

VALE NJ Collaborative Project Template

Developed by Megan Dempsey, Raritan Valley Community College; Muhammad Hassan, Kean University; and Lily Todorinova, Rutgers University.

Completed by: Maria Deptula, Victoria Swanson, Bill Vincetti, and Sharon Whitfield

Overview of project

Finding financial support for OER initiatives is difficult at many higher education institutions. Faculty who would like to create or adopt OER require support from their institution. The purpose of this project is to find financial support for OER initiatives in higher education institutions. The project consists of a survey (which will be used to collect evidence of faculty needs), a workflow to find financial support at your campus, and a template to contact potential financial partners.

Goals of multi-institutional project

- SHOW A NEED FOR FINANCIAL SUPPORT -
 - Show that financial support will be necessary for teaching faculty to integrate OER into their pedagogy by disseminating Faculty Motivation / Support Survey, and collecting and using data to determine interest.
- OBTAIN FINANCIAL SUPPORT -
 - Provide a flow chart of financial resources for librarians to contact to receive financial support
 - Provide an email template for librarians to customize and include evidence of a faculty need for financial support (survey results) to email to financial resources.

Literature review

Limit to 5-10 key scholarly sources, as they apply to the overall project goals

Belikov, O. M., & Bodily, R. (2016). Incentives and barriers to OER adoption: A qualitative

analysis of faculty perceptions. *Open Praxis*, 8(3), 235–246. DOI:

<http://doi.org/10.5944/openpraxis.8.3.308>

Colson, R., Scott, E., & Donaldson, R. (2017). Supporting librarians in making the business case for OER. *The Reference Librarian*, 58(4), 278-287.

(<https://doi.org/10.1080/02763877.2017.1377665>)

D'Souza, F. (2021). Awareness and use of open educational resources: A study. *Library Philosophy and Practice*, 1-11.

Hassall, C., & Lewis, D. I. (2017). Institutional and Technological Barriers to the Use of Open Educational Resources (OERs) in Physiology and Medical Education. *Advances in Physiology Education*, 41(1), 77–81.

Fischer, L., Hilton, J., III, Robinson, T. J., & Wiley, D. A. (2015). A Multi-Institutional Study of the Impact of Open Textbook Adoption on the Learning Outcomes of Post-Secondary Students. *Journal of Computing in Higher Education*, 27(3), 159–172.

<https://link.springer.com/article/10.1007/s12528-015-9101-x>

Katz, S. (2020). The Case for OER in LIS Education. *Library Trends*, 69(2), N.PAG.

<https://doi.org/10.1353/lib.2020.0040>

Kocken, G. J., & Wical, S. H. (2013). “I’ve Never Heard of It Before”: Awareness of Open Access at a Small Liberal Arts University. *Behavioral & Social Sciences Librarian*, 32(3), 140–154.

DOI: [10.1080/01639269.2013.817876](https://doi.org/10.1080/01639269.2013.817876)

Marín, V.,I., Zawacki-Richter, O., Aydin, C. H., Svenja, B., Bond, M., Aras, B., . . . Zhang, J. (2022). Faculty perceptions, awareness and use of open educational resources for teaching and

learning in higher education: A cross-comparative analysis. *Research and Practice in Technology Enhanced Learning*, 17(1), 1–23. DOI 10.1186/s41039-022-00185-z

Mitchell, C., & Chu, M. (2014). Open Education Resources: The New Paradigm in Academic Libraries. *Journal of Library Innovation*, 5(1), 13–29.

<https://sites.google.com/site/journaloflibraryinnovation/vol-5-no-1-2014>

Montgomery, S. E. (2020). OA & OER: A Small College Library’s Plan to Promote Open Access to Its Faculty. *Codex (2150-086X)*, 5(4), 94–110.

Nascimbeni, F., & Burgos, D. (2016). In Search for the Open Educator: Proposal of a Definition and a Framework to Increase Openness Adoption among University Educators.

International Review of Research in Open and Distributed Learning, 17(6), 1–17.

<https://eric.ed.gov/?id=EJ1122215>

Okamoto, K. (2013) Making Higher Education More Affordable, One Course Reading at a Time: Academic Libraries as Key Advocates for Open Access Textbooks and Educational Resources, *Public Services Quarterly*, 9:4, 267-283, DOI: 10.1080/15228959.2013.842397

Olcott, D., Jr. (2012, August). Beyond open access: leveraging OER for university teaching and learning. *Distance Learning*, 9(3), 11+.

Reed, K. (2014). Awareness of Open Access Issues Differs among Faculty at Institutions of Different Sizes. *Evidence Based Library and Information Practice*, 9(4).

Thomas, W.J. & Bernhardt, Beth R. (2018) Helping Keep the Costs of Textbooks for Students Down: Two Approaches, *Technical Services Quarterly*, 35(3), 257-268, DOI: 10.1080/07317131.2018.1456844.

Walton, K. (2020). Role of campus community in open educational resources: The benefits of building a collaborative relationship with campus IT and distance education departments. *Library Trends*, 69(2), 395-418. <https://doi.org/10.1353/lib.2020.0039>

Yuqing Guo, Muhua Zhang, Bonk, C. J., & Yan Li. (2015). Chinese Faculty Members' Open Educational Resources (OER) Usage Status and the Barriers to OER Development and Usage. *International Journal of Emerging Technologies in Learning*, 10(5), 59–65. <https://doi.org/10.3991/ijet.v10i5.4819>

Zheng Ye (Lan) Yang, & Yu Li. (2015). University Faculty Awareness and Attitudes towards Open Access Publishing and the Institutional Repository: A Case Study. *Journal of Librarianship & Scholarly Communication*, 3(1), 1–29. <https://doi.org/10.7710/2162-3309.1210>

Timeline of implementation

Phase 1 - book meeting with IRB at your institution, submit survey & timeline to IRB department, get feedback & approval - 1-3 months

Phase 2 - With approval from IRB, disseminate survey to faculty, collect results, use data to determine interest - 1-3 months

Phase 3 - Contact financial institutions using email template & list of financial institutions to get financial support - 1-3 months

The project should be executed within one year of the proposal submission

Assessment plan

After collecting data from the survey we will assess the project as follows:

1. Survey response rate for each institution surveyed and overall response rate as well.
2. Rubric: Information gleaned from our rubric.
3. Faculty Awareness of OER: Data and Analysis.
Report the data and write an executive summary analyzing it as well.
4. Faculty Motivation to adopt: Data and Analysis.
Report the data and write an executive summary analyzing it as well.

Project evaluation rubric

The project will be evaluated based on the following criterion:

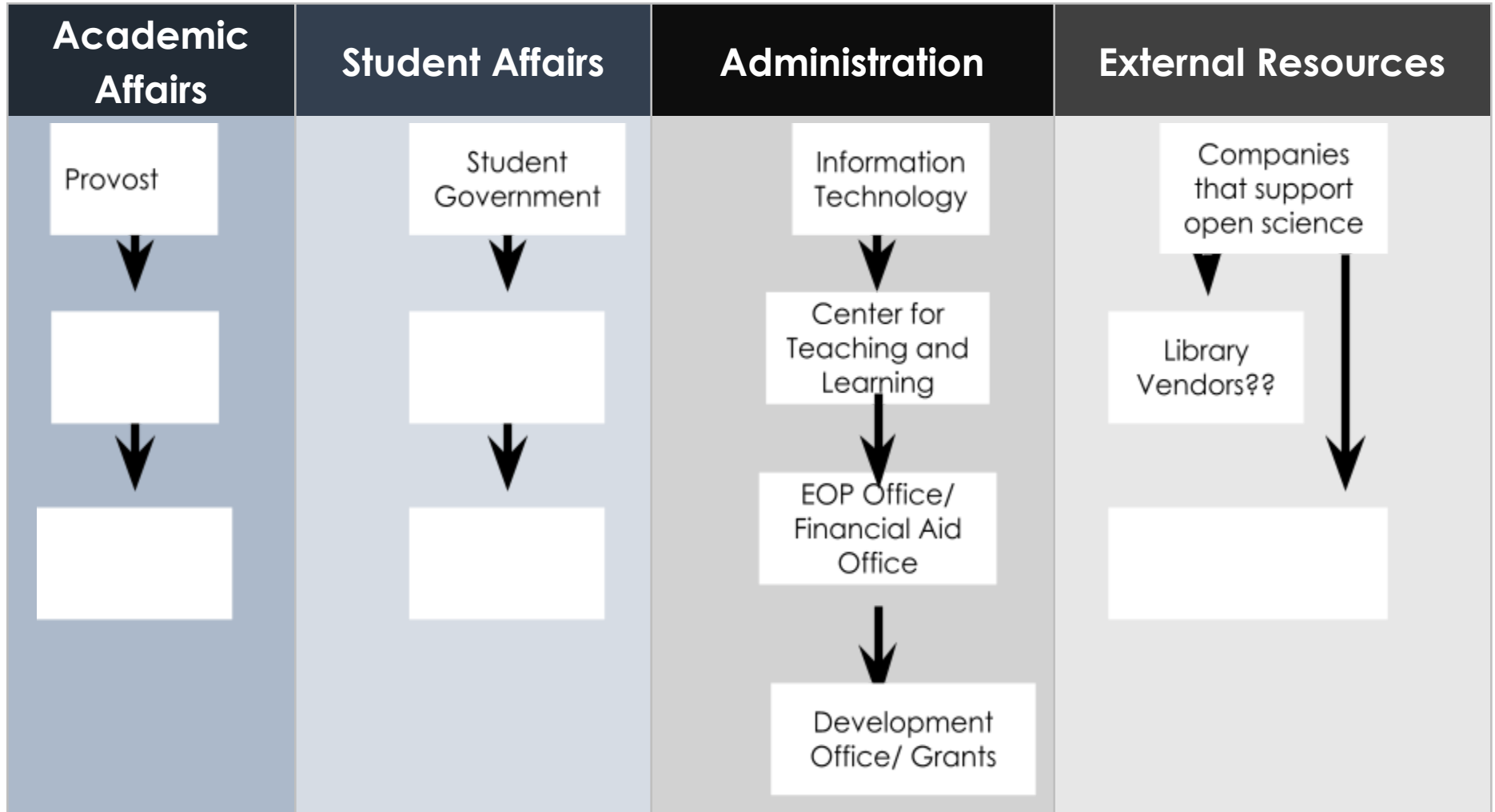
Concerns <i>Areas that Need Work</i>	Criteria <i>Standards for This Performance</i>	Advanced <i>Evidence of Exceeding Standards</i>
	Criterion #1 Develop a 10-11 question faculty survey that focuses on motivation (extrinsic)/barriers and has a 20% response rate.	
	Criterion #2 Identify 10 potential sources for financial support.	
	Criterion #3 Develop a template that may be adaptable to all stakeholders.	

Faculty Motivation / Support Survey

1. What is your awareness of financial/pedagogical benefits of the free Open Access Resources?
 - a. None existing
 - b. I know very little
 - c. I am familiar
 - d. I am a pro
2. Where do you typically find material for your pedagogy/curriculum development?
3. Have you utilized any of the resources provided by your library in your courses?
4. Would you be interested in utilizing free / or low cost resources to your students in your course / pedagogy / curriculum development?
5. What are the barriers that make you hesitant/unable to involve in OER because of the following reasons [Choose all that apply]:
 - a. Lack of understanding of Intellectual Property licenses, Copyrights and Creative Commons licenses.
 - b. Lack of knowledge for using OER in my teaching and learning process.
 - c. Lack of recognition and rewards system for developing OER.
 - d. Lack of financial resources by institution to invest in OER.
 - e. Lack of technological support / training to have my problems resolved
 - f. Lack of Institutional policy on OER.
 - g. Current workload
 - h. Lack of information on / difficulty in collaborating
 - i. Lack of resources in my subject?
 - j. Concerns about OER not being “scholarly” enough?
6. Are you aware of financial/pedagogical benefits of OER?
7. What incentives would motivate you to update courses to use materials that are free to students? [Choose all that apply]
 - a. Release time from teaching to redesign courses.
 - b. Funds for materials.
 - c. Pay.
 - d. Recognition of value in (Reappointment, Tenure and Promotion) processes.
8. How might incentives aid you to adopt OER (short answer)?
9. In what way (s), do you think adopting OER would increase/decrease your workload (qual- short answer)

10. Please estimate how many hours you would need to revise your course so your students can use OER material?
- a. 10-20
 - b. 20-30
 - c. 30-40
 - d. More than 40
11. What kinds of support would help you update courses to use materials that are free to your students

Identifying Financial Sources



Financial Support Email/Letter Template

Subject: funding for OER project at (*institution name*)

To whom it may concern,

In a study done by U.S. PIRG, [65% of students said that they had decided against buying a textbook because it was too expensive](#). We at (*insert institution name here*) would like to apply for funding for Open Education Resources (OER) to alleviate some of the financial demands that obtaining a degree brings on students and would like your support in this endeavor.

We are (*describe your institution here - size, public, private, religion based*), are located in (*town, state*) and have (*# of undergraduates, # of graduate students*). We have (*list # of faculty here*) working in (*# of programs of study*) ranging from (*list examples of programs of study*).

Our faculty (*name faculty, department*) is working on (*list and describe OER project here, choose from below and provide details of project*)

1. *Adopting an existing open textbook or other OER course components*
2. *Adapting an existing open textbook or other OER course components*
3. *Writing a new open textbook or other OER course components*

This OER project will be used starting (*list date here ie. Fall 2025*) and will be used in (*list class here ie. College Writing - English undergraduate course*) as a (*list function here ie. primary textbook, support material*).

This project will take (*list hours here - calculate number of hours per day, per week, per semester and list*) to (*adopt, adapt, create - choose relevant*).

Please see attached for supporting materials that describe this project further (*attach any relevant materials*).

Thank you for your consideration,

Your name, title, contact information