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# 2018 USG Survey Report on Open Educational Resources

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Jeff Gallant, Program Manager  
Marie Lasseter, Ed.D., Director, Academic Technologies  
Affordable Learning Georgia



**UNIVERSITY SYSTEM  
OF GEORGIA**



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An initiative of Library Services and GALILEO, Board of Regents of the University System of Georgia



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## ACKNOWLEDGMENTS

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The authors would like to thank Lucy Harrison, Assistant Vice Chancellor and Executive Director of GALILEO, who provided both software support and valuable feedback on the survey instrument, survey dissemination, and the results reported. The authors would also like to thank Joy Woodson, Assistant Director for Marketing Communications of GALILEO, for her assistance in editing the text of the report.

The creation of this survey is based on the national survey of higher education faculty, “Opening the Textbook, Educational Resources in the U.S. Higher Education, 2017” (Seaman & Seaman, 2017) as well as other surveys produced by the Babson Survey Research Group surveying faculty perceptions and use of open educational resources (OER) nationwide since 2012. Their work is a key inspiration and model for the USG survey.

This report represents results obtained from a survey of faculty members and instructional support staff within the University System of Georgia. We would like to thank the respondents who shared with us their experiences in selecting course materials and their perceptions about those materials. We know how busy you are, and we value your time and willingness to provide your thoughts and candid feedback. We hope the information gathered and shared in this report will be helpful to you.

## EXECUTIVE SUMMARY

Open Educational Resources are teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions (Hewlett Foundation, 2019).

Open textbooks are openly licensed textbooks and are the type of OER most often used by faculty who adopt and implement OER as part of their course materials. Recent studies suggest OER not only save students money, but also improve grades and decrease the rates of students receiving D, F or withdrawal letter grades, or DFW rates, and do so at even greater rates for students historically underserved by higher education (Colvard, Watson, & Park, 2018). Colvard et al., (2018) suggest “OER is an equity strategy for higher education: providing all students with access to course materials on the first day of class to level the academic playing field in course settings” (p. 273).

While the growing body of research suggests there are many benefits for both students and instructors when using OER, many faculty are not aware of OER and the high-quality, peer-reviewed resources available to them (Allen & Seaman, 2016; Seaman & Seaman, 2017). In their most recent survey of over 4,000 faculty and department chairpersons nationwide, Seaman and Seaman (2018) suggest there is steady growth in awareness of OER with 46% of faculty now aware of OER. In an effort to address not only affordability, but also quality, completion, and student success, ALG is engaged in work across the USG to help faculty become more aware of these resources and how they might leverage OER to help provide students with no-cost high-quality course resources on the first day of class.

## KEY FINDINGS

Through the results of this survey, the authors have identified these key findings:

1. **Sixty percent of USG faculty reported being at least somewhat aware of OER, but that still leaves an awareness gap of 40%.** OER awareness was reported at a 14% higher rate than within the latest national survey, where 46% of respondents reported being at least somewhat aware of OER (Seaman & Seaman, 2018). The support and funding from the University System of Georgia, including the efforts of ALG, may have contributed to awareness of OER in the USG, but further outreach is needed to increase adoption, adaptation, and creation of OER throughout the system.
2. **OER are being used more often in introductory courses.** Through academic initiatives and philanthropic efforts, the Open Educational Resources movement has largely focused on creating resources that would make the most impact on the most students by focusing on high-enrollment courses. This has led to organizations such as OpenStax creating comprehensive open textbooks mostly for introductory courses. In order for use in non-introductory courses to expand, new resources need to be created for these courses.
3. **Quality was consistently ranked the highest barrier to OER adoption.** This included the group of respondents who are currently using OER. Individual assessments of quality within open-ended responses varied, and efforts to improve quality will need to address each of these varied quality determinants.
4. **Lack of OER within particular subject areas was ranked the second highest barrier to OER adoption.** Respondents indicated that upper-level courses, graduate courses, and smaller or less-enrolled subject areas lacked the comprehensive OER necessary for a full replacement of a commercial textbook. This finding is connected to the number of OER created for introductory courses, along with our finding that OER are being used more often in introductory courses.
5. **Difficulties in finding OER were ranked the third-highest barrier to OER adoption.** This discovery issue is connected to other barriers to OER adoption, such as a lack of content for a particular subject.
6. **When selecting course materials, a large number of respondents indicated using other no-cost and low-cost options alongside OER.** These other materials included GALILEO and library resources, with over half of respondents using these within their courses.
7. **OER usage will increase within the USG within the next three years.** Over half of respondents reported they will either use OER or will consider it within that timeframe, and another 20% reported they might consider using OER.

The results of this survey indicate that in order to facilitate the expansion of OER use in USG institutions, the USG and Affordable Learning Georgia will need to:

- Expand OER awareness throughout the USG.
- Increase the availability of OER and other no-cost resources to upper-division and graduate courses.
- Work toward increasing the quality of OER across a wide range of quality determinants.
- Explore ways to expand OER to subject areas currently not addressed by high-quality OER.
- Enhance the discoverability of high-quality OER to USG faculty.
- Keep no-cost and low-cost materials without open licenses in mind for future affordability efforts.
- Expand OER support and professional development to faculty interested in adopting OER.

## BACKGROUND

In 2013, a pilot team of librarians, instructional designers, faculty, and administrators was formed within the USG to create an initiative that aimed to lower the cost of course materials to students. The result was Affordable Learning Georgia (ALG), a unit of the USG, which would focus on campus-level advocacy and system-level financial support for the implementation of OER, no-cost library resources, and low-cost resources in USG courses, thereby reducing students' cost of textbooks and other required course materials.

The initiative was funded starting in the 2015 academic year (summer semester 2014 to spring semester 2015), resulting in the first round of Textbook Transformation Grants for teams of faculty and staff to implement OER, no-cost, and low-cost resources in a course to replace a required commercial textbook. Teams successfully implemented OER and largely sustained the usage of OER past the final semester of the grant, and ALG was funded to continue this work with new rounds of grants in the 2016 academic year. ALG also partnered with eCore, Georgia's Online Core Curriculum, to convert all eCore courses to OER, providing an early validation of the use of OER at a large scale.

## PURPOSE OF THIS SURVEY

To help support the mission of ALG, this survey was designed to assist ALG in understanding attitudes and practices related to the selection of teaching materials by faculty and perceptions and use of OER teaching materials within the USG.

Understanding how faculty find, select, and use course content are key factors in determining how ALG can assist in supporting the discovery and adoption of OER and open textbooks. One part of the mission of ALG is to help lower the cost of teaching materials to students. The use of OER and open textbooks can substantially lower these costs. However, studies suggest that faculty members are largely unaware of OER and open textbooks, face barriers to adopting these materials, and are less likely to adopt these resources than they are to adopt traditionally published materials (Allen & Seaman 2014; Seaman & Seaman, 2017; Bell, 2018). While cost is not everything when faculty select teaching materials, it is often cited as an important factor in the selection of teaching resources (Seaman & Seaman, 2017). In addition to costs, faculty also want resources to be high quality, easy to find and comprehensive in the content and activities offered.

Seaman & Seaman (2017) reported the top three barriers to adopting OER most often cited by faculty were:

- (1) "Difficult to Find What I Need,"
- (2) "Lack of Resources for my Subject," and
- (3) "Concerns About Updates."

Working with faculty in the USG to assist in the adoption of OER for five years led us to agree that these barriers were likely to impact the adoption of OER in the USG as well. This survey was designed to learn more about the process by which faculty in the USG select and implement teaching materials and their perceptions and use of OER. The findings in this survey provide a better understanding of how ALG can assist in helping to eliminate these barriers for USG faculty and support them in the discovery and inclusion of OER and open textbooks in their instruction.

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## WHO PARTICIPATED IN THE SURVEY

Participants in the survey were faculty and professional staff at institutions in the USG. An email letter (Appendix A) was sent by Dr. Tristan Denley, Executive Vice Chancellor and Chief Academic Officer of the USG to academic administrators (provosts and vice presidents of academic affairs) at 26 USG institutions inviting all faculty and professional staff to participate in the survey. A total of 1,719 faculty and staff from across 25 USG institutions responded to the survey.

Most respondents to the survey were instructional faculty (84.5% instructional faculty, 15.5% all others). Most respondents reported teaching full-time, and most full-time respondents reported teaching primarily face-to-face (58.8% full-time and face-to-face, 13.9% full-time and blended, 11.2% full-time and online). Less than a third reported teaching part-time, and a larger proportion of part-time instructors reported teaching online (14.9% part-time and face-to-face, 3.8% part-time and blended, 8.5% part-time and online).

Throughout this report, we include summary information about how respondents who reported using OER in their courses, including Affordable Learning Georgia Textbook Transformation Grantees, responded to the questions in the survey in comparison with respondents who do not use OER. Overall, 154 respondents out of 1,719 received a Textbook Transformation Grant, and 391 respondents currently use OER in their work. These respondents would be expected to be more aware and informed about OER, open textbooks, and open licensing than other respondents.

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## METHOD

The survey was conducted using Survey Gizmo, a data collection platform used by the USG system office. Two forms of data were collected including quantitative and qualitative data. Appendix B contains the complete list of questions asked. Data analysis was conducted in both Survey Gizmo and Atlas.ti. Atlas.ti was used to further analyze qualitative data from 435 write-in responses to the question: "We welcome your comments. Please let us know your thoughts on any of the issues covered in this survey."

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## DEFINITIONS OF OER AND OPEN TEXTBOOKS

To ensure accuracy regarding the awareness of OER and open textbooks, definitions were provided for both OER and open textbooks:

Open Educational Resources:

*OER is defined as "teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others."*

Open Textbooks:

*Open textbooks are textbooks that are a type of OER. They are freely available with nonrestrictive licenses. Covering a wide range of disciplines, open textbooks are available to download and print in various file formats from several websites and OER repositories.*

## RESULTS

### HOW DECISIONS ARE MADE TO CREATE, MODIFY, OR SELECT NEW COURSE MATERIALS

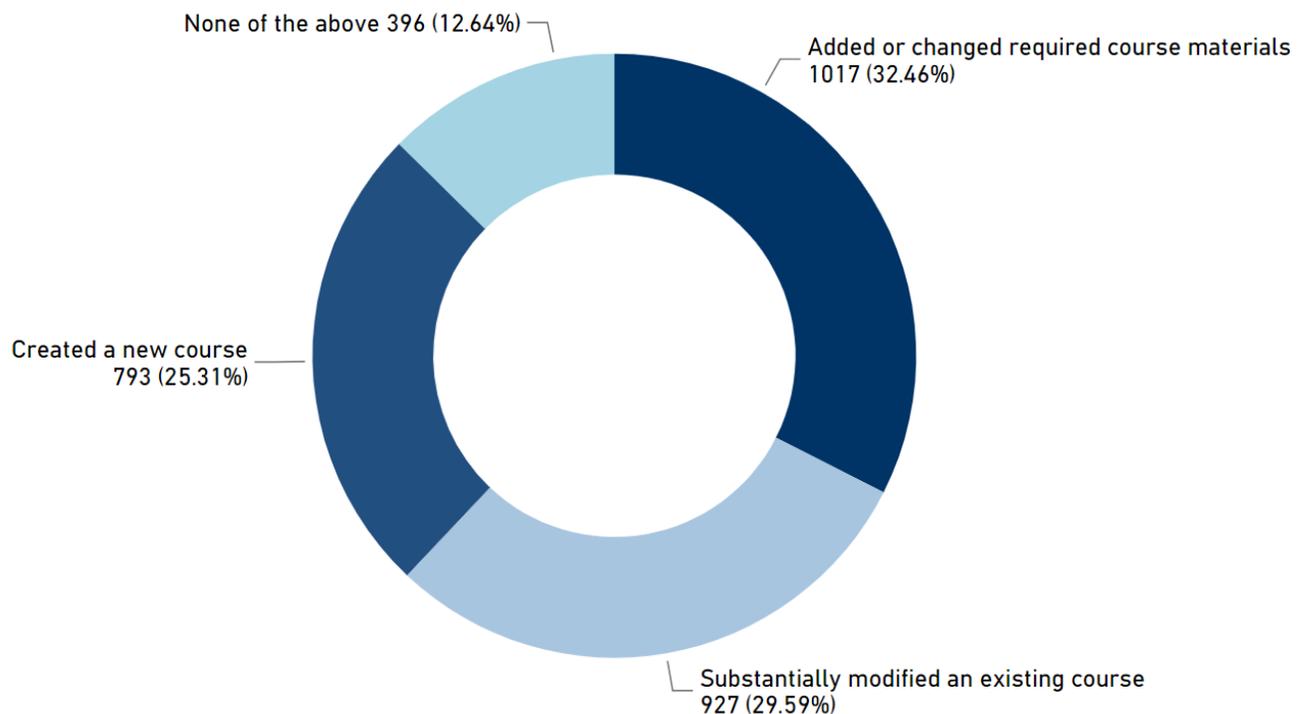
*"I predominantly teach lower-level courses that are in a sequence and the department tells me what textbook and homework system to use. It is difficult to gain support for OER from the department, and it is unclear if I can branch out on my own and use whatever resources I choose."*

To better understand how faculty approach the process of selecting course materials, we asked respondents about their experience in creating or modifying a course.

#### Findings:

- **Most USG respondents have modified course materials at least once.**
- **Over half of USG respondents make textbook selections on their own for their courses.**
- **More faculty who use OER make course materials decisions in concert with others than non-OER users.**

Either working alone or with others, have you:



**As a follow-up question we asked: Whose decision was it to create the new course/modify the course/select new required course materials?**

Respondents indicated both individual and team-based modification of required course materials, with a smaller percentage reporting department-level modifications, and a minimal amount of reporting institution-level decisions on

course materials (58.3% individually, 30% in groups, 2.1% institutional). Grantees were more likely to make the decision in concert with others or work with a department on the decision.

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## TYPES OF COURSES REPRESENTED IN SURVEY RESPONSES

*“For introductory courses OER is a viable option. For advanced courses in my field, it is not.”*

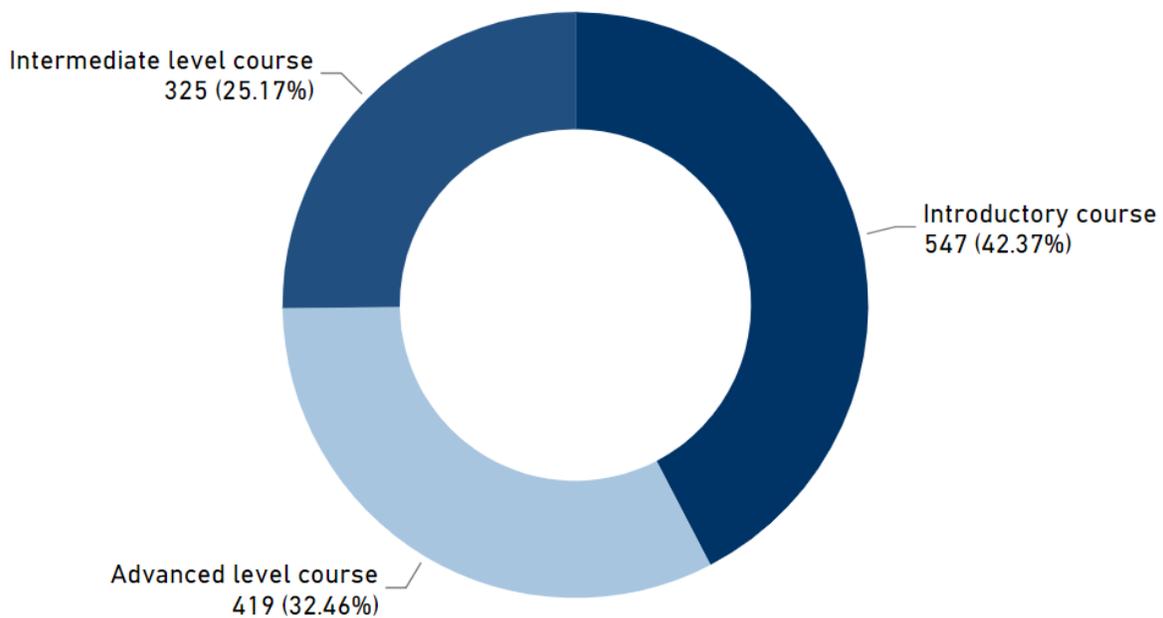
*“For years, I [have been using] open textbooks in my introductory courses for non-physics majors.”*

We asked respondents to select one course they created or modified over the past two years and to use this course to answer questions about how they select course materials.

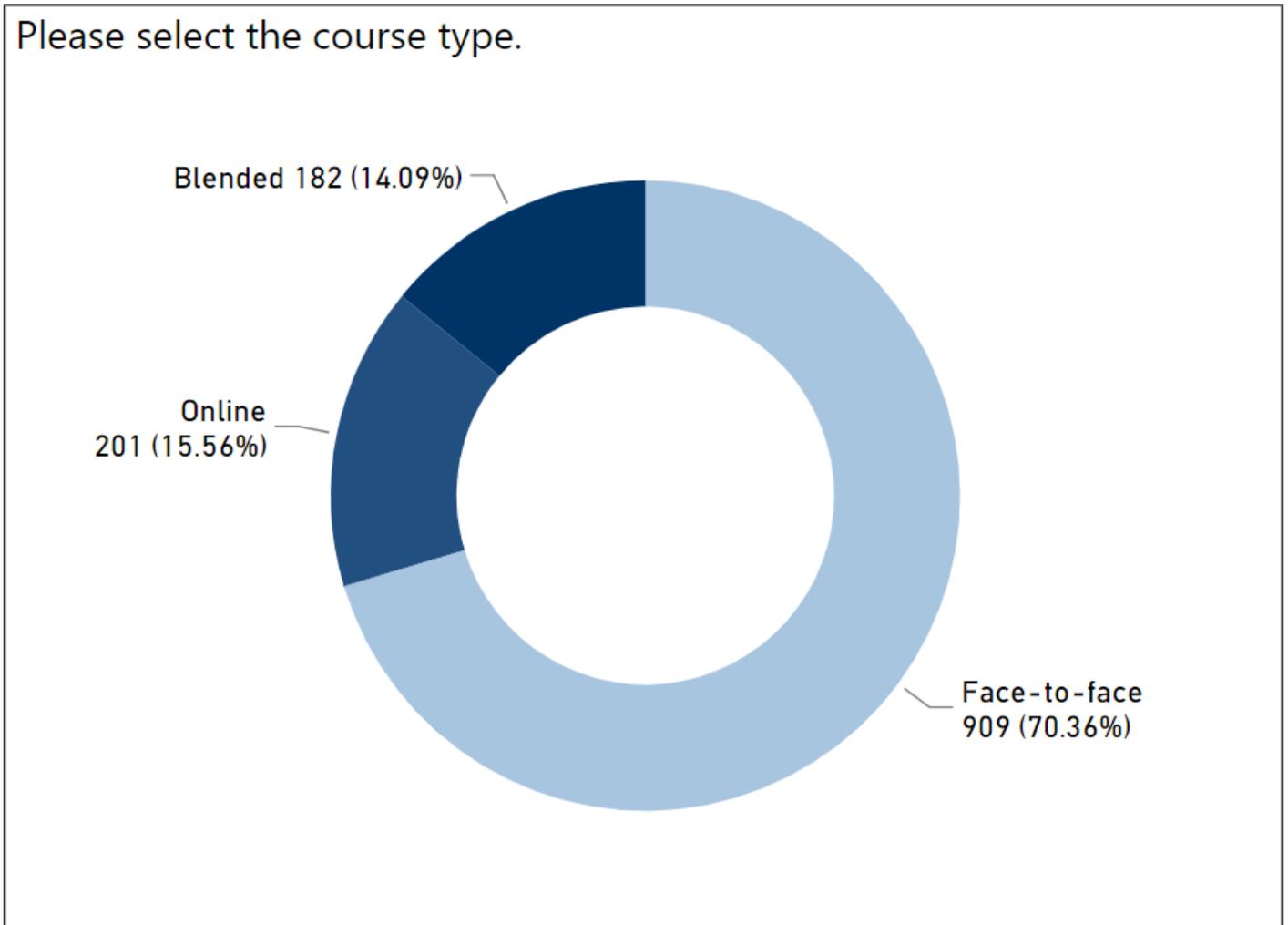
### Findings:

- **Most respondents reported teaching an introductory level undergraduate course.**
- **Most courses were taught face-to-face.**
- **OER users were more likely to report blended or online courses.**
- **OER users were more likely to report an introductory course than non-OER users.**

Select one course that you have created or modified over the past two years for the following questions. How would you classify this course?



Most introductory course responses are *undergraduate* introductory courses; only 19 respondents reported teaching a graduate introductory course (10.5% graduate introductory, out of 181 respondents who reported teaching a graduate course).



OER users were more likely to report blended or online courses (63% face-to-face, 16.9% blended, 20.1% online) than non-OER users (73.9% face-to-face, 12.2% blended, 14% online). While most respondents overall reported an undergraduate course, OER users overall were slightly more likely to report an undergraduate course than non-OER users (86.3% OER, 80.6% non-OER), and they were more likely to report an introductory course (52.4% OER, 35.2% non-OER).

Grantees were overwhelmingly likely to report an undergraduate course and an introductory course (98.5% grantees, 72% introductory). A large number of introductory courses using OER is to be expected, as most OER efforts to date have focused on large-enrollment, core curriculum courses.

## FACULTY PRIORITIES IN SELECTING TEACHING MATERIALS

*"I teach my classes with no required textbook and all my materials offered in iCollege for my students. I have also created modules for other faculty to use/mix/match with their courses."*

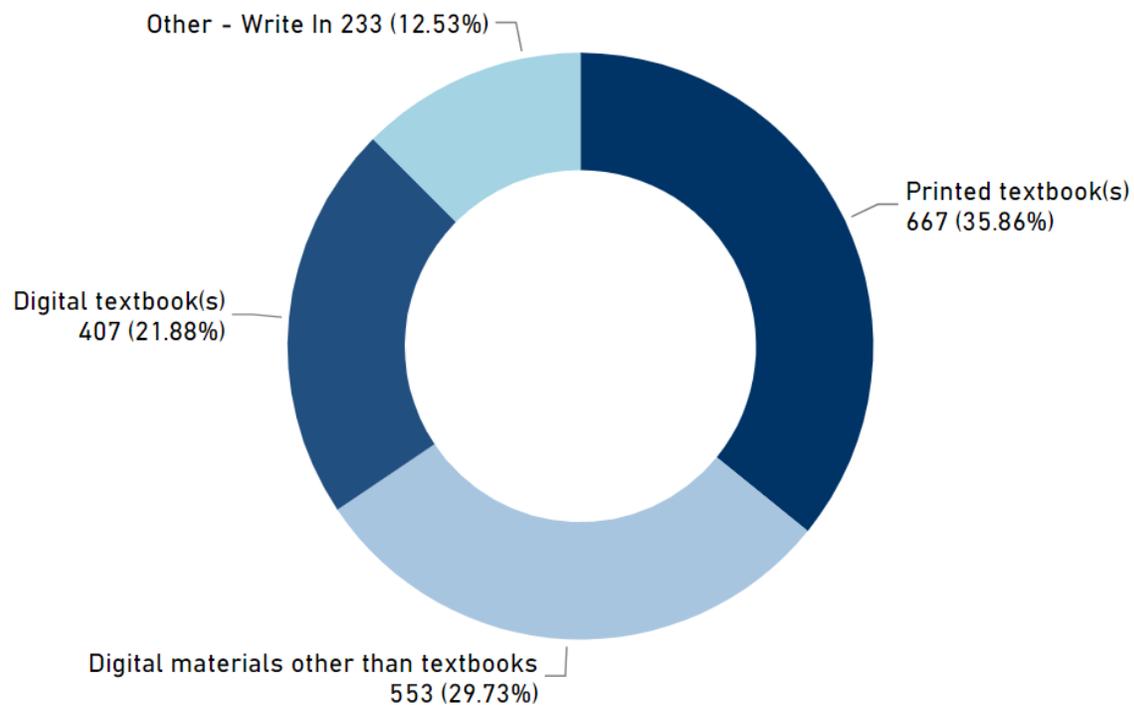
*"Research shows students learn better from printed materials, though they prefer e-materials."*

This survey was designed to assist ALG in understanding attitudes and practices related to the selection of teaching materials and perceptions and use of OER, low-cost, and no-cost teaching materials within the USG. To try to understand what factors are important to faculty when selecting course materials, we asked about the types of materials they typically use and how these materials are licensed. We wanted to know what is most important to them in selecting course materials, and how satisfied they are with these factors.

### Findings:

- **Most respondents require the use of textbooks in their courses, and printed textbooks were the most common format.**
- **In open-ended responses, some respondents indicated a strong preference for using printed textbooks.**
- **OER users are more likely to use digital textbooks.**

What types of course materials are required for this course? (items listed in the course syllabus as required for all students)



OER users were more likely to report using digital textbooks and other digital materials (digital textbooks: 47.9% OER, 29% non-OER; other digital: 55.3% OER, 44.1% non-OER). Grantee response data were similar. While Open Educational Resources can be printed or have a print option, most OER adopters reported their required materials were primarily available in a digital format.

In open-ended responses, some respondents mentioned a strong preference for print materials, often citing research on the efficacy or preference for print textbooks over digital textbooks. Seaman & Seaman (2017) found faculty continue to report their students prefer printed over digital materials. Some respondents in our survey reported a preference for printed textbooks over OER while suggesting OER are only available in digital formats. Many open textbooks, such as those published by OpenStax, University Presses, and other non-commercial publishers, provide a high-quality, low-cost print option for the texts they offer.

A few open-ended respondents mentioned research on the efficacy of print textbooks over digital textbooks. Early and often-cited print-vs-digital learning research articles, such as Hoffman, Berg, and Dawson (2010), analyzed only the model of commercially-licensed electronic books. Connell, Bayliss, and Farmer attempted to control for the variance in digital devices in their learning and preference study by testing on both an Amazon Kindle and an Apple iPad, but they did not account for the usability issues they encountered during the study: “participants may have assumed that note-taking was not possible on the Kindle, which may have further reduced their desire to use the Kindle for academic reading” (2012). These earlier studies on digital reading and learning could not measure the efficacy of current digital OER textbooks, which are often printable and do not contain digital rights management restrictions on how they are used – a frequent feature of commercial electronic textbooks.

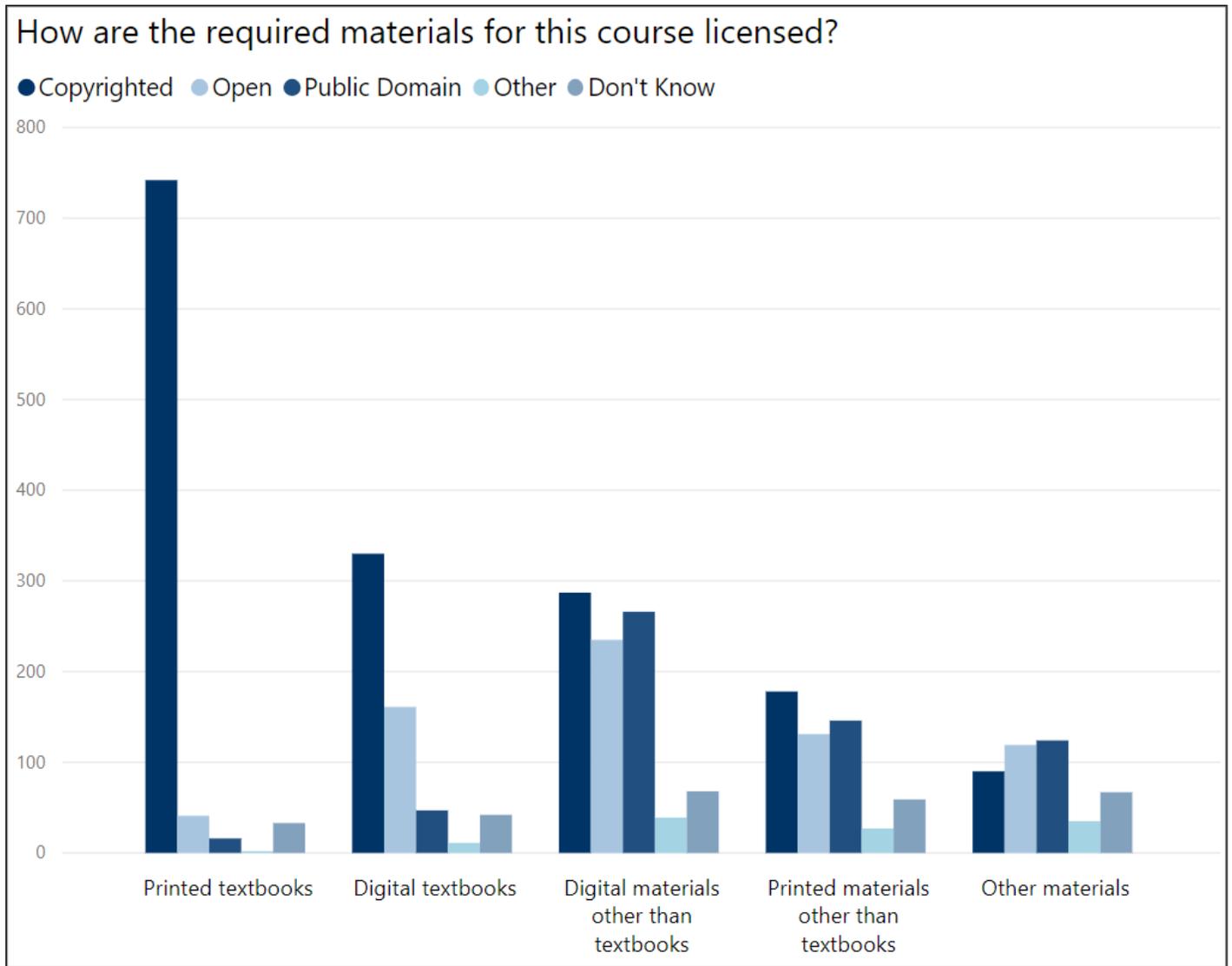
A recent systematic review on print learning vs. digital learning research concluded that the difference in comprehension between print and digital reading may be dependent on the particular use case, the devices available at the time of the study, the text length, the manipulation of text digitally, the digital skills of the reader, and even what the researchers defined as digital reading. “For those invested in understanding and promoting student learning, therefore, there is little gained from setting up a false dichotomy between reading and digital reading. Consequently, we must arm ourselves with empirical evidence of *when, where, and for whom* greater benefits are accrued from reading in print, digitally, or in combination” (Singer & Alexander, 2017).

A series of interviews on digital learning suggest the outlook on learning with digital materials may be dependent on finding a true and usable digital equivalent of interacting with print media (O’Malley, 2017). It may be the case that the type of digital platform for reading materials, along with the devices used, must change in order for digital versions to enhance student learning on par with print reading materials – not the digital medium itself. Digital annotation tools such as Hypothesis (<https://hypothes.is>) and highlighting/annotation-focused responsive reading platforms such as LibreTexts (<https://libretexts.org/>) and Manifold (<https://manifoldapp.org/>) may assist in closing this usability gap between OER and print materials.

To determine if the format of the materials affected the type of license applied to them, we asked which type of licensing applied to the required materials used within the reported course.

**Findings:**

- **Most respondents using printed textbooks used all-rights-reserved content.**
- **Respondents using digital textbooks were less likely to use all-rights-reserved content, but it was still the most common licensing.**

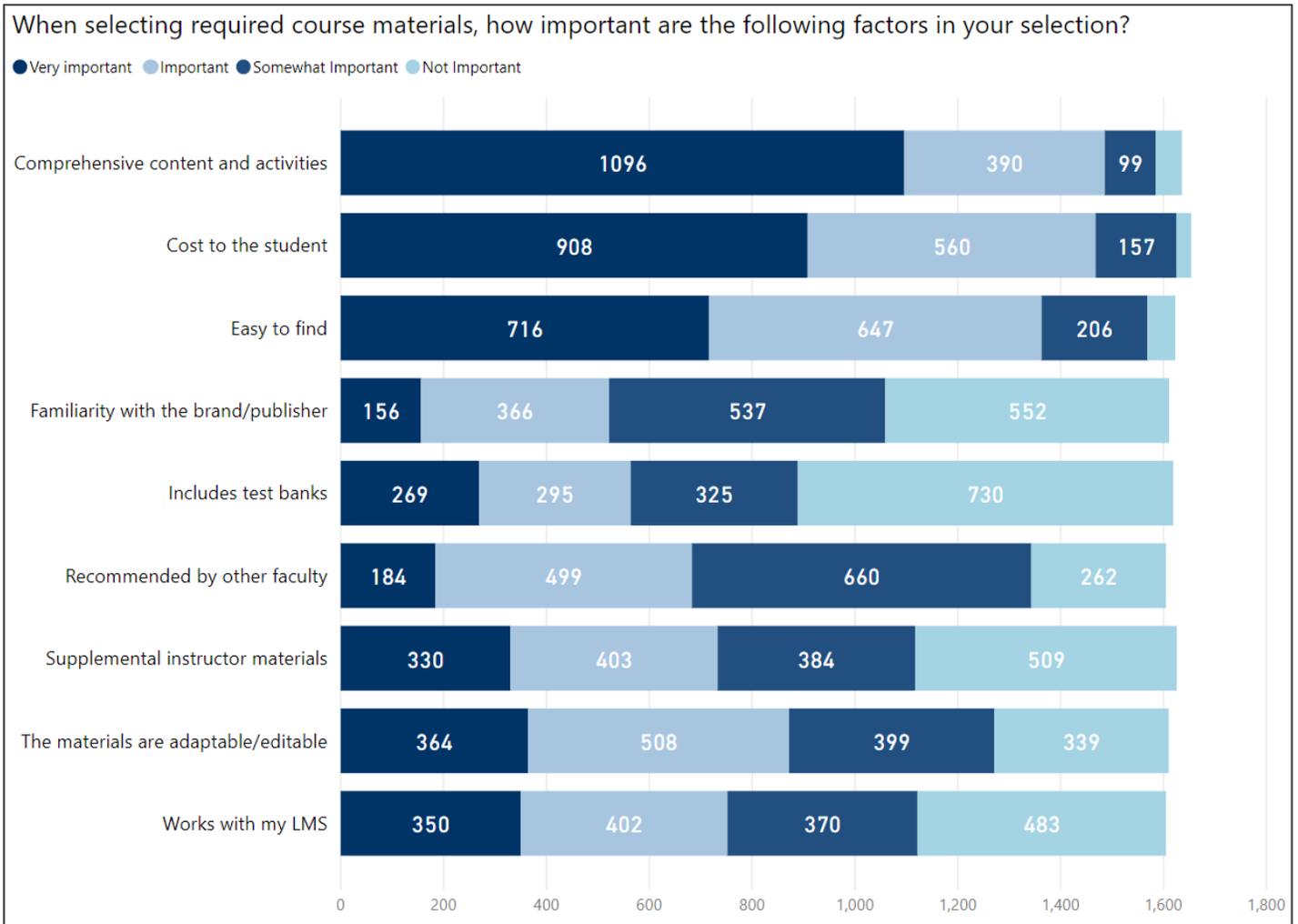


Most respondents using printed textbooks report using textbooks that are under traditional all-rights-reserved copyright (89% all-rights-reserved). Digital textbook users’ responses were more mixed (55.8% all-rights-reserved, 27.2% open, 8% public domain). Other materials, both digital and print, were more evenly distributed between all-rights-reserved copyright, open, and public domain.

Respondents were asked to rate nine factors on how important they are in selecting course materials (see Appendix B for the complete list of factors).

**Findings:**

- Respondents ranked comprehensive content and activities as the most important factor in selecting course materials.
- Respondents ranked cost to the student as the second most important factor in selecting course materials.
- Respondents ranked materials being easy to find as the third most important factor in selecting course materials.



The top three selections are separated from the rest of the factors by a large amount, since many more respondents marked these three as “Very important” and “Important.” This is consistent with the findings reported by Seaman & Seaman (2017), where respondents ranked “Comprehensive Content,” “Cost to Students,” and “Easy to Find” as the top three most important factors in selecting course materials.

As a follow-up question, we asked how satisfied respondents were with the quality of their materials.

#### Findings:

- **Most respondents are satisfied with the course materials they are currently using.**

Overall, respondents are mostly satisfied with materials available to them, with a slight dip in satisfaction for the cost of materials to students (30.8 very satisfied, 32.5% satisfied, 22.8% somewhat satisfied, 13.9% not satisfied). OER users reported slightly higher levels of cost satisfaction (41.5% very satisfied, 30.5% satisfied, 17.8% somewhat satisfied, 10.2% not satisfied).

## OER AND COURSE MATERIALS SELECTION

In the previous set of questions, we found:

- A majority of respondents select course materials individually, and therefore base their selections on their own evaluations of resources.
- The most important factor in faculty selection of course materials is comprehensive coverage of the scope of their courses' learning objectives.
- The second most important factor in faculty selection of course materials is cost to students.
- The third most important factor was the ease in finding course materials.

These findings suggest course material selection in the USG is based largely on the individual evaluations of faculty, and that these faculty evaluate materials first and foremost by coverage of their specific learning outcomes and activities within a course. Faculty value cost to students highly, but also discoverability; if affordable, comprehensive materials are to gain adoption throughout the USG, they must also be easily discoverable.

The next set of questions explored faculty perceptions and use of OER. Within the context of the findings above, we would expect OER to be a lesser-known but welcome replacement for higher-priced commercial materials, but only if they comprehensively met the scope of individual faculty's learning outcomes and activities and did not require excessive amounts of time to discover.

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## OER AND OPEN TEXTBOOK AWARENESS

*"I am already using OER materials after taking several workshops. Departmental coordinators who select English composition textbooks should take into account materials with relevant and highly interesting readings."*

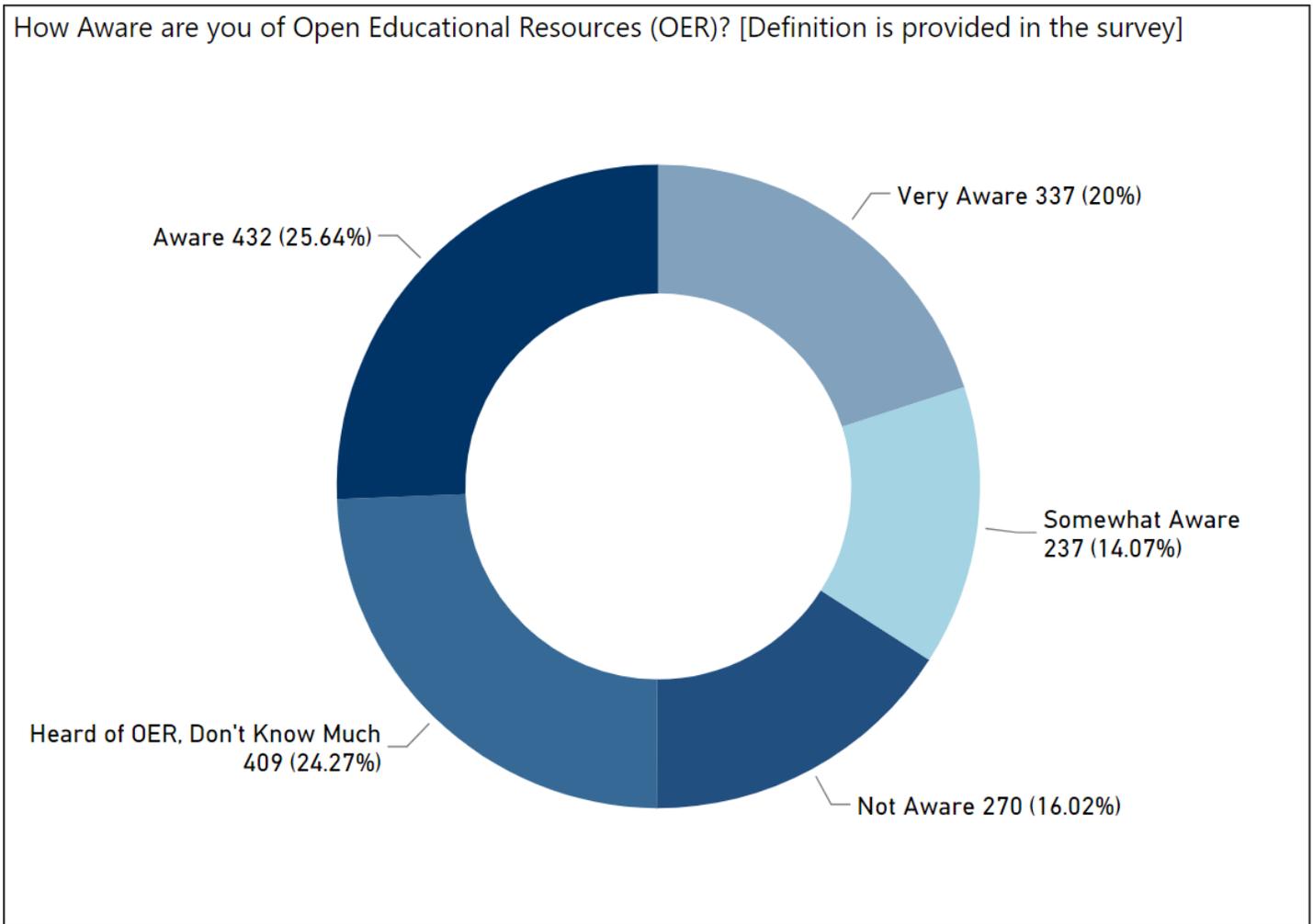
*"I confess to being only marginally familiar with Open Educational Resources and Open Textbooks, but am interested in learning more about these resources and best practices for their use."*

*"I have never heard of this option and in general assume that like everything else in life, quality and price are positively correlated."*

We asked respondents about their awareness of OER in order to gauge awareness of OER throughout the USG. A lack of OER awareness indicates a strong need for outreach from Affordable Learning Georgia.

**Findings:**

- **About 60% of USG respondents are at least somewhat aware of Open Educational Resources.**
- **45.6% of USG respondents are aware of Open Educational Resources.**



Grantees are far more aware of OER and their use cases (59.1% very aware, 25.6% aware; non-grantees: 16.1% very aware, 25.3% aware).

We also asked respondents about their awareness of open textbooks in order to compare and contrast this to awareness of OER. Because of the larger discussion about textbook costs throughout the USG, it is possible that more USG faculty have heard of open textbooks than OER. This did not turn out to be true—about the same percentage of awareness was reported for open textbooks as it was for OER (22% very aware, 21.3% aware).

Similar to the previous question about OER, Textbook Transformation Grants awardees reported being far more aware of open textbooks than non-grantees (grantees: 64.9% very aware, 20.8% aware; non-grantees: 16.1% very aware, 25.3% aware).

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#### CURRENT COURSE MATERIAL AND OER USAGE

*“We use OER for ALL of our Biology courses at our institution. It requires a little extra legwork for ancillaries, but that is why we have applied for the ALG grants. So far we are pretty satisfied with the transition. The students are enjoying the savings.”*

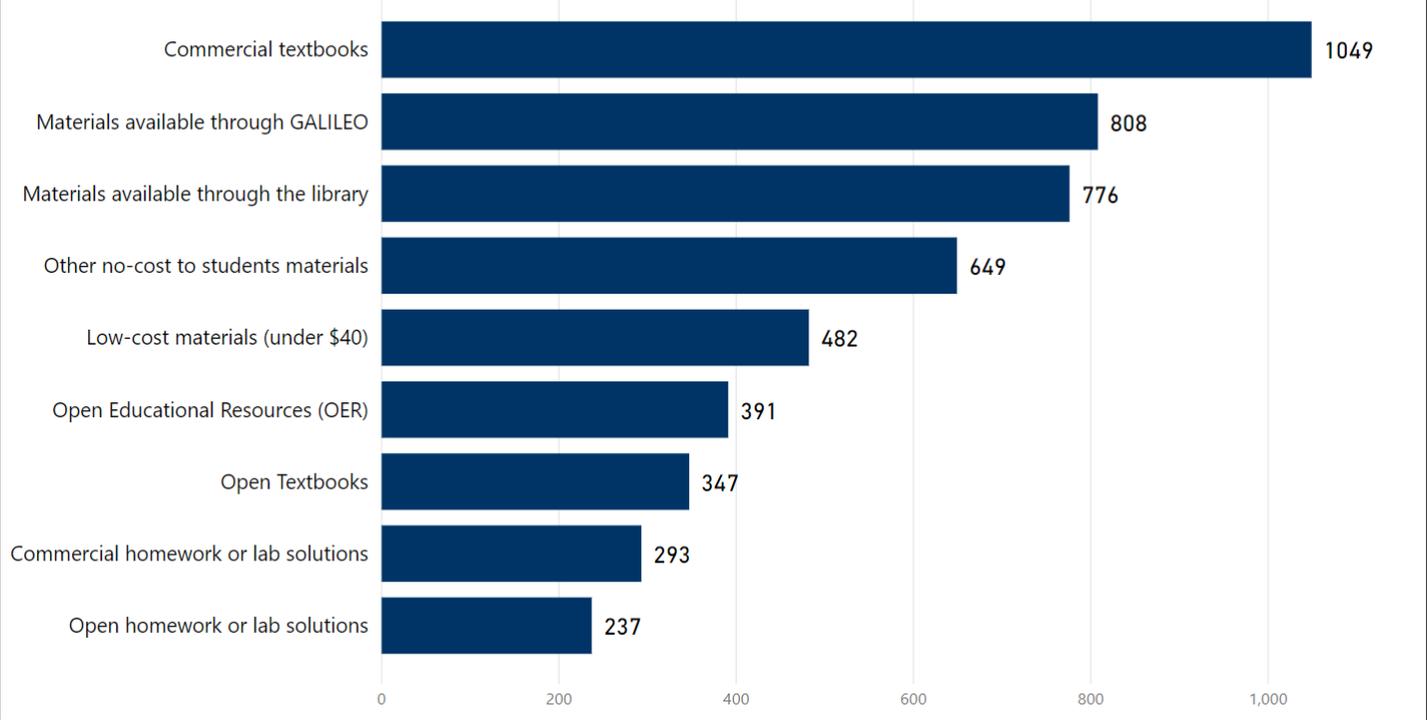
*“In literature, it's hard to find a better resource than [a commercial textbook]--cost, footnotes, editing, etc. are all top notch; however, composition courses and special topics courses can easily be taught with materials from the web and the library.”*

In order to get a sense of the types of materials that were being used most frequently within the USG, we asked respondents which materials they used in their overall work.

#### **Findings:**

- **USG faculty most commonly use commercial textbooks.**
- **Half of respondents use materials available through GALILEO and their institutional libraries.**
- **About one-quarter of respondents reported using OER.**
- **Half of OER users also use commercial textbooks in their work.**

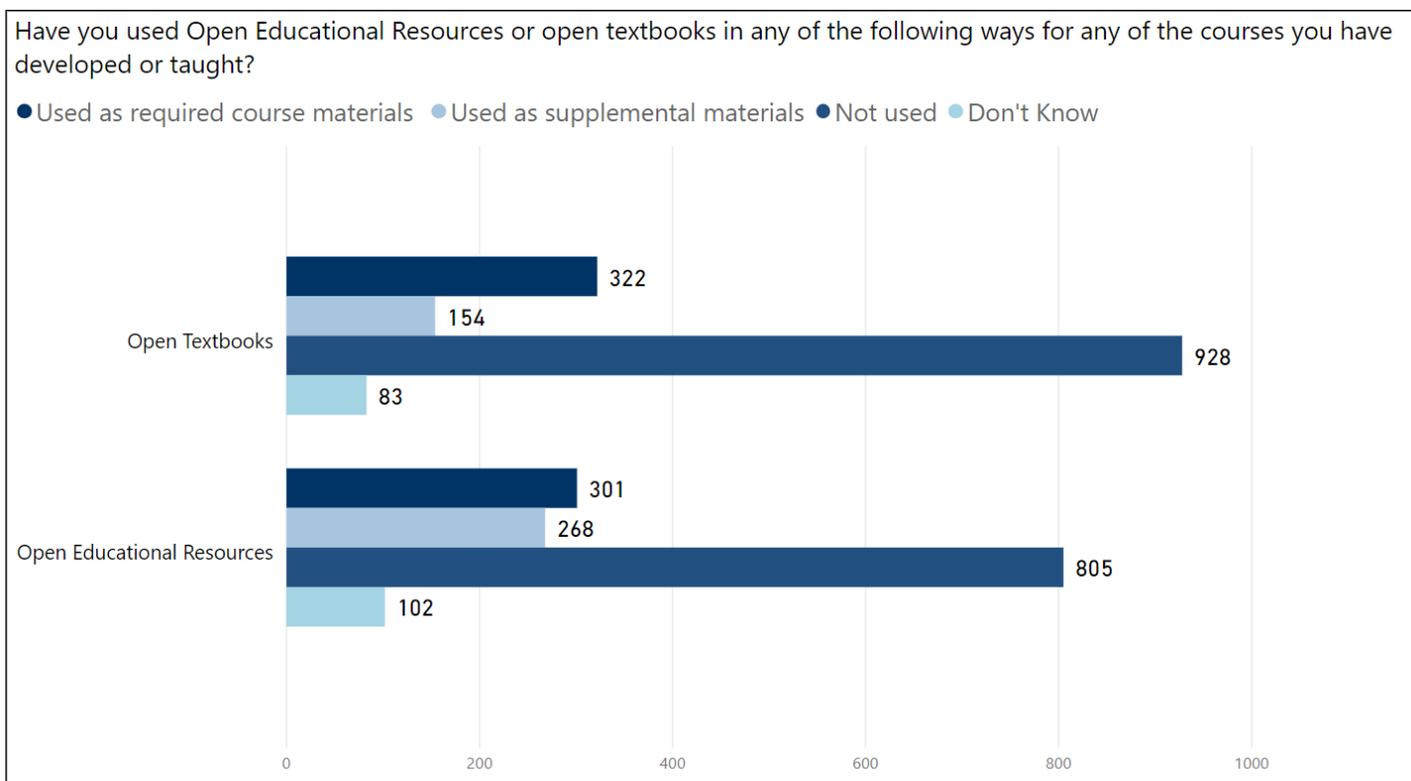
Which of the following materials do you currently use in your work? (Check all that apply).



We asked respondents whether or not they have used OER in various ways to get a sense of how, or if, USG faculty are currently using open materials.

**Findings:**

- **Less than one-fifth of respondents use OER as required or supplemental materials.**
- **More respondents are using open textbooks as required materials than as supplemental materials.**



Less than one-fifth of respondents used OER as required or supplemental materials (18.2% required, 16.2% supplemental). While we anticipated open textbooks might be used often as supplementary materials through remixing and revising, respondents indicated that fewer faculty are using open textbooks specifically as supplemental materials as opposed to required materials (19.3% required, 9.2% supplemental).

#### DETERRENENTS TO USING OER OR OPEN TEXTBOOKS

Affordable Learning Georgia encourages the adoption, adaptation, and creation of OER; by asking what the most significant deterrents to using OER are, we can determine the issues with OER that need to be addressed within the USG, and we can also determine the perceptions USG faculty have about OER that are stopping them from adopting these resources.

To increase the validity of these responses, the survey authors hid this question from respondents who indicated they were not aware of OER or open textbooks; only respondents who were “somewhat aware,” “aware,” or “very aware” of these were asked about deterrents to their use.

24. What are the three most significant deterrents to your use of Open Educational Resources or Open Textbooks in your courses?

Item	Overall Rank	Rank Distribution	Score	No. of Rankings
Not high-quality	1		961	413
Not enough resources for my subject	2		889	402
Too hard to find what I need	3		713	351
No comprehensive catalog of resources	4		392	211
No available ancillary resources	5		366	203
Not current, up-to-date	6		288	164
Not used by other faculty I know	7		212	113
Too difficult to change or edit	8		199	109
Not knowing if I have permission to use or change the materials	9		198	104
Too difficult to integrate into technology I use	10		146	81
Lack of support from my institution	11		139	64

Lowest Rank      Highest Rank

The top three deterrents do not change when filtered by whether respondents have used OER, or whether they use print or digital resources in the course. As with the ranking of which factors are most important in selecting course materials, there is a significant drop in both the score and amount of rankings after the top three responses.

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## DETERRENT 1: LACK OF HIGH-QUALITY RESOURCES

Definitions of what constitutes quality varied greatly among USG respondents within open-ended questions, often including other barriers listed above.

### Respondents' determinants of quality barriers included:

- **Content or typographical errors:** *"Many OER lower-level mathematics textbooks are riddled with errors. There is no pressure to improve their quality. This is bad for students."*
- **Differences in the scope of content covered from an instructor's specific set of learning outcomes for a course:** *"[The open textbook I reviewed was] lacking in cultural diversity, current information, examples, and missing the mark for information beyond the U.S."*
- **Image clarity and availability:** *"The imagery in OER's is usually poor and thus it requires relying on other public domain imagery."*
- **Lack of supplemental materials or low-quality supplemental materials:** *"They lack the supplemental material to instructors and students that traditional publishers compete with each other to provide."*
- **Lack of an external vetting process such as peer review or editorial oversight:** *"I do not want to use Open Educational Resources because I cannot ensure that the quality is peer reviewed and meets scientific standards."*

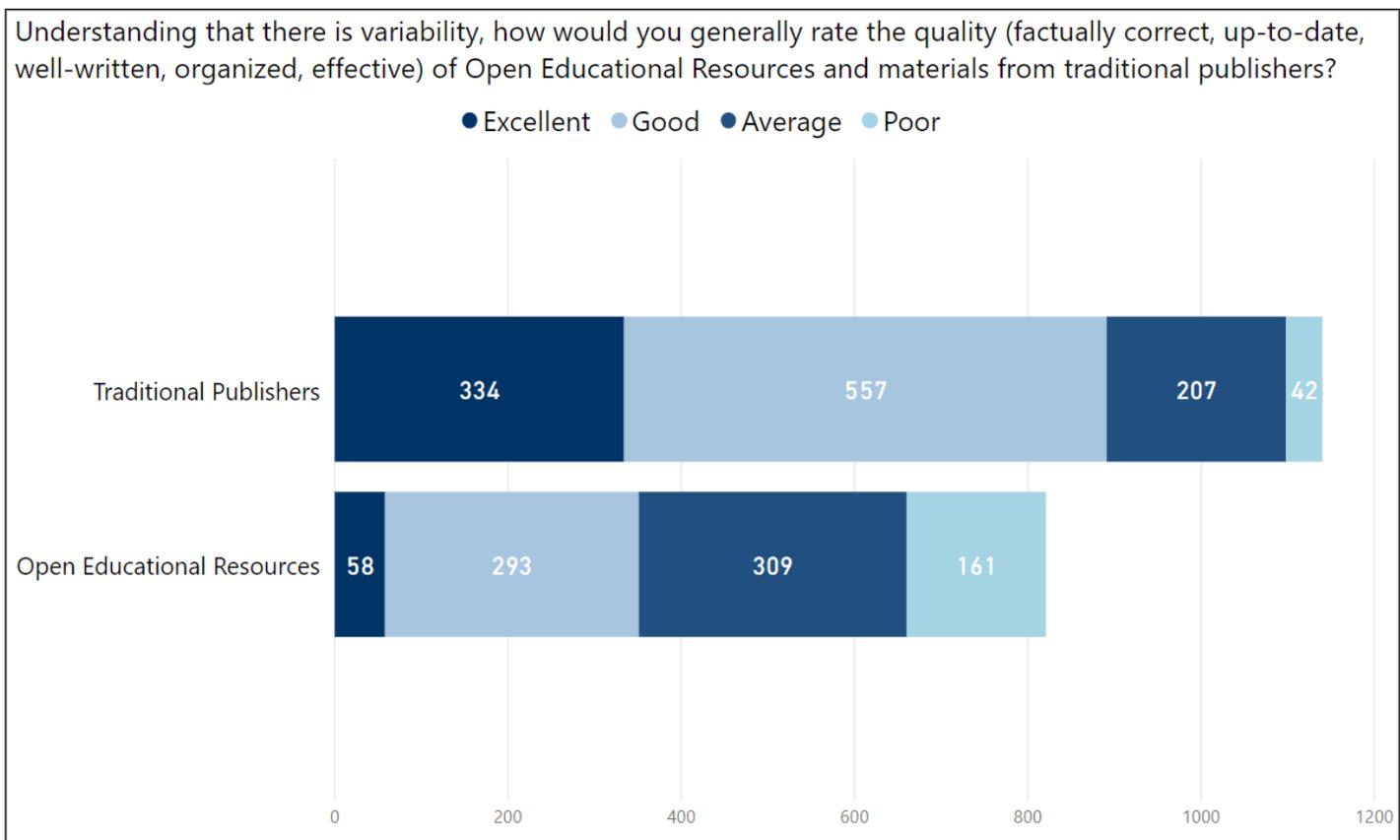
USG respondents' prioritization of quality over other barriers contrasts significantly with national surveys such as the Babson Survey Research Group's biannual OER survey. In 2017, Babson respondents prioritized discovery difficulties as the top barrier to adoption of OER, followed by the lack of resources for a subject. Quality was ranked fourth.

While we anticipated Textbook Transformation Grants awardees to prioritize quality differently, given their training and experience with replacing commercial textbooks with OER, they did not differ from non-grantees in their top three ranked barriers to OER use.

Along with high quality being listed as the top-priority deterrent in the survey results, we also asked a question to see if the perceived quality of OER differed from the perceived quality of commercial materials.

### Findings:

- **Respondents ranked traditional publishers higher in quality than OER overall.**
- **Half of all respondents reported they were unaware of the quality of OER.**



Respondents marked OER quality as “Poor” three times more than traditional publisher materials, but most respondents marked OER as “Good” or “Average.” A substantial amount of respondents marked that they did not know about the quality of their materials, and this happened with OER materials more than traditional publisher materials (820 OER, 512 traditional publishers).

Those who have used OER still distributed largely the same way as all respondents in rating OER quality, aside from less responding “Don’t Know” (8.1% excellent, 38.4% good, 32% average, 10.6% poor). More Textbook Transformation Grantees than non-grantees responded “poor” for OER, which may be because grantees have more experience with the evaluation of both commercial textbooks and OER, and therefore answer “don’t know” far less for both traditional publishers and Open Educational Resources.

With Textbook Transformation Grantees similarly reporting quality as the highest-priority barrier to OER use, the survey suggests quality is likely a barrier more frequently encountered once instructors have had some experience with OER. More awareness leads to more evaluations of quality, and respondents are indicating that quality needs to improve.

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## DETERRENT 2: LACK OF RESOURCES FOR SUBJECT AREA

Within open-ended questions, respondents indicated multiple ways in which OER could not fit their particular subject area.

### Open-ended comments included:

- **Lack of OER for upper-level undergraduate and graduate courses:** *“I would appreciate assistance in finding more materials specific to my upper level courses. Right now even commercial publisher materials are lacking for the subjects I teach, let alone open educational resources.”*
- **Lack of OER for smaller or less-enrolled subject areas:** *“My discipline is small and there are no OER available. I might use them if they were, but right now I do not have that option.”*
- **Lack of OER for some larger or high-enrolled subject areas:** *“When I tried to look for material in my area (Spanish) I didn’t find anything.”*
- **OER revision models too slow to avoid obsolescence in particular subject areas:** *“I teach in a highly technical, rapidly changing field. I have only found one open resource source and the information is not well vetted and is seldom updated.”*

OER creation, whether through Textbook Transformation Grants in the USG or through large open textbook creation programs such as OpenStax, has largely focused on making a large impact on as many students as possible, therefore focusing on courses within a core curriculum which typically have higher-priced commercial textbooks required.

The current impact-focused strategy has succeeded in bringing OER to scale within the USG and across the United States, but in order for OER adoption to progress further, smaller disciplines and less-enrolled subject areas will need to be addressed. This approach to OER creation and revision would be particularly crucial when pursuing a zero-cost degree program (Z-Degree) where every course within a degree program would need high-quality, updated OER.

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## DETERRENT 3: DIFFICULTY FINDING OER

While “Hard to find” was the third-highest deterrent to OER adoption among all respondents, comments on why OER were hard to find within open-ended questions varied greatly.

### Open-ended comments included:

- **Lack of content curation:** *“I have found a few things, but wish there was something more comprehensive that has done all the hard work searching for resources.”*
- **Vendors of OER-supported courseware confounding the search process:** *“I think finding high-quality, open textbooks is the most difficult aspect for faculty at this particular time. Many software platforms that offer OERs are actually charging for them, which defeats the purpose.”*
- **Lack of OER for a particular subject area:** *“As far as I know, there are no open educational resources for teaching [my particular course] or any of the other subjects I teach. I don't know where to look for OER.”*

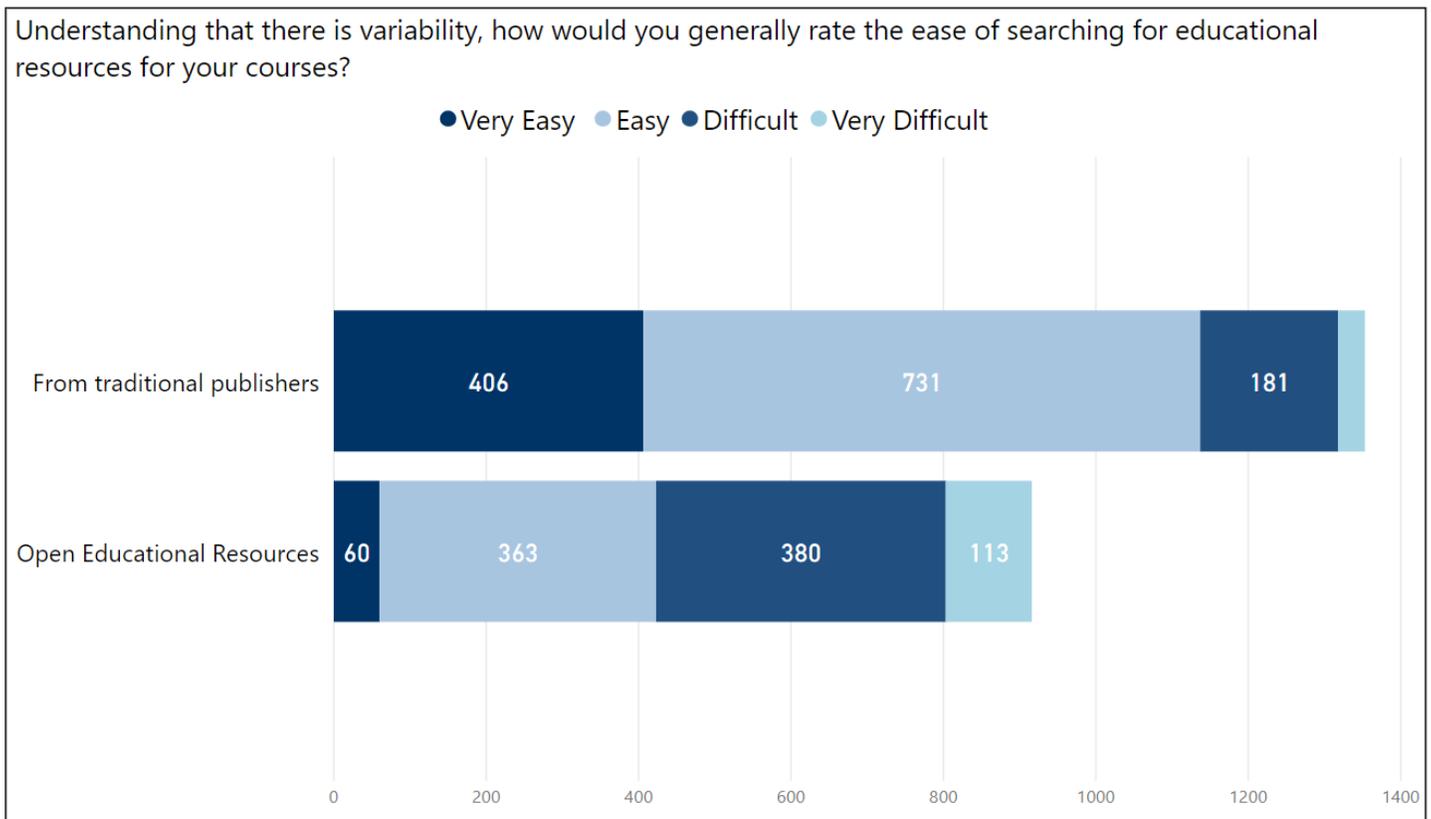
Through the trends in these open-ended responses indicating a difficulty finding OER, it is clear that the second-highest deterrent (a lack of resources for a particular subject area) and this deterrent overlap qualitatively. Assistance in the discovery of OER will help faculty find resources within their subject areas, while new OER within smaller / less-enrolled

subject areas and courses will increase the amount of discoverable OER, therefore enhancing the discovery process. This survey suggests addressing both discovery and subject area coverage are equally important, and an improvement in one of these areas is likely to improve the other indirectly.

As a follow-up question, we asked respondents to rate the discoverability of commercial textbooks and OER.

**Findings:**

- Respondents ranked traditional publishers easier to find than OER overall.
- Half of all respondents reported they were unaware of the ease of finding OER.



Respondents marked OER discoverability as “Difficult” twice as much as with traditional publishers, and OER received less than one-sixth of the number of “Very Easy” rankings. A substantial amount of respondents marked that they did not know about the discoverability of their materials, and this happened with OER materials more than traditional publisher materials (728 OER, 298 traditional publishers).

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## COMMON DETERRENT IN OPEN-ENDED RESPONSES: TIME TO IMPLEMENT OER

*“Very interested in OER; just never seem to have time to explore where to find what I would need to replace an expensive textbook that does cover the material that I want to cover.”*

*“I am using OER now, and it is A LOT more work for me. The students are saving money, but I don't directly benefit.”*

*“My problem is that we are on 4/4 teaching load and also have to do service and advisement. I find myself exhausted and just keep using the traditional textbooks published to save my time.”*

*“The only way to expand the movement toward OER proliferation in higher education is to continue offering opportunities to willing faculty to create and adapt resources and share those resources. Many are unwilling to take the time and effort.”*

In order to maintain comparability to the Babson Survey Research Group reports, only a select list of deterrents were used in the rankings mentioned above. One prominent deterrent, which was not included on the list, emerged within our survey's open-ended responses: Implementing OER successfully in the classroom takes extra time from faculty. Affordable Learning Georgia has been addressing the time issue through Textbook Transformation Grants, which are focused on funding the extra time it takes a faculty team to adopt, adapt and create OER to replace a commercial textbook in a course, but more measures must be taken to ensure OER implementation takes less time in the future for all USG faculty.

These time-consuming tasks were mentioned in open-ended responses:

- Revising OER to fit a particular course
- Updating older OER for current developments in a subject area
- Fixing technical difficulties with OER and open platforms
- Creating ancillary materials to supplement open textbooks
- Creating new materials for subjects where OER do not currently exist
- Finding appropriate OER for the subject
- Hosting created OER and maintaining live links to older OER

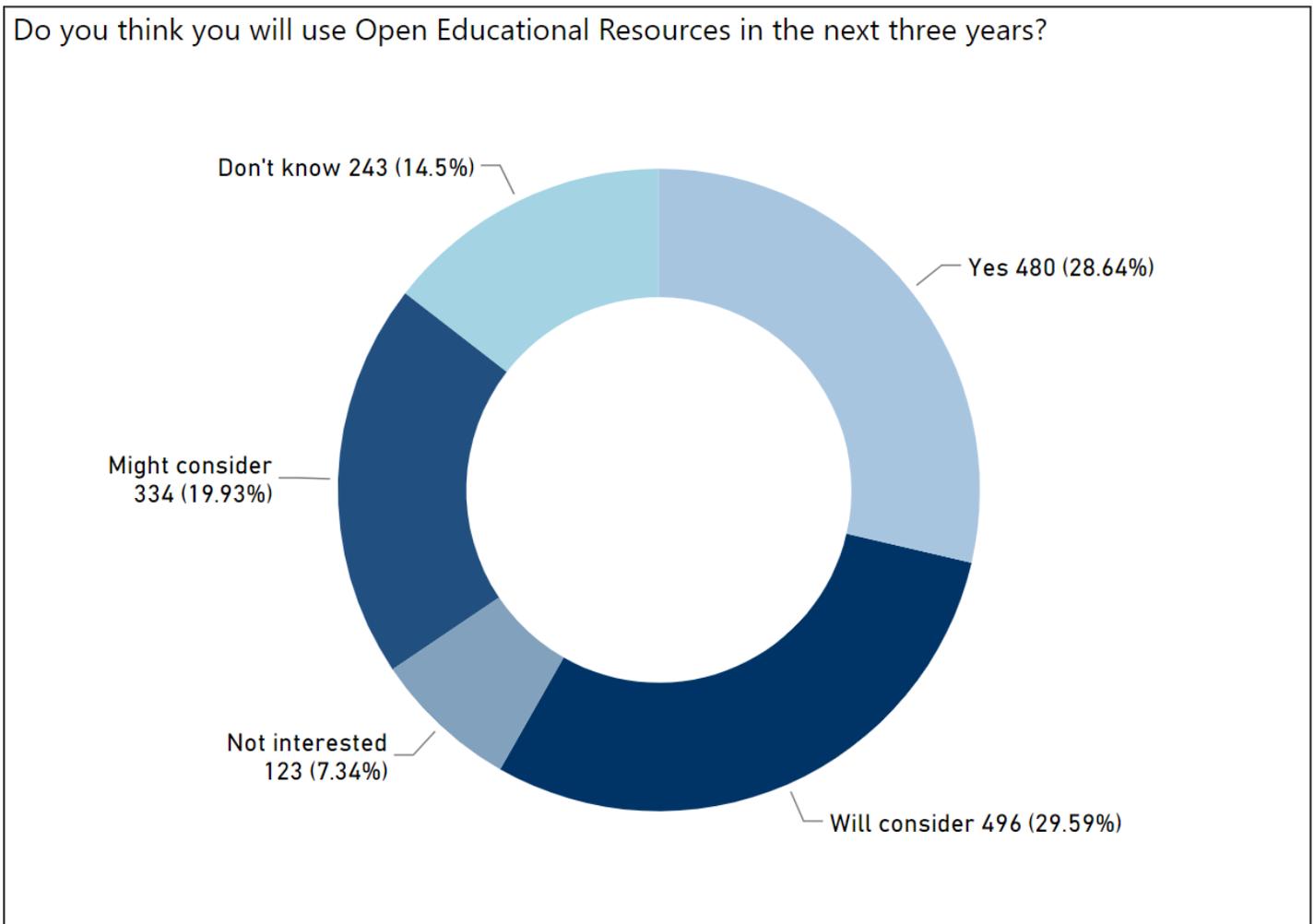
## USG FACULTY PLANNING ON USING OER IN THE FUTURE

*“OER are great. There is no good reason to at least consider them for supplementary resources. With a little effort, an entire course can be taught with OER.”*

In order to determine the potential for OER use in the near future, we asked respondents whether or not they will use OER within the next three years.

### Findings:

- **Over half of respondents are considering using OER in their courses within the next three years.**
- **Another 20% of respondents reported they might consider using OER.**



In order to meet the needs of USG faculty considering OER, Affordable Learning Georgia will need to work toward addressing the indicated major OER adoption barriers (quality, subject areas, discoverability), as well as awareness gaps indicated within the survey.

### KEY FINDINGS AND IMPLICATIONS

The USG OER Survey has many implications for the future of the USG in supporting and raising awareness of OER. The authors' conclusions include:

1. **ALG and institutional advocates must continue to expand the awareness of OER throughout the USG.** While it is likely that USG-funded efforts including ALG have contributed to an increased amount of awareness of OER within the USG, many faculty are still unaware of OER. ALG and advocates for OER within USG institutions must continue to reach out to faculty who are unaware of OER through grant opportunities, professional development, and on-campus marketing. The USG also is pursuing more awareness of OER for both faculty and students through the no-cost and low-cost designators initiative, which went into effect in fall semester 2018.
2. **ALG should explore ways to expand OER and other no-cost resource use to upper-division and graduate courses.** High-quality and comprehensive OER are available for many introductory undergraduate courses, but scarce in upper-division and graduate courses. Encouraging the use of OER in upper-division and graduate courses may involve more authorship and less impact per dollar funded on student savings, but the USG should explore cost-effective ways to provide high-quality OER and other no-cost materials for these courses, including library and GALILEO materials.
3. **ALG must work toward increasing the quality of OER across a wide range of quality determinants.** In order to ensure the sustainability of the USG's OER effort, ALG must address ways in which to work with faculty to determine quality when evaluating OER materials. OER created through ALG programs could be revised for content scope, typographical errors, accuracy, learning outcomes, clarity of images, availability of supplemental materials, and authority/validity through a peer-review process.
4. **ALG should explore ways to expand OER and other no-cost resource use to subject areas currently not addressed by high-quality OER.** Smaller or less-enrolled subject areas lacked the comprehensive OER necessary for a full replacement of a commercial textbook, and some high-enrollment subjects also lack OER, such as foreign languages. ALG should pursue creative and effective ways to incorporate and/or create both OER and library resources within these subject areas.
5. **ALG should leverage its position within Library Services and GALILEO to enhance the discoverability of high-quality OER for USG faculty.** While the issue of discovery is connected to other barriers to OER adoption, such as a lack of content for a particular subject or a lack of ancillary materials, more can be done to help faculty search for OER and library materials in one place and find the most comprehensive, high-quality materials quickly. Library Services and GALILEO have been addressing the issue of resource discoverability since GALILEO's inception; ALG can work with librarians both within the system office and throughout the USG on new educational resource discovery methods.
6. **ALG should keep no-cost and low-cost materials without open licensing in mind for future affordability efforts alongside OER.** While the area of commercial low-cost materials has moved slowly and not without controversy (for example, inclusive access programs and opt-out purchasing), the USG should continue to pursue new ways of making no-cost and low-cost materials available beyond what can be openly licensed. Library subscriptions and low-cost publisher deals are examples of ways the USG can continue to make educational resources affordable for more USG students.

7. **In order to meet the needs of future OER adopters, ALG and institutional advocates must continue to expand OER support and professional development.** With over half of respondents reporting they will either use OER or will consider it within three years, Affordable Learning Georgia must meet an increasing need for training on various aspects of adopting, adapting, and creating OER. Topics that must be covered include accessibility, copyright and open licensing, open textbook authoring, and OER-enabled pedagogical practices. The USG must also continue to support the time and funding required for faculty to pilot new uses of OER within their courses.
8. **A zero-textbook-cost degree program would require significant funding to address the OER gap in upper-level and/or graduate courses.** Because the USG is largely focused on four-year degree programs and graduate degrees, a zero-textbook-cost (Z-Degree) program would require OER use within upper-division and graduate courses. Survey respondents overall indicated a lack of comprehensive, high-quality OER for upper-division and graduate courses. The creation of sustainable four-year or graduate Z-Degree programs within the USG would therefore be a challenging pursuit. Comprehensive sets of new OER, including ancillary materials, would need to be authored and peer-reviewed by USG subject matter experts and instructional designers. Implementation of these materials by instructors would need to be supported throughout the system. Regular updates by these same subject matter experts and designers would need to occur in order to keep any Z-Degree program sustainable.

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## FINAL THOUGHTS

*“I am writing an Open Textbook with the University Press of North Georgia. I have already used this and its ancillary materials in my courses as a free resource to students. I really believe in this low-cost/no-cost initiative.”*

*“I received an ALG OER grant this cycle and I am very excited to convert my course to a no-cost course!”*

*“I am glad the USG is focusing on textbook affordability. There is a lot we can do in this direction.”*

The future looks promising for the use of OER and low-cost resources within the USG, with a large share of faculty reporting they will use OER within the next three years. This outlook is positive for USG students. As the adoption of OER and other no-cost and low-cost resources in the classroom increases, students will save more money on textbook costs. Supporting the sustained use of these affordable resources within the USG will require a sustained effort from ALG, including funding OER adoption, adaptation and creation, increasing OER awareness, professional development and training, and the improvement of OER quality within the USG.

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APPENDIX A: EMAIL TO PARTICIPANTS

*Issued February 16, 2018*

Dear Colleague:

The University System of Georgia, in pursuance of college affordability, started an initiative in 2014 to lower the cost of textbooks to students, contributing to educational equity and student success. A crucial aspect of the initiative has been enabling faculty to replace commercial textbooks with open educational resources (OER). Many institutions in the University System of Georgia are beginning to pursue alternatives to traditional print textbooks and other educational materials.

Below you will find a link to a web survey being conducted to determine the pervasiveness of Open Educational Resources (OER) on your campus and throughout the USG.

The USG is asking you to respond to this survey on your knowledge, awareness, use, and opinions of OER. Please respond by using the following link:

[\[link to survey\]](#)

Please complete the survey **by the end of Tuesday, March 6, 2018**.

If you have any questions about the survey, please contact:

Jeff Gallant

Program Manager, Affordable Learning Georgia

Board of Regents of the University System of Georgia

706-583-2144

[Jeff.Gallant@usg.edu](mailto:Jeff.Gallant@usg.edu)

## APPENDIX B: SURVEY QUESTIONS

### 1) What is your primary role?

- Professor
- Associate Professor
- Assistant Professor
- Instructor
- Lecturer
- Senior Lecturer
- Academic Professional Associate
- Academic Professional
- Senior Academic Professional
- Adjunct Faculty
- Librarian
- Library Staff
- Instructional Designer
- Administrator
- Other - Write In: \_\_\_\_\_

### 2) Please select your USG institution. If you teach at more than one USG institution, select your primary institution.

- Abraham Baldwin Agricultural College
- Albany State University
- Atlanta Metropolitan State College
- Augusta University
- Clayton State University

- College of Coastal Georgia
- Columbus State University
- Dalton State College
- East Georgia State College
- Fort Valley State University
- Georgia College and State University
- Georgia Gwinnett College
- Georgia Highlands College
- Georgia Institute of Technology
- Georgia Southern University
- Georgia Southwestern State University
- Georgia State University
- Gordon State College
- Kennesaw State University
- Middle Georgia State University
- Savannah State University
- South Georgia State College
- University of Georgia
- University of North Georgia
- University of West Georgia
- Valdosta State University

***Logic: Show/hide trigger exists.***

**3) What kind of teaching do you do?**

- Full-time face-to-face
- Part-time face-to-face
- Full-time online teaching
- Part-time online teaching
- Full-time blended teaching
- Part-time blended teaching
- Non-teaching professional staff

**Logic: Hidden unless: #3 Question "What kind of teaching do you do?" ("Non-teaching professional staff")**

**4) How many years have you been teaching?**

- Less than 1
- 1-3
- 1-5
- 6-9
- 10-12
- 13-15
- 16-20
- More than 20

**5) Have you received, or been a part of a team that has received, an Affordable Learning Georgia Textbook Transformation Grant?\***

- Yes
- No

**Logic: Show/hide trigger exists.**

**6) Either working alone or with others, have you**

- Created a new course (A course that was not previously listed in the course catalog)
- Substantially modified an existing course
- Added or changed required course materials
- None of the above

**Logic: Hidden unless: #6 Question "Either working alone or with others, have you" is one of the following answers ("Created a new course (A course that was not previously listed in the course catalog)", "Substantially modified an existing course", "Added or changed required course materials")**

**7) Whose decision was it to create the new course/modify the course/select new required course materials?**

- The decision was mine alone
- The decision was made by me in concert with others
- The decision was made at the department level
- The decision was made at the division level
- The decision was made at the institutional level
- Other - Write In: \_\_\_\_\_
- Not applicable

**Logic: Hidden unless: #6 Question "Either working alone or with others, have you" is one of the following answers ("Created a new course (A course that was not previously listed in the course catalog)", "Substantially modified an existing course", "Added or changed required course materials")**

**8) Why was this decision taken?**

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**Logic: Hidden unless: #6 Question "Either working alone or with others, have you" is one of the following answers ("Created a new course (A course that was not previously listed in the course catalog)", "Substantially modified an existing course", "Added or changed required course materials")**

**9) Select one course that you have created or modified over the past two years for the following questions.**

**How would you classify this course?**

- Introductory course
- Intermediate level course
- Advanced level course

**Logic: Hidden unless: #6 Question "Either working alone or with others, have you" is one of the following answers ("Created a new course (A course that was not previously listed in the course catalog)", "Substantially modified an existing course", "Added or changed required course materials")**

**10) What is the level of the course?**

- Undergraduate
- Graduate
- Other - Write In: \_\_\_\_\_

**Logic: Hidden unless: #6 Question "Either working alone or with others, have you" is one of the following answers ("Created a new course (A course that was not previously listed in the course catalog)", "Substantially modified an existing course", "Added or changed required course materials")**

**11) Is the course taught in multiple sections?**

- Yes
- No

**Logic: Hidden unless: #6 Question "Either working alone or with others, have you" is one of the following answers ("Created a new course (A course that was not previously listed in the course catalog)", "Substantially modified an existing course", "Added or changed required course materials")**

**12) Please select the course type**

- Face-to-face
- Blended
- Online

**Logic: Hidden unless: #6 Question "Either working alone or with others, have you" is one of the following answers ("Created a new course (A course that was not previously listed in the course catalog)", "Substantially modified an existing course", "Added or changed required course materials")**

**13) Is the course required?**

- Yes, for all students
- Yes, for some students (e.g., majors)
- No

**Logic: Hidden unless: #6 Question "Either working alone or with others, have you" is one of the following answers ("Created a new course (A course that was not previously listed in the course catalog)", "Substantially modified an existing course", "Added or changed required course materials")**

**14) Select the discipline for the course you are referencing.**

- Agriculture
- Architecture
- Anthropology
- Biological Sciences
- Business Administration
- Chemistry
- Communication
- Computer and Information Sciences
- Criminal Justice
- Economics

- Education
- Engineering
- English
- Family and Consumer Sciences
- Fine and Applied Arts
- Foreign Languages
- Geological Sciences
- Health Professions and Related Programs
- History
- Humanities
- Kinesiology
- Law
- Learning Support and Developmental Studies
- Library Science
- Mathematics
- Philosophy and Religion
- Physics
- Political Science
- Psychology
- Sociology
- Other

***Logic: Hidden unless: #6 Question "Either working alone or with others, have you" is one of the following answers ("Created a new course (A course that was not previously listed in the course catalog)", "Substantially modified an existing course", "Added or changed required course materials")***

**15) What is your role in selecting the required materials for this course?**

- I am solely responsible for the selection
- I lead a group that makes the selection
- I am a member of a group that makes the selection
- I influence the selection, but do not have decision-making power
- Others make the selection, I have no role
- Other - Write In: \_\_\_\_\_

**Logic: Hidden unless: #6 Question "Either working alone or with others, have you" is one of the following answers ("Created a new course (A course that was not previously listed in the course catalog)", "Substantially modified an existing course", "Added or changed required course materials")**

**16) What types of course materials are required for this course? (Items listed in the course syllabus as required for all students.)**

- Printed textbook(s)
- Digital textbook(s)
- Digital materials other than textbooks
- Other - Write In: \_\_\_\_\_

**Logic: Hidden unless: #6 Question "Either working alone or with others, have you" is one of the following answers ("Created a new course (A course that was not previously listed in the course catalog)", "Substantially modified an existing course", "Added or changed required course materials")**

**17) How are the required materials for this course licensed? (check all that apply.)**

	Copyrighted	Open	Public Domain	Other	I don't know
Printed textbooks	<input type="checkbox"/>				

Digital textbooks	<input type="checkbox"/>				
Printed materials other than textbooks	<input type="checkbox"/>				
Digital materials other than textbooks	<input type="checkbox"/>				
Other materials	<input type="checkbox"/>				

**18) When selecting required course materials, how important are the following factors in your selection?**

	<b>Very important</b>	<b>Important</b>	<b>Somewhat important</b>	<b>Not important</b>
Cost to the student	( )	( )	( )	( )
Easy to find	( )	( )	( )	( )

Comprehensive content and activities	( )	( )	( )	( )
Works with my institution's Learning Management System (LMS)	( )	( )	( )	( )
Recommended by other faculty members	( )	( )	( )	( )
The materials are adaptable/editable	( )	( )	( )	( )
Familiarity with the brand/publisher	( )	( )	( )	( )
Includes test banks	( )	( )	( )	( )
Includes supplemental instructor materials	( )	( )	( )	( )

**19) How satisfied are you with the following aspects of the materials available to you for selections as required materials for your courses?**

	<b>Very satisfied</b>	<b>Satisfied</b>	<b>Somewhat satisfied</b>	<b>Not satisfied</b>
Cost to the student	( )	( )	( )	( )
Easy to find	( )	( )	( )	( )
Comprehensive content and activities	( )	( )	( )	( )
Works with my institution's Learning Management System (LMS)	( )	( )	( )	( )
Recommended by other faculty members	( )	( )	( )	( )
The materials are adaptable/editable	( )	( )	( )	( )
Familiarity with brand/publisher	( )	( )	( )	( )
Includes test banks	( )	( )	( )	( )

Includes supplemental instructor materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**20) How aware are you of each of the following licensing mechanisms?**

	<b>Very Aware</b>	<b>Aware</b>	<b>Somewhat aware</b>	<b>Unaware</b>
Copyright	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Domain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creative Commons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**21) How aware are you of Open Educational Resources (OER)? OER is defined as "teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others."**

- I am not aware of OER
- I have heard of OER, but don't know much about them
- I am somewhat aware of OER, but I am not sure how they can be used
- I am aware of OER and some of their use cases
- I am very aware of OER and know how they can be used in the classroom

**22) How aware are you of Open Textbooks? Open textbooks are textbooks that are a type of OER. They are freely available with nonrestrictive licenses. Covering a wide range of disciplines, open textbooks are available to download and print in various file formats from several web sites and OER repositories.**

- I am not aware of Open Textbooks
- I have heard of Open Textbooks, but don't know much about them
- I am somewhat aware of Open Textbooks, but I'm not sure if they are appropriate for my needs
- I am aware of Open Textbooks and some of their use cases
- I am very aware of Open Textbooks and know how they can be used in the classroom

**23) Which of the following materials do you currently use in your work? (Check all that apply).**

- Open Educational Resources (OER)
- Open Textbooks (textbooks with open licenses)
- Materials available through GALILEO
- Materials available through the library
- Open homework or lab solutions (no-cost to students)
- Other no-cost to students materials
- Low-cost materials (under \$40 total for the course)
- Commercial textbooks
- Commercial homework or lab solutions

**24) Have you used Open Educational Resources or Open Textbooks in any of the following ways for any of the courses you have developed or taught?**

	Used as required course materials	Used as supplemental course materials	Not used	Don't know	N/A

Open Educational Resources	( )	( )	( )	( )	( )
Open Textbooks	( )	( )	( )	( )	( )

**Logic: Hidden unless:**

**(#21 Question "How aware are you of Open Educational Resources (OER)? OER is defined as "teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others." " is one of the following answers ("I am somewhat aware of OER, but I am not sure how they can be used", "I am aware of OER and some of their use cases", "I am very aware of OER and know how they can be used in the classroom")**

**AND #22 Question "How aware are you of Open Textbooks? Open textbooks are textbooks that are a type of OER. They are freely available with nonrestrictive licenses. Covering a wide range of disciplines, open textbooks are available to download and print in various file formats from several web sites and OER repositories." is one of the following answers ("I am somewhat aware of Open Textbooks, but I'm not sure if they are appropriate for my needs", "I am aware of Open Textbooks and some of their use cases", "I am very aware of Open Textbooks and know how they can be used in the classroom"))**

**25) What are the three most significant deterrents to your use of Open Educational Resources or Open Textbooks in your courses?**

- \_\_\_\_\_ Too hard to find what I need
- \_\_\_\_\_ Not enough resources for my subject
- \_\_\_\_\_ Not high-quality
- \_\_\_\_\_ Not current, up-to-date
- \_\_\_\_\_ No comprehensive catalog of resources
- \_\_\_\_\_ Not knowing if I have permission to use or change the materials
- \_\_\_\_\_ Lack of support from my institution
- \_\_\_\_\_ Too difficult to change or edit
- \_\_\_\_\_ Too difficult to integrate into technology I use

\_\_\_\_\_ Not used by other faculty I know

\_\_\_\_\_ No available ancillary resources

**26) Understanding that there is variability, how would you generally rate the quality (factually correct, up-to-date, well-written, organized, effective) of Open Educational Resources and materials from traditional publishers?**

	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>	<b>Don't know</b>
Traditional Publishers	( )	( )	( )	( )	( )
Open Educational Resources	( )	( )	( )	( )	( )

**27) Understanding that there is variability, how would you generally rate the ease of searching for educational resources for your courses?**

	<b>Very Easy</b>	<b>Easy</b>	<b>Difficult</b>	<b>Very Difficult</b>	<b>Don't Know</b>
From traditional publishers	( )	( )	( )	( )	( )

Open Educational Resources	( )	( )	( )	( )	( )
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**28) Do you think you will use Open Educational Resources in the next three years?**

- ( ) Yes
- ( ) Will consider
- ( ) Might consider
- ( ) Not interested
- ( ) Don't know

**29) We welcome your comments. Please let us know your thoughts on any of the issues covered in this survey.**

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**Thank You!**

APPENDIX C: SURVEY RESPONSES

**1.What is your primary role?**

Value	Percent	Count
Professor	19.10%	328
Associate Professor	20.10%	345
Assistant Professor	19.60%	337
Instructor	8.80%	151
Lecturer	4.40%	75
Senior Lecturer	2.30%	39
Academic Professional Associate	0.10%	2
Academic Professional	0.90%	16
Senior Academic Professional	0.30%	6
Adjunct Faculty	8.90%	152
Librarian	2.10%	36
Library Staff	0.70%	12
Instructional Designer	0.60%	10
Administrator	7.00%	120
Other - Write In	5.10%	88
	Totals	1,717

**2.Please select your USG institution. If you teach at more than one USG institution, select your primary institution.**

Value	Percent	Count
Abraham Baldwin Agricultural College	2.60%	44
Albany State University	2.40%	40
Atlanta Metropolitan State College	0.40%	7
Augusta University	6.10%	103
College of Coastal Georgia	3.20%	54
Columbus State University	5.40%	91
Dalton State College	2.10%	35
East Georgia State College	0.90%	15
Fort Valley State University	1.70%	28
Georgia College and State University	3.00%	51
Georgia Gwinnett College	5.30%	89
Georgia Highlands College	9.60%	163
Georgia Institute of Technology	1.00%	17
Georgia Southern University	6.30%	107
Georgia Southwestern State University	2.90%	49
Georgia State University	9.20%	156
Gordon State College	1.30%	22
Kennesaw State University	2.60%	44

<b>Middle Georgia State University</b>	5.70%	97
<b>Savannah State University</b>	4.70%	79
<b>South Georgia State College</b>	1.90%	32
<b>University of Georgia</b>	4.90%	83
<b>University of North Georgia</b>	9.10%	154
<b>University of West Georgia</b>	3.80%	65
<b>Valdosta State University</b>	4.00%	67
	<b>Totals</b>	<b>1,692</b>

### 3.What kind of teaching do you do?

<b>Value</b>	<b>Percent</b>	<b>Count</b>
<b>Full-time face-to-face</b>	58.80%	1,005
<b>Part-time face-to-face</b>	14.90%	255
<b>Full-time online teaching</b>	11.20%	191
<b>Part-time online teaching</b>	8.50%	146
<b>Full-time blended teaching</b>	13.90%	237
<b>Part-time blended teaching</b>	3.80%	65
<b>Non-teaching professional staff</b>	9.10%	155

### 4.How many years have you been teaching?

<b>Value</b>	<b>Percent</b>	<b>Count</b>
<b>Less than 1</b>	5.20%	77
<b>1-3</b>	7.00%	105
<b>1-5</b>	10.50%	157
<b>6-9</b>	14.00%	208
<b>10-12</b>	14.20%	211
<b>13-15</b>	4.60%	68
<b>16-20</b>	16.10%	240
<b>More than 20</b>	28.50%	425
	<b>Totals</b>	<b>1,491</b>

### 5.Have you received, or been a part of a team that has received, an Affordable Learning Georgia Textbook Transformation Grant?

<b>Value</b>	<b>Percent</b>	<b>Count</b>
<b>Yes</b>	9.00%	154
<b>No</b>	91.00%	1,565
	<b>Totals</b>	<b>1,719</b>

**6. Either working alone or with others, have you**

Value	Percent	Count
Created a new course (A course that was not previously listed in the course catalog)	46.50%	793
Substantially modified an existing course	54.30%	927
Added or changed required course materials	59.60%	1,017
None of the above	23.20%	396

**7. Whose decision was it to create the new course/modify the course/select new required course materials?**

Value	Percent	Count
The decision was mine alone	33.10%	432
The decision was made by me in concert with others	36.70%	479
The decision was made at the department level	17.90%	234
The decision was made at the division level	3.10%	41
The decision was made at the institutional level	2.10%	27
Other - Write In	6.90%	90
Not applicable	0.20%	2
	Totals	1,305

**9. Select one course that you have created or modified over the past two years for the following questions. How would you classify this course?**

Value	Percent	Count
Introductory course	42.40%	547
Intermediate level course	25.20%	325
Advanced level course	32.50%	419
	Totals	1,291

**10. What is the level of the course?**

Value	Percent	Count
Undergraduate	82.90%	1,070
Graduate	14.10%	182
Other - Write In	2.90%	38
	Totals	1,290

**11. Is the course taught in multiple sections?**

Value	Percent	Count
Yes	52.40%	676
No	47.60%	613
	Totals	1,289

**12. Please select the course type.**

Value	Percent	Count
Face-to-face	70.40%	909
Blended	14.10%	182
Online	15.60%	201
	Totals	1,292

**13. Is the course required?**

Value	Percent	Count
Yes, for all students	24.40%	315
Yes, for some students (e.g., majors)	51.90%	669
No	23.70%	306
	Totals	1,290

**14. Select the discipline for the course you are referencing.**

Value	Percent	Count
Agriculture	0.90%	12
Anthropology	0.50%	6
Biological Sciences	7.60%	97
Business Administration	7.40%	94
Chemistry	2.90%	37
Communication	3.10%	39
Computer and Information Sciences	3.20%	41
Criminal Justice	1.50%	19
Economics	1.60%	21
Education	7.80%	100
Engineering	1.60%	20
English	9.90%	127
Family and Consumer Sciences	0.20%	3
Fine and Applied Arts	3.20%	41
Foreign Languages	3.20%	41
Geological Sciences	0.80%	10
Health Professions and Related Programs	7.50%	96
History	4.90%	62
Humanities	1.80%	23

<b>Kinesiology</b>	1.30%	16
<b>Law</b>	0.30%	4
<b>Learning Support and Developmental Studies</b>	0.20%	3
<b>Library Science</b>	0.50%	6
<b>Mathematics</b>	6.20%	79
<b>Philosophy and Religion</b>	1.20%	15
<b>Physics</b>	1.70%	22
<b>Political Science</b>	2.90%	37
<b>Psychology</b>	3.70%	47
<b>Sociology</b>	1.80%	23
<b>Other</b>	10.60%	136
	Totals	1,277

**15.What is your role in selecting the required materials for this course?**

<b>Value</b>	<b>Percent</b>	<b>Count</b>
<b>I am solely responsible for the selection</b>	58.30%	669
<b>I lead a group that makes the selection</b>	10.10%	116
<b>I am a member of a group that makes the selection</b>	20.80%	239
<b>I influence the selection, but do not have decision-making power</b>	4.40%	51
<b>Others make the selection, I have no role</b>	2.70%	31
<b>Other - Write In</b>	3.60%	41
	Totals	1,147

**16.What types of course materials are required for this course? (Items listed in the course syllabus as required for all students.)**

<b>Value</b>	<b>Percent</b>	<b>Count</b>
<b>Printed textbook(s)</b>	58.10%	667
<b>Digital textbook(s)</b>	35.50%	407
<b>Digital materials other than textbooks</b>	48.20%	553
<b>Other - Write In</b>	20.30%	233

**17.How are the required materials for this course licensed?  
(check all that apply.)**

	Copy- righted		Open		Public Domain		Other		I don't know		Total Checks
<b>Printed textbooks</b>	742	89%	41	4.9%	16	1.9%	2	0.2%	33	4%	834
<b>Digital textbooks</b>	330	55.8%	161	27.2%	47	8%	11	1.9%	42	7.1%	591
<b>Printed materials other than textbooks</b>	178	32.9%	131	24.2%	146	27%	27	5%	59	10.9%	541
<b>Digital materials other than textbooks</b>	287	32.1%	235	26.3%	266	29.7%	39	4.4%	68	7.6%	895
<b>Other materials</b>	90	20.7%	119	27.4%	124	28.5%	35	8%	67	15.4%	435
<b>Total Checks</b>	1627		687		599		114		269		3296
<b>% of Total Checks</b>	49.4		20.8		18.2		3.5		8.2		100

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

	Very important		Important		Somewhat important		Not important		Respon- ses
<b>Cost to the student</b>	908	54.9%	560	33.9%	157	9.5%	29	1.8%	1,654
<b>Easy to find</b>	716	44.1%	647	39.9%	206	12.7%	54	3.3%	1,623
<b>Comprehensive content and activities</b>	1,096	67.0%	390	23.8%	99	6.1%	51	3.1%	1,636
<b>Works with my institution's Learning Management System (LMS)</b>	350	21.8%	402	25.0%	370	23.1%	483	30.1%	1,605
<b>Recommended by other faculty members</b>	184	11.5%	499	31.1%	660	41.1%	262	16.3%	1,605
<b>The materials are adaptable/editable</b>	364	22.6%	508	31.6%	399	24.8%	339	21.1%	1,610
<b>Familiarity with the brand/publisher</b>	156	9.7%	366	22.7%	537	33.3%	552	34.3%	1,611
<b>Includes test banks</b>	269	16.6%	295	18.2%	325	20.1%	730	45.1%	1,619
<b>Includes supplemental instructor materials</b>	330	20.3%	403	24.8%	384	23.6%	509	31.3%	1,626

**19.How aware are you of each of the following licensing mechanisms?**

	Very Aware		Aware		Somewhat aware		Unaware		Responses
<b>Copyright</b>	819	48.9%	584	34.9%	212	12.7%	60	3.6%	1,675
<b>Public Domain</b>	604	36.2%	643	38.5%	315	18.9%	106	6.4%	1,668
<b>Creative Commons</b>	389	23.5%	434	26.2%	402	24.3%	430	26.0%	1,655

**20.How aware are you of Open Educational Resources (OER)? OER is defined as "teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others."**

Value	Percent	Count
I am not aware of OER	16.00%	270
I have heard of OER, but don't know much about them	24.30%	409
I am somewhat aware of OER, but I am not sure how they can be used	14.10%	237
I am aware of OER and some of their use cases	25.60%	432
I am very aware of OER and know how they can be used in the classroom	20.00%	337
	Totals	1,685

**21.How aware are you of Open Textbooks? Open textbooks are textbooks that are a type of OER. They are freely available with nonrestrictive licenses. Covering a wide range of disciplines, open textbooks are available to download and print in various file formats from several web sites and OER repositories.**

Value	Percent	Count
I am not aware of Open Textbooks	17.20%	290
I have heard of Open Textbooks, but don't know much about them	23.70%	400
I am somewhat aware of Open Textbooks, but I'm not sure if they are appropriate for my needs	15.90%	269
I am aware of Open Textbooks and some of their use cases	21.30%	360
I am very aware of Open Textbooks and know how they can be used in the classroom	22.00%	371
	Totals	1,690

**22. Which of the following materials do you currently use in your work? (Check all that apply).**

Value	Percent	Count
Open Educational Resources (OER)	24.20%	391
Open Textbooks (textbooks with open licenses)	21.50%	347
Materials available through GALILEO	50.00%	808
Materials available through the library	48.00%	776
Open homework or lab solutions (no-cost to students)	14.70%	237
Other no-cost to students materials	40.20%	649
Low-cost materials (under \$40 total for the course)	29.80%	482
Commercial textbooks	64.90%	1,049
Commercial homework or lab solutions	18.10%	293

**23. Have you used Open Educational Resources or Open Textbooks in any of the following ways for any of the courses you have developed or taught?**

	Used as required course materials		Used as supplemental course materials		Not used		Don't know		N/A		Responses
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
Open Educational Resources	301	18.2%	268	16.2%	805	48.6%	102	6.2%	182	11.0%	1,658
Open Textbooks	322	19.3%	154	9.2%	928	55.6%	83	5.0%	181	10.9%	1,668

**25. Understanding that there is variability, how would you generally rate the quality (factually correct, up-to-date, well-written, organized, effective) of Open Educational Resources and materials from traditional publishers?**

	Excellent		Good		Average		Poor		Don't know		Responses
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
Traditional Publishers	334	20.2%	557	33.7%	207	12.5%	42	2.5%	512	31.0%	1,652
Open Educational Resources	58	3.5%	293	17.9%	309	18.8%	161	9.8%	820	50.0%	1,641

**27. Understanding that there is variability, how would you generally rate the ease of searching for educational resources for your courses?**

	Very Easy		Easy		Difficult		Very Difficult		Don't Know		Responses
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
<b>From traditional publishers</b>	406	24.6%	731	44.3%	181	11.0%	35	2.1%	298	18.0%	1,651
<b>Open Educational Resources</b>	60	3.6%	363	22.1%	380	23.1%	113	6.9%	728	44.3%	1,644

**28. Do you think you will use Open Educational Resources in the next three years?**

Value	Percent	Count
<b>Yes</b>	28.60%	480
<b>Will consider</b>	29.60%	496
<b>Might consider</b>	19.90%	334
<b>Not interested</b>	7.30%	123
<b>Don't know</b>	14.50%	243
	Totals	1,676