Data Element**

Whereas, CEC §66406.9 requires that each of the CCCs “(1) (A) Clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to students and may have a low-cost option for print versions,” a legislated mandate for which little guidance has been provided;

Whereas, [Resolution 9.01 F20](#) established that the ASCCC recommends that the no-cost designation required by Education Code §66406.9 be used to recognize sections that use digital resources and sections that require a textbook yet are no-cost due to something other than a digital alternative, effectively aligning the requirements of the legislation and with those established by the CCCCCO for courses that are zero textbook cost;

Whereas, California Code of Regulations Title 5 §59404 mandates that districts that require students to “provide instructional materials for a course shall adopt policies or regulations” that “shall direct instructors to take reasonable steps to minimize the cost and ensure the necessity of instructional materials”; and

Whereas, No mechanisms presently exist for gathering data regarding local efforts to reduce the cost of instructional materials, confirming or encouraging compliance with Education Code 66406.9, or assessing compliance with Title 5 §59404;

Resolved, That the ASCCC collaborate with appropriate constituent groups and the CCCCCO to implement a management information system course section data element that, at a minimum, is used to identify course sections that have no associated instructional materials costs;

Resolved, That the ASCCC support the establishment of a course section data element that, at a minimum, differentiates between sections requiring purchase of a textbook or other instructional materials including those requiring purchase of an access code and all instances when a printed resource is required and not provided, those sections that are ZTC due to the use of no- cost open educational resources, those that are ZTC but the resources have a cost that is not passed on to students, those that use no textbook, and those that are low-cost as defined locally;

Resolved, That the ASCCC encourage the CCCCCO to make a proposed course section data element field regarding ZTC materials available as soon as possible and include an appropriate timeline for its required use; and

Resolved, That the ASCCC support actions by the CCCCO to encourage early adoption of a proposed data element regarding ZTC materials, such as requiring its use in order to access ZTC funding.

### **11.03 S21 Advocate for On-Going Funding for the ASCCC Open Educational Resources Initiative**

Whereas, The ASCCC OER Initiative (OERI) was formally launched in early 2019 with funds allocated to the ASCCC in Assembly Bill 1809 (Higher Education Trailer Bill, 2017-2018) “to support the development of, and the expansion of the use of, open educational resources for the CCCs” and has established a faculty-led infrastructure to support local OER implementation efforts;

Whereas, The OERI has provided professional development regarding OER to over 1400 faculty and funded the development or revision of over twenty-five OER textbooks that require maintenance and updates, but the funding for the ASCCC OERI will end in 2023, thereby dramatically curtailing or ending the ASCCC’s statewide development, curation, and implementation efforts as well as coordinated maintenance and updating of resources developed under the OERI; and

Whereas, The ASCCC encourages local academic senates to develop mechanisms to encourage faculty to consider open educational resources when developing or revising courses and to document the use of OER on the course outline of record (Resolution 09.05 SP 19) and 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), linking the OERI’s work directly and effectively to the ASCCC and system goals regarding equity, diversity, inclusivity, and antiracism;

Resolved, That the ASCCC collaborate with system partners, including the Community College League of California, Student Senate for CCCs, the CCCCO, and other appropriate entities, to safeguard the work of the Open Educational Resources Initiative by assisting the ASCCC in securing future funding for the OERI; and

Resolved, That the ASCCC advocate for sustainable funding for the OER Initiative from the legislature and Governor’s Office to ensure that the OERI has the funds necessary to continue its work in support of the development, expansion, and use of open educational resources for the CCCs.

### **11.04 S21 Ensure Compliance with Required Instructional Materials Regulations**

Whereas, The ASCCC has urged local academic senates to recommend to faculty that they consider the cost of books as one of the criteria in book selection ([Resolution 09.07 SP 93](#)), and California Code of Regulations Title 5 §59404 mandates that districts that require students to “provide instructional materials for a course shall adopt policies or

regulations” that “shall direct instructors to take reasonable steps to minimize the cost and ensure the necessity of instructional materials”;

Whereas, The ASCCC has urged local academic senates to review any existing policies regarding the use of e-instructional materials or develop policies regarding e-instructional materials as necessary to encourage instructors to carefully consider their responsibilities in assessing, communicating about, and grading student work effectively before adopting electronic systems that claim to easily replace or replicate this crucial work of faculty (Resolution [19.02 F 11](#));

Whereas, Modifications in 2012 to Title 5 §59404 District Policies and Regulations for Instructional Materials were intended to permit faculty to require students to purchase instructional materials that were not “tangible” under specified circumstances; and

Whereas, Efforts to reduce the costs of instructional materials have increased the availability of electronic alternatives to textbooks, including automatic billing options, that may not comply with existing regulations and have other negative consequences for students;

Resolved, That the ASCCC encourage local academic senates to review, revise, and implement their district policies or practices that “shall direct instructors to take reasonable steps to minimize the cost and ensure the necessity of instructional materials” to ensure that they are effective and take steps to ensure that all faculty are informed of the requirements established in California Code of Regulations Title 5 §59400; and

Resolved, That the ASCCC collaborate with system partners to provide local academic senates and colleges with guidance for ensuring that they are compliant with the following element of California Code of Regulations Title 5 §59400:

(c)Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time ranging from the length of the class up to at least two years. The terms of the license or access fee shall be provided to the student in a clear and understandable manner prior to purchase.

### **13.01 S2S Institutionalizing Open Educational Resources**

Whereas, The ASCCC encourages local academic senates to develop mechanisms to encourage faculty to consider 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 ASCCC 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 ASCCC 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 OER (Resolution [12.02 SP 17](#)); and

Whereas, The ASCCC 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 ASCCC encourage local academic senates to collaborate with other constituencies to integrate open educational resources into their colleges' guiding resources, including institutional goals, educational master plan, equity plan, accreditation institutional self-evaluation report, board policies, and administrative procedures or regulations; and

Resolved, That the ASCCC curate a collection of resources to assist local senates in pursuing the institutionalization of OER at the local level no later than Spring 2022.

### **09.01 F20 Recommendations for the Implementation of a Zero Textbook Cost\* (ZTC) Designation in Course Schedules**

Whereas, Resolution 13.01 S19 asked that the “ASCCC develop suggested guidelines, policies, and practices for implementation of SB 1359 (Block, 2016) no later than Spring of 2020”;

Whereas, Most CCCs have overcome the technical challenges associated with implementing a “no-cost” designation in their online course schedules and are now seeking to perfect this implementation by ensuring consistency in the criteria used to determine which sections are marked with this designation and establishing procedures to ensure that no qualifying sections are missed;

Whereas, The details of the legislation—i.e., the requirement that sections marked with the no-cost designation be those “that exclusively use digital course materials”—are inconsistent with how “zero textbook cost” had been defined by the CCCCO and is silent with respect to whether the designation can be used when a student is required to purchase tangible supplies (e.g. goggles, a calculator, or paint); and

Whereas, Consistency and transparency across colleges is beneficial to students, faculty, and anyone with an interest in assessing the impact of efforts to reduce textbook costs;

Resolved, That the ASCCC recommend that the no-cost designation be used to recognize those sections that use digital resources, as consistent with SB 1359 (Block, 2016), and those sections that require a text yet are “no-cost” due to something other than a digital alternative;

Resolved, That the ASCCC encourage local academic senates to interpret the SB 1359 (Block, 2016) requirements as in alignment with those established by the CCCC for courses that are ZTC;

Resolved, That the ASCCC recommend integration of identification of a course section as being no-cost into the existing textbook selection process; and

Resolved, That the ASCCC provide additional guidance and resources related to SB 1359 (Block, 2016) no later than the Fall 2021 Plenary.

### **20.02 F20 Ensure Course Cost Transparency for Students**

Whereas, Faculty have both the freedom to select the course materials they deem most appropriate and the responsibility to consider the cost burden as they do so;

Whereas, Provisions of the Higher Education Opportunity Act that went into effect in July, 2010 required each institution of higher education receiving federal financial assistance to “disclose, on the institution’s Internet course schedule and in a manner of the institution’s choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution’s course schedule used for preregistration and registration purposes”;

Whereas, Ensuring the transparency of textbook, supplemental material, supply, and other course-related costs is of critical importance when unpredictable costs associated with course-taking may exceed the fees students pay to take courses, placing additional financial burdens on students; and

Whereas, Some disciplines and colleges have well-established and clearly visible processes for informing students of costs and fees prior to registration while others do not;

Resolved, That the ASCCC encourage local academic senates to advocate for the implementation of a process for consistent, clear, and transparent messaging to students prior to registration regarding all material and supply costs in appropriate locations including the schedule of classes and the bookstore.

### **09.06 F19 Consider Implications of Publisher-Developed Lower Cost “Inclusive Access” Strategies**

Whereas, Publishers have been developing approaches to monetize open educational resources and, in some instances, are providing textbook solutions that dramatically decrease the costs of such resources but may have unintended negative consequences;

Whereas, “Inclusive access” strategies have been introduced by publishers in various formats as an approach to decrease the cost of course resources by providing access to low-cost digital resources;

Whereas, Some implementations of inclusive access strategies are “opt-in,” requiring students to purchase resources at the time of registration and limiting students’ access to such resources for a specific time period; and

Whereas, The implementation of inclusive access strategies by publishers may serve to eliminate the used textbook market and may ultimately increase costs for students;

Resolved, That the ASCCC provide guidance to local senates regarding the potential impact of inclusive access and questions to be asked about such programs if locally proposed;

Resolved, That the ASCCC recognize the benefits and value of the used textbook market as a source of low-cost and lasting texts; and

Resolved, That the ASCCC encourage faculty and colleges to carefully consider the impact of inclusive access and recognize that while such programs may address immediate student needs, they may not work in students’ long-term interest.

#### **09.05 F19 Provide Guidance with Respect to Ensuring Student Access to No-Cost Resources**

Whereas, SB 1359 (Block, 2016) requires all segments of public higher education in California to “Clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to students and may have a low-cost option for print versions” (CEC §66406.9) as of January, 2018;

Whereas, The Higher Education Opportunity Act of 2008 requires that each postsecondary institution in the United States that participates in Title IV student aid programs post a net price calculator on its Web site that uses institutional data to provide estimated net price information to current and prospective students and their families based on a student’s individual circumstances; and

Whereas, All students should have access to course materials prior to the course start date, and inequities are created by practices that ensure immediate access to commercial texts but do not provide complete information regarding the resources made available to students at no cost;

Resolved, That the ASCCC encourage local senates to work with their administrations to ensure that accurate information regarding no-cost resources and low-cost print versions of such resources are equally available as resources available for purchase from a vendor; and

Resolved, That the ASCCC provide guidance to colleges with respect to making digital resources available in digital and print formats.

### **13.02 S19 Support for Faculty Open Educational Resources Coordinators**

Whereas, The ASCCC has urged local academic senates to identify a local OER point-person to act as a liaison to facilitate OER-related communication between the college and the ASCCC (Resolution 17.02 F18);

Whereas, The ASCCC OER Initiative is supporting the growth of OER use across the colleges by developing resources and supporting local OER liaisons who may or may not receive support from their colleges;

Whereas, Various opportunities for obtaining funding for local OER efforts, including grants made available by the California OER Council, have required that a coordinator be identified to oversee the work; and

Whereas, Significant increases in OER usage have been reported when a local advocate has dedicated time to support OER adoption;

Resolved, That the ASCCC develop a collection of resources documenting the value of supporting local faculty OER coordinators and associated resources (e.g., job descriptions, roles, and responsibilities); and

Resolved, That the ASCCC encourage local colleges to identify and support a faculty OER coordinator.

### **13.01 S19 Develop Recommendations for the Implementation of a No-Cost Designation in Course Schedules**

Whereas, SB 1359 (Block, 2016) requires all segments of public higher education in California to “Clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to students and may have a low-cost option for print versions” (CEC §66406.9) as of January, 2018;

Whereas, Determinations of what course sections qualify for a no-cost identifier as required by SB 1359 (Block, 2016) are subject to interpretation, with some colleges opting to interpret the legislation very strictly and others opting to highlight all courses with no associated costs (i.e., including those courses that have never required a text); and

Whereas, Developing guidance and suggested practices for local senates to consider for the implementation of SB 1359 (Block, 2016) may result in appropriate consistencies across the colleges;

Resolved, That the ASCCC investigate the approaches used to implement SB 1359 (Block, 2016) across all segments of higher education in California and similar efforts in other states; and

Resolved, That the ASCCC develop suggested guidelines, policies, and practices for implementation of SB 1359 (Block, 2016) no later than Spring of 2020.

#### **09.05 S19 Support the Development of Open Educational Resources (OER)**

Whereas, Resolution 13.03 F15 asserted that “incentivizing faculty to adopt any specific instructional materials over others could potentially compromise quality by encouraging or pressuring faculty to adopt materials that are less pedagogically sound” and opposed the provision of direct compensation to faculty for the adoption of OER in the context of the implementation of AB 798 (Bonilla, 2015);

Whereas, Resolution 12.02 S17 encouraged “...local senates and bargaining units to work with their administration to allow the use of sabbaticals and other professional development opportunities for the development of accessible OER”;

Whereas, Resolution 16.01 S15 encouraged faculty “to review and consider the adoption of appropriate OER textbooks while adhering to the highest professional standards and ensuring appropriate levels of academic rigor for their courses”; and

Whereas, Adopting OER may be more complicated and time-consuming than the adoption of a commercial textbook due to factors such as the lack of an existing OER text-equivalent, the need to modify or update an OER text- equivalent, the need to curate resources to create a text-equivalent, or the lack of ancillaries;

Resolved, That the ASCCC recommend that faculty should consider OER adoption, including customizable teaching materials, as a measure towards achieving equity and facilitating student success;

Resolved, That the ASCCC recognize that adoption of OER may require substantial work that exceeds what is needed to adopt a commercial text and will therefore benefit from the provision of reassigned time, stipends, and the support of classified professionals for further modification and the development of ancillary materials;

Resolved, That the ASCCC 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 ASCCC 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.

### **09.03 S19 Documenting OER Options in Course Outline of Record**

Whereas, In the CCCs, the course outline of record is the official document that establishes, among other things, the content, objectives, and instructional materials for a given course and is the basis for articulation;

Whereas, Both the CSU Chancellor's Office and UC Office of the President are on record establishing that the use of OER that are comparable to commercial texts with respect to currency and stability does not jeopardize articulation; and

Whereas, Faculty who wish to use OER may be hesitant to do so if such options are not explicitly indicated on the course outline of record, and faculty who wish to specify OER on course outlines of record may be unclear as to how to do so;

Resolved, That the ASCCC develop guidelines for how to indicate the option of using OER on course outlines of record; and

Resolved, That the ASCCC encourage local academic senates to develop mechanisms to encourage faculty to consider OER when developing or revising courses and to document the use of OER on the course outline of record.

### **17.02 F18 Establish Local Open Educational Resources Liaisons**

Whereas, The ASCCC will be initiating a five-year OER initiative in spring 2019 that will provide OER-related support and resources to the colleges and gather data from the colleges related to OER use and challenges;

Whereas, Research has shown that access to and use of textbooks and ancillary materials are correlated with successful course completion by students, and students postpone or fail to purchase textbooks due to escalating textbook prices and other educational costs, which could impact their success and course completion;

Whereas, Various college-level OER funding opportunities have required the establishment of a local point-person to coordinate such efforts, and the ASCCC has urged local senates to be involved in the process for appointing individuals to such positions (Resolution 19.10 S16); and

Whereas, The OER initiative plan developed by the ASCCC proposes to further OER use by providing centralized support for local OER efforts, and that support must be informed by local needs and effectively disseminated at the colleges;

Resolved, That the ASCCC urge local academic senates to identify a local OER point-person to act as a liaison to facilitate OER-related communication between the college and the ASCCC.

### **13.01 F17 Recognition of Course Sections with Low-Cost Course Material Options**

Whereas, The significant rise in costs of textbooks is a barrier to college attendance, student access, and student success, and many colleges are interested in reducing the cost of textbooks to increase student access to necessary course materials;

Whereas, The intent of the College Textbook Affordability Act of 2015 (AB 798, Bonilla, 2015) is to reduce costs for college students by encouraging faculty to accelerate the adoption of lower cost, high-quality, OER, and the ZTC degree Grant Program focuses on the development of degrees with no associated text costs;

Whereas, Senate Bill 1359 (Block, 2016) requires all segments of public higher education in California to “Clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to students and may have a low-cost option for print versions” (CEC 66406.9.) as of January, 2018; and

Whereas, Efforts to substantially decrease the costs of course materials should be recognized and, in some instances, reducing costs to zero may not be immediately possible;

Resolved, That the ASCCC support efforts to increase student access to high-quality OER and reduce the cost of course materials and supplies for students in course sections for which OER may not be available to accomplish zero cost for students; and

Resolved, That the ASCCC encourage colleges to implement a mechanism for identifying course sections that employ low-cost course materials.

### **12.02 S17 Support Use of Sabbaticals and Other Professional Development for Open Educational Resources Development**

Whereas, Curriculum, including the selection and development of instructional materials, is an area of faculty primacy under Title 5 §53200 and the development of OER is a worthwhile curriculum-related endeavor that will benefit students;

Whereas, Assembly Bill 798 (Bonilla, 2015) encourages the use of OER, and ZTC degree efforts are underway that seek to provide an opportunity for students to earn a degree with no expenses associated with instructional materials;

Whereas, Access to and use of textbooks and ancillary materials can facilitate successful course completion by students, and students may postpone or fail to purchase textbooks due to escalating textbook prices and other educational costs, which could impact their success and course completion; and

Whereas, According to the senate paper [Sabbaticals: Benefitting Faculty, the Institution, and Students \(Links to an external site.\)](#) (2007) major purpose of sabbaticals “...is to

provide opportunity for continued professional growth and new, or renewed, intellectual achievement through study, research, writing, and travel;”

Resolved, That the ASCCC encourage local senates and bargaining units to work with their administration to allow the use of sabbaticals and other professional development opportunities for the development of accessible OER.

### **19.01 S16 Support for Faculty Open Educational Resources Coordinators**

Whereas, The College Textbook Affordability Act of 2015 (AB 798, Bonilla, 2015), provides incentives to colleges that seek to reduce textbook costs by adopting OER in a minimum of 10 course sections;

Whereas, The intersegmental California Open Educational Resources Council (COERC) created a Request for Proposals (RFP) that included the specific requirement that colleges include in the RFP the “Identification, roles, and responsibilities of your Textbook Affordability Campus Coordinator who will coordinate your textbook affordability program, including ensuring the programs are implemented in a timely and effective manner and providing reports and evaluations on the campus’s program outcomes”; and

Whereas, The evaluation of program outcomes regarding curricular decisions, including the adoption of textbooks, is an academic and professional matter;

Resolved, That the ASCCC urge local senates that intend to apply to participate in the Textbook Affordability Act ensure that the process for the selection of the Textbook Affordability Campus Coordinator involves collegial consultation with the local academic senate.

### **13.03 F15 Opposition to Compensation for Adoption of OER**

Whereas, The development of curriculum, which includes the choice of textbooks and other course materials, is an area of faculty primacy under Title 5 §53200 and a responsibility of every community college faculty member;

Whereas, Assembly Bill 798 (Bonilla, 2015) encourages the use of OER and was supported by the ASCCC in its form as of April 6, 2015 but has since been amended to allow for direct compensation of faculty who choose to adopt OER in the form of reassigned time from instructional duties;

Whereas, Evaluation and approval of grant applications under AB 798 (Bonilla, 2015) is granted to the California OER Council, which includes representatives from the CSU and UC systems who may differ in their perspectives regarding the proper use of the AB 798 grant funds; and



Whereas, The practice of incentivizing faculty to adopt any specific instructional materials over others could potentially compromise academic quality by encouraging or pressuring faculty to adopt materials that are less pedagogically sound;

Resolved, That the ASCCC inform the California OER Council of its objection to direct compensation to individual faculty members for adoption of open educational resources;

Resolved, That the ASCCC direct the community college faculty appointees to the California OER Council to oppose approval of any grant application that allows direct compensation to individual faculty members for adoption of open educational resources; and

Resolved, That the ASCCC encourage local academic senates not to approve any grant submissions for AB 798 funding that include direct compensation to individual faculty members for adoption of OER.

### **16.01 S15 Update the Paper Textbook Issues: Economic Pressures and Academic Values**

Whereas, Resolution 11.01 F12 *Pursue Statewide Open Educational Resources for Student Success* supported ASCCC participation in “the convening of appropriate stakeholders, including faculty from our intersegmental partners for implementation of SB 1052 and 1053 (Steinberg, 2012), to develop appropriate rules and guidelines for accessing OER materials for faculty in a broad range of formats that encourage their wide-spread availability for adoption and use”;

Whereas, The California Digital Open Source Library (CDOSL) is being designed so faculty can easily find, adopt, utilize, and modify OER course materials for little or no cost, and the California Open Online Library for Education is the first library service of the CDOSL;

Whereas, The ASCCC has two papers on affordable options for textbooks, *Textbook Pricing Policies and Student Access* (1997) and *Textbook Issues: Economic Pressures and Academic Values* (2005), which do not reflect the current technological options or the work that has been done by the California OER Council in response to SB 1052 and 1053 (Steinberg, 2012); and

Whereas, While the availability of open education resources through the California Digital Open Source Library (CDOSL) provides faculty with additional textbook options for their classes, the review and consideration of course textbooks is both a faculty professional duty and a matter of academic freedom that is crucial for ensuring the appropriate levels of academic rigor for their courses;

Resolved, That the ASCCC update the paper *Textbook Issues: Economic Pressures and Academic Values* (2005) to include current technological options and the work that

has been done by the California OER Council and bring it to the body for approval at the Spring 2016 Plenary Session; and

Resolved, That the ASCCC urge remind faculty of the availability of OER, and that as part of their textbook evaluation processes, suggest the review and consideration to review and consider the adoption of appropriate OER textbooks while adhering to the highest professional standards and ensuring appropriate levels of academic rigor for their courses.

#### **06.05 S15 Support College Textbook Affordability Act**

Whereas, High textbook prices are an increasingly significant barrier to student success, as many students cannot afford and thus do not purchase necessary course materials without which their performance in the corresponding courses is impeded;

Whereas, OER, when reviewed and selected by discipline faculty for their own courses, can in many cases offer appropriate low-cost alternatives to published textbooks for students;

Whereas, AB 798 (Bonilla, as of April 6, 2015), the College Textbook Affordability Act, would provide resources for colleges to promote the consideration of OER by faculty but makes provision for local academic senate approval of any program established through these funds and allows colleges to set their own benchmarks to account for the use of the funds; and

Whereas, Assembly Member Bonilla and her staff have consulted directly with the ASCCC in developing AB 798 and have committed to further consultation necessary regarding any amendments to the bill;

Resolved, That the ASCCC endorse the intent of AB 798 (Bonilla, as of April 6, 2015) to promote the consideration of appropriate OER through funding that is dependent on the agreement of local academic senates.

#### **11.01 F12 Pursue Statewide Open Educational Resources for Student Success**

Whereas, The ASCCC strongly supports and continues to engage in a multitude of student success efforts and initiatives;

Whereas, Research has shown that access to and use of textbooks and ancillary materials are correlated with successful course completion by students, and students postpone or fail to purchase textbooks due to escalating textbook prices and other educational costs, which could impact their success and course completion;

Whereas, A growing number of digital OER now exist, including textbooks and instructional materials that are readily available to educators at no cost, which, if

deemed appropriate and assigned by faculty, would provide significant savings to our students; and

Whereas, Recent legislation requires the participation of community college faculty with other higher education faculty to create a library of OER materials for use in California;

Resolved, That the ASCCC support the appropriately expanded use of OER resources and work with our higher education partners to develop policies for the coordination, storage, retrieval, use, and updating of “creative commons”- licensed materials; and

Resolved, That the ASCCC endorse the convening of appropriate stakeholders, including faculty from our intersegmental partners for implementation of SB 1052 and 1053 (Steinberg, 2012), to develop appropriate rules and guidelines for accessing OER materials for faculty in a broad range of formats that encourage their wide-spread availability for adoption and use.

### **20.01 S10 Textbooks**

Whereas, The ever-rising cost of textbooks has become a serious, ongoing problem for the students in the CCC System;

Whereas, Implementation of H.R. 4127 (2010) will require colleges and faculty to provide detailed information on textbooks on their Internet and printed class schedules and in their bookstores so that students will be able to secure less expensive textbooks for their classes or rent them;

Whereas, In recent years many resources and methods of securing less expensive textbooks have become available, including online services, used or rental book programs, and other options; and

Whereas, The sooner faculty choose the textbooks for their classes and make those choices known to their departments and the college bookstore, the easier it is for students to find alternative, less expensive ways to get their textbooks;

Resolved, That the ASCCC assist colleges to comply with H.R. 4127 (2010) by publishing a Rostrum article, a brief printed guide, and/or an instructional guide on its website;

Resolved, That the ASCCC encourage local senates to find ways to alert their faculty each term that the sooner they select their textbooks for their courses, the easier it is for students to secure less expensive or free textbooks for their classes; and

Resolved, That the ASCCC develop and maintain a section of its website devoted to alternative resources on textbook acquisition.