To Encourage is to Organize: Moving Higher Education Towards Open

Karen Lauritsen
*Center for Open Education*, klaurits@umn.edu

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To Encourage is to Organize: Moving Higher Education Towards Open

Presenter 1 Title
Managing Director, Open Textbook Network

Session Type
Workshop

Abstract
Open textbooks can significantly reduce costs for students, while giving faculty greater control of their course content. The Babson Survey Research Group found a majority of faculty classify cost as "very important" for their selection of required course materials. Yet in that same report, only 10% of faculty reported that they were "very aware" of open educational resources (Opening the Textbook: Educational Resources in U.S. Higher Education, 2017). Knowing this disconnect, how can we encourage higher education to move towards open?

The answer is… one textbook at a time. The Open Textbook Network (OTN) is a community of more than 600 institutions that offers organized programmatic support to increase open textbook adoptions on their local campuses. In addition to building adoption programs, the OTN recently launched The Publishing Cooperative, which supports local open textbook publishing programs. By focusing on open textbooks as a method for moving open education forward, the community has created measurable outcomes that include $8.5 million in student savings, and a plan to create 20 new open textbooks in two years.

In this workshop, participants will learn more about open textbooks, including how to develop faculty engagement programs and overcome barriers to adoptions. The Open Textbook Library, a comprehensive referatory that makes discovery and access easier, will also be introduced as a key engagement method and resource. Participants will take away strategies for answering tough questions, including those about quality and sustainability.

Location
KIPJ Room EF

Comments
Karen Lauritsen is managing director with the Open Textbook Network, where she collaboratively builds vision and strategy to support open education. She has an MA in Education from UC Berkeley and a for fun degree in improvisation from Second City. She’s given talks at TEDxUCLA, Vancouver Public Libraries, and VALA: Libraries, Technology and the Future, in Melbourne.

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This workshop is available at Digital USD: https://digital.sandiego.edu/symposium/2018/2018/5
TO ENCOURAGE IS TO ORGANIZE

How do we move higher education towards open?
ONE TEXTBOOK AT A TIME!
“To Encourage is to Organize” is adapted from the OTN Workshop by Dave Ernst (CC BY) and is licensed (CC BY) Karen Lauritsen
OUR GOALS

Learn more about open textbooks, including how to develop faculty engagement programs and overcome barriers to adoptions.

Gain familiarity with the Open Textbook Library, comprehensive referatory that makes discovery and access easier, and key engagement method.

Take away strategies for answering tough questions, including those about quality and sustainability.

Image from page 366 of "Encyclopédie d'histoire naturelle; ou, traité complet de cette science d'après les travaux des naturalistes les plus éminents de tous les pays et de toutes les époques: Buffon, Daubenton, Lacépède, G. Cuvier, F. Cuvier, Geoffroy Sa
## OUR TIME TOGETHER

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00-1:30PM</td>
<td>Welcome + Workshop Goals + Intro to Open Ed</td>
</tr>
<tr>
<td>1:30-2:15PM</td>
<td>Identifying obstacles to open textbook adoptions</td>
</tr>
<tr>
<td>2:15-2:30PM</td>
<td>Break</td>
</tr>
<tr>
<td>2:30-3:30PM</td>
<td>Tools &amp; resources for open textbook programming</td>
</tr>
<tr>
<td>3:30-4:00PM</td>
<td>Strategies for addressing common challenges</td>
</tr>
</tbody>
</table>
HELLO!

Peggy Seiden, Swarthmore College
Alejandra Nann, University of San Diego
Shannon Meaney-Ryer, Saint Mary’s College
Amy Hunsaker, University of Nevada, Reno
Lee Keene, Whitman College
Sonia Robles, Holy Names University
Melissa Cantrell, University of Colorado Boulder
Alanna A Moore, UC San Diego
Wendy Walker, University of Montana
Dave Harmeyer, Azusa Pacific University
Vinaya Tripuraneni, University of La Verne

Maura Giles-Watson, USD/CAS & Humanities Center
Annelise Sklar, UC San Diego
Susan Rahman, College of Marin
Elle Dimopoulos, College of Marin
Amy Sonnichsen, Mount Saint Mary’s University
Christie Hurrell, University of Calgary
Jennifer Raye, Butler University Libraries
Janice Webb, Coleman University
Beth Namei, The Claremont Colleges
Lindsay Van Berkom, University at Albany
Stephanie Brasley, CSU Dominguez Hills
BRIEF INTRODUCTIONS

➤ Name
➤ Role and Institution
➤ Local open textbook initiatives, if any
Opening opportunities to the future of education

We believe that the future of education is open. We support initiatives that advance that vision coupled with tangible results that build access to resources, research, and communities committed to open education.
2650 faculty
200 workshops

66% workshops given by local staff
45% of faculty who attend workshops say they will adopt
Student savings: $8.5 million
Federal, state, local programs

$5M

United States Senate
WASHINGTON, DC 20510

April 13, 2018

The Honorable Roy Blunt
Chairman
Senate Appropriations Subcommittee on
Labor, Health and Human Services,
Education, and Related Agencies
Washington, D.C. 20510

The Honorable Patty Murray
Ranking Member
Senate Appropriations Subcommittee on
Labor, Health and Human Services,
Education, and Related Agencies
Washington, D.C. 20510

Dear Chairman Blunt and Ranking Member Murray:

Thank you for providing $5 million in the recently completed Fiscal Year (FY) 2018 Omnibus appropriations bill for a pilot program to support the creation and expand the sustainable use of quality open college textbooks. We write today to ask that you build on this initial federal investment by including $10 million in the FY 2019 Labor, Health and Human Services, Education, and Related Agencies (Labor-H) appropriations bill for the pilot program. Open textbooks help make the cost of college more affordable for students and can improve educational outcomes by ensuring students are not forced to do without required course materials due to cost.

Textbook costs are one of the most overlooked costs of going to college, but they can be substantial and create an unnecessary barrier to completion. Unlike tuition and many of the other costs associated with college, students often feel textbook costs up front. The College Board estimates that the average student at a four-year public institution of higher education spent $1,250 on college books and supplies during the 2017-18 academic year. A single book can often cost hundreds of dollars.

And over the years, those prices have continued to climb. According to the Bureau of Labor Statistics Consumer Price Index, textbook prices increased by nearly 90 percent between 2006 and 2016. As a result of these high costs, some students do not purchase required course materials – putting themselves at an academic disadvantage. A survey by U.S. PIRG found that 65 percent of students decided not to buy a textbook because of the cost and 94 percent of those students worried it would negatively affect their grade.
OPEN = FREE + PERMISSIONS

Image from page 365 of "The animals and man; an elementary textbook of zoology and human physiology" (1911)
FREE

No cost

Image from page 89 of "General therapeutics and materia medica: adapted for a medical textbook (Vol 2)" (1853)
THE OPEN EDUCATION ECOSYSTEM

➤ Writing + Publishing
➤ Adoption
➤ Adaptation
➤ Open Pedagogy
THE OPEN EDUCATION ECOSYSTEM

➤ Writing + Publishing

➤ Adoption

➤ Adaptation

➤ Open Pedagogy
WHY OPEN?

➤ Facilitates free information exchange
➤ Allows higher education to take ownership of its content
➤ Puts faculty at the center
➤ Sharing is scalable
WHY TEXTBOOKS?

➤ Hits big pain point – textbook costs
➤ Faculty understand textbooks
➤ Faculty know how to adopt textbooks
➤ Faculty effort (vs. alternatives) is kept at a minimum
➤ Textbooks can provide content for a complete (or nearly complete) course
BARRIERS TO FACULTY ADOPTION
ON YOUR OWN...

1. Reflect on barriers that may keep faculty from adopting open textbooks.

2. Write one barrier per sticky note
   
   Go for quantity, not quality
   
   There are no right answers

3. In 5 minutes, share at your table.
TABLE DISCUSSION

1. Each person share barriers at table.
2. What are commonalities?
   
   *Group into common themes*

   *Name each theme*

3. Select someone to report in 10 min.
What common themes did you identify?

Are there concerns or nuances you want to acknowledge?
Fear of loss of academic freedom

CULTURE

Fear of change

Not aware of others adopting

- Some might not want to admit

Current solutions are already in place (library textbook reserves)

Confusion between open and online

Consistency between departments

Lack of awareness

No content exists in subject area

Fear of loss of control of their content

Trendy
FACULTY ADOPTIONS

Case Study & Strategies
WHAT DOES A SUCCESSFUL OPEN TEXTBOOK PROGRAM LOOK LIKE?
OPEN TEXTBOOKS ARE AN AVAILABLE DEFAULT FACULTY CHOICE.
“HOW DAVE FAILED” AT UMN

Case Study
BARRIERS TO FACULTY ADOPTION

➤ Faculty aren’t aware that open textbooks are an option
➤ Faculty don’t know where to find open textbooks
FACULTY ADOPTIONS

Awareness
Make a difference in your students' lives with free, openly-licensed textbooks.

Textbooks every student can access and afford

Open textbooks are textbooks that have been funded, published, and licensed to be freely used, adapted, and distributed. These books have been reviewed by faculty from a variety of colleges and universities to assess their quality. These books can be downloaded for no cost, or printed at low cost. All textbooks are either used at multiple higher education institutions; or affiliated with an institution, scholarly society, or professional organization.

The Open Textbook Library is supported by the Center for Open Education and the Open Textbook Network.
ADOPTIONS: 0
BARRIERS TO FACULTY ADOPTION

➤ Faculty aren’t aware open textbooks are an option
➤ Faculty don’t know where to find open textbooks
➤ Faculty don’t understand urgency of student financial stress, and how it can impact students academically
➤ Faculty don’t know what open textbooks are
➤ Faculty confuse open textbooks with e-textbooks
FACULTY ADOPTIONS

Education
Increase in Textbook Prices

Textbooks

CPI

FACULTY ADOPTIONS

Education Awareness
ADOPTIONS: 0

Awareness
Education
BARRIERS TO FACULTY ADOPTION

➤ Faculty aren’t aware that open textbooks are an option
➤ Faculty don’t know where to find open textbooks
➤ Faculty don’t understand the urgency of student financial stress, and how it can impact students academically
➤ Faculty don’t know what open textbooks are
➤ Faculty confuse open textbooks with e-textbooks
➤ Faculty are skeptical of the quality of open textbooks
➤ Faculty have limited time to engage in reviewing open textbooks
Make a difference in your students' lives with free, openly-licensed textbooks.

Textbooks every student can access and afford

Open textbooks are textbooks that have been funded, published, and licensed to be freely used, adapted, and distributed. These books have been reviewed by faculty from a variety of colleges and universities to assess their quality. These books can be downloaded for no cost, or printed at low cost. All textbooks are either used at multiple higher education institutions; or affiliated with an institution, scholarly society, or professional organization.

The Open Textbook Library is supported by the Center for Open Education and the Open Textbook Network.
Engagement
Education
Awareness
ADOPTIONS:

Engagement
Education
Awareness
ADOPTIONS: 11
AT UNIVERSITY OF MINNESOTA

Those faculty save students nearly $100,000+ / year
LET’S TAKE A BREAK!
# OUR TIME TOGETHER

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</table>
FACULTY WORKSHOP

Strategies
SNAPSHOT EXPERIENCE

1. Awareness
2. Education
3. Engagement

Image from page 288 of "Encyclopédie d’histoire naturelle; ou, traité complet de cette science d’après les travaux des naturalistes les plus éminents de tous les pays et de toutes les époques: Buffon, Daubenton, Lacépède, G. Cuvier, F. Cuvier, Geoffroy Sa
1. AWARENESS
STUDENTS COPING WITH THE COST
In your academic career, has the cost of required textbooks caused you to:

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2016</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Not purchase the required textbook</td>
<td>63.6%</td>
<td>66.5%</td>
<td></td>
</tr>
<tr>
<td>Take fewer courses</td>
<td>49.2%</td>
<td>47.6%</td>
<td></td>
</tr>
<tr>
<td>Not register for a specific course</td>
<td>45.1%</td>
<td>45.5%</td>
<td></td>
</tr>
<tr>
<td>Earn a poor grade</td>
<td>33.9%</td>
<td>37.6%</td>
<td></td>
</tr>
<tr>
<td>Drop a course</td>
<td>26.7%</td>
<td>26.1%</td>
<td></td>
</tr>
<tr>
<td>Fail a course</td>
<td>17.0%</td>
<td>19.8%</td>
<td></td>
</tr>
</tbody>
</table>

I figured French hadn’t changed that much.

– UMN Student
59%

UMN students report that they’ve had to wait for financial aid check to buy textbooks

Unpublished Minnesota State University Student Association survey
Related: youtube.com/watch?v=rjaTJC8zZJ4
3-minute video
HOW ARE YOU FEELING?
2. EDUCATION
Open Textbook Library

Browse subjects  Our Textbooks  About us

Accounting & Finance
Business +
  Human Resources
  Management
  Marketing
Computer Science & Information Systems
Economics
Education
Engineering
Humanities +
Journalism, Media Studies & Communications

students' lives with free, openly-licensed textbooks.

business and afford

Openly funded, published, and licensed to be freely used, adapted, and distributed. These books have been used at multiple higher education institutions; or affiliated with an institution, scholarly society, or the Center for Open Education and the Open Textbook Network.

New Books

Business Plan Development Guide

Recent Reviews

Exploring Business

International Trade: Theory and Policy
11 Accounting & Finance
57 Business
52 Computer Science & Information Systems
18 Economics
31 Education
13 Engineering
99 Humanities
12 Journalism, Media Studies & Communications
50 Law
78 Mathematics
 9 Medicine
48 Natural Sciences
42 Social Sciences
12 Student Success

469 Total Books (a book may be included in multiple subject areas) as of April 9, 2018
WHERE DO THE BOOKS COME FROM?

Funded initiatives
Independent authors
Discipline collectives
...

WHERE DOES THE FUNDING COME FROM?

Universities
Foundations
Governments
Institutional consortia
CRITERIA FOR INCLUSION IN OPEN TEXTBOOK LIBRARY

➤ Openly licensed
➤ Complete, portable file
➤ Institutional or scholarly society affiliation, or in use in more than one location
➤ Original (unless it’s a major overhaul for a new audience)
Anatomy and Physiology

Multiple Authors, OpenStax College
Pub Date: 2013
ISBN 13: 978-1-9381681-3-0
Publisher: OpenStax

Read This Book

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Print Color

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Reviews

Learn more about reviews.

Reviewed by Ari Berkowitz, Professor of Biology, University of Oklahoma, on 1/13/2015.

Of course, this textbook should properly be compared to commercial Human Anatomy & Physiology textbooks. I am unable to make that comparison, as ...
read more

Reviewed by Heather Ketchum, Associate Professor, University of Oklahoma, on 1/13/2015.

Please keep in mind that I am only reviewing the physiology portion of this book and hence my comments only reflect that content. Extremely ...
read more

Table of Contents

Preface
Unit 1: Levels of Organization
Unit 2: Support and Movement
Unit 3: Regulation, Integration, and Control
Unit 4: Fluids and Transport
Unit 5: Energy, Maintenance, and Environmental Exchange
Unit 6: Human Development and the Continuity of Life

About the Book

Anatomy and Physiology is a dynamic textbook for the yearlong Human Anatomy and Physiology course taught at most two- and four-year colleges and universities to students majoring in nursing and allied health. A&P is 29 chapters of pedagogically effective learning content, organized by body system, and written at an audience-appropriate level. The lucid text, strategically constructed art, inspiring career features, and links to external learning tools address the critical teaching and learning challenges in the course.

Color is used for pedagogical effect in A&P. Most art will consist of elegant black line, with the strongest line illustrating the most important structure(s) and shading used to show dimension and shape. Color (used only when needed) highlights and clarifies the primary anatomical or functional point of the illustration. Student focus is drawn to the most important learning point in each illustration, without distraction from excessive gradients, shadows, and loud highlights. The online book provides students with links to surgical videos, histology, interactive diagrams, and cadaver imagery at critical junctures. The text will publish in early June 2013.

OpenStax College has compiled many resources for faculty and students, from faculty-only content to interactive homework and study guides.

About the Contributors

Author(s)

Senior Contributors:
J. Gordon Betts, Tyler Junior College
Introductory, algebra-based, two-semester college physics

1272 pages

Available in

PDF

ePub

Print

Web

Bookshare (accessible)

Instructor solution manual

Powerpoint slides
FACULTY REVIEW CRITERIA (AROUND 65% ARE REVIEWED)

Comprehensiveness
Content Accuracy
Relevance Longevity
Clarity
Consistency
Modularity
Organization Structure Flow
Interface
Grammatical Errors
Cultural Relevance
Collaborative Statistics

By:
Barbara Illowsky, Ph.D.
Susan Dean

Online:
< http://cnx.org/content/col10522/1.40/ >

CONNEXIONS
Rice University, Houston, Texas
Now with Excel!
Customization
Case Study #2
Now with videos!
Customization
Case Study #3

PROJECT MANAGEMENT FOR INSTRUCTIONAL DESIGNERS

ABOUT PM4ID

Project Management for Instructional Designers (PM4ID) is – as the name suggests – a book about project management tailored specifically for instructional designers. This book is a remix of a pre-existing, openly licensed project management textbook which was donated to the commons by a benefactor that desires to be attributed as Anonymous.

PM4ID includes many new features and improvements to the original book, including:

- Alignment of book chapters with the PMBOK, which supports readers in preparing for the Project Management Professional certification,
- A series of video cases of project managers working in the instructional design area, integrated into every chapter,
- Multiple versions of the book, including HTML, PDF, ePub, Kindle, and a text-to-speech mp3 audio version of the book,
- New examples written specifically for readers coming from the instructional design perspective,
- and more.

TABLE OF CONTENTS

• About PM4ID
  • 1 Introduction to Project Management
  • 2 Project Profiling
  • 3 Project Phases and Organization
  • 4 Understanding and Meeting Client Needs
  • 5 Working with Project Teams
  • 6 Communication Technologies
  • 7 Starting a Project
  • 8 Project Time Management
  • 9 Costs and Procurement
  • 10 Managing Project Quality
  • 11 Managing Project Risk
  • 12 Project Closure
  • Glossary
“Now for instructional designers!”
Discovery and MARC Records

The Open Textbook Network provides a cumulative file of MARC (Machine-Readable Cataloging) bibliographic records for content in the Open Textbook Library. This single file is comprehensive and includes records for all titles since the initial release in July 2016. The cumulative file will be updated regularly, and a list of removed titles is updated when necessary. MARC records are in the public domain and available under a Creative Commons CC0 license.

Download MARC Record Batch

Open Textbook Library MARC Record Batch - updated February 9, 2018

(Please ensure your downloaded batch has a .mrc file extension.)

Open Textbook Library MARC Batch Specifications

- OCLC compliant records with OCLC control numbers
- Unicode (UTF-8) character encoding
- RDA compliant cataloging
  Integrating Resource records: A resource that is added to or changed by means of updates that do not remain discrete and are integrated into the whole (e.g., a loose-leaf manual that is updated by means of replacement pages, a website that is updated continuously). — RDA Glossary
- Provider-Neutral E-Resource
3. ENGAGEMENT
WHAT CAN WE DO?

Take a look
Write a review
Adopt if a book meets your needs
Raise awareness - talk with colleagues
WRITING A REVIEW AS PART OF OTN COMMUNITY MEMBERSHIP

“Is there a textbook in the Open Textbook Library that may fit your class and/or expertise?

Incentive will be paid for:

attending this workshop, and

reviewing a textbook in the OTL
RETURN ON INVESTMENT

Investment (workshop + review):
$200 \times 20 \text{ faculty} = $4,000

Return:
45\% \text{ adoption rate}
\times 20 \text{ faculty} \times 30 \text{ students/faculty} \times $100/\text{student} = $27,000
MORE OPEN TEXTBOOK LIBRARY

z.umn.edu/FAQs

z.umn.edu/librarymail
HANDLING HARD QUESTIONS: MINDSETS AND STRATEGIES
Any question is a good question

Mindset
ONE STEP AT A TIME

Mindset
WE’RE SHARING NOT SELLING

Mindset
DON'T DEMONIZE

Mindset
THIS IS A LEAP

Mindset
YOU'RE NOT ALONE

Mindset
FACULTY ARE THE BEST JUDGE

Mindset
POSSIBLE QUESTIONS:

➤ Can students order a print copy?
➤ How often are they updated?
➤ How can I edit these?
➤ Who writes open textbooks? How do they get paid?
➤ Is the quality the same as other textbooks?
➤ Are you going to try to force us to use a certain textbook?
➤ Are students learning using these resources?
➤ Where can I find an open textbook for my class?
➤ What about our campus bookstore? Will they go out of business?
➤ Why aren't there more options?
DEALING WITH TOUGH QUESTIONS

➤ “It depends!”

➤ “It’s up to you!”
LET’S PRACTICE.
I HEAR THESE BOOKS AREN’T ANY GOOD. IS THE QUALITY THE SAME AS OTHER TEXTBOOKS?

What’s the worst answer you can imagine?
What outcomes would you expect from this interaction?

How could we change this interaction for different results?
LET'S TRY THAT AGAIN!
HOW AM I SUPPOSED TO FIND TIME TO ADOPT AN OPEN TEXTBOOK?

What’s the worst answer you can imagine?
What outcomes would you expect from this interaction?

How could we change this interaction for different results?
LET’S TRY THAT AGAIN!
I RELY ON ANCILLARY CONTENT IN MY COURSES. DO THESE BOOKS HAVE ANY?

What’s the worst answer you can imagine?
What outcomes would you expect from this interaction?

How could we change this interaction for different results?
LET'S TRY THAT AGAIN!
PRACTICE

• With a partner, take turns responding to questions.
• Practice – really – how you would respond to a faculty member.
• Listener, how can responses be improved? Be constructive.

We’ll come back together in 10 minutes.
POSSIBLE QUESTIONS:

➤ Can students order a print copy?
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➤ Are students learning using these resources?
➤ Where can I find an open textbook for my class?
➤ What about our campus bookstore? Will they go out of business?
➤ Why aren't there more options?
WHAT NOW?
COMMON GOOD RESOURCES

➤ Open Textbook Library
➤ Help Guides
➤ Templates
➤ Slides
➤ Office Hours
Guidebook to Research on Open Educational Resources Adoption

John Hilton III
David Wiley
Lane Fischer
Rob Nyland
Modifying an Open Textbook: What You Need to Know

This is a five-step guide for faculty, and those who support faculty, who want to modify an open textbook. Step-by-step instructions for importing and editing common open textbook file and platform types are included.

Creative Commons Attribution

READ BOOK

Modifying an Open Textbook: What You Need to Know

Cheryl Guiller
Amy Hofer
Annie Johnson
Kathleen Labadorn
Karen Lauritsen
Peter Potter
Richard Saunders
Anita Waiz

Download this book
Authoring Open Textbooks

This guide is for faculty authors, librarians, project managers and others who are involved in the production of open textbooks in higher education and K-12. Content includes a checklist for getting started, publishing program case studies, textbook organization and elements, writing resources and an overview of useful tools.

Creative Commons Attribution
Adaptable Open Educational Resources Publishing Agreement

[Identification of the Parties] This Agreement is made in this ___ day of ____, 20__ between ________________________, (“Publisher”) and ________________________, (“Authors”) on behalf of all of the undersigned authors. ________________________ will act as the Corresponding Author who authorizes all revisions to the OER prior to publication and is the primary point of contact after publication.

The parties to this agreement wish to publish the Author’s textbook and associated learning materials on the subject of __________________________________________________________ (hereinafter the Open Educational Resource “OER”).

[Consideration] In consideration of the promises set forth below and for valuable consideration, the parties agree as follows:

1. [Work covered by this Agreement] Authors agree to deliver an original OER covering the topics agreed upon with the Publisher and [laid out in the proposal attached in Appendix 1] OR [set out in the RFP attached in Appendix 1] OR [Specified Above]. For the purposes of this Agreement, the OER includes the following:
z.umn.edu/commongood
MEMBER RESOURCES

➤ Community
➤ Summer Institute & Summit
➤ The Publishing Cooperative
➤ PressbooksEDU Sandbox
➤ Pressbooks EDU Discount
➤ Templates
➤ Slides
MORE OER + QUESTIONS

Overcoming Objections to OER from Faculty and Administrators

— Cheryl Cuillier, Open Education Librarian, University of Arizona | Tuesday @ 1:50pm
THANK YOU!

klaurits@umn.edu
open.umn.edu

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