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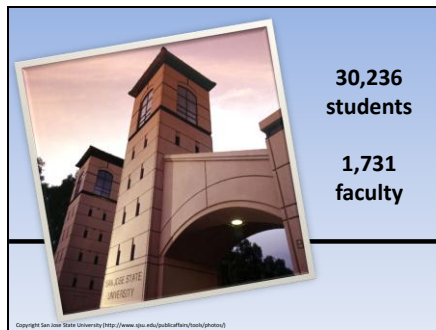
Thank you, Gerry. I'm Ann Agee, one of the Business librarians at San Jose State and co-coordinator of the Affordable Learning Solutions campaign on campus.

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Today I'll be telling you a little about San Jose State, what we've done with Affordable Learning Solutions on campus and our plans for the 2012-2013 academic year.

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San Jose State University is located in downtown San Jose, about one hour south of San Francisco, in the heart of Silicon Valley. It was founded in 1857, making it the first and the oldest of the CSU campuses. With more than 30,000 students and 1,700 faculty, SJSU is also among the largest campuses in the CSU system. Its most popular majors are business, psychology and biological sciences. And it also offers a school of library science and a school of nursing.

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Affordable Learning Solutions was introduced to campus in December of last year and the provost asked the University Library to coordinate the initiative. We were fortunate in having the support of our administration from the very beginning. I think having the provost and the president behind us has helped open doors and create momentum for the AL\$ campaign on campus.

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To kickoff the initiative, we held an AL\$ Workshop in the library and invited faculty, department chairs, librarians, and administrative staff to attend. Our guest speakers included Gerry Hanley from the Chancellor's office and AL\$ coordinators from several CSU campuses.

- Gerry Hanley, Chancellor's Office
- Naomi Moy, Director of Reference Services, CSU Dominguez Hills
- Aline Soules, Reference/Instruction Librarian, CSU East Bay
- Barbara Butler, Dean of the University Library, Sonoma State

They spoke about how AL\$ could help students by lowering the cost of classroom materials, how they implemented AL\$ on their campuses, and the successes and problems they encountered. This helped raise the profile of AL\$ on campus and let everyone know its mission and goals.

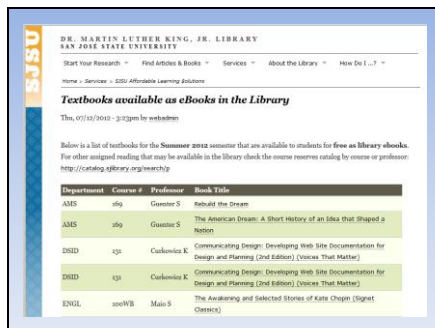
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- Spartan Bookstore
- Center for Faculty Development
- Disability Resource Center
- eCampus

We followed up this workshop with a meeting in January that included all of the library’s on-campus partners: the Spartan Bookstore, which is run by Barnes and Noble; the Center for Faculty Development; the Disability Resource Center; and eCampus, which is an SJSU unit that manages our learning management system, Desire2Learn, and provides support for teaching and learning online. In this meeting we discussed how we could collaborate, how we could involve faculty, and, most importantly, how we could help students.

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Textbooks available as eBooks in the Library
Thu, 07/19/2012 - 3:22pm by webadmin

Below is a list of textbooks for the Summer 2012 semester that are available to students for free as library eBooks. For other assigned reading that may be available in the library check the course reserves catalog by course or professor: <http://catalog.sjsu.edu/library/research/>

Department	Course #	Professor	Book Title
AMS	409	Geanter S	Rebuild the Dream
AMS	409	Geanter S	The American Dream: A Short History of an Idea that Shaped a Nation
DIID	131	Cukowicz K	Communicating Design: Developing Web Site Documentation for Design and Planning (2nd Edition) (Choices That Matter)
DIID	131	Cukowicz K	Communicating Design: Developing Web Site Documentation for Design and Planning (2nd Edition) (Choices That Matter)
ENGL	100WB	Mads S	The Awakening and Selected Stories of Kate Chopin (Signet Classics)

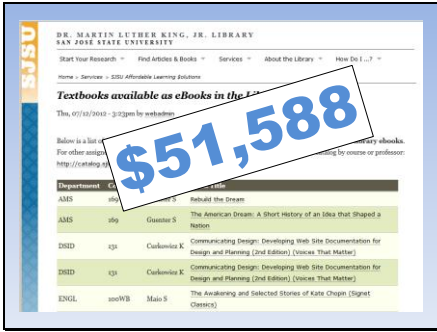
The first result of this meeting was our Textbooks Available as eBooks in the Library list. Our library dean Ruth Kifer asked the Spartan Bookstore if they would consider giving the library the list of textbooks ordered by campus faculty for the following semester.

For the Spring 2012 semester, the bookstore did just that. The library’s Technical Services department matched this list of textbooks from the bookstore to the library’s collection of ebooks to see if any of the titles required by faculty were available in the library. A total of 126 titles matched and the Textbooks Available as eBooks in the Library list was born.

We tracked the usage statistics for these 126 ebooks, and their usage increased **by 794%** over the course of the semester. These books were required or supplementary textbooks for classes that had a combined total enrollment of more than 1,700

students. Using these enrollment figures and our usage statistics, we estimated that the Textbooks Available as eBooks in the Library list saved students more than **\$50,000** in Spring 2012.

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I should note that the library makes it a point to collect ebooks that allow for multiple users, not just single users. This policy was important to the success of this list.

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Another first step for our campaign was to have our Web Team create a website specifically about Affordable Learning Solutions. On the site, we showcase faculty who are already using low-cost and no-cost materials in their classrooms, provide links to lists of open source textbooks, and also provide a link to our list of textbooks as eBooks in the library.

Another part of our website is the AL\$ Presentations Archive. When we held the AL\$ Workshop in December, we filmed all of the speakers and put these videos in our archive. We've continued

to do this for our subsequent events and the advantage of doing this is that we now have a library of videos and PowerPoints all on AL\$ that anyone can access, including our online faculty.

Also, anyone from CSU Pomona will note that imitation is the sincerest form of flattery. We took our basic website design from Pomona's AL\$ site.

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Another first step was to license the graphic we call Flying Books from Shutterstock.com. This was for branding purposes. We're trying to give all of our handouts and other promotional pieces a similar look and feel so that faculty and students can see them and think "AL\$." So almost everything we produce has Flying Books somewhere on it. On our website, you may have noticed Flying Books in the background on the home page.

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One of our first uses of Flying Books was in the library newsletter, *Academic Gateway*, which goes to our faculty. We used the cover article to highlight the AL\$ campaign.

AL\$ Workshop Agenda

- Welcome from the Provost
- Library Resources
- How to Embed Resources in Desire2Learn
- Group Sessions—Librarians working with two faculty members to find OER in their subject areas
- Brainstorming—What kind of support would faculty like or need?
- Complete Feedback Forms

Almost concurrently with creating our AL\$ website, we held our first AL\$ Workshop for faculty in early March. Twelve faculty members from a variety of departments were invited as well as six librarians, so we had five to six teams comprised of one librarian and two faculty from a selected department. Each team worked to identify alternative course materials from library resources, public domain e-textbooks, MERLOT, and so on.

Before the workshop, we had a prep meeting with the librarians to go over the resources available on our AL\$ website and to talk about the structure of the workshop. The workshop itself was 3 hours long and was held in conjunction with the Center for Faculty Development.

The first hour was spent introducing the goals for AL\$ and going over what the library had to offer and some technical aspects of using these resources in our learning management system. The next 45 minutes was spent with the librarians and faculty working one on one to find resources. We wrapped up the workshop by hearing from faculty about what worked, what didn't, and what kind of support they'd like to have from the library and the Center for Faculty Development.

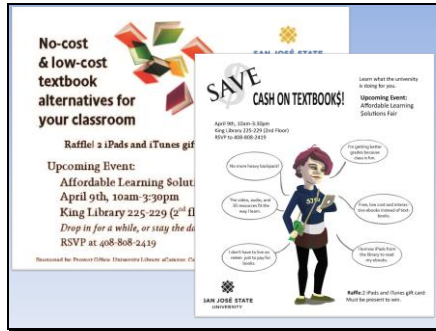
At the very end, we had faculty fill out an online feedback form, which we had created using Google Docs. The feedback we received from faculty was good overall. The part they liked best was the one-on-one with the librarians, working together to find resources specific to their courses.

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A challenge in creating this workshop and the subsequent events we've put on is recruiting faculty to come. We employed a variety of methods. Some of our librarians knew faculty members who were already strong supporters of the AL\$ goals and promoted our events to them personally. Others of our librarians had served on technology-themed committees and we were able to draw from those committee members. Our associate dean also urged department chairs to talk up and promote our events. The Center for Faculty Development put our workshops on their calendar and sent email promotions to their campus list of faculty. And it's interesting to note that for all of our events, there were generally more adjunct faculty attending than fulltime faculty.

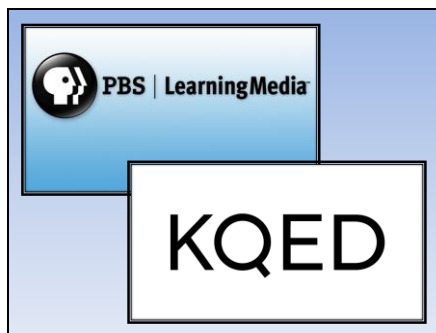
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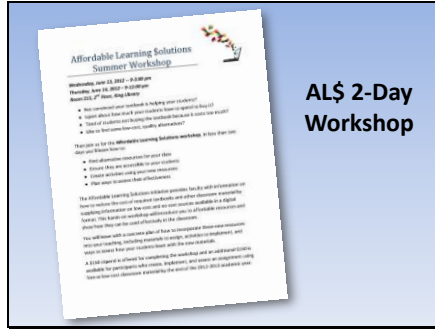
We followed up the workshop, with an Affordable Learning Solutions Fair in April. Whereas the workshop was aimed only at faculty, the Fair was designed to raise the profile of AL\$ across campus. The fair lasted from 10-3:30 and more than 100 faculty, staff and student attendees came to hear speakers from Apple, Flat World Knowledge, Spartan Bookstore, the Chancellor's Office and the University of Michigan. We also had a student panel and a faculty panel discussing how textbook costs affected their learning and teaching.

The Spartan Bookstore donated two iPads as well as some iTunes gift cards which we raffled throughout the day and they also provided lunch. The Wall Street Journal, which offers discounted student subscriptions, also provided some free subscriptions to raffle.

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Around this time, the campus was approached by KQED, our local public television station, which was interested in collaborating with SJSU to support faculty use of open-source public media learning resources. This has turned out to be a great joint venture. Representatives from KQED put on a Train the Trainers workshop for our librarians to familiarize them with the videos and interactive games PBS offers and they also provided a presentation at the two-day AL\$ workshop we offered this June.



The two-day workshop in June was strictly for faculty. We held it June 13 and 14, right after the end of the academic year but before our faculty scattered for the summer. Faculty were offered a \$150 stipend to attend the workshop. Another \$150 was offered if they incorporated low-cost materials in their classroom by the end of the 2012-2013 academic year. They were also asked to assess the materials' efficacy and share their outcomes with their departments.

We publicized the workshop through emails to faculty members and chairs and the workshop was included on the Center for Faculty Development's calendar. We had 31 faculty members sign up but 10 dropped out and a total of 21 faculty members attended the workshop. According to the Center, this level of attrition is very common and something to keep in mind when you're organizing an event. Along with the faculty, we also had 18 librarians attend.

We used Google Forms for our registration and also used them to create worksheets which the faculty filled out online as they progressed through the workshop. The worksheets were shared among the workshop coordinators at the Library and the Center for Faculty Development.

AL\$ 2-Day Workshop Agenda

Day One

- Universal Design in Learning
- **Hands-on Discovery Workshop** – Faculty and Librarian Pairs
- Faculty Showcase – Prof. Mike Jerbic on using AL\$ materials in his classroom
- **Hands-on Instructional Planning Workshop** – Faculty and Librarian Pairs

Day Two

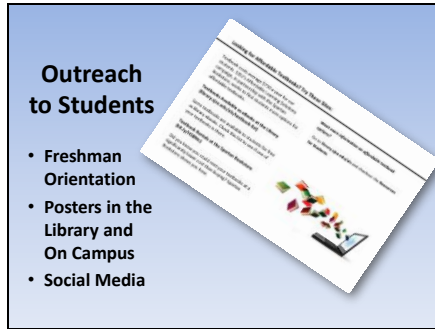
- Accessibility
- Copyright and Fair Use
- **Hands-on Assessment Workshop** – Faculty and Librarian Pairs

Like our first workshop, this two-day workshop was put on with the help of our Center for Faculty Development. Elizabeth Tu, their instructional designer, suggested using Universal Design in Learning as our guiding framework. We structured the workshop in three basic parts: discovering a resource to use; planning an assignment around this resource; and creating an assessment plan for the assignment. This was a very ambitious framework and we didn't expect faculty to complete everything in the course of two days, but just to get a start.

A big hit in the workshop was having one of our faculty members talk specifically about how he used OER in his classroom and the best practices he had created. In the future, we would like to include more of this on-the-ground reporting.

So far, I've talked mostly about how we've gone about promoting AL\$ to faculty and we have put a lot of our energy into doing that, but we've also provided outreach to students.

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Over the summer, SJSU holds several Freshman Orientation sessions for its more than 4,000 incoming freshmen. The library teamed up with the bookstore in weekly presentations to freshmen on how they could reduce their textbook costs by using the bookstore textbook rental program or the Textbooks as eBooks in the Library list. Across the eight orientation sessions we attended, we handed out more than 400 flyers and additional flyers were given out at the Freshman Orientation Resource Fair. Transfer students were also given information on the campus Transfer Days.

We've also posted AL\$ posters in the library, and as fall semester begins, we'll also be putting them up around campus.

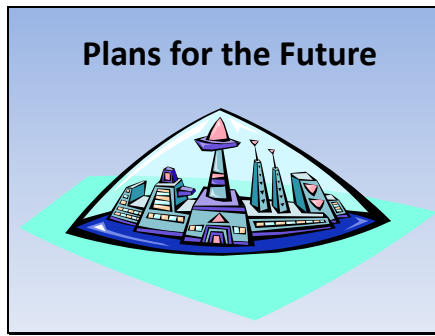
The library also has Facebook, Twitter and Google+ accounts that we'll be using to post short AL\$ promotions on a monthly basis.

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The students also helped us. A student worker majoring in graphic design, John Pham, created small icons for different aspects of the AL\$ program that we could use on our handouts. He also created the design for the AL\$ widget developed by our Web Team. This widget can be embedded in any web page and takes students to our AL\$ website. Another student majoring in Art, Polly Tzelepis, created the graphic for our poster publicizing the AL\$ Fair to students.

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So 2012 has been a busy year so far. Now I'd like to talk a little about our plans for the coming academic year.

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Taking It On the Road is the name of our plan to visit departments across campus when and where they meet. This idea came from Emily Puckett Rodgers, who works with the Open.Michigan project at the University of Michigan.

The Open.Michigan project has been ongoing for about four years now, so in order to benefit from her experience, I asked Emily: "If you had it to do over, what would you concentrate on to educate your faculty about open educational resources?" Her answer was that they'd found that

piggybacking on existing professional development training and departmental meetings was the most effective way to reach faculty.

Faculty have very limited time. So rather than add another meeting to their schedule, we're going to be asking for time in get-togethers that are already on their calendar.

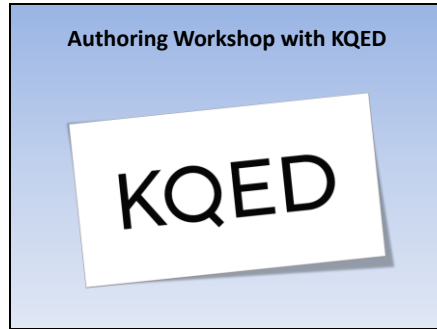
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Working together with our Center for Faculty Development, we'll be creating a learning community of ten faculty members who are interested in the mission of Affordable Learning Solutions. The goal of this community will come from the group itself, but we hope it will be a work plan that will help document the effect of AL\$ and how to implement open educational resources in the classroom.

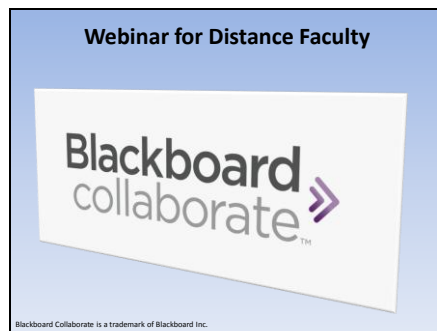
We're going to focus our recruitment efforts for this group on graduates of our AL\$ workshops and hope to hold six or seven meetings across the course of the year and present the group's results at the Spring Faculty Forum that is put on by the Center for Faculty Development in May.

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In August, we'll be meeting with representatives from KQED to work on creating a joint authoring workshop for faculty. Our plans for this are still tentative, but we're thinking of introducing faculty to the various authoring packages, such as Pachyderm and SoftChalk, and maybe have them create a resource of their own.

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In October, we're planning on holding a webinar for our online faculty. At SJSU, our School of Library and Information Science is entirely online and there are several other programs that offer online-only instruction.

We're planning on an hour and half webinar. The first 45 minutes would quickly cover the purpose of AL\$, go over some technical aspects of using open educational resources (such as how to embed resources in our learning management system), discuss best practices in using OER in the classroom, and briefly discuss copyright issues in regards to OERs.

The final 45 minutes would be devoted to breakout sessions. Attendees would be divided into groups with an online facilitator who could help them with finding resources or answer any other questions that might arise.

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LibGuides is a content management and information sharing system the library subscribes to and LibGuides are most often used by librarians to create online research guides for the different disciplines on campus. Our library has more than 190 LibGuides for different classes and departments.

We've hired an intern from the School of Library and Information Science here at SJSU to create a LibGuide that will contain subject-specific lists of open educational resources for the different departments on campus. The reason we're creating these lists is to increase the findability of resources for faculty, who would much rather spend their time discovering rather than searching for materials for their classes.

I'd like to make a plug here for our School of Library and Information Science's internship program. We've had many interns here at the library and they do a terrific job, working both in-person or virtually. The school's students are located all over the state and the country, so if you're interested in hiring an intern of your own, I've put the internship website address at the bottom of this slide.

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For Fall 2012, we've created surveys for faculty and students to assess the current state of campus attitudes toward OER and how OER adoption affects these attitudes and actual classroom experiences. We'll be targeting our AL\$ workshop graduates as possible participants for these surveys and hope to get some data we can use to shape our approach to promoting AL\$ on campus.

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What We've Learned

- It takes a village
- Plan early and often
- Plan for sustainability
- Budget your time
- Faculty are busy



So, what have we learned?

First, it takes a village: Over the course of this presentation, you've heard me mention a lot of campus partners, student workers and librarians. Successfully implementing Affordable Learning \$olutions means recruiting a lot of help. Don't try and go it alone.

A follow-up to this is to plan early and often. Meet with your campus partners more frequently than you think you need to in order to keep communication flowing.

Plan for sustainability: By this I mean plan to be successful. If something works and is popular, have a framework in mind to keep it going.

A subsection of this is to budget your time. We created a one-year plan so we could spread the workload fairly evenly among our other responsibilities as librarians.

Faculty are busy. This last one is something to keep foremost in your

thoughts. Faculty have larger classes, more sections plus their research and administrative responsibilities. We want to give them a gift and not a burden. Whenever possible, make your approach to AL\$ accessible and simple.

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Questions?



Ann Agee
Christina Mune

als-group@sjsu.edu

Thank you for listening. If you have any questions or comments about what we're working on here at SJSU, please contact me or my fellow AL\$ coordinator, Christina Mune at als-group@sjsu.edu.