Textbook Affordability Subcommittee Report
for ASGC Meeting of 9 Feb 2023

Update on Subcommittee and Membership

- Meetings are the 4th Tuesday of the month, 12:30-1:30pm, as multi-modal meetings (9-154 and via Zoom).
- No updates on membership for now.

ZTC Adopter Program, Spring Cohort

We are announcing the opening of applications for the ZTC Adopter Program! We are looking for adoption and remix projects. There is more information in the attached document and on the TAS ZTC Adopter Program website. We will fund and support up to 5 adoption and remix projects. The focus will be on courses that are General Education courses and/or those that are to be applied towards a zero-cost ADT and/or CTE Certificate of Achievement. The application period is from Monday, January 30th, through Monday, February 13th.

This work is crucial as we head toward offering more zero-cost degrees and certificates—something that the upcoming state funding will be contingent upon. If you have any questions, please reach out to Sarah Harmon (harmons@smccd.edu) and/or Diana Tedone-Goldstone (tedoned@smccd.edu).

(Yes, there will be cohorts in Summer 2023 and Fall 2023.)

Spring 2023 ZTC/LTC Statistics

- ZTC: 60 courses (142.86% from Spring 2022), 90 sections (152.54% from Spring 2022)
- LTC: 12 courses (same as Spring 2022), 17 sections (68% from Spring 2022)
- 51 unique faculty (150% from Spring 2022)
- 2,917 (duplicated) students in these sections (249.32% from Spring 2022)
- $266,600 estimated savings in these sections (263.83% from Spring 2022)

Big milestones coming up very soon (probably Summer 2023)! Let's celebrate and continue growing!

- Total students (duplicated) enrolled at census—currently at 9,878 since Spring 2021
- Estimated savings per semester—currently at $928,800 since Spring 2021

Upcoming data:

- Percentage of faculty using ZTC/LTC materials
- Success/Retention rates Spring 2021 through Fall 2022

TAS Workshop Wednesdays at The Lounge

We're putting on monthly workshops at the Faculty Teaching and Learning Center and Lounge (9-154) and encourage everyone to join us—be it in person or via Zoom, 12:30-1:30pm on the following dates:

- 16 February: ZTC Adopter Program for Summer 2023
- 22 March: Fair Use: How Not to Be an Accidental Pirate
- 3 May: Library Resources for your Courses

Check your inboxes soon for Zoom links!

ASCCC OERI News

RFP V Reviewers Needed

The ASCCC OERI is recruiting reviewers for the ASCCC OERI Request for Proposals (RFP) V. If you will not be involved in any of the proposals and would be interested in participating in the review process, please complete the ASCCC OERI – RFP V Reviewer Application. The ASCCC OERI RFP V Review will take place in late February or early March 2023, specific dates are forthcoming. The review process will be conducted remotely and a stipend will be provided to participants. Please let us know if you have any questions about this opportunity.

ASCCC OERI Request for Proposals (RFP) V (2023-2024)

Please remember that the Request for Proposals (RFP) V is due on Wednesday, February 22, 2023 at 5:00 pm, so we're continuing to host RFP V office hours and several of our Discipline Leads are also hosting events to discuss potential proposals. If you are thinking of applying, please put an office hour on your calendar. And archives of our informational webinars are available that may address many of your questions. We look forward to seeing you at one of our upcoming events.You can learn more about the RFP process by reviewing the draft ASCCC OERI Request for Proposals V - Anticipated Timeline and Events page and the draft ASCCC OERI Request for Proposals V – Overview. Please find our currently scheduled RFP V Office Hours and Informational Webinars below.

RFP V Office Hours

RFP V Office Hours provide an opportunity for you to ask your questions related to the RFP and discuss your ideas with the OERI.

Register for RFP V Office Hours, Tuesday, February 14, 2023 12:30 pm – 1:30 pm

OERI Webinars

Friday, February 24, 2:00 pm - 3:00 pm
What Do We Tell Students about ChatGPT? Finding and Building English Open Educational Resources (OER) about Artificial Intelligence (AI) Writing Assistance

Students need guidance about the uses and perils of AI text generators like ChatGPT that can auto-produce plausible academic writing. What OER materials are already available on the subject? Can writing teachers work together to create more materials that are openly licensed so they can be adapted as the software evolves? Can collaborating on such OER facilitate essential discussions of the place of AI tools in the teaching of writing? Join us for a discussion of how OER can help us form our responses to this new, rapidly evolving technology.

Register for What Do We Tell Students about ChatGPT? Finding and Building English Open Educational Resources (OER) about Artificial Intelligence (AI) Writing Assistance

Successful Stories about Burden-Free Instructional Materials

Do you have successful stories of reducing instructional supply costs for students in particular disciplines or student pathways? Are there barriers you've encountered in pursuit of lowering instructional supply costs that you might share? Are there policy or regulation suggestions you want to offer to help us address systemwide instructional materials cost? We're interested in your ideas.

We know this is a busy time, but your input would be quite valuable. If you'd like to share, or if you can connect us with others who you believe have something to contribute, we would greatly appreciate it. Please email James Todd (VP Student Services, Sierra College; jtodd14@sierracollege.edu) or Michelle Pilati (ASCCC OERI Project Director; mpilati@asccc.org) with the information you would like to share, or reply to this message. Some initial input from the field would be great by Friday, February 10, but we welcome input throughout this entire month. Thank you for your consideration.

Michelson 20MM Spark Grant Opportunity: Digital Equity

The Michelson 20MM Foundation has announced their latest spark grant opportunity, this time with a focus on digital equity. Specifically, they're looking for grant applications that address the following areas:

- Digital Equity as a Social Determinant of Health: Efforts that address digital inequity through its impact as a social determinant of health, and that can be a promising practice to be scaled across the state. Efforts that bridge the digital divide in at least one of the following issue areas:
  - Higher Education (i.e.: Research on the impact of digital inequity on college students)
  - Healthcare/Public Health (i.e.: Equitable access to digital healthcare)
  - Economic Opportunity (i.e.: Workforce Development; equitable access to seeking, applying, and securing jobs)
  - Civic Engagement (i.e.: Access to public benefits)
- Eliminating Digital Discrimination: Projects that highlight the needs and uplift the voices of historically digitally redlined and underserved communities in California. These efforts help address the impact that inadequate broadband has in areas that may superficially appear to be served. Efforts that provide

tools to combat digital discrimination and to promote equal access to broadband throughout California. These may include but are not limited to:
- o Efforts that highlight disparities in broadband access
- o Research that addresses mapping shortcomings at the state level
- o Storytelling, surveying, testimonial-gathering
- Policy Advocacy and Civic Engagement: Efforts that increase civic participation in digital equity policy-making and regulatory processes at the local, regional, or state-level (including the education of state policy-makers on key digital equity issues). This may include efforts focusing on education, capacity-building and the equitable implementation of digital equity policy.
  - o Digital Equity in Tribal Communities: Projects that help Tribal Communities bridge the digital divide. This may include but isn't limited to:
  - o Education
  - o Capacity-building
  - o Workforce Development

If you're interested, sign up for the Informational Webinar. Applications are open 27 February-13 March 2023.

Having Your Courses Marked in WebSchedule
Want your course marked in WebSchedule as either being ZTC or LTC? Then follow these easy steps:

1. Let Jai know when you submit your textbook adoptions!
2. Let Sarah Harmon know!
3. Let your students know!

Not sure if your required course materials fit in the ZTC/LTC definitions? Check out the District's ZTC/LTC Definitions, or contact Sarah Harmon and/or Diana Tedone-Goldstone for help.

Want your materials on reserve at the Library?
The Library staff can put print copies of your ZTC/LTC materials on reserve, so that students can use them as needed. To do that, just let our staff know.

- For digital materials, let Diana Tedone-Goldstone know.
- For print materials, let Tessa Noriega know.

Looking for materials?
If you're looking for course materials that are free/public domain and/or open-source, then please contact Sarah Harmon or Diana Tedone-Goldstone. You can also check out what our Skyline colleagues are doing in their courses—it may inspire you to check out the course materials that are already in use in our district.

Meetings and Newsletters
- Next meeting is 28 February, 12:30-1:30pm, in-person (9-154) and via Zoom. (Check the TAS website for the latest information.)