

Freeing the Textbook:

Educational Resources in U.S. Higher Education, 2018

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Report available at: www.onlinelearningsurvey.com/oer.html.

ACKNOWLEDGMENTS

We offer our thanks the William and Flora Hewlett Foundation for their support of the data collection, analysis, and report creation of this project. Their background and knowledge of open educational resources, and their contacts within the OER community, helped immensely in framing the project. We also thank the Global Healthy Living Foundation for their support in the administration of the Hewlett Foundation grant.

This report presents results derived from nationally representative samples of higher education faculty and department chairpersons. We wish to thank the thousands of individuals who took the time to provide us with these detailed and thoughtful responses. We know that you are very busy people, and appreciate your effort. This report would not be possible without you, and we hope that you find it useful.

In addition to providing responses to a wide range of questions, these academics also provided thousands of comments and observations on the state of teaching and learning. Each section of this report includes a selection of faculty and chairperson quotes relevant to that topic. The quotes have been kept as close to the original as possible; the only changes are correcting obvious typos and the removing any personally identifying information.

Research like this is a team effort. Thanks go to I. Elaine Allen for her editing and feedback, Nate Ralph for his extensive copy editing, and Mark Favazza, whose graphics skills are evident on the report covers.

Finally, we want to thank our readers. Several of the sections in this year's report will be familiar to those who have read our prior efforts. This is thanks to reader feedback on what you wanted us to keep consistent, to better track changes over time. You also told us what was most and least interesting about the topics we cover, which helped to refine this year's survey and report. Please continue to let us know how we can improve these reports.

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2019

EXECUTIVE SUMMARY

The 2017-2018 survey on teaching materials in U.S. higher education shows a steady growth in awareness of open educational resources (OER). Responses from over 4,000 faculty and department chairpersons paint a picture of steady improvement, with almost 50% of faculty now reporting OER awareness.

The study also shows multiple factors are in place to support rapid future increases in awareness and use of OER:

- Faculty and department chairpersons believe that the high cost of course material has a negative impact on student access.
- The 5Rs that underpin OER (Retain, Reuse, Revise, Remix and Redistribute) are a perfect match to the extensive use of 'revise' and 'remix' that faculty are already practicing.
- Faculty members express considerable resentment towards commercial publishers over price and unnecessarily frequent updates, among other issues.
- Faculty report a growing acceptance (or even preference) for digital materials.
- The 'open' aspect of OER resonates with faculty; they see it as an excellent match to academic principles.

These results could signal a turning point for OER, with potentially faster levels of growth to come. However, the study results also show that many of the factors that have prevented rapid growth still remain. Overall awareness of OER is at about 46 percent, so while most faculty have real concerns about the cost of course materials and use textbooks in a manner that is best supported by OER, slightly more than half remain unaware of the OER alternative. Institutional level initiatives to educate faculty about OER are limited, and faculty have been left to find their own solutions to the high cost of materials.

Key findings from the report include:

- Faculty awareness of OER has increased every year, with 46 percent of faculty now aware of open educational resources, up from 34 percent three years ago.
- For the first time, more faculty express a preference for digital material over print in the classroom.

- 61 percent of all faculty, 71 percent of those teaching large enrollment introductory courses, and 73 percent of department chairpersons, "Strongly Agree" or "Agree" that "the cost of course materials is a serious problem for my students."
- Department chairpersons overwhelmingly believe that making textbooks less expensive for students would be the most important improvement to course materials.
- Less than one-in-five faculty members are aware of any departmental-, institution-, or system-level initiative to deal with the cost of course materials.
- Faculty are acting independently to control costs by supporting used textbooks and rental programs, placing copies on reserve, and selecting materials based on cost.
- Overall faculty satisfaction with required textbooks is high, with over 80 percent either "Extremely Satisfied" or "Moderately Satisfied." That said, faculty express considerable resentment about price, unnecessary frequent updates, and other issues with commercial textbooks.
- Faculty often make changes to their textbooks, presenting material in a different order (70 percent), skipping sections (68 percent), replacing content with their own (45 percent), replacing with content from others (41 percent), correcting errors (21 percent), or revising textbook material (20 percent).

The study results show that there is little question that OER awareness and use will continue to grow. Growth has been slow but steady for the past four years, held back by a lack of awareness of OER and a perceived lack of offerings. However, OER could provide an answer to faculty cost concerns, while also supporting the 'revise' and 'remix' approach to textbook content that they are already using. This, combined with a growing acceptance of digital media and the impact of potential institutional initiatives around the cost of textbooks, could accelerate future expansion of OER awareness and use.

DEFINITIONS

This study is one of a series using consistent definitions of key concepts to support analysis of changes over time. The studies are designed to explore the process by which faculty members select and use the educational materials that they employ in their courses. The most common of these is the required textbook: faculty members typically select one or more books that all students are required to use throughout the duration of the course. Faculty also employ a wide range of other materials: some optional, others required for all students. This study only deals with required materials, using the following definition:

Items listed in the course syllabus as required for all students, either acquired on their own or provided to all students through a materials fee; examples include printed or digital textbooks, other course-complete printed (course pack) or digital materials, or materials such as laboratory supplies

In addition to examining the overall resource selection process, this study also explores the particular class of materials classified as open educational resources (OER). The William and Flora Hewlett Foundation defines OER as follows:

OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.¹

An important aspect of the examination of the use of educational resources is the licensing status of such materials: who owns the rights to use and distribute the material, and does the faculty member have the right to modify, reuse, or redistribute said content? The legal mechanism that faculty are most familiar with is that of copyright. The U.S. Copyright office defines copyright as:

A form of protection provided by the laws of the United States for "original works of authorship", including literary, dramatic, musical, architectural, cartographic, choreographic, pantomimic, pictorial, graphic, sculptural, and audiovisual creations. "Copyright" literally means the right to copy but has come to mean that body of exclusive rights granted by law to copyright owners for protection of their work. ... Copyright covers both published and unpublished works.²

¹ <http://www.hewlett.org/programs/education-program/open-educational-resources>.

² <http://www.copyright.gov/help/faq/definitions.html>

Of particular interest for this study is the copyright status of the primarily textual material (including textbooks) that faculty select as required materials for their courses.

Copyright owners have the right to control the reproduction of their work, including the right to receive payment for that reproduction. An author may grant or sell those rights to others, including publishers or recording companies.³

Not all material is copyrighted. Some content may be ineligible for copyright, copyrights may have expired, or authors may have dedicated their content to the public domain (e.g., using Creative Commons public domain dedication⁴).

Public domain is a designation for content that is not protected by any copyright law or other restriction and may be freely copied, shared, altered and republished by anyone. The designation means, essentially, that the content belongs to the community at large.⁵

An intermediate stage between traditional copyright, with all rights reserved, and public domain, where no rights are reserved, is provided by Creative Commons licenses. A Creative Commons license is not an alternative to copyright, but rather a modification of the traditional copyright license that grants some rights to the public.

The Creative Commons (CC) open licenses give everyone from individual authors to governments and institutions a simple, standardized way to grant copyright permissions to their creative work. CC licenses allow creators to retain copyright while allowing others to copy, distribute, and make some uses of their work per the terms of the license. CC licenses ensure authors get credit (attribution) for their work, work globally, and last as long as applicable copyright lasts. CC licenses do not affect freedoms (e.g., fair use rights) that the law grants to users of creative works otherwise protected by copyright.⁶

The most common way to openly license copyrighted education materials — making them OER — is to add a Creative Commons license to the educational resource. CC licenses are standardized, free-to-use, open copyright licenses.⁷

³ <http://legal-dictionary.thefreedictionary.com/copyright>

⁴ <https://creativecommons.org/publicdomain/zero/1.0/>

⁵ <http://whatis.techtarget.com/definition/public-domain>

⁶ Personal communication from Cable Green, PhD, Director of Open Education, Creative Commons

⁷ State of the Commons report: <https://stateof.creativecommons.org>

STUDY RESULTS:

Awareness of Open Educational Resources

I have just recently become aware that students are now frequently searching for class sections based on whether those sections use OERs. Students are now more inclined to pick sections where they know that they can use OERs and not have to pay for a book. Class sections that offer/list OERs as the required text are filling faster than other sections. This is anecdotal information, but it has influenced me to consider switching fully to OERs by next semester. (Part-time Arts and Literature Faculty)

I am aware of open access, but haven't taken the time to discover the options. (Full-time Law Faculty)

I am aware of OER but given the classes I teach are advanced graduate level courses in a narrow field, there's been little useful to me. However, some of my students will soon be working in schools and I do mention OER to them, particularly when we discuss using technology within their teaching. (Full-time Medical Faculty)

There are two OER initiatives that I am aware of both affiliated with the American Associate of Physics Teachers. One is related to importing physics instruction for life-science students and the second is devoted to introducing computational physics techniques in all aspects of physics courses (PICUP). (Full-time Natural Sciences Faculty)

I will be checking into textbook cost initiatives noted in this survey. I was not aware of any initiatives. Continually increasing costs of student textbooks is a continual complaint by students, and has always been an issue for me. There is NO justification for the ridiculously excessive costs of textbooks after multiple editions. This ongoing racket takes advantage of students to simply boost publisher profits way beyond what is fair and reasonable. Has always left a very foul taste in my mouth. (Full-time Natural Sciences Faculty)

The William and Flora Hewlett Foundation provide this definition for 'open educational resources':

OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.⁸

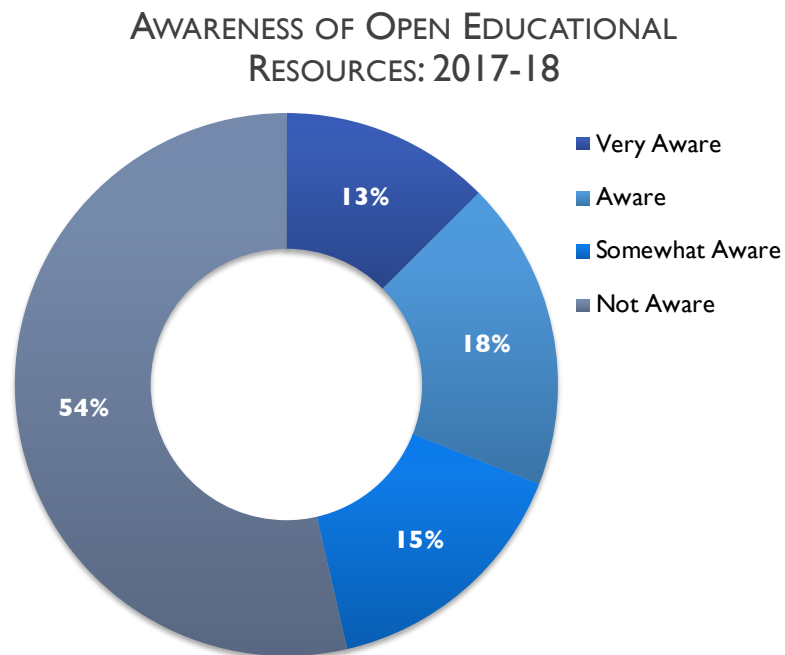
Many faculty members have heard and used all three words in the term, and often assume that they know what OER means, when they may only have a vague understanding of the details. Some confuse "open" with "free," and assume all free resources are OER. Others confuse "open resources" with "open source," and assume OER refers only to open source software. Because of these differing levels of understanding, the phrasing of questions regarding an awareness of OER is critical. Questions needs to provide enough of the dimensions of OER to avoid confusion,

⁸ <http://www.hewlett.org/programs/education-program/open-educational-resources>.

without being so detailed as to overeducate respondents, and cause them to claim to be "Aware" of OER.

This report uses a question tested in previous reports in this series. This version has proven to have the best balance in differentiating among the varying levels of awareness, without leading those with no previous knowledge of the concept.⁹ This specific wording has remained consistent, to support year-to-year comparisons.

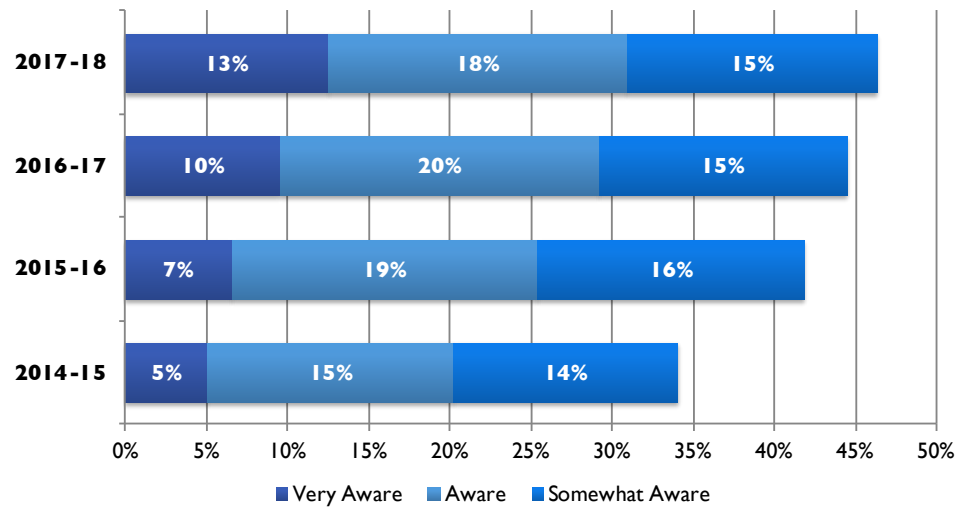
When faculty members were asked to self-report their level of awareness of open educational resources, a majority (54%) reported that they were generally unaware of OER ("I am not aware of OER" or "I have heard of OER, but don't know much about them"). Only 13% reported that they were very aware ("I am very aware of OER and know how they can be used in the classroom"), and a slightly greater number (18%) said that they were aware ("I am aware of OER and some of their use cases"). An additional 15% of faculty reported that they were only somewhat aware ("I am somewhat aware of OER but I am not sure how they can be used").



⁹ Additional details are provided in the Methodology section of this report.

While less than one half of faculty report that they are aware of OER, the 2017-18 results reinforce a trend of increasing awareness observed over the previous three surveys. The number of faculty claiming to be "Very Aware" continues to grow each year, from 5% in 2014-15 to 13% in the most recent year. Similarly, those saying that they were "Aware" grew from 15% to 18%, and those "Somewhat Aware" from 14% to 15%. The proportion that reported no awareness dropped from nearly two-thirds (66%) in 2014-15 to just over 50% (54%) for 2017-18.

AWARENESS OF OPEN EDUCATIONAL RESOURCES: 2014-15 TO 2017-18



Awareness of Licensing of Open Educational Resources

I use and create open resources, but I do not use tools like oercommons.org (though I know of them). (Full-time Computer and Information Science Faculty)

The widespread availability of quality materials available via Creative Commons licenses has made it possible for me to create high quality handouts custom tailored to my class and relegate textbooks as reference items instead of required reading. This is coming from a Media Arts perspective in which making and critique take priority over reading and testing. (Full-time Video Basics Faculty)

I am interested in learning more about Open Domain resources and digital subscriptions where students retain ownership. I am willing to test newly developed resources for Anatomy and Physiology courses and participate in additional surveys or training. (Full-time Natural Sciences Faculty)

We often create our own textbooks from public domain materials and lecture notes. Students can download a PDF and print or purchase a printed, spiral-bound copy at the local UPS store. (Part-time Arts and Literature Faculty)

Costs are way too high. I also use free textbooks (Creative Commons) in other courses. (Full-time Business Administration Faculty)

In this particular course, there are no good alternatives to print, and costs are completely at the mercy of copyright holders. In other courses public domain materials are occasionally available and useful. (Full-time Classical Culture Faculty)

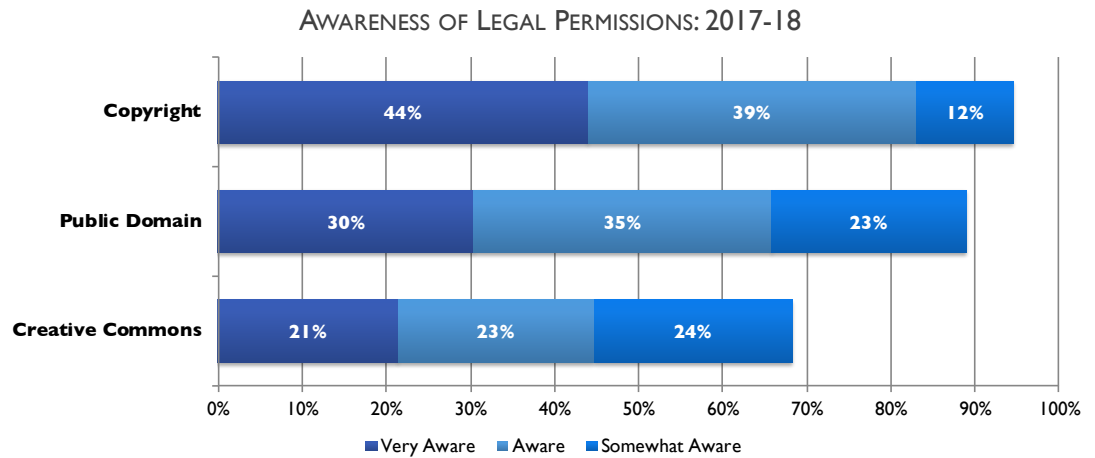
I've used OER, Creative Commons, my own materials, Internet linked materials, etc. for several courses for several years. Sometimes because appropriate textbooks did not exist, and sometimes because I could not justify spending that much of my students' money for a textbook, even a good textbook, when other resources were available. (Full-time Psychology Faculty)

The availability of electronic material that is in the public domain is so vast. I have created entire courses with all materials made available without cost to students. This will become more common over time. Publishers will have to add value with ancillaries such as study aids, homework managers, access to relevant online interactive exercises and videos, etc. (Full-time Business Administration Faculty)

Faculty awareness of the term "open educational resources" does not ensure that they fully understand the ideas of open licensing, and the ability to reuse and remix content, which are central to the concept of OER.¹⁰ Probing faculty to determine their level of understanding of these concepts is critical in determining their true awareness of OER on a conceptual basis.

¹⁰ David Wiley, The Access Compromise and the 5th R, Iterating Toward Openness, <http://opencontent.org/blog/archives/3221>

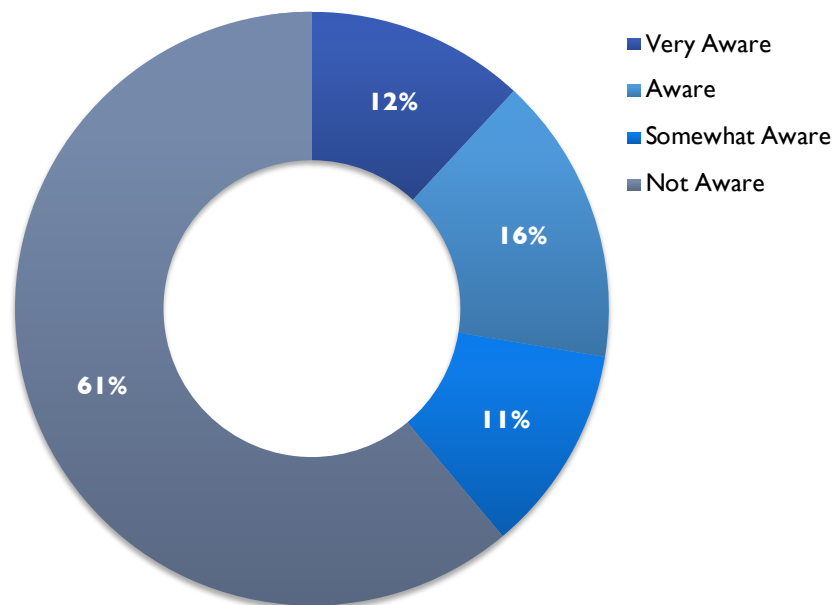
Most faculty report a high degree of awareness of copyright status of their classroom content (83% responding "Very Aware" or "Aware"), with 95% expressing some degree of awareness. Awareness of public domain for classroom content is also very high, with 89% of respondents reporting some degree of awareness. The level of awareness of Creative Commons licensing, on the other hand, is lower. Less than one-half of faculty say that they are either "Very Aware" (21%) or "Aware" (23%), and only 68% report any level of awareness.



The levels of awareness for all three legal permissions have leveled off after several years of small but steady increases. The 83% reporting that they were "Very Aware" or "Aware" of copyright is similar to the 84% rate last year. Awareness of public domain decreased slightly, with "Very Aware" or "Aware" totals changing from 69% last year compared to 66% this year. As of last year, Creative Commons awareness levels had been increasing consistently over time. The number of faculty reporting that they were "Very Aware" or "Aware" was at 47% last year, up from 38% the previous year and 36% the year before that. This year's number, 45%, represents a minor decrease.

The level of Creative Commons awareness is particularly important in the context of this study. We know that faculty often have a fuzzy understanding and awareness of open educational resources. In order to get a more precise estimate of their true level of understanding of OER and the concepts underpinning it, we can examine their responses for both awareness of OER and of its legal permissions, specifically Creative Commons. Examining the difference between faculty who report that they are aware of OER and faculty who report that they are aware of *both* OER and Creative Commons licensing provides a good indication of the depth of understanding of OER among faculty members. If faculty who report that they are unaware of Creative Commons licensing are removed from any of the "Aware" categories of the measure of OER awareness, we create a much stricter index of OER awareness, one that includes only those who are aware of both the term and the licensing that goes along with it.

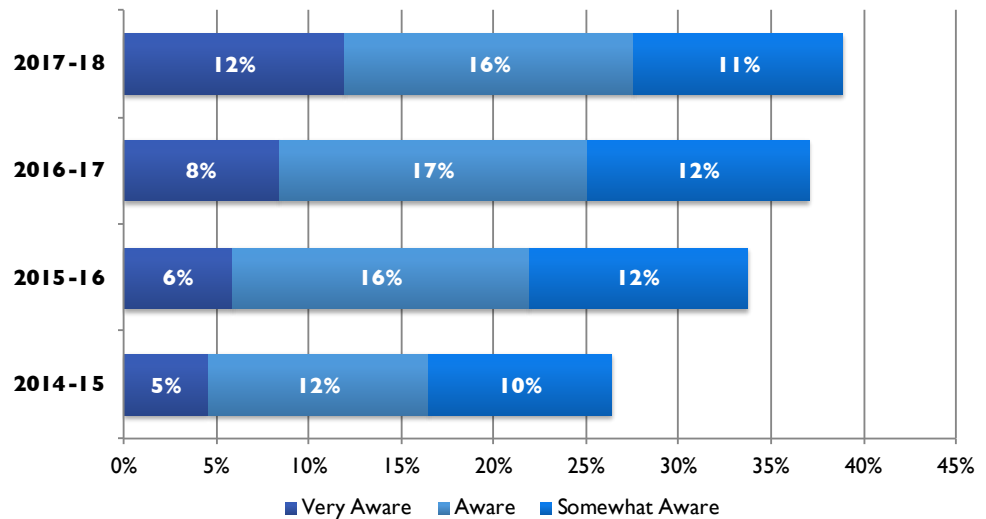
AWARENESS OF OPEN EDUCATIONAL RESOURCES AND CREATIVE COMMONS: 2017-18



The level of OER awareness drops when we apply this stricter definition, but only somewhat. Those classified as "Very Aware" dips from 13% to 12%, "Aware" from 18% to 16%, and "Somewhat Aware" from 15% to 11%. The overall proportion classified into any of the "Aware" categories changes from 46% when awareness of Creative Commons is not required, to 39% when it is.

The level of combined awareness of OER and Creative Commons continues to grow each year. Faculty reporting that they were "Very Aware" more than doubled, from 5% in 2014-15 to 12% for 2017-18. Likewise, those reporting that they were "Aware" grew from 12% to 16% over the same period. The total percentage of faculty claiming some degree of awareness using this stricter definition stood at 26% in 2014-15, rose to 34% in 2015-16, 37% in 2016-17, and now stands at 39% for 2017-18.

AWARENESS OF OPEN EDUCATIONAL RESOURCES AND CREATIVE COMMONS: 2014-15 TO 2017-18



The picture of OER awareness among teaching faculty remains mixed. A clear positive is the steady year-over-year growth, with increasing numbers of faculty reporting higher levels of awareness every year. The negative is that most faculty remain unaware of OER and we have just recently passed the point where a quarter of the teaching faculty claim to be either "Very Aware" or "Aware."

Selecting Educational Resources

I detest traditional textbooks. I really believe students should be pushed intellectually and most textbooks are just far too over-produced and try to do too much. From what I can see students fail to even crack them open because they are dull or too simplistic. Or, when they do open them it is only in courses where they are memorizing content and not really engaging in deep thought. I really would prefer my students go on an intellectual journey through their assigned readings. Plus, as a FT faculty member in a public state university, I feel it is my duty to engage the students in the life of the mind because they are so much more likely to encounter adjunct faculty relying on textbooks and mass-produced publisher lesson plans. What a waste of an opportunity for true intellectual development, critical thinking, etc., to be spoon fed content intended for a mass audience! I find that to be a major affront to the institution of higher education and I equate that to the massive grade inflation project underway as well. My students and my country cannot afford the anti-intellectual project underway by big publishing corporations and the dismantling of public higher education through state disinvestment. You can quote me, but I'm pretty certain you do not want to. (Full-time Social Sciences Faculty)

If it is a textbook where I can make an argument that it will be a useful future reference book, they are more likely to both purchase and read. (Full-time Social Sciences Faculty)

I use a custom text that only includes the chapters that I teach. Students also purchase online access to drill and practice activities that are automatically graded, and student feedback on these activities is very positive. (Full-time Medicine Faculty)

I need to be able to convey that an older text is just fine for some of my courses. The problem is that some might not get one if I don't put it on the required list for my course through the bookstore. (Full-time Natural Sciences Faculty)

Creating customized books using publishers like Flat Knowledge supports the cost maintenance, and only having what you need. (Full-time Computer Science Faculty)

I have never heard a faculty member say that they couldn't find a suitable textbook, but I have occasionally heard them comment on limitations of even the best textbook they could find. (Education Department Chairperson)

Content provided by the instructor through blackboard is often sufficient in the course, students rarely make use of other materials unless required for a specific assignment. (Full-time Engineering Faculty)

I count on the library to make the textbooks available to students that cannot afford them. By using the same books over time, I encourage a used textbook market. By selecting books that are cheaper to start with, I try to reduce student costs. (Full-time Linguistics / Language Faculty)

The ye olde textbook is really not that useful when it is so easy for me to author my own handouts and assign articles and videos, especially since we have access to Kanopy with an amazing selection of videos. (Full-time Video Basics Faculty)

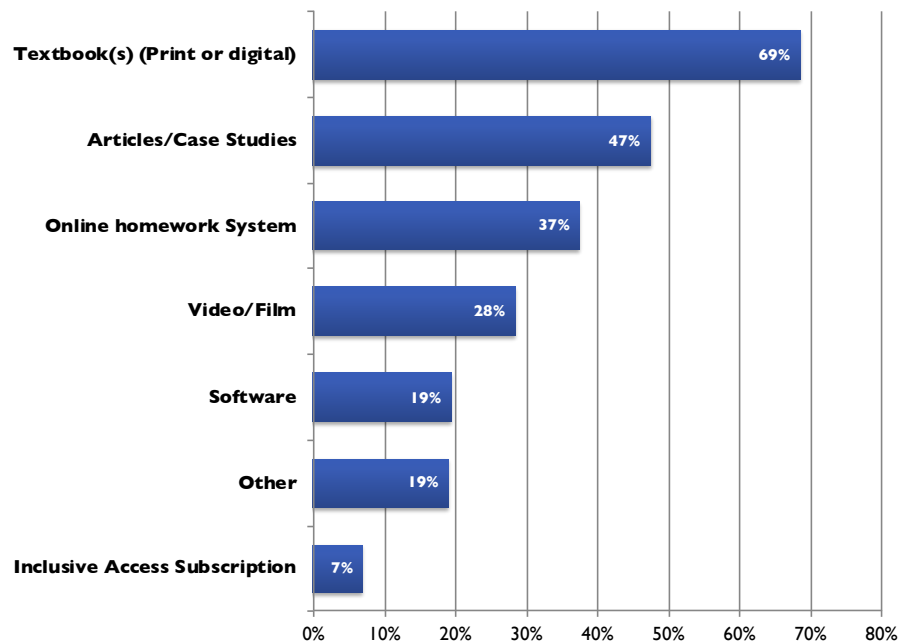
I rely on photocopied handouts and on materials distributed to students by e-mail. No cost to students. (Part-time Arts and Literature Faculty)

Mostly I add materials that amplify and expand on topics in the text. Also, I look for materials that demonstrate application of information in practice and require further analysis and promote deeper thinking about topics. (Full-time Management Of Health Information Systems Faculty)

The primary focus of this report is to examine how faculty members select and use the various course materials that they employ when teaching. Faculty may recommend or require multiple materials for the students; this study focuses on those "listed in the course syllabus as required for all students, either acquired on their own or provided to all students through a materials fee."

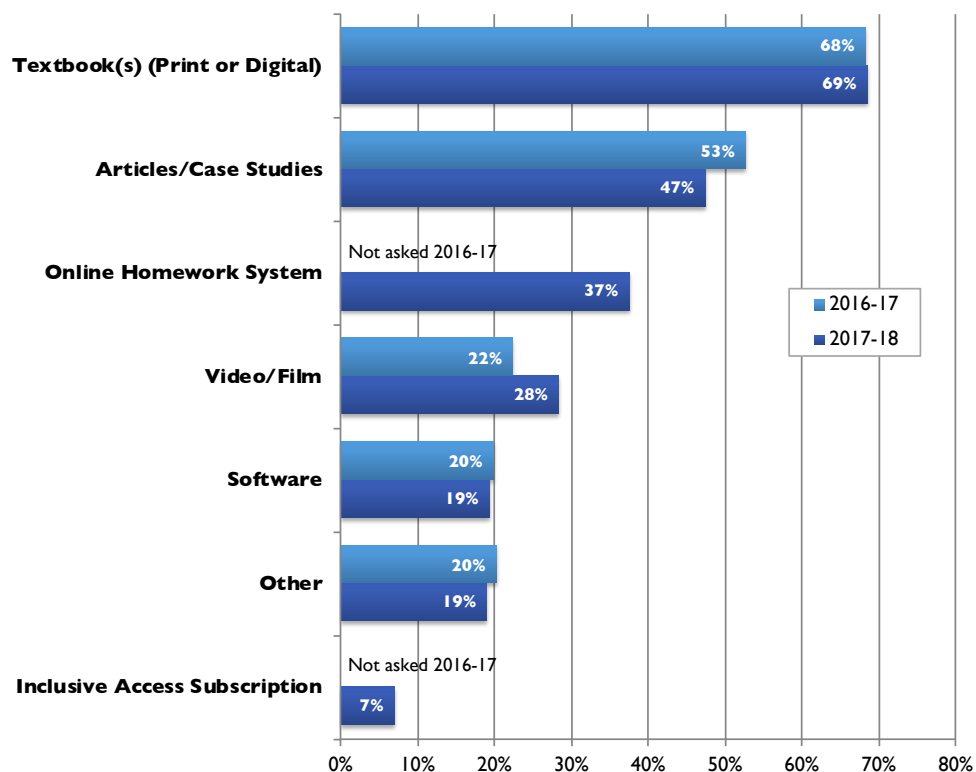
The most common of these required materials is one or more textbooks, with 69% of all faculty reporting that they have a required textbook. Other print materials (e.g., articles and case studies) are required by slightly less than half (47%) of faculty. The next most common faculty requirement is access to an online homework system (37%), followed by video and film (28%), and software (19%). About one in five faculty also require one or more of other types of materials (e.g., supplies, calculator, data sets, classroom clicker, etc.). A smaller proportion require students have an inclusive access subscription (described in more detail later in this report).

PROPORTION OF FACULTY REQUIRING PARTICULAR MATERIALS FOR THEIR COURSE



Most course material requirements remained relatively stable in 2017-18, as compared to 2016-17. Changes are present in the requirements for "articles and case studies" (down from 53% to 47%), and in "videos and film" (increasing from 22% to 28%).

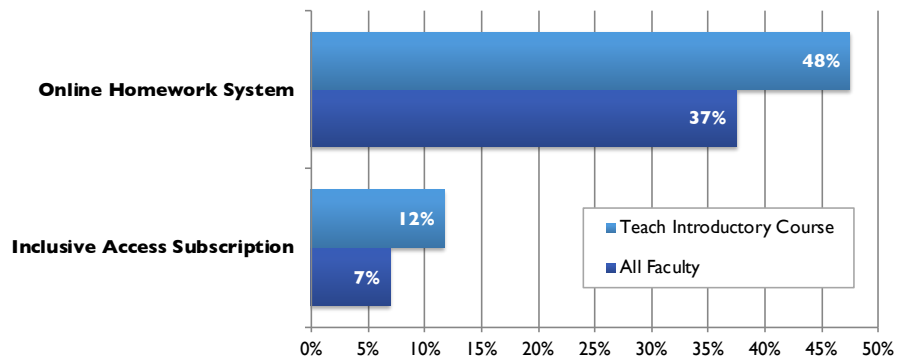
PROPORTION OF FACULTY REQUIRING PARTICULAR MATERIALS FOR THEIR COURSE: 2016-17 AND 2017-18



Some faculty also include course materials which they recommend, but do not require students to purchase. Videos and films, recommended by 20% of faculty, are the most common recommended items. These are followed by articles and case studies (16%), other textbooks (15%), and software (11%). Only single digit percentages of faculty recommend any other type of materials, like supplies, data sets, and clickers.

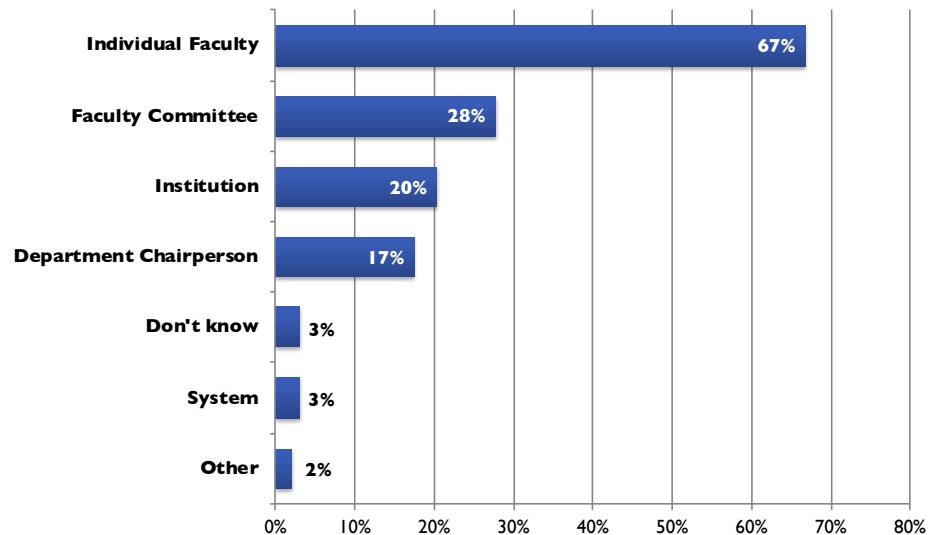
Two items new for 2017-18, and not asked about in previous studies, are inclusive access subscriptions and online homework systems. Online homework systems are the more popular of the two by far, with 37% of all faculty making this a course requirement. This rises to nearly one-half (48%) among faculty teaching large enrollment introductory-level undergraduate courses. Inclusive access subscriptions, often used as an alternative to a textbook, are "all in one" systems where students have online access to all of the course materials. These might be bundled into tuition, or a separate purchase made by the student for the course. Inclusive access is also more popular for introductory level courses, with 12% of faculty teaching at this level making it a requirement (as opposed to 7% among all faculty).

PROPORTION OF FACULTY REQUIRING ONLINE HOMEWORK SYSTEMS OR INCLUSIVE ACCESS SUBSCRIPTIONS



Departmental chairs were asked who had responsibility for deciding on online homework systems for their department, with the clear result that is left up to the faculty, either as individuals (67%) or as part of a committee (28%). In some cases, a department (17%) or the institution (20%) makes the decision.

WHO DECIDES ON ONLINE HOMEWORK / COURSEWARE SYSTEMS



Cost to the Student

The high cost of textbooks is an ongoing problem for students. Most faculty now choose textbooks with cost as a primary factor. There are other options to explore, but I am unsure that a digital only solution is the right one. Students have indicated that they prefer print textbooks and the digital divide is still a factor when serving an economically diverse population. (Full-time Interpersonal Communication Faculty)

All the textbook/digital/print options by various publishing companies are similar in price, out of reach for about one third to one half of our students. This makes it hard to teach an effective class. (Full-time Linguistics / Language Faculty)

When I worked in industry, the "educated" voices I heard often decried the cost of course materials. However, having worked in education for a few years and interacting with curriculum, if students think of course materials as an investment (rather than simply an expense), I believe course materials are often well worth the sales price. (Full-time Engineering Faculty)

I believe that students say they can't afford their textbooks when in fact, they can. There is a new attitude among my students that textbooks aren't essential to their understanding of the course content. My students feel if I am not reading the textbook to them directly (via a lecture) what is the point of buying it. (Full-time Social Sciences Faculty)

In general, the price of textbooks is a major challenge to students at my institution. (Full-time Communication Skills Faculty)

The college textbook industry is a racket. After several editions of a textbook, typically with very few significant revisions, costs should start going DOWN, or at least NOT continue to increase. The publisher has long recovered the cost of initial template set up and printing costs. The often very minor revisions in subsequent editions do NOT justify continuous increases in textbook price - especially several editions down the road. (Full-time Natural Sciences Faculty)

Every one of my students (I have done a survey to confirm this) has and pays for a cell phone. The average cost of a cell phone per major semester is about \$700.00. In my opinion, textbooks are affordable by comparison. Plus, textbooks are a necessity in order to do well in class, whereas cell phones are a discretionary expense. (Full-time Arts and Literature Faculty)

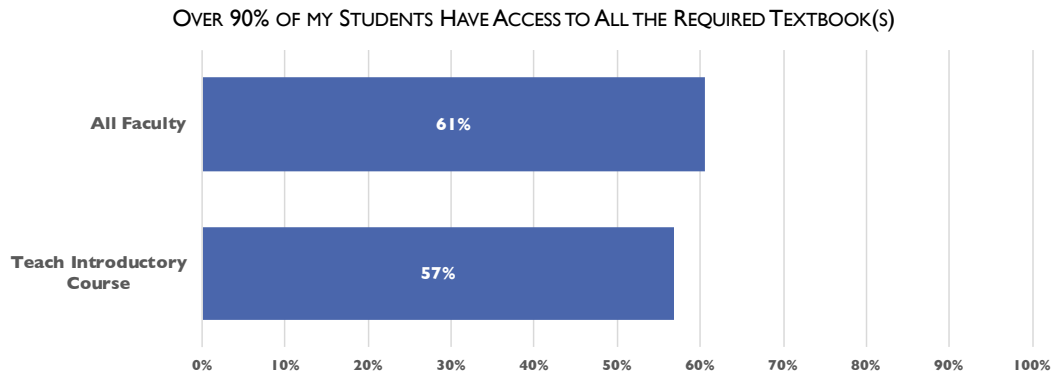
My students are at a community college in many cases because of cost so the price of textbooks is a burden. I encourage them to buy or rent them and I show them the website where they can get a digital version. (Part-time History / Government Faculty)

I believe the costs of textbooks are ridiculous. I also see the new "solution" of a subscription to digital materials as needlessly exploitive of students. The only thing worse than an expensive textbook is an expensive textbook that disappears every semester. (Part-time Arts and Literature Faculty)

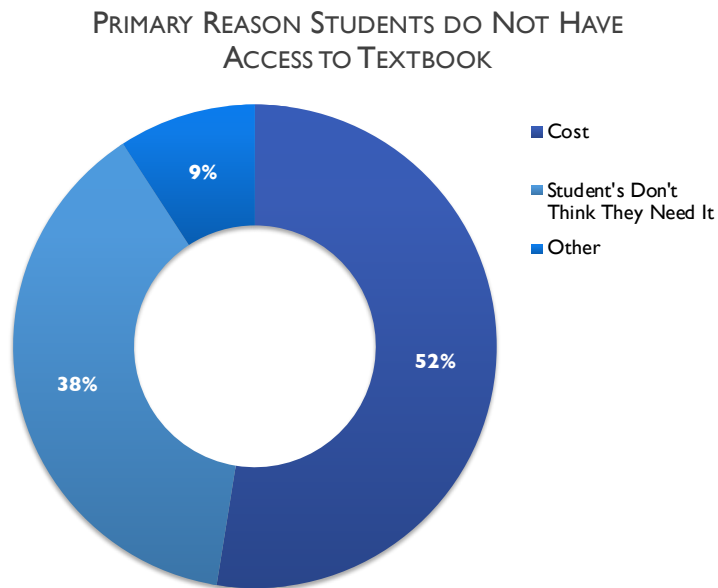
The cost of textbook is outrageous. (Part-time General Chemistry I Faculty)

Textbooks are crucial parts of education, but the cost of the print textbook is prohibitive for some of my students. The school where I teach incorporates textbook rentals, so that students are not forced to purchase textbooks each semester. I am not advocating for the removal of textbooks from classrooms, but for alternative formats to print that are more cost-effective. (Full-time Natural Sciences Faculty)

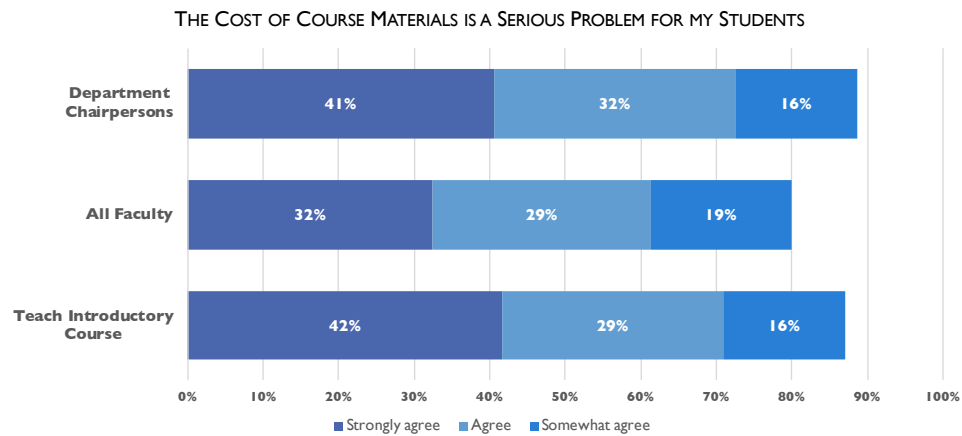
Last year's report found that nearly 90% of all faculty said that the cost to the student of their teaching materials was either "Important" or "Very important" in their selection process. This finding held up across faculty at all levels, all ages, and all types of institutions. Faculty also reported that the average cost for their students was near one hundred dollars, and that they were not very satisfied with the cost of textbooks. This year's study builds on these results to examine cost issues in more depth.



Faculty were asked to estimate the proportion of their students that "have access to all the required textbook(s)." The question was general, and did not specify first day access, so access whenever required would be included. Only 60% of all teaching faculty believed that over 90% of their students met this criterion, a rate that was somewhat lower (57%) among faculty teaching large enrollment introductory-level courses. Faculty believe that cost is the primary reason that not all of their students have access to the required course materials. Additionally, a sizable portion (38%) believe that is because students don't think that they need the materials, though this ranks below those who consider cost to be the primary factor (52%).

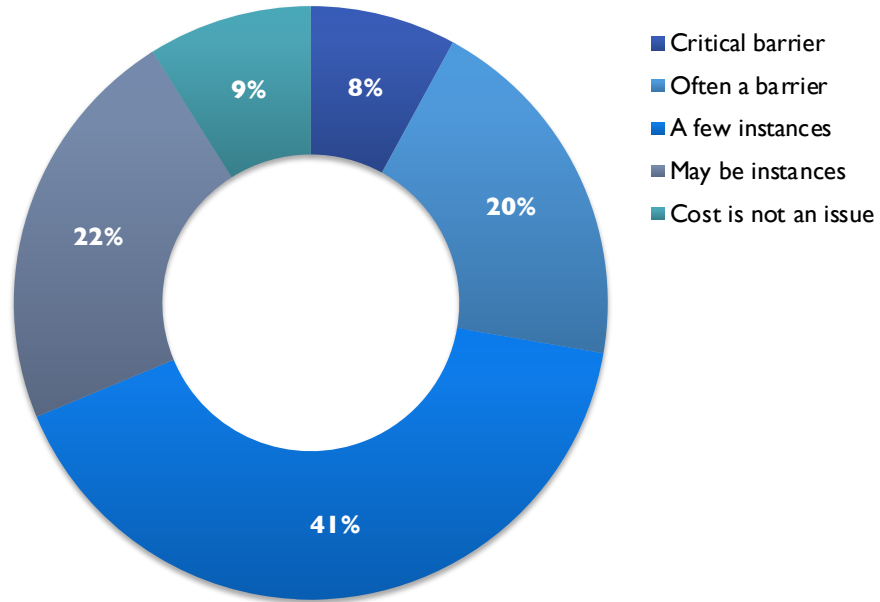


Cost is consistently reported as a major hurdle for student materials access across faculty types. A majority of all faculty members "Agree" or "Strongly Agree" with the statement that "the cost of course materials is a serious problem for my students." Nearly one-third of all teaching faculty "Strongly Agree" with this statement, with those teaching introductory level courses (42%) and department chair persons (41%) having even stronger levels of agreement. Over 80% of all groups express some level of agreement that cost of course materials is a serious problem.



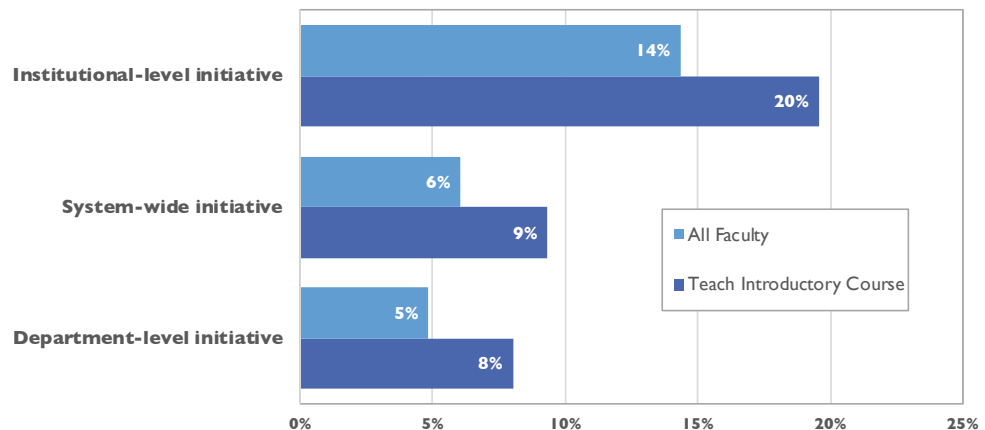
Almost all department chair persons (89%) agree that cost of course materials is a serious problem. To better understand the seriousness of this issue, chairpersons were asked a follow-up question regarding the severity of the issue within their department. Over a quarter of chairpersons described cost as "a critical barrier preventing students from having the required materials" (8%), or stated "cost is often a barrier preventing students from having the required materials" (20%). The largest number of respondents believe "we have a few instances where cost has been a barrier preventing students from having the required materials" (41%). Only 9% of department chairpersons believed that the cost of course materials was not an issue for their department.

COST OF REQUIRED MATERIALS IS AN ISSUE FOR DEPARTMENT

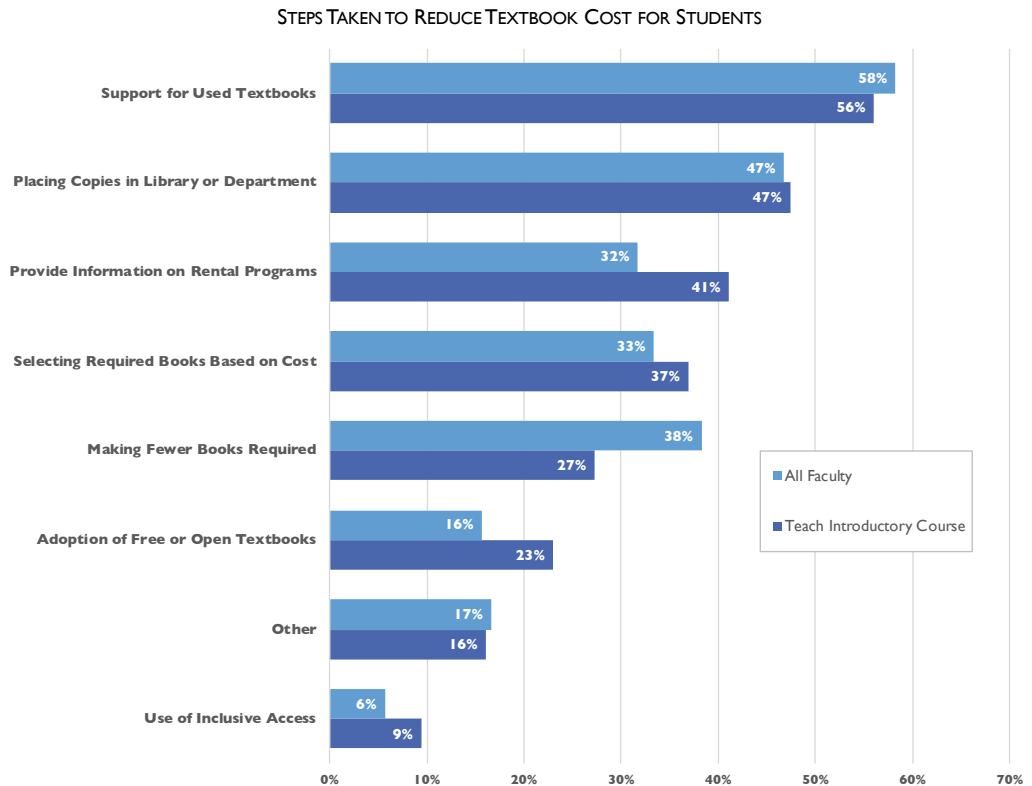


Are institutions taking steps to address the high degree of concern regarding material costs for students among both faculty and department chairpersons? Teaching faculty were asked if they were aware of any initiatives at the department, institution, or system level dealing with the cost of course materials. Only a minority of faculty were aware of any such initiatives. Faculty teaching introductory-level courses were more likely to be aware of an initiative, perhaps because these larger enrollment courses might be the primary target for initial cost savings approaches. Any such initiatives are slightly more likely to be at the institutional level, rather than the department or system level.

STUDENT TEXTBOOK COST INITIATIVES



Faculty were much more likely to report that they had taken specific steps within their own course to address the issue of materials cost than to report an institutionally-sponsored effort. More than half of all teaching faculty report that they support students taking advantage of used textbooks as a cost control issue, even if this means using an older edition. Almost half say that there are copies placed in the library or department office for student use. Only 16% of faculty report that they have adopted free or open textbooks, with a somewhat higher percentage (23%) of those teaching introductory level courses saying that they had taken this route.



Both faculty and department chairpersons believe that the cost of required teaching material can be a serious issue for their students. However, it appears that institutions are leaving this up to their faculty to deal with, with only a small fraction of faculty aware of any institutional-level cost initiative. Faculty are acting independently, employing a variety of actions designed to help control costs for the student. The selection of course materials is not just driven by cost — multiple other factors remain important (scope, timeliness, level of presentation, etc.). Cost appears to be increasing in importance in this selection, perhaps due to a growing faculty awareness of the issue.

Digital versus Print

I feel frustrated about the big push for e-books, which I view as short-sighted. For introductory courses, I find them much worse than print. (Full-time Social Sciences Faculty)

I believe an all-digital platform is a win-win for students and publisher, but I think the costs are still too high. (Full-time History / Government Faculty)

I survey all my undergraduate students every semester on their preference for digital or printed textbooks. 90% or more consistently prefer printed textbooks. (Full-time Education Faculty)"

I teach English as a Second Language. Books and paper are essential even though we use digital formats. They have to be able to interact with the text physically. (Part-time English Faculty)

I have found that students like to have the print copy of textbooks, but having free access to the online version has caused some students to just print the pages of the homework and not all of the textbook to save costs. (Full-time Mathematics Faculty)

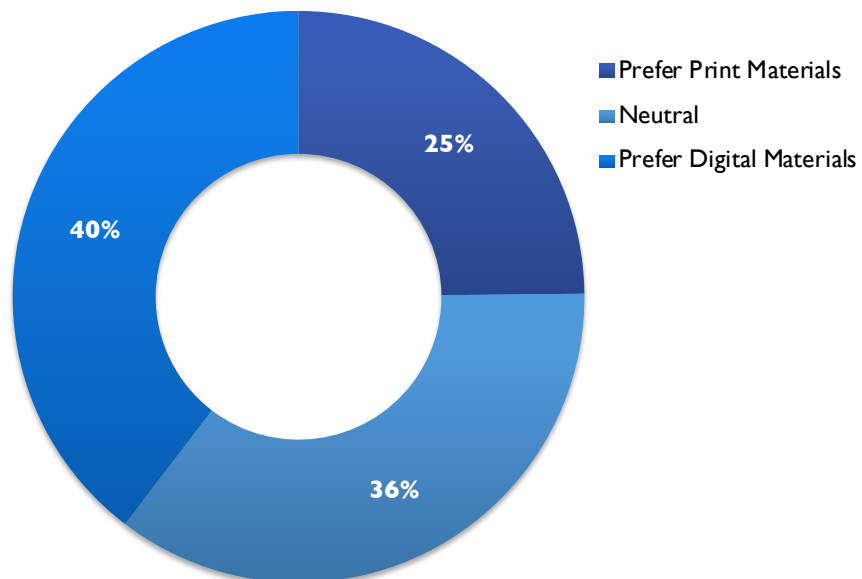
Digital is directly related to the dumbing down of college classes. Students need to read carefully, take notes and do their work. You will not change the several thousand years of learning how to learn with digital books. Digital is hurting humanity and the future. Wake Up! (Full-time Economics Faculty)

I think it's still very important that students have printed versions of texts required in my literature courses, since "close reading" is the central skill we practice at each meeting. Studies have been done that show students reading poorly online; this is true for me as well. (Full-time Arts and Literature Faculty)

Students buy the electronic copy but then borrow printed copies because it is easier to read. (Full-time Faculty)

Faculty opinions on the relative merits of print versus digital course materials is changing, with the proportion of faculty preferring digital materials increasing over the past year.

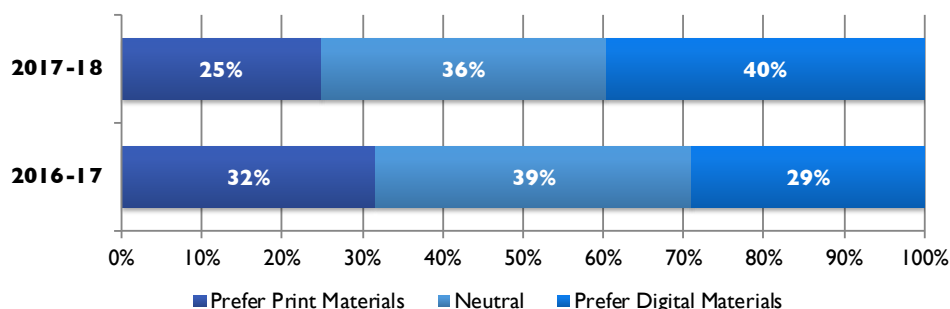
FACULTY PREFERENCE FOR PRINT OR DIGITAL MATERIALS



The results for 2017-18 show 25% of faculty reporting that they prefer print materials, 40% expressing a preference for digital, and the remaining group (36%) being neutral.

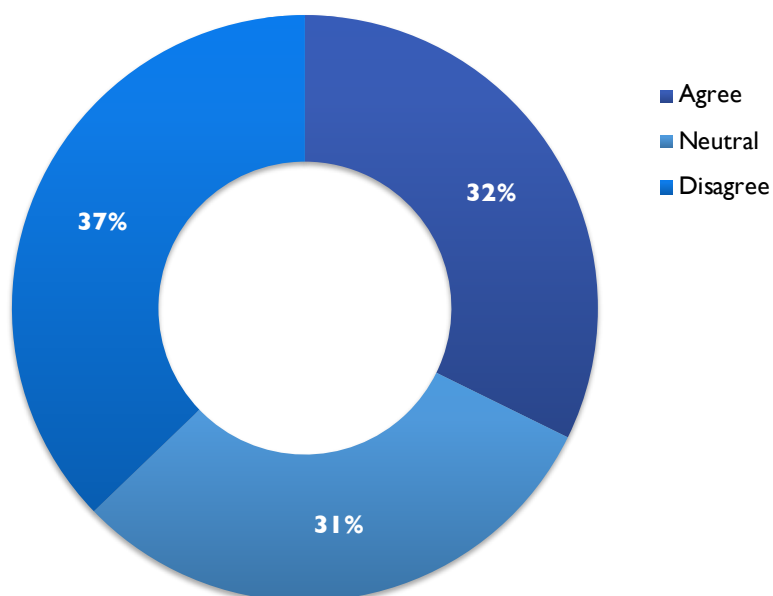
In 2017-18, 40% of faculty preferred digital materials — that's up from 29% the previous year. Similarly, the fraction preferring print has dropped from 32% to 25% over that same year. This marks the first time that there are more faculty with a stated preference for digital materials than for print.

FACULTY PREFERENCE FOR PRINT OR DIGITAL MATERIALS:
2016-17 AND 2017-18

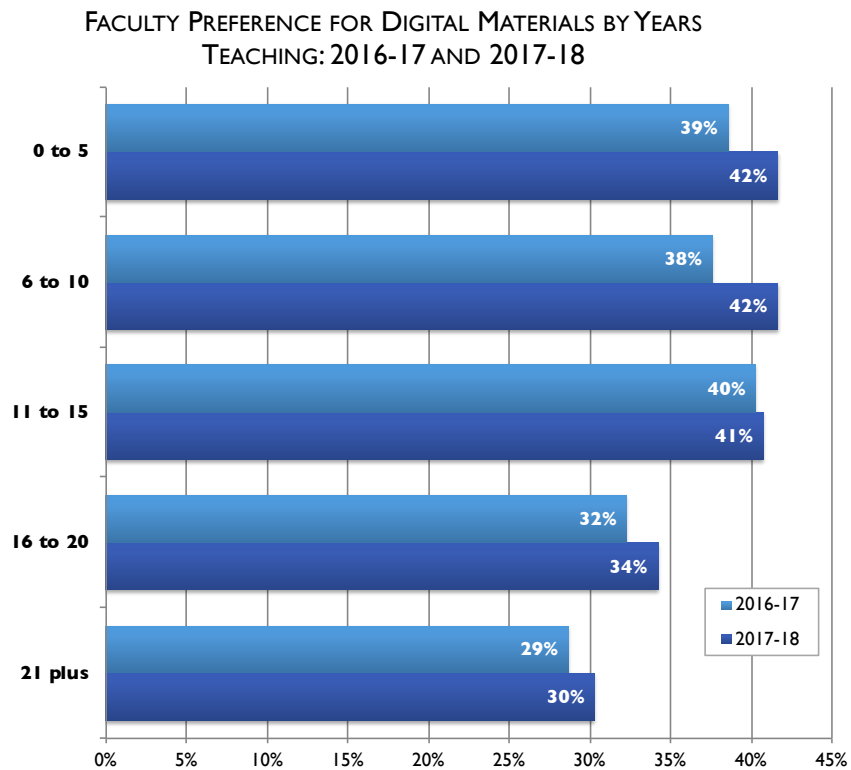


Faculty members have commented over the years that, while they might prefer to use digital materials, they felt constrained in that their students still preferred print. To see if this was still the case, all teaching faculty were asked about their perceptions of their students' digital/print preferences. Faculty believe that their students have a stronger preference for print than they do (32% for their students, versus only 25% of faculty). That said, overall more faculty report that their students prefer digital to print material.

MY STUDENTS PREFER PRINT MATERIALS OVER
DIGITAL



As was evident in last year's results, faculty who have been teaching the longest have the strongest preference for print over digital. While this pattern still holds true, faculty at every stage show an increased preference for digital materials in 2017-18.



Preference of digital materials over print remains a generational issue, as older faculty are still more likely to prefer print over digital while newer faculty lean in the other direction. However, the growing acceptance of digital materials among teaching faculty is being driven not by younger faculty replacing older ones, but by an increased acceptance of digital materials across all groups of faculty.

Textbook Use

Textbooks should be built and ordered by units by the instructor to cut blotting of useless chapters, thus cutting the cost of printing, (Part-time Linguistics / Language Faculty)

Please allow instructors to order textbooks by unit and organize them logically. It will reduce costs and make the books more useful. (Part-time Linguistics / Language Faculty)

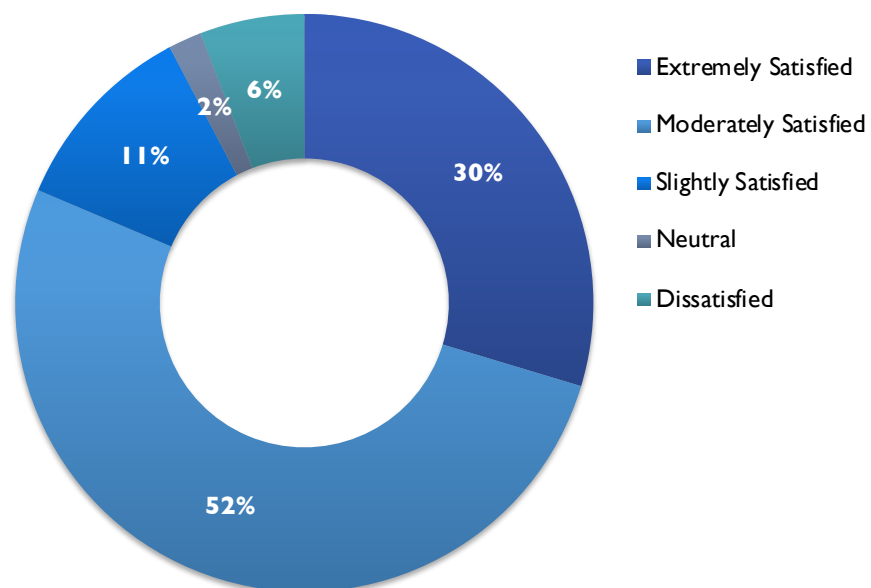
The textbook I use has the advantage of focusing more or less on the same topics that I cover in my lecture, and being arranged in chronological, rather than thematic order, which suits my approach to the subject. (Full-time History Faculty)

I can pick and choose sections, but I wish I could do so at a finer granularity. Also, I wish I could add or edit the activities in the online textbook. Also, I wish there were more activities where students had to get the answer right in order to receive credit. (Full-time Computer and Information Science Faculty)

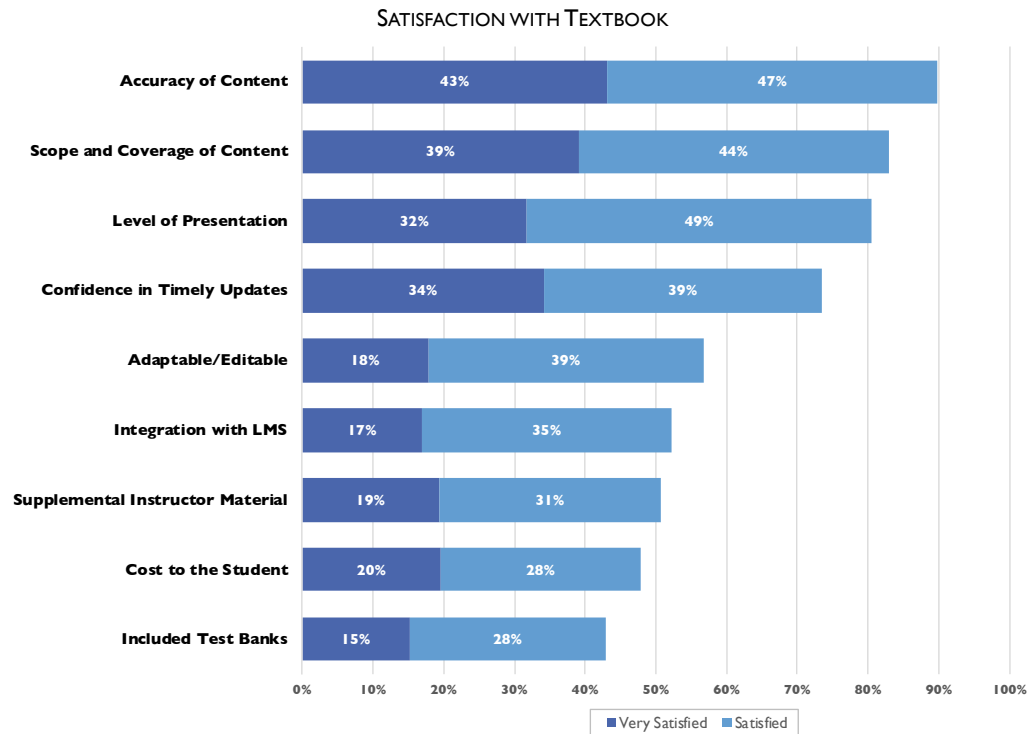
The order of units and grammar mistakes in a grammar book, ugh. (Part-time Linguistics / Language Faculty)

Faculty are, in general, very satisfied with their choice of textbook. Over three-quarters of all faculty report that they are either extremely satisfied (30%) or moderately satisfied (52%) with their choice of textbook. Given the high level of concern with the cost of required course materials, it may be surprising how satisfied teaching faculty are with the required textbook(s) that they are using.

SATISFACTION WITH REQUIRED TEXTBOOK

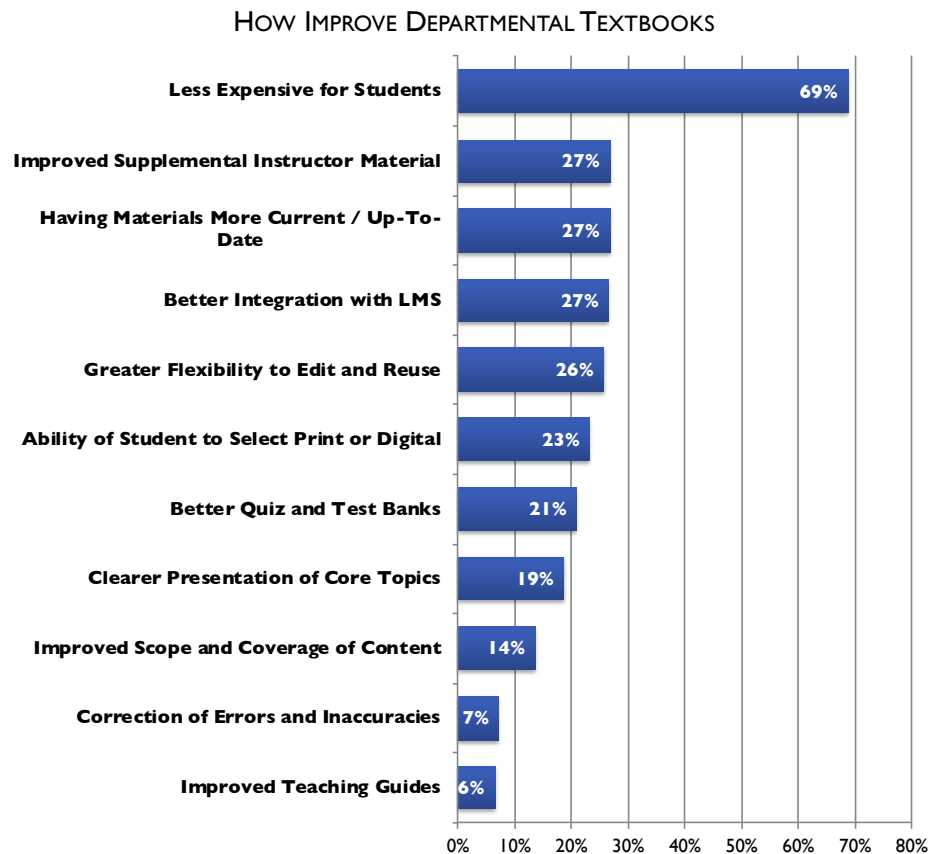


When faculty were probed about their level of satisfaction with different aspects of their selected textbook, items related to the accuracy, scope, and level of presentation came out on top. Over 80% of all faculty said that they were either "Satisfied" or "Very Satisfied" with the accuracy of content, the scope and coverage of content, and the level of presentation of their textbook. A slightly smaller group (albeit still over 70%) expressed satisfaction with their confidence in timely updates.

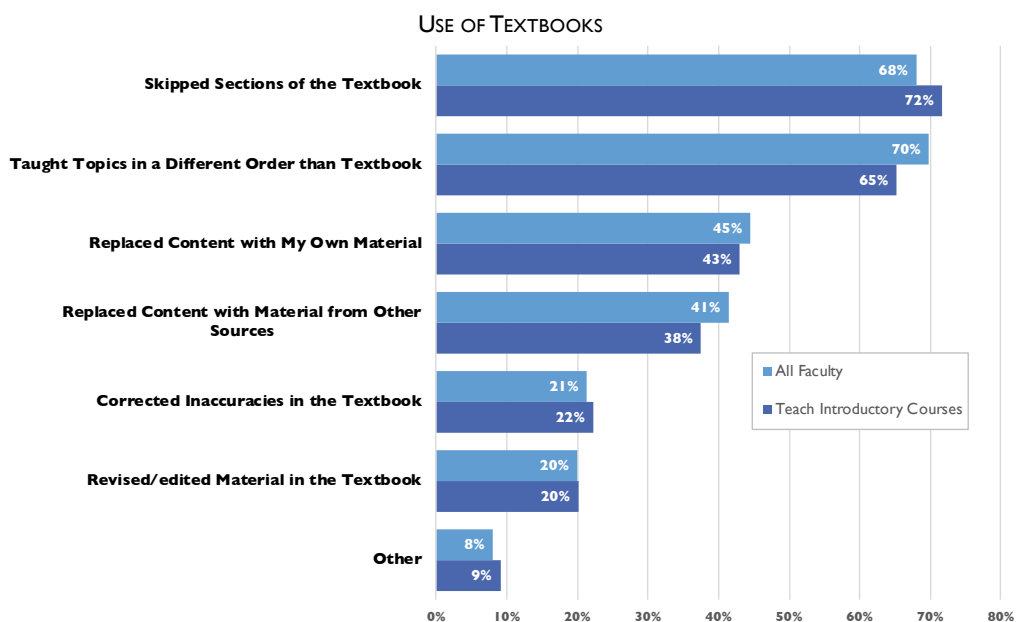


The lowest levels of satisfaction were reported for the included test banks (only 15% reporting that they were Very Satisfied) and cost to the student (20% reporting Very Satisfied). There appears to be far more satisfaction with the core content in the textbook (accuracy, scope and coverage, and level of presentation) than for non-core items, such as instructor material and text banks. Given the concerns with cost reported above, it is not surprising to see cost as one of the aspects of the textbook with the lowest level of satisfaction.

Department chairpersons were asked a similar question, but framed to encompass their entire department. They were asked to indicate what publishers could do to best improve the textbooks available for use by their department. The results are clear: no matter what the level of satisfaction is with all of the various aspects of the textbooks in use at the department, the overwhelming desire is for publishers to improve the cost to students. The 69% of departmental chairs who selected "less expensive" is a rate more than double any other aspect of the textbook. Most other improvements were selected by approximately one-quarter of the respondents, with the exceptions of teaching guides, correcting errors, and improved coverage, where the proportion selecting was even lower.



Do faculty members "teach from the book," using the textbook to define the scope, order, and presentation of the material in their course, or do they use the textbook as a launching point and present the material in a different way, with the textbook used to support their approach? When it comes to the inclusion and order of material in the course, the vast majority of faculty say that they do not follow the textbook. Faculty often skip material in the textbook (68% of all faculty, and 72% of those teaching introductory level courses), and teach it in a different order than the textbook (70% of all faculty, and 65% of those teaching introductory level courses). A sizable fraction of faculty report that they replace material in the text with other material — either their own, or from other sources.



Given that the aspect of their textbook that faculty reported the highest level of satisfaction was the accuracy of the content (with over 90% reporting some level of satisfaction), it is surprising to see that over one in five faculty members report that they have had to correct some inaccuracies in their textbook. A similar proportion report that they have revised or edited textbook materials for their class.

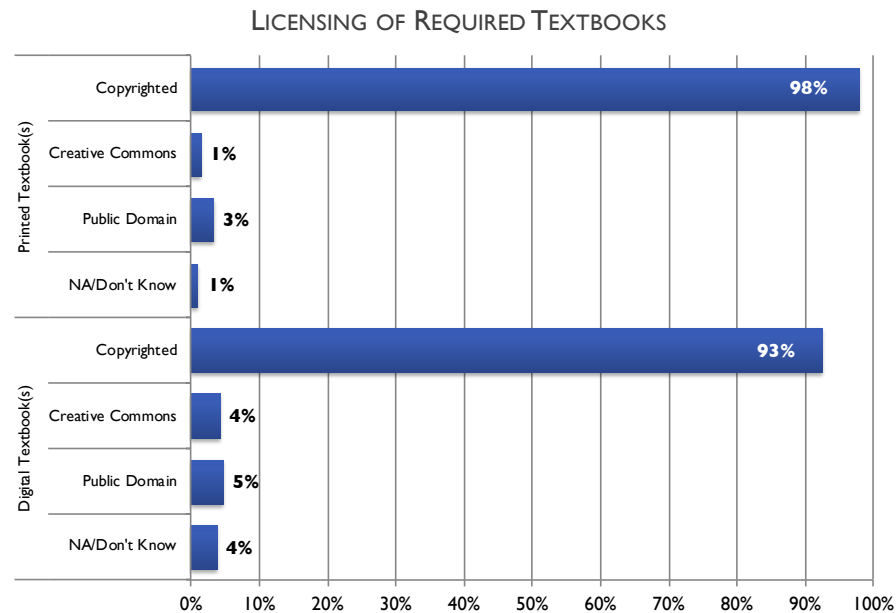
Advocates for OER have often cited the 5Rs as a major benefit of adopting open resources.¹¹ The open licensing of OER means that faculty are free to Retain, Reuse, Revise, Remix, and Redistribute their course materials. Faculty are clearly already making extensive use of Revise and Remix, even with the current copyrighted textbooks. The OER 5R approach appears to be a good match to how faculty are already using their textbooks.

¹¹ "The 5 Rs of designing an OER course", eCampusNews November 2014, <https://www.ecampusnews.com/2014/11/19/oer-course-design-475/>

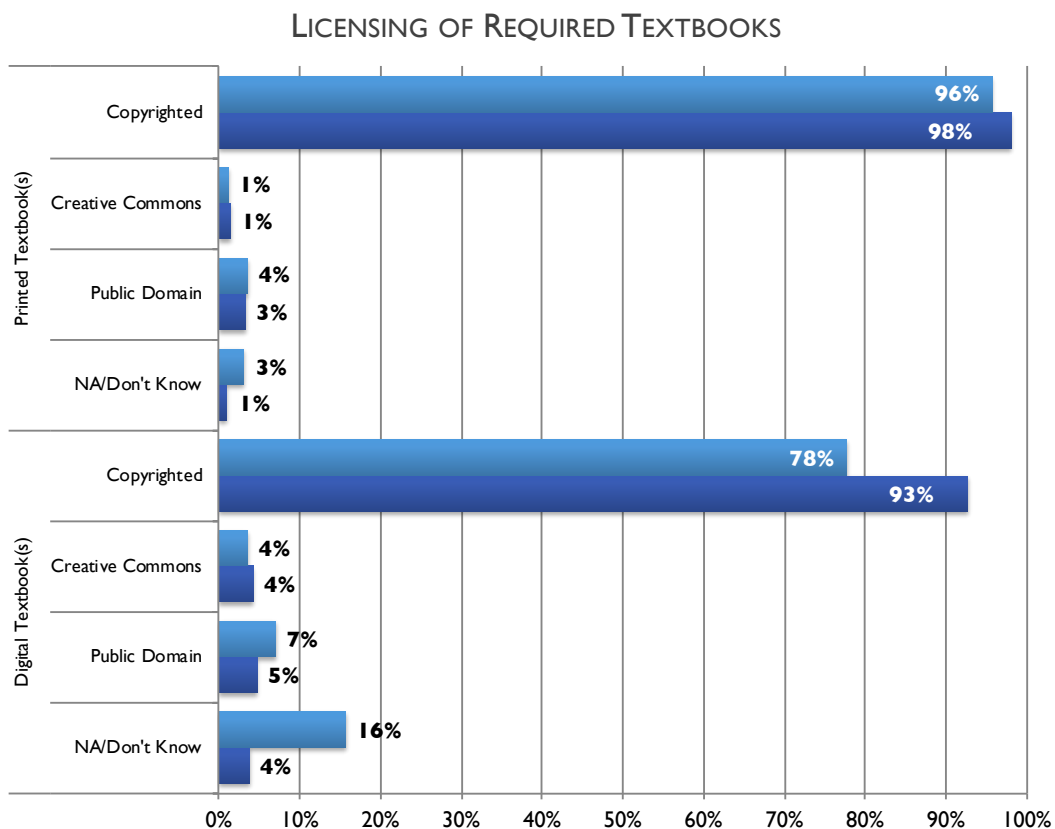
Textbook Licensing

Early surveys in this series found low levels of faculty awareness of the licensing of the course materials that they were adopting and using. Over time, faculty awareness of the different types of licensing has grown, with a reported awareness of copyright now nearly universal. Lower levels of awareness of Public Domain and of Creative Commons licenses may stem from either a lack of exposure to materials distributed in this manner, or to a general assumption that all materials are copyrighted.

Faculty overwhelmingly reported that they were using copyrighted printed textbooks (98%), with only small proportions stating that the text was licensed under Creative Commons (1%) or was in the public domain (3%). Only 1% reported that they did not know how the printed text was licensed. The numbers for the digital version of the textbook were also highly slanted towards copyrighted material, with a rate only slightly lower (93%) than for print versions. The rate that faculty reported that their digital textbooks were either creative Common Commons (4%) or public domain (5%) were higher than for printed textbooks.



The licensing results for 2017-18 are a close match to the results from 2016-17, with one exception. In 2016-17 a full 16% of faculty with a digital textbook reported that they did not know how it was licensed, a rate which has dropped by three-quarters to only 4% reporting "Don't Know" in 2017-18. This has been accompanied by a corresponding increase in the number reporting that their digital textbooks are copyrighted (moving from 78% in 2016-17 to 93% in 2017-18). The greater awareness of digital licensing may be a result of both more familiarity with digital options, and a growing acceptance of digital among teaching faculty.



OER Use

We are moving to OpenStax textbooks where possible. They are good quality and combined with WebAssign, they are cost effective. (Full-time Mathematics Faculty)

We moved to an open textbook (OpenStax). After several years of using this because it is free, we are not happy with the quality of the resource or the images, and are considering a switch back to print (Campbell Biology). (Full-time Natural Sciences Faculty)

We switched to an OpenStax textbook for Anatomy & Physiology (probably the highest enrolled science class on our campus) because of the cost issue, and that the students were not purchasing or waiting to purchase an expensive Pearson textbook. We noticed that those students were putting themselves in disadvantage from day 1. By switching to OER, I do see that we have lost nice quality images in the textbook, and no digital homework programs like Mastering, but I still think overall it was worth it. It puts more work on the instructors to find resources to supplement what we do not have. We are looking for a way to reduce the textbook costs. (Full-time Natural Sciences Faculty)

Regrettably, the cost of commercial texts is outrageously high. For several years I've adopted the OpenStax Psychology text. I find the free OpenStax book is comparable to the overpriced commercial texts. (Full-time Psychology Faculty)

I think it's best for students to keep required costs for a course as low as possible, especially given the access to open-source materials that currently exists today. (Full-time Economics Faculty)

I use open source. (Full-time Mathematics Faculty)

I will give the OER another trial next semester, but it seems that a cheap, physical textbook is better. I am interested in the College paying for a subscription to allow all students in a section access to the online textbook. (Full-time Natural Sciences Faculty)

I would prefer to teach all of my courses with only open access materials. (Full-time Independent Study Faculty)

I searched for public domain materials for this course but found none with sufficient quality and accuracy. (Full-time Arts and Literature Faculty)

IF there were to become OER resources available, I would COMPLETELY use them if they met the rigor and standard of the print materials I am currently using. (Full-time Medicine Faculty)

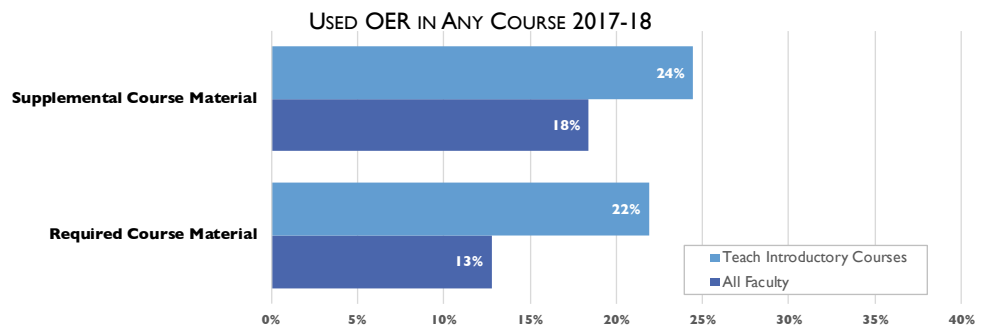
I use open educational resources in the courses for which I am the sole instructor so that the cost to my students is zero dollars if they choose digital access and \$25 if they choose the print version of the textbook. Others at my institution are unwilling to consider converting the major's biology courses to OER because of lack of availability of quality ancillary materials as well as fears about edition updates. (Full-time Natural Sciences Faculty)

I wish I had the time to investigate OER options that would allow me to use an online homework site and a good quality OER textbook. (Full-time Natural Sciences Faculty)

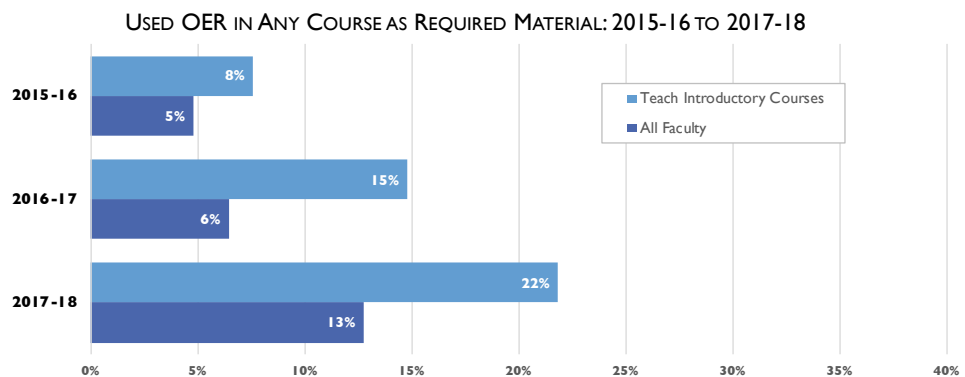
OER is not closing the achievement gap for underserved populations in math. A product like Pearson offers much more powerful resources, metrics, and both student and instructor use advantages compared to any OER courseware availability in math. (Full-time Mathematics Faculty)

After faculty were questioned about their awareness of open educational resources and about licensing, they were asked if they used OER materials in any of their courses. The scope of this question is purposefully wider than the previous questions about textbook selection and use, which all focused on a single course taught by the faculty member. Therefore, it is important to understand that if a faculty member believes that they use OER in ANY of their courses, they would answer in the affirmative to this question.

Nearly one-quarter of faculty that teach large enrollment introductory courses report that they are using OER in some fashion, with more of these faculty responding that use OER as supplemental rather than as required materials. The rates are lower across all faculty, with 13% reporting using OER as required course material in at least one of their courses.



These numbers represent a large increase over those in previous years, with the overall faculty rate of required OER use climbing from 5% two years ago to 6% in 2016-17, and then making a large jump to 13% this year. Given the sometimes vague understanding of the OER and its licensing, care must be taken in interpreting these results. Are faculty lumping any free resource into the OER category, even those that are not licensed as OER? Based on previous results we have to assume that there is some level of overreporting in these figures of OER use; we just don't know how much of an impact this is having.



Future Use

I would like to move toward free or open textbooks in the future, but not sure my institution will support this. (Full-time Writing Faculty)

OER material still not adequate for my subject matter. Maybe this will change in the future, but not holding my breath... (Full-time Social Sciences Faculty)

Open textbooks in some form will likely dominate in future for my course offerings because of the high costs of materials both print, e-book, and subscription, as well as my need to customize content for courses. Many courses that I teach need only modules / units not entire textbooks. These units also rapidly change with respect to teaching technology / computing disciplines. (Full-time Computer and Information Science Faculty)

So far, I have not seen open materials that are both high quality and comprehensive. In physics, particularly in the large introductory classes, students want a consistent look and feel to the presentation. Mix and match resources are not desirable. (Science Department Chairperson)

I would like to transition to open textbooks. (Full-time Natural Sciences Faculty)

I am committed to increasing the use of OER's in my courses, thanks to the awareness initiatives of our institution's dean of libraries. As the availability of OERs grow beyond the introductory level courses, I will continue to include their use in my courses. (Full-time Education Faculty)

OER is the way to go! Being able to take ownership of the content, customize it as I see fit, and then teach based on desired student learning outcomes rather than what is printed in a single textbook is a game changer. Knowing that my students will have access to their textbook on DAY ONE is huge! (Technology Department Chairperson)

OER is improving and I foresee it becoming much more utilized in the future. (Full-time Nursing Care I - Lecture Faculty)

Online-only multi-media OER is the future. (Part-time Social Sciences Faculty)

I use a free open textbook but have deep concerns about the quality of the text and am considering moving back to a higher-cost textbook. When I have used a higher-cost in the past, more students had difficulty affording the book, but the class as a whole showed greater mastery of the material. (Full-time Social Sciences Faculty)

More and more of us are moving to OpenStax or another open textbook, however there are sometimes quality and update issues. (Full-time Psychology Faculty)

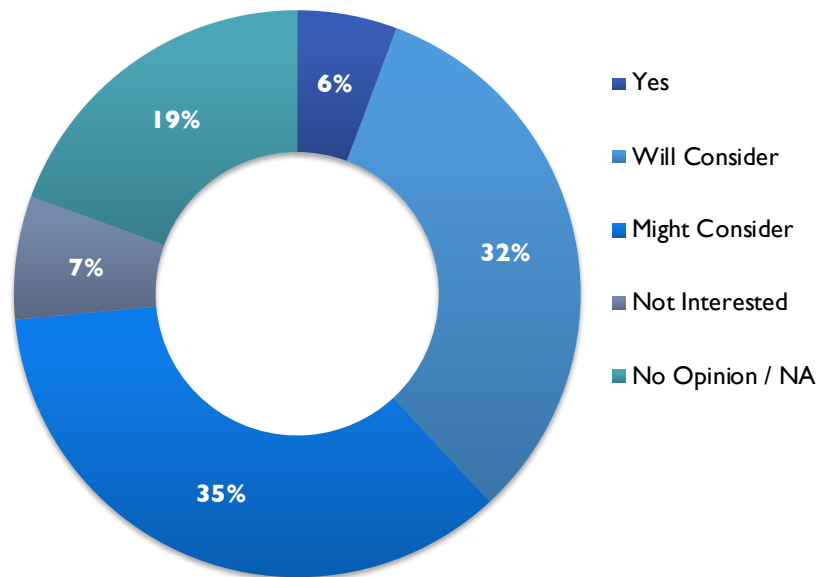
I am of course supportive of materials that are of lower cost but am wary of the standards and quality. (Full-time Humanities Faculty)

While my institution is pushing for Open Educational Resources (OER) that are free to the student (although the institution may pay a fee to a consolidator/provider), I find the quality and availability dates too variable to recommend them. (Full-time Computer and Information Science Faculty)

OER in business seem to be consistently outdated and in some cases inaccurate. Faculty have tried unsuccessfully to implement them into their courses. At times OER has significantly impacted the student experience. (Business Department Chairperson)

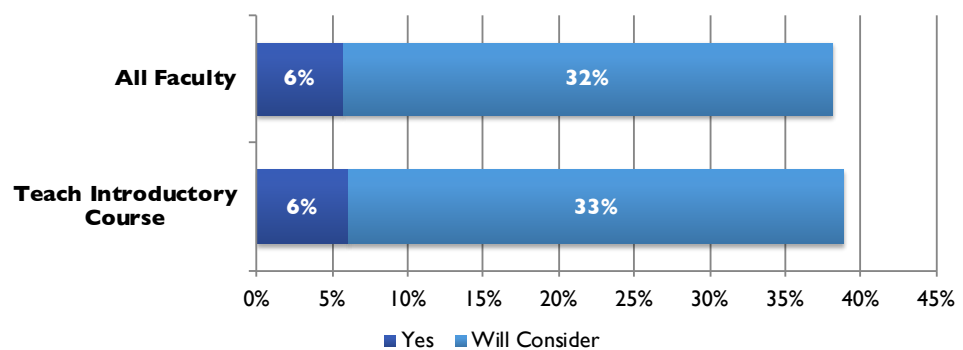
Each year, this survey asks faculty members who are not current users of open educational resources whether they expect to be using OER in the next three years. For 2017-18, a minority of respondents (26%) may not consider it; only 7% reported that they were not interested, while an additional 19% had not yet decided and were unable to offer an opinion. While three-quarters of faculty may consider OER resources, only a small number of faculty claim that they will use OER in the future (6%). Larger groups say that they will consider (32%) or might consider (35%) future OER use.

WILL YOU USE OPEN EDUCATIONAL RESOURCES IN THE NEXT THREE YEARS?

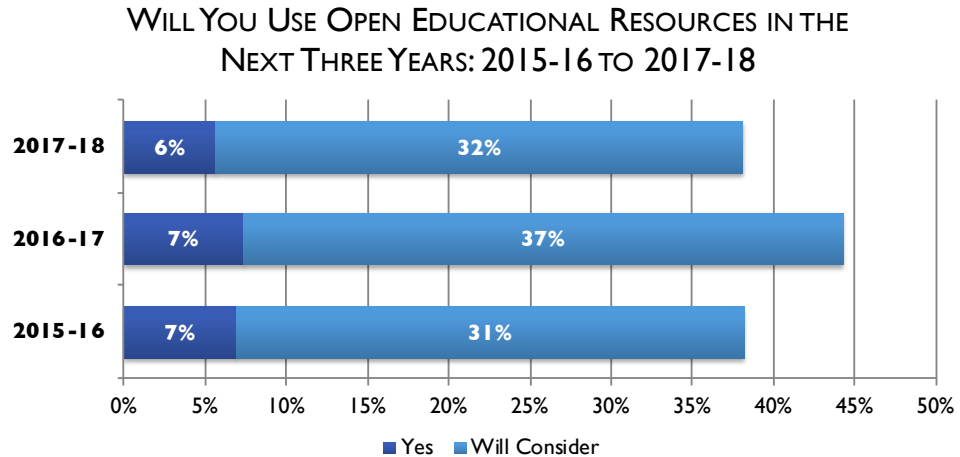


There is little difference between faculty teaching introductory courses and all other teaching faculty on this future OER orientation.

WILL YOU USE OPEN EDUCATIONAL RESOURCES IN THE NEXT THREE YEARS



There have been minimal changes in the proportion of faculty who report that they will use OER in the next three years, dropping slightly from 7% in 2015-16 and 2016-17, to the 6% reported this year. The number who report that they "Will consider" OER grew from 31% in 2015-16 to 37% for 2016-17, before dropping to 32% for 2017-18.



These results support a conclusion that OER awareness and use will continue their current trend of slow but steady growth. While we see no diminishing among the proportion of teaching faculty who report that they will or are willing to consider OER that would indicate that the growth might end, we also do not see any increased enthusiasm among these same faculty that would indicate increases levels of growth.

METHODOLOGY

National samples of teaching faculty and of department chairpersons are used in this analysis, designed to be representative of the overall range of teaching faculty and department chairpersons in U.S. higher education. A multi-stage selection process was used for creating the stratified samples. The process began by obtaining data from a commercial source, Market Data Retrieval,¹² which has over one and a half million faculty records and claims that its records represent 93% of all teaching faculty. All faculty who taught at least one course and all individuals who held the title of department chairperson were selected for this first stage. Individuals were then randomly selected from the master list in proportion to the number contained in each Carnegie Classification, to produce a second-stage selection of teaching faculty and department chairpersons. This sample was then checked against opt-out lists, as well as for non-functioning email addresses.

A total of 3,288 faculty and 812 chairpersons responded to a sufficient number of questions to be included in the analysis, representing the full range of higher education institutions (two-year, four-year, all Carnegie classifications, and public, private nonprofit, and for-profit) and the complete range of faculty (full- and part-time, tenured or not, and all disciplines). More than 79% of the faculty respondents report that they are full-time faculty members. Over 35% teach at least one online course and 27% teach at least one blended course.

Institutional descriptive data come from the National Center for Educational Statistics' IPEDS database.¹³ After the data were compiled and merged with the IPEDS database, responders and nonresponders were compared to ensure that the survey results reflected the characteristics of the entire population of schools. The responses are compared for 35 unique categories based on the 2015 Carnegie Classification of Institutions of Higher Education.

Analysis for this report has been conducted for three different subgroups of the survey respondents:

- A series of questions were directed to all responding faculty (all teaching faculty) on such issues as their criteria for selecting educational resources, awareness of openly licensed resources and open textbooks, future plans, etc.

¹² <http://schooldata.com/wordpress/wp-content/uploads/2014/06/MDR-Education-Catalog.pdf>

¹³ <http://nces.ed.gov/ipeds/datacenter/>

- A second set of more detailed questions were directed only to those faculty members who had been through a decision process related to course materials over the past two years. Approximately 88% of all responding faculty qualified for these questions because they had created a new course, substantially modified an existing course, and/or selected new required course materials.
- A number of different questions were posed to departmental chairpersons, primarily focused on department and institutional policy issues.

As noted in our previous reports, the specific wording of questions is critical in measuring the level of OER awareness. The wording for this report (provided below) matches that used in previous reports in this series. It was found to have the best balance in differentiating among the different levels of awareness, while avoiding leading those with no previous knowledge of the concept.

How aware are you of Open Educational Resources (OER)? OER is defined as "teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others." Unlike traditionally copyrighted material, these resources are available for "open" use, which means users can edit, modify, customize, and share them.

- 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*

Because this question may still slightly overstate the level of OER awareness, we also ask a series of additional questions. Because licensing for remixing and reuse is central to the concept of OER, a question about the respondent's awareness of different legal permissions was asked of all respondents *before* any questions about OER awareness itself:

How aware are you of each of the following licensing mechanisms?

	<i>Unaware</i>	<i>Somewhat Aware</i>	<i>Aware</i>	<i>Very Aware</i>
<i>Public Domain</i>				
<i>Copyright</i>				
<i>Creative Commons</i>				

By combining the responses from the OER awareness question with those of the licensing questions, a combined index of awareness is constructed. An identical process was used in previous reports in this series, to permit year-to-year comparisons and trend analysis.

APPENDIX TABLES

Awareness of Open Educational Resources

AWARENESS OF OPEN EDUCATIONAL RESOURCES: 2017-18

Very Aware	12.5%
Aware	18.4%
Somewhat Aware	15.4%
Not Aware	53.6%

AWARENESS OF OPEN EDUCATIONAL RESOURCES: 2014-15 TO 2017-18

	2014-15	2015-16	2016-17	2017-18
Very Aware	5%	7%	9.6%	12.5%
Aware	15%	19%	19.6%	18.4%
Somewhat Aware	14%	16%	15.3%	15.4%
Not Aware	65.9%	58.4%	55.5%	53.6%

Awareness of Licensing of Open Educational Resources

AWARENESS OF LEGAL PERMISSIONS: 2017-18

	Creative Commons	Public Domain	Copyright
Very Aware	21%	30%	44%
Aware	23%	35%	39%
Somewhat Aware	24%	23%	12%
Unaware	32%	11%	5%

AWARENESS OF CREATIVE COMMONS: 2014-15 TO 2017-18

	2014-15	2015-16	2016-17	2017-18
Very Aware	14%	16%	19%	21%
Aware	23%	22%	28%	23%
Somewhat Aware	28%	28%	24%	24%
Unaware	36%	34%	29%	32%

AWARENESS OF OPEN EDUCATIONAL RESOURCES AND CREATIVE COMMONS: 2017-18

Very Aware	Aware	Somewhat Aware	Not Aware
11.9%	15.7%	11.3%	61.1%

AWARENESS OF OPEN EDUCATIONAL RESOURCES AND CREATIVE COMMONS : 2014- 15 TO 2017- 18

	2014-15	2015-16	2016-17	2017-18
Very Aware	5%	6%	8%	12%
Aware	12%	16%	17%	16%
Somewhat Aware	10%	12%	12%	11%
Not Aware	74%	66%	63%	61%

Selecting Educational Resources

PROPORTION OF FACULTY REQUIRING PARTICULAR MATERIAL FOR THEIR COURSE

Textbook(s) (Print or Digital)	68.5%
Articles/Case Studies	47.4%
Online Homework System	37.5%
Video/Film	28.4%
Software	19.3%
Other	19.0%
Inclusive Access Subscription	7.0%

PROPORTION OF FACULTY REQUIRING PARTICULAR MATERIAL FOR THEIR COURSE: 2016-17 AND 2017-18

	2017-18	2016-17
Textbook(s) (Print or Digital)	68.5%	68.2%
Articles/Case Studies	47.4%	52.7%
Online Homework System	37.5%	N/A
Video/Film	28.4%	22.4%
Software	19.3%	19.9%
Other	19.0%	20.2%
Inclusive Access Subscription	7.0%	N/A

PROPORTION OF FACULTY REQUIRING PARTICULAR MATERIAL FOR THEIR COURSE

	All Faculty	Teach Introductory Course
Inclusive Access Subscription	7%	12%
Online Homework System	37%	48%

Cost to the Student

OVER 90% OF MY STUDENTS HAVE ACCESS TO ALL THE REQUIRED TEXTBOOK(S)

Teach Introductory

57%

All Faculty

61%

PRIMARY REASON STUDENTS DO NOT HAVE ACCESS TO TEXTBOOK

	All Faculty	Teach Introductory Course
Cost	52%	57%
Student's Don't Think They Need It	38%	34%
Other	9%	8%

THE COST OF COURSE MATERIALS IS A SERIOUS PROBLEM FOR MY STUDENTS

	Teach Introductory Course	All Faculty	Chair Persons
Strongly Agree	42%	32%	41%
Agree	29%	29%	32%
Somewhat Agree	16%	19%	16%

IS THE COST TO THE STUDENT OF REQUIRED COURSE MATERIALS AN ISSUE FOR YOUR DEPARTMENT?

Yes, cost is a critical barrier preventing students from having the required materials	7.9%
Yes, cost is often a barrier preventing students from having the required materials	19.8%
Yes, we have a few instances where cost has been a barrier preventing students from having the required materials	41.0%
Perhaps, there may be instances where cost has been a barrier preventing students from having the required materials	22.3%
No, cost of required materials is not an issue in our department	8.9%

STUDENT TEXTBOOK COST INITIATIVES

	Teach Introductory Course	All Faculty	Chair Persons
Department-level initiative	8%	5%	6%
System-wide initiative	9%	6%	9%
Institutional-level initiative	20%	14%	24%

STEPS TAKEN TO REDUCE TEXTBOOK COST FOR STUDENTS

	Teach Introductory Course	All Faculty
Support for Used Textbooks	56%	58%
Placing Copies in Library or Department	47%	47%
Provide Information on Rental Programs	41%	32%
Selecting Required Books Based on Cost	37%	33%
Making Fewer Books Required	27%	38%
Adoption of Free or Open Textbooks	23%	16%
Other	16%	17%
Use of Inclusive Access	9%	6%

Digital versus Print

FACULTY PREFERENCE FOR PRINT OR DIGITAL MATERIALS

Prefer Print Materials	24.8%
Neutral	35.5%
Prefer Digital Materials	39.6%

FACULTY PREFERENCE FOR PRINT OR DIGITAL MATERIALS

	2016-17	2017-18
Prefer Print Materials	31.7%	24.8%
Neutral	39.4%	35.5%
Prefer Digital Materials	28.9%	39.6%

MY STUDENTS PREFER PRINT MATERIALS OVER DIGITAL

Strongly Agree	3.0%
Agree	12.3%
Somewhat Agree	16.9%
Neutral	30.5%
Somewhat Disagree	17.3%
Disagree	15.2%
Strongly Disagree	4.7%

FACULTY PREFERENCE FOR DIGITAL MATERIALS BY YEARS TEACHING: 2016-17 AND 2017-18

Years Teaching	2017-18	2016-17
0 to 5	42%	39%
6 to 10	42%	38%
11 to 15	41%	40%
16 to 20	34%	32%
21 plus	30%	29%

Textbook Use

HOW SATISFIED ARE YOU WITH THE REQUIRED TEXTBOOK(S)

	Teach Introductory Course	All Faculty
Extremely satisfied	29.7%	28.6%
Moderately satisfied	51.7%	52.7%
Slightly satisfied	10.9%	8.2%
Neutral	1.9%	3.1%
Dissatisfied	5.9%	7.4%

SATISFACTION WITH TEXTBOOK

	Very satisfied	Satisfied	Somewhat satisfied	Not satisfied
Included Test Banks	15.2%	27.8%	24.7%	32.3%
Cost to the Student	19.6%	28.2%	31.1%	21.1%
Supplemental Instructor Material	19.3%	31.4%	24.4%	24.9%
Integration with LMS	16.9%	35.3%	23.5%	24.3%
Adaptable/Editable	17.8%	38.9%	21.2%	22.1%
Confidence in Timely Updates	34.1%	39.3%	18.8%	7.7%
Level of Presentation	31.7%	48.8%	15.3%	4.2%
Scope and Coverage of Content	39.1%	43.8%	14.6%	2.5%
Accuracy of Content	43.2%	46.6%	9.4%	0.8%

USE OF TEXTBOOKS

	Teach Introductory Course	All Faculty
Other	9.0%	8.0%
Revised/Edited Material in the Textbook	20.1%	20.0%
Corrected Inaccuracies in the Textbook	22.2%	21.3%
Replaced Content with Material from Other Sources	37.5%	41.4%
Replaced Content with My Own Material	43.0%	44.5%
Taught Topics in a Different Order than Textbook	65.2%	69.8%
Skipped Sections of the Textbook	71.7%	68.0%

HOW BEST IMPROVE DEPARTMENTAL TEXTBOOKS

Improved Teaching Guides	6.4%
Correction of Errors and Inaccuracies	7.2%
Improved Scope and Coverage of Content	13.5%
Clearer Presentation of Core Topics	18.6%
Better Quiz and Test Banks	20.9%
Ability of Student to Select Print or Digital	23.2%
Greater Flexibility to Edit and Reuse	25.6%
Better Integration with LMS	26.6%
Having Materials More Current / Up-To-Date	26.7%
Improved Supplemental Instructor Material	26.7%
Less Expensive for Students	68.7%

Textbook Licensing

LICENSING OF REQUIRED TEXTBOOKS

		2017-18	2016-17
Digital Textbook(s)	Copyrighted	92.6%	77.6%
	Creative Commons	4.2%	3.6%
	Public Domain	4.7%	7.0%
	NA/Don't Know	3.7%	15.7%
Printed Textbook(s)	Copyrighted	98.0%	95.6%
	Creative Commons	1.4%	1.1%
	Public Domain	3.2%	3.5%
	NA/Don't Know	1.1%	3.2%

OER Use

USED OPEN EDUCATIONAL RESOURCES IN ANY COURSE 2017-18

	All Faculty	Teach Introductory Course
Required Course Material	12.8%	21.9%
Supplemental Course Material	18.4%	24.4%

USED OPEN EDUCATIONAL RESOURCES IN ANY COURSE AS REQUIRED MATERIAL: 2015-16 TO 2017-18

	All Faculty	Teach Introductory Course
2017-18	12.8%	21.9%
2016-17	6.5%	14.8%
2015-16	4.8%	7.6%

Future Use

WILL YOU USE OPEN EDUCATIONAL RESOURCES IN THE NEXT THREE YEARS?

Yes	5.7%
Will consider	32.4%
Might Consider	35.4%
Not interested	7.0%
No Opinion / NA	19.4%

WILL YOU USE OPEN EDUCATIONAL RESOURCES IN THE NEXT THREE YEARS

	Yes	Will consider
Teach Introductory Level Course	6.1%	32.9%
All Faculty	5.7%	32.4%

WILL YOU USE OPEN EDUCATIONAL RESOURCES IN THE NEXT THREE YEARS: 2015-16 AND 2017-18

	Yes	Will consider
2015-16	6.9%	31.3%
2016-17	7.4%	36.9%
2017-18	5.7%	32.4%

BABSON SURVEY RESEARCH GROUP

The Babson Survey Research Group conducts regional, national, and international research, including survey design, sampling methodology, data integrity, statistical analyses and reporting.



<http://www.onlinelearningsurvey.com/>

Open Educational Resources

- Opening the Textbook: Open Education Resources in U.S. Higher Education, 2016-17
- What We Teach: K-12 School District Curriculum Adoption Process, 2017
- Opening the Textbook: Open Education Resources in U.S. Higher Education, 2015-16
- Opening Public Institutions: OER in North Dakota and the Nation, 2015
- Opening the Curriculum: Open Educational Resources in U.S. Higher Education
- Growing the Curriculum: Open Educational Resources in U.S. Higher Education

U.S. Surveys of Online Education

- Grade Increase: Tracking Distance Education in the United States, 2018
- Digital Learning Compass: Distance Education Enrollment Report 2017
- Online Report Card: Tracking Online Education in the United States
- Grade Change: Tracking Online Education in the United States
- Changing Course: Ten Years of Tracking Online Education in the United States
- Going the Distance: Online Education in the United States, 2011
- Online Learning Trends in Private-Sector Colleges and Universities, 2011
- Class Differences: Online Education in the United States, 2010
- Learning on Demand: Online Education in the United States, 2009
- Staying the Course: Online Education in the United States, 2008
- Sizing the Opportunity: The Quality and Extent of Online Education in the United States, 2002 and 2003

Canadian Survey of Distance Education

- Canadian National Survey of Online Learning and Distance Education

Higher Education Faculty and Technology

- Digital Faculty, Professors, Teaching and Technology, 2012
- Conflicted: Faculty and Online Education, 2012

K-12 Online Learning Survey Reports

- Online Learning in Illinois High Schools: Has the Time Come?
- Class Connections: High School Reform and the Role of Online Learning
- K-12 Online Learning: A 2008 follow-up of the Survey of U.S. School District Administrators
- K-12 Online Learning: A Survey of U.S. School District Administrators

The A•P•L•U-Sloan National Commission on Online Learning

- Online Learning as a Strategic Asset, Volume II: The Paradox of Faculty Voices
- Online Learning as a Strategic Asset: A Survey of APLU Presidents and Chancellors
- Online Learning as a Strategic Asset: A Survey of NAFEO Presidents and Chancellors
- Online Learning as a Strategic Asset: A Survey of AIHEC Tribal College and University

OPEN

The 2017-2018 survey on teaching materials in U.S. higher education shows a steady growth in awareness of open educational resources (OER). Responses from over 4,000 faculty and department chairpersons paint a picture of steady improvement, with almost 50% of faculty now reporting OER awareness.

The study also shows multiple factors are in place to support rapid future increases in awareness and use of OER:

- Faculty and department chairpersons believe that the high cost of course material has a negative impact on student access.
- The 5Rs that underpin OER (Retain, Reuse, Revise, Remix and Redistribute) are a perfect match to the extensive use of 'revise' and 'remix' that faculty are already practicing.
- Faculty members express considerable resentment towards commercial publishers over price and unnecessary frequent updates, among other issues.
- Faculty report a growing acceptance (or even preference) for digital materials.
- The 'open' aspect of OER resonates with faculty; they see it as an excellent match to academic principles.

These results could signal a turning point for OER, with potentially faster levels of growth to come. However, the study results also show that many of the factors that have prevented rapid growth still remain. Overall awareness of OER is at about 46 percent, so while most faculty have real concerns about the cost of course materials and use textbooks in a manner that is best supported by OER, slightly more than half remain unaware of the OER alternative. Institutional level initiatives to educate faculty about OER are limited, and faculty have been left to find their own solutions to the high cost of materials.

Key findings from the report include:

- Faculty awareness of OER has increased every year, with 46 percent of faculty now aware of open educational resources, up from 34 percent three years ago.
- For the first time, more faculty express a preference for digital material over print in the classroom.
- 61 percent of all faculty, 71 percent of those teaching large enrollment introductory courses, and 73 percent of department chairpersons, "Strongly Agree" or "Agree" that "the cost of course materials is a serious problem for my students."
- Department chairpersons overwhelmingly believe that making textbooks less expensive for students would be the most important improvement to course materials.
- Less than one-in-five faculty members are aware of any departmental-, institution-, or system-level initiative to deal with the cost of course materials.
- Faculty are acting independently to control costs by supporting used textbooks and rental programs, placing copies on reserve, and selecting materials based on cost.
- Overall faculty satisfaction with required textbooks is high, with over 80 percent either "Extremely Satisfied" or "Moderately Satisfied." That said, faculty express considerable resentment about price, unnecessary frequent updates, and other issues with commercial textbooks.
- Faculty often make changes to their textbooks, presenting material in a different order (70 percent), skipping sections (68 percent), replacing content with their own (45 percent), replacing with content from others (41 percent), correcting errors (21 percent), or revising textbook material (20 percent).



 **BABSON Survey
Research Group**



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