Part I: Follow-up Assessment Report Template

Date of Follow-up Report Submission: July 31, 2020
Name of Department / Unit: University Library, Special Collections and Archives
Name of Contact Person: Morgen MacIntosh Hodgetts
Name of Person(s) Completing Follow-up Report: Morgen MacIntosh Hodgetts and Jen Schwartz

Part I: Follow-Up on Last Year's Assessment Report Recommendations

The 2018-2019 assessment project studied students enrolled in HST 299 who attended Special Collections and Archives (SPCA) instruction sessions. The investigators surveyed students to determine if, after instruction, they were able to explain the socio-political landscape of information, including who creates it, who controls it, and where to find it. We found that students who followed the methods and techniques taught during the instruction sessions were highly successful in understanding the information landscape of primary source research. These techniques focused on in-person visits to libraries and archives, and accessing physical documents. However, the majority of students in these classes are not visiting archives and using physical documents. Instead, they are using digital surrogates of primary sources found online for their HST 299 research paper. When using these digital surrogates, students are often unable to describe the critical context of these sources, including who creates it, who controls it, and where to find it.

The recommendations from this project were two-fold. First, we planned to review the SPCA component of HST 299 with the history faculty, to determine if the curriculum should be revised in light of our findings. And second, we intended to work with our colleagues in the library to raise awareness about students' experiences with online primary sources, to see if other areas of our instruction program could reinforce these critical thinking skills.

We first shared our results with the history faculty and reviewed the relevant portions of the lesson plan. However, faculty who teach HST299 explained that they did not want to alter the design of the primary-source literacy instruction session taught by Special Collections and Archives librarians.   They concluded that it is important for SPCA to continue to teach students the skills needed to conduct in-person archival research. At the library, we still want to ensure that students are learning how to interpret digitized primary sources used in their research. To address these needs, the library liaison to the history department has planned a redesign of her portion of the HST 299 library instruction session, in collaboration with the history faculty. History majors who take HST 298 and HST 299 generally attend instruction sessions with both Special Collections and Archives, and a separate session with the history liaison that focuses on non-archival research techniques. Although the emergency transition to remote teaching and learning during the spring quarter 2020 due to COVID-19 temporarily paused this work, it is continuing during the summer of 2020 and should be ready for implementation in the fall quarter 2020.

Second, we shared our findings within the library at the 2019 Winter Library Instruction Workshop. Investigators presented examples of student responses from the survey that revealed a

struggle to understand contextual information about digitized primary sources found in an online repository or database. We hoped to raise awareness about students' deficits in this area, encouraging other instruction librarians to address these issues in the programmatic library instruction that all students receive in WRD 104/HON 100 classes. Simultaneous to our reporting of the 2018-2019 assessment project, proposed improvements to the WRD104/HON100 lesson plan were under discussion. A greater emphasis on understanding the socio-political landscape of information will be a part of the information literacy curriculum going forward.

Part II: Annual Assessment Report Template: Needs or Benchmarking
Academic Year: 2019-2020

Date of Report Submission: July 31, 2020
Name of Department: University Library
Name of Contact Person: Ashley McMullin
Name of Person(s) Completing Report: Sue Shultz and Ashley McMullin
Type of Assessment: Benchmarking

I.   Abstract

This benchmarking assessment of both peer and model institutions examined best practices for developing and sustaining successful Open Educational Resources (OER) and/or textbook affordability initiatives support students and faculty in reducing textbook costs on our campus. Data was collected from 26 institutions through document analysis, survey and interviews. We determined DePaul is unique in its inclusion of textbook affordability in its strategic plan, but lags behind in faculty incentives and library support staffing. Key partnerships include faculty advocates, university administration, the bookstore and centers for teaching, learning and accessibility. While support for OER varies widely between public and private institutions, most institutions have a librarian or library staff member with all or a portion of their job description dedicated to OER. We plan to work with the bookstore, SGA, university and library administration and faculty to continue to raise awareness of OER and textbook affordability issues and solutions.

II.   Assessment Question

What are peer and best practices for developing and sustaining successful OER and/or textbook affordability initiatives in an academic library and what are the common challenges?

III.   Introduction & Context
Project Overview

The success of students is central to the work of the Library and in this endeavor, we are committed to providing learning materials through affordable and accessible channels; OER are fundamental to this goal. This past year, we engaged in a benchmarking assessment of model and peer institutions' OER initiatives to inform the Library's strategy for expanding our OER support going forward. In this assessment we hoped to learn how these institutions designed, implemented and grew their OER programs to achieve success.

Context for our project includes three important areas: OER, open educational practices and the OEN; the defining events of 2020; and the alignment of OER initiatives with the Library's mission and values and DePaul's 2024 Strategic Plan.

Open Educational Resources (OER) and the Open Education Network (OEN, formerly the Open Textbook Network)

The DePaul Library has been active in OER efforts since 2016 when we became a member of the Open Textbook Network. Based at the University of Minnesota, "The Open Textbook Network is a community of higher education organizations working together to make education more equitable, accessible and affordable through open education."[1] The Open Textbook Network announced in June 2020 that they were changing their name to the Open Education Network (OEN); therefore, throughout the remainder of this report we will refer to this organization by their new name.

"Open educational resources (OER) are teaching, learning, and materials that are either (a) in the public domain or (b) licensed in a manner that provides everyone with free and perpetual permission to engage in the 5R[2] activities."[3] Today it is well established in the literature that OER contribute to student success by easing the financial burden of and providing greater access to course materials. To understand how the high cost of course materials impacts DePaul students, the Library conducted a student affordability survey in 2018 (see Appendix VII for the full report on the results of the survey).

1. Open Education Network. (2020, June 15). *Kickoff: OTN vision with Dave.* [Video]. YouTube. https://bit.ly/3grbTLh
2. Wiley, D. (n/a). *Defining the "open" in open content and open educational resources*. Retrieved from http://opencontent.org/definition/
3. Creative Commons. (2020). Open education. Retrieved from https://bit.ly/2EPsVVP

2020: COVID-19 and the Death of George Floyd

It is important to note that we began our benchmarking study in 2019 prior to two extraordinary events that occurred during the spring of 2020: the COVID-19 pandemic and the continuing racial unrest sparked by the murder of George Floyd by police officers. COVID-19 abruptly altered the delivery of education at DePaul (and around the world), moving all classes online for spring and summer courses, with significant online delivery planned for fall quarter. The move to online course delivery has the potential to heighten the awareness and importance of OER, as well as increase adoption and creation. The economic impact of COVID-19 will increase the need to provide more affordable options for students and their families who may experience financial hardship.

The conversations about systemic racism that have begun to take place since the murder of George Floyd may also represent a turning point in higher education for understanding how our institutions contribute to this intractable problem. To elucidate how this relates to OER and open education, we draw upon comments by Dave Ernst, the founder and Executive Director of the Open Education Network (OEN), at the organization's Annual Summit held virtually in June 2020. Ernst opened the Summit by sharing his own thoughts about how we may be excluding others from higher education and "leaving people out who should be part of the conversation." In essence, "giving voice to those who don't think the educational system is built for them...allowing their voices to change academia."[3] Ernst states that open educational practices invite marginalized voices to higher education. Open pedagogy is an open educational practice

that brings other voices to the creation of educational content: different cultures and races; different perspectives; different roles (students); and importantly, those voices that are missing.

4. Open Education Network. (2020, June 15). *Kickoff: OTN vision with Dave.* [Video]. YouTube. https://bit.ly/3grbTLh

The Library's Mission and Values and the University's Strategic Plan 2024

Reflecting on the social justice issues discussed above, it is easy to understand how the adoption and creation of OER actualizes the Library's mission statement, "The DePaul University Library cultivates and sustains the intellectual, creative, and social passions of our students, faculty, and staff as we work together to advance the goals of a more just, ethical, and diverse global society." Further, open education practices which create inclusivity and equity are reflected in the Library's values: "....In particular, the DePaul University Library has long been known for its commitment to the Vincentian value of "personalism," as defined both by a respect for the needs of the individual and by an appreciation for what each member of the community brings to the library's work."[4]

The creators of DePaul's 2024 Strategic Plan provided a roadmap for institutional support and funding of OER and open educational practices in Strategic Priority 4. Expand access to a portfolio of high-quality, affordable academic programs that meet student, workforce, and societal needs. Within this priority, the relevant specific goal is 4.4: Improve affordability and increase the transparency and predictability of students' educational cost which is supported by action F. to provide support for faculty to explore and experiment with ways to access more affordable course materials.[5]

5. DePaul University, University Library. (2020). *Mission, vision & values*. Retrieved from https://bit.ly/3k9nsZN

6. DePaul University, Office of the President. (2020). *Expand access to a portfolio of high-quality, affordable academic programs that meet student, workforce, and societal needs*. Retrieved from https://bit.ly/2DfdiGC

IV. **Data Collection & Methodology**
     Population and Sample

We collected data from two groups of academic libraries to help us identify both best practices for OER and/or textbook affordability initiatives as well as to better understand where our peer academic libraries are in developing efforts to support these initiatives. In order to identify best practice institutions, we reviewed the OER and Textbook Affordability Initiatives document compiled by the University Academic Senate Task Force on Open Educational Resources and Affordable Course Materials, at Grand Valley State University (Allendale, Michigan). For the peer institutions, we started with a list provided by DePaul University's Institutional Research and Market Analytics, which included institutions with one or more similar features such as size, private, catholic, urban and/or midwestern. We chose to exclude community college libraries,

academic library consortia, institutions outside the U.S. and specialized medical school libraries because the scope, external forces and resources of those institutions varied widely from our own. We ultimately surveyed 15 best practice institutions and 11 peer institutions.

2017 Open Education Summit:
https://open.umn.edu/otn/summer-institute-and-summit/

OER and Textbook Affordability Initiatives:
https://docs.google.com/document/d/1cVFDRaqrz595T3EWvPoKRvd3mlOIaLrllqRPgY7nNZo/edit

Data Collection

Our process for designing the survey involved several steps. First, we developed a list of questions informed by our knowledge of the literature, our understanding of existing initiatives in academic libraries, and the gaps that we identified in our OER/affordability efforts at DePaul. We then sought input on our survey questions from two relevant committees, the Library's OER Working Group and the OER Task Force of the Consortium of Academic and Research Libraries in Illinois (CARLI). In conjunction with the survey design, we also wrote questions for our follow-up interviews.

The two main methodologies used to collect data for this benchmarking assessment study were an anonymous survey and follow-up interviews of survey participants who noted their interest in participating and opted to share their contact information.

Survey:
The survey was distributed to 26 institutions during the week of 1/27/2020, remained open for four weeks and closed on 2/24/2020. We initially communicated to the survey recipients in our original email on 1/27/2020 that the survey would be open for two weeks. We subsequently decided to leave it open for an additional two weeks in order to give individuals more time to respond and thereby increase the response rate. We sent a second email on 2/14/2020 communicating this to the entire list of survey recipients.

The survey contained questions about demographics, OER/textbook affordability initiatives, interdepartmental partnerships, administrative support, and challenges on respondents' campuses.

Interviews:
Individual interviews were conducted during the three-week period of 4/27/2020 through 5/15/2020 with survey participants who indicated their interest in survey question #17 by providing their email address.

The interview questions were designed to further explore partnerships, library staff involvement, assessment measures and impact of COVID-19 on OER/affordability measures.

Data Analysis

We analyzed the data from the survey and the interviews separately, using two different data analysis techniques.
Survey: Survey data analysis relied on frequency analysis and cross-tabulation methods.

Interviews: Ashley McMullin and Sue Shultz were present during each interview: Sue Shultz conducted the interviews and Ashley McMullin took notes and prepared written summaries of each interview. The primary method used to analyze the interview transcripts was a thematic analysis.

Participant Consent

Participation in our survey was optional. We determined our contacts at each institution based on job descriptions and staff directories available on relevant library websites. The introductory email specified that the "purpose of this assessment project is to strategically guide our efforts to address textbook affordability challenges for our students." We did not collect names, demographic information or institutional affiliation, except for those who volunteered to be interviewed.

For the interviews, we included a question at the end of the survey that said "If you would be willing to participate in a follow-up interview with us, please provide your email address here. Your survey responses will still be anonymized." We stripped those emails from our survey analysis. We also excluded all personal or institutional information from our report of the interviews. We did offer to share our final report with those who volunteered to be interviewed.

V.   Data & Findings
Response Rate and Demographics

Of the 26 surveys distributed, we received 11 responses, yielding a 42% response rate. All respondents represented 4-year, doctoral granting institutions. Six of those were public and five were private. We did not collect other identifying information so we could not determine whether respondents were best practice or peer institutions.

Five respondents provided their email when asked if they would be willing to participate in a follow-up interview and four of those responded to the interview request when we followed up with them. Two interviewees represented best practice institutions and one represented a peer institution. One interviewee was not on our original survey list; they were referred to us by another survey participant. This interviewee represented a library closely aligned with our criteria for a best practice institution, but that institution was not included in the survey portion of this study as the interviewee was identified after the survey responses had been collected.

Key Findings

Our key findings are organized below by the themes of our survey and interview questions, and the themes identified in the analyzed data.

Program Maturity by Institution Type and Early Lessons

Of the nine libraries who responded to the question about length of involvement in OER promotion, 78% have been involved in OER/textbook affordability efforts for four or more years: all of the libraries in public institutions are in this category as well as one private institution library. The remaining two libraries in private institutions, (22%), have programs that are three or fewer years old. The DePaul University Library is entering our fifth year of OER engagement as the 2020-2021 academic year begins. An interesting finding was that private universities with higher tuition were more likely to have done less than public universities to address affordability issues of course materials through OER initiatives.

Refer to Figure #1 in Appendix IV

Library Role

Eighty-two percent of respondents reported that their institutions have an OER/textbook affordability committee or initiative. The two librarians who responded no to this question are affiliated with private institutions. The DePaul University Library created an OER Working Group in 2017, one year after DePaul became a member of the Open Education Network (OEN). As it relates to global organizations involved in textbook affordability/OER programming, DePaul's involvement with the OEN mirrors that of respondents: 82% are members of the OEN and 73% are members of the Scholarly Publishing and Academic Resources Coalition (SPARC). SPARC is also a global coalition committed to open practices in education and research. Yet DePaul comparatively lacks allocation of staff time. In response to question #8, asking who is involved in OER/textbook affordability initiatives within the library, 31% have a dedicated library staff member and 54% have one or more library staff members with this responsibility in their job descriptions.

Refer to Table #1 in Appendix IV
Refer to Table #2 in Appendix IV

Campus Partnerships

According to the OEN, campus partnerships are vital to the success of an institution's OER program and as discussed in our follow-up interviews, partnerships take ongoing investment in order to develop and grow. Our related survey question showed that the most common partnership among respondents is that of working with individual faculty, with 81.8% of respondents engaging in this activity, almost evenly split between public and private institutions. Over half of the respondents partner with the following campus units: the Student Government Association (SGA), 72.7%; the Bookstore, 63.6%; and the instructional design department, 54.5%.

Refer to Table #3 in Appendix IV

Outreach Activities

Creating awareness of OER, what they are, why they matter, and where to locate these materials, is fundamental to increasing OER adoption across campus. There are a number of traditional avenues to build this awareness. The majority of respondents have used the following activities to communicate about OER: campus news outlets, 81.8%; library digital outreach (blogs, social media, etc.), 63.6%; workshops, 63.6%; and, events (panels, screenings, presentations), 54.5%. More specifically, the outreach activities discussed during the follow-up interviews included the following:

- eBook text initiatives, print course reserves, supporting affordable course materials, Pressbooks implementation and open-enabled pedagogy and student-created work.
- Outreach and networking with faculty, including luncheons, workshops, listening tours, programming and other efforts to raise awareness.
- Funding and grant programs for OER adoption and creation; some included a small student fee or funding from SGA to support OER adoption in classes.

Refer to Table #4 in Appendix IV

Library Support of Faculty

As mentioned above under Campus Partnerships, working with individual faculty is the most common partnership for librarians regardless of institution type. Question #12 in the survey explored this collaboration in more detail to better understand the kind of support the libraries provided to faculty in OER adoption or creation. Working with faculty to locate OER materials was the most common type of support (72.7%) followed closely by copyright guidance (63.6%). Librarians at public universities provided both of these support services twice as often as their counterparts at private schools.

Refer to Table #5 in Appendix IV

University Support of Faculty

Two of the most common obstacles to OER adoption and creation by faculty are the lack of time and concerns about the weight of OER for tenure and promotion. Question #13 in our survey was designed to understand if and how institutions are addressing these issues. Six of the respondents, 54.5%, provide grants or funding to support faculty in adoption and/or creation, with all but one being from public institutions. All six institutions have OER programs/initiatives that are between four and seven years old. Only one institution provides tenure and promotion support and this is a public university whose OER program is in its fourth year.

Refer to Table #6 in Appendix IV

Strategic Plan

In response to question #15 that asks whether OER/textbook affordability is included as part of the university's current or prior strategic plans, only one respondent answered yes and this librarian works at a public institution with an OER program/initiative in its 6th year.

Refer to Table #7 in Appendix IV

External Funding/Grants

Out of eight librarians responding to the question about whether or not their institution had received external funding or grants for OER initiatives, 7 (88%) had not received this type of funding, and only one institution (12%) had. This was a public institution in year 4 of their OER program. This finding is important because it highlights the importance of the multi-prong approach of engaging in various activities for a program to be successful in creating a culture of OER adoption.

Refer to Table #8 in Appendix IV

How Remote Teaching during COVID-19 is Impacting OER Initiatives

Faculty who already use OER and affordable digital alternatives found it easier to transition online in response to COVID-19. The interviewees have seen more curiosity and engagement from faculty and deans during the pandemic; however, the mid-semester switch to remote learning followed by summer vacations leaves the full impact still to be seen this fall. There is concern about being too persistent when faculty are already overwhelmed with adjustments, but adjusting curriculum also provides opportunities for trying new models.

VI.   Discussion & Interpretation of Findings

Library Role: One significant area in which the DePaul University Library lags behind the institutions surveyed is the allocation of library staff time to OER/textbook affordability efforts. Over 80% of surveyed institutions have a dedicated library staff member or have one or more library staff members with this responsibility in their job descriptions; DePaul University Library does not. The DePaul University Library's OER/affordability efforts are managed by a working group, similar to only one other survey respondent. These findings informed our decision to add allocation of library staff time through OER position creation or job description responsibilities in our long-term action plan.

Campus Partnerships: DePaul's activities in these areas are similar to those of the respondents. During the three years of the Library's OER efforts, we have partnered with individual faculty members by providing support in adoption and creation efforts. Two members of the OER Working Group are Center for Teaching and Learning instructional designers. We held exploratory meetings with the SGA and the Bookstore, although at the time of this analysis we have not formalized a joint effort with either group. The findings of our study related to campus partnerships with the SGA and Bookstore informed our decision to add short-term action items addressing both.

University Administration Support: While not among the top partnerships in our survey results, it is important to point out that 36.4% of respondents have partnered with the university administration/provost on their campuses: this is split evenly between public and private institutions. Interviews further revealed that support from university administrators was key in advancing library OER initiatives. The OEN recommends advocating to university administrators about the importance of providing funding and resources in order to build a successful OER program. The OEN makes the case that a strong OER program can also create a competitive advantage for the institution. Therefore, we have incorporated this component into our short-term action plan.

Outreach Activities: The Library has engaged in all of these outreach activities to some degree, so this data confirms that our efforts are in alignment with those of the respondents. To help inform and expand our strategy for creating awareness, we asked which high impact activities the respondents have engaged in on their campuses. All respondents included multi-pronged approaches with categories including course materials, professional networks, outreach and funding/grant initiatives. To enlarge upon our existing multi-prong approach, we added action items for a listening tour of faculty, developing a marketing campaign for textbook heroes, and exploring and pursuing a platform for open pedagogy such as Pressbooks.

Strategic Plan: DePaul University is definitely an outlier when compared to question #15 responses. Even before the global pandemic in 2020, DePaul committed to improving affordability in its 2024 Strategic Plan, Grounded in Mission.

VII.   **Recommendations and Plans for Action**
       Recommendations

Short-Term Recommendations (FY21)

- Determine who has been tasked with OER in the University's 2024 Strategic Plan and reach out to align efforts: the University is already well-positioned to build on this strategic plan priority.
- Meet with University Administration and Provost to discuss findings of the Benchmarking Assessment Study.
- Formalize an initiative/relationship with the Bookstore.
- Formalize an initiative/relationship with the Student Government Association.
- Protect and prioritize reserves book budget line.
- Promote the newly acquired resource: EBSCO Faculty Select, an open textbooks search interface.

Long-Term Recommendations

- Allocate staff funds for an OER Librarian position or incorporate OER and affordable course content responsibilities into a library staff person's job description with a minimum of 30% specified for these responsibilities.
Resource: SPEC Kit 351: Affordable Course Content and Open Educational Resources, Job Descriptions: https://publications.arl.org/Affordable-Course-Content-Open-Educational-Resources-SPEC-Kit-351/140

- Implement a faculty grant program to incentivize OER adoption and/or creation. This is contingent upon library staff time being allocated for OER, either with the addition of an OER librarian position or allocation of significant staff time in a library staff member's job description. The institutions that have made headway in this area devote considerable time to this activity.

- Conduct a listening tour of faculty.

- Pursue the acquisition of Pressbooks or another relevant platform for Open Pedagogy. Determine what we need in a platform for open pedagogy and determine if Bepress could be a platform for student created content. If not, articulate the difference in uses between an open pedagogy platform and Bepress.

- Develop a marketing campaign to promote OER and affordable course materials.
Resource: Textbook Heroes at the University of Kansas https://lib.ku.edu/textbook-heroes

Action Plan for Short-Term Goals (FY21)

- Determine who has been tasked with OER in the University's 2024 Strategic Plan and reach out to align efforts. The University is well-positioned in the strategic plan to build on OER and affordable course materials initiatives.
Date: Summer 2020
Action Items:
  - Determine who in the University is responsible for Strategic Priority 4, Goal 4.4, Action F.
  - Contact this individual to make them aware of our research and that we will have a report for them at the beginning of September. Also, let them know that we would like them to attend the University Admin/Provost meeting.

- University Administration and Provost: Meet to discuss the findings of the Benchmarking Assessment Study and communicate specific support needed from the University to move OER adoption forward.
Date: September 2020
Potential barriers: COVID-19 Priorities of University Administration and the Provost; University Budget
Action Items:
  - Schedule meeting.

- OER Working Group to develop agenda and determine goals for the meeting.

- Formalize an initiative/relationship with the Bookstore.
  Date: October 2020
  Action Items:
    - OER Working Group to discuss agenda and determine goals of the meeting. The Working Group will develop one concrete idea that we would like to collaborate with them on.
    - Schedule the meeting.

- Formalize an initiative with the Student Government Association.
  Date: Winter Quarter 2021
  Action Items:
    - OER Working Group to discuss agenda and determine goals of the meeting. The Working Group will develop one concrete idea that we would like to collaborate with them on.
    - Schedule the meeting.

- Protecting and prioritizing reserves budget line.
  Date: Summer 2020
  Action Item:
    - The reserves budget has been proposed to be increased by $25K for FY21 in the midst of an overall collections budget decrease.
    - Date: Budget proposal already submitted.

- Faculty Select Database: Explore options to set up the Faculty Select database and communicate out to faculty about the value of this database for locating OER and e-books.
  Date: August 2020
  Action Items:
    - Write a post for the Library's Full Text Blog and publish in Newsline Daily.
    - Include in quarterly library liaisons email to faculty for fall quarter.

Action Plan for Long-Term Goals (Post-FY21)

When the follow-up assessment report is completed for this Benchmarking Assessment Study in fall of the 2021-2022 academic year, we will revisit the long-term goals. Those are largely dependent upon the outcome of short-term goals and there is a great deal of uncertainty at this time due to the University budget adjustments and the COVID-19 pandemic. The long-term implications of the pandemic on enrollment and remote delivery of education will likely necessitate ongoing flexibility in consideration of long-term goals.

Sharing the results

An executive summary will be developed based on this Benchmarking Assessment Study. As identified above, the executive summary will be shared with University administration, the Bookstore, SGA and other potential campus partners. The executive summary will also be shared with interview participants. The full report will be shared with the Library and Center for Teaching and Learning OER Task Force as well as Library staff and the Library's Management Team.

Appendix I: Email to Potential Survey Participants

Greetings!

The DePaul University Library is conducting a benchmarking assessment of how other academic libraries and their institutions support the adoption and creation of open educational resources (OERs) to address the rising cost of textbooks. The specific question we hope to answer is: what are the best practices for developing and sustaining successful OER/textbook affordability initiatives in an academic library. The purpose of this assessment project is to strategically guide our efforts to address textbook affordability challenges for our students.

As part of our investigation, we have designed a survey to collect data on OER and textbook affordability initiatives. Please assist us by taking this brief survey about initiatives in your own library. The survey should take 10-15 minutes to complete and the results will be anonymized. The survey will close on Monday, February 10, 2020 at 5:00pm CT.

Survey Link: [link to survey in Qualtrics]

Thank you,

Ashley McMullin, Interim Associate University Librarian for Teaching, Research and Engagement

Susan Shultz, Business and Social Sciences Librarian

Appendix II: Email to Potential Interview Participants

Good morning,

In January 2020, you completed the DePaul University Library's OER Program Assessment survey. We appreciate your time and responses to the survey. We are beginning the second phase of data collection for the assessment project which involves follow-up interviews to the survey. Thank you for agreeing to be interviewed by providing your email address in the survey.

If you are still interested in the opportunity to further contribute to our benchmarking study of OER best practices in academic libraries, we are scheduling interviews during the weeks of 4/27 and 5/4/2020.

The interview will last approximately 30 minutes and will be conducted through Zoom by Ashley McMullin and Sue Shultz, librarians at the DePaul Library. The interview questions are attached and results of the OER Program Assessment Benchmarking project will be shared with participants in fall of 2020.

Please select two of the following days and times which accommodate your schedule by Tuesday, April 28 at noon. We will email you with your scheduled interview day/time and Zoom link by 5:00pm on April 28.

Thank you again for your valuable participation in our benchmarking project.

Ashley McMullin
Interim Associate University Librarian for Teaching, Research and Engagement

Sue Shultz
Business + Social Sciences Librarian

Appendix III: 2019-2020 OER Program Assessment Survey Results including Questions

Q1 - Your institution would best be described as (select all that apply):
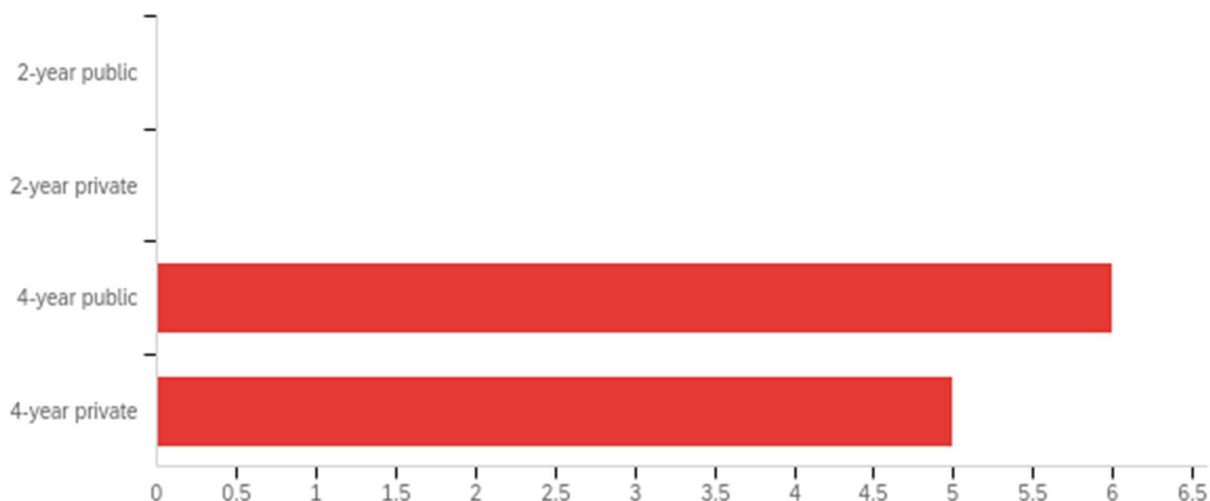
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Your institution would best be described as (select all that apply):	3.00	4.00	3.45	0.50	0.25	11

#	Answer	%	Count
1	2-year public	0.00%	0
2	2-year private	0.00%	0
3	4-year public	54.55%	6
4	4-year private	45.45%	5
	Total	100%	11

Q2 - The highest degree granted by your institution
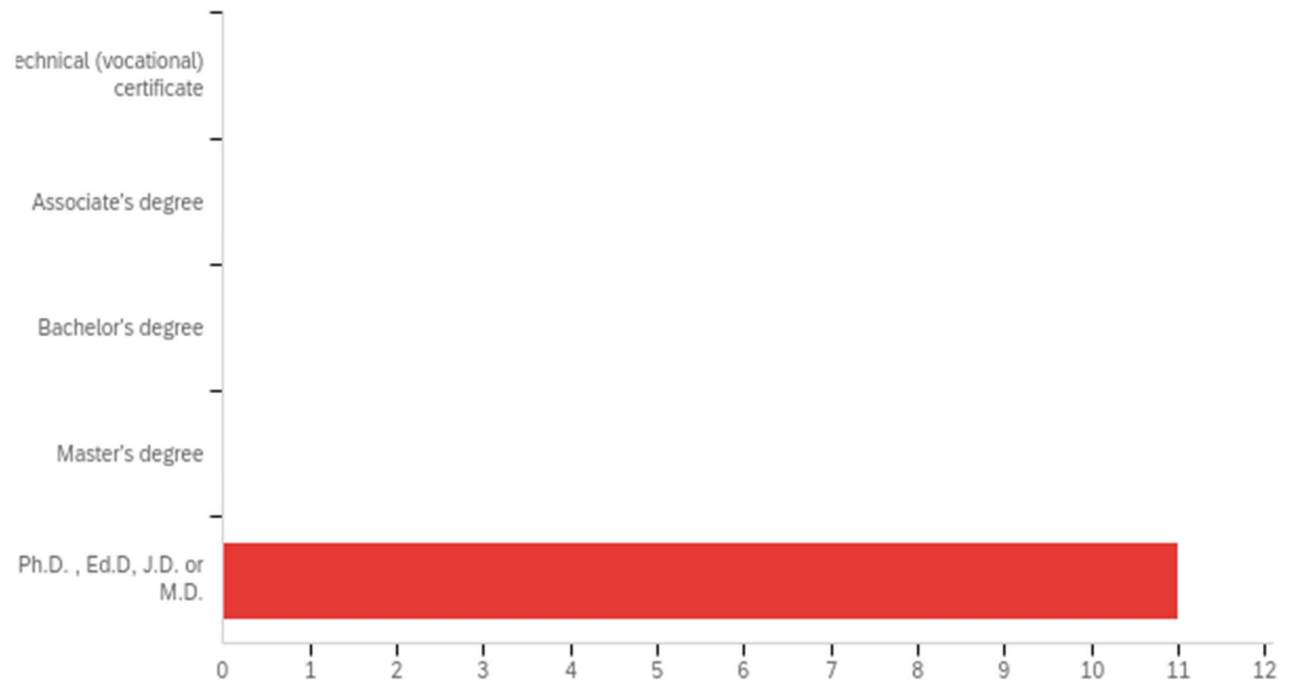
#	Answer	%	Count
1	Technical (vocational) certificate	0.00%	0
2	Associate's degree	0.00%	0
3	Bachelor's degree	0.00%	0
4	Master's degree	0.00%	0
5	Ph.D., Ed.D., J.D. or M.D.	100.00%	11
	Total	100%	11

Q3 - Which areas have you formally or informally partnered with on OER/affordability? (select all that ap
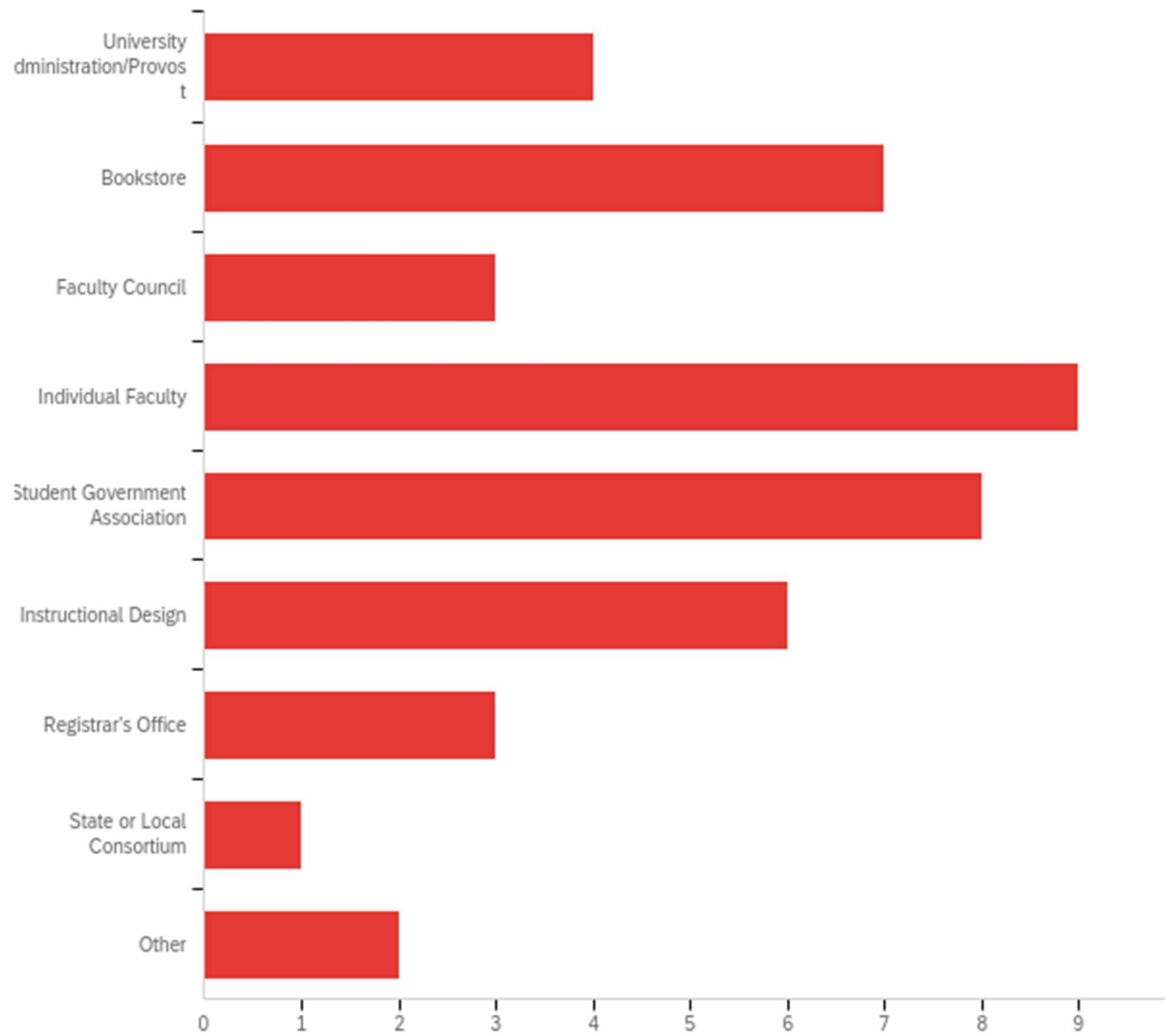
#	Answer	%	Count
1	University Administration/Provost	9.30%	4
2	Bookstore	16.28%	7
3	Faculty Council	6.98%	3
4	Individual Faculty	20.93%	9

5	Student Government Association	18.60%	8
6	Instructional Design	13.95%	6
7	Registrar's Office	6.98%	3
8	State or Local Consortium	2.33%	1
9	Other	4.65%	2
	Total	100%	43

Q3_9_TEXT - Other

Other - Text
Head of Online Learning, Center for Teaching and Learning
Colleges within the University

Q19 - Does your institution have an OER/textbook affordability committee or initiative?
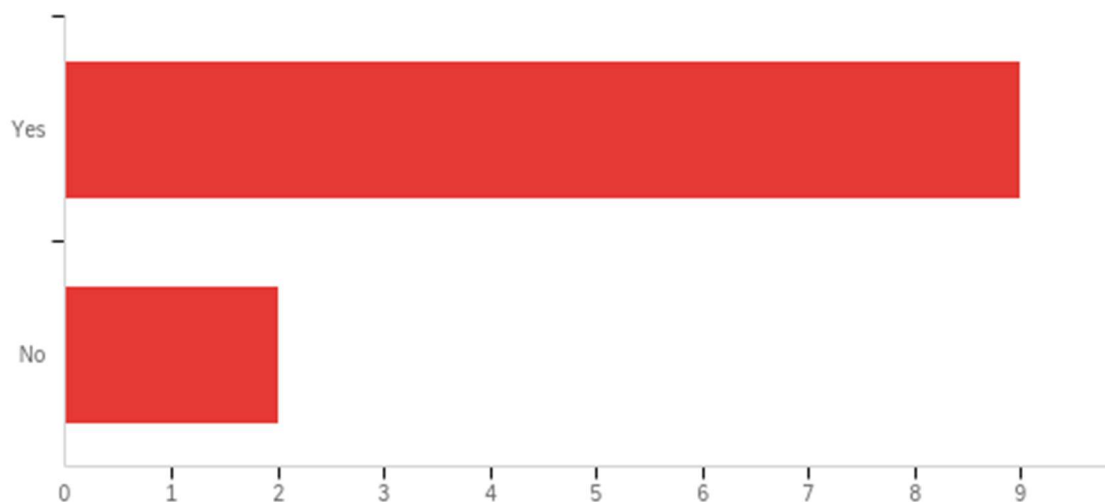
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Does your institution have an OER/textbook affordability committee or initiative?	1.00	2.00	1.18	0.39	0.15	11

#	Answer	%	Count
1	Yes	81.82%	9
2	No	18.18%	2
	Total	100%	11

Q4 - How would you describe the library's role in your institution's OER/textbook affordability efforts?
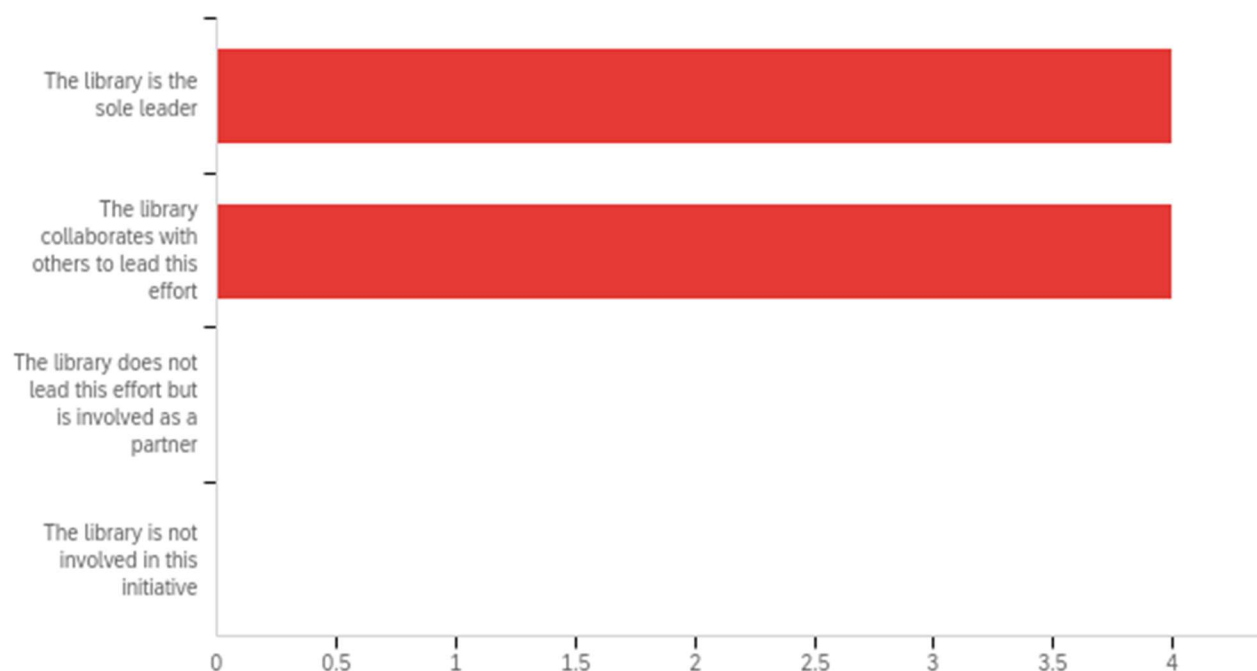
#	Answer	%	Count
1	The library is the sole leader	50.00%	4
2	The library collaborates with others to lead this effort	50.00%	4
3	The library does not lead this effort but is involved as a partner	0.00%	0
4	The library is not involved in this initiative	0.00%	0
	Total	100%	8

Q5 - Is your library or institution a member of any organizations that support OER/textbook affordability? (select all that apply)
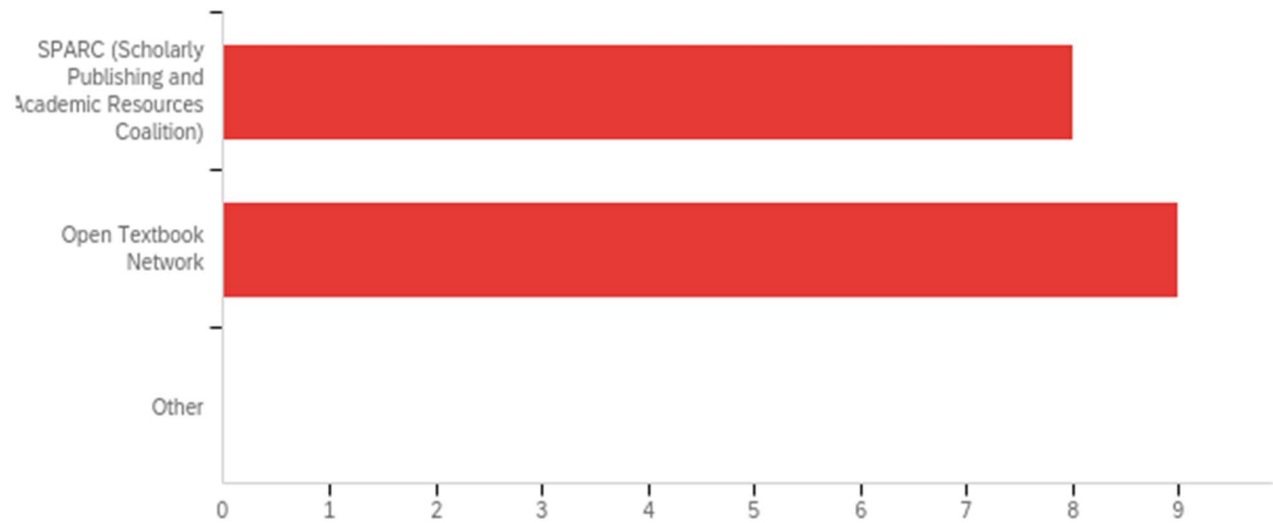
#	Answer	%	Count
1	SPARC (Scholarly Publishing and Academic Resources Coalition)	47.06%	8
2	Open Textbook Network	52.94%	9
3	Other	0.00%	0
	Total	100%	17

Q6 - How many years has the library been involved in an OER/textbook affordability initiative?

How many years has the library been involved in an OER/textbook affordability initiative?
7
officially, 3 years
4
6 years
4
4
6
1
7

Q7 - What is one thing you wished you did or wished you knew as you launched your OER/textbook affordability initiative?

What is one thing you wished you did or wished you knew as you launched your OER/textbook affordability initiative?

In order to build a successful program, we would need to implement a multi-prong approach to meet a variety of faculty needs related to course materials.

How to get admin to OK things like affordability committees, Student committees...everything is unofficial because to do anything officially risks "getting hopes too high"

We wish we'd taken the time to survey and interview faculty to learn more about their awareness of textbook affordability and OER issues and to discover the barriers they have to adoption of open or low-cost course materials for students.

The value of bringing a variety of partners in early to help communicate our message

I wish I understood better the politics of curriculum development.

I wish we had better understood the resources, including costs (both monetary and people) necessary for publishing OER.

Q8 - Who is involved in OER/textbook affordability initiatives within the library?
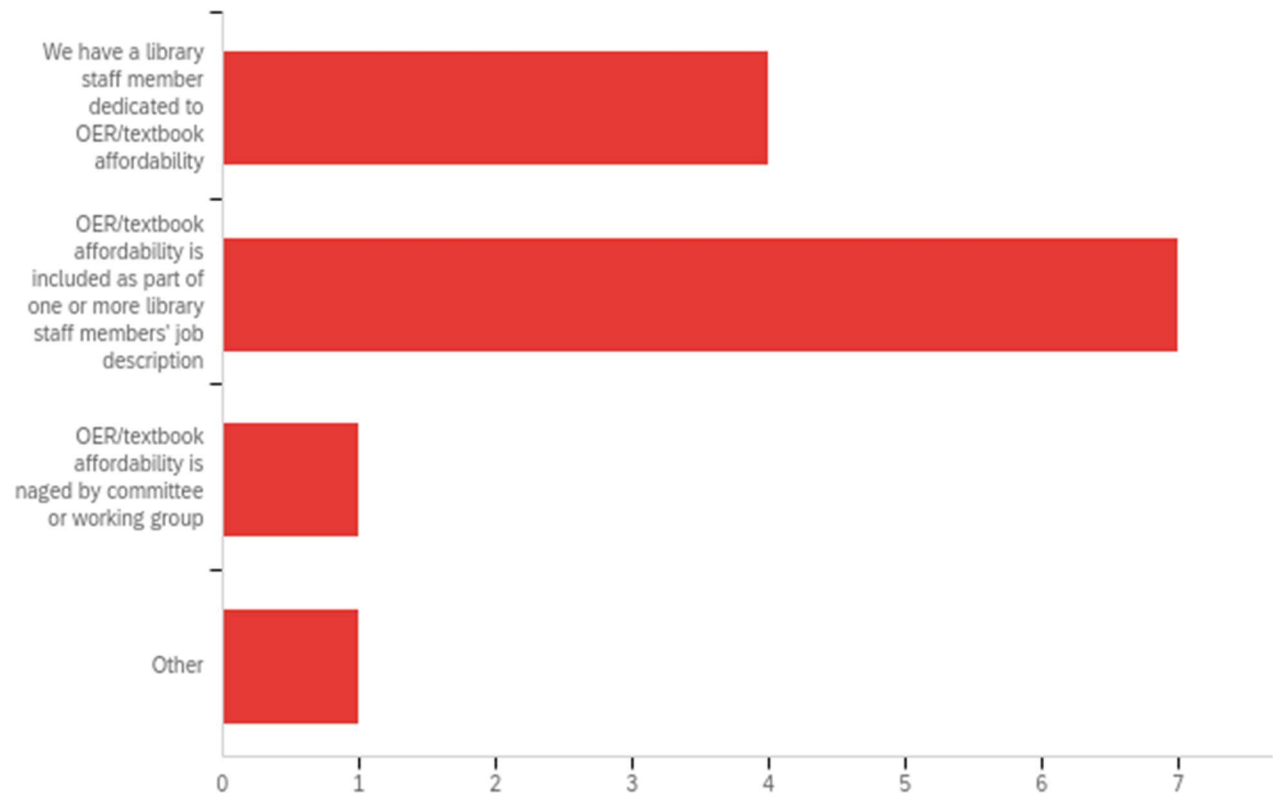
#	Answer	%	Count
1	We have a library staff member dedicated to OER/textbook affordability	30.77%	4
2	OER/textbook affordability is included as part of one or more library staff members' job description	53.85%	7
3	OER/textbook affordability is managed by committee or working group	7.69%	1
4	Other	7.69%	1
	Total	100%	13

Q8_4_TEXT - Other

Other - Text

none of the above - currently I lead it, but it's not in my job description

Q9 - If you have a dedicated staff member or if OER/textbook affordability is included in a job description(s), what responsibilities does that include?

If you have a dedicated staff member or if OER/textbook affordability is included in a job description(s), what responsibilities does that include?
This has varied and changed over time but primarily includes managing annual faculty incentive grants and the resulting projects, leading a campus wide group focused on course material issues, supporting liaisons whose faculty are looking for affordable course materials solutions, supporting the implementation of Pressbooks, working with other campus central service groups (Center for Teaching and Learning, IT, Disability Services) to provide streamlined support for faculty, working with college units' academic tech groups on affordable content projects and more as opportunities develop. Also serve as a rep for our University on the Unizin Teaching and Learning group and the Affordable Content subgroup.
OER awareness, Workshop trainings, 1:1 Appointments for finding OER, Working with one Faculty member to adapt a textbook
outreach, assessment
We have a librarian who is responsible for overseeing our small pool of funds we use to provide small grants to faculty and instructors to support their efforts to create OER materials. That individual also helps provide training and promotion for the fund and helps maintain our website that contains resources for OER efforts. Additionally, we have another librarian who spearheads our efforts to obtain print textbooks for our reserves collection using a set of funds we receive from our Student Governing Association.
Program coordination/ Presentations/ Correspondence with faculty authors/ OER project management/ Updating documentation/ faculty consultations/ Program planning/ serving as liaison to membership groups like the OTN/ working with student government
Addressing affordable learning considerations on campus
Chair the Scholarly Communications Committee Provide support to faculty searching for OER/Affordable course materials Teach workshops
Manage all aspects of our grant program, including Library resource grants. Assist faculty with open content adoption, production, and publishing. Assess impact, report on savings, strategize and execute steps to maximize savings. Develop methods for assessing and reporting impact, effectiveness, and relevance. Develop and sustain strategic partnerships and effective working relationships with various campus stakeholders to promote the use of OER and support their integration into curriculum. Integrate copyright, open licensing and related topics and skills into the curriculum. Collaborate with subject specialists. Create teaching/learning opportunities promoting the use of OER. Serve as the facilitator and coordinate the activities of the campus-wide OER Committee. Develop OER content for website and LibGuides. Represent initiatives on social media.

Q10 - What have you done to raise awareness of OERs/textbook affordability? (select all that apply)
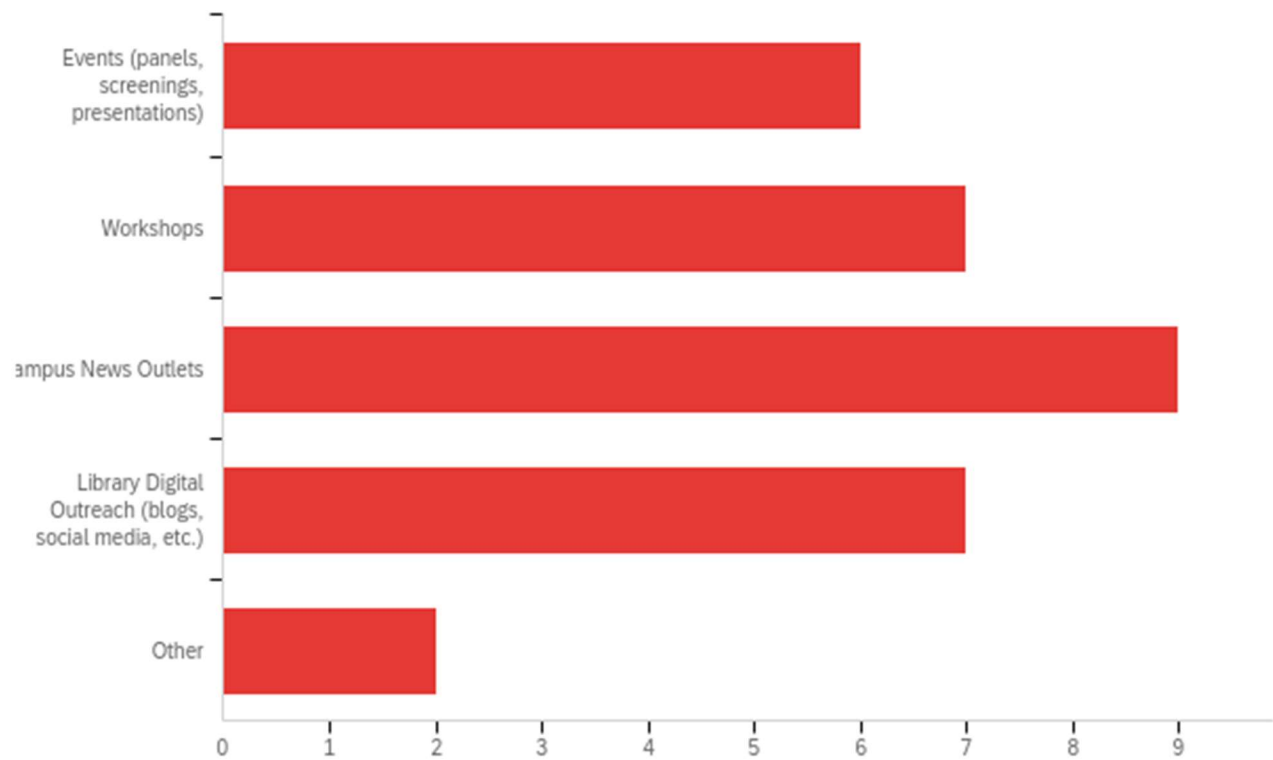
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#	Answer	%	Count
1	Events (panels, screenings, presentations)	19.35%	6
2	Workshops	22.58%	7
3	Campus News Outlets	29.03%	9
4	Library Digital Outreach (blogs, social media, etc.)	22.58%	7
5	Other	6.45%	2
	Total	100%	31

Q10_5_TEXT - Other

Other - Text

incentive grants

Flyers, chalking, giveaways at student events

Q11 - List three activities your library or campus has done to address textbook affordability that you felt had the greatest impact.

List three activities your library or campus has done to address textbook affordability that you felt had the greatest impact.

launched course adopted text eBook initiative, invested in staff (me) to join SPARC lead OER fellowship, listening tours to engage faculty liaisons

Teaching and Faculty Support Center Luncheon Presentations/ OTN Campus Workshops/ Funding program for OER Adoption and creation

Raise awareness

Grant support for those pursuing affordable learning initiatives, student engagement, programming

Faculty Incentive Grants, multiple choices for affordable course materials, Pressbooks implementation

1. We worked with Faculty Senate and the Provost's office to arrange for a small fee $10 to be charged to students when they take a course that uses OER resources developed by [the university] faculty. Most of the money from that fee goes to the department in which the course is taught. 2. Our Dean allocates money for small grants to help faculty develop OER materials 3. We applied for and have received funds from our Student Government Association to purchase print copies of textbooks used in classes with high enrollment and a high percentage of students who have financial need.

1) Offer a grant to faculty for transitioning from traditional (costly) resources to free/low cost resources, 2) Partner with colleges to extend the grant (some colleges provide matching funds for their faculty members who receive a grant), 3) Promote open-enabled pedagogy and student-created work

Q12 - What support does the library provide to faculty to help them adopt or create OERs? (select all that apply)
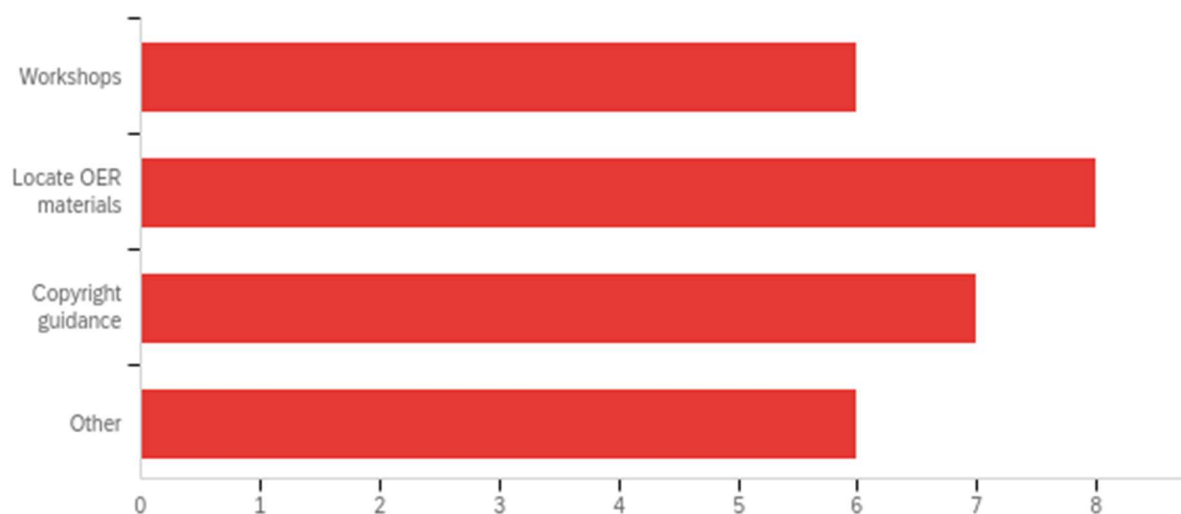
#	Answer	%	Count
1	Workshops	22.22%	6
2	Locate OER materials	29.63%	8
3	Copyright guidance	25.93%	7
4	Other	22.22%	6
	Total	100%	27

Q12_4_TEXT - Other

Other - Text

create project teams to support faculty projects and identify the best option, and then facilitate implementing that option

Grants

project management; Pressbooks assistance

Connection with library liaison

working on building all of this capacity

Grants

Q13 - How has the university supported OER adoption and creation on campus? (select all that apply)
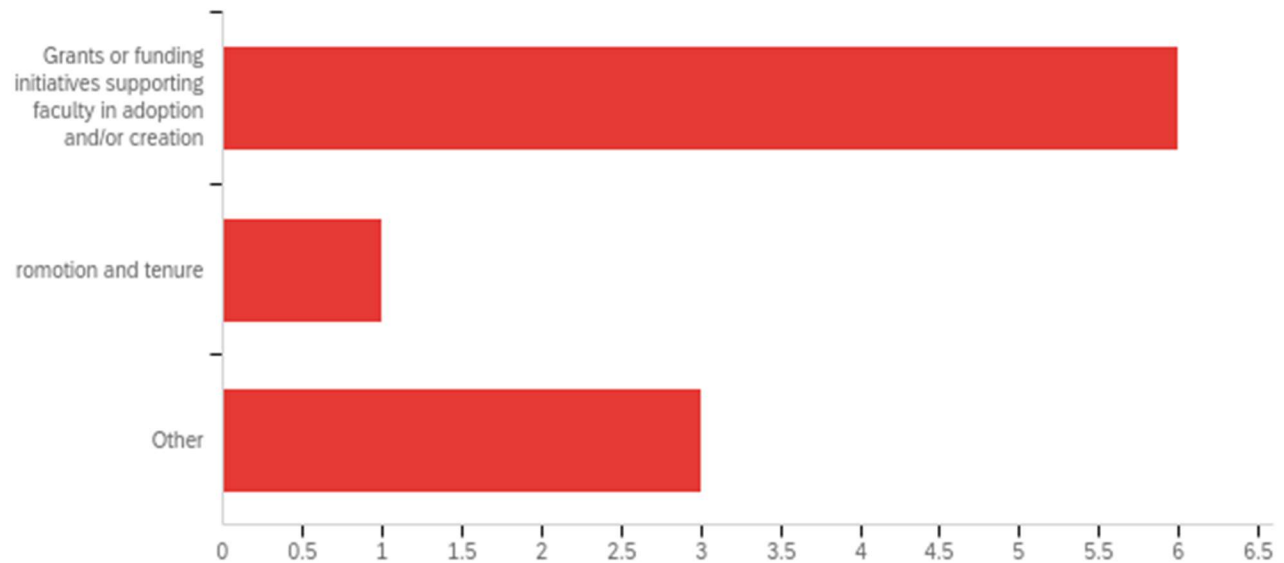
Data source misconfigured for this visualization

#	Answer	%	Count
1	Grants or funding initiatives supporting faculty in adoption and/or creation	60.00%	6
2	Promotion and tenure	10.00%	1
3	Other	30.00%	3
	Total	100%	10

Q13_3_TEXT - Other

Other - Text
none
Allowed a small fee to be assessed for courses that use OER materials
The library, not the university, funded four grants.

Q14 - To your knowledge, has your institution received an external grant or other funding for OER/textbook affordability initiatives?

To your knowledge, has your institution received an external grant or other funding for OER/textbook affordability initiatives?

no

no

No

No

Yes

No

no

No

Q15 - Is OER/textbook affordability included as part of the university's current or prior strategic plans?
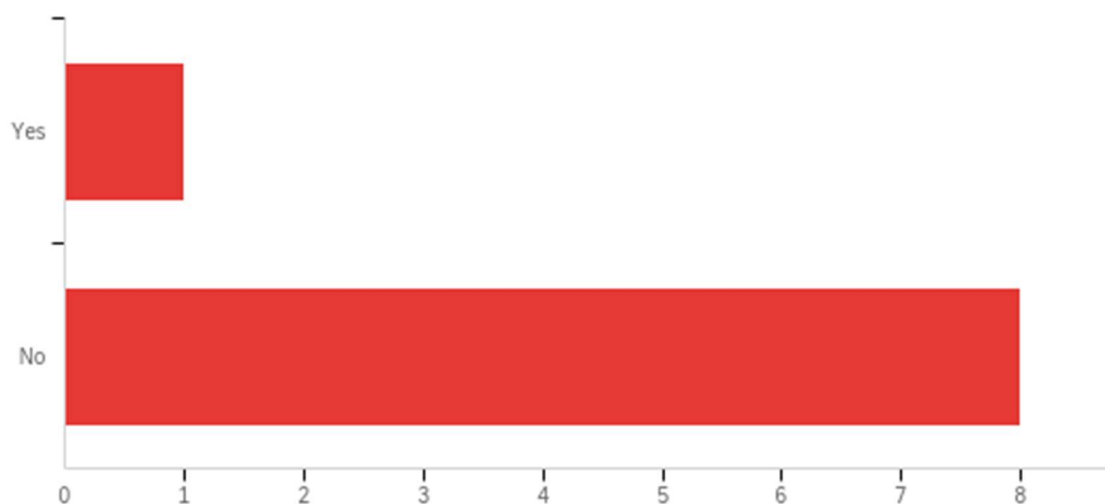
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Is OER/textbook affordability included as part of the university's current or prior strategic plans?	1.00	2.00	1.89	0.31	0.10	9

#	Answer	%	Count
1	Yes	11.11%	1
2	No	88.89%	8
	Total	100%	9

Q16 - What is the most significant challenge you have faced or are currently facing in supporting OER/textbook affordability initiatives on campus?

What is the most significant challenge you have faced or are currently facing in supporting OER/textbook affordability initiatives on campus?

Admin buy in, continuous funding for incentive grants, educating students and faculty about the range of affordable content options (at a large institution)

lack of support for helping faculty make the transition (support being reduced course load or funds for course change)

We lack sufficient staff and monetary resources to reach out to faculty who continue to assign expensive textbooks to convince them that there are high quality alternatives that do not present financial burdens to students.

Broad buy-in and differentiating OER from inclusive access

We've modified our grant programs over the years to better support the needs of our faculty as they have been identified.

The amount of time it is perceived to take for a faculty to adopt or adapt OER. The lack of ancillary materials available.

faculty time

We have two vacant positions, one of which focuses solely on OER.

Q17 - If you would be willing to participate in a follow-up interview with us, please provide your email address here. Your survey responses will still be anonymized.

If you would be willing to participate in a follow-up interview with us, please provide your email address here. Your survey responses will still be anonymized.

[contact and email removed]

[contact and email removed]

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Appendix IV: Additional Survey Figures and Tables

Figure 1
Maturity of Program

■ 4 or more years ■ 3 or less
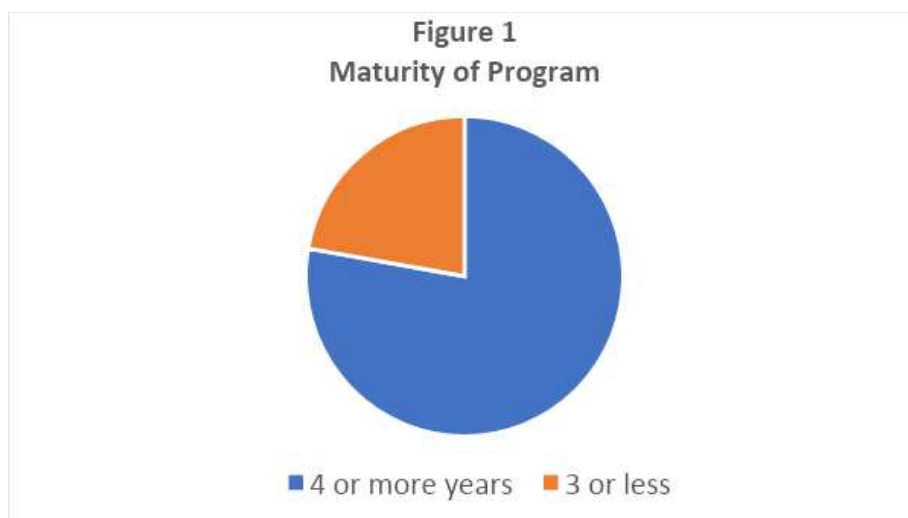
Table 1				
Institutional OER/Textbook Affordability Committee or Initiative				
OER Committee or Initiative	**Total**	**%**	4-year public	4-year private
Yes	9	81.8	6	3
No	2	18.2	0	2

Table 2				
Global Organization Membership				
OER/Textbook Affordability Global Organizations	**Total**	**%**	4-year public	4-year private
SPARC	8	72.7	6	2
Open Education Network	9	81.8	6	3
Other	0	0	0	0

Table 3				
Campus Partnerships				
Campus Areas	**Total**	**%**	4-year public	4-year private
Individual Faculty	9	81.8	5	4
Student Government Association	8	72.7	6	2
Bookstore	7	63.6	2	5
Instructional Design	6	54.5	3	3
University Administration/Provost	4	36.4	2	2
Faculty Council	3	27.3	2	1
Registrar's Office	3	27.3	3	0
Other	2	18.2	1	1
State or Local Consortium	1	9.1	1	0

Table 4				
Outreach Activities				
Activities	**Total**	**%**	4-year public	4-year private
Campus News Outlets	9	81.8	6	3
Workshops	7	63.6	4	3
Library Digital Mediums (blogs, social media, etc.)	7	63.6	5	2
Events (panels, screenings, presentations)	6	54.5	5	1
Other	2	18.2	2	0

Table 5				
Library Support of Faculty				
Support Activities	**Total**	**%**	4-year public	4-year private
Help Locating OER Materials	8	72.7	6	2
Copyright Guidance	7	63.6	5	2
Workshops	6	54.5	4	2
Other	6	54.5	4	2

Table 6				
University Support of Faculty				
Support Activities	**Total**	**%**	**4-year public**	**4-year private**
Grants or funding initiatives for adoption/creation	6	54.5	5	1
Other	3	27.3	1	2
Promotion and tenure	1	9.1	1	0

Table 7				
OER/Affordable Materials in University Strategic Plan				
Strategic Plan Inclusion	**Total**	**%**	**4-year public**	**4-year private**
No	8	88.9	5	3
Yes	1	11.1	1	0

Table 8				
External Funding or Grant				
External Funding or Grant	**Total**	**%**	**4-year public**	**4-year private**
No	7	87.5	4	3
Yes	1	12.5	1	0

Appendix V: Interview Notes and Summary

These notes were taken by the project leads during the interviews. Summaries were written after reviewing all interview notes for common themes and responses. Identifying information has been removed.

1. **Catalyst for launching - what prompted this initiative on your campus?**
    a. **What role did local/state/federal law or policy play in influencing these decisions?**

Responses

There was no specific catalyst. Their university and libraries have a long track record of working in this area - examples include: a founding member library in their publishing coalition in 2004; early adopter of repositories; full Electronic Theses, Dissertations and Reports transfer beginning in 2006. OER was a continuation of those services. Their local initiative was launched by their Head of Scholarly Communications, but has been supported by their various academic department heads as well. They drew funds from SGA, libraries, general campus admin and whatever they could do to build this program up. They have a Digital Scholarship Librarian and a Scholarly Communication and Copyright Librarian supporting their efforts.

Library Dean heard of OER going on, had experience at other institutions and wanted to push it forward. There was an Open Education Group at the time, but nothing campus-wide had happened.

> a. Almost none. As a private institution, they were not beholden to such policies. Their statewide consortium had had discussion around it.

The impetus came from the library learning and seeing what other folks were doing. It started with a course about the textbook initiative from their statewide consortium. They began collecting e-books to support courses for the consortium. 25% of the course adoptions. There was a keynote for their annual consortium meeting who was so dynamic and compelling that they brought her to speak at their local for Open Education Week programming. Highly recommends the SPARC Open Education Leadership program.

> a. No state legislation pressure because they are a private institution.

Branded as "affordable content program" not OER. Their provost launched an e-learning program. They sought out innovative programs and the library chose to focus on content. Tied to goals of new provost.

Summary

Individual leaders in their library were the greatest impetus for starting an OER program, whether it was a library administrator or a library staff member with related job responsibilities. Support from university administrators was key as well. State consortiums as well as dedicated OA/OER networks like the OTN and SPARC helped raise awareness and provide resources/support for OER. Many were inspired by the work of other libraries. State/federal legislation had little impact on these programs, especially for private institutions.

2. Explain the nature of your partnerships/relationships identified on the survey.

- **Which partnerships have been most valuable?**
- **What role do each of the partners play? Or what are their contributions?**
- **How did you build and foster those relationships?**

Core partners were faculty department heads who self-selected. They became passionate because they were already using OER materials and became big advocates. They have an advisory core committee who conducts review sessions for grant applications twice per year. This panel includes the student access center (accessibility), student government 1-2 representatives (SGA and student senators) and faculty senate president. They work for course material affordability,

Office of the registrar is another key partner in collecting the small course fee which is split up to fund departments to support continuation of affordable resources and which goes back into the grant. They added icons to the catalog to indicate which courses are open or alternative as students go to register. This allows students to identify classes where there is no cost for course materials.

Partnerships were started by the UL who did work putting together a small group across campus to discuss the issue. The group includes representation from faculty, the university's online course creation program, accessibility, undergrad education, bookstore and Center for Teaching and Learning. They have struggled to determine what that group should be doing and how to wrangle experiences/expertise. Getting anything to work at a private institution is very difficult. Faculty are passionate when it comes to academic freedom. CTL and the online course creation program have been their most valuable partnerships as their university moves toward offering more options online.

      b. Roles - Have them do something, even just talking to their group. Getting the librarian's name out there as someone who can support them. The more partnerships, the more beneficial. Bookstore interest is huge - their bookstore is independent and says they support OER but have not taken an active role. Roles are varied based on willingness to participate. Challenges with the same service offered multiple places on campuses. Example - their online course creation program has an accessibility staff member, but there is also an accessibility office on campus. The two are not connected and operate in silos.

    c.   Worked with the online course creation program by putting materials online - first day access and perpetual access have gained more traction with this group than textbook cost has. In our current move to online caused by COVID-19, how can we get textbooks to students on the first day of the semester?

SPARC Fellowship gave their program its kickstart. The Collection Development Librarian leads the liaison program and works with the Digital Scholarship librarian and their Digital Initiatives Librarian who runs the Institutional Repository. SPARC is a great leadership development program. The most instrumental assignment was a stakeholder interview project where they had to identify 10 stakeholders and set up informational interviews to assess needs on campus and possible collaborations. The bookstore has been a good partner for years and provides the adoption lists. Last year, the university held a contract election process for the bookstore and the library had a seat at the table from her work on OER with the existing bookstore. The new contract allows highest permissiveness and open sharing of the adoption list. They are working on getting OER and library resources into the new bookstore's system.

> Information Technology Assistants for each academic department are another big partner, providing synchronicity with the library. The Provost Office is another. For example, the new Associate Provost had published an OER in a prior position and not received tenure credit, but did once they went through a publisher even though it had no peer review. They were able to get grant funding with the Associate Provost's support.

> Through the bookstore interview process, they talked to students about OER for the first time and got legs with SGA. They are interested in sponsoring faculty affordability hero award. Focused on open and affordability initiative, not just OER, because faculty are more receptive to library resources than open-open OERs. Through the listening tours, they put together a master spreadsheet of faculty by department who are OER curious and shared that with liaisons to set up a liaison by liaison listening tour. Faculty are receptive to the idea of OER but then they say this just isn't feasible in the short-term (requires committee approval; changing curriculum for 20 sections). Focus on keeping the doors open and the conversations moving.

Started a central teaching support service so faculty can go to one place and ask for help without needing to know where to go for help. Includes disability support center, library, CEI. They liaise with the various groups within the colleges and educate each other about what they each do. This provided an opportunity to educate the group on what she can do for course content. The group does some programming and teaching together. When faculty come to the table with a particular focus, they are not always interested in doing something new. A huge part of what they do is planting seeds. They are planting seeds with all these partners and maybe they grow after the fire.

Summary: Key partners included faculty and university administrators who had positive experiences with OER and then became strong advocates on campus. Many coordinate a campus-wide group or initiative focused on affordability and/or OER, often centered on grant coordination or broader faculty services. The bookstore is another key partner for providing access to lists of textbooks, with limited active roles beyond this. Other partners include the Office of the Registrar, accessibility support/offices, SGA, Centers for Teaching and Learning, online course development support/offices. Partnerships indicate there may be more support for affordability and OER in online and hybrid courses. Partnerships

take ongoing investment to develop and grow. There is more support for affordability and access issues broadly than narrowly defined OERs.

3. How much library staff time needs to be dedicated to OER initiative?

- **If you have a dedicated OER person, what is their title?**
- **If it is part of a larger job description, what is their title? And what other areas are they responsible for? What percentage of their time is assigned to this?**

Workload changes over time with the grant cycle. Grant review includes Qualtrics survey compilation (10-hour review process). They provided 5 presentations total in response to COVID and a push for open/alternative resources. Two more are slated for fall/summer. Much of the work is administrative, including grant applications and awards. The most frequent question they help with is determining the best platforms to publish OERs with. They currently offer Pressbooks and are in talks with Libretext as they are bringing their platform online. So far, they've given authors free range to use whatever platforms work best for them. This will be the last year they will be investing in platform offering options through pressbooks. If faculty want to formally publish, they will print through the library's digital printing press. Hard to gauge time with so much effort on campus right now.

> b. The Scholarly Communications and Copyright Librarian is the dedicated OER representative, but the Digital Scholarship Librarian has been working on this for several years and is helping the new SCCL as they learn the ropes.

Staff time depends on how much work comes in. They had a time when there were three grantees all at the same time and this took a lot of time. Now there is less faculty demand. The Digital Learning Services Librarian chairs the Scholarly Communications Committee which deals in part with OER, but also other issues. They also work through the subject liaison librarians anytime he is working with the faculty. All communication is copied through the liaison. Takes liaisons time as well as the time in training them.

> a. Does not have a dedicated OER person. Their job is both OER and much more Digital Learning Services Librarian but that is antiquated and the job has changed since that title was given.
> b. Also responsible for part of Public Services Division. Does a lot of library instruction, especially first year writing. Teaches 1-2 advanced writing courses per semester. Also provides training and maintenance of electronic services they provide (Springshare), Library H3LP.
> c. 15-20% dedicated to OER and it wouldn't be helpful to have more time dedicated right now. His schedule is flexible so he can dedicate more or less time to it as demand picks up or not. Could shift other responsibilities away if needed.

OER is not in the Collection Development Librarian's (CDL) job title or job description. The CDL stepped into the role because nobody else was assigned to it, but they have a lot of other responsibilities. CDL loves the role and is not getting pressure to change the job, but they definitely need to recalibrate. Puts the ground work together to empower liaisons to do as much support as possible, at least searching and finding and developing fluency discovering OER. They don't have the capacity right now to provide

robust support for creation and publishing. But they will get there if they can develop a culture and open-ness. Bringing the Instructional Technologist and Instructional Designer in on the effort. Currently focusing on developing an OER/affordability Libguide and a faculty listening tour. Some of their liaisons don't provide instruction/outreach so their liaison program is lopsided. She fills in for those who are less involved.

    a. Percent time spent on OER is higher this year because of the SPARC program. Provost provided 10K for new Open and Affordable grant. This is her capstone project for SPARC. Posted grant but didn't have as much time for promotion as she would have liked. They had a lot of inquiries but only one complete application. People don't have enough political wherewithal to make their department do this. The department is where you create cultural change. For example, three art historians and their chair proposed seven courses they are exploring changing their syllabus for. The faculty are using their professional networks to find resources and learn more about OER in their field. Right now, OER is 50% of her time because of SPARC and the grant. After that, it will be 25-40% pre-semester, then tapers. Would like to keep it around 25% of her job. Goes with her role as liaison manager

The Program Lead for the eLearning Support Initiative (ESI) has a co-lead. They each do different things. The ESI is most focused on the affordable content program, but also does the course content program. Almost everything is related to course materials but not all OER. They offer two different kinds of press books and the Director of Content Services & Technology Lead does more of that. They previously provided Reserves Direct but now moved to Leganto. Three librarians/staff were dedicated full time at the start. Now it is the ESI ¾ time, ½ the Tech Lead's time, and ¼ the Programmer's time. They also have a copyright expert and liaisons contribute. 10% of their courses have digital reserve component. ILL department does some work too, comparing the bookstore list to their e-book collection. Library purchases e-books if it is a required textbook and if they can get multi-user license. 400 courses supported with the e-book option.

Summary: The amount of time dedicated to textbook affordability and OER initiatives varies throughout the academic year based on demand periods before the quarter/semester and grant cycles. This is rarely the only job responsibility and often the work is done by librarians with titles like scholarly communications, collections or digital learning/scholarship. Several reported their job title was not reflective of the work they do. This work is usually performed in collaboration with subject liaison librarians. Support for affordability initiatives spans multiple departments, including digital services, course reserves, ILL and subject liaisons. Grant review and administration requires a great deal of library staff time.

4. To what extent do you assist faculty in adopting open materials?

- **Do you support all formats?**
- **What are the parameters and how have you communicated those to faculty?**
- **What is the extent of your copyright support/guidance?**
- **Have you ever had to refer them to other expertise outside the library? If so, when?**
- **How have you engaged with faculty one-on-one? How did you learn about their needs? How do you create connections?**
- **Do you additionally support creation of OER? How so?**

Their work in adoption/adaption is very limited. Answers are split between the two faculty who do most of the outreach for the initiative. They have had limited interactions with supporting this because people are doing a relatively good job on their own. They are interested in expanding this area, especially in business, among liaisons but for the most part, they aren't doing much serious work helping identify materials to adapt/adopt.

    a. Copyright support is extensive. Much is grant-dependent. They don't do as much work on impact factor. Faculty want to better understand creative commons. Faculty need help understanding what part of their work (ex. data) is their own and is safe to share? Most people have been wanting to make things as accessible as possible as they publish. Big push for open on their campus. Very license-focused lately. Basic intellectual property concerns with the "Frankenstein textbooks" they are creating. Example: faculty want to use Merlin, but want to incorporate local data owned by geospatial government data.

    b. Library resources - that's the alternative side. Focus on saving money over open. As time has gone on, they emphasize open more. If people use library resources instead, that still falls under their umbrella.

    c. Referrals - They haven't recommended specific people/vendors; they just acknowledge that it's the limit of their expertise. Faculty can use their grant money to pay for external service expertise (ex. Copy editing)

    d. Grant Program - 2 cycles per year. Parameters include the strength of application (clearness of vision, ROI, students impacted); Up to $5,000 depending on if it's fresh creation or big RIO adoption); Grant award is two parts, first awarded at start and second part when they complete the final deliverable. Ongoing since 2013. They've been building and recently won an even bigger grant pool.

Usually works with the faculty but keeps the subject librarian in the loop, depending on what the faculty needs. Some are really good at finding their own content but just need help finding the platform they can use it on. One of their faculty created openscholarspress.org which is an open platform for them to put their OER. Integrated HP5 with it and a few other things. Recommends open scholars press or the IR to faculty looking for platforms to host open materials. They help faculty identify options and determine what resources are out there, but they don't tell faculty what to do. When faculty come looking for materials, they will do the research and say here are some of the things I've found - let me know if I can help you implement them. The hardest part is getting the faculty to do the work of determining what to

use in their course. People say this is my syllabus and I want content to fit this, but they don't understand that they will have to do some changing on their end.

      a. All formats. Did a project for Asian Studies faculty member. Wanted A/V examples of songs, dances, ways of speaking. Searched on YouTube. Can find the videos, but not being the expert, they can't decide if it's good or not. They can help them implement but the faculty needs to make the final determination.

      b. Shares materials with faculty via email and uses Trello to track activities with student employees (not the best platform for this).

      c. First meeting with faculty, always says I'm here to help any way I can. All content is viable. I'm not an expert, but I will see what I can find and get it to you. There are no parameters to limit support. Materials depend on the faculty. Rare that faculty say I only want things that are fully open. For most faculty, he looks at e-books and journal articles, but most faculty have already done the work with articles in setting up course reserves.

      d. Understands a bit of copyright and creative commons licenses. Workshop series 1-2 times per year for faculty primarily, but they also invite grad students (and vice versa). Some library staff don't see why they need to know about OER, but most subject librarians are on board.

          i. Copyright licensing office is in the library but not of the library. They have a good working relationship. If people have questions, he will forward it along to them.

      e. Refer faculty to the bookstore to help provide delivery of electronic resources, and open resources that connect directly to the CMS. Referred to the accessibility office to ensure their material is accessible. Online course creation if they are interested in developing a new course.

      f. Creation - There isn't a lot of things like that. They typically already know where to go for it. The grant program supports creation. He does help if anyone comes, but creation is rare on campus because funds are rarely available. When grants came through the library there was an MOU where He made sure it got done and added to Open Scholars Press. Advanced creative writing course recently published. Printing - still working with the bookstore on this. Wants to get a print on demand resource, but the bookstore has been slow to respond.

      g. There was a state-wide survey of faculty and students and they followed up with respondents of the survey. Asked subject librarians if they know any interested faculty. Anytime he meets with faculty he asks if they know who their subject librarians are and if they know about OER or more affordable ways of doing this. Some faculty say, I'm doing OER I just don't know where to put it. Likes to talk to faculty about Hypothesis. Gets the student involved in the pedagogy as students can annotate. Gets students looking critically at the content of the text they are reading.

Support all open and affordable materials. Very few faculty, except in Physics, are interested in open textbooks. It's mostly other affordable materials, including museum sites, alternative primary sources, library-licensed e-books. Some faculty have ditched the textbooks altogether. Variable between departments. Some reluctance to e-books due to deep reading.

      a.   They are trying to support copyright. They have a copyright officer and provided a copyright first responders two-day intensive workshop. Building network to be able to answer questions even if they don't have the answer.

Partnership grants issued with a $1,500 incentive max. They give faculty the support they need. Ex. Faculty wrote the book, and the librarian put it into Pressbooks and helped with the style guide. For some faculty, the library helps put it in Pressbooks and they do the rest. They provide copyright support – but encourage open licensed content. They re-published a bunch of Flatware books for the good of everyone. If a faculty member doesn't want to write something, they will help search for content. Not limited to openly licensed materials; they also use library licensed content. Help faculty members adapt; create new versions in pressbooks. In some cases, faculty have funded copyeditors or publishing services might help with that. Unlimited copyright support/guidance (they have a copyright librarian). They don't police, but try to encourage people in directions.

      a.   Referrals for video content creation. Small incentive grant to do so. Math hired FT programmers to create online homework applications.

      b.   Wrap a team around faculty if it seems appropriate with liaisons or others expertise. Usually learn needs through the grant process, but sometimes through the liaison referral.

      c.   Creation mostly through Pressbooks, but also through LATech. Pressbooks have gotten better with math, but it hadn't been great in the past.

Summary: Support for adoption (locating materials) is largely dispersed to the library liaisons and the faculty they work with. Most libraries support all formats of affordable/OER. The primary focus for adoption is affordable materials, often library resources (less faculty interest in OER). There is high variation between academic departments in terms of the types of open/affordable course materials selected. Faculty are often interested in adopting open/affordable materials, but are reluctant to change their syllabus or take on the work of analyzing the materials recommended by a librarian. Librarians make recommendations for affordable/OER, but faculty ultimately determine the best resource and formats for their courses. The library supports creation of OER through administration of grant programs, copyright support, hosting and platform support. Libraries often refer to external copyright support, copy editors, the bookstore, accessibility offices. Faculty engagement supported from survey follow-up interviews, one-on-one conversations and liaisons identifying interested faculty members.

5. Has your library collected data on textbook affordability and OER adoption by faculty, If so:

- **Approximately how many courses in your university have adopted OERs?**
- **How much money have you saved your students by faculty adoption of OERs?**
- **How much has your university financially invested in OER?**

Saved students $1.57M last fiscal year, including 22,000 textbooks. $500K has been invested from the start, including foundation, grants from SGA, university, etc. Over $5M saved to date.

a. Some are adopting OERs and we don't know it. Some are doing it to some extent, some to a lesser extent. Hard to get the info from faculty. Has no ability to send a message to all faculty on campus. Adds to 1-2 questions to CTL annual survey. Limited information available. Has full information for only 27 courses. Those are a mix, some full OER, some partial. In a given semester looking at about $500K savings, but this doesn't even touch all the courses that are using course reserves. Open is the ideal, but the campus is focused on affordability and access issues. This is what speaks most to faculty. Open has negative connotations on campus - few years ago push for open access but their administration said they see open as a good thing to investigate, but faculty took it as this is something they had to do. Open is just a piece of the access and affordability puzzle.

They have not done robust data collecting yet. Grant is the first time they are asking faculty to report savings by student by semester. Collected qualitative feedback from students on their experience with the alternative materials. Whiteboard student polls - how much did you spend on textbooks this semester?

Savings spreadsheet is manually maintained, includes100 items, mostly student savings. The affordable content grant saved $2.35M just through the partnership grant since fall 2015. Student surveys assessed impact of the materials in the classroom and study habits. Written comments were very positive. Many studies say students don't want digital materials, but they don't ask if they want *free* digital materials.

No number on university investments. Cost is primarily salaries and grant funding for 10 grants/year on average, but many did not use the maximum grant. $89K invested in the grants. Other savings numbers for the e-books they buy, but they don't know if the students use it.

Summary: Limited data is available on most campuses. Challenges include quantifying savings as well as collecting data on varying metrics between affordability, course reserves and OER. Where data has been collected, the savings for students have been significant, in the millions of dollars.

6. Has the move to remote learning impacted the conversation on OER?

Email interest has really grown in correlation with remote learning. There is confusion on the difference between Open Access and OER. They've provided sessions for faculty that are open sessions describing the grant. They bring in people who've had successful and/or innovative projects. There was some frustration about the deadline of the grant because they were moving/adjusting/etc. Hoping to see more growth/interest continue. They are going to be open for fall.

The move to remote learning has not had as much impact as he had hoped, but their semester just ended. They hesitated to reach out to faculty because they were already overwhelmed.

Perceive themselves as forcing their way into the faculty workshop for teaching online. For the people who are already interested, this is a chance to demonstrate the value of this work. Concerned they are capitalizing on a disaster. Concerns they will lose grant funding.

COVID-19 is getting people thinking about what they do with their teaching. People who already developed OER are finding it much easier to transition online. OER is more important than ever. Positive perception impact. New Dean of Libraries asked for a report of savings/impact for each program. More engagement from deans.

Summary: Faculty who already use OER and affordable digital alternatives found it easier to transition online in response to COVID-19. They have seen more curiosity and engagement from faculty and deans. However, the mid-semester switch to remote followed by summer leaves the full impact still to be seen this fall. There is concern to be too persistent when faculty are already overwhelmed with adjustments, but adjusting curriculum also provides opportunities for trying new models.

Appendix VI: Glossary

Open Education

"Open Education encompasses resources, tools and practices that are free of legal, financial and technical barriers and can be fully used, shared and adapted in the digital environment. Open Education maximizes the power of the Internet to make education more affordable, accessible and effective."

SPARC. (2020). *Open education.* Retrieved from https://sparcopen.org/open-education/

Open Educational Practice (OEP)

"Use / reuse / creation of OER and collaborative, pedagogical practices employing social and participatory technologies for interaction, peer-learning, knowledge creation and sharing, and empowerment of learners."

Creative Commons. (n/a). *Open pedagogy/practices*. Retrieved from
https://certificates.creativecommons.org/cccertedu/chapter/6-4-open-pedagogy-practices/

Open Educational Resources (OER)

"Open educational resources (OER) are teaching, learning, and materials that are either (a) in the public domain or (b) licensed in a manner that provides everyone with free and perpetual permission to engage in the 5R activities."

Creative Commons. (2020). *Open education.* Retrieved from
https://creativecommons.org/about/program-areas/education-oer/

Open Pedagogy (OP)

"An access-oriented commitment to learner-driven education and a process of designing architectures and using tools for learning that enable learners to shape the public knowledge commons of which they are a part."

Creative Commons. (n/a). Open pedagogy/practices. Retrieved from
https://certificates.creativecommons.org/cccertedu/chapter/6-4-open-pedagogy-practices/

Appendix VII: Survey results from 2018

Open Educational Resources at DePaul University

Final Report

Terry Taylor, Associate University Librarian for Teaching, Learning, and Research Services; Susan Shultz, Business and Social Sciences Librarian; Kindra Morelock, Data Services Librarian; Joe Olivier, Senior Instructional Designer

Introduction

Open Educational Resources (OERs) are defined by the United Nations Educational, Scientific and Cultural Organization (UNESCO) as "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**.**" UNESCO has played an integral role in the development and growth of the OER movement. In fact, the term "open educational resource" originated at the UNESCO Forum on the Impact of Open Courseware for Higher Education in 2002.

While the OER movement has experienced considerable growth since 2002, so too have postsecondary education costs, especially textbooks. According to the U.S. Government Accountability Office, between 2002 and 2012 textbook costs increased 82%.

High textbook costs often limit access to critical information that students need to succeed academically. OERs and open textbooks are an important mechanism for addressing the textbook affordability issue. In addition, open materials allow for greater pedagogical innovation, personalized learning, and increased access than do traditional textbooks.

Open educational resources reflect DePaul's social justice mission. Moreover, the adoption and creation of OERs can be a key component for the University to achieve Goal 4.4 of the 2024 Strategic Plan: Improve affordability and increase the transparency and predictability of students' educational cost.

Student and Faculty OER Surveys

In May 2018, we conducted both a student survey and a faculty survey to gather data related to textbook affordability and OER awareness and use. There have been many surveys over the last decade gathering data from students and faculty about textbook affordability and attitudes towards OER. The Open Access/Open Educational Resources Working Group at DePaul University found questions from other surveys and adapted them to fit our needs, as well as developed our own questions. See Appendix A for the questions and responses from the student survey and Appendix B for the questions and responses from the faculty survey. The student surveys helped us uncover and unpack the real challenges that students are experiencing when it comes to high course material costs. The faculty survey helped us identify some of the gaps for faculty members who are concerned about the financial pressures that

students face but are concurrently interested in the quality of their instruction. These surveys taken in conjunction with the efforts of other universities and consortia nationwide, illuminate a way forward to starting an OER initiative at DePaul.

Student Survey

Overview

The response to the student survey was overwhelming. Almost 1,000 students completed the survey within the first week that it was made available: 40% of the students who filled out the survey added additional comments in Question #8 and many students were very detailed about how the cost of textbooks was directly, and negatively, affecting their lives.

> *I get so stressed out over spending $500-$700 on one book for a class knowing that i (sic) need to buy 3 other books each roughly around $500 and that I'm just putting them on credit cards that I can't pay off because I keep buying the books for classes so sometimes if not most times I spend more time stressing over the cost of books and how to pay my bills in oppose (sic) to actually studying*

A total of 1,027 students responded to the survey. Based on an enrollment of 22,769 students, these survey results have a 99% confidence level with a confidence interval of 4. The Driehaus School of Business students had the most responses, followed by the College of Computing and Digital Media (see Chart 1):
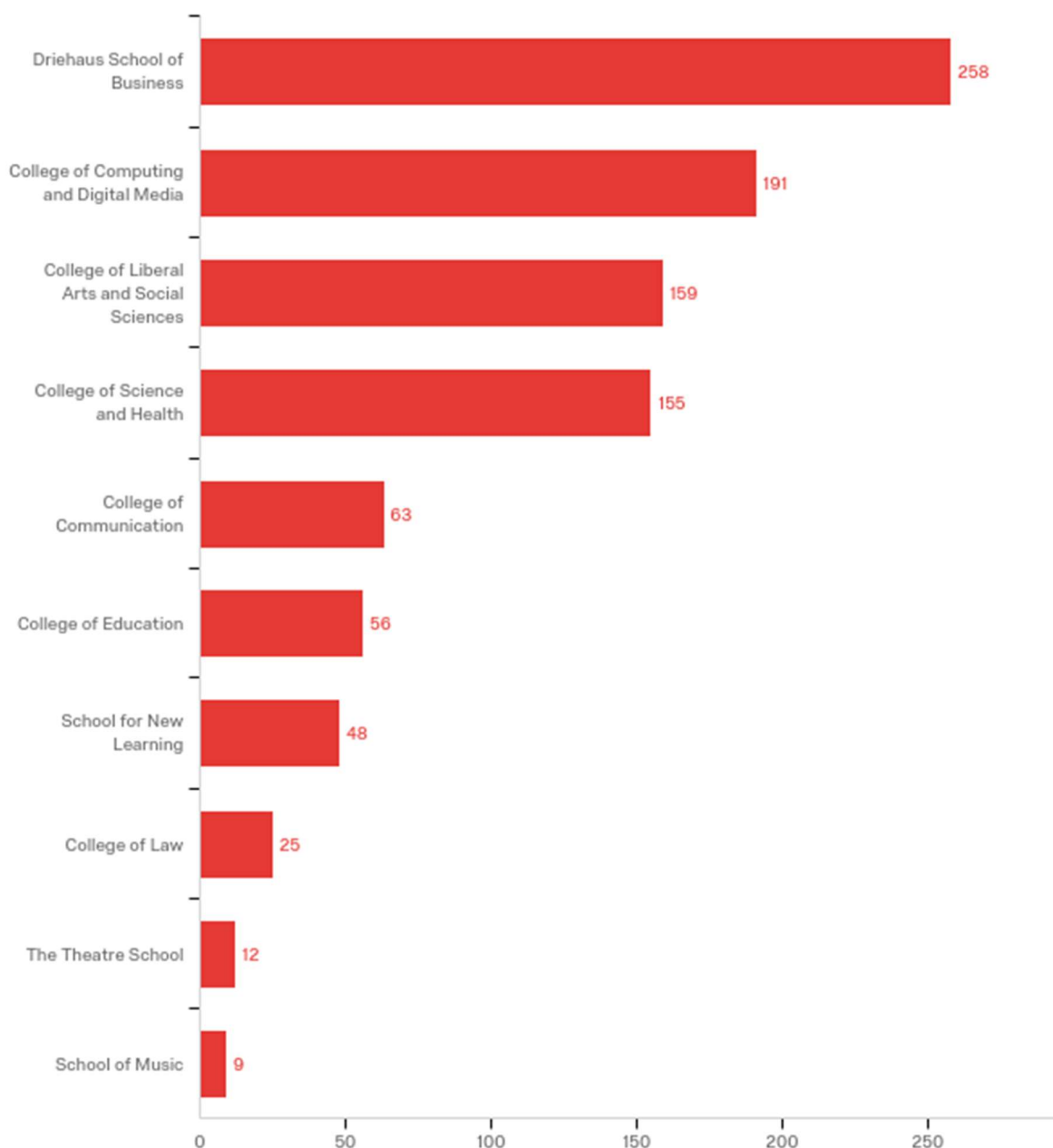
Chart 1: Count of OER Student Survey responses by College

Our survey results reflect what other surveys have found: students are struggling with high textbook costs and are choosing to not purchase textbooks or purchase them later in the quarter. 87.5% of current DePaul students report choosing not to purchase a textbook at some point during their college career specifically because of cost. This is 22% more than the national average reported in 2014 by the Student Public Interest Research Groups (Student PIRGs)[1]. Of those students who did not purchase a textbook, 41.6%

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[1] Senack, E. (2014, January). Fixing the Broken Textbook Market: How Students Respond to High Textbook Costs and Demand Alternatives (Rep.). Retrieved September 10, 2018, from The Student PIRGs website: http://www.studentpirgs.org/textbooks

cited cost, and 22% said that the textbook did not seem necessary to purchase. The comments we received reinforce these findings:

> *Well it's hard when I want to register for a class and see that the textbook is $130 to rent, or double that to buy. It makes me sad because I want to take the class but I can't afford it. Not everyone has their parents buy their books.*

> *The cost of textbooks drives me crazy before even the quarter starts. I am always scared of textbooks on (sic) how I am going to buy them. As a matter of fact, this quarter, I don't have all the required textbooks for my classes/courses.*

> *I've been negatively impacted by the cost and availability of textbooks in multiple classes. And for the classes I've purchased textbooks, sometimes I couldn't re-sell the books and try to get some money back. The high cost of textbooks is a huge problem for students. It has personally negatively impacted my learning.*

Social Justice

Several students, even those who were not struggling with textbook costs, mentioned that this is a social justice issue, not just an academic one:

> *I feel bad knowing there are students in the same class as me who need to work twice as hard just to have the basic material for the course. I want it to be easier for them*

> *Although I am not deeply affected by this problem. (sic) I know too many people that are, and in many cases, the students unable to afford text books often struggle in the classes they're enrolled in. If they're able to afford text books, there is a strong chance their performance will increase.*

Impact on Course Selection and Student Learning

> *Well it's hard when I want to register for a class and see that the textbook is $130 to rent, or double that to buy. It makes me sad because I want to take the class but I can't afford it. Not everyone has their parents buy their books.*

As the comment above illuminates, the high cost of textbooks directly impacts which courses and how many courses students choose to take per quarter. See Chart 2 for results from all students:

High Textbook Costs Results - Aggregate

Category	Value
None of the above	34.29%
Earn a poor grade because I could not afford the textbook	23.98%
Not register for a specific course	16.92%
Drop a course	12.03%
Take fewer courses	8.57%
Other (please specify):	4.21%

% of Total Number of Records

Chart 2: Survey responses to the question "In your academic career, has the cost of required textbooks or other course materials caused you to (select all that apply):"

25.5% of DePaul students report that high textbook costs directly impact which courses they take (Not register for a specific course + Drop a course + Take fewer courses) and 12% say that they have dropped a course because of the cost of textbooks. Fewer classes taken per quarter translates into longer timelines towards graduation, which increases the likelihood that a student will drop out.

Further, we broke down this question by number of quarters completed, to understand how first year students were faring. Goal 3.2 from 2024 Strategic Plan lists "Improve undergraduate students' first-year academic success, as well as their retention, progress, and timely degree completion" as a priority. We found that many first- and second-year students reported a higher percentage of students who were earning poor grades because of high textbook costs. See Chart 3 for details.

High Textbook Costs Results - Quarters Completed

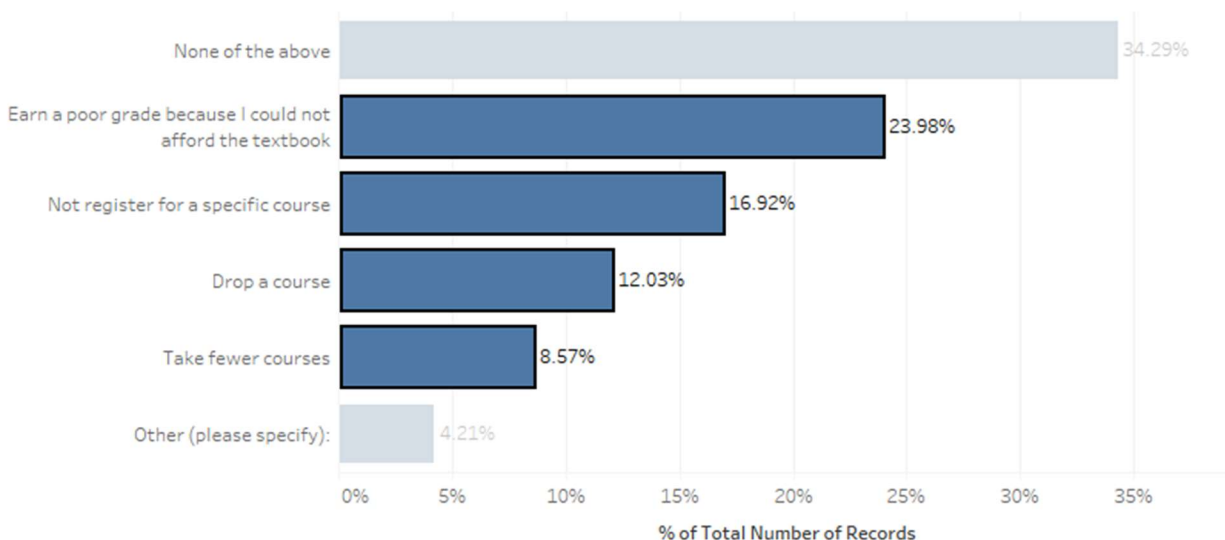| Quarters Taken	Drop a course	Earn a poor grade because I could not afford the textbook	Not register for a specific course	Take fewer courses	Other (please specify):	None of the above
Null	3.13%	5.64%	5.78%	7.02%	12.50%	7.02%
Less than 1	3.75%	3.45%	3.56%	4.39%	1.79%	2.63%
1-2	20.00%	21.63%	23.56%	27.19%	17.86%	25.44%
3-4	11.25%	17.55%	14.67%	17.54%	10.71%	14.69%
5-6	18.13%	17.24%	20.00%	13.16%	16.07%	19.08%
7-8	14.37%	9.72%	12.00%	8.77%	12.50%	12.06%
9-10	15.00%	9.72%	7.11%	7.02%	10.71%	5.70%
More than 10	14.37%	15.05%	13.33%	14.91%	17.86%	13.38%
Grand Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Chart 3: Survey responses to the question "In your academic career, has the cost of required textbooks or other course materials caused you to (select all that apply):" stratified by number of quarters completed

These comments were left by a student who reported having completed 1-2 quarters:

> *At one point i didnt (sic) have enough money to buy 2 books i needed for class, i sadly had to wait 3 weeks in, i was behind and i couldn't catch up with everyone else.*

> *The costs of required textbooks place many who are in financially challenging situations at a substantial disadvantaged (sic) compared to other students. Without access to required and even optional textbooks places students like myself at a greater risk of performing poorly in studies.*

We also analyzed the results of this question by College. See Chart 4 for details.

High Textbook Costs Results by College

College	Drop a course	Earn a poor grade because I could not afford the textbook	Not register for a specific course	Take fewer courses	Other (please specify):	None of the above
Null	4.26%	15.60%	10.64%	7.09%	7.80%	26.24%
College of Communication	21.35%	21.35%	21.35%	6.74%	5.62%	23.60%
College of Computing and Digital Media	9.13%	21.30%	11.30%	6.96%	6.09%	43.04%
College of Education	7.46%	11.94%	17.91%	11.94%	2.99%	46.27%
College of Law	6.67%	20.00%	20.00%	6.67%		43.33%
College of Liberal Arts and Social Sciences	15.79%	25.84%	17.70%	7.66%	0.96%	31.10%
College of Science and Health	11.40%	31.09%	13.47%	6.22%	4.66%	30.57%
Driehaus School of Business	12.46%	26.71%	17.51%	8.90%	1.48%	30.56%
School for New Learning	12.33%	10.96%	28.77%	17.81%	8.22%	21.92%
School of Music			10.00%		20.00%	70.00%
The Theatre School	7.69%	23.08%	23.08%	7.69%		38.46%
Grand Total	11.49%	22.92%	16.16%	8.19%	4.02%	32.76%

Chart 4: Survey responses to the question "In your academic career, has the cost of required textbooks or other course materials caused you to (select all that apply):" stratified by College

High Textbook Costs Results by College

College	Drop a course	Earn a poor grade because I could not afford the textbook	Not register for a specific course	Take fewer courses	Other (please specify):	None of the above
Null	4.26%	15.60%	10.64%	7.09%	7.80%	26.24%
College of Communication	21.35%	21.35%	21.35%	6.74%	5.62%	23.60%
College of Computing and Digital Media	9.13%	21.30%	11.30%	6.96%	6.09%	43.04%
College of Education	7.46%	11.94%	17.91%	11.94%	2.99%	46.27%
College of Law	6.67%	20.00%	20.00%	6.67%		43.33%
College of Liberal Arts and Social Sciences	15.79%	25.84%	17.70%	7.66%	0.96%	31.10%
College of Science and Health	11.40%	31.09%	13.47%	6.22%	4.66%	30.57%
Driehaus School of Business	12.46%	26.71%	17.51%	8.90%	1.48%	30.56%
School for New Learning	12.33%	10.96%	28.77%	17.81%	8.22%	21.92%
School of Music			10.00%		20.00%	70.00%
The Theatre School	7.69%	23.08%	23.08%	7.69%		38.46%
Grand Total	11.49%	22.92%	16.16%	8.19%	4.02%	32.76%

Chart 5: Survey responses to the question "In your academic career, has the cost of required textbooks or other course materials caused you to (select all that apply):" stratified by College with specific Colleges highlighted

21.35% of students in the College of Communication have dropped a course due to the high cost of course materials in contrast to 12% of all DePaul students. In the College of Science and Health, 31.09% of students have earned a poor grade because of high textbook costs versus 23.98% of all students. 28.77% of School of New Learning students did not register for a specific course because of the textbook costs compared to 16.92% of all students. 17.81% of School of New Learning students also registered for fewer courses compared to 8.57% of all students.

Textbook Usage in Class

Students also reported that those who did purchase the textbook were often frustrated when their professors were not using them, or using them in limited amounts.

> *Professors will list required text on d2l and make us buy $200 textbooks only to find out on the first day that it was optional. Complete waste of money*

> *My greatest concerns with textbooks are not just the prices, but the useage. (sic) I have taken multiple classes in the past that list 2-3 required books, only to reference one chapter or none of the books at all. This is a huge waste of money for students, who are already paying more than they can afford for tuition.*

> *Nothing is worse than buying a textbook -- and then finding out it wasn't needed. That happens often at DePaul. Teachers list several textbooks that are required for the class, and by the end of the quarter, there was no related assignment. VERY FRUSTRATING and WASTEFUL.*

> *Textbooks are a stressor for me every quarter. It is incredibly frustrating to know that I may not do as well in a class because I have chosen to forgo purchasing a textbook and if I cannot find it in the library. For professors who do not ABSOLUTELY teach from a textbook, I think we need to find another way to give homework to students.*

> *Most students don't buy the textbook until after syllabus week because some teachers are required to put a textbook on their syllabus that they don't actually use that often.*

> *Many professors say the textbook is absolutely required for the class and then only refer to it once or twice throughout the quarter, make sure the instructor is 100% committed to using the text as a tool*

Supplemental Material and Edition Changes

One prominent theme in the student comments was the disdain that students have for the supplemental codes that they are required to purchase for access to homework and quizzes.

> *Textbooks are rarely necessary to succeed in the course, and then (sic) they are required, I can usually find a pdf online for free. Textbook prices are ridiculous, and a clear monopoly. In particular, I find it deplorable that even if we don't use the textbook, we have to purchase the right to do homework on a service such as Pearson. I pay enough in tuition; I shouldn't be nickel and dimed just to be ALLOWED to do the homework for a course where I'm already paying substantially.*

I have in the past not been able to purchase online access keys and such and have missed assignments because of the high prices.

Biggest issue: one time use access codes. The way access codes are provided requires they be bought new and paired with a physical textbook (meaning students cannot save by renting the book via the library and buying the code separate).

Students would also prefer the flexibility to be able to use older editions of expensive textbooks. These editions are often easier to get through the library or I-Share, or are less expensive to purchase or rent.

It seems that oftentimes the newest edition of a text is required even though there is barely anything different from the previous editions, which adds to the unnecessarily high costs.

Tuition for a quarterly basis is costly enough. I'd really like to see courses offer the option of various editions, as I'm able to find places like Half Price Books or Amazon that carry different renditions.

Bookstore

We also received many comments about student frustrations with the high prices at the DePaul Barnes & Noble bookstore. It seems that students are either not aware that the bookstore price matches with Amazon or that the process is overly cumbersome.

Depaul bookstore's prices are OUTRAGEOUS. They say they match prices but they make the process difficult to make you not want the better deal.

The buyback program is ridiculous--most times, students cannot recover even 10% of what they paid for a book. Textbooks are also frequently out of stock, unavailable to rent (forcing us to buy them at much higher costs to read for 8-10 weeks and never again), and extremely expensive.

Students were also frustrated by the low buyback price that the bookstore offered. This caused many students to keep their books, which contributed to a limited supply of used books:

I wish there were an easier way for me to share textbooks with the students taking the class after me. I often end up with books I don't need that someone else certainly does, and yet the only officially-endorsed route is to "sell" the textbook back to the bookstore at an insultingly-low price so that they can sell it again at near-full-price. I would rather donate the book to another student taking the class in the next term.

The buyback program is ridiculous--most times, students cannot recover even 10% of what they paid for a book. Textbooks are also frequently out of stock, unavailable to rent (forcing us to buy them at much higher costs to read for 8-10 weeks and never again), and extremely expensive.

wish (sic) there were more used textbooks to purchase.

Faculty Survey

The faculty survey response was markedly more tepid than the student response. We received 130 responses, which translates into a 95% confidence level with a confidence interval of 8. However, we did receive some valuable information that helps us identify the gaps in faculty awareness and gives us the ability to address specific faculty concerns about OERs.

Unsurprisingly, we found that faculty truly care about their students and factor cost into consideration when selecting their required texts. In answering the question "When selecting required course materials, how important are the following factors in your selection?" 83.6% of faculty said that "Cost to the student" was either Very Important or Important when selecting required course materials. However, faculty are concerned about OER quality and availability of content, which may be an opportunity for education or assistance from a liaison librarian. DePaul faculty are generally not aware of OER but are interested in learning more.

Recommendations

Based on the results of both the student and faculty surveys, as well as the OER initiatives that are taking place across the country, we propose the following recommendations:

1. A $15,000 - $20,000 investment from Academic Affairs to create an OER faculty grant;
2. Faculty/departmental re-evaluation of required textbooks for high-enrollment courses;
3. Librarians should increase awareness of OER through a refreshed LibGuide, CTL/Teaching Commons workshop, and library events;
4. The Center for Teaching and Learning should integrate information about OER resources into faculty development programs, including the DePaul Online Teaching Series (DOTS) and Teaching and Learning Certificate Program (TLCP);
5. DePaul Central and the University Registrar could indicate in the course catalog when the course is using OER as well as the estimated quarterly textbook cost.

A $15,000 - $20,000 investment from Academic Affairs to create an OER faculty grant

We recognize that adopting and/or creating OERs does not come without effort from faculty who are busy with their teaching and research. We propose that Academic Affairs invest in a pilot incentive program to increase faculty OER adoption and/or creation. Many other universities around the country have created similar programs. See Appendix C for some examples of various OER programs that other institutions have created.

We suggest that Academic Affairs choose between two different models:

1. *Model #1: Funding Support for OER Adoption*

- ○ $1,500 for a faculty member or a department to rewrite their syllabus to incorporate OERs and/or library-licensed material.
- ○ Grant recipients are required to write a report reflecting on the process and outcomes and give a presentation at a CTL conference on their experience.

2. *Model #2: Tiered Funding Support for OER Adoption and Creation*
   - ○ Faculty members can apply for $500 to adopt OERs in their classroom.
   - ○ Departments can apply for $1,500 to adopt an OER in a high-enrollment class to replace an expensive textbook.
   - ○ Faculty members can apply for $3,500 to create an open textbook.
   - ○ Grant recipients are required to write a report reflecting on the process and outcomes and give a presentation at a CTL conference on their experience.

We propose that this grant be administered through the Quality of Instruction Council (QIC) who has the administrative structure in place to field applications and distribute grant money. Though the QIC would provide administrative support for the grant, the OER Working Group is able to assist QIC in processing and evaluating faculty applications.

Faculty/departmental re-evaluation of required textbooks for high-enrollment courses

We recommend that faculty and departments take a close look at their syllabi and required textbooks to ensure that the textbook is being used in the class. If there is only limited use of the textbook, faculty should consider scanning and depositing material into Ares Course Reserves (pursuant to copyright provisions) or placing the entire textbook on course reserves. Faculty could also consider swapping out that proprietary content for equivalent OER content.

Librarians should increase awareness of OER through a refreshed LibGuide, CTL/Teaching Commons workshop, and library events

DePaul librarians can help support faculty as they explore OER in a number of ways. First, librarians can provide information on the library website or in a LibGuide. Second, DePaul librarians should also consider giving presentations addressing faculty concerns about OER such as quality and availability, at the annual CTL conference and through Teaching Commons workshops. Third, librarians can assist faculty in finding OER and/or substitutes for content found in proprietary textbooks. Lastly, Open Education Week (March 4-9, 2019) provides an opportunity to host programming in the library on OERs in order to increase awareness.

The Center for Teaching and Learning should integrate information about OER resources into faculty development programs, including the DePaul Online Teaching Series (DOTS) and Teaching and Learning Certificate Program (TLCP)

The vast majority of the faculty survey respondents (81%) report not knowing how to use OER, even though 83.6% reported costs to students as being important in terms of selecting course materials. This data suggests there is a significant learning opportunity for faculty regarding OER. The Center for

Teaching and Learning offers a number of faculty development opportunities on a regular basis, including the DePaul Online Teaching Series (DOTS) and the Teaching and Learning Certificate Program (TLCP). These programs' curricula should be updated to include information and training on discovering, reviewing, adopting, and remixing OER, as appropriate.

DePaul Central and the University Registrar should consider indicating in the course catalog when the course is using OER as well as the estimated quarterly textbook cost

One of the significant findings from our survey indicated that many students make course selection decisions based on the cost of required course materials. We also found that many students make the decision to drop the class when they realize that they cannot afford the textbook, which is causing them to fall behind in the course. We recommend that the University provide textbook cost information, as well as indicating if a class is using OER, during registration so that students can walk into a class with full transparency of how much the required course materials will cost. This could also encourage students to register for more classes per quarter than they would without textbook cost information.

Conclusion

High textbook costs are affecting students around the country and DePaul University is no exception. Many DePaul students are first-generation college students who come from low-income or middle-class backgrounds and have little to no financial margin. These students in particular are vulnerable to variations in the cost of their education. Faculty members and the University can assist these students by investigating and investing in Open Educational Resources. The following comment seems to crystalize many of the major points that students expressed in our survey:

> *Each quarter I spend a lot of time determining if class textbooks are necessary, and often have to get expedited shipping once I realize I need the book for classwork and do not have time to wait for standard shipping. I am sure if I really looked I could find deals on other websites if I looked hard enough, but most of the time I do not have the time to research textbook prices when I already am a full-time student with a part-time job and other extracurriculars. I try to sell my textbooks for the ones that I have bought rather than rent, but I am only really getting a small amount back compared to what I paid for. What I have discovered though is textbooks really aren't the problem, it is the online access codes that a lot of my courses have required for me to get to do homework online or watch course related videos. These costs (sic) $100+ per course and you can't get a discounted price for an older edition, rent them, or resell them once done which means you either have to pay the money for the access code or drop out of the course.*

Providing funding and institutional support for Open Educational Resources is a concrete way that the University can tap into Priority 4.4 of the 2024 Strategic Plan: "Improve affordability and increase the transparency and predictability of students' educational cost" as well as Priority 4.4.F: "Provide support for faculty to explore and experiment with ways to access more affordable course materials." The recommendations put forth in this report are measurable steps that DePaul can take to meet demonstrated student needs and advance the Vincentian spirit and Mission Statement of the University.

Appendix A - Student Survey Questions & Quantitative Responses

1. Have you ever decided not to acquire a required textbook or other course material because it was too expensive?

#	Field		Choice Count
1	Yes	87.59%	896
2	No	12.41%	127
			1023

Showing Rows: 1 - 3 Of 3

2. What factors affected your decision not to acquire a textbook or other course material? (select all that apply)

#	Field		Choice Count
1	Cost	41.60%	847
2	I do not learn well from textbooks	5.30%	108
3	Textbook was not available when I tried to purchase	5.89%	120
4	Did not seem necessary to buy	22.20%	452
5	My friend had a copy	9.18%	187
6	I can get a copy at the library	11.74%	239
7	Other (please specify):	4.08%	83
			2036

Showing Rows: 1 - 8 Of 8

3. In your academic career, has the cost of required textbooks or other course materials caused you to (select all that apply):

#	Field		Choice Count
1	Take fewer courses	8.44%	107
6	Other (please specify):	4.34%	55
2	Not register for a specific course	16.80%	213
5	None of the above	34.94%	443
4	Earn a poor grade because I could not afford the textbook	23.90%	303
3	Drop a course	11.59%	147
			1268

Showing Rows: 1 - 7 Of 7

4. How much do you typically spend on texts each quarter?

#	Field		Choice Count
1	Less than $100	16.95%	167
2	$101-$300	51.78%	510
3	$301-$500	21.93%	216
4	$501-$700	6.90%	68
5	More than $700	2.44%	24
			985

Showing Rows: 1 - 6 Of 6

5. What are the funding sources you use to pay for your textbooks? (select all that apply)

#	Field		Choice Count
1	Credit Cards	34.32%	659
2	Grants/Scholarships	5.83%	112
3	Loans	11.61%	223
4	Work	23.65%	454
5	Family	22.40%	430
6	I don't know	0.16%	3
7	Other	2.03%	39
			1920

Showing Rows: 1 - 8 Of 8

6. Do you have paid employment this quarter?

#	Field		Choice Count
1	Yes	66.67%	658
2	No	33.33%	329
			987

Showing Rows: 1 - 3 Of 3

7. How many hours per week do you work on average?

#	Field		Choice Count
1	1-10 hours/week	17.42%	112
2	11-20 hours/week	28.30%	182
3	More than 20 hours/week	54.28%	349
			643

Showing Rows: 1 - 4 Of 4

8. Is there anything else you'd like to share with us regarding the cost of textbooks/required course materials and the way in which it impacts your learning?
9. Student Status

#	Field		Choice Count
1	Full-time	81.39%	774
2	Part-time	18.61%	177
			951

Showing Rows: 1 - 3 Of 3

10. Are you a transfer student?

#	Field		Choice Count
1	Yes	23.52%	223
2	No	76.48%	725
			948

Showing Rows: 1 - 3 Of 3

11. In which college are you enrolled? (select all that apply)

#	Field	Choice Count	
1	Driehaus School of Business	26.43%	258
2	College of Communication	6.45%	63
3	College of Computing and Digital Media	19.57%	191
4	College of Education	5.74%	56
5	College of Law	2.56%	25
6	College of Liberal Arts and Social Sciences	16.29%	159
7	College of Science and Health	15.88%	155
8	School of Music	0.92%	9
9	School for New Learning	4.92%	48
10	The Theatre School	1.23%	12
			976

Showing Rows: 1 - 11 Of 11

12. What is your major (If undeclared, enter "N/A")

13. How many quarters have you completed at DePaul?

#	Field	Choice Count	
1	Less than 1	3.15%	30
2	1-2	25.13%	239
3	3-4	16.72%	159
4	5-6	19.98%	190
5	7-8	11.88%	113
6	9-10	7.78%	74
7	More than 10	15.35%	146
			951

Showing Rows: 1 - 8 Of 8

14. What is your cumulative Grade Point Average on a 4.0 scale?

#	Field	Choice Count	
1	0.0-1.4	0.21%	2
2	1.5-2.0	1.16%	11
3	2.1-2.5	2.63%	25
4	2.6-3.0	10.52%	100
5	3.1-3.5	21.98%	209
6	3.6-4.0	57.31%	545
7	This is my first quarter	3.05%	29
8	Prefer not to answer	3.15%	30
			951

Showing Rows: 1 - 9 Of 9

Appendix B - Faculty Survey Questions & Quantitative Responses

1. When selecting required course materials, how important are the following factors in your selection?

#	Field	Very Important	Important	Somewhat Important	Not Important	Total
1	Cost to the student	56.25% 72	27.34% 35	15.63% 20	0.78% 1	128
2	Easy to find	41.13% 51	38.71% 48	12.90% 16	7.26% 9	124
3	Comprehensive content and activities	54.69% 70	24.22% 31	14.06% 18	7.03% 9	128
4	Works with D2L	24.19% 30	21.77% 27	21.77% 27	32.26% 40	124
5	Recommended by other faculty members	6.25% 8	31.25% 40	35.16% 45	27.34% 35	128
6	Adaptable/editable	10.24% 13	22.05% 28	35.43% 45	32.28% 41	127
7	Familiarity with brand/publisher	4.69% 6	19.53% 25	39.06% 50	36.72% 47	128
8	Incudes test banks	12.60% 16	11.02% 14	16.54% 21	59.84% 76	127
9	Includes supplemnetal material	11.81% 15	16.54% 21	29.92% 38	41.73% 53	127

Showing Rows: 1 - 9 Of 9

2. How satisfied are you with the following aspects of the material available to you for selection as a required material for your course(s)?

#	Field	Very Satisfied	Satisfied	Somewhat Satisfied	Not Satisfied	Total
1	Cost to the student	14.52% 18	35.48% 44	26.61% 33	23.39% 29	124
2	Easy to find	29.66% 35	44.07% 52	22.03% 26	4.24% 5	118
3	Comprehensive content and activities	23.77% 29	48.36% 59	20.49% 25	7.38% 9	122
4	Works with D2L	17.80% 21	44.07% 52	29.66% 35	8.47% 10	118
5	Recommended by other faculty members	15.38% 18	52.99% 62	23.93% 28	7.69% 9	117
6	Adaptable/editable	10.08% 12	49.58% 59	27.73% 33	12.61% 15	119
7	Familiarity with brand/publisher	16.81% 20	59.66% 71	19.33% 23	4.20% 5	119
8	Includes test banks	16.24% 19	49.57% 58	23.08% 27	11.11% 13	117
9	Includes supplemental instructor material	13.45% 16	47.90% 57	29.41% 35	9.24% 11	119

Showing Rows: 1 - 9 Of 9

3. Awareness of Open Educational Resources

#	Field	Choice Count	
1	I am not aware of OER	22.22%	28
2	I have heard of OER, but don't know much about them	27.78%	35
3	I am somewhat aware of OER, but I am not sure how I can use them	30.95%	39
4	I am very aware of OER and know how they can be used in the classroom	19.05%	24
			126

Showing Rows: 1 - 5 Of 5

4. Using Open Educational Resources

#	Field	Yes		No		Unsure		Total
1	I have used OER in my teaching	21.09%	27	64.06%	82	14.84%	19	128
2	I will use OER in my teaching in the future	37.10%	46	7.26%	9	55.65%	69	124

Showing Rows: 1 - 2 Of 2

5. Submitting Open Educational Resources

#	Field	Yes		No		Unsure		Total
1	I have submitted teaching and learning resources for publication as OER	4.72%	6	89.76%	114	5.51%	7	127
2	I will submit teaching and learning resources for publication as OER in the future	9.52%	12	29.37%	37	61.11%	77	126

Showing Rows: 1 - 2 Of 2

6. What benefits do you see in publishing and using OER materials? (select all that apply)

#	Field	Publishing		Using		Total
1	Enhance University reputation	70.37%	57	29.63%	24	81
2	Enhance personal reputation	70.59%	60	29.41%	25	85
3	Enhance user's knowledge of a subject	34.00%	34	66.00%	66	100
4	Enhance user's knowledge of a course	29.79%	28	70.21%	66	94
5	Share best practices	50.43%	59	49.57%	58	117
6	Develop communities and build connections	47.66%	51	52.34%	56	107
7	Save students money	33.33%	46	66.67%	92	138
8	Adapt and reuse materials created by others	36.04%	40	63.96%	71	111
9	Other (please specify):	45.45%	5	54.55%	6	11

Showing Rows: 1 - 9 Of 9

7. What barriers do you face in publishing and using OER materials? (select all that apply)

#	Field	Publishing		Using		Total
1	Relevancy or quality of materials available	19.78%	18	80.22%	73	91
2	No comprehensive list / Too hard to find what I need	19.75%	16	80.25%	65	81
3	Time investment	43.75%	42	56.25%	54	96
4	Too difficult to integrate into technology I use	23.26%	10	76.74%	33	43
5	To difficult to change or edit	19.57%	9	80.43%	37	46
6	Ownership and legal barriers (other than copyright)	47.17%	25	52.83%	28	53
7	Fear over copyright infringement	43.55%	27	56.45%	35	62
8	Lack of reward and recognition	69.23%	45	30.77%	20	65
9	Lack of support	50.00%	34	50.00%	34	68
10	Criticism from colleagues / Not used by other faculty I know	41.51%	22	58.49%	31	53
11	Criticism from students	27.27%	9	72.73%	24	33
12	Other (please specify):	25.00%	1	75.00%	3	4

Showing Rows: 1 - 12 Of 12

8. What types of Open Educational Resources would you be most willing to publish or use? (select all that apply)

#	Field	Publish		Use		Total
1	Lecture notes	33.33%	27	66.67%	54	81
2	Recorded lectures	34.15%	28	65.85%	54	82
3	Podcasts (other than lectures)	23.08%	18	76.92%	60	78
4	Interactive learning objects	24.21%	23	75.79%	72	95
5	Presentation slides	33.01%	34	66.99%	69	103
6	Syllabi	35.05%	34	64.95%	63	97
7	Video	27.10%	29	72.90%	78	107
8	Images	21.05%	20	78.95%	75	95
9	Quizzes / tests	24.05%	19	75.95%	60	79
10	Other (please specify):	21.43%	3	78.57%	11	14

Showing Rows: 1 - 10 Of 10

9. I would be happy to make teaching materials available openly to learners and academics: (select all that apply)

#	Field	Choice Count	
1	In my own institution	45.00%	72
2	In other repositories, e.g., Open Textbook Network, OpenStax, Merlot, MIT OpenCourseWare, Open Education Consortium	25.62%	41
3	Globally	23.13%	37
4	Other (please specify):	6.25%	10
			160

Showing Rows: 1 - 5 Of 5

10. Open Educational Resources (OER) can help build fruitful partnerships with colleagues and institutions worldwide.

#	Field	Choice Count	
1	Strongly Agree	16.24%	19
2	Agree	41.03%	48
3	Neutral	37.61%	44
4	Disagree	3.42%	4
5	Strongly Disagree	1.71%	2
			117

Showing Rows: 1 - 6 Of 6

11. I understand copyright and its implications on the materials used in my teaching.

#	Field	Choice Count	
1	Strongly Agree	21.31%	26
2	Agree	35.25%	43
3	Neutral	18.03%	22
4	Disagree	19.67%	24
5	Strongly Disagree	5.74%	7
			122

Showing Rows: 1 - 6 Of 6

12. I would be more willing to share my teaching resources openly if I was able to control who is able to use them.

#	Field		Choice Count
1	Strongly Agree	11.76%	14
2	Agree	34.45%	41
3	Neutral	33.61%	40
4	Disagree	13.45%	16
5	Strongly Disagree	6.72%	8
			119

Showing Rows: 1 - 6 Of 6

13. Students benefit through the use of Open Educational Resources (OER) in the classroom.

#	Field		Choice Count
1	Strongly Agree	24.79%	29
2	Agree	35.90%	42
3	Neutral	37.61%	44
4	Disagree	0.85%	1
5	Strongly Disagree	0.85%	1
			117

Showing Rows: 1 - 6 Of 6

14. Please provide any comments you have regarding Open Educational Resources (OER) in the box below.

15. What role do you see librarians playing in OER at DePaul? (select all that apply)

#	Field		Choice Count
1	Serve as subject specialists (librarians assigned to department)	29.84%	77
2	Provide OER through library resources	35.27%	91
3	Present information on licensing and copyright to help you understand proper use of OER	29.84%	77
4	No role	1.94%	5
5	Other (please specify):	3.10%	8
			258

Showing Rows: 1 - 6 Of 6

Appendix C - OER Faculty Incentive Programs and Other Institutions
CARLI Institutions

University of Illinois Chicago: https://researchguides.uic.edu/opentextbooks/incentiveprogram
$20,000 for distribution
Adoption

- $500 for individuals
- $1,000 for a department – adoption by a multi-section course team

Modify

- $2,000 for individuals who create OER for their course through creation of new OER / modification of existing OER
- $2,000 for multi-section courses that adopt and modify an open textbook for use in all sections of their course

Grant recipient requirements

- Final report summarizing and evaluating the OER substitution

University of Illinois Springfield: https://www.uis.edu/colrs/teaching/open-educational-resources-oer-initiatives

OER Fellows Program for Individual Faculty

- $2,500 stipend to be paid after OER materials have been adopted in their two designated courses
- Support for conference attendance (up to $1,000) to present on their OER adoption experience
- Mentoring support and assistance for presentation and publication on the topic of OER adoption
- Support as needed to evaluate OER materials and increase adoption

Open Educational Resources (OER) Program Implementation (Three-Year Commitment)

- Up to $50,000 for a half-time instructor position and associated costs after OER materials have been adopted in all core courses in the program
- Support as needed to evaluate OER materials and increase adoption

Other Institutions
Brandeis: http://lts.brandeis.edu/courses/Affordable-and-Open-Educational-Resources-Grants.html
Adoption

$500-$1,000

Thompson Rivers University (Canada): https://libguides.tru.ca/oer/oergrant
5 grants to start

$6,500 to rewrite a course to incorporate OER
Grant recipient requirements:

- Develop a project plan
- Share experiences with other TRU faculty
- Summary reports at intervals throughout the project
- Putting the end result into the institutional repository
- Use the created OER in the future

Open NYS: http://www.open-nys.org/
Not a grant program, but a product of an $8 million grant from the State of New York to provide wrap around services through SUNY/CUNY libraries and instructional designers to promote the adoption of OER.

OpenOregon: http://openoregon.org/call-for-proposals-open-educational-resources-grants-2/
Adopt

$750 for individuals; capped at $3,750 per course

Adopt and update existing OER for minor edits

$1,000 for individuals; capped at $5,000 per course

Adopt and create ancillaries

$1,500 for individuals; capped at $7,500 per course

Revise/Remix existing OER for major edits

$2,000 for individuals; capped at $10,000 per course

Author

$6,000 for individuals; capped at $30,000 per course

Other - propose a different kind of project

up to $30,000

Grant recipient requirements

- Teach one section using OER instead of copyright course materials
- Report to bookstore
- Share your work with an open license
- Publicize the work through updates, workshops, webinars, presenting to colleagues

Pacific University: https://www.bepress.com/wp-content/uploads/2018/06/Pacific-Opens-Up.pdf
1st year: $25,000 for distribution (10 - $2,500 grants)
2nd year: $35,000 for distribution (13 - $2,500 grants; 2 - $1,250 grants)
Grants are for adoption, modification, or creation of OER
Grant recipient requirements

- Attend a half-day orientation

- Create a implementation and assessment plan
- Submit progress reports throughout
- Teach with the OER
- Assess using assessment plan
- Share experiences with the campus community

Fredonia (SUNY): https://fredonia.libguides.com/oer/incentive - Course redesign
Adoption

- $600 per faculty member per course
- $750 per faculty member to convert all sections of a course to OER
- $750 per faculty member for gen ed and/or high enrollment courses (50+ students)

Grant recipient requirements

- 50% of the materials must be under an open license that permits repurposing
- All required course materials will cost less than $50 per student
- Use OER materials each time they teach the course for the next three years
- Committing to receiving instructional design & library support
- Submission of a revised syllabus by a specific date

Temple University: http://guides.temple.edu/textbookaffordability
Textbook Affordability Project (not only focused on OER)
20 - $750 awards

- Adoption of OER
- Creation of either OER or licensed library content or a combination of both

Grant recipient requirements

- Submit a report evaluating the efficacy and impact of the project

UMass Amherst: https://www.library.umass.edu/services/teaching-and-learning/oer/open-education-initiative/
Adoption
$500
Adapt
$1,500 - $2,500
Create
$2,500
Grant recipient requirements

- Final report on experience, teaching impact, student impact, lessons learned
- Survey students at the end of the first semester
- Submission of revised syllabus
- Participate in long range assessments of the Open Education initiative
- Deposit any openly licensed material created into an open repository
- Use a open license for created materials

University of Connecticut: https://open.uconn.edu/faculty-incentives-2/#

Adoption
$1,000+
Review (500-1,000 words)
$250
Adoption Grant recipients are encouraged to:

- Disseminate their findings at a conference designed to talk about OER
- Write a post on OER for the Open Conn blog

University of Southern California (USC): http://libguides.usc.edu/oer/grant
Adoption

- $500. Participants need to meet with instructional consultants and librarians and attend workshop

University of Missouri: https://www.umsystem.edu/ums/aa/oer
Adoption

$800 - $1,500
Adapt & Share

$2,000 - $3,500
Create & Share

$3,500 - $8,000
Open Textbook Library Reviews (amounts increase if adopt+review)

$250 - $1,750
Mentoring

$300 - $900

University of Wyoming: https://uwyo.libguides.com/c.php?g=688068&p=4892484
Adoption

Up to $1,500
Creation and publication

Up to $3,000

Virginia Tech: https://guides.lib.vt.edu/ld.php?content_id=34359111
Adoption or Creation
4 - $3,000 grants for individuals
Grant recipient requirements

- Attend 1.5 hour workshop
- Meet with OER team
- Submit a project plan/expected needs/timeline
- Submit a peer review plan
- Submit an OER impact study proposal

- Implement project plan
- Assign open license to output
- Output is publicly shared
- Evidence of peer review is submitted
- 1 page project evaluation
- Department heads approve OER
- Implement OER for 2 semesters
- Assess impact of OER after 1 semester
- Report enrollment each semester their OER is in use
- Participate in Faculty Showcase