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FINAL REPORT OF THE CAUL-CBUA OPEN TEXTBOOKS SURVEY WORKING GROUP

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EXECUTIVE SUMMARY

As student debt reaches new heights in Canada, post-secondary institutions are seeking strategies to decrease the economic burden placed on students. A significant component of student debt is the cost of traditionally published textbooks. Textbook publishing is a highly profitable industry, supported entirely by students. Open textbooks are unquestionably a less costly alternative to commercial textbooks.

This report was prepared for the Council of Atlantic University Libraries/Conseil des bibliothèques universitaires de l'Atlantique (CAUL-CBUA) Board by the CAUL-CBUA Scholarly Communications Committee Open Textbook Working Group. The report provides an analysis of the results of a survey conducted in the Spring of 2017 to obtain information concerning the opinions and experiences of archivists, librarians, professors, instructors, learning managers, teaching assistants, and lecturers at Atlantic Canadian post-secondary institutions with respect to open textbooks. The goal of the survey was to determine if there are any unforeseen issues or impediments to pursuing open textbooks as part of a strategy to reduce the financial burden faced by students. We also wanted to obtain views on open textbooks. What would motivate faculty to use them or participate in creating them? Are there any perceived obstacles to using or creating them in terms of faculty workload and textbook quality?

RECOMMENDATIONS

Based on the survey analysis, the Working Group proposes the following recommendations to the Board for moving forward in this area:

1. Develop or adapt a toolkit such as the [BCcampus' toolkit](#), or [Alberta OER Starter Kit](#) for use in institutions to build awareness about open textbooks.
2. Encourage members to import [BC Open Textbooks MARC Records](#) into their catalogues. This can be done at the consortial and institutional level, as appropriate.
3. Organize a knowledge sharing event added to an existing conference or meeting in the region with speakers both from the region and from initiatives such as eCampus Ontario.
4. Consider options for an open education workshop in the region perhaps as part of the Atlantic Universities' Teaching Showcase.
5. Fund a number of awards or grants to incentivize the development or adaptation of open textbooks for specific courses offered at CAUL-CBUA institutions.
6. Establish a working group to create an open textbook in a subject area that has particular relevance to all Atlantic Canadian post-secondary institutions (illustrative example, Aboriginal history and culture in Atlantic Canada).
7. The CAUL-CBUA Board should consider lobbying relevant political figures and committees (e.g. Council of Atlantic Ministers of Education and Training) to advocate for open education funding.

SURVEY ANALYSIS

The Working Group adopted a qualitative approach to analysing the survey results, reviewing the responses and looking for trends. As in many surveys, it was exploratory in nature. We filtered respondents early on in the survey, pushing those with no knowledge of open textbooks (Persona A) straight through to the demographics questions to determine their role within the institution and the type of institution that they are affiliated with. The remaining respondents were those with some experience assigning an open textbook for a course (Persona B) and those with knowledge of open textbooks without having ever assigned one (Persona C). These last two groups proceeded through a list of 19 optional questions. All findings in the report are based on the number of respondents who chose to answer a particular question.

KEY FINDINGS

1. Respondents are familiar with open textbooks but only 12% have used them.
2. Respondents have a preference for portions of an open textbook over the entire open textbook.
3. Respondents have a preference for making use of an existing open textbook over creating/adapting one.
4. The top factor influencing their decision to use an open textbook is a desire to reduce costs for students.
5. The top factor influencing their decision to create/adapt an open textbook is securing the time required to complete the work.
6. Most respondents did not know if their institution had any explicit policies or procedures concerning open textbooks.
7. Most respondents indicated that their students have not requested open textbooks.
8. Those who assign open textbooks, use them in 1 or 2 courses.
9. Respondents identified a total of 49 courses in which they assigned part or all of an open textbook.
10. Most of those who assign open textbooks know that students can obtain a print version of the open textbook.
11. The majority of respondents who use an open textbook with a print version, provide access to an electronic version of the print textbook.
12. The majority of respondents don't know if their open textbook(s) has a licence.
13. The most commonly reported licence is CC-BY-SA.
14. No respondent indicated specific grants or incentives dedicated to open textbooks.

CONCLUSIONS

There appears to be moderate level of interest in open textbooks amongst archivists, librarians, professors, instructors, learning managers, teaching assistants, and lecturers at CAUL-CBUA

member institutions. Simply by deciding to participate in the survey, 393 individuals indicated some level of interest in the topic. This was encouraging. Also, with a total 49 courses in the region having assigned a part of, or an entire open textbook, the working group was impressed by the number of course offerings that include open textbooks without any apparent institutional strategies or incentives. There could be opportunities to increase the number of courses that use open textbooks with some coordinated efforts to encourage the use/creation of open textbooks on CAUL-CBUA campuses.

On the downside, it is clear from the results of our survey that there is considerable confusion around institutional support for open textbooks and the licensing / rights management aspects of using, adapting and creating open textbooks. Greater education and outreach in these areas could prove useful. There is however, complete certainty around incentives. No respondents indicated a knowledge of grants or other incentives to promote the use of open textbooks. An area of even greater concern though, is that a full 21.1% of respondents have never even heard of open textbooks. The only conclusion to be drawn from this is that we need to consider general outreach options in addition to targeted initiatives.

ENCOURAGING OUTLIERS

Respondents are familiar with open textbooks, though relatively few have used them. Over three-quarters of all our respondents have heard of open textbooks, but only 12% report having used part or all of an open textbook (see Table 1, Appendix C). The situation in Atlantic Canada is slightly better but reflective of the situation found in the *2012 Faculty and Administrator Open Educational Resources Survey* for Florida Virtual Campus. They found that “almost three quarters of respondents had heard of open textbooks, but only 6 % reported having used part or all of an open textbook.” (p2).

Whilst numbers are not large it is clear that open textbooks are taking hold and growing in some areas. Of our respondents who use open textbooks over half use them in 1 or 2 courses (see Table 2, Appendix B). However, there are respondents in Atlantic Canada who use open textbooks in 5 or more courses (see Table 2, Appendix C). 33 respondents collectively identified a total of 49 courses where open textbooks are used (see Table 10, Appendix C). The courses where open textbooks are used fall most frequently into the subject areas of Math & Statistics (18%), Psychology (16%), Computer Science (16%), and Physics (12%) (see Table 10, Appendix C).

Encouragingly, both current users of and those who have only “heard” of open textbooks see themselves as likely to use portions of open textbooks in the future. This suggests that education and outreach activities into locating, evaluating and using portions of open textbook may be well placed. Respondents who already use portions or all of open textbooks perceive themselves as

being likely to use portions or all of open textbooks in the future (see Table 4, Appendix C) and are also likely to create or adapt portions or all of open textbooks in the future (see Table 5, Appendix B)). This suggests that education and outreach activities into creating and adapting either portions or all of open textbooks may serve this smaller number of respondents.

It is encouraging that we have respondents who already use or are aware of open textbooks and see the desire to reduce costs for students as the factor most frequently influencing the decision to USE open textbooks in the future (see Tables 8 and 19, Appendix C).

Our respondents indicate that the current uptake in open textbooks has not come from institutional policies or procedures which explicitly concern open textbooks (see Tables 6 and 17, Appendix C), nor have the majority of respondents been asked for open textbooks by students (see Table 7 and 18, Appendix C). Both current users of open textbooks and those who have only heard of open textbooks identify time as the factor most frequently influencing the decision to create or adapt a portion of an open textbook (see Tables 8 and 19, Appendix C). It is possible that by incentivizing the creation or adaptation of open textbooks amongst current users of open textbooks there may be increasing interest in developing them.

Our results indicate several incentives that might encourage respondents to create or adapt open textbooks. Time (as the top influencing factor) could be provided by the institution in the form of financial support for course relief. Institutions can also provide direct financial incentives through stipends for those who choose to create or adapt open textbooks. Interestingly, not all incentives require time or money. Many respondents indicated the importance of having their work on open textbooks recognized towards career advancement, tenure and promotion goals.

DISCOURAGING OUTLIERS

One of the most discouraging things revealed by the survey was that 21.1% of respondents have never heard of open textbooks and an additional 40.7% have never looked for one. So, for 61.8% of respondents, open textbooks are not on their radar. This indicates that outreach and education is still needed.

NATIONAL LANDSCAPE AND TRENDS

OTHER PROGRAMS/SERVICES

The rising costs of textbooks continue to be referenced in the media¹ and open educational resources continue to be promoted in higher education as a response to the issue.

¹ Mark Brown. "What Canadian university students can expect to pay for books." *Macleans*, December 4, 2017. <http://www.macleans.ca/education/most-expensive-books/> and Suzanne Bowness. "The open educational resources movement is redefining the concept of online textbooks." *University Affairs*, April 4,

NATIONAL

The open textbook landscape is a diverse one with many different stakeholders and a variety of initiatives. Nationally the only coordination appears to come from OER Canada², an informal, information-sharing working group of post-secondary institutions and OER-focused organizations that meet bimonthly and which is facilitated by BCcampus. BCcampus also hosts an annual event, the Open Textbook Summit³, which provides an opportunity for stakeholders and experts to share their best practices and innovative projects. Open textbooks are on the radar of the federal government and the December 2017 report of the Standing Committee on Finance⁴ references funding support for open textbook projects.

While a pan-Canadian open textbook survey has yet to be conducted, SPARC's *Connect OER Annual Report*⁵ provides an overview of OER at member institutions including Canadian members (8 institutions representing 5 provinces). Data from the report highlights the key role that libraries have in leading and promoting OER on their campuses: nearly half the members have dedicated staffing with OER responsibilities. In libraries, Scholarly Communications Librarians were the main role associated with open textbooks, and the most common program offered by members to support OER initiatives are OER grant programs⁶.

PROVINCIAL

Provincial initiatives have been key in building expertise, platforms, and resources, and also providing funding for open textbook activities. BCcampus⁷, a provincially-supported, centralized open education project, has served as a model for other Canadian open education initiatives. BCcampus provides training, funding and incentives for the creation of open textbooks, toolkits⁸ to support the adoption or adaptation of open textbooks, and MARC records⁹ for open textbooks they steward. Campus Manitoba¹⁰ was founded in 2015 with the goal of leveraging open textbooks to increase access and reduce student costs. Further funding was provided to encourage

2017. <https://www.universityaffairs.ca/features/feature-article/open-educational-resources-movement-redefining-concept-online-textbooks/>

² For more information about OER Canada, email opentext@bccampus.ca

³ <https://bccampus.ca/event/open-textbook-summit-2017/>

⁴ Canada, Standing Committee on Finance (Wayne Easter, Chair). *Driving inclusive growth: spurring productivity and competitiveness in Canada*, 2017. http://www.ourcommons.ca/content/Committee/421/FINA/Reports/RP9312006/421_FINA_Rpt21_PDF/421_FINA_Rpt21-e.pdf

⁵ Brady Yano. *Connect OER Annual Report, 2016-2017*. Washington, DC: SPARC, 2017. <https://sparcopen.org/our-work/connect-oer/reports>

⁶ *ibid*

⁷ <https://open.bccampus.ca>

⁸ <https://open.bccampus.ca/find-open-textbooks/?subject=Toolkits>

⁹ <https://open.bccampus.ca/bcoer-librarians/bc-open-textbook-marc-records/>

¹⁰ <https://open.campusmanitoba.com/>

faculty review of open textbooks¹¹. eCampusOntario¹², a consortium of all 45 Ontario publicly-assisted colleges and universities, have received substantial funding (1 million dollars) to support the Ontario Open Textbooks Initiative¹³. On a less positive note, the downturn in Alberta's economy saw the closure of eCampusAlberta at the end of March 2017 and some of the resources they created are now hosted by Athabasca University¹⁴ while some legacy resources appear on the Alberta OER site¹⁵. In provinces without provincial initiatives, post-secondary institutions have provided leadership, like the University of Saskatchewan¹⁶ and the University of Regina¹⁷ in Saskatchewan.

| Initiative | Funding | # of Open eTextbooks | Staff |
|----------------------------|--|----------------------|-------------------------|
| BCcampus | Government | 229 | 22 core |
| Alberta OER | Government | 16 | - |
| Campus Manitoba | Government | 229 | 8 core |
| eCampus Ontario | Government | 200 | 11 core |
| Athabasca University | Institutional | 100 | Advisory Group |
| University of Saskatchewan | Institutional; some government funding | 2 | Distance Education Unit |

¹¹ <https://open.campusmanitoba.com/about/>

¹² <https://openlibrary.ecampusontario.ca/>

¹³ Ministry of Advanced Education and Skills Development. *Ontario Making College and University More Affordable with Free Online Textbooks*, 2017. <https://news.ontario.ca/maesd/en/2017/06/ontario-making-college-and-university-more-affordable-with-free-online-textbooks.html>

¹⁴ eCampusAlberta Digital Resources, 2017. <http://library.athabascau.ca/ecampusalberta.html>

¹⁵ <http://albertaoer.com/>

¹⁶ <http://teaching.usask.ca/curriculum/open-pedagogy.php>

¹⁷ <https://www.uregina.ca/open-access/open-textbooks/open-textbook-program.html>

EMERGING TRENDS

Many institutions are leveraging the funding opportunities to support new initiatives. For example, BCcampus provided grant funding for Kwantlen Polytechnic University's recently announced the first Canadian post-secondary "Zed Cred" program that uses nothing but free, openly licensed course materials¹⁸. Likewise, many post-secondary institutions are piloting the use of open textbooks including the University of Calgary¹⁹. Student Unions across Canadian post-secondary campuses are also playing key roles in advocating for students and the adoption of open textbooks,²⁰ including the #textbookbroke awareness campaign during the Fall of 2017²¹. Pressbooks has been the platform adopted by many institutions to support the creation of open textbooks and the Rebus Foundation, a Canadian non-profit, is revamping that platform and building new tools and models for creating, publishing and engaging with books²². According to the BCcampus 2017 survey, open textbooks have been adopted by over 400 faculty across 42 BC institutions in more than 1650 course sections, with an estimated total savings to students of over \$5.5 million²³.

CONSISTENCIES AND INCONSISTENCIES FROM THE NATIONAL LANDSCAPE

BCcampus, Manitoba Campus, eCampus Ontario, and eCampusAlberta are all provincial initiatives. These initiatives receive funding from their respective provincial governments. There are no such projects or initiatives taking place in any of the individual Atlantic Provinces.

¹⁸ Joseph Keller. KPU Offers More Than 50 Arts Courses With No Textbook Costs As Part Of "Zed Cred" Program. *The Runner*, 2017. <http://runnermag.ca/2017/11/kpu-offers-more-than-50-arts-courses-with-no-textbook-costs-as-part-of-zed-cred-program>

¹⁹ Justin Schellenberg. "Ten U of C classes to pilot free textbooks through open educational resources grants." *Gauntlet*, 2017. <http://www.thegauntlet.ca/ten-u-of-c-classes-to-pilot-free-textbooks-through-open-educational-resources-grants/>

²⁰ Lindsay Boyd. and Canadian Alliance of Student Associations. *Government Committee Recommends Addressing Student Mental Health and Textbook Costs*, 2017. <http://www.casa-aca.com/government-committee-recommends-addressing-student-mental-health-and-textbook-costs>
UPEI Student Union. *UPEISU Announces New Policy Priorities for 2016-2017*, 2017. <http://upeisu.ca/press-release-policypriorities20162017/>

Student Union University of New Brunswick. *Position Statement: Open Educational Resource*, 2017. <https://static1.squarespace.com/static/577568c6be6594886501c932/t/588ea7541b10e309aef23874/1485743957738/Position+Statement+-+OER%27s.pdf>

²¹ Student Society of UBC Vancouver. (2017). Textbook Broke. <http://www.ams.ubc.ca/oer/> and University of Victoria Students' Society. (2017). *Textbookbroke* <https://uvss.ca/textbookbroke/>

²² Rebus Foundation. *About Us*, 2017. <https://rebus.foundation/> and to read about the process Christina Hendricks (UBC) is using to create a new textbook on the Rebus platform see: *Open Textbook for Intro to Philosophy* <http://blogs.ubc.ca/chendricks/2017/04/15/open-textbook-for-intro-to-philosophy/>

²³ Jennifer Barker, Rajiv Jhangiani, Kent Jeffrey, and George Veletsianos. *Eight patterns of open textbook adoption in British Columbia*. Manuscript provided by the authors and as of the time of writing submitted for publication. Vancouver, BC: BCcampus, 2017.

Currently there is one regional initiative in Canada between Alberta, British Columbia and Saskatchewan. This tri-province Memorandum of Understanding includes cooperation among the provinces in: sharing and developing OER; identifying, sharing and encouraging the use of OER; and, through using technology, fostering an understanding of OER issues. The MOU initiative was led by the B.C. Ministry of Advanced Education, Innovation and Technology and influenced by BCcampus.

In the survey “Exploring Faculty Use of OER at BC post-secondary Institutions”, 66% percent of respondents reported that their institution did not have any relevant policy or that they were unaware of any specific policy. This is comparable to the 78% of respondents in our Atlantic Canada survey.

In the BC survey 35% of the sample reported using open textbooks; this number, at 12% of the survey sample, is markedly lower in Atlantic Canada. In BC the trend for adoption of open textbooks is greater at Colleges which is consistent to the Atlantic Canadian Survey²⁴.

RECOMMENDATIONS FOR MOVING FORWARD

These recommendations should be seen as both recommendations and opportunities. There are suggestions for moving forward as a consortium, with individual libraries undertaking activities which flow from these recommendations or are in harmony with these recommendations. Not every library will be able to undertake all of these activities as the OER landscape is different on each campus.

MEMBER INSTITUTIONS

Many institutions in the region are already familiar with the open textbook and OER set-up on their own campus and initiated or joined partnerships and committees to develop resources, training, awareness and advocacy in this area. For others, an excellent starting point is to evaluate the situation on their own campus and work with other stakeholders to start or lead a discussion into support for, education on, and training into open educational resources on campus.

Immediately, we recommend that CAUL-CBUA develops or adapts a toolkit such as the [BCcampus' toolkit](#), or [Alberta OER Starter Kit](#) for use in its institutions as an educational and awareness tool.

Libraries can enhance the discoverability of open textbooks by importing [BC Open Textbooks MARC Records](#) into member catalogues. We recommend this should be done at the consortial and institutional level, as appropriate.

²⁴ ibid

CAUL-CBUA

We envisage CAUL-CBUA providing education and awareness for its members. We recommend that CAUL-CBUA develop a day or a half-day knowledge-sharing event in conjunction with an existing conference or meeting in the region engaging speakers both from within the region and from initiatives such as eCampus Ontario. In the longer term we would like to encourage an open education workshop in the region which reaches both instructors and other stakeholders on campus. For example, a working group should be set up or an existing CAUL-CBUA committee could work on encouraging the [Atlantic Universities' Teaching Showcase](#) to include an open educational resources stream or an event like the [BCCampus Festival of Learning](#) could be developed in the Atlantic Region.

We recommend that CAUL-CBUA fund a number of awards or grants to incentivize the development or adaption of open textbooks, or an equivalent, for specific courses offered at CAUL-CBUA institutions. The intention of these grants or awards is to buy time or provide additional resourcing for instructors to modify or create open textbooks for specific courses.

We recommend that a working group be set up to explore developing an open textbook or OER resources in a particular subject area or discipline across several institutions. This will include issues such as the cost, the infrastructure needed, and possible subjects or disciplines to explore as well as institutions and individuals who may be willing to participate. It will examine issues such as the sustainability and scalability of such as initiative. As illustrative examples, an open textbook focused on indigenous issues or history in the Atlantic Region.

Finally, we recommend that CAUL-CBUA Directors consider meeting with political figures and committees with portfolios or mandates related to this area to advocate for resources to be provided in this area. Many provinces have already provided funding in this area. As an illustrative example of a possible committee is the [Council of Atlantic Ministers of Education and Training](#).

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APPENDIX A: THE SURVEY AND DETAILED ANALYSIS

METHODOLOGY

An online survey was developed by the Working Group and Survey Monkey was chosen as the platform on which to distribute the survey (see Appendix F for the survey instrument). The purpose of the survey was to determine interest in, or experience with, open access textbook adoption at universities and colleges who are members or associate members of CAUL-CBUA (See Appendix B). A number of the questions in this survey were inspired by, modified from, or drawn directly from the survey instruments used in the *2012 Faculty and Administrator Open Educational Resources Survey* by the Florida Virtual Campus, and the 2016 report *Exploring faculty use of open educational resources at British Columbia post-secondary institutions* by R. S. Jhangiani et al. The target audience for the survey was archivists, librarians, professors, instructors, learning managers, teaching assistants, and lecturers. The survey was distributed in Spring 2017 via CAUL-CBUA Directors for redistribution to the target audience. In total, there were 393 responses.

Demographic information gathered in the survey included the respondents' roles and the type of institutions at which they work (College, Primarily Undergraduate University, and Comprehensive or Medical/Doctoral University). All respondents were directed to the demographic questions, although they were not required to answer these. A decision was made by the working group to not ask respondents their primary institutional affiliation as this, coupled with other information provided in the survey by respondents, might too easily facilitate identification of individual respondents, compromising the anonymised nature of the survey.

Invitees were presented with the following definition of open textbooks: Open textbooks are digital textbooks used as “teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property licence that permits their free use and re-purposing by others” (William + Flora Hewlett Foundation, 2016). The survey logic paths were built around personae in order both to ask respondents meaningful questions and to increase the likelihood of respondents completing the survey. The working group decided to use three personae. Persona A are those individuals who have never heard of open textbooks (83), Persona B are those individuals who have assigned either all or a portion of an open textbook in a course(s) (46), and finally Persona C (264) are those respondents who have heard of open textbooks (they might even have looked for some) but they do not currently assign open textbooks in their courses.

The respondents were asked to indicate their familiarity with open textbooks. The first question acted as a filter question where they were channeled into either Persona A, B, or C, and the respective sequence of questions. Persona A (83) contains respondents who have not heard of

open textbooks. After identifying that they have not heard of open textbooks they were immediately directed to the demographic questions, and were directed to the CAUL-CBUA Open Textbooks Guide (<http://subjectguides.nsc.ca/opentb>) for an introduction to open textbooks.

Persona B (46) contains respondents who are users of open textbooks. They have “assigned all or part of an open textbook in their courses.” These respondents receive questions about the actual open textbook(s) they use in their course(s) (name, course in which it was used, and the source of the open textbook); how access to these is provided, whether students can obtain print copies of the book, and if so where; and whether the open textbook they use has a licence, and if so, how it is licenced.

Both Personas B (46) and C (264) are aware of open textbooks whether they are current users of open textbooks or not. Both Personas B and C answer questions designed to ascertain how likely they are to use all or a portion of an open textbook; how likely they are to author or adapt an open textbooks; whether their institution had policies or procedures regarding open textbooks; if students in their courses requested open textbooks; what are the most important factors influencing their decision whether to use an open textbook; and what would be the most important factors influencing their decision to create or adapt an open textbook.

LIMITATIONS OF THE SURVEY

The results of the survey are not generalizable beyond the respondents as the results are generated by a self-selected group of respondents. The results are also limited because the majority of our respondents came from one particular institution type (colleges) and from one particular type of position (instructors).

SUMMARY OF FINDINGS

SUMMARY OF KEY RESULTS FROM THE SURVEY

Detailed responses (raw numbers, percentages, and tables) to all the questions are found in Appendix C. The details regarding the specifics of open textbooks used and courses they are assigned to can be found in Appendix D. For the details of providing access to specific open textbooks please see Appendix E.

The following summary results are presented by personae.

The initial question filters respondents into their respective persona A, B, or C. Persona A has never heard of open textbooks, Persona B can be characterised as an existing user or adapter of open textbooks, and Persona C can be characterized as having heard of open textbooks, and maybe even have looked for some, but have never assigned them in a course. Finally, at the end of the summary of key results there is a comparison between the responses from Persona B - the active assigning of open textbooks - and Persona C - those who are familiar with but not currently assigning open textbooks - where there are questions in common.

Filter Question For All (393) Respondents

- **Key Finding 1: Respondents are familiar with open textbooks, though relatively few have used them.** Over three-quarters (264) of respondents have heard of open textbooks, but only 12% (46) report having used part or all of an open textbook. Under a quarter (21 % or 83) have never heard of open textbooks. For a complete breakdown of the results by question, please see Appendix C.

Persona B: Key Findings From 46 Respondents Who Currently Assign Open Textbooks In Their Courses

The following findings [Key findings 2-13] are from Persona B or the 46 respondents who identified as using “a part of, or an entire open textbook” in their “courses”.

- **Key Finding 2: The majority of respondents report using them in 1 or 2 courses.** Over a half (54%) of respondents who report using portions or all of open access textbooks use them in 1 or 2 courses.
- **Key Finding 3: Respondents perceive themselves as being likely to use portions or all of open textbooks in the future.** Respondents were clearly more inclined to use **portions** of open textbooks than **all** of an open textbook.
- **Key Finding 4: Respondents perceived themselves as being likely to create or adapt portions or all of open textbooks in the future.** Respondents are more inclined to use open textbooks than to create or adapt them. In addition, they are more inclined to create or adapt **portions** of open textbooks than **all** of an open textbook.
- **Key Finding 5: Respondents are unaware of policies or unaware of whether there are institutional policies or procedures surrounding open textbooks.** Over three-quarters (78%) of respondents report either that they are unaware of any policies or that there are no relevant policies or procedures concerning open textbooks. 15 % report being encouraged to use open textbooks.
- **Key Finding 6: The majority of respondents have not been asked by students for open textbooks.** Over half (59%) of respondents answered that students on their courses have not requested open textbooks. Over a quarter (28%) of respondents report that students on their courses have asked for open textbooks.
- **Key Finding 7: The factor most frequently influencing the decision to use open textbooks is a desire to reduce costs for students.**
- **Key Finding 8: The factor most frequently influencing the decision to create or adapt an open textbook is time to develop an open textbook.**

- **Key Finding 9: 31 respondents identified (in total) 49 courses in which they assigned part or all of an open textbook.** The four most common subject areas which the courses fell into are Math & Statistics (18%), Psychology (16%), Computer Science (16%), and Physics (12%).

Please see Appendix D for specific details of names of open textbooks, course(s) for which open textbook is used, who provides or publishes the open textbook. Please see Appendix E for information on how access to the open textbook is provided for students.

- **Key Finding 10: The majority of respondents who use an open textbook in their course(s) know that students CAN obtain a print version of the open textbook.** Over a third (41%) of respondents know that students can obtain a print version of the open textbook. Under a quarter (20%) know students cannot obtain a print version of the open textbook.
- **Key Finding 11: The majority of respondents who use an open textbook with a print version provide access to an electronic version of the print textbook.**
- **Key Finding 12: The majority of respondents don't know if their open textbook(s) has a licence.**
Just under a half (48%) of respondents don't know if the open textbook has a licence. Over a third (37%) know that the open textbook has a licence.
- **Key Finding 13: Respondents who report using open textbooks most commonly report using a CC-BY-SA licence.** Just under half (46%) of potential respondents did not respond to this question.

Persona C: Key Findings From Respondents Who HAVE heard of open textbooks but have not assigned or used them in courses

The following findings [Key Findings 1-6] are from the 264 respondents who identified themselves as having heard about open textbooks but aren't currently assigning them in their courses.

- **Key Finding 1: Respondents perceived themselves as being likely to use PORTIONS of open textbooks in the future.** More respondents were likely to use a PORTION of an open textbook in the future than ALL of an open textbook.
- **Key Finding 2: Respondents perceived themselves as being unlikely to author or adapt either PORTIONS or ALL of open textbooks in the future.**
- **Key Finding 3: Respondents report that they are unaware of institutional specific policies or procedures surrounding open textbooks.**
- **Key Finding 4: The majority of respondents report not having been asked by students in their courses for open textbooks**
- **Key Finding 5: The factor most frequently influencing the decision to use open textbooks in the future by respondents is a desire to reduce costs for students.**
- **Key Finding 6: The factor most frequently influencing the decision to create or adapt an open textbook in the future by respondents is time to develop an open textbook.**

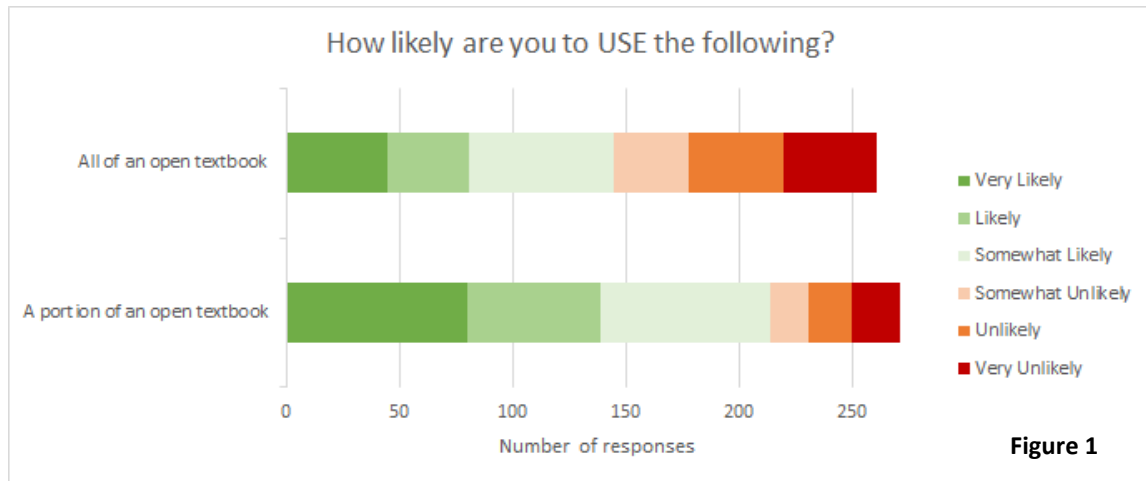
Comparison between Persona B respondents (46) who are currently using open textbooks in their courses and Persona C respondents (264) who have heard of open textbooks but aren't assigning them in their courses

The following findings [Key Findings 1 - 5] are from comparisons made between Persona B (46 respondents) who have assigned open textbooks to courses and Persona C, the 264 respondents who have heard about open textbooks but aren't currently assigning them in their courses.

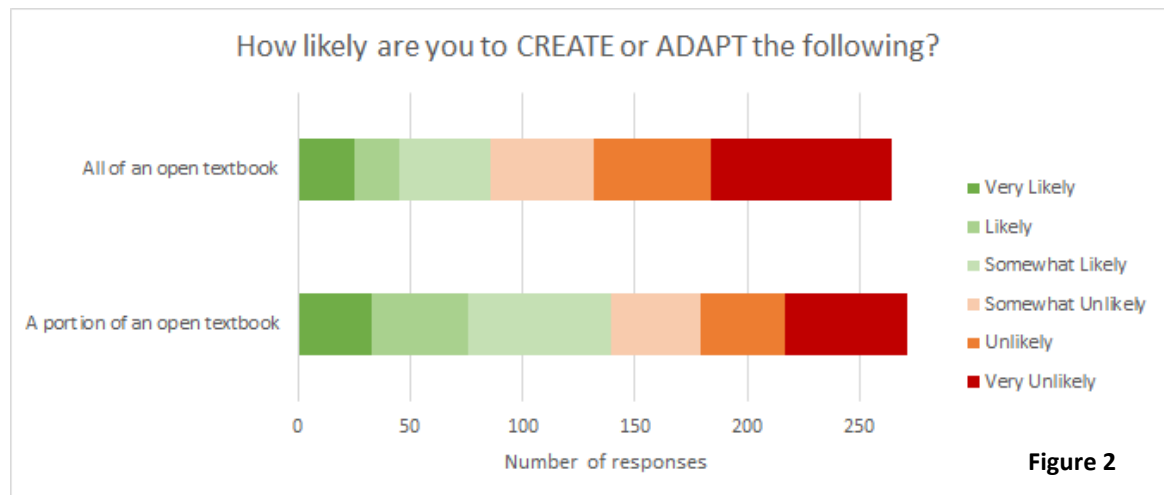
- **Key Finding 1: The majority of both groups of respondents are either unaware of institutional policies or there are no institutional policies or procedures concerning open textbooks (see Tables 5 and 16).**
- **Key Finding 2: The majority of both groups of respondents have not been asked for open textbooks by students (see Tables 6 and 17).**
- **Key Finding 3: The majority of both groups of respondents see the desire to reduce costs for students as the factor most frequently influencing the decision to USE open textbooks in the future (see Tables 7 and 19).**
- **Key Finding 4:** Users of open textbooks see the factor most frequently influencing the decision to CREATE or ADAPT an open textbook in the future as time to develop an open textbook. Those who are familiar with but not users of open textbooks see the desire to reduce costs for students as the factor most frequently influencing the decision to CREATE or ADAPT an open textbook in the future (see Tables 8 and 19, Appendix C).
- **Key Finding 5:** Users of open textbooks are likely to use both ALL or PORTIONS of open textbooks in the future (see Table 3, Appendix C). Those familiar with open textbooks are also likely to use PORTIONS of open textbooks in the future but are almost evenly divided over whether they are likely or not to use ALL of an open textbook in the future (see Table 14, Appendix C). Similarly, users of open textbooks are likely to adapt or create both a PORTION or ALL of an open textbook. Those who are familiar with (but not users of open textbooks) are unlikely to create or adapt either a PORTION or ALL of an open textbook in the future (see Tables 4 and 15, Appendix C).

GENERAL OBSERVATIONS

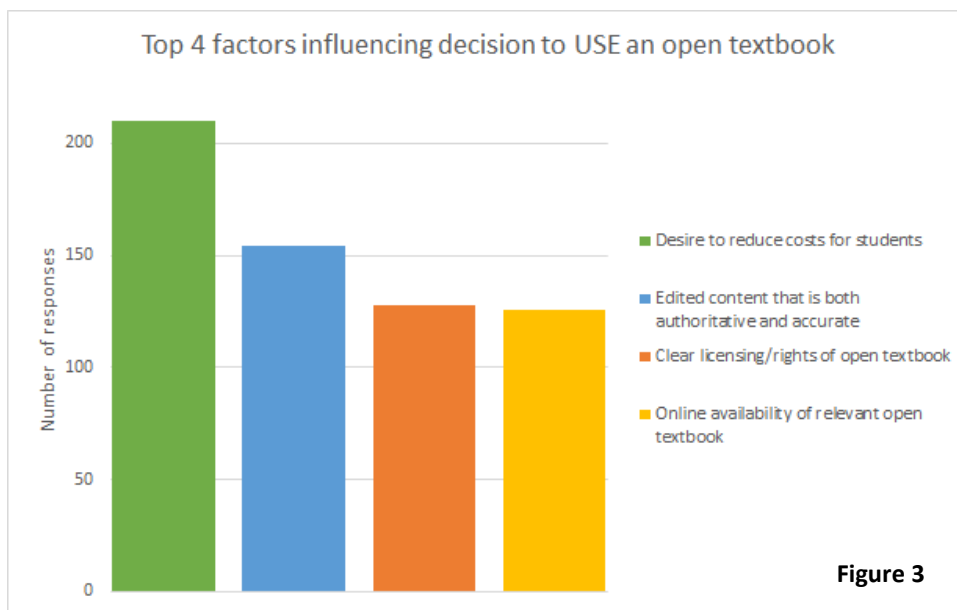
With a total of 393 people participating in the survey, the working group is encouraged by the level of overall interest in talking about Open Textbooks. A number of preferences emerged as respondents with some level of familiarity or use of open textbooks worked through the optional response questions. Respondents clearly prefer to use a portion of an open textbook as opposed to all of a textbook (see Figure 1).



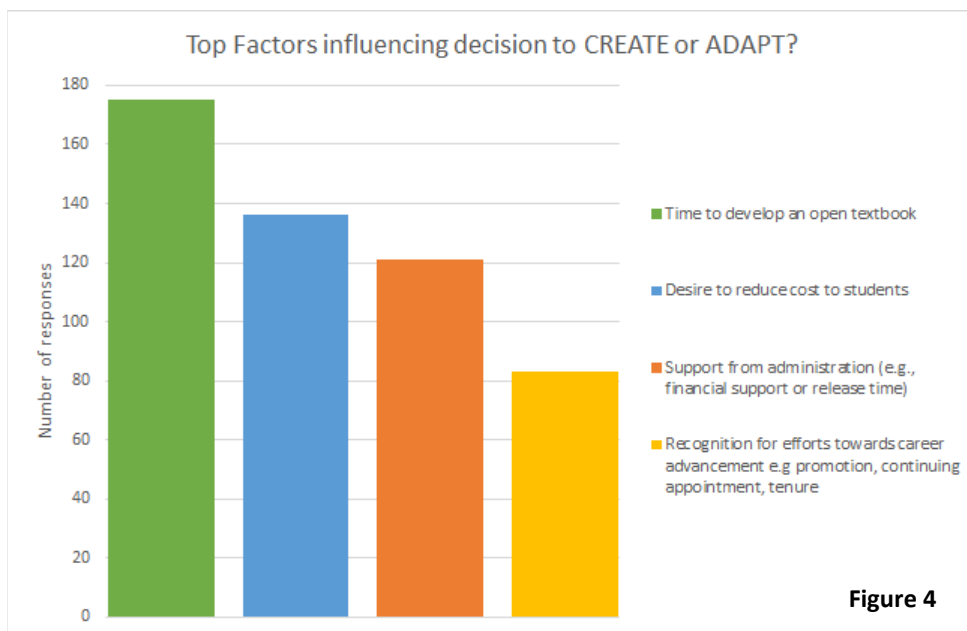
There was less enthusiasm when asked about the likelihood of creating or adapting an open textbook (see Figure 2). Similar to the previous question, respondents are more interested in creating or adapting a portion of a textbook with very little likelihood of creating or adapting an entire textbook.



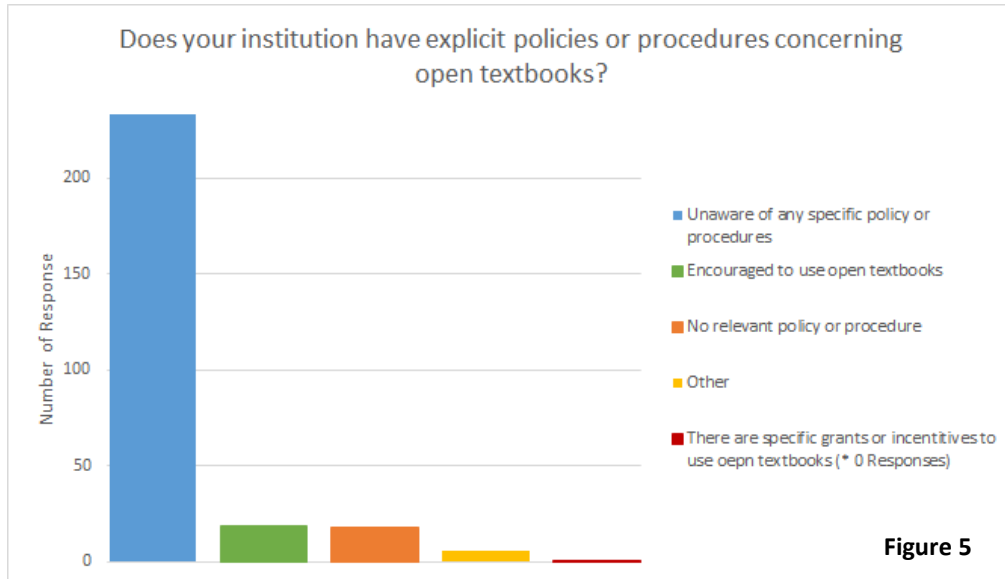
When asked about the factors influencing their decision to use an open textbook, the responses clearly indicated a desire to reduce costs to students (see Figure 3). Authoritative and accurate content was also quite important, as was clear licencing rights and online availability.



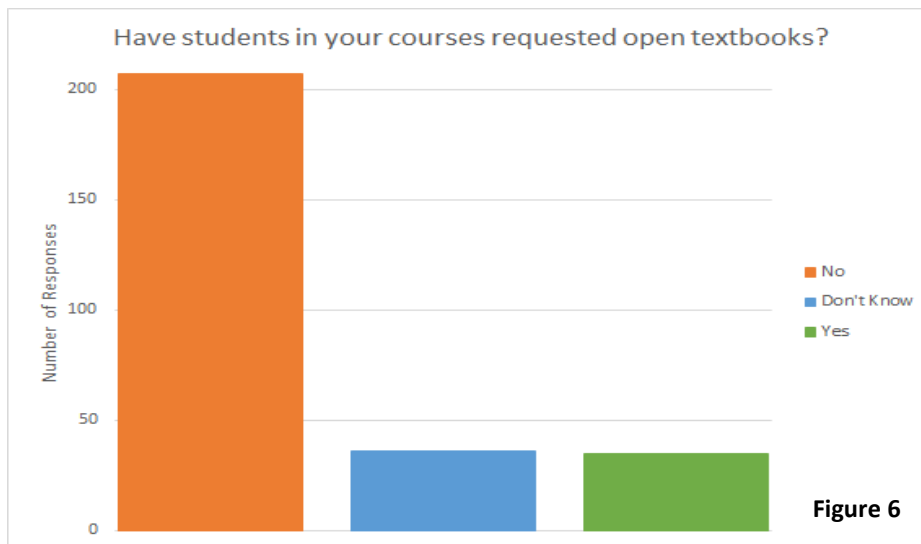
The dominant factor influencing the decision to create or adapt an open textbook was the time required to develop content (see Figure 4). Reducing costs to students was also considered important, followed by support from administration and recognition towards career advancement.



The majority of respondents indicate that they are unaware of institutional explicit policies or procedures concerning open textbooks (see Figure 5). 251 responses (80%) report either that they are unaware of or there are no relevant policies or procedures concerning open textbooks. Currently, no respondent is aware of any institutional grant or incentive to use open textbooks.



In general, respondents have not been asked by students in their courses for open textbooks (see Figure 6). Over 66% of respondents indicate that students have not been asking them for open textbooks. 11% indicate students are requesting them and 12% don't know if students are asking for them. This last figure could represent courses which have multiple individuals involved in teaching different parts of the course.



APPENDIX B: INSTITUTIONAL TYPES IN CAUL-CBUA

Comprehensive or Medical/Doctoral University

Dalhousie University

Memorial University of Newfoundland

University of New Brunswick

Primarily Undergraduate University

Acadia University

Atlantic School of Theology

Cape Breton University

Mount Allison University

Mount Saint Vincent University

NSCAD University

Saint Francis Xavier University

Saint Mary's University

Université de Moncton

Université Sainte-Anne

University of Prince Edward Island

College

College of the North Atlantic

Holland College

Nova Scotia Community College

APPENDIX C: SUMMARY OF RESULTS

| Q21 Description that best fits role | | |
|-------------------------------------|-----|-------|
| Archivist or Librarian | 23 | 5.9% |
| Instructor | 182 | 46.3% |
| Learning Manager | 3 | 0.8% |
| Professor | 123 | 31.3% |
| Teaching Assistant | 0 | 0.0% |
| Lecturer | 11 | 2.8% |
| Other | 10 | 2.5% |
| No response | 41 | 10.4% |

| Q22 Institution Type | | |
|--|-----|-------|
| College | 191 | 48.6% |
| Primarily Undergraduate University | 103 | 26.2% |
| Comprehensive or Medical/Doctoral University | 52 | 13.2% |
| Other | 6 | 1.5% |
| No response | 41 | 10.4% |

Note: n = 393

Key Finding 1: Respondents are familiar with open textbooks, though relatively few have used them.

Only 21% of respondents reported never having heard of open textbooks. 12% reported having “used a part of or an entire open textbook” (see Table 1).

Table 1

How familiar are you with open textbooks?

| Q1 How familiar are you with open textbooks? | | |
|---|-----|-------|
| I have never heard of open textbooks | 83 | 21.1% |
| I have heard of open textbooks but have not looked for any | 160 | 40.7% |
| I’ve looked at some open textbooks | 91 | 23.2% |
| I’ve used either a part of, or, an entire open textbook in my course(s) | 46 | 11.7% |
| I do not assign textbooks | 13 | 3.3% |

Note: n = 393

PERSONA B: QUESTIONS ASKED OF THOSE WHO ANSWERED, “I’VE USED EITHER A PART OF, OR, AN ENTIRE OPEN TEXTBOOK IN MY COURSE(S)” IN QUESTION 1

Key Finding 2: The majority of respondents who report using *portions* or *all* of open access textbooks use them in 1 or 2 courses.

Over a half (54%) of respondents who report using **portions** of open access textbooks use them in 1 or 2 courses. Approximately a quarter of respondents (22 %) have used **portions** of open access textbooks in three or more courses (see Table 2).

Over a third (37%) of respondents who report using **all** of an open access textbook use them in 1 or 2 courses. Approximately, a tenth of respondents (10%) report using **all** open textbooks in 3 or more courses (see Table 2).

Table 2

| Q2 How often have you USED the following? | | | | | |
|---|----|-------|-------------------------|----|-------|
| A portion of an open textbook | | | All of an open textbook | | |
| Never | 3 | 6.5% | Never | 13 | 28.3% |
| In 1 or 2 courses | 25 | 54.3% | In 1 or 2 courses | 17 | 37.0% |
| In 3 or 4 courses | 4 | 8.7% | In 3 or 4 courses | 3 | 6.5% |
| In 5 or more courses | 6 | 13.0% | In 5 or more courses | 2 | 4.3% |
| No response | 8 | 17.4% | No response | 11 | 23.9% |

Note: n = 46

Key Finding 3: Respondents perceive themselves as being likely to use portions or all of open textbooks in the future.

Respondents were clearly more inclined to use **portions** of open textbooks than **all** of an open textbook. Over half (54%) of respondents indicated that they were “very likely” to use **a portion** of an open textbook whereas a third (33%) were “very likely” to use **all** of an open textbook (see Table 3).

Over three-quarters (78%) of respondents answered that they were very likely, likely, or somewhat likely to use **a portion** of an open textbook, and just under three-quarters (72%) of respondents answered that they were very likely, likely, or somewhat likely to use **all** of an open textbook (see Table 3).

Table 3

| Q3 How likely are you to USE the following? | | | | | |
|---|----|-------|-------------------------|----|-------|
| A portion of an open textbook | | | All of an open textbook | | |
| Very Likely | 25 | 54.3% | Very Likely | 15 | 32.6% |
| Likely | 7 | 15.2% | Likely | 10 | 21.7% |
| Somewhat Likely | 4 | 8.7% | Somewhat Likely | 8 | 17.4% |
| Somewhat Unlikely | 0 | 0.0% | Somewhat Unlikely | 3 | 6.5% |
| Unlikely | 2 | 4.3% | Unlikely | 2 | 4.3% |
| Very Unlikely | 2 | 4.3% | Very Unlikely | 2 | 4.3% |
| No response | 6 | 13.0% | No response | 6 | 13.0% |

Note: n = 46

Key Finding 4: Respondents perceived themselves as being likely to create or adapt portions or all of open textbooks in the future.

Respondents are more inclined to use open textbooks than to create or adapt them. In addition, they are more inclined to create or adapt **portions** of open textbooks than **all** of an open textbook. Over a third (37%) of respondents indicated that they were “very likely” to create or adapt a **portion** of an open textbook whereas over a quarter (28%) were “very likely” to use **all** of an open textbook (see Table 4).

Just under two-thirds (63%) of respondents answered that they were very likely, likely, or somewhat likely to create or adapt a **portion** of an open textbook whereas half (50%) answered that they were very likely, likely, or somewhat likely, to create or adapt **all** of an open access textbook (see Table 4).

Table 4

| Q4 How likely are you to CREATE or ADAPT the following? | | | | | |
|---|----|-------|-------------------------|----|-------|
| A portion of an open textbook | | | All of an open textbook | | |
| Very Likely | 17 | 37.0% | Very Likely | 13 | 28.3% |
| Likely | 8 | 17.4% | Likely | 3 | 6.5% |
| Somewhat Likely | 4 | 8.7% | Somewhat Likely | 7 | 15.2% |
| Somewhat Unlikely | 5 | 10.9% | Somewhat Unlikely | 6 | 13.0% |
| Unlikely | 3 | 6.5% | Unlikely | 2 | 4.3% |
| Very Unlikely | 4 | 8.7% | Very Unlikely | 9 | 19.6% |
| No response | 5 | 10.9% | No response | 6 | 13.0% |

Note: n = 46

Key Finding 5: Respondents who report using open access textbooks are unaware of institutional policies or procedures surrounding open textbooks

Over three-quarters (78%) of respondents report either that they are unaware of or there are no relevant policies or procedures concerning open textbooks. 15% report being encouraged to use open textbooks. Currently no respondent is aware of any grant or incentive to use open textbooks.

Table 5

| Q5 Does your institution have explicit policies or procedures concerning open textbooks? | | |
|---|----|-------|
| Unaware of any specific policy or procedures | 34 | 73.9% |
| No relevant policy or procedure | 2 | 4.3% |
| Encouraged to use open textbooks | 7 | 15.2% |
| There are specific grants or incentives to use open textbooks | 0 | 0.0% |
| Other | 2 | 4.3% |
| No response | 1 | 2.2% |

Note: n = 46

Key Finding 6: The majority of respondents have not been asked by students for open textbooks.

Over half (59%) of respondents answered that students on their courses have not requested open textbooks. Over a quarter (28%) of respondents report that students on their courses have asked for open textbooks (see Table 6).

Table 6

| Q6 Have students in your courses requested open textbooks? | | |
|---|----|-------|
| Yes | 13 | 28.3% |
| No | 27 | 58.7% |
| Don't Know | 5 | 10.9% |
| No response | 1 | 2.2% |

Note: n = 46

Key Finding 7: The factor most frequently influencing the decision to use open textbooks in the future is a desire to reduce costs for students.

The factors most frequently influencing the decision to use open textbooks listed from most frequent to least frequent are as follows: desire to reduce costs for students; online availability of relevant open textbook; both clear licensing/rights of open textbook and edited content that is both authoritative and accurate; modularity (e.g. The text is easily and readily divisible into smaller standalone sections); scope of coverage (e.g. Canadian editions); time to find, review, select, or adapt open textbooks; availability of supplementary material (e.g. test bank); support from administration to use open textbooks; and other.

Table 7

| Q7 From the nine factors listed below, what would be the most important factors influencing your decision to USE an open textbook? | | |
|---|----|-------|
| Availability of supplementary material (e.g. test bank) | 14 | 7.7% |
| Clear licensing/rights of open textbook | 23 | 12.6% |
| Desire to reduce costs for students | 39 | 21.4% |
| Edited content that is both authoritative and accurate | 23 | 12.6% |
| Online availability of relevant open textbook | 24 | 13.2% |
| Scope of coverage (e.g. Canadian editions) | 16 | 8.8% |
| Support from administration to use open textbooks | 6 | 3.3% |
| Time to find, review, select, or adapt open textbooks | 15 | 8.2% |
| Modularity (e.g. The text is easily and readily divisible into smaller standalone sections) | 18 | 9.9% |
| Other (please specify) | 4 | 2.2% |

Note: n = 46

Key Finding 8: The factor most frequently influencing the decision to create or adapt an open textbook in the future is time to develop an open textbook.

The factors most frequently influencing the decision to create or adapt an open textbook listed from most frequent to least frequent are as follows: time to develop an open textbook; desire to reduce costs for students, support from administration (e.g., financial support or release time); recognition for efforts towards career advancement e.g. promotion, continuing appointment, tenure; availability of other authors to co-develop a textbook; availability of supplementary material; availability of review criteria to authors, other.

Table 8

| Q8 From the seven factors listed below, what would be the most important factors influencing your decision to CREATE | | |
|---|----|-------|
| Time to develop an open textbook | 33 | 27.5% |
| Availability of other authors to co-develop a textbook | 10 | 8.3% |
| Availability of review criteria to authors | 6 | 5.0% |
| Availability of supplementary materials | 8 | 6.7% |
| Recognition for efforts towards career advancement e.g promotion, continuing appointment, tenure | 15 | 12.5% |
| Support from administration (e.g., financial support or release time) | 23 | 19.2% |
| Desire to reduce cost for students | 24 | 20.0% |
| Other (please specify) | 1 | 0.8% |

Note: n = 46

Key Finding 9: 31 respondents identified 49 courses in which they assigned part or all of an open textbook.

The 49 courses fell most frequently into the subject areas of Math & Statistics (18%), Psychology (16%), Computer Science (16%), and Physics (12%) (see Table 9).

Further specifics of answers to question 9 including name of open textbook(s), courses for which the open textbook is used, and source of open textbook can be found in Appendix D. The method of providing access to the textbook for students can be found in Appendix E.

Table 9

49 courses grouped by subject area

| Subject | Number of Courses | Percentage of Courses |
|----------------------|--------------------------|------------------------------|
| Math & Statistics | 9 | 18.4 % |
| Psychology | 8 | 16.3% |
| Computer Science | 8 | 16.3% |
| Physics | 6 | 12,2% |
| Communications | 2 | 4.1% |
| Information Literacy | 2 | 4.1% |

| | | |
|--------------------------|---|------|
| Sociology | 2 | 4.1% |
| French | 2 | 4.1% |
| Economics | 2 | 4.1% |
| Indigenous Science | 2 | 4.1% |
| Human Relations | 2 | 4.1% |
| Professional Development | 2 | 4.1% |
| Criminology | 2 | 4.1% |
| Business | 2 | 4.1% |
| Digital Marketing | 2 | 4.1% |
| Biology | 2 | 4.1% |

Note: n = 46

Key Finding 10: The majority of respondents who use an open textbook in their course(s) know that students CAN obtain a print version of the open textbook

Over a third (41%) of respondents know that students can obtain a print version of the open textbook. Under a quarter (20%) know students cannot obtain a print version of the open textbook. Under a third (30%) of respondents are not aware whether students can or cannot obtain a print version of an open textbook.

Table 10

| Q11 Can students obtain a print version of the open textbook(s)? | | |
|---|----|-------|
| Yes | 19 | 41.3% |
| No | 9 | 19.6% |
| Don't Know | 14 | 30.4% |
| No response | 4 | 8.7% |

Note: n = 46

Key Finding 11: The majority of respondents who use an open textbook with a print version provide access to the print version online.

Under a quarter (24%) of respondents who provide access to the print version online through locations such as BCCampus, OpenStax, and Amazon. Approximately a tenth (11%) of respondents use the campus bookstore, library, or print shop to provide access to the print version (see Table 11). No respondents use the local bookstore.

Table 11

| Q12 Where can students purchase the print copy? | | |
|--|----|-------|
| Online e.g. BCCampus, OpenStax, Amazon | 11 | 23.9% |
| Campus Bookstore | 3 | 6.5% |
| Local Bookshop | 0 | 0.0% |
| Library | 1 | 2.2% |
| Print Shop | 1 | 2.2% |
| Other (please specify) | 4 | 8.7% |
| No response | 26 | 56.5% |

Note: n = 46

Key Finding 12: The majority of respondents don't know if their open textbook(s) has a licence. Just under a half (48%) of respondents don't know if the open textbook has a licence. Over a third (37%) know that the open textbook has a licence.

Table 12

| Q13 Does the open textbook(s) have a licence? | | |
|--|----|-------|
| Yes | 17 | 37.0% |
| No | 3 | 6.5% |
| Don't Know | 22 | 47.8% |
| No response | 4 | 8.7% |

Note: n = 46

Key Finding 13: Respondents who report using open textbooks most commonly use a CC-BY-SA licence.

Just under half (46%) of respondents did not respond to this question (see Table 13).

Table 13

| Q14 How is it/are they licensed? | | |
|---|---|-------|
| CC-BY | 2 | 4.3% |
| CC-BY-SA | 7 | 15.2% |
| CC-BY-ND | 1 | 2.2% |
| CC-BY-NC | 4 | 8.7% |
| CC-BY-NC-SA | 5 | 10.9% |
| CC-BY-NC-ND | 1 | 2.2% |

| | | |
|------------------------|----|-------|
| Other (please specify) | 5 | 10.9% |
| No response | 21 | 45.7% |

Note: n = 46

PERSONA C: QUESTIONS ASKED OF 264 RESPONDENTS WHO HAVE EITHER “HEARD OF OPEN TEXTBOOKS BUT HAVE NOT LOOKED FOR ANY”, HAVE “LOOKED AT SOME OPEN TEXTBOOKS”, OR HAVE “ASSIGNED TEXTBOOKS” IN QUESTION 1

Key Finding 1: Respondents perceived themselves as being likely to use PORTIONS of open textbooks in the future. More respondents were likely to use a PORTION of an open textbook in the future than ALL of an open textbook.

Respondents were clearly more inclined to use **portions** of open textbooks than **all** of an open textbook. Over two-thirds (67%) of respondents indicated that they were “very likely”, “likely”, or “somewhat likely” to use **a portion** of an open textbook whereas under a half (42%) were “very likely”, “likely”, or “somewhat likely” to use **all** of an open textbook (see table 15).

Respondents were almost evenly divided over whether they were more “likely” than “unlikely” to use ALL of an open textbook in the future. Just under half (42 %) of respondents were “very likely”, “likely”, or “somewhat likely” to use ALL of an open textbook in the future. Just under half (41.3%) were “somewhat unlikely”, “unlikely”, or “very unlikely” to use ALL of an open textbook (see Table 15).

Table 14

| Q15 How likely are you to use the following? | | | | | |
|--|----|-------|-------------------------|----|-------|
| A portion of an open textbook | | | All of an open textbook | | |
| Very Likely | 55 | 20.8% | Very Likely | 30 | 11.4% |
| Likely | 52 | 19.7% | Likely | 26 | 9.8% |
| Somewhat Likely | 71 | 26.9% | Somewhat Likely | 56 | 21.2% |
| Somewhat Unlikely | 17 | 6.4% | Somewhat Unlikely | 30 | 11.4% |
| Unlikely | 17 | 6.4% | Unlikely | 40 | 15.2% |
| Very Unlikely | 19 | 7.2% | Very Unlikely | 39 | 14.8% |
| No response | 33 | 12.5% | No response | 43 | 16.3% |

Note: n=264

Key Finding 2: Respondents perceived themselves as being unlikely to author/adapt either PORTIONS or ALL of open textbooks in the future.

Table 15

| Q16 How likely are you to AUTHOR/ADAPT the following? | | | | | |
|---|----|-------|-------------------------|----|-------|
| A portion of an open textbook | | | All of an open textbook | | |
| Very Likely | 16 | 6.1% | Very Likely | 12 | 4.5% |
| Likely | 35 | 13.3% | Likely | 17 | 6.4% |
| Somewhat Likely | 59 | 22.3% | Somewhat Likely | 34 | 12.9% |
| Somewhat Unlikely | 35 | 13.3% | Somewhat Unlikely | 40 | 15.2% |
| Unlikely | 35 | 13.3% | Unlikely | 50 | 18.9% |
| Very Unlikely | 50 | 18.9% | Very Unlikely | 71 | 26.9% |
| No response | 34 | 12.9% | No response | 40 | 15.2% |

Note: n=264

Key Finding 3: Respondents report that they are unaware of specific policies or procedures surrounding open textbooks.

Over three-quarters (81%) of respondents report that they are unaware of specific policies or procedures, or that there are no relevant policies or procedures (see table 16). Approximately, a fifth of respondents (4.5%) report that they are encouraged to use open textbooks (see Table 16).

Table 16

| Q17 Does your institution have explicit policies or procedures concerning open textbooks? | | |
|---|-----|-------|
| Unaware of any specific policy or procedures | 199 | 75.4% |
| No relevant policy or procedures | 16 | 6.1% |
| Encouraged to use open textbooks | 12 | 4.5% |
| There are specific grants or incentives to use open textbooks | 0 | 0.0% |
| Other (please specify) | 4 | 1.5% |
| No response | 33 | 12.5% |

Note: n=264

Key Finding 4: The majority of respondents report not being asked by students in their courses for open textbooks.

Over two-thirds (68.2%) have not been asked for open textbooks by students in their courses. Under a tenth (8%) of respondents report being asked by students in their courses for open textbooks.

Table 17

| Q18 Have students in your course(s) requested open textbooks? | | |
|--|-----|-------|
| Yes | 21 | 8.0% |
| No | 180 | 68.2% |
| Don't Know | 31 | 11.7% |
| No response | 32 | 12.1% |

Note: n=264

Key Finding 5: The factor most frequently influencing the decision to use open textbooks in the future by respondents is a desire to reduce costs for students.

The factors most frequently influencing the decision to use open textbooks listed from most frequent to least frequent are as follows: desire to reduce costs for students; edited content that is both authoritative and accurate; clear licencing/rights of open textbook; online availability of relevant open textbook; availability of supplementary material (e.g. test banks); scope of coverage (e.g. Canadian editions) or time to find, review, select, or adapt open textbooks; modularity (e.g. the text is easily and readily divisible into smaller standalone sections); support from administration to use open textbooks; and “other” (see Table 18).

Table 18

| Q19 From the nine factors listed below, what would be the most important factors influencing your decision to USE an open textbook? | | |
|--|-----|-------|
| Availability of supplementary material (e.g. test banks) | 101 | 11.0% |
| Clear licensing/rights of open textbook | 105 | 11.4% |
| Desire to reduce costs for students | 171 | 18.6% |
| Edited content that is both authoritative and accurate | 131 | 14.3% |
| Online availability of relevant open textbook | 102 | 11.1% |
| Scope of coverage (e.g. Canadian editions) | 90 | 9.8% |
| Support from administration to use open textbooks | 46 | 5.0% |
| Time to find, review, select, or adapt open textbooks | 90 | 9.8% |
| Modularity? (e.g. The text is easily and readily divisible into smaller standalone sections) | 60 | 6.5% |

| | | |
|------------------------|----|------|
| Other (please specify) | 23 | 2.5% |
|------------------------|----|------|

Note: n=264

Key Finding 6: The factor most frequently influencing the decision to create or adapt an open textbook in the future by respondents is time to develop an open textbook.

The factors most frequently influencing the decision to create or adapt an open textbook listed from most frequent to least frequent are as follows: time to develop an open textbook; desire to reduce costs for students, support from administration (e.g., financial support or release time); recognition for efforts towards career advancement e.g. promotion, continuing appointment, tenure; availability of supplementary materials; availability of other authors to co-develop a textbook; availability of review criteria to authors; and “other” (see Table 19).

Table 19

| Q20 From the seven factors listed below, what would be the most important factors influencing your decision to CREATE or ADAPT an open textbook? | | |
|---|-----|-------|
| Time to develop an open textbook | 142 | 25.4% |
| Availability of other authors to co-develop a textbook | 43 | 7.7% |
| Availability of review criteria to authors | 23 | 4.1% |
| Availability of supplementary materials | 55 | 9.9% |
| Recognition for efforts towards career advancement e.g promotion, continuing appointment, tenure | 68 | 12.2% |
| Support from administration (e.g., financial support or release time) | 98 | 17.6% |
| Desire to reduce cost to students | 112 | 20.1% |
| Other (please specify) | 17 | 3.0% |

Note: n=264

APPENDIX D: RESPONSES TO QUESTION 9 FROM THE 46 RESPONDENTS (PERSONA B) WHO HAVE USED EITHER ALL OR A PORTION OF OPEN TEXTBOOKS IN THEIR COURSES

Please provide the following information for the open textbook(s) used in your courses

| Q9 Name of open textbook(s). | Q9 Course(s) for which open textbook(s) is used. | Q9 Where did this open textbook(s) come from, e.g. BC Campus, Amazon, OpenStax |
|---|---|---|
| Calculus | Intro | MIT |
| Principles of Social Psychology | Psyc 100 (intro) Psyc 240 - Social Psyc | BC Open Textbooks |
| BC Adult Literacy Reader 4 and 5 | Communications 1033 | BC Campus |
| OpenIntro Statistics | Math 2213 / 2223 - Introduction to Probability & Statistics | https://www.openintro.org/index.php |
| Algebra and Trigonometry an early functions approach | Academic Math | Pearson |
| https://openlibrary.org/ and http://openebooks.net/about.html and https://open.umn.edu/opentextbooks/ | intergrated information literacy sessions online and in-class | Internet and BC Campus |
| Open Staxx College Physics | Physics 1050, 1046, 1047 | Open Staxx |
| Algebra and Trigonometry--Blitzer, NSCC customized | math | Texidium--Pearson |
| Algebra, Trigonometry, Pre-Calculus, Calculus | | Open Stax |
| Introduction To Statistics – onlinestatbook.com and Introductory Business Statistics with Interactive Spreadsheets – 1st Canadian Edition | Introductory Business Statistics | BC Campus and Rice University |
| I can't remember the name... | Hardware I | ACL |
| Human Relations | Technical Communications, Human Relations, Professional Development | https://www.saylor.org/books/ |

| | | |
|---|---|---|
| Digital Marketing Textbook | INTB 4206 - Exporter Support and Online Operations | http://www.redandyellow.co.za/wp-content/uploads/emarketing_textbook_download.pdf |
| depended | sociology, criminology | Stacks |
| Cisco Networking Essentials, Systems Analysis & Design | NETW 1100, SAAD 1002 | ACM Books 24/7 & Safari Books |
| Sociology: Understanding and Changing the Social World | Introduction to Sociology | Saylor |
| Knowing Home: Braiding Indigenous Science with Western Science Book 1 | ED445 and ED447 | BC Campus Open Ed |
| Introduction to Psychology | Psychology 102 | NOBA |
| Research Methods in Psychology | Research Methods | BCcampus / The Saylor Foundation |
| Liberté | FR101/102 | Creative Commons Attribution-Non Commercial-Share Alike License |
| Collins, Karen. (2012). Exploring Business (Version 2.0). The Saylor Foundation, Washington, DC. | Business 101 | Saylor Foundation |
| Biology | Bio 131 | OpenStax |
| Noba Psychology; OpexStax Introductory Psychology; Open Stax Psychology Research Methods | Psychology 101, 102, 251 | Noba: OpenStax |
| Eléments de Programmation (en Python) | 1st year introduction to computer science course | Developed at the University |
| Java: Learning to Program with Robots | Introductory computer science | Contacted author directly, and since book was out of print, he changed the license to make it available |
| Manning, Raghavan and Schuetze: Introduction to Information Retrieval, Cambridge University Press, 2008 | CSCI 3151 | Web |
| Lecture Notes on International Finance; Lecture Notes on Advanced Macroeconomics | International Finance (Undergraduate); Macroeconomic Theory (PhD) | Personally created and made available through personal website |

| | | |
|--|---|--|
| Discrete Mathematics: an open introduction, Oscar Levin. | Discrete Structures II | Found link online |
| The Book of Proof; Basics of Compilers; Programming From the Ground Up | Discrete Math I; Principles of Programming Languages; Computer Organization with Assembly | Author sites & Free Tech Books |
| Thinking in C++, Vol 1 & 2, 2nd Edition | Object Orientation and Generic Programming | Online search - author's website |
| College Physics | PHYC1300 / PHYC1310 / PHYC1320 | OpenStax |
| OpenIntro Statistics | PSYO 2501 (Statistical Methods I) | www.openintro.org |

Note: n = 46

APPENDIX E: RESPONSES TO QUESTION 10 FROM THE 46 RESPONDENTS (PERSONA B) WHO HAVE USED EITHER ALL OR A PORTION OF OPEN TEXTBOOKS IN THEIR COURSES

| Q10 How do you provide access to the open textbook(s) for your students? | |
|---|----|
| Code | 2 |
| Course pack | 1 |
| CMS | 10 |
| pdf | 3 |
| Link | 17 |
| Online | 5 |
| Print | 6 |
| Register | 1 |
| Download | 1 |
| N/A | 1 |
| Personal website | 1 |

Note: n = 46

APPENDIX F: OPEN TEXTBOOKS SURVEY

Thank you for participating in our survey. Your feedback is important.

Purpose of the Survey

The purpose of this survey is to determine interest in, or experience with, open textbook adoption at universities and colleges in Atlantic Canada.

What Are Open Textbooks?

Open textbooks are digital textbooks used 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”.

William + Flora Hewlett Foundation. (2016). Open educational resources. Retrieved from <http://www.hewlett.org/strategy/open-educational-resources/>

[All respondents (Personas A, B, and C) are required to answer question 1. This is the filter question]

- * 1. How familiar are you with open textbooks?
- have never heard of open textbooks
 - have heard of open textbooks but have not looked for any
 - have looked at some open textbooks.
 - have used either a part of, or, an entire open textbook in my course(s)
 - I do not assign textbooks.

[Sequence of questions presented to PERSONA B or those respondents who assign open textbooks in courses]

2. How often have you used the following?

| | Never | In 1 or 2 courses | In 3 or 4 courses | In 5 or more courses |
|-------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| A portion of an open textbook | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| All of an open textbook | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

3. How likely are you to use the following?

| | Very Likely | Likely | Somewhat Likely | Somewhat Unlikely | Unlikely | Very Unlikely |
|-------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| A portion of an open textbook | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| All of an open textbook | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

4. How likely are you to AUTHOR/ADAPT the following?

| | Very Likely | Likely | Somewhat Likely | Somewhat Unlikely | Unlikely | Very Unlikely |
|-------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| A portion of an open textbook | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| All of an open textbook | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

5. Does your institution have explicit policies or procedures concerning open textbooks?

- Unaware of any specific policy or procedures
- No relevant policy or procedures
- Encouraged to use open textbooks
- There are specific grants or incentives to use open textbooks
- Other (please specify)

6. Have students in your courses requested open textbooks?

- Yes
- No
- Don't Know

7. From the nine factors listed below, what would be the most important factors influencing your decision to:

- USE an open textbook?
- Availability of supplementary material (e.g. test banks)
- Clear licensing/rights of open textbook
- Desire to reduce costs for students
- Edited content that is both authoritative and accurate
- Online availability of relevant open textbook
- Scope of coverage (e.g. Canadian editions)
- Support from administration to use open textbooks
- Time to find, review, select, or adapt open textbooks
- Modularity? (e.g. The text is easily and readily divisible into smaller standalone sections)
- Other (please specify)

8. From the seven factors listed below, what would be the most important factors influencing your decision to CREATE or ADAPT an open textbook?

- Time to develop an open textbook
- Availability of other authors to co-develop a textbook
- Availability of review criteria to authors
- Availability of supplementary materials
- Recognition for efforts towards career advancement e.g promotion, continuing appointment, tenure
- Support from administration (e.g., financial support or release time)
- Desire to reduce cost to students
- Other (please specify)

9. Please provide the following information for the open textbook(s) used in your course(s).

Name of open textbook(s)

Course(s) for which open textbook(s) is used

Where did this open textbook(s) come from, e.g. BC Campus, Amazon, OpenStax

10. How do you provide access to the open textbook(s) for your students?

* 11. Can students obtain a print version of the open textbook(s)?

- Yes
- No
- Don't Know

12. Where can students purchase the print copy?

- Online e.g. BCCampus, OpenStax, Amazon
- Campus Bookstore
- Local Bookshop
- Library
- Print Shop
- Other (please specify)

* 13. Does the open textbook(s) have a license?

- Yes
- No
- Don't Know

14. How is it/are they licensed?

Creative Commons Licences

- CC BY = Attribution
 - CC BY-SA = Attribution-ShareAlike
 - CC BY-ND = Attribution-NoDerivs
 - CC BY-NC = Attribution-NonCommercial
 - CC BY-NC-SA = Attribution-NonCommercial-ShareAlike
 - CC BY NC-ND = Attribution-NonCommercial-NoDerivs
-
- CC-BY
 - CC-BY-SA
 - CC-BY-ND
 - CC-BY-NC
 - CC-BY-NC-SA
 - CC-BY-NC-ND
 - Other (please specify)

[Sequence of questions presented to Persona C or respondents who are familiar with open textbooks but have not assigned them in courses]

15. How likely are you to use the following?

| | Very Likely | Likely | Somewhat Likely | Somewhat Unlikely | Unlikely | Very Unlikely |
|-------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| A portion of an open textbook | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| All of an open textbook | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

16. How likely are you to AUTHOR/ADAPT the following?

| | Very Likely | Likely | Somewhat Likely | Somewhat Unlikely | Unlikely | Very Unlikely |
|-------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| A portion of an open textbook | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| All of an open textbook | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

17. Does your institution have explicit policies or procedures concerning open textbooks?

- Unaware of any specific policy or procedures
- No relevant policy or procedures
- Encouraged to use open textbooks
- There are specific grants or incentives to use open textbooks
- Other (please specify)

18. Have students in your course(s) requested open textbooks?

- Yes
- No
- Don't Know

19. From the nine factors listed below, what would be the most important factors influencing your decision to

- USE an open textbook?
- Availability of supplementary material (e.g. test banks)
- Clear licensing/rights of open textbook
- Desire to reduce costs for students
- Edited content that is both authoritative and accurate
- Online availability of relevant open textbook
- Scope of coverage (e.g. Canadian editions)
- Support from administration to use open textbooks
- Time to find, review, select, or adapt open textbooks
- Modularity? (e.g. The text is easily and readily divisible into smaller standalone sections)
- Other (please specify)

20. From the seven factors listed below, what would be the most important factors influencing your decision to CREATE or ADAPT an open textbook?

- Time to develop an open textbook
- Availability of other authors to co-develop a textbook
- Availability of review criteria to authors
- Availability of supplementary materials
- Recognition for efforts towards career advancement e.g promotion, continuing appointment, tenure
- Support from administration (e.g., financial support or release time)
- Desire to reduce cost to students
- Other (please specify)

[Demographic Questions Presented To All Respondents]

21. Please choose the description that best describes your role:

- Archivist or Librarian Instructor
- Learning Manager
- Professor
- Teaching Assistant
- Lecturer
- Other (please specify)

22. At what type of institution do you work?

- College
- Primarily Undergraduate University
- Comprehensive or Medical/Doctoral University
- Other (please specify)

23. Do you have any other comments you would like to share?