# 2017 CARLI Open Educational Resources Survey

As a response to the CARLI membership's increased interest in Open Educational Resources (OER), the CARLI Board created an Open Educational Resources Task Force in June 2017. One of its first tasks was to survey the CARLI membership about their current activities with OER.

The CARLI Open Educational Resources Survey was open from September 13 – October 2, 2017. The survey was sent to librarians and library staff at CARLI members. Anyone from a member library was encouraged to complete the survey. This report provides a snapshot of the use of Open Educational Resources at our members' organizations from the library perspective and does not provide an overall campus perspective.
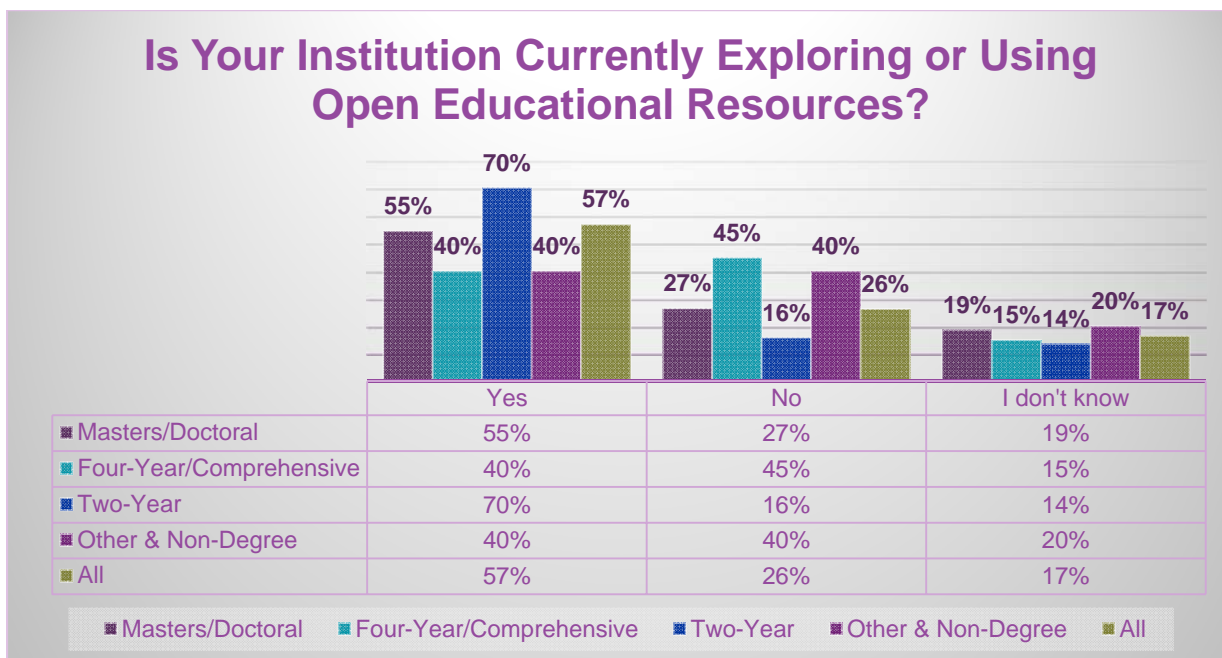
This report contains:

- **Section 1:** A summary of the survey results [pages 2-3]
- **Section 2:** Full results of OER Survey including responses to the open-ended survey questions [pages 4-36]
- **Section 3:** An appendix with the survey questions [pages 37-38]

CARLI thanks VIVA, the Virtual Library of Virginia, for permission to use much of their OER Survey in the creation of this survey.
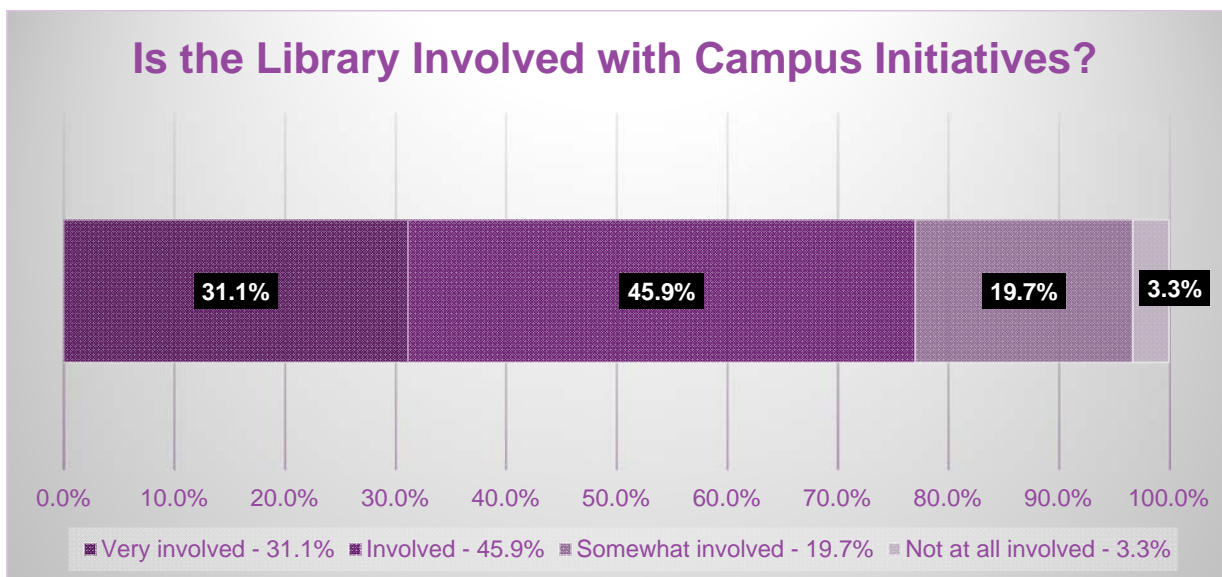
At the end of the survey results section on pages 32-36, statistics are provided that isolate the information on OER activity to one answer for each of the 86 CARLI members represented in the results to provide comparable information for members.

## Section 1: Summary

- The survey garnered 133 Responses from 86 (of 128) Governing Members that represents over two-thirds of the membership.
- Top respondents by category: [more detail on page 4]
  - Public two-year institutions (44 responses, 33%)
  - Private masters/doctoral (40 responses, 30%)
  - Private four-year/ comprehensive (20 responses, 15%)
  - Public masters/ doctoral institutions (24 responses, 18%)
- Most institutions are exploring or using OER on their campuses (76 responses, 57%) with community colleges leading the way with 70% indicating that their campuses are doing so, [more detail on pages 5-6] and overall the library is at least somewhat involved in these initiatives (59 responses of 61 that responded to this question, 96.7%) [more detail on page 15]
- Most respondents think the library should play a role in OER initiatives (91 responses, 85%) [more detail on pages 19-21]



### Is Your Institution Currently Exploring or Using Open Educational Resources?

| | Yes | No | I don't know |
|---|---|---|---|
| Masters/Doctoral | 55% | 27% | 19% |
| Four-Year/Comprehensive | 40% | 45% | 15% |
| Two-Year | 70% | 16% | 14% |
| Other & Non-Degree | 40% | 40% | 20% |
| All | 57% | 26% | 17% |

Graph 1: Is Your Institution Currently Exploring or Using OER by Institution Type.



### Is the Library Involved with Campus Initiatives?

Very involved - 31.1%  Involved - 45.9%  Somewhat involved - 19.7%  Not at all involved - 3.3%

Graph 2: Is the Library Involved with Campus Initiatives?

**Question Summaries**

**Q4: Briefly describe any OER Initiatives on your campus** [all responses on pages 7-10]

*Education*
- Faculty Workshops on OER, OER discussions with Faculty, Invited speakers
- Create and maintain LibGuides on OER

*Administration*
- Support OER adoption and creation via faculty grants and institutional repository deposit
- Track textbook costs and OER adoption
- Investigate OER service providers (Intellus Learning)
- Moving toward no-textbook degree program(s)
- OER is part of library's strategic plan

*Outreach*
- Environmental scan on campus for OER: interviews, survey

**Q5: Which department/unit on your campus is responsible for coordinating the training, implementation, or use of open educational resources?** [all responses on pages 11-13]

**More detail for those that indicated "the library"**

- Library departments: Access Services, Scholarly Communications, Liaisons
- Library committee (with support/ leadership from administration)
- Institutional committee (Library, IT, Bookstore, Faculty, Administrator, Students)
- Part of one librarian's job

**Q9: How would you suggest CARLI support OER across Illinois?** [all responses on pages 22-25]

*Education*
- Workshops/ Seminars/ Webinars/ Training!
- Identify and report on successful OER initiatives, OER efficacy
- OER Blog or Newsletter
- Consultations for CARLI members: questions, advise, feedback
- Best practices: outreach, metadata, bookstore relations

*Administration*
- Negotiate E-Textbook Licenses
- Central Fund for OER creation
- Facilitate institutional cooperation
- Develop a repository for OER materials
- I-share records for OER

*Outreach*
- Lobby legislators

## Section 2: Full Results of OER Survey

**Q1. Please select your CARLI member institution.** Responses not listed.

**Q2. Please select your CARLI institutional type:**

| Answer Options: | Response Percent: | Response Count: |
|---|---|---|
| Public Masters/Doctoral | 18.1% | 24 |
| Private Masters/Doctoral | 30.1% | 40 |
| Private Four-Year/Comprehensive | 15.0% | 20 |
| Public Two-Year | 33.1% | 44 |
| Public or Private Non-Degree Granting Institution* | 1.5% | 2 |
| Other** | 2.3% | 3 |
| | **Answered Question** | **133 (86 institutions)** |
| | **Skipped Question** | **0** |

*Research Library not associated with a Degree Granting Institution / Museum Library / State Library
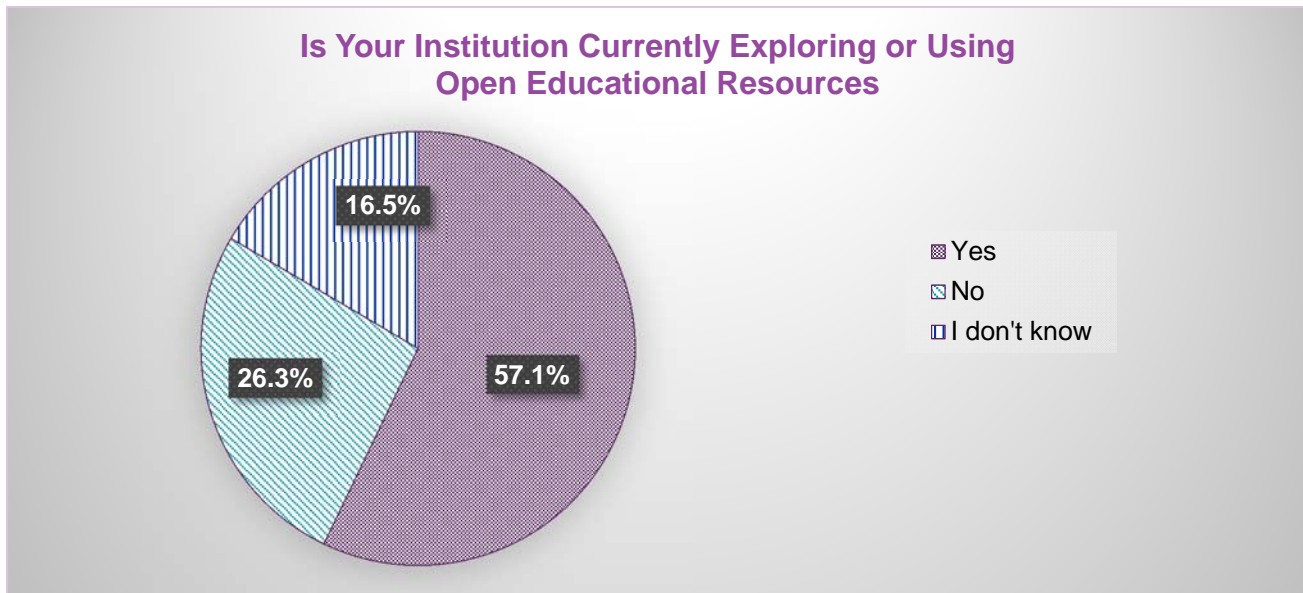**High School / Self-defined "Theological Seminary"
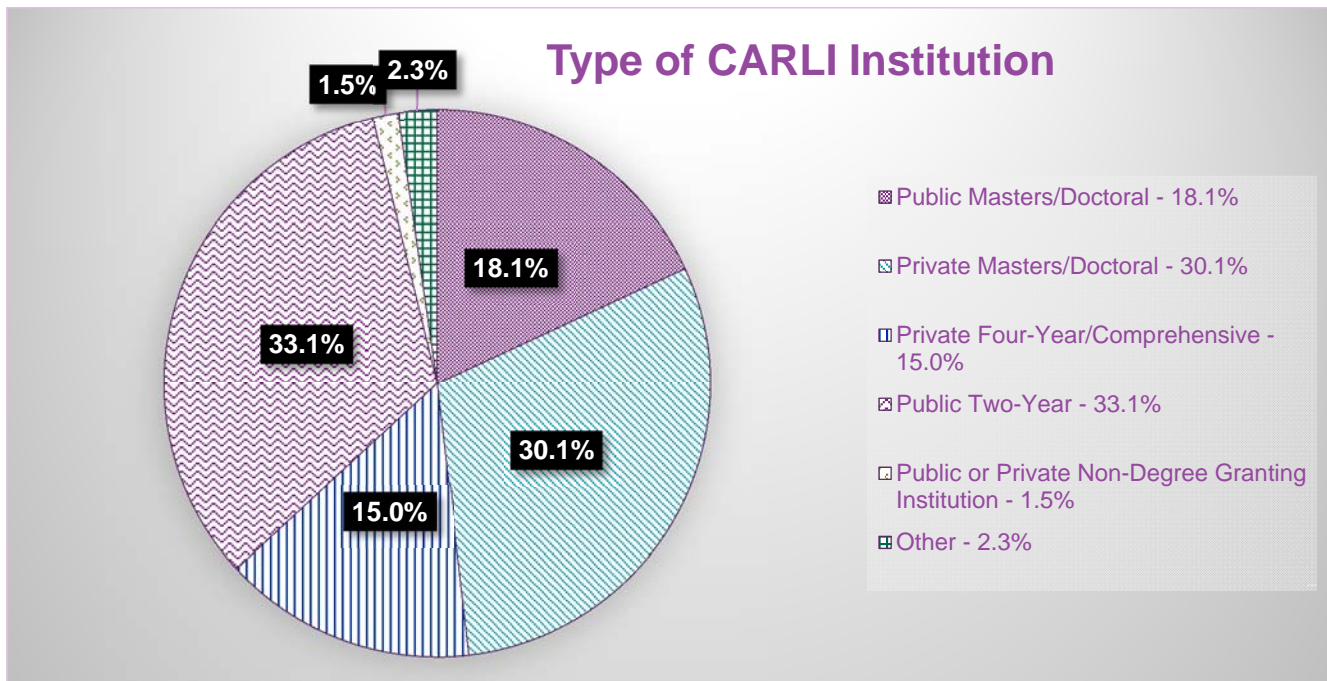


Graph 3: Survey Response by Institution Type

**Q3. Is your institution currently exploring or using open educational resources?**

| Answer Options: | Response Percent: | Response Count: |
|---|---|---|
| Yes | 57.1% | 76 |
| No | 26.3% | 35 |
| I don't know | 16.5% | 22 |
| | **Answered Question** | **133 (86 institutions)** |
| | **Skipped Question** | **0** |



Graph 4: Is Your Institution Currently Exploring or Using OERs?

**By Private/Public Institutional Type:**

| Answer Options: | Yes | No | I don't know | Total |
|---|---|---|---|---|
| Private Institution | 25 | 22 | 13 | 60 |
| Public Institution | 49 | 11 | 8 | 68 |



Graph 5: Using OERs by Private Institutions
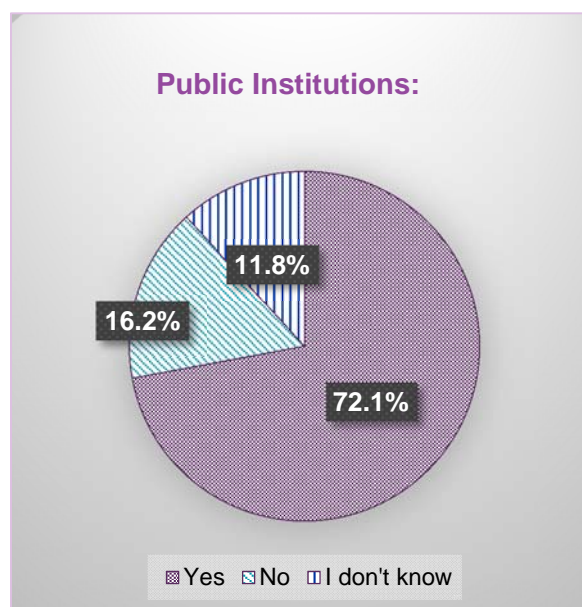


Graph 6: Using OERs by Public Institutions

**By Degree Granting Institutional Type:**

| Answer Options: | Yes | No | I don't know | Total |
|---|---|---|---|---|
| Masters/Doctoral | 35 | 17 | 12 | 64 |
| Four-Year/Comprehensive | 8 | 9 | 3 | 20 |
| Two-Year | 31 | 7 | 6 | 44 |
| Other & Non-Degree | 2 | 2 | 1 | 5 |

### Masters / Doctoral Institutions:

18.8%
26.6%
54.7%

Yes   No   I don't know
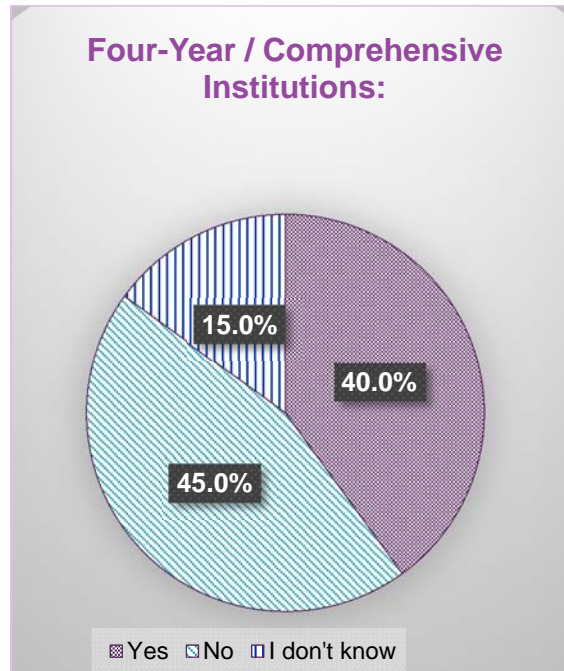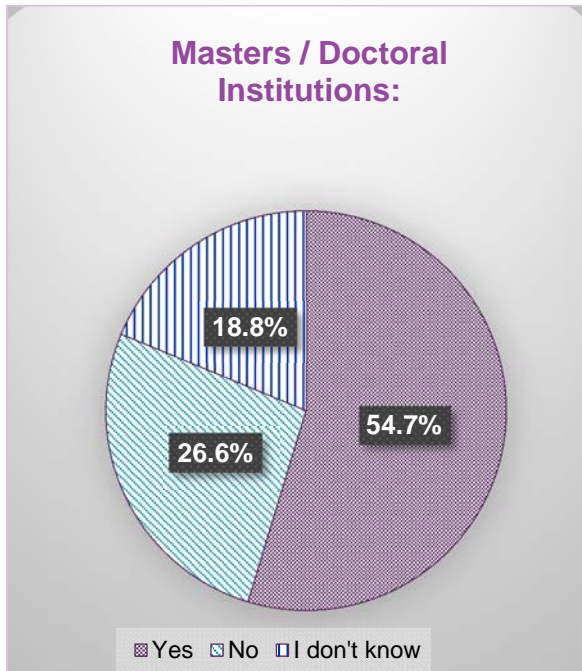
Graph 7: Using OERs by Masters/Doctoral Institutions

### Four-Year / Comprehensive Institutions:

15.0%
40.0%
45.0%

Yes   No   I don't know

Graph 8: Using OERs by Four-Year/Comprehensive Institutions

### Two-Year Institutions:

13.6%
15.9%
70.5%

Yes   No   I don't know
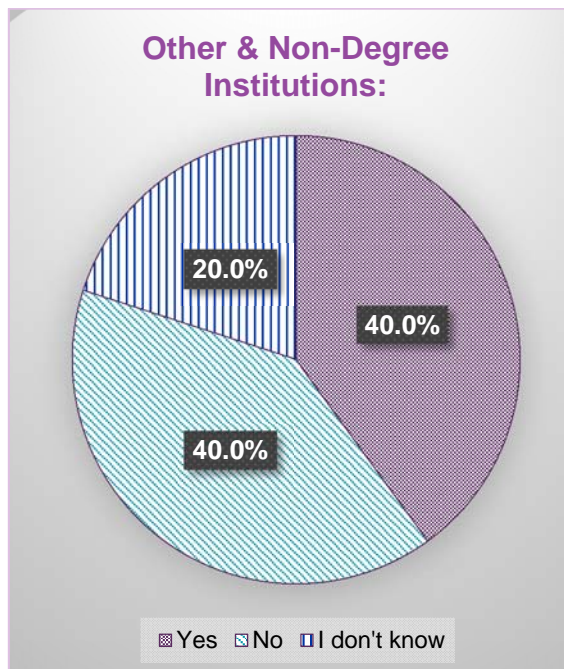
Graph 9: Using OERs by Two-Year Institutions

### Other & Non-Degree Institutions:

20.0%
40.0%
40.0%

Yes   No   I don't know

Graph 10: Using OERs by Other & Non-Degree Institutions

**Q4. Briefly describe any OER initiatives or projects on your campus. (59 responses)**

- Our school of business is working on revising a course to include only OER for required texts. The ultimate goal is to have an entire degree OER.
- A small number of staff are beginning to switch to OER texts in response to overwhelming student interest.
- Faculty Teaching and Learning Center (FTLC) offers faculty a list of OER options to use in the classroom. They offer faculty OERCI incentive to switch to OER materials. The library assists when applicable.
- We have offered informational workshops on Open Access Education and OER. We have encouraged faculty who are interested to explore current OER options. We have a campus Open Access committee and exploring OER textbooks is one of two thrusts on this campus.
- We have in the past three had several information sessions for faculty about OPEN ACCESS and OER. We have developed guides available to faculty describing OER options. During National Library Week we have featured faculty who champion the cause of less expensive textbook publishing. We have solicited faculty to partner with a librarian in identifying materials for their courses.
- A small number of individual faculty are adopting OER resources or developing their own OER resources and using them instead of a textbook. The Library has sponsored an Open Access week in the past to raise awareness of OER across campus. One library faculty has surveyed COD faculty on OER as part of her dissertation research which is now available in our institutional repository. Subject liaison librarians work individually with faculty to identify OER as needed.
- I recently completed my dissertation research on faculty attitudes and use of OER on our campus. We have several individual faculty who are using OER and many who are exploring it. We do not yet have a formal OER program on campus.
- Nothing organized, only individual faculty members selecting OER to use.
- Foundation Grants available to faculty to develop OER. OER task force CARLI consortial member/task force for OTN. Institutional member of OpenStax Strategic planning group for OER processes, working with bookstore, etc.
- Formal process is in place [identifying URL removed]. We sent a librarian as CARLI rep at the Open Textbook Network in August.
- There is no specific project or initiative at this time, but individual instructors are encouraged to take advantage of all available resources to keep costs to students down.
- [institution name removed] University Library started promoting greater awareness and use of open educational resources in a 2014 faculty blog post [identifying URL removed]    We've put together a list of OER resources on our website[identifying URL removed] We offered an Open Textbook Network Workshop May 12, 2017    [institution name removed] joined/supported the Open Textbook Network, an alliance of higher education institutions committed to improving access, affordability, and academic success through the use of open textbooks. We've promoted International Open Access Week on our faculty blog and were part of a panel discussion on OER [identifying URL removed]    We've included OER resources on a list of ebook options on our faculty blog [identifying URL removed]
- We joined the Open Textbook Network as an individual institution last year and had them come to do a workshop for faculty and one for staff. We later joined as a member with CARLI. We also sent a staff member to the OTN Summit this summer. Several faculty have either used or are considering using an open source textbook. One is considering writing one.

**Q4. Briefly describe any OER initiatives or projects on your campus. [continued]**

- We have added an OER section for all departments in our Institutional Repository. We participate in the bepress Teaching Commons. We have a professor working on an Open Access textbook. I know of at least 1 professor that does not use textbooks for her classes and relies on articles and open resources. I am working on a book chapter with her about how she designs her courses and how I add library resources to her course in the Learning Management System. The library works to help faculty in developing OER projects, actively published OER items in the IR, and explains what OER is to faculty that are not already actively producing OER materials.
- Had some brief presentations at a summer faculty institutes. Folks were enthusiastic at the presentation. When contacted later to learn more, no response.
- The University of MN's Open Textbook Network and JSTOR open textbooks.
- As a college wide initiative, support and resources are available for faculty who wish to use OER's in their course.
- Textbook Steering Committee with faculty, staff, admin, and student representatives. Broadly divided into the following areas: textbook selection and adoption, bookstore contract negotiations, student-run textbook swap, and OER.
- Reviewing possibilities for OER in First Year Experience Seminar and other classes. Small group attending ForwardFocus conference on OER to learn more.
- We are just beginning the conversation with some interested faculty. There isn't a true initiative or project up and running yet.
- Tentative conversations initiated by the library with a select group of interested faculty.
- We have teacher resources, lesson plans, teaching units, and classroom resources in our institutional repository, Digital Commons.
- Our University Librarian has discussed with Student Senate leaders. Two of our librarians were involved in the planning of an OER workshop that one of our faculty led. There are several faculty who use OERs in their classes, but no concerted overall effort yet.
- We have discussed OER with faculty in campus-wide forums, and worked individually with faculty who wish to produce their teaching/texts as OER. The library is also connecting with the Dean of Students and the Student Senate on these issues, to educate about textbook costs and alternatives and options.
- The Bookstore has present to faculty OER options presently available.
- This is NOT an organized program at present. We have a new task force that is looking at broader OER issues and considerations. There are some early adopters who are using OER to one extent or another in their existing courses, but it is probably fair to consider this to be an experimental effort. The College Administration and Faculty Association are working together on this initiative, but we are still at a VERY early stage.
- Last year, the college implemented an OER Task Force to: make resources and support available to faculty who choose to create digital course materials for their course and to increase quality free digital course materials in physical textbooks/workbooks. Honestly, I believe this was financially driven because of the lack of funding this year. We still are an active task force, sending some faculty members to conference later this year, and will be asking some to create courses and materials based on OER for next Fall. Task Force membership is the information services librarian, tech support technician, directory of dual credit, 3 teaching faculty, and the director of the bookstore.
- OER LibGuide: [identifying URL removed]; faculty professional development workshop in May 2017; development of institutional repository
- I maintain a LibGuide about OERs and answer faculty questions and concerns about OER and copyright issues. [identifying URL removed]Last spring, I collaborated with our Academic Innovation and eLearning department (they are responsible for all online learning & BlackBoard) on a pilot workshop series for faculty about creating and using OERs.  We will be reworking and improving this workshop series this fall, and hope to offer the series next spring.

**Q4. Briefly describe any OER initiatives or projects on your campus. [continued]**

- We have several OER in our institutional repository, mostly from computer science faculty. Students have expressed a desire to have less expensive materials, and have worked with the library on this in the past. There has been some general discussion of this in the campus Academic Technology Committee. There was a textbook put out last year by our Institute of Environmental Sustainability, but it isn't archived anywhere by the library yet.
- OER and no-cost/low-cost textbooks are being used by some faculty. There is a faculty council committee that is coordinating and measuring these efforts.
- An ad hoc faculty committee was formed approximately 18 months ago, with a charge of exploring ways to lower textbook costs. OERs are one method of textbook cost-reduction that committee is exploring.
- We don't have any specific projects, but we are currently creating a committee for this purpose.
- I am the distance Education Librarian for our college. The Library and our Center for Teaching and Learning have been supporting individual faculty in their OER efforts and trying to promote it to other faculty for the last three years. Our institution has not committed to OER over concerns about effects on Bookstore sales.
- We currently have a committee evaluating options to use OER is classes requiring expensive textbooks.
- We are currently auditing assigned textbooks and exploring possibility in reaching to faculty in using OERs. Some courses are using OERs outside of the library initiative. In addition, the library will be working on creating OER presentations for faculty and administrators.
- The library has led workshops on faculty development day and worked with individual faculty members to find OER solutions for their courses.
- We have a librarian who went to the training.
- *OTN   *Many of our librarians use OER materials from various ALA groups in our teaching and instruction obligations   *Our Faculty Development & Instructional Design Center teach faculty workshops on how to incorporate OER into teaching   *College of Education produces workshops and publications on the use and assessment of OER materials
- We are starting conversations between the library, information technology (specifically the department that manages our learning management system), and the provost's office about textbook affordability. A team in the library is collecting course reading lists as a starting point.
- This is actually in our Library Services Strategic Plan for 2018: Strategic Commitment 1 Equity Matters: [institution name removed] will create an environment that supports the inclusion, engagement, and learning of all students through resource allocation, curriculum development, inclusive policies and procedure, and ongoing support.   Goal: Invest in equity minded policies, practices, and behaviors that lead to success for all [institution name removed] students.   Performance Metrics: The library will be recognized as a resource for and authority on OER by the [institution name removed] community. Initiatives: Promote the utilization and adoption of Open Educational Resources (OER) at [institution name removed] with assistance from consortial partners such as CARLI and NILRC.   Tactics: • Take part in Online Textbook Network (OTN)  • Leadership from NILRC & CARLI with [institution name removed] delegate/volunteer on committees  • Partner with the Diversity Council to lead the awareness, adoption, and development of Open Educational Resources (OER)  to promote equity through affordable textbooks  • Co-sponsor Orientation Week Workshops with faculty who are using OER  • Partner with Council of Deans to encourage institutional buy-in (Pool of 12 LHEs?)   Resources:  • Financial contribution to subsidize CARLI buy-in to OTN, possibly $1000  • If membership is gained to OTN, may need to provide stipends to faculty for reviewing OER  • NILRC Strategic Plan and CARLI Governing Member support  • Support from Council of Deans  • Diversity Council  • Faculty using OER  • Orientation week workshop scheduled
- Individual faculty are involved in finding OER for their courses. There is no centralized initiative.
- We are currently exploring OER, but have not implemented any resources on a large scale.

**Q4. Briefly describe any OER initiatives or projects on your campus. [continued]**

- Participated in CARLI ebook program. Have added some open access journals in history and English. Teach use of HathiTrust and Library of Congress sites.
- Faculty Academy presentations on OER last Spring and more this Fall. Several faculty members use OER in their courses.
- Maintain a grant to assist faculty in exploring and implementing OER. Maintain a web site to raise awareness [identifying URL removed] maintain a Faculty Committee to explore these concerns.
- Workshop was presented on Faculty Development Day at [institution name removed] by [name removed], Librarian after she attended a program at DePaul on OER. The faculty indicated interest in the program.
- There aren't any campus-wide initiatives, but some faculty (especially in the sciences) make use of OER materials as readings for class in addition to any required textbooks--I don't know of any cases where OER have replaced textbooks entirely, however
- A librarian co-chairs the OER committee on campus with an English faculty member. The committee hosts multiple OER workshops for adjunct and full-time faculty during the semester. In October, the committee will hold a half-day workshop intended to support both full-time and adjunct faculty who wish to replace their current textbook with course materials that require zero cost to students. Participants will receive instruction on Open Educational Resources and other no-cost options, hear from other faculty who have successfully incorporated free course materials in their classroom, and explore no-cost course materials within their discipline, all with the support of committee members. Upon acceptance, instructors commit to attending the workshop and implementing the no cost option in their class during the Spring 2018 semester.
- Our scholarly communication librarian is currently exploring options.
- We are working on providing small grants to instructors that adopt open textbooks or adopt licensed library materials instead of assigning textbooks that the students must purchase.
- Looking at Intellus, working with springer on textbooks, purchasing e-books for use in courses, and working with faculty to locate either free or library paid materials for use in courses.
- Provost's Council is exploring alternatives to required texts.
- It's still pretty nascent. A few professors here and there are using OERs, but the university as a whole is only in the early stages of running a pilot with Intellus.
- I think we're going to start a trial of Intellus in the near future.
- The campus is currently looking at platforms for use on campus. Sales reps have completed on-campus demos (i.e. Intellus)
- There are currently no coordinated OER initiatives or projects on our campus. Currently, the library is conducting an environmental scan to better understand what other campus units and individual departments are doing with OERs. The library will be conducting interviews with stakeholders on campus and will then develop a survey to be sent out across campus. We know from anecdotal information that some professors have developed their own open textbooks. Other professors put their resources online but didn't necessarily license them in an open way.
- Beginning the discussion. Initiatives are a priority to investigate at our institution and align with institutional goals.
- Classes in Math, Astronomy, Economics, Biology and History are using open textbooks or openly accessible resources. The Library offers faculty workshops about OER.

**Q5. Which department/unit on your campus is responsible for coordinating the training, implementation, or use of open educational resources? (60 responses)**

**LIBRARY (18 responses)**

- Library
- The nascent Scholarly Communications unit in the Library.
- The library
- Admin/Collection Development and Reference have all been involved.
- Library. Self-appointed responsible party. I am not aware of a campus-level initiative. We have textbook rental, so students see savings from that.
- library
- Library
- The library has taken a leadership role in providing access to online educational resources.
- Library
- Library
- The library at present
- The library, specifically a task force interested in broader issues of access, affordability, and inclusiveness for lower-income and first-generation undergraduate students.
- Currently it is mainly supported through the Library.  Our institution has not committed to OER over concerns about effects on Bookstore sales.
- Library
- Library
- Library
- Not sure, possibly the Library
- Scholarly communication in the Library

**Q5. Which department/unit on your campus is responsible for coordinating the training, implementation, or use of open educational resources? [continued]**

**LIBRARY WITH ANOTHER CAMPUS DEPARTMENT (12 responses)**

- Library and Teaching & Learning Center
- joint between Library and Academic Affairs
- TLETC (Teaching, Learning, and Educational Technology) in partnership with the library
- Teaching and Learning Center in conjunction with librarian liaison
- The Textbook Steering Committee and the Library.
- The OER subcommittee of the Textbook Steering Committee.  Both TSC and OER subcommittee headed by Library Director.
- The Library collaborates with Academic Innovation and eLearning.
- The library and Student Government have worked on this in the past.
- The library is going to be working closely with the faculty associate deans and a committee made up of faculty members and librarians (who are considered faculty).
- Division of Academic Resources and Technology (library is part of this division)
- Library offers workshops on OER through the Center for Innovation in Teaching & Research.
- The Library and Online Learning

**OTHER CAMPUS DEPARTMENT (7 responses)**

- I believe the provost's office, but am not positive.
- FTLC [Faculty Teaching and Learning Center]
- Vice President for Academic Affairs
- Scholarly Communication
- ITS/COLRS [Information Technology Services/Center for Online Learning, Research, and Service]
- Center for Online Learning Research and Service
- Library together with the Center for Teaching, Learning & Technology, as well as Online Learning.

**CAMPUS COMMITTEE (4 responses)**

- An OER committee was formed. Right now, faculty from the business school, librarians, online faculty and administration are on the committee.
- Faculty Council (ad hoc committee)
- OER Committee
- Faculty Council (Textbook Ad Hoc Committee)

**Q5. Which department/unit on your campus is responsible for coordinating the training, implementation, or use of open educational resources? [continued]**

**NO CENTRALIZED EFFORT/NONE AT THIS TIME (17 responses)**

- No centralized effort at this time.
- None at the moment, although the Library is trying to be the leader on this.
- There is no single unit responsible for this.
- This has not been determined that I know of.
- None.
- To be Determined.
- TBD
- No one department--help is generally divided between the bookstore director, the information services librarian, and the center for teaching tech support technician.
- There is no coordinated effort here. Library is going this alone at the moment.
- I am not sure if we have one as of yet.
- Probably library administration would be involved. We haven't gotten that far.
- I think most of these efforts happen at the College or departmental level; I'm unaware of a single unit on campus claiming campus-wide responsibility
- OER adoption is up to individual faculty.
- Everyone exploring the use of these resources is on his/her own.  There is no coordination at this point.
- None
- There is not currently a unit that is responsible for coordinating training, implementation, or use of open educational resources. There is activities
- None -- online learning and libraries are taking the lead, hope the new VP for undergraduate education or research will lead on this initiative.

**Q6. Is the library involved in these initiatives?**

| Answer Options: | Response Percent | Response Count |
|---|---|---|
| Very Involved | 31.1% | 19 |
| Involved | 45.9% | 28 |
| Somewhat Involved | 19.7% | 12 |
| Not at all Involved | 3.3% | 2 |
| | **Answered Question** | **61** |
| | **Skipped Question** | **15** |

**Is the Library Involved with These Initiatives?**

- Very involved
- Involved
- Somewhat involved
- Not at all involved

3.3%

19.7%

31.1%

45.9%
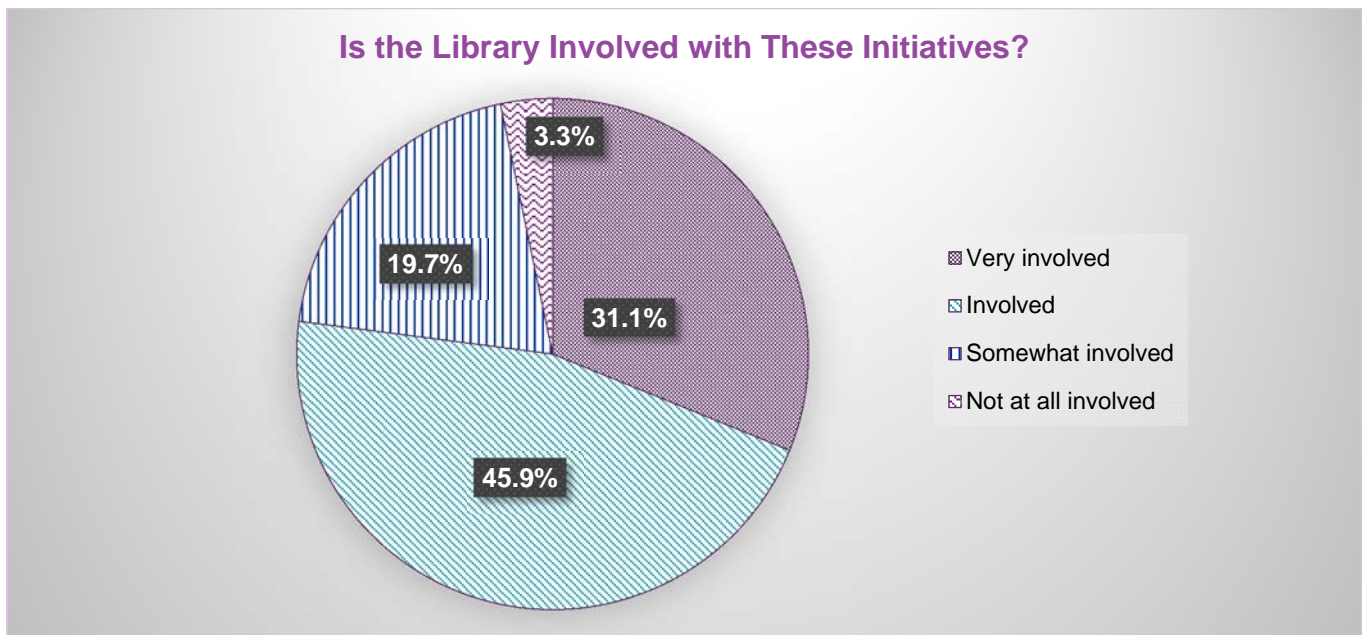
Graph 11: Is the Library Involved with OER Initiatives?

**Q7. If your library is involved at all, please describe its role in your institution's use of OER. Do you have a specific library department or person that is responsible for OER? (59 responses)**

- The library is working together with a committee of faculty (librarian) and staff from our Online Learning department and Center for Teaching, Learning & Technology. We are only beginning to explore now that the semester is underway, but it is and has been a priority. The library manager is also involved. Our work in this area is made up of individuals from multiple departments.
- The OER initiative on our campus comes from the VP of Academic Affairs office who has indicated that he would like OER to be a priority. A librarian is consulted on all levels from finding and presenting research, brainstorming how to use it on our campus, answering faculty questions and being the de facto expert.
- No, we do not have enough staff to designate one person to OER. Our liaisons help anyone interested in OER in their areas.
- When faculty come to library for assistance with resources, they may be shown OER resources if applicable. But we first access library subscriptions.
- The access\scholarly communications department is responsible. Yes.
- One person does some work on OER, but that is not their entire job.
- The library is spearheading efforts and a source of information to other campus units. Yes
- Yes
- As described above. No specific designated individual.
- We currently support individual faculty and will be implementing a more formal program of support this Fall semester.
- We do have one person here at the Library who is considered our OER expert.
- [institution name removed] University Library has joined the Open Textbook Network (OTN), an alliance of colleges and universities working together to promote the use of open educational resources (OERs), especially open textbooks, in higher education. We held a workshop for faculty in conjunction with OTN.[identifying URL removed] We held an unsuccessful textbook exchange with the Student Government Association [identifying URL removed] Publicized OER resources on our Faculty blog and Full Text blog. Participated in a university panel discussion on OER. Individual librarians have worked with faculty to explore OER options for their courses. There are various persons within the library that are involved in the issue of affordable education.
- There is one librarian designated for OER. That librarian is part of the OER task force at the college as well as in other outside committees. They work with the instructional designer and faculty members during the creation of the resource, primarily on identification of materials, copyright issues, and helping with education. They also maintain an OER LibGuide.
- Dedicated librarian who meets with faculty and is part of the formal process
- We coordinated the workshops presented by the Open Textbook Network and sent a staff representative to the OTN Summit.
- See previous answer. [name removed], IR Librarian, and I, [name removed] are the principal technical support people. [name removed] in Reference is a strong advocate and is working in training all Reference Librarians to be able to respond to questions on scholarly communication and OER.
- We have developed an open access LibGuide which needs to be publicized. Library Dean working with Faculty on this.
- We are just get starting using the University of MN's Open Textbook Network and JSTOR ebooks. Coordinator of Collection Development  Coordinator of Library Technologies
- Our director is responsible for answering OER and copyright questions. She also created and maintains a research guide on OER resources.
- Library Director.  With and OER subcommittee develop events to promote the use of OER and track their adoption.

**Q7. If your library is involved at all, please describe its role in your institution's use of OER. Do you have a specific library department or person that is responsible for OER? [continued]**

- Shared ForwardFocus learning opportunity with faculty and administrators.
- We are participating in conversations with faculty who are interested and making them aware of our ability to facilitate the use of OER. At the moment, our Digital Services Librarian is the point person but is not truly responsible for anything yet since we're at the beginning stages of development.
- As of yet, our OER initiative is only theoretical. The library would like to play a large role in anything that is done though.
- I am the head of technical services in the library, and the Digital Commons Manager. I work with faculty and staff to include their resources in our repository.
- Not yet.
- The University Librarian and the Scholarly Communications Librarian are working jointly on these issues.
- The Library has been in close contact with the Bookstore's offering and has helped with presentations to faculty.  There is no specific person other than the Library Director who has been involved so far.
- Both of the Librarians serve on the OER Task force, and both have been participating in campus discussions concerning OER use before the creation of the task force. The task force will begin meeting in the next month, and we anticipate that roles and responsibilities will be discussed at that time.
- I am the eResources & Library Systems Administrator, and I handle copyright-related questions from faculty, staff, and students on campus.  I am also responsible for training, advising, and assisting faculty, staff, and students on OERs.  I work in collaboration with our Academic Innovation and eLearning Department to provide these services.
- The info services librarian has created a LibGuide as a resource, and is an active participant on the task force.  She helps faculty find materials that can be used, and then the center for teaching technician helps with setting up the course in Canvas and training the teacher. This varies by faculty member and their familiarity with technology.
- We have one librarian who created the OER research guide. Another librarian is responsible for the development of the IR. Otherwise, there are no institution-wide initiatives at this time.
- The Systems department works with material in the institutional repository. Library Administration and Access Services departments have worked with student government.
- One librarian is a member of the committee working on OER/no-cost/low-cost textbooks.  The librarian has provided support to the committee, been involved in presentations, and served as a resource during the textbook camp. Librarians are faculty so the librarian on the committee is a regular committee member.
- Our Dean did a presentation in March 2016 to educate the campus community about OERs.  One of our full-time faculty librarians serves on the Faculty Council ad hoc textbook cost committee.  No single, specific person in the library is responsible for OER.
- We are still in the early planning stages and are gathering a committee to decide these types of things.
- There are three librarians and the library Dean committed to providing information, help and promotion to faculty. There are a few early adopter faculty that are involved and that we use as examples. At one time the Center for Teaching and Learning was also involved with the library's efforts but they have chosen to focus their efforts on other projects. Our institution has not committed to OER over concerns about effects on Bookstore sales.  The institution is aware of our efforts to support and promote OER, but they have not committed to it as an institution. Another problem is finding faculty to commit time and effort with no additional remuneration.
- We are a small library staff. Our involvement with the committee is to assist in locating OER's and evaluating how professors and classes may use and incorporate them into the curriculum.

**Q7. If your library is involved at all, please describe its role in your institution's use of OER. Do you have a specific library department or person that is responsible for OER? [continued]**

- The library is tasked to explore OERs for university courses. The university is working on making education affordable including textbooks and course resources. OERs is part of the library's strategic plan.
- We intend to promote the use of OER. We don't have a specific department or person responsible at this time.
- We do not have a specific person but librarians have led campus workshops and consulted with individual faculty members.
- We've appointed a person as the primary contact for our participation in the CARLI OTN project. Individual subject specialist librarians have worked with their departmental faculty in making them aware of OER materials, helping them vet those materials, etc.
- We are not "using" OER beyond offering information about textbook affordability and open textbook options whenever appropriate (e.g. LibGuide, meetings).
- Our director is leading this initiative with the support and help of the faculty librarians.
- There is not a person particularly responsible. The library's involvement is by providing access to resources that faculty might use as OER.
- One of the library's staff employees is shared with IT. This person is exploring the options available with OER.
- We provide open access resources via our website and teach their use in information literacy workshops. Because our library is understaffed (only 1 full time librarian), there is no one person responsible.
- Faculty and institutional education about OER/OTN. Library Director
- Library Director chairs the campus committee, maintains the grant, works with CIDAT unit to embed these issues into faculty pedagogy training, and leads campus discussions at various events (Professional Development Day, Tech Day, etc.).
- [Name removed] is the Library Director and would be the contact person for this program.
- A librarian created the OER committee and currently serves as co-chair. This librarian created and currently maintains an OER LibGuide for faculty use, assists faculty one-on-one in finding OER resources, presents OER workshops, and will co-facilitate the half day workshop this fall.
- The Scholarly Communication Dept is beginning work in this area.
- The library is involved by providing information on a LibGuide, developing the proposed OER grant, and funding part of the grant. Oversight and funding for the grant will most likely be done by both the library and the Provost's office.
- Working on the Intellus trial and helping faculty locate and use OER or licensed library resources for courses.
- The scholarly communications officer is the lead as such but all liaison librarians contribute/assist faculty in locating resources.
- Director of Scholarly Communication and talks are ongoing and in early stages
- Our director of collections sits on many of the advisory committees. The Dean is an advocate as well.
- Still new, so I'm not sure at this point.
- Our Scholarly Communication librarian is involved at some level, as well as our Dean via Dean's meetings where the issue is being discussed.
- We do not have a specific person or library department that is responsible for OER. The library is still trying to determine the best role it can play in the use of OER and is actively investigating by conducting interviews and a survey.

**Q8. In general, do you think libraries should play a role in OER?**

| Answer Options: | Responses Percent: | Response Count: |
|---|---|---|
| Yes | 85.0% | 91 |
| No | 0.9% | 1 |
| Maybe | 14.0% | 15 |
| | **Answered Question** | **107** |
| | **Skipped Question** | **26** |
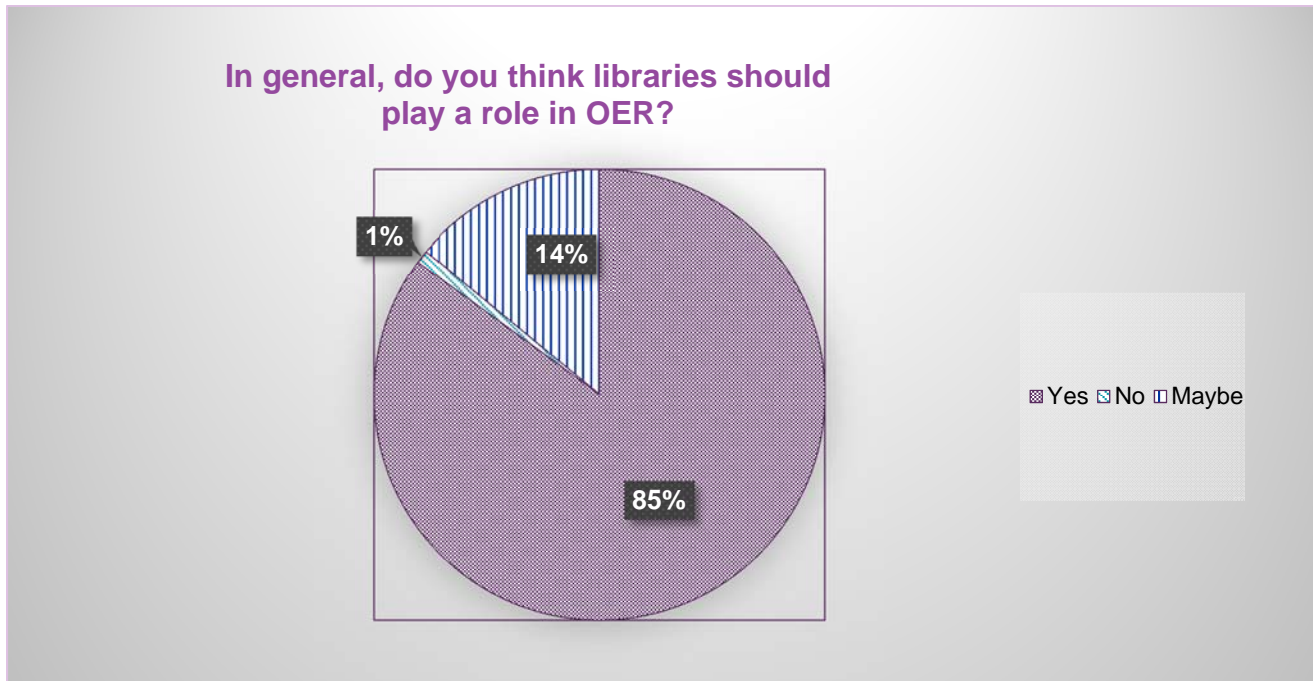


Graph 12: Do You Think Libraries Should Play a Role in OER?

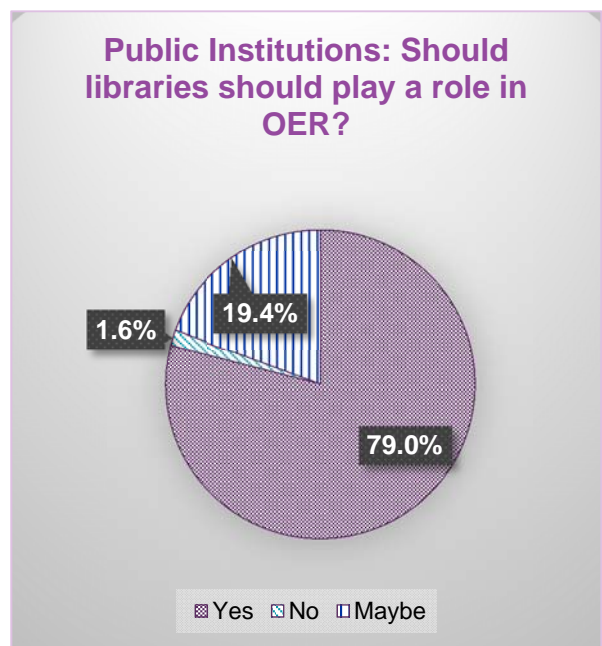**Q8. In general, do you think libraries should play a role in OER?**

**BREAKDOWN BY TYPE OF INSTITUTION**

**By Private/Public Institutional Type:**

| Answer Options: | Yes | No | Maybe | Skipped Question |
|---|---|---|---|---|
| Private Institution | 37 | 0 | 9 | 14 |
| Public Institution | 51 | 1 | 6 | 12 |

**Private Institutons: Should libraries should play a role in OER?**

19.6%

80.4%

Yes ■ No Maybe
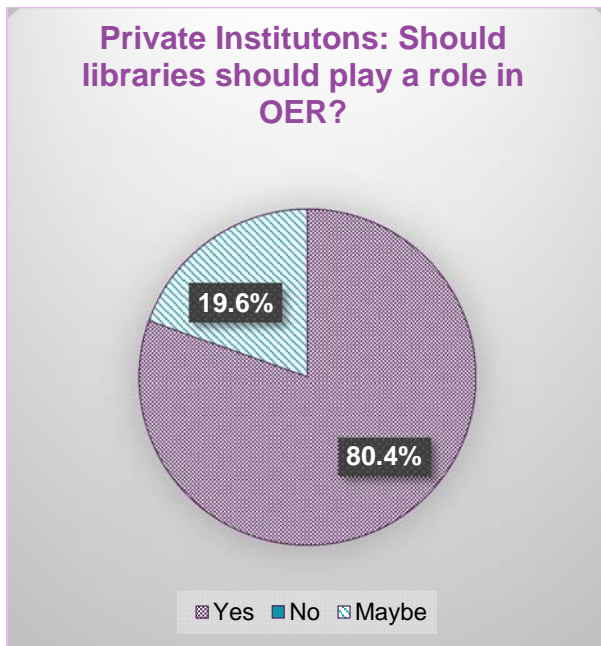
Graph 13: Should Libraries Play a Role Private Institutions

**Public Institutions: Should libraries should play a role in OER?**
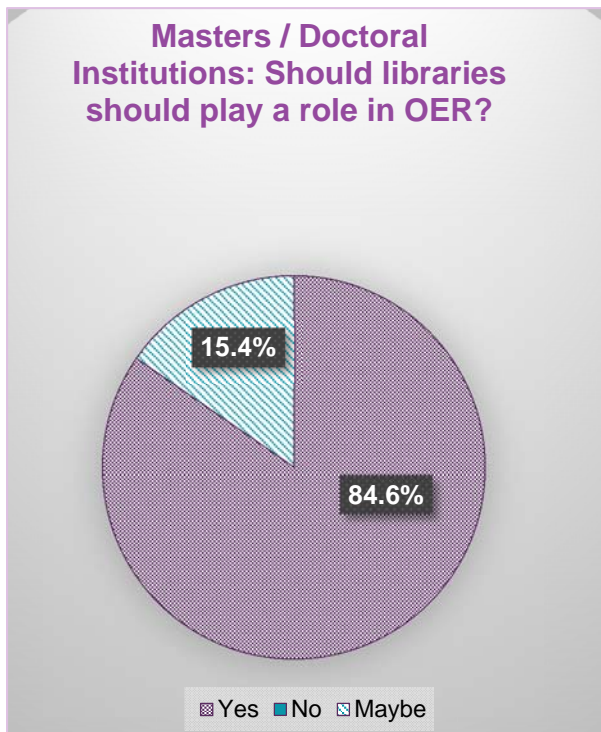
1.6%  19.4%

79.0%

Yes No Maybe

Graph 14: Should Libraries Play a Role Public Institutions

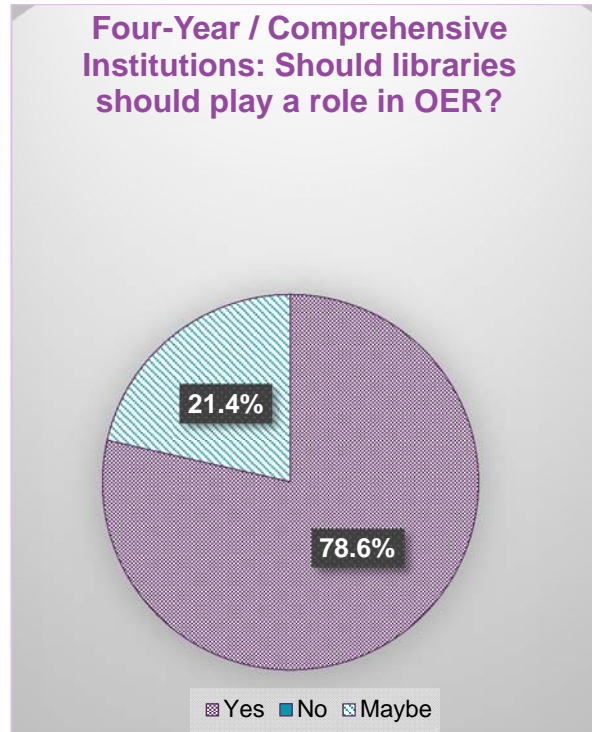**Q8. In general, do you think libraries should play a role in OER?**

**BREAKDOWN BY TYPE OF INSTITUTION [continued]**

**By Degree Granting Institutional Type:**

| Answer Options: | Yes | No | Maybe | Skipped Question |
|---|---|---|---|---|
| Masters/Doctoral | 44 | 0 | 8 | 12 |
| Four-Year/Comprehensive | 11 | 0 | 3 | 6 |
| Two-Year | 31 | 1 | 4 | 8 |
| Other & Non-Degree | 5 | 0 | 0 | 0 |



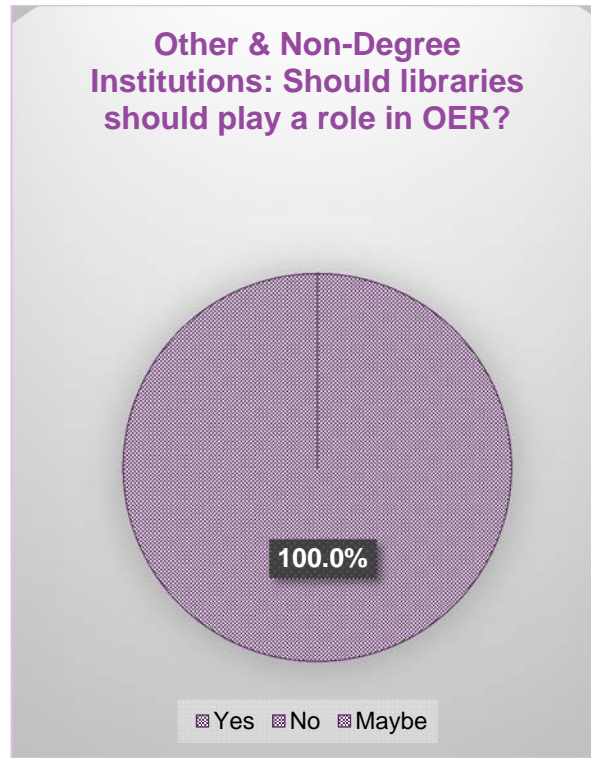Graph 15: Should Libraries Play?
Masters/Doctoral Institutions



Graph 16: Should Libraries Play a Role?
Four-Year/Comprehensive Institutions

**Q8. In general, do you think libraries should play a role in OER?**

**BREAKDOWN BY TYPE OF INSTITUTION [continued]**
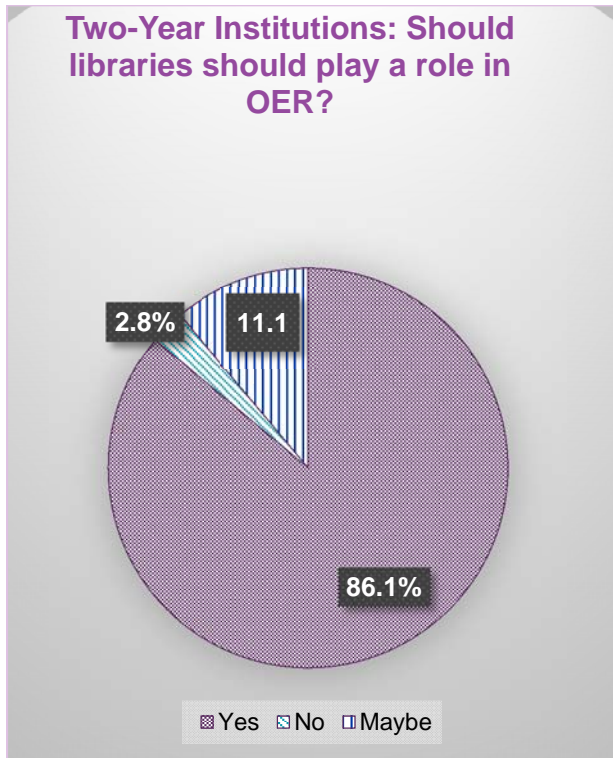


Graph 17: Should Libraries Play a Role?
Two-Year Institutions



Graph 18: Should Libraries Play a Role?
Other & Non Degree Institutions

**Q9. How would you suggest CARLI support OER across Illinois? (71 responses, some with multiple suggestions)**

**OPEN TEXTBOOK NETWORK**

- Members of the OTN is a great start. It seems that most institutions have already set up their OER processes so not sure what CARLI should do?
- Join the Open Textbook Network
- Membership in the Minnesota initiative is a good start.
- I am excited about the Open Textbook Network membership.
- The open textbook network is a great start.
- The Open Textbook initiative is a good start.

**EDUCATION & TRAINING**

- Educate. Provide information and resources.
- Provide training and support as needed.
- Organizing learning opportunities for staff at individual libraries. Providing a place for individual libraries that would benefit from pursuing OER collaboratively.
- The workshops that were proposed by CARLI in the OTN solicitation would help. Perhaps locating librarians or other educators who would be willing to share their expertise would also be valuable.
- Various aspects of OER such as copyright, publishing contracts, best practices, etc. are of universal interest. Repeated workshops\seminars on these topics are needed.
- I don't feel like I know enough about it yet to provide a meaningful answer. At this point I would say education is needed. I know that there was a webinar earlier that is on my list of things to watch.
- Make trainings available across the state.
- Training, outreach
- We are actually just starting to talk about OER, but don't have a lot of information about OER. I think this would be a great topic to discuss at the CARLI annual meeting. After that, having some informational sessions-webinars, etc.
- Workshops and more information.
- Provide training
- Supply training for the University of MN's Open Textbook Library.
- Provide educational opportunities. Allow active libraries to showcase what they're doing.
- I would want to know about how other libraries are supporting OER with a view to find out to what extent we might be able to play a role on our campus (given our very limited staff)
- It would be great if CARLI could provide training resources.
- Workshops, training on creation, development of OERs, reviewing. Faculty speakers about incorporating OERs into their courses from variety of institutions. Open Textbook Network-trained librarians speak at member institutions.
- CARLI can help support OER by offering faculty-aimed introductions or training via web or in-person. A group of core faculty will need to be trained for the concept to gain traction at my institution.
- Educating about the options.
- Regional conferences to review OER options and strategies
- Education/training/awareness
- Look forward to the additional training and support that this will facilitate.

**Q9. How would you suggest CARLI support OER across Illinois? [continued]**

**EDUCATION & TRAINING [continued]**

- Ask the people sent to OTN training to hold webinars - soon. Use a case study approach of libraries in Illinois that are in different stages of implementation. Use faculty feedback to present all angles in implementation.
- Training, training, and training! Online and in-person training sessions for all of the information on getting started, helping support faculty creating these items, etc.
- Educate us more on what is available and what we can use.
- Assist with education.
- Training and programs for librarians to help them promote this at their institutions should be really valuable.
- By training librarians to advocate locally and promoting OER to faculty members directly as quality teaching aids.
- Provide training opportunities for interested staff of CARLI institutions
- Workshops offered virtually or in-person. It might also be helpful to provide examples from other institutions that might be further ahead in this area.
- Information on how to explain to faculty how to adopt OER.
- Training
- Providing educational materials and training library staff.
- Additional training for librarians in working with OERs especially in promoting and outreach to university faculty and administrators.

**COMMUNICATION & PROMOTION**

- A state blog or newsletter on OER developments, opportunities or related topics would be good.
- Help us become more visible and lead the charge.
- The biggest issue is time. Promoting OER takes a lot of time and energy. If CARLI could make that initial investment lower (I'm not really sure how.) that would be helpful.
- Assist with marketing.
- The main obstacle we face at our institution is getting faculty to consider using OER, as there is not a lot of support or pressure from the university administration. I'm not sure yet how CARLI can help with that.
- We need support in convincing our institution to adopt OER as a priority.
- Encourage use of OER over paid, especially in sciences and medicine journals.
- Raise awareness and coordinate efforts.
- Awareness campaigns are good.
- Marketing the concept to faculty
- Educate legislators about the need to encourage adoption and use of OER, even if it is in schools.
- Providing a space for CARLI members to discuss OERs and facilitating conversations across campuses.

**BEST PRACTICES**

- Act as a clearinghouse of best practices.
- Identify examples of successful OER initiatives
- Providing boiler plate and best practices for smaller institutions which lack personnel and funds to go it alone.

**Q9. How would you suggest CARLI support OER across Illinois? [continued]**

**I-SHARE / CATALOG**

- Make sure that bibliographic records for OER items are in the I-Share catalog for all to see and use.
- Is OER something that can also be explored via the Next Gen Catalog CARLI has an RFP for?
- Guidance documents and best practices, especially metadata attached to OER. A statewide collection of CARLI produced OER might be nice for advocacy and marketing to administrators. If there was a statewide collection, the OER textbooks could be batch loaded to I-Share. Which brings us back to metadata so we can sort out the textbooks.
- By providing links to OER items in the I-Share and local catalogs (similar to the HathiTrust and CARLI e-books item integration).
- Make it easier for us to have this information in our catalog.
- Include them in I-Share

**IDENTIFY / COLLECTION / CLEARINGHOUSE / PLATFORM**

- Perhaps by collecting and sharing examples of faculty members who have used them successfully in classroom and online courses. I have a sense that most faculty at my institution do not use OER, so having some brief "case studies" to show them might give them motivation to try it themselves.
- Remind folks that the governments put out a lot of free material that can be incorporated into courses, even if it is not a formal OER item.
- It's great that this project is being implemented, but since we are an [identifying information removed] college, our needs are very specific. Perhaps subject areas could be selected? For instance, we would be interested only in medical content.
- Developing a system organizing resources by type might be helpful.
- By sharing some of the available OER options.
- If we don't already, I would suggest that CARLI consider an education commons similar to the one by bepress at: http://network.bepress.com/education/
- I think K12 teachers have been using "OER" for years--OER is just a fancier name for finding good teaching material to use for free. I do think CARLI needs to remember that the library has awesome materials to use, too, and that faculty and adjuncts sometimes need to be reminded of our resources while they are thinking about going OER. As a former high school curriculum specialist, creating course materials is fun for me, but I must remember that I'm a librarian and I'm not getting paid to create courses like the teaching faculty members do. Therefore I take a step back sometimes and make sure that the teaching faculty members are doing most of the work--according to our contract they get paid for creating new courses. I don't.
- I'm not entirely sure. My first thought is a clearinghouse of resources but to some extent those already exist. Perhaps having individuals or libraries who are familiar with this area who are able to serve as contact points for individuals who have questions would be the most useful. The potential copyright implications or the abuse of copyright seems to be an area that could become problematic.
- Provide a repository for materials to support OER like lesson plans and slides. I have heard that faculty don't want to use OER or even any type of new platform if they have to rewrite all these things rather than using templates provided by the textbook companies.
- Make resources and guides available across the state.
- Supporting lower-cost alternatives to IR platforms like bepress, or having a CARLI IR option. See LIBRAS Constellation [http://constellation.libras.org/], Maryland Shared Open Access Repository [https://mdsoar.org/], and Georgia Knowledge Repository [http://www.gaknowledge.org/].

**Q9. How would you suggest CARLI support OER across Illinois? [continued]**

**IDENTIFY / COLLECTION / CLEARINGHOUSE / PLATFORM [continued]**

- I can see CARLI playing a role in the delivery of OER to member libraries through platforms or implementation kits.
- Assistance in finding available OER would be helpful.
- Perhaps have an OER support center/website.
- In order for some of the resources to be considered by some professors, we would need ebook support. We all agree textbooks are expensive, heavy, and become obsolete as soon as they are printed. Some OER ebooks could do away with the need for these textbooks. If CARLI could lend some support in the form of and ebook platform that would make it simple to use the OERs within each members' sites, this would help greatly.
- I also would encourage in having CARLI spearhead a state initiative in creating a platform specifically for OERs. This could be a database in which major OER platforms are aggregated into one database. I would be happy/interested in being part of this effort.
- Review the resources for quality and stability.
- Through consortium resource sharing with member institutions.
- Create a clearinghouse of materials
- CARLI can host an OER repository, such as OpenOregon, with the OER resources being used in IL colleges and universities.
- Single platform
- By making sure textbooks are available to all member institutions and their currently enrolled students
- Develop a central Institutional Repository service so that we do not have to pay an outside, greedy, mega-corporation to run our repositories.
- A single use platform for all institutions.

**CONTENT LICENSING**

- Similar to sharing resources which we buy via CARLI, is there a way for CARLI to support these efforts through licensing?
- Purchase of unlimited simultaneous user licensed ebooks
- Perhaps some sort of consortium purchase?

**CREATION OF OPEN EDUCATIONAL RESOURCES / FUNDING**

- Should the state sponsor/support folks who are developing OER, especially if it is something Illinois-specific (e.g., textbook on Illinois history or geography, etc.)
- Faculty hearing of other faculty's success using OER has been the main driver for OER adoption on my campus. Making quality OER, especially if they have add-ons like test banks, easily discoverable.
- Small grants to libraries to get programs started on their campus.
- We also need support with platforms to publish OER.
- Funding to support the creation or adoption of textbooks in the core courses that are offered across colleges and universities in Illinois.  Information on how to explain to faculty how to make changes to a textbook and provide it to a specific course the faculty is teaching. Really what are the steps involved from selection, adoption, revision, and deployment.
- Create a fund for OER creation grants for faculty and instructors targeted to academic programs that are common among CARLI member institutions where few or zero OERs currently exist.
- Provide funding to help faculty create OER that can be used in undergraduate courses.
- Facilitate creation of OER and open textbooks by people from multiple campuses.

**Q9. How would you suggest CARLI support OER across Illinois? [continued]**

**AID COLLABORATION**

- Connecting faculty in other I-Share institutions who have had success with OER in any classes; educate about repositories, pricing models, etc.

**WORKING WITH BOOKSTORES**

- Most of our faculty are concerned about the high costs of textbooks and I believe some would be interested in exploring the options provided in this initiative...and others...for their courses. So we will be following this current initiative with interest. We would be particularly interested in how institutions with commercial bookstore contracts have been able to work cooperatively with their bookstore to implement OER.

**OTHER**

- not sure
- It is more beneficial that support goes to assisting K-12 educational endeavors. This group struggle keeping library in their schools open with qualified staff and rely heavily on electronic resources.
- Not sure. We're just "kicking the tires" at this point.
- Never heard of OER before I looked at this survey.
- I'm not sure. It seems like the institutions are varied and have different course offerings and textbook adoptions. It could be difficult to find a core set that make sense, but I certainly support the concept.

**Q10. Is there anything else you would like to add about OER? (35 responses)**

**OER HELPS STUDENTS**

- Open educational resources are useful and their use should be encouraged. The more that we can do to help students save money, the better.
- It's a critical movement since textbook prices have climbed to the point where students are not buying them and not succeeding in their courses.
- Thank you for doing this. Many of our students cannot afford their textbooks and choose not to purchase them. Our library budget does not support the purchase of textbooks for all classes.
- I am hoping that the trend continues--huge, expensive textbooks don't have a place in the classroom anymore.
- Let's look for more U.S. publications and OER's that are more accessible to undergraduates.
- I personally think this is a wonderful initiative that would benefits students, since the cost of textbooks are prohibitive and can interfere with the student's ability to attend college. In economically challenged areas, it is a hardship to purchase books and pay tuition.
- Our students are desperate for more affordable textbook models, we really need to keep pushing this forward.

**PRINT STILL NEEDED**

- I like the idea, but the student resistance I've seen to ebooks and online materials generally (our undergrads will almost always wait for a print book to arrive from I-Share rather than access the ebook we have available immediately) makes me wonder how effective a switch to OER would be without also making provision somehow to provide print copies of born-digital materials at minimal cost for those who prefer that medium.

**GRADUATE STUDIES**

- I really like the idea of OER but it isn't really practical for schools only offering Masters/Doctoral level work where the curriculum is highly specialized.
- Law schools have access to CALI.org, which provides OER materials using ELandgell.
- I need to know more about OER in a seminary environment. Our schools are small and many students use I-share to access textbooks which are usually not text books in the undergraduate sense.

**NEED FOR SUPPORT/AUXILIARY MATERIALS ALONG WITH TEXTBOOKS**

- Most professors use textbooks because they come in a nice package that basically makes teaching a class a lot less work. If OERs could somehow do this, it would make selling this concept to professors easier.

**EDUCATION/TRAINING NEEDED**

- There are tons of great LibGuides on OER, faculty involvement/buy-in is the key to successful OER implementation (administrative support is also important), I think a lot of people are intimidated/confused about OER (so education and awareness is super important)
- Information on how other libraries are encouraging growth of this frontier on their campuses would be most helpful.
- OER is a great way for people to learn about open access in a way that sometimes feels more obvious and personal than journal articles, so I think it's helpful to provide education about it.

**I-SHARE / CATALOG**

- We should consider Open Access E-books in the I-Share catalog.
-

**Q10. Is there anything else you would like to add about OER? [continued]**

**IMPACT ON CAMPUS BOOKSTORES**

- How does Open Textbooks impact institutions' relationship/contracts with their campus bookstore?

**STATEWIDE CONVERSATIONS**

- Dick Durbin has sponsored legislation off and on specifically addressing funding the creation of OER. Not sure where that stands at this time.
- More conversations on OER at a statewide level.

**CARLI'S ROLE**

- There is such a diverse range of institutions represented in CARLI that I doubt that we would identify unified goals that would align with our respective institutional goals on this topic. 2 year, 4 year, graduate schools, special libraries all have very different starting places for best serving their populations, campus partnerships will differ wildly. OER will be an institutional priority in some places, in others only a library priority, or not a priority at all. OER is an incredibly important topic and CARLIs role should be support and advocacy, not central management.
- It would be great if CARLI could be the leader on OER in the state.
- I appreciate CARLI coordinating this initiative.
- I see OER as an important step that we should all look at taking together and the power of a consortium like CARLI can ease the transition and mitigate risks for individual libraries.

**LIBRARIES' ROLE**

- I dislike the idea of academic libraries "pushing" an innovation while the jury is out on many issues associated with digital text.  I would rather take the position that libraries are available to assist IF the shoe fits.  Obviously, some disciplines are riper for adoption that others just by the nature of the content.
- I'm a bit wary about libraries taking on additional roles when our budgets and staffing are facing downward pressure. I really need to be better informed about the role of libraries in the OER movement.

**OER AND HOW IT FITS INTO LIBRARIES' COLLECTIONS**

- I am hoping that libraries are involved in all aspects of OER discussions on their campuses. It is important that we are active participants in the process as our campuses evaluate OER and make determinations as to how and when they are incorporated into our courses. Equally, I am hoping that OER do not become perceived as replacements for library resources. Consider that we have already dealt with individuals on our campuses with the "it's all online and it's all free" mindset. Now we are encouraging the use of free resources to replace costly textbooks and curricular support materials. Considering the financial times that we exist in, it is not going to be a huge jump in logic to hear some people ask if these will replace library resources as well, or result in further reductions / displacements of library budgets in favor of OER materials. While this is likely not a significant worry for upper-division and graduate level support, those of us working exclusively with programs at the freshman and sophomore level may see more pressure in this area.
- With increasing budgetary constraints, it may be asking too much of libraries to fund the purchase of textbooks for open access.  This has traditionally been the responsibility of the college student.  I suspect that there will be an increasing need to select inexpensive texts, and thus impede the academic freedom of the professors.

**Q10. Is there anything else you would like to add about OER? [continued]**

**EXPAND CONVERSATION TO AFFORDABILITY**

- Another issue to consider addressing the use of library-licensed resources to support learning and instruction on campus.  They are not OER, but we can promote library resources and encourage instructors to use them as supplemental resources in courses (provided the licensing allows the particular use!).
- Emphasis should be on long-term viability of economic models, not on the technology.

**YES, OER! or OER SOUNDS PROMISING**

- Very happy to have this initiative from CARLI and looking forward to continued work in this area.
- Really don't know that much about it but what little I know sounds promising.
- OER is a good thing and I am glad CARLI is working to support it.
- It's great!
- Scholarly communication, open access, and OERs are here to stay. Libraries have the expertise in metadata standards and organization of information to make these projects successful within their institutions.
- The possibilities are exciting.

**Q11. Thank you for responding to this survey! Please add any comments or questions about OER or this survey. If you have a success story about promoting or using OER, please share it here!**

**OTHER COMMENTS**

- I need to know more about OER. I attended a session on OER at NASIG.
- As I mentioned before, the sooner the trainers give webinars, the better.
- My opinions and thoughts on this issue are still in progress and we have a lot to learn, but think OER could benefit students greatly.
- Thank you for investigating this topic and creating a space where CARLI libraries can explore and learn together!
- We can share stats on our OER materials if needed.
- Check out CALI's open access casebooks here: https://www.cali.org/the-elangdell-bookstore
- Thanks for doing the survey. I hope you get a good response. As I mentioned earlier in the survey, we are just now starting to talk about it amongst the librarians. We haven't even begun the discussion with the faculty. I am looking forward to seeing/hearing more from CARLI about this initiative. Thank you for your leadership.

**SUCCESS STORIES**

- [Institution name removed] had a couple very success events:  1. OER showcase.  A casual drop-in event targeted toward faculty.  We specifically invited faculty already using OER to answer questions. We also had a number of textbooks from OpenStax for faculty to look at which made a big impression (good content, high quality production).  2. Introduction to OER workshop.  Library Director and Faculty member presented on the basic concept of OER and its advantages.   3.  Hosted a meeting of [institution name removed] faculty using OER and their counterparts from an out-of-state community college.  Shared experiences. Also, our IR department has created a tool that tracks textbook costs and OER adoption to measure the effectiveness of our efforts.
- I did a workshop on OER last fall and it was very well received by the faculty in terms of interest since they are aware of the financial hardship that textbook purchase can cause a student and sometime is the deciding factor in whether or not they will attend college.

**Survey Notes**

**Multiple Responses:**
50% (17) of the 34 institutions with multiple responses had different answers for the question, "Is your institution currently exploring or using open educational resources?" Of the 17 institutions with different responses, 47% (8) had opposite responses (Yes/No).

<mark>The following results eliminate multiple responses per institution to provide direct comparison to a peer group.</mark>

ASSUMPTIONS FOR INSTITUTIONS WITH MULTIPLE SURVEY RESPONSES:

1. Deduplication was based upon the answer to this question, "Is your institution currently exploring or using open educational resources?" "YES," "NO," and "I DON'T KNOW" were the answer options for this question.
2. A definite answer ("YES" or "NO") superseded an "I DON'T KNOW" answer. The definite answer was used as representative of the institution.
3. If there was a "YES" answer to the question, the assumption was made that the respondent would not have answered "YES" unless they personally knew of institutional activity. A "YES" answer superseded other answers ("NO" or "I DON'T KNOW"). The "YES" answer was used as the response for the institution.

**Q2. Please select your CARLI institutional type:**

| Answer Options: | Response Percent: | Response Count: |
|---|---|---|
| Public Masters/Doctoral | 12.8% | 11 |
| Private Masters/Doctoral | 30.2% | 26 |
| Private Four-Year/Comprehensive | 17.4% | 15 |
| Public Two-Year | 34.9% | 30 |
| Public or Private Non-Degree Granting Institution* | 2.3% | 2 |
| Other** | 2.3% | 2 |
| | **Answered Question** | **86 institutions** |

*Research Library not associated with a Degree-Granting Institution/Museum Library/State Library
**High School/Self-defined "Theological Seminary"
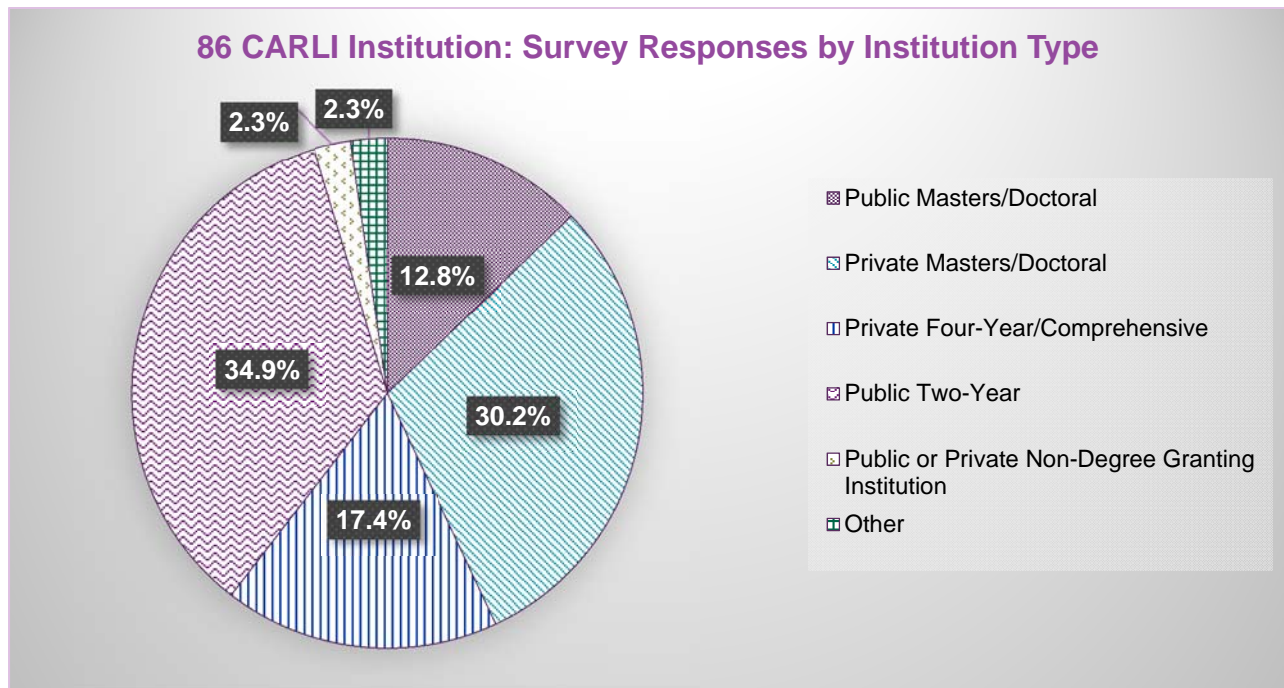
Graph 19: Survey Response by Institution Type, one response per member

**Q3. Is your institution currently exploring or using open educational resources?**

| Answer Options: | Response Percent: | Response Count: |
|---|---|---|
| Yes | 61.6% | 53 |
| No | 29.1% | 25 |
| I don't know | 9.3% | 8 |
| | **Answered Question** | **86 institutions** |

**86 CARLI Institutions: Is Your Institution Currently Exploring or Using Open Educational Resources?**
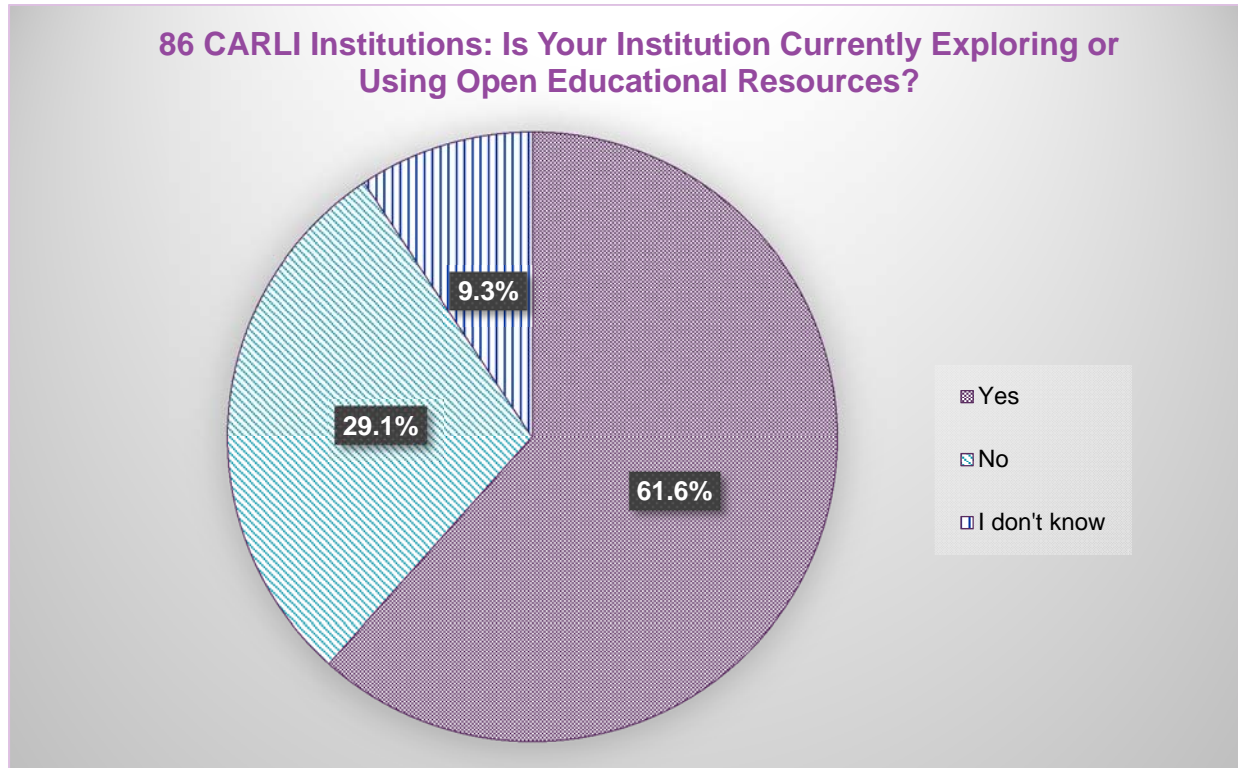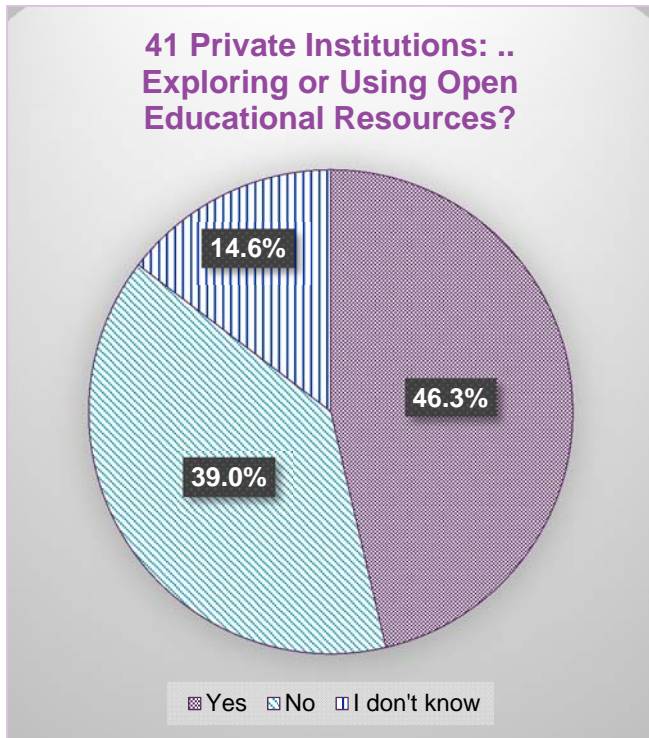
Graph 20: Is Your Institution Currently Exploring or Using OERs? One response per Member
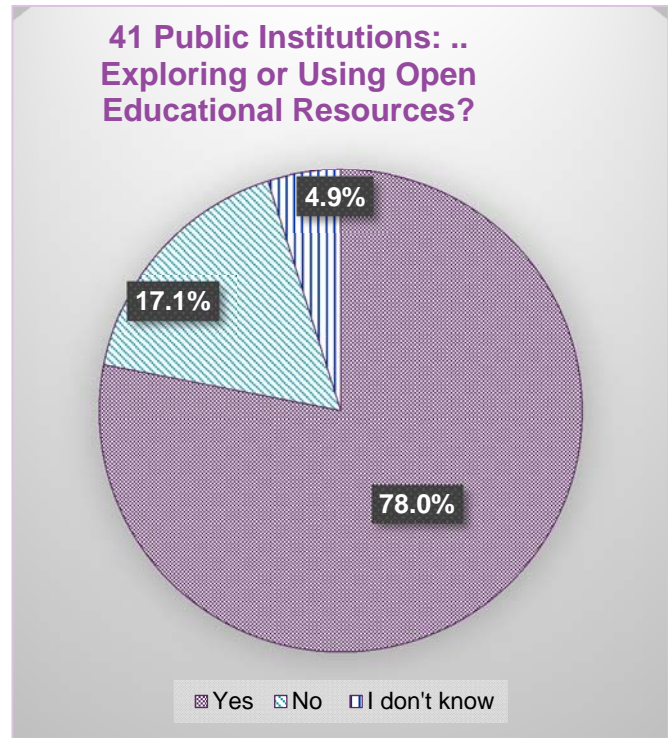
**Q3. Is your institution currently exploring or using open educational resources? [continued]**

**By Private/Public Institutional Type:**

| Answer Options: | Yes | No | I don't know | Total |
|---|---|---|---|---|
| Private Institution | 19 | 16 | 6 | 41 |
| Public Institution | 32 | 7 | 2 | 41 |



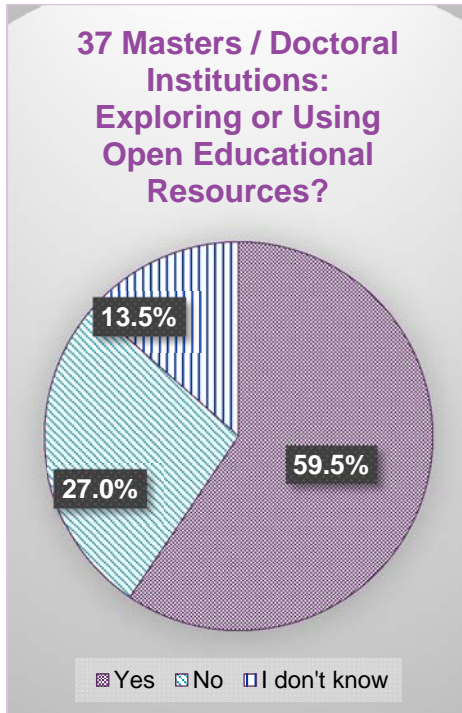Graph 21: Using OERs by Private Institutions
one response per member



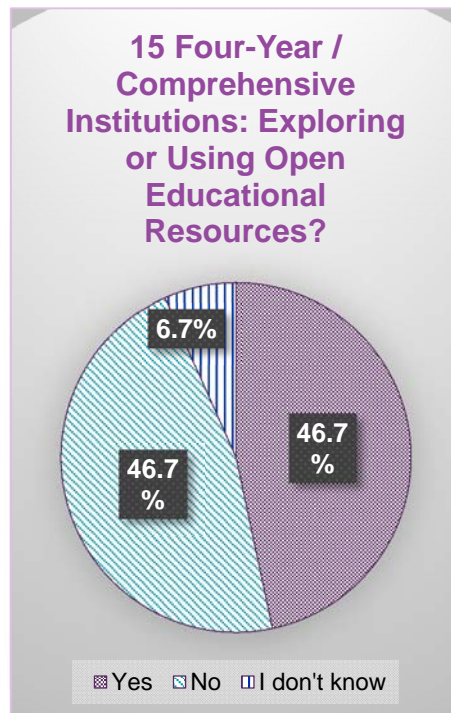Graph 22: Using OERs by Public Institutions
one response per member

**Q3. Is your institution currently exploring or using open educational resources? [continued]**
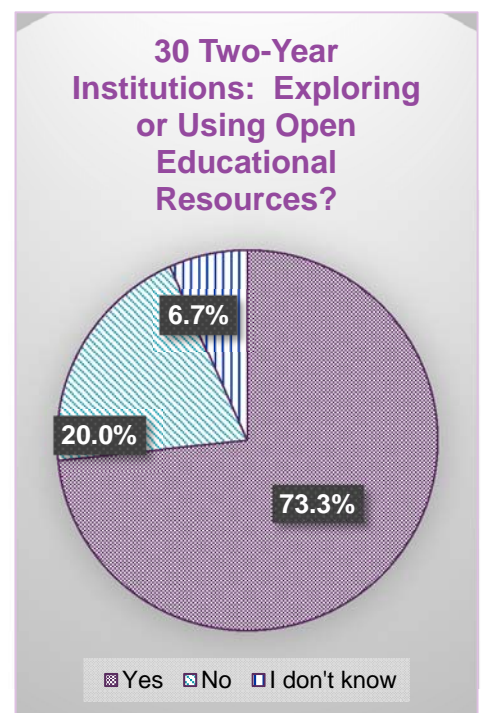
**By Degree Granting Institutional Type:**

| Answer Options: | Yes | No | I don't know | Total |
|---|---|---|---|---|
| Masters/Doctoral | 22 | 10 | 5 | 37 |
| Four-Year/Comprehensive | 7 | 7 | 1 | 15 |
| Two-Year | 22 | 6 | 2 | 30 |
| Other and Non-Degree | 2 | 2 | 0 | 4 |

**37 Masters / Doctoral Institutions: Exploring or Using Open Educational Resources?**

13.5%

27.0%

59.5%

Yes ▨ No ◫ I don't know

Graph 23: Using OERs by
　　　Masters/Doctoral Institutions
　　　one response per member

**15 Four-Year / Comprehensive Institutions: Exploring or Using Open Educational Resources?**

6.7%

46.7%

46.7%

Yes ▨ No ◫ I don't know

Graph 24: Using OERs by
　　　Four-Year Comprehensive Inst.
　　　one response per member

**30 Two-Year Institutions: Exploring or Using Open Educational Resources?**

6.7%

20.0%

73.3%

Yes ▨ No ◫ I don't know

Graph 25: Using OERs by
　　　Two-Year Institutions
　　　one response per member

**Q3. Is your institution currently exploring or using open educational resources? [continued]**

**By Degree Granting Institutional Type: [continued]**

**4 Other & Non-Degree Institutions: Exploring or Using Open Educational Resources?**

50%    50%

Yes  No
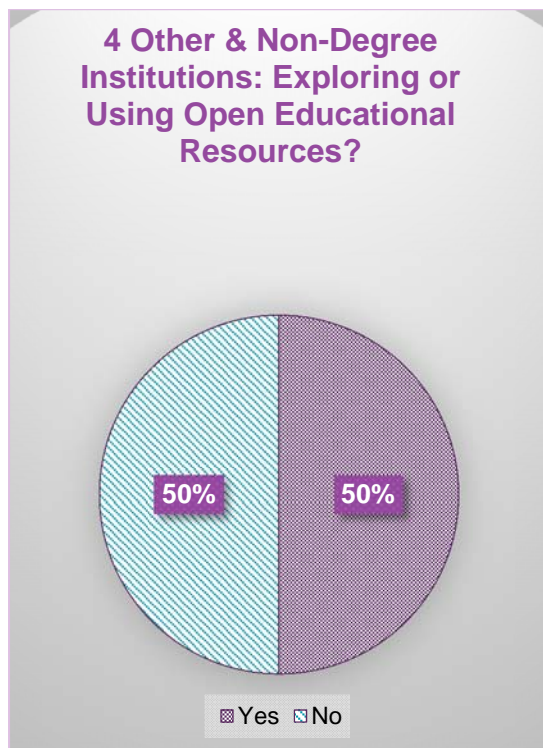
Graph 26: Using OERs by Other & Non-Degree Inst.
one response per member

## Section 3: Appendix 1: Survey Questions and Possible Responses

Q1. Please select your CARLI Member Institution:

> Answer options: List of CARLI Members

Q2. Please select your CARLI institutional type:

> Answer options:

- Public master's / doctoral
- Public four-year / comprehensive
- Public two-year
- Private master's / doctoral
- Private four-year / comprehensive
- Private other
- Public or Private non-degree granting institution
- Other (please specify):

Q3. Is your institution currently exploring or using Open Educational Resources?

> Answer options:

- Yes          -> skip logic to Q4
- No          -> skip logic to Q8
- I don't know    -> skip logic to Q8

Q4. Briefly describe any OER initiatives or projects on your campus.

> Answer option: Text box

Q5. Which department/unit on your campus is responsible for coordinating the training, implementation, or use of open educational resources?

> Answer option: Text box

Q6. Is the library involved in these initiatives?

> Answer options:

- Very involved      -> skip logic to Q7
- Involved      -> skip logic to Q7
- Somewhat involved   -> skip logic to Q7
- Not at all involved    -> skip logic to Q8

Q7. If your library is involved at all, please describe the role in your institution's use of OER. Do you have a specific library department or person that is responsible for OER?

> Answer option: Text box

Q8. In general, do you think libraries should play a role in OER?

> Answer options:

- Yes
- No
- Maybe

Q9. How would you suggest CARLI support OER across Illinois?

     Answer option: Text box

Q10. Is there anything else you would like to add about OER?

     Answer option: Text box

Q11. Thank you for responding to this survey! Please add any comments or questions about OER or this survey. If you have a success story about promoting or using OER, please share it here!

     Answer option: Text box

Q12. OPTIONAL

     Answer options:

- Name
- Email