



University of Central Florida
STARS

UCF OER Studies and Reports

Open Educational Resources

August 2020

2010 Faculty and Administrator Open Educational Resources Survey Report

Ida J. Cook
University of Central Florida

Florida Distance Learning Consortium

 Part of the [Education Commons](#)

Find similar works at: <https://stars.library.ucf.edu/oer-reports>

University of Central Florida Libraries <http://library.ucf.edu>

This Report is brought to you for free and open access by the Open Educational Resources at STARS. It has been accepted for inclusion in UCF OER Studies and Reports by an authorized administrator of STARS. For more information, please contact STARS@ucf.edu.

STARS Citation

Cook, Ida J. and Florida Distance Learning Consortium, "2010 Faculty and Administrator Open Educational Resources Survey Report" (2020). *UCF OER Studies and Reports*. 1.
<https://stars.library.ucf.edu/oer-reports/1>



Appendix B

Report of Results of Open Access Materials Survey of Faculty and Administrators

Table of Contents

Appendix B.....	27
B1: Survey Results for University, State and	28
Community College Faculty and Administrators	28
Purpose.....	28
Methodology.....	29
Data Collection and Analysis	30
Results	31
Section 1: Sample Characteristics	31
Section 2: Open Access Awareness and Use.....	37
Section 3: Perceptions and Attitudes about Open Access Materials	41
Section 4: Perceptions and Attitudes about Development of Open Access Materials	45
Section 5: Materials Considered/Used by Institutions for Determining Promotion and Tenure.....	49
Section 6: Report of Types of Materials Developed/Developing for Open Access..	51
Section 7: Interest in and Preferred Setting for Activities Related to Open Access Materials.....	52
B-2 Survey Results for Faculty and Administrator Users of	55
Open Access Materials	55
Purpose.....	55
Results	55
Section 1: Characteristics	56
Section 2: Comparison of Perceptions of Open Access Materials.....	58

B1: Survey Results for University, State and Community College Faculty and Administrators

Ida J. Cook, Ph.D., University of Central Florida, Orlando, Florida

Purpose

The purpose of this study has been to collect information from university, state and community college faculty and administrators and from student government leaders regarding their knowledge, awareness and opinions about open access textbooks, supplementary materials and other digital education products. The Open Access Textbook Task Force established two separate online surveys in order to assist the Task Force in developing information to address access and affordability of learning materials for higher education students in the state of Florida. The first survey gathered responses from a statewide higher educational faculty and administrators and a second survey gathered information from student government leaders. This appendix presents the results of the faculty and administrator survey.

Questions regarding information about educators' perceptions of online materials were included in a structured online survey of faculty and administrators (see Appendix C). The questionnaire was administered online using a program (Survey Monkey¹) to allow for anonymous responses. The design of the study included questions to more precisely determine factors influencing the use, adoption and development of online educational materials. The objectives of the study were as follows:

1. To provide feedback about higher educators':
 - a) awareness of existing online educational materials.
 - b) knowledge of online educational materials.
 - c) experiences and perceptions of online educational materials.
2. To provide information about higher educators':
 - a) use of online educational materials
 - b) likelihood of using and factors influencing the use of online educational materials
 - c) likelihood of developing and factors influencing development of online educational materials
 - d) preferences of mechanisms to educate higher educators about online educational materials
3. To make recommendations based on these findings.

¹ Survey Monkey Copyright ©1999-2010 SurveyMonkey.com.

A team of Task Force members developed the survey, which was administered between October 6 and 28, 2009. Final analysis of the data and preparation of the report of survey results were performed by Ida Cook, Ph.D., Associate Professor of Sociology, University of Central Florida and Open Access Textbook Task Force member.

Methodology

The Board of Governors and the Florida Division of Colleges forwarded a cover email and a link to the online survey to all Florida public higher education institutional administrators, with a request to distribute the email and survey link to their institution's faculty and administrators. The high-level administrators receiving this request included provosts and faculty senate presidents. The cover email included an assurance that survey responses were anonymous and confidential. Information collected from the survey included answers about the following topics:

1. Who selects textbooks/materials for courses taught
2. Familiarity with open access textbooks, supplements and other digital materials
3. Whether or not the respondent had ever used open access textbooks, supplements and other digital materials
4. Respondents' attitudes about the:
 - a) Likelihood of use of open access textbooks, supplements and other digital materials
 - b) Likelihood of developing open access textbooks, supplements and other digital materials
5. Important factors that would influence the educators' decision to use open access textbooks, supplements and other digital materials
6. Important factors that would influence the educators' decision to create open access textbooks, supplements and other digital materials
7. Information about which factors are considered at the educators' local institution in determining partial satisfaction of scholarly production for promotion and tenure
8. Whether or not educators had developed or were currently developing any materials for open access
9. Respondents interest in open access topics and preference of setting/medium by which they could learn more about open access textbooks, supplements and other digital materials
 - a) General information about open access textbooks
 - b) Guidelines for finding and selecting open access materials

- c) Guidelines for authoring open access materials
 - d) Open access text materials (guidelines, stipends and process)
 - e) Copyright and intellectual property related to open access textbooks, supplements and other digital materials
 - f) Royalties related to open access textbooks, supplements and other digital materials
 - g) Work with teams to develop open access textbooks, supplements and other digital materials
 - h) Promoting recognition of open access textbooks, supplements and other digital materials
10. A separate set of questions was asked of educators who had actually used open access textbooks, supplements and other digital materials, including questions about:
- a) The number of open access textbooks, supplements and other digital materials they had used
 - b) Educators' perceptions comparing the open access textbooks, supplements and other digital materials to regular texts in terms of:
 - 1) Quality
 - 2) Value
 - 3) Cost reduction
11. Demographics of all respondents, including:
- a. Educational institution
 - b. Type of educational institution
 - c. Position at educational institution
 - d. Discipline taught
 - e. Level of study taught

Data Collection and Analysis

Institutional leaders were sent a notification letter by e-mail the Board of Governors and the Chair of the Advisory Council of Faculty Senates (universities) and the Division of Florida Colleges. The email letter included a link to the survey, and a request that faculty/administrators complete their responses between October 6th and 28th. (See Appendix C for specific wording of questions.) A total of 2707 respondents completed the survey. Information for both the closed-ended and open-ended questions was compiled and computer analyzed. This section of this appendix (B-1) provides and discusses tables and charts depicting the Open Access educators' survey results using frequency calculations, average ratings and comparisons, where appropriate. For information about the perception and uses of open access materials by those faculty and administrators who had actually used the materials for their courses, see Appendix B-2.

Results

The following discussion presents the analysis of results taken from the educators' responses to the online, self-administered survey. Tables and charts display results in percentages, as well as average ratings or rankings for answers about certain topics, according to university or college category.

- Section 1 presents information on the **characteristics** of the respondents in the sample, their **institutions**, and **levels taught**.
- Section 2 presents information about **awareness** of open access materials and their use
- Section 3 discusses **perceptions and attitudes** of faculty and administrators about open access materials.
- Section 4 presents information about **perceptions and attitudes** of faculty and administrators regarding the **development or creation** of open access materials.
- Section 5 offers insights into the materials considered by different types of institutions when faculty are reviewed **for promotion and tenure**.
- Section 6 describes the different **preferred settings or mechanisms** via which respondents can obtain more information about open access materials.

Section 1: Sample Characteristics

Respondents by Type of Institution

As indicated above, 2707 educators responded to the online survey. Table 1 and Figure 1 present the distribution of respondents by type of institutional affiliation. A greater proportion of respondents were from universities (57%) than from state and community colleges (43%).

Figure 1. Proportion of Respondents by Type of Institution

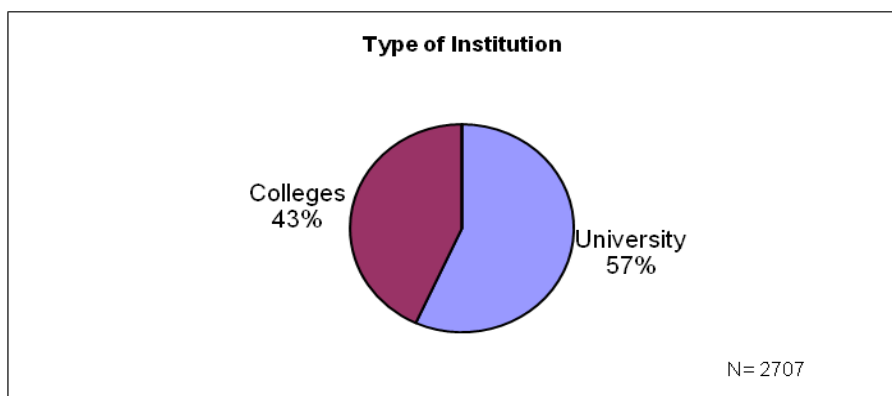


Table 1. Proportion of Respondents by Type of Institution

Type of Institution	N	Percent
University	1537	56.78%
Colleges	1170	43.22%
Total	2707	100%

Institutional Affiliation

Faculty from all state universities were represented in the survey results (see Table 2a and Table 2b). Table 2b provides a distribution of respondents among the state and community colleges. A total of 26 State and Community Colleges and all eleven universities were represented in the survey results. Results show that, while some institutions were more heavily represented in the study, it appears that educators throughout the state participated in the online survey.

Table 2a. Institutional Affiliation - Universities

Universities	N	Percent
UCF	267	17.4%
FAMU	6	0.4%
FAU	181	11.8%
FGCU	72	4.7%
FIU	115	7.5%
FSU	358	23.3%
New College	2	0.1%
UNF	86	5.6%
UF	334	21.7%
USF	18	1.2%
UWF	98	6.4%
Total	1537	100%

Table 2b. Institutional Affiliation – State and Community Colleges

State Colleges/Community Colleges	N	Percent
Brevard CC	45	3.8%
Broward College	64	5.5%
Central FL CC	59	5.0%
Daytona State College	150	12.8%
Edison State College	1	0.1%
FL Keys CC	8	0.7%
Florida State College @ Jacksonville	88	7.5%
Gulf Coast CC	31	2.6%
Hillsborough CC	41	3.5%
Lake City CC	4	0.3%
Lake-Sumter CC	1	0.1%
Indian River State College	27	2.3%
Miami Dade College	113	9.6%
Northwest Florida State College	1	0.1%
Palm Beach CC	69	5.9%
Pensacola Junior College	56	4.8%
Polk State College	14	1.2%
St. Johns River CC	21	1.8%
St. Petersburg College	194	16.5%
Santa Fe College	23	2.0%
South Florida CC	8	0.7%
State College of FL, Manatee-Sarasota	26	2.2%
Tallahassee CC	48	4.1%
Valencia CC	43	3.7%
North FLCC	8	0.7%
Seminole State College	30	2.6%
Total	1173	100.0%

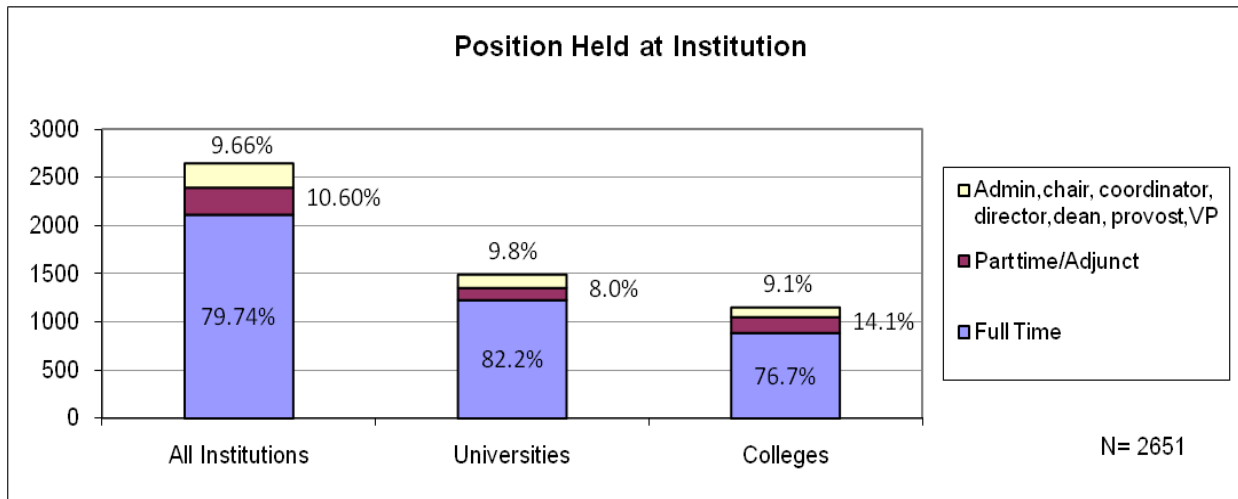
Position Held at Institution

The survey also asked respondents to indicate the type of position that they held at their respective educational institutions. (See Table 3 and Figure 3). A large proportion of respondents to the survey were full time faculty; however approximately ten percent of the respondents were administrators, and the remainder were part-time or adjunct faculty.

Table 3. Position Held at Institution

Position	All Institutions		Universities		Colleges	
	N	Percent	N	Percent	N	Percent
Full Time	2114	79.74%	1232	82.2%	891	76.7%
Part time/Adjunct	281	10.60%	120	8.0%	164	14.1%
Administrator, chair, coordinator, director, dean, provost,VP	256	9.66%	147	9.8%	106	9.1%
Total	2651	100	1499	100	1161	100

Figure 3. Position Held at Institution



Level at which Respondents Teach

The following Table 4 and Figure 4 present the level of education in which respondents offered courses.

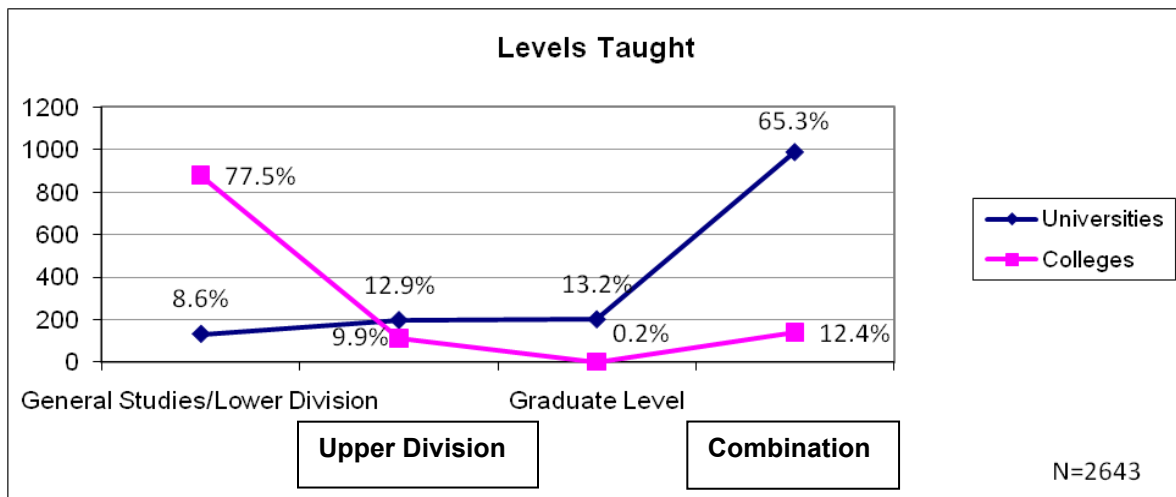
- Based upon the above data, more than three-quarters (77.5%) of the state college and community college respondents taught general studies or lower division courses.
- Almost half of the university respondents (42.9%) taught a combination of lower, upper level and graduate courses.
- Slightly over one-third of university respondents (37.7%) taught general studies or lower division courses.

Based upon the broader sample of education respondents of university faculty, this difference in courses taught is reasonable.

Table 4. Level at which Respondents Teach

Levels at which teach	All Institutions		Universities		Colleges	
	N	Percent	N	Percent	N	Percent
General Studies/Lower Division	997	37.72%	131	8.6%	880	77.5%
Upper Division	308	11.65%	196	12.9%	112	9.9%
Graduate Level	205	7.76%	200	13.2%	2	0.2%
Combination Lower/Upper/Grad	1133	42.87%	991	65.3%	141	12.4%
Total	2643	100	1518	100	1135	100

Figure 4. Level at which Respondents Teach



Who Selects Textbooks for Courses?

Based upon the survey results, there is a major difference in how textbooks are selected between types of institutions (See Table 5 and Figure 5).

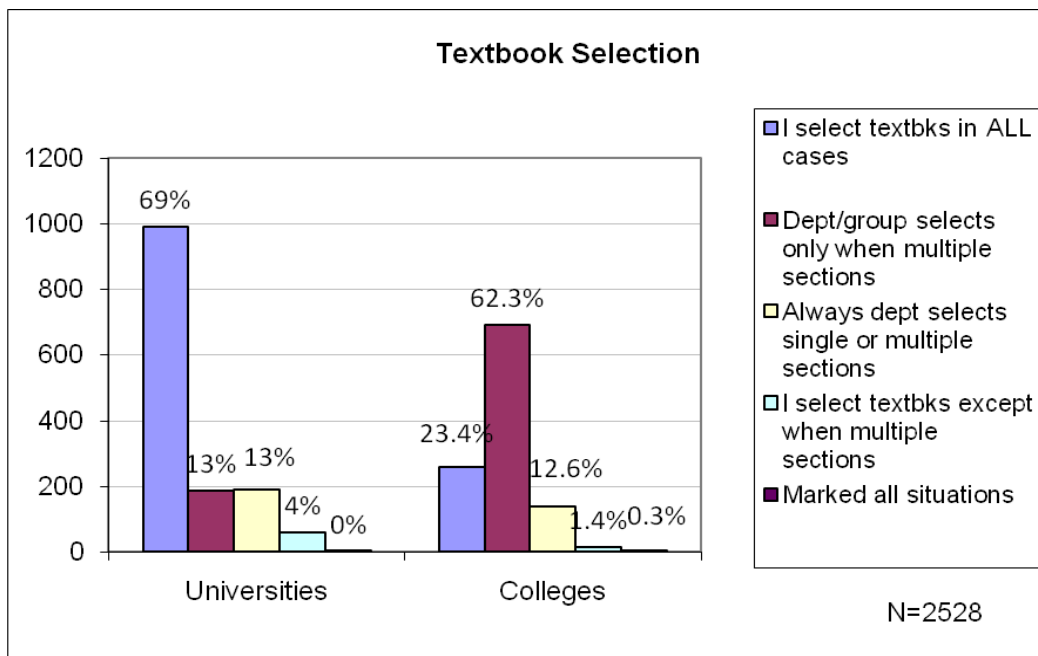
- Almost half of all respondents (49.7%) from universities reported that they select all the textbooks in all their classes.
- State and community college respondents reported that when multiple sections are being taught, over half of textbook selections (62.3%) are made by the department or a group of faculty.

- A possible explanation of this difference may be due to the organizational structures of the two types of educational institutions

Table 5. How Textbooks are Selected?

How Textbooks selected?	All Institutions		Universities		Colleges	
	N	Percent	N	Percent	N	Percent
I select textbooks in ALL cases	1256	49.7	990	69%	260	23.4%
Dept/group selects only when multiple sections	274	10.8	188	13%	691	62.3%
Department always selects single or multiple sections	867	34.3	192	13%	140	12.6%
I select textbooks except when multiple sections	77	3	60	4%	16	1.4%
Marked all situations	54	2.2	1	0%	3	0.3%
Total	2528	100	1431	100%	1110	100.0%

Figure 5. How are Textbooks Selected?



Section 2: Open Access Awareness and Use

Familiarity with Open Access Textbooks

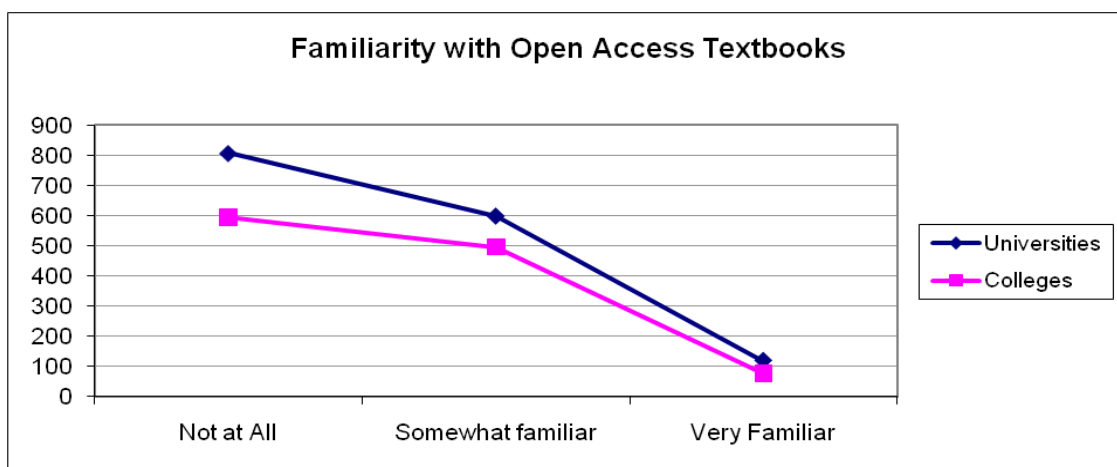
When respondents were asked whether or not they were familiar with open access textbooks, almost equal proportions of college and university respondents said they were unfamiliar with open access textbooks. More specifically:

- Slightly more university respondents (52.9%) than college respondents (50.9%) indicated they were not at all familiar with these materials.
- Slightly more college respondents (42.5%) said they were somewhat familiar with open access textbooks.
- When familiarity with these materials by administrators were compared to the other survey respondents, a higher proportion of administrators (51%) were familiar with open access materials, and 36.5% were not at all familiar with them.

Table 5. Familiarity with Open Access Textbooks

Familiar with Open Access Textbooks?	All Institutions		Universities		Colleges	
	N	Percent	N	Percent	N	Percent
Not at All	1400	52.1%	807	52.9%	595	50.9%
Somewhat familiar	1088	40.5%	599	39.3%	496	42.5%
Very Familiar	197	7.3%	119	7.8%	77	6.6%
Total	2685	100%	1525	100%	1168	100%

Figure 5. Familiarity with Open Access Textbooks



Use of Open Access Materials

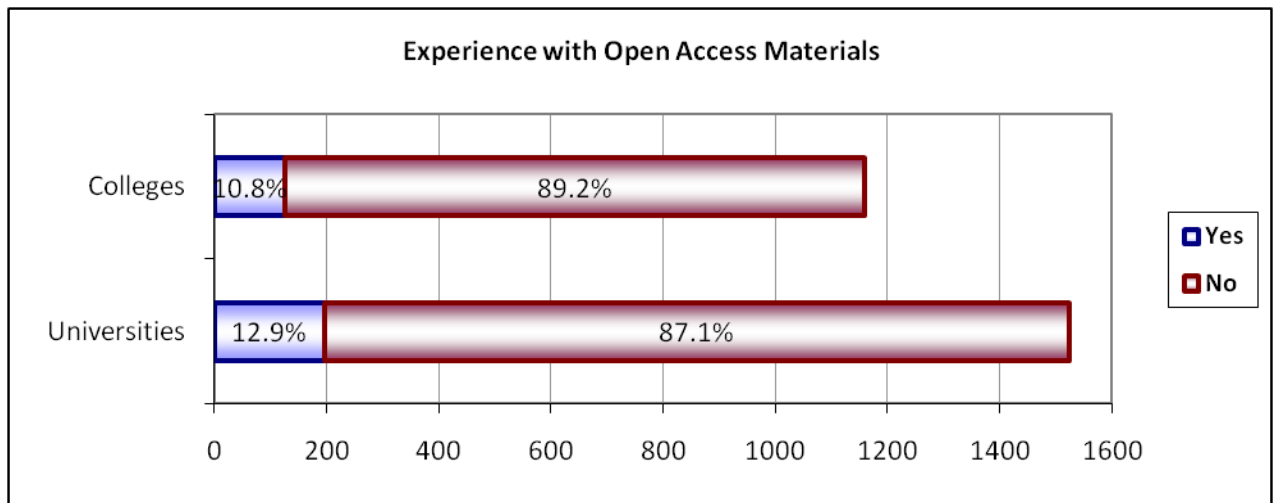
A very large proportion of all survey respondents (87.9%) reported they had never actually used open access materials.

- Of those who used open access materials, slightly more university (12.9%) than state and community college respondents (10.8%) reported having used open access materials.
- A pattern of usage comparable to university respondents was found for administrator respondents from both universities and colleges (12.4%).

Table 6. Actually Used Open Access Materials

Used Open Access Txt/Suppl/Other materials	All Institutions		Universities		Colleges	
	N	Percent	N	Percent	N	Percent
Yes	322	12.1%	197	12.9%	125	10.8%
No	2350	87.9%	1326	87.1%	1033	89.2%
Total	2672	100%	1523	100%	1158	100

Figure 6. Actually Used Open Access Materials.



N=2672

Only 12.1% percent of respondents (n=322) indicated that they had ever used open access materials. Tables 7 through 9 and Figures 7 through 9 present the reported usage of open access materials by numbers and types of materials used as reported by those faculty who actually had used them. Because approximately 12 percent said they had used open access materials, this smaller subsample of respondents were asked a

separate set of questions to provide insight into specific benefits or difficulties that may be presented in using these materials, additional questions comparing the open access materials to traditional materials. For a discussion of their perceptions regarding the comparison of quality, value and cost reduction will be discussed in the next section (See Appendix B-2).

- For those faculty who reported they had experience with open access materials, the majority reported they had used “other” types of open access materials (89.2%) as compared to textbooks (49.6%) or supplementary materials (64.7%)
- Administrator respondents (n=221) reported higher rates of use of all types of open access materials than either university or state/community college respondents (57.1% open access “textbooks,” 66.7% open access “supplementary” materials, 79.2% “other” open access materials).

Table 7. Number of Open Access “Textbooks” Used

OA Textbooks Used:	All Institutions		Universities		Colleges	
	N	Percent	N	Percent	N	Percent
None	120	50.4%	75	50.7%	48	52.2%
One or more	118	49.6%	73	49.3%	44	47.8%
Total	238	100%	148	100%	92	100%

Figure 7. Number of Open Access “Textbooks” Used

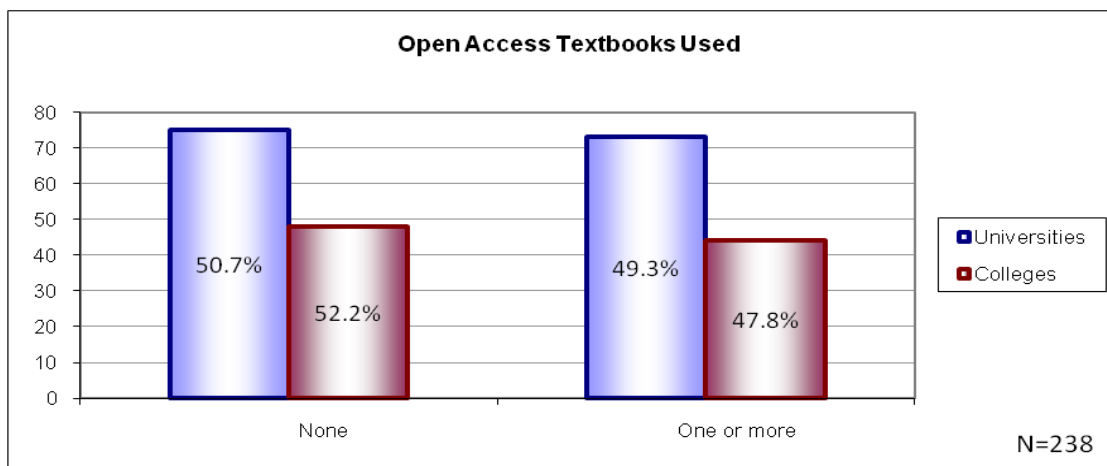
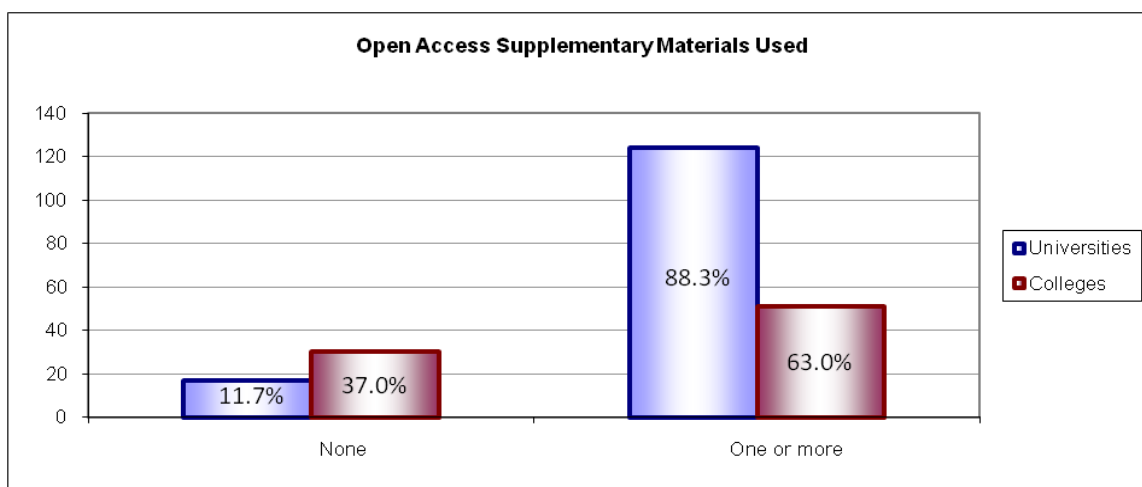


Table 8. Number of Open Access “Supplementary” Materials Used

OA Supplementary materials used	All Institutions		Universities		Colleges	
	N	Percent	N	Percent	N	Percent
None	78	35.3%	17	11.7%	30	37.0%
One or more	113	64.7%	124	88.3%	51	63.0%
Total	221	100%	141	100%	81	100%

Figure 8. Number of Open Access ‘Supplementary’ Materials Used



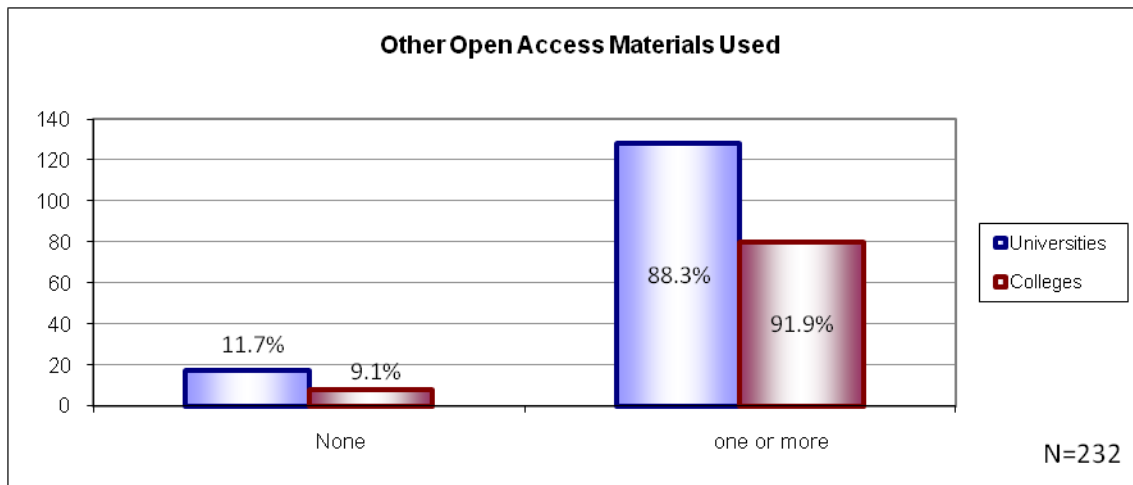
N=221

Table 9. Number of “Other” Open Access Materials Used

Other OA Course Materials Used	All Institutions		Universities		Colleges	
	N	Percent	N	Percent	N	Percent
None	25	10.8%	17	11.7%	8	9.1%
One or more	207	89.2%	128	88.3%	80	91.9%
Total	232	100%	145	100%	88	100%

N= 232

Figure 9. Number of “Other” Open Access Materials Used



Section 3: Perceptions and Attitudes about Open Access Materials

Likelihood of Using Open Access Materials

All respondents (both those who had and had not actually used open access materials) were asked to rank the likelihood that they would use open access materials (See Table 9 and Figure 9).

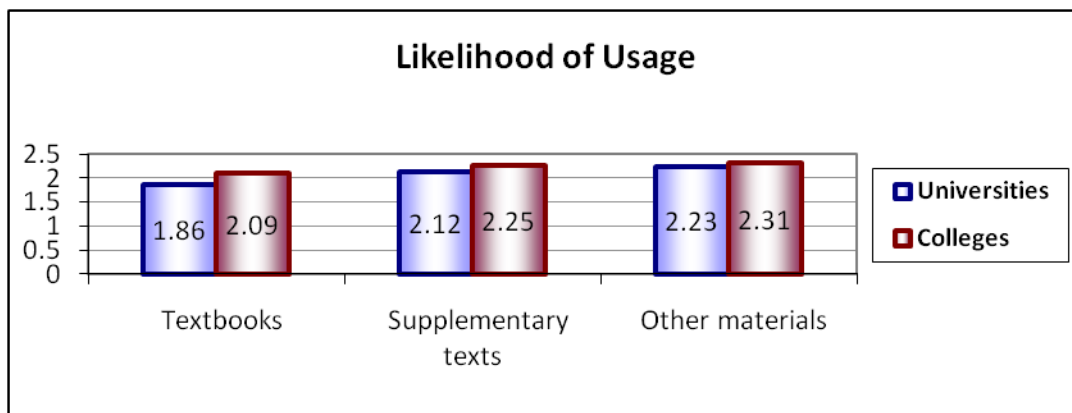
- The type of materials that had the lowest likelihood of use ranking was open access “textbooks (1.96 ranking),” followed by “supplementary” (2.18 ranking) materials.
- The highest ranked materials with the greatest likelihood of use were “other materials” (with a ranking of 2.26). However, it should be noted that these values are relatively close to each other, and all near the median of 2.0.
- Administrator responses mirror the state/community college patterns of likelihood of use of types of open access materials.
- The difference in average rankings between different types of materials is statistically significant for the total sample and between universities and colleges.

Table 9. Ranking of Likelihood of Using Open Access Materials N=2707

Ranking of Likelihood of Using OA Materials (1= Not at all likely; 3= very likely)	All Institutions	Universities	Colleges
Textbooks	1.96	1.86	2.09
Supplementary texts	2.18	2.12	2.25
Other materials	2.26	2.23	2.31

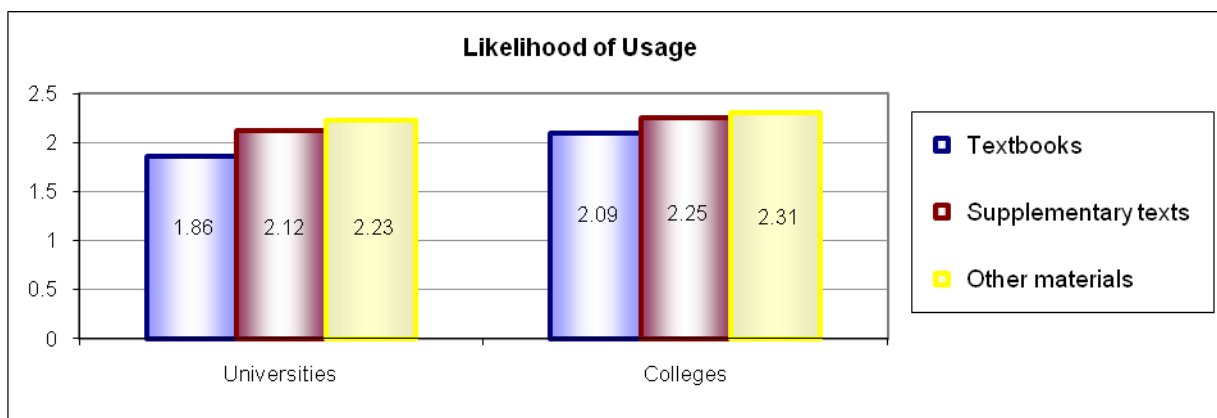
Figures 9a and 9b provide optional ways of comparing the relative likelihood of usage by type of institution.

Figure 9a. Ranking of Likelihood of Using Open Access Materials by Type of Institution



N=2707

Figure 9b. Ranking of Likelihood of Using Open Access Materials by Type of Institution



N=2707

Factors Influencing the Decision to Use Open Access Materials

Respondents were asked to rank different factors that might influence their decision to use open access materials. Universities and state/community colleges average rankings of the decision factors are compared in Table 10 and Figure 10 by. Tables 10a and 10b provide a rank order of factors by separate type of institution.

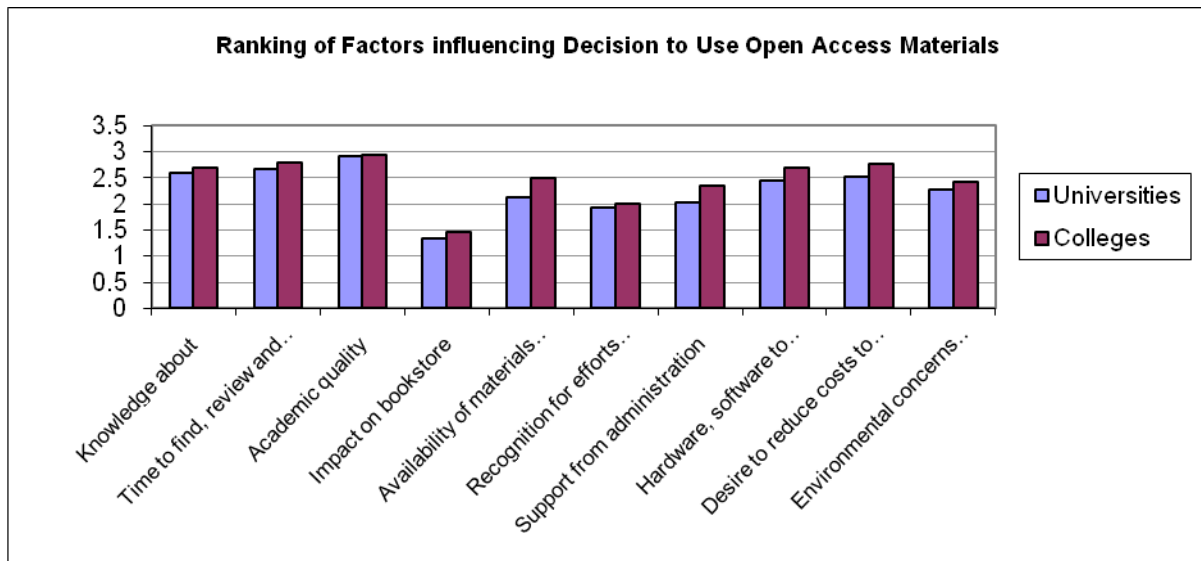
- Except for the factor, “time to find, review and select materials,” college respondents ranked all the decision items as more highly important than did the university respondents.
- The most highly ranked influence upon a decision to use open access materials was “academic quality.”
- The factor that had the least influence upon the decision to use open access materials was its ‘impact upon the campus bookstore.’ This factor was rated lowest by both faculty and administrators.

Table 10. Ranking of Factors Influencing Respondents’ Decision to Use Open Access Materials – Universities and Colleges

Rank of Factors influencing Decision to USE: (1= Not at all important.; 3=Very important)	All Institutions	Universities		Colleges	
	Average	Average	Rank	Average	Rank
Academic quality	2.92	2.91	1	2.94	1
Time to find, review and select	2.73	2.68	2	2.8	2
Knowledge about	2.64	2.6	3	2.7	4.5
Desire to reduce costs to students	2.64	2.53	4	2.76	3
Hardware, software to facilitate use	2.55	2.44	5	2.7	4.5
Environmental concerns (conserve paper, trees, landfill)	2.34	2.27	6	2.43	7
Availability of materials e.g., test banks	2.29	2.13	7	2.49	6
Support from administration	2.17	2.04	8	2.34	8
Recognition for efforts toward innovation	1.97	1.94	9	2.01	9
Impact on bookstore	1.38	1.33	10	1.47	10

N=2707

Figure 10. Ranking of Factors Influencing Respondents' Decision to Use Open Access Materials – Universities and Colleges



N=2707

Table 10a. Ordered Ranking of Factors Influencing Respondents' Decision to Use Open Access Materials – Universities

Rank of Factors influencing Decision to USE: (1= Not at all important; 3=Very important)	Universities	
	Average	Rank
Academic quality	2.91	1
Time to find, review and select	2.68	2
Knowledge about	2.6	3
Desire to reduce costs to students	2.53	4
Hardware, software to facilitate use	2.44	5
Environmental concerns (conserve paper, trees, landfill)	2.27	6
Availability of materials e.g., test banks	2.13	7
Support from administration	2.04	8
Recognition for efforts toward innovation	1.94	9
Impact on bookstore	1.33	10

N=2707

Table 10b. Ordered Ranking of Factors Influencing Respondents' Decision to Use Open Access Materials – Colleges

Rank of Factors influencing Decision to USE: (1= Not at all important;3=Very important)	Colleges	
	Average	Rank
Academic quality	2.94	1
Time to find, review and select	2.8	2
Desire to reduce costs to students	2.76	3
Knowledge about	2.7	4.5
Hardware, software to facilitate use	2.7	4.5
Availability of materials e.g.,test banks	2.49	6
Environmental concerns (conserve paper, trees, landfill)	2.43	7
Support from administration	2.34	8
Recognition for efforts toward innovation	2.01	9
Impact on bookstore	1.47	10

N=2707

Section 4: Perceptions and Attitudes about Development of Open Access Materials

Likelihood of Developing Open Access Materials

Table 11 presents a ranking by respondents regarding their opinion about the likelihood of developing open access materials. These rankings are quite a bit lower than the likelihood of using open access materials (See Table 11).

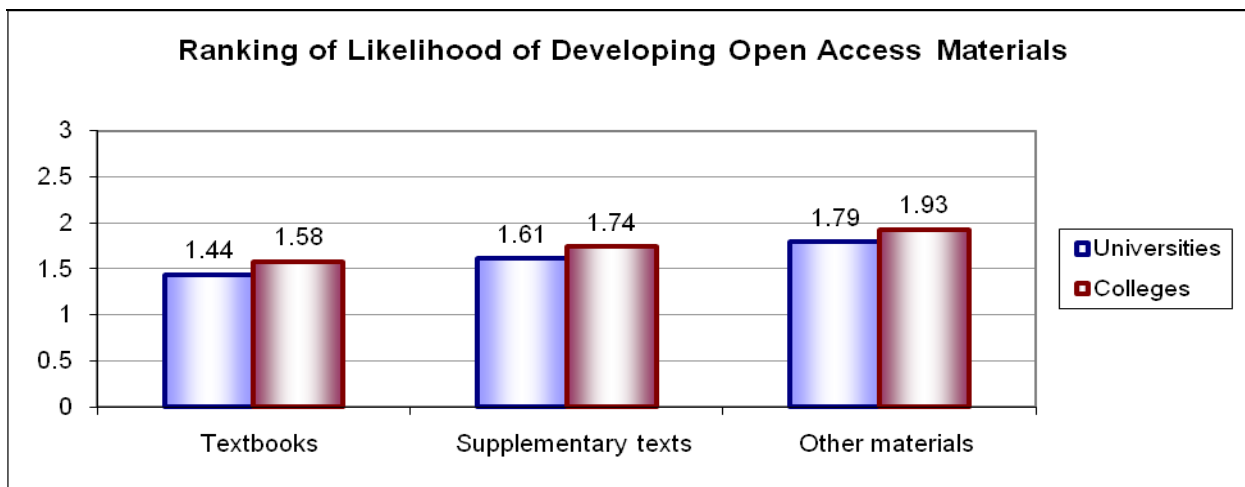
- University respondents ranked the likelihood of developing open access materials somewhat lower than did state/community college respondents.
- Administrator respondents (from both colleges and universities) ranked the likelihood of developing open access materials in a pattern similar to that of the university respondents.
- Although the likelihood of developing any type of open access materials was ranked low, respondents were slightly more likely to develop “other” types of materials. This result may be related to faculty concerns about time, because other types of materials such as test questions or perhaps a podcast is less labor intensive.

Table 11. Likelihood of Developing Open Access Materials

Ranking of Likelihood of DEVELOPING (1= Not at all likely; 3= very likely)	All Institutions	Universities	Colleges
Textbooks	1.5	1.44	1.58
Supplementary texts	1.66	1.61	1.74
Other materials	1.85	1.79	1.93

N=2707

Figure 11. Ranking of Likelihood of Respondents Developing Open Access Materials.



N=2707

Factors Influencing the Decision to Create Open Access Materials

Table 12 presents a ranking by respondents regarding their opinion about the likelihood of creating open access materials.

- All respondents ranked “time to develop” as the most important factor when considering whether to create open access materials.
- University faculty ranked peer-review and editing, and recognition for innovation and promotion slightly higher than did their college counterparts.
- Concerns about tenure were ranked equally low by both sets of faculty respondents, as factors influencing their decision to create open materials. That may be because, for most institutions, open materials are not considered during the tenure process.

Table 12. Factors Influencing the Decision to Create Open Access Materials

Rank of Factors influencing decision to CREATE:	All Institutions	Universities		Colleges	
(1= Not at all impt.;3=Very impt.)	Average	Average	Rank	Average	Rank
Time to develop OA materials	2.8	2.78	1	2.83	1
Hardware, software to facilitate use	2.53	2.44	2	2.64	3
Desire to reduce costs to students	2.52	2.39	4	2.69	2
Assurance material would be peer-reviewed and edited	2.44	2.41	3	2.46	4.5
Availability of review criteria to authors	2.39	2.34	5	2.45	6
Support from administration	2.39	2.33	6	2.46	4.5
Environmental concerns (conserve paper, trees, landfill)	2.28	2.2	9	2.4	8
Availability of supplementary materials	2.25	2.12	11	2.41	7
Availability of other authors to co-develop	2.22	2.19	10	2.26	9
Recognition for efforts toward innovation	2.2	2.24	7	2.15	10
Recognition for efforts toward promotion	2.11	2.21	8	2	11
Recognition for efforts toward tenure	1.97	2.03	12	1.88	12
Impact on campus bookstore	1.37	1.32	13	1.44	13

N=2707

Tables 12a and 12b present an ordered list from highest to lowest rank by each type of institution (university and colleges, respectively).

Table 12a. Ordered Ranking of Factors Influencing Respondents' Decision to Create Open Access Materials – Universities

Rank of Factors influencing Decision to CREATE: (1= Not at all important;3=Very important)	Universities	
	Average	Rank
Time to develop OA materials	2.78	1
Hardware, software to facilitate use	2.44	2
Assurance material would be peer-reviewed and edited	2.41	3
Desire to reduce costs to students	2.39	4
Availability of review criteria to authors	2.34	5
Support from administration	2.33	6
Recognition for efforts toward innovation	2.24	7
Recognition for efforts toward promotion	2.21	8
Environmental concerns (conserve paper, trees, landfill)	2.2	9
Availability of other authors to co-develop	2.19	10
Availability of supplementary materials	2.12	11
Recognition for efforts toward tenure	2.03	12
Impact on campus bookstore	1.32	13

N=2707

Table 12b. Ordered Ranking of Factors Influencing Respondents' Decision to Create Open Access Materials – Colleges

Rank of Factors influencing Decision to CREATE: (1= Not at all important; 3=Very important)	Colleges	
	Average	Rank
Time to develop OA materials	2.83	1
Desire to reduce costs to students	2.69	2
Hardware, software to facilitate use	2.64	3
Assurance material would be peer-reviewed and edited	2.46	4.5
Support from administration	2.46	4.5
Availability of review criteria to authors	2.45	6
Availability of supplementary materials	2.41	7
Environmental concerns (conserve paper, trees, landfill)	2.4	8
Availability of other authors to co-develop	2.26	9
Recognition for efforts toward innovation	2.15	10
Recognition for efforts toward promotion	2	11
Recognition for efforts toward tenure	1.88	12
Impact on campus bookstore	1.44	13

N=2707

Section 5: Materials Considered/Used by Institutions for Determining Promotion and Tenure

Since many faculty are affected by evaluations of their scholarly work, the types of publications they produce also affect their promotion and tenure. The survey inquired about the types of materials considered for these promotion and tenure decisions at the respective institutions. Table 13 presents the proportion of the types of open access materials that respondents reported were used at their institution in considering faculty performance for promotion and tenure. Figure 13 offers a visual comparison of which types of open access items are more frequently used in considering promotion and tenure.

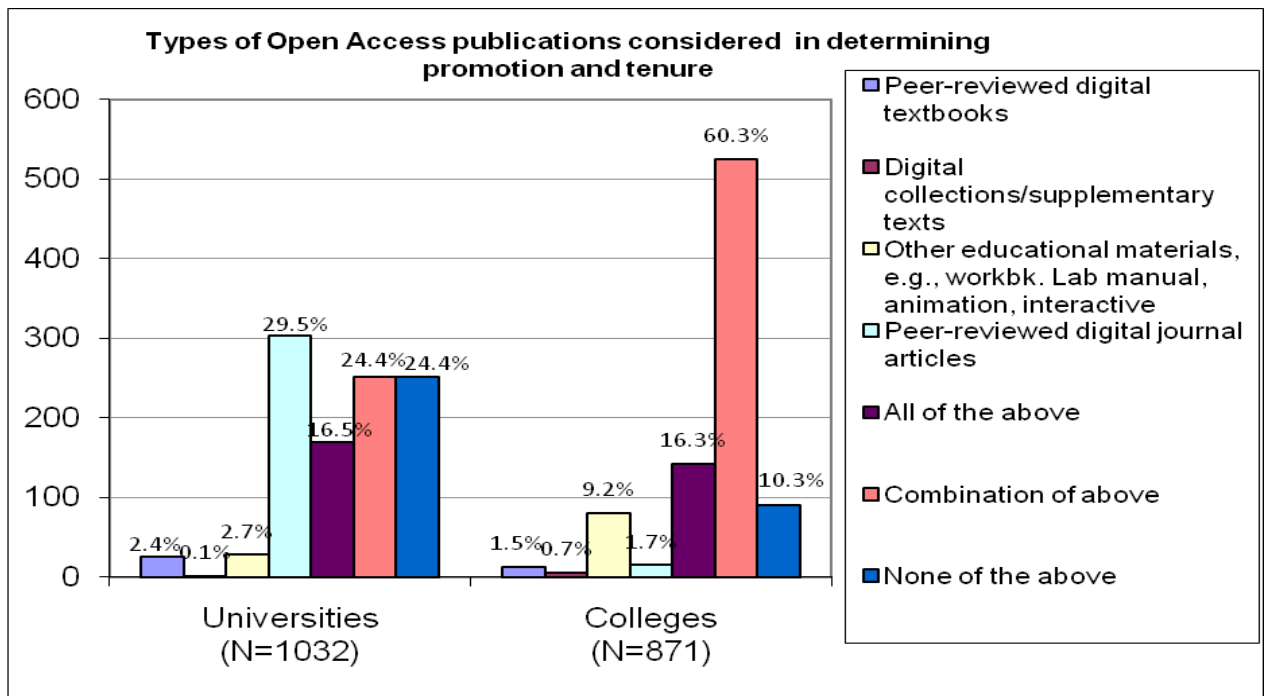
- Sixty-nine percent (n=1887) of all respondents answered this question—the relative importance of the types of publications indicate that, of that group, 40.9% reported that no open access materials were used/considered in determining promotion or tenure.
- Of all respondents who indicated that some types of open access materials were used in considering promotion and tenure, the highest proportion (17.1%) indicated that peer reviewed digital journal articles were considered.
- University respondents indicated the highest proportion of open access publications considered (29.5%) in promotion and tenure decisions were peer reviewed digital journal articles.
- The next highest percentage of items considered for tenure and promotion for both universities (24.4%) and colleges (60.3%) was a combination of the open access material types.

A possible explanation for the failure to consider open access materials as part of the promotion and tenure process may be that some of these digital materials are relatively recent to education. Of all the digital materials, digital peer-reviewed journals are most similar to the established print journals that have long been part of the promotion and tenure process.

Table 13. Open Access Materials Used/Considered by Institution for Promotion and Tenure

Creation of the following publications that institution considers as partial satisfaction of scholarly production criteria for promotion and tenure	All Institutions		Universities		Colleges	
	N	Percent	N	Percent	N	Percent
Peer-reviewed digital textbooks	35	1.9%	25	2.4%	13	1.5%
Digital collections/supplementary texts	7	0.4%	1	0.1%	6	0.7%
Other educational materials, e.g., workbook, lab manual, animation, interactive	107	5.7%	28	2.7%	80	9.2%
Peer-reviewed digital journal articles	323	17.1%	304	29.5%	15	1.7%
All of the above	308	16.3%	170	16.5%	142	16.3%
Combination of above	336	17.7%	252	24.4%	525	60.3%
None of the above	771	40.9%	252	24.4%	90	10.3%
TOTAL	1887	100.0%	1032	100.0%	871	100.0%

Figure 13. Types of Materials Used/Considered by Institution for Promotion and Tenure



Section 6: Report of Types of Materials Developed/Developing for Open Access

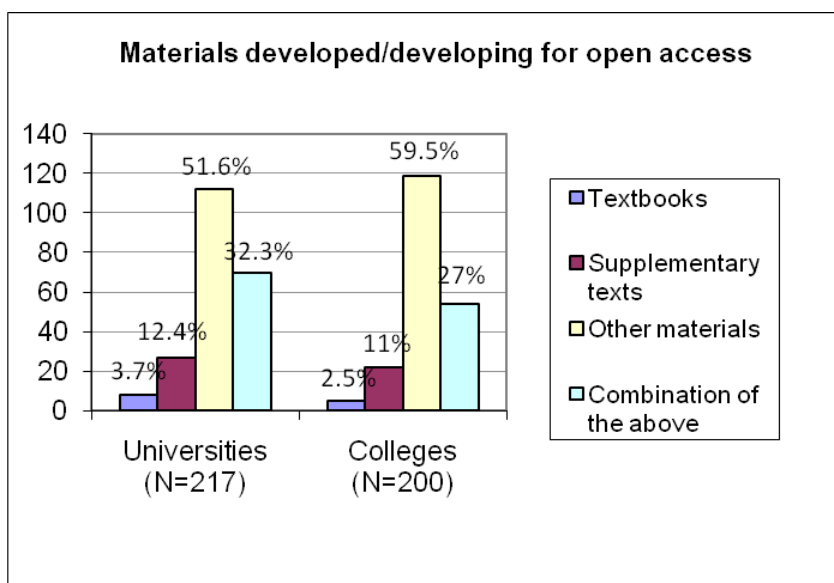
Respondents were asked whether or not they had developed or were developing materials for open access. (See Table 14 and Figure 14.)

- The greatest proportion of materials that had or were being developed were 'Other materials,' with 54.7% of all respondents reporting this activity.
- A slightly higher proportion of college respondents (59.5%) had developed or were developing other open access materials, as compared to university respondents (51.6%).

Table 13. Materials Developed/Developing by Respondents for Open Access

Materials developed/developing for open access	All Institutions		Universities		Colleges	
	N	%	N	%	N	%
Textbooks	15	3.6%	8	3.7%	5	2.5%
Supplementary texts	49	11.9%	27	12.4%	22	11%
Other materials	226	54.7%	112	51.6%	119	59.5%
Combination of the above	123	29.8%	70	32.3%	54	27%
TOTAL	413	100%	217	100.0%	200	100%

Figure 14. Materials Developed/Developing by Respondents for Open Access



Section 7: Interest in and Preferred Setting for Activities Related to Open Access Materials

Survey respondents were asked about which activities or information they were most interested in, related to open access materials. They were also asked to choose the method of participation they preferred for each topic or activity.

- Respondents were most interested in receiving more information about open access in general.
- The next highest ranked topic was “guidelines to find and select OA materials.”

For both colleges and university respondents, the preferred setting for receiving information about open access materials, and for activities related to the use and development of open access materials was through face-to-face meetings (F2F). (See Tables 15a and 15b). Figure 15a shows the preferred settings for receiving information.

- The interest and preference for F2F meetings was greater among university respondents than state and community college respondents.
- The second most preferred method of communication preferred was a combination of online and/or e-mail communications. For most information items, the state and community colleges registered slightly higher preferences for online communication than did universities.

Table 15a. Interest in and Preferred Setting for Open Access Activities – Universities

Universities						
Activities of Interest	N	F2F	Online	E-mail	All the above	Combinations
Open Access information in general	986	45.1%	14.8%	19.8%	7.1%	13.2%
Guidelines to find and select OA materials	922	48.3%	19.5%	16.8%	3.8%	11.6%
Guidelines for authoring OA textbooks	794	43.8%	20.3%	20.2%	5.3%	10.4%
Peer-reviews of OA texts: guidelines, stipends, process	827	48.4%	21.4%	16.7%	3.0%	10.5%
Copyright and Intellectual property related to OA	866	46.7%	21.7%	18.5%	4.7%	8.4%
Royalties for textbook authors	824	52.8%	20.0%	15.9%	2.9%	8.4%
Work with team to develop OA materials	771	39.0%	19.5%	26.2%	4.4%	10.9%
Promoting recognition of OA efforts	741	49.4%	19.8%	18.9%	3.1%	8.8%

Figure 15a. Preferred setting/method for information about Open Access Materials Universities

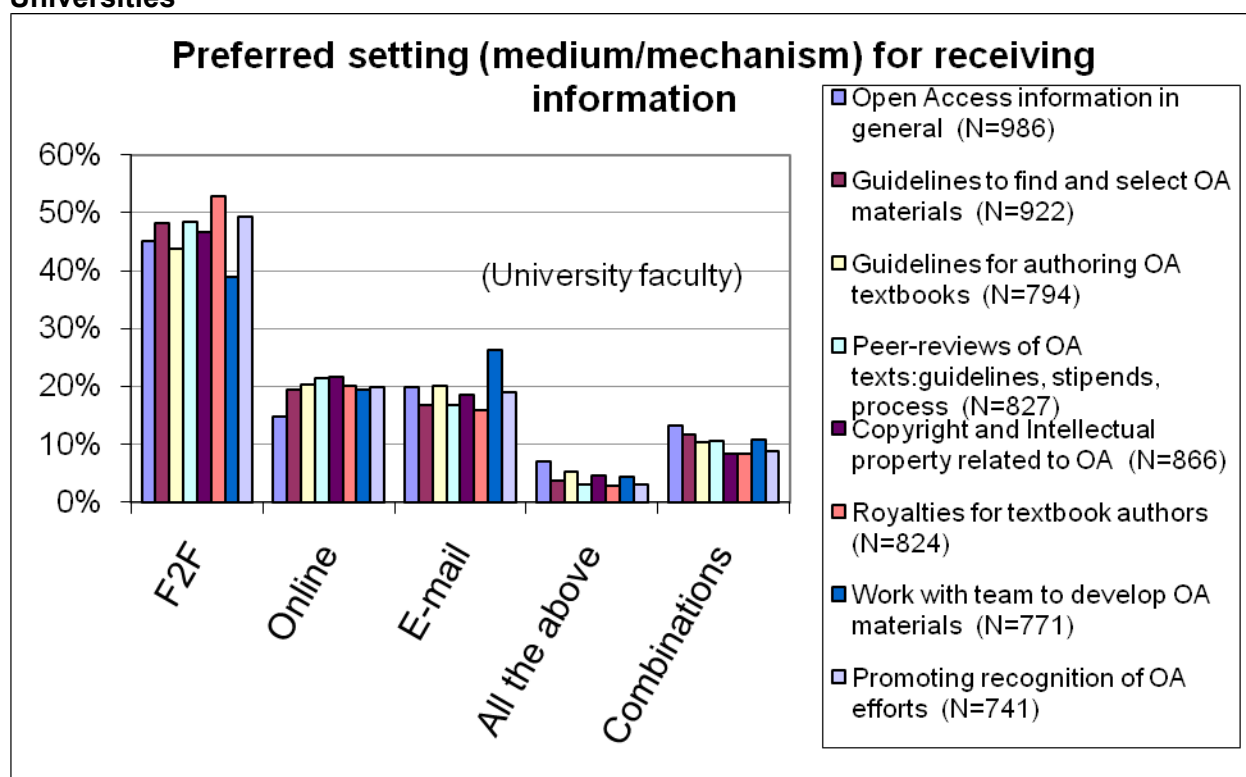
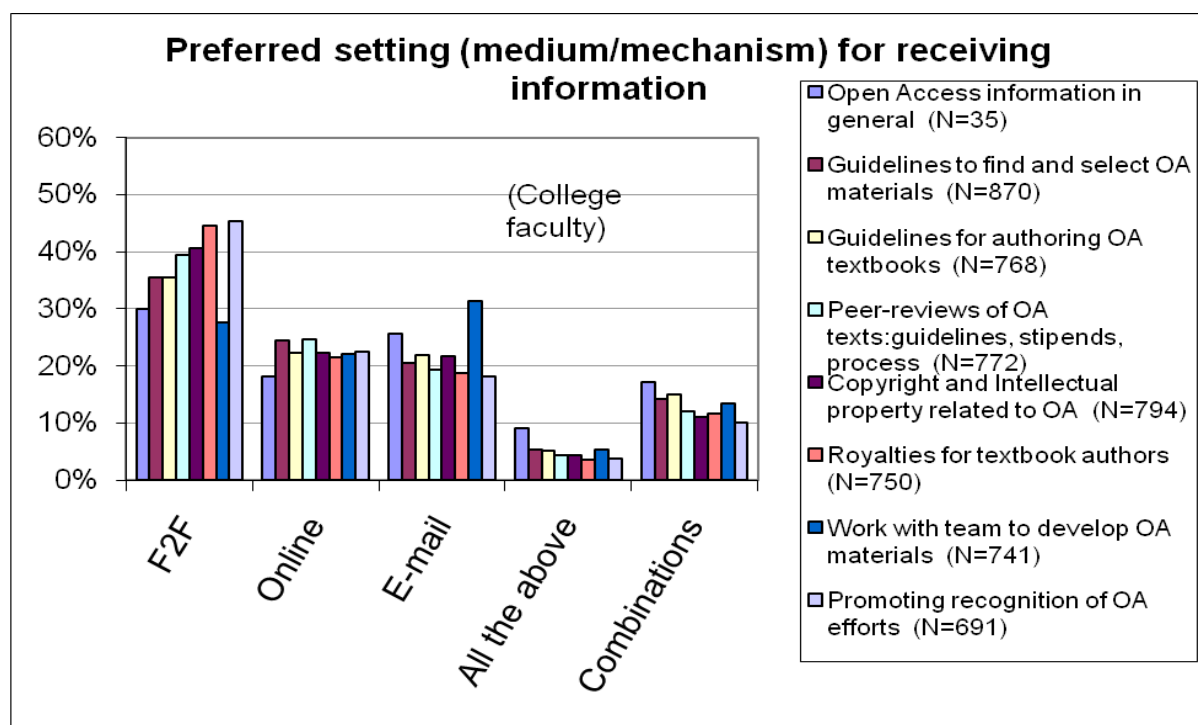


Table 15b. Interest in and Preferred Setting for Open Access Activities – Colleges

Colleges						
Activities of Interest	N	F2F	Online	E-mail	All the above	Combinations
Open Access information in general	899	30%	18.10%	25.60%	9.20%	17.10%
Guidelines to find and select OA materials	870	35.50%	24.40%	20.50%	5.30%	14.30%
Guidelines for authoring OA textbooks	768	35.50%	22.30%	22%	5.20%	15%
Peer-reviews of OA texts: guidelines, stipends, process	772	39.50%	24.60%	19.40%	4.40%	12.10%
Copyright and Intellectual property related to OA	794	40.60%	22.30%	21.70%	4.30%	11.10%
Royalties for textbook authors	750	44.50%	21.50%	18.80%	3.60%	11.60%
Work with team to develop OA materials	741	27.70%	22.10%	31.40%	5.40%	13.40%
Promoting recognition of OA efforts	691	45.30%	22.60%	18.20%	3.80%	10.10%

Figure 15b. Preferred setting/method for information about Open Access Materials – Colleges



B-2 Survey Results for Faculty and Administrator Users of Open Access Materials

Ida J. Cook, Ph.D., University of Central Florida, Orlando, Florida

Purpose

The previous section, Appendix B-1, presents discussion and data describing the results of an online survey conducted in October 2009 of faculty and administrators in the universities and state and community colleges. For specific details and methodology, see Appendix B-1.

This section presents information from the same data set that is specific to those who indicated that they had actually used open access materials in their classes (n=322). Because of their previous experience with open access materials, this smaller set of respondents was asked a separate set of questions to provide insight into specific benefits or difficulties that may be presented in using these materials, and additional questions comparing quality, value and cost reduction for the open access materials as compared to traditional materials.

Results

This analysis describes the responses of a total of 322 faculty and administrators who indicated that they had used online open access materials for their classes. This number constitutes 12.1% of the total number of respondents. (A total of 2707 faculty and administrators responded to the online survey.) Given the smaller size of this subsample, some of the tables that are included in Appendix B-2 will have smaller numbers overall and percentages will be based only on their responses.

The tables and charts display results in percentages, as well as average ratings or rankings for answers about certain topics, according to university or college category.

- Section 1 presents information on the characteristics of the respondents in the sample, their institutions and levels taught.
- Section 2 discusses faculty and administrators' perceptions and attitudes about open access materials.

Section 1: Characteristics

Open Access Users by Type of Institution

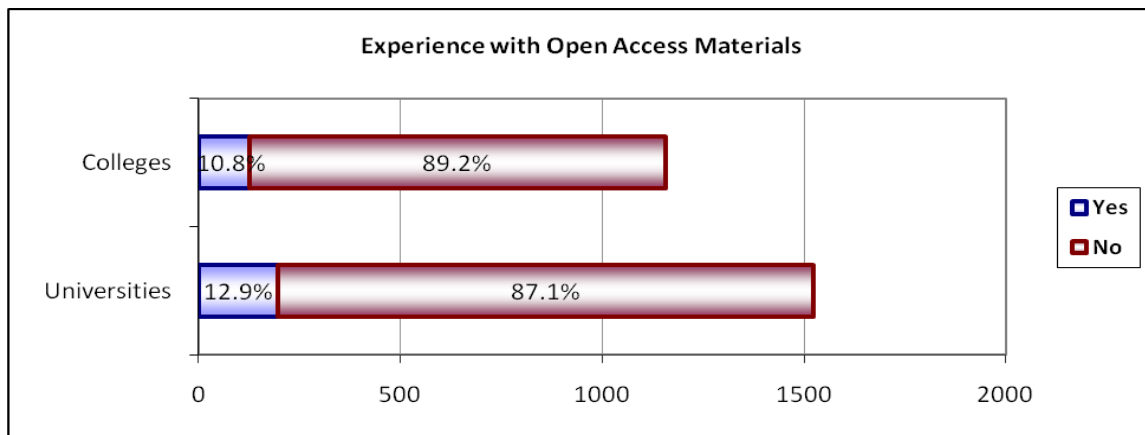
As indicated above, 322 educators/administrators reported that they had used open access (open access) materials. Looking at all survey respondents, the proportion of university faculty indicating they had used OA materials was 12.1%, and a slightly lower percentage (10.8%) of community college users said they had used OA materials. Table 16 and Figure 16 present the distribution of respondents by type of institutional affiliation, across all respondents.

- A greater proportion of the previous users of open access materials were from universities (51.9%) as compared to state and community colleges (44.7%).

Table 16. Experience with Open Access Materials.

Used Open Access Materials	All Institutions		Universities		Colleges	
	N	Percent	N	Percent	N	Percent
Yes	322	12.1%	197	12.9%	125	10.8%
No	2350	87.9%	1326	87.1%	1033	89.2%
Total	2672	100%	1523	100%	1158	100%

Figure 16. Experience with Open Access Materials.



N=2672

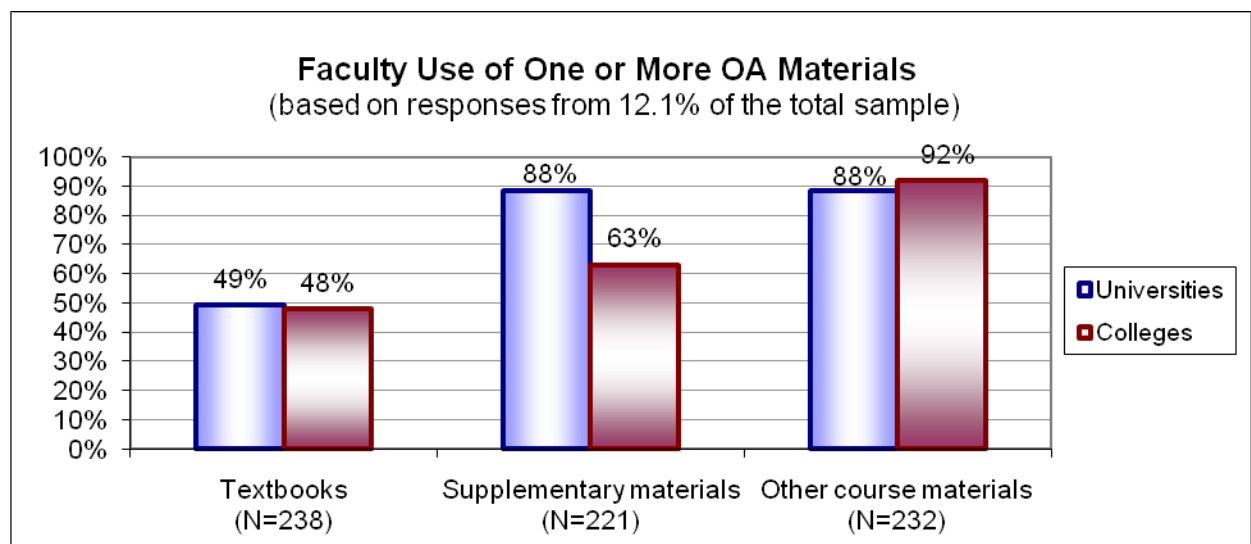
The next tables and figures (Table 17 and Figure 17) describe the types of open access materials that faculty and administrators reported they had used, according to type of institution. Table 17 and Figure 17 summarizes the use of “one or more” materials by type of open access material and institution. These results show that:

- The greater proportion of one or more open access materials used were the “other” materials (88%, universities and 92%, colleges).
- Use of one or more “supplementary materials” was higher among university faculty/administrators (88%), while 63% of college faculty and administrators reported they used one or more.

Table 17. Faculty Who Used One or More Open Access Materials by Type of Institution

One or More Open Access Materials Used	N (combined responses)	% of Respondents from Universities	% of Respondents from Colleges
Textbooks	238	49%	48%
Supplementary materials	211	88%	63%
Other course materials	232	88%	92%

Figure 17. Faculty Who Used One or More Open Access Materials by Type of Institution



Tables 18, 19 and 20 provide a more detailed breakdown of the distribution of faculty/administrator use of open access textbooks, supplementary open access materials and other open access materials.

Table 18. Faculty Who Have Used Open Access “Textbooks” by Type of Institution

Proportion of faculty who have used Textbooks	All Institutions		Universities		Colleges	
	N	Percent	N	Percent	N	Percent
None	120	50.4%	75	50.7%	48	52.2%
One or more	118	49.6%	73	49.3%	44	47.8%
Total	238	100%	148	100%	92	100%

Table 19. Faculty Who Have Used Open Access “Supplementary” Materials by Type of Institution

Proportion of faculty who have used Supplementary materials	All Institutions		Universities		Colleges	
	N	Percent	N	Percent	N	Percent
None	78	35.3%	17	11.7%	30	37.0%
One or more	113	64.7%	124	88.3%	51	63.0%
Total	221	100%	141	100%	81	100%

Table 20. Faculty Who Have Used “Other” Open Access Materials by Type of Institution

Proportion of faculty who have used Other course materials	All Institutions		Universities		Colleges	
	N	Percent	N	Percent	N	Percent
None	25	10.8%	17	11.7%	8	9.1%
One or more	207	89.2%	128	88.3%	80	91.9%
Total	232	100%	145	100%	88	100%

Section 2: Comparison of Perceptions of Open Access Materials

The analysis of the subsample of respondent users provides an opportunity to learn more about the perceptions of those who had actually used open access materials. The survey asked actual users of open access materials to compare the relative value, cost, ease of use. The following tables and figures show the rankings of users’ comparisons of regular educational materials to open access materials.

The data indicate that when comparing open access materials to regular materials:

- The lowest ranked open access materials were open access “textbooks” (1.71, 1.77 average rank)
- Faculty and administrators ranked “other” open access materials highest (2.0, and 2.1 average rank)
- “Supplementary” open access materials were ranked second highest (1.92, 1.94 average rank)
- When administrators ranked the comparable value, cost and ease of use of open access materials as compared to regular educational materials, the results are similar to those of the general population of respondents, although administrator rankings were higher for open access supplementary materials and textbooks.

Table 21. Comparison of Open Access Materials (Average Rank)

Comparison of open access materials	All Institutions (N=322) Rank	Universities (N=197) Rank	Colleges (N=125) Rank
Textbooks (Average rank)	1.75	1.71	1.77
Value? (1=less; 3=more)	1.76	1.76	1.74
Reduce cost? (1= little; 3=greater)	2.24	2.28	2.12
Ease of use? (1=easier; 3=harder)	2.09	2.06	2.25
Likely to use (1=less; 3=more)	1.86	2.09	2.09
Supplementary texts (Average rank)	1.94	1.92	1.94
Value? (1=less; 3=more)	2.07	2.05	2.04
Reduce cost? (1= little; 3=greater)	2.22	2.21	2.27
Ease of use? (1=easier; 3=harder)	1.93	1.94	2
Likely to use (1=less; 3=more)	2.12	2.12	2.25
Other materials (Average rank)	2.07	2.04	2.1
Value? (1=less; 3=more)	2.15	2.13	2.14
Reduce cost? (1= little; 3=greater)	2.13	2.18	2.07
Ease of use? (1=easier; 3=harder)	1.89	1.89	1.95
Likely to use (1=less; 3=more)	2.23	2.23	2.31

Figure 21. Comparisons of Open Access Materials by Institutional Type

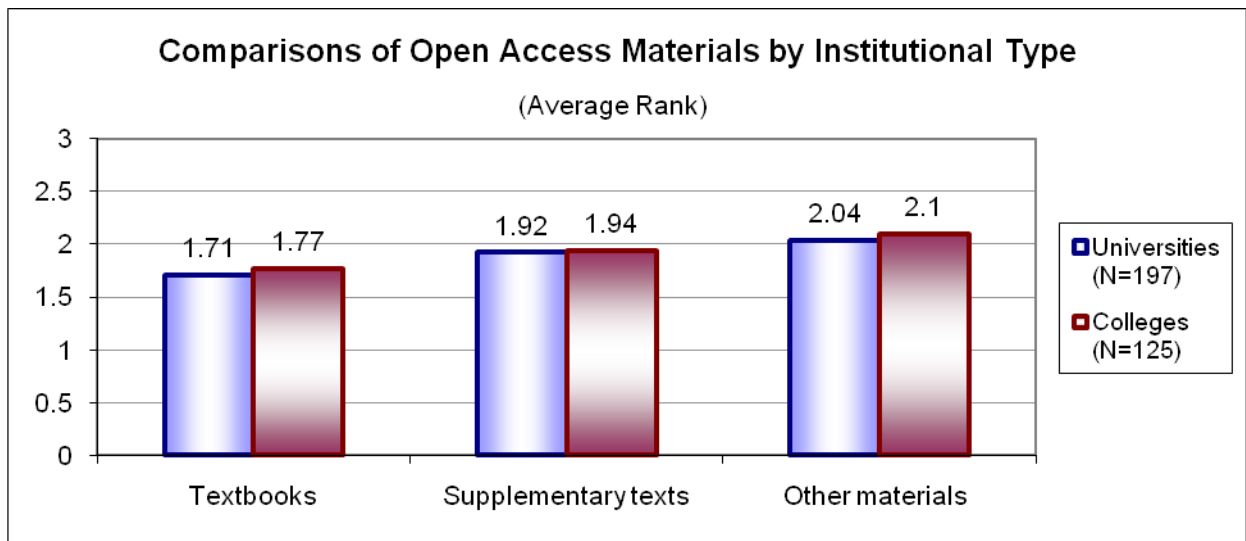


Figure 22a. Comparisons of Open Access Textbooks by Institutional Type

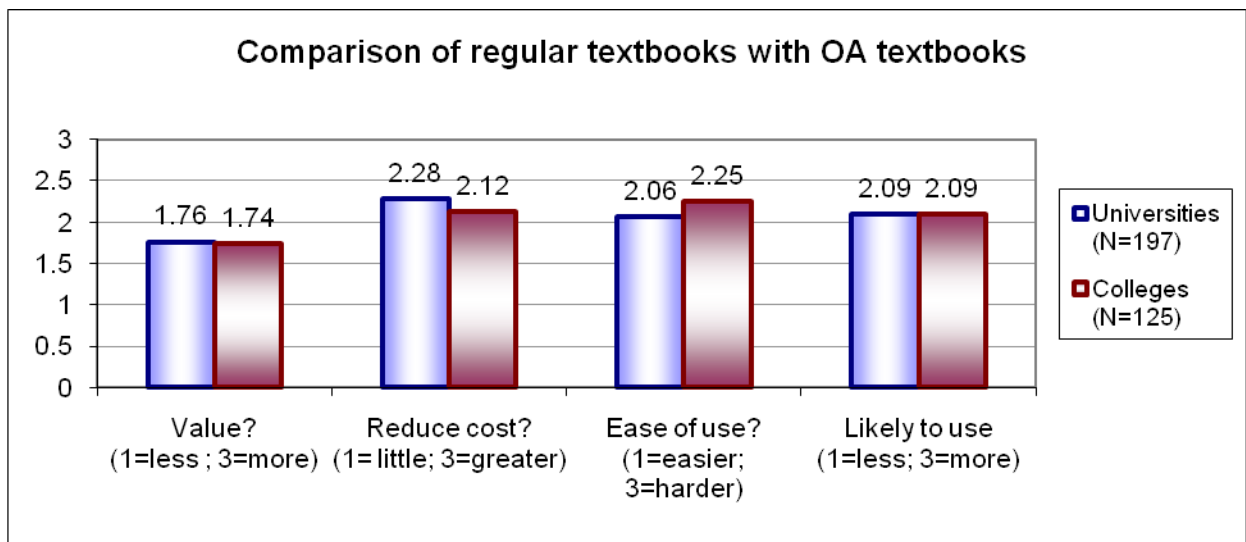


Figure 22b. Comparisons of Open Access Supplementary Materials by Institutional Type

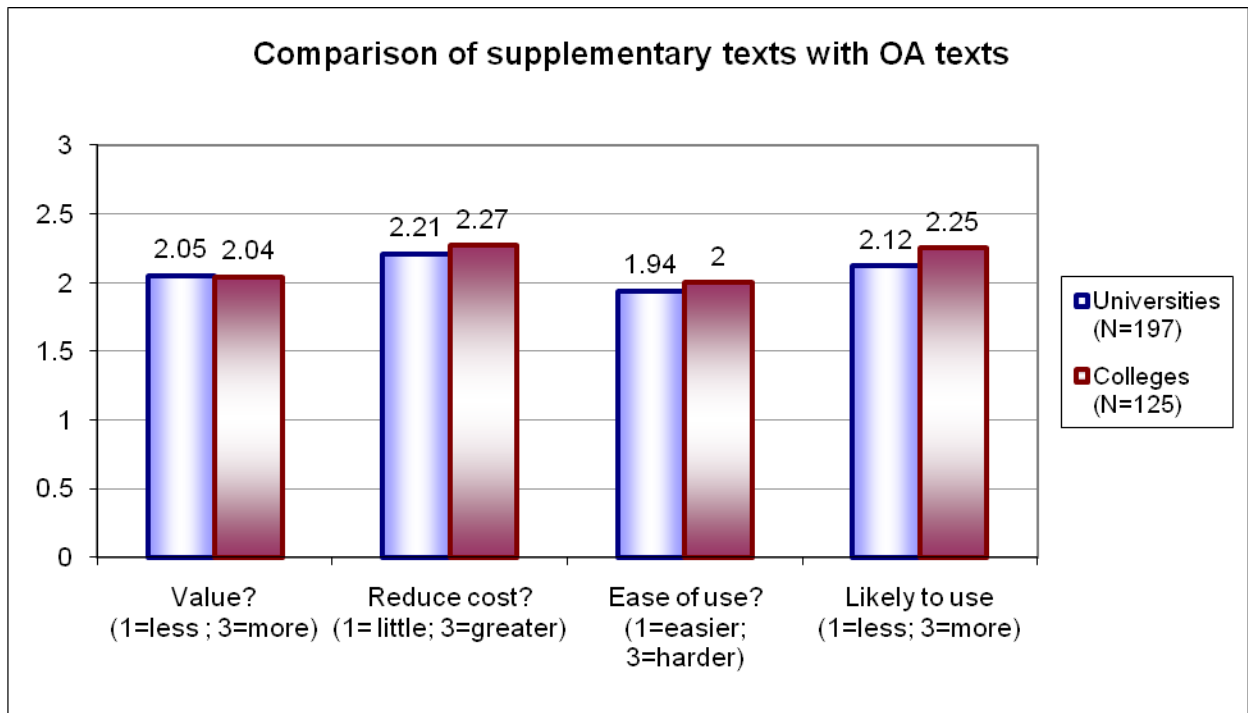
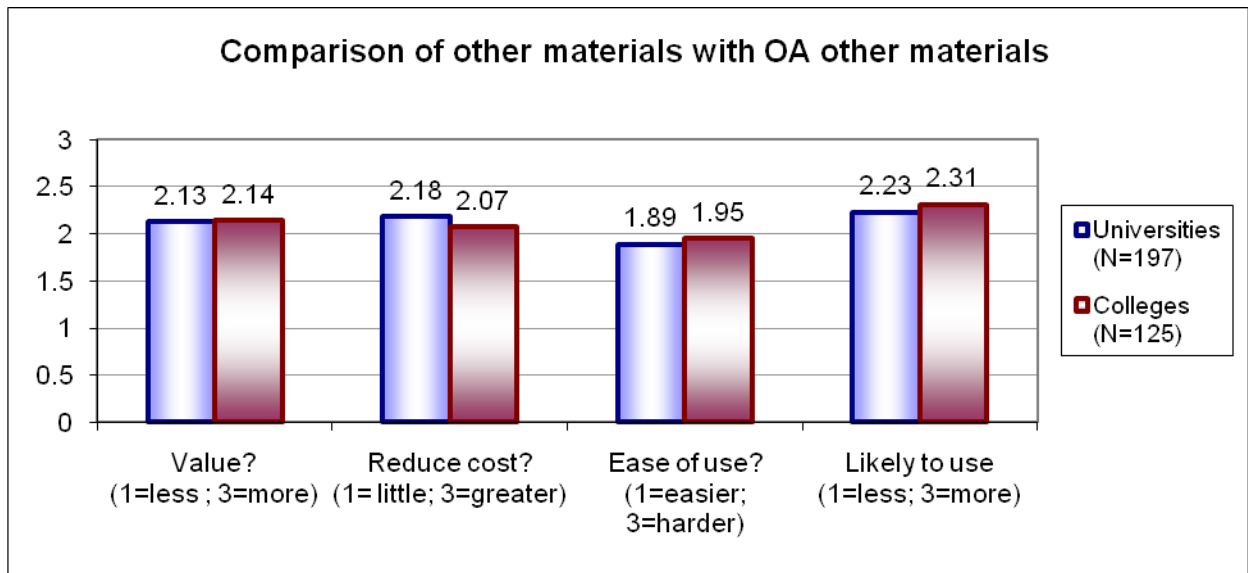


Figure 22c. Comparisons of Other Open Access Supplementary Materials by Institutional Type



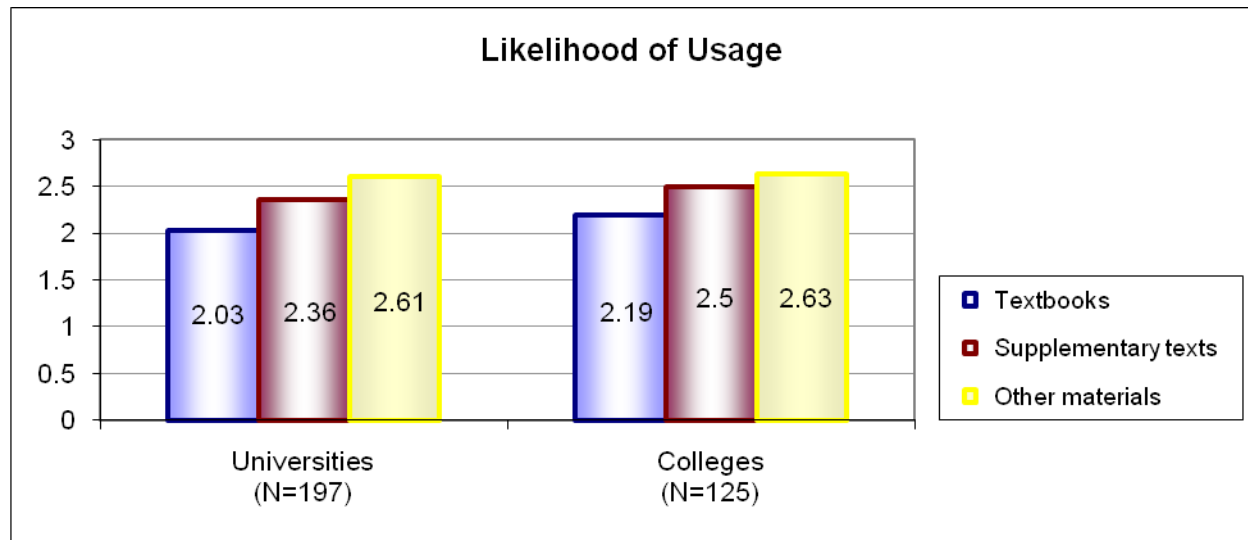
Likelihood of Use of Open Access Materials by Current and Former Open Access Users

Respondents who had used or were using open access materials were also asked about the likelihood of using them (again) for their courses. Table 23 offers the ranked likelihood of using the materials.

Table 23. Likelihood of Using Open Access Materials by Type of Institution
(average rank)

Ranking of Likelihood of USING OA Materials (1= Not at all likely; 3= very likely)	All Institutions (N=322)	Universities (N=197)	Colleges (N=125)
Textbooks	2.1	2.03	2.19
Supplementary texts	2.42	2.36	2.5
Other materials	2.63	2.61	2.63

Figure 23. Likelihood of Using Open Access Materials by Type of Institution
(average rank)



As the above table distributions and figures indicate, the relative ranking of the types of open access materials that faculty said they were likely to use is:

- The least likely open access materials to be used for their courses is open access “textbooks” although the extent of the differences is not great.
- The highest ranked materials that is likely to be used for their courses are “other” open access materials.

Factors Influencing Decision to Use Open Access Materials

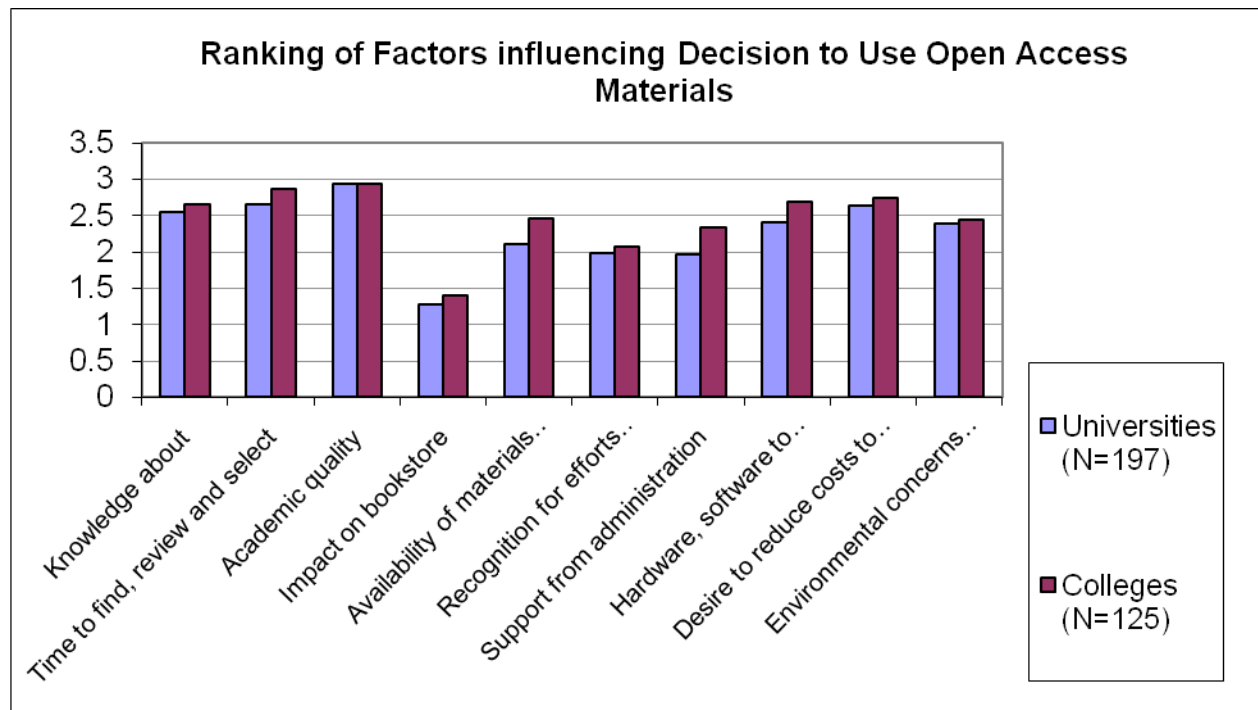
Given the above average rankings of likelihood to use different types of open access materials, the respondents were then asked to rank which factors might more highly affect their decision to use open access materials. Table 24 and Figure 24 present the results.

- The most highly ranked factor was academic quality (2.94 for universities and colleges).
- The next two factors—time to find, review and select; and desire to reduce costs to students) were also ranked similarly by college and university respondents, respectively (2.86, 2.66 and 2.75, 2.64 average rank).
- The second- and third-ranked factors were lower ranked by university respondents compared to the rankings of college respondents.
- The pattern of rankings of factors affecting decisions to use the materials for administrators was comparable to the patterns of general survey respondents.

Table 24. Factors Influencing Decision to Use of Open Access Materials

Rank of Factors influencing Decision to USE: (1= Not at all important.; 2 = Somewhat important; 3=Very important.)	All Institutions (N=322)	Universities (N=197)		Colleges (N=125)	
	Average	Average	Rank	Average	Rank
Academic quality	2.94	2.94	1	2.94	1
Time to find, review and select	2.74	2.66	2	2.86	2
Desire to reduce costs to students	2.69	2.64	3	2.75	3
Knowledge about	2.59	2.54	4	2.65	5
Hardware, software to facilitate use	2.52	2.41	5	2.68	4
Environmental concerns (conserve paper, trees, landfill)	2.4	2.38	6	2.44	7
Availability of materials e.g., test banks	2.25	2.11	7	2.46	6
Support from administration	2.1	1.97	9	2.33	8
Recognition for efforts toward innovation	2	1.98	8	2.07	9
Impact on bookstore	1.31	1.27	10	1.4	10

Figure 24. Factors Influencing Decision to Use of Open Access Materials



Likelihood of Developing or Creating Open Access Materials

The next set of questions to users of open access materials dealt with what they thought was the likelihood of developing or creating open access materials. Table 25 and Figure 25 provide the average rank of that likelihood of developing them by type of educational institution. As with the other measures, faculty respondents were more likely to develop other open access materials before developing open access supplementary or textbook materials. Table 26 and Figure 26 present some of the factors that respondents thought would influence their decision to create such materials.

Table 25. Ranking of Likelihood of Developing Open Access Materials

Ranking of Likelihood of Developing OA Materials (1= Not at all important.; 2 = Somewhat important; 3=Very important.)	All Institutions (N=322)	Universities (N=197)	Colleges (N=125)
Textbooks	1.69	1.64	1.76
Supplementary texts	1.94	1.88	2.07
Other materials	2.26	2.15	2.47

Figure 25. Ranking of Likelihood of Developing Open Access Materials

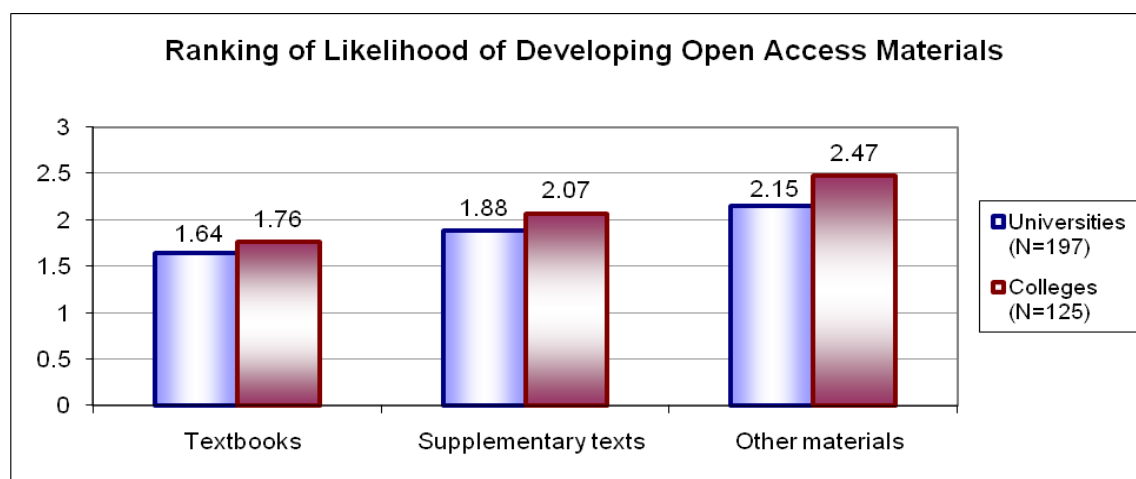
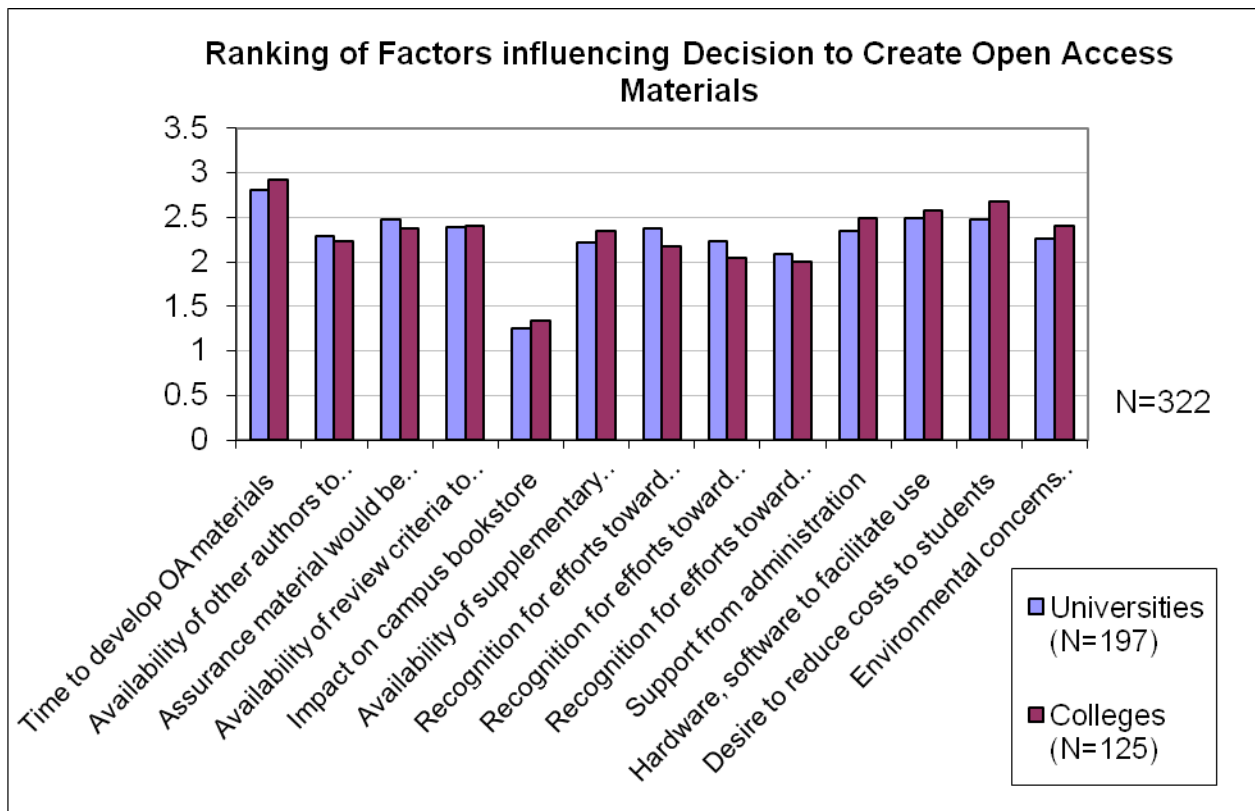


Table 26. Factors Influencing Decision to CREATE Open Access Materials

Figure 26. Factors Influencing Decision to CREATE Open Access Materials –

Rank of Factors influencing decision to CREATE: (1= Not at all important; 2 = Somewhat important; 3=Very important)	All Institutions (N=322)	Universities (N=197)		Colleges (N=125)	
	Average	Average	Rank	Average	Rank
Time to develop OA materials	2.85	2.80	1	2.92	1
Desire to reduce costs to students	2.55	2.48	3	2.68	2
Hardware, software to facilitate use	2.52	2.49	2	2.57	3
Assurance material would be peer-reviewed and edited	2.45	2.47	4	2.38	7
Availability of review criteria to authors	2.41	2.39	5	2.40	6
Support from administration	2.41	2.35	7	2.49	4
Environmental concerns (conserve paper, trees, landfill)	2.32	2.26	9	2.41	5
Availability of other authors to co-develop	2.29	2.29	8	2.23	9
Recognition for efforts toward innovation	2.29	2.37	6	2.17	10
Availability of supplementary materials	2.27	2.22	11	2.34	8
Recognition for efforts toward promotion	2.16	2.23	10	2.04	11
Recognition for efforts toward tenure	2.06	2.08	12	2.00	12
Impact on campus bookstore	1.29	1.26	13	1.34	13

Comparison by Type of Institution



(1= Not at all important; 2 = Somewhat important; 3 = Very important)

Tables 27 and 28 provide an order ranking of the different factors that university and state or community college users of open access materials felt would influence their decision to create open access materials.

- The users of open access materials ranked most of the items slightly higher than did the general sample of respondents.
- The relative order of ranking of items is similar between state or community colleges and universities, except for “assurance material would be peer reviewed” which was ranked higher by university users.
- Administrators ranked the likelihood of developing and creating open access materials in patterns similar to that of the universities and colleges, but their overall rankings are lower. There were no statistically significant differences between administrators and other respondents.
- All respondents ranked “time to develop” as the most important factor when considering whether to create open access materials.

Table 27. Ordered Ranks of Factors Influencing Decision to CREATE Open Access Materials – Colleges

Rank of Factors influencing decision to CREATE: (1= Not at all important; 2 = Somewhat important; 3=Very important)	Universities (N=197)	
	Average	Rank
Time to develop OA materials	2.80	1
Hardware, software to facilitate use	2.49	2
Desire to reduce costs to students	2.48	3
Assurance material would be peer-reviewed and edited	2.47	4
Availability of review criteria to authors	2.39	5
Recognition for efforts toward innovation	2.37	6
Support from administration	2.35	7
Availability of other authors to co-develop	2.29	8
Environmental concerns (conserve paper, trees, landfill)	2.26	9
Recognition for efforts toward promotion	2.23	10
Availability of supplementary materials	2.22	11
Recognition for efforts toward tenure	2.08	12
Impact on campus bookstore	1.26	13

Table 28. Ordered Ranks of Factors Influencing Decision to CREATE Open Access Materials – Universities

Rank of Factors influencing decision to CREATE: (1= Not at all important.; 2 = Somewhat important; 3=Very important.)	Colleges (N=125)	
	Average	Rank
Time to develop OA materials	2.92	1
Desire to reduce costs to students	2.68	2
Hardware, software to facilitate use	2.57	3
Support from administration	2.49	4
Environmental concerns (conserve paper, trees, landfill)	2.41	5
Availability of review criteria to authors	2.40	6
Assurance material would be peer-reviewed and edited	2.38	7
Availability of supplementary materials	2.34	8
Availability of other authors to co-develop	2.23	9
Recognition for efforts toward innovation	2.17	10
Recognition for efforts toward promotion	2.04	11
Recognition for efforts toward tenure	2.00	12
Impact on campus bookstore	1.34	13

Differences Among Institutions in Using Open Access Materials in Consideration for Promotion and Tenure

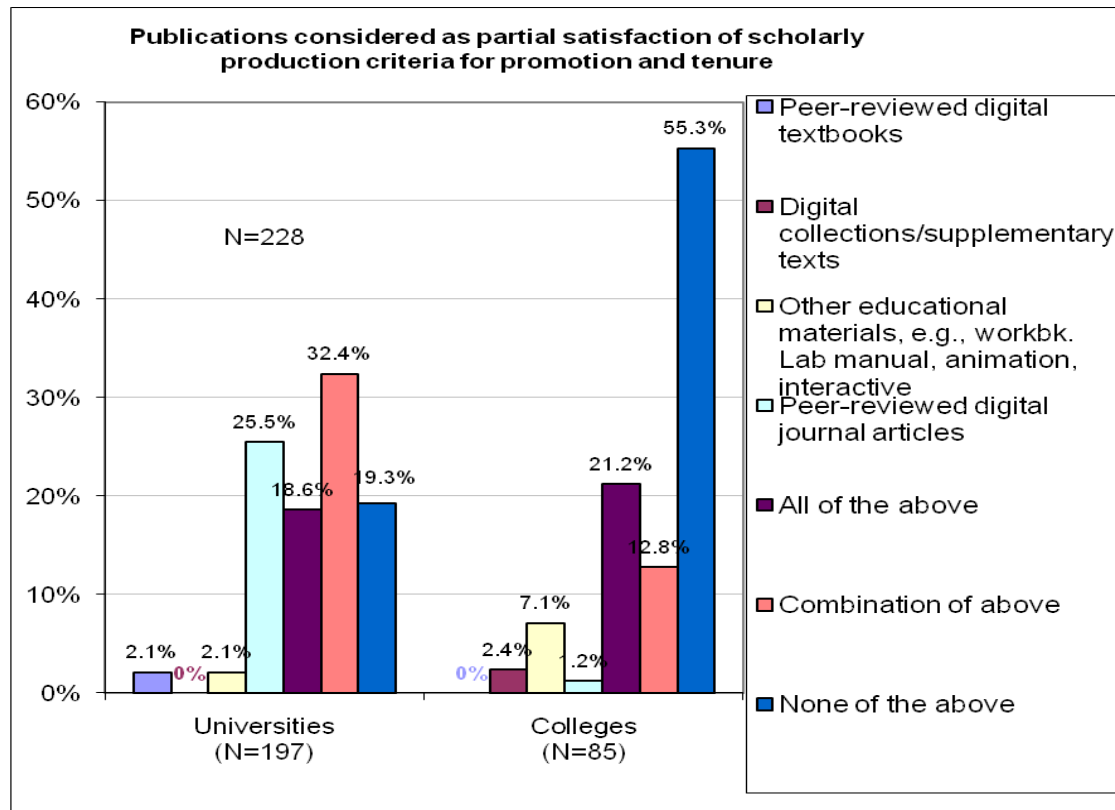
Table 29 provides the number of institutions reportedly using different open access materials as part of the consideration for promotion and tenure.

- A much higher proportion of college and community college respondents (55.3%) indicated that none of the types of publications were considered in determining tenure and promotion than did university respondents (19.3%).
- The more predominately used open-access materials were peer-reviewed digital journals (by universities, 25.5%) and all of the types of materials (by colleges, 21.2%).
- Respondents from universities reported some type of combination of the listed materials were used 25.5%, compared to 12.8% of state and community college respondents.
- Peer-reviewed digital textbooks were the lowest proportion of open access materials reported to be used for determining promotion and tenure.

Table 29. Open Access Materials Used/Considered by Institution in Determining Promotion and Tenure

Creation of the following publications that institution considers as partial satisfaction of scholarly production criteria for promotion and tenure	All Institutions		Universities		Colleges	
	N	Percent	N	Percent	N	Percent
Peer-reviewed digital textbooks	7	1.3%	3	2.1%	0	0%
Digital collections/supplementary texts	2	0.9%	0	0%	2	2.4%
Other educational materials, e.g., workbk. Lab manual, animation, interactive	9	3.9%	3	2.1%	6	7.1%
Peer-reviewed digital journal articles	39	17.1%	37	25.5%	1	1.2%
All of the above	44	19.3%	27	18.6%	18	21.2%
Combination of above	54	25.5%	98	32.4%	74	12.8%
None of the above	73	32.0%	28	19.3%	47	55.3%
TOTAL	228	100.0%	197	100.0%	85	100.0%

Figure 29. Open Access Materials Used/Considered in Determining Promotion and Tenure



Types of Open Access Materials Developed by Open Access Users

In spite of the fact that some institutions do not use open access materials as part of the criteria for promotion and tenure, several of the user respondents reported that they had developed or were developing open access materials. (See Table 30 and Figure 30)

- The greatest proportion of open access materials developed were other open access materials, followed by supplementary materials.
- Open access textbooks were the least frequently reported materials developed.
- As can be seen in Table 30, state/community college users of open access materials reported development of “textbook” open access materials at a higher rate than did the university respondents.

Table 30. Types of Open Access Materials Users have Developed or are Developing

Materials developed/ developing for open access	All Institutions		Universities		Colleges	
	N	Percent	N	Percent	N	Percent
Textbooks	5	3.8%	1	1.3%	2	3.7%
Supplementary texts	14	10.8%	9	12%	5	9.3%
Other materials	58	44.6%	31	41.3%	27	50%
Combination of the above	63	40.8%	34	45.4%	20	36%
TOTAL	130	100%	75	100%	54	100%

Figure 30. Types of Open Access Materials Users have Developed or are Developing

