



Breaking Down Barriers: How Inclusive Access Textbooks Can Transform Learning

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What is inclusive access?

- The Central Washington University Libraries describes OER and inclusive access:
 - OER materials, by definition and philosophy, are created with the intent to be open and free: free to save, free to edit, free to redistribute, and free of cost in at least one format.
 - While OER materials are free in at least a digital format, OER books also allow downloading and printing to create a physical format. There are some that are available free in print forms.
 - Inclusive Access is a for-profit business model and will not offer publisher-created materials free of charge.

(“Open Educational Resources,” Central Washington University Libraries, <https://libguides.lib.cwu.edu/c.php?g=379590>)

Inclusive Access – One Experience

- Lynn University tried the Cengage inclusive access service
- Abandoned after one year – too many disciplines were outside the range of texts – most notably aviation and graduate psychology combined with budget issues*.
- Individual subscriptions to Cengage Unlimited are available and do serve criminal justice student needs very effectively.

Other Options

- In Criminal Justice, a range of publishers offer inclusive access options under varied circumstances:
 - Sage
 - Routledge
 - McGraw-Hill
 - Pearson / Prentice Hall
 - Cognella
 - Oxford

Issues & Opportunities

- Sage points out:
 - Students get the right materials, on day one, at a discounted price, boosting the likelihood of academic success and financial well-being.
 - Instructors retain academic freedom while providing their students with affordable, high-quality, easy-to-access content.
 - College stores are reinforced as the students' trusted source of materials, offering consistent pricing and lower costs—savings which are passed on to students.

(“What Are the Benefits of Inclusive Access,” Sage Publishing,
<https://us.sagepub.com/en-us/nam/inclusive-access/faq>)

Publisher Point of View

- Publishers report this is a financial lifeline and provides certainty for both sides.
- Substantial discounts for students and immediate access on first day of course
- Substantially kills textbook rental and piracy markets
- Claims to boost academic success and reduce financial burdens.

(“Inclusive Access Takes Off,” Inside Higher Ed, <https://www.insidehighered.com/news/2017/11/07/inclusive-access-takes-model-college-textbook-sales>)

Storm Clouds for Inclusive Access Fees

- Under a 2015 decision allowing institutions to charge students directly for inclusive access fees
- A new proposed DOE rule would remove the ability to automatically bill and would require student opt-in (effective date: 07/2025)
- Motivation is restoring autonomy and creating transparency

(“Biden Administration Looks to Clamp Down on Inclusive Access,” Inside Higher Ed, <https://www.insidehighered.com/news/government/2024/01/29/biden-admin-looks-clamp-down-inclusive-access>)

A different path ...

- You create a new course, it's time to update the text, or you want a change ...
- You look for an open access text because you care about the topic and your students to save \$\$\$.
- You search and search ... they're not 'right,' don't cover in 'your' way, or something else.

It is time to do it yourself

- Settle down and write a new text.
- You have lots of free time to take on a project that requires extensive research and writing for which you will make nothing, right?
- There is another way.

Talk to your campus librarian

- Your librarian has been waiting for this call.
- It is not a quick process.
- Identify the topics you want to cover by major topics, sub-topics, in something similar to a chapter pattern - but one that will align with your course schedule (semester, block, etc.).
- Your librarian will help you identify journal articles on your topic that, within your institution's license, can be copied and shared or shared through your LMS.

Prep your course with the articles

- Load your articles into your LMS.
- Review which articles work for course and your students.
- You need to do more work because you do not have “publisher’s materials.”
- Refine your course – weed out articles that are less effective, replace with new choices informed by your experience.

Two choices now

- 1) Keep teaching with your selected articles.
- Your creation is an 'open access' text for which the students are not paying any additional* textbook fees.
- 2) You have done your scholarly research.
- Based on your extensive review of articles and teaching with those articles, combined with your experience and knowledge, start writing.
- Your use of the articles is covered by 'fair use,' and you can share *your* textbook in any form suitable to your needs.

A third choice

- Create a multimedia text for use on tablets and computers
- Do everything discussed so far, but:
 - Provide images, graphics, charts, data, etc.
 - Interview criminal justice professionals and include those videos
 - Provide micro-lectures to augment confusing or complex issues
 - Create learning / review quizzes and assignments

SLOs & FLOs

- In meeting your Student Learning Outcomes by choice and review of the journal articles, you are meeting your own Faculty Learning Outcomes.
- Master the material
- Keep it current
- Be able to transform and augment your course materials on little notice to reflect breaking issues, new trends, and emerging topics.

Thank You!

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