



# Course Materials Adoption: A Faculty Survey and Outlook for the OER Landscape

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A Choice White Paper



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## About Choice White Papers

With this study, “Course Materials Adoption: A Faculty Survey and Outlook for the OER Landscape,” Choice, a publishing unit at the Association of College and Research Libraries, presents the third in a series of research papers designed to provide actionable intelligence around topics of importance to the academic library community. Researched and written by industry experts and published with underwriting from academic publishers and other parties, these papers are part of a continuing effort by Choice to extend its services to a broad cross-section of library-related professions.

This white paper is based on a survey on course materials adoption methodologies deployed to over 88,000 undergraduate instructors in March, 2018.

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# Contents

Executive Summary .....	1
Introduction .....	3
Faculty Adoption of Curricular Materials .....	3
Textbook Turmoil: The Revolution Begins .....	4
PIRG: Launching the Revolution .....	5
Early Affordable Learning Efforts .....	6
Librarians Get in the Game and Get Organized .....	6
Current State: Maturation and Challenges .....	7
The Course Materials Adoption Survey .....	9
Who Participated in the Survey? .....	9
Courses and Content .....	10
Making the Adoption Decision .....	11
OER Adoption .....	14
Conclusions .....	18
Referenced Material .....	21
Appendix: Survey Responses .....	24

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# Course Materials Adoption: A Faculty Survey and Outlook for the OER Landscape

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## EXECUTIVE SUMMARY

In the spring of 2018, Choice, a publishing unit at the Association of College and Research Libraries (ACRL), deployed a survey to 88,000 undergraduate teaching faculty to learn more about their decision making for choosing instructional materials for their courses. Approximately 1,400 faculty responded. Using twenty-four questions, this survey collects information about the faculty, their courses, and their institutions, with a focus on their instructional content, where they discover it, and the criteria they use to select it. The goal of this survey, in addition to learning more about the behaviors for identifying and selecting instructional materials, was to aid the design of future applications that can enhance the ability of faculty to discover and select open education resources (OER).

This white paper provides an overview of the development and growth of OER in American higher education, followed by an analysis of the survey responses. While the response rate for this survey is relatively low, it builds on what other OER-related surveys tell us about faculty behavior for discovering, evaluating, and selecting instructional material, and adds new insights specific to discovery resources. Its positive takeaway is that those who did respond are supportive of OER as instructional material and are generally familiar with resources to locate it. Still, this white paper concludes that there remains much work to increase the number of faculty who adopt OER, and emphasizes the need for a discovery and evaluation tool that offers time-saving ease of use for faculty searching for OER. While a survey of this type is unable to yield deep insights into why faculty choose OER or what factors prevent them from doing so—or if they are even aware of OER (which Babson surveys suggest many still are not, though it is on an upward trend)—it enables OER advocates and educators to better understand those factors that contribute to instructor decisions about their educational materials.

#### Key Findings:

- For these respondents, textbooks remain the overwhelming choice as the primary instructional material for their courses. Other content, such as articles, media, test banks, or video are frequently provided to students through links within the institutional learning management system (LMS).
- Instructors identify cost as a significant criterion in their instructional materials selection decisions, second in importance only to the quality and currency of content. This finding is consistent with the Babson reports on faculty and OER awareness.
- These data indicate that faculty remain challenged to discover OER specific to their course, but the identification of courses and sources for OER provided by survey respondents show that OpenStax is a major provider for introductory-level courses.
- “Personal reflection” is the primary reason instructors choose OER as their instructional material, suggesting that unless faculty are predisposed to save their students money or that they personally dislike textbooks, it is less likely they will choose OER over their existing commercial textbook.
- Peers and open OER repositories are the primary resources that lead faculty to the OER they choose as instructional materials. This suggests that one powerful tool for advancing OER adoptions is to network faculty to encourage adoptions among their colleagues.
- To discover, evaluate, and select OER, instructors indicate the most helpful resource would be a single central repository for OER resources or a discovery app. While OER catalogs such as the Open Textbook Library represent attempts at such a central repository, there are still too many disparate sites where OER can be found, and efforts to create a single search engine that indexes them all are useful but fall well short of an ideal solution.
- Multiple questions in this survey confirm that instructors remain unclear about what constitutes true OER. Responses document that the respondents will identify non-OER content freely available to them and their students, such as licensed library content and free web resources, as OER.
- When it comes to receiving recommendations for adopting OER as instructional material, academic librarians are rarely identified by respondents as their source.
- When instructors did decide to adopt OER for their course, academic librarians were rarely relied upon for support to discover OER.



## INTRODUCTION

### Faculty Adoption of Curricular Materials

On their discussion lists, at their conferences, in workshops, and in nearly every venue in which they gather to discuss open educational resources, librarian advocates for OER repeatedly return to two related, overarching issues in their quest to advance the adoption of affordable learning materials in higher education. What is known about the decision process that faculty go through when identifying and choosing their curricular materials? What can academic librarians do to better engage with faculty on these decisions so that they are more likely to grasp the advantages of OER for themselves and their students? An ongoing barrier to advancing the adoption of OER and other affordability options at their institutions or when working collaboratively on statewide textbook affordability projects is librarians' general lack of information and insight into what drives faculty decisions around the adoption of curricular materials.

OER are free and openly licensed educational materials that can be used for teaching, learning, research, and other purposes. They are a subset of a broader movement in higher education referred to as “open education.” Education is considered open when faculty and students collaborate to create their own learning content that is then openly shared and further developed by other students. A commonly held characteristic of OER is that it demonstrates what is referred to as the 5Rs: retain; reuse; revise; remix; redistribute. OER are typically licensed with the least restrictive Creative Commons license, signaling that they are subject to all of the 5R possibilities. To date the exact number of OER books is unknown, but there are hundreds of open books across a range of disciplines and grade levels. The Open Textbook Library alone contains nearly five hundred open textbooks.

While existing surveys of faculty on the topic of OER and textbooks—such as the annual [“Babson Surveys”](#) that focus on faculty awareness of and adoption rates of OER or [Casey Green’s occasional reports](#), in conjunction with the Independent College Bookstore Association, on faculty perspectives on digital and OER course materials—do shed some light on faculty perceptions of OER and the factors that influence their actions on course materials, there is still much to learn about

how faculty make adoption decisions for undergraduate course materials. The more academic librarians know about that decision process, the better prepared and resourced they are to guide faculty in the exploration and discovery of OER.

To gain insights and gather information about faculty adoption of course material, we deployed a survey to 88,000 undergraduate teaching faculty, asking them to give us information about how they go about making decisions for all types of learning content, both commercial and open. Not only did 1,400 faculty respond, but many of them voluntarily shared lists of OER that they currently use in existing courses. The results of this survey data are presented and analyzed in this Choice white paper on faculty adoption of curricular materials. Our goal in conducting this survey was to aid the design of future applications that support simpler systems and modes for the discovery and selection of OER, a vision we share with academic librarians for eliminating a significant barrier to faculty adoption of OER. The survey findings reinforce that open education is generating growing interest among faculty, and that we are learning more about what drives their selection of course materials. This new knowledge can support the efforts of academic librarians to advocate for OER on and beyond their campuses.

## **Textbook Turmoil: The Revolution Begins**

Being handed a textbook the first day of a class is an iconic classroom experience for Americans. Those textbooks, as the primary source of educational content, were integrally connected with learning. American education is as historically intertwined with the traditional commercial textbook as it is with other familiar structures, such as course schedules, report cards, credit systems, and majors. Now, owing to spiraling costs of textbooks over the past decades, along with a new spirit among educators of wanting to take back control of curricular content, a revolution is underway that is shaping a radically different future for learning, one in which those traditional, commercial print textbooks are being replaced by new containers and delivery systems for the transmission of learning content.

The earliest known textbooks appeared in the sixteenth century and were largely dedicated to the teaching of Latin. In nineteenth-century America textbooks were rarely differentiated

for students of different ages or grade levels. With few teachers spread thinly among many students, textbooks became *de facto* sources of knowledge and were well suited to large-scale education systems. Prior to the 1960s, textbooks used few graphics, editions changed slowly, and most were reasonably priced. [That changed over the next twenty years](#), particularly in the case of textbooks for college courses. As more color graphics were added and new editions appeared more frequently, the cost of textbooks rose dramatically. Between 1977 and 2015 the price of textbooks rose 1,041%. By comparison, the cost of college tuition rose by 1,257% during the same period. However, in just the ten-year period between 2006 and 2016 textbooks costs increased from the [CPI base of 100 to 186](#), while the cost of college tuition increased to only 162. Between 1998 and 2016, while the average of all items in the Consumer Price Index increased by 48%, during the same period the cost of textbooks increased by 181%. Put simply, textbook costs were out of control, and students took notice.

## PIRG: Launching the Revolution

The revolution in curricular material is largely defined by openness, with faculty experts willingly publishing their learning materials in formats that are freely shareable, reformatable, and readily mixed with other content, all with licensing that encourages this activity. What triggered this revolution was less a drive for open content than it was student anger over the spiraling cost of their textbooks. This is evidenced by reports from the Student Public Interest Research Group (PIRG) that focused on the financial burden high textbook prices created for students. As early as 2004, various PIRG state chapters issued reports on what they described as a broken model of textbook publishing that artificially inflated the cost of these materials for publisher profit at the expense of students.

In one of its earliest reports on textbook costs, 2007's "[Exposing the Textbook Industry](#)," PIRG shared how little faculty knew about the cost of textbooks, publisher practices to limit pricing information, and other insights into faculty behavior and awareness on textbook publishing and pricing. While Student PIRG was making the case for students to be outraged about textbook pricing, it was their 2010 report, "[A Cover-to-Cover Solution](#)," that first promoted open textbooks as a solution to the textbook pricing crisis. That report's author, Nicole Allen, gained the attention of the academic library

community by sharing findings from the report at a 2009 appearance at the SPARC (Scholarly Publishing and Academic Resources Coalition) Forum at ALA Midwinter. Many academic librarians point to this presentation as their inspiration for becoming OER advocates. The report examined multiple options for reducing the cost of textbooks, including rentals and digital versions, and concluded that open textbooks were the optimal solution for sustainable relief from high-cost and student-unfriendly options for course materials.

### **Early Affordable Learning Efforts**

While this 2010 report advocated that higher-education institutions both produce new OER and encourage faculty adoption, significant barriers remained, particularly the lack of faculty awareness of alternatives to commercial textbooks, a lack of on-campus support for identifying them, and a lack of available OER for faculty wishing to ditch their textbook. At this early juncture in the evolution of OER, Mark Milliron, then a higher-education consultant, was advocating for “curricular resource strategies” as a faculty alternative to textbooks. In lieu of OER, faculty could draw from a spectrum of educational content—books, articles, multimedia, etc.—to create their resource strategies. While the term “curricular resource strategies” did not catch on, it led a number of librarians to support faculty to adopt such a strategy, though it was typically referred to as an “alternate textbook” project.

### **Librarians Get in the Game and Get Organized**

Sensing the alignment between the open access movement and OER, both putting academic librarians on a trajectory to build cultures of openness at their institutions, several of these librarians became early adopters of alternate textbook projects. Now replicated at many campuses, these programs use small grants to incentivize faculty to stop using commercial textbooks. These academic librarians also partnered with Nicole Allen to seek ways to bring together academic librarians and textbook affordability advocates to advance this newly burgeoning movement. The spirit of the time is perhaps best captured in Allen, Bell, and Billings’ article, [“Spreading the Word, Building a Community: A National Vision for an OER Movement”](#) (2014), in which they reflect on the development of the OER

movement and provide a vision for how librarians and faculty could collaboratively work toward an affordable and open learning environment for college students.

An initial effort to bring academic librarians together to advance a national effort was the creation of the SPARC Libraries & OER Forum. In addition to providing a discussion list allowing librarians to share information, advice, and support for the growing OER movement, it led to a monthly national conversation on OER issues, such as how to start a campus OER initiative or strategies for identifying or supporting the authoring of new OER. With OER still scattered among multiple websites and repositories, a search for an OER textbook was cumbersome. To tackle this problem, colleagues at the University of Minnesota's [Center for Open Education](#) developed the [Open Textbook Library](#) (OTL), a curated, searchable database of peer-reviewed OER textbooks.

In support of a sustainable solution to the development, curation, and advancement of open learning, the Center also started the [Open Textbook Network](#) (OTN). An alliance of academic institutions committed to access, affordability, and student success through the use of open textbooks, the OTN provided a platform for academic libraries to work together to spread the adoption of OER on their campuses through a combination of education efforts and incentives to encourage faculty to attend OER workshops and write reviews of open textbooks. Along with their members and partners, SPARC and OTN have given the OER and the open learning movement considerable momentum in higher education.

## Current State: Maturation and Challenges

There are multiple signs that the OER movement is maturing in terms of organization, publishing, and impact. OER is on a roll, but challenges remain. [Babson's 2017 annual OER survey](#) indicates that more faculty are aware of and adopting OER, though the progress is tempered by a relatively small degree of growth. A more significant victory for OER advocates was passage of federal legislation allocating \$5 million for OER publishing, a project advocates have pursued for years. There were also multiple OER legislative advancements at the state level, such as bills to support funding of open textbooks or course markings in the enrollment system. In the academic library sphere, the OER movement is shifting from individual

libraries starting local OER initiatives to a situation in which library consortia are increasingly pooling member resources to implement statewide textbook affordability initiatives that allow even more libraries to offer OER projects.

While these advancements are taking place, traditional textbook publishers are hardly sitting around waiting to be put out of business. Owing to a combination of factors, including more faculty shifting away from commercial textbooks and students making more use of print or digital textbook rentals or simply refusing to purchase expensive textbooks, student spending on textbooks has declined in past years. [According to data from the National Association of College Stores](#), for the 2017–18 academic year college students spent on average \$484 on nine required course materials, down from \$579 in the previous academic year and significantly less than the \$701 spent in 2007–08. In response, traditional textbook publishers are exploring multiple options to make their textbooks more affordable. These include adopting open textbooks and supplementing them with fee-based learning materials such as online quizzes and instructional video, offering subscription-based options in which students can pay a one-time semester fee that gives them access to the publisher’s entire catalog of textbooks, and what is emerging as the most popular alternative to traditional textbook buying, the online all-inclusive access package, in which publishers can achieve a sale to every student in the class, at a deep discount, in exchange for day-one delivery of a digital text.

While the current outlook for the growth of OER is cautiously optimistic, the textbook publishing landscape hardly offers a guarantee of OER sustainability. There remain many factors that could derail the OER movement, chief among them the overall lack of OER in selected disciplines, the lack of supplemental materials for faculty that have grown accustomed to having these resources provided with traditional textbooks, and an ongoing faculty concern that identifying quality OER is a time-consuming and sometimes futile endeavor. To better understand how these factors could impact the future landscape for OER, Choice deployed its survey in order to gain insight into current faculty practices, methodologies, and behaviors related to undergraduate course materials adoption. Choice seeks to understand how it might offer faculty and librarians better tools to improve the discovery and selection process for learning material.

## THE COURSE MATERIALS ADOPTION SURVEY

*[Editor's Note]: The full text and quantified results of the survey are shown in the appendix. Question numbers in the margin of the discussion that follows are keyed to the survey text.*

### Who Participated in the Survey?

- [Q1] Of those 88,000 contacted, 1,354 responded to the survey. How are these respondents distributed by their rank, what they teach, and where they teach it? The majority of respondents are full professors (29%), followed by adjunct faculty (25%), assistant professors (20%), associate professors (16%), and a small mix of graduate students and administrators (10%).
- [Q4] That the majority of respondents are from associate or community colleges (51%) would support the presence of a significant number of adjuncts and that these faculty largely teach undergraduates (75%).
- [Q2] The distribution of institutions is otherwise evenly spread across doctoral, masters, and baccalaureate. The presence of OER is typically more prevalent in undergraduate than graduate-level courses. Within the undergraduate curriculum, OER use tends to concentrate in the first two years, where introductory-level courses in fields such as statistics, psychology, and history are prime candidates for the adoption of existing open textbooks, such as those published by OpenStax. Upper-level courses tend to be more specialized, and those who teach them may find it difficult to identify open textbooks from standard sources. However, these courses are often more amenable to faculty choosing to opt for no- or low-cost alternatives, from a wider variety of source material, in place of commercial textbooks.
- [Q5] The distribution by enrollment size is almost evenly spread across a range of eight size cohorts, from less than 1,000 students to over 25,000 students.
- [Q6] However, the responses from public colleges and universities (83%) far exceed those from private institutions.
- [Q3] The majority of the respondents are STEM instructors (47%), followed by humanities (30%) and social sciences (22%). Though open textbooks from sources such as OpenStax are published across disciplines, science titles are more widely available. Introductory STEM courses also tend to lean toward high enrollments and therefore make desirable targets for OER adoptions, particularly in the community college sector, where

decision-making authority for materials adoption is more often held by administrators. Adjuncts, who may be largely instructing these introductory-level courses, [may have less authority](#) to choose their own learning materials.

## Courses and Content

Librarians who participate in either of the two major OER discussion lists (those sponsored by SPARC and the Open Textbook Network) know that the exchange of questions about the availability of OER for specific courses is one of the most frequent types of assistance sought. Name a course and there's likely a faculty member asking a librarian for assistance identifying OER to support student learning. When it comes to learning materials selection, course characteristics can drive decisions. Factors related to course level and discipline can determine the number and type of options available to instructors. Faculty were asked to identify their courses—and a significant number did—as well as the types of content they choose as learning material.

[Q9] Textbooks dominate the instructional materials landscape. Nearly all respondents (93%) indicate they use a textbook in their course. With a majority of the respondents working in STEM disciplines, there was also a significant (29%) presence of a workbook or lab manuals. The next-most-heavily used type of material (58%) was “website.” As librarians know from asking students where they get their research information, “website” can mean almost anything, from a high-quality library database to whatever the web has to offer. This could indicate that respondents are already using OER, since an OpenStax textbook is potentially a “website” as well as a textbook. In all likelihood, everything from a YouTube video to a government data site fell into the website category.

For a considerable number of respondents, the library is a likely source of instructional material, as journal articles, multimedia, and book content are all in significant use. When an open textbook is unavailable for a course, faculty seeking to eliminate a commercial textbook frequently leverage licensed library material as their course content. Approximately one-third of the respondents, again, most likely those in the STEM or business disciplines, indicate they use test banks/assessments, study guides, and digital courseware. This is noteworthy because these types of instructional materials are most often packaged with commercial textbooks. From a time-saving perspective,



having access to these supplementary instructional materials is a big draw for faculty. For those faculty who reject adopting an existing open textbook in their discipline, the absence of these supplementary materials is often a deciding factor.

[Q10] More than half of the respondents (64%) indicate they use their institution's learning management system as a place to store and provide instructional materials to students, with Blackboard and Canvas the most dominant systems in use. This suggests that many of the respondents are already on the path to replacing their textbook with alternate instructional materials, insofar as the LMS typically supports storing that content or linking out to OER, licensed library content, and other learning resources.

[Q11] That possibility is reinforced by the fact that a majority of the respondents (60%) claim that they already use a mix of commercial publisher and "open" resources in their courses. A much smaller number of respondents (7%) use OER exclusively, while a larger group (33%) principally uses commercial textbooks. Keep in mind that OER advocates find that instructors may be unclear about what differentiates truly open content from free instructional material. Some instructors among those 60% likely use a free online resource, for example, a TED Talk, and label it as OER because it is a no-fee resource. Some faculty believe that a licensed library journal article is "open" because, again, there is no cost to them or their students. If we can assume that the respondents do understand the difference between OER and free instructional materials, it's encouraging that many of them are already mixing open materials in with their traditional commercial resources.

## Making the Adoption Decision

The process instructors go through to identify, evaluate, and adopt instructional materials is rather complex. After all, what's at stake is considerable and should require careful deliberation. Giving students equitable access to learning content from day one of a class contributes to student retention and persistence to graduation. There is no one path that leads to the adoption decision. It can result from a visit from the publisher's sales representative, a departmental requirement, or simply be a matter of "this is what's always been used here." In this section, the survey delves into the actions and thinking behind faculty decisions to adopt learning content, focusing on the responses from instructors who use some or all commercial materials in their classrooms.

- [Q12] Who actually makes the adoption decision is valued information, as OER advocates will want to target their efforts to influence the decision. Individual faculty may lack the ability to choose their instructional material, as is sometimes the case in courses with multiple sections or that are continuations of a lower-level course. One faculty member [made news](#) when he refused to assign his students an expensive book required by his department. The majority (55%) of the respondents claimed they have the authority to adopt instructional material for their courses. Without knowing more about whether these are individually offered courses or part of a multi-section course, the response is what might be expected for a population heavy on respondents who likely are already tenured and therefore have more control over course decisions. A considerable number of faculty (33%) report the course content they use is the result of a committee or department chair decision. This may be more reflective of the dominant community college representation, where decision by committee is more common. There is no one dominant approach, and librarians should make no assumptions about how these decisions are made at their institution. Where the decision is made by a committee or chair, knowing who the influencers are and how best to connect with them on course material options is crucial to boosting OER adoptions.
- [Q13] Librarians familiar with the Babson Reports of recent years will see similarities with this study's results about key factors guiding instructor adoption decisions. In both surveys, faculty ranked the same factor, quality of the content, as number one. Cost to students held the number two spot in both surveys. There are a few other commonalities, but quality and cost emerge as the most important concerns in both surveys. It is noteworthy, but not surprising, that publisher representatives are identified as more significant in influencing adoption decisions than librarians. Publisher sales agents often have unbridled access to faculty at their office locations. That type of access is relatively unknown to librarians who seek to discuss OER with faculty. For these respondents, librarians are nearly negligible when it comes to influencing their adoption decisions, a situation that OER advocates would like to change.
- [Q14] Nor will academic librarians find cause for enthusiasm in respondent's reporting that they rarely find out about new course materials from librarians (4%). For those instructors who make their own adoption decisions, they most frequently discover new materials from their own peers (58%). This makes sense,

since it's commonplace for faculty to consult colleagues for tracking the latest research, getting assistance with technology, and for recommendations for new learning materials. This question pertains to all newly adopted instructional materials, not just OER. In those instances where faculty seek to discover OER, anecdotal evidence suggests that librarians are frequently consulted owing to their knowledge of OER repositories. Respondents to this survey consult web search engines, reviews, and bibliographic research tools more frequently than librarians. Of the 275 "other" responses, at least 200 reflect the influence of publisher representatives. Whether visited in their offices, sent flyers or review copies, or contacted at conferences, the respondents demonstrated that publisher representatives have considerable access to faculty in promoting commercial textbooks. By comparison, there are few mentions of OER discovery sites or tools. And, as some librarians will hear when asking faculty about their textbook decisions, the "we've always used this textbook" response is represented.

[Q15] An oft-cited reason given for why faculty hesitate to adopt OER, even when they are conflicted about the cost of commercial textbooks, is difficulty discovering open instructional material that adequately replaces their commercial textbook. If they did decide to migrate to OER, what sort of discovery tools or resource for guidance would be most helpful to respondents? If they were seeking to discover OER, what would these respondents find most helpful to identify, evaluate, and select them? While there is no single, overwhelmingly preferred option, for the majority of respondents a central repository for open textbooks emerged as the optimal choice. Although the advent of a few notable catalogs of OER textbooks has led to improvement, such as the Open Textbook Library and OER Commons, the lack of a single, all-encompassing discovery tool for OER remains a barrier to adoption.

What else would instructors want in an OER discovery and evaluation resource? Among the more desirable features are the ability to align OER with learning objectives, better and more reviews of OER books, the ability to identify OER used by peers in similar courses, and a uniform system for rating OER. While some of these features are currently available, such as faculty reviews of OER textbooks (Open Textbook Library), one discovery and evaluation tool that includes all or most of them is surely desirable yet currently unavailable.

## OER Adoption

Up to this point (questions 12–15) the survey has elicited responses from those using some or all commercial resources for classroom instruction, some 93% of survey respondents. But what about the 67% of respondents who reported using some or all OER?<sup>1</sup> How do their selection methodologies and decisions differ from those of their colleagues? What are the factors that led to their adoption of OER and who, ultimately, was responsible for that decision?

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**“I went to OER because textbooks are so expensive. It saves students money, and everyone can have access from day one.”**

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- [Q16] Of the 50% of respondents who answered the question, 78% indicated the decision to adopt OER for their course was their own. For the 22% who indicated someone else made the decision to adopt, it was typically a departmental head, chair, or committee, or a group of instructors teaching different sections of the same course making a collective decision to adopt.
- [Q17] Among those whose decision to adopt was their own, when asked what prompted them to make that decision, the most frequent response was “personal reflection” (74%).

A review of comments to this question reinforces the points that respondents were primarily motivated to save their students money, to resist high-priced textbooks not worthy of the cost, or to support their personal desire to make higher education more affordable. Other reasons for adopting OER included responding to student requests, the recommendation of a peer, or a departmental recommendation or requirement. The experience of OER advocates would support the finding here that personal commitment is a key factor in the adoption decision. It is common to encounter faculty teaching multiple sections of the same course, where some will adopt OER and obtain excellent results, while their faculty colleagues will stick with their traditional commercial textbook despite the cost to students. Even when advocates make a strong case for the rationale and value of OER, ultimately it is the instructor’s personal commitment to doing what he or she believes is the right thing for their students that triggers the decision to adopt.

- [Q18] To better understand how instructors selected these OER, the survey posed several questions specific to the choice of specific open instructional material. The vast majority (80%) of the 645 respondents who answered indicated that they made their own decision to adopt OER for their courses.

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<sup>1</sup> As shown in question 11, there is considerable overlap between the two groups, and the combined total exceeds 100% as a result. Note that question 16 is not illustrated here. Please see the appendix.

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**“I honestly do not remember how I discovered OpenStax but I am glad I did.”**

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[Q19] Among those who answered “no,” the adoption decision was most often (60%) made by an instruction committee or department. Other decision-making entities are deans, system-wide committees, or a fellow instructor.

[Q20] Question 20 asked those whose response indicates they made their own OER selections to identify their source of discovery of the instructional material. A peer recommendation (38%) was the most frequently mentioned source, followed closely by a public OER repository (34%) such as the Open Textbook Library or OER Commons. This reinforces the importance of advancing OER adoption by connecting or networking faculty with each other. Academic librarians who want to encourage adoptions on their campus would be wise to leverage their own faculty champions or invite those from other institutions to make peer recommendations. It’s encouraging that instructors are becoming more aware of public OER repositories. Other frequently cited sources were personal research of the literature (24%) and review sources (21%). Library-related sources, such as librarians or LibGuides, served as a source for less than 15% of the respondents. That is surprisingly low given the degree to which academic librarians are leading textbook affordability initiatives at their institutions. This suggests that librarians need to intensify their outreach efforts to create faculty awareness of OER and provide discovery support.

Of the 541 responses to this question, 138, a significant number of respondents, chose “other.” Where else are faculty discovering OER? Oft-mentioned responses include conference presentations and exhibits, local workshops on OER, internet searches for open content, and social media recommendations. Multiple respondents indicated they participated in writing the OER they eventually adopted. If academic librarians want to increase their impact on the advancement of OER, presenting sessions and workshops at the disciplinary conferences that faculty attend would make a difference. Presenting with faculty colleagues who have OER experience would only increase the effectiveness of these presentations.

[Q21] Those who did select OER were once again asked to identify the factors that were most important in their decision to adopt. The responses here were virtually identical to the prior question on “decision factors” that all the respondents answered. So, for those who chose OER, there was little or no significant difference. Quality and currency, along with cost to student, were the overwhelming top factors at 67% and 62% respectively. Peer and departmental recommendation are of

similar importance. Unique to the OER responses was “system or statewide OER initiative,” pointing to the participation of some respondents in their state program. Once again, librarian recommendation is at the bottom of the chart.

[Q22] Faculty currently using OER (655 out of 1357 respondents) were then asked to identify the type of OER used in their courses. While the textbook still reigned supreme (60%), the percentage dropped compared to the same question for all types of instructional material (93%, question 9). That is possibly a reflection of the lack of OER textbooks in many disciplines, but it supports the fact that OER textbooks, when available, will get adopted. “Website” remains a highly used source of instructional material (53%), but it is questionable whether all of these actually constitute OER. Most of the remaining types of instructional materials used are similar to their non-OER counterparts, though there is a significant drop in digital courseware, from 30% to 10%. This likely reflects the fact that OER textbooks offer less digital courseware than their commercial counterparts. As stated previously, this question is susceptible to inaccuracy owing to the general confusion faculty tend to have over exactly what makes instructional material OER.

The “other” responses (8%) to this question confirm that faculty are less than clear on what constitutes OER. Among the examples of “OER” offered by respondents are their own course notes and slide decks (possibly OER if these faculty have a properly assigned Creative Commons license), library database content, freely available web content such as podcasts and videos, an online PDF of a commercial textbook (quite possibly pirated content), Microsoft Excel, textbook chapters, and other miscellaneous instructional materials that are clearly not OER or would questionably be defined as such. This is not to fault faculty for failing to recognize what is OER and what is not; rather, it points to the general confusion that exists among educators about what truly distinguishes OER from content that is simply free to use or is the instructor’s self-authored content. Future OER discovery tools might play a role in helping faculty to better understand what makes instructional material an OER, including licensing and the permissions that accompany it. It also highlights the need for more educational opportunities in which educators can gain a better understanding of what properly constitutes OER, particularly so that they stop conflating “free” with “open.”

[Q23] With discoverability challenges continuing to hamper faculty adoption of OER as instructional material, knowing more about where faculty do find the OER they adopt could help future efforts to point faculty to the best sources for quality OER content. When asked to choose from a list of well-known OER repositories, a clear choice emerged. OpenStax College (54%) was by far the top option, an understandable consequence of the widespread adoption of its textbooks at colleges and universities. OER Commons (32%) was the next most frequently visited site, followed closely by the Open Textbook Network (24%) and MIT Open Courseware (24%). It's possible that the OTN ranking may have been due to a lack of awareness of the fact that the Open Textbook Library is affiliated with the Open Textbook Network. Other recognized options included Lumen Learning, Merlot, and BC Campus OpenEd, along with local, regional, and state repositories.

Given the number of possible OER sources, the “other” responses are of particular significance here. These responses also support the observation that instructors are confused about sources for OER as opposed to those that offer free web content. For example, multiple “other” responses pointed to YouTube content, Ted Talks, library e-book collections, Lynda.com, and other free but non-OER sources. One comment specifically asked if a particular library database was OER, inasmuch as students had free access to it. This vagueness about which sources are OER and which are not simply reinforces the need for increased clarity about what OER are and which repositories provide access to legitimate OER content. Other sources mentioned were associations such as the American Institute of Mathematics, open learning sites other than MIT Courseware, and some specialized but lesser-known disciplinary repositories. Overall the comments suggest that there are many potential sources where faculty can locate OER, and that until there is more consolidation or a discovery tool that indexes the content across all these repositories, faculty will continue to be challenged to easily and efficiently retrieve OER that suits their instructional needs.

[Q24] The survey presented a question asking respondents what sort of resources would be most helpful to them in discovering, evaluating, and selecting course materials. It was repeated at the end of the survey to see if responses would change after a series of questions specific to OER instructional materials adoption. Only 373 respondents answered, compared to nearly 1,200 for the first iteration of the question. A central repository-

ry for OER textbooks remains the top choice (47%). The other options hold similar positions, though an “OER app or discovery service” is now significantly more popular as a response. The takeaway here is that two potentially beneficial resources to faculty would be a single site for discovering OER textbooks and an accompanying app for identifying, evaluating, and selecting OER. As is increasingly the case in our time-sensitive, always-on, mobile world, delivering on convenience and ease of use is in much demand.

## CONCLUSIONS

OER are ultimately about college students. In order to provide them with both an affordable education and the best possible opportunity to graduate in a timely way, higher education educators should find ways to adopt OER to support student success. No doubt, that is an idea with which college and university educators will agree. If that is the case, why would any faculty member choose to require their students to purchase an expensive textbook if a more affordable and equally effective option for learning is available?

For instructors across the spectrum of higher education institutions, time is always a critical deciding factor. The option that saves time and offers convenience wins out as the preferred option. As faculty are accustomed to getting that win from traditional, commercial textbooks, making the choice to adopt OER will come with challenges. For faculty pursuing tenure or promotions, the time invested in developing an OER solution, while of great benefit to students, goes unrecognized by administrators. While changing the academic reward system is beyond the scope of OER advocates, there are ways to make discovering, evaluating, and adopting OER more convenient and less time-consuming.

First and foremost, better tools for discovering OER, offering the ability to simultaneously search through multiple catalogs and repositories, is an obvious need. Whatever shape or form these discovery tools take, they will benefit from offering multiple facets for identifying OER, from known peer adoptions to peer reviews to matching current commercial textbooks with OER textbooks. As long as faculty are unclear about what constitutes true OER and what rights they have in working with it, expanding the interest in OER and the rate at which it is adopted will suffer. Creating more opportunities for education and awareness building must be a part of any effort to



expand OER adoption. As the survey demonstrates, even with the existing hurdles to OER adoption, faculty will choose to take the risks and the possibility of extra work in order to make their students' education more affordable. That is a personal choice, and it is refreshing that this survey confirms instructors are choosing OER. Given the value of a recommendation from a peer, this may be the best way to encourage more faculty to commit to this personal choice, if peers are making this commitment as well.

What appears most puzzling and concerning about these survey results is the position of the academic librarian in facilitating faculty discovery and adoption of OER. It is quite disconcerting to encounter, in the responses, what can only be described as a near total lack of recognition of or collaboration with academic librarians when it comes to OER. In two questions asking about sources of OER discovery, librarians are the least-consulted resource. Followers of the two best-known OER and textbook affordability e-discussion lists for librarians, those maintained by SPARC and the Open Textbook Network, know that librarians are constantly asking for help in locating OER on behalf of their faculty colleagues. So, there must be at least a few faculty, and likely many more, acknowledging the skills that academic librarians bring to OER discovery. Why do the survey results tell a rather different story?

The worst-case scenario is that despite several years' worth of effort to promote the value of OER and textbook affordability to their faculty, academic librarians are failing to adequately communicate their role in OER discovery, evaluation, and selection by faculty. That conclusion would signal that the academic library profession must develop new strategies and resources for engaging with faculty on instructional materials. When it comes to their journal literature or other collection content, we know that faculty understand the role of librarians in procuring those materials. When it comes to the discovery, evaluation, and selection of learning materials, it appears faculty take a decidedly different view of librarians. A more desirable explanation is that librarians have traditionally been a non-factor in faculty textbook decisions. It is more likely the case that faculty adopted whatever textbook was traditionally used, whatever the department decided to adopt, or what faculty were told to use by a chair or course coordinator. In the OER landscape, we are experiencing a new playing field for discovery and adoption methods.

The best-case scenario is that we are still early in the game. While faculty are slowly but increasingly gaining awareness of OER—and seeing its benefits for learning and student success—the potential of academic librarians as partners in discovering, evaluating, and selecting learning content is still an evolving opportunity. Some faculty have certainly caught on to the expertise their library liaison can offer with OER, but many more, as reflected in this survey’s results, are still dependent on more traditional approaches, such as peer influence, what they pick up at disciplinary conferences, or what’s found via traditional search engines. Developing better tools for discovering, evaluating, and selecting OER will certainly address a major barrier to faculty adoption. That’s one good step. To build on it, academic librarians will want to demonstrate to faculty that in OER’s foreseeable future, the linchpin for a perfect match between learners and their learning material is an academic librarian. Collectively, our goal should be a radically different result in future surveys when instructors are asked who and what forces influence their instructional material decisions.

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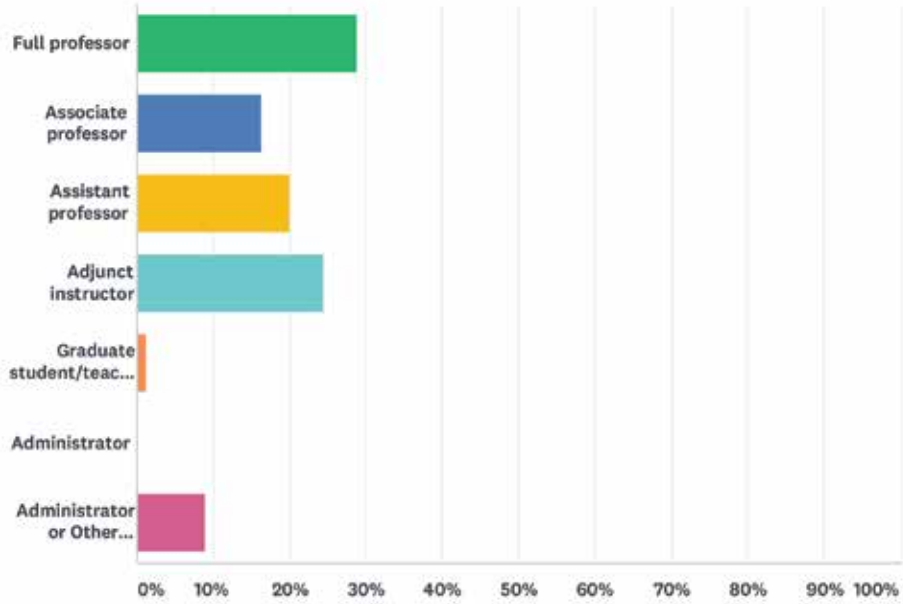
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# APPENDIX: SURVEY TEXT AND QUANTIFIED RESULTS

## Q1 I am a(n)

Answered: 1,354 Skipped: 3

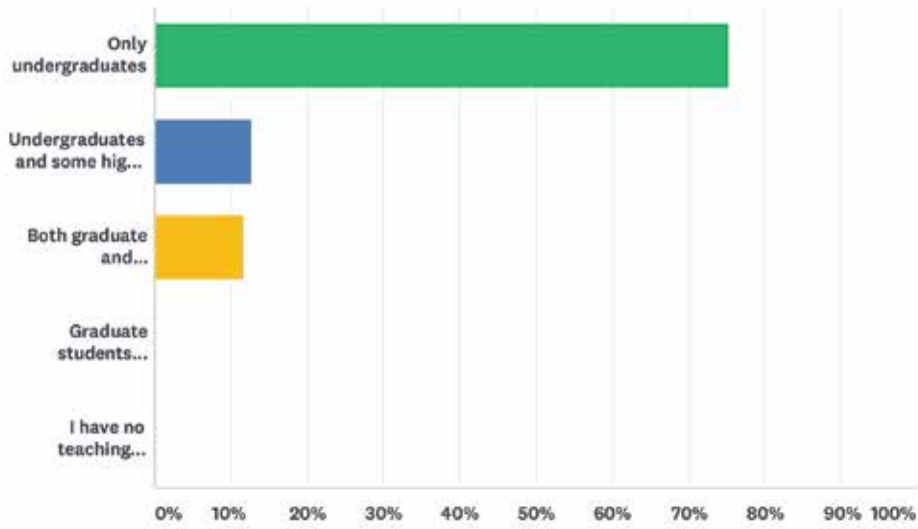


ANSWER CHOICES	RESPONSES	
Full professor	28.95%	392
Associate professor	16.25%	220
Assistant professor	20.01%	271
Adjunct instructor	24.45%	331
Graduate student/teaching assistant	1.33%	18
Administrator	0.00%	0
Administrator or Other (please specify)	9.01%	122
<b>TOTAL</b>		<b>1,354</b>

# APPENDIX: SURVEY TEXT AND QUANTIFIED RESULTS

## Q2 I teach

Answered: 1,355 Skipped: 2

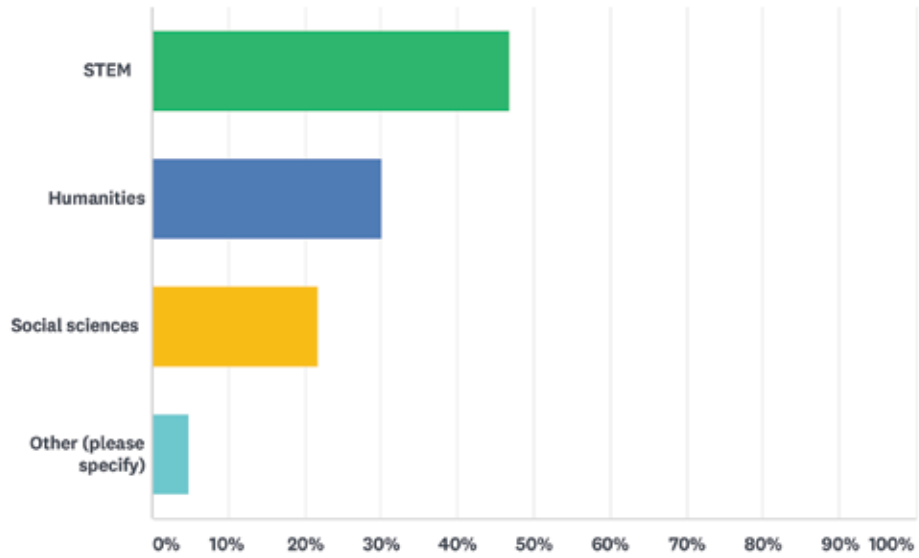


ANSWER CHOICES	RESPONSES	
Only undergraduates	75.28%	1,020
Undergraduates and some high school	12.77%	173
Both graduate and undergraduate students	11.66%	158
Graduate students exclusively	0.07%	1
I have no teaching responsibilities	0.22%	3
<b>TOTAL</b>		<b>1,355</b>

## APPENDIX: SURVEY TEXT AND QUANTIFIED RESULTS

### Q3 My field(s) of instruction are primarily

Answered: 1,354 Skipped: 3



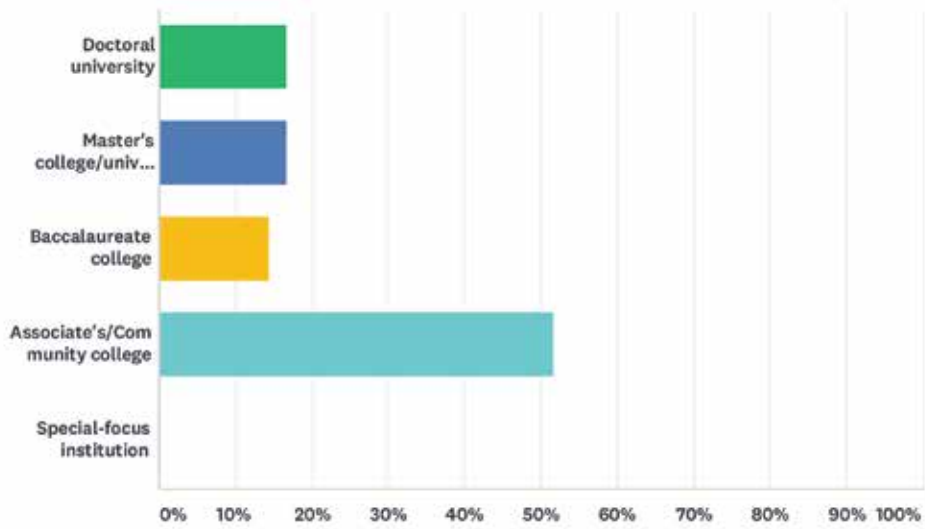
ANSWER CHOICES	RESPONSES	
STEM	46.82%	634
Humanities	30.06%	407
Social sciences	21.71%	294
Other (please specify)	4.87%	66
Total Respondents: 1,354		



# APPENDIX: SURVEY TEXT AND QUANTIFIED RESULTS

## Q4 My institution is a(n)

Answered: 1,339 Skipped: 18

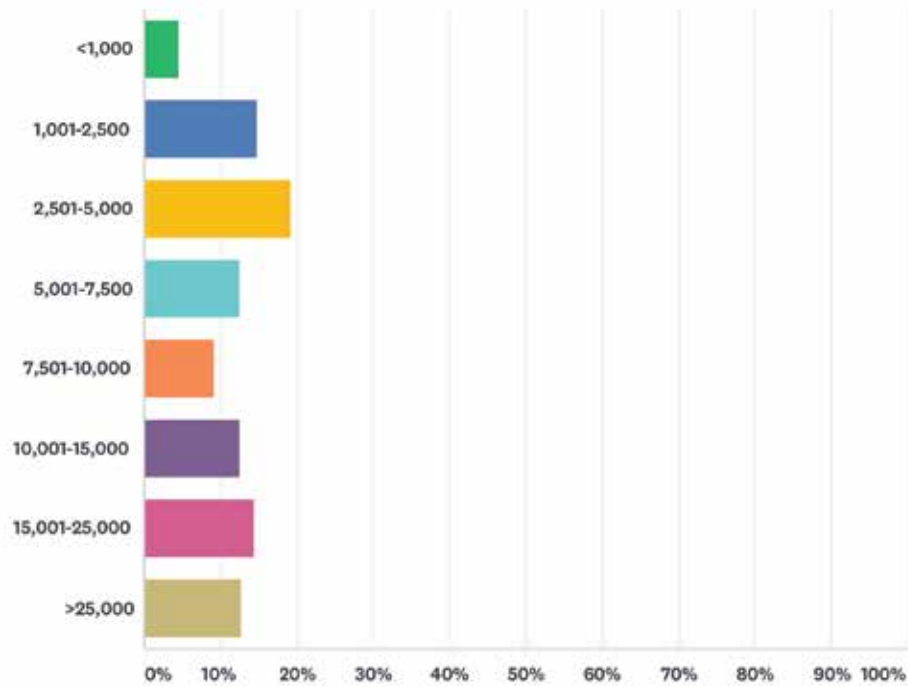


ANSWER CHOICES	RESPONSES	
Doctoral university	16.80%	225
Master's college/university	16.80%	225
Baccalaureate college	14.49%	194
Associate's/Community college	51.61%	691
Special-focus institution	0.30%	4
<b>TOTAL</b>		<b>1,339</b>

## APPENDIX: SURVEY TEXT AND QUANTIFIED RESULTS

### Q5 Enrollment (FTEs) at my institution is

Answered: 1,322 Skipped: 35

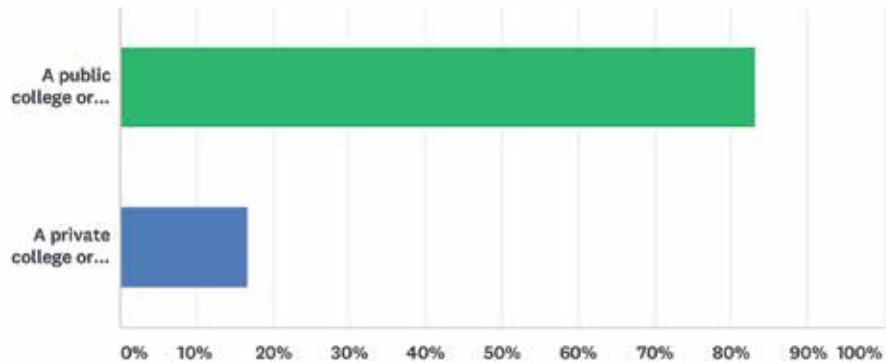


ANSWER CHOICES	RESPONSES	
<1,000	4.54%	60
1,001-2,500	14.83%	196
2,501-5,000	19.29%	255
5,001-7,500	12.48%	165
7,501-10,000	9.30%	123
10,001-15,000	12.48%	165
15,001-25,000	14.37%	190
>25,000	12.71%	168
<b>TOTAL</b>		<b>1,322</b>

## APPENDIX: SURVEY TEXT AND QUANTIFIED RESULTS

### Q6 My institution is

Answered: 1,339 Skipped: 18



ANSWER CHOICES	RESPONSES	
A public college or university	83.27%	1,115
A private college or university	16.73%	224
TOTAL		1,339

### Q7 What undergraduate courses are you teaching/have you taught during the current academic year?

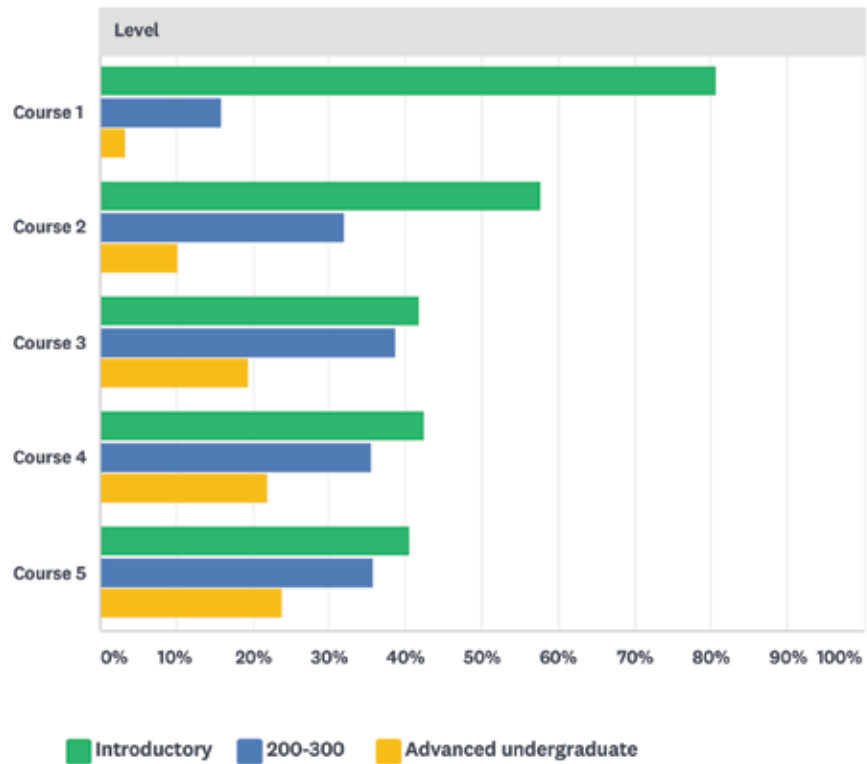
Answered: 1,253 Skipped: 104

ANSWER CHOICES	RESPONSES	
Course 1:	100.00%	1,253
Course 2:	89.78%	1,125
Course 3:	67.28%	843
Course 4:	44.61%	559
Course 5:	24.66%	309

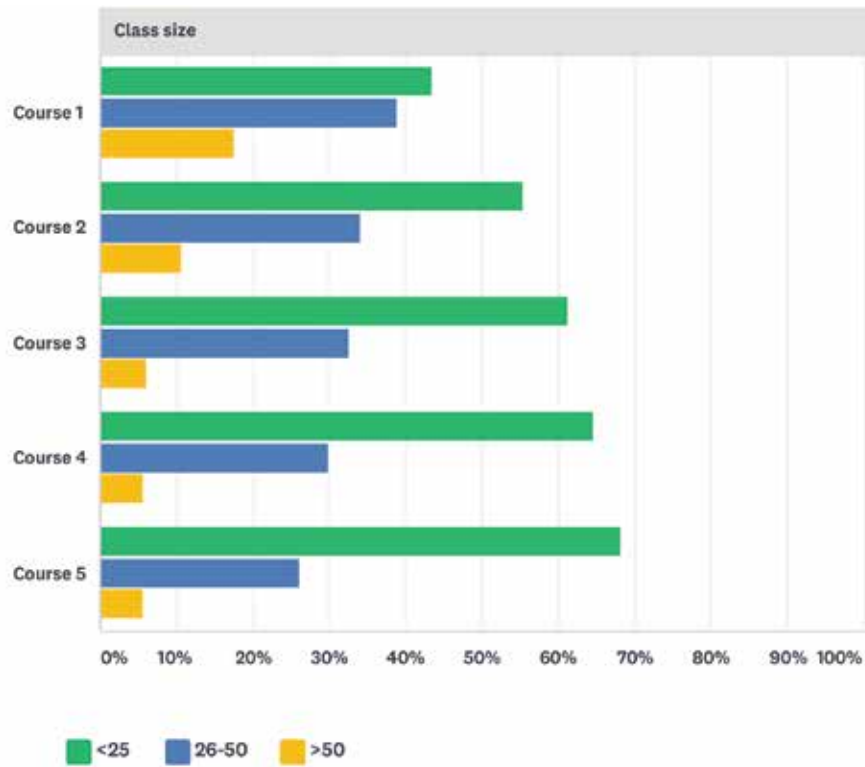
## APPENDIX: SURVEY TEXT AND QUANTIFIED RESULTS

Q8 Please indicate the instructional level and enrollment range for each of the courses listed above

Answered: 1,248 Skipped: 109



## APPENDIX: SURVEY TEXT AND QUANTIFIED RESULTS



Level	Class size			TOTAL
	<25	26-50	>50	
Course 1	80.66%	15.97%	3.37%	1,246
Course 2	57.83%	31.94%	10.23%	1,124
Course 3	41.79%	38.69%	19.52%	840
Course 4	42.42%	35.56%	22.02%	554
Course 5	40.51%	35.69%	23.79%	311

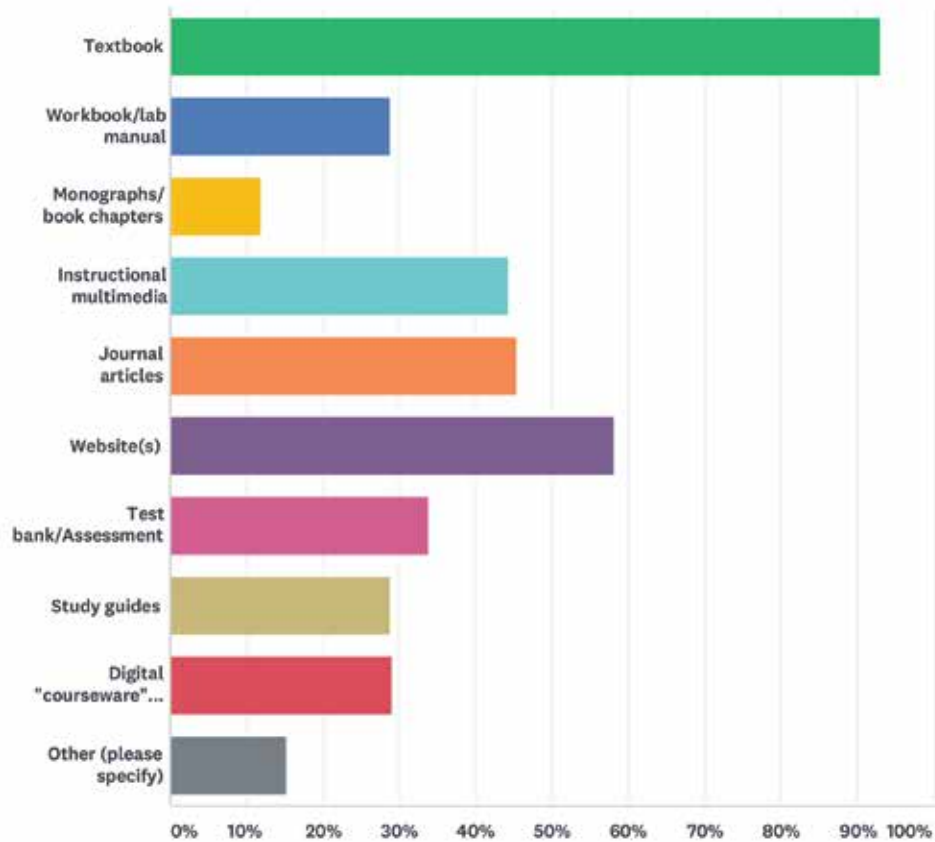
  

Level	Class size			TOTAL
	<25	26-50	>50	
Course 1	43.47%	38.94%	17.59%	1,194
Course 2	55.36%	34.02%	10.62%	1,073
Course 3	61.24%	32.67%	6.09%	805
Course 4	64.56%	29.87%	5.57%	539
Course 5	68.21%	26.16%	5.63%	302

## APPENDIX: SURVEY TEXT AND QUANTIFIED RESULTS

### Q9 What types of instructional materials are used in your courses?

Answered: 1,258 Skipped: 99

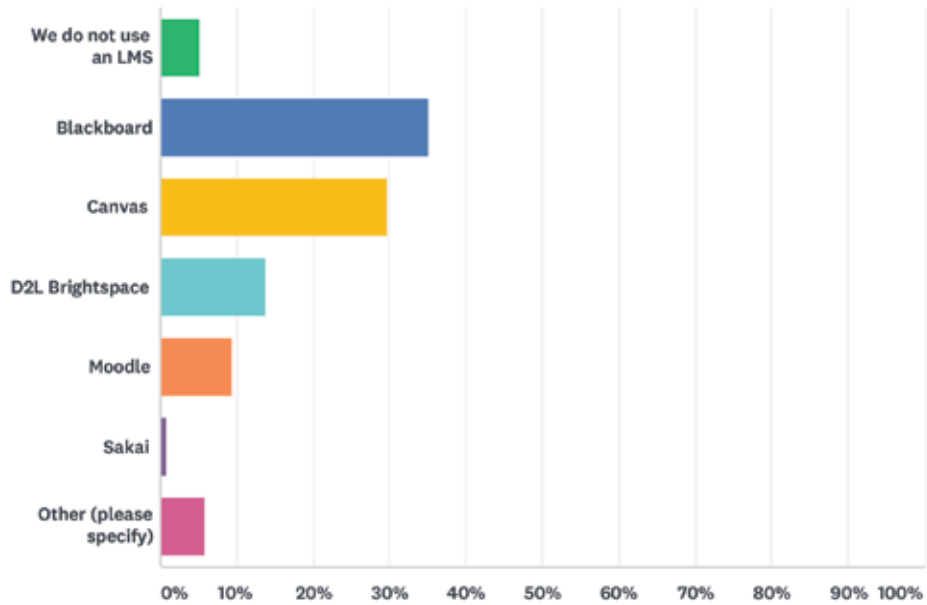


ANSWER CHOICES	RESPONSES	
Textbook	93.08%	1,171
Workbook/lab manual	28.93%	364
Monographs/ book chapters	11.84%	149
Instructional multimedia	44.28%	557
Journal articles	45.31%	570
Website(s)	58.11%	731
Test bank/Assessment	33.94%	427
Study guides	28.86%	363
Digital "courseware" package	29.09%	366
Other (please specify)	15.26%	192
Total Respondents: 1,258		

## APPENDIX: SURVEY TEXT AND QUANTIFIED RESULTS

Q10 Are your course materials either stored in or linked to from a learning management system? If so, which one?

Answered: 1,246 Skipped: 111

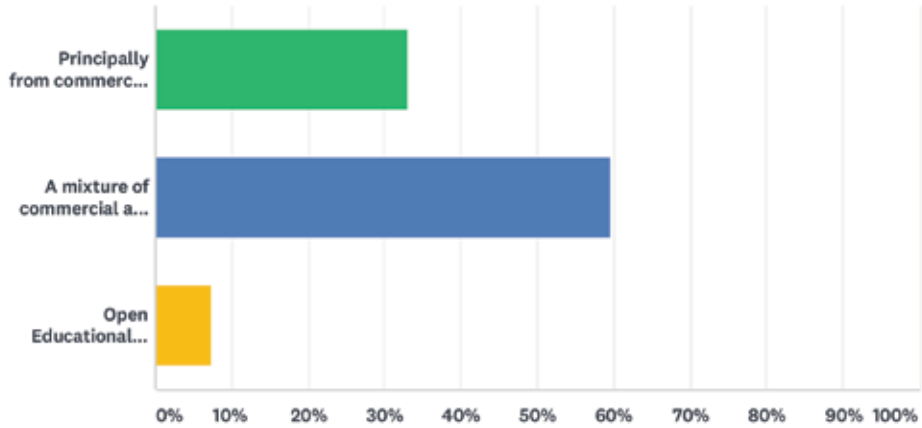


ANSWER CHOICES	RESPONSES	
We do not use an LMS	5.22%	65
Blackboard	35.07%	437
Canvas	29.70%	370
D2L Brightspace	13.88%	173
Moodle	9.31%	116
Sakai	0.88%	11
Other (please specify)	5.94%	74
<b>TOTAL</b>		<b>1,246</b>

## APPENDIX: SURVEY TEXT AND QUANTIFIED RESULTS

### Q11 Are the instructional materials you use in your courses

Answered: 1,242 Skipped: 115



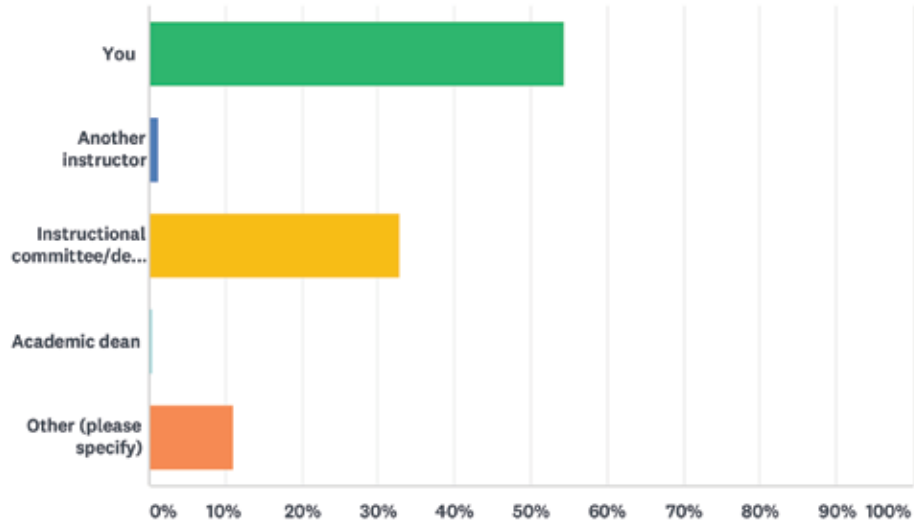
ANSWER CHOICES	RESPONSES	
Principally from commercial publishers?	33.09%	411
A mixture of commercial and "open" materials?	59.66%	741
Open Educational Resources (OER) exclusively?	7.25%	90
TOTAL		1,242



## APPENDIX: SURVEY TEXT AND QUANTIFIED RESULTS

### Q12 Who makes adoption decisions for the materials you use in your courses?

Answered: 1,208 Skipped: 149

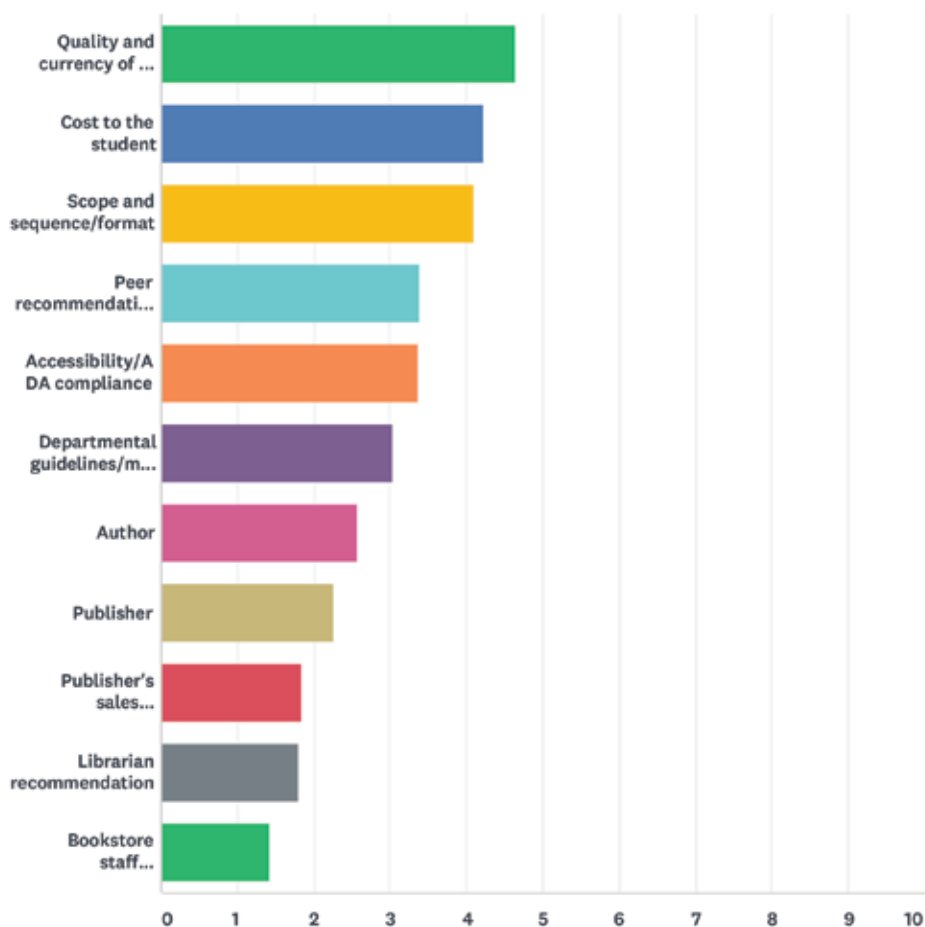


ANSWER CHOICES	RESPONSES	
You	54.39%	657
Another instructor	1.24%	15
Instructional committee/departmental chair	32.78%	396
Academic dean	0.50%	6
Other (please specify)	11.09%	134
<b>TOTAL</b>		<b>1,208</b>

## APPENDIX: SURVEY TEXT AND QUANTIFIED RESULTS

Q13 If you make the adoption decisions, how important are each of the following factors in selecting materials for your courses?

Answered: 1,102 Skipped: 255



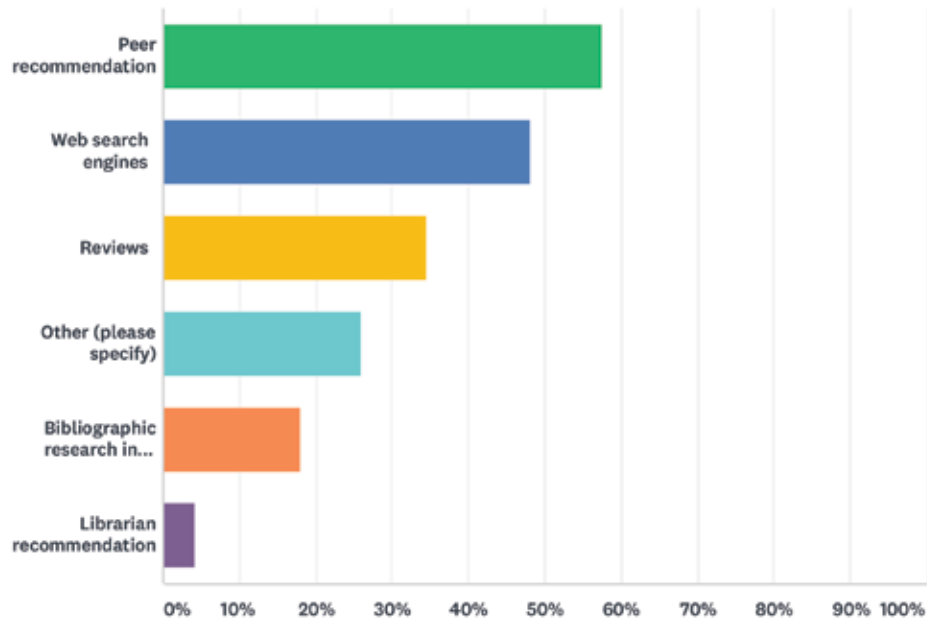
	1 -- UNIMPORTANT	2	3	4	5 -- VERY IMPORTANT	TOTAL	WEIGHTED AVERAGE
Quality and currency of the content	0.36% 4	0.73% 8	2.64% 29	26.25% 288	70.01% 768	1,097	4.65
Cost to the student	1.55% 17	2.28% 25	14.85% 163	34.34% 377	46.99% 516	1,098	4.23
Scope and sequence/format	1.74% 19	3.03% 33	16.42% 179	40.28% 439	38.53% 420	1,090	4.11
Peer recommendation/review	8.40% 91	11.54% 125	28.25% 306	35.83% 388	15.97% 173	1,083	3.39
Accessibility/ADA compliance	12.63% 138	10.89% 119	26.62% 291	26.81% 293	23.06% 252	1,093	3.37
Departmental guidelines/master syllabus	22.67% 248	11.88% 130	22.76% 249	24.13% 264	18.56% 203	1,094	3.04

## APPENDIX: SURVEY TEXT AND QUANTIFIED RESULTS

Author	24.60% 264	20.04% 215	32.81% 352	18.08% 194	4.47% 48	1,073	2.58
Publisher	32.56% 349	25.09% 269	27.80% 298	12.41% 133	2.15% 23	1,072	2.26
Publisher's sales representative	49.82% 543	24.13% 263	19.91% 217	4.95% 54	1.19% 13	1,090	1.84
Librarian recommendation	54.49% 595	20.79% 227	17.22% 188	6.23% 68	1.28% 14	1,092	1.79
Bookstore staff recommendation	71.98% 786	16.39% 179	9.43% 103	1.47% 16	0.73% 8	1,092	1.43

**Q14 If you make the adoption decisions, and the materials you adopted for any of your courses were previously unknown to you, how did you discover them?**

Answered: 1,058    Skipped: 299

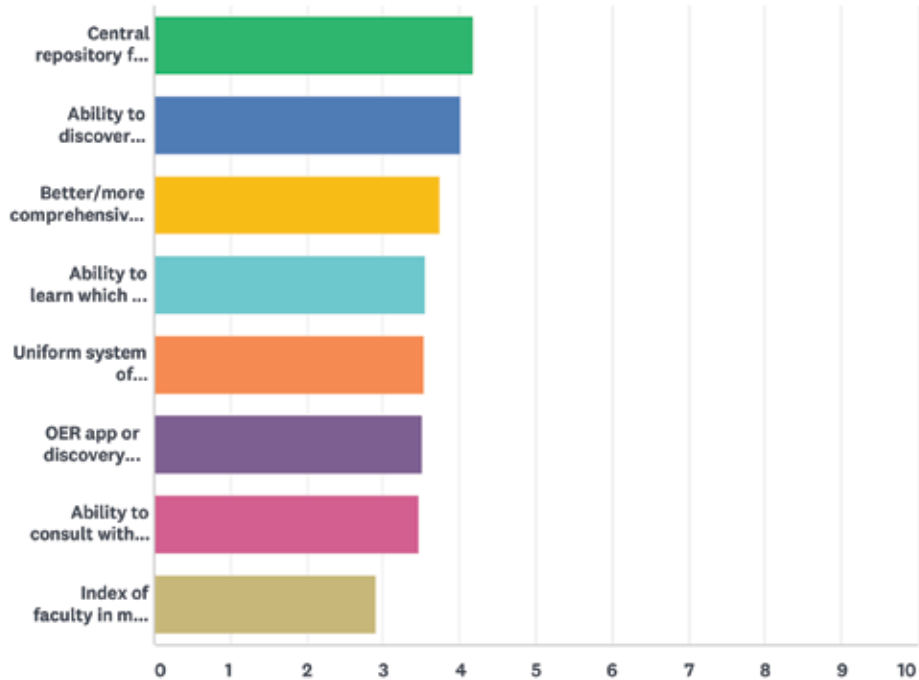


ANSWER CHOICES	RESPONSES
Peer recommendation	57.47%    608
Web search engines	48.02%    508
Reviews	34.50%    365
Other (please specify)	25.99%    275
Bibliographic research in professional sources	18.05%    191
Librarian recommendation	4.16%    44
<b>Total Respondents: 1,058</b>	

## APPENDIX: SURVEY TEXT AND QUANTIFIED RESULTS

Q15 If you now were to decide to use Open Educational Resources, how helpful would each of the following be in discovering/evaluating/selecting course materials?

Answered: 1,172 Skipped: 185

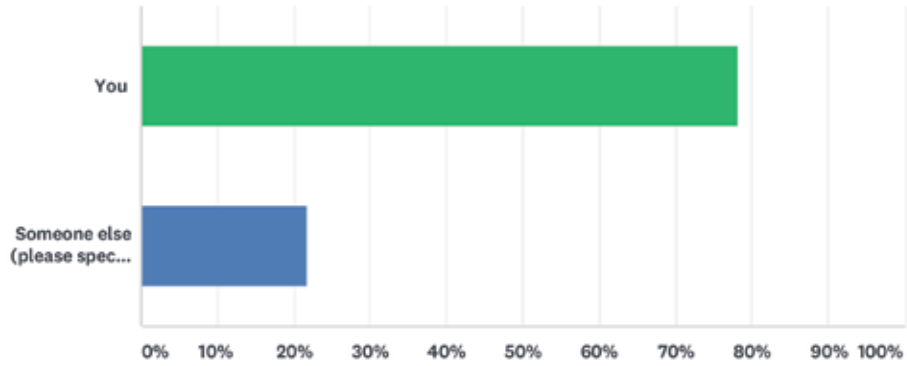


	1 -- NOT HELPFUL	2	3	4	5 -- EXTREMELY HELPFUL	TOTAL	WEIGHTED AVERAGE
Central repository for open textbooks	2.49% 29	3.95% 46	15.62% 182	29.36% 342	48.58% 566	1,165	4.18
Ability to discover resources aligned with specific learning objectives	3.61% 42	4.22% 49	18.07% 210	35.28% 410	38.81% 451	1,162	4.01
Better/more comprehensive reviews of OER	4.32% 50	7.52% 87	25.58% 296	34.83% 403	27.74% 321	1,157	3.74
Ability to learn which OER are being/have been used by peers teaching courses equivalent to mine	6.37% 74	10.07% 117	27.28% 317	33.30% 387	22.98% 267	1,162	3.56
Uniform system of evaluating/rating OER	6.59% 76	10.40% 120	29.03% 335	30.94% 357	23.05% 266	1,154	3.53
OER app or discovery service	8.66% 100	9.87% 114	28.48% 329	27.79% 321	25.19% 291	1,155	3.51
Ability to consult with peers who have adopted OER to learn their opinion of these specific resources	8.00% 93	11.36% 132	27.28% 317	32.70% 380	20.65% 240	1,162	3.47
Index of faculty in my subject area using OER	18.51% 214	19.38% 224	28.03% 324	21.89% 253	12.20% 141	1,156	2.90

## APPENDIX: SURVEY TEXT AND QUANTIFIED RESULTS

### Q16 Who made the decision to adopt OER for your courses?

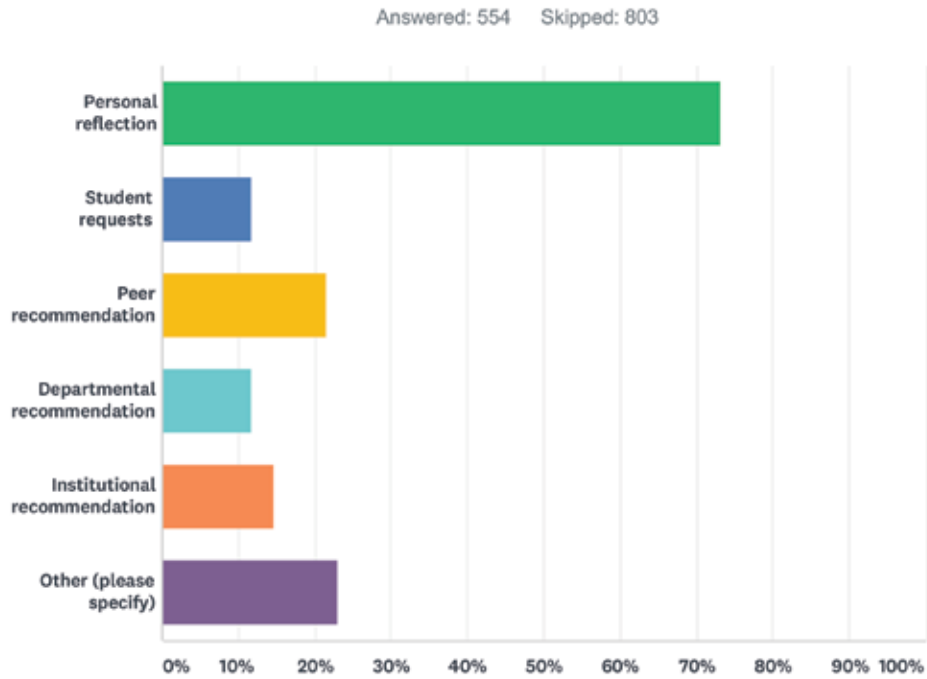
Answered: 658 Skipped: 699



ANSWER CHOICES	RESPONSES	
You	78.27%	515
Someone else (please specify source)	21.73%	143
TOTAL		658

## APPENDIX: SURVEY TEXT AND QUANTIFIED RESULTS

Q17 If the answer to Question 16 was "You," what prompted you to use OER for your classroom instruction?

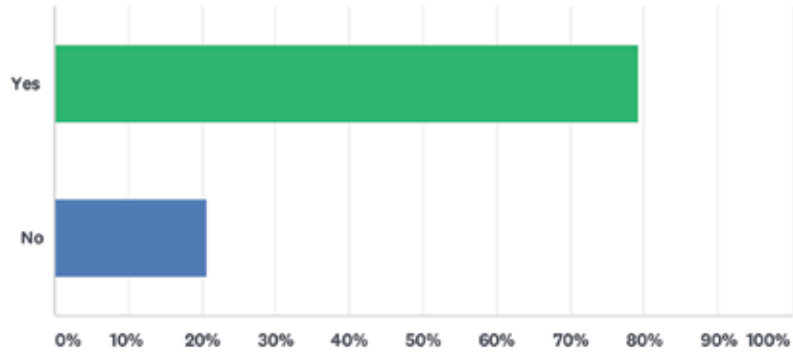


ANSWER CHOICES	RESPONSES	
Personal reflection	73.29%	406
Student requests	11.73%	65
Peer recommendation	21.48%	119
Departmental recommendation	11.73%	65
Institutional recommendation	14.62%	81
Other (please specify)	22.92%	127
Total Respondents: 554		

## APPENDIX: SURVEY TEXT AND QUANTIFIED RESULTS

### Q18 Did you select these materials yourself?

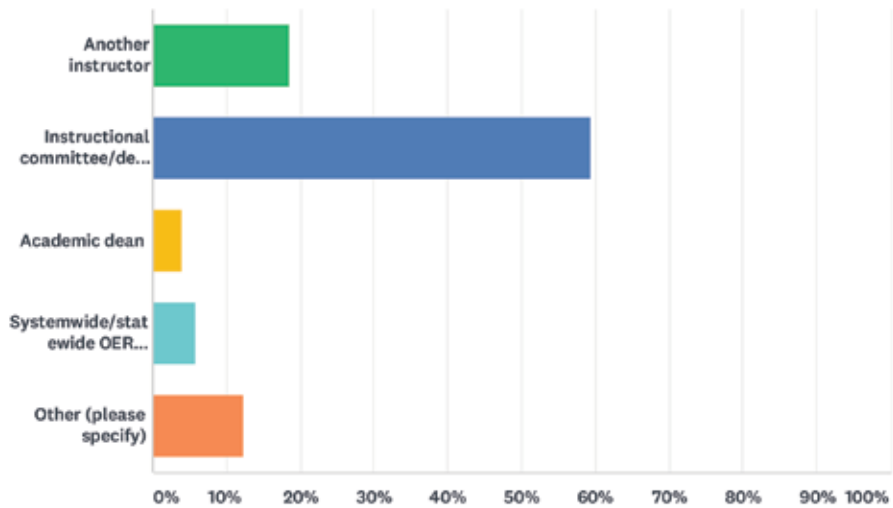
Answered: 645 Skipped: 712



ANSWER CHOICES	RESPONSES	
Yes	79.38%	512
No	20.62%	133
TOTAL		645

### Q19 If the answer to Question 18 was "No," who selected these materials?

Answered: 155 Skipped: 1,202

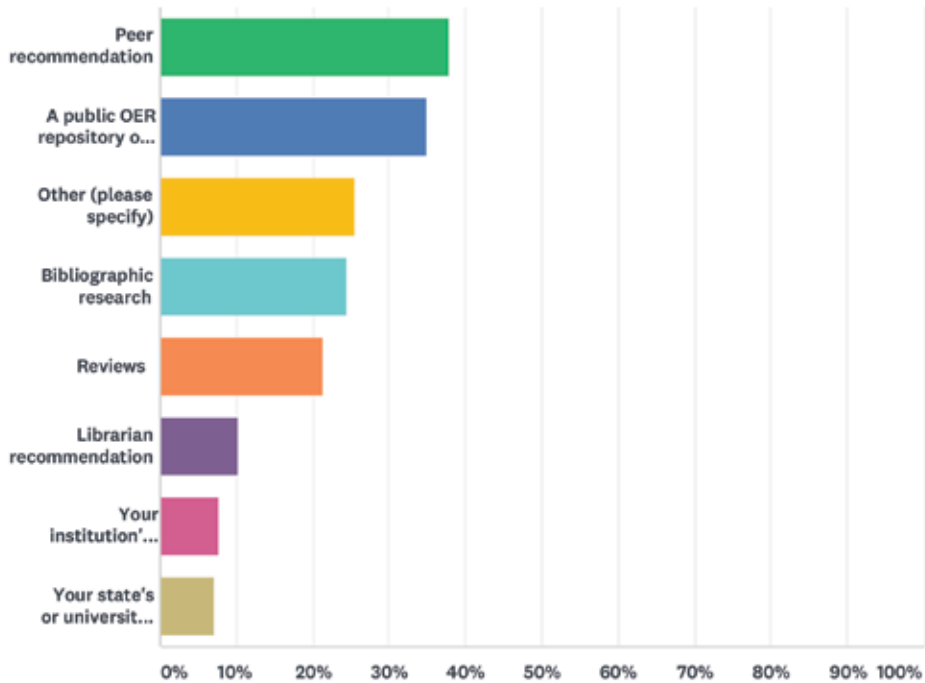


ANSWER CHOICES	RESPONSES	
Another instructor	18.71%	29
Instructional committee/departmental chair	59.35%	92
Academic dean	3.87%	6
Systemwide/statewide OER committee(s)	5.81%	9
Other (please specify)	12.26%	19
TOTAL		155

## APPENDIX: SURVEY TEXT AND QUANTIFIED RESULTS

Q20 If the answer to Question 18 was "Yes," how did you discover them?

Answered: 541 Skipped: 816



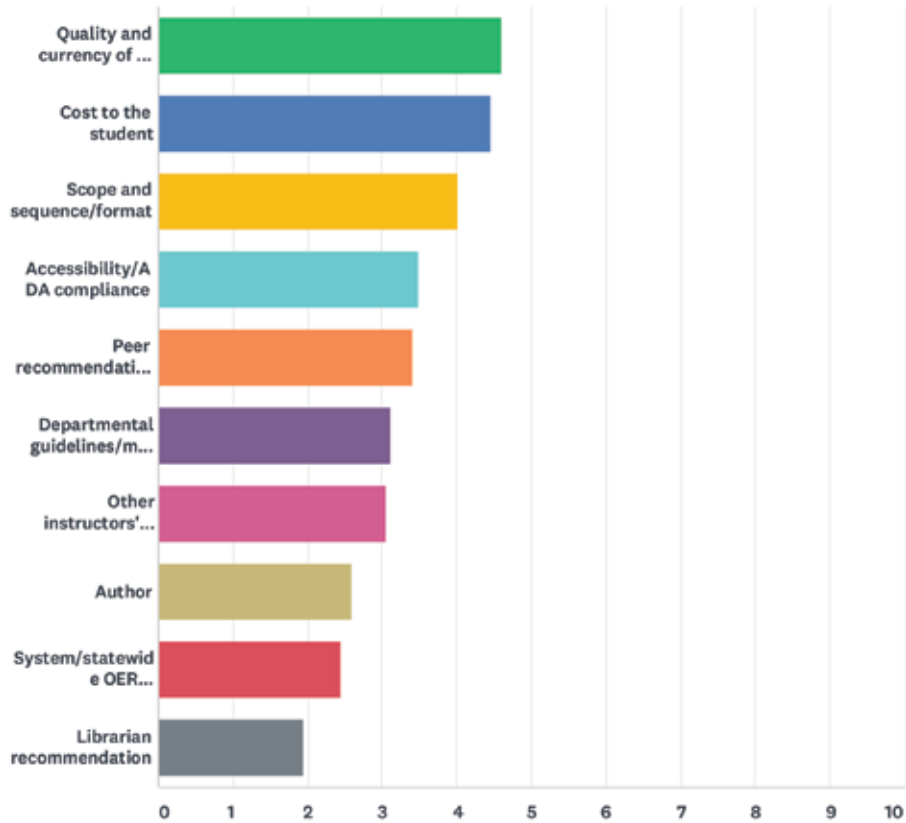
ANSWER CHOICES	RESPONSES	
Peer recommendation	37.89%	205
A public OER repository or website (such as those listed below at Question 23)	34.94%	189
Other (please specify)	25.51%	138
Bibliographic research	24.40%	132
Reviews	21.44%	116
Librarian recommendation	10.35%	56
Your institution's LibGuides or other local sources	7.76%	42
Your state's or university system's dedicated OER website	7.02%	38
Total Respondents: 541		



## APPENDIX: SURVEY TEXT AND QUANTIFIED RESULTS

Q21 If you make the adoption decisions, how important are each of the following factors in selecting OER for your courses?

Answered: 604 Skipped: 753

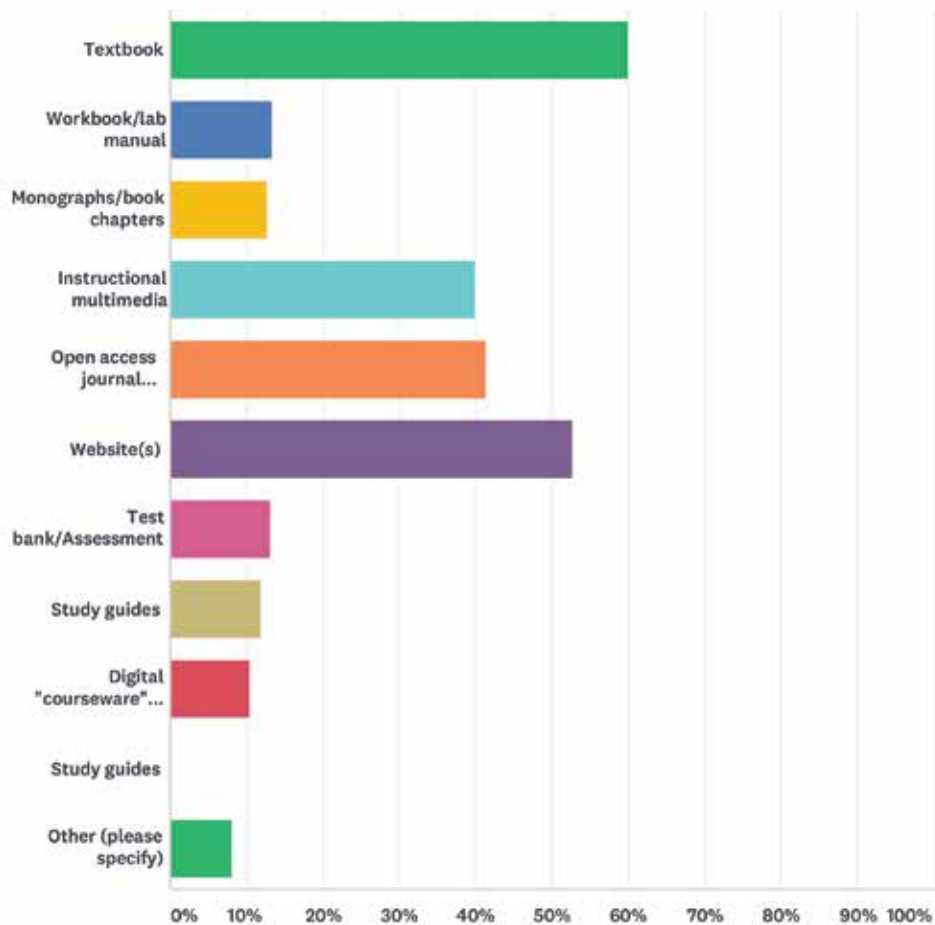


	1 -- UNIMPORTANT	2	3	4	5 -- VERY IMPORTANT	TOTAL	WEIGHTED AVERAGE
Quality and currency of the content	0.66% 4	0.33% 2	4.15% 25	27.41% 165	67.44% 406	602	4.61
Cost to the student	1.67% 10	1.67% 10	7.69% 46	26.76% 160	62.21% 372	598	4.46
Scope and sequence/format	3.01% 18	4.01% 24	18.03% 108	37.56% 225	37.40% 224	599	4.02
Accessibility/ADA compliance	12.73% 76	9.05% 54	21.78% 130	27.97% 167	28.48% 170	597	3.50
Peer recommendation/review	7.67% 45	12.10% 71	29.13% 171	32.54% 191	18.57% 109	587	3.42
Departmental guidelines/master syllabus	19.83% 118	10.08% 60	25.71% 153	27.56% 164	16.81% 100	595	3.11
Other instructors' syllabi/choice of materials	12.37% 74	16.89% 101	33.28% 199	27.42% 164	10.03% 60	598	3.06
Author	26.10% 148	18.34% 104	32.10% 182	17.64% 100	5.82% 33	567	2.59
System/statewide OER initiative	33.50% 199	18.52% 110	24.24% 144	16.84% 100	6.90% 41	594	2.45
Librarian recommendation	50.68% 300	19.59% 116	17.40% 103	8.45% 50	3.89% 23	592	1.95

## APPENDIX: SURVEY TEXT AND QUANTIFIED RESULTS

### Q22 What types of OER do you use in your courses?

Answered: 655 Skipped: 702

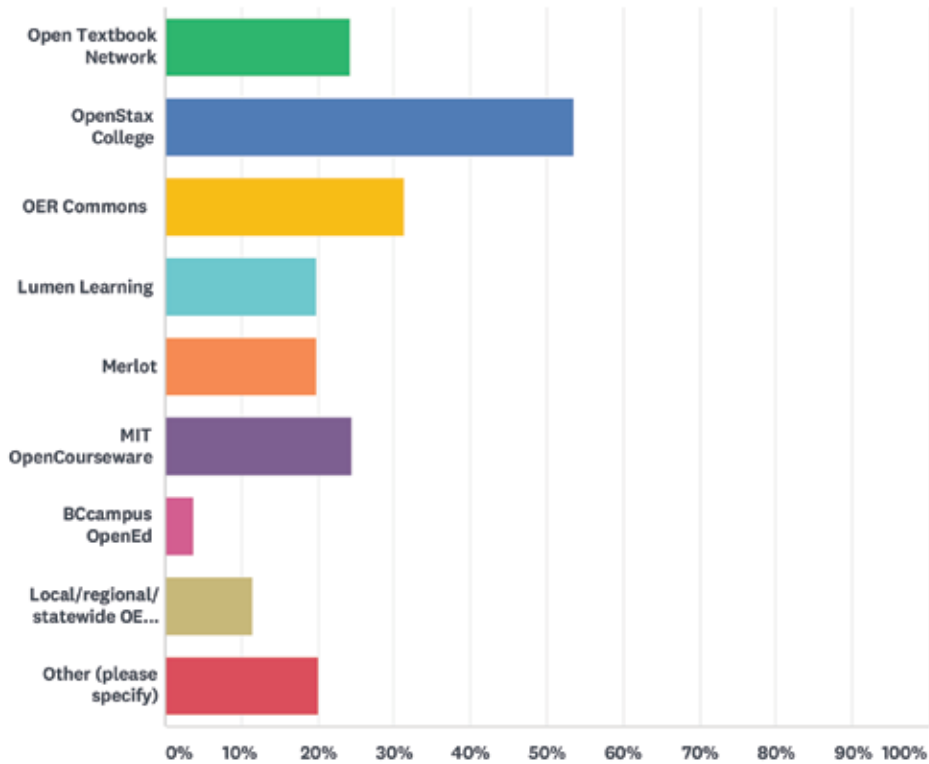


ANSWER CHOICES	RESPONSES	
Textbook	60.00%	393
Workbook/lab manual	13.44%	88
Monographs/book chapters	12.82%	84
Instructional multimedia	40.00%	262
Open access journal articles	41.53%	272
Website(s)	52.67%	345
Test bank/Assessment	13.28%	87
Study guides	11.91%	78
Digital "courseware" package	10.53%	69
Study guides	0.00%	0
Other (please specify)	8.09%	53
Total Respondents: 655		

## APPENDIX: SURVEY TEXT AND QUANTIFIED RESULTS

Q23 Which, if any, of the following OER sources have you consulted and/or used?

Answered: 537 Skipped: 820

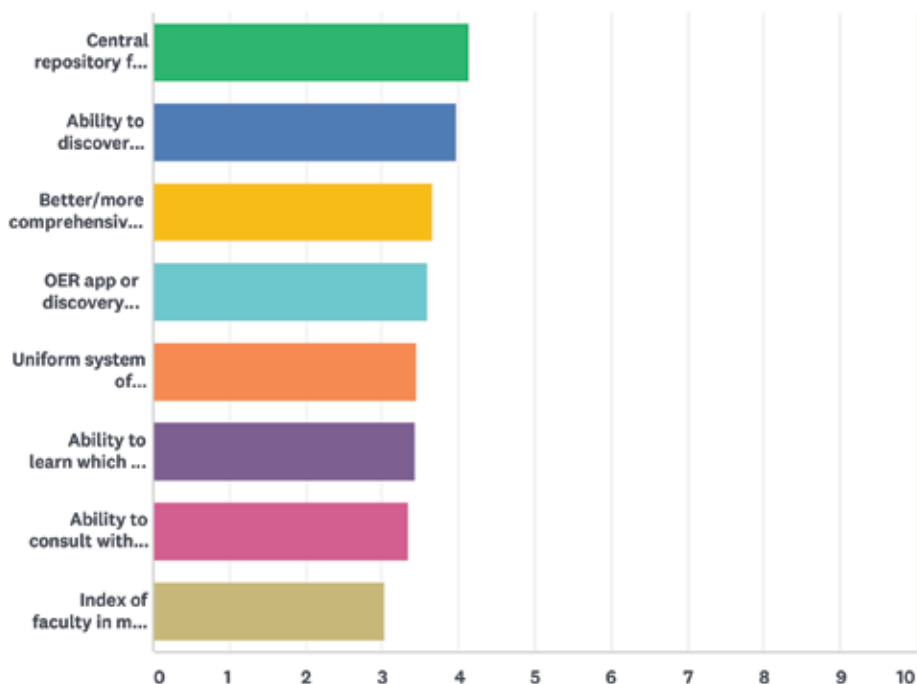


ANSWER CHOICES	RESPONSES	
Open Textbook Network	24.21%	130
OpenStax College	53.63%	288
OER Commons	31.47%	169
Lumen Learning	19.93%	107
Merlot	19.93%	107
MIT OpenCourseware	24.39%	131
BCcampus OpenEd	3.72%	20
Local/regional/statewide OER repository	11.55%	62
Other (please specify)	20.11%	108
Total Respondents: 537		

## APPENDIX: SURVEY TEXT AND QUANTIFIED RESULTS

Q24 How helpful would each of the following have been in discovering/evaluating/selecting course materials? (If you have responded to Question 15, you may skip this question).

Answered: 373 Skipped: 984

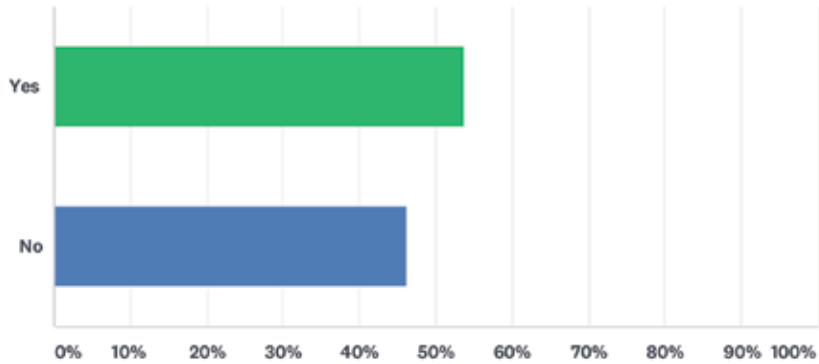


	1 -- NOT HELPFUL	2	3	4	5 -- EXTREMELY HELPFUL	TOTAL	WEIGHTED AVERAGE
Central repository for open textbooks	2.44% 9	4.07% 15	16.80% 62	29.54% 109	47.15% 174	369	4.15
Ability to discover resources aligned with specific learning objectives	3.81% 14	6.27% 23	16.62% 61	35.97% 132	37.33% 137	367	3.97
Better/more comprehensive reviews of OER	5.19% 19	8.74% 32	25.96% 95	35.52% 130	24.59% 90	366	3.66
OER app or discovery service	8.22% 30	10.14% 37	24.93% 91	27.40% 100	29.32% 107	365	3.59
Uniform system of evaluating/rating OER	6.58% 24	12.05% 44	30.14% 110	30.96% 113	20.27% 74	365	3.46
Ability to learn which OER are being/have been used by peers teaching courses equivalent to mine	8.67% 32	13.28% 49	23.85% 88	33.88% 125	20.33% 75	369	3.44
Ability to consult with peers who have adopted OER to learn their opinion of these specific resources	10.41% 38	12.60% 46	27.67% 101	31.23% 114	18.08% 66	365	3.34
Index of faculty in my subject area using OER	15.30% 56	18.03% 66	29.51% 108	22.13% 81	15.03% 55	366	3.04

## APPENDIX: SURVEY TEXT AND QUANTIFIED RESULTS

### Q25 Would you be willing to share a list of OER adopted for your course(s) with Choice?

Answered: 659 Skipped: 698



ANSWER CHOICES	RESPONSES	
Yes	53.87%	355
No	46.13%	304
TOTAL		659

### Q26 Your name

Answered: 926 Skipped: 431

### Q27 Your institution

Answered: 916 Skipped: 441

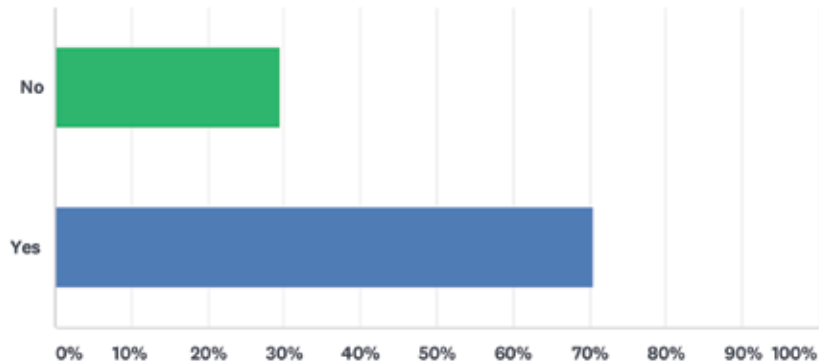
### Q28 Your email address

Answered: 927 Skipped: 430

## APPENDIX: SURVEY TEXT AND QUANTIFIED RESULTS

Q29 May we contact you with any questions we might have regarding your responses?

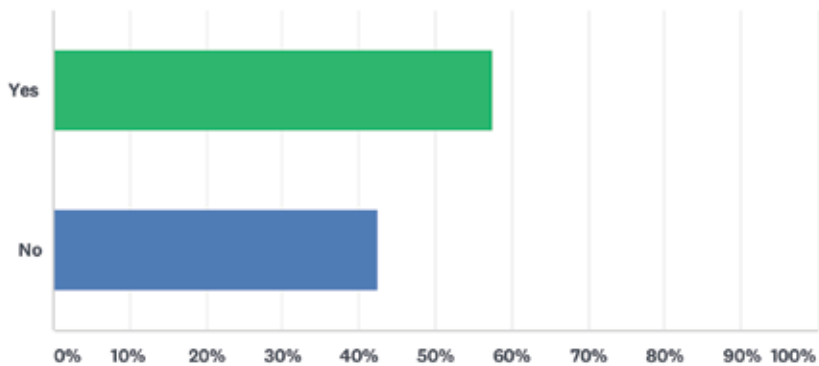
Answered: 988 Skipped: 369



ANSWER CHOICES	RESPONSES	
No	29.45%	291
Yes	70.55%	697
TOTAL		988

Q30 Would you be interested in serving as a reviewer of OER for a proposed review service being developed by Choice/Association of College and Research Libraries?

Answered: 986 Skipped: 371



ANSWER CHOICES	RESPONSES	
Yes	57.61%	568
No	42.39%	418
TOTAL		986

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Choice White Paper: Course Materials Adoption: A Faculty Survey and  
Outlook for the OER Landscape

