**HBCU AL$ SUMMIT @ INNOVATE 2021**

**Developing Your Textbook Affordability Strategy**

It is critical to develop a campus plan for your textbook affordability program so the community of people who will need to collaborate all know their collective goals, roles, and responsibilities. MERLOT/SkillsCommons/California State University, Long Beach has developed a number of recommendations for a comprehensive plan as well as online templates for crafting your plan. The table below provides the major elements of a textbook affordability program. We encourage you to customize and brand the templates & resources for your own institution. All the materials have a CC BY license which gives you permission to edit and publish your derivative works with appropriate attribution.

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| **Types of Services To Support Implementation of Your Campus' Textbook Affordability Program** | **Services for Faculty & Staff** | **Services for Students** |
| **1. Communications and Outreach:**  How will the campus and faculty communicate about the textbook affordability program and encourage participation? |  |  |
| **2. Training and Professional Development:**  How will the campus provide and support the training and professional development appropriate for your campus to implement your textbook affordability program? |  |  |
| **3. Help and Support Services:**  How will the campus and faculty help answer questions, help access to the free and open educational resources, help resolve issues, and provide other help and support during the implementation of your textbook affordability program? |  |  |
| **4. Providing Print Copies:**  How will the campus and faculty provide print copies (at a reasonable price) of the free and open educational resources as part of the implementation of your textbook affordability program? |  |  |
| **5. Library/Discovery/Curation Services:**  How will your campus and faculty support faculty finding and choosing free and open educational resources that they can adopt in their courses for your textbook affordability program? Will your campus curate the collection of free and open educational resources? |  |  |
| **6. Technology Services:**   How will your campus and faculty use technologies to provide access to the free and open educational resources? Consider combinations of your library technologies, learning management system, bookstore technologies, student portals, mobile apps, and other well-adopted technologies for your campus community members. |  |  |
| **7. Campus Coordination:**  How will your campus coordinate the administration of funding, training & professional development, help and support services, library services, technology services, and program evaluation and reporting of your textbook affordability program? |  |  |

As you begin your planning, try to keep the first phase of your textbook affordability program “simple” by leveraging existing resources, staff, facilities, communication channels, technologies, etc. Embedding your program’s activities within existing initiatives with committed and trusted members of your campus community will be very helpful in getting innovations adopted and adapted. You can also start with a few departments or a college/school within your campus if you feel that could be an effective and efficient way to establish and demonstrate the value of your textbook affordability program.

**CAMPUS COORDINATORS:** Implementing your campus' textbook affordability program will require:

1. the coordination of activities for faculty, staff, and students,
2. crafting and coordinating the communication between variety of stakeholder groups,
3. the allocation and accountability of resources, and
4. the evaluation of and reporting on the program processes and outcomes.

A Textbook Affordability Campus Coordinator (TACC) would be responsible for performing these and other critical tasks. A TACC can help your campus align your textbook affordability program with their program goals, campus culture and policies, and campus capabilities. The TACC should also have an advisory committee (coordinated with your academic senate if appropriate) to address and manage issues through a shared governance and transparent process.

**Here’s a sample Readiness Checklist you can use to you get plan for a successful program.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key Indicators** | **None** | **Some** | **Ongoing** | **Notes** |
| OER Campus Champions Identified |  |  |  |  |
| Coordinator Approved by President/Provost to be AL$ Leader |  |  |  |  |
| Campus Committee Meeting Regularly |  |  |  |  |
| Campus Policy (collaborative discussion and documentation) |  |  |  |  |
| Campus Plan Outlined (documented objectives, activities, timeline, potential future goals, ) |  |  |  |  |
| Campus Program Implementation Design (internal communication, external marketing, PD, TA, progress monitoring, ) |  |  |  |  |
| Campus Partners |  |  |  |  |
| * Library |  |  |  |  |
| * Bookstore |  |  |  |  |
| * Academic Tech |  |  |  |  |
| * Academic Senate |  |  |  |  |
| * Student Services |  |  |  |  |
| * Faculty Development Center |  |  |  |  |
| * Center for Students with Disabilities |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Cost Data: Student and Course Financial Profiles |  |  |  |  |
| Goal: Estimated Total Student Spending for Course Materials |  |  |  |  |
| Program Budget Outlined |  |  |  |  |
| Campus AL$ Portal |  |  |  |  |
| Campus Instructional Design Team on Board |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Observations:**

**Recommendations:**

**Resources Needed:**

**Evaluation Team** (Name and Title):

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