

# OER by Any Other Name

## *Results From A Faculty Listening Tour At A Mid-Sized Research University*

Andrea Schuler<sup>1</sup>

Alyn Gamble<sup>2</sup>

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### ***Abstract***

The importance of OER in higher education is well-documented, but additional factors are necessary to explore in order to understand the perception, use, and development of these resources. These include scans of academic environments beyond community colleges or large public universities, and the utilization of novel techniques such as listening tours. In this study, a faculty listening tour was conducted at a private, mid-sized research university. Fourteen faculty members from a variety of disciplines participated in the study, with STEM disciplines being slightly more represented. Semi-structured interviews revealed findings related to faculty usage of textbooks, understanding of student financial needs, perceptions of OER, as well as faculty communication preferences. Faculty members were found to be thoughtful in their selection of course materials, albeit limited by time to include or create new resources, and considerate of cost when choosing textbooks. Faculty members were also found to be unable to define inclusive access models and had difficulty understanding the term OER, leading to a change in librarian vocabulary when referring to these resources. This listening tour led to new approaches to outreach and communications regarding OER among faculty, as well as the development of a staff listening tour, to better support campus needs and facilitate the use of more low-and-no-cost materials.

### **Introduction**

The Tisch Library Open Educational Resources (OER) Steering Committee was formed in 2020, with the goal of more strategically identifying needs and increasing support for the use of open educational resources in the School of Arts & Sciences and the School of Engineering at Tufts University. Our committee broadly interprets its scope to include not only materials that meet the strict

<sup>1</sup> Head of Open Scholarship & Research Data, Tisch Library, Tufts University, Medford, MA, USA; <sup>2</sup> Research Librarian for the Sciences, Tisch Library, Tufts University; Currently STEM Librarian, Northeastern University Library, Boston, MA, USA

E-mail: [andrea.schuler@tufts.edu](mailto:andrea.schuler@tufts.edu)

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definition of OER – “learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others” (UNESCO, n.d.) – but also any materials that students can access at no cost, including library-licensed articles and ebooks available to the Tufts community, and material freely available online to all.

An early goal for the Steering Committee was to better understand the landscape of OER/no-cost course material use and awareness on campus, looking at both local data and trends in the literature that we felt could be applicable to our context at Tufts. While we had some data from a biennial Tisch Library survey about faculty’s use of alternatives to costly textbooks, we lacked in-depth qualitative information about how faculty select and use course materials, and their awareness and perceptions of OER. More broadly, much of the existing literature about OER is produced by community colleges or large public universities, which sets it apart from Tufts’ context as a private, mid-size, “student-centered research university” (Tufts University, n.d.). The Tufts student body is generally perceived to be wealthy (Aisch, Buchanan, Cox, & Quealy, 2017), which anecdotally has led to assumptions that there is not a problem with textbook affordability on campus, further setting our context apart from those often addressed in the literature. We identified a faculty listening tour, based on the model of a project at Temple University (Bell & Johnson, 2019), as an effective way to make connections with faculty and learn more about their use of course materials in a Tufts-specific context. This would allow us to plan services and outreach supporting the use of OER to better meet faculty and students’ needs and reduce costs to students.

## Literature Review

The impact of OER in higher education is well-documented, but listening tours have been infrequently presented as research strategies for these initiatives. While the impact of OER in community colleges, public universities, and smaller schools is relatively well documented, there have been fewer initiatives discussed that focus on mid-sized institutions like Tufts University. This may be due to a misperception of student need at more expensive schools, though findings show that textbook costs affect students at more expensive schools just as they do at smaller ones (Murphy & Rose, 2018). Thus, OER, as well as provision of textbooks on library reserve, can have a positive impact on student outcomes at mid-sized universities (Gumb & Miceli, 2020; Murphy & Rose, 2018; Schlak & Johnston, 2018).

Listening tours in general are not well documented in higher education, though this research method can provide in-depth understanding of general insight into participant attitudes (Davidson, Jefferson, & Shuherk, 2009; Emmelhainz & Dorner, 2022; Marfurt et al., 2000). In academic libraries, listening tour findings can be utilized to improve outreach and collection development (Emmelhainz & Dorner, 2022). Four known listening tours about OER conducted by libraries served as the basis for our project (Bell & Johnson, 2019; Rodriguez, 2019; Taliaferro, Randolph, & Ramey, 2019; Wertzberger, 2019). In these tours, faculty members participated in discussion of their knowledge and experience with OER. At least four additional libraries promoted OER usage through faculty grant programs, a technique

we have also incorporated in our research (Gumb & Miceli, 2020; Hollister & Patton, 2021; McBride, 2019; Scronce & Arnhem, 2019). More investigation is needed on the impact of these latter incentive programs on the adoption of OER (Hollister & Patton, 2021).

Findings in the OER listening tours as well as from the grant programs were generally similar across organizations. Listening tours identified institutional support as essential for long-term sustainability of OER projects (Bell & Johnson, 2019; Rodriguez, 2019). Listening tours and grant programs alike found that the use of OER had a positive impact on student learning and engagement, but time to create or evaluate OER limited their potential (McBride, 2019; Scronce & Arnhem, 2019; Wertzberger, 2019). The quality of OER was also a limiting factor for adoption (Scronce & Arnhem, 2019).

Unique findings also exist in the reported research. One listening tour found a “fear factor” among junior faculty for adopting OER that was also identified in our research (Taliaferro, Randolph, & Ramey, 2019, p. 4). This may be related to a general unease among faculty about the tenuous nature of academic employment (Davidson, Jefferson, & Shuherk, 2009). Another OER listening tour revealed that faculty were directly negotiating vendor contracts rather than having the bookstore do this (Rodriguez, 2019). One of the OER grant programs found that students react positively to use of non-traditional materials (e.g., videos), and that OER adds flexibility to use such materials in a course (Scronce & Arnhem, 2019). OER allows faculty to customize materials based on students' learning experiences and needs (McBride, 2019). This can be especially helpful in subjects where textbooks lack diverse perspectives (Taliaferro, Randolph, & Ramey, 2019).

Listening tours themselves have implications beyond their own findings. They were found to be a way of “planting OER seeds” among faculty members, introducing faculty to the concepts of OER, and encouraging faculty adoption of these resources (Rodriguez, 2019, p.9). Listening tours also change the traditional telling model of librarianship in a positive way; listening is a change of perspective that leads to learning about others, rather than presenting what we already know (Bell & Johnson, 2019). These research opportunities for “deep listening” allow librarians to gain in-depth understanding of faculty perspectives about OER that would otherwise be unavailable (Rodriguez, 2019).

## Methods

### *Study Design*

Our study looked at three broad research questions:

1. How do faculty in the Schools of Arts & Sciences and Engineering at Tufts select and use course materials?
2. What is the general knowledge and perception of OER among faculty?
3. How do faculty interact with library services around course materials?

To answer these questions, the study used semi-structured interviews with faculty members, which allowed our study team to ask the same major questions in each interview but alter the sequence and ask for additional information or follow-ups as needed (Leonard, 2003). We prepared an interview script (see Appendix A) with questions based on similar listening tour projects conducted at Temple University (Bell & Johnson, 2019) and William & Mary (Taliaferro, Randolph, & Ramey, 2019), with additional questions added to address issues specific to our local context – for example, how to reach faculty members around our OER Award.

We put together a study team of five librarians to conduct the interviews, comprised of three members of the OER Steering Committee and two colleagues with related interests and expertise. The study was approved as exempt by the Tufts University Institutional Review Board (IRB).

Interviews were 45-60 minutes long and were held over Zoom in November 2021. Each interview was assigned two members of the study team, one to conduct the interview and one to take notes. We chose not to record the interviews because we felt we could accurately take notes for interviews of this length, and that not recording may lead to a greater level of comfort for the interview subjects (Rutakumwa et. al, 2020). In instances where the discipline of a faculty member aligned with the disciplinary responsibility of a liaison librarian on the study team, that librarian was assigned to that interview if possible.

### ***Study Population and Recruitment***

The potential study population included faculty members who were teaching at least one course in the School of Arts & Sciences or the School of Engineering (the two schools at Tufts that Tisch Library directly supports) in the Fall 2021 semester. In Fall 2021, there were 707 paid faculty in Arts & Sciences and 210 in Engineering (Tufts University, 2021), though a smaller subset of the total numbers would have been teaching classes. We aimed to interview approximately two to three faculty members from six different departments, up to 16 faculty members total. While this sample size was quite small relative to the overall population, we felt that it was a realistic number based on the amount of time the study team could devote to conducting and analyzing interviews, and one that would still allow us to speak with faculty from a range of experiences and disciplines - ideally two departments each from STEM, social sciences, and arts and humanities disciplines.

Recruitment emails were sent directly to individual faculty members in late October and early November. The email invitation contained a brief description of the study and a link to sign up for one of many pre-determined interview time slots. Faculty members were offered a \$25 gift card to a local restaurant in appreciation of their time. Five rounds of recruitment emails (approximately 70 individual invitations) were sent until approximately the target number of subjects had signed up. Initially we planned to schedule a mix of individual and small group interviews, however it ultimately was logistically easier to schedule individual interviews. One department chair did help us schedule a group interview for their department.

Faculty members who received recruitment emails were identified using a mix of methods, including specific faculty members identified by liaison librarians as having used OER or being interested in OER; faculty members of specific high-enrollment courses identified by liaisons; and

faculty members randomly chosen from departments identified as being a priority to speak to or to balance departmental representation. For two departments, we asked the department chair for suggestions of specific faculty members to invite.

## *Analysis*

After all interviews were completed, we coded responses in an Excel spreadsheet by key ideas. This was a relatively informal process with the goal of identifying themes and commonalities that would help us determine next steps for services and outreach.

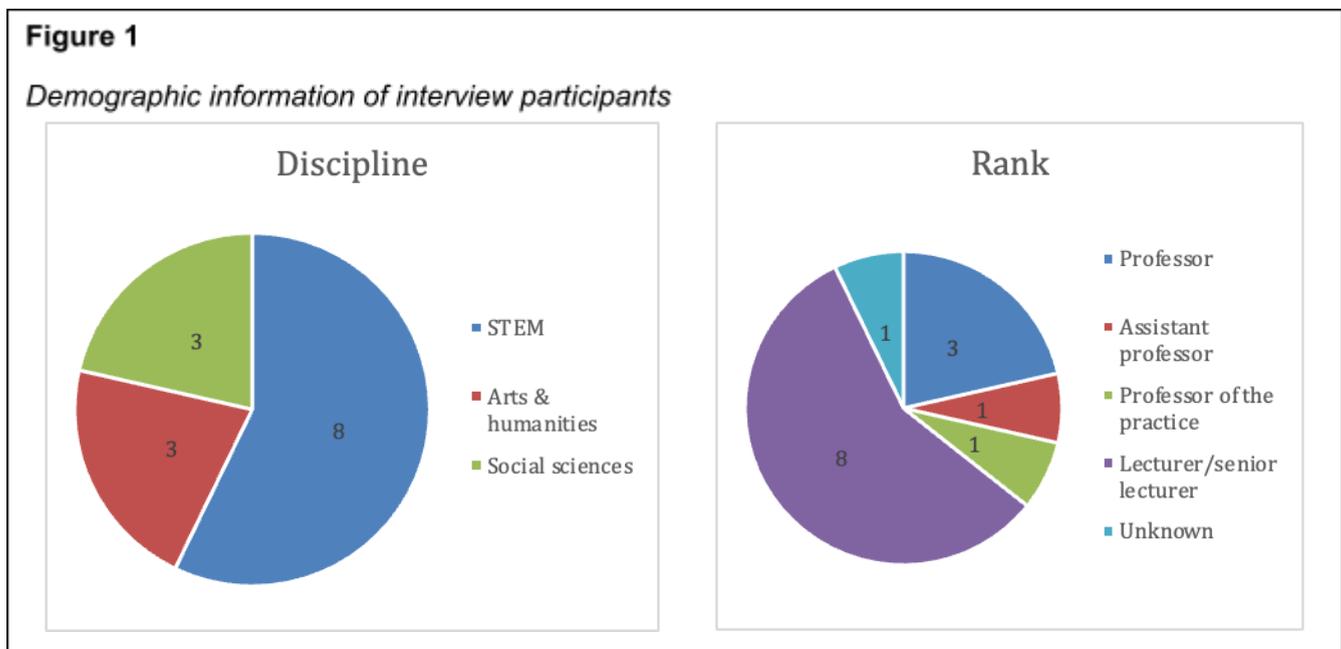
## Results

### *Demographics*

We conducted 11 individual interviews and one focus group of three faculty members, for a total of 12 interviews with 14 faculty members (see Figure 1).

Faculty from STEM, arts and humanities, and social science disciplines were all represented, with the majority (57%) of interviewees from STEM disciplines. No faculty member from the School of Engineering accepted our invitation to be interviewed, which we suspect is simply an issue of chance given our fairly informal recruiting methods, and not an indication of general disinterest in the topic at the School of Engineering.

All faculty ranks except for associate professor were represented in our interview population, with the majority (57%) being at the rank of lecturer or senior lecturer.



## ***Textbook Usage***

Faculty were asked to tell us about the textbooks that they use in their courses. Our interview population described textbook usage for 30 courses. Two-thirds of the courses used a textbook, while the others used readings (including articles, videos, monographs, and podcasts) in place of a main course text. Many faculty members also noted that they supplement their main course textbook(s) with additional readings. Eighty-five percent of the textbooks assigned were selected by the faculty member, including one authored by the faculty member. Three textbooks were inherited from a previous instructor.

Faculty primarily learn about textbooks and readings for use in their classes through direct messaging from publishers, open web searches, conferences, their own research, and peers.

Faculty put a priority on textbooks that present information at a student level (n=5) and with up-to-date information (n=3). Other important qualities cited include information from diverse voices and perspectives; and information that is high-quality, foundational, readable, and interdisciplinary.

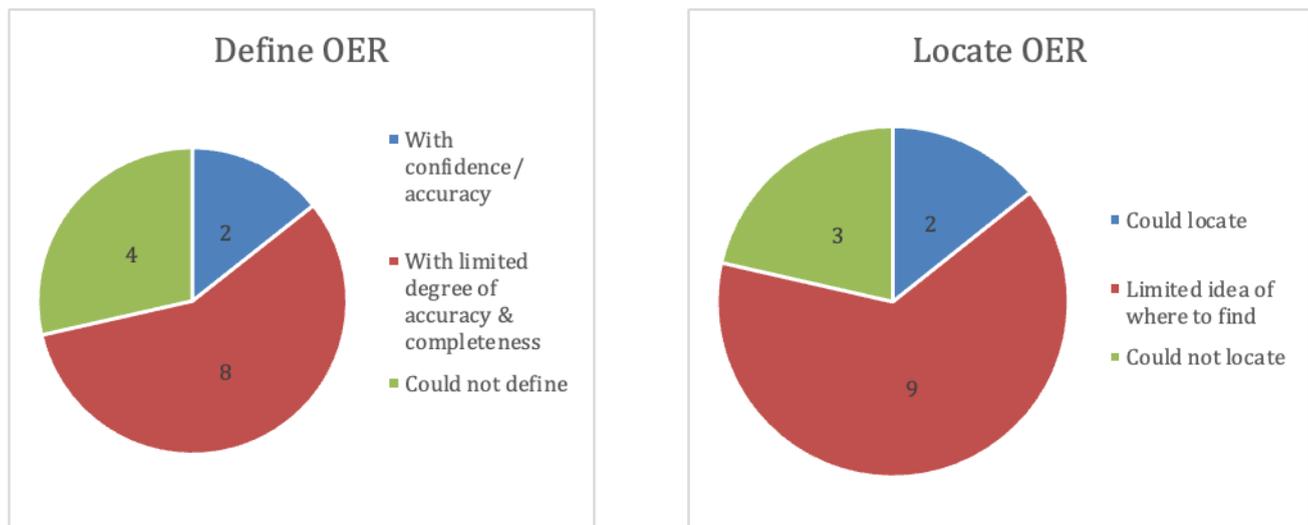
Faculty who did not use a textbook in a particular course were asked why they chose not to. The most common response was the lack of appropriate options (n=5), including a lack of textbooks available that covered the specific topics they wanted, at the level they wanted, or with up-to-date information. Several faculty members (n=3) cited the importance of their students being able to read scientific literature as why they assigned articles as class readings rather than a textbook, while others (n=2) prioritized the opportunity to incorporate a range of voices and perspectives through readings by multiple authors, rather than the single voice of a textbook author. Cost was specifically identified by two faculty members as a reason they did not use a textbook.

All faculty cited textbook costs as being a concern to some degree and were generally aware of what their course materials cost, with half identifying it as a large or main concern in selecting materials for their courses. Faculty who assigned texts identified several methods for reducing costs to students, including placing books on reserve in the library and making readings or ebooks available through the learning management system (LMS); choosing an older edition or providing page numbers in the syllabus for an older edition alongside the current edition; and using department funds to purchase books for students.

No faculty member could successfully define the inclusive access model of access to textbooks. Many thought it referred to freely available course materials.

## ***OER Awareness and Usage***

Faculty members were asked if they could describe what an OER is, and if they knew where to find OER (see Figure 2). A majority of faculty members could describe OER with a limited degree of accuracy and completion. Similarly, the largest portion of faculty members had a limited idea of where to locate OER.

**Figure 2***Levels of OER awareness*

Two faculty members had knowingly used portions from openly-available books in their courses. A majority of faculty members used library-licensed material or freely-available (but not openly-licensed) articles, videos, podcasts, and similar materials in their courses.

Of faculty who identified a barrier to using OER, time was the most frequently mentioned (n=5). Other barriers include a need for specific types of material that are not openly available; a lack of alternative to their specific text; a lack of ancillary materials; concerns about openly available resources being too general or not high quality; and copyright concerns.

No faculty members interviewed had knowingly created OER, though one contributed to an online open access resource and multiple created free course materials for their classes but did not share them openly. One faculty member later formally published course material originally written to be freely given to students.

Time was also identified as one of the primary barriers to creating OER, along with concern from two faculty members at the lecturer level that if their course materials are shared openly, their teaching roles could be replaceable.

### ***OER Awards***

At the time of our study, Tisch Library was in its third semester of offering an “OER Awards” program that provided financial support for faculty creating or adopting open course materials. We asked faculty members if they were aware that the library offered these grants. Most faculty members were either unaware or uncertain.

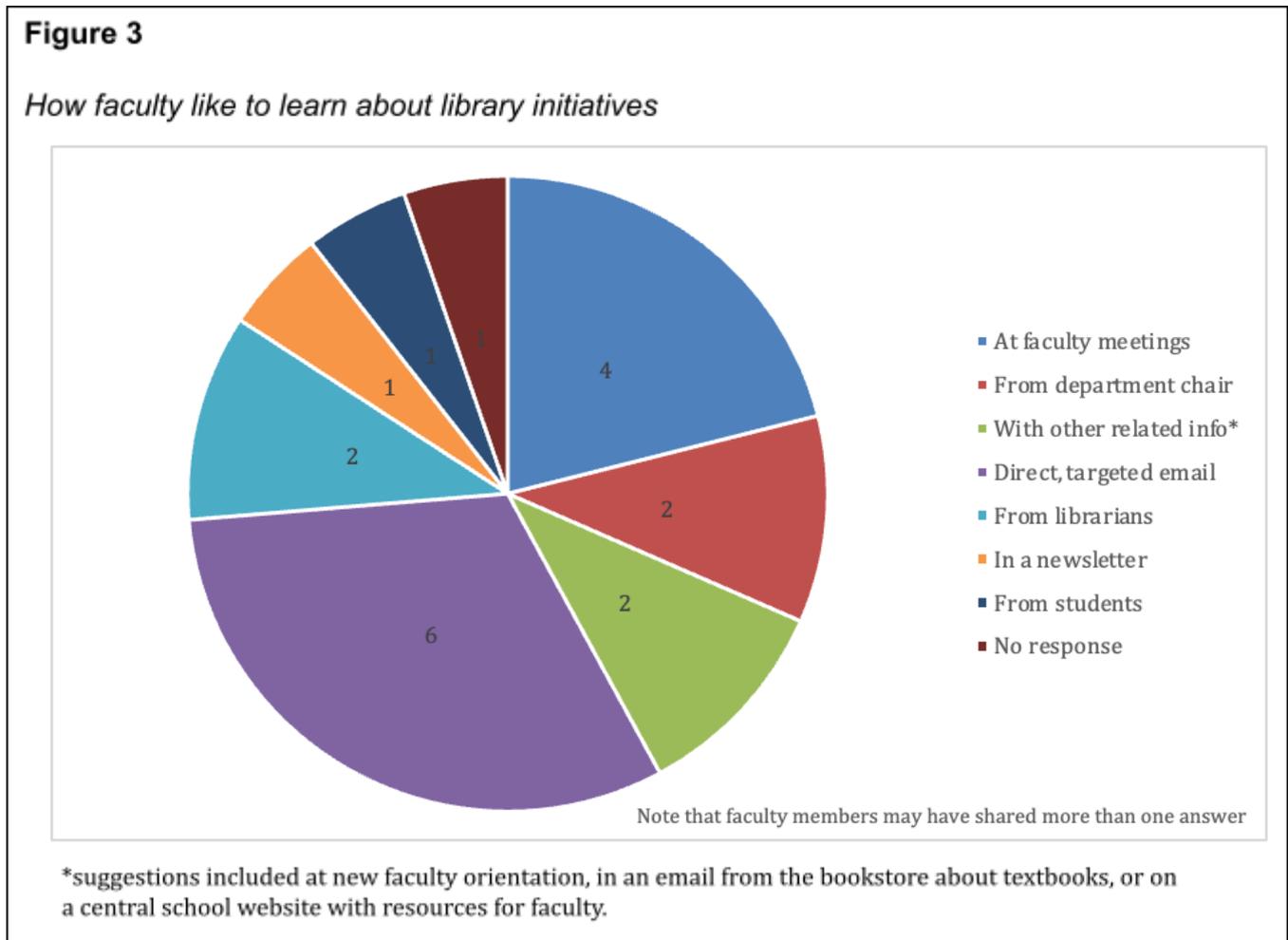
We also asked if the amounts for the award were appropriate or not. At the time, the awards were

available at three levels ranging from \$700-\$2000. Generally, faculty were unsure, expressing that it depended heavily on the amount of time needed for a particular project. One faculty member, who was in the later stage of their career, responded that they are not interested in money at this point in their career.

### ***Library Services and Communication***

Faculty were asked several questions related to library services and course materials. When asked how they liked to hear about library initiatives such as the OER Awards program, the most frequent answer was email (n=6), though this represented only about 30% of responses (see Figure 3).

Some faculty members also shared ways they did not want to be contacted. Four expressed that email is overwhelming and not a good way to communicate about library initiatives, and one identified newsletters as not being useful.



Faculty members were asked what the library could offer that would assist in the preparation and delivery of course materials, and specifically about their use of course reserves in the library. Most faculty members (n=10) placed course materials on reserve, though several noted some confusion and clumsiness with the process, particularly related to the tool within Canvas, Tufts' learning management

system (LMS), used to add materials to reserve. Three faculty members who did not use reserves expressed confusion about how the service worked or if it was offered.

The most frequent responses to how the library could assist with course materials were around help finding materials, in particular a service to find a textbook or to create a “digital course pack” to replace a textbook, and a central website to find open course materials. Library instruction was also frequently mentioned.

Other supports mentioned include serving as a central place for students to go for help affording course materials; help making sure students understand library services; having the LMS retain reserves information from semester to semester; learning more about digital humanities tools; and facilitating a get-together for faculty in related fields to share syllabi, resources, and similar materials.

### ***Limitations***

Our sample size was small, and while it was inclusive of broad disciplines and nearly all faculty ranks, the distribution of disciplines and ranks was uneven. STEM disciplines and faculty at the lecturer and senior lecturer rank were heavily represented in the faculty we interviewed, and we were not able to speak to any faculty members in the School of Engineering. Additionally, we used a mix-methods approach to identifying faculty to invite, and only spoke to faculty members who opted into participating in our study, and that group may not be representative of all faculty. For example, those who opted into our study may have a greater awareness of OER or greater interest in addressing student difficulties in accessing course materials. While we would have preferred to have a larger sample, our participant number was similar to other OER listening tours.

## **Discussion**

### ***OER Awareness***

In general, there was low awareness and understanding of OER among our faculty population. Most faculty had a sense of what OER is, but not a specific understanding of what the term means or how to find OER. There was confusion between open resources and library-licensed resources, which are free to students but not open, and we found the major concern for faculty we spoke to is cost, not openness. There was also a low awareness of the Tisch OER Award, with 70% of faculty unaware or unsure about the existence of the award.

### ***Textbook Usage***

Faculty are choosing their course material thoughtfully and are taking into account a variety of considerations as they select materials, including what their students need to learn from a course, what knowledge they are coming in with, and whose voices are being incorporated into a class. As a result, many faculty members are not just using textbooks, but are using a mix of materials including articles, book chapters, videos, and podcasts, and some are not using textbooks at all. Some newer faculty or faculty teaching larger classes are using a book they inherited from a previous instructor and do not have the time to explore choosing a different text.

Faculty are considering what background knowledge the students are coming into the course with and what types of materials would best build upon that background. As one faculty member described, *“the [textbook] is important for students, especially for those who don’t have a background in [subject]. It contains hyperlinks they can click on when they want more context, definitions of terminology, etc...”* Another noted that when they have not used a textbook, only supplemental readings, they have found that technical jargon is difficult for students to understand, and that a textbook more effectively distills down major themes.

They are also considering what students need to leave the class with to support them in future courses and in their career. For example, one faculty member explained how they assign articles as course readings rather than a textbook, since it is *“a really important skill for students to be able read and understand scientific literature and build a skill they’ll need as they go on in their career.”* Another noted that they do use a textbook, but do not require that students purchase it (*“Whether they buy the textbook or not should be based on how much they intend to use it after the course”*).

Several faculty members also placed a priority on taking into consideration who the author of the material is and including a diversity of sources in their course. As one explained, *“not using a textbook gives the opportunity to not have to pick one voice for the whole semester, and lets you teach students how to evaluate different voices.”*

The cost of the materials is a concern for most faculty and they do take this into consideration when choosing texts to assign. Most have alternative ways of getting students the books, including placing books on reserve at the library, using older editions, or having their department purchase them.

Generally, most faculty using textbooks had found one that works for them but also expressed difficulty in finding a perfect text that meets all their needs (*“If I really wanted to teach this class well, I would assign 10 different textbooks and chapters from each but that’s not feasible for students”*), which suggests the flexibility of combining multiple sources of OER may be attractive to some faculty.

## ***Barriers to OER***

The biggest barrier cited to using OER or alternate course materials is time. Faculty have invested a lot in setting up courses using their current materials, and do not have the time to explore other options and modify their courses to incorporate new texts. Only one faculty member specifically mentioned quality of materials as a concern about using OER, but there was a general concern among faculty about finding alternative texts that covered the right material at the right level (*“Finding things aimed at introductory students that aren’t so watered down but also aren’t so advanced is tricky. There’s a middle ground where textbooks tend to live”*). Other concerns were a lack of ancillaries (including images, videos, question banks) and a lack of open material available for a particular discipline. There was also a low level of awareness about where to find OER, with 85% of faculty having no idea or limited idea where to find open material.

While multiple faculty members were using material for their courses that they had created (and thus had no cost to students), none of the faculty members that we spoke to had made those available to use as an OER, again identifying time as a primary barrier. Additionally, a significant barrier cited by two faculty members at the lecturer level was the possible threat to their employment if their course materials were openly available and thus could be taught by anyone, making them replaceable.

Together, these barriers suggest that we should keep in mind that OER are not necessarily a good solution for all courses, all disciplines, or all faculty members, and ensure that our messaging discusses OER as one option among a variety of choices for course materials.

### ***Library Services and Communication***

While several faculty members were very engaged with the library and used a variety of services, there was some confusion expressed by many faculty members about various non-OER services offered by the library, including reserves, library instruction, library subscriptions (particularly newspapers and popular magazines), knowing what could be used in class copyright-wise, and a general feeling that they should know more about what the library offers. This suggests a need to better reach lecturers, and new faculty in particular, with information about library services.

When asked how they would like to hear about library initiatives, many faculty members noted being overwhelmed by the sheer amount of communication they are experiencing from everywhere (“*This is a trick question*”) and how difficult it is for any one thing to jump out at them. While six faculty members identified targeted emails as a good way of communicating, nearly as many (n=4) specifically identified email as being a poor and likely-to-be-overlooked way of communicating, highlighting the difficulty in raising awareness of library initiatives among faculty. When taken together, responses that suggested sharing information in places where faculty are already primed to pay attention, such as faculty meetings or communications from their department chairs, made up the biggest percentage of responses, suggesting a future focus for messaging around OER.

## **Conclusion**

While our sample size was small, and not evenly distributed across faculty discipline and rank, we heard several consistent themes across our interview participants. A significant finding was the low level of awareness of the term “OER.” Because of this, we have stopped using the term OER as the primary way we discuss alternative course materials, and instead use more literal terms like “no/low-cost course materials” or “affordable course materials”. In the semester following the listening tour, we rebranded the Tisch OER Awards as the Tisch Affordable Course Materials Awards (Tisch Library, n.d.).

The interviews also led to the establishment of a syllabus affordability review service, where liaisons will support faculty as they identify no-cost course material (including OER, library-licensed materials, and material available on the open web) to use in their courses to replace costly textbooks. This is a service that in practice, if not in name, had already been available for any faculty member who knew to ask for it, but findings from the study showed a need to formalize the practice as a named service and better advertise it to our community.

In response to faculty needs around course materials and communication, we now seek to plan outreach around OER and the Affordable Course Materials Award by leveraging spaces where faculty already are, such as faculty meetings, department meetings, and emails already going out about course materials, and to focus on aspects of OER/affordable course materials that speak to concerns faculty

raised, such as cost, inclusion of diverse perspectives, and opportunities to bring together a variety of course materials tailored to a particular class.

Overall, we found the listening tour model to be successful for both information gathering and as a form of outreach and marketing. We found the semi-structured interview model to be effective and observed that the faculty members we spoke with appreciated the gift cards we provided. Because the overall structure of the tour is already set up, we could easily run further studies in the future if we need additional data or want to observe trends and changes over time. While the sample size in this study was small, the consistency of major themes across the interviews suggests that focusing on a larger sample size may not be necessary for our purposes. However, were we to do the tour again, we would focus on recruiting a more even distribution of faculty across ranks and disciplines and ensuring that we are able to speak to faculty members from the School of Engineering. We found the one group interview that we did to be particularly illuminating, as faculty members could share their individual perspectives but also respond to and build upon those shared by their colleagues, so in future studies we may also work to schedule more small group interviews despite the additional logistical complications of scheduling multiple participants at once.

Going forward, we plan to undertake additional listening tour style studies focused on different populations, including staff engaged in diversity, equity, inclusion, and justice (DEIJ) work on campus, and undergraduate students.

Together, the findings from this study have resulted in significant changes in how we talk about and communicate about OER. We hope that the changes made from this study, and from future studies, will help us to better meet the needs of our faculty and students and facilitate the use of more no-cost course materials at Tufts.

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## **Conflict of Interest Statement**

The authors have no conflicts of interest to disclose.

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## Appendix

### Appendix A. Listening tour questions

1. **Tell us about the textbooks that you use in your courses.**
  - a. **If they say they do not use a textbook...**
    - i. Why have you chosen not to use a textbook?
    - ii. What do you use as an alternative?
    - iii. When you select course materials, do you decide first on your course content and learning goals and then look for course materials to support the content and goals, or do you choose course materials first and then build the structure of your course and its content around them?
    - iv. How did you find or develop the alternatives you use? (For example, through colleagues, at a conference, with the support of Tisch Library, etc.)
    - v. How do you deliver these alternate materials to students? (For example, via Box/Google Drive, via Canvas, through a website, email, etc.)
  - b. **If yes... [After hearing about the textbook(s) in use]**
    - i. When you select your textbook, do you decide first on your course content and learning goals and then look for a textbook to support the content and goals, or do you choose a textbook first and then build the structure of your course and its content around it?
    - ii. Are you aware of what the assigned textbook costs? Does this influence your decision in choosing it?
    - iii. What do you like best about your current textbook?
    - iv. What concerns do you have about your textbook?
    - v. How do you find out about the latest textbook offerings in your field?
    - vi. What information, if any, do you provide to your students about textbook affordability on your syllabus, online or in your class?
    - vii. Are you aware of inclusive access models for course textbooks?
    - viii. If yes, are you using them or have you considered using them?
    - ix. Do you routinely put a copy of your textbook on reserve in the library? Why or why not?
    - x. Are you aware of any alternatives to textbooks?
      1. If you know about alternatives, have you sought them out? If yes, how have you sought them out (e.g., by visiting a librarian, exploring online, etc.)?
    - xi. What resources would facilitate you transitioning from a textbook to an alternative source?
      1. If time is an issue, what do you perceive to be the most time-consuming element of the process?
2. **Can you describe what an Open Educational Resource (OER) is?**
  - a. Do you know where to find them? (Can you elaborate?)
  - b. If you have ever used an OER, can you tell us the resource you used and how you used it, e.g., as a primary or supplementary text.

- c. Have you ever considered using an OER, but then decided against it? If so, why did you decide against it?
  - d. Did you know that there are sites where faculty can peer-review open educational resources?
3. **Have you ever created an OER or no-cost course material?**
  - a. If yes, please tell us about it
4. **Are you aware that the Library offers grants to faculty to adopt alternatives to textbooks?**
  - a. If you knew but did not apply, why not?
  - b. The awards are awarded in three tiers at \$700, \$1000, or \$2000. Do you think this is a fair amount or should it be more?
  - c. How do you like to find out information about library initiatives such as the grant program?
5. **What could Tisch Library offer you that could assist in the preparation and/or delivery of course materials?**
6. **What could the Center for the Enhancement of Learning (CELT) offer you that could assist you in the selection of course materials?**
7. **Would you like to make any additional comments about this topic that we haven't yet discussed?**