

# Turning Point for Digital Curricula:

Educational Resources in U.S. Higher Education, 2022

Julia E. Seaman and Jeff Seaman



Bay View Analytics®

---

# Turning Point for Digital Curricula

Educational Resources in U.S. Higher Education, 2022

Julia E. Seaman, Ph.D.  
Research Director, Bay View Analytics

Jeff Seaman, Ph.D.  
Director, Bay View Analytics

2022



Bay View Analytics

# C ONTENTS

<b>ACKNOWLEDGMENTS</b> .....	<b>2</b>
<b>EXECUTIVE SUMMARY</b> .....	<b>3</b>
<b>DEFINITIONS</b> .....	<b>4</b>
<b>BACKGROUND</b> .....	<b>7</b>
<b>OVERVIEW</b> .....	<b>8</b>
<b>STUDY RESULTS</b> .....	<b>9</b>
<b>Pandemic Impact</b> .....	<b>9</b>
<b>Shifting Teaching Modalities</b> .....	<b>11</b>
<b>Curricula Materials, Inclusive Access, and Online Homework Use</b> .....	<b>15</b>
<b>Inclusive Access</b> .....	<b>18</b>
<b>Textbook Formats</b> .....	<b>21</b>
<b>Perspectives on Digital versus Print</b> .....	<b>23</b>
<b>Cost Factor</b> .....	<b>28</b>
<b>Curricula Satisfaction</b> .....	<b>30</b>
<b>OER Awareness</b> .....	<b>35</b>
<b>OER Use</b> .....	<b>40</b>
<b>OER Initiatives</b> .....	<b>43</b>
<b>SUMMARY</b> .....	<b>46</b>
<b>Next Steps</b> .....	<b>46</b>
<b>METHODOLOGY</b> .....	<b>47</b>
<b>APPENDIX TABLES</b> .....	<b>49</b>

The cover design is by Mark Favazza ([www.favazza.com](http://www.favazza.com)).



Turning Point for Digital Curricula: Educational Resources in U.S. Higher Education, 2022  
is released under a Creative Commons Attribution 4.0 International (CC BY 4.0).  
Report available at <http://www.bayviewanalytics.com/oer.html>

# ACKNOWLEDGMENTS

We want to extend our thanks to the William and Flora Hewlett Foundation, who have supported this series of reports since their inception; it has been a pleasure working with them. Additionally, we want to thank the Online Learning Consortium, who has served as administrator for our grant and provided invaluable feedback.

We are always grateful to every faculty and administrator who takes the time to read and respond to our surveys, and especially those who took the extra time to write detailed and honest replies to our questions. Many of these comments are included in this report, with permission from the respondent. Each quote is as close to the original as possible: the only changes made are to remove personally-identifying information, or to correct obvious typos.

The survey and reports went through many rounds of revisions and discussions with members of the open education community. We also received feedback and advice from our commercial and non-commercial publisher associates. Our research and results were improved through these interactions.

We want to thank the team that helped put together this report. Nate Ralph helped immensely with his extensive copy editing. I. Elaine Allen provided review feedback. We thank Mark Favazza for the report cover design and Betsy Berkey for the infographic that accompanies this report.

Finally, we want to thank all the readers for the report. The comments and feedback we receive help guide the future of this project. Please continue to let us know how we can improve.

Julia E. Seaman  
Jeff Seaman  
Bay View Analytics  
2022

# EXECUTIVE SUMMARY

The 2021-22 academic year continued to be one in flux in response to the global COVID-19 pandemic. Pandemic responses continued to evolve, and many institutions and classrooms implemented digital tools to support their education goals. However, the biggest change for many may be the reversal of pandemic-forced changes as things slowly return to “normal.”

This year is the first test of the persistence of new methods adopted over the last two years. How many of the skills and tools were adopted and blended into classrooms this year? What things will the faculty and administrators work to integrate in the future? What are the obstacles preventing any adoptions?

The key findings from this year’s survey, conducted in April 2022, help to answer these questions:

- While students are returning to the classroom, there has not been a return to pre-pandemic levels.
  - Faculty and administrators have expressed a growing acceptance, and even preference for online or blended learning environments, as well as digital courseware
- Cost to students is a major concern for both faculty and administrators
  - Required textbooks are most commonly available as physical and then digital, both for a fee; free options exist, albeit in limited numbers
  - 86% of administrators and 64% of faculty agree that the cost of course materials is a serious problem
- Acceptance of digital course materials has grown, along with awareness and usage of open educational resources (OER)
  - Our stricter measure of OER awareness, which requires awareness of the term OER as well as licensing options, has grown to 57% (up 7%) this year, with a large increase in OER as required courseware
  - There are also high rates of awareness and use for Inclusive Access and online homework systems

# DEFINITIONS

This study explores how faculty members select and use the educational materials employed in their courses. The primary sample represents all teaching faculty across all types of degree-granting higher education institution in the United States. Two subgroups of faculty are called out for detailed examination: those teaching large-enrollment introductory level courses, and those teaching at minority serving institutions.<sup>1</sup>

The most common educational material employed in a course is the required textbook: faculty members typically choose one or more books that all students use throughout the course. Faculty also employ a wide range of other materials — some optional, others required for all students. This study focuses on the 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 class of materials classified as Open Educational Resources (OER). The definition presented to the respondents in the study's questionnaire comes from the William and Flora Hewlett Foundation:

*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.<sup>2</sup>*

An essential aspect of examining 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.

---

<sup>1</sup> Additional details on both of these subgroups is provided in the Methods section of this paper.

<sup>2</sup> <http://www.hewlett.org/programs/education-program/open-educational-resources>.

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.<sup>3</sup>*

Of particular interest for this study is the copyright status of the 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.<sup>4</sup>*

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 dedication<sup>5</sup>).

*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.<sup>6</sup>*

Materials can also be released under a Creative Commons license, which 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.<sup>7</sup>*

---

<sup>3</sup> <http://www.copyright.gov/help/faq/definitions.html>

<sup>4</sup> <http://legal-dictionary.thefreedictionary.com/copyright>

<sup>5</sup> <https://creativecommons.org/publicdomain/zero/1.0/>

<sup>6</sup> <http://whatis.techtarget.com/definition/public-domain>

<sup>7</sup> Personal communication from Cable Green, Ph.D., Director of Open Education, Creative Commons

The most common way to openly license copyrighted education materials — making them OER — is to add a Creative Commons (CC) license to the educational resource. CC licenses are standardized, free-to-use, open copyright licenses.<sup>8</sup>

This study also examines an emerging distribution model typically called "inclusive access," which often goes by various names and has no single clear definition. OpenStax defines inclusive access as follows:

*Inclusive access programs are an agreement among universities, textbook publishers, and campus bookstores. Students are automatically signed up to get digital course materials, the cost of which gets folded into their tuition and fees when they enroll in a class.*<sup>9</sup>

McGraw Hill, for their part, defines inclusive access as:

*Inclusive Access is a partnership between an institution, bookstore, and publisher to deliver digital course materials to students, below-market rates, on or before the first day of class.*<sup>10</sup>

The common elements across all the variants of inclusive access are:

- Digital distribution
- Lower cost to students
- Day one access
- All students included unless they opt-out

An additional aspect of technology employed in teaching addressed by this study are online homework or courseware systems. Because not all faculty have the same understanding of the term "online homework," the question used to measure awareness and use included the term as well as a listing of the most common brands of such systems:

*Are you familiar with online homework / courseware systems such as Cengage (Aplia, MindTap, WebAssign), Expert TA, Knewton Alta, Macmillan (Launchpad, Sapling Learning), McGraw (Aleks, Connect, SmartBook), MyOpenMath, Pearson (Mastering Series, MyLab), Top Hat, Wiley WileyPLUS, or XYZ Homework?*

---

<sup>8</sup> State of the Commons report: <https://stateof.creativecommons.org>

<sup>9</sup> <https://openstax.org/blog/giving-inclusive-access-second-look>

<sup>10</sup> <https://www.mheducation.com/highered/inclusive-access.html>



# BACKGROUND

This report is the 11th in a series that has been tracking the curricula discovery, selection, and adoption processes in higher education since 2009. There has been a massive shift in higher education curricula materials over the years, towards digital-centric tools. However, no shift has been greater than that induced by the COVID-19 pandemic. This year's survey aims to start to identify lasting impacts of the pandemic, as well as the extent of the return to pre-pandemic ways.

Last year's report covering the Fall 2020 term provides a reference for the state of higher education in the middle of the pandemic. Almost all faculty (86%) were teaching remotely, or in a blend of in-person and remote formats. This shift to remote learning spurred an increased reliance on digital materials in teaching. For the first time, during this year's survey (conducted during the 2021-22 school year) almost all faculty had some online or remote teaching experience.

For the decade before the pandemic, there has been a growing shift in the use of digital materials in higher education. Digital textbooks bundled with many courseware tools and programs were heavily promoted by commercial publishers, coinciding with the rise of inclusive access. There has also been a growing faculty acceptance of digital materials; this also coincided with growing awareness and adoption of OER over the same time period.

In the fall of 2020, despite a shift to greater usage of digital materials as a response to the pandemic, there were very few changes to curricula materials. Almost 90% of faculty reported using the same textbook as they had the prior school year (though a third reported adding a digital option for it), and the same mix of required materials (textbooks, articles, videos, etc.).

The pandemic forced an emergency change in formats for most classrooms, circumventing the normal courseware review and adoption process. This led to some faculty using non-preferred materials in their (often first) foray into teaching remotely. Additionally, many courseware adoption decisions were postponed or suspended until there was time to research and consider available options – a time that has still yet to arrive for many of the survey's respondents.

# OVERVIEW

This survey, conducted in April 2022 and covering the 2021-22 academic year, surveyed 1,843 faculty and 916 administrators from U.S. higher education institutions. The respondents represent all 50 states and the District of Columbia.

This survey asked faculty and teachers about their current teaching situation, opinions and preferences on digital materials and tools, and satisfaction with their current curricula. There are questions that continue to gauge the impact of the pandemic in higher education, and measure trends in the use of remote learning and digital tools that were adopted in response to the pandemic. Faculty were also asked to provide ratings for the curricula they use, both overall and for specific factors like cost and accuracy.

The list of questions used this year has been expanded to ask respondents details about their textbook use and access. Specifically, respondents are asked about the format (digital and/or print) they used, their opinions on the cost of materials to students, and availability of inclusive access. It is important to follow and assess how different options for textbooks are being adopted and used as part of a classroom's tools.

We also continue to research the levels of OER awareness and adoption within higher education. Respondents were asked about their general awareness of OER and OER initiatives. Furthermore, we asked about awareness of different licensing types, which helps to validate reported OER awareness.

# STUDY RESULTS

## Pandemic Impact

*The pandemic forced faculty to engage (sometimes unwillingly) with digital course materials and online learning. What could have taken many years occurred in a very short time frame.*

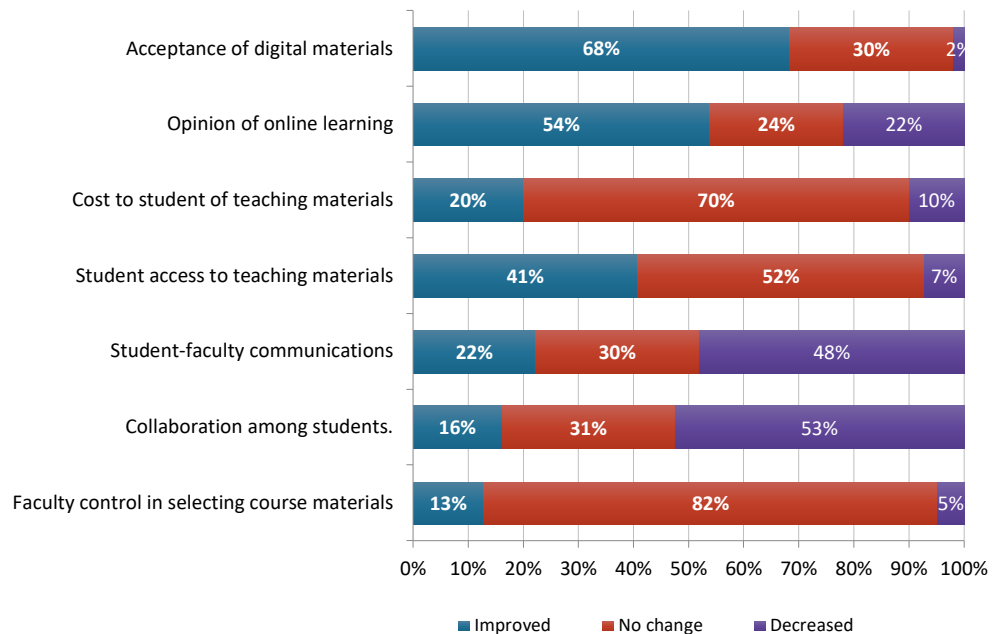
— Intermediate Humanities Faculty

*What I observed during the pandemic is that faculty who had taught online... AND who used a variety of features in their LMS were better positioned to adapt to the pandemic. Faculty who had never administered tests to students through their LMS or asked students to submit papers through their LMS were in trouble when the pandemic hit. This speaks to the need to stay up-to-date with faculty development.*

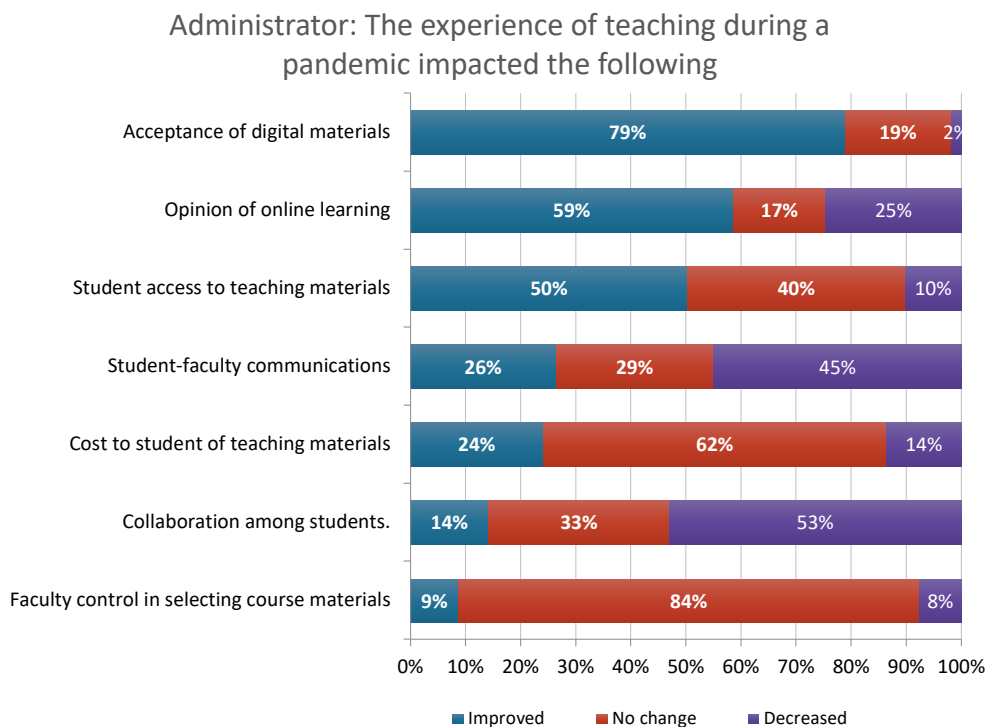
— Administrator

The COVID-19 pandemic had significant effects on the 2021-22 academic year. Faculty and administrators were asked how pandemic affected various elements of their teaching; both groups generally agreed on their views of pandemic’s impact.

Faculty: The experience of teaching during a pandemic impacted the following



The majority of faculty and administrators said the pandemic improved their opinions of online learning (54% and 59%, respectively) and their acceptance of digital materials (68% and 79%). In contrast, almost half believed the pandemic worsened student-faculty communications (48% and 45%) and collaboration between students (53% and 53%).



The pandemic did not affect everything; 82% of faculty and 84% of administrators said there was no change to faculty influence or control in selecting course materials. Many also thought there were no changes or improvements in factors affecting students, like the cost of materials or access to those materials.

## Shifting Teaching Modalities

*Age is likely to impact responses. I enjoy being in the classroom, and hate being online.*  
— Administrator

*As online education at our institution persists, opinions continue to shift. Many students are tiring of the online format of classes and wish to return to face-to-face courses. Other students do not wish to return to campus, but prefer online courses. Faculty in my department... agree students overestimate their ability to succeed in the online environment and learning is not as robust. Lab periods are often used to remediate learning that used to take place in the face-to-face lecture portion of our classes.*

— Administrator

*In general, I don't believe the modality (fully online, hybrid, F2F) is the main issue. I also don't believe it is a matter of policy. The bottleneck remains on the individual instructor. Some were willing and able to adapt to new demands imposed by the pandemic. Others cried and complained, and are still doing so. Within our own institutions, there have been various surveys about "external factors" – modality, choice of text – but very little look into the issues around instructors.*

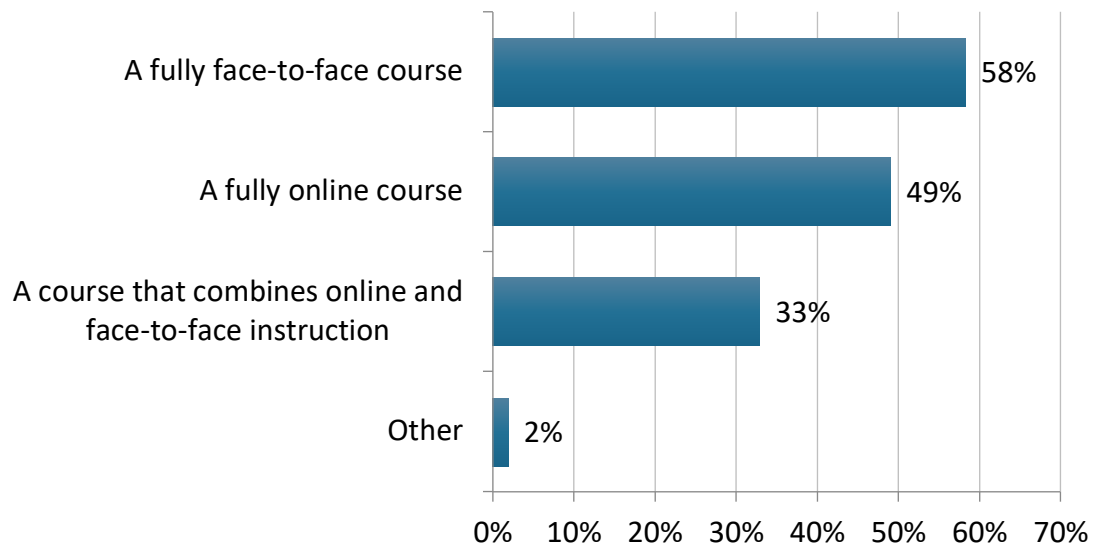
— Introductory Arts and Literature Faculty

*Online classes turn faculty into content providers. In person classes allow us to be the educators we are. As teachers we know how to read a room, which is an essential part of the learning experience for our students — and an essential part of teaching. You can't do that with a bunch of rectangles on a screen.*

— Advanced History/Government Faculty

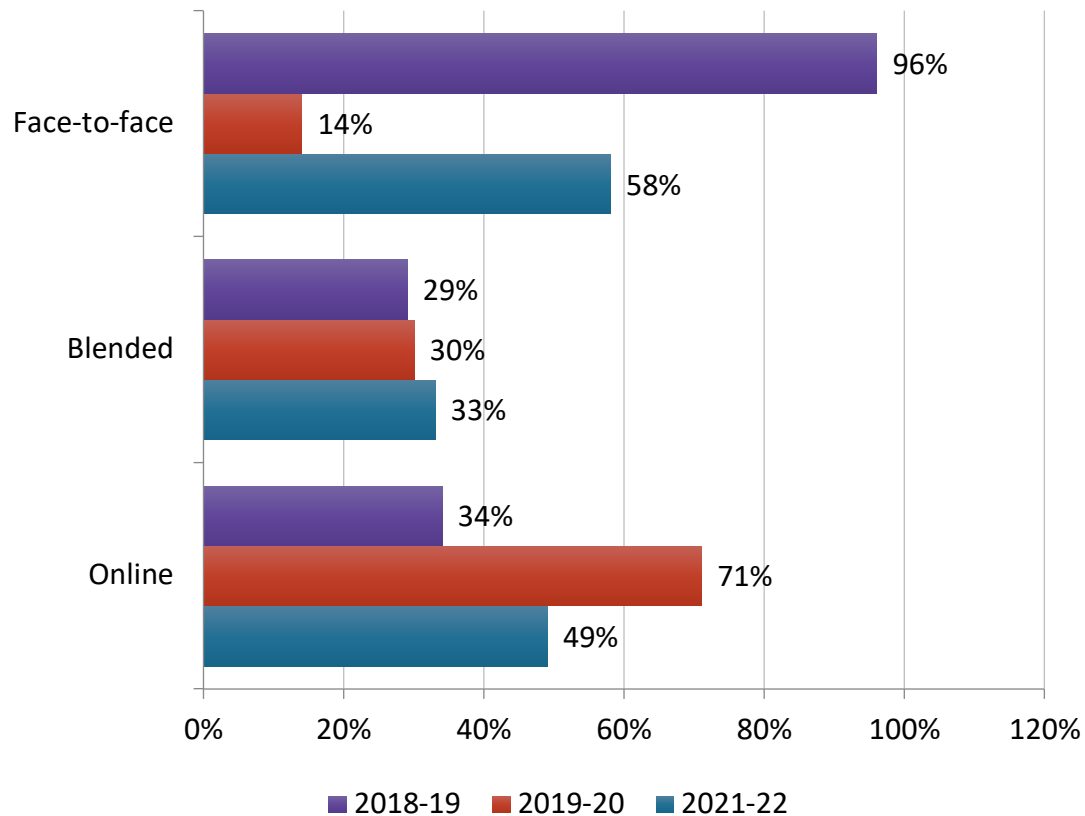
The COVID-19 pandemic forced a dramatic shift to remote teaching, or a blend between in-person and remote teaching. By Spring 2022, the shift back to fully face-to-face instruction had begun. Just over half of all faculty (58%) reported that they taught at least one course fully face-to-face, while just under half (49%) taught at least one course fully online (either planned or emergency switched). Courses that are blended or combination of face-to-face and online were taught by 33% of faculty. The majority of faculty were teaching in only one mode, though 29% report that they teach courses in two modes, with 10% teaching courses in all three modes (face-to-face, blended, and fully online).

## Faculty: Currently Teaching Course Modality (Select All)



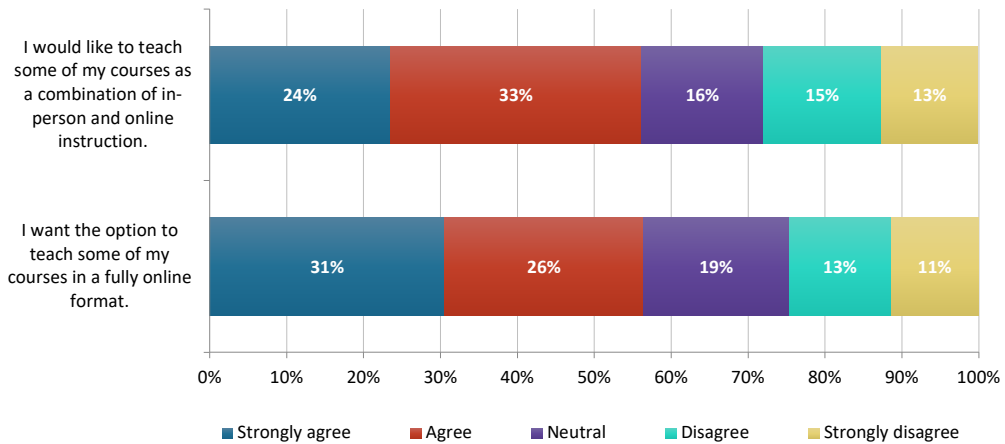
There was a considerable return to face-to-face instruction in 2021-22, as compared to 2019-20: faculty reported an increase of 44%, from 14% to 58% for teaching at least one course face-to-face. However, this is still below the pre-pandemic 2018-19 level of 96% of faculty members teaching one or more face-to-face courses. Faculty teaching online-only courses saw a rise during the height of the pandemic (71%) to a decline this year (49%), though still above the 2019 levels (34%). Blended learning formats have remained consistent between the years (29-33%).

## Faculty: Course Teaching Modality by Year



Faculty were asked for their format preferences for their courses. Over half of faculty stated that they agree (33%) or strongly agree (24%) that they want to teach a blended course, combining remote and in-person instruction. A similar proportion agree (26%) or strongly agree (31%) that they want the option to teach some courses fully online. There was a sizable minority who disagreed with both statements; 28% do not want blended courses, and 24% do not want the option for fully online courses. Faculty show some slight preference for fully online course over blended courses, with more picking strongly agree, and fewer picking strongly disagree or disagree.

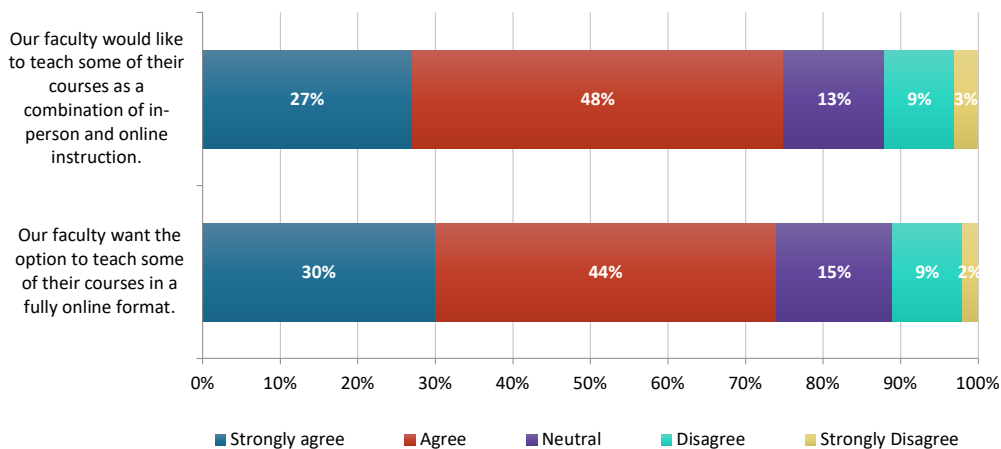
### Faculty: Teaching Modality Preferences



Administrators were asked their opinions on similar statements for the faculty they oversee or manage. A large majority of administrators agree or strongly agree that faculty want the option for both blended courses (75%) and fully online courses (74%). Only 12% and 11% believed the faculty do not want to teach blended or fully online courses, respectively.

Administrator perceptions of faculty preference for fully or partly online courses is higher than the rates for faculty. However, administrators were responding for a group, department, or entire institution, as compared to the individual faculty member’s preference for their own courses. Furthermore, administrators may already be considering plans for supporting or integrating online learning based on their pandemic experiences, making them optimistic for a digital future.

### Administrator: Faculty Teaching Modality Preferences





## Curricula Materials, Inclusive Access, and Online Homework Use

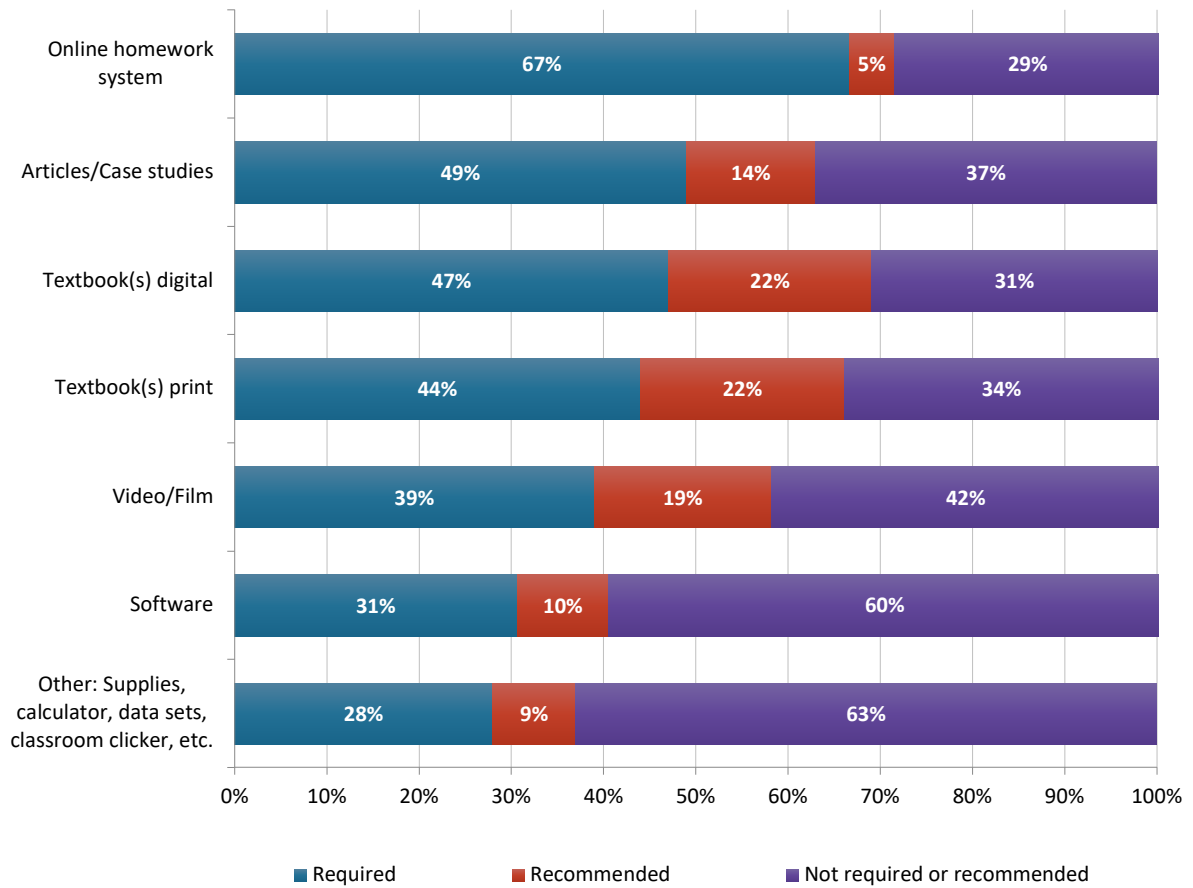
Curricula materials encompass a growing range of physical and digital materials used in courses. Faculty may incorporate textbooks with reading materials from other sources, in combination with multimedia or interactive software and online homework systems. In recent years, it has become common for textbooks to be offered bundled with access to these other features, though mostly for digital formats.

In 2021-22, when thinking about the largest enrollment course they taught, faculty stated that the most commonly required course material was an online homework system: 67% of faculty said it was required for their course, while another 5% said it was recommended. Textbooks in either format were required by 60% of faculty, though no specific format was required by a majority of faculty. No other course material was required by over 50% of faculty.

Other commonly required materials were articles/case studies, and video/film. These were all required by just under half of all faculty for the course. Another 14 - 19% of all faculty said these materials were recommended for their course.

Software and other materials (calculators, classroom clickers, etc.) were less commonly required (at 31% and 28% respectively) or recommended (at 10% and 9%, respectively) by faculty for their courses.

## Faculty: Curriculum Materials Used in Teaching

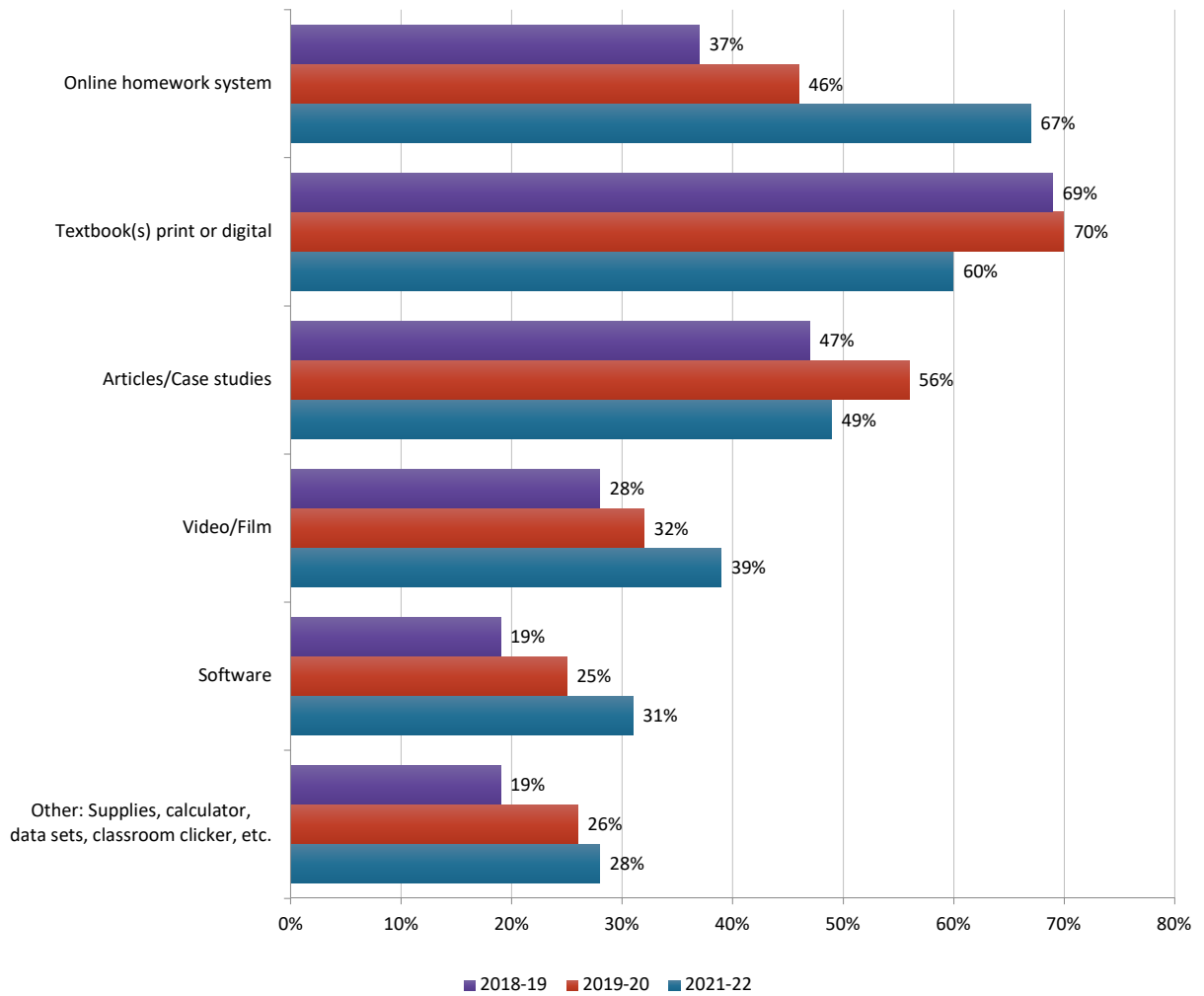


There have been consistent changes in the rates that non-textbook materials are required in courses since 2018-19. Online homework systems saw the greatest increase in use, growing almost 150% since 2019-20. It is likely that this growth was supported by the rise of digital tools to support remote learning during the pandemic.

Both textbooks and articles/case studies saw a slight decline in their requirement rates since 2020. These two materials are still close to the 2018-19 levels, and are still required at a high rate by faculty.

The use of multimedia materials (software and video/film) have increased each survey. The “other materials” category has also seen a small increase. While this is a broad label, many of these items support interactivity in the classroom (e.g., classroom clickers) or hands-on learning (e.g., lab kits), and also represent more traditional supplies, like calculators.

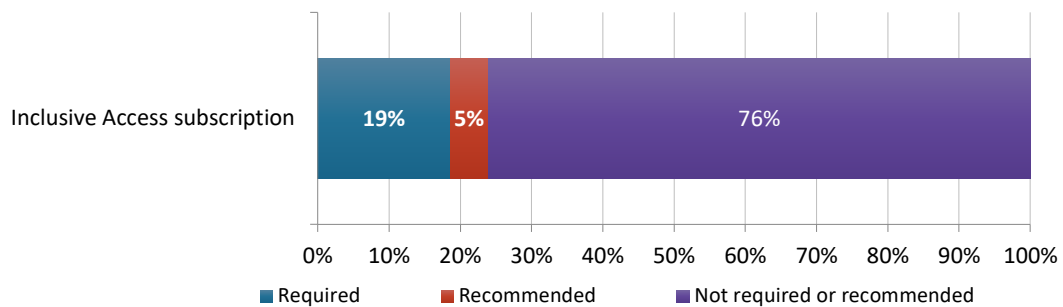
### Faculty: Curriculum Materials Required in Teaching by Year



## Inclusive Access

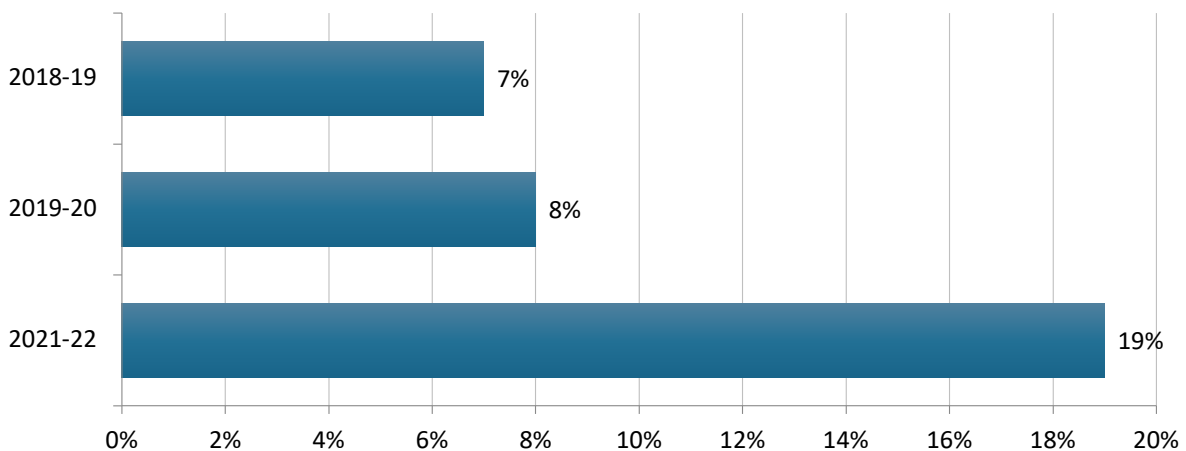
Inclusive access is a more recent introduction to classroom curricula materials. Inclusive access programs exist under a number of names: they're also known as a day one access programs, automatic purchase programs, unlimited access programs, digital direct, or immediate access, to name a few. They are generally provided by publishers such as Pearson, Cengage, McGraw Hill, or Wiley, who occasionally partner with companies such as Vital Source, RedShelf, Verba, Follett and Barnes & Noble, to provide digital access to all students in a class on a subscription basis.

### Faculty: Use of Inclusive Access Subscription in Teaching



Just under 1 in 5 faculty (19%) surveyed during the Spring 2022 academic term say that an inclusive access subscription is a requirement for their largest enrollment course. This number is more than double the response rate from 2019-20 (8%) and 2018-19 (7%), and a larger increase than any other curricula material.

### Faculty: Required Inclusive Access Subscription in Teaching by Year



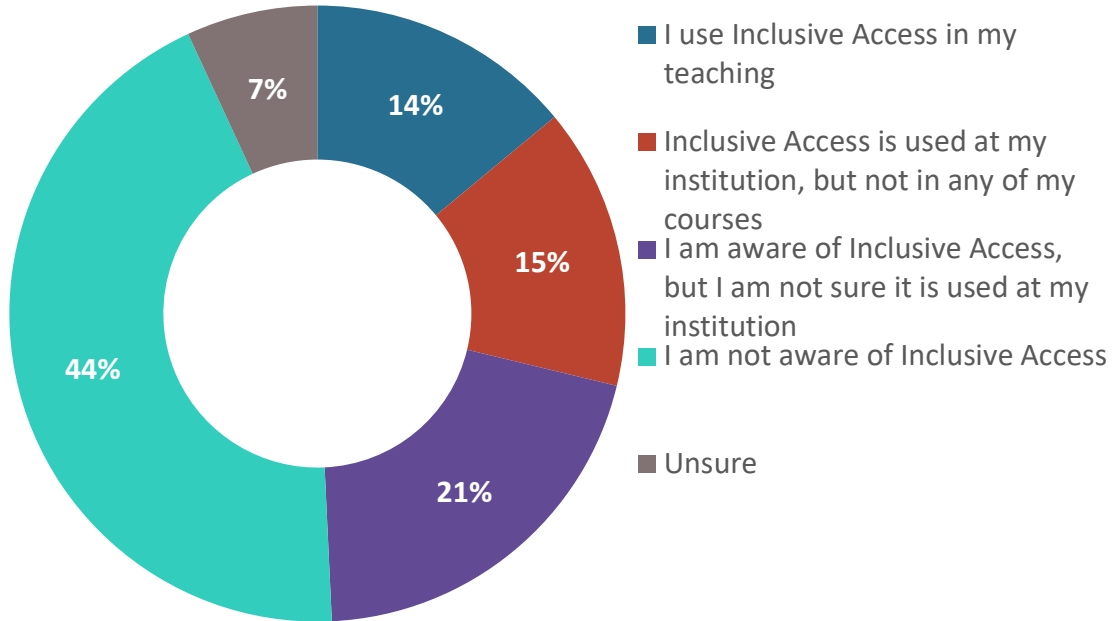
To further assess the growth of inclusive access, the survey asked faculty and administrators about their awareness of the existence of such programs at their institution.

Twenty-two percent of administrators reported using inclusive access at their institutions, with another 30% responding they were generally aware of inclusive access progress, for 52% overall awareness. Fourteen percent of faculty use inclusive access programs in their teaching, 15% believe inclusive access programs exist at their institution, and 21% are generally aware of inclusive access, for 50% overall awareness.

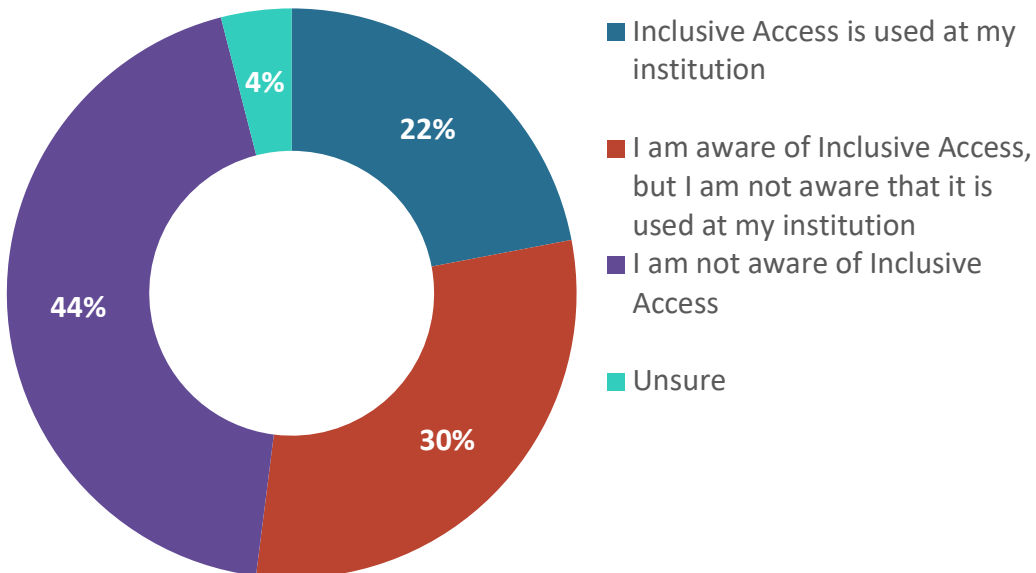
Interestingly, the 14% of faculty who answered that they were aware of inclusive access because they use it is slightly lower than the 19% who stated it was a required course material or 24% who required or recommended it. There was high overlap between faculty who required it and those who stated they use it, but there were still faculty responding they are not aware or unsure. Some of the discrepancy may be due the slightly different question wording as the inclusive awareness familiarity question fully defined and gave examples of these programs. Many faculty may only be aware of the on-campus name for the program, and therefore are not familiar with our listed definition of inclusive access. Finally, it is possible that some confusion about inclusive access programs remains amongst faculty.

It is striking that the faculty and administrator familiarity levels for inclusive access is so similar. For many course materials, awareness is imbalanced as administrators have increased insight into what's implemented at the institutional level without knowing what is used in individual courses, while the opposite is generally true for faculty. It is possible that inclusive access have had multilevel support for their adoption and implementation in classrooms, particularly as tools offered during the response to the pandemic.

## Faculty: Inclusive Access Awareness



## Administrator: Inclusive Access Awareness

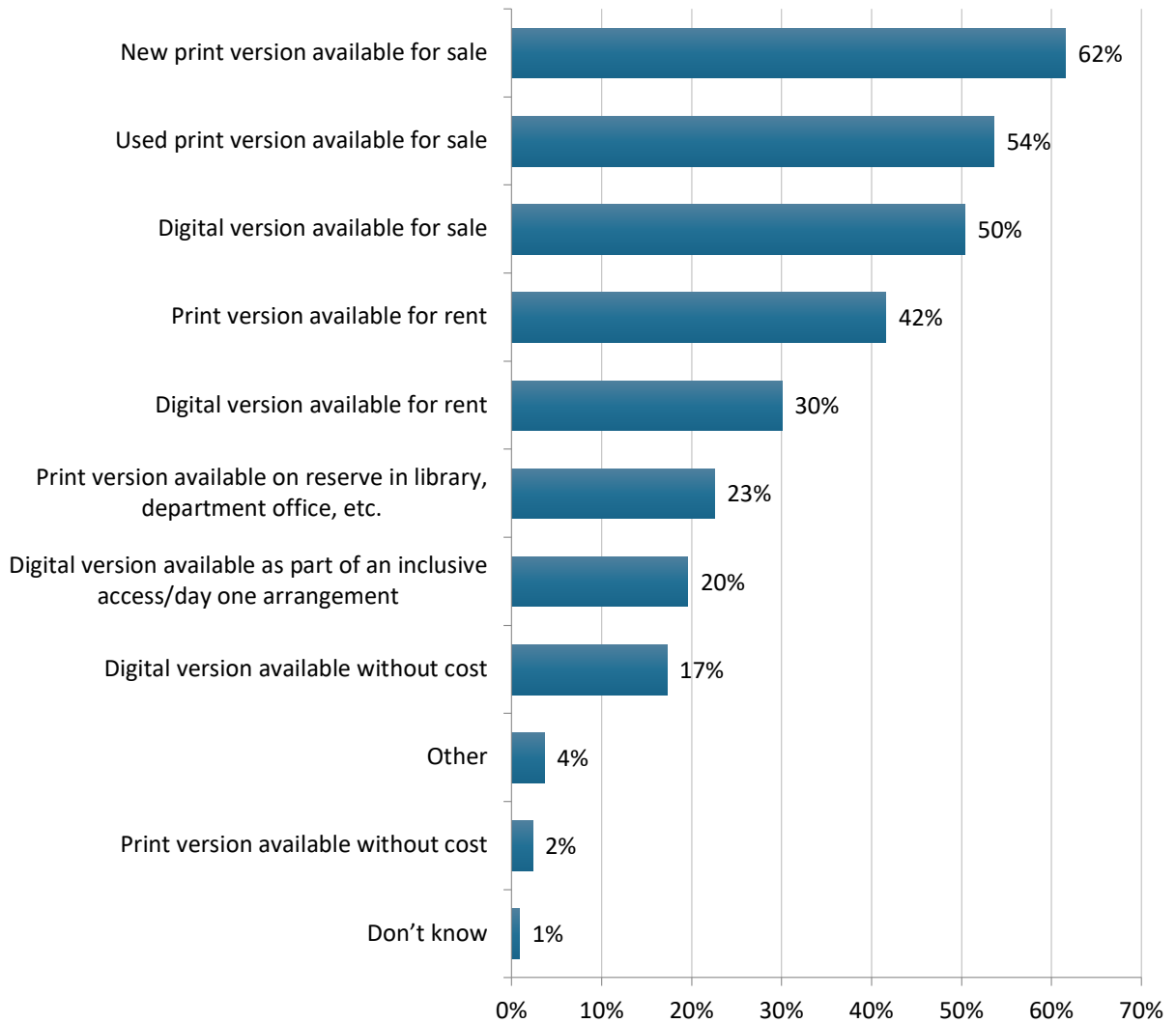


## Textbook Formats

The 60% of faculty who require textbooks were asked about the specific textbook formats that were available to their students. New print versions available for sale were the most common textbook format available (62%), followed by used print versions available for sale (54%). A digital version available for sale was the third most commonly available format (50%). A smaller number of faculty reported that their textbooks are available for rent in print (42%) or digital (30%) formats. Two-thirds of faculty reported that their textbooks are available in more than one format.

Most available textbook formats come with a cost to students, though some are available on reserve in libraries (23%), and a smaller number are available without cost for digital (17%) and print (2%) formats. However, these free versions may not be available to every student or have limited number of copies.

## Faculty: Primary Textbook Student Availability (select all)





## Perspectives on Digital versus Print

*In general I prefer physical textbooks, as I hate reading on my screen, and I think students get less information when they read it on screen rather than in a paper book. Also, the effort to find online resources is daunting... I just don't have the time to wade through all the online sources to find reading assignments.*

— Administrator

*As we are very rural and high poverty, access to the Internet at home is a real barrier for our students. Therefore, I never use a digital homework system, since students may not have access when they need it. Also, I won't use a digital textbook with supplements that require always-on Internet access.*

— Advanced Arts & Literature Faculty

*Many textbooks are outdated and so I have to provide supplemental materials to my students. If the course material is digital, it should be updated constantly.*

— Administrator

*The pandemic taught us that many classes or parts of classes can be taught digitally. Students are so tied to their phones and computers, that not using digital media is a disservice to them. Faculty is not changing rapidly enough to digital media to keep up with their students.*

— Intermediate Humanities Faculty

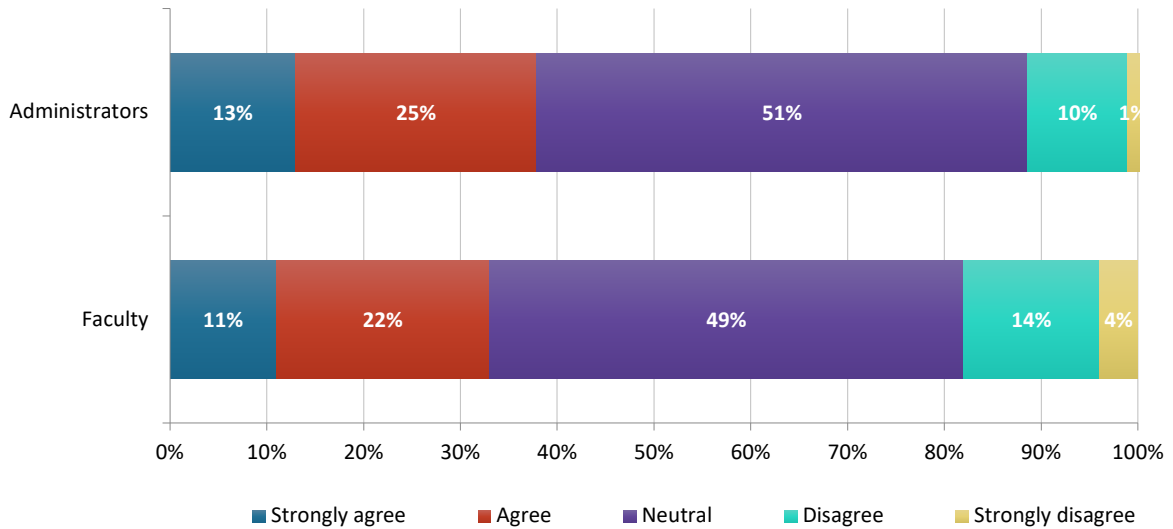
Faculty and students are increasingly using digital materials in higher education classrooms. This trend began before the pandemic, as growing commercial and non-commercial options for digital materials spurred an increase in the number of available online and blended courses. Questions remain as to whether or not these digital materials are as effective or accessible as traditional print materials.

Faculty and administrators were presented with multiple statements on print versus digital materials. A third of faculty (33%) favor print for student learning, agreeing or strongly agreeing that “students learn better from print than they do from digital.” A smaller number (18%) disagree or strongly disagree with the statement, leaving half of all faculty neutral. There is a similar pattern for administrators: 38% agree or strongly agree, 11% disagree or strongly disagree, and 51% are neutral.

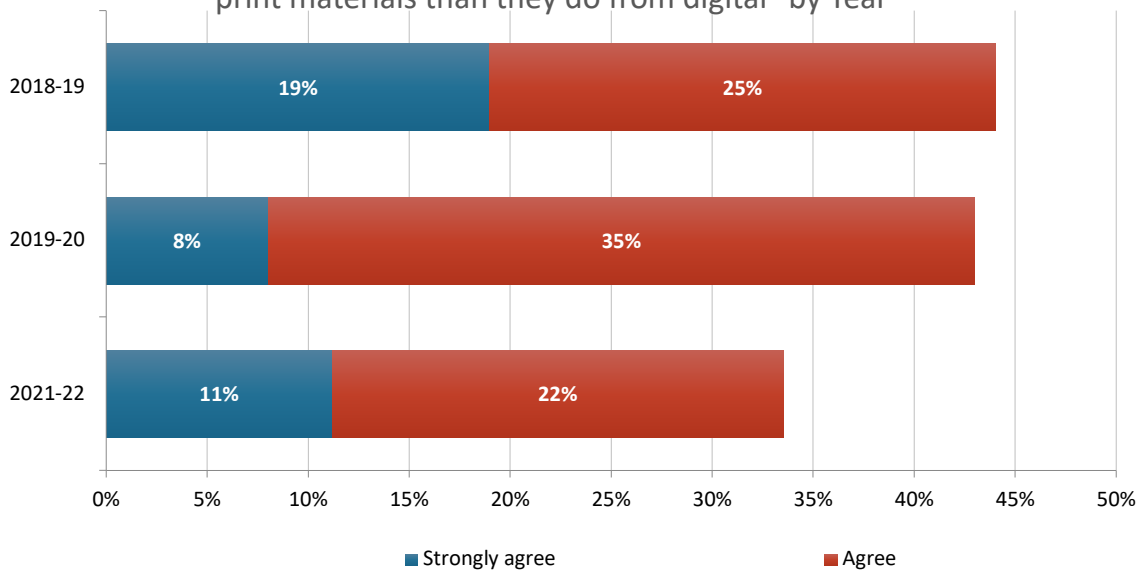
The proportion of faculty agreeing that “students learn better from print” has declined since 2018-19. Four years ago, 44% of faculty agreed or strongly agreed, with 19% strongly agreeing. In 2019-20, the overall number agreeing or strongly agreeing was similar (43%) but there was a large shift from faculty strongly agreeing (8%) to just agreeing (35%).

This year's survey represents a drop to overall agreement by 10%, with slight increase in strongly agreeing group and a big decrease in agreeing group. This change may be due to increased acceptance of digital materials combined with overall improvement in the digital offerings over time.

Agreement with the statement "Students learn better from print materials than they do from digital."

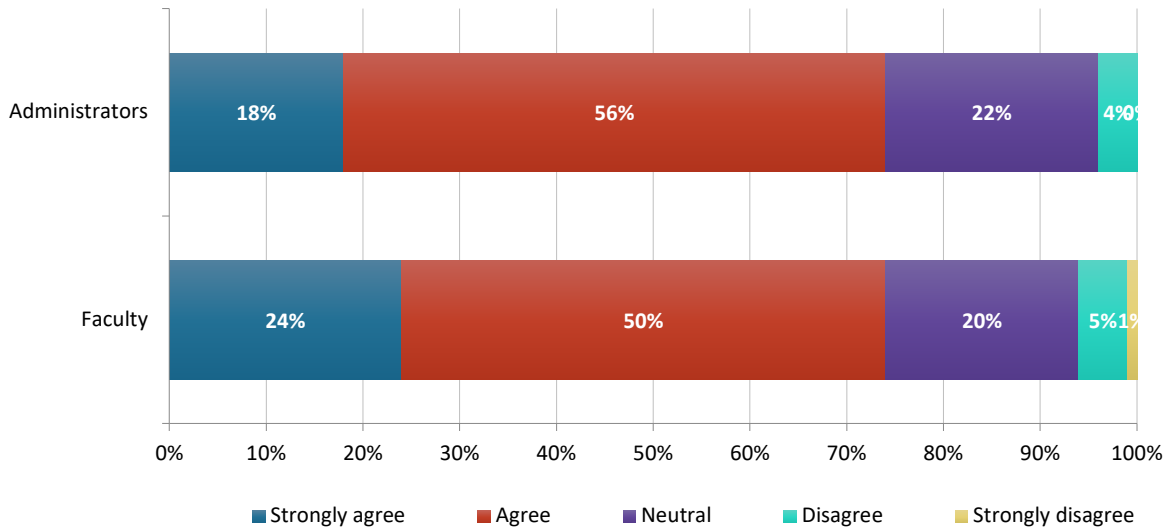


Faculty: Agreement with the statement "Students learn better from print materials than they do from digital" by Year



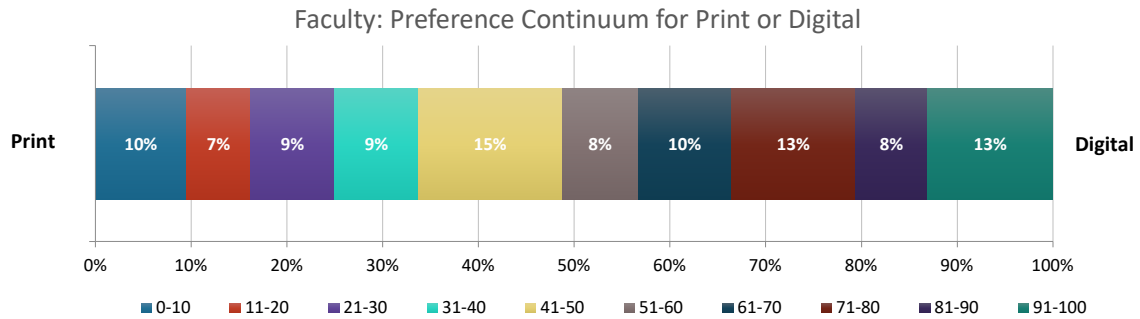
The majority of administrators and faculty agree that “digital materials provide greater flexibility” for students, and at higher rates than they agreed with the previous statement. Three-quarters of faculty and administrators strongly agree (24% and 18%, respectively) or agree (50% and 56%). Only a small number disagree (5% faculty, 4% administrators) with only 1% of faculty strongly disagreeing.

Agreement with the statement "Digital materials provide greater flexibility for students."



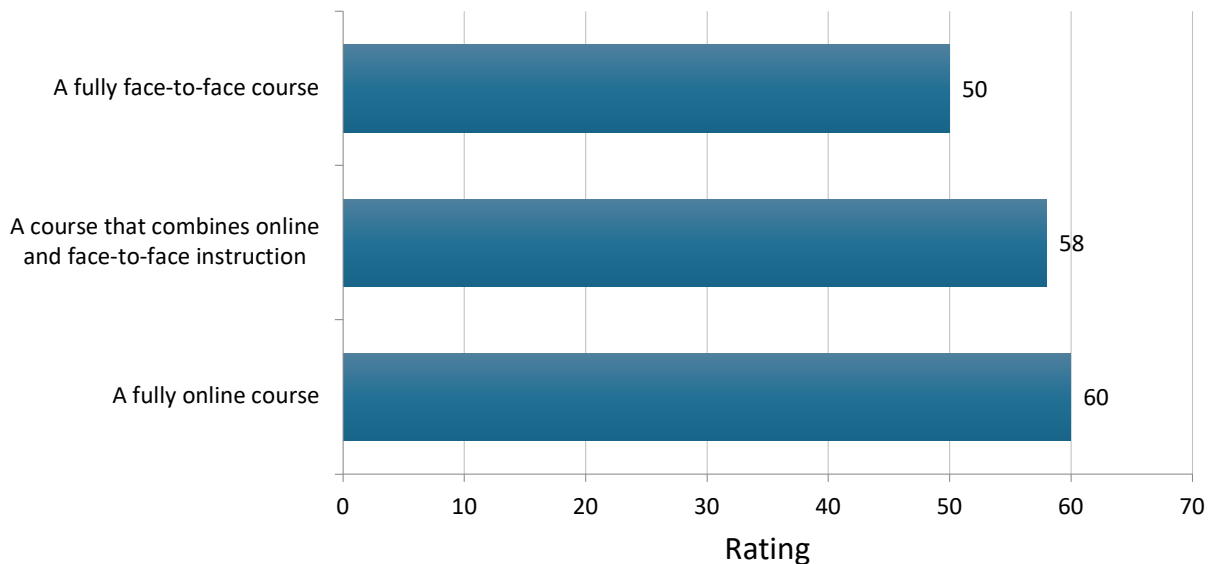
When asked to rank their preference for print or digital materials on a continuum from 0 (for print) to 100 (for digital), faculty are evenly spread across the full range. With the responses divided into 10 groups based on score, all 10 groups are comparably sized from 7% to 15%. The largest group is only 15% of all faculty for scores of 41-50, showing a very slight preference for print. For the extremes, the group most preferring digital (91-100 scores, 13%) is slightly larger than the group most preferring print (0-10 scores, 10%). The average value for faculty scores is 55, with a median value of 51 and a modal value of 50.

These results show that there is no overall faculty preference for print or for digital. While the most common value suggests a preference for an even mix of materials, there are an equal proportion of faculty who want more print or more digital. Faculty preferences are very diverse: the same course materials are just as likely to be completely preferred by faculty as they are to be criticized.



Faculty who were currently teaching at least one course that incorporates online teaching, either fully online or in a blended course, showed a higher preference for digital than faculty who are teaching at least one face-to-face course. While lower, the face-to-face teaching faculty average rating of 50 shows a balanced preference for print and digital.

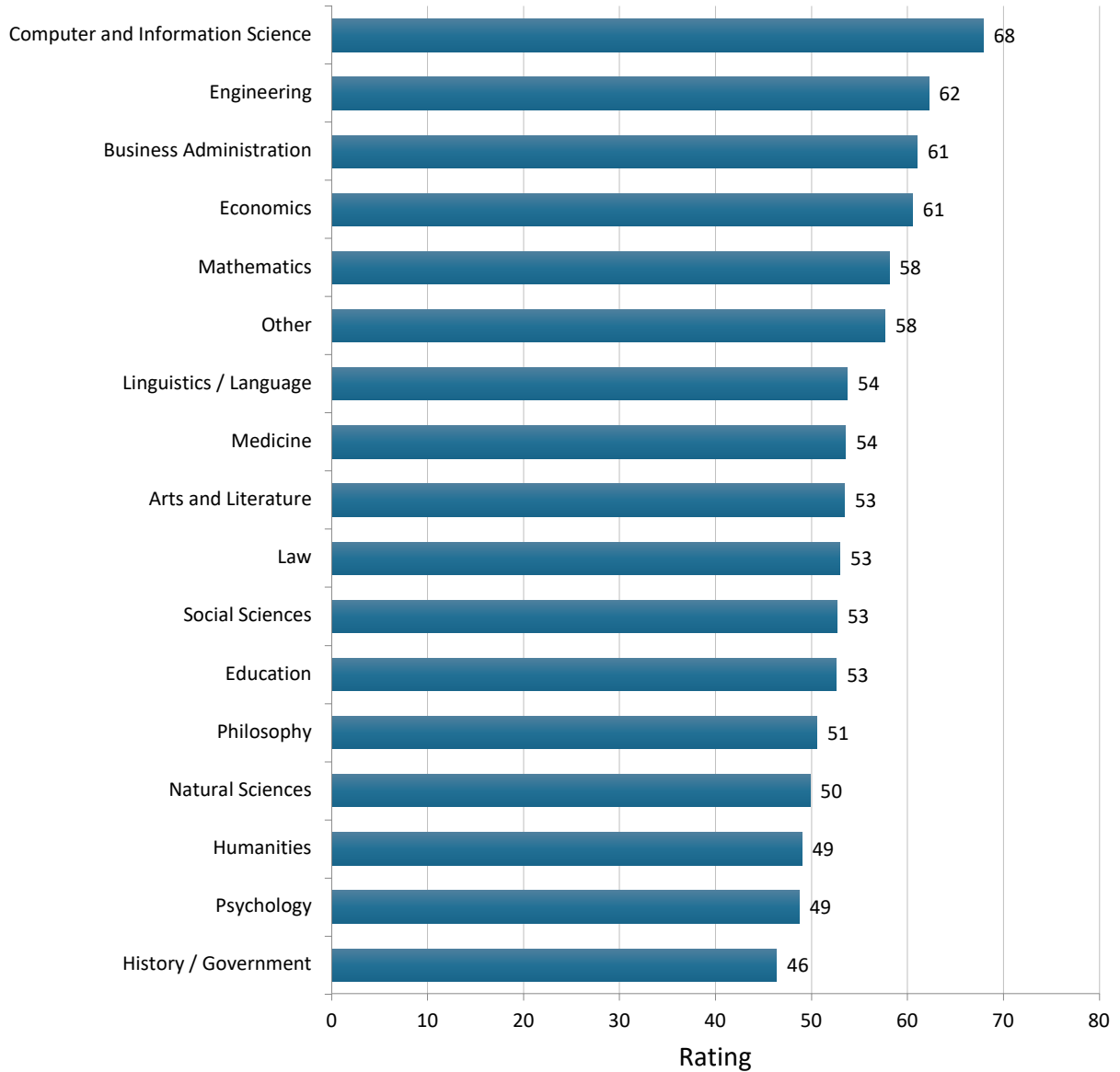
### Faculty: Average Preference for Print or Digital by Course Modality Preference



The average rating for faculty on the print to digital continuum varies a bit by discipline. Only three disciplines slightly favored print – History/Government (46), Psychology (49), and Humanities (49). Faculty from most other disciplines rate themselves on average as preferring a balanced mix of print and digital, or a slight preference for digital, with average scores from 50-59.

There are four disciplines that have an average rating over 60, suggesting a stronger preference for digital materials: Economics (61), Business Administration (61), Engineering (62), and Computer and Information Sciences (68).

Faculty: Average Preference for Print or Digital by Discipline



## Cost Factor

*For students at an open access state university like mine, the cost of textbooks can make a difference in whether students come to college or not. More than fifty percent of our students take developmental courses, so having access to open source materials could help students who otherwise might not be able to attend college.*

— **Administrator**

*As a professor who teaches about social justice, I feel an obligation to pursue financial justice in the classroom. I have chosen to use OER although I am not satisfied with the quality of the content in World History textbooks. I am currently working with a group of History faculty to revise an OER textbook for modern World History.*

— **Introductory History/Government Faculty**

*I am very aware that the cost of course materials can be a serious problem for some students. However, when I think about the cost issue when considering what textbooks to adopt, I am also aware that students are paying thousands, not hundreds, of dollars in tuition. This means that I give the effectiveness of the book(s) under consideration has a great deal of weight relative to the cost.*

— **Advanced Economics Faculty**

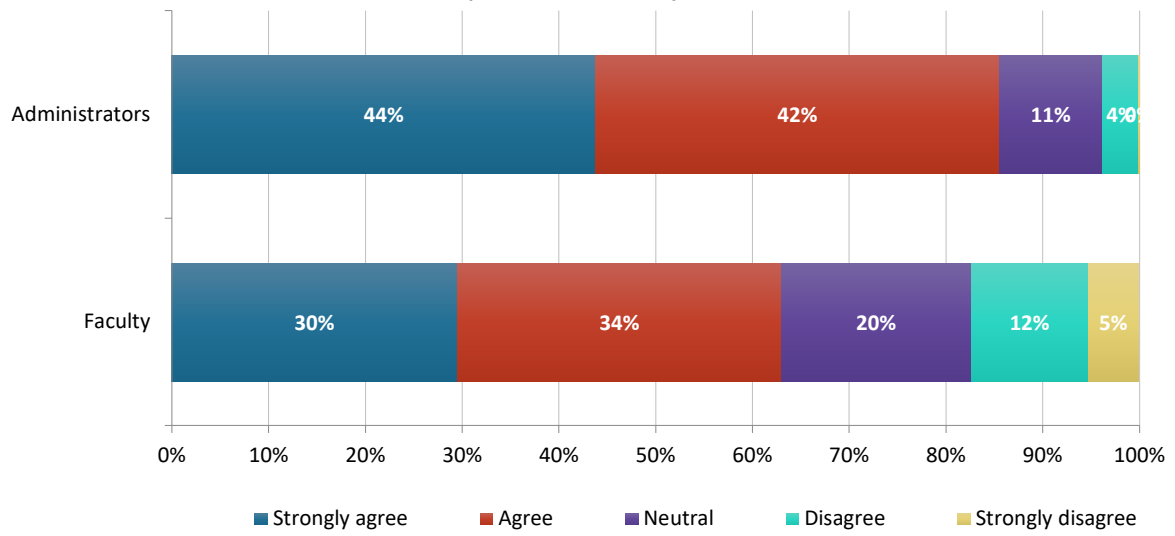
*While cost and ease of access are relevant in textbook adoption, I strongly believe the quality and effectiveness on student learning outcomes needs to take a priority. This is especially true in the hybrid environments faculty are having to teach in this post-Covid time.*

— **Administrator**

Over the last decade, cost to the student has become an important factor for picking and adopting course materials in higher education. In previous versions of this survey conducted in 2017 and 2018, over 80% of faculty agreed that the cost of course materials is a serious problem. This year's results show this concern has not gone away.

Two-thirds of faculty strongly agree (30%) or agree (34%) that “the cost of the course materials is a serious problem for my students.” A small group disagreed (12%) or strongly disagreed (5%). Administrators had stronger opinions: there were 44% who strongly agreed and 42% who agreed, for 86% total — 22% more than faculty. Only 4% of administrators disagreed, and none strongly disagreed.

Agreement with the statement "The cost of the course materials is a serious problem for my students."



## Curricula Satisfaction

This year's survey asked faculty to assess their satisfaction with their course curricula for their largest enrollment class across multiple metrics, on a scale of 0-100. Two metrics (accuracy and scope) were specific to the content of the curricula. A third metric asked about the supplemental instructor materials that many textbook packages include, while the fourth asked faculty to rate their satisfaction with the cost to the student for the specific curricula. Finally, faculty gave an overall rating for the curricula.

Faculty gave the best ratings to their satisfaction with the specific course content. The average rating for accuracy was 86, while the average rating for scope was 84. Over 40% of faculty gave these metrics scores of 90 or higher.

Faculty were also generally satisfied with their course curricula overall, when considering all aspects of the curricula. The average value was 81, and 31% of faculty gave a score of 90 or higher, suggesting very high satisfaction. There was no difference in the score by the type of course a faculty taught (introductory, intermediate, or advanced).

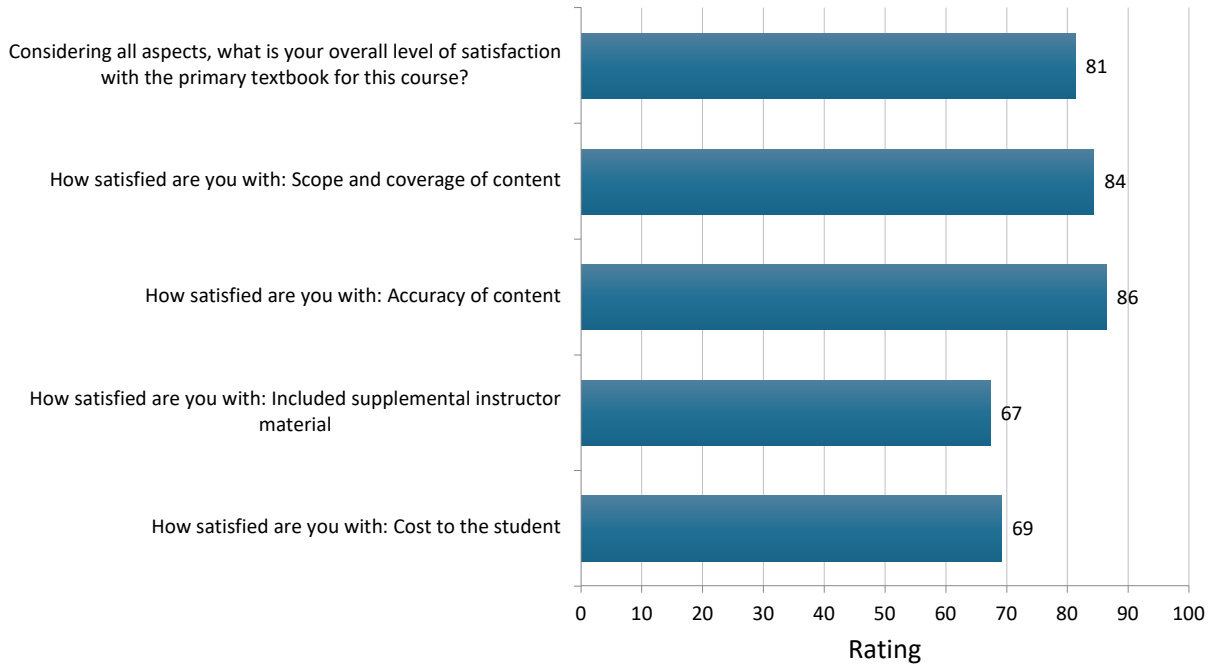
The overall curricula satisfaction varied slightly by publisher. Faculty using the big three publishers – Cengage, McGraw-Hill, and Pearson – gave an average rating of 79. By comparison, faculty using other commercial publishers gave an average rating of 83. Faculty who use OER materials gave an average rating of 84.

The satisfaction with included supplemental instructor materials was lower, with an average value was 67. A quarter of faculty gave a score under 50, suggesting they were dissatisfied. That said, there were many faculty who were very satisfied, as another quarter gave a score of 90 or higher.

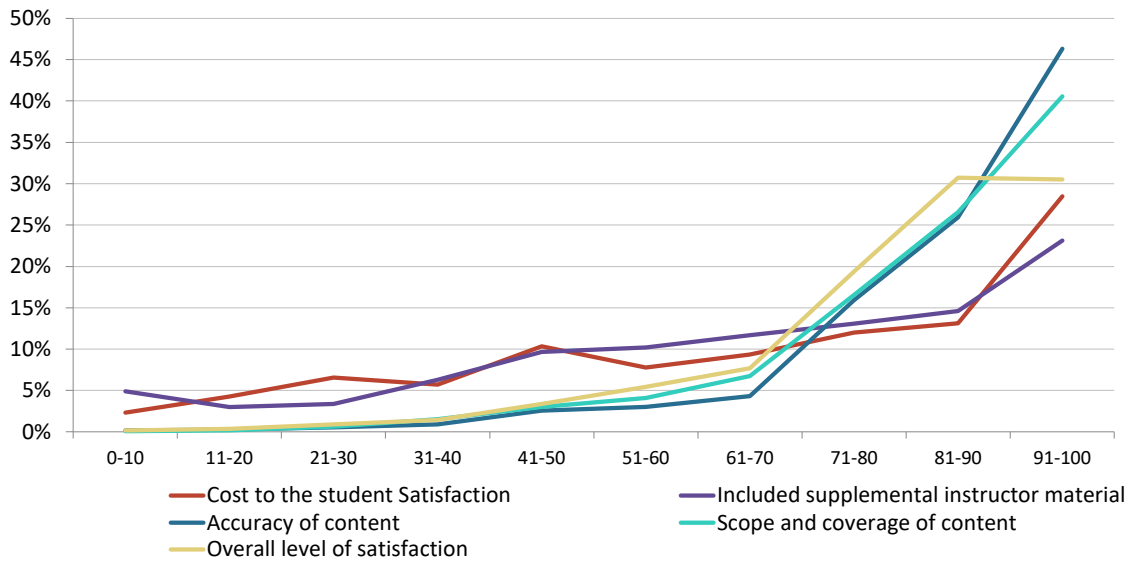
Satisfaction with the cost to students was also lower: faculty gave an average score of 69. There were almost an equal number of faculty giving a score under 50 (29%) as over 90 (28%).



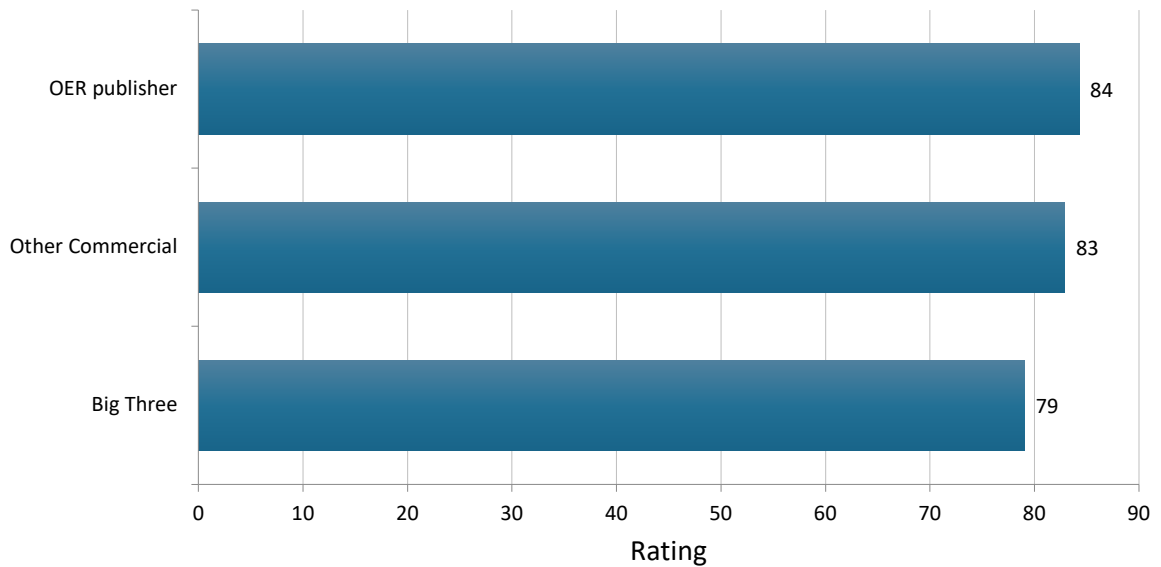
### Faculty: Average Course Curriculum Rating



### Faculty: Course Curriculum Ratings



Faculty: Overall Average Course Curriculum Rating by Publisher



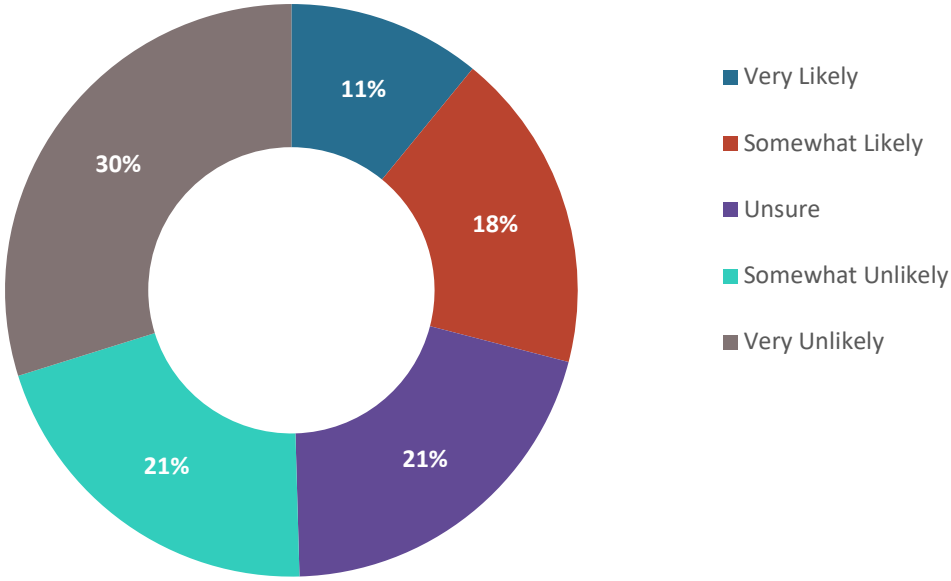
The process for adopting specific course materials in higher education is often more complex than a faculty member simply choosing what they want to use. Depending on the course, decisions may need approval from other faculty, the department, administrators, and other institutional positions. Further approval and support may be needed from I.T. departments for adopted materials, especially for management of new digital options. Therefore, while faculty often have influence on curricula decisions, they may not be using their ideal choice.

This year's survey asked faculty a hypothetical question: If it were totally up to you, how likely would you be to replace the current primary textbook for this course? A small but sizeable group of faculty responded that they are very likely (11%) or somewhat likely (18%) to switch. Half of all faculty (51%) stated that they were somewhat or very unlikely to want to replace the primary textbook. The remaining faculty were unsure (21%).

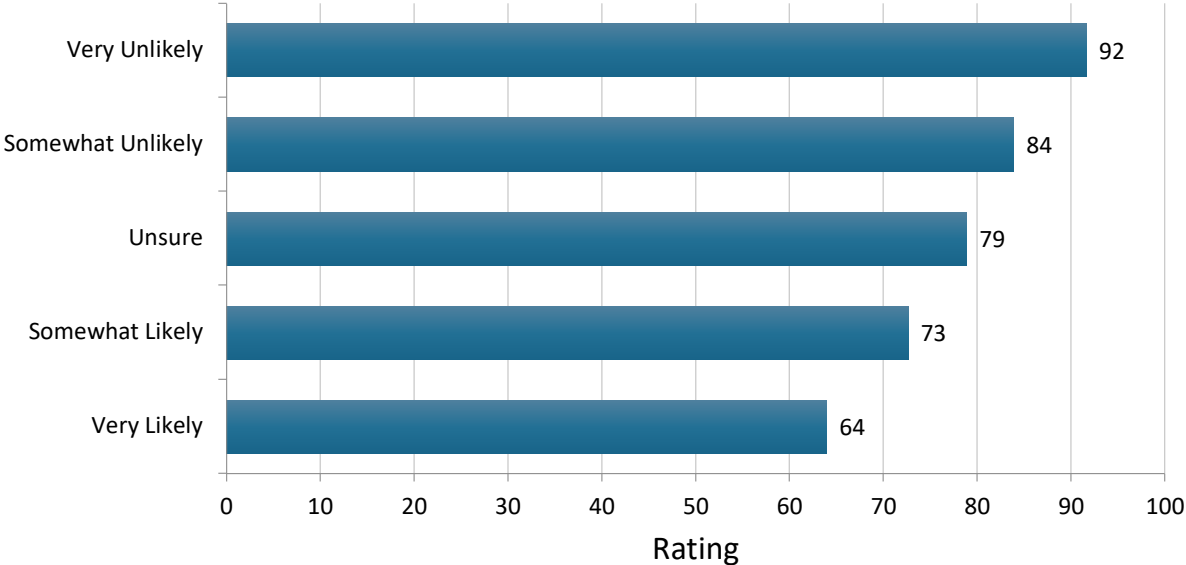
These preferences are slightly lower than we might expect from the overall curricula satisfaction ratings, where half of all faculty gave a score of higher than 85. However, the faculty are being asked to consider slightly different aspects: the curricula and its supplemental content, implementation, student satisfaction, access, and more, as opposed to their specific opinion on the primary textbook. Nevertheless, the mean satisfaction score is correlated with

likelihood to want to change the textbook. Faculty who most want to replace the textbook have the lowest average curricula rating.

Faculty: Preference to Replace Textbook if Totally up to Faculty



### Faculty: Overall Course Curricula by Preference to Replace Textbook if Totally up to Faculty

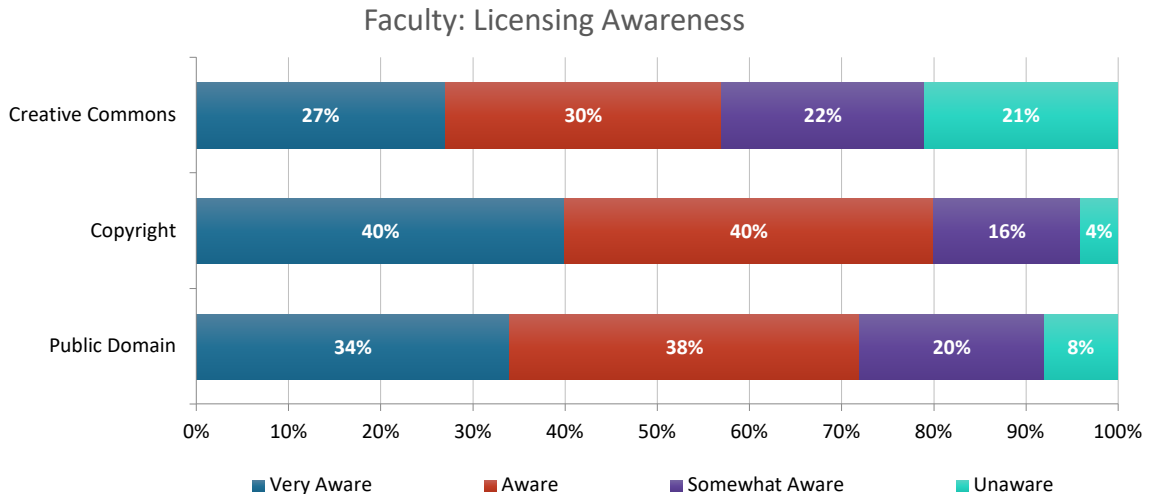


## OER Awareness

The Spring 2022 results for awareness of OER and different licensing types is of particular interest to those in the OER community. The results from this survey and from prior years have shown that there is increasing acceptance and use of digital materials. Additionally, there is strong concern from faculty about the cost of materials to students. OER curricula offers a possible option that provides digital curricula at low costs, or even free of charge.

However, measuring the true awareness of OER can be complicated. Many faculty are not aware of specific details and definitions for licensing, even as they make use of them. Some may confuse “open” with “free,” and assume all free resources are OER. We use a combination of OER awareness and licensing awareness to try to account for these issues.

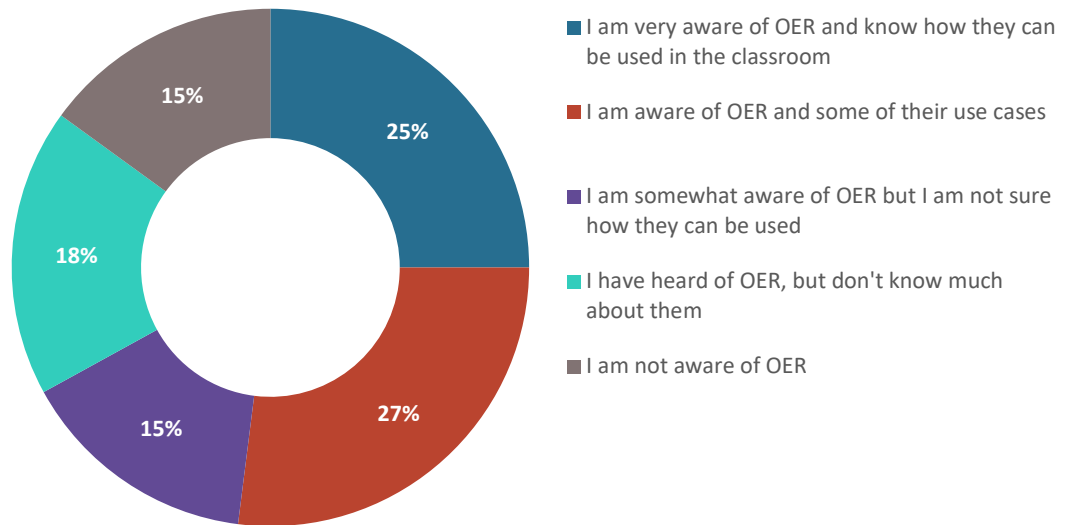
For higher education faculty, there are high levels of awareness for all licensing types. Over 90% of faculty are somewhat to very aware of both copyright and public domain. Awareness of creative commons licensing is just under 80% for any level. All three types of licenses have over 50% awareness for aware or very aware, indicating faculty are confident in their own awareness levels.



To gauge awareness of OER, reports in this series use a consistent question, which 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. This specific wording has remained consistent to support year-to-year comparisons to the earlier surveys.

The results for Spring 2022 also showed high levels of awareness of OER. Sixty-seven percent of faculty have some level of awareness of OER, with 52% saying that are “aware” or “very aware,” and 15% saying they are “somewhat aware.” Only 15% of faculty said they are “not aware” of OER.

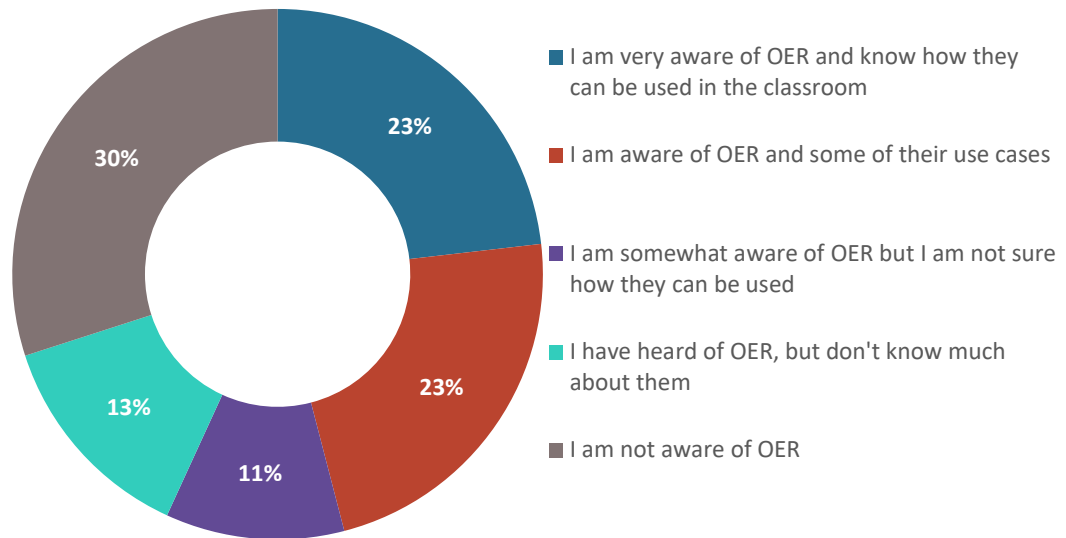
Faculty: OER Awareness



Because many respondents have a less than precise understanding of OER and can confuse OER with "free" or "open source," this series of reports has used a second indicator of awareness that combines awareness of the term OER and awareness of licensing. Respondents who report that they are unaware of Creative Commons licensing are removed from the "Aware" categories, creating a stricter index of OER awareness that includes only those who are aware of both the term and the type of licensing that goes along with it.

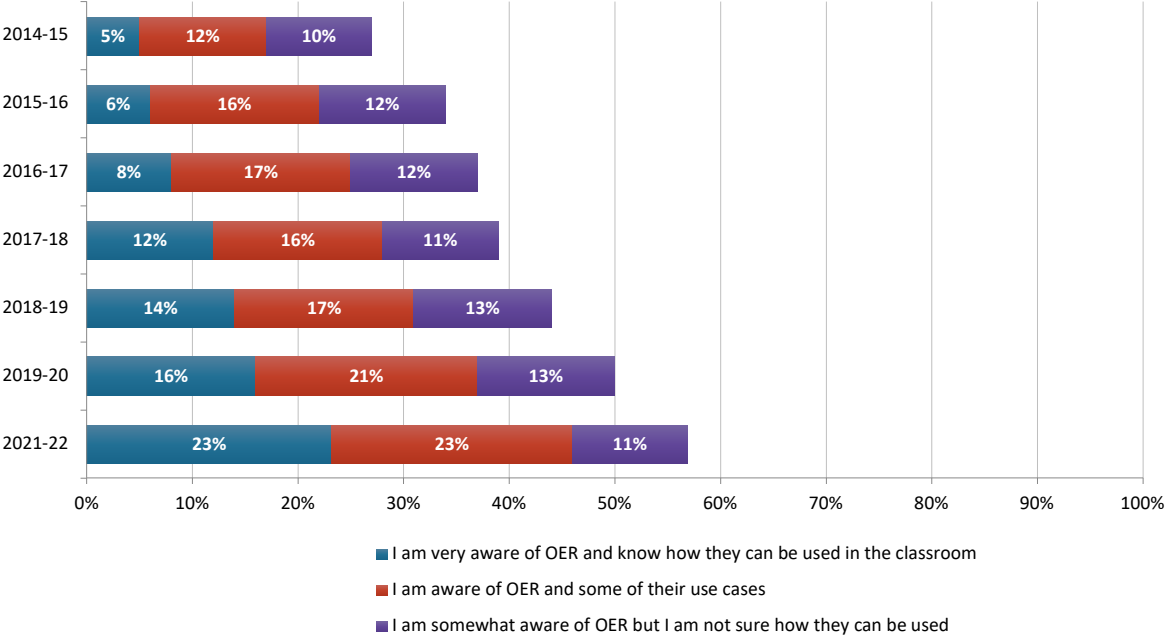
The level of awareness for OER falls when using this stricter definition. The number of faculty who are unaware of both OER and Creative Commons licensing doubles to 30%. However, the awareness levels for those who are “aware” (23%) and “very aware” (23%) are close to the non-strict definition awareness, indicating these faculty likely truly know what OER is.

## Faculty: OER Awareness Strict



This project has tracked strict OER awareness for higher education faculty since 2014-15. We have seen awareness grow, with every new survey, and this year is no exception. OER awareness has grown by 7% since 2020. The largest growth was for faculty who are “very aware” of OER and Creative Commons licensing, which increased from 16% to 23%. Since 2014-15, OER awareness has more than doubled. For the first time in our surveys, over half of all faculty have some level of awareness of OER.

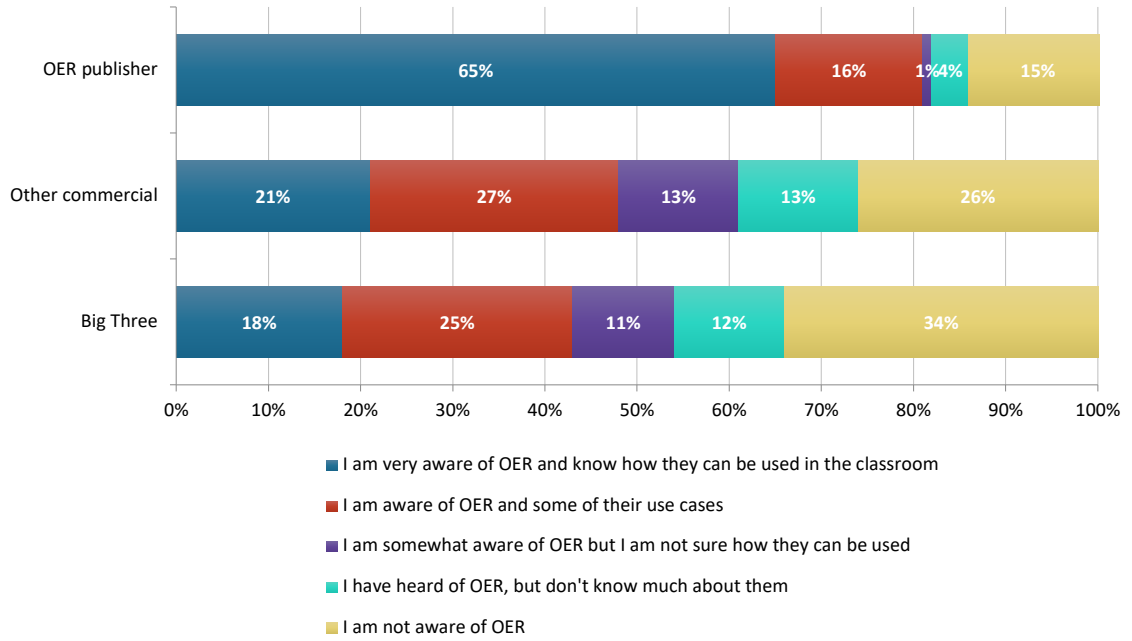
Faculty: OER Awareness (Strict) by Year



OER awareness was greatest for faculty who are active users of OER textbooks, with 81% reporting that they are very aware or aware of OER. However, this still means that 1 in 5 OER users are unaware that they are actively using OER materials, though they may be aware of particular benefits of the license and access of said materials. In contrast, faculty who use commercial publishers are much less aware of OER, as less than 50% are “very aware” or “aware.”



### Faculty: OER Awareness (Strict) by Publisher



## OER Use

*High quality materials and especially good online homework systems require a significant investment of funds. That ultimately has to come from the students either in tuition or buying a resource. I don't think OER will ever be very competitive with what publishers are doing.*

**– Administrator**

*Having moved to open resources, I will never again use expensive text books. Using OER and an array of supplemental texts enables me to customize my art history courses in response to current events and discoveries, to keep the courses fresh and engaging, and - most importantly for my predominantly low-income students - to ensure that the source materials are free to them.*

**– Introductory Arts & Literature Faculty**

*In our institution and department, textbook and course resources are an individual decision. We have a strong pressure from the state to move to OER, but quality varies and so does ease of implementation. Commercial textbooks often have the advantage of ease of implementation (test banks). Brief, comprehensive monographs often have the advantage of a unified voice and strong narrative thread. OER mostly have cost in their favor.*

**– Administrator**

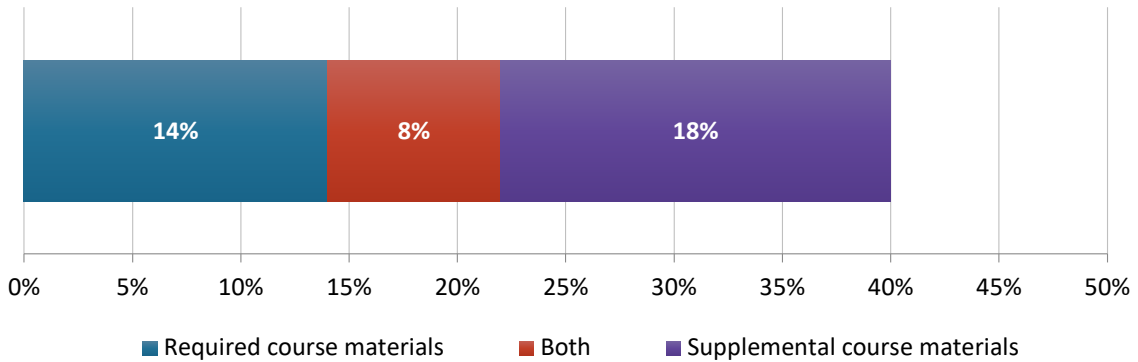
*I would love to use OER for cost benefit to my students. Until they can match the adaptive learning component of McGrawHill's SmartBook, I'm not sure how much I'll consider them. I've seen such significant improvements in student learning, that I'm not sure it's worth going to an OER option at the expense of student learning.*

**– Introductory Other Discipline Faculty**

Awareness of a curricula option is just the first step in the process of adopting and using a product. With increasing levels of OER awareness, we were curious about the level of OER use in higher education courses.

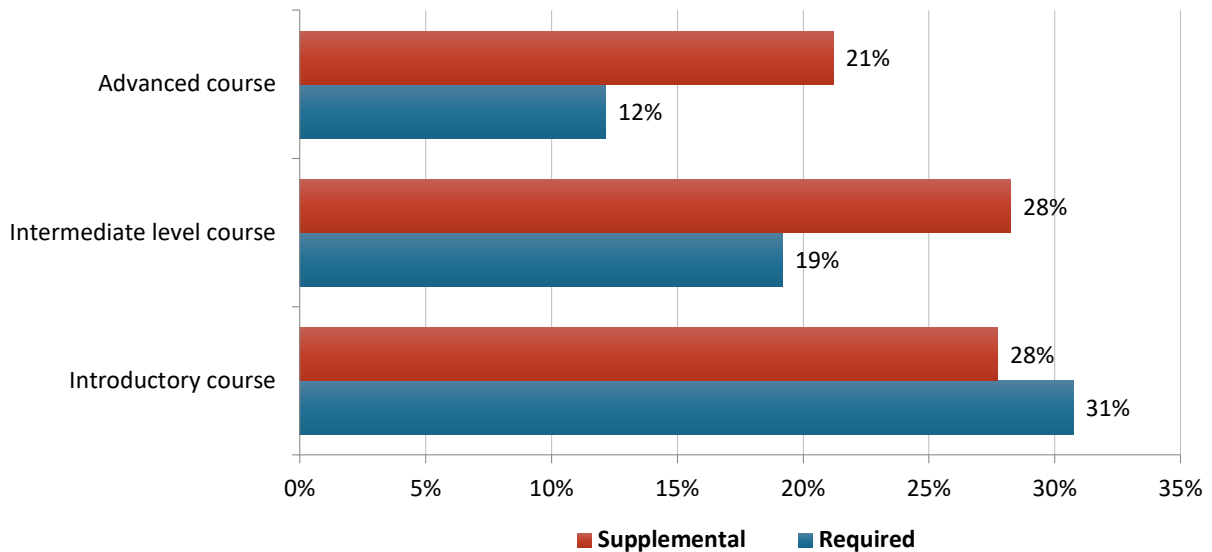
OER materials are used by 40% of faculty as either supplementary or required materials or both. There were 14% of faculty who required OER materials, 18% who used them as supplementary materials, and 8% who had both. The OER materials used are not limited to textbooks, and may include any type of resource.

### Faculty: Use of OER Materials in Courses



When compared across course types, OER use is highest in introductory courses. This is true for both use as required materials (31%) and as supplemental materials (28%). OER materials are less likely to be used as required materials as the course level increases, from 31% for introductory, to 19% for intermediate, to 12% for advanced courses. This may be partly due to the fact that there are a greater number of OER materials for introductory courses than any other type. There is a closer level of use of OER by course type as supplemental materials (21% to 28%).

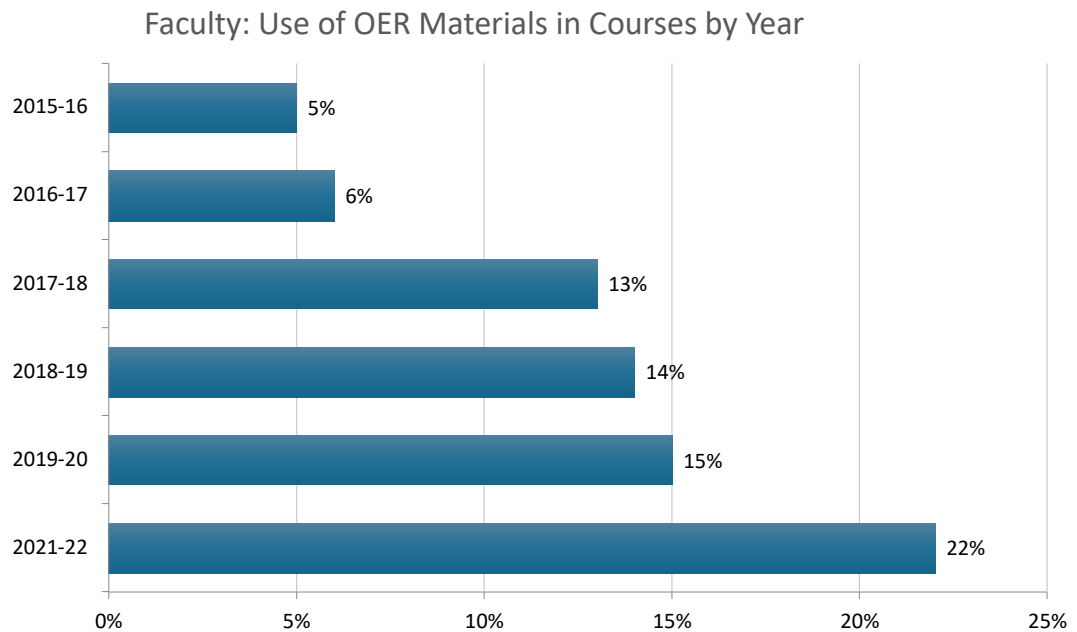
### Faculty: Use of OER Materials by Course Type



The use of OER as a required material has increased every year of the survey since 2015. While the trend matches the rise of OER awareness each year, the

patterns are not identical. As expected, OER use is also lower than OER awareness; the size of users is only 30% of the size of faculty who are aware of OER. OER awareness has grown 2-7% between each survey, with an average increase of 5%. In contrast, OER use as a required material grew by just 1% over three years and had a larger 7% increase over two years.

The gap in usage from awareness may be partially explained as courseware adoption lagging behind awareness, as it takes time to implement and many courses change materials only every few years. While it is unclear why 2017-18 and 2021-22 saw such large jumps, the rise of digital materials during the pandemic may partially explain the 2021-22 increase.

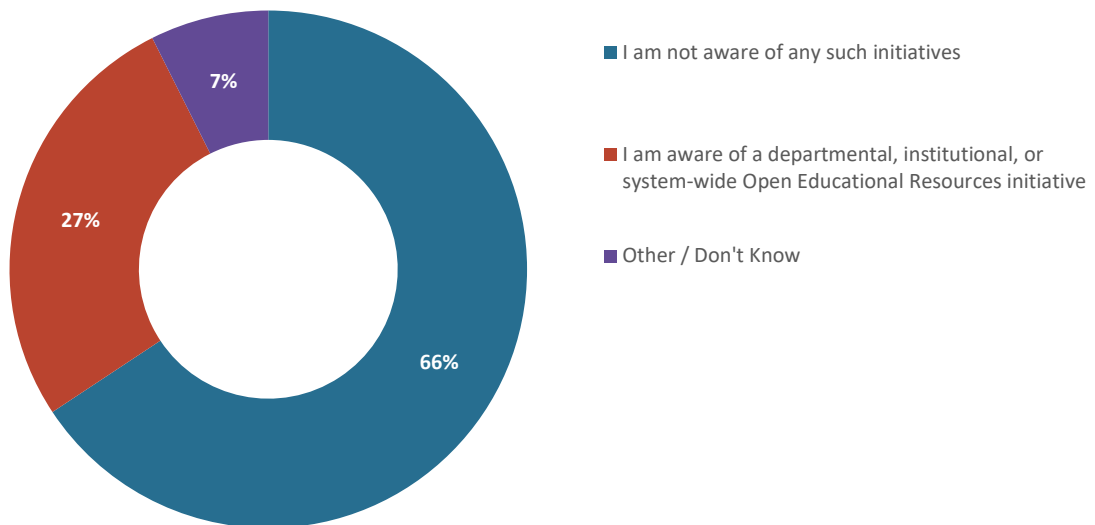


## OER Initiatives

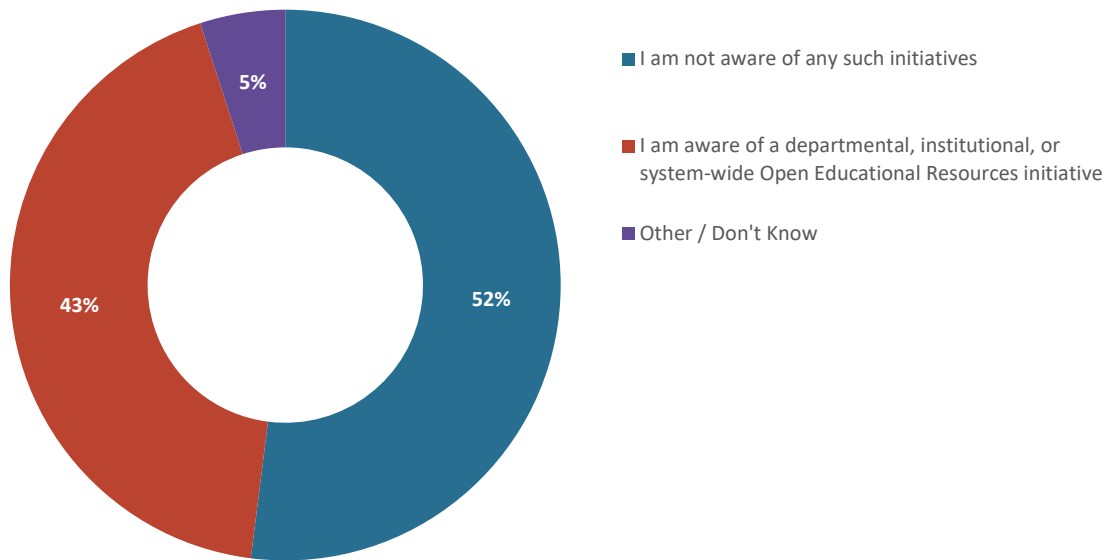
A common method to increase awareness are campaigns or initiatives. For commercial publishers, these may take the form of outreach from sales representatives and promotion on their websites. OER materials do not have the same commercial structure supporting them, as many are produced and released by non-profit, non-commercial, or government groups. Therefore, OER as a concept and specific OER materials for higher education are often promoted by members within a community through departmental, institutional, or system-wide initiatives.

Administrators report that they are more aware of OER initiatives than faculty. 43% of administrators are aware of departmental, institutional, or system-wide initiatives for OER while only 27% of faculty are. The difference in awareness is not surprising, as administrators are often responsible for creating initiatives and/or are likely the main target for initiatives, given their influence over multiple faculty and courses.

Faculty: OER Initiative Awareness

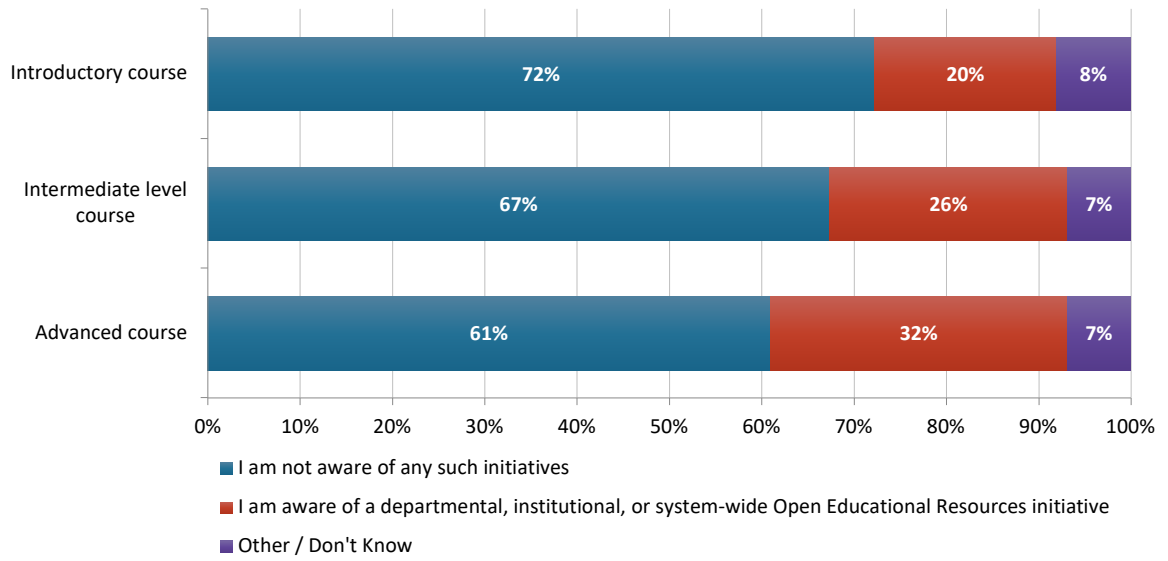


### Administrator: OER Initiative Awareness



The proportion of faculty who are aware of OER initiatives increases by level of their highest enrollment course. Faculty with advanced courses were most aware of initiatives (32%), followed by intermediate courses (26%), and then introductory courses (20%). Faculty for advanced courses may be more likely to have been in higher education longer and hold some administrative duties, making them more likely to have been targeted for an OER initiative.

### Faculty: OER Initiative Awareness by Course Type



# SUMMARY

The impact of the global COVID-19 pandemic continued to ripple through the higher education landscape in the U.S. during the 2021-22 academic year. While some pandemic-induced restrictions were eased, there has been no return to pre-pandemic levels. On the contrary, the growing prevalence of and preference for online and blended courses and digital materials signals a shift in a landscape that has long been dominated by "traditional" face-to-face instruction.

OER awareness and usage has grown alongside digital acceptance. The cost of textbooks remains of great concern for faculty and administrators. Increased availability of low cost (or free) materials, coupled with initiatives to drive awareness of those materials, has the potential to help educators in the long run.

Opinions are not universal. While trends point to increasingly digital classrooms, a small but sizeable group of faculty do not like or want digital materials. The full spectrum of preferences from faculty and administrators (and likely students) means a diverse range of curricula materials are expected to be adopted; publishers would do well to offer a suite of offerings, in order to address divergent demands.

## Next Steps

How much further may higher education change in response teaching during a pandemic and/or in return to non-pandemic ways? The Spring 2022 results suggest that that many changes will not be undone – faculty and administrators have a growing appreciation for the potential of digital curricula materials and online teaching that will be implemented into courses. What will become the biggest barriers for student access to course materials in the post-pandemic classroom? This project aims to answer these questions and more in its future research on curricula adoption and implementation for higher education.



# METHODOLOGY

The data for this report comes from survey results using a national sample of teaching faculty. The sample is representative of the broad range of teaching faculty in U.S. higher education. The sample selection process was multi-stage. The process began by obtaining data from a commercial source, Market Data Retrieval,<sup>11</sup> which has over one and a half million faculty records, and claims that its records represent 93% of all teaching faculty. The first step selected all faculty who taught at least one course. 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. The resulting list was checked against opt-out lists, as well as for non-functioning email addresses.

A total of 1,843 faculty and 916 administrators responded to a sufficient number of questions to be included in the analysis. The respondents represent 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). Respondents represent 1,316 different institutions from all fifty states and the District of Columbia.

Institutional descriptive data come from the National Center for Educational Statistics' IPEDS database.<sup>12</sup> After the data were compiled and merged with the IPEDS database, respondents and nonrespondents were compared to ensure that the survey results reflected the characteristics of the entire population of faculty. The responses were compared for 35 unique categories based on the 2015 Carnegie Classification of Institutions of Higher Education.

Unless otherwise noted, the analysis results presented in this report apply to all teaching faculty. Some results focus on a specific subgroup of these faculty, those teaching large enrollment introductory-level courses, because their course material selection and use can impact far more students than that of the typical faculty member.

---

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

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

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

This question may still slightly overstate the level of OER awareness, so 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-over-year comparisons and trend analysis.

# APPENDIX TABLES

## Pandemic Impact

### FACULTY: THE EXPERIENCE OF TEACHING DURING A PANDEMIC IMPACTED THE FOLLOWING

	<b>Improved</b>	<b>No change</b>	<b>Decreased</b>
Acceptance of digital materials	68%	30%	2%
Opinion of online learning	54%	24%	22%
Student access to teaching materials	41%	52%	7%
Student-faculty communications	22%	30%	48%
Cost to student of teaching materials	20%	70%	10%
Collaboration among students.	16%	31%	53%
Faculty control in selecting course materials	13%	82%	5%

### ADMINISTRATOR: THE EXPERIENCE OF TEACHING DURING A PANDEMIC IMPACTED THE FOLLOWING

	<b>Improved</b>	<b>No change</b>	<b>Decreased</b>
Acceptance of digital materials	79%	19%	2%
Opinion of online learning	59%	17%	25%
Student access to teaching materials	50%	40%	10%
Student-faculty communications	26%	29%	45%
Cost to student of teaching materials	24%	62%	14%
Collaboration among students.	14%	33%	53%
Faculty control in selecting course materials	9%	84%	8%

## Shifting Teaching Modalities

### FACULTY: CURRENTLY TEACHING COURSE MODALITY (SELECT ALL)

A fully face-to-face course	58%
A fully online course	49%
A course that combines online and face-to-face instruction	33%
Other	2%

### FACULTY: COURSE TEACHING MODALITY BY YEAR

	2021-22	2019-20	2018-19
Online	49%	71%	34%
Blended	33%	30%	29%
Face-to-face	58%	14%	96%

### FACULTY: I WANT THE OPTION TO TEACH SOME OF MY COURSES IN A FULLY ONLINE FORMAT

Strongly agree	31%
Agree	26%
Neutral	19%
Disagree	13%
Strongly disagree	11%

### FACULTY: I WOULD LIKE TO TEACH SOME OF MY COURSES AS A COMBINATION OF IN-PERSON AND ONLINE INSTRUCTION

Strongly agree	24%
Agree	33%
Neutral	16%
Disagree	15%

Strongly disagree 13%

**ADMINISTRATOR: OUR FACULTY WANT THE OPTION TO TEACH SOME OF THEIR COURSES IN A FULLY ONLINE FORMAT**

Strongly agree 30%

Agree 44%

Neutral 15%

Disagree 9%

Strongly Disagree 2%

**ADMINISTRATOR: OUR FACULTY WOULD LIKE TO TEACH SOME OF THEIR COURSES AS A COMBINATION OF IN-PERSON AND ONLINE INSTRUCTION**

Strongly agree 27%

Agree 48%

Neutral 13%

Disagree 9%

Strongly Disagree 3%

## Curricula Materials, Inclusive Access, and Online Homework Use

### FACULTY: CURRICULUM MATERIALS USED IN TEACHING

	Required	Recommended	Not required or recommended
Online homework system	67%	5%	29%
Articles/Case studies	49%	14%	37%
Textbook(s) digital	47%	22%	31%
Textbook(s) print	44%	22%	34%
Video/Film	39%	19%	42%
Software	31%	10%	60%
Other: Supplies, calculator, data sets, classroom clicker, etc.	28%	9%	63%

### FACULTY: CURRICULUM MATERIALS REQUIRED IN TEACHING BY YEAR

	2021-22	2019-20	2018-19
Online homework system	67%	46%	37%
Textbook(s) print or digital	60%	70%	69%
Articles/Case studies	49%	56%	47%
Video/Film	39%	32%	28%
Software	31%	25%	19%
Other: Supplies, calculator, data sets, classroom clicker, etc.	28%	26%	19%

## Inclusive Access

### FACULTY: USE OF INCLUSIVE ACCESS SUBSCRIPTION IN TEACHING

Required	19%
Recommended	5%
Not required or recommended	76%

### FACULTY: REQUIRED INCLUSIVE ACCESS SUBSCRIPTION IN TEACHING BY YEAR

	2021-22	2019-20	2018-19
Inclusive Access subscription	19%	8%	7%

### FACULTY: INCLUSIVE ACCESS AWARENESS

I use Inclusive Access in my teaching	14%
Inclusive Access is used at my institution, but not in any of my courses	15%
I am aware of Inclusive Access, but I am not sure it is used at my institution	21%
I am not aware of Inclusive Access	44%
Unsure	7%

### ADMINISTRATOR: INCLUSIVE ACCESS AWARENESS

Inclusive Access is used at my institution	22%
I am aware of Inclusive Access, but I am not aware that it is used at my institution	30%
I am not aware of Inclusive Access	44%
Unsure	4%

## Textbook Formats

### FACULTY: PRIMARY TEXTBOOK STUDENT AVAILABILITY (SELECT ALL)

New print version available for sale	62%
Used print version available for sale	54%
Digital version available for sale	50%
Print version available for rent	42%
Digital version available for rent	30%
Print version available on reserve in library, department office, etc.	23%
Digital version available as part of an inclusive access/day one arrangement	20%
Digital version available without cost	17%
Other	4%
Print version available without cost	2%
Don't know	1%



## Perspectives on Digital versus Print

### STUDENTS LEARN BETTER FROM PRINT MATERIALS THAN THEY DO FROM DIGITAL

	Faculty	Administrators
Strongly agree	11%	13%
Agree	22%	25%
Neutral	49%	51%
Disagree	14%	10%
Strongly disagree	4%	1%

### FACULTY: "STUDENTS LEARN BETTER FROM PRINT MATERIALS THAN THEY DO FROM DIGITAL" BY YEAR

	2022	2020	2018
Strongly agree	11%	8%	19%
Agree	22%	35%	25%

### DIGITAL MATERIALS PROVIDE GREATER FLEXIBILITY FOR STUDENTS

	Faculty	Administrators
Strongly agree	24%	18%
Agree	50%	56%
Neutral	20%	22%
Disagree	5%	4%
Strongly disagree	1%	0%

### FACULTY: INDICATE WHERE YOU FEEL YOU FIT ON THE CONTINUUM OF PRINT TO DIGITAL PREFERENCE.

Mean	55
Median	51
Mode	50

**FACULTY: PREFERENCE CONTINUUM FOR PRINT OR DIGITAL**

0-10	10%
11-20	7%
21-30	9%
31-40	9%
41-50	15%
51-60	8%
61-70	10%
71-80	13%
81-90	8%
91-100	13%

**FACULTY: PREFERENCE CONTINUUM FOR PRINT OR DIGITAL BY COURSE MODALITY PREFERENCE**

	<b>Average Continuum Score</b>
A fully online course	60
A course that combines online and face-to-face instruction	58
A fully face-to-face course	50

**FACULTY: PREFERENCE CONTINUUM FOR PRINT OR DIGITAL  
BY DISCIPLINE**

	<b>Average Continuum Score</b>
Computer and Information Science	68
Engineering	62
Business Administration	61
Economics	61
Mathematics	58
Other	58
Linguistics / Language	54
Medicine	54
Arts and Literature	53
Law	53
Social Sciences	53
Education	53
Philosophy	51
Natural Sciences	50
Humanities	49
Psychology	49
History / Government	46

## Cost Factor

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

	<b>Faculty</b>	<b>Administrators</b>
Strongly agree	30%	44%
Agree	34%	42%
Neutral	20%	11%
Disagree	12%	4%
Strongly disagree	5%	0%

## Curricula Satisfaction

### FACULTY: AVERAGE COURSE CURRICULUM RATING

	<b>Average Continuum Score</b>
How satisfied are you with: Cost to the student	69
How satisfied are you with: Included supplemental instructor material	67
How satisfied are you with: Accuracy of content	86
How satisfied are you with: Scope and coverage of content	84
Considering all aspects, what is your overall level of satisfaction with the primary textbook for this course?	81

### FACULTY: COURSE CURRICULUM RATINGS

	<b>Cost to the student Satisfaction</b>	<b>Included supplemental instructor material</b>	<b>Accuracy of content</b>	<b>Scope and coverage of content</b>	<b>Overall level of satisfaction</b>
0-10	2%	5%	0%	0%	0%
11-20	4%	3%	0%	0%	0%
21-30	7%	3%	1%	1%	1%
31-40	6%	6%	1%	2%	1%
41-50	10%	10%	3%	3%	3%
51-60	8%	10%	3%	4%	5%
61-70	9%	12%	4%	7%	8%
71-80	12%	13%	16%	17%	19%
81-90	13%	15%	26%	27%	31%
91-100	28%	23%	46%	41%	31%

**FACULTY: OVERALL AVERAGE COURSE CURRICULUM RATING BY PUBLISHER**

<b>Big Three</b>	<b>Other Commercial</b>	<b>OER publisher</b>
79	83	84

**FACULTY: IF IT WERE TOTALLY UP TO YOU, HOW LIKELY WOULD YOU BE TO REPLACE THE CURRENT PRIMARY TEXTBOOK FOR THIS COURSE?**

Very Likely	11%
Somewhat Likely	18%
Unsure	21%
Somewhat Unlikely	21%
Very Unlikely	30%

**FACULTY: OVERALL COURSE CURRICULA BY IF IT WERE TOTALLY UP TO YOU, HOW LIKELY WOULD YOU BE TO REPLACE THE CURRENT PRIMARY TEXTBOOK FOR THIS COURSE?**

	<b>Mean Satisfaction</b>
Very Likely	64
Somewhat Likely	73
Unsure	79
Somewhat Unlikely	84
Very Unlikely	92

## OER Awareness

### FACULTY: LICENSING AWARENESS

	Public Domain	Copyright	Creative Commons
Very Aware	34%	40%	27%
Aware	38%	40%	30%
Somewhat Aware	20%	16%	22%
Unaware	8%	4%	21%

### FACULTY: OER AWARENESS

I am very aware of OER and know how they can be used in the classroom	25%
I am aware of OER and some of their use cases	27%
I am somewhat aware of OER but I am not sure how they can be used	15%
I have heard of OER, but don't know much about them	18%
I am not aware of OER	15%

### FACULTY: OER AWARENESS STRICT

I am very aware of OER and know how they can be used in the classroom	23%
I am aware of OER and some of their use cases	23%
I am somewhat aware of OER but I am not sure how they can be used	11%
I have heard of OER, but don't know much about them	13%
I am not aware of OER	30%

### FACULTY: OER AWARENESS (STRICT) BY YEAR

	2022	2020	2019	2018	2017	2016	2015
I am very aware of OER and know how they can be used in the classroom	23%	16%	14%	12%	8%	6%	5%
I am aware of OER and some of their use cases	23%	21%	17%	16%	17%	16%	12%
I am somewhat aware of OER but I am not sure how they can be used	11%	13%	13%	11%	12%	12%	10%

### FACULTY: OER AWARENESS (STRICT) BY PUBLISHER

	<b>Big Three</b>	<b>Other commercial</b>	<b>OER publisher</b>
I am very aware of OER and know how they can be used in the classroom	18%	21%	65%
I am aware of OER and some of their use cases	25%	27%	16%
I am somewhat aware of OER but I am not sure how they can be used	11%	13%	1%
I have heard of OER, but don't know much about them	12%	13%	4%
I am not aware of OER	34%	26%	15%



## OER Use

### FACULTY: USE OF OER MATERIALS IN COURSES

Required course materials	14%
Both	8%
Supplemental course materials	18%

### FACULTY: USE OF OER MATERIALS BY COURSE TYPE

	Required	Supplemental
Introductory course	31%	28%
Intermediate level course	19%	28%
Advanced course	12%	21%

### FACULTY: USE OF OER MATERIALS IN COURSES BY YEAR

2021-22	22%
2019-20	15%
2020-19	14%
2019-18	13%
2016-17	6%
2015-16	5%

## OER Initiatives

### FACULTY: OER INITIATIVE AWARENESS

I am not aware of any such initiatives	66%
I am aware of a departmental, institutional, or system-wide Open Educational Resources initiative	27%
Other / Don't Know	7%

### ADMINISTRATOR: OER INITIATIVE AWARENESS

I am not aware of any such initiatives	52%
I am aware of a departmental, institutional, or system-wide Open Educational Resources initiative	43%
Other / Don't Know	5%

### FACULTY: OER INITIATIVE AWARENESS BY COURSE TYPE

	I am not aware of any such initiatives	I am aware of a departmental, institutional, or system-wide Open Educational Resources initiative	Other / Don't Know
Advanced course	61%	32%	7%
Intermediate level course	67%	26%	7%
Introductory course	72%	20%	8%