Mobilizing Faculty as AL$ Ambassadors

The CSU AL$ Webinar Series
October 2015

Erin Walker, AL$ Consultant
Susan Wilson, San Marcos CALM
Laura Sederberg, Chico
Agenda

- Introduction
- Case Study: CSU-San Marcos
- Case Study: CSU-Chico
- Best practices and resources
- Q&A
The Power of Word of Mouth

Harnessing the power of people to build awareness and influence the opinions of others
The Power of Word of Mouth

“A BRAND IS NO LONGER WHAT WE TELL THE CUSTOMER IT IS - IT IS WHAT CUSTOMERS TELL EACH OTHER IT IS”

- Scott Cook
The Power of Word of Mouth

92% of consumers worldwide trust recommendations from friends and family more than any form of advertising, up from 74% in 2007. Your words, my friend, are well trusted.
What does this mean for CSU AL$?

- Faculty Ambassadors are key to driving positive word of mouth at scale
- Can help garner stakeholder trust and ignite conversations among the right people
- So.......how do we get there?
Case Study: CSU-San Marcos

Susan Wilson
Sr. Instructional Developer
Academic Technology Services/IITS
Faculty Ambassadors – Why?

- Extend our reach
- Promote a faculty driven effort
- Tap into their enthusiasm
- Person-to-person and informal contact
- Insider knowledge of their college & faculty
Faculty Ambassadors – Who?

- Representation from each college
- Successfully CALMed their course(s)
- Tenured or TT faculty if possible
- Leaders - active in T& L, Academic Senate or college
Faculty Ambassadors – How?

• Kickoff meeting –goals & expectations
  • ~ 20 hours per semester
  • Monthly reporting
• Strategies and resources –shared box folders
  • Introductory PowerPoint
  • Departments and chairs
  • Flyers
  • Most expensive texts
  • OER texts & example savings document
  • Talking points & questions
  • Reporting template
• Instructional Developer partner
What we’ve learned

• Regular communication is critical
• Faculty uncomfortable with “sales”
  • Encourage persistence
• Give them tools and knowledge
• Time commitment will always be an issue
• Respect their understanding of the culture
• Take advantage of their expertise
Case Study: CSU-Chico

Laura J. Sederberg
Manager, Technology and Learning Program
CALS & TAP

Chico Strategies for Using Faculty Mentors

Laura Sederberg
Technology & Learning Program | Faculty Development
October 2015 | CSU Chancellor’s Office
Faculty Mentors

Our mentors are voluntary, yet can receive a stipend. Steve is faculty lecturer who has been in the TAP program 3 years; the other is James, Faculty Librarian, and copyright specialist.
Faculty Mentor

- Steve Stewart is a faculty lecturer in Geography and Social Science departments. He has been in TAP 1 and is a Mentor for TAP 3. *Also was for TAP 2.*
- His model for saving students money is tried and true. He learns more each year and wants to share this program with others.
- *See Poster.*
**SOCS 301 - Spatial Concepts, Steve Stewart**

Save $$ For Your Students

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### Used Books

**How:** Students use a textbook
2 – 3 editions back

**Savings:** Spring Semester, 2013
130 Students X $85 textbook = $11,050

**Instructor Effort**
“Hasselrating”
1 – 10 scale

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### Videos

**How:** Streaming video that the library or dept. has copies of.

**Savings:** 40 students X $8.00 = $320/semester.

*(eg. Netflix fee)*

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### Book in Common

**How:** Use Online e-Book
Available via Meriam Library

**Savings:** 130 students X $15 = $1,950

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### Periodicals

**How:** Link to Journal Articles available online from the Meriam Library; Place links in Bb Learn

**Savings:** 130 students X $20 = $2,600

*eg. The Economist*

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### Hassel’O’Meter

- Easy
- Hard
- Difficult

**Doing it yourself**

**Grad Assistant does it for You**

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**Total Student Savings 130 Students –**

Spring, 2013

**$15,600!**

**Savings per Student - $120**

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**Ongoing Savings**

Per Semester for 40 Students

- Used Textbooks 40 X $85.00 = $3,400.00
- Periodicals 40 X $20.00 = $800.00
- Videos 40 X $8.00 = $320.00
- Book in Common e-Book 40 X $15.00 = $600.00

**Total = $5,120.00**

**Savings per Student - $128**
Savings, if you can estimate, to students overall.
- 130 students have saved approximately $15 each from *Unquenchable* as an online book. = Savings $1950.
- 130 students will save approximately $85 each from using a textbook 2-3 versions back. = Savings $11,050.
- 130 students able to access articles from *The Economist* via Bb Learn. Copyright clearance savings approximately $20 each. = Savings $2600.
- Total Savings = $15,600 every semester.

How you are complying with copyright law if using copyright protected materials?
- The online copy of *Unquenchable* is cleared via the university library license.
- The students buy the used textbook so there are no copyright issues.
- Periodicals like *The Economist* can be legally accessed via Bb Learn.

Name of co-helper(s), Librarians and/or ITCs - Lots of thanks to James Tyler for assisting with locating and providing links for *The Economist* and other articles.
Faculty Mentor

• Steve Stewart is able to talk to other faculty one-on-one to learn how they teach, what resources they use and why. Then he suggests alternatives based on what he has learned with CALS/TAP.

• He has talked to faculty who teach general education courses about using Open STAX textbooks which are very reasonable to free.
Faculty Mentor

- James Tyler is a Faculty Librarian. He is assigned to work with the TAP project and has a lot of experience referring faculty to resources both inside the Library and OER.
- He has personally reached out to Department Chairs about using the Open STAX textbook collection for entry level courses, stressing the options available. He makes himself available to talk with groups of faculty, or individuals.
Faculty Mentor

- James also does a lot of our website development and links to important resources.
- He gives talks about Copyright and Fair Use.
- See examples that follow from our website.
Chico Affordable Learning Solutions

In 2010, the California State University Chancellor’s Office launched the CSU's Affordable Learning Solutions (ALS) campaign “to enable faculty to choose and provide quality educational content that is more affordable for their students.” The ALS website provides some very helpful tools to assist faculty in finding Open Textbooks, Open Course materials, and more.

In 2012, our campus launched its own campaign, calling it Chico Affordable Learning Solutions or CALS for short. At a workshop held in the library on March 9, 2012, Linda Riggins from the AS Bookstore, Marc Langston and James Tyler from the Meriam Library, and Laura Sedelberg from the Technology and Learning Program (TLP) offered faculty alternative solutions to over-priced textbooks. A video recording of the presentation, Alternatives to Expensive Textbooks, is now available on YouTube. The TLP Blog article on CALS individually links you to the individual segments you may like to watch from this presentation, pointing you to them on Chico’s TLP YouTube channel.
The Meriam Library and Academic Technologies are pleased to announce a new grant opportunity (apply by December 1, 2012) for five faculty to join in the Textbook Alternatives Project (TAP), a part of the Chico Affordable Learning Solutions (CALS) program.

The primary goal of the TAP is to encourage faculty to replace their high cost commercial textbooks with free or lower cost alternatives such as open educational resources (OER), library resources, digital textbooks, or self-authored materials, while also maintaining or improving the quality of student learning.

Grant recipients will receive a $600.00 or an iPad.

Participants will attend a meeting in January, and spring semester 2013, where they will be introduced to a variety of textbook alternative choices and will have the support of librarians and instructional technology staff in developing alternative textbook solutions to be used in fall 2014.

To apply, Application and MOU (below) should be signed and submitted to Laura Sederberg in TLP, zip 0005 by December 1, 2012.

**Application**

**Memorandum of Understanding**
CALS Website:
www.csuchico.edu/cals/

CSU Affordable Learning Solutions and Chico’s CALS campaign

In 2010, the California State University Chancellor’s Office launched the CSU’s Affordable Learning Solutions (ALS) campaign “to enable faculty to choose and provide quality educational content that is more affordable for their students.” The CSU’s ALS website provides some very helpful tools to assist faculty in finding Open Textbooks, Open Course materials, and more.

In the spring of 2012, Chico State launched its own campaign, calling it Chico Affordable Learning Solutions or CALS for short. Our first project was a workshop in March of 2012 (see below). More recently we launched a new local website for CALS at this address: http://www.csuchico.edu/cals/ and a project, the Textbook Alternatives Project or TAP, to address the problem of high cost textbooks faced by all of our students.

Later in 2012, in the fall, the Meriam Library awarded 8 grants of $600 each (or an iPad) to CSU faculty for their TAP proposed projects to find affordable alternatives to traditional print textbooks. The grant projects were completed in the fall semester of 2013 and were a resounding success.

Seven of the eight projects found or created new, more affordable alternatives to their old textbooks, resulting in an estimated total savings of over $43,600 in just one semester for our students here at CSU, Chico. In March, 2014, the success of TAP’s first grant projects was recognized in a news announcement from the CSU’s Public Affairs Office: http://blogs.calstate.edu/pa/news/?p=3826

News and Announcements

As noted above, our most recent ALS project, the Textbook Alternatives Project or TAP, completed its first major project in the fall of 2013, with the completion of eight grant projects, and was a resounding success.

Seven of the eight projects found or created new (two wrote new textbooks), more affordable alternatives to their old textbooks, resulting in an estimated total savings of over $43,600 for just one semester, for our students.

The eight, CSU, Chico faculty who were awarded grants are: Leslie Atkins, Eric Ayars, Laurie Browne, Maria DeCastro, David Kagan, Jim Mensching, Susan Roll, and Steve Stewart.

More recently, on April 1, 2014, the CSU’s Affordable Learning Solutions (ALS) program awarded CSU, Chico’s local Affordable Learning program (CALS) a grant for $15,750 to expand and further develop the current CALS program. Applications for the grants will be available starting in early Fall 2014.

For those unfamiliar with the Textbook Alternatives Program, TAP’s primary goal is to encourage faculty to replace their high cost commercial textbooks for free or lower cost alternatives, such as OERs, library resources, digital textbooks, or self-authored content, while also maintaining or improving the quality of student learning. For more information about TAP and details about the eight grant projects, see the TAP homepage at http://www.csuchico.edu/cals/tap/index.shtml.
Thank you from CSU, Chico

- Laura Sederberg, Coordinator for CALS / TAP
- & Manager, Technology & Learning Program
- California State University, Chico
- 530-898-4326
- lsederberg@csuchico.edu
Best Practices for Leveraging Faculty as Ambassadors

• Understand the landscape
  ▫ Faculty are not sales people
  ▫ The importance of training and resources
  ▫ The power of their personal story
  ▫ Balancing inputs with desired outputs
Best Practices for Leveraging Faculty as Ambassadors

• Value Proposition - What is it?
A marketing statement that summarizes why a campus stakeholder (faculty, department chair, dean) should support the CALM initiative. This statement should convince a potential adopter/supporter that adopting OERs will add more value or better solve a problem than other similar offerings.
Best Practices for Leveraging Faculty as Ambassadors

• **Value Proposition - Why important?**
  ▫ Helps FA’s have audience-centric conversations with campus stakeholders.
  ▫ Make it super intuitive for any stakeholder to understand exactly “what’s in it for me?” and be compelled to learn more and/or take action based on their own intrinsic values.
  ▫ Being able to speak to the intrinsic values of any given stakeholder is key to getting the attention and follow-up action you are looking for.
Best Practices for Leveraging Faculty as Ambassadors

- **Resources**
  - Email templates
  - Talking points
  - Training videos
  - Activity reporting template
Questions?