Open SUNY Textbooks:
Open Textbooks and Textbook Publishing Services

Donna Dixon
SUNY Press

Steve Weiter
SUNY ESF

Kate Pitcher
SUNY Geneseo

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GOAL #1: Reduce costs to students

Average Annual Percent Increase of Textbook Price Inflation Compared with Overall Inflation

Between 1988 and 2004, textbook price inflation averaged approximately 6 percent or double the rate of average overall inflation. Textbook price inflation was as high as 9.3 percent in 1990 and as low as 4.2 percent in 1994. In 2002, the price of textbooks grew more than five times greater than inflation.

Note: Represents cumulative cost increase of textbooks as compared to the cumulative increase in overall costs.

Source: United States Government Accountability Office
GOAL #2: Create opportunities for teaching and learning.

Online Learning Environment

- Shared, reusable digital assets or learning objects
  - Text
  - Audio
  - Video
  - Interactive (Quizzes, etc.)
  - Learning Analytics

- Online & Hybrid Learning
- MOOCs
- Learning Management Systems
- Open Textbooks
Reduce barriers & add rewards

The Open/Alternative Textbook Initiative

Events

October 16 at 3:00 - 4:30 pm | Hale Library Hemisphere Room

Open Textbooks: Improving Access, Affordability, and Academic Success

Dr. David Ernst will describe the efforts of the Open Textbook Initiative based at the University of Minnesota to improve college access, affordability, and academic success by helping faculty overcome barriers to adoption of open textbooks.

In addition, a panel of 3 K-State faculty will talk about their experiences and challenges with open textbooks.

About the fund

Awards by Year | Application Process | Requirements | Selection Criteria

For the second year, the Open/Alternative Textbook Initiative has been funded by Student Tuition Enhancement (SCTE) funds with a supplemental allocation provided by K-State Libraries.

The high cost of commercial print textbooks is a major concern for both students and the library. The goal of the initiative is to encourage faculty experimentation and innovation in finding less costly ways to deliver learning materials to students. Through the initiative, faculty stipends up to $5,000 to develop or adopt an alternate to a traditional textbook.

This process may involve using a range of resources across different media (articles, video, websites) or the use of an existing open access textbook. For examples see the list of resources.

The project is open to either individual faculty members or a group of faculty teaching managing the same course (in the case of partnered projects the award goes to a single representative group). Developers of the initiative hope to demonstrate how savings may be achieved by maintaining or improving the quality of their learning process.

Temple faculty experiment with alt-textbooks

Posted January 27, 2012

Last year, the rising tide of anger and frustration over the costs of college textbooks among students and faculty prompted Steven Bell to design the alternative textbook project, which he piloted this past fall.

“We provided a $1,000 grant to 11 faculty members to ditch the textbook and build their own mix of digital learning materials,” said Bell, associate university librarian at Temple.

“We are hoping to demonstrate not only significant cost savings to students, but also learning benefits.”

It appears as though Bell's hopes will not only be fulfilled, but surpassed. Several faculty members found that students embraced their alternative textbooks and thrived because of it.

Kristina Morris Baumli, who teaches first-year writing, assigned the same three research papers that she has always assigned.

“Last semester, the majority of students needed a lot of assistance with their first paper,” she said. “This fall was exactly the opposite. They still did a lot of reading and researching but (the alternative textbook) created a facility with language and research that they didn't have with the regular text. It's added a dimension as well as being a substitute.”

Morris Baumli built the architecture for a free e-textbook, comprising primary sources and free online texts that she says other faculty can build on and contribute to.

“Temple has the great Urban Archives, which contains wonderful primary sources, so we decided to adapt that approach to a first-year class, so that's what we did.”

SUNY OPEN Textbooks
GOAL #3: Libraries collaborate and publish textbooks.

6 Participating libraries in Pilot 1
9 Participating libraries in the Pilot 2:

- SUNY College of Environmental Science and Forestry
- SUNY Fredonia
- SUNY Geneseo
- SUNY Monroe Community College
- SUNY Morrisville
- SUNY Oswego
- The College at Brockport
- Upstate Medical University
- University at Buffalo

and 1 university press publisher, SUNY Press

With additional support from 7 other SUNY libraries & growing...
NYS College of Ceramics at Alfred University, Buffalo State University, Delhi, Jefferson Community College, Plattsburgh, Potsdam, Stony Brook University...and open invitation to all 64 campuses
Call for authors

Dear SUNY Faculty Colleagues,

The Open SUNY Textbook program is seeking authors interested in writing an open textbook. We invite you to consider this call for authors and submit a brief proposal by January 31, 2014 to publish your textbook. The Open SUNY Textbook program is made possible thanks to a SUNY Innovative Instruction Technology Grant and the support of SUNY Libraries. If selected, you will receive an award of $3,000 upon the completion of all work and required forms.

The program offers copy editing, and some graphic design and instructional design support to selected authors at no cost. The publication will be hosted as a freely available online textbook using Open Monograph Press at http://opensuny.org/omp/index.php/SUNYOpenTextbooks. Although an open textbook is free online, you are eligible to earn royalties on the sales of the print-on-demand edition. If requested, we can provide some support to publish your textbook in print-on-demand.

Manuscript Proposal Submission Guidelines

In order to be considered, proposals must be received by January 31, 2014 and must include the following:

a. A brief 1-2 page cover letter detailing the following: textbook description, statement of purpose and scope, approach and key features, book outline, total pages, target readers, majors or courses for this textbook, and citation style used. Please include a brief evaluation that contrasts elements of the proposed textbook from other textbooks already available for teaching this course.

b. A brief abstract or summary, no more than 1 page that excludes any reference to the author or institution. This summary will be used for blind peer review during selection evaluation.

c. Your CV or resume, including any citations for works previously published.

d. A previously published work, or if available, a sample chapter of proposed manuscript.

Proposal Submission Deadline: 1/31/14
Please submit your manuscript proposal electronically via: http://opensuny.org/omp/index.php/SUNYOpenTextbooks/about/submissions

If you have any questions, please contact:

Cyril Oberlander, PI for Open SUNY Textbooks
SUNY Geneseo, Main Library
1 College Circle
Geneseo, NY 14454 Tel: 585-245-5528 Email: cyril@geneseo.edu
Open SUNY Textbooks has received 46 textbook proposals from our second call for authors. We are very interested in the qualities that SUNY Faculty look for in textbooks. Your feedback, a double blind review, about the attached abstract(s) is invaluable and can help us determine the best and most useful textbooks to publish. We would like you to specify the critical elements of effective textbooks in your field. The purpose of this abstract review for Open SUNY Textbooks is to:

- Promote high standards of authorship and open textbook publishing.
- Select works that will have the greatest interest and value to SUNY students and faculty, and those that have the highest likelihood of widespread adoption.
- Improve the quality and readability of the publications selected for the Open SUNY Textbook Program.

Please review the attached abstract and submit your recommendations regarding whether this proposal should be selected for publication as an Open SUNY Textbook. Please submit your comments and review to Cyril Oberlander, SUNY Open Textbook Program, Milne Library, SUNY Geneseo, 1 College Circle, Geneseo, NY 14454 or email to: Cyril@geneseo.edu by March 24, 2014.

Reviewers are asked to evaluate the submission for publication based on the following criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
<th>Comments or details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract clearly states purpose of textbook</td>
<td></td>
<td></td>
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<tr>
<td>Clarity and readability of writing style</td>
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</tr>
<tr>
<td>The proposed manuscript matches a possible textbook used or needed for a course taught at your institution.</td>
<td>Possible courses:</td>
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<tr>
<td>The proposed textbook would likely be used for a general education or core course?</td>
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</table>

Some interactivity; multiple choice, etc.
Dear Open SUNY Textbooks authors,

The following guide has been developed largely thanks to questions I received from authors during our first pilot; I hope you will find the tips and resources useful to your manuscript in progress. Please feel free to send me your questions and suggestions about this program at any time. Questions concerning formatting and file requirements can be directed to our Production Manager, Allison Brown (browna@geneseo.edu).

Cyril Oberlander
cyril@geneseo.edu

Author Manuscript Guidelines
The following are requirements for an Open SUNY Textbook manuscript. Please remember that failure to follow these guidelines will result in a delay in your publication date.

Textbook Guidelines

1. Completed manuscripts of approximately 200-300 pages, or 50K-75K words, must be submitted by January 15, 2015, written in English, and should be accessible, engaging, and suitable for use in community college, college or university courses.

2. The manuscript should include: abstract of approximately 100 words, introduction, and all references cited.

3. Citations should be submitted using standards appropriate to the discipline e.g. APA, Chicago Manual of Style, MLA, etc.

4. The author(s) must verify and obtain appropriate permissions for any copyrighted work used in the work. See General Considerations in this guide for resources in this regard.
Workflow managed by libraries

- **Writing Phase**: Librarians & instructional designers work with authors
- **Editing Phase**: Librarians find peer reviewers
- **Production Phase**: Librarians & freelancers copyedit & proofread
- **Access & Marketing Phase**: Librarians or Freelancers
Content distribution

Print On Demand (optional)

PDF + ePub3

Multimedia & Interactivity
Discoverability
The Missing Link: An Introduction to Web Development and Programming

July 1, 2014
by Michael G Mendez (Author)

Be the first to review this item

Paperback
$33.83 Prime

1 New from $33.83

Web development is an evolving amalgamation of languages that work in concert to receive, modify, and deliver information between parties using the Internet as a mechanism of delivery. While it is easy to describe conceptually, implementation is accompanied by an overwhelming variety of languages, platforms, templates, frameworks,
Outcomes so far...

<table>
<thead>
<tr>
<th>Titles</th>
<th># students</th>
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<tbody>
<tr>
<td>Natural Resources Biometrics</td>
<td>41</td>
</tr>
<tr>
<td>User’s Guide to Planet Earth</td>
<td>144</td>
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</table>

@ avg. cost of a book $83.59 YBP...

Spring semester students saved: $15,464.15
13 SUNY campuses with OST authors

<table>
<thead>
<tr>
<th>SUNY Adirondack in Queensbury</th>
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<tr>
<td>SUNY Albany</td>
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<td>SUNY Binghamton</td>
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<td>SUNY Brockport</td>
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<td>SUNY Broome Community College</td>
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<td>SUNY College of Environmental Science and Forestry</td>
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<td>SUNY Fashion Institute of Technology</td>
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<td>SUNY Fredonia</td>
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<td>SUNY Geneseo</td>
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<td>SUNY Oswego</td>
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<td>SUNY Plattsburgh</td>
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<td>SUNY Potsdam</td>
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</table>
Interest in Open SUNY Textbooks...

![Map of interest in Open SUNY Textbooks](image)

**July 1, 2013 – Sept. 28, 2014**

**Over 19,000 unique viewers**

1. Literature, the Humanities, and Humanity, published Oct. 22, 2013
4. A Story of Real Analysis, Feb. 18, 2014
5. The Information Literacy User’s Guide, April 4, 2014
6. The Missing Link, July 1, 2014
7. Instruction in Functional Assessment, August 15, 2014

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<tr>
<td>1.</td>
<td>13,834 (78.16%)</td>
<td>76.69%</td>
<td>Site Avg: 76.69% (0.02%)</td>
<td>13,675 (78.22%)</td>
<td>52.68%</td>
<td>Site Avg: 52.68% (0.00%)</td>
<td>2.60</td>
<td>Site Avg: 2.60 (0.00%)</td>
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<td>79.67%</td>
<td>525 (3.07%)</td>
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<td>78.57%</td>
<td>254 (1.94%)</td>
<td>71.13%</td>
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**United States**

- 13,834 views (78.16%)
- Site average: 76.69% (0.02%)

**Canada**

- 650 views (3.72%)
- Site average: 79.67%

**Australia**

- 336 views (1.90%)
- Site average: 78.57%

**United Kingdom**

- 296 views (1.67%)
- Site average: 82.09%
## Data

**Date Range:** 9/1/2013 - 10/20/2014

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<th>Publication Date</th>
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<td>Native Peoples of North America</td>
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<td>2032</td>
<td>1664</td>
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<tr>
<td>How We got from There to Here: A Story of</td>
<td>2/18/2014</td>
<td>1719</td>
<td>1468</td>
</tr>
<tr>
<td>Natural Resources Biometrics</td>
<td>1/16/2014</td>
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<td>847</td>
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<tr>
<td>Instruction in Functional Assessment</td>
<td>9/9/2014</td>
<td>388</td>
<td>324</td>
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<td>The Missing Link: An Introduction to Web</td>
<td>9/1/2014</td>
<td>372</td>
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<td>Development and Programming</td>
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<td><strong>15529</strong></td>
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Peer review key to adoption

Peer reviewer’s summary included inside textbook
Adoption is key...

1. Open textbooks to **Teaching Faculty**
   **Value:** High Quality, Bookstore Like Workflow, Quizzes, Ease to Assess

2. Publishing to **Authoring Faculty**
   **Value:** Familiar, Peer Reviews, Instructional Design, Copyediting, Platform, Templates

3. Open textbooks to **Students**
   **Value:** Reduce Cost, Engaged Reading, Improve Learning

4. New publishing role for **Librarians & Libraries**
   **Roles:** Editor, Press Manager, Copyeditors, Proofreaders, Marketing, Metadata, Resource & Pedagogy Specialists, etc.
   **Value:** Reduce Cost, Engage Faculty (Authors & Teachers) to Empower Teaching & Learning
Adoption snapshot...
The Information Literacy User’s Guide

- Published April 2014
- Marketed through listservs and conferences, promotional material
- Fall 2014 usage

<table>
<thead>
<tr>
<th>Universities</th>
<th>Professors</th>
<th>Students</th>
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<tbody>
<tr>
<td>8</td>
<td>9</td>
<td>840*</td>
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</table>

*estimated
Adoption of Open SUNY Textbooks

**Feedback from OST authors and instructors...**

**The Information Literacy User’s Guide**

“All of the librarians that teach UL100 at Emporia State have switched to the textbook. **We have 8 or 9 sections of a two credit hour course that are now using it** for supplementary readings, etc. I’d be happy to answer follow-up questions...”

– librarian at Emporia State

**Natural Resources Biometrics**

“...as many students in her statistics and forestry classes and the majority cannot afford any sort of books. **She struggles to provide some sort of teaching material**, and asked me if I could help in any way. I wondered if Open SUNY textbooks would consider ‘adopting’ her biometrics class and allow them free access to my Forest Biometrics book.”

– author Diane Kiernan
Why? Steve

Why Does any of this matter and why were we so keen to participate?
Open-source textbooks can help drive down the overall cost of college

Maria Millard
September 2014

http://www.ecs.org/clearinghouse/01/14/37/11437.pdf

Key takeaways from this report

- Textbook costs are of great importance to state leaders because of the ties to postsecondary affordability.
- Trending: Policies related to Open Educational Resources (OER) California, Florida, Minnesota, North Dakota and Washington have pursued successful initiatives to support the creation and use of OER through legislation.
- Non-legislative approaches are gaining traction through pilot programs in Arizona, Minnesota, New York, Texas and Virginia.
How can we add value and demonstrate our commitment to the institutional mission?
Why transform scholarly communications? # & $

We see an annual cost increase of about 5-8% for academic content, sometimes particular titles increase over 30%.

Milne Library spends over $1/2 M on subscriptions, Moon spends $900K.

Academic content: Unsustainable cost for colleges at a time when college costs increasingly seen as unsustainable.

Content is integral to the future of higher education’s need to control cost & scale up... If we shift from procurement to production.
The conversation

Librarian: Are you happy with the Library?

Professor: Oh yes, they’re absolutely wonderful!

Librarian: That’s great to hear. So what are they doing that you really like?

Professor: Um, well, when I contact them they respond right away, and they get me whatever I want. They can track down anything. They are diligent, responsive, just really nice people.

Librarian: Great well, is there anything you’d like to see the library do more or better?

Professor: gosh no, I can’t think of anything... They’re just terrific!

Canick, Simon “Library Services for the Self-Interested Law School: Enhancing the Visibility of Faculty Scholarship”, Law Library Journal, V. 105 #2 2013 p. 179)
Will that conversation serve us well when the Provost is told:

“You have to find $2 million dollars to cut out of the Academic Affairs budget next year.”

Well, we are terrific, after all, so that should save us, right?
Introduction

Trends Accelerating Technology Adoption in Academic and Research Libraries
- Fast Trends: Driving technology adoption in academic and research libraries over the next one to two years
  - Increasing Focus on Research Data Management for Publications
  - Prioritization of Mobile Content and Delivery
- Mid-Range Trends: Driving technology adoption in academic and research libraries within three to five years
  - Evolving Nature of the Scholarly Record
  - Increasing Accessibility of Research Content
- Long-Range Trends: Driving technology adoption in academic and research libraries in five or more years
  - Continual Progress in Technology, Standards, and Infrastructure
  - Rise of New Forms of Multidisciplinary Research

Challenges Impeding Technology Adoption in Academic and Research Libraries
- Solvable Challenges: Those that we understand and know how to solve
  - Embedding Academic and Research Libraries in the Curriculum
  - Rethinking the Roles and Skills of Librarians
- Difficult Challenges: Those that we understand but for which solutions are elusive
  - Capturing and Archiving the Digital Outputs of Research as Collection Material
  - Competition from Alternative Avenues of Discovery
- Wicked Challenges: Those that are complex to even define, much less address
  - Embracing the Need for Radical Change
  - Maintaining Ongoing Integration, Interoperability, and Collaborative Projects

Important Developments in Technology for Academic and Research Libraries
- Time-to-Adoption Horizon: One Year or Less
  - Electronic Publishing
  - Mobile Apps
- Time-to-Adoption Horizon: Two to Three Years
  - Bibliometrics and Citation Technologies
  - Open Content
- Time-to-Adoption Horizon: Four to Five Years
  - The Internet of Things
  - Semantic Web and Linked Data
How Important are These Public Library Services to You and Your Family?

% among Americans ages 16+ who have ever used a public library or had a household member use a public library, the percentage who say these services are “very important” to them and their family

<table>
<thead>
<tr>
<th>Service</th>
<th>All 16-29</th>
<th>All 30+</th>
</tr>
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<tbody>
<tr>
<td>Books and media</td>
<td></td>
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<tr>
<td>Librarian assistance</td>
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<tr>
<td>Having a quiet, safe place</td>
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<td>Research resources</td>
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<tr>
<td>Programs for youth</td>
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<tr>
<td>Internet, computers, printers</td>
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<td>Programs for adults</td>
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<td>Help applying for gov't services</td>
<td></td>
<td></td>
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<tr>
<td>Help finding, applying for job</td>
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* indicates statistically significant difference between age groups.
How ESF uses the Library

Transactions

- Circulation: 124069
- ILL: 7423
- Full Text Downloads: 6440
- Reference: 15153
- Other Questions: 782
- Social Media: 1822
- Web Resources: 647
Staff Hours Spent on Various Activities

- Admin: 724
- ILL: 1656
- Service: 1104
- Project, Digitization, Etc: 161
- Scholarship: 830
- Reference: 1840
- Technology Support: 1280
- Circulation and Materials Processing: 1548
- Liaison: 13179
Our Staff is Our Most Valuable Resource

We need to redeploy that resource. We can’t maintain positions to provide services/access that no one is using heavily or finds valuable.

Time for new services to evolve. We can no longer do more with less – but we can do something different.

And that different may keep us from having to do with less.
Skills and Tasks

• Metadata creation and management
  *If we can catalog we can tag*

• Scanning and processing digital info
  *If we can scan and photocopy we already have this skill*

• Support of Teaching
  *If we can create libguides and pathfinders we can embed Open Educational Resources into Blackboard*

• Library as Publisher
  - *If we can assign barcodes we can assign DOIs, ISSNs, and ISBNs*
  - *If we can READ, we can copyedit, we can seek reviewers*
  - *We can (and do) support the visibility of faculty scholarship – and we should BUILD on that*
Sustainability and future of Open SUNY Textbooks

Option A
Each library go about publishing independently.

Problems: scale and financial resources

Option B
Collaborate & partner to share infrastructure and incentives.

Opportunities: scale and ability to network resources
What can sustain the program long-term?

**Possible revenue source #1**
Print-On-Demand with royalty share contracts in place for authors and program.

**Possible revenue source #2**
Sell platform convenience in the marketplace—for example, Kindle, Google Books, iTunes ebooks cost $, but the PDF is free at opensuny.org.

**Possible revenue source #3**
Redistribute materials budget or endowments to fund grants and other incentives to reward faculty for publishing OER.
### Benefit to libraries and our institutions

<table>
<thead>
<tr>
<th>Constituents</th>
<th>Value/Benefit</th>
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| **Libraries** | - Infrastructure to host open and affordable textbooks  
                        - Financial incentives for open access publishing  
                        - Organization and funding of professional development  
                        - Aid in creating highly valued role for libraries on campus  
                        - Ability to pay authors, and incentivize & reward our faculty |
| **Authors**   | - Provides incentive and library publishing services  
                        - Boosts academic reputation  
                        -Retention of intellectual property rights |
| **Teaching Faculty** | - Accessible high quality content  
                        - Low textbook costs encourages students to take class  
                        - Improves student-teacher interaction |
| **Students**  | - Affordable high quality textbooks  
                        - Print and digital option  
                        - Student paid internships at participating libraries |
What librarians can do...

Promote adoption of OERs and Open Textbooks; especially Open SUNY Textbooks:
- What examples are you already doing?
- How do we share strategies?
- Start talking to faculty and students

Attend professional development training on library publishing, I2NY or Open SUNY Textbooks:
- Instructional design
- Copyediting
- Proofreading
- Style guides
- Editorial principles
- Developmental editing
Open SUNY Textbooks Partners

Thanks to the 6 Participating libraries in Round I & 9 libraries in Round II of IITG funding

SUNY College of Environmental Science and Forestry
SUNY Fredonia
SUNY Geneseo
SUNY Monroe Community College
SUNY Morrisville
SUNY Oswego
The College at Brockport
Upstate Medical University
University at Buffalo

& SUNY Press

With support from 7 other SUNY libraries & growing...

NYS College of Ceramics at Alfred University, Buffalo State College, Delhi, Jefferson Community College, Plattsburgh, Potsdam, Stony Brook University...
Questions?

Contact information

<table>
<thead>
<tr>
<th>Donna Dixon</th>
<th>Kate Pitcher</th>
<th>Steve Weiter</th>
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<tbody>
<tr>
<td>Co-Director</td>
<td>Interim Director &amp; PI, Open SUNY Textbooks</td>
<td>Library Director</td>
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<tr>
<td>SUNY Press</td>
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<td><a href="mailto:spweiter@esf.edu">spweiter@esf.edu</a></td>
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</tbody>
</table>