

TEXTBOOK AFFORDABILITY SUBCOMMITTEE

All that you need to know about OER, ZTC, Inclusive Access, and other ways to provide excellent resources for our courses--that don't cost an arm and a leg!



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NEWS FROM ASCCC

Upcoming OERI Webinars (all dates are Fridays, 10:30-11:30am; all webinars are archived on the OERI site)

- 1 October: [Implementing SB 1352](#)--presented by SMCCCD OER Leads!
- 8 October: [OER for Administrators](#)
- 15 October: [OER for the Less Familiar](#)
- 22 October: [Saddleback College: Building Zero Textbook Cost Momentum Over 5 Years](#)
- 29 October: [Equity from the Start: Utilizing HEERF for OER](#)
- To support faculty as they implement a culturally responsive and anti-racist pedagogy, the OERI, in response to the ASCCC Resolution 09.05 adopted in Spring 2021 ([Developing an Anti-Racism, Diversity, Equity, and Inclusion Curriculum Audit Process](#)), has been tasked with the development of and audit process and a curriculum audit. Read more about the [Framework](#) and provide feedback!
- OERI Discipline Leads will now be offering discipline-specific webinars and conversations on various topics of interest. Spanish is starting off--including Sarah Harmon from Cañada and Luciana Castro from Skyline talking about their experiences [remixing materials for their Spanish courses](#) (15 October, 1-2pm). More disciplines will be announcing their events soon.
- [ASCCC OERI Canvas Site](#) and the [OERI Website](#) have more information on all of these topics, and more.

Copyright, Fair Use...and Your Course Materials!

The first of the TAS Flex Day Workshops was a refresher on Copyright Laws and Fair Use, which covered information on how faculty can disseminate material to their students in legal ways. Some important aspects to remember include:

- If something is under copyright protection, it means that they reserve the rights to that work. Anyone who wants to use it must 'pay'--either directly or through the institution (think library subscriptions).
- The Fair Use Act allows faculty to use copyrighted material, but only in a limited fashion, and only for specific reasons. It's a vague law, which is what causes confusion. To figure out if something qualifies to be used under Fair Use consider the following:
 - The **purpose** and character of the use, including whether the intended use is commercial VS. for nonprofit educational purposes.
 - The **amount** and **significance** of the portion used in relation to the entire work.
 - The **nature** of the copyrighted work.
 - The **effect** of the use upon the potential market for or value of the original.
 - The work must be a **legally-acquired copy**.
- The Teach Act allows the use of copyrighted material for distance learning purposes, and also has its own rules:
 - Must be lawfully made and acquired copy of the work
 - Must be a regular part of a systematic mediated instructional activity made by, or under the direction or supervision of, a teacher
 - The work must not be something produced or marketed primarily for use in the online distance education market
 - Must use technology that reasonably limits the student's ability to retain or further distribute the materials
 - Must use a "reasonable and limited" portion of the work

As you look at all of your course materials, think about how the Library and the Bookstore can help you--we have many resources at your disposal:

- The Bookstore can help you with gaining copyright clearance for certain copyright-protected materials, as a way to put together a low-cost reader.
- The Library has a number of subscriptions--from articles to videos and films, to so much more. They're able to help you find what you need, or look for pieces that you never knew existed.

Focus Topic: OER/ZTC Data



For the first time, the TAS is now getting solid data about our OER/ZTC courses--and the results are significant. Those faculty who taught courses in Summer 2021 or are teaching courses in Fall 2021 that are marked as either ZTC (Zero Textbook Cost) or Low-Cost OER are truly helping students in their academic goals! The following data are based on the enrollment reports for each term that went out after census reporting:

- Summer: 431 students enrolled in Low-Cost OER/ZTC courses, 6 unique faculty, \$41,050 in estimated savings for those students
- Fall: 1,400 students enrolled in Low-Cost OER/ZTC courses, 30 unique faculty, \$136,200 in estimated savings for those students

This is a significant increase in previous semesters, and not just due to higher enrollment in those courses or more courses being offered. Rather, the above data are a direct result of Sarah, Jai, and the division assistants collaborating to document as many courses as either being low-cost OER (=course materials include an OER and something that costs \$40 or less at the Bookstore) or ZTC (=course materials are free to students and can include OER, library services, public access websites, etc.). While it is possible that a course or two may have been missed, this push to accurately report course material data is fairly complete. It should be noted that the above data don't include courses that have no course materials at all--traditionally KAD courses are part of this group. That is by definition, in accordance with ASCCC-mandated reporting rules.

What is truly important is that this 'huge jump' is closer to what our faculty have done over the last year. There is an estimation of growth in OER/ZTC adoption, but in many cases faculty reported that they had been using said OER/ZTC materials for some time, but that it never got put into the schedule. As we go into the reporting session for Spring 2022 courses, we will be pushing for this information again--it's so important!

And there's more data to come! In forthcoming newsletters, we'll report on success and retention data for Spring 2021 and Summer 2021 courses, with comparisons being made between those courses that were marked as OER/ZTC, those that utilized Inclusive Access, and those that used 'traditional' methods of course material delivery. We'll also look at disaggregated data for students in various cohorts (e.g., veterans, DRC, EOPS, etc.). These data will help as we apply for more grants, funding from the college (e.g., Program Review), and other areas. It'll all help to showcase that OER/ZTC is not a phenomenon--and that we need to be supported!



Early Adopter Pilot Projects

For Summer 2021, the TAS wanted to put together our first cohort of the 'Early Adopter' Program. Based off of the successful program at Skyline College, this is a way to offer support to faculty who want to convert their course to a Zero Textbook Cost (ZTC) course. It was run as a pilot to show proof of concept, with the goal of expanding in the coming semesters.

Two faculty: Gerardo Pacheco of ESL and Ramki Kalyanaraman of Engineering--stepped up as our first adopters. Each one was offered a \$500 stipend for their work, as a way to compensate some of their time in reworking the curriculum for their courses. They also met with Sarah Harmon 3 times over the month of June, as a way to support their needs and answer any questions.

Each project exemplified the type of work that faculty routinely perform in these adopter programs. Ramki worked on converting his Circuits and Devices course (ENGR 260) and lab (ENGR 261), using the LibreTexts remixer to combine resources into the course textbook. He is using the remixed OER textbook this fall. Gerardo found a series of open educational resources (OER) that were authored by an ESL faculty member in Washington, but needed remixing for his Intensive Grammar Review (ESL 808) course that typically taught in the summer. His remix will be ready for next summer; it's currently being 'harvested' into LibreTexts and being formatted for future use. In both cases, the adopter program allowed the faculty members to revisit the curriculum of their course, and to think critically about the materials that are being used.

The pilot was successful, and it has been presented to various parts of campus. In the forthcoming OER/ZTC budget, there will be more funding for this ZTC Adopters Program. With the District having earmarked \$1.25M for ZTC work across the three colleges, there will be more money than ever before just to support faculty in their work.

Spring Textbook Adoptions

Submitting your textbook adoption

Please do one of the following options to submit your textbook order:

- You can submit your adoptions via the Bookstore's [Faculty Adoption page](#).
 - If using an OER, in lieu of the ISBN, please put in the URL where the material can be found.
- You can email Jai Kumar (kumars@mccd.edu) with your information.
- You can use the PDF form.
 - If you're using OER, then please indicate that on the form, giving as much detail as you can.

What if I'm using an open-source (OER) material or a series of open-source/free materials?

- Step 1: Let Jai know: Using the Textbook Adoption process above, make sure Jai knows ahead of time.
- Step 2: Let your division assistant know: Next, you need to let your division assistant know that you're using these materials, so that your course can be labeled in WebSchedule accordingly. Please copy Sarah Harmon (harmonsm@mccd.edu) in that email.
 - If you are using all free and/or open-source materials, then your course will be labeled ZTC (zero textbook cost).
 - If you are using course materials that cost \$40 or less (via the Bookstore price), then your course will be labeled at Low-Cost. (If you don't know how much your materials cost, contact Jai.)
- Step 3: Let your students know: Finally, don't forget to put it on your syllabus that your course is using OER, especially if it is ZTC. Students are looking for that information, and we need to be transparent to them about the course. We also need to work these materials into our Canvas course shells, ensuring that students have instant access to them once the course is opened.

Important note: If your course uses no materials at all, it cannot be labeled as 'ZTC'.

For more information, check out our [Textbook Adoption Flex Day slide deck](#).



Other OER News

- DigiTex, the Digital Higher Education Consortium of Texas, has recently published a study on best practices in adoption of digital and open-source course materials. [Creating and Adopting Open Educational Resources at Colleges and Universities Across the State](#) highlights the work of some of our colleagues in the Lone Star State, including major community college districts in Austin, Houston, and Midland.
- More from Texas: The Center of OER for Language Learning (COERLL) puts on monthly office hours, and the topic for November is really interesting for everyone: accessibility and Universal Design for Learning (UDL). The office hours session will be 11 November, 1-2pm, so please consider [registering for the workshop](#). You can also learn more about UDL from this great [accessibility infographic](#) from Shavonne Coleman of UT Austin's Faculty Innovation Center.
- OpenOregon posted the [2019-2021 Grant Projects](#) that were completed, and the list is impressive. They also recently published their [2021 Course Redesign Sprint Report](#), which focused on faculty reworking their courses to include open-source materials. In all, 132 instructors from 18 colleges (both 2-year and 4-year) in Oregon participated, who were supported with stipends for their work. As a result, 7,570 students in Oregon saved an estimated \$853,977! Imagine what we could do in California?!
- Speaking of California...yes, we're still waiting on the details of the \$115M that Governor Newsom built into the state budget. We should be hearing soon, but we're expecting to hear more about programs to support Z-Degrees, which are degrees where the discipline courses and GE courses are all ZTC/OER. Stay tuned!



Latest OER Publications

Some of the latest titles that have come out in the last couple of months:

- ESL: *Oral Communication for Non-Native Speakers of English*, by Timothy Kochem, Monica Ghosh, Lily Compton, and Elena Cotos. (Pressbooks)
- ESL: *Intermediate Reading and Writing* from the ESL faculty at Reedley College. (Google Drive)
- ESL: *Advanced Academic Grammar for ESL Students*, by the ESL faculty at Reedley College. (Google Drive)
- ENGR/PHYS: *Aerodynamics and Aircraft Performance*, 3rd edition, by James F. Marchman III. (Virginia Tech)
- LIBR: *Library 160: Introduction to College-Level Research*, by the Iowa State University Library Instruction Services faculty. (Pressbooks)
- MATH: *Teaching Math for Emergent Bilinguals: Building on Culture, Language and Identity*, by Ji-Yeong I and Ricardo Martínez. (Pressbooks)
- PSYC: *Principles of Social Psychology, 1st International Edition*, from Rajiv Jhangiani, Hammond Tarry, and Charles Stangor. (BCCampus)

You can also check out the [ASCCC OER Initiative's list of databases](#), which includes links to OpenStax, LibreText, MERLOT, and so many more. Their [discipline-specific list](#) (on the CCC Canvas page) has multiple resources for many disciplines, along with C-ID connected courses.

We also have a [running list of OER resources](#) that are announced on the various listservs. This list is specific to resources that are connected to current Cañada courses. Check it out!



IDEA OF THE MONTH

Organize Your Course Materials

It's so simple, but it's so important: Get your course materials organized!

Many times, we start collecting all sorts of materials that we pass onto our students, putting them in random spots in our Canvas shells or in a folder for students to use. But have you thought about organizing your materials so that they could be easily accessible to all?

One way to do this is to start setting up a 'remix' on LibreTexts, OER Commons, or similar platform. You can organize your pages around your content, incorporate DOI or Permalinks to appropriately disseminate materials to our students, and to ensure that it's done in a way that fully accessible. Many of these platforms have accessibility checks built in, which ensures that our students can use them, regardless of their abilities. It's also a great way to share with our colleagues--both for the open-resource concept and to help with articulation agreements.

If you want some help with this, contact Sarah Harmon if you would like some help with this!



**Next meeting of the
Subcommittee:
26 October, 1-2pm**

The link and the agenda are posted on the [TAS website](#).



CONTACT US!

Want to know more about Open Educational Resources and Zero Textbook Cost courses? Go to the TAS website for more information.

Questions? Comments? Concerns? Frustrations?
Let Sarah know! (harmonsmccd.edu)

Thanks for reading!



The Textbook Affordability Subcommittee are:

- Nick DeMello, Online Education Coordinator; Chemistry Faculty
- Valeria Estrada, Librarian, ASLT Representative
- Sarah Harmon, OER Coordinator/AS OER Liaison; Spanish and Linguistics Faculty
- Allison Hughes, Instructional Technologist
- Ramki Kalyanaraman, Engineering Faculty, Science and Technology Representative
- Jai Kumar, Bookstore Manager
- Lisa Palmer, English Faculty, Humanities and Social Sciences Representative
- David Reed, Dean of Academic Services and Learning Technologies
- Diana Tedone-Goldstone, Librarian