Summary

An 18-question survey, titled MOBIUS OER Landscape Survey, was sent to Directors and Deans of libraries at MOBIUS institutions. Most of the questions were multiple choice with options to expand on answers, with a few questions being open-ended. The open education topics covered in the survey were: administrative support, OER specific job responsibilities/positions, strategic plan coverage, task forces and committees, funding, marketing, OER usage tracking, departments involved with OER, bookstore support/involvement, and publishing. Results indicate that most members are still in the early stages of learning about OER and developing programs, suggesting there is still a strong need for general training in the principles surrounding open educational resources and pedagogy, and assistance with program implementation and development.

Introduction

In June of 2020 a new cohort of MOBIUS OER System Leaders began working together to evaluate and guide the direction of open educational resources initiatives within the consortium. As discussions began about the future of OER programming, it was determined that a clearer picture of what was happening with OER in the consortium was needed. In October of 2020, the MOBIUS OER System Leaders created and distributed a survey to MOBIUS institutions to figure out where these institutions were at in terms of offering open educational resource assistance to their communities.

Survey Structure and Findings

Survey Objectives

The purpose of this survey was to gather information on where MOBIUS institutions stood in terms of offering open educational resource assistance to their campus communities. By hearing what other institutions are currently offering, or hoping to offer in the future, the OER System Leaders can use this data to further analyze the progress of MOBIUS institutions with OER. This will help the team to develop more targeted resources and training, and also identify areas of expertise among institutions and opportunities for collaboration.

Distribution and Survey Structure

The 18-question survey was distributed to library directors through the MOBIUS listserv for directors and voting members of the consortium on October 19, 2020. Directors were encouraged to designate other staff to fill out the survey if those staff were better suited to answering questions about the library's OER efforts. Recipients were given a little over three weeks to respond. The first four questions were demographic in nature asking for name, title, institution, and email address. The remaining 14 questions asked more specific inquiries on the

library's OER involvement and work. The 14 OER questions were mostly multiple choice, with options to expand on answers.

Description of Respondents

The MOBIUS OER Landscape Survey had 39 respondents. Of the 39 respondents, 31 had the word Director or Dean in their title. The majority of the respondents, 35 of the 39, work at two-year or four-year educational institutions. The full breakdown of respondents included 9 community colleges, 18 private, four-year institutions, 5 public, four-year institutions, 2 seminaries, 1 medical school, 3 public libraries, and one special library.
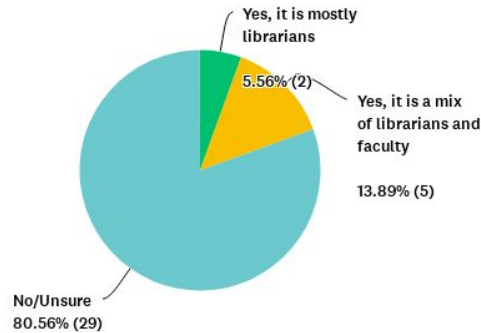
Findings

When asked about administrative support for OER initiatives, 64% said that they did have administrative support and 28% were unsure. Most respondents that expanded on their answer had similar sentiments to this statement, "They are supportive but there is no coordinated effort or official push." Only 14% of respondents said there is someone at their institution with OER listed in their job description as a job responsibility.

Q6 Does your institution have a person who has OER listed in their job description as a job responsibility?

Unsure
8.33% (3)

Yes
13.89% (5)

No
77.78% (28)
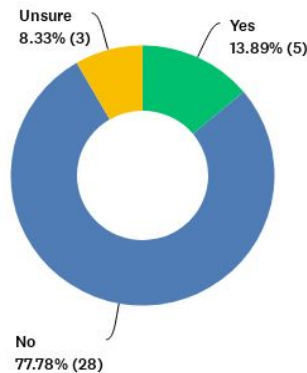
When it comes to the institution's strategic plan, only 17% said their institution supports OER in the strategic plan. When asked about whether the institution had a task force or committee doing OER work, the majority of the respondents (81%) were unsure. From the 7 respondents that said their institution did have a task force or committee, two described the group as a standing committee, three described it as a task force, and two responded the group is voluntary or a working group.

Q8 Does your institution have a taskforce, committee, or other group for OER?

Yes, it is mostly librarians
5.56% (2)

Yes, it is a mix of librarians and faculty
13.89% (5)

No/Unsure
80.56% (29)

Of the 39 institutions, only 9% said their institutions offer funding or incentives for faculty to adopt or create OER. Most of the respondents that commented on the question mentioned this idea has been talked about, but no action has been taken. One of the three respondents that answered yes to this question listed they offer a $200 stipend.

Q10 Does your institution provide ongoing funding or incentives for faculty to adopt or create OER?
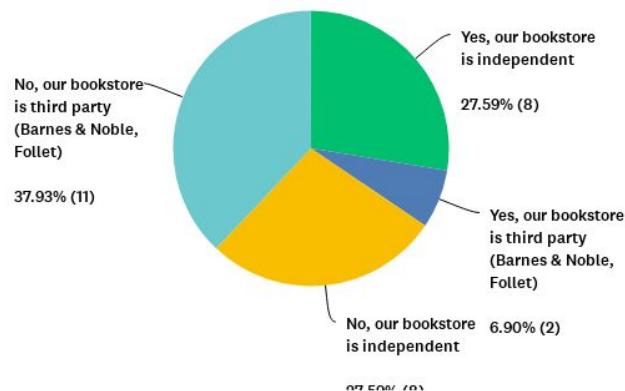

Yes — 8.57%

No — 91.43%
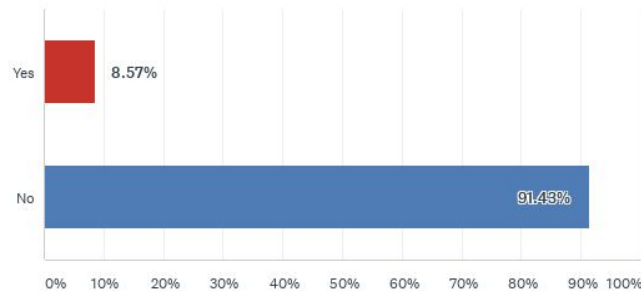
For promotion of OER use, there was a mixture of answers for how institutions are informing their communities about OERs. Here is what the institutions are doing from most responses to least: hosting events, course marking, creating promotional materials, testimonials from faculty and students, offering faculty awards and recognition, social media campaigns, and meeting with Student Government or other student organizations. Respondents mentioned they offer workshops and that word of mouth has been the biggest form of promotion. One respondent stated, "The library staff focus has been primarily directed to the faculty and educating them both on the needs and opportunities related to OER and advocating for the use of the types of promotional methods."

Most institutions (52%) are not tracking OER usage or textbook costs. From the six respondents that answered they are tracking OER use, most responded that their institutions have between 1 and 10 courses that have adopted an OER textbook. When asked about which departments offer OER support, most institutions indicated that the library is offering OER support. Other departments offering OER support are as follows: Center for Teaching and Learning or Equivalent (26%), Distance Learning (15%), Accessibility Office (11%), and Faculty Senate or Equivalent (4%). Other responses included the bookstore and online/digital learning office.

For bookstore involvement, 66% of respondents said their bookstore is not working with the library on OER initiatives. Ten respondents did say they are working with their bookstores, with eight of those respondents saying their bookstore is an independent bookstore.

Q15 Has your institution's bookstore been involved in your OER work?

- Yes, our bookstore is independent — 27.59% (8)
- Yes, our bookstore is third party (Barnes & Noble, Follet) — 6.90% (2)
- No, our bookstore is independent — 27.59% (8)
- No, our bookstore is third party (Barnes & Noble, Follet) — 37.93% (11)

When asked about publishing, only 18% of respondents said they have faculty that have published an OER. The library or another campus department offer assistance with OER publishing in the following ways: trainings and workshops (36%), source searching (22%), distribution through bookstore (14%), editing (14%), hosting (14%), printing/print-on-demand (14%), and providing a program such as Pressbooks (7%).

The last question was open-ended, asking if the respondents wanted to share any further information. Most stated their OER initiative is still in its infancy. One library currently has FacultySelect, but is looking into purchasing multi-use ebooks from Ebsco and Ebrary to cut back on student cost. Another institution is hoping to capitalize on more support of OER and create a working group soon.

Implications for Future OER Initiatives

With the exception of a few institutions that have robust programming, findings from the survey show that many MOBIUS institutions are in the initial to early stages of OER development on

campus. This could indicate that more support for OER program startup and early development would be the best course for helping MOBIUS libraries. There is also still a significant need for beginner level trainings for librarians on some of the basic concepts surrounding open educational resources and open practice. Specific areas that may be worthwhile to focus on are listed below.

Rearrange content on the OER sections of the MOBIUS website to make general OER information easier to find and access for members, including training videos, general guides for Creative Commons licensing, library guides, and contact info for OER peers. Most of the content is currently included on the information pages for our Open Education Network and OER Commons partnerships, which may not be obvious to those just looking for general information or who may not be as familiar with those organizations.

Provide additional OER training opportunities on some kind of regular cycle covering basic concepts within OER, strategies for starting campus discussions and working groups, information on successful initiatives implemented elsewhere in the region and country, and more advanced concepts such as pedagogy and practice and publishing considerations. These could be provided through a combination or System Leader led training, leveraging our existing memberships in OER organizations, and maintaining a list of freely available trainings provided by peers in the OER community. Members may also benefit from an additional training in the Open Education Network's faculty workshop model for OER adoption.

Provide guidance on leveraging bookstore partnerships. This will likely include reaching out to those who have been successful in working with their campus bookstores to promote and distribute affordable and open education resources to provide some sort of panel discussion or presentation to share their experiences and knowledge in this area.