

# Open Educational Resources (OER) in Texas Higher Education Landscape Survey 2021



## Survey Introduction

The Digital Higher Education Consortium of Texas, in collaboration with the Texas Higher Education Coordinating Board (THECB), has contracted with the Institute for the Study of Knowledge Management in Education to conduct a biennial landscape analysis of Open Educational Resources (OER) programs, policies, and practices at higher education institutions in Texas.

Following a national trend, the adoption of OER in Texas has increased over the past decade. The [first OER landscape survey](#), administered in May 2019 to all 158 two- and four-year public and private institutions across the Texas, showed growing commitment to OER, with 38% of institutions having formal programs and initiatives in place to support OER, and with 51% either in the process of or interested in implementing OER programs or policies in the future.

The 2021 survey seeks to build on the knowledge gained from the 2019 survey as a mechanism to track continued OER growth, as well as needed OER supports, across the state's public and private institutions.

We encourage you to print and review the survey before you begin. Please consult with other subject matter experts on your campus if you do not know how to respond to an item. For example, you may need to consult with your Institutional Research Office (for questions on data and impact), or with library staff and faculty who are advocates for OER on your campus.

**Please complete the survey by April 2, 2021.**

## Confidentiality Statement

All responses are entirely confidential. All survey results will be reported only in summary statistical form that ensures that **no individual institutions can be identified**.

You will receive a copy of your individual survey answers upon completion via email. The research team will not share your survey responses with other institutions; if you wish to share your responses with other institutions in your college system or otherwise, you may do so.

Thank you for your participation in this important project. If you have any questions or concerns while taking the survey, please contact Judith Sebesta, Executive Director, DigiTex, at [judith.sebesta@austincc.edu](mailto:judith.sebesta@austincc.edu).

## Acknowledgements

The OER in Texas Higher Education Survey was developed by DigiTex, the Texas Higher Education Coordinating Board, and the Institute for the Study of Knowledge Management in Education, and is licensed under [Creative Commons Attribution 4.0 License](#) (CC BY 4.0).

The survey includes original questions as well as questions adapted from existing OER surveys with permission ([University System of Georgia Survey on Open Educational Resources](#); the UNESCO survey on OER Adoption and Use, unpublished; and the [Texas OER Course Markings Reporting Form](#)).

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## Section I: OER Policies and Programs

*Definition of OER used in this survey:*

OER are defined as teaching, learning, or research resources that are in the **public domain** or that have been **released under an intellectual property license that permits the free use, adaptation, and redistribution** of the resource by any person. Note that OER does not include freely available, proprietary resources, such as your institution's subscription-based digital course materials, that are provided to students on the first day of class through a publisher's "inclusive access program."

### 1. Please select your institution:

Institution information is used only to classify the survey responses. No individual-level data will be released, and your responses will remain anonymous in the synthesis of survey findings.

[drop down list of institutions]

2. Texas Education Code, Section 51.451, defines OER as "teaching, learning, or research resource that is in the public domain or has been released under an intellectual property license that permits the free use, adaptation, and redistribution of the resource by any person." The term may include full course curricula, course materials, modules, textbooks, media, assessments, software, and any other tools, materials, or techniques, whether digital or otherwise, used to support access to knowledge.

**Does your institution have a written definition of Open Educational Resources?**

- Yes, and we use the same or almost the same definition as in the Texas Education Code listed above [\[Skip to Q4\]](#)
- Yes, and we use our own definition that we have developed [\[Go to Q3\]](#)
- No, we do not have a written definition of Open Educational Resources [\[Skip to Q4\]](#)

**3. How does your institution define Open Educational Resources? Please provide a link to the definition, or paste the definition in below.** [Question open only to those who indicated on Q2 above that they developed their own definition of OER.]

**4. Has your institution implemented policies, resolutions, or programs that support OER use? Select all that apply.** [Question open to all.]

- Yes, we have policies in place that support OER use (e.g., an open licensing policy, or a policy that allocates funding to OER) [\[Go to 4a\]](#)
- Yes, we have OER resolutions in place (e.g., from the Academic Senate, Student Government or Board of Trustees) [\[Go to 4a\]](#)
- Yes, we have programs in place that support OER use (e.g., a training program to support faculty use of OER, or an OER content development initiative) [\[Go to 4a\]](#)
- No, but we are currently in the process of creating OER policies, resolutions and/or programs [\[skip to Q7\]](#)
- No, but we are interested in developing OER policies, resolutions and/or programs in the future [\[skip to Q7\]](#)
- No, and we do not have plans to develop or implement OER policies, resolutions and/or programs [\[Go to Q5\]](#)

**4a. Please provide any links or comments that add detail to the items you selected above. (For example, a link to your OER resolution if you have one in place.)** [Question open only to those who selected yes above] [\[Skip to Q6\]](#)

5. **To your knowledge, is anyone using OER at your institution?** [Question open only to those that indicated that their institutions do not have plans to develop or implement OER policies, resolutions and/or programs.]
- I don't know/not certain [skip to Q9]
  - No [skip to Q9]
  - Yes, please specify: [skip to Q8]
6. **When did your institution first implement its OER policy, resolution, or program(s)?** [Question open only to those that indicated that their institutions have policies/programs or initiatives in place to support OER use.]
- Less than 1 year ago
  - 1 to 2 years ago
  - 3 to 5 years ago
  - More than 5 years ago
7. **What has been (or will be) the focus of the OER work and/or programs at your institution?**  
Select all that apply. [Question open to all except those who indicated that they do not have plans to develop or implement OER policies/programs.]
- Developing new OER (e.g., developing courses and textbooks from scratch and licensing them as OER)
  - Curating existing OER (e.g., building courses, collections, or lists of resources from existing OER)
  - Adapting, revising, or remixing existing OER
  - Developing/offering a zero cost degree program that uses OER (e.g., Z Degree or zero textbook cost degree)
  - Contributing to the state OER repository, OERTX
  - Integrating OER into our institution's Learning Management System
  - Developing/offering an institutional repository or technologies for accessing and/or sharing of OER by faculty and staff
  - Developing the institution's administrative framework to support OER development (e.g., developing an OER governance council or identifying the OER lead)
  - Developing/offering internal OER trainings or OER professional learning resources for faculty and staff
  - Securing funding for OER
  - Marketing or promoting OER adoption and use (either externally or internally)
  - Supporting the use of OER for online and/or emergency remote learning
  - Other, please specify: \_\_\_\_\_

**7a. Please provide any links or comments that add detail to the activities you selected above.**

8. **What are the goals for the use of OER at your institution? Select all that apply.** [Question open to all except those that indicated either that no one is using OER at their institution, or that they are uncertain whether anyone is using OER at their institution.]

- Making textbooks more affordable for students
- Ensuring students have access to course materials on the first day of class
- Increasing student engagement with course materials
- Providing materials that can be localized to meet learners' needs
- Decreasing the cost of course development for the institution (e.g., by remixing and adapting materials that already exist)
- Decreasing reliance on commercial publishers
- Supporting open pedagogy (e.g., faculty collaboration, peer review, resource sharing, iterative curriculum improvement)
- Supporting faculty academic freedom in their curriculum decisions
- Adapting OER to meet diversity, equity and inclusion requirements or guidelines (e.g., accessibility requirements or as part of culturally relevant teaching)
- Providing materials that can be integrated with predictive analytics or learner analytics
- Other, please specify:

9. Across the country, some institutions are revising their intellectual property policies and guidelines to include open licensing. Open licensing helps public institutions better meet their missions of disseminating resources—breaking down the barriers associated with traditional copyright by granting permission to use and adapt the materials in advance. For example, an institution might require that all materials created by its employees within the scope of employment be licensed as an OER under a Creative Commons License.

**Does your institution have an open licensing policy or endorsement?** [Question open to all.]

- Yes, we have an open licensing policy
- Yes, we have an open licensing endorsement
- No, we do not have anything in place, but we are planning to [\[Skip to Q11\]](#)
- No, we do not have anything in place, and we do not have plans to [\[Skip to Q11\]](#)

10. **What is your open licensing policy or endorsement?** Please describe and/or provide any links to information about the policy or endorsement. [Question open only to those who indicated that their institutions have an open licensing policy.]

11. **To your knowledge, has your institution participated in the following statewide OER initiatives?** [Question open to all.]

	<b>Yes, we have participated</b>	<b>No, we have not participated</b>	<b>No, we have not participated, but plan to in the future</b>	<b>I wasn't aware of this initiative</b>
<b>OERTX</b> —An OER repository designed to facilitate the aggregation of openly licensed e-textbooks and other OER materials used by Texas institutions of higher education. OERTX also supports its users in the creation and customization of resources to meet the needs of Texas students and faculty. OERTX is a THECB coordinated initiative.				
<b>Texas Learn OER</b> — A self-paced online course comprised of 10 peer-reviewed modules about OER and open education practices. Completing the course can count towards professional development hours or continuing education units.				
<b>THECB State OER Grant Program</b> —A program that provides funding for faculty projects to adopt, modify, redesign, or develop courses that use only open educational resources.				

<p><b>THECB Governor’s Emergency Education Relief Fund (GEER) Grant Program</b> - A program that provides funding for institutions to create new or redesign existing OER for Texas Core Curriculum, Workforce Education Course Manual (WECM), and co-requisite courses.</p>				
<p><b>DigiTex OER Development Small Grant Program</b>—provides funding to faculty, librarians, and instructional designers at <b>Texas community colleges</b> for the creation and/or adaptation of resources to support courses in the Workforce Education Course Manual.</p>				
<p><b>Open Texas Conference</b> - An annual Open Texas conference that convenes librarians, faculty, administrators, and other open education practitioners and advocates in Texas.</p>				

**12. Which of the following best describes your institution?**

- Two year public institution
- Four year public institution
- Two year private/independent institution
- Four year private/independent institution

**Section II: OER Courses and Certificates**

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13. For the fall semester/term(s) 2020, please estimate the percentage of undergraduate courses that:

- a) were fully OER-based (i.e., all of the required materials for the course were openly licensed)
  - b) were not fully OER-based, but used OER as a supplement to commercial/proprietary resources
- [Question open to all.]

	None, or 0%	Less than 10%	About 25%	About 50%	About 75%	All, or almost 100%	Don't know
a) Estimated percentage of undergraduate courses that were <u>fully OER based</u>							
b) Estimated percentage of undergraduate courses that used OER as a <u>supplement</u> to commercial/proprietary resources							

14. For the fall semester/term(s) 2020, please list any undergraduate certificates and degrees that were fully OER-based (i.e., all of the required materials for the certificate or degree were openly licensed). [Question open to all.]



15. **For the fall semester/term(s) 2020, please estimate to what extent the following disciplines offered undergraduate courses that were fully OER based.** [Question open to all.]

	None, or 0% offered undergraduate courses that were fully OER based	Less than 10%	About 25%	About 50%	About 75%	All, or almost 100%	Don't know
STEM							
Humanities							
Social Sciences							
Career and Technical Subjects							

16. [Question open to four-year institutions only] **For the fall semester/term(s) 2020, please estimate the percentage of graduate courses that:**

- a) were fully OER-based (i.e., all of the required materials for the course were openly licensed)
- b) were not fully OER-based, but used OER as a supplement to commercial/proprietary resources

	None, or 0%	Less than 10%	About 25%	About 50%	About 75%	All, or almost 100%	Don't know
a) Estimated percentage of graduate courses that were <u>fully OER based</u>							
b) Estimated percentage of graduate courses that used OER as a <u>supplement</u> to commercial/proprietary resources							

17. In June 2017, Texas signed into law Senate Bill 810 (SB810, now [TEC 51.452](#)), which requires that Texas higher education institutions share searchable information with students about courses that use OER.

**Which of the following best describes how your institution has implemented the OER course marking (or identifier) requirements of SB810? Select all that apply.** [Question open to all.]

- Links to all courses that use OER are offered on the landing page of our course schedule/listing
- There is a search field for OER on the landing page of our course schedule/listing
- There is a search field for OER on subsequent pages of our website, but not on the landing page of our course schedule/listing
- Under the individual course listing, there is a description or notation indicating if a course uses OER
- The course is listed as OER through the campus bookstore
- Have not yet implemented OER course markers [[Go to Q18 and then skip to Q20](#)]
- Other, please state: \_\_\_\_\_

18. **What are the obstacles or challenges, if any, that your institution has experienced in implementing the OER course marking system? Select all that apply.** [Question open to all.]

- Technology or platform constraints (e.g., challenges customizing the various systems used)
- Lack of financial resources to customize technology needed to create the course markers
- Lack of standardized language needed for OER in order to determine appropriate course marker terminology
- Lack of time to focus on the course marking effort
- Perception on campus that OER course marking may be used as a reward for those who use open resources, or to punish those who do not
- Concerns that students will only select OER courses, and that as a result non-OER courses won't meet their minimum enrollment requirements
- Have not experience any obstacles or challenges in implementing the OER course marking system
- Other, please state:

19. **Which of the following terms are used at your institution to mark/identify these courses in your course schedule or listing? Select all that apply.** [Question open to all except those who indicated that their institutions have not yet implemented the OER courses marking (or identifier) requirements of SB810]

- OER [[Skip to Q20](#)]
- Free [[Skip to Q20](#)]
- Zero cost [[Skip to Q20](#)]
- Low cost [[Go to 19a](#)]
- Affordable [[Go to 19a](#)]
- Other, please specify:[[Skip to Q20](#)]

**19a.** [question only for those that selected Low cost and/or affordable above] **How does your institution define low cost or affordable courses when identifying them as such in your course schedule or listing?**

## **Section III: OER Leadership and Collaboration**

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**20. Is there a centralized office, committee, or role that oversees (or will oversee) the OER work at your institution? Select all that apply.** [Question open to all.]

- Yes, a library-led committee
- Yes, a committee within the Academic Affairs Office
- Yes, a committee within the online teaching or distance education team
- Yes, a faculty-led committee
- Yes, an OER Task Force or a dedicated OER committee
- No, OER work is not centralized at our institution
- Not relevant - There is no OER work planned or in place at our institution
- Other (please specify):

21. **What role(s) do each of the following stakeholder groups play in supporting OER at your institution? Select all that apply.** [Question open to all.]

	Library Staff	Faculty Excellence Centers	Digital Learning Staff
Providing OER as part of library resources or institutional resources			
Curating OER to meet targeted teaching and learning needs and gaps			
Advocating for the use of OER			
Holding training(s) or workshops on OER and/or open licensing			
Other role/activity (specify below)			

If you selected "other role/activity" for any of the stakeholder groups above, please specify:

22. **What other roles at your institution currently support, or are necessary to support, OER adoption and use among faculty?** Select all that apply. [Question open to all.]

- Institutional leaders/administrators
- Instructional designers and curriculum experts
- Faculty professional development staff
- Students (e.g., student PIRGs, student-led social media campaigns, students creating OER)
- Bookstore staff
- Faculty champions
- Distance education, online education
- Information Technology staff
- Dedicated OER Task force/committee
- None of the above, or not relevant
- Other (please specify):

**23. What strategies, if any, has your institution used to build OER awareness specifically among students? Select all that apply. [Question open to all.]**

- Asking individual student champions to speak or share about their OER experiences (e.g., through social media, or at meetings or forums)
- Encouraging student government to pass an official resolution in support of OER
- Running OER awareness campaigns to engage students
- Asking faculty and staff to advocate for OER with their students
- We have not used any strategies to build OER awareness among students
- Other, please specify:

**24. Is your institution involved in any collaboration with other educational institutions or organizations on OER? Select all that apply. [Question open to all.]**

- Yes, with other institutions in the same college district/system
- Yes, with other institutions outside my college district/system
- Yes, through participation in a national or international open education organization (e.g., OpenEd Global, CCCOER, Open Textbook Network)
- Yes, through participation in a student success initiative (e.g., Every Learner Everywhere, Achieving the Dream Collaborative)
- No, but we are planning a collaboration in the future
- No, not currently, and no such collaborations are planned [\[Skip to Q26\]](#)
- Other (please specify)

**25. Please describe one of your institution's OER collaboration projects. What are the main goals of the collaboration?**

## Section IV: OER Enablers and Barriers

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26. **In the past 3 years, has your institution allocated funding to any of the following OER-related initiatives?** Select all that apply. [Question open to all.]

- Yes, funding to create awareness for OER
- Yes, funding for OER capacity building/training
- Yes, funding for the creation of new OER
- Yes, funding for the curation of existing OER
- Yes, funding for the use of OER by faculty
- No, we have not allocated funding to OER-related initiatives in the past 3 years [\[Skip to Q28\]](#)
- Other, please specify:

27. **Currently, how is your institution funding its OER work? Select all that apply.** [Question open to all but those that indicated that their institutions have not allocated funding to OER-related initiatives in the past 3 years.]

- Internal funding
- State funds
- Federal funds
- Private funding
- Other

**Please name the specific source of the funding for each item selected above.**

28. **Approximately what proportion of faculty at your institution have attended internal or external trainings specifically on OER?** Please estimate to the best of your knowledge. [Question open to all.]

- None, or 0%
- Less than 10%
- About 25%
- About 50%
- About 75%
- All, or almost 100%
- I don't know

**29. Which of the following stakeholder groups at your institution have attended training specifically on OER? Select all that apply.** [Question open to all.]

- Library staff
- Digital Learning staff
- Faculty Excellence Center staff
- None of the aforementioned groups
- Other, please specify:

**30. Which of the following types of OER training opportunities have worked best at your institution, in terms of enabling OER adoption and use? Please rate each to the best of your knowledge.** [Question open only to those who indicated that faculty and staff at their institutions have attended training specifically on OER in the above questions.]

	Very effective	Moderately effective	Not effective	Not certain	Our institution has not participated in this
OER conferences					
External OER trainings/programs					
Internal OER trainings/programs					
Individual OER training and support for faculty (e.g., from library staff, distance ed staff, or instructional design staff)					
Texas Learn OER (self directed OER course consisting of 10 modules)					
Other self-directed trainings or courses					
Other type of training (please specify):					

31. **Which of the following incentives does your institution offer, if any, to encourage faculty use of OER? Select all that apply.**[Question open to all.]

- Stipends to encourage OER projects
- Reassigned time or release time for planning or collaboration on OER
- Public acknowledgment or recognition when faculty use OER
- Embedding OER within faculty performance review and appraisal processes
- Certification or badge system tied to OER use
- We do not offer incentives
- Other, please specify:

32. **What top three factors or supports are needed to increase OER adoption and use at your institution? Select three from the list below or add your own.** [Question open to all.]

- OER training
- Faculty buy-in and awareness
- Reward-based incentives for faculty (e.g., stipends, recognition)
- Release time for faculty to work with OER
- Access to OER for specific disciplines, levels, and/or types of teaching materials
- Ensuring quality of OER (e.g., through quality review rubrics or evaluation processes in place)
- Dedicated staff to support OER work
- Executive leadership commitment to OER adoption and use
- Other (please specify):



**33. The OER research literature points to specific collaborative structures that support the adoption of OER. Please indicate the extent to which you agree with the following statements about the presence of collaborative structures at your institution.** [Question open to all.]

At our institution...	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Faculty are encouraged and supported to share their course materials with one another.					
Faculty are encouraged and supported to customize and adapt learning materials to meet local student needs.					
Collaborative course design is encouraged. For example, library staff, instructional designers, faculty and others work together on course design.					

## Section V: Impact of OER

*Definition of OER used in this survey:*

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34. **If your institution collects data on the impact of OER, please indicate whether the use of OER has increased, decreased or maintained each of the outcomes listed below.** (If needed, check with your Institutional Research Office to help you answer this question. [Question open to all.]

	Decreased based on our OER impact data	Stayed the Same based on our OER impact data	Increased based on our OER impact data	We collect these OER impact data, but results are not yet available	We don't collect these OER impact data
Quality of teaching					
Student access to course materials					
Student academic performance					
Student persistence to next semester					
Student pass rates for the course					
Student engagement in courses or materials					
Availability of high quality materials					
Cost of course development for the institution					
Cost of course materials for learners					

[If "we do not collect these impact data" was selected across ALL outcomes, skip to Q36.]

35. **For each type of OER impact data you collect, please list the sources of the data below.**

	Data Source
Quality of teaching	
Student access to course materials	
Student academic performance	
Student persistence to next semester	
Student pass rates for the course	
Student engagement in courses or materials	
Availability of high quality materials	

Cost of course development for the institution	
Cost of course materials for learners	

36. **Please share any final thoughts or comments related to the use of OER at your institution.**

## Section VI: Respondent Information

Demographic information is used only to classify the survey responses. No individual-level data will be released, and your responses will remain anonymous in any synthesis of survey findings.

**37. Which of the following best describe(s) your job title? Select all that apply.**

- Faculty
- Dean of Academic Unit
- Library Administrator or Library Staff
- Online Learning, Academic or Learning Technology, or Distance Learning Administrator
- Information Technology Staff
- Institutional Research Office Administrator
- OER Committee Lead or OER Task Force Lead
- President
- Academic Affairs/Instruction Administrator
- VP or Provost
- Other (please specify)

**38. What role, if any, do you play in the support of OER at your institution? Select all that apply.**

- Advocate for OER
- Coordinate OER or lead OER task force
- Train and support faculty on OER
- Administer or secure funding for OER projects on campus
- Support OER data collection and research
- Provide OER technology support
- Do not have an OER related role currently
- Other (please specify)

**39. Please write in your email address so that JotForm can send you a downloadable PDF of your survey responses upon completion.** Your email address will not be shared, and it will not be used to identify you or your institution in any summaries of survey findings. (Note: The research team will not share your survey responses with other institutions. If you wish to share your responses with other institutions in your college system or otherwise, you may do so. Thank you!)