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Spring 3-23-2021

### Open Textbook Report, Rhode Island College (March 2021)

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## March 2021 · Open Textbook Report · Rhode Island College

### Faculty and Courses using Open Textbooks & OER

Faculty adoption and reuse remained positive throughout the five-year challenge with particularly strong adoption rates in AY 17 and AY 18. The table below shows adoptions by course, faculty adoptions for a course section in which at least one other faculty member was using an open textbook or OER for the course, and in which semesters faculty switched to proprietary content after initially adopting an open textbook or OER. The majority of faculty continue to use an open textbook or OER once it has been adopted.

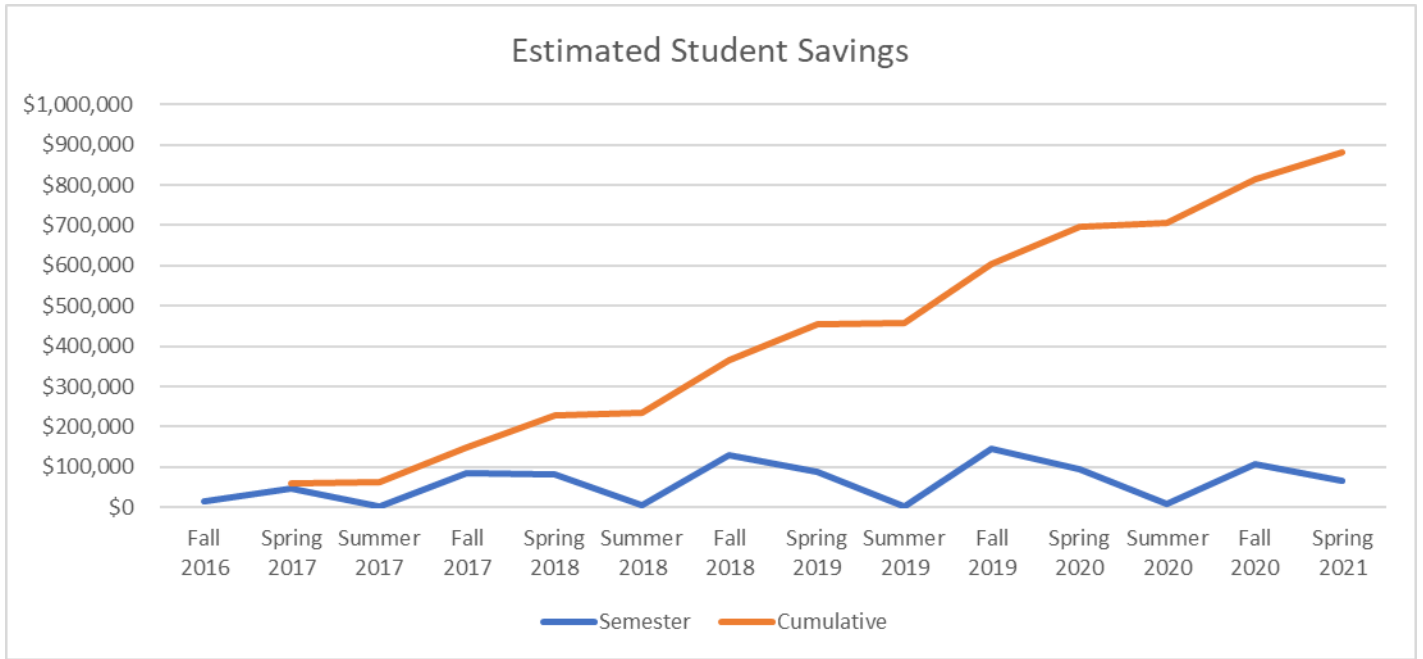
- **53** faculty members are the faculty of record for adopting open textbooks. In most cases they are the faculty members who continue to use the open textbook or OER in their classes, the major exception to this is BIOL 108 in which all sections use an open textbook but only two faculty members are listed as the adopters.
  - To review if faculty status had an impact on adoption rates status at adoption was collected.
    - **11** Adjunct – 20%
    - **10** Tenure Track – 19%
    - **33** Tenured – 61%
- **72** classes and sections have used, or are continuing to use, open textbooks or OER.
  - **9** faculty members have switched to proprietary course materials after initially adopting an open textbook or OER. All expressed continued interest in re-adopting an open textbook if appropriate new OER in their area became available and were conscientious in selecting low-cost alternatives.
  - Biology 108 suspended use of their open textbook during the pandemic to use a proprietary virtual lab and accompanying textbook for consistency in the student experience. To date, faculty in this department intend on returning to the open textbook when they resume on-campus instruction.
  - One further temporary swap is part of a faculty member’s experimentation with course design and materials.

	<b>New Course Adoptions</b>	<b>Additional Section Adoptions</b>	<b>Total</b>	<b>Faculty Reversion to Proprietary Content</b>
<b>Fall 2016 or prior</b>	2	N/A	<b>2</b>	
<b>Spring 2017</b>	5	0	<b>5</b>	
<b>Summer 2017</b>	4	0	<b>4</b>	
<b>Fall 2017</b>	10	0	<b>10</b>	
<b>Spring 2018</b>	5	0	<b>5</b>	
<b>Summer 2018</b>	0	0	<b>0</b>	
<b>Fall 2018</b>	7	3	<b>10</b>	
<b>Spring 2019</b>	6	3	<b>9</b>	1
<b>Summer 2019</b>	1	0	<b>1</b>	
<b>Fall 2019</b>	6	1	<b>7</b>	3
<b>Spring 2020</b>	5	1	<b>6</b>	4
<b>Summer 2020</b>	2	0	<b>2</b>	
<b>Fall 2020</b>	6	2	<b>9</b>	1 and temporarily all sections BIOL 108
<b>Spring 2021</b>	3	0	<b>3</b>	1 temporarily
<b>Total</b>	<b>62</b>	<b>10</b>	<b>72</b>	<b>9</b>

See also: attached spreadsheet “Cumulative Savings Spring 2021.”

## Enrollment and Savings

- Current estimated students reached: 8774
- Savings: \$877,400<sup>1</sup>



## Workshops and Stipends

### *Professional Development Workshop*

The *Open Textbooks: Access, Affordability, and Academic Success* workshop was offered once in Fall 2020. Faculty who attend these workshops and review an open textbook for publication on the Open Textbook Library receive one of the two open textbook stipends.

- 5 faculty members attended the workshop; 5 completed the review and have received or will be receiving the stipend.

Semester	Attendance	Completed Review	Faculty Adopted one or more Open Textbooks or OER
Spring 2017	22	20	7
Fall 2017	17	16	5
Spring 2018	12	12	4
Fall 2018	2	2	0
Fall 2019	5	2	1
Fall 2020	5	5	2
<b>Total</b>	<b>63</b>	<b>57</b>	<b>19 – 33%</b>

<sup>1</sup> The \$100 per adoption estimate is a composite of the range of prices students pay for a traditional textbook – new, used, rental, not purchasing it at all – and any cost of the open textbook in print. It averages to \$100 in savings per student per adoption. It’s used nationally as an estimation figure based on the report [Open Textbooks: The Billion Dollar Solution](#).

It is important to note that these are the adoptions to-date, regardless of how recently faculty members attended the workshops. For example, a faculty member who attended the workshop in Spring 2017 first adopted in Fall 2020; this is not unusual. Finding the appropriate materials and revising a course takes time. Further, faculty do not teach each course each semester or year, so there are natural delays in time between workshop attendance and adoption when the course will not run immediately following the workshop. More adoptions, spurred by workshop attendance, is likely to continue.

#### *Additional Workshops*

<b>Semester</b>	<b>Workshop</b>	<b>Attendees</b>
<b>Spring 2017</b>	<i>Open Textbook Network Staff Workshop</i> For librarians, administrators and staff to launch program	N/A, invited audience
<b>Summer 2017</b>	<i>Using Object-Based and Open-Enabled Pedagogy for Authentic Learning</i> Adjunct Professional Development Day workshop. Stipend provided for attendees of the full day by the FCTL.	25
<b>Fall 2017</b>	<i>Using Object-Based and Open-Enabled Pedagogy for Authentic Learning</i> FCTL requested repeat	0
<b>Spring 2018</b>	<i>Harnessing Faculty Knowledge and Open-Enabled Practices to Create Ebooks and Online Course Materials</i>	4
<b>Fall 2018</b>	<i>Understanding copyright and Creative Commons licensing</i>	0
<b>Spring 2019</b>	<ul style="list-style-type: none"> <li>● <i>But I Don't Use a Textbook: Open Educational Resources for All</i></li> <li>● <i>Inroads to Open Access Publishing</i></li> </ul> Presented to FAS and FSEHD Department Chairs	2 N/A, invited audience
<b>Spring 2020</b>	<i>Implicit Bias on Wikipedia</i> Lecture & Workshop funded by Dialogue on Diversity and Inclusion.	28
<b>Summer 2020</b>	<i>OER for Accessible, Flexible and Creative Online Teaching</i> 2020 Faculty Center for Teaching & Learning "Think Tank Series"	11
<b>Spring 2021</b>	<i>Free, Flexible and Engaging - The Pedagogical Value of OER</i>	1
	<b>Total</b>	<b>71</b>

#### **Fall 2015 OER and Solving the Textbook Cost Crisis**

Nicole Allen, Director of Open Education, SPARC, presented to the library faculty and director.

These workshops were not intended to drive OER adoption, however one faculty member who attended the Spring 2019 workshop has subsequently adopted an open textbook and is using the college's sandbox access to Pressbooks, provided by our Open Education Network membership, to explore creating an openly licensed anthology or curated collection. The attendee of the Spring 2021 workshop is interested in authoring an open textbook in his field, where there is currently a substantial gap OER and open textbook collections.

#### *Stipends*

**Professional Development Stipends:** Paid for by the Office of the Provost, professional development stipends were \$200 and received only by faculty who completed both the workshop and open textbook review. Spring 2017 stipend costs were split evenly with the Office of Innovation. Due to budgetary constraints, Spring 2020 stipends were \$100.

**Total professional development stipends Fall 2016 - Spring 2021:** \$8,900.

**Adoption Stipends:** Paid by the Office of the President, faculty received a one-time \$200 adoption stipend for their first open textbook or OER adoption. 54 faculty members received this stipend.

**Total adoption stipends Fall 2016 - Spring 2021:** \$5,400.

**Total stipends Fall 2016 - Spring 2021:** \$19,700.

## Additional Costs and Funding

Open Education Network, formerly Open Textbook Network membership and Summit Attendance

	Membershi p	Paid By	Summer Summit	Paid By
AY 17	\$5,000	Office of Postsecondary Council	Complementary	N/A
AY 18	\$1,500	Office of Innovation	\$922.50	Faculty Professional Development Stipend
AY 19	\$1,500	Office of Innovation	\$1,016.15	Office of the Provost, in support of break-out session leadership
AY 20	\$1,500	Office of Innovation	Free, Online	N/A
AY 21	\$1,575	Office of Postsecondary Council		
<b>Total</b>	<b>\$11,075</b>		<b>\$1,938.65</b>	

**Dragan Gill: \$378**

\$329.50 - Remainder of Open Textbook Network Summer Summit registration and travel 2018,  
\$48.50 - Copy of OpenStax Physics textbook for workshops and exhibit.

## Campus Resources & Support

### *OER Commons LTI Integration*

The Spring 2020 recommended OER Commons LTI integration was approved by Users Support Services in Summer 2020 and completed in December 2020. An announcement and instructions were shared with faculty just prior to the end of the Fall 2020 semester. More promotion and training is needed to make full use of this free tool integration which allows faculty to select and share OER, including requested ancillary materials such as test and assignment banks, directly through Blackboard.

### *Library Faculty Professional Development & Resources*

All librarians attended professional development opportunities, from individual conference presentations and webinars, to full conferences, on a broad range of topics related to open access, OER and open pedagogy, throughout the five-years of the challenge. With all library faculty and the director informed on trends and developments in OER and open access, there is a greater network of support for faculty interested in finding openly licensed materials relevant to their courses and subject areas; examples of open pedagogy and open publishing in their subject areas.

- **9** library faculty members and the library director, including retired faculty members, attended at least one professional development opportunity; All **6** current library faculty members have attended at least one session.
- **40** conference sessions, webinars, workshops, and conferences attended

Resources, information and continually updated collection guides are updated here: <https://library.ric.edu/open>

## Campus & State Leadership

Reference Librarian Dragan Gill is co-chair of the Rhode Island Open Textbook Initiative Steering Committee. The committee is composed of one librarian from each of the participating institutions. As such, she:

- Coordinates semesterly meetings with the steering committee.
- Manages the committee email list and document sharing for further professional collaboration and conversation
- Coordinates data collection, including partnering with SPARC to ensure data collection is complete.
- Acts as co-liaison to the Office of Innovation and Office of Postsecondary Council
- Along with Co-Chair, Lindsey Gumb, onboards new members.
- Explores, develops and sustains partnerships, including: Open Education Network, SPARC, Governor's Commission on Disabilities, Kyle Courtney, Office of Library and Information Services, Student Public Interest Research Group, Providence Public Library Tableau User Group/Data for Good

An informal campus leadership committee meets once a semester to provide feedback on programming, suggest professional development and resource needs and to coordinate cross-departmental projects.

- Two faculty early adopters, including one faculty member with experience creating open textbooks, and
- A representative from: User Support Services, Disability Services, Learning for Life, and the Adams Library.

### **Regional & National Leadership**

Dragan Gill continues to:

- Be a member of the:
  - New England Board of Higher Education Open Educational Resources Regional Advisory Committee
  - NorthEast OER Summit Planning Committee
- Attend quarterly calls with state-level OER and open textbook initiative leaders.

Prior regional and national leadership:

- Invited speaker
  - *Open Educational Resources: Reimagining Access & Pedagogy*, Half-day professional development program. Center for Innovation in Education, Thomas College.
  - *All Hands on Deck: Librarians as Advocates of OER*  
State of Rhode Island Office of Library and Information Services Continuing Education workshop
- Open Textbook Network Summit breakout session leader
- Creative Commons License Certificate for Academic Librarians course beta tester
- Presented three additional state and regional conference presentations and one nationally attended webinar

### **Campus Outreach**

This article, originally submitted to Communications and Marketing to mark the half-way point of the challenge, was published in the college magazine in December 2020.

Gill, Dragan. "[Four Years of Open Books](#)". *Rhode Island College Magazine*. Winter 2020-21.

Previous outreach:

- Presentations to the: Academic Technology Advisory Committee, Bookstore Advisory Committee, Committee on Online Learning, and Library Advisory Committee
- Isaac, Aaron. "[Addressing the price of textbooks](#)". *Anchor Newspaper*. February 25, 2019. p.5
- Social media campaigns during: Fair Use Week, Open Access Week, and Open Education Week
- #textbookbroke campaign poster during Spring 2018 Wellness Week, presented by a Learning for Life Student Navigator
- *What does an Open Textbook Look Like?* Display showcasing one open textbook in print, digital and customized by RIC faculty.

### **Next Steps & Campus Needs**

*Next Step: Partnership with Connecticut*

State initiative leaders in Connecticut and Rhode Island are exploring opportunities to jointly collect and share information about faculty engaging in open pedagogy and open practices. This program would showcase open pedagogy in action while providing more information to campus leadership about what motivates faculty to revise, remix or create OER and engage in OER-enabled pedagogy, and what support and tools they need to be successful in their implementation.

### *Next Step: Student Ambassador*

Textbook and course material costs are a barrier to students and so it is vital that students are given leadership positions in an open textbook program. In the next phase it is critical to redevelop the student ambassador position using Student Public Interest Research Groups Open Textbooks Organizing Toolkit and current student research positions as models.

### *On-Going: Teaching Materials PeopleSoft Data Collection*

In Fall 2017 we began work on a PeopleSoft form to collect teaching and learning material use across campus. This project has stalled in negotiating with the bookstore on data sharing and procedure. The form would not only streamline data collection for open textbook use, but perhaps more critically, assist in compliance of the Higher Education Opportunity Act (HEOA) and was included as a step the college would take as a response to an Office of Civil Rights complaint. Further, collecting this information in PeopleSoft would allow the college to do a more in-depth analysis of the impact of OER and open textbooks on issues such as retention and completion.

Critically, this form would:

- Be *one* reporting form for faculty to report teaching and learning materials, with the ability to export needed data to the bookstore, Disability Services and the open textbook initiative.
- Display required course materials, at the point of student registration, as is required by the HEOA.
- Provide the data for deeper analysis of the impact of OER and open textbooks on student retention, progression and completion.

### *Campus Need: Open Pedagogy & Faculty OER Creation Infrastructure*

The typical arc of faculty OER and open textbook engagement is: adopt, adapt, create. We have done an excellent job supporting faculty adoption of open textbooks, as was our charge. However, there are only so many faculty members who adopt a textbook wholesale. If the college is going to support open textbooks and OER further we must create the infrastructure needed to support adaptation and creation.

Under Development: Faculty Center for Teaching & Learning - Learning Circle

The Open Education Network model - workshop and textbook review - used both on our campus and nationally, has shown that engaging faculty over time has a more lasting effect on faculty adoption or creation than single workshops. As part of the FCTL's plans to create learning circles for an open-enabled pedagogy learning circle is currently under development.

- **1** faculty member is currently using the Pressbooks sandbox offered to each Open Education Network member institution to explore creating an open anthology,
- **2** faculty members have created an open textbook and tested it with students in their courses last semester. They will be refining it based on their experiences and student feedback before making it openly available,
- **1** faculty member has remixed a substantial amount of OER and open textbook materials to create a custom course pack, but would like to refine it further and create more of their own content,
- **1** faculty member is interested in creating a new open textbook in their field, potentially with students through open pedagogy, which is under-represented in open textbook collections.
- **4 more** faculty members expressed interest in authorship or creation following their open-textbook workshop and textbook review.

## Pressbooks EDU Institutional License

Pressbooks is an easy to use publishing platform which creates online textbooks that can be read in 10 digital formats and print. The Edu version integrates tools for interactive material, questions and shared annotation. Additionally:

- The cloning tool allows for easy adaption, not just creation. Faculty save a copy of a book to their “library” and can then revise and remix for their own needs, or with students.
- Pressbooks makes sharing with an open license simple, but at its core is a publishing tool and would support publishing digital books and accessible online content regardless of the license.
  - This is critical in addressing the large number of reports, documents and files currently shared through the college website and Blackboard that are not accessible.
- Our Open Education Network membership provides a discount at the Silver level. Current cost \$7,000/year

## *Expand Rhode Island College Intellectual Property Policy, Section 2.7 Exempted Scholarly Work*

Expanding Section 2.7 to include Open Educational Resources, including but not limited to open textbooks. It is imperative that authors hold copyright to be able to waive the specific author and intellectual property rights described by Creative Commons licenses.

## *Campus Need: High Capacity Print-on-Demand Services*

While an increasing number of people read on tablets and readers, print remains the most popular format for reading books.<sup>2</sup> Providing high capacity print on demand would also support:

- Printing lab manuals, course packs, customized course materials,
- Printing large lecture notes needed for majors with image and diagram heavy slides, such as Nursing.  
and:
- Faculty will not need to guess the number of printed custom textbooks needed.
- Students can print when the material is needed or when financial aid or other funding is available to them.
- It would lighten the load on the printers in campus labs and library which are not designed for this type of printing.

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<sup>2</sup> [Print books continue to be more popular than e-books or audiobooks, One-in-five Americans now listen to audiobooks](#)





James Daley	Adjunct	FYW 100	Intro to Academic Writing	Gen Ed./Distribution	Harbrace Guide to Writing (Concise Second Edition) by Cheryl Glenn. Cengage. 2012	Writing for Success https://open.umn.edu/opentextbooks/BookDetail.aspx?bookid=53	Fall 2017	20	21	40	18	20	20	20	159			
Whitney Blankenship*, Michelle Valletta	No longer at RIC, Adjunct	HIST 107	Multiple Voices: The United States in the World	Gen Ed./Distribution		OpenStax U.S. History https://openstax.org/details/books/us-history	Spring 2017	85	28	30	7	55	57	29	60	351		
Erik Christiansen, Quenby Hughes	Tenured, Tenured	HIST 107	Multiple Voices: The United States in the World	Gen Ed./Distribution	Quenby Hughes used Eric Foner's Give Me Liberty!	American Yawp	Spring 2018	Data combined above										
Erik Christiansen	Tenured	HIST 201	U.S. History to 1877	Gen Ed./Distribution		American Yawp	Spring 2019	Data combined above								12		
Robyn Linde	Tenured	INGO 302	INGOS and Social Entrepreneurship	Major Requirement	Freedom from Want: The Remarkable Success of BRAC by Ian Smillie	How Change Happens by Duncan Green	Spring 2018	Data combined above								13		
Salam Turki	Tenure Track	MATH 120	Intermediate Algebra	Major Requirement	Intermediate algebra by Liai, Hornsby and McGinnis	OpenStax Intermediate Algebra	Fall 2019	Data combined above								31		
Leonardo Pinheiro, Salam Turki	Tenured, Tenure Track	MATH 139	Contemporary topics in Mathematics	Gen Ed./Distribution	Blitzer - Thinking Mathematically, Pearson	<a href="http://www.opentextbookstore.com/mathinsociety/">http://www.opentextbookstore.com/mathinsociety/</a>	Fall 2017	61	89	60				90	300			
Caroline Caswell	Tenure Track	MATH 143	Mathematics for Elementary School Teachers I	Major Requirement	Freitag, M. (2014). Mathematics for Elementary School Teachers - Cengage Learning	Jones, M. (2013). Mathematics for Elementary Teachers: Real Numbers -	Spring 2019	Data combined above								14		
Ying Zhou	Tenured	MATH 209	PreCalculus	Gen Ed./Distribution, Major Requirement	PreCalculus, by Blitzer	PreCalculus https://openstax.org/details/books/precalculus	Spring 2017	31	27	29			30	29	146			
Stephanie Costa	Tenured	Math 245	Principles of Data Science	Gen Ed./Distribution, Major Requirement	None - this is a new course	R for Data Science	Fall 2020	Data combined above								30		
Raimundo M Kovac	Tenured	MATH 300	Bridge to Advanced Mathematics	Major Requirement	Mathematical Proofs: A Transition to Advanced Mathematics by Gary Chartrand, Albert D. Polimeni, Ping Zhang	Mathematical Reasoning - Writing and Proof by Ted Sundstrom https://www.tedsundstrom.com/mathematical-reasoning-writing-and-proof	Spring 2020	Data combined above								10		
Raimundo M Kovac	Tenured	MATH 432	Introduction to Abstract Algebra	Major Requirement	Elements of Modern Algebra, 8th Ed, by Linda Gilbert and Jimmie Gilbert	Abstract Algebra: Theory and Applications, by Thomas W. Judson <a href="http://abstract.ups.edu/">http://abstract.ups.edu/</a>	Spring 2019	Data combined above								14		
Namita Sarawagi	Tenured	MATH 436	Discrete Mathematics	Major Requirement	Discrete Mathematics by Doosey et al.	Discrete Mathematics: An Open Introduction https://open.umn.edu/opentextbooks/BookDetail.aspx?bookid=304	Fall 2017	32		22			26	80				
David Bradley	Adjunct	MGT 201	Foundations of Management	Major Requirement	MGMT 11, Cengage: <a href="https://www.cengage.com/c/mgt-11-williams">https://www.cengage.com/c/mgt-11-williams</a>	<a href="http://openstax.org/details/books/introduction-business">http://openstax.org/details/books/introduction-business</a>	Spring 2019	Data combined above								27		
Jiyun Wu	Tenured	MGT 461	Seminar in Strategic Management	Major Requirement	Strategic Management	Mastering Strategic Management <a href="http://open.umn.edu/opentextbooks/BookDetail.aspx?bookid=73">http://open.umn.edu/opentextbooks/BookDetail.aspx?bookid=73</a>	Fall 2017	22	57	55			25	16	22			
Susan Bouchard	Adjunct	MKT 323 (formerly 350)	Digital Marketing for Business	Elective	Used a mix of commercially available publications	eMarketing: The Essential Guide to Marketing in a Digital World	Fall 2017	Data combined above								7		
Constance Milbourne	Tenured	MKT 329	Global Marketing	Major Requirement	Global Marketing and Advertising, M de Mooij, Sage	Leading with Cultural Intelligence	Summer 2017	Data combined above								15		
Caroline Caswell	Tenure Track	MTET 514C	Delving Deeper: Data Analysis and Statistics	Major Requirement	N/A	Stats: Modeling the World, 3rd Edition (Bock, Velleman, De Veaux)	Summer 2017	Data combined above								15		
Paul Beaudoin	Adjunct	MUS 201	Survey of Music	Gen Ed./Distribution	I have relied solely on my video lectures. By adopting this OER text, I am making a fundamental change to the way I work with my learners. I am going to completely rework my course so that my new lectures parallel the text. I am also thrilled that my selected texts have numerous hyperlinks for students to find media on the web. I am excited!	<a href="https://open.umn.edu/opentextbooks/textbooks/understanding-music-past-and-present">Understanding Music: Past and Present. https://open.umn.edu/opentextbooks/textbooks/understanding-music-past-and-present</a>	Summer 2017	16	24	23	17	20	24	24	20	23	24	251
Glenn Rawson	Tenured	PHIL 356	Modern Philosophy	Major Requirement	Various texts from Hackett Publishing	<a href="http://www.earlymoderntexts.com">www.earlymoderntexts.com</a>	Spring 2020	Data combined above								2		
Benjamin Young, Medini Padmanabhan, (Andreas Del Vecchio - Fall 2018 Only)	Tenure Track, Tenured, Tenured	PHYS 101	General Physics I	Gen Ed./Distribution, Major Requirement	I've only ever used open source for this course	OpenStax College Physics	Fall 2016	27	33	16	61	19	44	22	42	264		
Benjamin T. Young, Steven Rivers,	Tenure Track, Tenured	PHYS 102	General Physics II	Gen Ed./Distribution, Major Requirement, Elective	Serway-Vuille "College Physics"	OpenStax College Physics	Spring 2017	22 ?	20	11			49	43	145			
Benjamin Young	Tenure Track	PHYS 110	Introductory Physics	Major Requirement	Ostdiek & Bord Inquiry Into Physics 7th ed.	OpenStax College Physics https://openstax.org/details/books/college-physics	Spring 2020	Data combined above								20		
Medini Padmanabhan, Steven Rivers	Tenured, Tenured	PHYS 200	Mechanics	Gen Ed./Distribution, Major Requirement	Principles of Physics, Serway and Jewett	Open Stax, University Physics Volume-1, https://openstax.org/details/books/university-physics-volume-1	Fall 2018	Data combined above								29		
Benjamin Young	Tenure Track	PHYS 201	Electricity & Magnetism	Major Requirement	Serway & Jewett, Physics for Scientists & Engineers, ninth ed.	OpenStax University Physics Volume 2	Spring 2018	Data combined above								18		
Michelle Brophy-Baermann, Thomas Schmeling	Tenured, Tenured	POL 202	American Government	Gen Ed./Distribution, Major Requirement	American Democracy Now (McGraw Hill) by Harrison and Harris (with MyConnect)	OpenStax American Government	Summer 2017	Data combined above								7		
Mary Anne K. Clarke	Adjunct	POL 202	American Government	Major Requirement, Elective	We the People Essentials 12th Edition, Ginsberg, Lowi, Weir, Tolbert, Campbell	American Government 2e https://openstax.org/details/books/american-government-2e	Summer 2020	Data combined above								17		
Thomas E Malloy, Katherine Lacasse, Andrew J Wrobel	Tenured, Tenure Track, Adjunct	PSYC 110	Introduction to Psychology	Gen Ed./Distribution, Major Requirement, Elective	Myers Introduction to Psychology	<a href="https://openstax.org/details/books/psychology">https://openstax.org/details/books/psychology</a>	Fall 2017	279	149	363	128	442	120	17	176	1674		
Traci Weinstein	Tenure Track	PSYC 110	Introduction to Psychology	Gen Ed./Distribution, Major Requirement, Elective	Myers, D.G., & DeWall, C.N. (2016). Exploring psychology in modules (10th edition). New York: Worth Publishers.	<a href="https://open.lib.umn.edu/intropsyc/">https://open.lib.umn.edu/intropsyc/</a>	Spring 2020	Data combined above										
Andrea Dotalo	Tenured	PSYC 215	Social Psychology	Gen Ed./Distribution, Major Requirement	Gilovich, T., Keltner, D., Chen, S. & Nisbett, R.E. (2015). Social psychology (4th ed). New York, NY: W.W. Norton and Company. ISBN: 978-0-393-26524-8	<a href="https://openstax.org/details/books/social-psychology-1st-international-edition">Stangor, C., Jhangiani, R. &amp; Tarr, H. (2014). Principles of social psychology- 1st international edition. https://openstax.org/details/books/social-psychology-</a>	Spring 2018	Data combined above								30		

Traci Weinstein	Tenure Track	PSYC 215	Social Psychology	Major Requirement, Elective	Myers, D.G. & Twenge, J. (2018). Exploring Social Psychology (8th edition). New York, NY: McGraw-Hill Education.	<a href="https://open.lib.umn.edu/socialpsychology/">https://open.lib.umn.edu/socialpsychology/</a>	Spring 2019	Data combined above														
Traci Weinstein	Tenure Track	PSYC 221	Research Methods I: Foundations	Gen Ed, Distribution, Major Requirement, Elective	Lewandowski, Ciarracco & Strachetz. (2016). Discovering the scientist within: Research methods in psychology (2nd ed.). New York: Worth Publishers. ISBN: 978-1-4641-2044-2	<a href="https://kpu.pressbooks.pub/psychmethods4e/">https://kpu.pressbooks.pub/psychmethods4e/</a>	Spring 2019	24														
Andrew J. Wrobel	Adjunct	PSYC 251	Personality	Major Requirement	Personality Theories: Development, Growth and Diversity. Bem P. Allen	Personality Theory (Kelland) <a href="https://www.oercommons.org/authoring/22859-personality-theory">https://www.oercommons.org/authoring/22859-personality-theory</a>	Fall 2018	27	31						29	87						
Melissa Marcotte	Tenure Track	PSYC 320	Research Methods 2: Behavioral Statistics	Major Requirement	Fundamental Statistics for the Social and Behavioral Science 2nd Ed. - Tokunaga	<a href="http://www.OnlineStatBook.com">www.OnlineStatBook.com</a>	Fall 2019									25	61	60	146			
Thomas E Malloy	Tenured	PSYC 320	Research Methods 2: Behavioral Statistics	Major Requirement		<a href="http://davidakenny.net/books.htm">http://davidakenny.net/books.htm</a>	Fall 2020	Data combined above														
Kymberlee O'Brien	Tenure Track	PSYC 345	Physiological Psychology	Gen Ed, Distribution	Biological Psychology 9th Ed. by James W. Kalat	Biological Psychology. <a href="http://noba.to/qvht6t5m">http://noba.to/qvht6t5m</a>	Fall 2018	31	41	45						58	55	230				
Megan Sumeracki	Tenured	PSYC 349	Cognitive Psychology	Major Requirement	Goldstein, E. B. (2015). Cognitive psychology: Connecting mind, research, and everyday experience (4th edition). Stamford CT: Cengage Learning.	I created a remix book using two sources: (1) "Cognitive foundations: An aggregated open textbook. Version 1.1" by Celeste Pilegard is licensed under CC BY-NC-SA 4.0, and (2) Cognitive Psychology" by College of the Canyons is licensed under CC BY 4.0.	Summer 2020									18	30	30	78			
Kymberlee O'Brien	Tenure Track	PSYC 445	Behavioral neuroscience	Major Requirement	I have always used Nova behavioral neuroscience open textbook.	Noba behavioral neuroscience	Spring 2021									26	26					
Caroline Caswell	Tenure Track	SED 411	Content & Pedagogy in Mathematics	Major Requirement	Teaching Secondary and Middle School Mathematics, 4th ed., D. Bahier (2013).	a variety of online resources and Beyond Good Teaching Advancing Mathematics...Celedón-Pattichis, S. & Ramirez, N. (2012). <a href="https://team-us-east-1-prod-fleet01-voxthos-s3-us-east-1.amazonaws.com/5af065a7aa8cfe5287387response-content-disposition=inline%3B%20filename%3D%3DUTF-8%27%27Beyond%2520Good%2520teaching.pdf&amp;response-content-type=application%2Fpdf&amp;X-Amz-Algorithm=AWS4-HMAC-SHA256&amp;X-Amz-Date=20190909T234001Z&amp;X-Amz-SignedHeaders=host&amp;X-Amz-Expires=21600&amp;X-Amz-Credential=AKIABGUJ7RCSZ3L3LEJQ%2F20190909%2Fus-east-1%2F%3F2fawel_request&amp;X-Amz-Signature=170808efd1f48903de9e03b95cc23c1ee762e0c65c490ca761fa7e968793d3">https://team-us-east-1-prod-fleet01-voxthos-s3-us-east-1.amazonaws.com/5af065a7aa8cfe5287387response-content-disposition=inline%3B%20filename%3D%3DUTF-8%27%27Beyond%2520Good%2520teaching.pdf&amp;response-content-type=application%2Fpdf&amp;X-Amz-Algorithm=AWS4-HMAC-SHA256&amp;X-Amz-Date=20190909T234001Z&amp;X-Amz-SignedHeaders=host&amp;X-Amz-Expires=21600&amp;X-Amz-Credential=AKIABGUJ7RCSZ3L3LEJQ%2F20190909%2Fus-east-1%2F%3F2fawel_request&amp;X-Amz-Signature=170808efd1f48903de9e03b95cc23c1ee762e0c65c490ca761fa7e968793d3</a>	Fall 2019									7		7				
Mikaila Arthur	Tenured	SOC 302	Social Research Methods	Major Requirement	Introducing Social Research Methods: Essentials for Getting the Edge 1st Edition by Janet M. Ruane, Wiley-Blackwell	Saylor Academy. 2012. Principles of Sociological Inquiry: Qualitative and Quantitative Methods. E-text at: <a href="https://saylordotorg.github.io/text_principles-of-sociological-inquiry-qualitative-and-quantitative-methods/index.html">https://saylordotorg.github.io/text_principles-of-sociological-inquiry-qualitative-and-quantitative-methods/index.html</a>	Fall 2020									23	23					
<b>Totals</b>								147	466	31	849	805	58	1294	894	31	1456	933	94	1081	635	8774