Foley Library Scholarship   Foley Center Library

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Faculty open educational resources (OER) needs assessment

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Executive Summary

Project Background

Over the last several years, Foley Library has taken initial steps towards developing support for open educational resources (OER) at Gonzaga University. In 2018, Foley Library launched the Open Scholarship Committee (OSC), an internal library committee whose charge included oversight and leadership for OER initiatives (among other areas of open scholarship). In 2019, the library hired its first Scholarly Communication Librarian, whose position description includes responsibilities for OER advocacy and programming. Since then, there have been many conversations and trainings within the library around OER, along with a handful of outreach events to teaching faculty and students. In addition, the OSC created a robust [OER guide](#) and some liaison librarians began advertising assistance with OER as a service to faculty.

In Spring 2021, the library added a question to the Gonzaga Senior Survey about whether and how textbook costs have impacted students during their careers at Gonzaga. The results of the survey question indicated that, although the most negative consequences of textbook prices (e.g. dropping courses) are not major issues at Gonzaga, students still report adverse impacts and students from underrepresented backgrounds are disproportionately impacted. These findings demonstrate how textbook costs are an equity issue at Gonzaga, and they have motivated the library to explore new ways to support greater OER adoption.

Many higher education institutions have developed OER initiatives to provide faculty with both support and incentive to engage in the work of OER adoption, adaptation, and creation. These initiatives vary by institution, as their success depends on the needs of local stakeholders. While Gonzaga University has some data about the impact of course materials costs on students from the 2021 Senior Survey, there is no data about faculty behaviors and preferences related to OER or course materials more broadly. The Faculty OER Needs Assessment project was designed to fill this information gap.

The Faculty OER Needs Assessment survey was conducted from January 26 to February 25, 2022. The purpose of the survey was to learn about Gonzaga teaching faculty members' awareness, attitudes, needs, and barriers related to the use of OER in the classroom. All Gonzaga University teaching faculty (excluding library faculty) were invited to participate. The invitation and a link to the Qualtrics survey were included in the February 2022 Faculty Senate Briefing, which was distributed to senators on January 26, 2022. Senators were asked to share

the survey with all faculty in their departments. An email reminder about the survey was sent by the majority of liaison librarians (6 out of 7) to their departments the week of February 14.[1]

The survey contained a mix of closed- and open-ended questions. Of the 14 total questions, none were required. Some respondents were presented with additional questions depending on their answer to Q5.1 about their previous experience with OER. Respondents who answered that they are currently using OER in a class received seven additional questions. Respondents who answered that they had used OER in the past but are not currently doing so received six additional questions. Respondents who indicated that they had never used OER received two additional questions. Respondents who indicated that they were unsure if they had ever used OER received no additional questions.

There were 59 complete responses to the survey out of the 779 faculty (excluding library faculty) at Gonzaga in Spring 2022, giving an overall response rate of 8%. 58 out of the 453 ranked[2] (non-library) faculty responded to the survey, a response rate of 13%. Given that the primary distribution channel for the survey was the Faculty Senate, it is understandable that the majority of faculty respondents are ranked faculty. 83% of survey responses came from tenured (49%) and tenure-track (34%) faculty, while 17% of responses came from full-time (15%) and part-time (2%) non-tenure-track faculty (Figure 2.2.1). At least one faculty member from every school and college completed the survey, with eight respondents choosing not to disclose their school or department at all (Table 2.1.2). Within the College of Arts and Sciences (CAS), at least one faculty member from 18 of the 22 departments with dedicated faculty[3] responded (Figure 2.1.2), and those responses were spread across the disciplines (Figure 2.1.3). No responses were received from faculty in the following CAS departments: Classical Civilizations, Computer Science & Computational Thinking[4], Critical Race & Ethnic Studies, and Music.

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[1] Each liaison took their own approach to distributing the reminder emails. Some liaisons sent a reminder to their department chairs, and others sent one directly to all faculty members in the department. Some liaisons only sent a reminder to some of their departments. In the case of the School of Education and the School of Leadership Studies, the author of this report asked the Dean and Interim Dean of these two schools (who is the same person) to promote the survey to those faculty because the author had a previous conversation with her about OER in Fall 2021.

[2] Ranked faculty include tenured, tenure-track, and fixed-term faculty. Non-ranked faculty include adjuncts, visiting, and emeriti faculty. Ranked faculty can vote in faculty governance matters and serve on certain faculty committees, while non-ranked faculty cannot. There are no non-ranked faculty in the Faculty Senate.

[3] Some departments, such as International Studies, do not have dedicated faculty. These departments are made up entirely of faculty who have primary appointments in other departments. The survey asked faculty to select only the department in which they primarily teach. (Q2.1)

[4] This department only has one dedicated faculty member, who was on sabbatical in 2021-2022.

Data Analysis

The survey results reveal there to be a strong reliance on traditional textbooks among Gonzaga faculty respondents. Question 3.1 asked, "What types of course materials do you regularly use in your teaching? (Select all that apply)." 85% of surveyed faculty selected "Textbooks," which was the second most common response following "Articles" (Figure 3.1.1). Tenure-track respondents are the least frequent users of textbooks compared to tenured, full-time non-tenure-track, and part-time non-tenure-track respondents (Table 3.1.3). Faculty respondents in the Arts & Humanities and Engineering & Applied Sciences are the least frequent users of textbooks of any of the disciplines (Table 3.1.4).

While many Gonzaga faculty respondents are cost-conscious when it comes to selecting course materials, other factors often outweigh cost. Question 3.2 asked, "When selecting resources for your teaching, which of the following factors are most important to you? Select the three most important factors and drag them to the box on the right in order of importance." The factors that faculty respondents most frequently selected were "High-quality and factually correct," "Covers my subject area sufficiently," and "Current and up-to-date" (Table 3.2.1).

"High quality and factually correct" was not only the most commonly cited factor, it also had the highest average ranking[5] (1.6) (Table 3.2.2). Less than a third of faculty respondents selected "Cost" as one of their top three factors, and those that did so gave it an average ranking of 2.18. This suggests that even when faculty members do take the cost of course materials into account, it is not the first quality they look for.

Cost-consciousness when selecting course materials varies across academic ranks and disciplines. Tenure-track and full-time non-tenure-track respondents are slightly more cost-conscious than tenured and part-time non-tenure-track respondents (Table 3.2.3). STEM, Law, and Business respondents are the most cost-conscious of all the disciplines, while Education, Leadership Studies, and Engineering & Applied Sciences respondents are the least cost-conscious (Table 3.2.4).

Similarly, faculty respondents in certain disciplines are more concerned with the adaptability of course materials than others. While only 20% of faculty included "Adaptable/editable"[6] in their top three factors when selecting teaching resources, a quarter of those who did so teach in the School of Education. Education, Nursing, Business, and Engineering & Applied Sciences faculty respondents prioritize adaptability of course materials more than other disciplines (Table

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[5] In this case, the "highest" ranking is 1 and the "lowest ranking" is 3.
[6] The term "Adaptable/editable" was not defined, so respondents could have interpreted it in different ways.

[3.2.5](#)). Respondents who did select "Adaptable/editable" gave it an average ranking of 2.17, which is the fourth highest ranking received by any factor. Similar to cost, the average ranking for "Adaptable/editable" suggests that even when faculty members do take the adaptability of course materials into account, it is not the first quality they look for.

Gonzaga faculty respondents have varying levels of awareness of copyright and licensing. Question 4.1 asked respondents, "How familiar are you with each of the following aspects of copyright and licensing?" Respondents were provided with the following definitions for each level of familiarity they could select:

- Not at all familiar (I have never heard of it)
- Slightly familiar (I have heard of it, but don't know much about it)
- Moderately familiar (I understand what it is and how it applies to teaching and scholarship)
- Very familiar (I am confident in my understanding of it and have applied it in my own teaching or scholarship)

Overall, faculty respondents are more familiar with the Public Domain than Creative Commons licensing. 61% of respondents indicated they are "Moderately familiar" or "Very familiar" with Public Domain compared to 36% who indicated they are "Moderately familiar" or "Very familiar" with Creative Commons licensing ([Figure 4.1.1](#)).

Awareness of OER among Gonzaga faculty respondents is mixed. Question 4.2 asked respondents, "How familiar are you with OER?" Before answering this question, respondents were presented with the following definition of OER:

> ***Definition of Open Educational Resources (UNESCO, 2016)***
> *Open Educational Resources (OER) are any type of educational materials that are in the public domain or introduced with an open license. The nature of these open materials means that anyone can legally and freely copy, use, adapt and re-share them. OER range from textbooks to curricula, syllabi, lecture notes, assignments, tests, projects, audio, video and animation.*

Respondents were also provided with the following definitions for each level of familiarity they could select:

- Not at all familiar (I have never heard of OER)
- Slightly familiar (I have heard of OER, but don't know much about them)
- Moderately familiar (I understand what OER are and know of some use cases)

- Very familiar (I am confident in my understanding of OER, their benefits, and how they can be used in the classroom)

While a small portion of respondents said they have never heard of OER, more than half of respondents (59%) indicated that they are either "Moderately familiar" or "Very familiar" with OER (Figure 4.2.1).

Faculty respondents' familiarity with OER does not always align with their familiarity with copyright. 43% of respondents who said they are "Moderately familiar" or "Very familiar" with OER also said that they are "Not at all familiar" or "Slightly familiar" with Creative Commons. Similarly, 26% of respondents who said they are "Moderately familiar" or "Very familiar" with OER also said that they are not "Not at all familiar" or "Slightly familiar" with Public Domain. Since Creative Commons licensing and the Public Domain are both aspects of copyright underpinning OER, these findings suggest that faculty may not fully understand what OER are, especially the open licensing component.

Use of OER by Gonzaga faculty respondents roughly corresponds with the overall level of familiarity with OER. Question 5.1 asked, "Have you ever used OER in any of your courses?" Approximately half of respondents (51%) have experience using OER, either currently or in the past (Figure 5.1.1). Approximately one third of respondents (34%) are currently using OER in at least one class at Gonzaga. While 29% of respondents indicated they've never used OER at all, 20% selected "I'm not sure if any of the course materials I've used are considered OER." This finding is yet another indication that many faculty do not fully understand what constitutes OER.

Use of OER by Gonzaga faculty respondents is spread across disciplines and academic ranks. Leadership Studies and STEM respondents are the most frequent users of OER, followed closely by Education and Social Sciences respondents (Table 5.1.1). No respondents from Law, Engineering & Applied Sciences, or Business Administration have used OER. Given that Law and Business Administration were two of the most cost-conscious disciplines, OER outreach to these two schools may be especially fruitful.

When looking at current OER users compared to those who have used it in the past, there are some notable differences across academic ranks. Among tenure-track respondents, only 25% are currently using OER in the classroom, whereas 35% have used it in the past but are no longer doing so (Table 5.1.2). This could indicate that tenure-track respondents are not currently getting the support for OER that they need. By comparison, 38% of tenured respondents are currently using OER, with 7% having only used it in the past. Similarly, 44% of non-tenure-track full-time respondents are currently using OER, whereas 11% have only used it in the past. In a future survey, it would be useful to ask tenure-track faculty who are no longer

using OER why they stopped doing so to understand if there is a barrier to use uniquely facing tenure-track faculty at Gonzaga.

OER use by Gonzaga faculty respondents is roughly the same across teaching levels and teaching modalities. 55% of respondents who teach at the graduate level have used OER, 53% of respondents who teach at the undergraduate level have used OER, and 38% of respondents who teach both graduate and undergraduate courses have used OER (Table 5.1.3). Similarly, 50% of respondents who teach either hybrid or online courses have used OER and 53% of respondents who teach exclusively face-to-face have used OER (Table 5.1.4).

Respondents who answered "Yes, I am currently using OER in at least one class" or "Yes, I have used OER in the past but not currently" to question 5.1 were prompted to describe their motivations for using OER. Question 6.1, an open-ended question, asked respondents, "What was your main motivation for using OER?" The free-text responses were coded and grouped into 12 themes in Figure 6.1.1. The majority of respondents cited cost savings for students and ease of access as their main motivations. Some respondents also mentioned factors such as currency, quality, adaptability, and relevancy. One faculty member in the School of Education said they use OER as a means of introducing their students to using OER in their future classrooms/educational settings. Another faculty member pointed to a grant they received to adopt OER at a previous institution as their primary motivation for using OER.

Faculty respondents who said they are currently using OER were asked to share more details about the specific OER they're using and the courses in which they're using them. Question 6.2 provided the following prompt, "Please provide information about OER you are currently using in your courses, including course number, course title, and links to specific OER." Table 6.2.1 shows the responses grouped by department. Course numbers and titles were removed from the data to maintain anonymity of the respondents. Upon closer examination, a handful of the resources provided by respondents do not actually appear to be OER (they are free, but not openly licensed). This finding demonstrates some additional misunderstanding about the basics of OER among faculty, and it echoes the way in which faculty reported high levels of familiarity with OER and low levels of familiarity with copyright and open licensing in Q4.1 and Q4.2.

Use of OER at Gonzaga extends beyond adoption; many faculty have also adapted and/or created OER. Of the 30 self-reported OER users, 60% have either adapted and/or created OER (Figure 6.3.1). Out of all the disciplines, Leadership Studies and STEM respondents most frequently adapt or create OER, followed closely by Social Sciences and Education respondents (Table 6.3.1). Looking at adaptation and creation by academic rank, tenure-track respondents most frequently adapt or create OER, followed by non-tenure-track full-time respondents (Table 6.3.2).

Question 6.4 asked faculty, "How difficult was it for you to find OER for your course(s)?" Over half of respondents who have used OER (52%) found it either "Somewhat easy" or "Very easy" ([Figure 6.4.1](#)).

Respondents were given the opportunity to comment on their rating in question 6.5, which prompted, "If you would like to comment on the level of difficulty you encountered identifying OER in your subject area, please do so here." Some respondents discussed the difficulty of finding OER in certain subject areas, for example:

> *Having criminology (not criminal justice) resources was quite difficult because most are designed for CJ programs that produce cops, lawyers, etc. I wanted critical information about discrimination in crime proceedings, injustice, etc.* (Q6.5 A4)

One respondent mentioned that they had not explicitly sought out OER but they appreciated it when they encountered it. Somewhat concerningly, the respondent also cited access to Gonzaga's Foley Library and Interlibrary Loan as the major reason for not explicitly seeking out OER (Q6.5 A3). While library resources can certainly be used to provide affordable course materials, they do not offer all the same advantages to students as OER, and should not be seen as an equal substitute. This comment illustrates an opportunity for outreach and education about the possibilities of OER for teaching and learning beyond cost savings.

Gonzaga faculty respondents who have used OER report high levels of satisfaction. Question 6.6 asked, "Overall, how satisfied are you with the OER that you've used?" Respondents indicated their level of satisfaction by selecting an emoji ([Figure 6.6.1](#)). 85% of respondents said they are "Satisfied" or "Very satisfied" with the OER they've used, and the remaining 15% said they are "Neutral" ([Figure 6.6.2](#)).

Respondents were given the opportunity to comment on their rating in question 6.7. Several respondents commented that they like that OER are updated frequently and contain high quality research. Other respondents acknowledged some of the pitfalls of OER, such as the lack of ancillary resources and concerns about long-term access.

The survey responses indicate that faculty face a variety of challenges to using OER at Gonzaga. Question 7.1 asked respondents who have never used OER, "Why have you never used OER in your courses? (Select all that apply)." The top three reasons faculty respondents cited were: 1) Not aware of OER; 2) Satisfied with my current course materials; and 3) Don't know where to find quality OER in my discipline ([Table 7.1.1](#)). All of these top three reasons relate to a lack of knowledge and awareness rather than a particular barrier within the institution or school/department.

The fourth most common reason selected was "Other (Please specify)." In the "Other" free-text responses, a few faculty commented that available OER do not overlap with what they are teaching. One faculty member expressed concerns related to lack of administrative support for teaching development:

> *The time commitment to do my job has become crushing due to addition [sic] of so many hours of work required by administration to respond to covid and to promote all the varying initiatives of new and changing administrators. I am now having to cut back on time devoted to teaching prep and give up all the time that should be allocated to research to do university service. I am deeply disappointed the administration does not prioritize academic excellence so that I could have time to explore OER and other teaching and learning related materials.* (Q7.1 A3)

Gonzaga faculty respondents who have never used OER in their courses are generally open to considering it in the future. Question 7.2 asked respondents who have never used OER, "Would you consider using OER in any of your courses in the next three years?" 59% of respondents said "Maybe," 29% said "Yes," and only 12% said "No" ([Figure 7.2.1](#)). The two faculty who responded "No" both teach in the Arts & Humanities. These faculty may not be interested in OER for a number of reasons (for example, they may be interested in particular editions, or they may not be concerned with cost since literary works are much cheaper than traditional textbooks to begin with). In a future survey, it would be helpful to follow up and ask faculty why they wouldn't consider using OER.

Many Gonzaga faculty respondents do not know enough about OER to make judgments about their quality. Question 8.1 asked, "How would you rate the quality (factually correct, up-to-date, well-written, organized, effective) of OER vs. material from traditional publishers (e.g. MacMillan, Pearson, Cengage, etc.)?" Most respondents (47%) rated the quality of OER as "Don't know." By comparison, the majority of respondents (71%) rated the quality of material from traditional publishers as "Good" or "Excellent" ([Figure 8.1.1](#)).

Faculty respondents were asked to rate their level of agreement or disagreement with a series of statements on the nature, benefits, and impact of OER. Question 8.2 asked, "Do you believe the following statements about OER are true?" Seven statements were then presented in a randomized order:

- OER adoption at an institutional level leads to financial benefits for institutions.
- OER adoption at an institutional level leads to financial benefits for students.
- OER provides instructors with greater flexibility and academic freedom.
- Use of OER aligns with the Gonzaga University mission.

- Use of OER leads to improvement in student performance.
- Use of OER leads to improvement in student satisfaction.
- Use of OER leads to more equitable access to education.

Most respondents generally agreed with the majority of statements. Only three statements received any level of disagreement at all, which were: 1) "Use of OER leads to improvement in student performance."; 2) "OER provides instructors with greater flexibility and academic freedom."; and 3) "Use of OER leads to improvement in student satisfaction" (Figure 8.2.1). These findings indicate that there are opportunities for faculty outreach and education regarding the impact of OER on the student experience beyond cost savings. This echoes earlier findings that faculty respondents' understanding of OER is often limited to the "free to access" aspect.

Gonzaga faculty respondents recommended a variety of methods Foley Library could pursue to increase OER use at Gonzaga. Question 9.1 asked, "What methods would you recommend Foley Library pursue to increase OER use by faculty at Gonzaga? (Select all that apply)." "Informational workshops" received the most interest from faculty (59% of respondents), followed by "Opportunities to learn from faculty peers already using OER" (55%), and "Discussions at the department- or school-level about OER" (48%). (Figure 9.1.1).

A small number of respondents selected "Other" as a recommended method and entered a free-text response. About half of the "Other" responses expressed a desire for targeted help finding or creating OER, and the other half questioned the library's intentions behind wanting to increase faculty use of OER. One faculty member wrote:

> *Why should we increase the use of OER? They are just one option, each faculty member should be choosing the materals [sic] that maximize student learning in each course they teach.* (Q9.1 A4)

Faculty recommendations for library approaches to OER support differed across academic ranks and disciplines. The most popular recommendation from tenure-track respondents was a tie between "Financial incentives for faculty to adapt or create OER" and "Informational workshops" (Table 9.1.2). Similarly, the top choice for early-career faculty respondents[7] was also "Financial incentives for faculty to adapt or create OER" (Table 9.1.3). These data suggest that financial incentives for OER would be especially motivating for early-career and tenure-track faculty.

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[7] Those with 3-6 years of teaching experience. No one with less than three years of teaching experience responded to the survey.

Faculty were invited to comment on the approaches to OER support they recommended in question 9.1, and many respondents took the opportunity to do so. The resulting comments expressed a range of feelings and experiences. Many faculty commented on the specific type of help that they would like from the library. For example:

> *If there was a list of options that related to my course or someone that could help me identify more resources to use I would integrate more of these* (Q9.2 A12)

Some faculty commented on their past experiences with OER. One respondent emphasized how receiving financial support for OER adoption at an earlier stage in their career directly impacted their use of OER in the long-run:

> *I can confidently say that receiving a $500 grant [at a previous institution] to use an OER motivated me to do so, and now two years later, OERs are part of my life.* (Q9.2 A8)

This comment supports the findings from question 9.1 that financial incentives for OER are desired by faculty early in their careers, and demonstrates how they can impact faculty behavior over time.

Some faculty expressed a need for administrative support. For example:

> *I think that encouragement from the administration could be meaningful and beneficial for untenured faculty members.* (Q9.2 A2)

Other faculty were alarmed at the idea of being "forced" to use OER. For example:

> *I don't want to feel forced to switch course materials to something that is not as good just because it is free. I'd rather work with sales reps to provide best* [sic] *pricing on the best materials.* (Q9.2 A5)

The final survey question asked if faculty would like to be contacted by a librarian for follow-up in support of their understanding or implementing OER. 15 respondents answered "Yes," though only 14 provided their contact information (Figure 10.1.1). Faculty desiring follow-up represent four different schools: College of Arts & Sciences, Education, Leadership Studies, Law, and Unknown (Figure 10.1.2). The majority of faculty respondents requesting follow-up (53%) are tenured faculty, followed by tenure-track faculty (27%), and non-tenure-track full-time faculty (20%) (Figure 10.1.3). Along these lines, the majority of respondents requesting follow-up are mid- to late-career faculty (Figure 10.1.4).

Conclusion

The findings from the Faculty OER Needs Assessment survey can be used to inform future outreach and program development around OER that are tailored to Gonzaga's needs. While the overall response rate was low, responses were distributed across disciplines and can still provide valuable insights.

The greatest challenge to wider OER adoption at Gonzaga is an overarching lack of understanding about OER, particularly how open licensing factors into them and the benefits of OER beyond cost savings to students. On the positive side, faculty do seem interested in learning more about OER, and they generally agree that OER align with the mission of Gonzaga. Certain disciplines, such as STEM, Education, and Leadership Studies, showed a greater amount of interest in OER and could be ripe for immediate outreach and collaboration. Similarly, disciplines like Law and Business Administration, who are cost-conscious when it comes to selecting course materials but do not currently use OER, may also be receptive to OER outreach. On the other hand, some faculty in the Arts & Humanities showed an explicit lack of interest in OER. While these faculty may have valid reasons for not wanting to use OER (e.g., literary works are much cheaper than traditional textbooks), it's also possible that they need to see the successes of other early adopters at Gonzaga before coming around to OER themselves. The survey data tells us who some of these early adopters are and which classes they are using OER in, which could be used to create connections between faculty with different degrees of experience with OER.

Since the top qualities faculty prioritize in course materials are quality, relevancy, and currency, another area of opportunity may be providing hands-on assistance to faculty with finding high quality OER in their discipline. While some liaison librarians are already offering to provide this service in a one-on-one capacity, greater promotion may be needed. Additionally, this could be the focus of future informational workshops, given that respondents most frequently recommended informational workshops as an approach for increasing the use of OER at Gonzaga.

When designing strategies for OER support, it is important to keep in mind that faculty in different academic ranks and stages of their careers have different support needs around OER. In particular, further investigation of tenure-track faculty use/non-use of OER at Gonzaga may be warranted, given that a number of tenure-track respondents reported that they have used OER in the past but are not currently doing so. One approach for creating the greatest long-term impact on Gonzaga students could be to target early-career, tenure-track faculty who are just starting at Gonzaga. The data show that these faculty would prefer financial incentives to support them in their work with OER.

Key Findings

Selection of Course Materials

- 85% of surveyed faculty regularly use textbooks in their teaching, which is the second most commonly used type of course material behind articles (86%).
- When selecting teaching resources, "High quality and factually correct" is the most important factor to faculty respondents. Not only was it the most commonly cited factor (76% of respondents), it also received the highest average ranking of 1.6 (on a scale of 1 to 3).
- Less than a third of faculty respondents (28%) included "Cost" in their top three factors when selecting teaching resources, and it received an average ranking of 2.18 (on a scale of 1 to 3).
- Tenure-track and full-time non-tenure-track respondents are slightly more cost-conscious than tenured and part-time non-tenure-track respondents. 35% of tenure-track respondents and 33% of full-time non-tenure-track respondents included "Cost" as one of their top three factors, compared to 24% of tenured respondents and 0% of part-time non-tenure-track respondents.

Awareness of Copyright

- Faculty respondents are more familiar with the Public Domain than Creative Commons licensing. 61% of respondents indicated they are "Moderately familiar" or "Very familiar" with Public Domain compared to 36% who indicated they are "Moderately familiar" or "Very familiar" with Creative Commons licensing.

Awareness of OER

- While a small portion of faculty respondents (12%) have never heard of OER, more than half of respondents (59%) indicated that they are either "Moderately familiar" or "Very familiar" with OER.
- Faculty respondents' familiarity with OER does not always align with their familiarity with copyright. 43% of respondents who said they are "Moderately familiar" or "Very familiar" with OER also said that they are "Not at all familiar" or "Slightly familiar" with Creative Commons. Similarly, 26% of respondents who said they are "Moderately familiar" or "Very familiar" with OER also said that they are not "Not at all familiar" or "Slightly familiar" with Public Domain.

Adoption of OER

- Approximately half of respondents (51%) have experience using OER, either currently or in the past.
- Approximately one third of respondents (34%) are currently using OER in at least one class at Gonzaga.
- Leadership Studies (100%) and STEM (70%) respondents are the most frequent users of OER, followed closely by Education (60%) and Social Sciences (57%) respondents.
- No faculty in Law, Engineering & Applied Sciences, or Business Administration have used OER.
- Faculty who have used OER report high levels of satisfaction. 85% of respondents said that they are "Satisfied" or "Very satisfied" with the OER they've used, and the remaining 15% said they are "Neutral ".
- Over half of respondents who have used OER (52%) found it either "Somewhat easy" or "Very easy" to find OER for their courses.

Adaptation and Creation of OER

- Many faculty respondents who use OER have also adapted (57%) and created (23%) OER.
- Out of all the disciplines, Leadership Studies (100%) and STEM respondents (50%) most frequently adapt or create OER, followed closely by Social Sciences (43%) and Education (40%) respondents.
- Looking at adaptation and creation by academic rank, tenure-track respondents (40%) most frequently adapt or create OER, followed by non-tenure-track full-time respondents (33%).

Challenges to Using OER

- The top three reasons why faculty respondents have never used OER are: 1) Not aware of OER; 2) Satisfied with my current course materials; and 3) Don't know where to find quality OER in my discipline.
- When asked if they would consider using OER in the next three years, the majority of faculty respondents who have never used OER said "Maybe" (59%). 29% said "Yes" and 12% said "No."

OER Beliefs and Attitudes

- Most faculty don't know enough about OER to make judgments about their quality, with 47% of respondents rating the quality of OER as "Don't know." By comparison, the majority of respondents (71%) rated the quality of materials from traditional publishers as "Good" or "Excellent."

- The majority of respondents believe that OER use aligns with the mission of Gonzaga (59% "Strongly agree")
- The majority of respondents believe that OER adoption at an institutional level financially benefits students (70% "Strongly agree"), and leads to more equitable access to education (68% "Strongly agree").
- A small number of respondents don't believe that OER use improves student performance (9% "Strongly disagree") or student satisfaction (10% "Somewhat disagree").
- A small number of respondents don't believe that OER provides instructors with greater flexibility and academic freedom (8% "Strongly disagree").

Support Needs

- The top three methods faculty respondents recommended Foley Library use to increase OER use at Gonzaga were: 1) "Informational workshops"; 2) "Opportunities to learn from faculty peers already using OER"; and 3) "Discussions at the department- or school-level about OER."
- The most popular recommendation from tenure-track respondents was a tie between "Financial incentives for faculty to adapt or create OER" (60%) and "Informational workshops" (60%).
- The most popular recommendation from early-career faculty respondents (3-6 years of teaching experience) was also "Financial incentives for faculty to adapt or create OER" (66%).
- 25% of faculty respondents indicated that they would like to be contacted by a librarian for follow-up in support of their understanding or implementing OER.

Selection of Concluding Comments

- *Change and innovation adoption in higher education is notoriously difficult. Be careful about being overly prescriptive in your approach given the wide variety of program types.* (Q9.2 A3)
- *OER is likely to be highly discipline specific, so I think focused (departmental or even smaller scale) efforts will work best.* (Q9.2 A4)
- *Since OER can be so course-specific, I think the most helpful methods would be those that allow faculty to pursue OER individually with support (financial and otherwise) from GU* (Q9.2 A14)
- *Persuading administration to prioritize teaching and academic pursuits for faculty and to recognize and build on the distinctive skills and training we bring to the university is crucial to this endeavor in my opinion. This would mean removing clerical work, work supporting student affairs and other sorts of incidental work from our daily labor so that we could have the time back to focus on teaching students and conducting research. Financial incentives are not as important to me as is time.* (Q9.2 A15)
- *I recommend strongly against the Faculty Senate being the avenue to implement this. The CTA feels like a far more appropriate (and likely effective) channel to implement use of OER.* (Q9.2 A16)
- *I'm worried that this survey is premised on the idea that faculty (or GU as a whole) should be using more OER. OER's are fine, but they are just one option. Each instructor carries a strong professional ethical responsibility to choose those materials/design for a course that maximize the ability of students to learn. Maybe that happens to be an OER or maybe it happens to be a (very expensive) traditional text. It is not the responsibility of faculty to act in the fiscal interest of students; we are not financial advisors. When we prioritize cost above all else, we undermine learning. The costs [sic] of texts is a small fraction of the total expense of attending GU; if GU wants to make things cheaper on students then cut what the students are paying for things like athletics and student affairs programs. Some of these questions seems [sic] to be heading in a direction that would violate academic freedom--each faculty member carries the freedom to choose the best materials for their course. Course material selection isn't an "institutional" decision.* (Q9.2 A19)
- *It's not clear what the intent is with this initiative. Currently, faculty are free to adopt whatever material meets their expectations. Traditional textbooks, OER material, no material, articles, lectures, seminars, music, film, art, etc. The main benefit of OER is the cost - it is free to use but the 'cost' is displaced. In OER the cost is displaced to faculty time and effort to research and create and curate material. That is, the student will not have to pay a textbook price if all/most material is OER material but the faculty member will pay the 'labor price'. If the faculty member chooses to go that route currently, there*

is no one stopping them from doing so. However, I would recommend that if a faculty member does go that route, the university should provide them with a course release for each semester. The course release will recognize/acknowledge the time and effort it takes to curate OER material (Q9.2 A22)

Acknowledgements

Some questions in the survey were reused or adapted from the following studies:

Allen, I. Elaine, and Jeff Seaman. *Opening the Curriculum: Open Educational Resources in US Higher Education, 2014*. Babson Park, MA: Babson Survey Research Group, 2014. https://eric.ed.gov/?id=ED572730.

Bond, Jeffrey D., Boglarka S. Huddleston, and Alysha Sapp. "Faculty Survey on OER: Perceptions, Behaviors, and Implications for Library Practice." *Journal of Librarianship and Scholarly Communication* 9, no. 1 (2021). https://doi.org/10.7710/2162-3309.2401.

Elder, Abbey, Amanda Larson, Elaine Thornton, and Will Cross. "Exploring Faculty Perceptions of OER and Impediments to their Use: A Multi-Institutional Study." *The International Journal of Open Educational Resources* 3, no. 2 (2020): 25069. https://www.ijoer.org/exploring-faculty-perceptions-of-oer-and-impediments-to-their-use-a-multi-institutional-study/.

The format of the report was modeled after the following study:

Barnes, Christopher A. *2019 Faculty Course Materials Survey Report*. Lancaster, PA: College Library, Franklin and Marshall College, 2020. https://digital.fandm.edu/object/scholars-square57412.

Survey Questions

Q1.1 - By clicking through to participate in the survey below, you are indicating that you have received this information, that you have asked the questions you currently have about the project, that those questions have been answered, and that you are voluntarily choosing to take part in this project.

Prior to Q1.1, participants were presented with the Informed Consent Form.

Q2.1 - In which department or school do you primarily teach?

Figure 2.1.1. Total Responses by Department or School

59 Responses
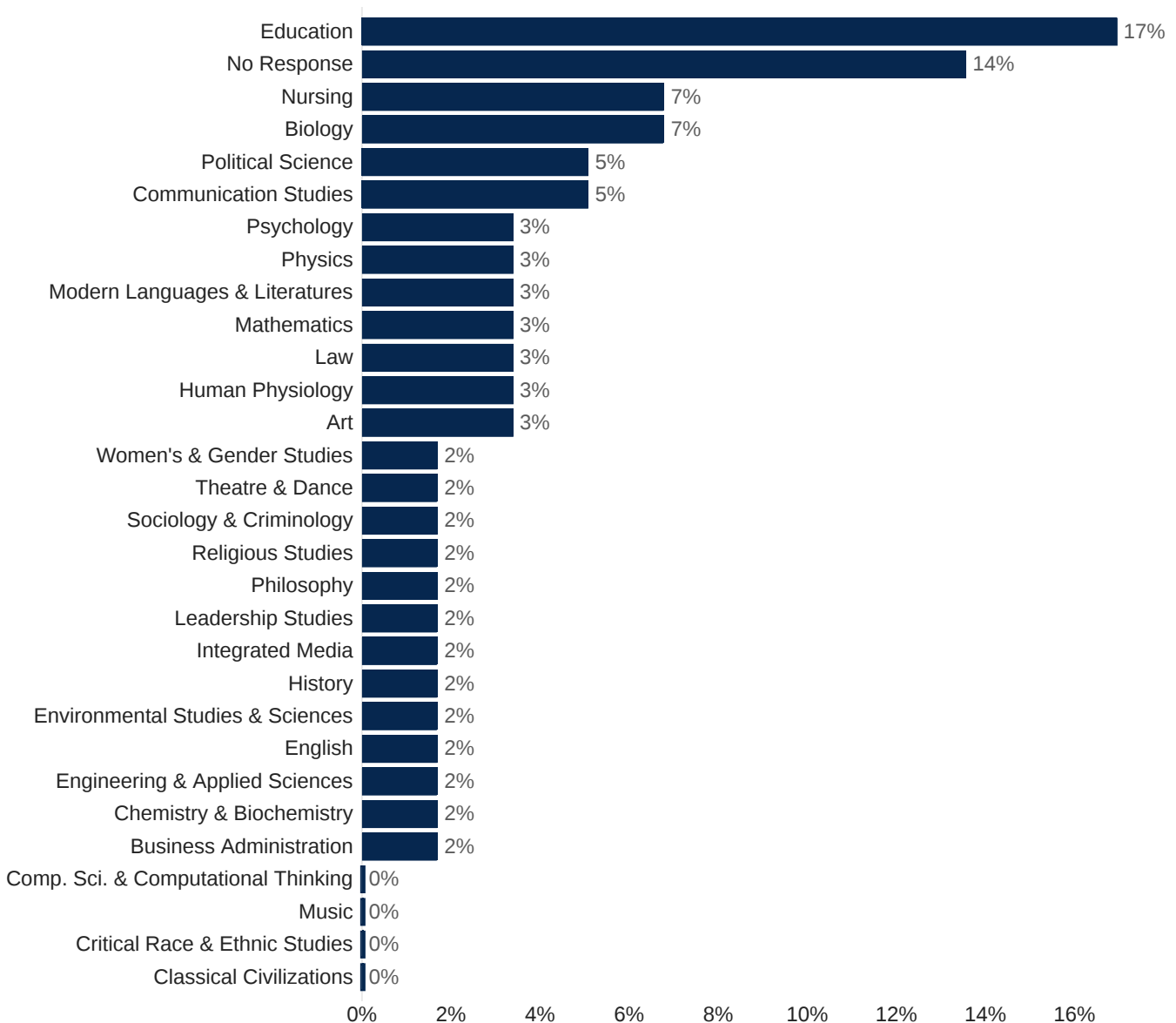
Table. 2.1.1. Total Responses by Department or School

Department or School	Choice Count	
Education	17%	10
No Response	14%	8
Nursing	7%	4
Biology	7%	4
Political Science	5%	3
Communication Studies	5%	3
Psychology	3%	2
Physics	3%	2
Modern Languages & Literatures	3%	2
Mathematics	3%	2
Law	3%	2
Human Physiology	3%	2
Art	3%	2
Women's & Gender Studies	2%	1
Theatre & Dance	2%	1
Sociology & Criminology	2%	1
Religious Studies	2%	1
Philosophy	2%	1
Leadership Studies	2%	1
Integrated Media	2%	1
History	2%	1
Environmental Studies & Sciences	2%	1
English	2%	1
Engineering & Applied Sciences	2%	1
Chemistry & Biochemistry	2%	1
Business Administration	2%	1
Computer Science & Computational Thinking	0%	0
Music	0%	0
Critical Race & Ethnic Studies	0%	0
Classical Civilizations	0%	0
Total		59

Table 2.1.2. Total Responses by School/College

School or College	Choice Count	
Arts & Sciences	51%	30
Education	17%	10
Unknown	14%	8
Nursing and Human Physiology	10%	6
Law	3%	2
Leadership Studies	2%	1
Engineering & Applied Science	2%	1
Business Administration	2%	1
Total		59

Figure 2.1.2. Responses from College of Arts & Sciences by Department

30 Responses

Department	Percentage
Biology	13%
Political Science	10%
Communication Studies	10%
Psychology	7%
Physics	7%
Modern Languages & Literatures	7%
Mathematics	7%
Art	7%
Women's & Gender Studies	3%
Theatre & Dance	3%
Sociology & Criminology	3%
Religious Studies	3%
Philosophy	3%
Integrated Media	3%
History	3%
Environmental Studies & Sciences	3%
English	3%
Chemistry & Biochemistry	3%
Comp. Sci. & Computational Thinking	0%
Nursing	0%
Music	0%
Critical Race & Ethnic Studies	0%
Classical Civilizations	0%

Figure 2.1.3. Responses from College of Arts & Sciences by Discipline

30 Responses

- Social Sciences [23%, 7]
- Arts & Humanities [43%, 13]
- STEM [33%, 10]
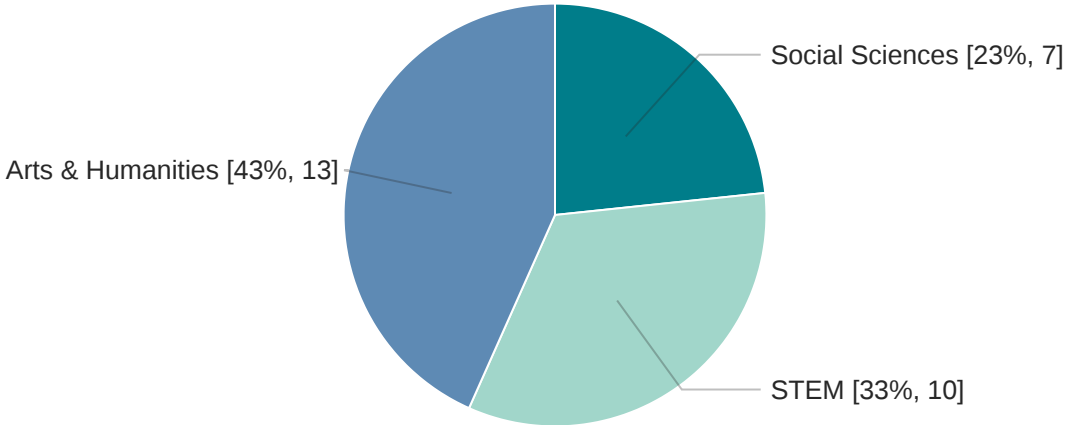
Q2.2 - What is your academic rank?

Figure 2.2.1. Total Responses by Academic Rank
59 Responses

Non-Tenure Track (Part-Time) [2%, 1]
Non-Tenure Track (Full-Time) [15%, 9]
Tenured [49%, 29]
Tenure-Track [34%, 20]
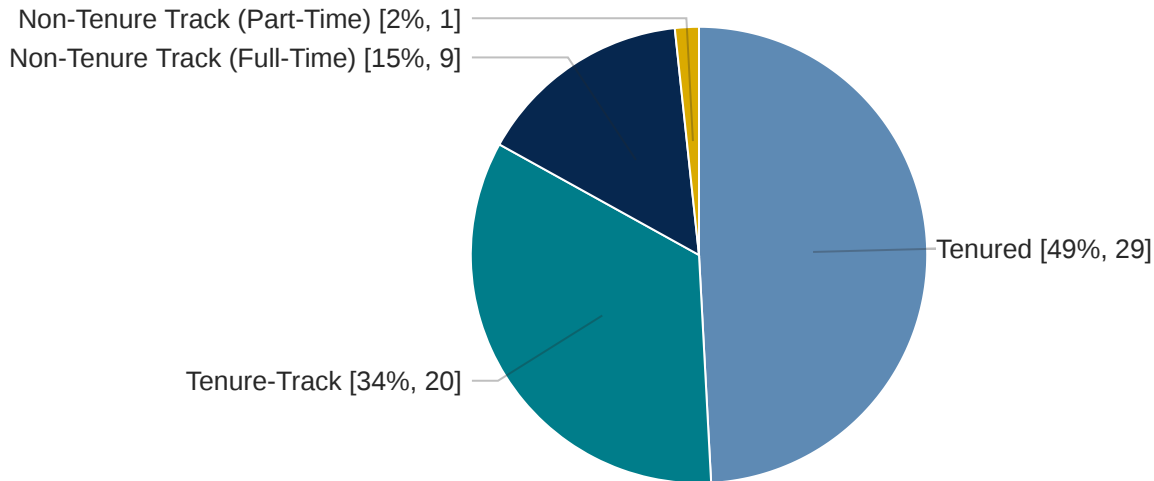
Q2.3 - How many years have you been teaching (including experience prior to Gonzaga)?

Figure 2.3.1. Percent of Total Responses by Years of Teaching Experience
59 Responses
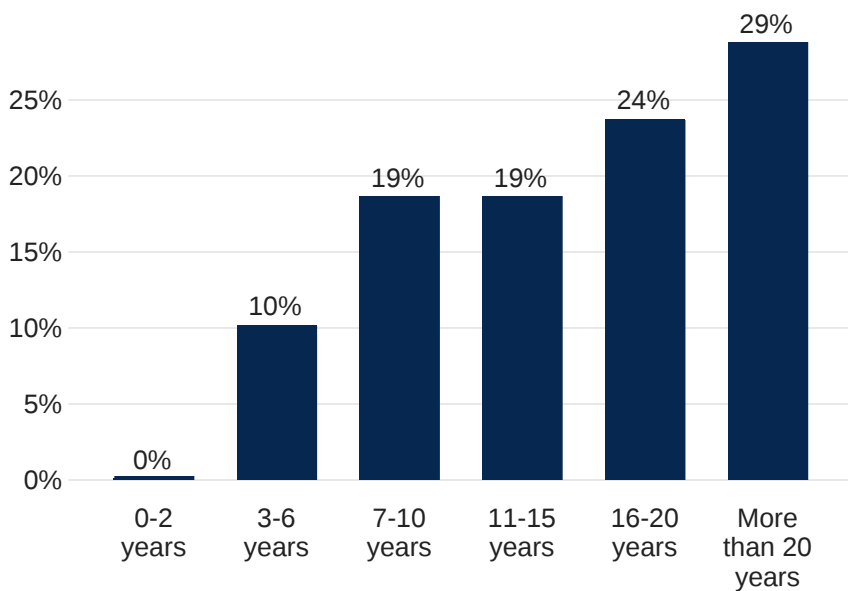
Table 2.3.1. Responses by Years of Teaching Experience
59 Responses

Years of Teaching Experience	Choice Count	
0-2 years	0%	0
3-6 years	10%	6
7-10 years	19%	11
11-15 years	19%	11
16-20 years	24%	14
More than 20 years	29%	17
Total		59

Q2.4 - Which types of courses have you taught during the 2021-2022 academic year? (Select all that apply)

Figure 2.4.1. Responses by Teaching Level and Modality
59 Responses
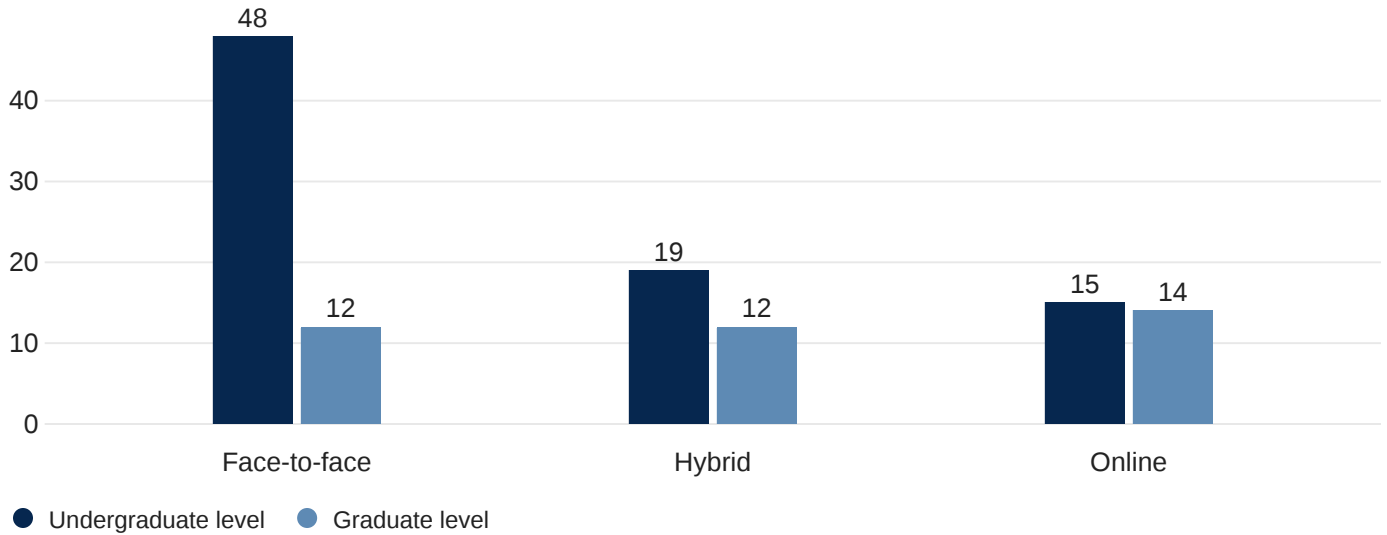
Q3.1 - What types of course materials do you regularly use in your teaching? (Select all that apply)

Figure 3.1.1. Types of Course Materials Regularly Used in Teaching
59 Responses
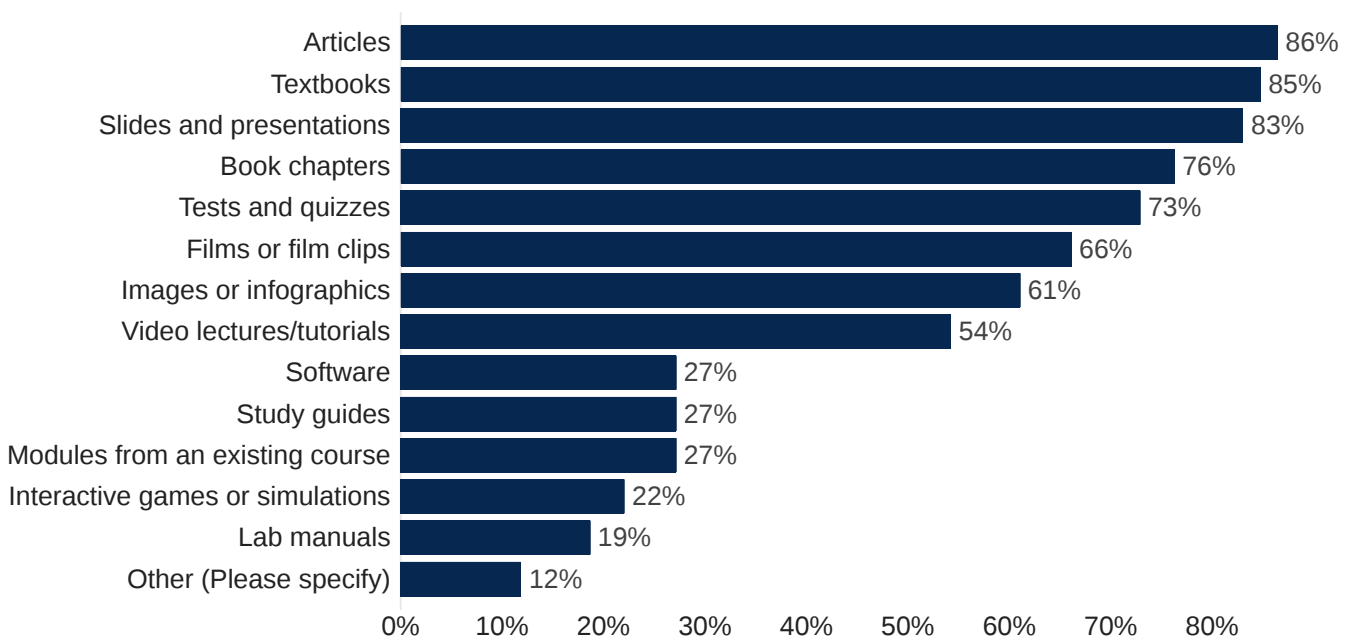
Table 3.1.1. Types of Course Materials Regularly Used in Teaching
59 Responses

Type of Course Material	Choice Count	
Articles	86%	51
Textbooks	85%	50
Slides and presentations	83%	49
Book chapters	76%	45
Tests and quizzes	73%	43
Films or film clips	66%	39
Images or infographics	61%	36
Video lectures/tutorials	54%	32
Software	27%	16
Study guides	27%	16
Modules from an existing course	27%	16
Interactive games or simulations	22%	13
Lab manuals	19%	11
Other (Please specify)	12%	7
Total		59

Table 3.1.2. "Other" Responses to Q3.1
7 Responses

Other (Please specify) - Text

1. specifically images of artworks
2. Inclass worksheets
3. asynchronous interactive dialogue
4. Slido (free online polling platform)
5. Synchronous and Asynchronous platforms like Padlet.
6. Student generated professional presentations to peers
7. Books (other than textbook)

Table 3.1.3. Textbook Users by Academic Rank
59 Responses

Academic Rank	Textbooks		Total
Non-Tenure Track (Part-Time)	100%	1	1
Non-Tenure Track (Full-Time)	89%	8	9
Tenured	86%	25	29
Tenure-Track	80%	16	20

Table 3.1.4. Textbook Users by Discipline
59 Responses

Discipline	Textbooks		Total
Social Sciences	100%	7	7
Nursing & Human Physiology	100%	6	6
Law	100%	2	2
Business Administration	100%	1	1
Leadership Studies	100%	1	1
Education	90%	9	10
Unknown	88%	7	8
STEM	80%	8	10
Arts & Humanities	69%	9	13
Engineering & Applied Sciences	0%	0	1

Q3.2 - When selecting resources for your teaching, which of the following factors are most important to you? Select the three most important factors and drag them to the box on the right in order of importance.

Table 3.2.1. Top Three Factors in Course Material Selection

59 Responses

Factor	Choice Count	
High-quality and factually correct	76%	45
Covers my subject area sufficiently	58%	34
Current and up-to-date	41%	24
Cost	29%	17
Easy to use	25%	15
Adaptable/editable	20%	12
Mapped to learning outcomes	12%	7
Any other factor	10%	6
Includes all the materials I need	10%	6
Proven to improve student performance	10%	6
Works with the Learning Management System (LMS)	7%	4
Used by other faculty members	2%	1
Easy to find	0%	0
Total		59

Table 3.2.2. Average Rank of Top Three Factors in Course Material Selection

59 Responses

Factor	Mean	Min	Max
High-quality and factually correct	1.60	1.00	3.00
Covers my subject area sufficiently	1.68	1.00	3.00
Proven to improve student performance	2.00	1.00	3.00
Adaptable/editable	2.17	1.00	3.00
Cost	2.18	1.00	3.00
Current and up-to-date	2.21	1.00	3.00
Mapped to learning outcomes	2.29	1.00	3.00
Includes all the materials I need	2.33	1.00	3.00
Easy to use	2.40	1.00	3.00
Works with the Learning Management System (LMS)	2.50	2.00	3.00
Used by other faculty members	3.00	3.00	3.00
Any other factor	3.00	3.00	3.00
Easy to find	0.00	0.00	0.00

Table 3.2.3. Cost Included in Top Three Factors in Course Material Selection by Academic Rank

59 Responses

Academic Rank	Cost		Total
Tenure-Track	35%	7	20
Non-Tenure Track (Full-Time)	33%	3	9
Tenured	24%	7	29
Non-Tenure Track (Part-Time)	0%	0	1

Table 3.2.4. Cost Included in Top Three Factors in Course Material Selection by Discipline

59 Responses

Discipline	Cost		Total
Business Administration	100%	1	1
Law	100%	2	2
STEM	50%	5	10
Unknown	38%	3	8
Social Sciences	29%	2	7
Arts & Humanities	15%	2	13
Nursing & Human Physiology	17%	1	6
Education	10%	1	10
Leadership Studies	0%	0	1
Engineering & Applied Sciences	0%	0	1

Table 3.2.5. Adaptable/Editable Included in Top Three Factors in Course Material Selection by Discipline
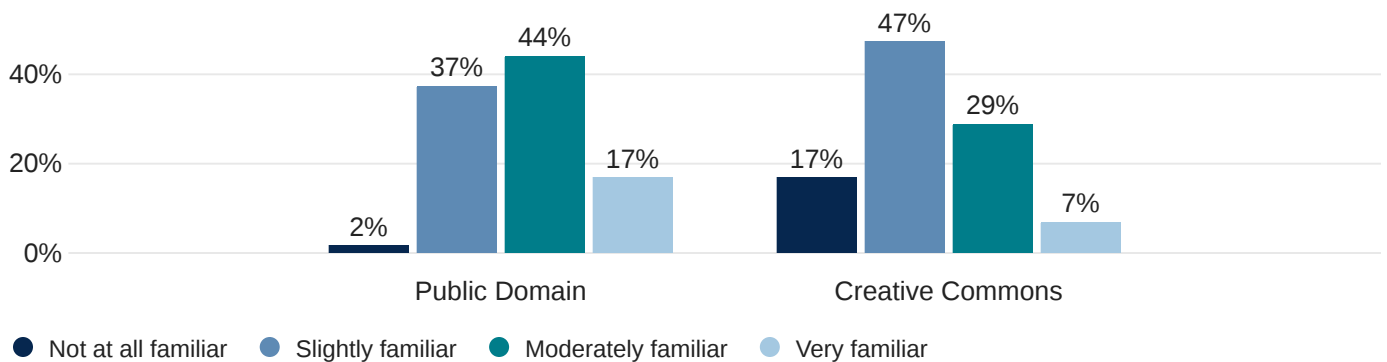
59 Responses

Discipline	Adaptable/editable		Total
Business Administration	100%	1	1
Engineering & Applied Sciences	100%	1	1
Nursing & Human Physiology	33%	2	6
Education	30%	3	10
STEM	20%	2	10
Arts & Humanities	15%	2	13
Unknown	13%	1	8
Leadership Studies	0%	0	1
Law	0%	0	2
Social Sciences	0%	0	7

Q4.1 - How familiar are you with each of the following aspects of copyright and licensing?

Respondents were provided the following definitions for each level of familiarity:

- *Not at all familiar (I have never heard of it)*
- *Slightly familiar (I have heard of it, but don't know much about it)*
- *Moderately familiar (I understand what it is and how it applies to teaching and scholarship)*
- *Very familiar (I am confident in my understanding of it and have applied it in my own teaching or scholarship)*

Figure 4.1.1. Familiarity with Public Domain and Creative Commons Licensing

59 Responses

Public Domain: Not at all familiar 2%, Slightly familiar 37%, Moderately familiar 44%, Very familiar 17%

Creative Commons: Not at all familiar 17%, Slightly familiar 47%, Moderately familiar 29%, Very familiar 7%

Legend: Not at all familiar, Slightly familiar, Moderately familiar, Very familiar

Q4.2 - How familiar are you with OER?

Before answering this question, respondents were provided with the following definition of OER:

Definition of Open Educational Resources (UNESCO, 2016)
Open Educational Resources (OER) are any type of educational materials that are in the public domain or introduced with an open license. The nature of these open materials means that anyone can legally and freely copy, use, adapt and re-share them. OER range from textbooks to curricula, syllabi, lecture notes, assignments, tests, projects, audio, video and animation.

Respondents were also provided with the following definitions for each level of familiarity:

- *Not at all familiar (I have never heard of OER)*
- *Slightly familiar (I have heard of OER, but don't know much about them)*
- *Moderately familiar (I understand what OER are and know of some use cases)*
- *Very familiar (I am confident in my understanding of OER, their benefits, and how they can be used in the classroom)*
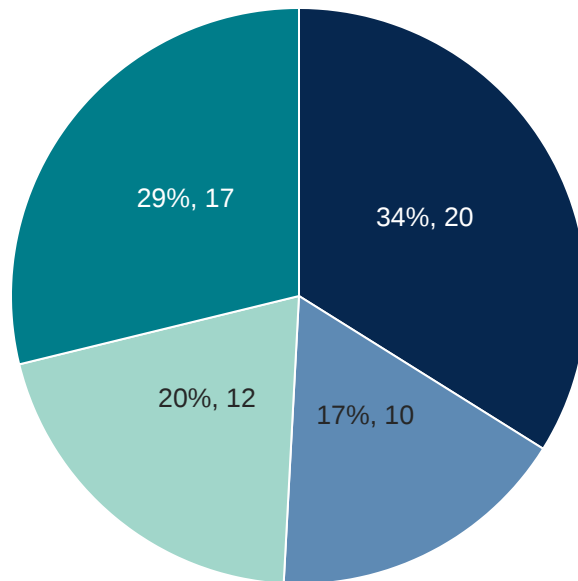
Figure 4.2.1. Familiarity with OER

59 Responses
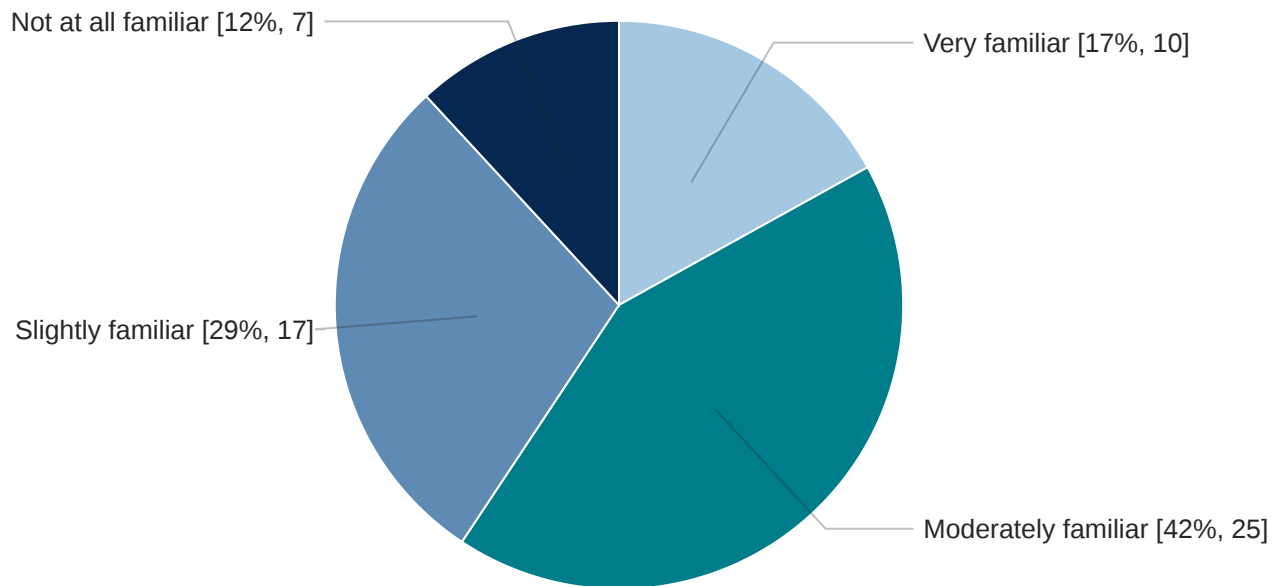
Q5.1 - Have you ever used OER in any of your courses?

Figure 5.1.1. Faculty Use of OER

59 Responses

- Yes, I am currently using OER in at least one class
- Yes, I have used OER in the past but not currently
- I'm not sure if any of the course materials I've used are considered OER
- No, I have never used OER

Table 5.1.1. Faculty Use of OER by Discipline

59 Responses

Discipline	Has Used OER		Total
Leadership Studies	100%	1	1
STEM	70%	7	10
Unknown	63%	5	8
Education	60%	6	10
Social Sciences	57%	4	7
Arts & Humanities	38%	5	13
Nursing & Human Physiology	33%	2	6
Law	0%	0	2
Engineering & Applied Sciences	0%	0	1
Business Administration	0%	0	1

Table 5.1.2. Faculty Use of OER by Academic Rank

59 Responses

Academic Rank	Yes, I am currently using OER in at least one class		Yes, I have used OER in the past but not currently		No, I have never used OER		I'm not sure if any of the course materials I've used are considered OER		Total
Tenured	38%	11	7%	2	38%	11	17%	5	29
Tenure-Track	25%	5	35%	7	20%	4	20%	4	20
Non-Tenure Track (Full-Time)	44%	4	11%	1	22%	2	22%	2	9
Non-Tenure Track (Part-Time)	0%	0	0%	0	0%	0	100%	1	1

Table 5.1.3. Faculty Use of OER by Teaching Level

59 Responses

Field	Has Used OER		Total
Undergraduate	53%	21	40
Graduate	55%	6	11
Both	38%	3	8

Table 5.1.4. Faculty Use of OER by Course Modality

59 Responses

Field	Has Used OER		Total
Face-to-Face Only	52%	11	21
Hybrid or Online	50%	19	38

Q6.1 What was your main motivation for using OER?

This question was only presented to respondents who answered "Yes, I am currently using OER in at least one class" or "Yes, I have used OER in the past but not currently" in Q5.1.

Table 6.1.1. Responses to Q6.1

28 Responses

What was your main motivation for using OER?

1. I helped make it, so it is what I was teaching with anyway

2. The material was part of the subject I was teaching. I am also concerned about the cost of textbooks for students with very limited budgets.

3. More up-to-date content, easy access for students

4. I think that paying textbook companies for information that is not copyrightable is a poor use of resources.

5. Convenience and cost

6. students didn't need to buy a textbook = save them money

7. High quality materials. I prioritize the quality of the material first, and then if all other things are equal, I choose OER

8. Ease of access and low costs to students

9. cost

10. Introduces students to using OER resources in their future classrooms/educational settings.

11. Free, often current, and easy to access

12. The moral urge to equality of access and general democratic practice

13. When I taught at [previous institution], I received a grant from [regional library consortium] to use an OER in my classes. I am also writing a chapter now for an OER, so it is a big part of what I do.

14. Cost, availability, adaptability

15. Variety and current applications to promote learner engagement in the curriculum

16. Saving money for students who cannot afford class resources.

17. It's an excellent resource and I have used it before, and didn't realize it is now available as OER.

18. the public domain materials I found were a fit to the materials I needed and were free for both me and my students

19. Easy for our students to access, free, relevant, peer-reviewed and good quality

20. recency. access

21. It's informative and easy to use

22. Cost to students!

23. Ease of use, direct fit for what I needed

24. The given material was what maximized the quality of student learning (i,e., Federalist Papers, US Constitution, other old sources). Cost/accessibility was not at all a factor.

25. Provide lower costs for students.

26. Free and accessible. I mainly teach with research articles, but we need the basics at the start of the semester. I can't justify having students spend money on a textbook that we would use for such minimal amounts of content.

27. Cost and accessibility

28. Cost reduction for students, plus I have greater control over the content of the course, since I can mix and match diverse materials instead of being guided every step of the way by a textbook.

Table 6.1.1. Motivation Themes for Using OER
Respondents' free-text responses were coded and grouped into common themes.
28 Responses
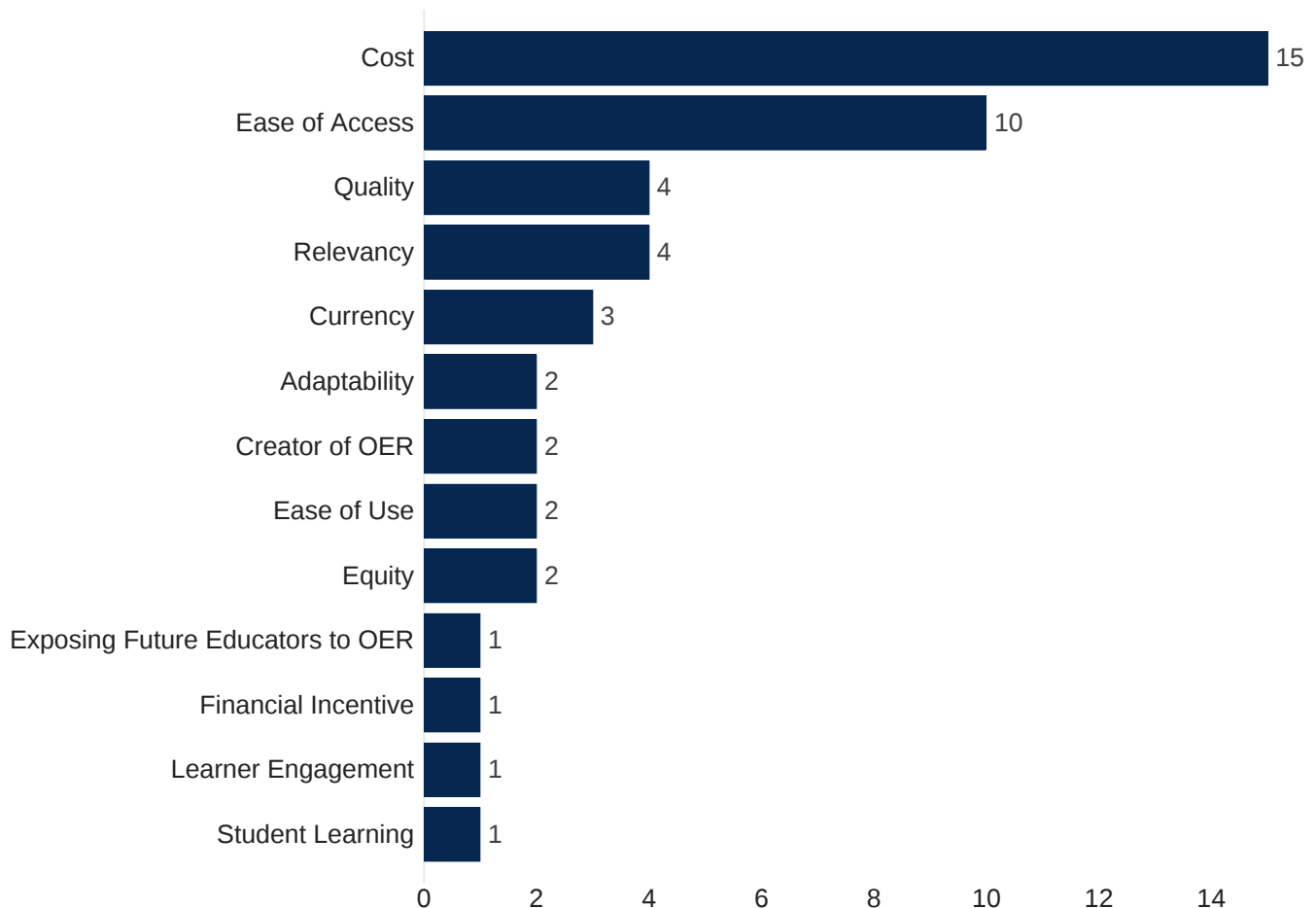
Q6.2 - Please provide information about OER you are currently using in your courses, including course number, course title, and links to specific OER:

This question was only presented to respondents who answered "Yes, I am currently using OER in at least one class" in Q5.1.

Table 6.2.1. OER Currently Used in Gonzaga Courses by Department/School
Note: Course numbers and titles have been excluded from results to maintain anonymity of respondents.
17 Responses

Art

OER Used

artists statements, documentation of artworks particularly on Public Domain day, which since January 1, 2022 has meant that most artwork made previous to 1926 is in the public domain

content from https://smarthistory.org , such as https://smarthistoryguidetobyzantineart.pressbooks.com/

Biology

OER Used

http://dx.doi.org/10.25334/SAEG-TJ47

https://openstax.org/details/books/biology-2e , https://openstax.org/openstax-tutor

https://openstax.org/details/books/microbiology

Education

OER Used

youtube videos, articles, case studies

https://www.oercommons.org/courseware/lesson/65379

English

OER Used

https://owl.purdue.edu/ , https://writingcommons.org/

Leadership Studies

OER Used

https://doi.org/10.21983/P3.0211.1.00

Mathematics

OER Used

https://leanpub.com/os , https://chance.dartmouth.edu , https://aimath.org/textbooks/approved-textbooks/trench-de/

https://digitalcommons.trinity.edu/mono/8/ , http://www.people.vcu.edu/~rhammack/BookOfProof/ ,
http://www.randomservices.org/random/ , https://www.desmos.com/calculator , https://www.jirka.org/ra/ ,
https://tutorial.math.lamar.edu/

Nursing

OER Used

Khan Academy maternity related content

Philosophy

OER Used

Nova Documentary, available on youtube, Crash Course History of Science (1600-1900) Course, available on youtube

Political Science

OER Used

https://openstax.org/details/books/american-government-3e

Select Federalist Papers, US Constitution, William Blackstone selection, John Winthrop selection

No Response

OER Used

https://eng.libretexts.org/Bookshelves/Mechanical_Engineering/Mechanics_of_Materials_(Roylance)

https://open.lib.umn.edu/goodreasoning/

Q6.3 - Have you adapted or created any OER that you've used in your courses?

This question was only presented to respondents who answered "Yes, I am currently using OER in at least one class"
or "Yes, I have used OER in the past but not currently" in Q5.1.

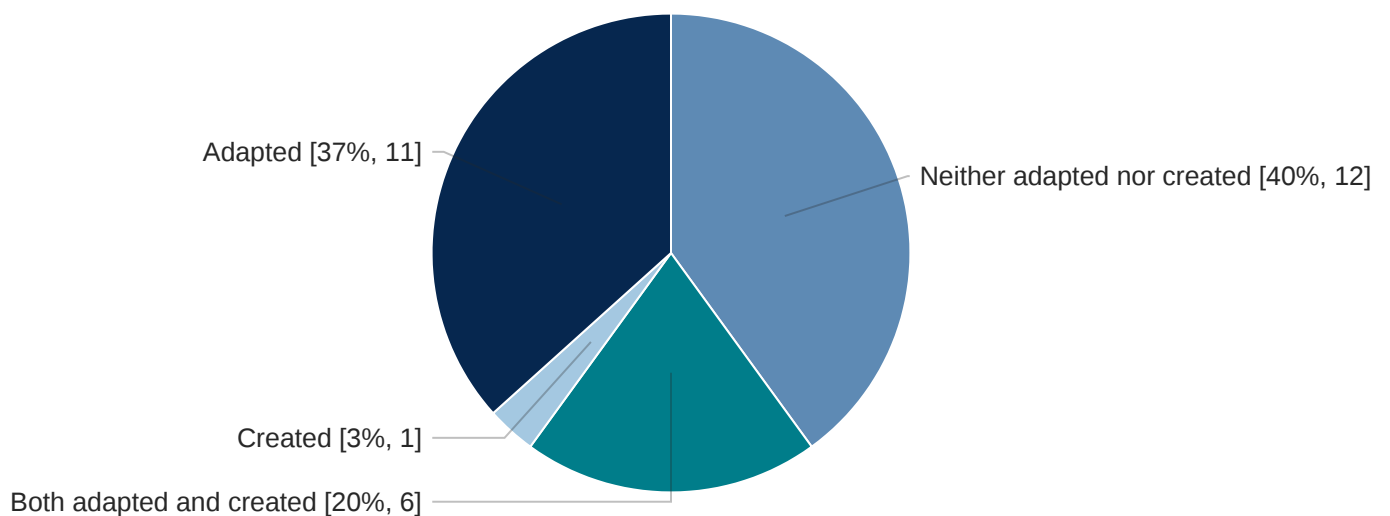Figure 6.3.1. Faculty Adaptation and Creation of OER

30 Responses

Pie chart:
- Neither adapted nor created [40%, 12]
- Adapted [37%, 11]
- Both adapted and created [20%, 6]
- Created [3%, 1]

Table 6.3.1. Faculty Adaptation and/or Creation by Discipline

Discipline	Adapted and/or Created OER		Total
Leadership Studies	100%	1	1
STEM	50%	5	10
Social Sciences	43%	3	7
Education	40%	4	10
Unknown	38%	3	8
Arts & Humanities	15%	2	13
Business Administration	0%	0	1
Engineering & Applied Sciences	0%	0	1
Nursing & Human Physiology	0%	0	6
Law	0%	0	2

Table 6.3.2. Faculty Adaptation and/or Creation by Academic Rank

Academic Rank	Adapted and/or Created OER		Total
Tenure-Track	40%	8	20
Non-Tenure Track (Full-Time)	33%	3	9
Tenured	24%	7	29
Non-Tenure Track (Part-Time)	0%	0	1

Q6.4 - How difficult was it for you to find OER for your course(s)?

This question was only presented to respondents who answered "Yes, I am currently using OER in at least one class" or "Yes, I have used OER in the past but not currently" in Q5.1.

Figure 6.4.1. Level of Difficulty Finding OER

30 Responses
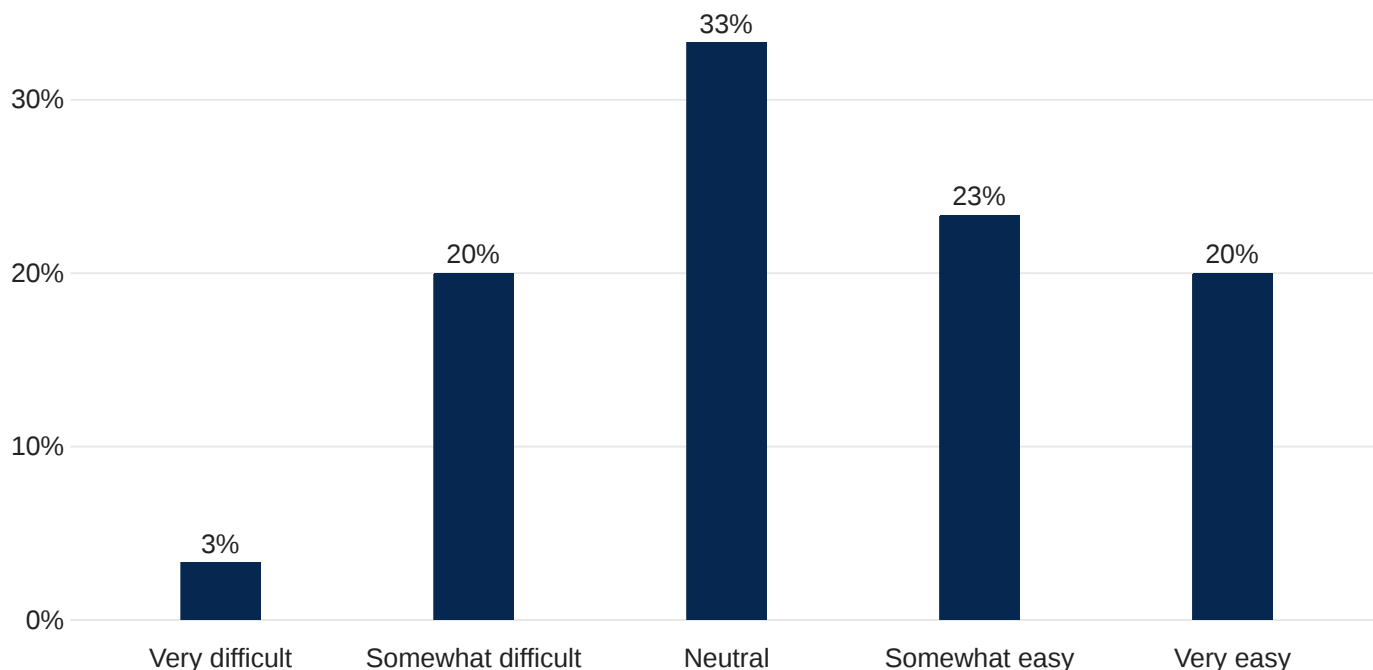
Q6.5 - If you would like to comment on the level of difficulty you encountered identifying OER in your subject area, please do so here:

This question was only presented to respondents who answered "Yes, I am currently using OER in at least one class" or "Yes, I have used OER in the past but not currently" in Q5.1

Table 6.5.1. Comments on Level of Difficulty Finding OER

7 Responses

Comments
1. Many art museums will keep artworks out of public domain even if the date of creation predates 1926, which is the date artworks becomes public domain as of 01-01-2022. Museums will withhold use of these materials. I use images of artworks for my art history lectures. Google Arts & Culture does not allow you to use the image in a lecture, nor does Museum of Modern Art, or some of the artworks in the Metropolitan Museum of art.
2. There's not a lot of quality open access engineering textbooks that I have been able to find.
3. I have not explicitly sought out OER but appreciate it when I encounter it - having access to Foley and to ILL is my major reason for not engaging in explicit pursuit.
4. Having criminology (not criminal justice) resources was quite difficult because most are designed for CJ programs that produce cops, lawyers, etc. I wanted critical information about discrimination in crime proceedings, injustice, etc.
5. mostly up to date materials - with covid changing the face of education - resources chosen need to reflect that and there are not too many yet
6. You just have to google search for "Federalist papers," etc.
7. i couldn't find an OER that had everything I wanted, so some supplementing is necessary. But this is also true for non-OER teaching materials

Q6.6 - Overall, how satisfied are you with the OER that you've used?

This question was only presented to respondents who answered "Yes, I am currently using OER in at least one class" or "Yes, I have used OER in the past but not currently" in Q5.1.

For this question, respondents were only provided with emojis. For the sake of analysis, each emoji has been labeled with a degree of satisfaction in the table below.

Figure 6.6.1. Emojis Provided to Respondents to Indicate Level of Satisfaction

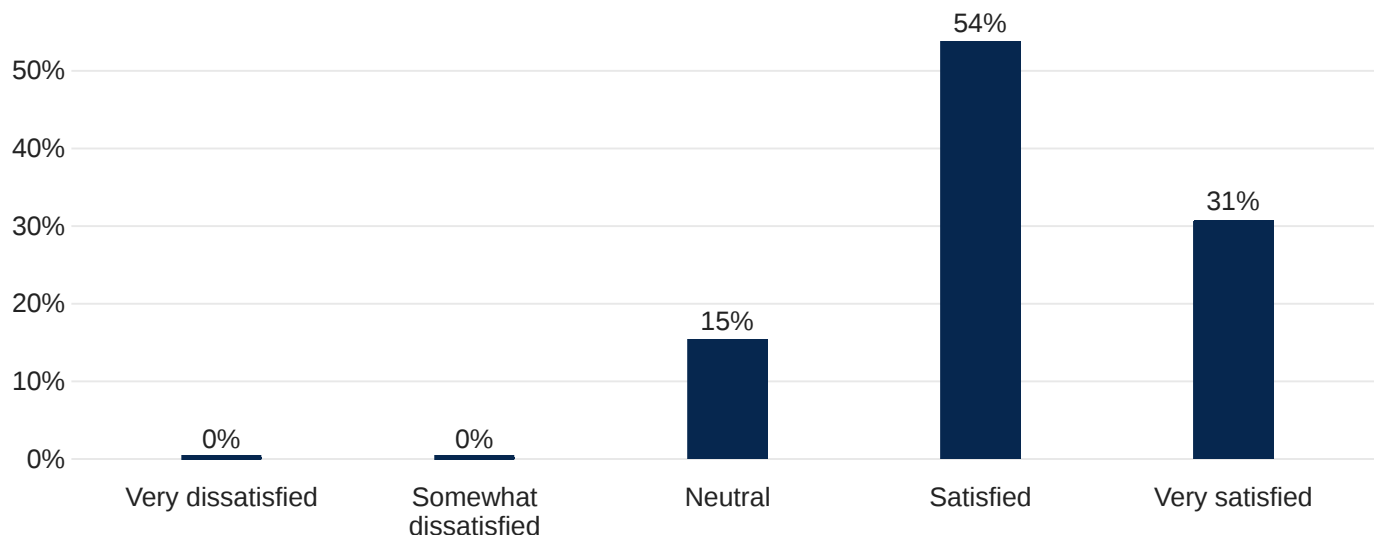Very dissatisfied   Dissatisfied   Neutral   Satisfied   Very satisfied

Figure 6.6.2. Level of Satisfaction Using OER

26 Responses

Figure 6.6.2. Level of Satisfaction Using OER

Q6.7 - If you would like to comment on your level of satisfaction with the OER used, please do so here:

This question was only presented to respondents who answered "Yes, I am currently using OER in at least one class" or "Yes, I have used OER in the past but not currently" in Q5.1.

Table 6.7.1. Comments on Level of Satisfaction Using OER

10 Responses

Comments
1. I found a resource this year called Art History Resources https://arthistoryteachingresources.org has been a really important resource for me.
2. High-quality research and writing by recognized, credentialed experts in various sub-fields of the discipline
3. Sometimes internet resources aren't very reliable: things that are free stop being free or stop being maintained. Usually there are replacements for the sites that die, but not always. For example, the Virtual Labs in Probability and Statistics were dying at one point (applets no longer worked, etc.), but I think someone must have stepped in to save the site (because there wasn't a replacement).
4. Some of the questions generated are by OpenStax Tutor are inaccurate, but overall the interface is a great resource
5. I wish there was more available, specifically things like instruments etc.
6. I love that it is updated frequently and I generally trust the content of the chapters. I trust OERs available on OpenStax.
7. It's a great resource, and even better since the students don't have to pay for it.
8. no comment
9. Am I understanding what you mean by OER correctly?
10. It's useful for the basics. Has a good amount of end-of-chapter quizzes that I use as reading HW. And it is free!!

Q7.1 - Why have you never used OER in your courses? (Select all that apply)

This question was only presented to respondents who answered "No, I have never used OER" in Q5.1.

Table 7.1.1. Reasons Faculty Have Never Used OER
17 Responses

Field	Choice Count	
Not aware of OER	53%	9
Satisfied with my current course materials	47%	8
Don't know where to find quality OER in my discipline	35%	6
Other (Please specify)	29%	5
Time needed to transition my course materials to OER	24%	4
Concerns about the quality of OER	18%	3
Lack of support from my institution as a whole	12%	2
Would not benefit me in tenure & promotion	6%	1
Don't know of other faculty using OER	6%	1
Lack of ancillary materials (e.g. quizzes, slides, instructor guides, etc.)	6%	1
Actively discouraged by my department or school	0%	0
Lack of support from my department or school	0%	0
Desire to use print materials only	0%	0
Limited or no availability of OER in my subject area	0%	0
Textbook costs are not my concern	0%	0
Total		17

Table 7.1.2. "Other" Reasons Faculty Have Never Used OER
5 Responses

Other (Please specify) - Text

1. Teach in a professional area so important to use materials from professional references

2. The OER textbook in my area is not as good for students, in my opinion, as the textbook I currently use.

3. The time commitment to do my job has become crushing due to addition of so many hours of work required by administration to respond to covid and to promote all the varying initiatives of new and changing administrators. I am now having to cut back on time devoted to teaching prep and give up all the time that should be allocated to research to do university service. I am deeply disappointed the administration does not prioritize academic excellence so that I could have time to explore OER and other teaching and learning related materials.

4. I primarily use academic articles published in top journals or from the main publishing houses. I could be wrong, but it seems that it is unlikely that OER materials would overlap with the main academic arguments in my field that I use in teaching.

5. OER is usually very prescribed and it's difficult to adapt to the learning goals of the class.

Q7.2 - Would you consider using OER in any of your courses in the next three years?

This question was only presented to respondents who answered "No, I have never used OER" in Q5.1.

Figure 7.2.1. Faculty Interest in OER Who Have Never Used It

17 Responses
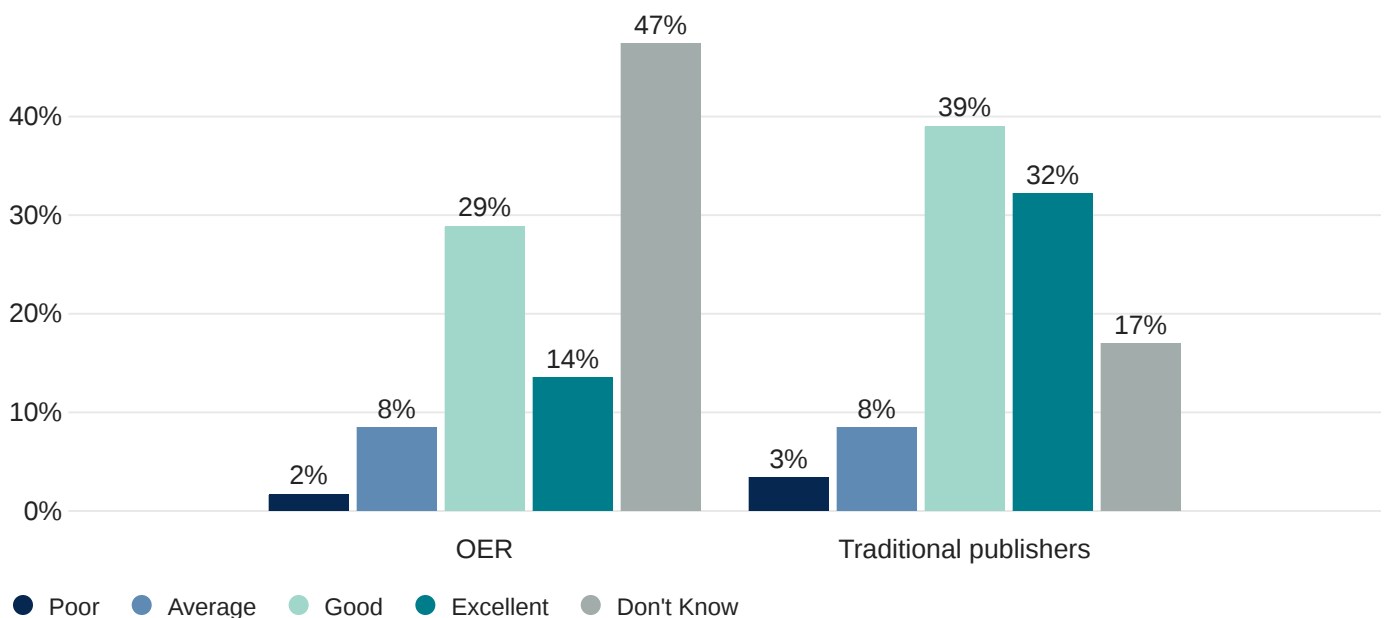

Yes [29%, 5]

No [12%, 2]

Maybe [59%, 10]
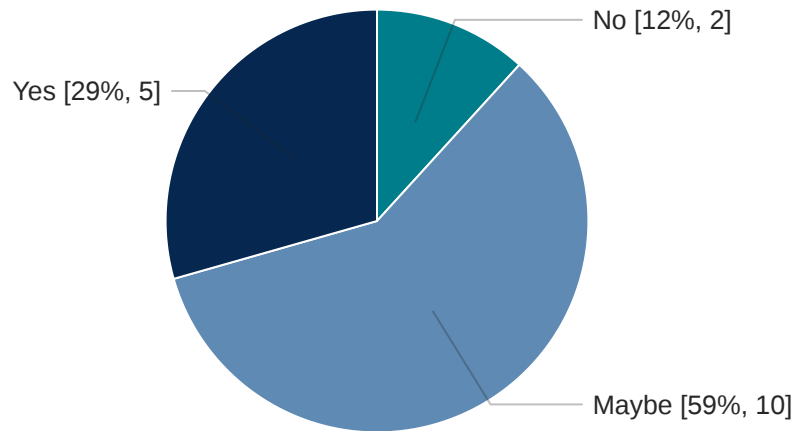
Q8.1 - How would you rate the quality (factually correct, up-to-date, well-written, organized, effective) of OER vs. material from traditional publishers (e.g. MacMillan, Pearson, Cengage, etc.)?

Figure 8.1.1. Rating of the Quality of OER vs. Material from Traditional Publishers

59 Responses

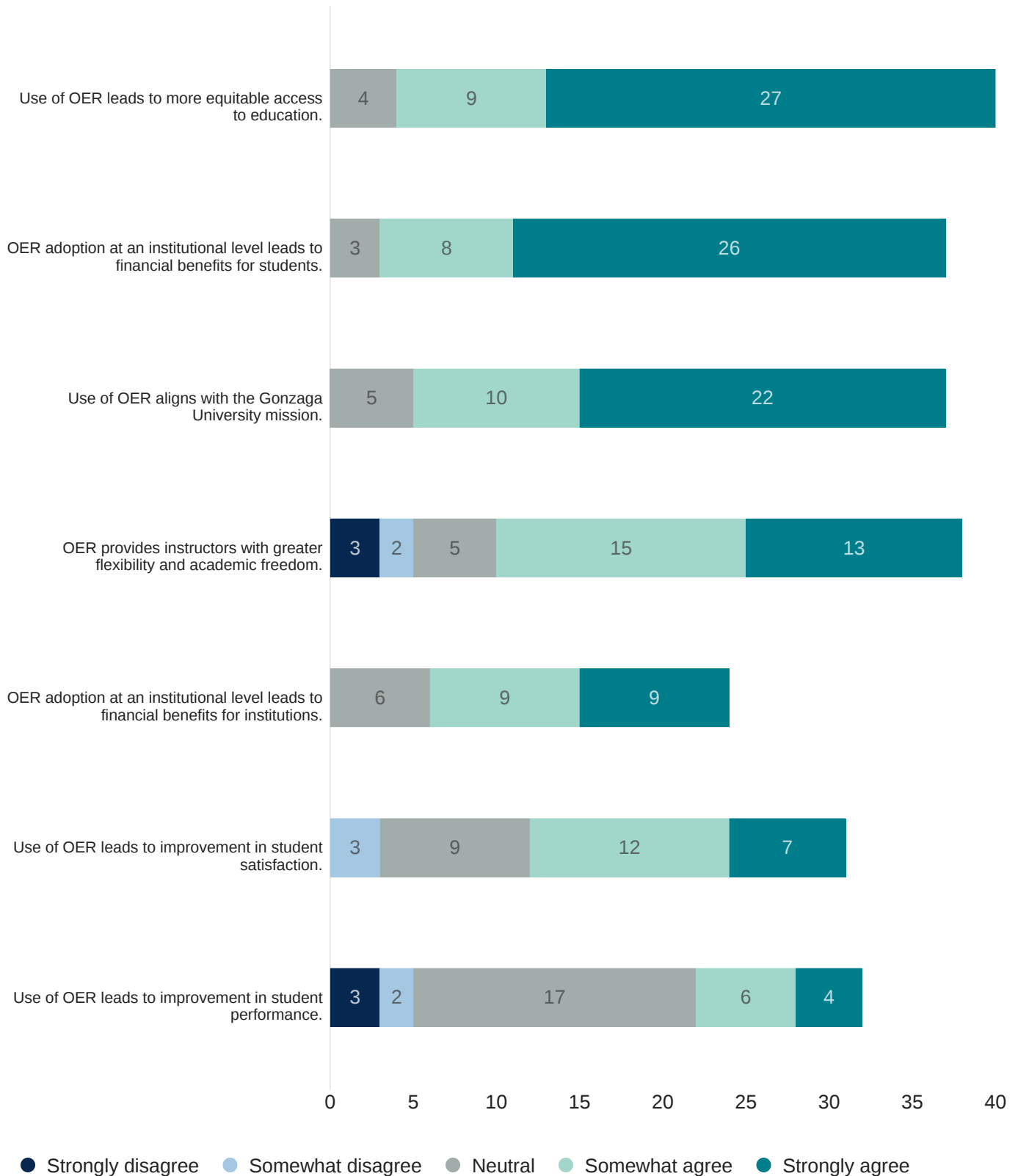Poor   Average   Good   Excellent   Don't Know

Q8.2 - Do you believe the following statements about OER are true?

Statements were presented in a random order to respondents.

Figure 8.2.1. Level of Agreement with Statements about OER

43 Responses

	Strongly disagree	Somewhat disagree	Neutral	Somewhat agree	Strongly agree
Use of OER leads to more equitable access to education.			4	9	27
OER adoption at an institutional level leads to financial benefits for students.			3	8	26
Use of OER aligns with the Gonzaga University mission.			5	10	22
OER provides instructors with greater flexibility and academic freedom.	3	2	5	15	13
OER adoption at an institutional level leads to financial benefits for institutions.			6	9	9
Use of OER leads to improvement in student satisfaction.		3	9	12	7
Use of OER leads to improvement in student performance.	3	2	17	6	4

● Strongly disagree ● Somewhat disagree ● Neutral ● Somewhat agree ● Strongly agree

Q9.1 - What methods would you recommend Foley Library pursue to increase OER use by faculty at Gonzaga? (Select all that apply)

Figure 9.1.1. Recommended Methods to Increase OER Use by Gonzaga Faculty
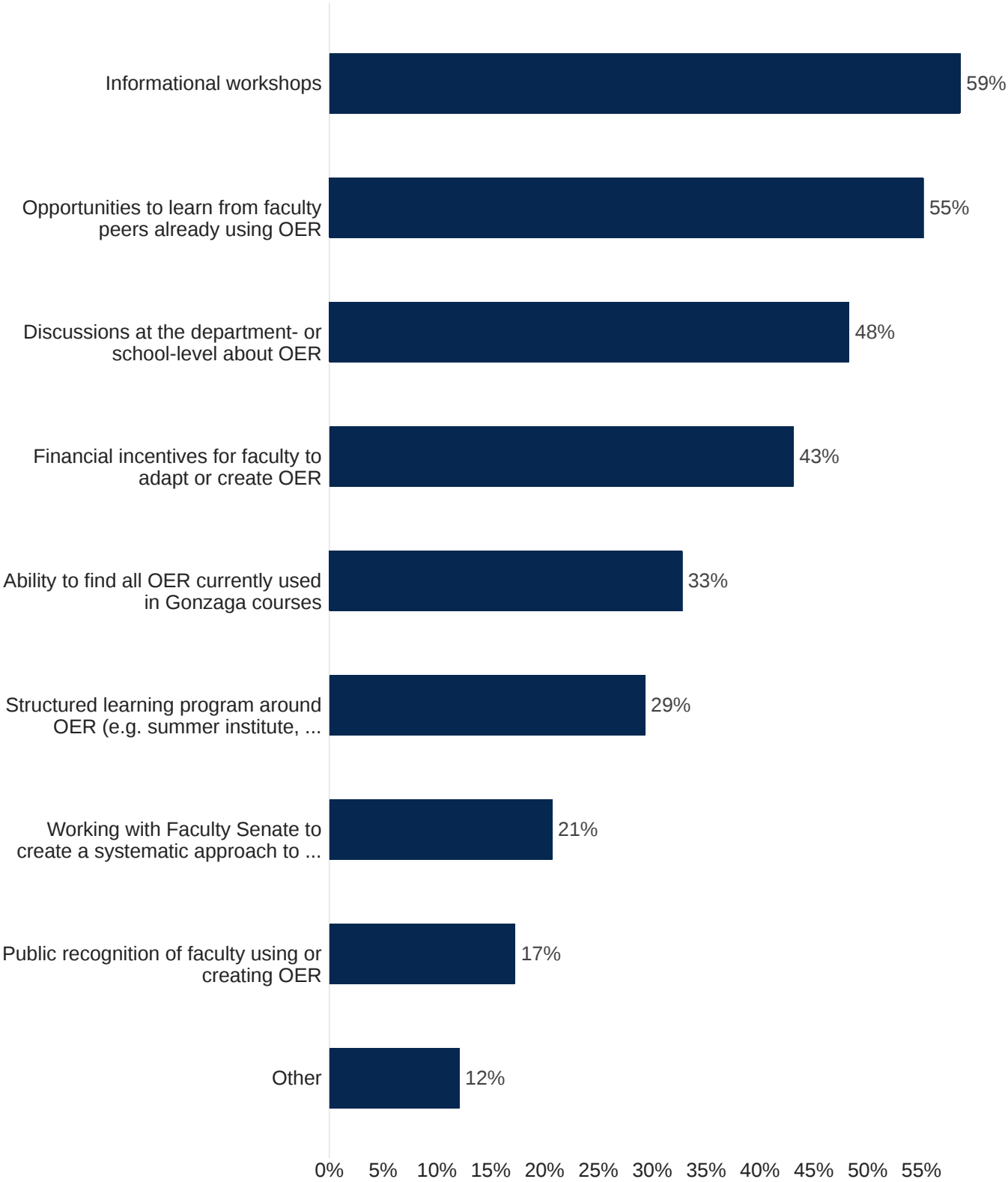
58 Responses

Table 9.1.1. "Other" Recommended Methods to Increase OER Use by Gonzaga Faculty
7 Responses

Other - Text

1. Again finding OER for art history especially as it pertains to artworks is very difficult. Especially artworks that centered in the periods and regions most of our art history classes use as their subject.

2. Help finding good OER

3. Dont know enough to answer

4. Why should we increase the use of OER? They are just one option, each faculty member should be choosing the materals that maximize student learning in each course they teach.

5. Help us to make resources like Mastering Biology that would be lower tech (Bb quizzes) and free to students.

6. leave it to the faculty member to decide whether OER is relevant.

7. What is Foley's intent in wanting to increase OER use by faculty? That should be clearly articulated first. What is the problem that is trying to be resolved with this initiative?

Table 9.1.2. Recommended Methods to Increase OER Use by Gonzaga Faculty by Academic Rank
58 Responses

Method	Non-Tenure Track (Part-Time)		Non-Tenure Track (Full-Time)		Tenure-Track		Tenured	
Informational workshops	0%	0	44%	4	60%	12	64%	18
Opportunities to learn from faculty peers already using OER	100%	1	56%	5	50%	10	57%	16
Structured learning program around OER (e.g. summer institute, fellowship program, etc.)	0%	0	22%	2	45%	9	21%	6
Ability to find all OER currently used in Gonzaga courses	0%	0	44%	4	25%	5	36%	10
Public recognition of faculty using or creating OER	0%	0	11%	1	25%	5	14%	4
Financial incentives for faculty to adapt or create OER	0%	0	44%	4	60%	12	32%	9
Discussions at the department- or school-level about OER	100%	1	56%	5	40%	8	50%	14
Working with Faculty Senate to create a systematic approach to OER adoption	0%	0	11%	1	20%	4	25%	7
Other	0%	0	22%	2	10%	2	11%	3
Total		1		9		20		28

Table 9.1.3. Recommended Methods to Increase OER Use by Gonzaga Faculty by Years of Teaching Experience

58 Responses

Method	0-2 years		3-6 years		7-10 years		11-15 years		16-20 years		More than 20 years	
Informational workshops	0%	0	50%	3	45%	5	45%	5	62%	8	76%	13
Opportunities to learn from faculty peers already using OER	0%	0	33%	2	55%	6	45%	5	62%	8	65%	11
Structured learning program around OER (e.g. summer institute, fellowship program, etc.)	0%	0	33%	2	36%	4	36%	4	15%	2	29%	5
Ability to find all OER currently used in Gonzaga courses	0%	0	33%	2	36%	4	45%	5	38%	5	18%	3
Public recognition of faculty using or creating OER	0%	0	50%	3	18%	2	27%	3	15%	2	0%	0
Financial incentives for faculty to adapt or create OER	0%	0	67%	4	55%	6	64%	7	23%	3	29%	5
Discussions at the department- or school-level about OER	0%	0	33%	2	36%	4	64%	7	62%	8	41%	7
Working with Faculty Senate to create a systematic approach to OER adoption	0%	0	17%	1	27%	3	36%	4	23%	3	6%	1
Other	0%	0	0%	0	18%	2	9%	1	8%	1	18%	3
Total		0		6		11		11		13		17

Q9.2 - If you would like to comment on your recommendation above, please do so here:

Table 9.2.2. Comments on Recommended Methods to Increase OER Use by Gonzaga Faculty

21 Responses

Comments

1. I would like a specialized workshop on locating OER for art history, specifically for the periods of Modern and Contemporary art.

2. I think that encouragement from the administration could be meaningful and beneficial for untenured faculty members.

3. Change and innovation adoption in higher education is notoriously difficult. Be careful about being overly prescriptive in your approach given the wide variety of program types.

4. OER is likely to be highly discipline specific, so I think focused (departmental or even smaller scale) efforts will work best.

5. I don't want to feel forced to switch course materials to something that is not as good just because it is free. I'd rather work with sales reps to provide best pricing on the best materials.

6. I appreciate Foley colleagues and have been really grateful for their help when approached!

Comments

7. I think that anything Foley can do to show how OER is related to our current system and processes would be great. It would be good if the Foley search engines allowed specific OER databases (or maybe you already have that?).

8. I can confidently say that receiving a $500 grant to use an OER motivated me to do so, and now two years later, OERs are part of my life.

9. Will you help us find OER for our specific needs? (I can get lost searching for textbooks endlessly because I want certain criteria and filter thousands of possibilities.... adding OER to that without guidance will be hard for me.)

Also, I have a colleague who makes textbooks available through weblinks but I never know whether that is legal...

10. none

11. If there was a list of options that related to my course or someone that could help me identify more resources to use I would integrate more of these

12. It always helps to pay us to learn, but I am intrigued by the idea of paying us to generate materials that others can use...there is a larger conversation here that needs to be had. In my department, we share resources all the time, but would these be contained within a GU bubble, or would the library add them to a broader archive? How would that shape a faculty member's ability to publish a textbook with any materials on an OER database?

13. Since OER can be so course-specific, I think the most helpful methods would be those that allow faculty to pursue OER individually with support (financial and otherwise) from GU

14. Persuading administration to prioritize teaching and academic pursuits for faculty and to recognize and build on the distinctive skills and training we bring to the university is crucial to this endeavor in my opinion. This would mean removing clerical work, work supporting student affairs and other sorts of incidental work from our daily labor so that we could have the time back to focus on teaching students and conducting research. Financial incentives are not as important to me as is time.

15. I recommend strongly against the Faculty Senate being the avenue to implement this.

The CTA feels like a far more appropriate (and likely effective) channel to implement use of OER.

16. I'd like to know more, a workshop or seminar would be great but emails with attachments and information would be helpful for me (but I'm probably in the minority on that as I know many people struggle with the volume of emails)

17. I would have to know much more about what kind of materials are accessible from OER. It makes sense that text books that share information would be available in OER. But if the content is humanities scholarship based, I simply do not know enough about what kind of robust scholarship would be available in this format. N

18. I'm worried that this survey is premised on the idea that faculty (or GU as a whole) should be using more OER. OER's are fine, but they are just one option. Each instructor carries a strong professional ethical responsibility to choose those materials/design for a course that maximize the ability of students to learn. Maybe that happens to be an OER or maybe it happens to be a (very expensive) traditional text. It is not the responsibility of faculty to act in the fiscal interest of students; we are not financial advisors. When we prioritize cost above all else, we undermine learning. The costs of texts is a small fraction of the total expense of attending GU; if GU wants to make things cheaper on students then cut what the students are paying for things like athletics and student affairs programs. Some of these questions seems to be heading in a direction that would violate academic freedom--each faculty member carries the freedom to choose the best materials for their course. Course material selection isn't an "institutional" decision.

19. It might be helpful if the library curated a clearinghouse of reliable, accurate OER material.

20. The survey questions are biased, they assume OER SHOULD be used in our teaching portfolio.

21. It's not clear what the intent is with this initiative. Currently, faculty are free to adopt whatever material meets their expectations. Traditional textbooks, OER material, no material, articles, lectures, seminars, music, film, art, etc. The main benefit of OER is the cost - it is free to use but the 'cost' is displaced. In OER the cost is displaced to faculty time and effort to research and create and curate material. That is, the student will not have to pay a textbook price if all/most material is OER material but the faculty member will pay the 'labor price'. If the faculty member chooses to go that route currently, there is no one stopping them from doing so. However, I would recommend that if a faculty member does go that route, the university should provide them with a course release for each semester. The course release will recognize/acknowledge the time and effort it takes to curate OER material

Q10.1 - Would you like to be contacted for follow-up in support of understanding or implementing OER?

Figure 10.1.1. Faculty Requests for Follow-up in Support of OER
58 Responses
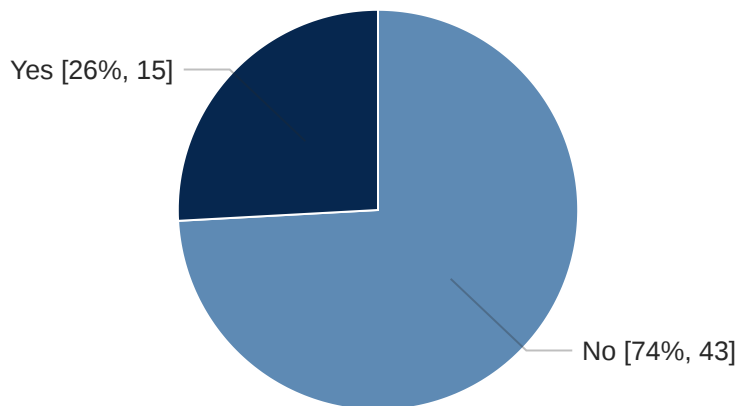

Yes [26%, 15]
No [74%, 43]

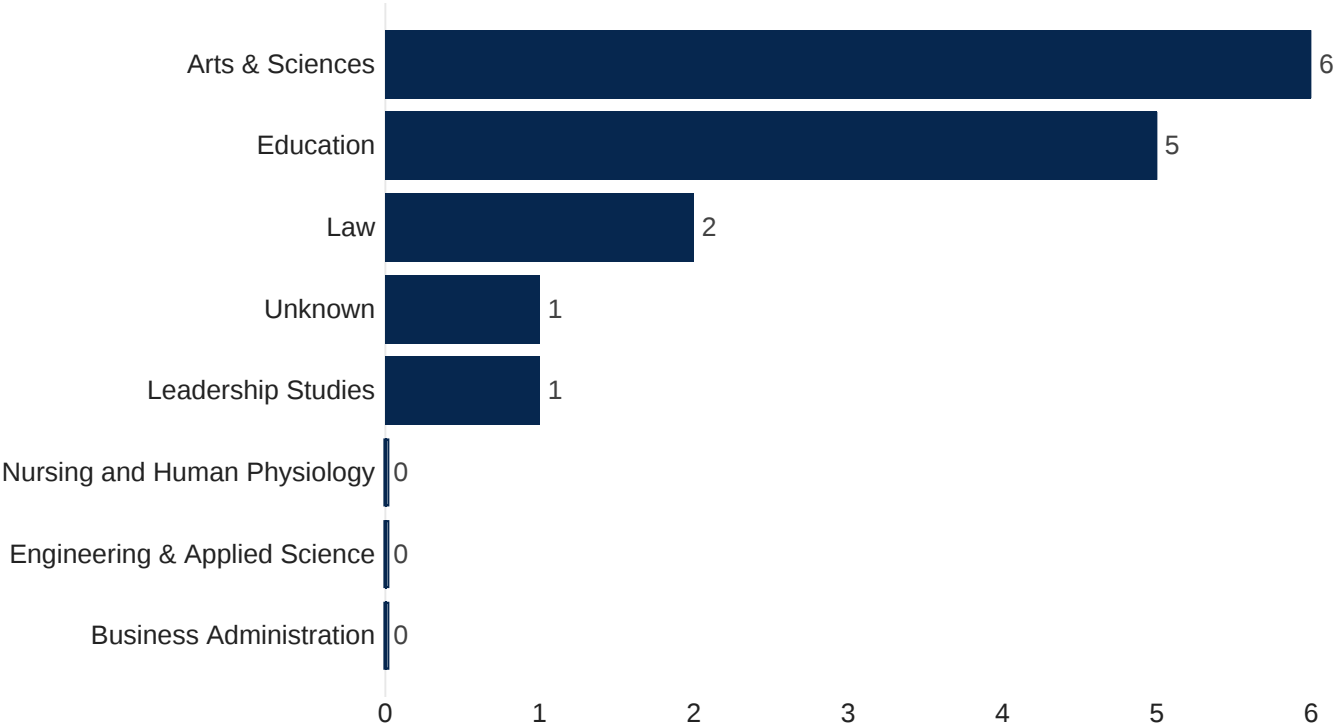Figure 10.1.2. Faculty Requests for Follow-up by School/College
15 Responses

Figure 10.1.3. Faculty Requests for Follow-up by Academic Rank
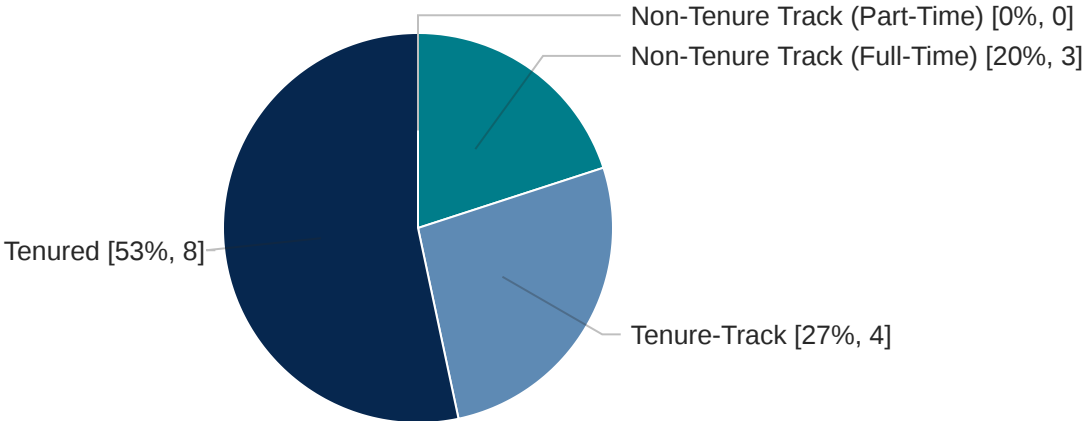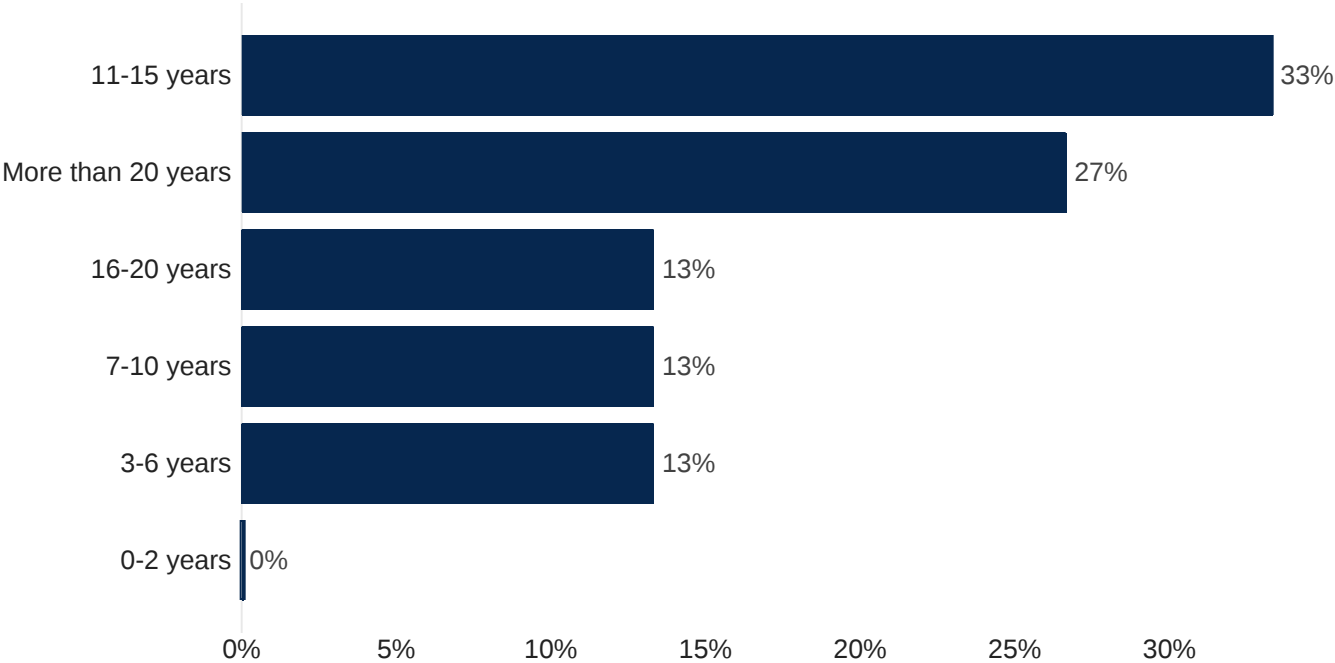15 Responses

Figure 10.1.4. Faculty Requests for Follow-up by Years of Teaching Experience
15 Responses

Bar chart showing:
- 11-15 years: 33%
- More than 20 years: 27%
- 16-20 years: 13%
- 7-10 years: 13%
- 3-6 years: 13%
- 0-2 years: 0%

Q10.2 - Your first and last name:

This question was only presented to respondents who answered "Yes" to Q10.1.

[Answers omitted to protect privacy of respondents]

Q10.3 - Your email:

This question was only presented to respondents who answered "Yes" to Q10.1.

[Answers omitted to protect privacy of respondents]