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(Pre-Print) Emphasizing the social aspect of textbook adoption

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Emphasizing the Social Aspect of Open Access Textbook Adoption
Jessica Martinez, Jylisa Doney, and Rick Stoddart

Introduction

> *"Virtually all courses (98%) require a textbook or other non-textbook material as part of their suite of required resources."[1]*

> *"Inertia is a big deal. Changing textbooks has little upside in my field as they are all pretty much the same.*" (Faculty survey respondent)

As libraries focus more and more energy on open access advocacy, we must ask ourselves where our efforts are best spent and how to be most effective in our outreach. Open educational resources (OER) offer one pathway to open access advocacy on college campuses. Previous research has demonstrated the positive impacts these resources can have on student retention and learning,[2] but these connections may not be compelling enough to persuade faculty to adopt OER resources in lieu of traditional textbooks and materials. In 2017, to incentivize OER adoption by faculty on campus and make these connections more apparent and compelling, the University of Idaho Library sponsored a small OER grant program.

As part of this program, the library requested that faculty grant recipients attend various workshops and gatherings about OER and their creation. At the end of the academic year, faculty feedback was solicited about the OER grant program in order to optimize the experience for future faculty OER grantees. Some of the feedback questioned why faculty were required to attend OER workshops in lieu of individual office visits since it is common for textbook vendors to offer in-office consultations or virtual information sessions. This critical feedback led the library to question the parameters of its own OER outreach program to faculty.

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[1] I. Elaine Allen and Jeff Seaman, "Opening the Textbook: Educational Resources in U.S. Higher Education, 2015-16," Babson Survey Group, last modified July 2016, 2, https://www.onlinelearningsurvey.com/reports/openingthetextbook2016.pdf.

[2] Martin Weller et al. "The Impact of OER on Teaching and Learning Practice," *Open Praxis* 7, no. 4 (2015): 351–361. http://dx.doi.org/10.5944/openpraxis.7.4.227

We recognized that how faculty discover, evaluate, and select their course materials is not always a straightforward process and might involve a social aspect, including but not limited to technological or personal interactions with peers, publishers, students, and campus resources such as the library or bookstore. The discovery, evaluation, and selection of open educational resources in particular may involve a similar and potentially winding path of relationship-building via multiple technological and personal interactions. This raises the question of what OER advocates are missing, what we can learn from already established faculty experiences with textbook publishers, and what libraries could do better or differently. We believe it is important to understand not only what OER are replicating or replacing, but also understand the entire process and the faculty experience adopting textbooks.

To begin addressing these questions, this chapter explores the social aspect of OER and textbook adoption and how it might inform OER efforts as well as reaffirm current practices. Our definition of the social aspect of OER and textbook adoption is best framed in this manner:

Factors such as relationships, communication preferences, communities of practice, or peer interaction that contribute to OER adoption.

The following discussion and suggested best practices are shaped by the previously mentioned informal feedback with faculty who participated in the library sponsored OER grant program, information drawn from the research literature, and also a general survey of campus faculty about their textbook adoption practices.

If OER are so great why aren't they selected and used by faculty?

What I want are "good prices for my students and content that is responsive to my expressed needs." (Faculty survey respondent)

Previous research on OER has focused on the perspectives of the two main stakeholders, faculty[3] and the students they teach. A 2016 study found that "…cost-savings or convenience influence student perceptions more than learning growth"[4] and students in several studies concurred by citing cost savings and easy availability as primary reasons for valuing OER.[5] How students feel about the textbooks they use is important, but if we combine these perspectives with faculty knowledge and opinions we get a clearer picture about OER benefits and student outcomes. In a 2016 survey of over 3,000 faculty in the United States, 42% reported some level of OER awareness and 34% reported being aware of open textbooks in particular.[6] Faculty also report that when they use OER, student costs were lower,[7] their students benefited from having the textbook from the start of the term,[8] and students were better prepared for class[9] and performed better overall.[10]

> *"Traditional textbooks are an antiquated approach to education."* (Faculty survey respondent)

Even with these potential positive outcomes for students and lower costs overall, faculty actions seem to imply that these factors may not be as influential as we previously thought as one

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[3] In this chapter, the term faculty will encompass all teaching roles in higher education: faculty, instructors, and textbook adopters.

[4] John Hilton, "Open Educational Resources and College Textbook Choices: A Review of Research on Efficacy and Perceptions," *Educational Technology Research and Development* 64, no. 4 (2016): 588, https://doi.org/10.1007/s11423-016-9434-9.

[5] Nicole Delimont et al., "University Students and Faculty Have Positive Perceptions of Open/ Alternative Resources and Their Utilization in a Textbook Replacement Initiative," *Research in Learning Technology* 24 (2016): 29920, https://doi.org/10.3402/rlt.v24.29920.

[6] Allen and Seaman, "Opening the Textbook," 30.

[7] Talea Anderson et al., "Faculty and Instructor Perceptions of Open Educational Resources in Engineering," *The Reference Librarian* 58, no. 4 (2017): 267, https://doi.org/10.1080/02763877.2017.1355768.

[8] Talea Anderson et al., "Faculty and Instructor Perceptions of Open Educational Resources in Engineering," 267.

[9] T. J. Bliss et al., "An OER COUP: College Teacher and Student Perceptions of Open Educational Resources," *Journal of Interactive Media in Education* 2013, no. 1 (2013), https://doi.org/10.5334/2013-04.

[10] Eulho Jung, Christine Bauer, and Allan Heaps, "Higher Education Faculty Perceptions of Open Textbook Adoption," *The International Review of Research in Open and Distributed Learning* 18, no. 4 (2017), https://doi.org/10.19173/irrodl.v18i4.3120.

national study found that only 5.3% of faculty indicated using an open textbook.[11] This discrepancy between awareness of OER benefits and hesitancy towards OER adoption may be related to barriers to selecting OER. Regardless of previous OER awareness, faculty members' top challenges reflected a lack of available resources and difficulty finding resources.[12] Faculty in another study identified that increased preparation time for instructors was another hindrance associated with using OER.[13] So while the benefits for students are clear and both faculty and students agree that cost is an important factor, the additional work required for faculty to find, create, and use OER remains a potential snag that stands in the way of OER.

OER Textbook Adoption Pyramid

When looking at previous studies, research by Cox and Trotter stood out and went past the nuts and bolts by creating a framework related to OER selection and use that identified how these challenges can interact and potentially impede OER use.[14] Their OER Adoption Pyramid,[15] includes the six factors they identified as "absolutely necessary"[16] for OER selection and use: access, permission, awareness, capacity, availability, and volition.[17] These factors are ordered from bottom (external) to top (internal) with those at the bottom needing to be met before moving up the pyramid.[18] Within each of these factors, there are obstructions to OER selection and use. Personal volition, which is shaped by personal and pedagogical values, "departmental and disciplinary norms", and institutional support, appears at the top of the pyramid.[19] This

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[11] Allen and Seaman, "Opening the Textbook," 28.
[12] Allen and Seaman, "Opening the Textbook," 31.
[13] Bliss et al., "An OER COUP."
[14] Glenda J. Cox and Henry Trotter, "An OER Framework, Heuristic and Lens: Tools for Understanding Lecturers' Adoption of OER," *Open Praxis* 9, no. 2 (2017): 151–171, https://doi.org/10.5944/openpraxis.9.2.571.
[15] Cox and Trotter, "An OER Framework, Heuristic and Lens," 155.
[16] Cox and Trotter, "An OER Framework, Heuristic and Lens," 157.
[17] Cox and Trotter, "An OER Framework, Heuristic and Lens," 156-157.
[18] Cox and Trotter, "An OER Framework, Heuristic and Lens," 155.
[19] Cox and Trotter, "An OER Framework, Heuristic and Lens," 157.

means that although libraries often promote faculty volition as the most important and key factor related to OER selection and use, it is irrelevant if the other five factors and their limitations are unaddressed. Stated in simpler terms, personal beliefs related to student costs will not lead faculty to select and use OER if OER are prohibited by their department, if faculty do not know they exist, or if it is too difficult for faculty find them. Even though Cox and Trotter's research was eye-opening in demonstrating interactions between these barriers,[20] it did not discuss how to address them.

What are OER advocates missing?

In light of the previous research on OER and in examining the OER grant program at our own institution, the authors realized that OER advocates may be missing something by viewing OER adoption as solely a transactional process of goods and services. We propose that this missing link in OER advocacy already exists in the traditional textbook adoption process. This missing link is the social aspect of textbook or course material adoption. We theorize that textbook adoption, and by virtue OER adoption, includes and requires individual interactions, peer consultations, and emotional investments with others to address barriers related to discovery, creation, and course integration. Textbook adoption is not simply an objective exercise to determine quality or cost but also a process that includes social consequences.[21] There are elements of uncertainty and additional work around adopting new course materials. Will this new textbook meet their own and other faculty expectations around quality, comprehensiveness, and course integration? What work is required for a faculty member to integrate a new textbook into

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[20] Cox and Trotter, "An OER Framework, Heuristic and Lens,"
[21] Suzanne Smith Blancett, "Textbook Adoption Decisions: Beyond the Objective," *Nurse Educator* 12, no. 2 (1987): 4-5.

a course and create new lectures and assignments? Textbook adoption therefore is not merely a technical process, it is a process that also includes hard work and uncertainty.

In traditional textbook adoption, we assume that faculty members navigate and mitigate any barriers associated with the technical or social processes related to textbook selection and use through social connections with others, whether those connections are with vendors, publishers, peers, colleagues, students, the library, or the bookstore. We suggest that textbook and OER adoption mimics the hierarchical framework proposed by the OER Adoption Pyramid[22] with the addition of mitigating social aspects at the different levels. However, in order to more fully understand the social aspects of OER selection and use, it was first necessary to understand how faculty members selected and used traditional textbooks, the social aspects at play, and the ways in which faculty decisions were tied to both internal and external motivations.

Social aspects of textbook and OER adoption survey

To examine these social aspects, we surveyed faculty at our institution who had adopted a textbook for a college-level course, with a total of 34 individuals participating in the survey (Appendix A). The elements of the OER Adoption Pyramid[23] guided survey construction and were adapted to fit the context of this research and survey (Appendix B). The first level of the pyramid, *access,* referred less to variables related to "internet access, computer access, or electricity"[24] and instead reflected the existing institutional infrastructure and how it supported or inhibited the use or creation of textbooks. The *permission* factor was expanded to reflect whether institutional permission was required for textbook use or creation as well as whether the faculty member or institution held copyright over teaching materials.[25] *Awareness* focused more on

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[22] Cox and Trotter, "An OER Framework, Heuristic and Lens," 155.
[23] Cox and Trotter, "An OER Framework, Heuristic and Lens," 155.
[24] Cox and Trotter, "An OER Framework, Heuristic and Lens," 156.
[25] Cox and Trotter, "An OER Framework, Heuristic and Lens," 156.

faculty knowledge and understanding of, or exposure to textbooks in their subject areas and who they spoke to about textbook selection or adoption, while *capacity* referred to the means and skills needed to select or adopt textbooks.[26] The authors' conceptualization of *availability* closely mimicked the variables identified by Cox and Trotter[27], but was adapted to reflect non-OER specific terminology. Finally, *volition* was expanded to examine both internal and institutional motivation and included the benefits and deterrents experienced when selecting and adopting textbooks.[28] As with OER, volition to use traditional textbooks is shaped by personal and pedagogical values, norms, and support.[29] Importantly, the shaping of "pedagogical values," such as respecting student affordability or open education ethics when choosing a textbook, does not occur in a vacuum; it is framed by the social contexts of faculty educational background and experiences, interactions with fellow faculty, and departmental and institutional culture.[30] The inherent social relationships embedded in the pedagogical values associated with adopting OER are at the core of the social aspect of OER adoption.

What we learned from surveying our faculty

Although all 34 participants reported that student cost factored into their textbook selection (Q9), 55% of participants had not used an OER in a class, 21% did not know if they had, and only 24% had used an OER (Q7). Hindrances such as concerns with OER quality and relevance may partially explain a lower level of OER usage on our campus (Q13):

> *"I have never used them [OER] but am very skeptical - I find most supposedly*
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> *"scholarly" material on the "Web" to be of very low quality and factually incorrect."*

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[26] Cox and Trotter, "An OER Framework, Heuristic and Lens," 156.
[27] Cox and Trotter, "An OER Framework, Heuristic and Lens," 156.
[28] Cox and Trotter, "An OER Framework, Heuristic and Lens," 157.
[29] Cox and Trotter, "An OER Framework, Heuristic and Lens," 157.
[30] Cox and Trotter, "An OER Framework, Heuristic and Lens," 157.

While the survey sample is small, this quote indicates that even with student cost being a factor for all participants, this factor alone was not sufficient to compel OER usage. Faculty do not have sufficient motivation to move away from sources they are already using and deem as high quality, even if it is in students' best interest to have either low cost or free textbooks that are of very high quality.

The social aspect of OER: Becoming a Peer for Discovery

Responses to other questions appear to support the idea that faculty volition to select or use textbooks, and potentially OER, is influenced by social factors. For example, 32% of participants indicated that they were made aware of textbooks in their subject areas from vendors, 27% heard about them from peers, and 18% heard about them from conferences (Q18).[31] When deciding which textbooks to adopt (Q19), faculty also engaged in social behaviors with 43% speaking with their peers and 23% speaking with vendors, publishers, or sales representatives about their decisions.[32] Our small survey sample shows that social interactions, whether with peers or publishers, are relevant to discovering, selecting, and using textbooks. Interestingly, if we focus only on the challenges to using traditional textbooks, those who did not know if they had used an OER reported the highest rates of OER being too hard or time consuming to find and uniquely mentioned the challenge that arose from resources not being used by other faculty they knew. Faculty also reported challenges related to the cost of textbooks for students with two others discussing issues with sources going out of print:

> *"When a text I want/need is out of print and not available new or used it's challenging."*

> *"Some of the books I love go out of print (even though the material is still relevant)."*

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[31] Participants could select more than one answer choice.
[32] Participants could select more than one answer choice.

On the surface, other than "not used by other faculty they knew," these challenges to traditional textbooks do not appear to reflect social aspects. However, we suggest that barriers related to traditional textbook selection and use, concerns about OER resource quality and the availability of resources, as well as questions about student costs actually reflect the need for *more* social interactions, which could help address these challenges.

One of the main suggestions from our faculty survey that will inform our library's practice is that a main channel for seeking information about discovery and quality of educational materials is faculty peers. While this might not be surprising, it does reaffirm approaches to OER that leverage faculty-peer interaction. For example, identifying and enlisting faculty OER champions on campus as advocates or sponsoring faculty review of OER.

Who is a peer? And how do peers interact? This is an essential question to ask when thinking about the social aspect of textbook selection and adoption. Library liaison programs have been one attempt to elevate librarians to potential faculty collaborators and peers. Unfortunately, at least within the responses to our survey, faculty do not seem to view librarians as a primary source to consult about educational resources. Faculty who found searching for resources difficult (55%) were more likely to select textbook manufacturers as the sole method for learning about resources. Additionally, faculty who were under 44 years old were more likely to use the Internet as the sole method to obtain resources for courses (33%) compared to those over 45 (6%). Faculty were less likely to learn about textbooks from conferences and flyers, although some faculty did report that they learned from these sources as well. Peers were by far the number one response for both OER users and non-users when faculty were asked who they talk to about textbook adoption (Q19). One respondent wrote about searching for textbooks:

> "*I just read widely, ask my colleague, and then read some more.*"

This indicates both the significant amount of time and work needed to find a textbook as well as the ease of consulting a trusted peer when making adoption decisions. Interestingly, 24% of faculty participants without tenure indicated that they also speak with students about textbook selection, compared to none of the tenured faculty.

Our data demonstrate that the social aspects of textbook manufacturers' interactions with faculty are most relevant for those who are over 45 years old, found searching for resources difficult, and those who had not used an OER previously. However, for faculty who were under 44 years old, those who found searching for resources easy, or those who had used an OER previously, the social aspects in general appeared less relevant as they more frequently selected the Internet as their sole method for obtaining course resources. However, responses overall show that students, vendors, publishers, department chairs, and librarians are all less likely than peers to be consulted when it comes to textbook adoption. This indicates that librarians have a much quieter voice when it comes to the types of resources being promoted, created, and used than the textbook industry. In the realm of conversations about textbooks, this may not be surprising as many libraries have pushed back about adding print textbooks to their collections based on traditional collection development policies that tend to discourage their addition because of cost and beliefs that "students should purchase [their] own textbooks, and sustainability.[33] Additionally while libraries may view course support services such as print and electronic course reserves as self-explanatory, not all faculty have received this message as indicated by a response in our survey:

> *"I would like for it to be easier or more intuitive to be able to get a book at the library on*
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> *reserve for my students. As a new faculty member, I have no idea if we do this, or if I*

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[33] Cynthia Hsieh and Rhonelle Runner, "Textbooks, Leisure Reading, and the Academic Library," *Library Collections, Acquisitions, and Technical Services* 29, no. 2 (2005): 198, https://doi.org/10.1016/j.lcats.2005.04.005.

have to pay for these books. Many of my students won't buy books, despite the fact that I

spend a lot of time choosing less expensive ones. Can we put books on reserve? If so, can

the library have an automated process to do this for our students?"

Not only are faculty unaware of the services libraries currently provide, they are also unaware of

the library's potential to make the textbook adoption process simpler for them, indicating a

breakdown of communication. In order to be effective, librarians must find a way to

communicate with faculty about textbooks as peers if we want a voice in textbook selection and

a platform from which to suggest the adoption or OER.

How the Social Aspect of Textbook Adoption informs future practice

The potential of open educational resources to impact student retention and support faculty

innovation in the classroom is too important for libraries to ignore. As librarians move more into

the realm of assisting faculty in locating and developing curricular material, an ongoing

examination of the current environment in which teaching faculty discover and adopt educational

materials is prudent. Our survey based on the OER Adoption Pyramid[34] was a first step in this

regard. The survey was intended to answer the following questions: Are library efforts aligning

with faculty efforts and experiences or deviating widely? What communication channels or

advocacy techniques could libraries better leverage?

The results of the survey suggest that the social aspect of textbook adoption is an

important lens with which to view OER advocacy efforts. Open educational resource adoption,

as with traditional textbooks, is potentially a personal process that can engage and encompass

others within the social sphere of peer interaction. Cox and Trotter note that when individuals are

the agents of OER adoption as opposed to curriculum committees or institutional efforts, their

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[34] Cox and Trotter, "An OER Framework, Heuristic and Lens," 155.

"personal, idiosyncratic, internal beliefs and practices…have bearing on whether they might adopt OER," and their "fears, concerns, desires, [and] aspirations" play a role as well.[35] As faculty navigate the process of discovering, evaluating and adopting educational resources on a personal level, their experiences do not occur in isolation. Libraries offer a bridge to not only connect faculty with potential course resources but also to proactively create and facilitate social interactions. These social interactions might mitigate the uncertainty experienced when transitioning to new educational resources such as OER.

Leverage the Library to Create Peer Relationships, Collaborations, and Communities

This survey confirmed that faculty value their peers' opinions about the quality of OER. Libraries should to take advantage of this finding by creating opportunities for teaching faculty to collaborate and learn from each other about OER. Identifying faculty with more OER experience and pairing them with novice OER faculty is a good way to develop potential OER mentorship opportunities. Establishing OER collaborations applies not only to local campus efforts as a library might also facilitate introductions with other faculty who are working in the same OER subject areas beyond their own campus. Ideally, the library's location as a central interdisciplinary space on campus is a natural platform to create faculty collaborations and communities of practice around OER and student affordability efforts.

In a perfect world, faculty would view librarians as peers to consult regarding textbook selection and OER adoption. Unfortunately, despite an active library liaison program, faculty on our campus did not even rank librarians in the top three as resources they talk to about textbook adoption. This barrier in perception is something that others might encounter on their own campuses when doing OER outreach. There are no quick solutions to move away from faculty

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[35] Cox and Trotter, "An OER Framework, Heuristic and Lens," 157.

perceptions of librarians as *outsiders,* to a new narrative that sees librarians as similar in status to those they already view as *peers*. The social aspect of textbook adoption suggests that if librarians can form stronger relationships with faculty, they become a more trusted resource when assisting with the discovery of new curricular materials or even creating new educational resources. Relationship-building requires an investment of time. Further leveraging of already existing techniques from library liaison programs, such as emphasizing getting outside the library building and attending faculty events, department meetings, and campus presentations, may begin to break down faculty held stereotypes. One faculty in our survey suggested OER might better resonate with teaching faculty by:

> "*Hav[ing] discipline specialists work on (OER) rather than always relying on the generalists currently available.*"

Libraries can further nurture this relationship development by allocating resources to embed librarians in departments, hosting events that emphasize faculty and librarian interaction, or even buying out faculty time to collaborate with librarians.

In building these faculty peer relationships, libraries would do well to focus on three areas: educating faculty on open educational resources, saving faculty time, and promoting faculty voices. Many libraries work to raise awareness of OER through presentations, workshops, and sponsoring OER-related grant projects. These efforts are making headway, however some faculty may not hear the message. Faculty comments in our campus survey proved just that with one faculty indicating that they knew:

> "*Next to nothing about OER.*"

While another stated:

> "*I didn't even know we had this…do we have this at UI? I've been here since 2010.*"

Libraries need to continue to beat the OER drum in order to reach those who are unfamiliar with OER as well as build and maintain relationships with faculty who are already actively engaged with OER. This re-examination of our library's OER efforts would never have started without seeking informal and formal feedback from faculty about their preferences and experiences around OER adoption. Proactive communication is an essential aspect of OER advocacy and part of the overall social aspect of educational resources adoption. Libraries need to not only promote and advocate OER use with faculty, but also engage with already established OER users to check in on their experiences, needs, and success stories. While it is easy for librarians to send out emails to faculty with links to OER materials or respond to faculty requests, a more direct strategy that proactively engages the social aspects of OER has a better chance of yielding the opportunities and long-term impact libraries desire around OER.

Essentially, librarians need to save the faculty time with their communication and efforts. OER outreach requires that librarians take the time to visit faculty in their offices, reach out to faculty via virtual meetings, and bring expertise to the faculty. Discovery of OER remains a hurdle for faculty adoption of these materials. At its core, ease of discovery and access to OER are strategies to save faculty time. One faculty in our survey suggested in order to better support those who want to use OER, the library might consider:

> *"Send[ing] out emails with lists of possible textbooks for the courses we teach, provid[ing] easily accessible info on how to integrate in BB Learn, [and] giv[ing] credit toward tenure and promotion for doing so."*

Another faculty member suggested that they would like:

> "*A website that provides some information about where to find OER for upper division courses.*"

Each of these examples are ways libraries can save faculty time by curating relevant educational resources tailored to their faculty's specific needs. The more time libraries can save faculty with discovery and access, the more time faculty can devote to reviewing and integrating appropriate educational materials into their courses.

The social aspect of educational materials adoption requires a commitment from libraries to engage and interact with the faculty and students they serve. As librarians build relationships with these stakeholders, the library can seek to leverage its platform as a central interdisciplinary space to promote voices on campus that advocate equitable access to educational materials such as OER. The library is well positioned to provide a venue to connect OER champions and student affordability advocates to audiences where their messages might resonate. For example, the library can facilitate and share faculty OER textbook reviews on their campuses. Libraries might create faculty and student panels on OER use, develop social media advertising campaigns, or create faculty recognition awards. Whatever libraries can do to raise the volume on the conversation around OER will increase opportunities for engagement with faculty. This engagement is at the heart of the social aspect of textbook adoption and will serve to inform and refine the library's practice in making OER adoption successful on their respective campuses.

Conclusion

The suggested best practices discussed above were informed by faculty feedback from our campus survey and guided by our definition that the social aspect of OER and textbook adoption reflects "factors such as relationships, communication preferences, communities of practice, or peer interaction." These social aspects and the interpersonal relationships developed with peers, fellow faculty, and even textbook vendors all shape and influence how educational resources, such as textbooks and OER, enter the classroom. If OER are to offer an alternative to or replace

traditional course textbooks offered by for-profit publishers, a question remains regarding how OER outreach efforts can learn from and utilize the relationship-building faculty already experience with peers or textbook vendors. As we continue to advocate for open access textbooks, our definition and the faculty feedback we received from our campus survey requires us to recognize that the challenges faced by libraries are not just technical in nature. These challenges also reflect how librarians present themselves and their libraries, as well as perceptions and experiences of those outside the library. Our research shows that social relationships with peers and textbook vendors influence faculty volition to adopt a traditional textbook or OER. As libraries strive to improve our OER outreach efforts with faculty, we must be realistic about our roles on campuses; are we viewed as peers or as something closer to a textbook vendor? Knowing how we are perceived by faculty can help us strategically employ our outreach efforts and find ways to approach relationship-building that have a greater chance of success. In working to create collaborations and develop relationships with faculty, mitigate their OER adoption barriers and concerns, and establish relevant and proactive communication, we have to employ the often repeated library adage and "meet them where there are". If we are not currently seen as peers, we might approach our OER outreach efforts by first asking: who do our faculty view as peers, are there already peer OER champions on our campus that we can leverage, and what effective and useful outreach tactics do textbook vendors already employ that we could repurpose? In the future, research on this topic could be expanded to compare other college campuses and examine similarities and differences related to the social aspect of textbook and OER adoption. Additionally, research could focus on the effectiveness of outreach strategies that employ this social lens compared to traditional OER outreach strategies. Stepping back and refocusing our efforts on relationship-building as a means to build a bridge for faculty

between traditional textbooks and OER can create stronger, sustainable, and more supportive

OER communities on and across college campuses.

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Appendix A

Teaching Status (34 responses)	Count	Percentage
Part-Time	4	12%
Full-Time	30	88%
Tenure Status (34 responses)		
Tenured	18	53%
Tenure-Track	9	26%
Not Tenured	7	21%
Age (34 responses)		
45 or older	18	53%
44 or younger	16	47%
Years Teaching (34 responses)		

Less than 5	6	18%
10-15	11	32%
16-20	9	26%
More than 20	8	24%
Departmental Affiliation (28 responses)		
Humanities/Social Sciences	13	46%
Science	9	32%
Education	3	11%
Other	3	11%

Appendix B

Q1 Informed Consent

Q2 Teaching status
    Part-time
    Full-time

Q3 Tenure status
    N/A
    Tenured
    Tenure track, not tenured
    Not tenure track

Q4 Years teaching
    Less than 1
    1 to 3
    4 to 5
    6 to 9
    10 to 15
    16 to 20
    More than 20

Q5 Age
    18 to 35

36 to 44
45 to 54
55+

Q6 Primary department (text-box)

Q7 Have you ever used an Open Educational Resource (OER) in a class you facilitated?
    Yes
    No
    Don't Know

Q8 Where do you obtain resources for your courses?
    Academic colleagues
    Resources from the Internet
    Resources supplied through a textbook manufacturer
    Other

Q9 Does student cost factor into your textbook selection?
    Yes
    No

Q10 When selecting resources for your teaching, rank the following factors as most important to least important:
    _____ Cost to student
    _____ Easy to find or use
    _____ High quality content and activities (comprehensive, factually correct, up-to-date)
    _____ Works with my institution's Learning Management System (LMS)
    _____ Recommended by other faculty members
    _____ Adaptable/editable
    _____ Familiarity with brand/publisher
    _____ Includes supplemental instructor material, such as test banks
    _____ Mapped to learning outcomes
    _____ Any other factor:

Q11 How would you generally rate the quality (factually correct, up-to-date, well written, effective) of the textbooks and educational materials in the subject areas you teach?
    Poor
    Average
    Good
    Excellent

Unknown

Q12 Have you found OERs -- of acceptable relevance, utility, and quality -- that you can use?
   Yes
   No

Q13 In which area(s) can OERs improve?
   Relevance
   Utility
   Quality
   Other

Q14 How many hours on average does it take you to select and adopt course materials? (text-box)

Q15 How would you generally rate the ease of searching for educational resources for your courses?
   Very Difficult
   Difficult
   Easy
   Very Easy
   Don't Know

Q16 In the courses you teach, what support could make selection and adoption of educational resources easier?
   Information technology (IT)/technical assistance
   Library assistance
   Copyright assistance
   Training opportunities/professional development
   Credit or incentive (financial or other) for producing, adopting, and or using resources

Q17 Do you know how and where to search for and identify Open Educational Resources?
   Yes
   No

Q18 How are you made aware of textbooks in the subject areas you teach? (Select as many as apply)
   Vendors
   Conferences
   Peers

Flyers

Other (please list other ways you are made aware of textbooks)

Q19 Who do you talk to about textbook adoption? (Select as many as apply)

Vendors/Publishers/Sales Representatives

Peers

Students

Librarians

Curriculum Committee

Department Chair

Campus Bookstore

Other (please list others you discuss textbook adoption with)

Q20 Please rate your awareness of Open Education Resources:

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

Q21 What benefits do you, as an instructor, derive from using a textbook promoted by a vendor? (text-box)

Q22 What perks do you receive if/when you use a textbook promoted by a vendor? (text-box)

Q23 What challenges or deterrents do you encounter when selecting and adopting textbooks? Select all that apply.

Too hard or time consuming to find what I need

Not enough resources for my subject

Not high quality (not comprehensive, factually correct, up-to-date)

No comprehensive catalog of resources

Not knowing if I have permission to use or change

Lack of support from my university

Too difficult to change or edit

Too difficult to integrate into technology I use

Not used by other faculty I know

Other

Q24 Do you have any desire to incorporate Open Educational Resources in your courses?

Yes

No
Maybe

Q25 Is departmental or college approval required during your textbook selection/adoption process?
    Yes
    No

Q26 Does your department or college have preferred vendors for textbook materials?
    Yes
    No

Q27 Do you possess copyright over the teaching materials or learning objects that you have modified or created at your university?
    Yes
    No
    Don't Know

Q28 Do you know how the different Creative Commons (CC) licenses impact the ways in which you can use course materials you develop?
    Yes
    No

Q29 Do you have permission (from your curriculum committee, etc.) to use Open Educational Resources in your courses?
    Yes
    No
    Don't Know

Q38 You answered NO to this question -- whose permission do you need to use OER for use in your courses? (text-box)

Q30 Does your university offer adequate support for the electronic textbook platforms or digital learning resource(s) (e.g. YouTube) you use in your courses?
    Yes
    No

Q31 Which resources could be better supported? (text-box)

Q32 Can you embed textbooks in your university's Learning Management System (LMS) when necessary/desired?

    Yes
    No
    Don't Know

Q33 Can you get IT help for issues related to online textbook materials?

    Yes
    No
    Don't Know

Q34 Who provides the IT help?

    Vendor
    University
    Other (please specify) _____

Q35 Please rate the quality of your university's Open Educational Resources (OERs) infrastructure. Infrastructure includes the fundamental facilities, systems, and structures that facilitate OERs, such as hardware, software, support, training/professional development.

    Poor
    Fair
    Good
    Very Good
    Excellent

Q36 How could the university improve the quality of its OER infrastructure to better support faculty who want to produce, adopt, or use these types of resources? (text-box)

Q37 If the previous questions did not fully capture your textbook adoption process, please describe this process in your own words below. You can either focus on the last time you added or changed course materials or discuss your process in general. (text-box)