

Spring 2022 Faculty Success Group Results

Submitted by the following workgroups:

- Chemistry
- Communication Studies
- History + Philosophy and Religious Studies
- Kinesiology
- Mass Media
- Psychology
- Sociology and Anthropology + English

Faculty Success Group Option 2: Spring 2022

Beginning in Fall 2022, the line schedule for courses will include an icon marking courses that require Zero Textbook Cost (ZTC). Attend a training session with Amanda Luke, Washburn's open access librarian, to learn more about the ZTC course marking initiative. Make a plan to incorporate more affordable course materials into the courses your department offers.

Active Participants: Drs. Seid Adem, Hoang Nguyen, and Shaun Schmidt

Session One: Attend ZTC training by Amanda Luke

The active participants attended the training by Amanda Luke, Open Access Librarian on different days. Hoang attended the training on 02/23/2022 @3:00 PM. Seid and Shaun attended the training on 03/04/2022 @2:30 PM. All the trainings were given virtually via Zoom. We got useful training about:

- the ZTC course marking initiative.
- What makes courses to be defined as ZTC and how to designate a course as ZTC.
- OER as one path to ZTC and Creative Common License Types.

Session Two: Plan to Incorporate ZTC

Active participants met on 03/07/2022 @ 1:00 PM to discuss what to do or how to incorporate ZTC to our courses. In our meeting, we mainly focused on CH151/152 courses and we identified the following:

- The labs for both CH151/152 can be considered ZTC because the lab manuals, prelab and postlab quizzes are all available on D2L. Students are still required to purchase lab notebooks to record their observations and experimental data while doing the experiments. We consider lab notebooks as essentials like any writing materials such as pencils and pens.
- We agreed to explore more and meet again if there are any OER that can support our homework system for the lecture components of CH151/152. The following options were raised to significantly reduce the cost of textbooks, if we couldn't find any OER to support the homework.
 - Student can have the option of purchasing e-books, which are much cheaper than the physical textbooks, in addition to online homework access.
 - Students can have the option of only purchasing access to homework, which is significantly cheaper than purchasing either the e-book or the physical book. Such homework platforms currently allow students to have access to the online e-books, while they are working on their homework.
- We also agreed to discuss the issue with other faculty members in the departmental meeting to identify courses that are or close to ZTC and encourage faculties to look at the options of using OER to reduce textbook costs.
- Seid Adem mentioned that he got OER grant for Fall 2022 for CH152. He said that this will be a good learning experience if we can go in that direction to make the courses more affordable to students.

Session Three: Finalize Project

Active participants met with other Chemistry Department members (Drs. Sam Leung, Alan Ayella, and Ms. Amy Zook) on 04/08/2022 @11:00 am. In the meeting we identified the following lab courses to be marked as ZTC. However, students are still required to have lab notebooks. CH151 lab, CH152 lab, CH321 lab, CH351 lab, and CH353 lab.

Faculty members are encouraged to explore OER to their courses to lower course materials for our students.

Faculty Success Group Spring2022

Department: Communication Studies

Members: Kai Xu (Chair), Tracy Routsong, Jim Schnoebelen, Carson Kay

Option 3:

- Clarify how faculty service is evaluated within the department and set clear expectations for faculty commitment to service as well as benchmarks for performance;
- Review the Department's tenure and promotion (T/P) criteria and merit documents related to service.

Report:

Group members met three times on March 21st, April 12th, and 18th and developed the following rubric for evaluating faculty service commitments:

Table 1: Expected percentage/amount of faculty service per academic year on average in the Department of Communication Studies

	Lecturer	Assistant Professor	Associate/ Full Professor
Student Advising (undergraduate majors)	10%	20%	20%
Low-intensity service commitment at any level (university, college, department)	2	2	2
Medium-intensity service commitment at any level (university, college, department)	1	2	2

High-intensity service commitment at any level (university, college, department)	0	1	1
Chairing committees at any level (university, college)	0	0	1

Regarding the three intensity levels listed in Table 1, group members agreed to assign a specific category to each service commitment based on the amount of effort our department members associate with the service commitment. Examples of low, medium, and high-intensity service commitments are as follows.

Low-intensity commitment includes:

University-level Service

- Board of Student Publications
- Graduate Council
- IT Advisory Committee
- Promotion and Tenure Standards
- Sibberson Award
- Academic/Sweet Sabbatical Committee
- Online Teaching Technology
- Physical Environment
- Electoral Committee
- Honors Advisory Board
- Interdisciplinary Studies
- Undergraduate Probation and Reinstatement
- Library Committee

- Academic Diversity and Inclusion Committee

College-level Service

- Professional Development Committee

Department-level Service

- Division Meetings
- Social Media
- General Education Classes
- Reviewer of Scholarly Manuscripts; Grant Applications; Conference Proposals
- National, Regional conferences
- Community Speaker

Medium-intensity commitment includes:

University-level Service

- Small Research Grants
- Major Research Grants
- BIS Committee
- Faculty Development Grants
- Faculty Handbook Committee
- IRB
- University Facilities Planning
- Executive Committee
- Faculty Affairs Committee
- General Education
- Planning/Presenting for CTCL
- CTCL Fellowship

College-level Service

- Resources Committee

Department-level Service

- Faculty Member's Committee for Tenure and Promotion
- Events
- Advising (graduate)
- Scholarship
- Community Local Board Member

High-intensity commitment includes:

University-level Service

- Assessment Committee
- Faculty Senate
- Academic Affairs Committee
- University Program Review Committee

College-level Service

- CAS Promotion and Tenure (CCPT)
- College Faculty Council (CFC)
- Curriculum Committee

Department-level Service

- Assessment
- Hiring Search Committee
- Student Organizations
- Advising (undergraduate)
- Concurrent Enrollment Partnership (CEP)
- Editorial Board/Conference Planning

(NOTE: a separate Excel file of the committee service matrix is attached to this report)

Application of Rubric:

Group members agreed to apply the aforementioned rubric in the following circumstances:

- 1) To mentor new faculty members;
- 2) To guide Department Chair's annual evaluation of faculty service performance;
- 3) To evaluate tenure and promotion petitions (in terms of service);
- 4) To inform external reviewers (i.e., T/P committee members) of department's service expectations.

Departmental T/P Guidelines, Merit Evaluation, and Service Rubric:

During the 3rd meeting on April 18th, group members reviewed the Communication Studies Department's tenure and promotion (T/P) document and confirmed that the current version of the T/P guidelines aligned with the CAS's revised criteria (the guideline document is attached to this report). Because the department was already updating its T/P guidelines, and because those guidelines were proposed in March 2022, group members agreed that no further revision was needed.

This service rubric can evaluate several requirements under the "Service" category in the department's T/P guidelines. For example, "student advising as assigned by the Department Chair" is required for tenure and promotion to Associate Professor and Professor. As listed in Table 1, the expected percentage of undergraduate advising is 20. Therefore, when assigning student advising, the Department Chair can refer to the rubric to ensure the tenure-track faculties receive the proper amount of work.

There is also the potential to apply this rubric for the purpose of merit-based assessment. Group members determined, however, that further discussion is

necessary before such application begins. The department will re-evaluate such potential and determine whether this service rubric meets department needs for service-based merit assessment or whether the department should design an additional rubric specifically for merit assessment.

e. Service

Service to the department, Humanities Division, the College of Arts and Sciences, the University, the profession, and/or to the community is the responsibility of each faculty member. For this purpose, community service must draw upon professional expertise.

For tenure and promotion to Associate Professor, the following is required:

- student advising as assigned by the Department Chair
- sponsorship of student organizations (in or outside the department)

- reviewing manuscripts for journals, publishers, grant funding, or conferences
- serving the department as needed, though in at least one of the following leadership roles: Nall Speak Off Coordinator, Spring Celebration Planner, Department Assessment Liaison, or CEP Liaison.

For promotion to Professor, the following is required:

- student advising as assigned by the Department Chair
- sponsorship of student organizations (in or outside the department)
- reviewing manuscripts for journals, publishers, grant funding, or conferences
- serving the department as needed, though in at least one of the following roles: Nall Speak Off Coordinator, Spring Celebration Planner, Department Assessment Liaison, or CEP Liaison.
- Demonstrating leadership in service activities outside the department (e.g., by chairing a division, college, university, or community committee or serving as a conference planner)

If any one of the above measures is missing, the candidate may replace with any two of the following:

- student recruitment (e.g., Bow Tie, NSO, TSO, etc.)
- active participation on committees
- contributing to the department 101 shell on D2L relating to diversity and inclusion, or engaging in other activities promoting and advancing diversity and inclusion
- serving as a representative of the University where professionally appropriate
- work with community partner(s)
- membership on professional boards or organizations
- invited lectures to campus or community groups

Committee Service Matrix

Assign each service commitment an intensity category (low, medium, or high) based on the amount of effort your department members associate with the service commitment. Your group is welcome to add or omit service commitments from the list below.

Type of Committee	Committee Name	Expected Time Commitment (high, medium, low)
University	Small Research Grants	Medium
	Major Research Grants	Medium
	BIS Committee	Medium
	Board of Student Publications	Low
	Faculty Development Grants	Medium
	Faculty Handbook Committee	Medium
	Graduate Council	Low
	Institutional Review Board	Medium
	IT Advisory Committee	Low
	Promotion and Tenure Standards	Low
	Sibberson Award	Low
	University Facilities Planning	Medium
	Academic/Sweet Sabbatical Committee	Low
	Online Teaching Technology	Low
	Physical Environment	Low
	Assessment Committee	High
	Faculty Senate	High
	Executive Committee (subcommittee of Faculty Senate)	Medium
	Electoral Committee (subcommittee of Faculty Senate)	Low
	Faculty Affairs Committee (subcommittee of Faculty Senate)	Medium
	Academic Affairs Committee (subcommittee of Faculty Senate)	High
	Honors Advisory Board	Low
	General Education	Medium
	Interdisciplinary Studies	Low
	Undergraduate Probation and Reinstatement	Low
	University Program Review Committee	High
	Library Committee	Low
	Academic Diversity and Inclusion Committee	Low
	Subcommittee of Academic Diversity and Inclusion Committee	Low
	Planning/Presenting for CTCL	Medium
CTCL Fellowship	Medium	
College	CAS Promotion and Tenure (CCPT)	High
	College Faculty Council (CFC)	High

	Professional Development Committee (subcommittee of CFC)	Low
	Curriculum Committee (subcommittee of CFC)	High
	Resources Committee (subcommittee of CFC)	Medium
Department	Division Meetings	Low
	Assessment	High
	Hiring Search Committee	High
	Faculty Member's Committee for Tenure and Promotion	Medium
	Social media	Low
	Events	Medium
	Student Organization	High
	Advising (undergraduate)	High
	Advising (graduate)	Medium
	Scholarship	Medium
	General Education Classes	Low
	Concurrent Enrollment Partnership	High
Discipline	Reviewer of Scholarly Manuscripts; Grant Applications; Conference Proposals	Low
	National Conferences	Low
	Regional Conferences	Low
	Editorial Board/Conference Planning	High
Community	Local Board Member	Medium
	Speaker	Low

TOTAL

54

LOW: 22 40%
MEDIUM: 18 33%
HIGH: 14 27%

TOTAL UNIVERSITY

31

LOW 15
MEDIUM 12
HIGH 4

TOTAL COLLEGE

5

LOW 1
MEDIUM 1
HIGH 3

TOTAL DEPARTMENT

12

LOW 3
MEDIUM 4
HIGH 5

OTHER

6

LOW	4
MEDIUM	1
HIGH	1

SERVICE:

Candidates must earn a total of 35 points to be considered for tenure and promotion to associate professor.
 Candidates must earn at least an additional 36 points since being tenured and promoted to associate professor to be considered for promotion to professor.

At least half of points must come from service to department and College/University.

	Lecturer	Assistant Professor	Associate Professor	Professor
Below expectations	>3	>6	>8	>7
Meeting expectations	4	7	9	8
Exceeding expectations	5+	8+	10+	9+

Criteria	Value/year of service
Service to the Department	
Assessment liaison	1.5
Leadership of special projects (e.g., social media coordinator, newsletter editor, coordination of special lectures, etc.)	1
Serving as chair of a Department committee	1
History Day coordinator	1.5
Advising student organization	1
Active participation in Department assessment/program review activities	1
Actively serving on a Department committee	.5
Serving as History Day Judge	.5
Serving on third-year review/tenure/promotion committee for faculty member	1
Advising students	.5/every 5 advisees
Writing letters of recommendation	TBD
Other (Must provide detailed description of activity and assign appropriate value to activity)	TBD
Service to the College/University	
Administrative Service (e.g., chairing department, directing LiNC, Honors, CTEL, assistant/assoc. dean, etc.)	3
Serving as chair of a low-to-medium intensity College/University committee	1
Serving as chair of a high intensity College/University committee	3

Actively serving on a low-to-medium intensity College/University committee	.5
Actively serving on a high intensity College/University committee (e.g., Faculty Senate and Senate Committees, ADIC, CFCCC, Program Review)	1
Serving on a third-year review/tenure/promotion committee for faculty member outside your department	1
Presenting at/leading an original CTEL event	1
Organizing high intensity special events	1.5
Organizing low-to-medium special events	1
Advising student organizations	1
Peer mentoring	1
Writing letters of recommendation	TBD
Other (Must provide detailed description of activity and assign appropriate value to activity)	TBD
Service to Discipline	
Serving as a state/national program reviewer	1
Reviewing textbooks/presentation proposals/manuscripts/grant proposals	1
Serving as a leader in a professional organization	1.5
Serving on the executive committee in a professional organization	1
Serving as a participating member in a professional committee	1
Serving as an editor for a professional journal, series, or press	2
Serving on an editorial board	.5
Writing letters of recommendation	TBD
Other (Must provide detailed description of activity and assign appropriate value to activity)	TBD
Professional Service to the Community	
Providing expertise to a school/organization	1
Professional consulting for community organizations	1
Public presentations to community groups	1
Serving on a local/state/national organization	1
Writing letters of recommendation	1.5
Other (Must provide detailed description of activity and assign appropriate value to activity)	TBD

Committee Service Matrix

Assign each service commitment an intensity category (low, medium, or high) based on the amount of effort your department members associate with the service commitment. Your group is welcome to add or omit service commitments from the list below.

History/Philosophy & Religious Studies

Type of Committee	Committee Name	Expected Time Commitment (high, medium, low)	Notes
University	Small Research Grants	Medium	episodic
	Major Research Grants	Medium	episodic
	BIS Committee	low	rarely meets meetings but not work outside of meetings
	Board of Student Publications	low	episodic
	Faculty Development Grants	medium	poa
	Faculty Handbook Committee	high	NA
	Graduate Council		lots of reading but only once/year
	Honorary Degree	low	NA
	Institutional Review Board		
	International Education	Medium	
	IT Advisory Committee	Medium	varies
	Promotion and Tenure Standards	Medium	
	Sibberson Award	Medium	episodic
	University Facilities Planning		don't know
	Academic/Sweet Sabbatical Committee	Medium	episodic
	Assessment Committee	high	
	Faculty Instructional Technology Advisory Committee		subsumed by learning environment committee depends on role
	Faculty Senate	high	
	Executive Committee (subcommittee of Faculty Senate)	high	
	Electoral Committee (subcommittee of Faculty Senate)	Medium	
Faculty Affairs Committee (subcommittee of Faculty Senate)	high		
Academic Affairs Committee (subcommittee of Faculty Senate)	high		

	Honors Advisory Board	low	varies episodic
	General Education	Medium	
	Interdisciplinary Studies	low	
	Undergraduate Probation and Reinstatement	low	
	University Program Review Committee	high	
	Library Committee	low	
	Academic Diversity and Inclusion Committee	high	
	Subcommittee of Academic Diversity and Inclusion Committee	high	
	Learning Environment Committee	low	varies
	Apeiron	low	
ad hoc	Standards for evaluating ad hoc: high= meets at least every two weeks and meetings require significant preparation; medium= fairly regular meetings and/or meetings require significant preparation; low = irregular meetings and minimum preparation		
College	CAS Promotion and Tenure (CCPT)	high	
	College Faculty Council (CFC)	medium	
	Professional Development Committee (subcommittee of CFC)	low	
	Curriculum Committee (subcommittee of CFC)	high	
	Resources Committee (subcommittee of CFC)	low	
	Faculty Member's Committee for Tenure and Promotion (outside of your department)		
	Undergraduate Teacher Education Committee (UTEC)	medium	
Department	Division Meetings	low	
	Assessment	high	
	Accreditation		NA
	Hiring Search Committee	high	
	Faculty Member's Committee for Tenure and Promotion	high	episodic
	Newsletter	high	episodic
	Social media	high	
	History Day	high	episodic
	Events	medium	
	Scholarships	medium	episodic
	New Student Orientation	high	episodic

	Admissions/marketing events	high	episodic
	Faculty Success Groups	medium	
	Student Organization (also includes those outside department)	medium	
	Advising (undergrad)	high	NA
	Advising (grad)		
	Writing letters of recommendation (includes those for students/faculty/colleagues outside your discipline)	medium	
Discipline	Professional Organization 1	low	variable and/or episodic
	Professional Organization 2	low	
	Executive committee of professional organizations	medium	
	Member of editorial board	low	
	Member of editorial staff	high	
	Reviewer of scholarly manuscripts, grant applications, conference proposals, etc.	high	
Community	Local Board/Commission Member	high	
	Speaker	medium	
	Interviews and consulting	medium	
	Community Event organizer	high	

Zero Textbook Faculty Success Group – Summary Report

Spring 2022

Dr. Park Lockwood
Dr. Ross Friesen
Karen Garrison
John Burns

During the spring academic semester of 2022 and into the early summer the WU Kinesiology Department faculty each participated in a faculty success group related to Open Education Resources. Each member attended a webinar lead by Amanda Luke, WU Open Access Librarian, to learn more about OER and the process to find and implement ZTC offerings. Next each faculty completed an independent review of OER and ZTC offerings for their current teaching loads (a summary review from each faculty member is included below), finally the group reconvened as a group to share their findings and determine the viability of implementing OER and ZTC into KN major courses.

Overall Faculty Success Group Summary:

1. It was determined that several KN major courses are already ZTC courses. The process has been implemented to ensure that these courses are identified as such.
2. For most KN major courses there are few OER available. The Mabee Library OER Subject page does not even include Kinesiology under the Arts and Science designation. There may be some KN resources embedded in related areas such as biology and from nursing but in general Kinesiology is not easily identified or found in searching for OER.
3. From reviews of materials listed in Biology and Nursing, it does appear that there are some parts and pieces of OER that could be utilized, but effectively integration into current courses would require significant time by the instructor to pull those resources from the various sources and employ them in a manner which would allow the complete elimination of an outside text. These sources might offer nice supplements to the courses and aid out of class learning and study, but total elimination of required textbooks for the reviewed courses is not practical at the moment.

Zero Textbook Faculty Success Group

Park Lockwood

Spring, 2022

The following courses of mine are currently zero-text:

KN 133 / 134: Swimming

KN 345: Techniques V

KN 411: Current Literature in Kinesiology

All other courses I teach currently have a textbook associated with them. After reviewing these courses, KN 250 – Introduction to Kinesiology, has the most available resources and e-materials that lends itself best to being a zero-textbook course. Below is a summary of the information gathered:

The current textbook in KN 250 – Introduction to Kinesiology is *Foundations of Physical Education, Exercise Science, and Sport* by Angela Lumpkin and published by McGraw Hill. McGraw Hill has recently released an e-book for this text. In fact, a portion of this e-book was actually used last semester as there were some issues with ordering enough textbooks for the entire class. McGraw Hill also has an online venue known as *Connect* in which courses can be set up in an online format. Courses in *Connect* regularly utilize e-books and make it easy to set up online assignments, quizzes, etc. that are associated with the course and e-book. Using the combination of D2L and *Connect*, a hybrid course could be created in which assignments and exams would be similar to those established in class. Whether hybrid or face-to-face, the e-textbook could be used. As a hybrid course, students could use the e-book and complete some assignments conveniently online while lectures, class discussions, and in-person projects would be completed face-to-face. In all, this could potentially be a less expensive, more efficient course. Upon reviewing this, this is something I will experiment with in upcoming semesters.

K Garrison Zero Textbook Faculty Success Group Spring 2022

I currently have the following courses already set as ZTC courses:

- KN 257: Prevention and Care of Athletic Injuries
- KN 271: First Aid and CPR
- KN 291: Field Experience I
- KN 330: Administration of Exercise and Rehabilitation Sciences
- KN 335: Human Factors and Ergonomics

The courses that currently have textbook costs associated with them are the following:

- KN 321: Anatomical Kinesiology
- KN 350: Orthopedic Evaluation

I decided I would explore open resources for KN 350: Orthopedic Evaluation as this is the most expensive book for my courses. I searched “musculoskeletal assessment”, “orthopedic evaluation”, “injury evaluation”, “injury assessment”, and “orthopedics” among other variations of this terminology and received no appropriate resources in every OER link I could find. Specifically, openstax.org, open.umn.edu, libretexts.org, and openoregon.com didn’t have any available resources for me. I also looked through the OER by Subject part of the Washburn ZTC website and it didn’t have anything related to healthcare except the nursing specific ones. I looked through these but didn’t find any specific to orthopedic evaluation. At this point I have not found a viable option to replace the textbook with open resources. I also believe that most of the students who take this class choose to keep this textbook for future reference in their post-graduate education plans.

Courses I currently teach

KN 342 – Activities Techniques II (Exercise & Fitness Techniques)

KN 321 – Anatomical Kinesiology

KN 357 – Training & Conditioning

KN 403 – Biomechanics

KN 315 – Special Topics – Functional Movement Screening Level 1

KN 315 – Special Topics – Personal Training Certification

ZTC Courses

KN 342 – Activities Technique II: Through the review process it has been determined that KN 342 is a ZTC course. No textbook is required. Students are asked to bring their own yoga mat, resistance band and fitness sliders. Students can purchase these, but may also borrow them from other students or may already own them.

Courses with required textbooks/fees associated with national certifications

The Kinesiology Department has recently begun partnering with national certifying and credentiaing organizations to offer courses with either embedded certification opportunities or specific preparations for national certification exams. This adds value to the student experience by providing not only major credit but also credentials that many professionals seek following graduation. Through these partnerships, the KN Dept must present and in some cases utilize the organizations materials which comes as a University bookstore purchase. In the courses where certification is embedded in the course, the materials are required purchases, but it should be noted that the materials/certification exams are offered to students at significant discounts from the public prices through the partnership agreement.

KN 357 – NSCA Guide to Program Design textbook (optional but highly encouraged for students who desire to seek NSCA Certified Strength & Conditioning Specialist Certification post-graduation).

KN 315 – FMS Certification Level 1 - \$199 course fee through WU bookstore (compares to FMS Level 1 online course for \$599)

KN 315 – CPT – NASM Personal Training Certification Preparation Course – The course cost is \$595 is required purchase through the WU bookstore prior to the first class in August. Cost includes full color textbook, online guided study resources, practice exams and 2 attempts at the National certification after the class ends. Purchase of the online guided self-study through the NASM is \$1049.

The courses that currently have textbook costs associated with them are the following:

KN 321 - Anatomical Kinesiology

KN 403 - Biomechanics

I decided I would explore open resources for KN 321 Anatomical Kinesiology as this is a foundational KN course that all majors are required to take and I have taught the course numerous times, thus I am very confident in the course concepts and have already created numerous assignments, labs, and worksheets that eliminates the need for an “off-the-shelf” lab manual accompaniment.

KN 403 – Biomechanics, on the other hand, is a relatively new course for me and thus I rely on the text heavily for not only information supplementation but also for labs and biomechanical problem and utilized textbook offered instructor resources including text banks, images, and problem solutions.

I searched “anatomical kinesiology” and other variations of this terminology and received no appropriate resources in every OER link I could find. There are numerous resources specific to anatomy and physiology that are designed for traditional 2 semester A&P courses. These are the traditional systems based anatomy & physiology texts. KN 321 is focused on musculoskeletal anatomy and the how it applies to human movement.

I also looked through the “OER by Subject” part of the Washburn ZTC website. Kinesiology is not included and the only Health Science options are included in Nursing. All of these items are again associated with systems based A&P and not related human movement.

I found the following resources which might be utilized as materials to supplement the concepts presented in the course particularly early in the semester with the first 3 chapters which basically serve as review from concepts that should have been learned in the pre-requisite Anatomy course.

Axial & Appendicular skeleton review: <https://www.wisc-online.com/learn/general-education/anatomy-and-physiology1/ap12904/the-axial-skeleton-the-skull-and-the-rib-cage>
<https://www.wisc-online.com/learn/natural-science/life-science/mea5518/the-appendicular-skeleton-screencast>

Superficial skeletal muscles review: <https://www.wisc-online.com/learn/general-education/anatomy-and-physiology1/ap16918/superficial-skeletal-muscles-screencast>

Relative Position: <https://www.wisc-online.com/learn/general-education/anatomy-and-physiology1/ap15305/anatomical-terminology-relative-position>

Movement Terminology: <https://www.wisc-online.com/learn/natural-science/life-science/ap12004/movement-terminology>

Body Regions: <https://www.wisc-online.com/learn/natural-science/life-science/ap15405/anatomical-terminology-body-regions>

Joint Classification: <https://www.wisc-online.com/learn/general-education/anatomy-and-physiology1/ap17518/classification-of-joints>

Eliminating the textbook and/or replacing it with open resources does not seem feasible at this point for the KN 321 course. There are plenty of related materials and modules which might serve as supplements but a resource that presents the concepts in the manner similar to the instructional strategy that I utilize for the course does not appear to be available.

Ross Friesen Zero Textbook Faculty Success Group Spring 2022

I currently have the following course set as a ZTC course:

KN 266: Microcomputer Applications in Kinesiology

The courses that currently have textbook costs associated with them are:

KN 306: Psychology of Sport & Physical Activity

KN 370: Facility & Event Management

KN 343: Activity Techniques III – same textbook used for one other Techniques course.

The course that I struggle with is KN 306: Organization & Administration in Kinesiology. There are no good textbooks for the way we teach this course, and the previous textbook was discontinued and the bookstore cannot get it at this point. I searched appropriate OER sources and found a couple of PowerPoint lectures, assignments, or books related to this course, all supplemental materials that I might be able to add to what I already do, but nothing that would be useful to students to represent the entire course. I have searched libguides, oercommons, fortlewis, openstax, etc. and have not discovered any resources that I would have my students use for this course. I will continue to search for a free resource for this course.

Success Group Spring 2022 Department of Mass Media

In the past, we've had individual faculty members within the Mass Media department who had worked with Amanda Luke on transitioning to ZTC, but this success group provided the entire department with the opportunity to:

1. Receive the latest training on ZTC
2. Establish connections with Amanda Luke as our go to person on OER matters
3. Mark courses as ZTC in the adoption materials
4. Create an inventory on where we stand as a department

The training we did with Amanda Luke gave us insights into the ZTC initiative and left us with valuable resource. It was also very beneficial for the entire team to meet Amanda. The training further solidified our goal of shifting our classes toward OER resources. In the fast-paced field of mass media, this makes a lot of sense. We were also very excited to learn about Washburn's ZTC course markings initiative. We provided that data together with our course adoption information, but we did not see the designations in this year's schedule.

The success group also pushed us to create an inventory of where we are in terms of textbook costs. We've had conversations about this topic, but we have not made an effort to evaluate where we stand as a department. To that end, we created a table of all the major courses we teach on a regular basis, which is a bit different from the catalog (see attached). We then set a definition for what we would consider a course with a low textbook cost (LTC). We benchmarked other schools, and we decided to adopt the definition from Moreno Valley College bookstore, which they set at \$50 (<https://www.rccd.edu/mvc/as/Course%20Material%20Affordability%20Committee/Support%20Documents/MVC%20LTC%20Definition%20-%20Approved.pdf>) .

Our inventory indicated that 60% of our courses are ZTC and 37% of our course are LTC. We were very happy with what this inventory showed us and we discussed how we will use this information when we talk to prospective students. Maria Stover plans to add a designation to our main web site about this over the summer. We would love to have an icon at Washburn that would promote some degrees as LTC degrees.

Mass Media Textbook Cost Chart

Course	Textbook - zero or low (under \$50)	Notes
MM 100	\$79, used \$52	Rent \$43 (Amazon)
MM199	Zero	
MM155	Zero	
MM 202	Low	One of the books is an AP Style Manual that they will need for several other classes.
MM222	Low	
MM300	Zero	
MM311	Zero	
MM312	Low	
MM 321	Low	One book under \$30
MM328	Zero	
MM351	Zero	
MM352	Zero	
MM372	Low	
MM408	Zero	
MM308	Zero	
MM326	Low	Use Manual from 202
MM350	Zero	
MM426	Low	Use Manual from 202
MM433	Zero	
MM403	Low	Use Manual from 202
MM405	Zero	
MM414	Low	

MM416	Zero	D2L space
MM421	Low	
MM432	Zero	D2L space
MM494	Zero	D2L space
MM499	Zero	D2L space

CAS Faculty Success Group on ZTC – Psychology

(Facilitator: Jericho Hockett; Members: Linzi Gibson, Angela Duncan, Michael McGuire, Tucker Jones)

Session ONE:

- The group members attended a training session with Amanda Luke to learn about ZTC.

Session TWO: Develop a plan

1. The group members agreed to explore ZTC options for PY100, a large-enrollment general education course.
2. The group facilitator visited the websites Amanda suggested, as well as those listed on [the LibGuide page](#), and conducted a preliminary search for intro-relevant texts via those sources. The facilitator **assigned one source to each group member**, sent a reminder to **consider the [open textbooks review criteria](#)** Amanda provided, and encouraged all group members to **consider mastery strategies alternative to quizzing, the strategy used since at least 2012** (as PY100 is taught as a mastery course):
 - “Also, I encourage everyone to consider alternative mastery strategies 1. because we might find a textbook we like but which lacks a quizzing feature parallel to the Inqizitive activities currently serving as our primary mastery tool and 2. because we've used quizzing for the last 10+ years, but I don't recall us ever discussing whether this approach is necessarily the *best* or *only* approach. If you need a starting point, below are a couple of resources.
 - [This site](#) is sponsored, but presents a useful, brief overview of mastery learning and related considerations.
 - [This article](#) goes into more depth on the philosophy of mastery.
 - [This peer-reviewed article](#) details an interesting model if you need a specific example to ponder.”
3. The group members reviewed their assigned materials then met to discuss their findings, summarized below:
 - Linzi – [Intro to Psychology via LibreTexts](#)
 - Lots of resources
 - Embedded animations
 - No quizzing
 - LMS integration
 - Tucker - [Introduction to Psychology-The Full NOBA Collection from NOBA](#)
 - Familiar from previous use
 - Lots of resources
 - Highly adaptable
 - Written by experts but accessible
 - Embedded videos, etc.
 - No quizzing tied to gradebook
 - Angela – [Introduction to Psychology from UMN Open Textbooks](#)
 - Comprehensiveness = 3 (Missing chapter on health psychology; Missing separate chapter on sex/gender (sexual/identity disorders are located in the disorders section, however); I/O missing, but this is not a common chapter for intro texts)
 - Content Accuracy = 4 (Some outdated terminology (DSM-related))

- Relevance/Longevity = 4 (It's published in 2015, so quite dated already. However, would be feasible for instructors to add updated lecture material; Ch 12 uses outdated terms such as "Axes" for the DSM, which is no longer used)
- Clarity = 5 (Seems to correspond well with APA learning objectives)
- Consistency = 5
- Modularity = 5 (Seems to be missing a glossary)
- Organization/Structure/Flow (Stress is interestingly placed in the emotion/motivation section of the book; Unique order with social psychology at the end; Sections/chapters VERY succinct.; Developmental chapter organized by increasing age—a nice feature)
- Interface = 4 (In the PDF, some images/pictures were blurred a bit, but not a big deal for cost-free text)
- Grammatical errors = 5 (Didn't notice any errors)
- Cultural relevance = 4 (Could use more global examples for diversity; Not sure how well underrepresented groups are discussed)
- Additional comments: The book overall has a great rating of 4/5; No ancillary materials; Attribution: non-commercial, share-alike
- Michael – [Psychology 2e from Openstax](#)
 - Familiar from previous use
 - Lots of resources
 - Alignment with APA
 - No quizzing
 - Possibility of homework solutions add-on with interactive quizzing and videos, but paid via university not students
- Jericho - [Discover Psychology V2-A Brief Introductory Text from NOBA](#)
 - Comprehensiveness: Y (Searchable content; Table of contents)
 - Content Accuracy: Y (Written by experts)
 - Relevance/Longevity: Y (Focus on foundations in psychology)
 - Clarity: Y
 - Consistency: Y (consistency across chapters despite different authors--clear they wrote each chapter for this common purpose)
 - Modularity: Y
 - Organization/Structure/Flow: Y (succinct)
 - Interface: Y
 - Grammatical Errors: None
 - Cultural Relevance: Y (wide range of examples)
 - Mastery: Y (reading guide, chapter quizzes (20 items), test bank)

Session THREE: Finalize project

1. The group members agreed that each text reviewed *could* be used, but the one reviewed by Tucker was the best option given its flexibility for use, breadth of supplemental materials, and Tucker's substantial familiarity with it from previous use.
2. The group members decided that at the end of Spring 2022, we will give students in PY100 a brief textbook survey based on one Tucker has used, including items about use/perceptions of the current (at cost) mastery approach (Inquizitive, an adaptive quizzing feature of the current textbook)—Linzi and Tucker will put the survey together.
3. The group members agreed to pilot [Intro to Psychology \(the Full NOBA Collection\)](#) in Tucker's 2 PY100 sections and Michael's 1 PY100 online section in Fall 2022.

- Tucker and Michael will each use their preferred mastery approaches (Tucker: having students create a study guide; Michael: quizzing)
 - Tucker and Michael will follow their use of this text with the same brief textbook survey as used at the end of Spring 2022.
4. The group members agreed to meet a few times in the fall to touch base about the piloted ZTC text, with a focus on thinking about what mastery might look like if we choose to adopt NOBA permanently for all sections (e.g., what a common approach might be, pros and cons of leaving the approach to the instructor, what resources in the text lend themselves well to mastery strategies).
 5. Linzi contacted the bookstore to confirm the ZTC designation for the selected sections.

Final Report

Faculty Success Group, Spring 2022, SOAN and English

Group Members

Jason Miller (SOAN), Laura Murphy (SOAN), and Dennis Etzel (English)

Session One Summary

All three group members attended the training on OER and ZTC with Amanda Luke from the Library on 2/23/22. Afterward, we planned the remaining group meetings.

Session Two Summary

(TASK: Review and discuss the resources Amanda shared at the training, including the Fair Use Worksheet, OER Libguide, and ZTC webpage. Develop a plan to lower the cost of course materials in your teaching, even if these materials still require some cost.)

We discussed things that we liked or found useful from the OER session with Amanda. OER Libguide was very useful in particular. We also talked a lot about fair use and how we access films and other materials in the classroom. Needs to be a larger conversation about how we purchase materials and how faculty know what is and is not allowed.

We then discussed our updates on own attempts to find OER materials. Will we need to change our SLO in order to accommodate OER materials? In Creative Writing is, perhaps, a bit easier because there are more options. In North American Archy, fewer materials available. Perhaps use an assortment of articles or databases. In Cultural Anthropology, there is an OER Cultural Anthropology book so Dr. Miller is comparing that “free” book with another intro book that he may adopt which is cheaper than the book he is currently using. Sometimes the quality is just not there. Discussion of there needs to be more editorial oversight.

Session Three Summary

(TASK: Finalize plan and be ready to adopt course materials as needed with the Ichabod shop (course material adoptions are due April 1 for the fall semester). If you decide to designate a course as ZTC, here are instructions about how to do it with the Ichabod shop.)

We each shared our plans for Fall:

- 1) Dennis found an open-source textbook for his beginning poetry class and has already updated his syllabus for the course. He feels that this new book is even better for the course than the book that he was already using! He also found an OER book. for his Film Appreciation class. He'll use that OER textbook in his fall film course as well. The book

covers a lot of material and topics that he was already interested in teaching in the course. He's put both books through as ZTC courses with the bookstore.

- 2) Laura reviewed two OER textbooks and neither were appropriate for the intro course (didn't align with SLOs focused on cultures; too historical or methods-focused). Sticking with current McGraw Hill book, although there are cheaper/older copies of the textbook. For AN318, Laura will use articles, current research, etc. that is available to students through the library. She will not use a textbook in the course but will instead use a "popular" book that is only \$24.99. She also found/reintroduced herself to the Kansas Open Books resource from Kansas Press.
<https://kansaspress.ku.edu/kansasopenbooks> The site has a great deal of resources that can be used for teaching.
- 3) Jason reviewed two OER intro to cultural anthropology textbooks. He found one to not fit his teaching style. The other book is currently used by two of his anthropology colleagues. He met with them both to discuss what they liked and disliked about the book. He also reviewed several other intro textbooks from a variety of publishers identifying two books that were lower cost than the current book he uses. After considering all the possibilities and the concerns his colleagues had about the OER book, he is going to adopt one of the lower cost textbooks instead.