Open Educational Resources

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The University of New Hampshire Open Educational Resources Survey

Tracy Keirns
University of New Hampshire - Main Campus

Sean P. McKinley
University of New Hampshire - Main Campus

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Prepared by:

Sean P. McKinley, M.A.
Tracy Keirns, Ph.D.

The Survey Center
University of New Hampshire
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Executive Summary

The University of New Hampshire Survey Center conducted a survey of UNH faculty members about their usage, understanding, and needs from the University's Open Educational Resources (OER) program. An email invitation to complete the internet survey was sent to one thousand eight hundred and eighty-eight (1,888) UNH faculty members on March 6, 2017 and reminder emails were sent on March 9, March 16, March 22, and March 29, 2017. Overall, 437 faculty members responded to the survey, yielding a response rate of 23%. The following figures display survey results, detailed tabular results may be found in Appendix A, Appendix B contains the open-ended responses, and Appendix C contains the survey instrument.

Key Findings

- Respondents overwhelmingly teach face-to-face courses to undergraduate and graduate students. Very few teach blended/hybrid or online courses or teach students other than undergraduates or graduates.
- Over the past two years, most faculty have added or changed required course materials, slightly less than half have substantially modified an existing course, and one-third have created a new course.
- Few faculty members may decide themselves to create a new course; for most, the decision is made in concert with others or at the department level. Faculty members generally have greater autonomy to decide to substantially modify a course; for most, the decision is theirs alone or made in concert with others. Faculty have significantly greater discretion changing or adding required course materials; nearly three-quarters can decide to do so unilaterally.
- UNH faculty members have significant discretion to select required materials for their courses; more than three-quarters are solely responsible for the decision and very few have no input at all in the process.
- Faculty members most commonly use digital materials other than textbooks, printed textbooks, and printed materials other than textbooks as required course materials in their courses. Fewer faculty generally employ digital textbooks, software, or other materials. Faculty members generally employ more required course materials for undergraduate courses than graduate courses.
- Faculty members are most likely to think ease of finding/accessibility, cost to the student, and comprehensiveness of content and activities are the most important factors when selecting required course materials. Few faculty members think familiarity with the brand/publisher, complete package, or including test banks are important. Relatively few said they are dissatisfied with any of these factors, though large proportions of respondents said they were not applicable to them.
- Faculty members are most likely to want improved pricing, better or more online/digital materials, and better integration with other technology as changes to the availability and nature of teaching materials.
- Faculty members express middling awareness of Open Educational Resources (OER) and Open Textbooks. Respondents are slightly more aware of OER than Open Textbooks.
- More than half of faculty members have used images and videos from Open Educational Resources as required or supplemental material in their courses. Fewer than one-in-five report using Open Textbooks or simulations from OER.
- Among those who have not used each resource, faculty members are most likely to say they will use videos or Open Textbooks from OER in the next three years, while slightly fewer plan to use images or simulations.
- Faculty members who are aware of Open Educational Resources most frequently cite it being too hard to find what they need, not having enough resources for their subject, having no comprehensive catalog of resources, and the material not being high-quality as the most important deterrents to their use of OER resources.
- When asked to rate the quality of Open Educational Resources and material from traditional publishers, nearly half of UNH faculty members don't know or are unsure how to rate material from traditional publishers and nearly two-thirds don't know or are unsure how to rate material from Open Educational Resources. When these responses are excluded, material from traditional publishers is rated slightly more highly than material from Open Educational Resources. Less than half of respondents rate material from Open Educational Resources as "excellent" or "good."
- Faculty members generally consider it somewhat easier to search for eduational resources for their courses from traditional publishers than from Open Educational Resources. Less than a quarter of respondents say it is "very easy" or "easy" to search for educational resources from OER for their courses.
- UNH faculty members are most likely to cite assistance finding content, training opportunities, and technical support as types of support or assistance that would help them incorporate OER in their courses.
- More than half of faculty members are very or somewhat familiar with Open Access Publishing; a quarter are very or somewhat familiar with Open Pedagogy.

Teaching Status
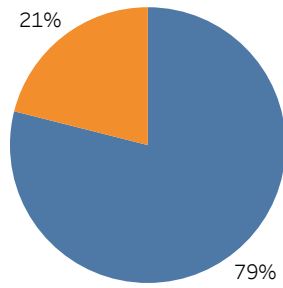
- Full-time
- Part-time

21%
79%

Tenure Status

7%
37%
43%
13%
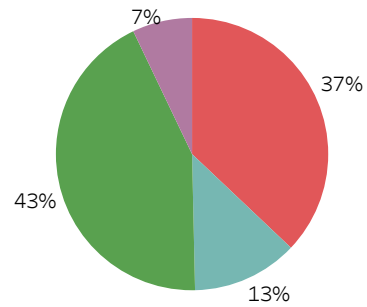
- Tenured
- Tenure Track, Not Tenured
- Not Tenure Track
- Other

Students Taught

11%
34%
55%
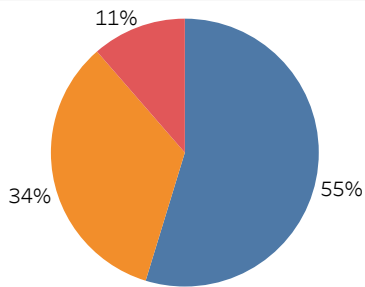
- Only Undergrads
- Grads & Undergrads
- Only Grads

Classes Taught

5%
23%
72%
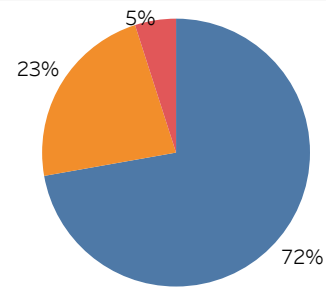
- Only Face-to-face
- Mixed
- Only Blended/Hybrid or Online

College or School Teach In

College or School	Percent
COLA	31%
CHHS	16%
CEPS	14%
COLSA	12%
Paul College of Bus. and Econ.	11%
UNH Manchester	8%
Thompson School	3%
UNH School of Law	2%
Graduate School	1%
Carsey School of Public Policy	0%
Marine Science and Ocean Eng.	0%
Other	2%

Years Teaching

Years	Percent
Less than 1	7%
1 to 3	14%
4 to 5	8%
6 to 9	13%
10 to 15	18%
16 to 20	12%
More than 20	28%

Courses

Nearly all UNH faculty members taught at least one face-to-face (92%) course during the most recent academic year, while relatively few taught one or more online (19%) or blended/hybrid (11%) courses. The average faculty member taught 3.5 face-to-face courses, .3 online courses, and .2 blended/hybrid courses.

Figure 1a: Number of Courses Taught During Most Recent Academic Year - By Course Type
Mean in circle
Response "0" includes fields left blank

Most UNH faculty members taught at least one undergraduate-level (86%) course during the most recent academic year, while nearly half (46%) taught one or more graduate-level courses and only 3% taught one or more courses at another level. The average faculty member taught 3.1 undergraduate-level courses, .9 graduate-level courses, and .1 courses at another level.

Figure 1b: Number of Courses Taught During Most Recent Academic Year - By Level
Mean in circle
Response "0" includes fields left blank

- UNH faculty members who teach at the Thompson School or in COLA, those who are not tenure track, those who have taught for 6 to 9 or 16 to 20 years, and those who teach full-time taught more face-to-face courses than others during the most recent academic year. Those who have been teaching for less than 1 year, those who teach part-time, and those who teach at the UNH School of Law taught fewer face-to-face courses.
- UNH faculty members who teach at the Thompson School, those who have been teaching for 6 to 9 years, those who are not tenure track, those who teach at UNH Manchester, and those who teach in COLA taught more undergraduate-level courses than others during the most recent academic year. Those who teach at CHHS, those who have been teaching for less than 1 year, and those who teach part-time taught fewer undergraduate-level courses.
- Those who teach at the UNH School of Law or in CHHS taught more graduate-level courses than others during the most recent academic year. Those who have been teaching for less than 1 year and those who teach at the Thompson School or UNH Manchester taught fewer graduate-level courses.

Figure 1c: Number of Courses Taught During Most Recent Academic Year - Mean by Demographics

Face-to-face courses
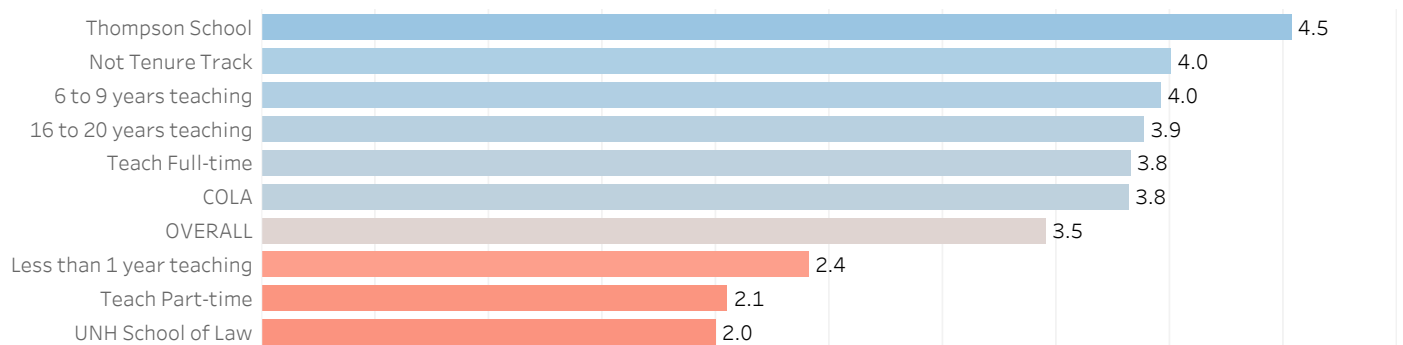
Undergraduate Level Courses
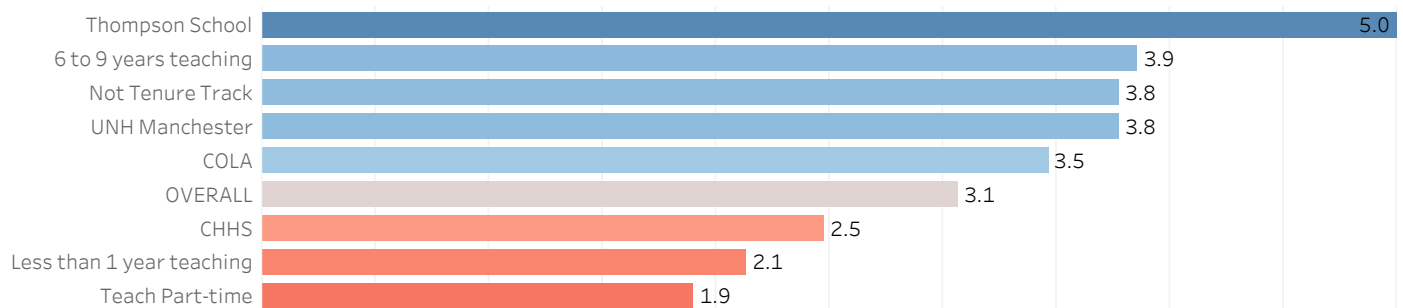
Graduate Level Courses
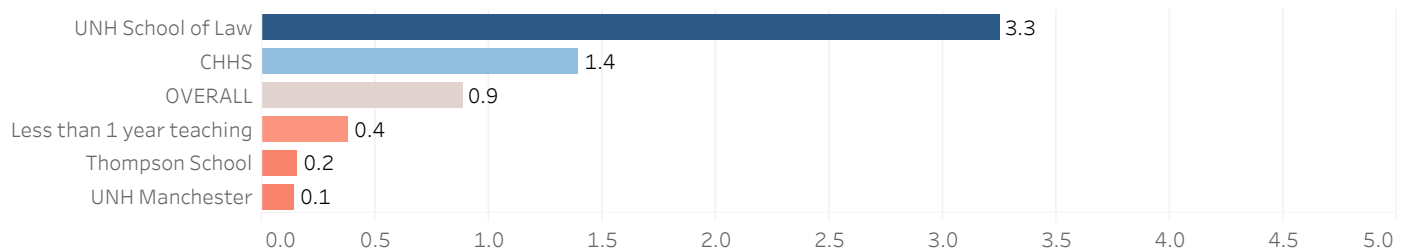
Over the past two years, either working alone or with others, more than two-thirds (70%) of UNH faculty members have added or changed required course materials, 42% have substantially modified an existing course, and one-third (33%) have created a new course. Fourteen percent of respondents say they have done none of the above in that time.

Figure 2a: Over the past two years, either working alone or with others, have you…
(Select all that apply)

Category	Percentage
Added or changed required course materials	70%
Substantially modified an existing course	42%
Created a new course	33%
None of the above	14%
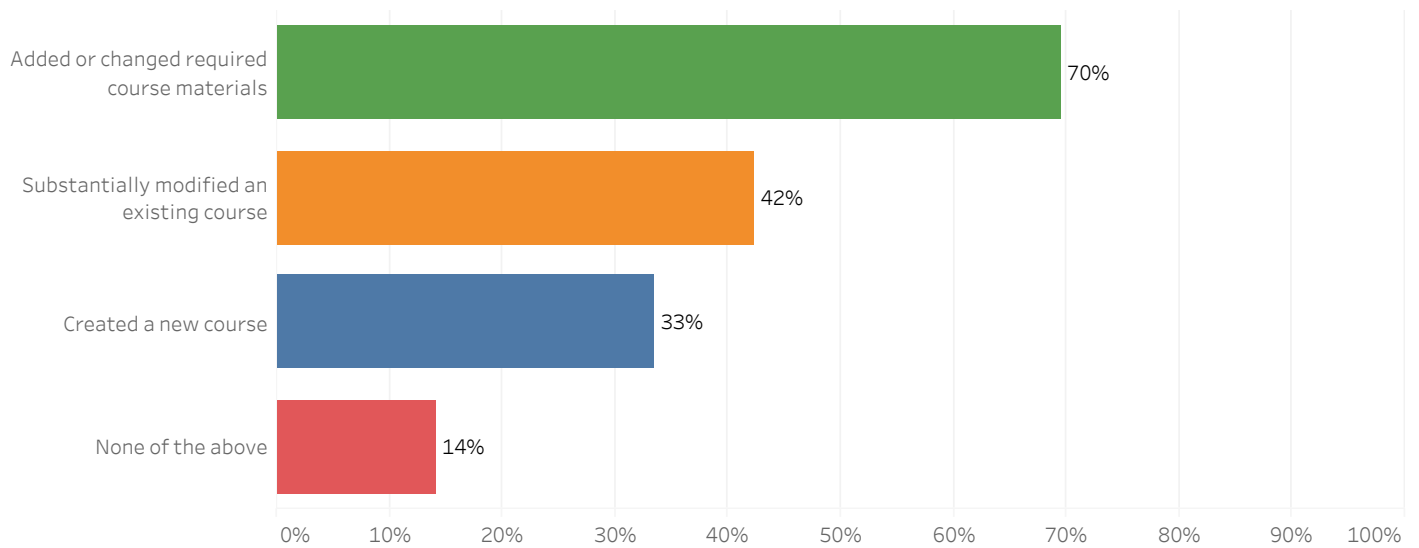
- UNH faculty members who taught 4 or more courses in the last year, those who teach in COLA, and those who have been teaching for 16 to 20 years are more likely than others to have added or changed required course materials, either working alone or with others, in the past two years. Those who taught 2 or fewer courses in the last year, those who teach only graduate courses, and those who teach part-time are less likely to have done so.
- UNH faculty members who teach mixed class types, those who are tenure track but not tenured, those who have been teaching for 10 to 15 years, those who taught 4 or more courses in the last year, and those who teach in COLSA are more likely than others to have substantially modified an existing course, either working alone or with others, in the past two years. Those who taught 2 or fewer courses in the last year and those who teach part-time are less likely to have done so.
- UNH faculty members who teach at the Thompson School, those who teach only blended/hybrid or online courses, those who taught 6 or more courses in the last year, and those who are tenure track but not tenured are more likely than others to have created a new course, either working alone or with others, in the past two years. Those who teach part-time, those who taught 2 or fewer courses in the last year, and those who teach in CEPS are less likely to have done so.

Figure 2b: Course alterations in last two years - By Demographics

Added or changed required course materials

6 or more courses in last year	86%
COLA	84%
16 to 20 years teaching	83%
4-5 courses in last year	82%
OVERALL	70%
2 or fewer courses in last year	58%
Teach only Grads	56%
Teach Part-time	50%

Substantially modified an existing course

Teach mixed course types	63%
Tenure Track, Not Tenured	58%
10 to 15 years teaching	57%
6 or more courses in last year	56%
4-5 courses in last year	56%
COLSA	52%
OVERALL	42%
2 or fewer courses in last year	30%
Teach Part-time	27%

Created a new course

Thompson School	54%
Teach only Blended/Hybrid or Online	52%
6 or more courses in last year	49%
Tenure Track, Not Tenured	47%
OVERALL	33%
Teach Part-time	21%
2 or fewer courses in last year	20%
CEPS	18%

Relatively few UNH faculty members (12%) may decide themselves to create a new course, while for more than one-third (36%) the decision is made in concert with others. For 37% of faculty members the decision is made on the department level, 10% at the college level, 3% at the institutional level, and 2% in another way.

Faculty members generally have greater autonomy to decide to substantially modify a course; for 39% the decision to do so is theirs alone, while for another 43% the decision is made in concert with others. Substantially modifying a course is done at the department level for 14% of respondents, at the college level for 2%, at the institutional level for 1%, and in another way for 2%.

Nearly three-quarters (72%) of UNH faculty members can unilaterally decide to add or change required course materials, while nearly a quarter (23%) make the decision in concert with others. This decision is made at the department level of 4% of respondents, and at the college level, the institutional level, and in another way for less than 1% each.

Figure 3a: Generally whose decision is it to...
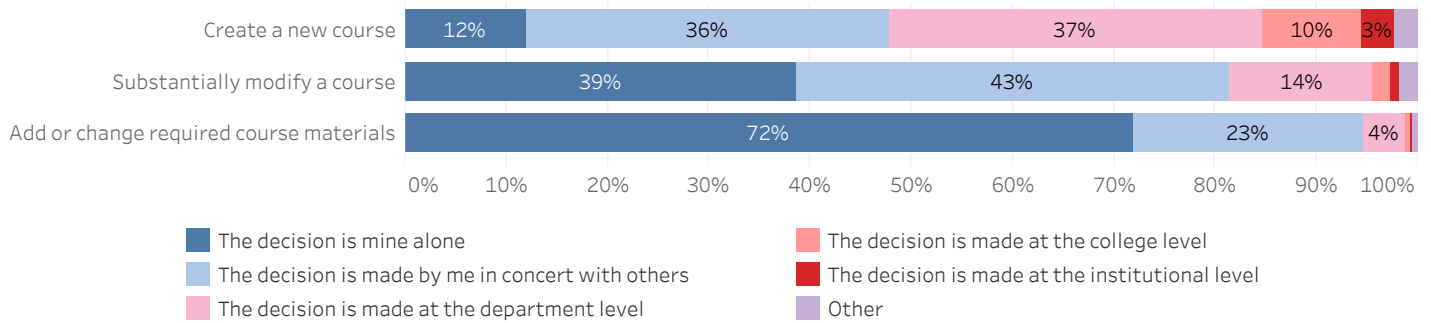
- UNH faculty members who teach in COLSA or COLA, those who are tenured, and those who have been teaching for more than 20 years are more likely than others to be able to decide themselves to substantially modify an existing course. Those who are not tenure track, those who teach part-time, and those who teach in CHHS are less likely to be able to do so.
- UNH faculty members who are tenured or tenure track but not tenured and those who have been teaching for 16 to 20 years are more likely than others to be able to decide themselves to add or change required course materials. Those who teach in CHHS, those who teach only graduate courses, and those who teach part-time are less likely to be able to do so.

Figure 3b: Whose Decision To... - By Demographics
Responded "The decision is mine alone"

Substantially modified an existing course
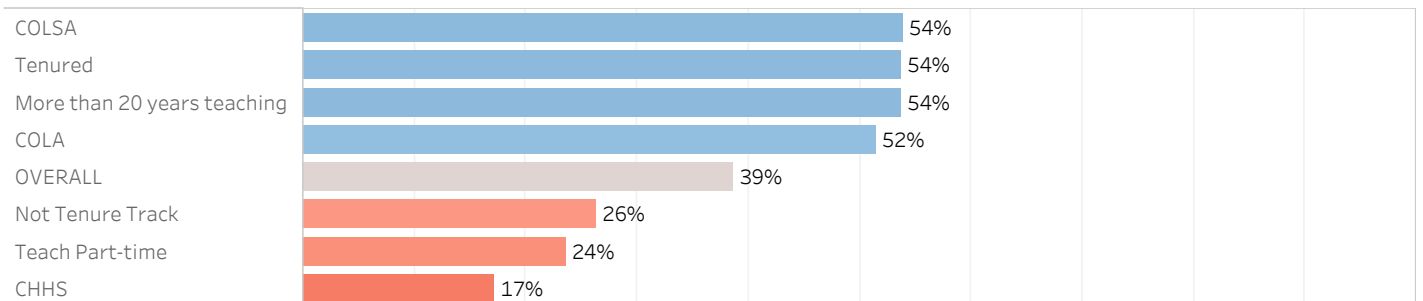
Added or changed required course materials
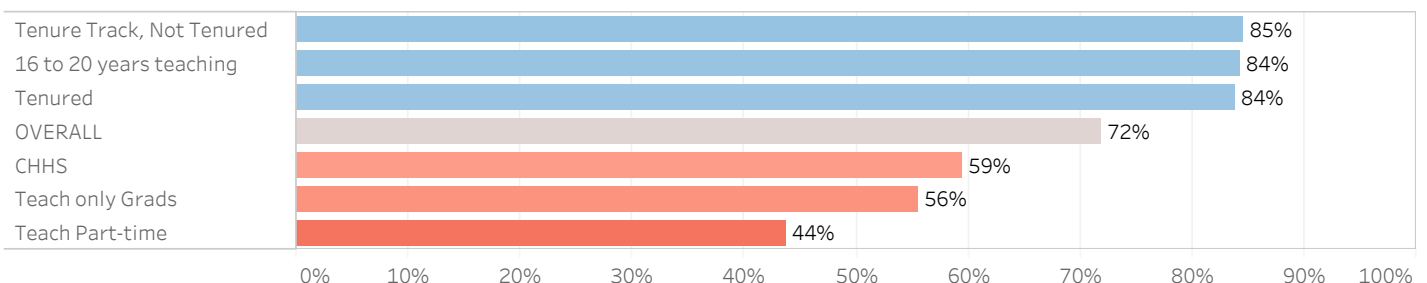
Course Materials

More than three-quarters (79%) of UNH faculty members are solely responsible for selecting the required materials for a course. Four percent lead a group that makes a selection, 8% are a member of a group that makes the selection, 3% influence the selection but do not have decision-making power, 2% have no role and others make the selection, and 3% have another process of selection.

Figure 4a: What is your role in selecting the required materials for a course?
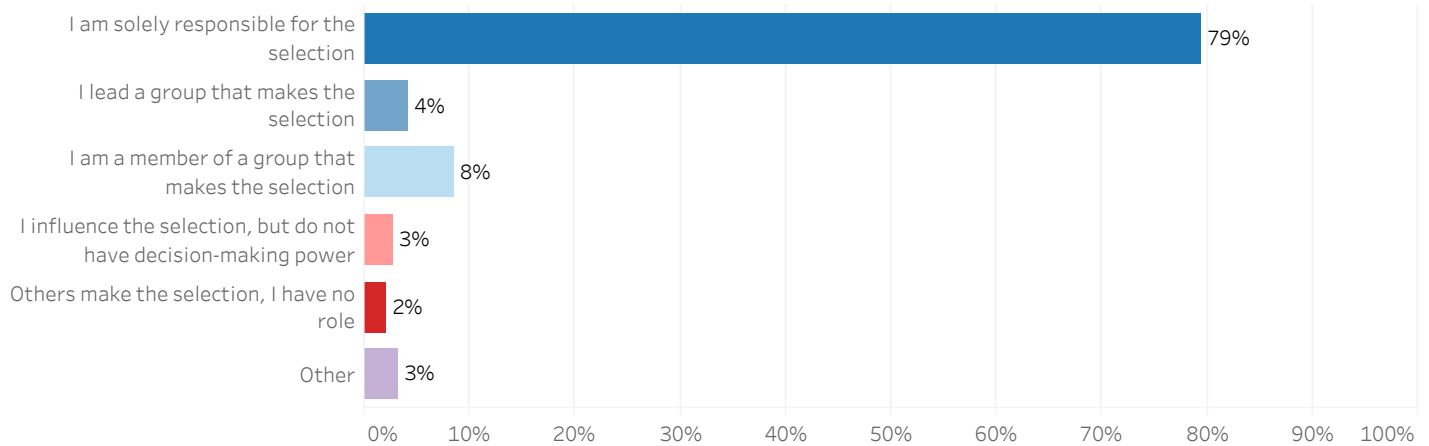
Figure 4b: Role Selecting Required Course Materials - By Demographics

- UNH faculty members who taught 2 or fewer courses in the last year, those who teach in CHHS, those who teach part-time, those who teach only graduate courses, and those who have been teaching for less than a year are less likely than others to say they are solely responsible for the selection of required course materials.

I am solely responsible for the selection
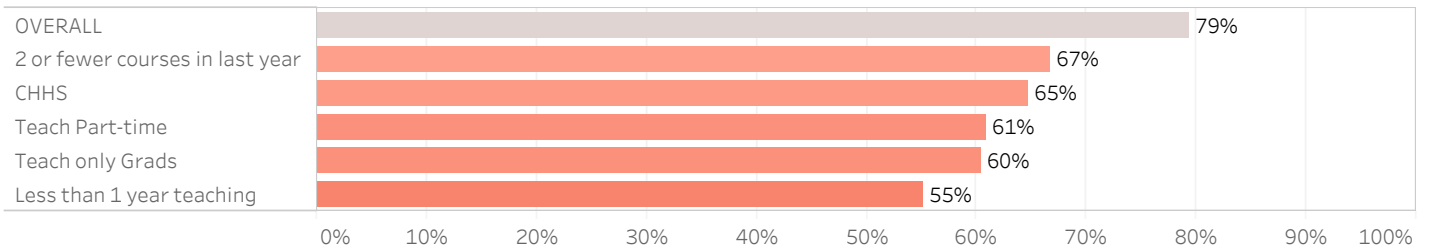
UNH faculty members most commonly use digital materials other than textbooks (67% of undergraduate courses, 40% graduate), printed textbooks (72% of undergraduate courses, 29% of graduate courses), and printed materials other than textbooks (44% undergraduate courses, 26% graduate courses) as required course materials in their courses. Fewer faculty members generally employ digital textbooks (35% undergraduate courses, 17% graduate courses), software (26% undergraduate courses, 14% graduate courses), or other materials (8% undergraduate courses, 3% graduate courses) as required course materials.

Figure 5a: Generally what type of course materials are required for your undergraduate and graduate courses?
Select all that apply

Undergraduate Courses

Category	Percentage
Digital materials other than textbooks	67%
Printed textbooks	72%
Printed materials other than textbooks	44%
Digital textbooks	35%
Software	26%
Other materials	8%

Graduate Courses

Category	Percentage
Digital materials other than textbooks	40%
Printed textbooks	29%
Printed materials other than textbooks	26%
Digital textbooks	17%
Software	14%
Other materials	3%
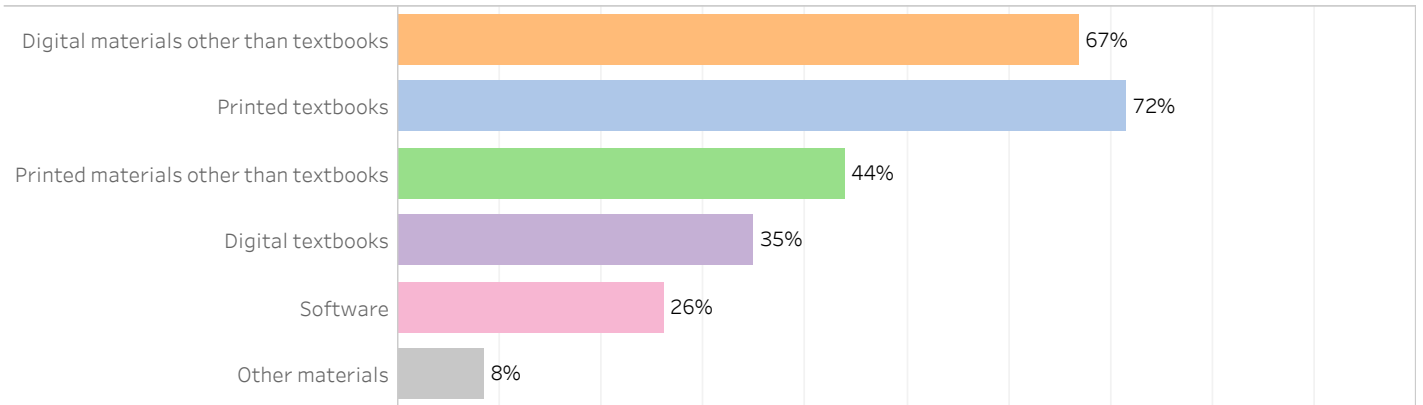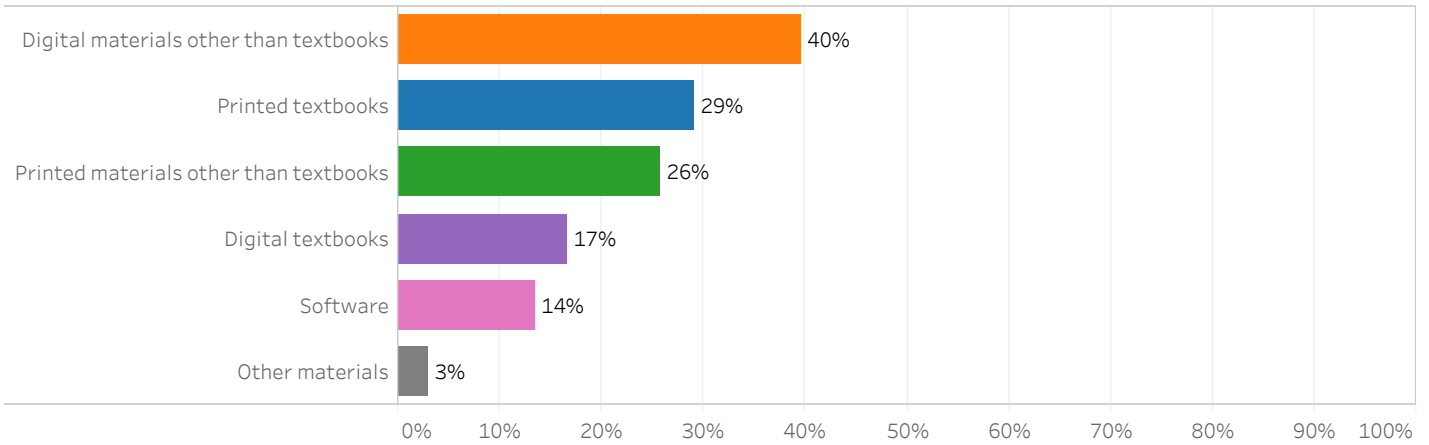
- UNH faculty members who have taught 4-5 courses in the last year are more likely than others to generally use printed textbooks as required material in their undergraduate courses. Those who teach part-time and those who teach only blended/hybrid or online courses are less likely to do so.
- UNH faculty members who have taught for 16 to 20 years and those who teach in COLSA are more likely than others to generally use digital materials other than textbooks as required material in their undergraduate courses. Those who teach part-time and those who teach only blended/hybrid or online courses are less likely to do so.
- UNH faculty members who teach in COLA are more likely than others to generally use printed materials other than textbooks as required material in their undergraduate courses. Those who teach in CEPS are less likely to do so.
- UNH faculty members who teach at the Paul College, UNH Manchester, or in CEPS are more likely than others to generally use digital textbooks as required material in their undergraduate courses. Those who have been teaching for 10 to 15 years are less likely to do so.
- UNH faculty members who teach in CEPS or at Paul College are more likely than others to generally use software as required material in their undergraduate courses.

Figure 5c: Type of Materials Required for Courses - By Demographics

Undergraduate - Printed textbooks
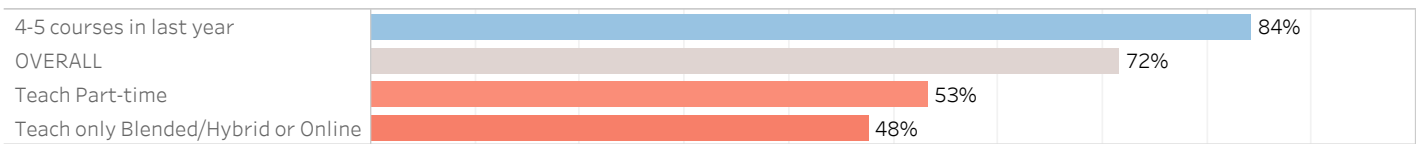
4-5 courses in last year	84%
OVERALL	72%
Teach Part-time	53%
Teach only Blended/Hybrid or Online	48%

Undergraduate - Digital materials other than textbooks

16 to 20 years teaching	79%
COLSA	79%
OVERALL	67%
Teach Part-time	55%
Teach only Blended/Hybrid or Online	52%

Undergraduate - Printed materials other than textbooks

COLA	62%
OVERALL	44%
CEPS	25%

Undergraduate - Digital textbooks

Paul College	57%
UNH Manchester	54%
CEPS	50%
OVERALL	35%
10 to 15 years teaching	23%

Undergraduate - Software

CEPS	52%
Paul College	43%
OVERALL	26%
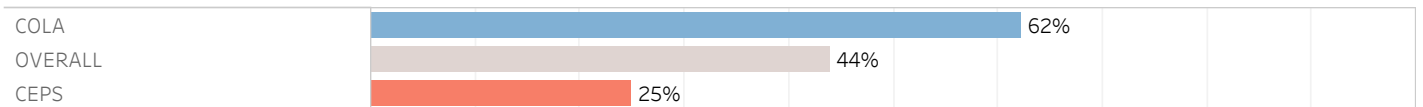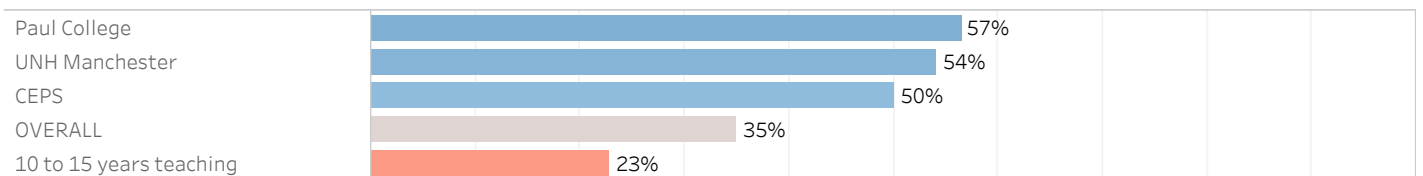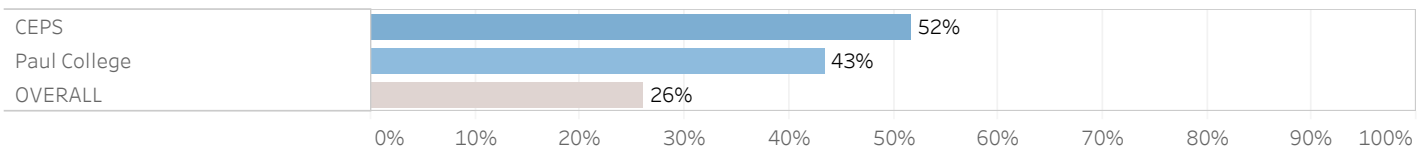
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

- UNH faculty members who teach only blended/hybrid or online courses, those who are tenure track but not tenured, and those who teach in CHHS are more likely than others to generally use digital materials others than textbooks as required material in their graduate courses. Those who are not tenure track are less likely to do so.
- UNH faculty members who teach in CHHS, those who are tenured, and those who taught 3 to 4 courses in the last year are more likely than others to generally use printed textbook as required material in their graduate courses. Those who teach part-time are less likely to do so.
- UNH faculty members who taught 3 to 4 courses in the last year and those who have been teaching for 16 to 20 years are more likely than others to generally use printed materials other than textbooks as required material in their graduate courses. Those who teach in COLSA are less likely to do so.
- UNH faculty members who teach in CHHS or Paul College and those who have been teaching for 16 to 20 years are more likely than others to generally use digital textbooks as required material in their graduate courses.
- UNH faculty members who are tenure track but not tenured and those who teach in CEPS are more likely than others to generally use software as required material in their graduate courses.

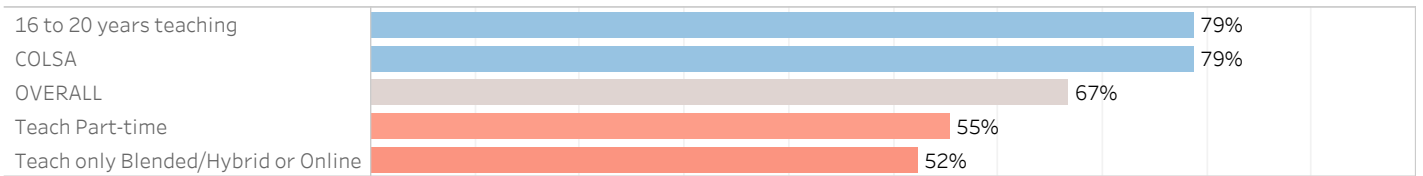## Figure 5d: Type of Materials Required for Courses - By Demographics

Graduate - Digital materials other than textbooks
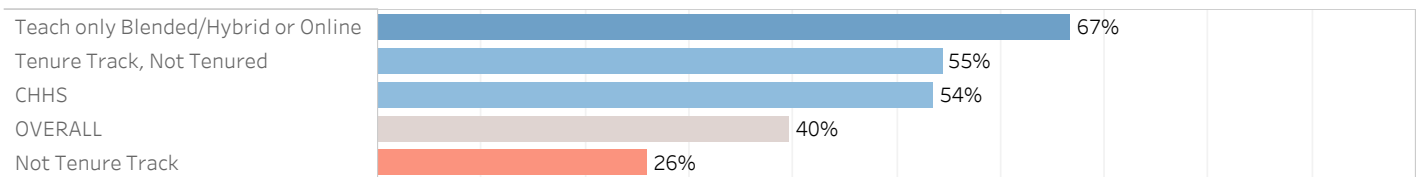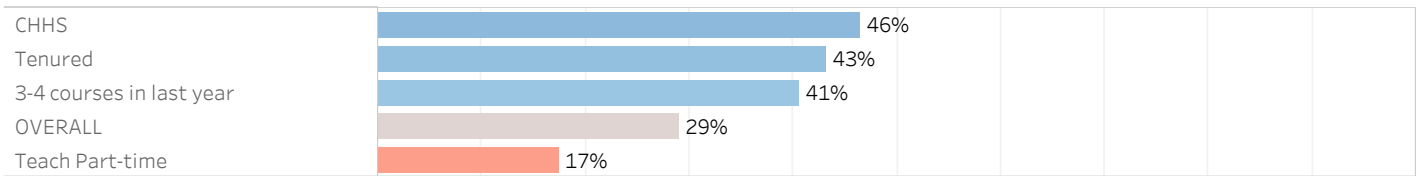
Teach only Blended/Hybrid or Online	67%
Tenure Track, Not Tenured	55%
CHHS	54%
OVERALL	40%
Not Tenure Track	26%

Graduate - Printed textbooks

CHHS	46%
Tenured	43%
3-4 courses in last year	41%
OVERALL	29%
Teach Part-time	17%

Graduate - Printed materials other than textbooks

3-4 courses in last year	39%
16 to 20 years teaching	38%
OVERALL	26%
COLSA	13%

Graduate - Digital textbooks

CHHS	32%
Paul College	28%
16 to 20 years teaching	27%
OVERALL	17%

Graduate - Software

Tenure Track, Not Tenured	29%
CEPS	28%
OVERALL	14%
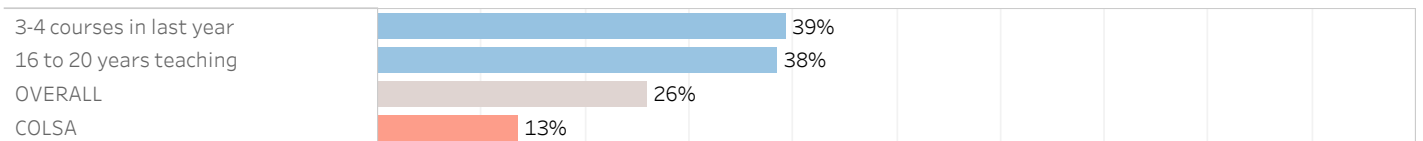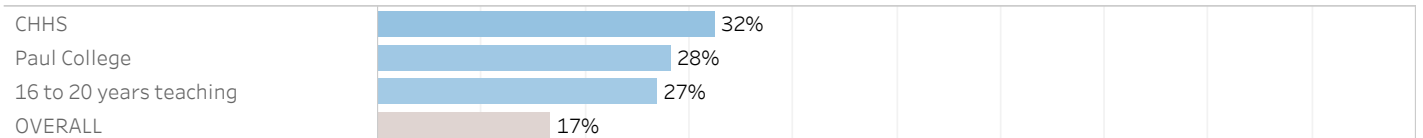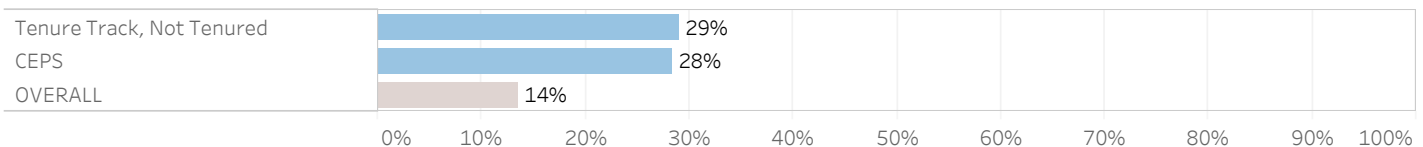
UNH faculty members are most likely to think easy to find/accessibility (96% very or somewhat important), cost to student (95%), and comprehensive content and activities (94%) are important factors when selecting required course materials. Relatively few faculty members think familiarity with the brand/publisher (31%), complete package (24%), or including test banks (20%) are very or somewhat important factors.

Figure 6a: When selecting required course materials, how important are the following factors in your selection?

Factor	Very Important	Somewhat Important	Not Very Important	Not at all Important
Easy to find/accessibility	65%	31%	3%	
Cost to the student	56%	39%	3%	
Comprehensive content and activities	71%	23%	4%	
Recommended by other faculty members	8%	56%	25%	10%
Adaptable/editable	12%	37%	33%	18%
Can be put on reserves	15%	31%	26%	28%
Copyright status	14%	30%	26%	29%
Works with my institution's Learning Management System (LMS)	15%	22%	29%	34%
Includes supplemental instructor material	9%	27%	27%	37%
Familiarity with brand/publisher	5%	26%	38%	30%
Complete package	6%	18%	29%	47%
Includes test banks	4%	16%	27%	53%

- UNH faculty members who teach at UNH Manchester or UNH School of Law place greater importance than others on easy to find/accessibility in selecting required course materials.
- UNH faculty members who teach in CHHS place greater importance than others on comprehensive content and activities in selecting required course materials while those with another tenure status place less importance on this factor.
- UNH faculty members who have been teaching for less than 1 year and those who teach in CHHS place greater importance than others on recommendations by other faculty members when selecting required course materials.
- UNH faculty members with another tenure status, those who teach in Paul College, and those who have been teaching for less than 1 year or between 4 and 5 years place greater importance than others on adaptablity/editablity when selecting required course materials.
- UNH faculty members who have been teaching for less than 1 year and those who teach in CHHS place greater importance than others on whether material can be put on reserves when selecting required course materials, while those who teach in the Thompson School place less importance on this factor.
- UNH faculty members who have been teaching for less than 1 year and those with another tenure status place greater importance than others on copyright status when selecting required course materials while those who teach in COLSA place less importance on this factor.

Figure 6b: Importance in Selecting Required Course Materials - Mean by Demographics
Very Important= 4, Not at All Important= 1

Easy to find/accessibility
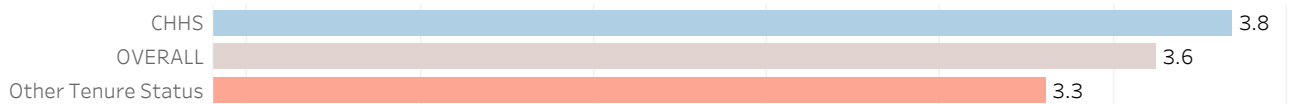
UNH Manchester	3.9
UNH School of Law	3.9
OVERALL	3.6

Comprehensive content and activities

CHHS	3.8
OVERALL	3.6
Other Tenure Status	3.3

Recommended by other faculty members

Less than 1 year teaching	3.1
CHHS	2.9
OVERALL	2.6

Adaptable/editable

Other Tenure Status	3.0
Paul College	2.7
Less than 1 year teaching	2.7
4 to 5 years teaching	2.7
OVERALL	2.4

Can be put on reserves

Less than 1 year teaching	2.6
CHHS	2.6
OVERALL	2.3
Thompson School	1.7

Copyright status

Less than 1 year teaching	2.6
Other Tenure Status	2.6
OVERALL	2.3
COLSA	2.0
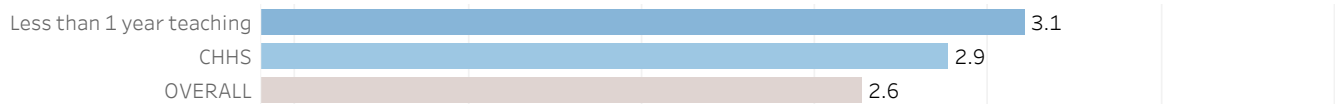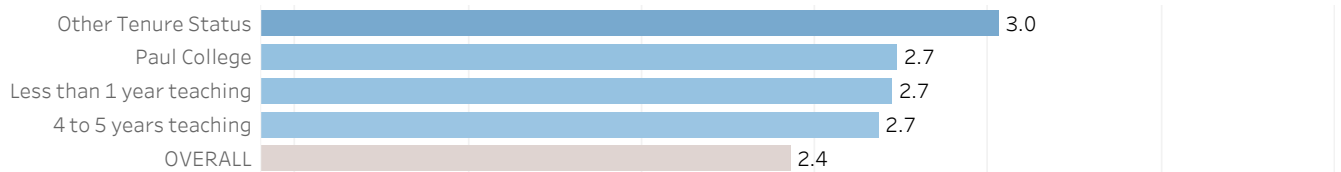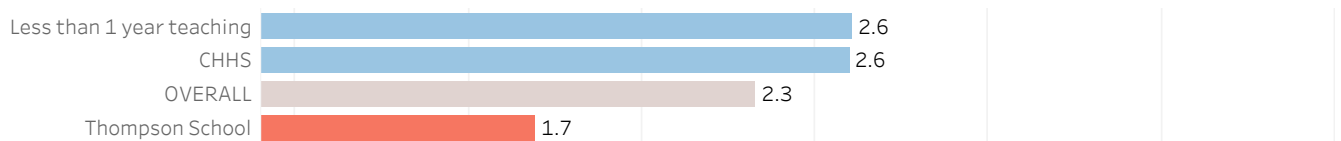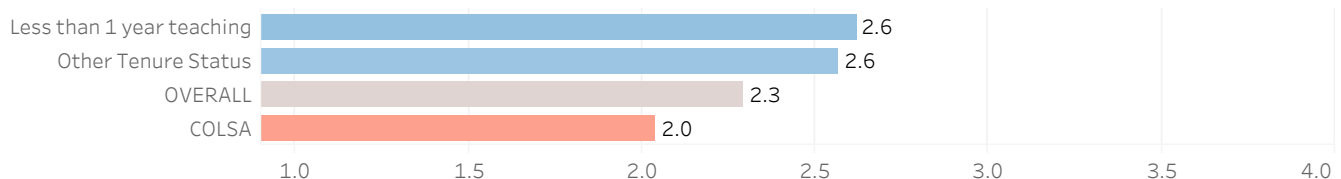
- UNH faculty members who teach only blended/hybrid or online courses place greater importance than others on whether material works with their institution's Learning Managment System (LMS) when selecting required course materials. Those who have been teaching for more than 20 years and those who teach in CEPS place less importance on this factor.
- UNH faculty members who teach at Paul College or in CHHS and those who have been teaching for 4 to 5 years place greater importance than others on whether material includes supplemental instructor material in selecting required course materials. Those who teach in CEPS or COLA and those who are tenured place less importance on this factor.
- UNH faculty members who teach at the UNH School of Law or in CEPS place less importance than others on their familiarity with the brand/publisher when selecting required course materials.
- UNH faculty members who teach at the Paul College or in CHHS and those who have been teaching for 3 years or less place greater importance than others on whether material is the complete package when selecting required course materials. Those who teach only blended/hybrid or online courses place less importance on this factor.
- UNH faculty members who teach in Paul College or CHHS and those who have been teaching for 3 years or less place greater importance than others on whether materials include test banks when selecting required course materials.

Figure 6c: Importance in Selecting Required Course Materials - Mean by Demographics
Very Important= 4, Not at All Important= 1

Works with my institution's Learning Management System (LMS)
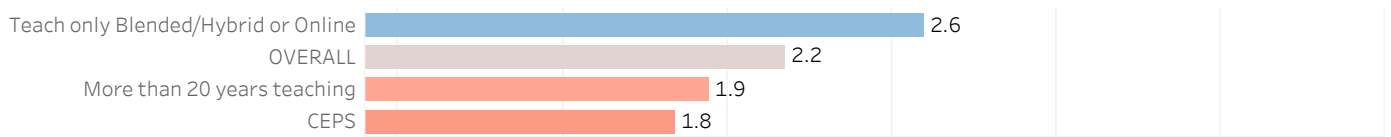
Teach only Blended/Hybrid or Online	2.6
OVERALL	2.2
More than 20 years teaching	1.9
CEPS	1.8

Includes supplemental instructor material

Paul College	2.6
CHHS	2.4
4 to 5 years teaching	2.4
OVERALL	2.1
CEPS	1.8
Tenured	1.8
COLA	1.7

Familiarity with brand/publisher

OVERALL	2.1
UNH School of Law	1.8
CEPS	1.7

Complete package

Paul College	2.3
1 to 3 years teaching	2.2
CHHS	2.2
Less than 1 year teaching	2.1
OVERALL	1.8
Teach only Blended/Hybrid or Online	1.5

Includes test banks

Paul College	2.3
1 to 3 years teaching	2.0
Less than 1 year teaching	2.0
CHHS	2.0
OVERALL	1.7
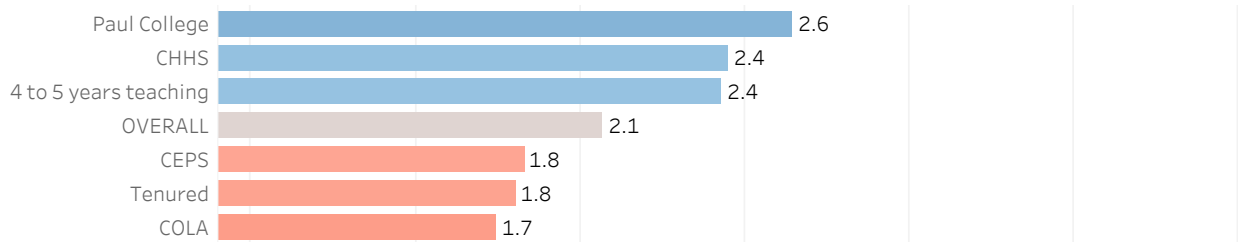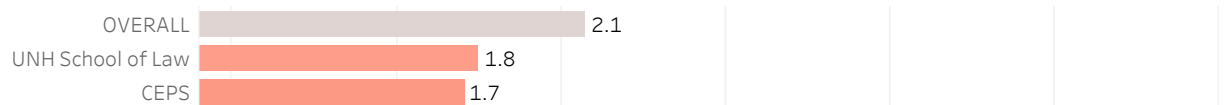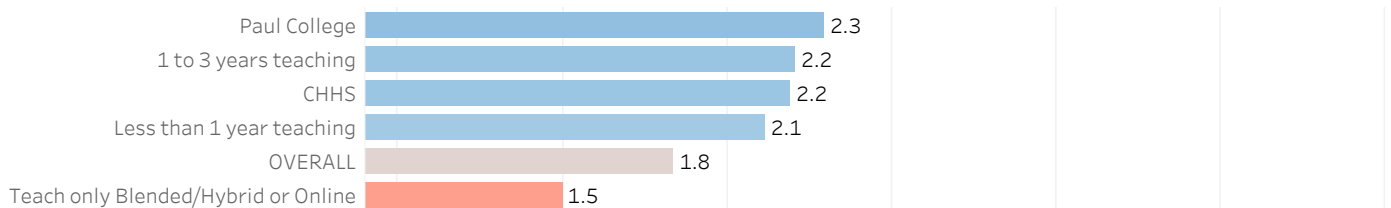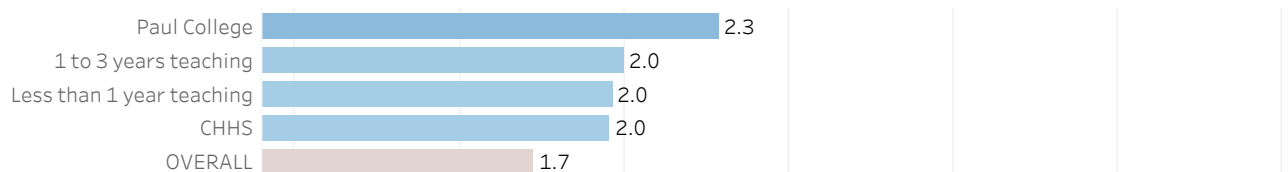
UNH faculty members are most likely to be satisfied with easy to find/accessbility (93% very or somewhat satisfied), comprehensive content and activities (81%), and cost to the student (71%) when selecting required course materials.

Figure 7a: How satisfied are you with the following aspects of the material available to you for selection as a required material for your courses?

Aspect	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at all Satisfied	Not Applicable
Easy to find/accessibility	44%	49%		4%	
Comprehensive content and activities	27%	54%	11%		6%
Cost to the student	26%	45%	21%	7%	
Can be put on reserves	24%	29%	5%		41%
Recommended by other faculty members	16%	35%	4%		44%
Familiarity with brand/publisher	13%	36%	5%		45%
Adaptable/editable	14%	33%	11%		40%
Works with my institution's Learning Management System (LMS)	17%	28%	6%		47%
Copyright status	17%	28%	9%		45%
Includes supplemental instructor material	12%	32%	10%	3%	43%
Complete package	10%	24%	8%	3%	55%
Includes test banks	9%	22%	8%	5%	57%

Large proportions of UNH faculty members did not provide a response to the this question and said these factors were not applicable to them. When these "not applicable" responses are omitted, faculty members are most satisfied with how easy it is to find/accessbility (95% very or somewhat satisfied), whether something is recommended by other faculty members (91%), whether it can be put on reserves (90%), and their familiarity with the brand/publisher (89%). Faculty members are least satisfied with whether material includes supplemental instructor material (76%), whether it is a complete package (76%), the cost to the student (72%), and whether it includes test banks (72%).

Figure 7b: Satisfaction with Aspects of Material Available - "Don't Know" Responses Excluded
Very Satisfied= 4, Not at all Satisfied= 1, Not Applicable excluded

Aspect	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at all Satisfied
Easy to find/accessibility	45%	50%	4%	
Recommended by other faculty members	29%	62%	7%	
Can be put on reserves	41%	49%	8%	
Familiarity with brand/publisher	23%	66%	9%	
Comprehensive content and activities	28%	58%	12%	
Works with my institution's Learning Management System (LMS)	32%	53%	12%	3%
Copyright status	31%	50%	16%	3%
Adaptable/editable	23%	56%	19%	
Includes supplemental instructor material	20%	56%	18%	6%
Complete package	23%	53%	18%	6%
Cost to the student	26%	46%	21%	7%
Includes test banks	21%	51%	18%	11%

- UNH faculty members who taught 6 or more courses in the last year are more satisfied than others with the ability of materials to be put on reserves. Those who are tenure track but not tenured and those who teach only blended/hybird or online courses are less satisfied.
- UNH faculty members who have been teaching for less than 1 year are more satisfied than others with copyright status while those who are tenure track but not tenured are less satisfied.
- UNH faculty members who have been teaching for less than 1 year are more satisfied than others with their familiarity with the brand/publisher of materials, while those who have been teaching for more than 20 years are less satisfied.
- UNH faculty members who have been teaching for 4 to 5 years are more satisfied than others with how adaptable/editable the materials are. Those who have been teaching for 1 to 3 years and those who teach only blended/hybrid or online courses are less satisfied.

Figure 7c: Satisfaction with Aspects of Material Available - Mean by Demographics
Very Satisfied= 4, Not at All Satisfied= 1, Not Applicable excluded

Can be put on reserves

6 or more courses in last year	3.6
OVERALL	3.3
Tenure Track, Not Tenured	3.1
Teach only Blended/Hybrid or Online	3.0

Copyright status

Less than 1 year teaching	3.4
OVERALL	3.2
Tenure Track, Not Tenured	2.9

Familiarity with brand/publisher

Less than 1 year teaching	3.4
OVERALL	3.1
More than 20 years teaching	2.9

Adaptable/editable

4 to 5 years teaching	3.2
OVERALL	3.0
1 to 3 years teaching	2.7
Teach only Blended/Hybrid or Online	2.7
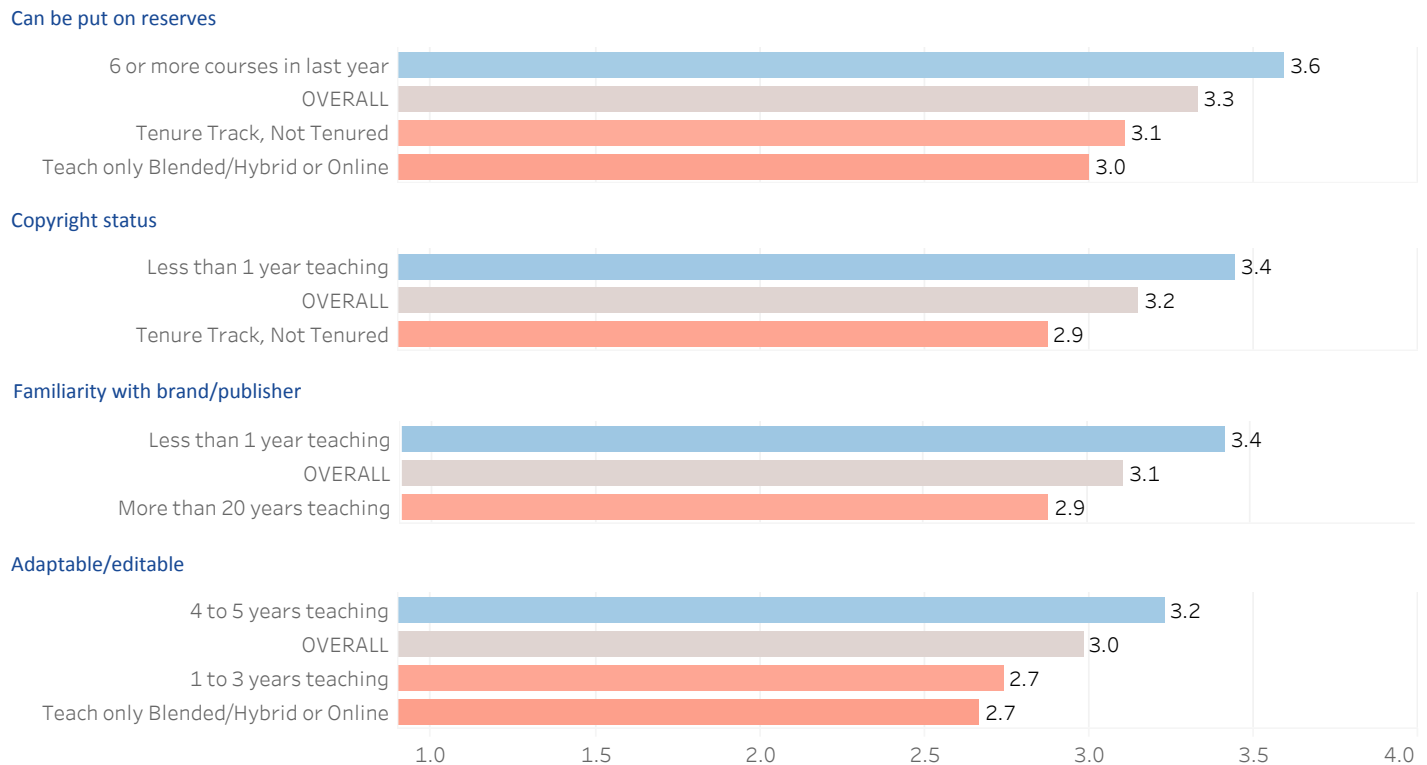
- UNH faculty members who teach part-time and those who teach only blended/hybrid or online courses are more satisfied than others with the cost to the student, while those who teach in CHHS are less satisfied.
- UNH faculty members who have been teaching for less than 3 years are more satisfied than others with material being the complete package. Those who teach in COLSA, those who have been teaching for 10 to 15 years, and those who teach at UNH Manchester are less satisfied.
- UNH faculty members who teach part-time and those who have been teaching for 4 to 5 years are more satisfied than others with the material including supplemental instructor material. Those who are tenure track but not tenured and those who teach only blended/hybrid or online courses are less satisfied.
- UNH faculty members who have been teaching for 1 to 3 years and those who taught 6 or more courses in the last year are more satisfied than others with the material including test banks. Those who have been teaching for more than 16 years, those who teach only blended/hybrid or online courses, those who teach only graduate courses, and those who teach at the Thompson School are less satisfied.

Figure 7d: Satisfaction with Aspects of Material Available - Mean by Demographics
Very Satisfied= 4, Not at All Satisfied= 1, Not Applicable excluded

Cost to the student

Teach Part-time	3.2
Teach only Blended/Hybrid or Online	3.2
OVERALL	2.9
CHHS	2.7

Complete package

1 to 3 years teaching	3.2
Less than 1 year teaching	3.1
OVERALL	2.9
COLSA	2.7
10 to 15 years teaching	2.6
UNH Manchester	2.5

Includes supplemental instructor material

Teach Part-time	3.1
4 to 5 years teaching	3.1
OVERALL	2.9
Tenure Track, Not Tenured	2.7
Teach only Blended/Hybrid or Online	2.7

Includes test banks

1 to 3 years teaching	3.2
6 or more courses in last year	3.2
OVERALL	2.8
More than 20 years teaching	2.6
Teach only Blended/Hybrid or Online	2.6
Teach only Grads	2.6
16 to 20 years teaching	2.5
Thompson School	2.4

When asked what changes to the availability and nature of teaching materials would most improve their ability to select and use the best material for their courses, 17% of respondents say they would like to see improved pricing, 14% would like better or more online/digital materials, and 11% would like better integration with other technologies. Ten percent or less would like better accessibility (9%), more material for their field (5%), or making resources easier to find (4%). Three percent each say they would like more time, better quality, to be able to select portions of material from different sources, or to solve copyright issues. Fifteen percent of respondents mention something else, 13% say nothing or are currently satisfied, and 3% don't know or are unsure.

Figure 8a: What changes to the availability and nature of teaching materials would most improve your ability to select and use the best material for your courses?
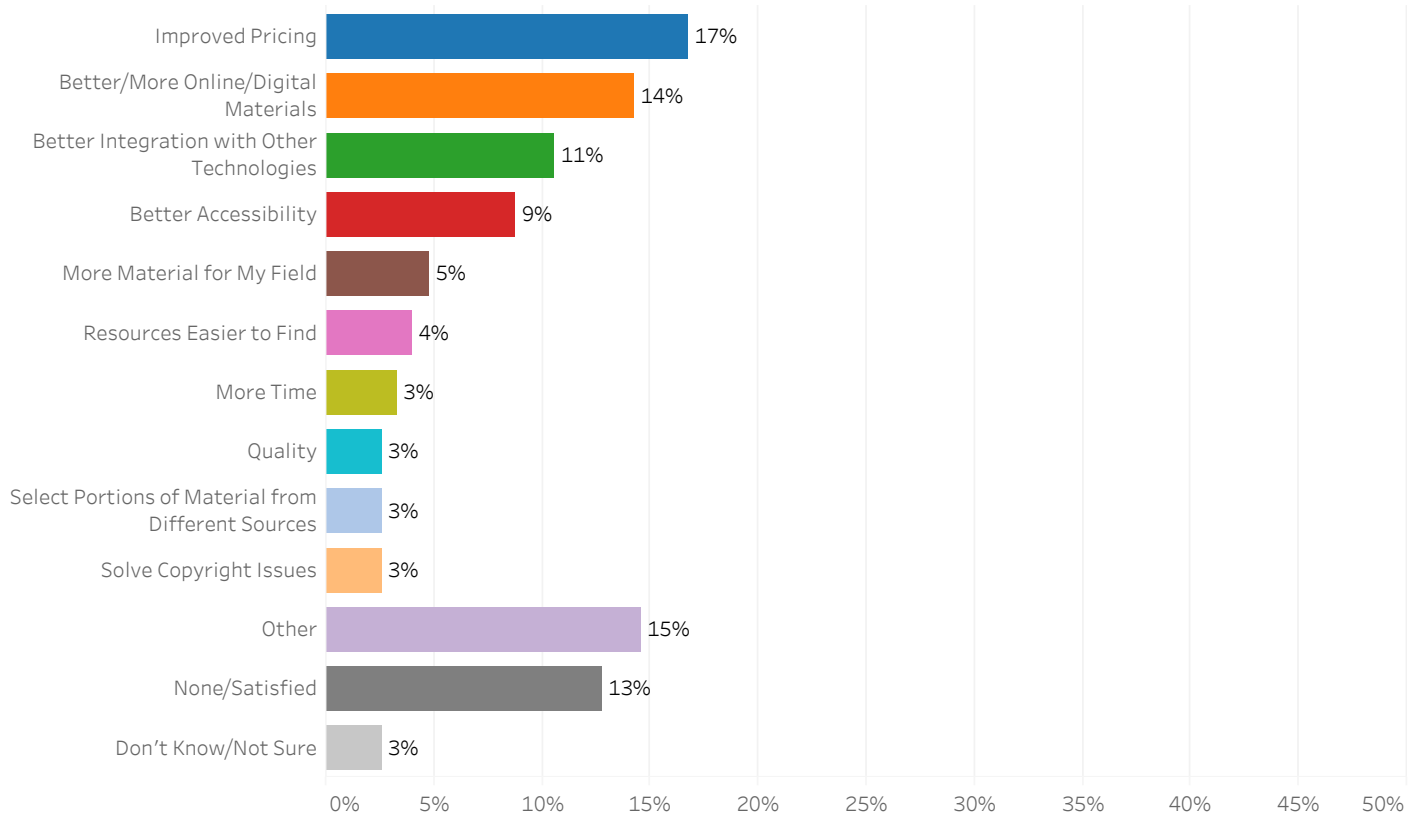
More than three-quarters (78%) of UNH faculty members are very aware or aware of copyright, 73% are aware or very aware of public domain, 54% of Fair Use, and 41% of Creative Commons. Very few respondents say they are unaware of copyright (4%), while more than a third (34%) say they are unaware of Creative Commons.

Figure 9a: How aware are you of each of the following concepts related to course content?
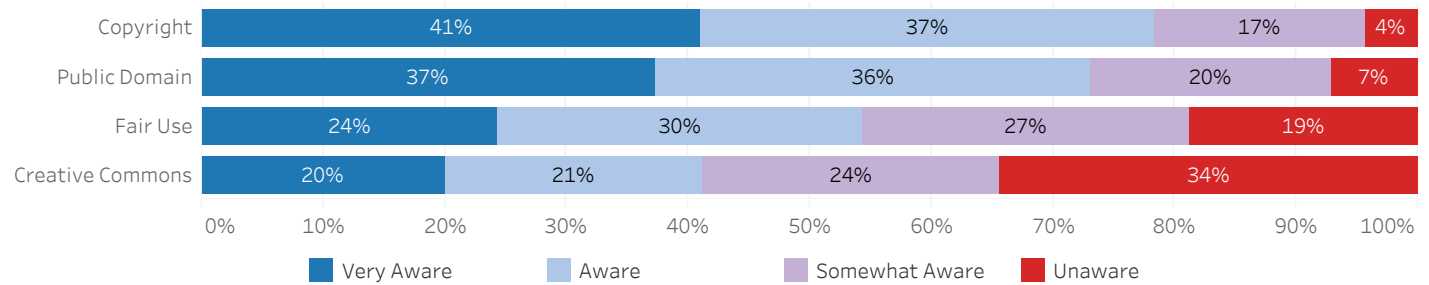
- UNH faculty members who have been teaching for 16 to 20 years are more likely than others to be aware or very aware of copyright, while those who have been teaching for 1 to 5 years are less likely to be aware or very aware of this.
- UNH faculty members who have been teaching for more than 20 years are more likely than others to be aware or very aware of public domain. Those who teach in CHHS or have been teaching for 1 to 3 years are less likely to be aware or very aware of this.
- UNH faculty members who teach only blended/hybrid or online courses are more likely than others to be aware or very aware of Fair Use, while those who teach in CHHS or at Paul College are less likely to be aware or very aware of this.
- UNH faculty members who teach in CEPS or at UNH Manchester are more likely than others to be very aware or aware of Creative Commons. Those who teach in CHHS or at Paul College are less likely to be aware or very aware of this.

Figure 9b: Awareness of concepts related to course content - by Demographics
Responded "Aware" or "Very Aware"
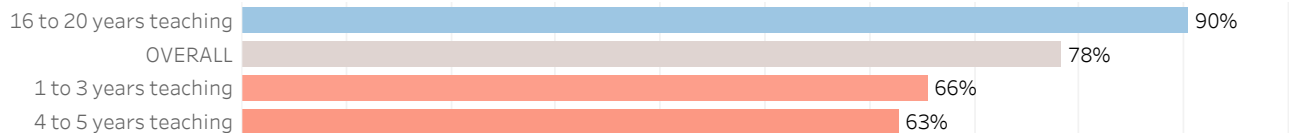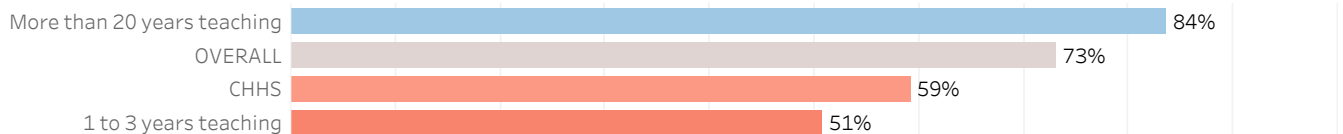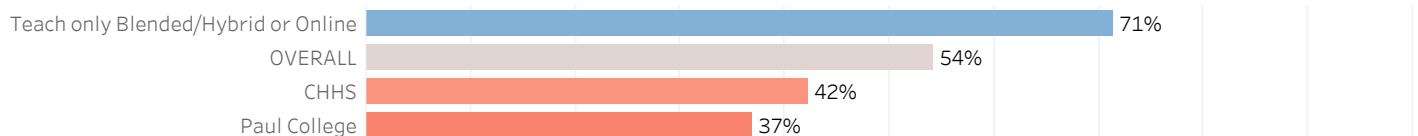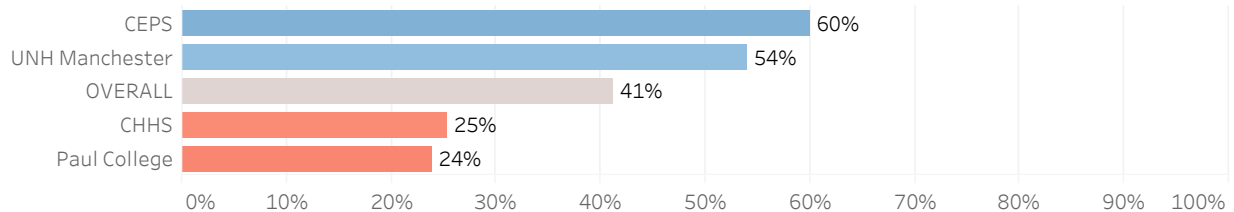
Usage of Open Educational Resources

UNH faculty members have middling familiarity with Open Educational Resources (OER). Sixteen percent say they are very aware of Open Educational Resources (OER) and know how they can be used in the classroom while nearly a quarter (24%) say they are aware of OER and some of their use cases. Twenty-seven percent say they are somewhat aware of OER but are not sure if they are appropriate for their needs, 21% say they have heard of them, but don't know much about it, and 11% say they are not aware of OER.

UNH faculty members are slightly less familiar with Open Textbooks than OER. Fourteen percent says they are very aware of Open Textbooks and know how it can be used in the classroom and 18% say they are aware of them and some of their use cases. A quarter (25%) say they are somewhat aware of Open Textbooks but are not sure if they are appropriate for their needs, 24% say they have heard of them, but don't know much about them, and 19% say they are not aware of Open Textbooks.

Figure 10a: Which best describes your awareness of the following...
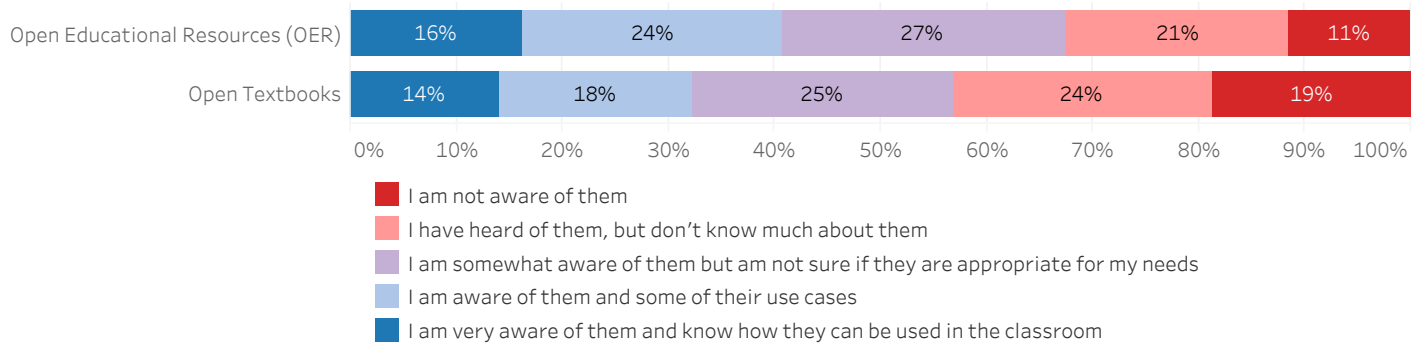
- UNH faculty members who have been teaching for 4 to 5 years and those who teach at UNH Manchester or in CEPS are more likely than others to say that they are very aware of OER and know how they can be used in the classroom or they are aware of OER and some of their use cases. Those who teach in CHHS or have been teaching for less than 1 year are less likely to have this level of awareness.
- UNH faculty members who teach only blended/hybrid or online courses, those who teach in CEPS or at UNH Manchester, and those who have been teaching for 4 to 5 years are more likely than others to say that they are very aware of Open Textbooks and know how they can be used in the classroom or they are aware of Open Textbooks and some of their use cases.

Figure 10b: Awareness - By Demographics

Responded "I am very aware of them and know how they can be used in the classroom" or "I am aware of them and some of their use cases"

Open Educational Resources (OER)
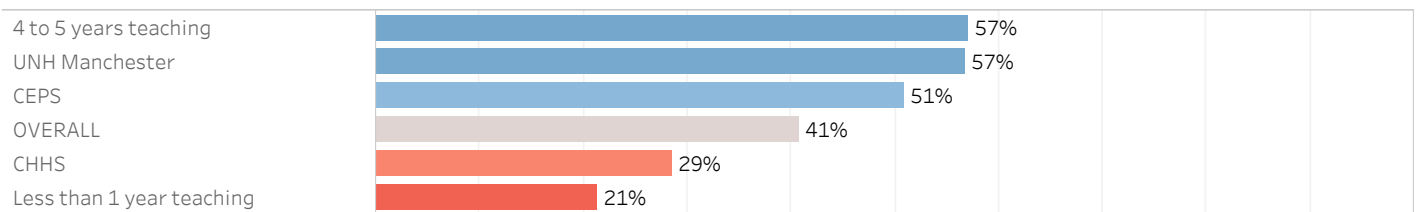
Open Textbooks
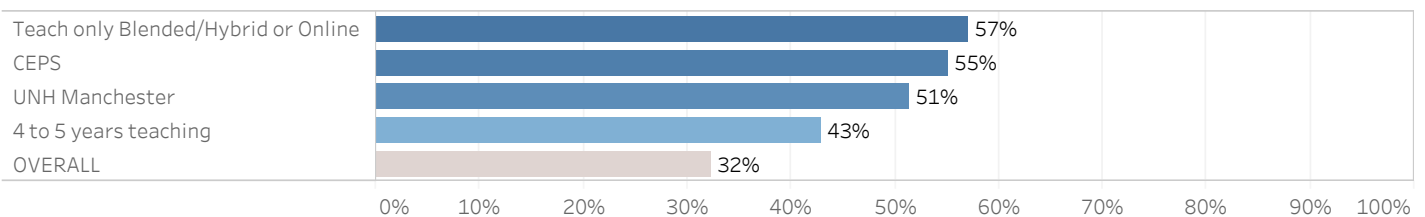
UNH faculty members are most likely to have used images and videos from Open Educational Resources in their courses. Nineteen percent of respondents have used videos as required course material and 35% have used them as supplemental material while 36% have not used them and 11% don't know or are unsure. Sixteen percent of respondents have used images as required course material, more than a third (37%) have used them as supplemental material, 34% have not used them in their courses, and 12% don't know or are unsure. Far fewer respondents report using another material (21% required, 5% supplemental), Open Textbooks (12% required, 7% supplemental), or simulations (6% required, 11% supplemental) from OER for any of their courses.

Figure 11a: Have you used Open Educational Resources in any of the following ways for any of your courses?
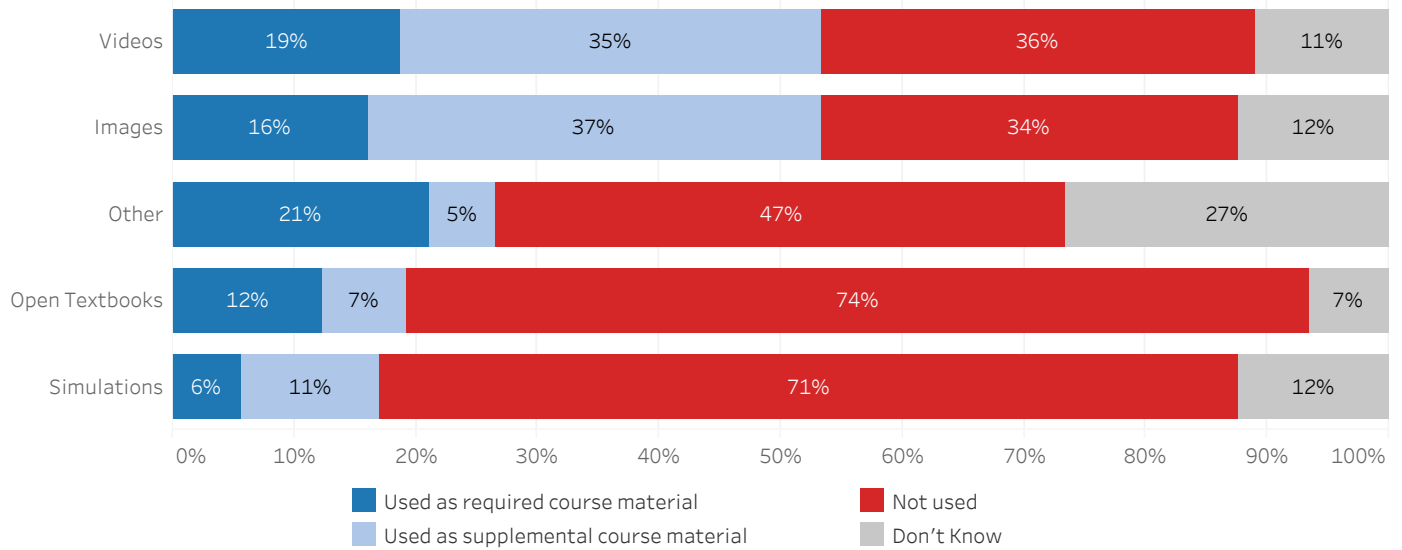
- UNH faculty members who teach only blended/hybrid or online courses, those who teach at the Thompson School, and those who taught 4 to 5 courses in the last year are more likely than others to have used videos from OER as required or supplemental course material in any of their courses. Those who have been teaching for less than one year are less likely to have done so.
- UNH faculty members who teach only blended/hybrid or online courses and those who teach in COLSA are more likely than others to have used images from OER as required or supplemental course materials in any of their courses. Those who teach at Paul College or have been teaching for less than 1 year are less likely to have done so.
- UNH faculty members who teach only blended/hybrid or online courses and those who teach at UNH Manchester, at the Thompson School, or in CEPS are more likely than others to have used Open Textbooks from OER as required or supplemental course material in any of their courses.
- UNH faculty members who teach in CEPS are more likely than others to have used simulations from OER as required or supplemental course material in any of their courses.

Figure 11b: Usage of Open Educational Resoures in Courses - By Demographics

Responded "Used as required course material" or "Used as supplemental course material"

Videos
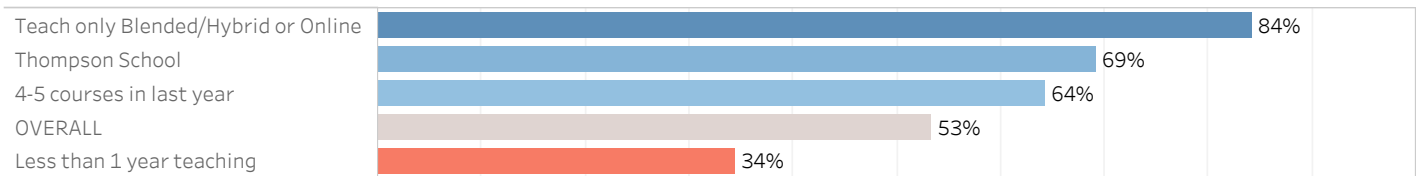
Images
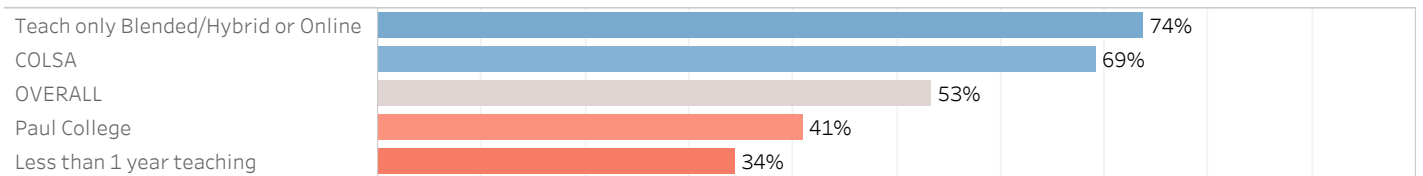
Open Textbooks
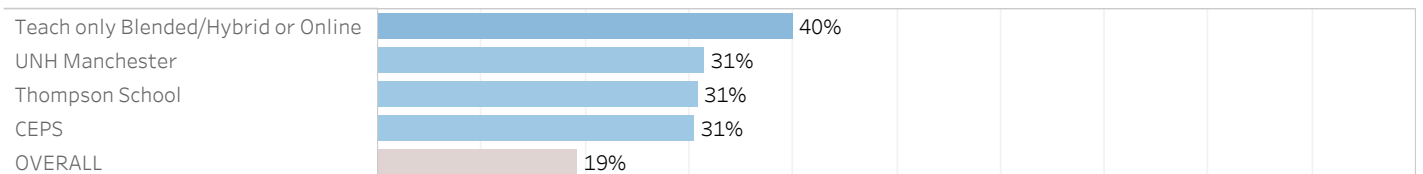
Simulations
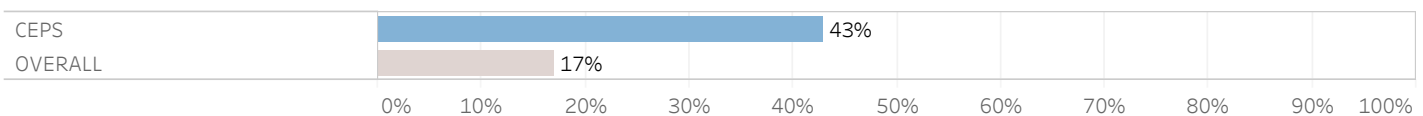
UNH faculty members who have not used resources from Open Educational Resources in their courses in the past are somewhat receptive to doing so in the next three years. Respondents are most receptive to using videos in the future; 47% said they would use them or would consider it, while 35% said they might consider using them (26%) or are not interested (9%) and 18% had no opinion or were unsure. Forty-five percent of respondents said they will or will consider using Open Textbooks, 40% said the same about using images, and 34% said the same about using simulations.

Figure 12a: Do you think you will use the following types of Open Educational Resources in the next three years?

	Yes	Will Consider	Might Consider	Not Interested	No Opinion/ Don't Know
Videos	11%	36%	26%	9%	18%
Open Textbooks	6%	39%	29%	11%	16%
Images	9%	31%	27%	14%	19%
Simulations	5%	29%	22%	15%	28%
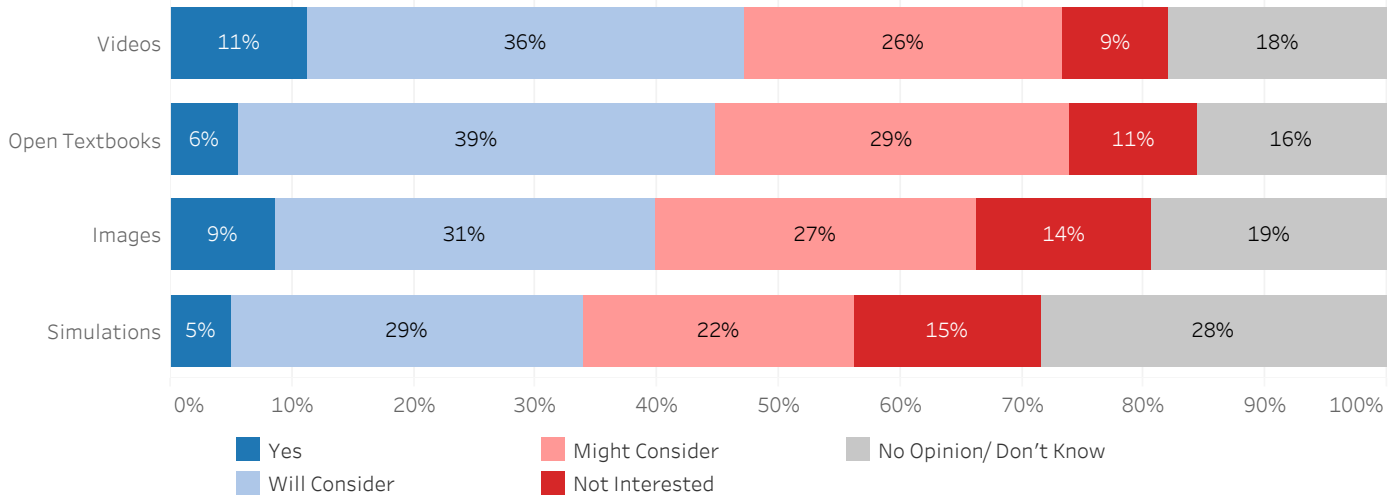
- UNH faculty members who teach in CHHS, those who have been teaching for less than 1 year, and those who taught 4 to 5 courses in the last year are more likely than others to say they will or will consider using videos from OER in the next three years. Those who teach in CEPS are less likely to say so.
- UNH faculty members who teach in the Thompson School or CHHS are more likely than others to say they will or will consider using Open Textbooks from OER in the next three years. Those who teach in COLA or have been teaching for more than 20 years are less likely to say so.
- UNH faculty members who teach in CHHS, those who taught 4 to 5 courses in the last year, and those who have been teaching for 1 to 3 years are more likely than others to say they will or will consider using images from OER in the next three years. Those who teach in CEPS are less likely to say so.
- UNH faculty members who teach at the Thompson School or in CHHS, those who have been teaching for less than 1 year, and those who taught 6 or more courses in the last year are more likely than others to say they will or will consider using simulations from OER in the next three years. Those who teach in COLA are less likely to say so.

Figure 12b: Future usage of Open Educational Resources - By Demographics
Responded "Yes" or "Will Consider"

Videos

CHHS	69%
Less than 1 year teaching	63%
4-5 courses in last year	62%
OVERALL	47%
CEPS	20%

Open Textbooks

Thompson School	67%
CHHS	62%
OVERALL	45%
COLA	35%
More than 20 years teaching	35%

Images

CHHS	58%
4-5 courses in last year	56%
1 to 3 years teaching	52%
OVERALL	40%
CEPS	23%

Simulations

Thompson School	58%
CHHS	48%
Less than 1 year teaching	45%
6 or more courses in last year	44%
OVERALL	34%
COLA	24%

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%
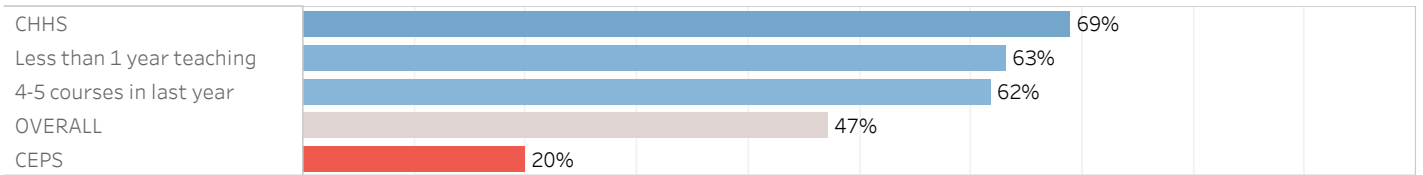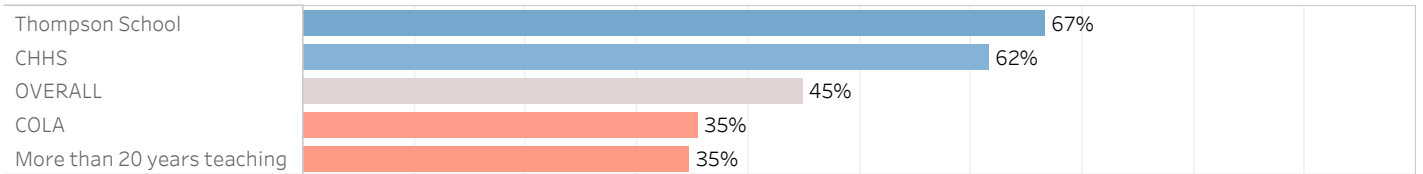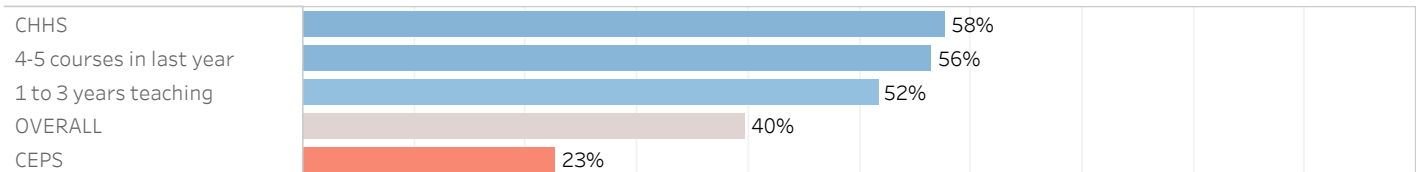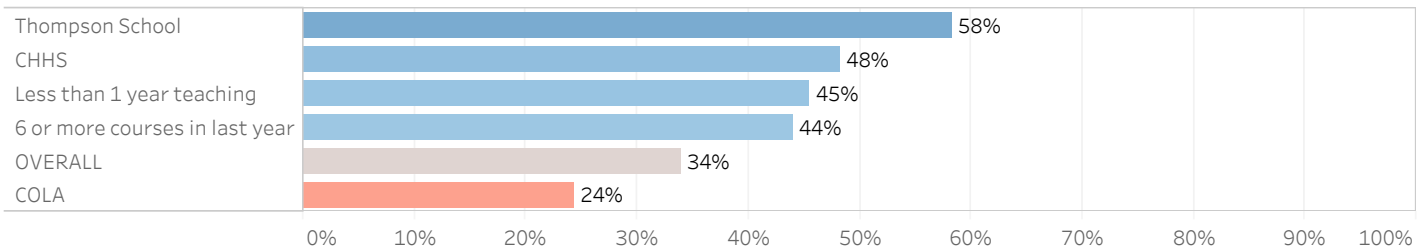
UNH faculty members who have at least some awareness of Open Educational Resources (N=388) most frequently cite it being too hard to find what they need (41%), not having enough resources for their subject (39%), no comprehensive catalog of resources (26%), and the material not being high-quality (25%) as being among the three most important deterrents to their use of OER. Less than 20% of respondents mention not knowing if they have permission to use or change the material (17%), liking the support of published text (13%), a lack of supporting materials (13%), material not being used by other faculty they know (11%), or because it is not current or up-to-date as among their three most important deterrent to OEM use, while less than 10% mention being new to teaching (7%), the material being too difficult to change or edit (6%), the material being too difficult to integrate into technology they use (4%), or a lack of support from their department (2%). Twenty-one percent of respondents cite a different important deterrent to their use.

Figure 13a: What are the three most important deterrents to your use of Open Educational Resources in your courses?
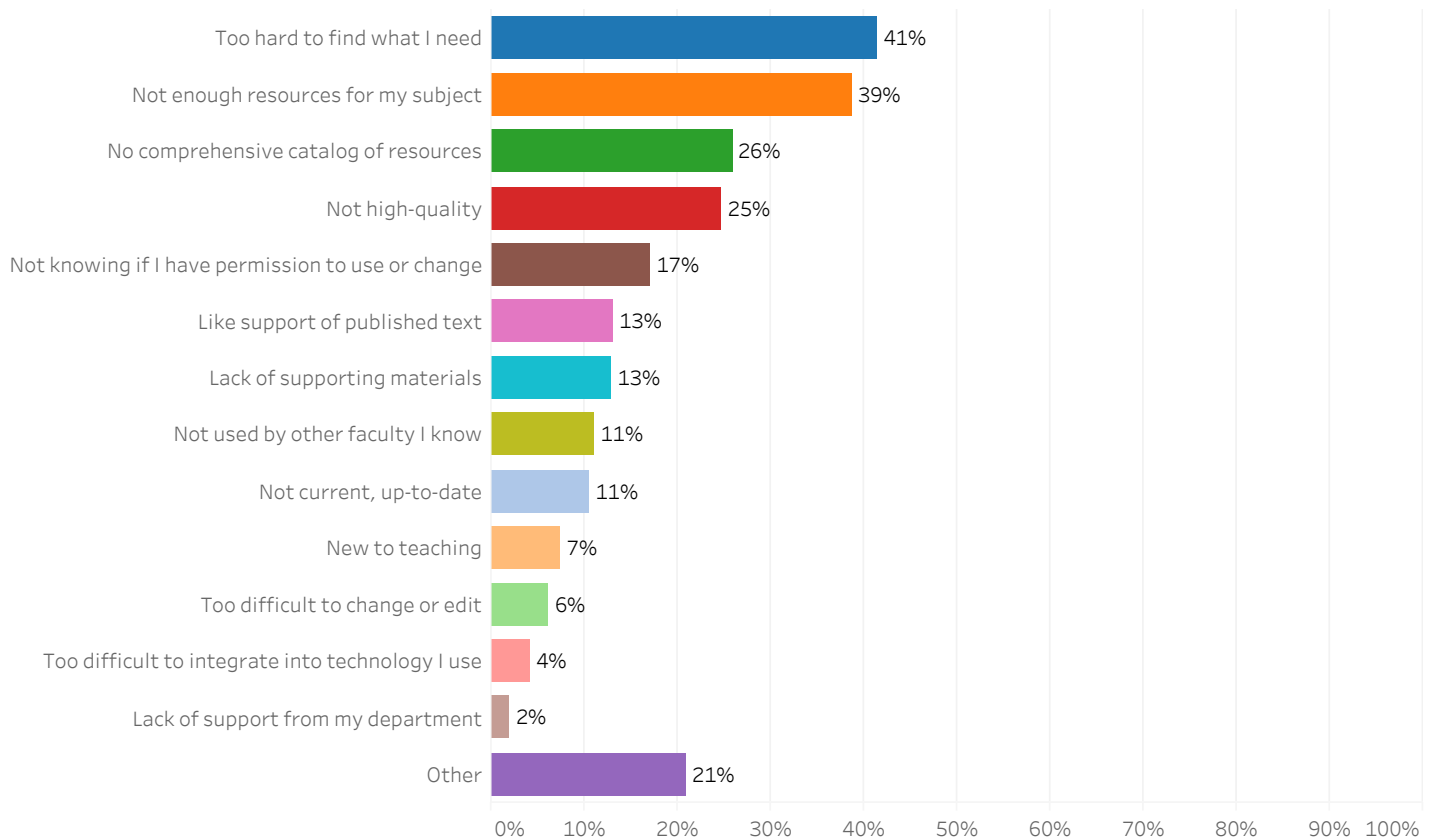
- UNH faculty members who teach in COLSA are more likely than others to cite it being too hard to find what they need as one of the three most important deterrents to their use of Open Educational Resources in their courses, while those who teach only graduate courses are less likely to say this.
- UNH faculty members who teach at the Thompson School and those who have taught for 16 to 20 years are more likely than others to cite not having enough resources for their subject as one of the three most important deterrents to their use of Open Educational Resources in their courses, while those who have taught for 1 to 3 years are less likely to say this.
- UNH faculty members who have been teaching for 6 to 9 years are more likely than others to cite a lack of comprehensive catalog of resources as one of the three most important deterrents to their use of Open Educational Resources in their courses.
- UNH faculty members who have been teaching for 16 to 20 years and those who teach in CEPS are more likely than others to cite material not being high-quality as one of the three most important deterrents to their use of Open Educational Resources in their courses.
- UNH faculty members who teach in CHHS are more likely than others to cite not knowing if they have permission to use or change material as one of the three most important deterrents to their use of Open Educational Resources in their courses.

Figure 13b: Three Most Important Deterrents to Use of Open Educational Resources - by Demographics

Too hard to find what I need
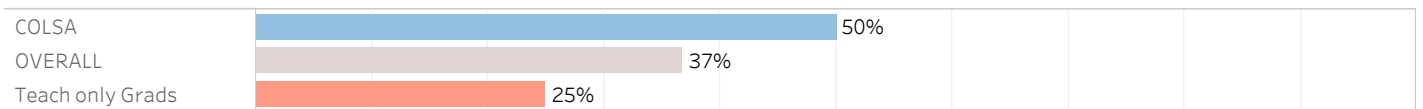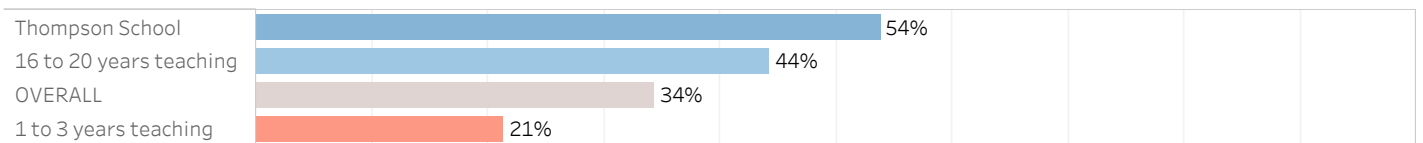
COLSA	50%
OVERALL	37%
Teach only Grads	25%

Not enough resources for my subject

Thompson School	54%
16 to 20 years teaching	44%
OVERALL	34%
1 to 3 years teaching	21%

No comprehensive catalog of resources

6 to 9 years teaching	35%
OVERALL	23%

Not high quality

16 to 20 years teaching	33%
CEPS	32%
OVERALL	22%

Not knowing if I have persmission to use or change

CHHS	30%
OVERALL	15%

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%
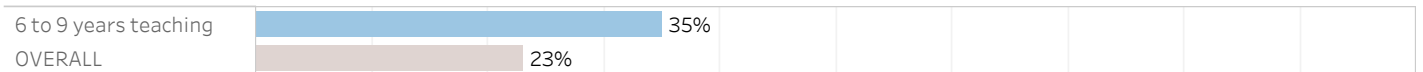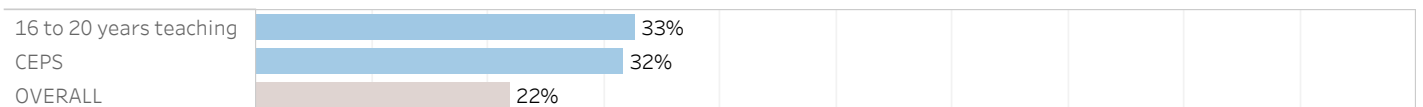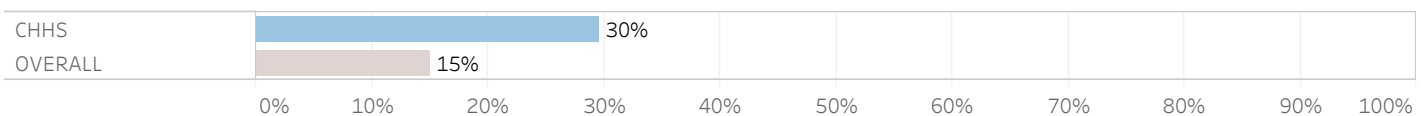
When asked to rate the quality of Open Educational Resources and material from traditional publishers, nearly half (43%) of UNH faculty members don't know or are unsure how to rate material from traditional publishers while nearly two-thirds (61%) don't know or are unsure how to rate Open Educational Resources.

Figure 14a: Understanding that there is variability, how would you generally rate the quality of Open Educational Resources and material from traditional publishers?
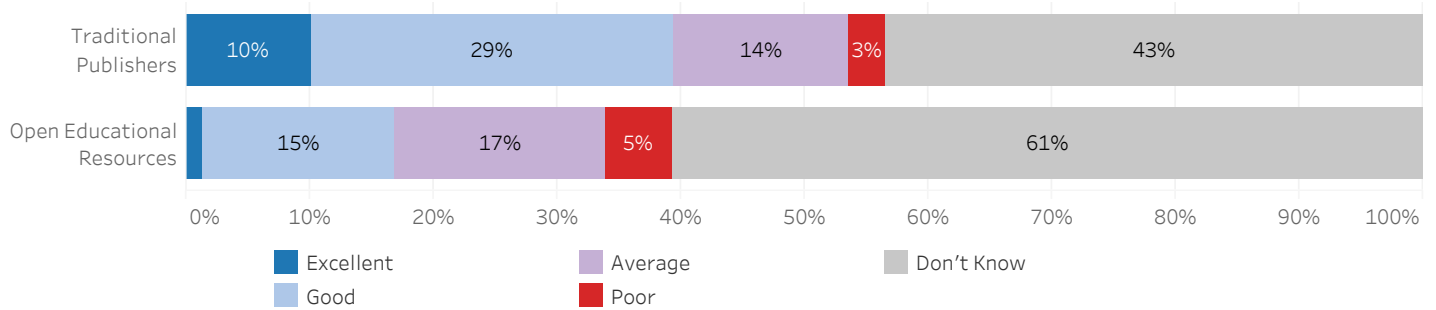
Among those who did provide ratings for material from traditional publishers and Open Education resources, two-thirds (70%) rated material from traditional publishers as excellent (18%) or good (52%), while a quarter (25%) describe it as average and 5% rate it as poor. Fourty-three percent of respondents describe Open Educational Resources as excellent (4%) or good (39%), while another 43% describe it as average and 14% rate it as poor.

Figure 14b: Quality of Material From... - "Don't Know" Responses Excluded
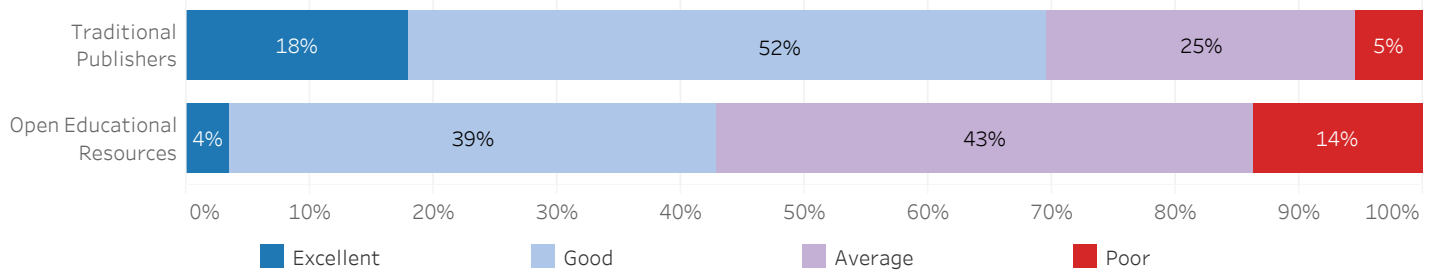
- UNH faculty members who teach part-time are less likely than others to rate the quality of material from traditional publishers as "excellent" or "good."
- UNH faculty members who teach at the Thompson School or teach only blended/hybrid or online courses are more likely than others to rate the quality of material from Open Educational Resoucres as "excellent" or "good."

Figure 14c: Quality of Material From... - by Demographics
Responded "Excellent" or "Good"

Traditional Publishers
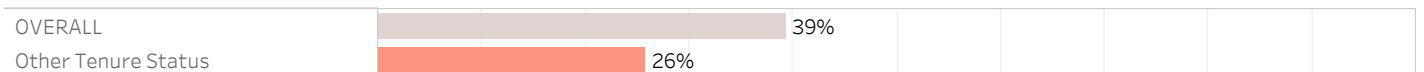
Open Educational Resources
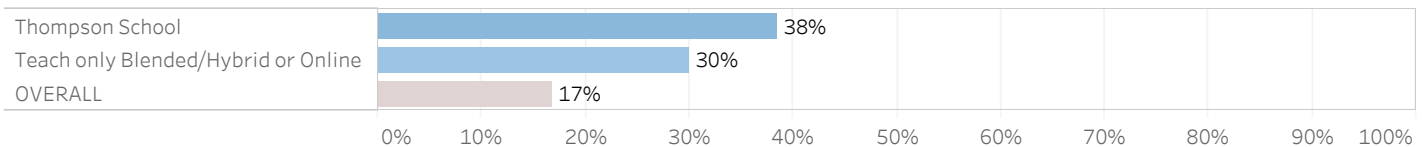
When asked to rate the ease of searching for educational resources for their courses, nearly one-third (31%) of UNH faculty members don't know or are unsure how easy it is to search for material from traditional publishers while more than half (53%) don't know or are unsure how easy it is to search for material from Open Educational Resources.

Figure 15a: Understanding that there is variability, how would you generally rate the ease of searching for educational resources for your courses?
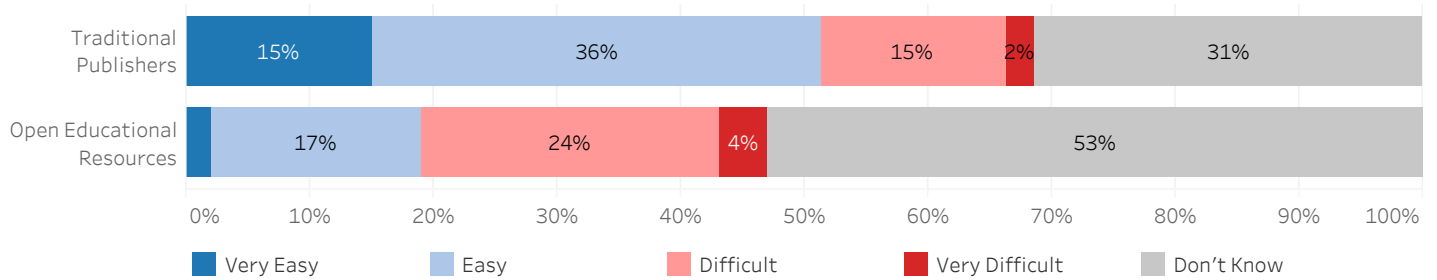
Among those who did rate the ease of searching for materials from traditional publishers and Open Education resources, three-quarters (75%) rated searching for material from traditional publishers as very easy (22%) or easy (53%), while slightly less than a quarter (22%) describe it as difficult and 3% rate it as very difficult. Forty-one percent of respondents describe searching for material from Open Educational Resources as very easy (5%) or easy (36%), while just over half (51%) describe it as difficult and 8% rate it very difficult.

Figure 15b: Ease Searching for Educational Resources - "Don't Know" Responses Excluded
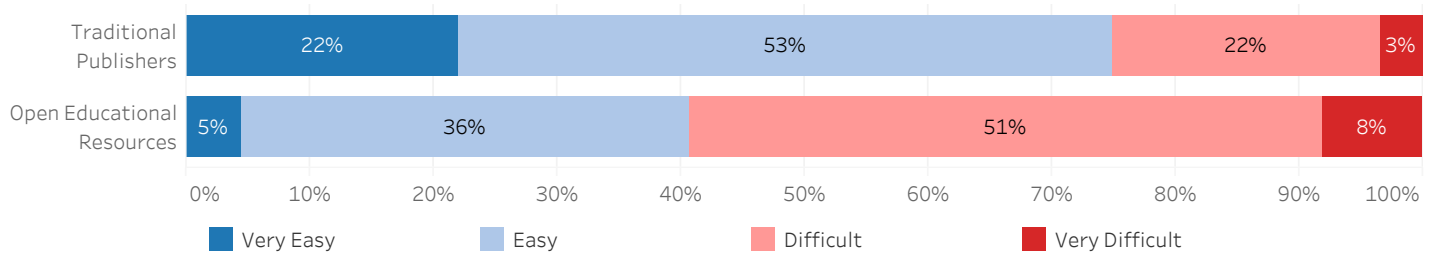
- UNH faculty members who have taught for 6 to 9 years are more likely than others to describe searching for material from traditional publishers as "very easy" or "easy."
- UNH faculty members who teach at the Thompson School and those who have taught 6 or more courses in the last year are more likely than others to describe searching for material from Open Educational Resources as "very easy" or "easy."

Figure 15c: Ease Searching for Educational Resources - By Demographics
Responded "Very Easy" or "Easy"

Traditional Publishers
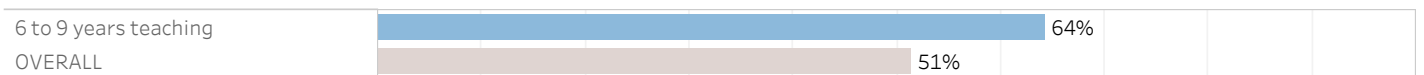
Open Educational Resources
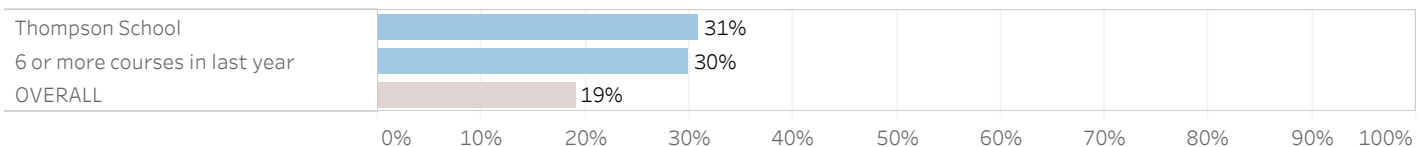
UNH faculty members are most likely to cite assistance finding content (59%), training opportunities (40%), and technical support (37%) as types of support or assistance that would help them incorporate OER in their courses. One-third (33%) mention an incentive/stipend, while 24% say department support and 7% cite another reason. Six percent of respondents say they already incorporate OER and do not need any support, while 10% say they do not plan to incorporate OER in their courses.

Figure 16a: Which of the following types of support or assistance would help you to incorporate OER in your courses?
(Select all that apply)
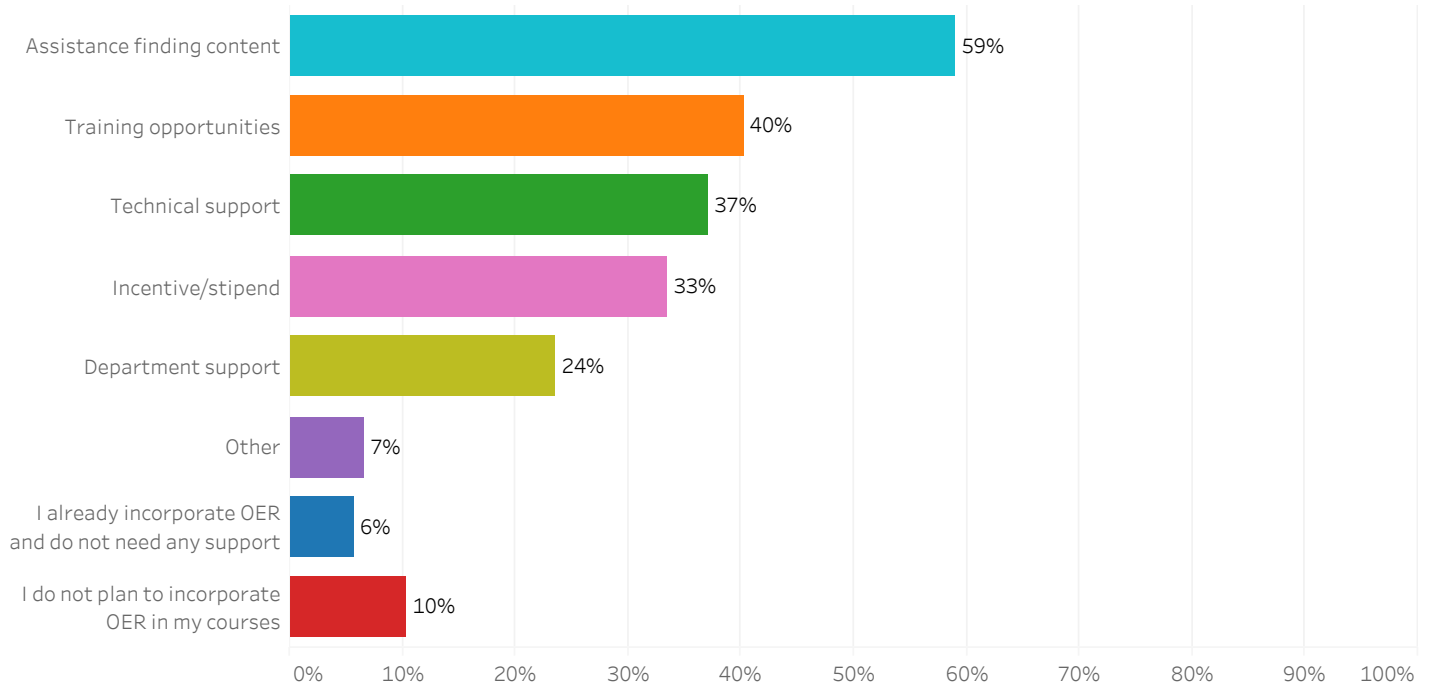
- UNH faculty members who teach at the Thompson School or at UNH Manchester, those who have been teaching for 1 to 3 years, and those who are tenure track but not tenured are more likely than others to say assistance finding content would help them incorporate OER in their courses. Those who taught 2 or fewer courses in the last year are less likely to say so.
- UNH faculty members who teach at the UNH School of Law or at COLSA and those who teach only graduate courses are more likely than others to say training opportunities would help them incorporate OER in their courses. Those who have taught for 16 to 20 years and those who teach at Paul College or in CEPS are less likely to say so.
- UNH faculty members who teach at the UNH School of Law or in CHHS are more likely than others to say technical support would help them incorporate OER in their courses.
- UNH faculty members who have been teaching for 6 to 9 years are more likely than others to say an incentive or stipend would help them incorporate OER in their courses, while those who have taught for less than 1 year or more than 20 years are less likely to say so.
- UNH faculty members who have taught for 5 years or less and those who teach part-time are more likely than others to say department support would help them incorporate OER in their courses, while those who have been teaching for more than 20 years are less likely to say so.

Figure 16b: Types of Support or Assistance Would Help Incorporate OER - by Demographics
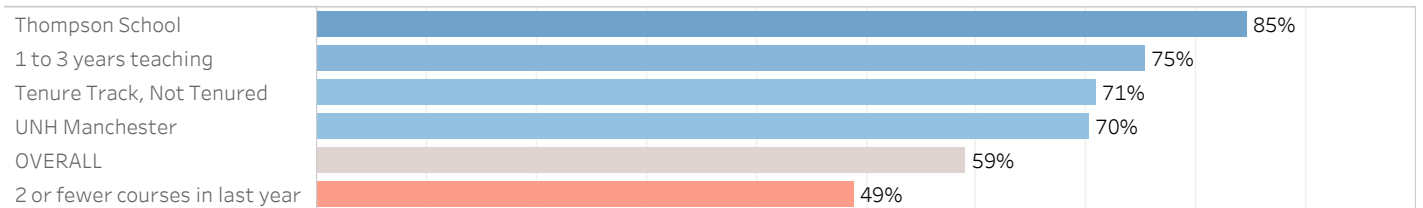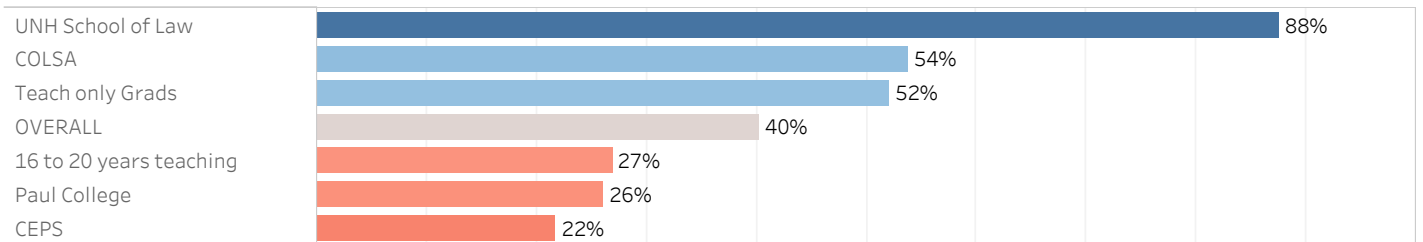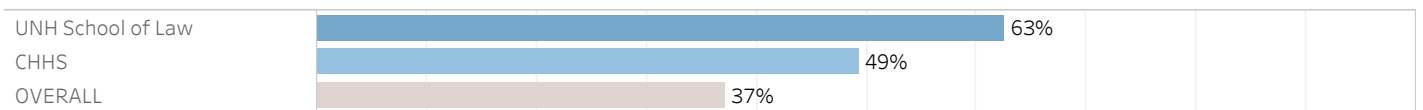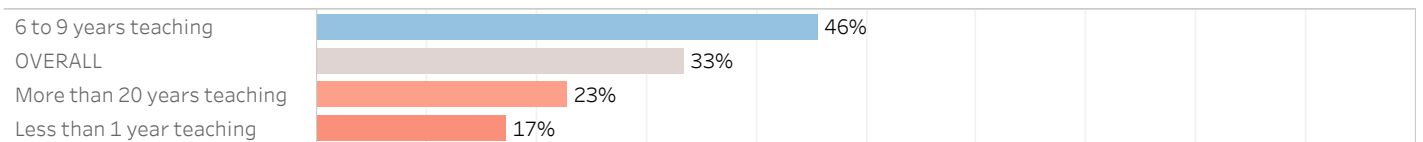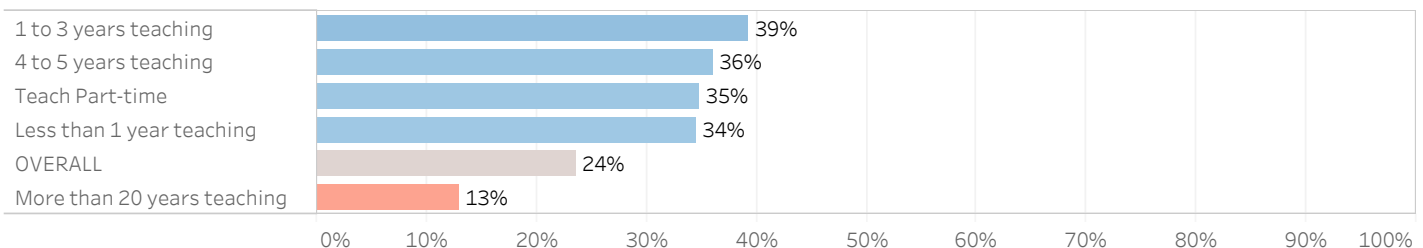
More than half of UNH faculty members (55%) say they are very (20%) or somewhat (35%) familiar with Open Access Publishing, while 45% describe themselves as not very familiar (24%) or not familiar at all (21%) with the concept. Fewer faculty members are familiar with Open Pedagogy; a quarter (25%) are very (5%) or somewhat (20%) familiar, while three-quarters (75%) are not very familiar (35%) or not familiar at all (40%).

Figure 17a: How familiar are you with each of the following concepts?
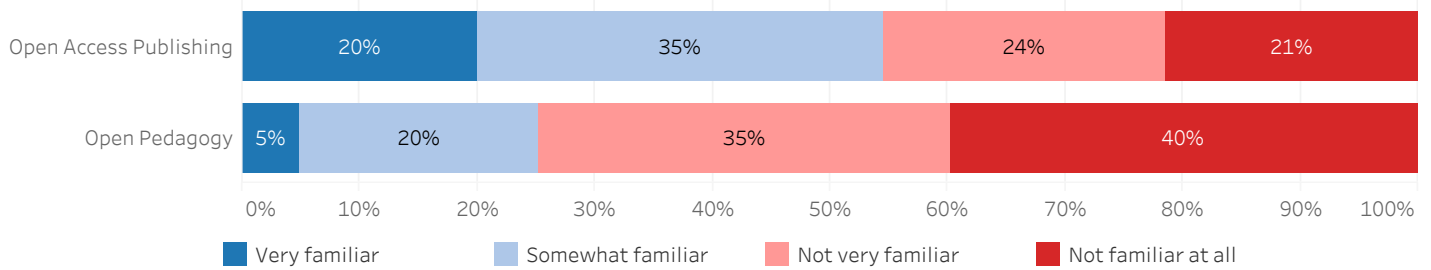
- UNH faculty members who teach only blended/hybrid or online courses, those who teach in COLSA, and those who are tenure track but not tenured are more familiar with Open Access Publishing than others. Those who teach part-time and those who teach in Paul College are less familiar with Open Access Publishing.
- UNH faculty members who taught 6 or more courses in the last year, those who teach at UNH Manchester, and those who teach only blended/hybrid or online courses are more familiar with Open Pedagogy than others. Those who teach in Paul College and those who taught 2 or fewer courses in the last year are less familiar with Open Pedagogy.

Figure 17b: Familiarity with Concepts - Mean by Demographics
4= Very familiar, 1= Not familiar at all
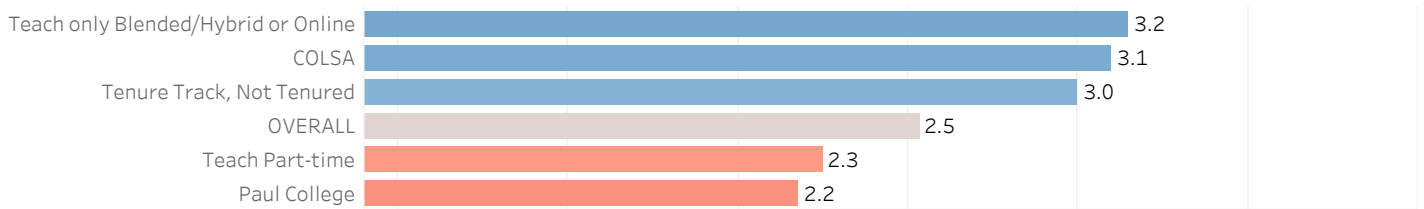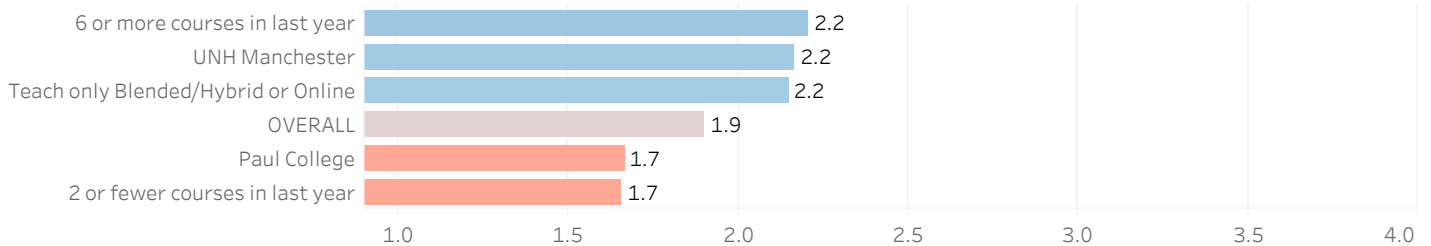
UNH faculty members are most likely to prefer to receive information about OER at UNH via an email group/newsletter (46%), a self-paced training course (46%), or a workshop (45%). Far fewer respondents would like to receive information via office hours (13%), social media (6%), or another method (6%).

Figure 18a: How would you like to receive information about OER at UNH?
(Select all that apply)
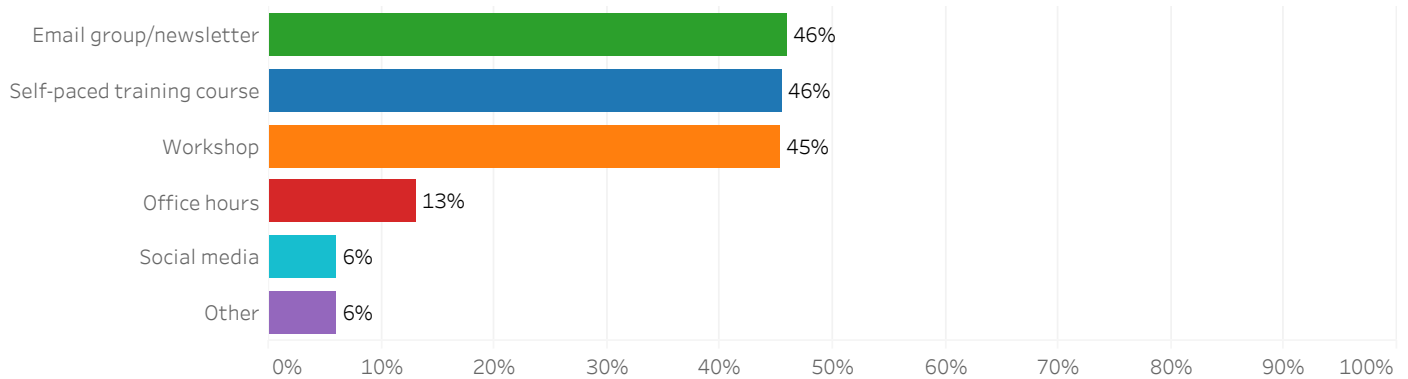
- UNH faculty members who teach only blended/hybrid or online courses are more likely to prefer to receive information via an email group/newsletter.
- UNH faculty members who teach at the Thompson School, CHHS or COLSA and those who have been teaching for less than 1 year, 4 to 5 years, or 10 to 15 years are more likely than others to prefer to receive information via a self-paced training course. Those who teach in COLA or CEPS are less likely to prefer this method.
- UNH faculty members who teach in CHHS or at the Thompson School, those who taught 6 or more courses in the last year, and those who have been teaching for 6 to 9 years are more likely than others to prefer to receive information via a workshop, while those who teach in CEPS are less likely prefer this method.

Figure 18b: Preferred method to receive information - by Demographics

Email group/newsletter

Self-paced training course
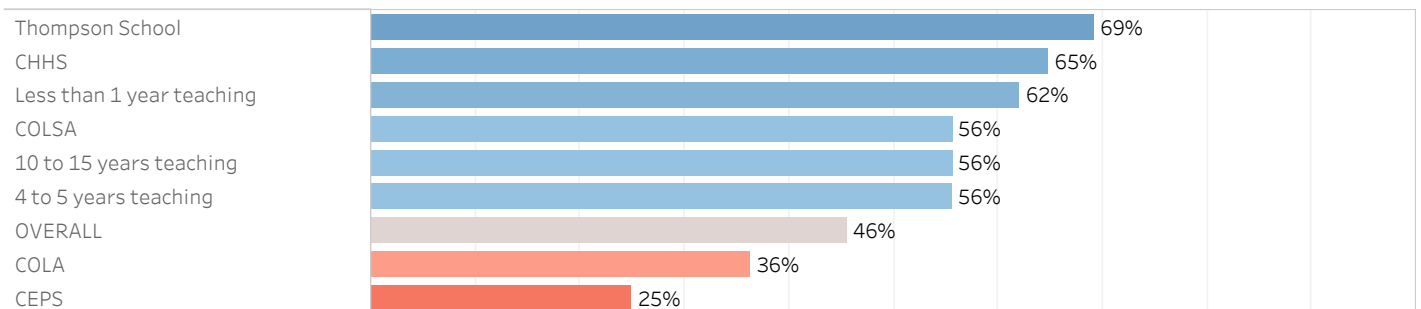
Workshop
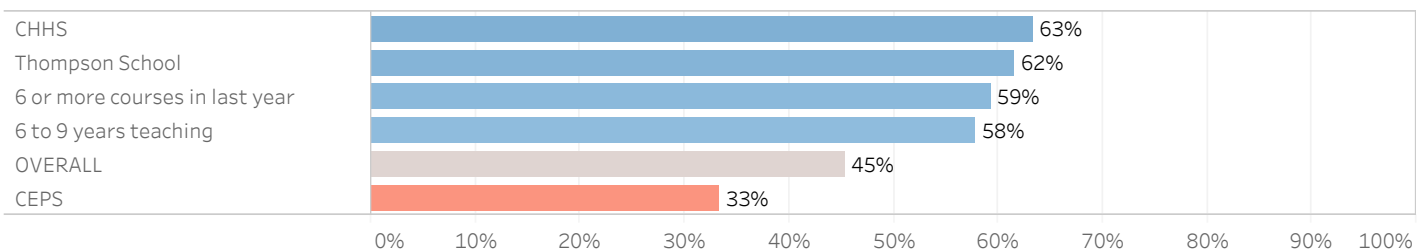
Appendix A

Q1: What is your teaching status?

		Full-time	Part-Time	N
OVERALL		79%	21%	437
Tenure Status	Tenured	99%	1%	162
	Tenure Track, Not Tenured	100%		55
	Not Tenure Track	65%	35%	189
	Other	23%	77%	31
College or School Teach In	Carsey School of Public Policy		100%	2
	CEPS	82%	18%	60
	CHHS	77%	23%	71
	COLA	88%	12%	135
	COLSA	81%	19%	52
	Graduate School		100%	4
	Marine Science and Ocean Eng.		100%	1
	Paul College of Bus. and Econ.	83%	17%	46
	Thompson School	69%	31%	13
	UNH Manchester	57%	43%	37
	UNH School of Law	88%	13%	8
	Other	63%	38%	8
Years Teaching	Less than 1	55%	45%	29
	1 to 3	67%	33%	61
	4 to 5	69%	31%	36
	6 to 9	82%	18%	57
	10 to 15	78%	22%	79
	16 to 20	94%	6%	52
	More than 20	85%	15%	123
Classes Taught in Last Year	2 or fewer classes	48%	52%	123
	3-4 classes	91%	9%	160
	4-5 classes	94%	6%	95
	6 or more classes	86%	14%	59
Students Taught	Only Undergrads	75%	25%	231
	Grads & Undergrads	92%	8%	143
	Only Grads	65%	35%	48
Type of Classes Taught	Only Face-to-face	78%	22%	307
	Mixed	90%	10%	97
	Only Blended/Hybrid or Online	62%	38%	21

Q2: What best describes your tenure status?

		Tenured	Tenure Track, Not Tenured	Not Tenure Track	Other	N
OVERALL		37%	13%	43%	7%	437
Teaching Status	Full-time	46%	16%	36%	2%	345
	Part-time	2%		72%	26%	92
College or School Teach In	Carsey School of Public Policy			50%	50%	2
	CEPS	45%	15%	40%		60
	CHHS	23%	14%	55%	8%	71
	COLA	49%	12%	34%	5%	135
	COLSA	42%	13%	40%	4%	52
	Graduate School			50%	50%	4
	Marine Science and Ocean Eng.			100%		1
	Paul College of Bus. and Econ.	28%	15%	52%	4%	46
	Thompson School	31%		62%	8%	13
	UNH Manchester	27%	14%	46%	14%	37
	UNH School of Law	38%	13%	38%	13%	8
	Other	13%		38%	50%	8
Years Teaching	Less than 1	3%	28%	55%	14%	29
	1 to 3	2%	33%	57%	8%	61
	4 to 5		25%	69%	6%	36
	6 to 9	23%	12%	60%	5%	57
	10 to 15	38%	10%	43%	9%	79
	16 to 20	52%	6%	40%	2%	52
	More than 20	73%		20%	7%	123
Classes Taught in Last Year	2 or fewer classes	31%	8%	46%	15%	123
	3-4 classes	53%	23%	20%	4%	160
	4-5 classes	34%	6%	56%	4%	95
	6 or more classes	14%	3%	81%	2%	59
Students Taught	Only Undergrads	28%	10%	55%	7%	231
	Grads & Undergrads	56%	20%	23%	1%	143
	Only Grads	29%	6%	50%	15%	48
Type of Classes Taught	Only Face-to-face	39%	13%	42%	6%	307
	Mixed	35%	12%	48%	4%	97
	Only Blended/Hybrid or Online	29%	10%	38%	24%	21

Q3: In what college or school do you teach?

		Carsey School of Public Policy	CEPS	CHHS	COLA	COLSA	Graduate School
OVERALL		0%	14%	16%	31%	12%	1%
Teaching Status	Full-time		14%	16%	34%	12%	
	Part-time	2%	12%	17%	17%	11%	4%
Tenure Status	Tenured		17%	10%	41%	14%	
	Tenure Track, Not Tenured		16%	18%	29%	13%	
	Not Tenure Track	1%	13%	21%	24%	11%	1%
	Other	3%		19%	23%	6%	6%
Years Teaching	Less than 1		14%	14%	21%	14%	3%
	1 to 3		20%	20%	18%	10%	2%
	4 to 5	3%	11%	19%	33%	8%	
	6 to 9		18%	14%	23%	14%	
	10 to 15	1%	10%	27%	29%	8%	1%
	16 to 20		10%	13%	44%	10%	
	More than 20		14%	10%	38%	16%	1%
Classes Taught in Last Year	2 or fewer classes	2%	13%	16%	26%	15%	2%
	3-4 classes		20%	15%	34%	10%	1%
	4-5 classes		8%	19%	28%	12%	
	6 or more classes		7%	15%	36%	10%	
Students Taught	Only Undergrads		12%	12%	36%	11%	
	Grads & Undergrads		20%	18%	27%	17%	
	Only Grads	4%	8%	31%	15%	4%	6%
Type of Classes Taught	Only Face-to-face	0%	17%	13%	34%	13%	1%
	Mixed		6%	24%	24%	11%	1%
	Only Blended/Hybrid or Online	5%	14%	24%	19%	10%	

Q3: In what college or school do you teach?

		Marine Science and Ocean Eng.	Paul College	Thompson School	UNH Manchester	UNH School of Law	Other	N
OVERALL		0%	11%	3%	8%	2%	2%	437
Teaching Status	Full-time		11%	3%	6%	2%	1%	345
	Part-time	1%	9%	4%	17%	1%	3%	92
Tenure Status	Tenured		8%	2%	6%	2%	1%	162
	Tenure Track, Not Tenured		13%		9%	2%		55
	Not Tenure Track	1%	13%	4%	9%	2%	2%	189
	Other		6%	3%	16%	3%	13%	31
Years Teaching	Less than 1		24%		3%		7%	29
	1 to 3	2%	11%		15%	2%	2%	61
	4 to 5		14%		8%	3%		36
	6 to 9		11%	7%	7%	5%	2%	57
	10 to 15		10%	3%	10%	1%		79
	16 to 20		10%		10%	2%	2%	52
	More than 20		7%	6%	6%	1%	2%	123
Classes Taught in Last Year	2 or fewer classes	1%	8%	2%	9%	2%	3%	123
	3-4 classes		11%		4%	3%	2%	160
	4-5 classes		7%	6%	17%	1%	1%	95
	6 or more classes		19%	7%	7%			59
Students Taught	Only Undergrads		11%	5%	13%		0%	231
	Grads & Undergrads		12%	1%	3%		1%	143
	Only Grads	2%	8%			17%	4%	48
Type of Classes Taught	Only Face-to-face	0%	10%	2%	7%	2%	2%	307
	Mixed		14%	6%	11%	2%		97
	Only Blended/Hybrid or Online		5%		14%	5%	5%	21

Q4: How many years have you been teaching?

		Less than 1	1 to 3	4 to 5	6 to 9	10 to 15	16 to 20	More than 20	N
OVERALL		7%	14%	8%	13%	18%	12%	28%	437
Teaching Status	Full-time	5%	12%	7%	14%	18%	14%	30%	345
	Part-time	14%	22%	12%	11%	18%	3%	20%	92
College or School Teach In	Carsey School of Public Policy			50%		50%			2
	CEPS	7%	20%	7%	17%	13%	8%	28%	60
	CHHS	6%	17%	10%	11%	30%	10%	17%	71
	COLA	4%	8%	9%	10%	17%	17%	35%	135
	COLSA	8%	12%	6%	15%	12%	10%	38%	52
	Graduate School	25%	25%			25%		25%	4
	Marine Science and Ocean Eng.		100%						1
	Paul College of Bus. and Econ.	15%	15%	11%	13%	17%	11%	17%	46
	Thompson School				31%	15%		54%	13
	UNH Manchester	3%	24%	8%	11%	22%	14%	19%	37
	UNH School of Law		13%	13%	38%	13%	13%	13%	8
	Other	25%	13%		13%		13%	38%	8
Classes Taught in Last Year	2 or fewer classes	13%	18%	9%	9%	15%	9%	28%	123
	3-4 classes	6%	14%	8%	11%	21%	11%	31%	160
	4-5 classes	2%	11%	8%	21%	12%	16%	31%	95
	6 or more classes	2%	12%	8%	15%	29%	15%	19%	59
Students Taught	Only Undergrads	8%	15%	10%	16%	17%	10%	24%	231
	Grads & Undergrads	4%	12%	6%	10%	17%	14%	36%	143
	Only Grads	4%	17%	8%	13%	27%	13%	19%	48
Type of Classes Taught	Only Face-to-face	8%	15%	9%	13%	16%	11%	28%	307
	Mixed	2%	10%	5%	16%	26%	14%	26%	97
	Only Blended/Hybrid or Online	5%	10%	19%	5%	19%	5%	38%	21

Q6_1a: How many of the following types of courses have you taught during the most recent academic year? Graduate Level, Face-to-face courses

		0/Blank	1	2	3	4	5	6	AVG	N
OVERALL		62%	23%	9%	3%	2%	0%	1%	0.6	436
Teaching Status	Full-time	59%	25%	10%	3%	2%	0%	1%	0.7	344
	Part-time	76%	15%	4%	2%	1%	1%		0.4	92
Tenure Status	Tenured	47%	35%	14%	2%	2%			0.8	161
	Tenure Track, Not Tenured	49%	31%	16%	4%				0.7	55
	Not Tenure Track	77%	11%	4%	3%	3%	1%	2%	0.5	189
	Other	81%	16%	3%					0.2	31
College or School Teach In	Carsey School of Public Policy	50%	50%						0.5	2
	CEPS	55%	30%	15%					0.6	60
	CHHS	52%	25%	11%	7%	4%			0.9	71
	COLA	68%	19%	7%	1%	1%	1%	1%	0.6	135
	COLSA	54%	33%	8%	4%		2%		0.7	52
	Graduate School	25%	25%	50%					1.3	4
	Marine Science and Ocean Eng.		100%						1.0	1
	Paul College of Bus. and Econ.	63%	17%	13%		4%		2%	0.7	46
	Thompson School	92%	8%						0.1	13
	UNH Manchester	94%	6%						0.1	36
	UNH School of Law	13%	38%	13%	13%	25%			2.0	8
	Other	50%	38%		13%				0.8	8
Years Teaching	Less than 1	79%	10%	10%					0.3	29
	1 to 3	66%	21%	8%		3%		2%	0.6	61
	4 to 5	75%	3%	8%	11%		3%		0.7	36
	6 to 9	68%	21%	5%	4%	2%			0.5	57
	10 to 15	58%	27%	10%	3%	1%		1%	0.7	78
	16 to 20	54%	25%	12%	2%	6%	2%		0.9	52
	More than 20	57%	29%	10%	2%	2%		1%	0.7	123
Students Taught	Only Undergrads	100%							0.0	231
	Grads & Undergrads	9%	59%	22%	4%	4%	1%	1%	1.4	142
	Only Grads	27%	31%	19%	10%	8%		4%	1.6	48
Type of Classes Taught	Only Face-to-face	60%	24%	10%	3%	2%	0%	0%	0.7	307
	Mixed	57%	26%	9%	2%	2%	1%	2%	0.8	96
	Only Blended/Hybrid or Online	100%							0.0	21

Q6_1b: How many of the following types of courses have you taught during the most recent academic year? Graduate Level, Blended/Hybrid Courses

		0/Blank	1	2	3	6	AVG	N
OVERALL		95%	3%	2%	0%	0%	0.1	436
Teaching Status	Full-time	94%	3%	2%	0%	0%	0.1	344
	Part-time	97%		3%			0.1	92
Tenure Status	Tenured	96%	2%	2%			0.1	161
	Tenure Track, Not Tenured	96%	4%				0.0	55
	Not Tenure Track	95%	3%	2%	1%		0.1	189
	Other	87%		10%		3%	0.4	31
College or School Teach In	Carsey School of Public Policy	50%		50%			1.0	2
	CEPS	95%	2%	3%			0.1	60
	CHHS	89%	8%	1%	1%		0.2	71
	COLA	99%	1%	1%			0.0	135
	COLSA	94%	2%	4%			0.1	52
	Graduate School	75%		25%			0.5	4
	Marine Science and Ocean Eng.	100%					0.0	1
	Paul College of Bus. and Econ.	98%		2%			0.0	46
	Thompson School	92%	8%				0.1	13
	UNH Manchester	97%	3%				0.0	36
	UNH School of Law	75%		13%		13%	1.0	8
	Other	100%					0.0	8
Years Teaching	Less than 1	100%					0.0	29
	1 to 3	98%	2%				0.0	61
	4 to 5	97%				3%	0.2	36
	6 to 9	96%	2%	2%			0.1	57
	10 to 15	91%	4%	4%	1%		0.2	78
	16 to 20	94%	2%	4%			0.1	52
	More than 20	93%	4%	3%			0.1	123
Students Taught	Only Undergrads	100%					0.0	231
	Grads & Undergrads	92%	5%	4%			0.1	142
	Only Grads	77%	8%	10%	2%	2%	0.5	48
Type of Classes Taught	Only Face-to-face	100%					0.0	307
	Mixed	81%	10%	7%	1%		0.3	96
	Only Blended/Hybrid or Online	76%	5%	14%		5%	0.6	21

Q6_1c: How many of the following types of courses have you taught during the most recent academic year? Graduate Level, Online Course

		0/Blank	1	2	3	4	AVG	N
OVERALL		92%	3%	3%	1%	1%	0.2	437
Teaching Status	Full-time	92%	3%	4%	0%	1%	0.2	345
	Part-time	92%	3%		3%	1%	0.2	92
Tenure Status	Tenured	94%	1%	4%		1%	0.1	162
	Tenure Track, Not Tenured	89%	5%	5%			0.2	55
	Not Tenure Track	90%	4%	3%	2%	1%	0.2	189
	Other	97%			3%		0.1	31
College or School Teach In	Carsey School of Public Policy	100%					0.0	2
	CEPS	93%	2%	2%	2%	2%	0.2	60
	CHHS	80%	10%	4%	3%	3%	0.4	71
	COLA	96%	1%	2%		1%	0.1	135
	COLSA	96%	2%	2%			0.1	52
	Graduate School	100%					0.0	4
	Marine Science and Ocean Eng.	100%					0.0	1
	Paul College of Bus. and Econ.	80%	7%	11%	2%		0.3	46
	Thompson School	100%					0.0	13
	UNH Manchester	97%		3%			0.1	37
	UNH School of Law	88%		13%			0.3	8
	Other	100%					0.0	8
Years Teaching	Less than 1	93%	7%				0.1	29
	1 to 3	87%	8%	3%		2%	0.2	61
	4 to 5	86%	6%	8%			0.2	36
	6 to 9	96%			4%		0.1	57
	10 to 15	95%		4%		1%	0.1	79
	16 to 20	92%		4%	2%	2%	0.2	52
	More than 20	91%	3%	4%	1%	1%	0.2	123
Students Taught	Only Undergrads	100%					0.0	231
	Grads & Undergrads	87%	6%	5%	1%	1%	0.2	143
	Only Grads	65%	8%	17%	4%	6%	0.8	48
Type of Classes Taught	Only Face-to-face	100%					0.0	307
	Mixed	73%	10%	11%	3%	2%	0.5	97
	Only Blended/Hybrid or Online	52%	14%	19%	5%	10%	1.0	21

Q6_2a: How many of the following types of courses have you taught during the most recent academic year? Undergraduate Level, Face-to-face courses

		0/Blank	1	2	3	4	5
OVERALL		17%	16%	18%	11%	16%	6%
Teaching Status	Full-time	13%	11%	19%	13%	20%	6%
	Part-time	29%	35%	15%	8%	1%	7%
Tenure Status	Tenured	12%	17%	27%	16%	19%	6%
	Tenure Track, Not Tenured	7%	20%	25%	18%	27%	
	Not Tenure Track	18%	14%	10%	6%	13%	8%
	Other	45%	23%	10%	10%	6%	6%
College or School Teach In	Carsey School of Public Policy	100%					
	CEPS	12%	23%	28%	13%	10%	3%
	CHHS	24%	18%	18%	10%	15%	6%
	COLA	12%	10%	19%	12%	23%	3%
	COLSA	4%	33%	17%	8%	17%	10%
	Graduate School	100%					
	Marine Science and Ocean Eng.	100%					
	Paul College of Bus. and Econ.	11%	15%	22%	13%	20%	2%
	Thompson School		15%	8%	15%		15%
	UNH Manchester	14%	11%	11%	19%	11%	22%
	UNH School of Law	100%					
	Other	63%	13%			13%	13%
Years Teaching	Less than 1	14%	41%	10%	10%	14%	3%
	1 to 3	16%	15%	26%	11%	13%	5%
	4 to 5	17%	25%	11%	3%	22%	3%
	6 to 9	11%	12%	11%	18%	16%	14%
	10 to 15	22%	12%	18%	10%	17%	3%
	16 to 20	17%	13%	15%	10%	21%	6%
	More than 20	16%	15%	24%	13%	15%	7%
Students Taught	Only Undergrads	3%	14%	14%	11%	24%	10%
	Grads & Undergrads	2%	27%	34%	18%	11%	3%
	Only Grads	100%					
Type of Classes Taught	Only Face-to-face	8%	19%	23%	13%	17%	6%
	Mixed	16%	14%	10%	11%	20%	9%
	Only Blended/Hybrid or Online	100%					

Q6_2a: How many of the following types of courses have you taught during the most recent academic year? Undergraduate Level, Face-to-face courses

		5	6	7	8	9	10	AVG	N
OVERALL		6%	11%	3%	0%	0%	0%	2.8	434
Teaching Status	Full-time	6%	14%	3%	0%	1%		3.1	344
	Part-time	7%	2%	2%			1%	1.6	92
Tenure Status	Tenured	6%	2%	1%				2.4	161
	Tenure Track, Not Tenured		2%					2.5	55
	Not Tenure Track	8%	24%	5%	1%	1%	1%	3.4	189
	Other	6%						1.3	31
College or School Teach In	Carsey School of Public Policy							0.0	2
	CEPS	3%	5%	2%		2%	2%	2.5	60
	CHHS	6%	7%	1%				2.3	71
	COLA	3%	19%	2%				3.2	135
	COLSA	10%	6%	2%	2%	2%		2.9	52
	Graduate School							0.0	4
	Marine Science and Ocean Eng.							0.0	1
	Paul College of Bus. and Econ.	2%	9%	9%				3.0	46
	Thompson School	15%	31%	15%				4.5	13
	UNH Manchester	22%	11%					3.1	36
	UNH School of Law							0.0	8
	Other	13%						1.3	8
Years Teaching	Less than 1	3%	3%	3%				2.1	29
	1 to 3	5%	8%	5%				2.6	61
	4 to 5	3%	19%					2.8	36
	6 to 9	14%	16%	2%	2%			3.4	57
	10 to 15	3%	13%	5%			1%	2.8	78
	16 to 20	6%	15%			2%		3.0	52
	More than 20	7%	7%	2%		1%		2.6	123
Students Taught	Only Undergrads	10%	19%	4%	0%	0%	0%	3.8	231
	Grads & Undergrads	3%	4%	1%		1%		2.4	142
	Only Grads							0.0	48
Type of Classes Taught	Only Face-to-face	6%	11%	3%	0%	0%		2.9	307
	Mixed	9%	15%	3%		1%	1%	3.2	96
	Only Blended/Hybrid or Online							0.0	21

Q6_2b: How many of the following types of courses have you taught during the most recent academic year? Undergraduate Level, Blended Hybrid courses

		0/Blank	1	2	6	AVG	N
OVERALL		94%	4%	2%	1%	0.1	436
Teaching Status	Full-time	94%	4%	1%	1%	0.1	344
	Part-time	92%	3%	3%	1%	0.2	92
Tenure Status	Tenured	95%	2%	2%		0.1	161
	Tenure Track, Not Tenured	98%	2%			0.0	55
	Not Tenure Track	92%	5%	2%	1%	0.2	189
	Other	94%	3%		3%	0.2	31
College or School Teach In	Carsey School of Public Policy	100%				0.0	2
	CEPS	92%	3%	5%		0.1	60
	CHHS	99%	1%			0.0	71
	COLA	98%	1%	1%	1%	0.1	135
	COLSA	90%	10%			0.1	52
	Graduate School	100%				0.0	4
	Marine Science and Ocean Eng.	100%				0.0	1
	Paul College of Bus. and Econ.	93%	2%	2%	2%	0.2	46
	Thompson School	62%	23%	15%		0.5	13
	UNH Manchester	86%	8%	3%	3%	0.3	36
	UNH School of Law	100%				0.0	8
	Other	100%				0.0	8
Years Teaching	Less than 1	97%	3%			0.0	29
	1 to 3	100%				0.0	61
	4 to 5	97%		3%		0.1	36
	6 to 9	86%	7%	5%	2%	0.3	57
	10 to 15	94%	4%	1%	1%	0.1	78
	16 to 20	94%	4%		2%	0.2	52
	More than 20	93%	5%	2%		0.1	123
Students Taught	Only Undergrads	91%	6%	3%	0%	0.1	231
	Grads & Undergrads	95%	2%	1%	1%	0.1	142
	Only Grads	100%				0.0	48
Type of Classes Taught	Only Face-to-face	100%				0.0	307
	Mixed	77%	17%	5%	1%	0.3	96
	Only Blended/Hybrid or Online	76%		14%	10%	0.9	21

Q6_2c: How many of the following types of courses have you taught during the most recent academic year? Undergraduate Level, Online courses

		0/Blank	1	2	3	6	AVG	N
OVERALL		89%	6%	3%	1%	0%	0.2	437
Teaching Status	Full-time	88%	7%	4%	1%	0%	0.2	345
	Part-time	95%	2%	2%	1%		0.1	92
Tenure Status	Tenured	90%	8%	2%		1%	0.2	162
	Tenure Track, Not Tenured	91%	4%	5%			0.1	55
	Not Tenure Track	89%	5%	4%	2%		0.2	189
	Other	90%	6%	3%			0.1	31
College or School Teach In	Carsey School of Public Policy	100%					0.0	2
	CEPS	97%		2%	2%		0.1	60
	CHHS	87%	6%	7%			0.2	71
	COLA	86%	10%	4%			0.2	135
	COLSA	92%	6%		2%		0.1	52
	Graduate School	100%					0.0	4
	Marine Science and Ocean Eng.	100%					0.0	1
	Paul College of Bus. and Econ.	87%	7%	4%	2%		0.2	46
	Thompson School	100%					0.0	13
	UNH Manchester	84%	11%	3%		3%	0.3	37
	UNH School of Law	100%					0.0	8
	Other	100%					0.0	8
Years Teaching	Less than 1	100%					0.0	29
	1 to 3	95%	2%	2%	2%		0.1	61
	4 to 5	92%	6%	3%			0.1	36
	6 to 9	88%	7%	5%			0.2	57
	10 to 15	82%	11%	5%		1%	0.3	79
	16 to 20	85%	10%	4%	2%		0.2	52
	More than 20	91%	5%	3%	1%		0.1	123
Students Taught	Only Undergrads	87%	8%	4%	1%	0%	0.2	231
	Grads & Undergrads	90%	6%	3%	1%		0.2	143
	Only Grads	100%					0.0	48
Type of Classes Taught	Only Face-to-face	100%					0.0	307
	Mixed	58%	27%	13%	2%		0.6	97
	Only Blended/Hybrid or Online	76%	5%	10%	5%	5%	0.7	21

Q6_3a: How many of the following types of courses have you taught during the most recent academic year? Other, Face-to-face courses

		0/Blank	1	2	4	AVG	N
OVERALL		98%	1%	0%	0%	0.0	429
Teaching Status	Full-time	98%	1%	1%	1%	0.0	338
	Part-time	99%	1%			0.0	91
Tenure Status	Tenured	98%	2%	1%		0.0	158
	Tenure Track, Not Tenured	98%			2%	0.1	54
	Not Tenure Track	98%	1%	1%	1%	0.0	186
	Other	100%				0.0	31
College or School Teach In	Carsey School of Public Policy	100%				0.0	2
	CEPS	97%	2%	2%		0.1	58
	CHHS	96%	1%	1%	1%	0.1	68
	COLA	99%	1%		1%	0.0	133
	COLSA	100%				0.0	52
	Graduate School	100%				0.0	4
	Marine Science and Ocean Eng.	100%				0.0	1
	Paul College of Bus. and Econ.	100%				0.0	46
	Thompson School	100%				0.0	13
	UNH Manchester	100%				0.0	37
	UNH School of Law	100%				0.0	8
	Other	88%	13%			0.1	7
Years Teaching	Less than 1	100%				0.0	29
	1 to 3	98%		2%		0.0	60
	4 to 5	97%			3%	0.1	35
	6 to 9	98%			2%	0.1	56
	10 to 15	100%				0.0	79
	16 to 20	96%	2%	2%		0.1	50
	More than 20	98%	2%			0.0	120
Students Taught	Only Undergrads	100%			0%	0.0	230
	Grads & Undergrads	98%	2%			0.0	140
	Only Grads	96%		4%		0.1	46
Type of Classes Taught	Only Face-to-face	98%	1%	0%	1%	0.0	300
	Mixed	99%		1%		0.0	96
	Only Blended/Hybrid or Online	100%				0.0	21

Q6_3b: How many of the following types of courses have you taught during the most recent academic year? Other, Blended/Hybrid courses

		0/Blank	2	6	AVG	N
OVERALL		99%	1%	0%	0.0	433
Teaching Status	Full-time	99%	1%	0%	0.0	341
	Part-time	100%			0.0	92
Tenure Status	Tenured	99%	1%	1%	0.0	160
	Tenure Track, Not Tenured	98%	2%		0.0	54
	Not Tenure Track	99%	1%		0.0	188
	Other	100%			0.0	31
College or School Teach In	Carsey School of Public Policy	100%			0.0	2
	CEPS	98%	2%		0.0	59
	CHHS	99%	1%		0.0	70
	COLA	100%			0.0	135
	COLSA	98%		2%	0.1	51
	Graduate School	100%			0.0	4
	Marine Science and Ocean Eng.	100%			0.0	1
	Paul College of Bus. and Econ.	100%			0.0	46
	Thompson School	100%			0.0	13
	UNH Manchester	97%	3%		0.1	36
	UNH School of Law	100%			0.0	8
	Other	100%			0.0	8
Years Teaching	Less than 1	100%			0.0	29
	1 to 3	100%			0.0	61
	4 to 5	100%			0.0	36
	6 to 9	100%			0.0	57
	10 to 15	99%	1%		0.0	78
	16 to 20	98%	2%		0.0	51
	More than 20	98%	1%	1%	0.1	121
Students Taught	Only Undergrads	100%	0%		0.0	230
	Grads & Undergrads	99%		1%	0.0	142
	Only Grads	96%	4%		0.1	46
Type of Classes Taught	Only Face-to-face	100%			0.0	307
	Mixed	97%	2%	1%	0.1	94
	Only Blended/Hybrid or Online	95%	5%		0.1	20

Q6_3c: How many of the following types of courses have you taught during the most recent academic year? Other, Online Course

		0/Blank	1	2	AVG	N
OVERALL		99%	0%	0%	0.0	434
Teaching Status	Full-time	100%	0%		0.0	344
	Part-time	98%	1%	1%	0.0	90
Tenure Status	Tenured	99%	1%		0.0	161
	Tenure Track, Not Tenured	100%			0.0	55
	Not Tenure Track	99%	1%		0.0	188
	Other	97%		3%	0.1	30
College or School Teach In	Carsey School of Public Policy	100%			0.0	2
	CEPS	98%	2%		0.0	59
	CHHS	100%			0.0	71
	COLA	100%			0.0	135
	COLSA	100%			0.0	52
	Graduate School	100%			0.0	4
	Marine Science and Ocean Eng.	100%			0.0	1
	Paul College of Bus. and Econ.	100%			0.0	46
	Thompson School	100%			0.0	13
	UNH Manchester	97%	3%		0.0	36
	UNH School of Law	100%			0.0	8
	Other	88%		13%	0.3	7
Years Teaching	Less than 1	100%			0.0	29
	1 to 3	100%			0.0	61
	4 to 5	100%			0.0	36
	6 to 9	100%			0.0	57
	10 to 15	99%	1%		0.0	78
	16 to 20	100%			0.0	52
	More than 20	98%	1%	1%	0.0	121
Students Taught	Only Undergrads	100%	0%		0.0	230
	Grads & Undergrads	100%			0.0	143
	Only Grads	98%	2%		0.0	47
Type of Classes Taught	Only Face-to-face	100%			0.0	307
	Mixed	99%	1%		0.0	96
	Only Blended/Hybrid or Online	90%	5%	5%	0.1	19

Q7_1: Over the past two years, either working alone or with others, have you created a new course (one not previously listed in the course catalog)? (Select all that apply)

		Created a new course	Substantially modified an existing course	Added or changed require course materials	None of the above	N
OVERALL		33%	42%	70%	14%	437
Teaching Status	Full-time	37%	46%	75%	11%	345
	Part-time	21%	27%	50%	25%	92
Tenure Status	Tenured	32%	34%	70%	19%	162
	Tenure Track, Not Tenured	47%	58%	73%	4%	55
	Not Tenure Track	34%	47%	71%	11%	189
	Other	10%	29%	52%	29%	31
College or School Teach In	Carsey School of Public Policy		100%			2
	CEPS	18%	38%	60%	15%	60
	CHHS	28%	45%	61%	18%	71
	COLA	39%	42%	84%	10%	135
	COLSA	40%	52%	65%	13%	52
	Graduate School	25%	25%	75%	25%	4
	Marine Science and Ocean Eng.				100%	1
	Paul College of Bus. and Econ.	35%	39%	76%	9%	46
	Thompson School	54%	46%	69%	8%	13
	UNH Manchester	43%	41%	65%	14%	37
	UNH School of Law		38%	50%	38%	8
	Other	13%	13%	38%	50%	8
Years Teaching	Less than 1	24%	28%	59%	17%	29
	1 to 3	38%	43%	70%	11%	61
	4 to 5	28%	47%	75%	6%	36
	6 to 9	30%	44%	72%	16%	57
	10 to 15	38%	57%	61%	13%	79
	16 to 20	37%	50%	83%	8%	52
	More than 20	33%	31%	69%	20%	123
Classes Taught in Last Year	2 or fewer classes	20%	30%	58%	24%	123
	3-4 classes	34%	39%	65%	16%	160
	4-5 classes	40%	56%	82%	5%	95
	6 or more classes	49%	56%	86%	2%	59
Students Taught	Only Undergrads	31%	45%	75%	11%	231
	Grads & Undergrads	41%	41%	67%	16%	143
	Only Grads	27%	44%	56%	17%	48
Type of Classes Taught	Only Face-to-face	29%	36%	69%	17%	307
	Mixed	45%	63%	74%	5%	97
	Only Blended/Hybrid or Online	52%	62%	62%		21

Q8a: Generally whose decision is it to create a new course?

		The decision is mine alone	The decision is made by me in concert with others	The decision is made at the department level	The decision is made at the college level	The decision is made at the institutional level	Other	N
OVERALL		12%	36%	37%	10%	3%	2%	422
Teaching Status	Full-time	13%	40%	35%	8%	2%	1%	339
	Part-time	8%	17%	46%	17%	6%	6%	83
Tenure Status	Tenured	19%	42%	29%	7%	1%	1%	160
	Tenure Track, Not Tenured	9%	46%	33%	11%			54
	Not Tenure Track	6%	29%	44%	12%	4%	4%	180
	Other	14%	25%	36%	11%	11%	4%	28
College or School Teach In	Carsey School of Public Policy		50%	50%				2
	CEPS	2%	35%	49%	11%		4%	55
	CHHS	1%	38%	52%	4%	3%	1%	71
	COLA	22%	35%	33%	7%	2%	2%	132
	COLSA	15%	48%	33%	2%	2%		52
	Graduate School					67%	33%	3
	Marine Science and Ocean Eng.			100%				1
	Paul College of Bus. and Econ.	2%	21%	50%	26%			42
	Thompson School	8%	46%	15%	31%			13
	UNH Manchester	20%	43%	14%	14%	6%	3%	35
	UNH School of Law	13%		13%	38%	38%		8
	Other	25%	38%			13%	25%	8
Years Teaching	Less than 1		36%	32%	14%	11%	7%	28
	1 to 3	8%	28%	43%	12%	3%	5%	60
	4 to 5	6%	30%	48%	6%	6%	3%	33
	6 to 9	2%	45%	38%	9%	4%	2%	53
	10 to 15	9%	40%	40%	11%			75
	16 to 20	19%	44%	23%	8%	4%	2%	52
	More than 20	21%	31%	35%	10%	2%	2%	121
Classes Taught in Last Year	2 or fewer classes	15%	24%	36%	12%	6%	6%	113
	3-4 classes	11%	40%	36%	10%	2%	1%	157
	4-5 classes	11%	43%	35%	9%	2%	1%	94
	6 or more classes	12%	36%	41%	9%	2%		58
Students Taught	Only Undergrads	13%	34%	37%	10%	3%	3%	223
	Grads & Undergrads	11%	44%	36%	9%			139
	Only Grads	7%	29%	40%	11%	11%	2%	45
Type of Classes Taught	Only Face-to-face	11%	36%	37%	10%	3%	2%	296
	Mixed	12%	36%	37%	13%	2%	1%	95
	Only Blended/Hybrid or Online	21%	42%	32%	5%			19

Q8b: Generally whose decision is it to substantially modify a course?

		The decision is mine alone	The decision is made by me in concert with others	The decision is made at the department level	The decision is made at the college level	The decision is made at the institutional level	Other	N
OVERALL		39%	43%	14%	2%	1%	2%	424
Teaching Status	Full-time	42%	44%	9%	1%	1%	2%	339
	Part-time	24%	36%	33%	4%	1%	2%	85
Tenure Status	Tenured	54%	37%	5%	2%		3%	160
	Tenure Track, Not Tenured	43%	45%	11%				53
	Not Tenure Track	26%	48%	21%	2%	2%	2%	182
	Other	24%	38%	28%	7%		3%	29
College or School Teach In	Carsey School of Public Policy	50%	50%					2
	CEPS	26%	55%	16%	3%			58
	CHHS	17%	54%	26%			3%	70
	COLA	52%	33%	11%	1%	1%	3%	132
	COLSA	54%	42%		2%	2%		52
	Graduate School			33%		33%	33%	3
	Marine Science and Ocean Eng.			100%				1
	Paul College of Bus. and Econ.	41%	48%	9%	2%			44
	Thompson School	17%	42%	25%	17%			12
	UNH Manchester	44%	29%	24%	3%			34
	UNH School of Law	13%	75%	13%				8
	Other	50%	25%	13%			13%	8
Years Teaching	Less than 1	24%	38%	28%		3%	7%	29
	1 to 3	24%	50%	24%			2%	58
	4 to 5	34%	37%	23%	3%	3%		35
	6 to 9	32%	55%	11%	2%			53
	10 to 15	30%	53%	14%	1%		1%	77
	16 to 20	51%	31%	12%	2%		4%	51
	More than 20	54%	35%	6%	3%	1%	2%	121
Classes Taught in Last Year	2 or fewer classes	35%	36%	21%	3%	1%	3%	118
	3-4 classes	41%	45%	10%	2%		1%	155
	4-5 classes	39%	42%	15%	1%	2%	1%	93
	6 or more classes	40%	50%	9%			2%	58
Students Taught	Only Undergrads	40%	37%	18%	3%	1%	1%	225
	Grads & Undergrads	42%	48%	7%			2%	139
	Only Grads	20%	56%	18%	2%	2%	2%	45
Type of Classes Taught	Only Face-to-face	38%	41%	17%	2%	1%	2%	297
	Mixed	38%	53%	7%		1%	1%	95
	Only Blended/Hybrid or Online	50%	30%	10%	10%			20

Q8c: Generally whose decision is it to add or change required course materials?

		The decision is mine alone	The decision is made by me in concert with others	The decision is made at the department level	The decision is made at the college level	The decision is made at the institutional level	Other	N
OVERALL		72%	23%	4%	0%	0%	0%	426
Teaching Status	Full-time	79%	18%	2%	0%	0%	0%	339
	Part-time	44%	41%	13%	1%		1%	87
Tenure Status	Tenured	84%	16%		1%			161
	Tenure Track, Not Tenured	85%	13%	2%				52
	Not Tenure Track	63%	26%	8%	1%	1%	1%	183
	Other	37%	57%	7%				30
College or School Teach In	Carsey School of Public Policy	50%	50%					2
	CEPS	63%	30%	7%				56
	CHHS	59%	32%	9%				69
	COLA	81%	16%	4%				134
	COLSA	81%	15%		2%	2%		52
	Graduate School		50%	25%			25%	4
	Marine Science and Ocean Eng.			100%				1
	Paul College of Bus. and Econ.	78%	20%		2%			46
	Thompson School	75%	25%					12
	UNH Manchester	68%	29%	3%				34
	UNH School of Law	88%	13%					8
	Other	50%	38%				13%	8
Years Teaching	Less than 1	38%	48%	7%	3%		3%	29
	1 to 3	68%	22%	8%			2%	59
	4 to 5	61%	33%	6%				33
	6 to 9	78%	20%	2%				55
	10 to 15	71%	24%	5%				78
	16 to 20	84%	12%	4%				51
	More than 20	78%	19%	2%	1%	1%		121
Classes Taught in Last Year	2 or fewer classes	64%	25%	8%	1%		2%	118
	3-4 classes	74%	24%	2%				157
	4-5 classes	77%	18%	3%		1%		92
	6 or more classes	73%	20%	5%	2%			59
Students Taught	Only Undergrads	70%	23%	5%	0%	0%		226
	Grads & Undergrads	81%	16%	1%	1%			140
	Only Grads	56%	36%	9%				45
Type of Classes Taught	Only Face-to-face	71%	24%	5%	0%			302
	Mixed	77%	19%	2%	1%	1%		95
	Only Blended/Hybrid or Online	71%	24%	6%				17

Q10: What is your role in selecting the required materials for a course?

		I am solely responsible for the selection	I lead a group that makes the selection	I am a member of a group that makes the selection
OVERALL		79%	4%	8%
Teaching Status	Full-time	84%	5%	6%
	Part-time	61%	2%	17%
Tenure Status	Tenured	88%	4%	4%
	Tenure Track, Not Tenured	87%	2%	5%
	Not Tenure Track	73%	5%	13%
	Other	58%		10%
College or School Teach In	Carsey School of Public Policy	50%		50%
	CEPS	80%	3%	10%
	CHHS	65%	8%	10%
	COLA	85%	4%	5%
	COLSA	85%	2%	13%
	Graduate School	50%		
	Marine Science and Ocean Eng.			100%
	Paul College of Bus. and Econ.	80%	2%	9%
	Thompson School	92%	8%	
	UNH Manchester	81%		8%
	UNH School of Law	88%	13%	
	Other	63%	13%	13%
Years Teaching	Less than 1	55%		24%
	1 to 3	80%	2%	3%
	4 to 5	78%		17%
	6 to 9	81%	4%	11%
	10 to 15	80%	6%	6%
	16 to 20	85%	8%	
	More than 20	82%	5%	9%
Classes Taught in Last Year	2 or fewer classes	67%	3%	14%
	3-4 classes	86%	4%	7%
	4-5 classes	84%	3%	4%
	6 or more classes	80%	8%	8%
Students Taught	Only Undergrads	80%	3%	8%
	Grads & Undergrads	87%	3%	7%
	Only Grads	60%	10%	13%
Type of Classes Taught	Only Face-to-face	79%	4%	9%
	Mixed	85%	4%	7%
	Only Blended/Hybrid or Online	81%		5%

Q10: What is your role in selecting the required materials for a course?

		I influence the selection, but do not have decision-making power	Others make the selection, I have no role	Other	N
OVERALL		3%	2%	3%	437
Teaching Status	Full-time	1%		3%	345
	Part-time	8%	10%	2%	92
Tenure Status	Tenured	1%		2%	162
	Tenure Track, Not Tenured			5%	55
	Not Tenure Track	4%	2%	3%	189
	Other	10%	16%	6%	31
College or School Teach In	Carsey School of Public Policy				2
	CEPS	2%	3%	2%	60
	CHHS	8%	3%	6%	71
	COLA	2%		4%	135
	COLSA				52
	Graduate School	25%	25%		4
	Marine Science and Ocean Eng.				1
	Paul College of Bus. and Econ.		7%	2%	46
	Thompson School				13
	UNH Manchester		3%	8%	37
	UNH School of Law				8
	Other	13%			8
Years Teaching	Less than 1	7%	3%	10%	29
	1 to 3	5%	8%	2%	61
	4 to 5	3%		3%	36
	6 to 9	2%		4%	57
	10 to 15	3%	1%	4%	79
	16 to 20	4%		4%	52
	More than 20	1%	2%	2%	123
Classes Taught in Last Year	2 or fewer classes	7%	6%	3%	123
	3-4 classes	1%		3%	160
	4-5 classes	1%	2%	5%	95
	6 or more classes	2%		2%	59
Students Taught	Only Undergrads	2%	3%	4%	231
	Grads & Undergrads			3%	143
	Only Grads	13%	4%		48
Type of Classes Taught	Only Face-to-face	2%	3%	4%	307
	Mixed	2%		2%	97
	Only Blended/Hybrid or Online	10%		5%	21

Q11a: Generally what type of course materials are required for your undergarduate courses? (Select all that apply)

		Printed Textbooks	Digital Textbooks	Printed materials other than textbooks
OVERALL		72%	35%	44%
Teaching Status	Full-time	77%	36%	70%
	Part-time	53%	30%	55%
Tenure Status	Tenured	79%	30%	72%
	Tenure Track, Not Tenured	80%	38%	75%
	Not Tenure Track	66%	40%	64%
	Other	52%	29%	42%
College or School Teach In	Carsey School of Public Policy			
	CEPS	78%	50%	60%
	CHHS	75%	35%	70%
	COLA	73%	25%	73%
	COLSA	75%	27%	79%
	Graduate School			
	Marine Science and Ocean Eng.			
	Paul College of Bus. and Econ.	76%	57%	67%
	Thompson School	77%	31%	69%
	UNH Manchester	78%	54%	65%
	UNH School of Law			
	Other	25%		38%
Years Teaching	Less than 1	69%	34%	66%
	1 to 3	70%	44%	62%
	4 to 5	69%	44%	69%
	6 to 9	74%	44%	68%
	10 to 15	70%	23%	62%
	16 to 20	71%	35%	79%
	More than 20	74%	32%	66%
Classes Taught in Last Year	2 or fewer classes	63%	28%	63%
	3-4 classes	74%	32%	64%
	4-5 classes	84%	45%	76%
	6 or more classes	64%	41%	68%
Students Taught	Only Undergrads	80%	40%	71%
	Grads & Undergrads	76%	36%	76%
	Only Grads	27%	13%	27%
Type of Classes Taught	Only Face-to-face	74%	36%	68%
	Mixed	72%	34%	70%
	Only Blended/Hybrid or Online	48%	29%	52%

Q11a: Generally what type of course materials are required for your undergarduate courses? (Select all that apply)

		Digital materials other than textbooks	Software	Other Materials	N
OVERALL		67%	26%	8%	437
Teaching Status	Full-time	47%	27%	8%	345
	Part-time	34%	24%	10%	92
Tenure Status	Tenured	48%	23%	9%	162
	Tenure Track, Not Tenured	51%	33%	4%	55
	Not Tenure Track	41%	28%	9%	189
	Other	26%	19%	10%	31
College or School Teach In	Carsey School of Public Policy				2
	CEPS	25%	52%	8%	60
	CHHS	41%	23%	7%	71
	COLA	62%	16%	10%	135
	COLSA	44%	25%	13%	52
	Graduate School				4
	Marine Science and Ocean Eng.				1
	Paul College of Bus. and Econ.	39%	43%	7%	46
	Thompson School	46%	8%	8%	13
	UNH Manchester	43%	30%	8%	37
	UNH School of Law				8
	Other	13%	13%		8
Years Teaching	Less than 1	45%	21%	7%	29
	1 to 3	41%	33%	8%	61
	4 to 5	36%	19%	3%	36
	6 to 9	37%	21%	11%	57
	10 to 15	41%	30%	11%	79
	16 to 20	54%	31%	6%	52
	More than 20	49%	24%	9%	123
Classes Taught in Last Year	2 or fewer classes	37%	26%	9%	123
	3-4 classes	48%	24%	8%	160
	4-5 classes	52%	25%	8%	95
	6 or more classes	36%	34%	10%	59
Students Taught	Only Undergrads	50%	28%	11%	231
	Grads & Undergrads	45%	27%	8%	143
	Only Grads	8%	15%	2%	48
Type of Classes Taught	Only Face-to-face	47%	26%	9%	307
	Mixed	42%	26%	7%	97
	Only Blended/Hybrid or Online		38%	5%	21

Q11b: Generally what type of course materials are required for your graduate courses? (Select all that apply)

		Printed Textbooks	Digital Textbooks	Printed Materials Other than Textbooks
OVERALL		29%	17%	26%
Teaching Status	Full-time	32%	18%	28%
	Part-time	17%	13%	17%
Tenure Status	Tenured	43%	20%	36%
	Tenure Track, Not Tenured	33%	25%	31%
	Not Tenure Track	19%	12%	16%
	Other	13%	16%	19%
College or School Teach In	Carsey School of Public Policy		50%	100%
	CEPS	38%	22%	22%
	CHHS	46%	32%	32%
	COLA	23%	10%	33%
	COLSA	19%	4%	13%
	Graduate School	75%	25%	75%
	Marine Science and Ocean Eng.			
	Paul College of Bus. and Econ.	35%	28%	20%
	Thompson School	8%		
	UNH Manchester	8%	8%	5%
	UNH School of Law	75%	25%	75%
	Other	13%	25%	38%
Years Teaching	Less than 1	10%	7%	10%
	1 to 3	28%	16%	21%
	4 to 5	28%	22%	22%
	6 to 9	19%	12%	16%
	10 to 15	37%	13%	29%
	16 to 20	38%	27%	38%
	More than 20	30%	18%	30%
Classes Taught in Last Year	2 or fewer classes	24%	11%	18%
	3-4 classes	41%	22%	39%
	4-5 classes	19%	12%	17%
	6 or more classes	24%	22%	20%
Students Taught	Only Undergrads	6%	3%	7%
	Grads & Undergrads	52%	31%	46%
	Only Grads	73%	38%	54%
Type of Classes Taught	Only Face-to-face	26%	14%	26%
	Mixed	36%	23%	30%
	Only Blended/Hybrid or Online	48%	29%	10%

Q11b: Generally what type of course materials are required for your graduate courses? (Select all that apply)

		Digital Materials Other Than Textbooks	Software	Other Materials	N
OVERALL		40%	14%	3%	437
Teaching Status	Full-time	42%	14%	3%	345
	Part-time	32%	11%	1%	92
Tenure Status	Tenured	51%	16%	7%	162
	Tenure Track, Not Tenured	55%	29%	2%	55
	Not Tenure Track	26%	7%		189
	Other	35%	13%		31
College or School Teach In	Carsey School of Public Policy	100%			2
	CEPS	38%	28%	3%	60
	CHHS	54%	15%	1%	71
	COLA	36%	4%	3%	135
	COLSA	48%	19%	4%	52
	Graduate School	75%	50%		4
	Marine Science and Ocean Eng.	100%			1
	Paul College of Bus. and Econ.	35%	20%	4%	46
	Thompson School	8%			13
	UNH Manchester	8%	8%		37
	UNH School of Law	75%	13%	25%	8
	Other	75%	13%		8
Years Teaching	Less than 1	24%	3%		29
	1 to 3	34%	16%		61
	4 to 5	36%	8%		36
	6 to 9	30%	12%	2%	57
	10 to 15	42%	14%	3%	79
	16 to 20	50%	13%	6%	52
	More than 20	46%	16%	6%	123
Classes Taught in Last Year	2 or fewer classes	37%	15%	3%	123
	3-4 classes	48%	16%	6%	160
	4-5 classes	31%	8%		95
	6 or more classes	37%	12%		59
Students Taught	Only Undergrads	9%	3%	0%	231
	Grads & Undergrads	76%	25%	6%	143
	Only Grads	83%	27%	6%	48
Type of Classes Taught	Only Face-to-face	35%	12%	3%	307
	Mixed	51%	15%	3%	97
	Only Blended/Hybrid or Online	67%	19%	5%	21

Q12a: When selecting required course materials, how important are the following factors in your selection? Cost to the student

		Very Important	Somewhat Important	Not Very Important	N
OVERALL		57%	40%	3%	429
Teaching Status	Full-time	57%	40%	3%	343
	Part-time	57%	37%	6%	86
Tenure Status	Tenured	56%	41%	3%	160
	Tenure Track, Not Tenured	58%	42%		55
	Not Tenure Track	57%	38%	5%	189
	Other	60%	36%	4%	25
College or School Teach In	Carsey School of Public Policy		100%		2
	CEPS	50%	47%	3%	58
	CHHS	57%	41%	1%	70
	COLA	57%	38%	4%	134
	COLSA	52%	44%	4%	52
	Graduate School	67%	33%		3
	Marine Science and Ocean Eng.	100%			1
	Paul College of Bus. and Econ.	54%	41%	4%	46
	Thompson School	85%	15%		13
	UNH Manchester	67%	33%		36
	UNH School of Law	50%	38%	13%	8
	Other	67%	17%	17%	6
Years Teaching	Less than 1	45%	45%	10%	29
	1 to 3	66%	29%	5%	58
	4 to 5	47%	53%		36
	6 to 9	53%	47%		57
	10 to 15	63%	35%	3%	78
	16 to 20	62%	37%	2%	52
	More than 20	55%	40%	5%	119
Classes Taught in Last Year	2 or fewer classes	50%	44%	6%	118
	3-4 classes	56%	41%	3%	158
	4-5 classes	64%	33%	3%	94
	6 or more classes	61%	37%	2%	59
Students Taught	Only Undergrads	63%	33%	3%	229
	Grads & Undergrads	52%	45%	3%	140
	Only Grads	45%	51%	4%	47
Type of Classes Taught	Only Face-to-face	56%	40%	4%	302
	Mixed	63%	36%	1%	96
	Only Blended/Hybrid or Online	50%	45%	5%	20

Q12b: When selecting required course materials, how important are the following factors in your selection? Easy to find/accessibility

		Very Important	Somewhat Important	Not Very Important	N
OVERALL		66%	31%	3%	423
Teaching Status	Full-time	64%	32%	4%	337
	Part-time	72%	26%	2%	86
Tenure Status	Tenured	58%	37%	4%	158
	Tenure Track, Not Tenured	59%	35%	6%	54
	Not Tenure Track	72%	26%	2%	185
	Other	81%	19%		26
College or School Teach In	Carsey School of Public Policy	100%			2
	CEPS	54%	39%	7%	57
	CHHS	59%	38%	3%	69
	COLA	63%	35%	2%	132
	COLSA	65%	27%	8%	51
	Graduate School	100%			3
	Marine Science and Ocean Eng.	100%			1
	Paul College of Bus. and Econ.	69%	29%	2%	45
	Thompson School	77%	23%		13
	UNH Manchester	89%	11%		35
	UNH School of Law	86%	14%		7
	Other	75%	25%		8
Years Teaching	Less than 1	59%	31%	10%	29
	1 to 3	72%	28%		58
	4 to 5	69%	31%		36
	6 to 9	65%	29%	5%	55
	10 to 15	68%	27%	5%	75
	16 to 20	65%	35%		52
	More than 20	62%	35%	3%	118
Classes Taught in Last Year	2 or fewer classes	65%	31%	4%	118
	3-4 classes	61%	34%	5%	154
	4-5 classes	68%	32%		94
	6 or more classes	75%	23%	2%	57
Students Taught	Only Undergrads	69%	28%	3%	224
	Grads & Undergrads	59%	36%	5%	140
	Only Grads	73%	24%	2%	45
Type of Classes Taught	Only Face-to-face	64%	32%	4%	300
	Mixed	71%	28%	1%	92
	Only Blended/Hybrid or Online	75%	20%	5%	20

Q12c: When selecting required course materials, how important are the following factors in your selection? Comprehensive content and activities

		Very Important	Somewhat Important	Not Very Important	Not at all Important	N
OVERALL		71%	23%	4%	3%	429
Teaching Status	Full-time	71%	22%	4%	3%	341
	Part-time	70%	24%	3%	2%	88
Tenure Status	Tenured	69%	24%	4%	3%	159
	Tenure Track, Not Tenured	64%	31%	4%	2%	55
	Not Tenure Track	76%	18%	3%	2%	187
	Other	61%	29%	4%	7%	28
College or School Teach In	Carsey School of Public Policy	100%				2
	CEPS	66%	24%	7%	3%	59
	CHHS	87%	11%		1%	70
	COLA	68%	27%	2%	3%	133
	COLSA	69%	22%	8%	2%	51
	Graduate School	67%	33%			3
	Marine Science and Ocean Eng.	100%				1
	Paul College of Bus. and Econ.	70%	26%	4%		46
	Thompson School	83%	8%	8%		12
	UNH Manchester	67%	31%	3%		36
	UNH School of Law	63%	25%		13%	8
	Other	50%	13%	13%	25%	8
Years Teaching	Less than 1	79%	18%		4%	28
	1 to 3	81%	15%	3%		59
	4 to 5	71%	26%	3%		35
	6 to 9	77%	18%	4%	2%	57
	10 to 15	71%	28%		1%	79
	16 to 20	67%	27%	2%	4%	51
	More than 20	63%	23%	8%	5%	120
Classes Taught in Last Year	2 or fewer classes	69%	23%	3%	4%	118
	3-4 classes	69%	25%	5%	1%	158
	4-5 classes	68%	26%	3%	3%	94
	6 or more classes	85%	12%	2%	2%	59
Students Taught	Only Undergrads	71%	24%	4%	1%	226
	Grads & Undergrads	71%	21%	5%	3%	142
	Only Grads	72%	19%		9%	47
Type of Classes Taught	Only Face-to-face	71%	22%	4%	3%	301
	Mixed	72%	24%	3%	1%	96
	Only Blended/Hybrid or Online	67%	24%	5%	5%	21

Q12d: When selecting required course materials, how important are the following factors in your selection? Works with my institution's Learning Management System (LMS)

		Very Important	Somewhat Important	Not Very Important	Not at all Important	N
OVERALL		15%	22%	29%	34%	419
Teaching Status	Full-time	13%	22%	29%	36%	336
	Part-time	20%	24%	29%	27%	83
Tenure Status	Tenured	8%	24%	24%	44%	156
	Tenure Track, Not Tenured	13%	16%	36%	35%	55
	Not Tenure Track	19%	22%	30%	28%	184
	Other	29%	25%	29%	17%	24
College or School Teach In	Carsey School of Public Policy			50%	50%	2
	CEPS	7%	16%	32%	46%	57
	CHHS	20%	28%	29%	23%	69
	COLA	13%	24%	22%	41%	127
	COLSA	15%	17%	33%	35%	52
	Graduate School	50%	50%			2
	Marine Science and Ocean Eng.			100%		1
	Paul College of Bus. and Econ.	15%	24%	35%	26%	46
	Thompson School		46%	46%	8%	13
	UNH Manchester	18%	24%	32%	26%	34
	UNH School of Law	25%		13%	63%	8
	Other	38%	13%	13%	38%	8
Years Teaching	Less than 1	21%	24%	34%	21%	29
	1 to 3	19%	26%	24%	31%	58
	4 to 5	17%	31%	31%	20%	35
	6 to 9	17%	19%	39%	26%	54
	10 to 15	15%	23%	21%	41%	78
	16 to 20	18%	20%	24%	38%	50
	More than 20	8%	20%	31%	41%	115
Classes Taught in Last Year	2 or fewer classes	19%	19%	26%	36%	113
	3-4 classes	10%	22%	27%	40%	154
	4-5 classes	15%	24%	37%	24%	95
	6 or more classes	19%	26%	25%	30%	57
Students Taught	Only Undergrads	17%	23%	30%	30%	221
	Grads & Undergrads	10%	22%	26%	42%	139
	Only Grads	18%	20%	33%	29%	45
Type of Classes Taught	Only Face-to-face	11%	20%	29%	39%	294
	Mixed	21%	31%	28%	20%	94
	Only Blended/Hybrid or Online	35%	10%	35%	20%	20

Q12e: When selecting required course materials, how important are the following factors in your selection? Recommended by other faculty members

		Very Important	Somewhat Important	Not Very Important	Not at all Important	N
OVERALL		8%	56%	25%	10%	424
Teaching Status	Full-time	6%	57%	27%	9%	338
	Part-time	17%	53%	19%	10%	86
Tenure Status	Tenured	6%	47%	34%	13%	158
	Tenure Track, Not Tenured	2%	67%	25%	5%	55
	Not Tenure Track	11%	63%	18%	8%	186
	Other	16%	44%	28%	12%	25
College or School Teach In	Carsey School of Public Policy		50%	50%		2
	CEPS	5%	65%	20%	10%	60
	CHHS	20%	52%	23%	4%	69
	COLA	8%	60%	19%	13%	129
	COLSA	2%	48%	40%	10%	52
	Graduate School	100%				2
	Marine Science and Ocean Eng.			100%		1
	Paul College of Bus. and Econ.	7%	72%	17%	4%	46
	Thompson School		46%	46%	8%	13
	UNH Manchester	6%	50%	38%	6%	34
	UNH School of Law	13%	13%	50%	25%	8
	Other		50%	13%	38%	8
Years Teaching	Less than 1	17%	79%		3%	29
	1 to 3	8%	63%	20%	8%	59
	4 to 5	14%	60%	20%	6%	35
	6 to 9	11%	56%	26%	7%	57
	10 to 15	9%	55%	27%	9%	78
	16 to 20	10%	51%	29%	10%	51
	More than 20	3%	50%	33%	15%	115
Classes Taught in Last Year	2 or fewer classes	15%	48%	26%	12%	117
	3-4 classes	6%	61%	24%	10%	157
	4-5 classes	3%	59%	29%	9%	93
	6 or more classes	11%	58%	25%	7%	57
Students Taught	Only Undergrads	6%	60%	25%	9%	224
	Grads & Undergrads	9%	57%	23%	11%	140
	Only Grads	15%	39%	35%	11%	46
Type of Classes Taught	Only Face-to-face	7%	57%	26%	10%	298
	Mixed	9%	58%	25%	7%	95
	Only Blended/Hybrid or Online	10%	40%	25%	25%	20

Q12f: When selecting required course materials, how important are the following factors in your selection? Adaptable/editable

		Very Important	Somewhat Important	Not Very Important	Not at all Important	N
OVERALL		12%	37%	33%	18%	421
Teaching Status	Full-time	12%	35%	33%	20%	339
	Part-time	15%	43%	34%	9%	82
Tenure Status	Tenured	6%	34%	35%	25%	158
	Tenure Track, Not Tenured	11%	25%	42%	22%	55
	Not Tenure Track	15%	42%	30%	13%	185
	Other	35%	35%	26%	4%	23
College or School Teach In	Carsey School of Public Policy			100%		2
	CEPS	4%	39%	42%	16%	57
	CHHS	15%	43%	29%	13%	68
	COLA	10%	34%	26%	30%	131
	COLSA	25%	18%	43%	14%	51
	Graduate School	50%		50%		2
	Marine Science and Ocean Eng.		100%			1
	Paul College of Bus. and Econ.	15%	50%	28%	7%	46
	Thompson School	8%	46%	31%	15%	13
	UNH Manchester	6%	41%	38%	15%	34
	UNH School of Law		25%	50%	25%	8
	Other	38%	38%	25%		8
Years Teaching	Less than 1	24%	38%	24%	14%	29
	1 to 3	12%	40%	38%	10%	58
	4 to 5	17%	43%	31%	9%	35
	6 to 9	13%	36%	35%	16%	55
	10 to 15	13%	36%	36%	14%	77
	16 to 20	10%	39%	27%	24%	51
	More than 20	9%	32%	33%	27%	116
Classes Taught in Last Year	2 or fewer classes	10%	39%	33%	17%	115
	3-4 classes	14%	28%	35%	23%	153
	4-5 classes	13%	41%	34%	13%	95
	6 or more classes	10%	47%	28%	16%	58
Students Taught	Only Undergrads	13%	35%	34%	18%	223
	Grads & Undergrads	11%	37%	31%	21%	140
	Only Grads	9%	41%	39%	11%	44
Type of Classes Taught	Only Face-to-face	12%	34%	33%	20%	297
	Mixed	10%	43%	35%	12%	93
	Only Blended/Hybrid or Online	20%	35%	30%	15%	20

Q12g: When selecting required course materials, how important are the following factors in your selection? Familiarity with brand/publisher

		Somewhat Important	Not Very Important	Not at all Important	N
OVERALL		28%	41%	32%	402
Teaching Status	Full-time	28%	39%	33%	324
	Part-time	27%	46%	27%	78
Tenure Status	Tenured	29%	34%	36%	151
	Tenure Track, Not Tenured	23%	49%	28%	53
	Not Tenure Track	30%	41%	29%	173
	Other	16%	56%	28%	25
College or School Teach In	Carsey School of Public Policy		50%	50%	2
	CEPS	9%	49%	42%	57
	CHHS	28%	44%	28%	64
	COLA	39%	28%	33%	121
	COLSA	17%	47%	36%	47
	Graduate School	100%			1
	Marine Science and Ocean Eng.		100%		1
	Paul College of Bus. and Econ.	37%	37%	26%	46
	Thompson School	15%	62%	23%	13
	UNH Manchester	32%	50%	18%	34
	UNH School of Law	13%	50%	38%	8
	Other	25%	38%	38%	8
Years Teaching	Less than 1	36%	36%	29%	28
	1 to 3	15%	49%	36%	53
	4 to 5	34%	43%	23%	35
	6 to 9	30%	48%	22%	54
	10 to 15	31%	33%	36%	75
	16 to 20	33%	33%	35%	46
	More than 20	25%	41%	33%	111
Classes Taught in Last Year	2 or fewer classes	20%	44%	36%	108
	3-4 classes	29%	41%	30%	149
	4-5 classes	30%	39%	31%	90
	6 or more classes	36%	36%	27%	55
Students Taught	Only Undergrads	31%	40%	29%	211
	Grads & Undergrads	24%	40%	36%	136
	Only Grads	29%	40%	31%	42
Type of Classes Taught	Only Face-to-face	28%	40%	33%	280
	Mixed	30%	42%	29%	91
	Only Blended/Hybrid or Online	33%	33%	33%	21

Q12h: When selecting required course materials, how important are the following factors in your selection? Includes test banks

		Very Important	Somewhat Important	Not Very Important	Not at all Important	N
OVERALL		4%	16%	27%	53%	420
Teaching Status	Full-time	4%	16%	27%	52%	336
	Part-time	4%	18%	25%	54%	84
Tenure Status	Tenured	4%	11%	25%	60%	156
	Tenure Track, Not Tenured	2%	19%	31%	48%	54
	Not Tenure Track	5%	19%	27%	48%	186
	Other	4%	29%	21%	46%	24
College or School Teach In	Carsey School of Public Policy				100%	2
	CEPS		16%	28%	57%	58
	CHHS	4%	25%	33%	38%	69
	COLA	5%	9%	19%	67%	130
	COLSA	4%	12%	32%	52%	50
	Graduate School	50%			50%	2
	Marine Science and Ocean Eng.			100%		1
	Paul College of Bus. and Econ.	9%	38%	27%	27%	45
	Thompson School		15%	46%	38%	13
	UNH Manchester	6%	15%	21%	59%	34
	UNH School of Law			38%	63%	8
	Other		13%	38%	50%	8
Years Teaching	Less than 1	7%	21%	32%	39%	28
	1 to 3	7%	28%	24%	41%	58
	4 to 5		31%	26%	43%	35
	6 to 9	5%	14%	36%	45%	56
	10 to 15	3%	11%	25%	62%	76
	16 to 20	6%	13%	19%	62%	52
	More than 20	3%	11%	27%	58%	115
Classes Taught in Last Year	2 or fewer classes	4%	18%	22%	56%	114
	3-4 classes	3%	13%	32%	53%	154
	4-5 classes	5%	17%	31%	47%	94
	6 or more classes	7%	22%	16%	55%	58
Students Taught	Only Undergrads	6%	16%	27%	51%	220
	Grads & Undergrads	2%	18%	23%	57%	141
	Only Grads		18%	36%	47%	45
Type of Classes Taught	Only Face-to-face	4%	13%	25%	57%	295
	Mixed	3%	27%	31%	39%	94
	Only Blended/Hybrid or Online	5%	20%	25%	50%	20

Q12i: When selecting required course materials, how important are the following factors in your selection? Includes supplemental instructor material

		Very Important	Somewhat Important	Not Very Important	Not at all Important	N
OVERALL		9%	27%	27%	37%	422
Teaching Status	Full-time	7%	27%	27%	38%	338
	Part-time	13%	29%	25%	33%	84
Tenure Status	Tenured	6%	19%	25%	50%	158
	Tenure Track, Not Tenured	6%	33%	30%	31%	54
	Not Tenure Track	11%	32%	28%	29%	187
	Other	17%	39%	13%	30%	23
College or School Teach In	Carsey School of Public Policy				100%	2
	CEPS	2%	27%	24%	47%	59
	CHHS	13%	41%	25%	22%	69
	COLA	5%	18%	24%	53%	130
	COLSA	10%	21%	31%	38%	52
	Graduate School	50%			50%	2
	Marine Science and Ocean Eng.			100%		1
	Paul College of Bus. and Econ.	18%	42%	27%	13%	45
	Thompson School		42%	42%	17%	12
	UNH Manchester	15%	21%	32%	32%	34
	UNH School of Law	13%	50%	25%	13%	8
	Other		25%	38%	38%	8
Years Teaching	Less than 1	7%	39%	29%	25%	28
	1 to 3	14%	36%	27%	24%	59
	4 to 5	11%	40%	29%	20%	35
	6 to 9	7%	29%	32%	32%	56
	10 to 15	8%	20%	25%	47%	76
	16 to 20	8%	27%	25%	40%	52
	More than 20	7%	22%	24%	47%	116
Classes Taught in Last Year	2 or fewer classes	9%	23%	25%	43%	115
	3-4 classes	8%	27%	31%	35%	154
	4-5 classes	8%	34%	24%	34%	95
	6 or more classes	10%	29%	22%	38%	58
Students Taught	Only Undergrads	10%	25%	27%	37%	221
	Grads & Undergrads	6%	29%	21%	44%	141
	Only Grads	9%	33%	39%	20%	46
Type of Classes Taught	Only Face-to-face	8%	25%	26%	41%	297
	Mixed	9%	35%	30%	27%	94
	Only Blended/Hybrid or Online	15%	30%	20%	35%	20

Q12j: When selecting required course materials, how important are the following factors in your selection? Copyright status

		Very Important	Somewhat Important	Not Very Important	Not at all Important	N
OVERALL		14%	30%	26%	29%	419
Teaching Status	Full-time	14%	30%	27%	30%	337
	Part-time	16%	32%	26%	27%	82
Tenure Status	Tenured	13%	30%	23%	35%	159
	Tenure Track, Not Tenured	11%	24%	39%	26%	54
	Not Tenure Track	15%	32%	28%	26%	184
	Other	23%	36%	14%	27%	22
College or School Teach In	Carsey School of Public Policy				100%	2
	CEPS	11%	30%	23%	37%	57
	CHHS	12%	36%	27%	25%	67
	COLA	16%	33%	19%	33%	129
	COLSA	10%	21%	33%	37%	52
	Graduate School	50%	50%			2
	Marine Science and Ocean Eng.		100%			1
	Paul College of Bus. and Econ.	20%	20%	41%	20%	46
	Thompson School	15%	23%	54%	8%	13
	UNH Manchester	18%	32%	29%	21%	34
	UNH School of Law	25%	38%		38%	8
	Other		63%	38%		8
Years Teaching	Less than 1	21%	34%	31%	14%	29
	1 to 3	16%	24%	34%	26%	58
	4 to 5	14%	43%	26%	17%	35
	6 to 9	13%	26%	25%	36%	53
	10 to 15	16%	32%	24%	29%	76
	16 to 20	10%	35%	27%	27%	51
	More than 20	13%	27%	24%	36%	117
Classes Taught in Last Year	2 or fewer classes	9%	33%	24%	34%	116
	3-4 classes	18%	26%	30%	26%	152
	4-5 classes	16%	33%	25%	26%	93
	6 or more classes	12%	33%	24%	31%	58
Students Taught	Only Undergrads	14%	29%	31%	27%	222
	Grads & Undergrads	11%	30%	24%	34%	140
	Only Grads	23%	33%	19%	26%	43
Type of Classes Taught	Only Face-to-face	12%	29%	29%	30%	297
	Mixed	21%	31%	24%	24%	91
	Only Blended/Hybrid or Online	10%	40%	15%	35%	20

Q12k: When selecting required course materials, how important are the following factors in your selection? Can be put on reserves

		Very Important	Somewhat Important	Not Very Important	Not at all Important	N
OVERALL		15%	31%	26%	28%	421
Teaching Status	Full-time	16%	31%	24%	29%	337
	Part-time	11%	31%	32%	26%	84
Tenure Status	Tenured	14%	37%	22%	27%	157
	Tenure Track, Not Tenured	7%	36%	31%	25%	55
	Not Tenure Track	17%	25%	26%	31%	185
	Other	17%	29%	38%	17%	24
College or School Teach In	Carsey School of Public Policy				100%	2
	CEPS	14%	27%	30%	29%	56
	CHHS	23%	36%	20%	21%	70
	COLA	12%	34%	23%	30%	129
	COLSA	12%	38%	21%	29%	52
	Graduate School	50%		50%		2
	Marine Science and Ocean Eng.		100%			1
	Paul College of Bus. and Econ.	13%	26%	26%	35%	46
	Thompson School		8%	54%	38%	13
	UNH Manchester	18%	24%	38%	21%	34
	UNH School of Law	13%	38%	25%	25%	8
	Other	25%	38%	13%	25%	8
Years Teaching	Less than 1	29%	21%	32%	18%	28
	1 to 3	19%	32%	21%	28%	57
	4 to 5	9%	34%	26%	31%	35
	6 to 9	11%	34%	34%	21%	56
	10 to 15	14%	35%	30%	21%	77
	16 to 20	18%	35%	12%	35%	51
	More than 20	12%	27%	26%	35%	117
Classes Taught in Last Year	2 or fewer classes	11%	32%	25%	31%	114
	3-4 classes	16%	36%	22%	27%	154
	4-5 classes	17%	27%	29%	28%	94
	6 or more classes	15%	25%	31%	29%	59
Students Taught	Only Undergrads	15%	29%	29%	28%	221
	Grads & Undergrads	14%	37%	20%	29%	141
	Only Grads	13%	38%	22%	27%	45
Type of Classes Taught	Only Face-to-face	16%	32%	23%	29%	295
	Mixed	9%	34%	34%	23%	95
	Only Blended/Hybrid or Online	20%	25%	15%	40%	20

Q12l: When selecting required course materials, how important are the following factors in your selection? Complete package (textbooks, instructor notes, test bank, etc)

		Very Important	Somewhat Important	Not Very Important	Not at all Important	N
OVERALL		6%	18%	29%	47%	419
Teaching Status	Full-time	7%	17%	29%	47%	336
	Part-time	5%	23%	27%	46%	83
Tenure Status	Tenured	5%	10%	29%	56%	159
	Tenure Track, Not Tenured		28%	31%	41%	54
	Not Tenure Track	8%	21%	30%	42%	183
	Other	17%	30%	17%	35%	23
College or School Teach In	Carsey School of Public Policy				100%	2
	CEPS	2%	11%	32%	56%	57
	CHHS	9%	35%	22%	34%	68
	COLA	6%	12%	25%	58%	130
	COLSA	4%	15%	38%	42%	52
	Graduate School	50%			50%	2
	Marine Science and Ocean Eng.		100%			1
	Paul College of Bus. and Econ.	16%	30%	23%	32%	44
	Thompson School		23%	54%	23%	13
	UNH Manchester	3%	15%	35%	47%	34
	UNH School of Law		13%	38%	50%	8
	Other			50%	50%	8
Years Teaching	Less than 1	12%	19%	38%	31%	26
	1 to 3	10%	31%	28%	31%	58
	4 to 5	3%	34%	20%	43%	35
	6 to 9	4%	20%	41%	36%	56
	10 to 15	5%	15%	27%	53%	78
	16 to 20	6%	13%	25%	56%	52
	More than 20	6%	10%	27%	57%	114
Classes Taught in Last Year	2 or fewer classes	6%	17%	27%	50%	113
	3-4 classes	4%	20%	29%	47%	155
	4-5 classes	7%	18%	37%	37%	94
	6 or more classes	11%	16%	19%	54%	57
Students Taught	Only Undergrads	7%	19%	28%	46%	220
	Grads & Undergrads	6%	17%	28%	49%	141
	Only Grads	2%	20%	34%	43%	44
Type of Classes Taught	Only Face-to-face	6%	18%	28%	49%	296
	Mixed	8%	22%	34%	37%	92
	Only Blended/Hybrid or Online		15%	20%	65%	20

Q13a: How satisfied are you with the following aspects of the material available to you for selection as a required material for your course(s)? Cost to the student

		Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at all Satisfied	Not Applicable	N
OVERALL		26%	45%	21%	7%	1%	424
Teaching Status	Full-time	24%	44%	24%	7%	1%	337
	Part-time	36%	52%	7%	3%	2%	87
Tenure Status	Tenured	23%	37%	29%	10%	1%	160
	Tenure Track, Not Tenured	21%	42%	28%	9%		53
	Not Tenure Track	28%	55%	13%	3%	1%	184
	Other	44%	33%	7%	7%	7%	27
College or School Teach In	Carsey School of Public Policy		100%				1
	CEPS	20%	42%	27%	10%		59
	CHHS	20%	40%	30%	10%		70
	COLA	32%	45%	18%	4%	2%	130
	COLSA	21%	58%	13%	8%		52
	Graduate School	50%	25%			25%	4
	Marine Science and Ocean Eng.		100%				1
	Paul College of Bus. and Econ.	24%	49%	22%	4%		45
	Thompson School	31%	46%	8%	8%	8%	13
	UNH Manchester	29%	43%	23%	6%		35
	UNH School of Law	43%	29%	29%			7
	Other	43%	29%		14%	14%	7
Years Teaching	Less than 1	36%	50%	7%	7%		28
	1 to 3	26%	44%	18%	12%		57
	4 to 5	18%	71%	12%			34
	6 to 9	27%	55%	18%			55
	10 to 15	27%	41%	24%	8%		78
	16 to 20	27%	33%	27%	10%	2%	51
	More than 20	25%	41%	24%	7%	3%	121
Classes Taught in Last Year	2 or fewer classes	33%	42%	15%	8%	2%	113
	3-4 classes	23%	42%	27%	8%	1%	158
	4-5 classes	20%	54%	18%	6%	2%	95
	6 or more classes	33%	45%	21%	2%		58
Students Taught	Only Undergrads	28%	49%	16%	6%	1%	224
	Grads & Undergrads	22%	41%	28%	9%	1%	143
	Only Grads	31%	47%	18%	2%	2%	45
Type of Classes Taught	Only Face-to-face	26%	45%	20%	7%	1%	299
	Mixed	26%	43%	25%	6%		96
	Only Blended/Hybrid or Online	25%	65%	5%		5%	20

Q13a: How satisfied are you with the following aspects of the material available to you for selection as a required material for your course(s)? Easy to find/accessibility

		Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at all Satisfied	Not Applicable	N
OVERALL		44%	49%	4%	1%	2%	421
Teaching Status	Full-time	43%	49%	4%	1%	2%	336
	Part-time	49%	48%	1%		1%	85
Tenure Status	Tenured	37%	54%	5%	1%	3%	157
	Tenure Track, Not Tenured	43%	47%	8%		2%	53
	Not Tenure Track	50%	45%	2%	1%	1%	185
	Other	50%	46%			4%	26
College or School Teach In	Carsey School of Public Policy		100%				1
	CEPS	43%	50%	4%	2%	2%	56
	CHHS	43%	54%	3%			70
	COLA	48%	45%	5%	1%	2%	130
	COLSA	50%	38%	6%	2%	4%	52
	Graduate School	50%	25%			25%	4
	Marine Science and Ocean Eng.		100%				1
	Paul College of Bus. and Econ.	49%	47%	2%		2%	45
	Thompson School	31%	54%	8%		8%	13
	UNH Manchester	26%	71%	3%			34
	UNH School of Law	63%	25%			13%	8
	Other	43%	43%		14%		7
Years Teaching	Less than 1	50%	43%	7%			28
	1 to 3	55%	38%	5%	2%		56
	4 to 5	56%	44%				34
	6 to 9	44%	54%			2%	54
	10 to 15	36%	56%	5%		3%	77
	16 to 20	39%	53%	6%	2%		51
	More than 20	42%	48%	3%	2%	5%	121
Classes Taught in Last Year	2 or fewer classes	45%	51%	2%		3%	112
	3-4 classes	46%	45%	5%	1%	2%	155
	4-5 classes	37%	57%	3%	1%	2%	95
	6 or more classes	51%	41%	5%	2%	2%	59
Students Taught	Only Undergrads	47%	48%	3%	1%	1%	225
	Grads & Undergrads	38%	52%	6%	1%	2%	140
	Only Grads	50%	41%	2%		7%	44
Type of Classes Taught	Only Face-to-face	47%	46%	4%	1%	3%	297
	Mixed	39%	55%	4%	2%		96
	Only Blended/Hybrid or Online	26%	63%	5%		5%	19

Q13c: How satisfied are you with the following aspects of the material available to you for selection as a required material for your course(s)? Comprehensive content and activities

		Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at all Satisfied	Not Applicable	N
OVERALL		27%	54%	11%	2%	6%	421
Teaching Status	Full-time	24%	56%	12%	2%	6%	334
	Part-time	38%	47%	10%		5%	87
Tenure Status	Tenured	24%	58%	12%	1%	5%	156
	Tenure Track, Not Tenured	11%	60%	23%	2%	4%	53
	Not Tenure Track	31%	51%	9%	2%	6%	185
	Other	41%	41%	4%	4%	11%	27
College or School Teach In	Carsey School of Public Policy	100%					1
	CEPS	17%	56%	17%	2%	8%	59
	CHHS	25%	58%	13%	3%	1%	69
	COLA	35%	51%	7%		6%	127
	COLSA	23%	46%	19%	4%	8%	52
	Graduate School	75%				25%	4
	Marine Science and Ocean Eng.		100%				1
	Paul College of Bus. and Econ.	29%	64%	2%	2%	2%	45
	Thompson School	8%	54%	15%	8%	15%	13
	UNH Manchester	14%	69%	14%		3%	35
	UNH School of Law	38%	50%	13%			8
	Other	29%	14%	14%	14%	29%	7
Years Teaching	Less than 1	32%	46%	11%	4%	7%	28
	1 to 3	32%	51%	14%	2%	2%	57
	4 to 5	24%	70%	6%			33
	6 to 9	24%	53%	15%	2%	7%	55
	10 to 15	26%	53%	17%	3%	1%	77
	16 to 20	28%	56%	6%	2%	8%	50
	More than 20	25%	54%	9%	2%	11%	121
Classes Taught in Last Year	2 or fewer classes	32%	54%	9%		6%	114
	3-4 classes	23%	54%	14%	3%	6%	153
	4-5 classes	19%	62%	13%		6%	95
	6 or more classes	39%	44%	7%	5%	5%	59
Students Taught	Only Undergrads	29%	55%	9%	1%	5%	224
	Grads & Undergrads	20%	54%	16%	4%	7%	141
	Only Grads	31%	51%	11%		7%	45
Type of Classes Taught	Only Face-to-face	28%	54%	10%	2%	6%	297
	Mixed	22%	55%	17%	3%	3%	96
	Only Blended/Hybrid or Online	20%	50%	15%		15%	20

Q13d: How satisfied are you with the following aspects of the material available to you for selection as a required material for your course(s)?
Works with my institution's Learning Management System (LMS)

		Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at all Satisfied	Not Applicable	N
OVERALL		17%	28%	6%	2%	47%	413
Teaching Status	Full-time	15%	27%	7%	2%	49%	331
	Part-time	23%	32%	4%	1%	40%	82
Tenure Status	Tenured	10%	29%	5%	1%	55%	153
	Tenure Track, Not Tenured	9%	30%	11%	2%	47%	53
	Not Tenure Track	20%	28%	6%	2%	44%	183
	Other	46%	21%		4%	29%	24
College or School Teach In	Carsey School of Public Policy		100%				1
	CEPS	9%	23%	9%		59%	56
	CHHS	21%	33%	7%	3%	36%	70
	COLA	17%	25%	7%		50%	123
	COLSA	15%	25%	2%	8%	50%	52
	Graduate School	50%				50%	4
	Marine Science and Ocean Eng.					100%	1
	Paul College of Bus. and Econ.	20%	33%	9%	2%	36%	45
	Thompson School	23%	15%			62%	13
	UNH Manchester	9%	36%	3%		52%	33
	UNH School of Law		38%			63%	8
	Other	43%	43%			14%	7
Years Teaching	Less than 1	32%	29%	4%	4%	32%	28
	1 to 3	20%	30%	5%	2%	43%	56
	4 to 5	18%	39%	12%		30%	33
	6 to 9	20%	24%	9%	2%	44%	54
	10 to 15	14%	30%	5%	4%	47%	77
	16 to 20	20%	27%	4%		49%	49
	More than 20	9%	25%	5%	1%	59%	116
Classes Taught in Last Year	2 or fewer classes	19%	34%	2%	1%	45%	110
	3-4 classes	11%	26%	7%	2%	54%	150
	4-5 classes	18%	31%	8%	2%	41%	95
	6 or more classes	24%	19%	9%	2%	47%	58
Students Taught	Only Undergrads	19%	28%	6%	2%	45%	219
	Grads & Undergrads	9%	27%	6%	2%	56%	139
	Only Grads	23%	36%	5%		36%	44
Type of Classes Taught	Only Face-to-face	14%	27%	5%	1%	53%	291
	Mixed	20%	31%	11%	4%	35%	95
	Only Blended/Hybrid or Online	21%	42%	5%		32%	19

Q13e: How satisfied are you with the following aspects of the material available to you for selection as a required material for your course(s)?
Recommended by other faculty members

		Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not Applicable	Not at all Satisfied	N
OVERALL		16%	35%	4%	44%	1%	414
Teaching Status	Full-time	14%	33%	4%	48%	1%	331
	Part-time	25%	42%	4%	28%	1%	83
Tenure Status	Tenured	13%	29%	2%	55%	1%	154
	Tenure Track, Not Tenured	9%	45%	4%	40%	2%	53
	Not Tenure Track	21%	38%	5%	36%	1%	184
	Other	22%	26%	9%	43%		23
College or School Teach In	Carsey School of Public Policy		100%				1
	CEPS	14%	37%	5%	42%	2%	59
	CHHS	23%	32%	7%	38%		69
	COLA	18%	37%	2%	43%	1%	123
	COLSA	8%	21%	4%	67%		52
	Graduate School	33%	33%		33%		3
	Marine Science and Ocean Eng.		100%				1
	Paul College of Bus. and Econ.	16%	51%	2%	27%	4%	45
	Thompson School	8%	38%		54%		13
	UNH Manchester	15%	30%	9%	45%		33
	UNH School of Law	25%	13%		50%	13%	8
	Other	29%	14%		57%		7
Years Teaching	Less than 1	29%	50%	4%	14%	4%	28
	1 to 3	16%	42%	2%	40%		57
	4 to 5	33%	39%	3%	24%		33
	6 to 9	13%	43%	2%	41%	2%	54
	10 to 15	11%	36%	7%	47%		76
	16 to 20	26%	22%	10%	38%	4%	50
	More than 20	10%	27%	2%	60%	1%	116
Classes Taught in Last Year	2 or fewer classes	22%	33%	4%	39%	3%	111
	3-4 classes	14%	36%	4%	45%	1%	151
	4-5 classes	11%	39%	2%	48%		94
	6 or more classes	22%	26%	7%	45%		58
Students Taught	Only Undergrads	16%	35%	3%	45%	1%	219
	Grads & Undergrads	15%	34%	4%	47%	1%	139
	Only Grads	16%	41%	7%	34%	2%	44
Type of Classes Taught	Only Face-to-face	16%	34%	3%	46%	1%	292
	Mixed	15%	37%	6%	40%	1%	94
	Only Blended/Hybrid or Online	11%	37%	5%	47%		19

Q13f: How satisfied are you with the following aspects of the material available to you for selection as a required material for your course(s)? Adaptable/editable

		Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at all Satisfied	Not Applicable	N
OVERALL		14%	33%	11%	2%	40%	409
Teaching Status	Full-time	13%	33%	12%	2%	41%	327
	Part-time	18%	35%	10%		37%	82
Tenure Status	Tenured	10%	32%	10%	2%	46%	153
	Tenure Track, Not Tenured	8%	31%	16%		45%	51
	Not Tenure Track	14%	35%	12%	2%	36%	181
	Other	42%	29%	8%		21%	24
College or School Teach In	Carsey School of Public Policy		100%				1
	CEPS	9%	25%	16%	2%	47%	55
	CHHS	14%	41%	13%		31%	70
	COLA	17%	30%	10%	1%	43%	122
	COLSA	8%	29%	16%	2%	45%	51
	Graduate School	33%				67%	3
	Marine Science and Ocean Eng.		100%				1
	Paul College of Bus. and Econ.	16%	52%	7%	5%	20%	44
	Thompson School	8%	31%	15%		46%	13
	UNH Manchester	6%	29%	9%		56%	34
	UNH School of Law	25%	13%		13%	50%	8
	Other	43%	29%		14%	14%	7
Years Teaching	Less than 1	26%	30%	15%		30%	27
	1 to 3	7%	31%	15%	4%	44%	55
	4 to 5	24%	48%	6%		21%	33
	6 to 9	19%	34%	8%	2%	38%	53
	10 to 15	9%	45%	7%	1%	38%	76
	16 to 20	12%	27%	18%		43%	49
	More than 20	12%	26%	12%	3%	47%	116
Classes Taught in Last Year	2 or fewer classes	16%	30%	15%	2%	37%	110
	3-4 classes	11%	34%	10%	1%	44%	147
	4-5 classes	14%	36%	10%		40%	94
	6 or more classes	16%	33%	12%	5%	34%	58
Students Taught	Only Undergrads	13%	28%	13%	1%	44%	216
	Grads & Undergrads	12%	40%	9%	1%	38%	139
	Only Grads	23%	33%	9%	5%	30%	43
Type of Classes Taught	Only Face-to-face	14%	33%	10%	1%	42%	289
	Mixed	13%	33%	13%	2%	39%	93
	Only Blended/Hybrid or Online	11%	26%	21%	5%	37%	19

Q13g: How satisfied are you with the following aspects of the material available to you for selection as a required material for your course(s)?
Familiarity with brand/publisher

		Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not Applicable	Not at all Satisfied	N
OVERALL		13%	36%	5%	45%	1%	414
Teaching Status	Full-time	12%	36%	5%	46%	1%	331
	Part-time	16%	40%	2%	41%	1%	83
Tenure Status	Tenured	8%	34%	5%	53%	1%	154
	Tenure Track, Not Tenured	15%	40%	6%	40%		53
	Not Tenure Track	16%	39%	5%	38%	1%	183
	Other	13%	29%		58%		24
College or School Teach In	Carsey School of Public Policy				100%		1
	CEPS	7%	28%	4%	60%	2%	57
	CHHS	19%	39%	1%	41%		70
	COLA	17%	37%	7%	38%	1%	123
	COLSA	8%	31%	6%	56%		52
	Graduate School	33%	33%		33%		3
	Marine Science and Ocean Eng.		100%				1
	Paul College of Bus. and Econ.	13%	47%	7%	31%	2%	45
	Thompson School		31%	8%	62%		13
	UNH Manchester	3%	47%	3%	47%		34
	UNH School of Law	13%	25%		50%	13%	8
	Other	29%	14%	14%	43%		7
Years Teaching	Less than 1	29%	39%		32%		28
	1 to 3	20%	30%	9%	41%		56
	4 to 5	9%	58%	3%	30%		33
	6 to 9	21%	34%	6%	38%	2%	53
	10 to 15	8%	44%	3%	45%		77
	16 to 20	16%	33%	2%	47%	2%	49
	More than 20	5%	31%	7%	56%	2%	118
Classes Taught in Last Year	2 or fewer classes	14%	31%	5%	49%	2%	111
	3-4 classes	9%	36%	4%	50%	1%	151
	4-5 classes	16%	38%	5%	40%		94
	6 or more classes	14%	45%	7%	33%	2%	58
Students Taught	Only Undergrads	14%	38%	7%	41%	0%	220
	Grads & Undergrads	11%	34%	3%	51%	1%	140
	Only Grads	12%	40%	2%	44%	2%	43
Type of Classes Taught	Only Face-to-face	14%	34%	4%	46%	1%	294
	Mixed	8%	46%	6%	39%	1%	93
	Only Blended/Hybrid or Online	5%	32%	11%	53%		19

Q13h: How satisfied are you with the following aspects of the material available to you for selection as a required material for your course(s)? Includes test banks

		Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at all Satisfied	Not Applicable	N
OVERALL		9%	22%	8%	5%	57%	414
Teaching Status	Full-time	9%	21%	8%	5%	57%	331
	Part-time	10%	27%	6%	4%	54%	83
Tenure Status	Tenured	5%	16%	6%	6%	68%	154
	Tenure Track, Not Tenured	8%	25%	13%	4%	51%	53
	Not Tenure Track	12%	27%	7%	4%	50%	183
	Other	13%	25%	17%		46%	24
College or School Teach In	Carsey School of Public Policy					100%	1
	CEPS	7%	14%	9%	5%	65%	57
	CHHS	7%	36%	3%	3%	51%	70
	COLA	10%	12%	8%	2%	68%	123
	COLSA	10%	12%	10%	6%	63%	52
	Graduate School	33%				67%	3
	Marine Science and Ocean Eng.		100%				1
	Paul College of Bus. and Econ.	16%	44%	7%	7%	27%	45
	Thompson School		31%	23%	8%	38%	13
	UNH Manchester	6%	29%	12%	6%	47%	34
	UNH School of Law		13%		25%	63%	8
	Other	14%	29%		14%	43%	7
Years Teaching	Less than 1	18%	21%	11%	11%	39%	28
	1 to 3	20%	29%	5%	2%	45%	56
	4 to 5	9%	42%	3%	3%	42%	33
	6 to 9	13%	23%	11%	6%	47%	53
	10 to 15	4%	25%	8%	1%	62%	77
	16 to 20	6%	16%	2%	10%	65%	49
	More than 20	4%	14%	10%	4%	67%	118
Classes Taught in Last Year	2 or fewer classes	9%	21%	5%	5%	59%	111
	3-4 classes	7%	23%	7%	5%	59%	151
	4-5 classes	9%	23%	13%	5%	50%	94
	6 or more classes	16%	22%	5%	2%	55%	58
Students Taught	Only Undergrads	12%	20%	11%	5%	51%	220
	Grads & Undergrads	5%	24%	4%	3%	65%	140
	Only Grads		30%	5%	7%	58%	43
Type of Classes Taught	Only Face-to-face	10%	19%	7%	4%	61%	294
	Mixed	6%	31%	11%	6%	45%	93
	Only Blended/Hybrid or Online		32%	11%	5%	53%	19

Q13i: How satisfied are you with the following aspects of the material available to you for selection as a required material for your course(s)? Includes supplemental instructor material

		Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at all Satisfied	Not Applicable	N
OVERALL		12%	32%	10%	3%	43%	415
Teaching Status	Full-time	10%	31%	12%	4%	44%	331
	Part-time	17%	35%	5%	2%	42%	84
Tenure Status	Tenured	5%	27%	6%	3%	59%	154
	Tenure Track, Not Tenured	8%	36%	23%	4%	30%	53
	Not Tenure Track	18%	35%	9%	3%	34%	183
	Other	16%	28%	16%	4%	36%	25
College or School Teach In	Carsey School of Public Policy					100%	1
	CEPS	7%	30%	14%	2%	47%	57
	CHHS	9%	43%	11%	1%	36%	70
	COLA	11%	19%	11%	2%	58%	123
	COLSA	10%	31%	6%	6%	48%	52
	Graduate School	50%				50%	4
	Marine Science and Ocean Eng.		100%				1
	Paul College of Bus. and Econ.	24%	51%	4%	7%	13%	45
	Thompson School		38%	23%	8%	31%	13
	UNH Manchester	9%	32%	15%	6%	38%	34
	UNH School of Law	25%	38%	13%		25%	8
	Other	14%	29%		14%	43%	7
Years Teaching	Less than 1	18%	39%	11%	7%	25%	28
	1 to 3	21%	29%	13%	5%	32%	56
	4 to 5	18%	48%	9%		24%	33
	6 to 9	19%	26%	13%	4%	38%	53
	10 to 15	8%	29%	10%	1%	51%	78
	16 to 20	6%	29%	8%	4%	53%	49
	More than 20	5%	31%	9%	3%	51%	118
Classes Taught in Last Year	2 or fewer classes	10%	28%	8%	3%	51%	111
	3-4 classes	10%	34%	12%	3%	41%	152
	4-5 classes	12%	33%	13%	4%	38%	94
	6 or more classes	19%	29%	7%	5%	40%	58
Students Taught	Only Undergrads	14%	27%	12%	4%	43%	220
	Grads & Undergrads	7%	34%	7%	4%	48%	140
	Only Grads	9%	50%	11%		30%	44
Type of Classes Taught	Only Face-to-face	12%	29%	8%	3%	48%	294
	Mixed	10%	37%	17%	5%	31%	94
	Only Blended/Hybrid or Online		47%	11%	5%	37%	19

Q13j: How satisfied are you with the following aspects of the material available to you for selection as a required material for your course(s)?
Copyright status

		Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at all Satisfied	Not Applicable	N
OVERALL		17%	28%	9%	2%	45%	411
Teaching Status	Full-time	15%	27%	9%	2%	47%	330
	Part-time	23%	30%	6%	2%	38%	81
Tenure Status	Tenured	14%	24%	11%	2%	49%	153
	Tenure Track, Not Tenured	9%	34%	17%	2%	38%	53
	Not Tenure Track	21%	28%	5%	2%	44%	183
	Other	18%	32%	5%		45%	22
College or School Teach In	Carsey School of Public Policy		100%				1
	CEPS	9%	21%	11%		60%	57
	CHHS	13%	33%	6%	1%	46%	69
	COLA	23%	26%	12%	2%	37%	122
	COLSA	10%	23%	4%	2%	62%	52
	Graduate School	33%	33%			33%	3
	Marine Science and Ocean Eng.		100%				1
	Paul College of Bus. and Econ.	20%	33%	4%	7%	36%	45
	Thompson School	23%	15%	8%		54%	13
	UNH Manchester	18%	30%	15%		36%	33
	UNH School of Law	13%	38%			50%	8
	Other	29%	29%	14%		29%	7
Years Teaching	Less than 1	32%	29%	4%	4%	32%	28
	1 to 3	21%	27%	7%	2%	43%	56
	4 to 5	15%	39%	12%		33%	33
	6 to 9	17%	29%	12%	2%	40%	52
	10 to 15	14%	34%	9%		43%	77
	16 to 20	12%	31%	6%	6%	45%	49
	More than 20	15%	19%	9%	1%	56%	116
Classes Taught in Last Year	2 or fewer classes	15%	28%	7%	3%	48%	109
	3-4 classes	19%	27%	12%	1%	41%	150
	4-5 classes	18%	32%	7%	1%	41%	94
	6 or more classes	14%	24%	5%	2%	55%	58
Students Taught	Only Undergrads	22%	26%	9%	2%	42%	218
	Grads & Undergrads	10%	26%	10%	1%	52%	140
	Only Grads	12%	45%	5%		38%	42
Type of Classes Taught	Only Face-to-face	19%	24%	8%	2%	47%	292
	Mixed	11%	35%	11%	2%	41%	92
	Only Blended/Hybrid or Online		47%	11%		42%	19

Q13k: How satisfied are you with the following aspects of the material available to you for selection as a required material for your course(s)? Can be put on reserve

		Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at all Satisfied	Not Applicable	N
OVERALL		24%	29%	5%	1%	41%	412
Teaching Status	Full-time	25%	29%	5%	1%	40%	330
	Part-time	21%	29%	4%	2%	44%	82
Tenure Status	Tenured	23%	32%	5%	1%	40%	155
	Tenure Track, Not Tenured	19%	40%	11%		30%	53
	Not Tenure Track	26%	24%	3%	2%	45%	181
	Other	30%	26%	4%		39%	23
College or School Teach In	Carsey School of Public Policy					100%	1
	CEPS	27%	29%			45%	56
	CHHS	28%	33%	6%		33%	69
	COLA	24%	23%	8%	2%	43%	124
	COLSA	25%	37%	2%	2%	35%	52
	Graduate School	33%				67%	3
	Marine Science and Ocean Eng.		100%				1
	Paul College of Bus. and Econ.	16%	29%	7%	2%	47%	45
	Thompson School		31%			69%	13
	UNH Manchester	21%	36%	6%		36%	33
	UNH School of Law	38%	25%			38%	8
	Other	57%	14%			29%	7
Years Teaching	Less than 1	26%	22%	4%		48%	27
	1 to 3	35%	22%	9%	2%	33%	55
	4 to 5	18%	36%	6%		39%	33
	6 to 9	25%	43%	2%	2%	28%	53
	10 to 15	25%	34%	6%		35%	77
	16 to 20	22%	24%	6%	6%	42%	50
	More than 20	21%	24%	3%		53%	117
Classes Taught in Last Year	2 or fewer classes	17%	33%	3%	3%	45%	110
	3-4 classes	26%	30%	8%	1%	35%	151
	4-5 classes	25%	31%	4%	1%	39%	93
	6 or more classes	29%	16%	2%		53%	58
Students Taught	Only Undergrads	22%	28%	4%	2%	43%	217
	Grads & Undergrads	27%	30%	6%		37%	141
	Only Grads	23%	28%	7%		42%	43
Type of Classes Taught	Only Face-to-face	25%	28%	4%	1%	41%	292
	Mixed	23%	30%	8%	1%	39%	93
	Only Blended/Hybrid or Online	11%	32%	11%		47%	19

Q13l: How satisfied are you with the following aspects of the material available to you for selection as a required material for your course(s)?
Complete package (textbooks, instructor notes, test bank, etc)

		Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at all Satisfied	Not Applicable	N
OVERALL		10%	24%	8%	3%	55%	410
Teaching Status	Full-time	10%	23%	9%	3%	56%	327
	Part-time	12%	29%	6%	4%	49%	83
Tenure Status	Tenured	6%	19%	7%	3%	66%	153
	Tenure Track, Not Tenured	9%	26%	15%	2%	47%	53
	Not Tenure Track	14%	28%	7%	3%	48%	180
	Other	13%	17%	13%	8%	50%	24
College or School Teach In	Carsey School of Public Policy					100%	1
	CEPS	7%	21%	5%	2%	65%	57
	CHHS	12%	31%	10%	4%	43%	68
	COLA	11%	16%	7%	1%	66%	123
	COLSA	10%	14%	10%	6%	60%	50
	Graduate School	33%				67%	3
	Marine Science and Ocean Eng.		100%				1
	Paul College of Bus. and Econ.	18%	44%	2%	4%	31%	45
	Thompson School		31%	23%		46%	13
	UNH Manchester	3%	29%	21%	6%	41%	34
	UNH School of Law	13%	25%			63%	8
	Other	14%	14%			71%	7
Years Teaching	Less than 1	21%	25%		7%	46%	28
	1 to 3	21%	29%	5%	2%	43%	56
	4 to 5	9%	36%	9%		45%	33
	6 to 9	15%	21%	13%	2%	48%	52
	10 to 15	4%	25%	12%	4%	56%	77
	16 to 20	6%	24%	6%	4%	59%	49
	More than 20	6%	18%	8%	3%	65%	115
Classes Taught in Last Year	2 or fewer classes	11%	22%	7%	3%	57%	110
	3-4 classes	8%	24%	8%	3%	57%	151
	4-5 classes	12%	26%	9%	3%	49%	91
	6 or more classes	12%	24%	10%	2%	52%	58
Students Taught	Only Undergrads	12%	22%	9%	4%	53%	218
	Grads & Undergrads	6%	25%	6%	3%	60%	140
	Only Grads	10%	34%	10%		46%	41
Type of Classes Taught	Only Face-to-face	11%	21%	6%	3%	59%	293
	Mixed	7%	34%	14%	3%	42%	91
	Only Blended/Hybrid or Online	6%	17%	17%	6%	56%	18

Q14: What changes to the availability and nature of teaching material would most improve your ability to select and use the best material for your courses? (coded)

		Better Accessibility	Better Integration with Other Technologies	Better/More Online/Digital Materials	Improved Pricing	More Material for My Field
OVERALL		9%	11%	14%	17%	5%
Teaching Status	Full-time	10%	12%	15%	18%	6%
	Part-time	2%	6%	12%	13%	
Tenure Status	Tenured	9%	10%	21%	18%	4%
	Tenure Track, Not Tenured	12%	15%	12%	24%	6%
	Not Tenure Track	9%	11%	9%	15%	6%
	Other	5%	9%	14%	9%	
College or School Teach In	Carsey School of Public Policy					
	CEPS	11%	8%	19%	11%	
	CHHS	10%	12%	6%	22%	10%
	COLA	7%	6%	16%	21%	6%
	COLSA	19%	9%	13%	16%	6%
	Graduate School					
	Marine Science and Ocean Eng.					
	Paul College of Bus. and Econ.	3%	22%	6%	16%	
	Thompson School			25%	13%	13%
	UNH Manchester	4%	16%	28%	8%	
	UNH School of Law			50%		
	Other	17%	17%		17%	
Years Teaching	Less than 1	14%		7%	21%	
	1 to 3	11%	14%	6%	14%	3%
	4 to 5	12%	12%	12%	24%	6%
	6 to 9	9%	6%	17%	11%	9%
	10 to 15	5%	11%	11%	22%	7%
	16 to 20	6%	9%	18%	15%	3%
	More than 20	9%	13%	19%	15%	4%
Classes Taught in Last Year	2 or fewer classes	6%	9%	13%	13%	
	3-4 classes	11%	8%	14%	18%	4%
	4-5 classes	7%	15%	19%	18%	6%
	6 or more classes	11%	14%	8%	19%	14%
Students Taught	Only Undergrads	6%	7%	16%	12%	6%
	Grads & Undergrads	15%	15%	13%	26%	3%
	Only Grads	8%	12%	12%	4%	4%
Type of Classes Taught	Only Face-to-face	8%	6%	13%	19%	4%
	Mixed	12%	19%	19%	10%	7%
	Only Blended/Hybrid or Online		27%	18%	9%	

Q14: What changes to the availability and nature of teaching material would most improve your ability to select and use the best material for your courses? (coded)

		More Time	Quality	Resources Easier to Find	Select Portions of Material from Different Sources
OVERALL		3%	3%	4%	3%
Teaching Status	Full-time	2%	3%	5%	3%
	Part-time	8%		2%	2%
Tenure Status	Tenured	1%	5%	3%	4%
	Tenure Track, Not Tenured	3%	3%	3%	
	Not Tenure Track	4%	1%	5%	3%
	Other	9%		5%	
College or School Teach In	Carsey School of Public Policy				
	CEPS	3%	3%	8%	
	CHHS	8%			
	COLA		1%	2%	4%
	COLSA	3%	3%	13%	3%
	Graduate School	50%		50%	
	Marine Science and Ocean Eng.				
	Paul College of Bus. and Econ.		6%		3%
	Thompson School	13%	13%		13%
	UNH Manchester	4%	4%		4%
	UNH School of Law				
	Other			17%	
Years Teaching	Less than 1	7%		7%	
	1 to 3	9%		11%	3%
	4 to 5		6%		6%
	6 to 9	3%	3%	3%	
	10 to 15	4%	4%	2%	2%
	16 to 20		3%	3%	6%
	More than 20	2%	2%	4%	2%
Classes Taught in Last Year	2 or fewer classes	4%	3%	6%	3%
	3-4 classes	3%	2%	5%	3%
	4-5 classes	3%	4%	3%	1%
	6 or more classes	3%			3%
Students Taught	Only Undergrads	3%	3%	5%	3%
	Grads & Undergrads	2%	1%	2%	2%
	Only Grads	4%	4%	8%	4%
Type of Classes Taught	Only Face-to-face	3%	3%	5%	3%
	Mixed	4%		1%	3%
	Only Blended/Hybrid or Online		9%		

Q14: What changes to the availability and nature of teaching material would most improve your ability to select and use the best material for your courses? (coded)

		Solve Copyright Issues	Other	None/Satisfied	Don't Know/Not Sure	N
OVERALL		3%	15%	13%	3%	274
Teaching Status	Full-time	2%	12%	10%	3%	228
	Part-time	4%	25%	25%	2%	53
Tenure Status	Tenured	3%	10%	10%	4%	105
	Tenure Track, Not Tenured	3%	15%	6%		34
	Not Tenure Track	2%	18%	16%	3%	119
	Other	5%	23%	23%		23
College or School Teach In	Carsey School of Public Policy			100%		1
	CEPS		17%	17%	3%	37
	CHHS		8%	16%	6%	49
	COLA	6%	17%	11%	1%	83
	COLSA		6%	9%		33
	Graduate School					2
	Marine Science and Ocean Eng.					
	Paul College of Bus. and Econ.	3%	25%	9%	6%	34
	Thompson School			13%		9
	UNH Manchester		24%	8%		25
	UNH School of Law			50%		2
	Other	17%		17%		6
Years Teaching	Less than 1	7%	21%	14%		14
	1 to 3		20%	9%		37
	4 to 5		6%	18%		18
	6 to 9		26%	11%	3%	36
	10 to 15	4%	13%	9%	7%	55
	16 to 20	6%	3%	24%	3%	33
	More than 20	2%	14%	12%	1%	88
Classes Taught in Last Year	2 or fewer classes	4%	20%	19%	1%	71
	3-4 classes	3%	12%	11%	5%	101
	4-5 classes	1%	12%	10%		71
	6 or more classes		16%	11%	3%	38
Students Taught	Only Undergrads	3%	17%	15%	4%	158
	Grads & Undergrads	2%	12%	6%		88
	Only Grads	4%	12%	20%	4%	25
Type of Classes Taught	Only Face-to-face	4%	16%	13%	3%	195
	Mixed		13%	7%	1%	68
	Only Blended/Hybrid or Online			36%		11

Q15a: How aware are you of each of the following concepts related to course content? Public Domain

		Very Aware	Aware	Somewhat Aware	Unaware	N
OVERALL		37%	36%	20%	7%	436
Teaching Status	Full-time	39%	34%	20%	8%	345
	Part-time	33%	43%	19%	5%	91
Tenure Status	Tenured	44%	31%	19%	6%	162
	Tenure Track, Not Tenured	25%	36%	25%	13%	55
	Not Tenure Track	34%	39%	21%	6%	189
	Other	43%	37%	10%	10%	30
College or School Teach In	Carsey School of Public Policy		100%			2
	CEPS	38%	30%	25%	7%	60
	CHHS	28%	31%	30%	11%	71
	COLA	46%	31%	16%	7%	134
	COLSA	33%	44%	15%	8%	52
	Graduate School	25%	75%			4
	Marine Science and Ocean Eng.		100%			1
	Paul College of Bus. and Econ.	24%	43%	20%	13%	46
	Thompson School	46%	31%	23%		13
	UNH Manchester	46%	35%	19%		37
	UNH School of Law	38%	50%	13%		8
	Other	38%	63%			8
Years Teaching	Less than 1	34%	45%	14%	7%	29
	1 to 3	26%	25%	36%	13%	61
	4 to 5	22%	44%	25%	8%	36
	6 to 9	21%	42%	28%	9%	57
	10 to 15	38%	38%	16%	8%	79
	16 to 20	46%	37%	13%	4%	52
	More than 20	52%	32%	12%	4%	122
Classes Taught in Last Year	2 or fewer classes	37%	39%	17%	7%	122
	3-4 classes	31%	38%	23%	9%	160
	4-5 classes	39%	35%	23%	3%	95
	6 or more classes	54%	25%	10%	10%	59
Students Taught	Only Undergrads	36%	34%	21%	9%	231
	Grads & Undergrads	38%	38%	19%	5%	143
	Only Grads	38%	40%	17%	6%	48
Type of Classes Taught	Only Face-to-face	35%	35%	21%	9%	307
	Mixed	41%	39%	16%	3%	97
	Only Blended/Hybrid or Online	57%	29%	14%		21

Q15b: How aware are you of each of the following concepts related to course content? Copyright

		Very Aware	Aware	Somewhat Aware	Unaware	N
OVERALL		41%	37%	17%	4%	435
Teaching Status	Full-time	41%	38%	18%	4%	344
	Part-time	43%	36%	15%	5%	91
Tenure Status	Tenured	49%	32%	15%	4%	162
	Tenure Track, Not Tenured	24%	47%	25%	4%	55
	Not Tenure Track	38%	40%	18%	5%	188
	Other	53%	30%	10%	7%	30
College or School Teach In	Carsey School of Public Policy		100%			2
	CEPS	38%	33%	23%	5%	60
	CHHS	31%	41%	19%	9%	70
	COLA	52%	32%	12%	4%	134
	COLSA	35%	38%	27%		52
	Graduate School	50%	50%			4
	Marine Science and Ocean Eng.		100%			1
	Paul College of Bus. and Econ.	30%	39%	24%	7%	46
	Thompson School	38%	46%	15%		13
	UNH Manchester	51%	35%	8%	5%	37
	UNH School of Law	50%	38%	13%		8
	Other	25%	63%	13%		8
Years Teaching	Less than 1	38%	34%	24%	3%	29
	1 to 3	31%	34%	28%	7%	61
	4 to 5	23%	40%	31%	6%	35
	6 to 9	26%	49%	19%	5%	57
	10 to 15	42%	41%	14%	4%	79
	16 to 20	50%	40%	8%	2%	52
	More than 20	55%	30%	11%	4%	122
Classes Taught in Last Year	2 or fewer classes	40%	36%	19%	5%	122
	3-4 classes	37%	39%	19%	5%	160
	4-5 classes	43%	41%	14%	2%	94
	6 or more classes	53%	29%	14%	5%	59
Students Taught	Only Undergrads	40%	36%	19%	5%	231
	Grads & Undergrads	41%	40%	15%	4%	142
	Only Grads	42%	40%	15%	4%	48
Type of Classes Taught	Only Face-to-face	37%	39%	18%	6%	306
	Mixed	49%	35%	15%		97
	Only Blended/Hybrid or Online	52%	24%	24%		21

Q15c: How aware are you of each of the following concepts related to course content? Creative Commons

		Very Aware	Aware	Somewhat Aware	Unaware	N
OVERALL		20%	21%	24%	34%	434
Teaching Status	Full-time	21%	21%	24%	34%	343
	Part-time	16%	22%	26%	35%	91
Tenure Status	Tenured	17%	21%	25%	37%	161
	Tenure Track, Not Tenured	25%	22%	24%	29%	55
	Not Tenure Track	20%	22%	25%	33%	188
	Other	30%	13%	20%	37%	30
College or School Teach In	Carsey School of Public Policy		50%	50%		2
	CEPS	32%	28%	18%	22%	60
	CHHS	11%	14%	27%	48%	71
	COLA	20%	21%	20%	38%	133
	COLSA	17%	27%	27%	29%	52
	Graduate School		50%		50%	4
	Marine Science and Ocean Eng.		100%			1
	Paul College of Bus. and Econ.	11%	13%	28%	48%	46
	Thompson School	8%	15%	69%	8%	13
	UNH Manchester	38%	16%	16%	30%	37
	UNH School of Law	14%	29%	57%		7
	Other	38%	38%	25%		8
Years Teaching	Less than 1	21%	17%	31%	31%	29
	1 to 3	20%	18%	31%	31%	61
	4 to 5	17%	17%	25%	42%	36
	6 to 9	20%	27%	27%	27%	56
	10 to 15	22%	25%	19%	34%	79
	16 to 20	27%	17%	21%	35%	52
	More than 20	17%	21%	23%	38%	121
Classes Taught in Last Year	2 or fewer classes	17%	24%	23%	36%	121
	3-4 classes	15%	19%	30%	36%	159
	4-5 classes	26%	24%	18%	32%	95
	6 or more classes	29%	15%	24%	32%	59
Students Taught	Only Undergrads	19%	17%	24%	39%	230
	Grads & Undergrads	22%	27%	24%	27%	143
	Only Grads	15%	26%	30%	30%	47
Type of Classes Taught	Only Face-to-face	18%	21%	25%	37%	305
	Mixed	21%	23%	29%	28%	97
	Only Blended/Hybrid or Online	43%	19%	14%	24%	21

Q15d: How aware are you of each of the following concepts related to course content? Fair Use

		Very Aware	Aware	Somewhat Aware	Unaware	N
OVERALL		24%	30%	27%	19%	435
Teaching Status	Full-time	26%	30%	26%	18%	344
	Part-time	20%	30%	29%	22%	91
Tenure Status	Tenured	27%	32%	25%	16%	161
	Tenure Track, Not Tenured	22%	27%	31%	20%	55
	Not Tenure Track	22%	31%	28%	20%	189
	Other	30%	20%	27%	23%	30
College or School Teach In	Carsey School of Public Policy		50%	50%		2
	CEPS	25%	35%	22%	18%	60
	CHHS	14%	28%	37%	21%	71
	COLA	33%	28%	22%	17%	133
	COLSA	17%	37%	29%	17%	52
	Graduate School	25%	25%	25%	25%	4
	Marine Science and Ocean Eng.		100%			1
	Paul College of Bus. and Econ.	15%	22%	26%	37%	46
	Thompson School	23%	23%	46%	8%	13
	UNH Manchester	35%	27%	24%	14%	37
	UNH School of Law	25%	38%	38%		8
	Other	25%	50%	25%		8
Years Teaching	Less than 1	17%	34%	31%	17%	29
	1 to 3	21%	20%	31%	28%	61
	4 to 5	19%	25%	33%	22%	36
	6 to 9	14%	39%	37%	11%	57
	10 to 15	27%	28%	24%	22%	79
	16 to 20	33%	31%	23%	13%	52
	More than 20	29%	32%	21%	18%	121
Classes Taught in Last Year	2 or fewer classes	21%	31%	25%	23%	122
	3-4 classes	21%	28%	31%	19%	159
	4-5 classes	26%	36%	25%	13%	95
	6 or more classes	36%	24%	22%	19%	59
Students Taught	Only Undergrads	24%	28%	27%	22%	230
	Grads & Undergrads	26%	35%	25%	14%	143
	Only Grads	21%	27%	31%	21%	48
Type of Classes Taught	Only Face-to-face	21%	32%	27%	20%	306
	Mixed	29%	27%	28%	16%	97
	Only Blended/Hybrid or Online	52%	19%	19%	10%	21

Q17a: What best describes your awareness of Open Educational Resources (OER)?

		I am very aware of them and know how they can be used in the classroom	I am aware of them and some of their use cases	I am somewhat aware of them but am not sure if they are appropriate for my needs	I have heard of them, but don't know much about them	I am not aware of them	N
OVERALL		16%	24%	27%	21%	11%	429
Teaching Status	Full-time	17%	24%	27%	22%	10%	340
	Part-time	13%	28%	24%	18%	17%	89
Tenure Status	Tenured	13%	26%	29%	20%	12%	159
	Tenure Track, Not Tenured	15%	20%	25%	25%	15%	55
	Not Tenure Track	20%	24%	25%	21%	10%	186
	Other	14%	24%	28%	21%	14%	29
College or School Teach In	Carsey School of Public Policy			50%	50%		2
	CEPS	15%	36%	15%	20%	14%	59
	CHHS	14%	14%	24%	36%	11%	70
	COLA	18%	26%	26%	18%	12%	134
	COLSA	10%	27%	35%	17%	12%	52
	Graduate School			50%		50%	2
	Marine Science and Ocean Eng.	100%					1
	Paul College of Bus. and Econ.	12%	21%	30%	26%	12%	43
	Thompson School	15%	23%	31%	23%	8%	13
	UNH Manchester	27%	30%	27%	8%	8%	37
	UNH School of Law	25%	13%	38%	25%		8
	Other	25%	13%	38%	13%	13%	8
Years Teaching	Less than 1	7%	14%	32%	18%	29%	28
	1 to 3	17%	15%	15%	36%	17%	59
	4 to 5	17%	40%	29%	9%	6%	35
	6 to 9	16%	21%	30%	27%	5%	56
	10 to 15	18%	24%	26%	21%	11%	76
	16 to 20	21%	23%	27%	25%	4%	52
	More than 20	15%	29%	28%	15%	13%	123
Classes Taught in Last Year	2 or fewer classes	10%	28%	28%	17%	18%	120
	3-4 classes	13%	22%	27%	28%	10%	156
	4-5 classes	23%	26%	25%	16%	9%	95
	6 or more classes	26%	21%	26%	21%	7%	58
Students Taught	Only Undergrads	17%	25%	25%	19%	14%	228
	Grads & Undergrads	17%	25%	29%	21%	8%	140
	Only Grads	15%	19%	23%	32%	11%	47
Type of Classes Taught	Only Face-to-face	12%	25%	28%	21%	14%	301
	Mixed	26%	22%	23%	23%	6%	96
	Only Blended/Hybrid or Online	33%	29%	19%	19%		21

Q17b: What best describes your awareness of Open Textbooks?

		I am very aware of them and know how they can be used in the classroom	I am aware of them and some of their use cases	I am somewhat aware of them but am not sure if they are appropriate for my needs	I have heard of them, but don't know much about them	I am not aware of them	N
OVERALL		14%	18%	25%	24%	19%	427
Teaching Status	Full-time	16%	16%	25%	25%	18%	338
	Part-time	7%	26%	21%	24%	22%	89
Tenure Status	Tenured	11%	17%	29%	25%	18%	157
	Tenure Track, Not Tenured	22%	16%	22%	18%	22%	55
	Not Tenure Track	15%	19%	23%	24%	18%	186
	Other	10%	24%	14%	31%	21%	29
College or School Teach In	Carsey School of Public Policy			50%	50%		2
	CEPS	19%	36%	16%	12%	17%	58
	CHHS	9%	14%	24%	33%	20%	70
	COLA	14%	14%	25%	25%	22%	133
	COLSA	10%	13%	23%	31%	23%	52
	Graduate School					100%	2
	Marine Science and Ocean Eng.	100%					1
	Paul College of Bus. and Econ.	12%	14%	26%	30%	19%	43
	Thompson School	8%	23%	31%	23%	15%	13
	UNH Manchester	24%	27%	30%	11%	8%	37
	UNH School of Law	13%	13%	50%	25%		8
	Other	25%	13%	38%	25%		8
Years Teaching	Less than 1	11%	14%	21%	29%	25%	28
	1 to 3	12%	19%	17%	27%	25%	59
	4 to 5	17%	26%	17%	26%	14%	35
	6 to 9	13%	21%	25%	20%	21%	56
	10 to 15	17%	16%	28%	26%	13%	76
	16 to 20	20%	16%	25%	22%	18%	51
	More than 20	11%	18%	29%	24%	18%	122
Classes Taught in Last Year	2 or fewer classes	8%	19%	20%	28%	25%	120
	3-4 classes	12%	19%	28%	25%	17%	155
	4-5 classes	21%	19%	24%	16%	19%	94
	6 or more classes	21%	14%	26%	29%	10%	58
Students Taught	Only Undergrads	15%	18%	23%	21%	23%	228
	Grads & Undergrads	14%	22%	25%	24%	14%	138
	Only Grads	11%	11%	28%	36%	15%	47
Type of Classes Taught	Only Face-to-face	11%	18%	24%	24%	22%	299
	Mixed	21%	17%	29%	21%	13%	96
	Only Blended/Hybrid or Online	29%	29%	10%	29%	5%	21

Q18a: Have you used Open Educational Resources in any of the following ways for any of your courses? Videos

		Used as required course material	Used as supplemental course material	Not used	Don't Know	N
OVERALL		19%	35%	36%	11%	425
Teaching Status	Full-time	20%	34%	34%	11%	340
	Part-time	13%	35%	40%	12%	85
Tenure Status	Tenured	14%	36%	41%	9%	158
	Tenure Track, Not Tenured	20%	29%	33%	18%	55
	Not Tenure Track	23%	35%	32%	10%	186
	Other	19%	31%	38%	12%	26
College or School Teach In	Carsey School of Public Policy			100%		2
	CEPS	19%	38%	41%	2%	58
	CHHS	26%	32%	26%	16%	69
	COLA	22%	29%	37%	13%	133
	COLSA	13%	42%	35%	10%	52
	Graduate School	33%		67%		3
	Marine Science and Ocean Eng.		100%			1
	Paul College of Bus. and Econ.	9%	42%	28%	21%	43
	Thompson School	15%	54%	23%	8%	13
	UNH Manchester	14%	40%	37%	9%	35
	UNH School of Law	13%	25%	63%		8
	Other	25%	13%	63%		8
Years Teaching	Less than 1	7%	28%	48%	17%	29
	1 to 3	15%	37%	34%	14%	59
	4 to 5	25%	31%	31%	14%	36
	6 to 9	23%	30%	33%	14%	57
	10 to 15	13%	41%	36%	9%	75
	16 to 20	33%	31%	27%	10%	52
	More than 20	17%	36%	39%	8%	117
Classes Taught in Last Year	2 or fewer classes	11%	36%	41%	12%	115
	3-4 classes	15%	34%	39%	11%	157
	4-5 classes	26%	38%	26%	9%	95
	6 or more classes	31%	29%	29%	10%	58
Students Taught	Only Undergrads	17%	36%	34%	13%	226
	Grads & Undergrads	19%	34%	35%	11%	141
	Only Grads	24%	33%	39%	4%	46
Type of Classes Taught	Only Face-to-face	13%	36%	39%	12%	300
	Mixed	28%	34%	26%	11%	96
	Only Blended/Hybrid or Online	58%	26%	11%	5%	19

Q18b: Have you used Open Educational Resources in any of the following ways for any of your courses? Simulations

		Used as required course material	Used as supplemental course material	Not used	Don't Know	N
OVERALL		6%	11%	71%	12%	418
Teaching Status	Full-time	5%	12%	71%	13%	334
	Part-time	10%	10%	69%	12%	84
Tenure Status	Tenured	5%	12%	71%	11%	157
	Tenure Track, Not Tenured	2%	15%	70%	13%	54
	Not Tenure Track	7%	10%	70%	13%	182
	Other	8%	8%	68%	16%	25
College or School Teach In	Carsey School of Public Policy			100%		2
	CEPS	16%	27%	52%	5%	56
	CHHS	4%	9%	72%	15%	68
	COLA	2%	6%	77%	15%	130
	COLSA	2%	20%	65%	14%	51
	Graduate School	33%		67%		3
	Marine Science and Ocean Eng.				100%	1
	Paul College of Bus. and Econ.	5%	5%	75%	16%	44
	Thompson School	8%		85%	8%	13
	UNH Manchester	9%	9%	71%	12%	34
	UNH School of Law		38%	63%		8
	Other	13%		88%		8
Years Teaching	Less than 1	14%	3%	69%	14%	29
	1 to 3	2%	20%	63%	15%	59
	4 to 5	3%	6%	82%	9%	34
	6 to 9	7%	16%	63%	14%	57
	10 to 15	11%	8%	72%	9%	74
	16 to 20	6%	6%	73%	15%	52
	More than 20	3%	12%	73%	12%	113
Classes Taught in Last Year	2 or fewer classes	6%	12%	71%	11%	116
	3-4 classes	6%	13%	69%	12%	154
	4-5 classes	3%	11%	73%	12%	90
	6 or more classes	9%	5%	71%	16%	58
Students Taught	Only Undergrads	5%	8%	73%	14%	222
	Grads & Undergrads	7%	16%	64%	13%	140
	Only Grads	2%	16%	73%	9%	44
Type of Classes Taught	Only Face-to-face	4%	12%	71%	12%	295
	Mixed	8%	7%	69%	15%	95
	Only Blended/Hybrid or Online	11%	22%	56%	11%	18

Q18c: Have you used Open Educational Resources in any of the following ways for any of your courses? Images

		Used as required course material	Used as supplemental course material	Not used	Don't Know	N
OVERALL		16%	37%	34%	12%	426
Teaching Status	Full-time	16%	39%	33%	12%	340
	Part-time	15%	31%	40%	14%	86
Tenure Status	Tenured	14%	37%	39%	9%	158
	Tenure Track, Not Tenured	16%	35%	27%	22%	55
	Not Tenure Track	18%	38%	32%	12%	186
	Other	15%	37%	33%	15%	27
College or School Teach In	Carsey School of Public Policy			100%		2
	CEPS	16%	46%	33%	5%	57
	CHHS	28%	35%	20%	17%	69
	COLA	13%	35%	38%	14%	133
	COLSA	17%	52%	19%	12%	52
	Graduate School	33%		33%	33%	3
	Marine Science and Ocean Eng.				100%	1
	Paul College of Bus. and Econ.	7%	34%	43%	16%	44
	Thompson School	15%	46%	31%	8%	13
	UNH Manchester	17%	31%	44%	8%	36
	UNH School of Law	13%	25%	63%		8
	Other	25%	13%	63%		8
Years Teaching	Less than 1	14%	21%	45%	21%	29
	1 to 3	14%	36%	32%	19%	59
	4 to 5	11%	42%	33%	14%	36
	6 to 9	19%	37%	35%	9%	57
	10 to 15	15%	44%	29%	12%	75
	16 to 20	23%	35%	33%	10%	52
	More than 20	16%	37%	36%	10%	118
Classes Taught in Last Year	2 or fewer classes	14%	35%	37%	15%	117
	3-4 classes	13%	38%	37%	12%	157
	4-5 classes	16%	43%	32%	10%	94
	6 or more classes	31%	29%	26%	14%	58
Students Taught	Only Undergrads	14%	38%	36%	12%	228
	Grads & Undergrads	19%	39%	28%	14%	141
	Only Grads	18%	29%	42%	11%	45
Type of Classes Taught	Only Face-to-face	11%	39%	38%	13%	301
	Mixed	27%	35%	23%	15%	96
	Only Blended/Hybrid or Online	47%	26%	26%		19

Q18d: Have you used Open Educational Resources in any of the following ways for any of your courses? Open Textbooks

		Used as required course material	Used as supplemental course material	Not used	Don't Know	N
OVERALL		12%	7%	74%	7%	426
Teaching Status	Full-time	13%	7%	74%	6%	340
	Part-time	10%	7%	74%	8%	86
Tenure Status	Tenured	8%	5%	82%	4%	159
	Tenure Track, Not Tenured	11%	15%	65%	9%	55
	Not Tenure Track	17%	7%	69%	7%	185
	Other	11%		78%	11%	27
College or School Teach In	Carsey School of Public Policy			100%		2
	CEPS	25%	5%	66%	3%	59
	CHHS	7%	6%	75%	12%	69
	COLA	11%	6%	77%	6%	132
	COLSA	6%	6%	87%	2%	52
	Graduate School	33%		67%		3
	Marine Science and Ocean Eng.		100%			1
	Paul College of Bus. and Econ.	9%	7%	73%	11%	44
	Thompson School	8%	23%	54%	15%	13
	UNH Manchester	23%	9%	63%	6%	35
	UNH School of Law	13%		88%		8
	Other	13%	13%	75%		8
Years Teaching	Less than 1	7%	3%	79%	10%	29
	1 to 3	10%	10%	71%	9%	58
	4 to 5	19%	8%	64%	8%	36
	6 to 9	14%	7%	72%	7%	57
	10 to 15	16%	7%	75%	3%	76
	16 to 20	21%	4%	69%	6%	52
	More than 20	6%	7%	81%	7%	118
Classes Taught in Last Year	2 or fewer classes	9%	8%	78%	6%	116
	3-4 classes	10%	4%	80%	6%	157
	4-5 classes	17%	9%	66%	7%	95
	6 or more classes	19%	9%	66%	7%	58
Students Taught	Only Undergrads	14%	6%	72%	8%	227
	Grads & Undergrads	10%	9%	75%	6%	141
	Only Grads	11%	7%	80%	2%	46
Type of Classes Taught	Only Face-to-face	10%	6%	77%	7%	300
	Mixed	15%	9%	69%	7%	96
	Only Blended/Hybrid or Online	30%	10%	60%		20

Q18e: Have you used Open Educational Resources in any of the following ways for any of your courses? Other

		Used as required course material	Used as supplemental course material	Not used	Don't Know	N
OVERALL		21%	5%	47%	27%	113
Teaching Status	Full-time	22%	7%	43%	28%	89
	Part-time	17%		63%	21%	24
Tenure Status	Tenured	19%	10%	50%	21%	48
	Tenure Track, Not Tenured	42%		17%	42%	12
	Not Tenure Track	17%	2%	51%	30%	47
	Other	33%		50%	17%	6
College or School Teach In	Carsey School of Public Policy			100%		1
	CEPS	33%		43%	24%	21
	CHHS	8%	8%	38%	46%	13
	COLA	24%	2%	54%	20%	41
	COLSA	11%	22%	33%	33%	9
	Graduate School			50%	50%	2
	Marine Science and Ocean Eng.					
	Paul College of Bus. and Econ.	8%	8%	54%	31%	13
	Thompson School	33%		33%	33%	3
	UNH Manchester	29%		43%	29%	7
	UNH School of Law		100%			1
	Other	50%		50%		2
Years Teaching	Less than 1	8%		67%	25%	12
	1 to 3	33%		33%	33%	15
	4 to 5	20%		60%	20%	5
	6 to 9	40%	7%	20%	33%	15
	10 to 15	28%		56%	17%	18
	16 to 20	25%	8%	42%	25%	12
	More than 20	8%	11%	53%	28%	36
Classes Taught in Last Year	2 or fewer classes	22%	3%	50%	25%	36
	3-4 classes	21%	3%	44%	33%	39
	4-5 classes	29%	10%	43%	19%	21
	6 or more classes	12%	12%	53%	24%	17
Students Taught	Only Undergrads	23%	5%	48%	24%	62
	Grads & Undergrads	21%	5%	45%	29%	38
	Only Grads	10%	10%	50%	30%	10
Type of Classes Taught	Only Face-to-face	21%	4%	51%	24%	89
	Mixed	15%	10%	35%	40%	20
	Only Blended/Hybrid or Online	100%				2

Q19a: Do you think you will use the following types of Open Educational Resources in the next three years? Videos

		Yes	Will Consider	Might Consider	Not Interested	No Opinion/ Don't Know	N
OVERALL		11%	36%	26%	9%	18%	195
Teaching Status	Full-time	12%	36%	29%	10%	13%	153
	Part-time	7%	36%	17%	5%	36%	42
Tenure Status	Tenured	11%	29%	27%	14%	19%	79
	Tenure Track, Not Tenured	14%	43%	25%	7%	11%	28
	Not Tenure Track	11%	41%	28%	5%	16%	76
	Other	8%	33%	17%		42%	12
College or School Teach In	Carsey School of Public Policy		50%	50%			2
	CEPS		20%	40%	20%	20%	25
	CHHS	17%	52%	17%		14%	29
	COLA	8%	33%	32%	8%	20%	66
	COLSA	18%	32%	18%	9%	23%	22
	Graduate School		50%			50%	2
	Marine Science and Ocean Eng.						
	Paul College of Bus. and Econ.	14%	29%	24%	14%	19%	21
	Thompson School		75%	25%			4
	UNH Manchester	20%	53%	7%	7%	13%	15
	UNH School of Law	20%	20%	20%	20%	20%	5
	Other	25%	25%	50%			4
Years Teaching	Less than 1	16%	47%	16%	5%	16%	19
	1 to 3	11%	33%	22%	7%	26%	27
	4 to 5	6%	56%	31%		6%	16
	6 to 9	22%	30%	22%	4%	22%	27
	10 to 15	6%	38%	38%	3%	15%	34
	16 to 20	16%	26%	26%	21%	11%	19
	More than 20	8%	32%	25%	15%	21%	53
Classes Taught in Last Year	2 or fewer classes	5%	32%	22%	7%	34%	59
	3-4 classes	13%	34%	30%	10%	13%	79
	4-5 classes	18%	44%	21%	15%	3%	34
	6 or more classes	13%	39%	30%		17%	23
Students Taught	Only Undergrads	13%	35%	24%	6%	22%	104
	Grads & Undergrads	9%	36%	29%	14%	12%	66
	Only Grads	11%	47%	16%	5%	21%	19
Type of Classes Taught	Only Face-to-face	12%	31%	25%	10%	21%	150
	Mixed	11%	53%	25%	3%	8%	36
	Only Blended/Hybrid or Online		100%				3

Q19b: Do you think you will use the following types of Open Educational Resources in the next three years? Simulations

		Yes	Will Consider	Might Consider	Not Interested	No Opinion/ Don't Know	N
OVERALL		5%	29%	22%	15%	28%	341
Teaching Status	Full-time	6%	28%	24%	16%	26%	276
	Part-time	2%	34%	15%	12%	37%	65
Tenure Status	Tenured	4%	24%	22%	18%	32%	130
	Tenure Track, Not Tenured	5%	27%	25%	23%	20%	44
	Not Tenure Track	4%	35%	22%	11%	27%	148
	Other	21%	21%	16%	5%	37%	19
College or School Teach In	Carsey School of Public Policy			100%			1
	CEPS	3%	13%	25%	28%	31%	32
	CHHS	7%	41%	16%	7%	29%	58
	COLA	4%	20%	18%	24%	34%	119
	COLSA	5%	31%	28%	8%	28%	39
	Graduate School		50%			50%	2
	Marine Science and Ocean Eng.		100%				1
	Paul College of Bus. and Econ.	3%	36%	36%	13%	13%	39
	Thompson School	17%	42%	25%		17%	12
	UNH Manchester		41%	15%	7%	37%	27
	UNH School of Law	40%		40%		20%	5
	Other		50%	50%			6
Years Teaching	Less than 1	5%	41%	23%	18%	14%	22
	1 to 3	4%	36%	20%	11%	29%	45
	4 to 5	6%	35%	29%	6%	23%	31
	6 to 9	5%	27%	25%	14%	30%	44
	10 to 15	3%	29%	19%	17%	32%	59
	16 to 20	7%	30%	22%	17%	24%	46
	More than 20	5%	21%	22%	18%	33%	94
Classes Taught in Last Year	2 or fewer classes	3%	26%	20%	17%	34%	92
	3-4 classes	3%	30%	24%	16%	26%	123
	4-5 classes	7%	28%	25%	16%	25%	76
	6 or more classes	10%	34%	18%	8%	30%	50
Students Taught	Only Undergrads	5%	29%	21%	15%	30%	188
	Grads & Undergrads	5%	29%	23%	19%	25%	108
	Only Grads	9%	35%	24%	3%	29%	34
Type of Classes Taught	Only Face-to-face	4%	27%	20%	18%	31%	241
	Mixed	8%	36%	28%	5%	24%	80
	Only Blended/Hybrid or Online	18%	36%	18%	18%	9%	11

Q19c: Do you think you will use the following types of Open Educational Resources in the next three years? Images

		Yes	Will Consider	Might Consider	Not Interested	No Opinion/ Don't Know	N
OVERALL		9%	31%	27%	14%	19%	196
Teaching Status	Full-time	11%	29%	30%	15%	15%	152
	Part-time		39%	16%	11%	34%	44
Tenure Status	Tenured	9%	27%	26%	16%	22%	77
	Tenure Track, Not Tenured	19%	22%	26%	22%	11%	27
	Not Tenure Track	5%	39%	28%	13%	16%	80
	Other	8%	25%	25%		42%	12
College or School Teach In	Carsey School of Public Policy		50%	50%			2
	CEPS	9%	14%	32%	23%	23%	22
	CHHS	8%	50%	8%	8%	27%	26
	COLA	7%	27%	34%	14%	17%	70
	COLSA	7%	27%	27%	7%	33%	15
	Graduate School		50%			50%	2
	Marine Science and Ocean Eng.		100%				1
	Paul College of Bus. and Econ.	12%	23%	23%	27%	15%	26
	Thompson School		40%	20%	20%	20%	5
	UNH Manchester	17%	44%	22%	6%	11%	18
	UNH School of Law	20%	20%	20%	20%	20%	5
	Other		50%	50%			4
Years Teaching	Less than 1	11%	32%	32%	16%	11%	19
	1 to 3	14%	38%	14%	14%	21%	29
	4 to 5	6%	35%	47%		12%	17
	6 to 9	16%	20%	28%	12%	24%	25
	10 to 15	3%	35%	32%	13%	16%	31
	16 to 20	9%	23%	23%	27%	18%	22
	More than 20	6%	32%	23%	15%	25%	53
Classes Taught in Last Year	2 or fewer classes	5%	24%	19%	17%	34%	58
	3-4 classes	8%	29%	36%	13%	14%	76
	4-5 classes	15%	41%	21%	15%	8%	39
	6 or more classes	9%	39%	26%	9%	17%	23
Students Taught	Only Undergrads	10%	29%	29%	12%	20%	108
	Grads & Undergrads	5%	32%	25%	20%	17%	59
	Only Grads	13%	39%	17%	4%	26%	23
Type of Classes Taught	Only Face-to-face	7%	29%	26%	15%	23%	149
	Mixed	14%	39%	31%	8%	8%	36
	Only Blended/Hybrid or Online	40%	40%	20%			5

Q19d: Do you think you will use the following types of Open Educational Resources in the next three years? Open Textbooks

		Yes	Will Consider	Might Consider	Not Interested	No Opinion/ Don't Know	N
OVERALL		6%	39%	29%	11%	16%	341
Teaching Status	Full-time	6%	40%	32%	10%	12%	271
	Part-time	4%	37%	17%	13%	29%	70
Tenure Status	Tenured	6%	35%	28%	13%	19%	138
	Tenure Track, Not Tenured	7%	37%	41%	10%	5%	41
	Not Tenure Track	5%	43%	29%	9%	13%	139
	Other	4%	48%	13%	4%	30%	23
College or School Teach In	Carsey School of Public Policy		50%		50%		2
	CEPS	5%	32%	34%	10%	20%	41
	CHHS	7%	55%	18%	2%	18%	60
	COLA	6%	29%	32%	15%	18%	110
	COLSA	4%	41%	28%	11%	15%	46
	Graduate School		50%			50%	2
	Marine Science and Ocean Eng.						
	Paul College of Bus. and Econ.	3%	42%	39%	11%	6%	36
	Thompson School		67%	22%	11%		9
	UNH Manchester	9%	48%	22%	9%	13%	23
	UNH School of Law	14%	14%	43%	14%	14%	7
	Other		40%	40%	20%		5
Years Teaching	Less than 1	8%	42%	31%	8%	12%	26
	1 to 3	9%	46%	22%	7%	17%	46
	4 to 5		50%	35%	12%	4%	26
	6 to 9	5%	41%	34%	9%	11%	44
	10 to 15	5%	47%	29%	7%	12%	59
	16 to 20	5%	36%	33%	5%	21%	39
	More than 20	6%	29%	27%	18%	21%	101
Classes Taught in Last Year	2 or fewer classes	4%	32%	25%	10%	28%	96
	3-4 classes	6%	41%	30%	10%	13%	134
	4-5 classes	7%	40%	36%	10%	7%	70
	6 or more classes	5%	49%	24%	12%	10%	41
Students Taught	Only Undergrads	5%	39%	27%	11%	17%	182
	Grads & Undergrads	6%	36%	35%	12%	12%	113
	Only Grads	5%	51%	16%	5%	22%	37
Type of Classes Taught	Only Face-to-face	5%	35%	30%	12%	19%	249
	Mixed	8%	51%	29%	5%	7%	73
	Only Blended/Hybrid or Online	8%	67%	8%	17%		12

Q20: What are the three most important deterrents to your use of Open Educational Resources in your courses? (Select three choices)

		Too hard to find what I need	Not enough resources for my subjects	Not high-quality	Not current, up-to-date	No comprehensive catalog of resources
OVERALL		41%	39%	25%	11%	26%
Teaching Status	Full-time	43%	40%	26%	12%	26%
	Part-time	34%	35%	18%	4%	27%
Tenure Status	Tenured	40%	39%	30%	10%	24%
	Tenure Track, Not Tenured	53%	38%	28%	13%	17%
	Not Tenure Track	42%	40%	22%	11%	31%
	Other	30%	26%	7%	7%	22%
College or School Teach In	Carsey School of Public Policy	50%	50%			50%
	CEPS	50%	44%	37%	10%	27%
	CHHS	44%	32%	5%	6%	29%
	COLA	34%	36%	31%	13%	27%
	COLSA	57%	48%	24%	17%	20%
	Graduate School					
	Marine Science and Ocean Eng.			100%		100%
	Paul College of Bus. and Econ.	39%	37%	22%	7%	27%
	Thompson School	25%	58%	33%	8%	17%
	UNH Manchester	47%	38%	26%	15%	32%
	UNH School of Law	13%	25%	25%		25%
	Other	43%	57%	14%		
Years Teaching	Less than 1	38%	57%	14%	10%	14%
	1 to 3	47%	25%	16%	16%	31%
	4 to 5	38%	35%	18%	3%	26%
	6 to 9	41%	30%	26%	7%	37%
	10 to 15	46%	42%	25%	11%	17%
	16 to 20	44%	46%	34%	12%	28%
	More than 20	36%	41%	28%	11%	25%
Classes Taught in Last Year	2 or fewer classes	36%	37%	25%	8%	29%
	3-4 classes	41%	33%	23%	8%	23%
	4-5 classes	50%	49%	24%	15%	27%
	6 or more classes	40%	40%	31%	15%	27%
Students Taught	Only Undergrads	42%	42%	27%	11%	25%
	Grads & Undergrads	46%	40%	28%	14%	25%
	Only Grads	28%	26%	9%		30%
Type of Classes Taught	Only Face-to-face	43%	40%	27%	10%	26%
	Mixed	42%	38%	21%	13%	27%
	Only Blended/Hybrid or Online	29%	33%	19%	10%	19%

Q20: What are the three most important deterrents to your use of Open Educational Resources in your courses? (Select three choices)

		Not knowing if I have permission to use or change	Lack of support from my department	Lack of supporting materials	Too difficult to change or edit	Too difficult to integrate into technology I use
OVERALL		17%	2%	13%	6%	4%
Teaching Status	Full-time	15%	2%	14%	7%	5%
	Part-time	25%	1%	9%	4%	3%
Tenure Status	Tenured	12%	2%	10%	8%	6%
	Tenure Track, Not Tenured	13%	4%	11%	2%	
	Not Tenure Track	22%	2%	17%	6%	4%
	Other	22%		7%	4%	4%
College or School Teach In	Carsey School of Public Policy					
	CEPS	8%	2%	15%	10%	2%
	CHHS	33%	3%	11%	5%	
	COLA	13%	3%	8%	5%	5%
	COLSA	15%	2%	9%	4%	11%
	Graduate School					
	Marine Science and Ocean Eng.	100%				
	Paul College of Bus. and Econ.	20%		27%	5%	10%
	Thompson School	33%		17%	17%	
	UNH Manchester	12%		24%	6%	
	UNH School of Law	13%		13%	13%	
	Other				14%	
Years Teaching	Less than 1	19%	5%	19%		10%
	1 to 3	20%	4%	8%		
	4 to 5	26%		21%	6%	3%
	6 to 9	15%	2%	19%	6%	2%
	10 to 15	20%	1%	15%	6%	6%
	16 to 20	12%	4%	10%	2%	2%
	More than 20	14%	1%	8%	13%	7%
Classes Taught in Last Year	2 or fewer classes	18%	4%	8%	7%	4%
	3-4 classes	18%	1%	12%	6%	3%
	4-5 classes	17%	1%	19%	7%	8%
	6 or more classes	13%	2%	16%	5%	2%
Students Taught	Only Undergrads	18%	2%	16%	7%	6%
	Grads & Undergrads	16%	3%	10%	5%	3%
	Only Grads	19%	2%	9%	5%	
Type of Classes Taught	Only Face-to-face	17%	2%	10%	5%	4%
	Mixed	15%	1%	22%	5%	5%
	Only Blended/Hybrid or Online	24%	10%	14%	19%	

Q20: What are the three most important deterrents to your use of Open Educational Resources in your courses? (Select three choices)

		Not used by other faculty I know	Like support of published text	New to teaching	Other	N
OVERALL		11%	13%	7%	21%	388
Teaching Status	Full-time	10%	13%	5%	23%	311
	Part-time	14%	16%	17%	14%	77
Tenure Status	Tenured	6%	13%		25%	143
	Tenure Track, Not Tenured	13%	17%	17%	26%	47
	Not Tenure Track	14%	15%	11%	15%	171
	Other	15%		7%	30%	27
College or School Teach In	Carsey School of Public Policy				50%	2
	CEPS	10%	15%	8%	19%	52
	CHHS	16%	10%	16%	29%	63
	COLA	10%	10%	5%	18%	119
	COLSA	7%	11%	4%	22%	46
	Graduate School					3
	Marine Science and Ocean Eng.					1
	Paul College of Bus. and Econ.	12%	20%	7%	15%	41
	Thompson School	8%	8%	8%	25%	12
	UNH Manchester	18%	21%	6%	18%	34
	UNH School of Law	13%	50%		38%	8
	Other			14%	29%	7
Years Teaching	Less than 1	19%	5%	43%		21
	1 to 3	22%	14%	24%	18%	51
	4 to 5	6%	15%	12%	29%	34
	6 to 9	20%	19%		24%	54
	10 to 15	8%	13%	4%	20%	71
	16 to 20	10%	10%		16%	50
	More than 20	4%	13%	1%	25%	107
Classes Taught in Last Year	2 or fewer classes	11%	11%	16%	16%	102
	3-4 classes	9%	17%	8%	25%	145
	4-5 classes	14%	13%		21%	86
	6 or more classes	13%	9%	4%	20%	55
Students Taught	Only Undergrads	12%	15%	9%	19%	199
	Grads & Undergrads	9%	12%	6%	21%	132
	Only Grads	16%	9%	7%	28%	43
Type of Classes Taught	Only Face-to-face	11%	14%	9%	22%	265
	Mixed	11%	14%	3%	21%	91
	Only Blended/Hybrid or Online	19%		10%	14%	21

Q21a: Understanding that there is variability, how would you generally rate the quality of material from traditional publishers

		Excellent	Good	Average	Poor	Don't Know	N
OVERALL		10%	29%	14%	3%	43%	424
Teaching Status	Full-time	12%	30%	14%	4%	40%	338
	Part-time	3%	26%	13%	1%	57%	86
Tenure Status	Tenured	12%	28%	11%	3%	46%	158
	Tenure Track, Not Tenured	9%	31%	19%	4%	37%	54
	Not Tenure Track	9%	30%	15%	3%	42%	185
	Other	7%	22%	19%		52%	27
College or School Teach In	Carsey School of Public Policy					100%	1
	CEPS	8%	33%	15%		43%	60
	CHHS	3%	29%	16%	4%	47%	68
	COLA	13%	30%	13%	3%	42%	132
	COLSA	18%	24%	10%	2%	47%	51
	Graduate School		33%			67%	3
	Marine Science and Ocean Eng.		100%				1
	Paul College of Bus. and Econ.	9%	34%	9%	2%	45%	44
	Thompson School		31%	38%		31%	13
	UNH Manchester	17%	28%	17%	8%	31%	36
	UNH School of Law		14%			86%	7
	Other		13%	38%	13%	38%	8
Years Teaching	Less than 1	17%	28%	14%	3%	38%	29
	1 to 3	5%	36%	22%		36%	58
	4 to 5	9%	26%	12%	6%	47%	34
	6 to 9	9%	38%	16%		38%	56
	10 to 15	7%	28%	18%	3%	45%	74
	16 to 20	15%	21%	12%	10%	42%	52
	More than 20	12%	27%	9%	2%	50%	121
Classes Taught in Last Year	2 or fewer classes	5%	27%	11%	1%	56%	115
	3-4 classes	11%	27%	16%	3%	43%	156
	4-5 classes	12%	34%	19%		36%	95
	6 or more classes	16%	33%	7%	12%	33%	58
Students Taught	Only Undergrads	11%	28%	16%	2%	43%	228
	Grads & Undergrads	12%	29%	14%	5%	40%	139
	Only Grads	2%	34%	7%	2%	55%	44
Type of Classes Taught	Only Face-to-face	11%	27%	14%	2%	46%	298
	Mixed	10%	36%	15%	5%	33%	96
	Only Blended/Hybrid or Online	5%	30%	10%	10%	45%	20

Q21b: Understanding that there is variability, how would you generally rate the quality of Open Educational Resources?

		Excellent	Good	Average	Poor	Don't Know	N
OVERALL		1%	15%	17%	5%	61%	427
Teaching Status	Full-time	2%	16%	16%	6%	59%	340
	Part-time		13%	21%	1%	66%	87
Tenure Status	Tenured	1%	14%	13%	8%	64%	159
	Tenure Track, Not Tenured	4%	19%	11%	6%	61%	54
	Not Tenure Track	1%	16%	22%	4%	57%	187
	Other		11%	22%	4%	63%	27
College or School Teach In	Carsey School of Public Policy					100%	1
	CEPS	3%	20%	17%	10%	50%	60
	CHHS	1%	9%	20%	4%	66%	70
	COLA		14%	18%	5%	63%	132
	COLSA	2%	14%	14%	2%	69%	51
	Graduate School		33%			67%	3
	Marine Science and Ocean Eng.			100%			1
	Paul College of Bus. and Econ.	2%	9%	20%	5%	64%	44
	Thompson School		38%	15%		46%	13
	UNH Manchester		31%	8%	11%	50%	36
	UNH School of Law	13%				88%	8
	Other		13%	38%	13%	38%	8
Years Teaching	Less than 1	3%	10%	14%	7%	66%	29
	1 to 3	2%	19%	17%	2%	60%	58
	4 to 5	3%	17%	20%	3%	57%	35
	6 to 9	2%	19%	11%	7%	61%	57
	10 to 15		17%	23%	5%	55%	75
	16 to 20	4%	10%	19%	10%	58%	52
	More than 20		14%	16%	5%	65%	121
Classes Taught in Last Year	2 or fewer classes	1%	9%	21%	3%	67%	117
	3-4 classes	3%	16%	14%	6%	61%	157
	4-5 classes		19%	17%	6%	58%	95
	6 or more classes	2%	21%	19%	7%	52%	58
Students Taught	Only Undergrads	0%	16%	17%	4%	63%	228
	Grads & Undergrads	3%	16%	16%	9%	56%	140
	Only Grads	2%	13%	24%	2%	59%	46
Type of Classes Taught	Only Face-to-face	1%	14%	16%	6%	63%	300
	Mixed	2%	16%	20%	5%	57%	96
	Only Blended/Hybrid or Online		29%	29%	5%	38%	21

Q22a: Understanding that there is variability, how would you generally rate the ease of searching for educational resources for your courses? Traditional publishers

		Very Difficult	Difficult	Easy	Very Easy	Don't Know	N
OVERALL		2%	15%	36%	15%	31%	424
Teaching Status	Full-time	2%	15%	36%	16%	30%	337
	Part-time	2%	15%	36%	10%	37%	87
Tenure Status	Tenured	3%	14%	29%	20%	34%	157
	Tenure Track, Not Tenured	2%	17%	37%	13%	31%	54
	Not Tenure Track	2%	13%	45%	11%	28%	186
	Other	4%	26%	19%	15%	37%	27
College or School Teach In	Carsey School of Public Policy					100%	1
	CEPS	3%	12%	39%	12%	34%	59
	CHHS	6%	13%	33%	9%	39%	69
	COLA	2%	12%	38%	19%	28%	131
	COLSA		16%	33%	20%	31%	51
	Graduate School			33%		67%	3
	Marine Science and Ocean Eng.			100%			1
	Paul College of Bus. and Econ.		16%	39%	18%	27%	44
	Thompson School		31%	46%	8%	15%	13
	UNH Manchester		25%	36%	14%	25%	36
	UNH School of Law		25%		25%	50%	8
	Other	13%	13%	38%		38%	8
Years Teaching	Less than 1	3%	10%	34%	21%	31%	29
	1 to 3	2%	17%	33%	12%	36%	58
	4 to 5	6%	20%	43%	3%	29%	35
	6 to 9		14%	41%	23%	21%	56
	10 to 15	1%	16%	43%	8%	32%	75
	16 to 20		12%	41%	14%	33%	51
	More than 20	4%	14%	28%	20%	33%	120
Classes Taught in Last Year	2 or fewer classes	2%	12%	32%	12%	42%	117
	3-4 classes	3%	14%	36%	17%	31%	155
	4-5 classes	2%	18%	36%	17%	27%	95
	6 or more classes	4%	19%	46%	14%	18%	57
Students Taught	Only Undergrads	1%	14%	36%	17%	32%	226
	Grads & Undergrads	5%	16%	37%	15%	27%	139
	Only Grads		13%	35%	9%	43%	46
Type of Classes Taught	Only Face-to-face	2%	13%	34%	16%	35%	298
	Mixed	4%	19%	43%	16%	18%	95
	Only Blended/Hybrid or Online	5%	10%	38%	5%	43%	21

Q22b: Understanding that there is variability, how would you generally rate the ease of searching for educational resources for your courses? Open Educational Resources

		Very Difficult	Difficult	Easy	Very Easy	Don't Know	N
OVERALL		4%	24%	17%	2%	53%	424
Teaching Status	Full-time	4%	25%	17%	2%	52%	337
	Part-time	3%	20%	18%	2%	56%	87
Tenure Status	Tenured	3%	23%	13%	3%	58%	157
	Tenure Track, Not Tenured	6%	28%	17%		50%	54
	Not Tenure Track	3%	24%	22%	2%	49%	186
	Other	11%	22%	7%	4%	56%	27
College or School Teach In	Carsey School of Public Policy					100%	1
	CEPS	2%	31%	24%	2%	42%	59
	CHHS	4%	19%	16%		61%	69
	COLA	5%	19%	18%	2%	57%	131
	COLSA		27%	14%	4%	55%	51
	Graduate School			33%		67%	3
	Marine Science and Ocean Eng.		100%				1
	Paul College of Bus. and Econ.	2%	30%	14%	5%	50%	44
	Thompson School		31%	31%		38%	13
	UNH Manchester	8%	31%	11%	3%	47%	36
	UNH School of Law		13%	13%	13%	63%	8
	Other	25%	25%	13%		38%	8
Years Teaching	Less than 1	7%	14%	14%	3%	62%	29
	1 to 3	3%	31%	12%		53%	58
	4 to 5	3%	26%	23%	3%	46%	35
	6 to 9	4%	25%	14%	4%	54%	56
	10 to 15	1%	25%	21%	1%	51%	75
	16 to 20	4%	25%	22%	2%	47%	51
	More than 20	5%	21%	15%	3%	57%	120
Classes Taught in Last Year	2 or fewer classes	3%	18%	13%	2%	64%	117
	3-4 classes	3%	23%	17%	3%	54%	155
	4-5 classes	4%	35%	17%		44%	95
	6 or more classes	5%	23%	26%	4%	42%	57
Students Taught	Only Undergrads	3%	24%	16%	2%	55%	226
	Grads & Undergrads	5%	28%	18%	2%	47%	139
	Only Grads	2%	17%	20%	2%	59%	46
Type of Classes Taught	Only Face-to-face	3%	23%	15%	3%	56%	298
	Mixed	5%	28%	21%	1%	44%	95
	Only Blended/Hybrid or Online	10%	24%	29%		38%	21

Q23: Which of the following types of support or assistance would help you to incorporate OER in your courses? (Select all that apply)

		Department support	Assistance finding content	Technical support	Training opportunities	Incentive/ stipend
OVERALL		24%	59%	37%	40%	33%
Teaching Status	Full-time	21%	61%	37%	39%	36%
	Part-time	35%	53%	37%	47%	25%
Tenure Status	Tenured	16%	52%	43%	35%	33%
	Tenure Track, Not Tenured	27%	71%	35%	40%	38%
	Not Tenure Track	30%	63%	33%	43%	34%
	Other	16%	45%	35%	48%	23%
College or School Teach In	Carsey School of Public Policy		50%		50%	
	CEPS	23%	55%	28%	22%	32%
	CHHS	28%	68%	49%	65%	42%
	COLA	23%	52%	33%	31%	38%
	COLSA	25%	62%	46%	54%	37%
	Graduate School	50%	50%	50%	50%	
	Marine Science and Ocean Eng.	100%				
	Paul College of Bus. and Econ.	30%	61%	30%	26%	24%
	Thompson School		85%	23%	46%	23%
	UNH Manchester	16%	70%	41%	43%	27%
	UNH School of Law	13%	63%	63%	88%	
	Other	13%	25%	25%	38%	38%
Years Teaching	Less than 1	34%	55%	28%	41%	17%
	1 to 3	39%	75%	36%	49%	36%
	4 to 5	36%	56%	33%	36%	31%
	6 to 9	16%	60%	30%	44%	46%
	10 to 15	29%	67%	46%	47%	42%
	16 to 20	15%	56%	35%	27%	40%
	More than 20	13%	49%	40%	37%	23%
Classes Taught in Last Year	2 or fewer classes	26%	49%	29%	37%	25%
	3-4 classes	26%	62%	45%	40%	35%
	4-5 classes	18%	65%	35%	42%	39%
	6 or more classes	20%	63%	36%	44%	37%
Students Taught	Only Undergrads	23%	64%	35%	39%	34%
	Grads & Undergrads	22%	52%	38%	38%	35%
	Only Grads	25%	67%	42%	52%	31%
Type of Classes Taught	Only Face-to-face	25%	58%	34%	39%	31%
	Mixed	19%	66%	46%	43%	44%
	Only Blended/Hybrid or Online	24%	52%	38%	33%	29%

Q23: Which of the following types of support or assistance would help you to incorporate OER in your courses? (Select all that apply)

		Other	I already incorporate OER and do not need any support	I do not plan to incorporate OER in my courses	N
OVERALL		7%	6%	10%	437
Teaching Status	Full-time	8%	6%	10%	345
	Part-time	1%	5%	13%	92
Tenure Status	Tenured	10%	2%	14%	162
	Tenure Track, Not Tenured	9%	11%		55
	Not Tenure Track	3%	8%	10%	189
	Other	6%	3%	13%	31
College or School Teach In	Carsey School of Public Policy				2
	CEPS	10%	5%	13%	60
	CHHS	3%	6%	6%	71
	COLA	8%	7%	16%	135
	COLSA	10%	2%	6%	52
	Graduate School				4
	Marine Science and Ocean Eng.				1
	Paul College of Bus. and Econ.	7%	7%	11%	46
	Thompson School		8%		13
	UNH Manchester		11%		37
	UNH School of Law			13%	8
	Other	25%		25%	8
Years Teaching	Less than 1	3%	3%	17%	29
	1 to 3	5%	3%	7%	61
	4 to 5	6%	17%	6%	36
	6 to 9	7%	5%	7%	57
	10 to 15	5%	4%	6%	79
	16 to 20	8%	8%	10%	52
	More than 20	9%	5%	16%	123
Classes Taught in Last Year	2 or fewer classes	5%	5%	17%	123
	3-4 classes	8%	4%	9%	160
	4-5 classes	7%	7%	5%	95
	6 or more classes	7%	10%	7%	59
Students Taught	Only Undergrads	6%	7%	10%	231
	Grads & Undergrads	9%	6%	10%	143
	Only Grads	4%		8%	48
Type of Classes Taught	Only Face-to-face	7%	5%	12%	307
	Mixed	3%	8%	5%	97
	Only Blended/Hybrid or Online	14%	10%	5%	21

Q24a: How familiar are you with each of the following concepts? Open Pedagogy

		Very familiar	Somewhat familiar	Not very familiar	Not familiar at all	N
OVERALL		5%	20%	35%	40%	428
Teaching Status	Full-time	5%	20%	36%	38%	340
	Part-time	3%	22%	30%	45%	88
Tenure Status	Tenured	5%	15%	39%	42%	158
	Tenure Track, Not Tenured	4%	25%	35%	36%	55
	Not Tenure Track	5%	25%	30%	39%	187
	Other	4%	11%	46%	39%	28
College or School Teach In	Carsey School of Public Policy				100%	1
	CEPS	7%	15%	40%	38%	60
	CHHS	1%	24%	36%	39%	70
	COLA	8%	17%	33%	43%	132
	COLSA	2%	31%	33%	33%	51
	Graduate School	33%			67%	3
	Marine Science and Ocean Eng.			100%		1
	Paul College of Bus. and Econ.	4%	16%	22%	58%	45
	Thompson School		23%	54%	23%	13
	UNH Manchester	6%	33%	33%	28%	36
	UNH School of Law			75%	25%	8
	Other		13%	63%	25%	8
Years Teaching	Less than 1	3%	28%	17%	52%	29
	1 to 3	5%	18%	33%	43%	60
	4 to 5	3%	23%	37%	37%	35
	6 to 9	2%	28%	39%	32%	57
	10 to 15	9%	23%	33%	35%	75
	16 to 20	6%	17%	37%	40%	52
	More than 20	4%	15%	38%	43%	120
Classes Taught in Last Year	2 or fewer classes	2%	15%	30%	53%	117
	3-4 classes	4%	16%	43%	37%	158
	4-5 classes	6%	29%	32%	33%	95
	6 or more classes	12%	28%	29%	31%	58
Students Taught	Only Undergrads	5%	22%	29%	44%	228
	Grads & Undergrads	6%	22%	41%	31%	141
	Only Grads	2%	13%	41%	43%	46
Type of Classes Taught	Only Face-to-face	3%	19%	34%	44%	302
	Mixed	6%	28%	40%	26%	96
	Only Blended/Hybrid or Online	20%	15%	25%	40%	20

Q24b: How familiar are you with each of the following concepts? Open Access Publishing

		Very familiar	Somewhat familiar	Not very familiar	Not familiar at all	N
OVERALL		20%	35%	24%	21%	428
Teaching Status	Full-time	22%	36%	23%	19%	340
	Part-time	13%	31%	26%	31%	88
Tenure Status	Tenured	22%	38%	23%	17%	158
	Tenure Track, Not Tenured	40%	35%	11%	15%	55
	Not Tenure Track	14%	35%	26%	25%	187
	Other	11%	14%	39%	36%	28
College or School Teach In	Carsey School of Public Policy		100%			1
	CEPS	28%	32%	15%	25%	60
	CHHS	16%	29%	33%	23%	70
	COLA	17%	36%	23%	24%	132
	COLSA	37%	41%	16%	6%	51
	Graduate School	33%			67%	3
	Marine Science and Ocean Eng.		100%			1
	Paul College of Bus. and Econ.	9%	33%	24%	33%	45
	Thompson School	8%	38%	54%		13
	UNH Manchester	19%	39%	22%	19%	36
	UNH School of Law		25%	63%	13%	8
	Other	38%	38%	13%	13%	8
Years Teaching	Less than 1	17%	31%	10%	41%	29
	1 to 3	25%	25%	25%	25%	60
	4 to 5	17%	31%	29%	23%	35
	6 to 9	18%	32%	28%	23%	57
	10 to 15	20%	39%	23%	19%	75
	16 to 20	17%	37%	31%	15%	52
	More than 20	22%	39%	21%	18%	120
Classes Taught in Last Year	2 or fewer classes	17%	30%	22%	31%	117
	3-4 classes	23%	35%	25%	18%	158
	4-5 classes	20%	39%	22%	19%	95
	6 or more classes	19%	36%	28%	17%	58
Students Taught	Only Undergrads	14%	36%	23%	26%	228
	Grads & Undergrads	30%	33%	22%	14%	141
	Only Grads	15%	35%	28%	22%	46
Type of Classes Taught	Only Face-to-face	20%	32%	22%	25%	302
	Mixed	16%	43%	29%	13%	96
	Only Blended/Hybrid or Online	40%	40%	15%	5%	20

Q25: How would you like to receive information about OER at UNH? (Select all that apply)

		Self-paced training course	Workshop	Office Hours
OVERALL		46%	45%	13%
Teaching Status	Full-time	43%	48%	14%
	Part-time	53%	37%	11%
Tenure Status	Tenured	38%	43%	10%
	Tenure Track, Not Tenured	47%	47%	18%
	Not Tenure Track	52%	48%	14%
	Other	42%	39%	10%
College or School Teach In	Carsey School of Public Policy	50%	50%	
	CEPS	25%	33%	8%
	CHHS	65%	63%	24%
	COLA	36%	41%	14%
	COLSA	56%	52%	13%
	Graduate School	25%	25%	25%
	Marine Science and Ocean Eng.			
	Paul College of Bus. and Econ.	48%	43%	7%
	Thompson School	69%	62%	8%
	UNH Manchester	51%	46%	8%
	UNH School of Law	63%	38%	13%
	Other	38%	13%	
Years Teaching	Less than 1	62%	41%	17%
	1 to 3	51%	48%	28%
	4 to 5	56%	36%	3%
	6 to 9	53%	58%	7%
	10 to 15	56%	53%	16%
	16 to 20	37%	37%	8%
	More than 20	30%	41%	11%
Classes Taught in Last Year	2 or fewer classes	46%	36%	10%
	3-4 classes	42%	46%	11%
	4-5 classes	53%	48%	17%
	6 or more classes	44%	59%	20%
Students Taught	Only Undergrads	49%	49%	13%
	Grads & Undergrads	39%	43%	13%
	Only Grads	52%	40%	13%
Type of Classes Taught	Only Face-to-face	44%	42%	11%
	Mixed	49%	59%	16%
	Only Blended/Hybrid or Online	52%	38%	19%

Q25: How would you like to receive information about OER at UNH? (Select all that apply)

		Social Media	Email group/newsletter	Other	N
OVERALL		6%	46%	6%	437
Teaching Status	Full-time	8%	10%	6%	345
	Part-time	1%	13%	5%	92
Tenure Status	Tenured	10%	14%	2%	162
	Tenure Track, Not Tenured	9%		11%	55
	Not Tenure Track	3%	10%	8%	189
	Other	6%	13%	3%	31
College or School Teach In	Carsey School of Public Policy				2
	CEPS	10%	13%	5%	60
	CHHS	3%	6%	6%	71
	COLA	8%	16%	7%	135
	COLSA	10%	6%	2%	52
	Graduate School				4
	Marine Science and Ocean Eng.				1
	Paul College of Bus. and Econ.	7%	11%	7%	46
	Thompson School			8%	13
	UNH Manchester			11%	37
	UNH School of Law		13%		8
	Other	25%	25%		8
Years Teaching	Less than 1	3%	17%	3%	29
	1 to 3	5%	7%	3%	61
	4 to 5	6%	6%	17%	36
	6 to 9	7%	7%	5%	57
	10 to 15	5%	6%	4%	79
	16 to 20	8%	10%	8%	52
	More than 20	9%	16%	5%	123
Classes Taught in Last Year	2 or fewer classes	5%	17%	5%	123
	3-4 classes	8%	9%	4%	160
	4-5 classes	7%	5%	7%	95
	6 or more classes	7%	7%	10%	59
Students Taught	Only Undergrads	6%	10%	7%	231
	Grads & Undergrads	9%	10%	6%	143
	Only Grads	4%	8%		48
Type of Classes Taught	Only Face-to-face	7%	12%	5%	307
	Mixed	3%	5%	8%	97
	Only Blended/Hybrid or Online	14%	5%	10%	21

Appendix B

Q2: What best describes your tenure status? Other

- Adjunct
- Adjunct
- Adjunct
- Adjunct
- Adjunct
- Adjunct
- Adjunct
- Adjunct
- Adjunct
- Adjunct
- Adjunct
- Adjunct
- Adjunct
- Adjunct Professor
- Administrator
- Clinical
- Clinical
- Clinical
- Clinical faculty
- Contracted
- Emeritus/Adjunct
- Lecturer
- Retired
- Retired
- Retired tenured now adjunct
- ROTC cadre
- Was clinical

Q3: In what college or school do you teach? Other

- and COLA
- CEPS and School of Marine Science and Grad School
- CHHS and Paul
- I am research faculty - I do not teach
- UNH Professional Development and Training
- University Library

Q6_3o: How many of the following types of courses have you taught during the most recent academic year? Other

- 700/800
- Both levels
- CE
- Clinical
- Clinical
- Clinical/Lab
- Combined undergrad/grad
- Distance Learning
- Grad/undergrad
- Hybrid accelerated
- Independent study
- Independent study
- Independent Study
- On leave
- ROTC
- Undergrad/grad

Q9: Please specify this other arrangement [from Q8]

- Depends on whether the course meets a requirement for the major. If it meets a major requirement, significant course content/method is discussed with other faculty in the major.
- I am research faculty. Teaching opportunities for me are somewhat rare and change over time depending on many factors.
- I decide what I want to teach, but decision to hire me for a course is made at Dept level (I am research faculty)
- I do not know. I have not done this sort of modification.
- I have never applied to create a new course, but I have created new course topics for thematic courses.
- I have not modified a class in the sense that I have not changed the main delivery method. If I did, I imagine that it would be treated in the same way that it would if I were to create a new class--requiring approval from my department, the university, etc.
- I'm not sure whose decision it is.
- It's my decision to propose a new course. Approval depends first on the Personnel Committee in my department. Final approval is made by the Executive Committee of my college.
- The decision is made by a committee of faculty
- We follow a department process whereby an individual faculty member may initiate the action but needs approval from division directors, then the curriculum committee (department) then,

depending on if it is a special topics course or a new, permanent course, faculty department approval is also needed. For item #2, it then goes on to approval at the College level.

Q10o: What is your role in selecting the required materials for a course? Other

- Depending on the course, either me alone, or me with a group (for team-taught courses).
- Depends on course
- Depends on the class--multi-section courses are different from single instructor courses.
- Depends on the course
- Depends on the course. In some courses I am part of a group that makes the selection; in others, I am solely responsible.
- Depends on the course. Textbooks have been standardized across the department, but individual assignments are flexible
- I always ask experts and colleagues, tho' the decision is all mine...
- I am solely responsible but if I teach the same course with someone I might have to talk about it with my colleague first.
- I discuss course materials with a colleague who also teaches a section of the course.
- I'm not sure
- In some courses, I have control. In others decisions are made by all the instructors each semester.
- It depends on if I am teaching one of multiple sections, if yes it is a group decision.
- It depends on the course- generally I don't have a say, but for one course I did
- Once again, it depends on whether it is a required course for a major.

Q11 Generally what type of course materials are required for your undergraduate and graduate courses? (Check all that apply) Other

- Access to free internet resources
- Art materials
- Case studies
- Clicker
- Clickers
- Coursepack
- Either a printed version OR digital textbook and online access code
- Electronic health record
- Handouts
- Handouts
- iClicker
- Lab stuff
- Law databases
- Lecture notes and videos
- My own materials
- OER material

- Online videos
- Online resources
- PDF of journal articles
- Podcasts
- Podcasts & Video
- Podcasts, films, etc.
- Printed text books are often available in digital form which is equally acceptable
- Research articles
- Stethoscope, watch, scrubs, blood pressure cuff, etc.
- Videos
- Videos
- Web Links
- YouTube, websites, etc.

Q14 What changes to the availability and nature of teaching materials would most improve your ability to select and use the best material for your courses?

- Access to more electronic textbooks from publishers like Springer and John Wiley and Sons. Access to database of recorded laboratory instructional videos
- Price of the textbook (under $30, in my opinion) - quality of the textbook
- Smaller/less comprehensive volumes that both reduce cost, don't overwhelm/drive the course - open source material that is content/subject/field driven that does not involve hours of research for each topic in the course. Packaged but editable material - peer based groups that recommend titles, teaching aids/notes/activities within a field.
- "Availability and nature of teaching materials?" Unclear and therefore unimportant.
- Cost of materials; 2. Improve access to faculty supplemental materials before making decision to adopt; 3. Improve the ability to add video components to faculty supplemental materials.
- A better way to assess the quality of open materials.
- A comprehensive catalog of open access or non-restrictive copyrighted materials that can be used that are free to students or very low cost.
- A few more eBooks in the library would be helpful, but it is acquiring more and more of them, so I am hopeful about future courses.
- A resource for available online materials.
- A standardized text booklet that everyone uses - not one that individuals within the Department choose.
- A text that fully matches the objectives of the course without having to supplement with other materials.
- A university-wide subscription to Lynda.com would make it much easier to teach students digital skills. It would also foster a culture of thoughtful experimentation with emerging technology.
- Ability to integrate textbook materials with Canvas modules
- Ability to select documents to make my own textbook. One of the textbooks I use is very expensive but I only use about 1/5 of the material in it. But it's still the most useful book out there. I also would like to use course readers (with articles and documents) more, as I did years ago, but copyright

protection has made that very difficult. I find students do not read things that are posted only online as much as they do hard copy printed material

- Access
- Access and use of database searches are difficult for undergraduates. Should be made more like a Google Scholar search and easier to access on the UNH Library site
- Access to a website or cloud space for the course for presentations created in Ispring or Articulate
- Access to information as to what similar programs in other schools/universities have used for texts in their programs
- Access to instructor support materials
- Access to preview new materials as well as access to current journals
- Access to reading lists and syllabi of comparable courses in leading graduate programs.
- Access to whole books on the net.
- Accessibility (e.g., digital) and price.
- Accessibility and quality of the materials
- Accessible and downloadable PDFs
- All journal publishers release their material for free (ha ha, they won't even let me copy articles that I have written for classroom use)
- An increase in the budget to cover copyright costs. Not going to happen. I have had to personally spend about $2000 providing materials. My budget has been cut 90%
- All my exams are open-book, so electronic e-books don't work for me. I can't really think of anything about the nature, I have concerns about QUALITY of some of the materials, things like mistakes and errors. It's also very important for us to have content that is RELEVANT to what your students will be doing in the field
- Annual review of educational material could help better address the needs of the students
- Availability and nature of teaching materials has not had an impact on my selection of course material.
- Availability in the library
- Availability of required reading would be helpful; students choose not to read unless it can be acquired for free on the internet
- Being able to adapt and update them for changing standards or new information. Available in more formats.
- Being able to go from a printed course packet to electronic resources
- Being Adjunct Faculty it would have been great to have had materials and use explained. There were 2 new pilot programs this year and though there was some information provided it was vague.
- Believe it or not I am very satisfied at this time. I have a great department chair in Biology, who allows me to be creative and supports me in terms of teaching materials.
- Better ability to list course materials required before the beginning of the course. I use out-of-print materials that the bookstore cannot carry.
- Better access to experiential activities specific to my field, lower cost options to students with more creative and thoughtful content.
- Better delivery materials. I.e., chalk, white board w/ markers, digital white space software that records my lectures for online posting and archiving
- Better distribution of work from Latin America.

- Better integration of journal articles with LMS when full text available from library.
- Better integration with UNH Canvas - often just use publisher's system to avoid any issues and because their customer support is better for students (i.e. nights and weekends support when students are working).
- Better lab computers. Current laptop computers are slow and it is hard to get new software installed on them.
- Better library holdings, which I rely on for readings for class. If we don't have them, it is harder to distribute them to students.
- Better original materials available in open access but apart from videos in YouTube and other websites it is hard to find them and it takes a lot of time.
- Better UNH access to print and/or digital periodicals (peer-reviewed journals) in my area of teaching responsibility. We're slipping on this and it impacts course quality.
- Book representatives send samples/desk copies automatically
- Can't think of anything at this time.
- Canvas isn't as flexible and clear to students as Blackboard.
- Cheaper costs for students - my favorite textbook is also the most expensive.
- Cheaper textbooks
- Cheaper with good online supplements
- Companies have made it that students cannot sell the books because of the alternate materials are linked to that specific student.
- Content specific online materials that relate to course content & online materials that students can apply what they are studying. Most of these involve websites or written materials -- and videos.
- Copy rights
- Cost
- Cost -- textbooks are too expensive. I would like to know more about what's available online for my students (textbooks, resources)
- Cost and high speed internet access while teaching
- Cost is a primary driver- format is flexible as long as students can access the materials- just an FYI- the prices and access points for just one textbook for my course varies from $70 (from publisher) to $400 by a private seller online!!!! This very confusing and potentially very costly to students
- Customization with low cost
- Decreased cost
- Digital access and ability to edit - add, delete, or expand - the content
- Digital books that can be excerpted for educational purposes. Open access textbooks that students can use as reference resources, rather than having to buy them and slog through a course subordinated to them.
- Digitized affordable out of copyright accessible
- Don't know
- Ease of locating appropriate content for my classes - I've tried to search OER many times and it is so unbelievably time consuming for my field - it's hard to find the content I want at the level I want. There is no one resource that works for each of the classes I teach, so it literally requires shifting through dozens (if not more) resources for each DAY of my syllabus. When I asked the library for help, I was just given links to resources - most of which I had already, but even though I got links to a

few new ones, I didn't have the time to go through these in addition to all the ones I already had found on my own.

- Easier access to e-books and digital material
- Easier access to what fellow faculty are using in their modules.
- Easy mixing of content from multiple publishers at a price that is transparent and reasonable.
- Effective feedback on online activities; variety of tools for students to practice materials.
- For digital material, the use of common/shared technology platforms would help (e.g., content/devices (clickers, etc.)/software that all works with Canvas)
- For my history course, I know there are wonderful materials out there that I could use - it is a question of time to find, reach them all and build a coherent course with them - lack of enough time to do this prevents me from moving to OER, even though I would love to do so.
- For some of the courses I teach, labs and worksheets that follow the textbook format would be really useful - right now I create my own which is more time consuming.
- Full integration into LMS, without the need to access another website. I have this with one course but not for the other one.
- Greater ability to use and post videos.
- Happy with currently available material for the courses currently instructing.
- Have a better LMS
- Having an updated version of book w/most current up to date info
- Having print versions of all OER resources available through sites like amazon.com
- Having taught using my website for 19 years, I am quite content with my approach. A basic text for undergrad work with the majority of the material on my website. All of the material on my website for graduate work, usually. All my courses are writing-intensive, with take-home assignments. There are times I cannot find exactly what I want, but I have never found a text that adequately meets my needs. I also find most of the additional material provided by the publisher not very useful. Test banks are useless, for instance. Often the power points are also useless.
- Having the text be more interactive may be helpful. Perhaps providing the book as an e-book would be helpful.
- Having time to do the research on the materials that are available
- Help sorting through the options -- there are so many materials out there it can be hard to sort through it all to find the useful items.
- I am increasing moving to materials I can easily put online that don't cost the students anything. The more I can do that, the better. Although in some courses, there are scholarly editions of classic texts that I would not want to replace.
- I am not sure. Access to reviews by other full-time instructors?
- I am okay with availabilities currently.
- I am satisfied with the materials I have selected for my cost. Cost improvements would be beneficial.
- I can't think of anything.
- I create most of my course materials myself, including course projects, lecture videos and software, so this question does not really apply to me.
- I currently teach using the inverted classroom and it works quite well.
- I do not give this much thought. I think leasing of texts is a scam and that texts are too expensive. When possible I convey that prior editions are acceptable choices.

- I don't teach from textbooks, so I don't feel that I have significant difficulties here.
- I don't understand what this question is getting at.
- I frequently find errors in the support materials, usually related to content inaccuracies. Also, online publishers materials that are accessible to students sometime do not sync with our campus online course management system in real time. This causes some stress for students.
- I have a general tendency to generate my own materials as needed, so as long as I can find books that match my vision for the course in their style and extent of coverage, I'm generally fine.
- I have had difficulty finding engaging material at the appropriate level for undergraduates for my courses.
- I like printed books, so an ability to create my own printed textbook from a database of content would be useful - I know this exists already, but isn't quite at the best level yet.
- I make Respondus quizzes to us on Canvas. It is a clumsy, tedious process. I like Canvas more than Blackboard, but it is primitive.
- I post a lot of texts online through the Canvas site. First, it would be nice if they were more portable to other courses. Second, they are lost whenever we make frequent software changes. Third, there should be a dedicated section for assigned texts. I am also very unhappy with the University bookstore. I submit text requests in two different ways and they never appear. I post the required texts on the course website, but that does not go live until ten days before class, or so. The result is that my students typically do not have their texts at the beginning of the semester.
- I prefer to work with publishers who include the digital text with a printed text or will sell the digital copy as a stand alone to address the students preferences for instructional technology.
- I primarily teach ENGL401, which is a freshman composition course. The materials are widely available, so I would like to cut, or eliminate cost to make materials widely available to my students.
- I rarely assign textbooks anymore. The one time I had done that recently, I used a free online textbook. The one problem I really have is choosing a book that can serve as a textbook for a different class—but my problem is that one has not been written, not that one is too expensive or hard to find.
- I teach in a very specific discipline and I struggle to find texts that are meaningful, relevant and encompass what I need for the course. I would like to use more resources but struggle to find applicable sources.
- I teach students to use tools and machines. It would be very helpful if students were able to purchase any tools in Durham, the only hardware store closed years ago, and there is no other store that sells these items on campus.
- I think I need to devote more time to being able to locate and review materials (articles and best practices) that would best relate to my courses to supplement textbooks and make them available to students.
- I think textbooks are overpriced and not relevant to students today. There are online and downloadable versions of most texts and so I favor digital material that can be posted over printed versions which are typically out of data, expensive and restrictive to students.
- I think that the availability and nature of teaching materials is fine with regard to selecting the best material to use for a course. It's more dependent on me finding time to review the available materials.
- I try to videotape my lectures and students' presentations using Tegrity and it fails to work an alarmingly large amount of the time (about 40-50%). I also am about to go back to teaching large

sections of intro classes and am planning on using an online homework system - and I would like to have the ability to include clicker technology within it, and have it work with the technology in the classroom. So I haven't used that much technology yet -- but I'm about to.

- I use a great deal of scanned items, scanning myself. If from an anthology, they do not always come out well. also, sometimes they are light. So I end of redoing. It would be great to be able to have electronic copies of better quality. The items tend to be short stories, articles and book excerpts, in that order.

- I use a lot of my own self-developed materials - so I have no issue with availability. That said, it would be nice if Pearson Labs were integrated with Canvas.

- I use long-form articles (The Atlantic, GQ, The New Yorker, other), podcasts (This American Life, Radiolab, On The Media) for most of my course content. Because I teach communication, writing and a basic social science course, this works. For fundamental concepts, articles/resources usually exist online or can easily be stripped from textbooks under fair use guidelines. For example, in-depth definitions/explanations of "attitudes, values and beliefs" can be scanned from a textbook and distributed via PDF. Resources explaining plagiarism, annotated bibliographies, conciseness, argumentation, etc are also widely available via either simple web resources or occasionally partial use of a textbook.

- I use online O'Reilly books in some courses. We have an institutional license for these books. It would be great if readings could be embedded into myCourses.

- I use primarily digital material. Having this material updated regularly (twice a year) would be great.

- I want to have an excellent textbook which does not cost the student an excessive amount of money. I have sometimes chosen out of date books, because they have what I need, because the new edition has two new words and three new gimmicks and costs hundreds of dollars in excess of what is necessary. I am an adjunct, the only one who teaches my subject. I will be meeting with my colleagues from Durham next week to compare which texts they plan to use next year. This year I think my students spent an average of $100 for a two semester (full year course.)

- I was unable to find an appropriate text book for one of my courses so wrote my own. I have not published it online, though have shared it informally with colleagues at other institutions, and I have signed a contract to publish it commercially. For another course, I use an open-source textbook that a colleague of mine wrote and hosts on his website. For another course, I am happy with the commercial textbook, though wish that the instructor materials were better. For another course, I think the textbook is fine, but the test bank questions are terrible, and the instructor materials are nonexistent.

- I wish textbooks--of the old-fashioned, non-digital variety--were less expensive. I have reservations regarding digital sources, since comprehension seems to be lower than for printed materials.

- I wish we had a more direct access to the publishers. I have to go through numerous stages before I can access a desk copy. I also wish the library had a wider selection.

- I would benefit from having a better idea of options to choose from that directly applied to the classes I have been assigned.

- I would like easier ways to make films available to students. For small courses (20 students) licensing costs are sometimes prohibitive. (I understand that this may be out of UNH control.) I would also like a centralized and searchable way to find open resources (text, image, sound, etc). I often assign

short texts that I find online (e.g. pdfs of chapters), but these are sometimes not the best quality and sometimes not of ideal copyright status. This may exist already but I don't know how to access it.

- I would like more technology integration that is student focused
- I would like some assistance in where to search for open resource material. I have contacted the Library, but have not received a reply.
- I would like to be able to use lower cost textbooks. For example, when I teach statistics, students should be able to use used textbooks (statistics have not changed). However, I was told (I think by the bookstore?) that using a textbook that was no longer in print was not allowed, even though my students could purchase it cheaply on Amazon. For the first time this semester, I am using a free, open-source textbook (from Openstax) for my intro class, which has worked out very well. I will do this more in the future.
- I would like to see more content available through the library such as e-brary so students have the option to view digital versions of texts through the library links.
- I would love digital textbooks that were more interactive.
- I would love for it to be free to the students as the cost of education is expensive enough before the need to purchase textbooks.
- I would prefer to have completely open resources, that I can adopt and adapt. OER that have the same level of rigor to the printed equivalent. Having problem sets and other materials available for students to practice with new skills and content. The ability to integrate problem sets, quiz questions, and exam questions easily and not have any overlap between duplicated questions.
- I'd like to see collections of readings on specific themes with contextual and biographical materials included.
- I'd love to create my own materials. This text is good, but it's missing some key points and it really makes others very confusing for introductory learners. The ability to select chapters rather than an entire text would be great.
- I'm a bit confused by this question. I am happy with my course materials and availability for the most part. I just wish there were more teaching resources for each course.
- I'm not sure--it can be very difficult to find new texts or to create a packet or recent reading materials...But, I'm not sure how best to streamline that process.
- If I could link directly to readings from Canvas
- If more books were available as e-books so students could have access for free to more than one chapter (as opposed to electronic reserves).
- If they were free
- If you consider data software a kind of teaching material, then my primary issue is being unable to provide the most appropriate computing environment for my students.
- Including test bank questions that can be drawn from to affirm students are actively reviewing material
- Increased access to relevant videos
- Increased accessibility to students
- Informational content and lecture materials are readily available and easy to find. It's harder to find assignments and activities that can be done in class, on line or as homework. I write a lot of

activities myself, which is time consuming and can rely on software that students aren't always familiar with (excel mostly).

- Informational content and lecture materials are readily available and easy to find. It's harder to find assignments and activities that can be done in class, on line or as homework. I write a lot of activities myself, which is time consuming and can rely on software that students aren't always familiar with Excel mostly.
- It would be great if students could rent the textbooks, which will save them money.
- Institutional coverage of copyrighted material.
- Integrates with the UNH LMS
- It really all comes down to the cost of books. I like to assign primary sources in my history classes either in single editions. It's so difficult to do so because the costs add up quickly. I end up finding online materials that's out of copyright and so often really old or grossly excerpted.
- It would be great if students could rent the textbooks, which will save them money.
- It would be great to have a seamless ability to project materials from a computer to a large screen in a classroom (as is almost currently available in rooms like Kings 129), BUT, with the ability to rescale the projected image so student could see the text/equations, while the computer image still looks reasonable for the instructor at the computer. Currently, either the students can't see the text, or I can't see the text. There is no happy medium.
- It would be helpful to be able to select certain subjects from a text that would be covered during the course and to eliminate unnecessary chapters and materials.
- It would be incredibly helpful if our file storage limit on Canvas was made flexible --- in one course that relies on posted materials, I run out of storage about halfway through the semester (at present, the situation is incredibly frustrating). This makes it hard to deliver a course using OER.
- It would be nice to have easier access to sample texts.
- It would be nice to know what options are available in my curriclum. I "inherited" a text book when I took over the class several years ago and I have never been asked or approached about it, so, I keep it on the syllabus as "recommended". I no longer require students to buy that specific text since there are comparable reference options available to them at less cost.
- It's maddening when an author or publisher makes minor or a few changes to a textbook that results in a new edition. With some publishers, you have to adopt the most current edition to gain access to the supplemental material and exercises.   I tried to do an 'open source' course at another university last fall. The materials were hard to find and 2 became unavailable during the semester. It's challenging for students and instructors to cobble together a course with open source materials.
- Knowledge of more open resources in my field
- Knowledge of what is available
- Large survey courses are radically different from all my other courses. Cheap print copies is helpful for my upper level courses whereas the complete package is helpful for surveys.
- Library needs to start buying university press books annually. Failure to acquire books is a big problem for faculty and student research.
- List of recommended materials per course
- Locating comprehensive materials for a very specific topic that I can tailor.
- Low cost to students. Modifiable test bank.
- Lower cost

- Lower cost and teaching supplements
- Lower cost materials would encourage student engagement and utilization and thus enhance learning while reducing fiduciary stressors and burdens.
- Lower cost.
- Lower prices at the book store. Time to actually find and review materials
- Lower textbook costs, better availability of high-quality open educational resources.
- Lower-level undergraduate, Editable test banks. Upper-level undergraduate, Resources. Graduate, free access to contemporary research articles.
- Lowering cost of copyrights for self-designed course packets.
- Mainly to have electronic versions as the primary delivery method with the option to print or purchase printed copies
- Make it easier to use and post copyrighted material to Canvas
- Make the connection between Manchester and Durham bookstore more straightforward.
- Making it easier to post large files directly on Canvas without hitting space quota. Right now I have to post big stuff in Box and then put a link to the Box content onto Canvas...a multi-stage process.
- More anthologies, primary (literary texts, and they're very critical text available in hardcopy in the library
- More and easier access to e-books.
- More clarity on copyright more direct instruction on how to incorporate materials on canvas
- More copies of textbooks available to put on reserve in library.
- More copies of texts at the library
- More DVD selection would be appreciated, given the hands-on nature of many of the classes. More examples that were germane to my students' goals would be appreciated.
- More easily adopt chapters from multiple texts that are not necessarily published by the same publishers, to create an online text tailored for me course, preferably also able to include federal (and possibly state) government documents
- More films that could be easily viewed by students
- More in class engagement tools will improve
- More information on what is available; Also notification in advance of what is available would be helpful
- More journals on JSTOR
- More OER for accessibility without copyright infringement.
- More of a student led design / model
- More online availability.
- More online materials; a better way to accurately and confidently assess students on course materials without fear of "cheating".
- More variety and adaptability in OER materials
- Moving my whole program (HLS) to OER
- Multidisciplinary online and not require multiple different software readily available software with easy to access/understand directions for installation and use critical thinking questions activities that stimulate critical thinking
- Multiple copies of my class' textbooks available for loan at the library.

- My field doesn't usually have TEXTBOOKS. I have to rely on other types of books as sources. Accessibility is an issue. Many outstanding books are now out of print and not easily available to students.
- My particular course has few options in terms of textbooks for students.
- My courses are either face-to-face required doctrinal coursed or small advanced writing courses. For the former I supply my own supplement printed by the UNH printing service. Otherwise we have a Director of Academic Success who separately offers a wide array of study materials, both hardcopy and online (e.g the rich outlines, programmed texts, and testing materials accumulated for decades by the Center for Compute Assisted Legal Instructions—CALI). For the latter I create the materials, maintain them online, and work largely with student writing—marked up by me with Microsoft Word's track changes function, delivered and returned as e-mail attachments, and often put up on a screen with our in-house projection system. I cannot think of any additional tools that would better adapted to my teaching.
- N/A
- N/A
- N/a. I just try to create my own
- NA
- No changes needed
- No real problems or issues
- None
- None
- None
- None
- None
- None
- None
- None
- None at this time
- None I can think of
- None, students use an online CC textbook and rent lab books to keep the expenses under control.
- None.
- None.
- Not having to get copyright approval for uploaded articles that are otherwise freely available through the library to students (I have stopped doing this and now just upload the same pdfs semester after semester) My students make 35 minute videos and always have trouble uploading them to the course gallery. There doesn't seem to be a one-size fits all solution to this.
- Not sure
- Not sure
- Not sure
- Not sure

- Not sure- typically I use a variety of assigned readings and having these integrated between Canvas would be great but not sure about the mechanism- i.e. now I download save and attach them to Canvas.
- Nothing at present.
- Nothing immediately comes to mind.
- Nothing really.
- Nothing. What I use works well.
- Online availability would be great. More activity ideas.
- online textbook access for free
- Open source texts are limited. I would like to see more.
- Options are limited in my discipline. There are no portal-style solutions available to me.
- Our materials are mostly power point and handouts. With a blend of learn by doing material in class
- Perhaps assistance from an IT person - or more direction on what parameters we should follow for online / digital readings.
- Perhaps students would refer to the textbooks more if they were available free online in web- and mobile-friendly formats?
- Possibility of travel to participate in some international body gatherings.
- Professional textbooks are far too expensive. Current open source options however, are often incomplete and error filled. (In fact, first editions of even professional textbooks are filled with errors). It usually takes a few editions to get the errors out.   If there was a widespread adoption of a particular open source textbook and a commitment from the author(s) to laboriously update it regularly, that could work.
- Programming exercises that are quick/simple enough to better expose students to how they should apply what's learned in class.
- Quizzes that could be directly imported to CANVAS.   Designing quizzes on CANVAS is VERY laborious.
- Really, the cost is a huge factor. For well-known and reputable authors in the field, the textbook cost is outrageous. But the quality of the content is great and on par with what other institutions use. I wish the cost would be cheaper for one class. For another class, I have yet to find a good textbook. All of them cover material already presented in other courses in the department and don't feel like

they are adding much "new" content. I may try to build a text by picking selected readings from multiple textbooks through a publisher for next year.

- Reasonable costs with less worthless fluff in undergraduate texts. Lower costs in graduate texts.
- Regular Publisher's book fairs on campus.
- Removal of Canvas. It is a horrible model to disseminate digital material.
- Rental/online access would be useful. A database of available materials by topic might be useful.
- Requiring film viewing can be difficult -- because of copyright rules, and also because of availability for streaming.
- Retain control over my own course materials, without interference by technology.
- Sample syllabi, assignments, and lessons.
- Seamless connection to bookstore
- Since I have switched to OER material, I have been 100% happier.
- Single site/engine to search available resources with robust filtering & sort options.
- Skills-based materials for language instruction that are adaptable and include a wide range of topics to choose from.
- Smaller volumes
- Some of the textbook costs that include a software or e-learning element are very expensive. Many students cut corners and choose not to buy the whole thing.
- Some of the textbooks I use have frequent "new" editions rolled out. The new editions usually don't include significant changes, yet, sometimes I'm pushed to use these new editions because the UNH (and affiliated) bookstores have trouble making the older versions available to students. I'd prefer using older editions of the textbooks (given that they're still relatively current) so that they are more affordable to students, but this has been challenging.
- Source for interesting, low cost homework and test questions that cannot by easily found by students on the internet. Inclusion of instructor notes different from textbook.
- Student awareness of library resources -- amazed how few know what's there and how to access it....
- Student subscriptions to Netflix and major periodicals for a semester
- Students being forced to buy new editions of texts when the old edition would work just as well.
- Students really need a hardcopy textbook in this field. Publishers regularly update texts and charge outrageous prices for new editions.
- Test banks and instructor manuals have all been pirated and have migrated online, available to students. This makes me desire to eliminate textbooks et al.
- Text book for the course I teach is outdated, and I am recommending a search for an up to date text is available next semester
- Textbooks that are designed with blended courses in mind, rather than traditional textbooks that have been adapted to include online content.
- The cost of the material from the publishers is high and rarely meets all of my needs for a course. Only 1 of the 4 courses I teach has the material I need but the cost to the students is high. Would like more electronic availability to the students for a long term (more than a semester or two) at a

lower cost than is currently available. Electronic versions should not be seen as short term items (like a lease) since my students use these materials during their careers.

- The digital packages that my graduate students need is expensive, and some would prefer a hard copy of the text. The total package is expensive. If elements were less expensive, I would feel better about having the students order it.

- The library SHOULD have copies of the texts assigned in all classes. That was always a basic expectation. Many students try to save money by using the library.

- The main problem, which doesn't necessarily have much to do with availability, is that students do not want to read.

- The new trend to modify textbook and remove content to save the students money has been positive

- The solutions to the problems from the textbook are all over the internet. I don't know what can be done about it.

- The subject matter I teach in Agriculture and Animal Science seems to be losing up to date print version options. Therefore I have resorted to piecing together various sources of information when the most recent texts are from the 1990's. In other cases, I have found some open source materials that I am using, and in one out of 9 courses I still require a traditional textbook.

- There are not comprehensive texts written for several of my courses that are specific to our industry so I have to pull various resources and examples from other areas to supplement text.

- There is no one size fits all answer for this. It's not just the ancillaries which make a good text choice but also other factors are very important: 1) is the text easy for the students to comprehend? 2) is the content up to date? 3) are the ancillary materials (problem sets, test banks, solved problems) complete and accurate? 4) Has the text and all graphics been carefully proofread by the book's authors and editors? 5) Is the cost reasonable?

- This question highly depends on the course I teach. For a graduate course, a set of good textbooks, and having these books available from the library, is very important. Having a set of homework problems that are challenging, and for which the answers are not readily available online, is also very important. For the current undergraduate course I am teaching: It made a huge difference that the UNH Library was able to get an electronic copy of one of the 2 textbooks, and could make this available to the students.

- This semester, I found out that a textbook I have been using for 15 years was not available electronically. A student with disabilities is having a very difficult time with that. In another class, I saw that another textbook I have been using for years costs students $350! I am moving away from

textbooks and toward journal articles, YouTube videos, and webpages. There is quality information available for free! Canvas helps me to link to that material.

- Time to review
- To have cheaper introductory textbooks -- I am loath to require 145$ book that students just have as reference.
- Up to date, cost
- Variety and accuracy of test banks.
- Vetted, integrated, and high quality materials
- Video examples of various disorders
- Was the first year I taught course and used previous teacher's materials. If asked to teach again, more likely to use text book with supplemental digital readings
- We have the same textbook across classes of the same course to keep it consistent. In the past, I have liked using articles and materials that are open to the students that I can post on the website and students can download. I have also liked using case studies, but some of those are copyrighted and students must pay a fee which has prevented me from including them in courses taught here.
- We need online materials ready for student use.
- Won't be teaching anymore. I'm half-way to fading away.
- Working with representatives from the publishing houses(s) to review offerings. We need a package for our students that includes text, electronic health record, adaptable self-quizzing system, medication calculation. There continues to be a discussion amongst students regarding electronic versus hard texts.
- Would be great for students to have access to more online documentaries, especially for online or hybrid courses.
- Would like to have more up-to-date videos for my content area
- Would like to put DVDs on Canvas.

Q18: Have you used Open Educational Resources in any of the following ways for any of your courses?
Other

- Activities for in class and problem sets freely available on the Inorganic Viper website by other
  college professors
- Articles
- Articles available on the open web
- Books
- Clnical Web Sites
- Code
- Government & industry documents
- Government reports
- Grammar videos, quizzes via canvas
- Handouts
- I also use YouTube
- Learning modules
- Music from IMSLP
- OER lab activities
- Online readings
- Open source software
- Open source software
- Podcasts
- Podcasts
- Primary source readings and articles
- Public domain laws and court opinions
- Public domain works of literature and philosophy
- Software
- Software
- Software
- Software
- Use my own photos and students create videos
- YouTube videos

Q20: What are the three most important deterrents to your use of Open Educational Resources in your
courses? Other

- Alas, expensive traditional textbook is extremely high quality - nothing like it out there as OER
- Appreciate comprehensiveness of publisher's materials and support
- Current stressors
- Didn't research the topic
- Do not have sufficient experience in using open ed resources
- Don't really know what is out there or how to search. My materials tend to be quite specific.
- Don't know enough about them.

- Don't know much about their availability or content
- Don't know enough to evaluate resources or answer these questions.
- Except for one published text, I produce all my own materials specifically for my courses.
- Finding time to find and review these resources
- Focus on locally available resources
- For the most part, I haven't felt the need for them.
- Have not explored
- Have not sufficiently reviewed the available resources
- Have not used enough to make overall judgment
- Haven't spent any time exploring my options
- Hear that students still like having a printed text to use as a resource.
- How to find, access, and integrate quickly and efficiently.
- I am concerned that academic work is undervalued and that intellectual production's "freeness" will make our work as academics unacknowledged
- I do not choose course materials
- I do use OER
- I don't know because I haven't looked into it.
- I don't know enough about these resources.
- I don't know how
- I found the text to be very high quality, but the graphics were not as good as in other textbooks
- I haven't looking into what is available for the courses I teach.
- I simply don't really know where to find them or that they really existed.
- I wonder about the impact of these materials--I also know that there is some concern about heavy reliance on them from the point of view of promotion and tenure, which leads me to wonder about their overall rigor.
- If software is an OER, my limitation is related to information technology support of the appropriate software tools.
- In advanced courses, important for students to buy (and become familiar with) comprehensive resources that will serve them well in the future.
- Judgement from students on using too many outside resources without putting together info myself
- Just haven't considered it much until now. Will look into it. Easy access/support would be helpful.
- Lack of awareness
- Lack of awareness
- Lack of knowledge about OER -- I first heard about OER within the past month
- Lack of knowledge about them
- Lack of student awareness and competence to use it.
- Lack of support did slow me down but now my whole department is on board.
- Lack of time
- lack of time to invest in a complete overhaul of course material
- Lack of time to invest to investigate deeply
- Lack of time to research materials
- Lack time to learn what's available
- Material at the wrong level or too different from department standards

- My answers looking back over the last year
- My lack of knowledge about what is available
- Need more awareness before commenting
- No particular aversion to them, just haven't found the right one yet
- Not a problem
- Not aware of them
- Not familiar enough
- Not familiar with them
- Not necessary
- Not particularly relevant to my courses
- Not relevant to my courses
- Open Educational Resources are not necessary
- Still very new to me
- Texts are not classic/substantial to my respective field.
- There are other sources that serve my students better intellectually.
- Time in locating & evaluating
- Time Involved
- Time to redevelop course
- Time to review resources and use/adapt to my courses
- Too busy to really explore what is available.
- Too much having to separate the wheat from the chaff
- Unfamiliar with open source textbooks
- Unfamiliarity with how to access
- Very satisfied with current materials.
- Wasn't aware of the option till 3 months ago
- Would like to learn more about options

Q23: Which of the following types of support or assistance would help you to incorporate OER in your courses? (Check all that apply) Other

- Assistance finding quality content that is not 15 years old
- Assistant support in course development
- Availability of higher quality OER
- Greater availability across disciplines
- Help in how to edit resources - I haven't found any that I think I can edit, but maybe I'm wrong. It'd be great if I could!
- High quality open textbooks for the subjects I teach.
- I can't answer this question without knowing what is available to me in OER
- I do not choose course materials
- I like Cable Green's idea of having $1 from tuition redistributed to pay for developing OER.

- I use a few such resources, but don't need much more. Of course, I might discover things out there that I didn't know about, so I might benefit from a little advice.
- If it's proven that incorporating OER helps students' learning
- Improving their quality
- Info session
- Integration of materials with online support for flipped classroom
- Just tell me where to find these free Open Text books and I'll use them if I can make them easily accessible to my students.
- Learn of clear benefit
- More OER in my area.
- More time in the day
- Not esp relevant
- Not familiar with them
- Quality
- Some training options might help me find some materials, but I choose my materials based first on content to see if it matches when I want students to learn in terms of content, reading skills, etc. I do not always find that reading a digital source serves them (or class discussion) well.
- The authors of the content need stipend to produce quality work.
- Time
- Time required to determine the accuracy level and quality of the OER materials.
- Training students to prepare as professionals
- Very very high quality resources - as good as expensive textbook
- Where and how to find them and avoid low quality material.

Q25: How would you like to receive information about OER at UNH?(Check all that apply) Other

- A GOOD website that helps me find the resources needed.
- At present I have no plans to use OER with my current teaching assignments, but I want to keep track of developments adaptable to my teaching, especially if I have different course assignments. of
- Consultations
- Dedicated UNH website
- Department Specific Information via e-mail
- Departmental Meeting
- I am not really interested at this time
- I don't know.
- I would prefer to not receive information.
- If we had an internal social media channel, that would be a great place for this. I tend not to look much at Facebook or LinkedIn during business hours, but if there were a Slack channel or something more work-related, I'd be interested.
- Issues are specific to my discipline. General instructions not so useful
- Links to content
- Literature thus available

- No interested in additional OER resources, as there is a lack of quality in these products.
- Not interested
- Not sure
- One-on-one assistance with specific issues (maybe this is office hours?)
- Short written account of 2 or 3 success stories on campus.
- Training modules online
- Traveling road show to department faculty meetings?
- Unsure, N/A
- User-friendly, easily searchable website
- Web site with appropriate information so the info is available anywhere and anytime. Also, access is important as login and password problems often occur.
- Website
- Website dedicated to it, like what was done by IT and library

Q26: Please share any additional comments you would like UNH OER to know about below

- Any information about these resources would be great. They may exist and I have just missed them to date, but I would be interested in learning.
- Good luck with this effort, you'll need it. College professors=herding cats.
- Great idea and plan to adopt it to the undergraduate and graduate degrees
- How do I find this stuff?! It all sounds really awesome, but I never have any idea about where to start looking for it.
- I am interested in OER, but do not have much experience with them or knowledge about them. I would consider using OER if they were easily accessible, adaptable to my needs, and high quality.
- I attended this year workshop on OER and I got interested. I would like to consider it to add resources to the course I am currently modifying. However, there is little time to search for the resources at the end of the day.
- I believe that this is a worthwhile effort and should be pursued as vigorously as possible including training instructors that have little or no exposure to online opportunities.
- I do not believe that the Open Pedagogy would be useful for teaching my highly specialized graduate level courses.
- I do not used textbooks, by and large. Occasionally use anthologies – not quite the same thing I think such service this has in mind. I prefer to use novels, collection of essays, collections of poetry and these things have copyright issues that are abrogated if I put them on a course management system. They are not also available in open access situations, nor should they be. I think that literature should be in a separate category and maybe should be a protective resource such that budgetary considerations ensure the availability of new books and critical tax on literary works in a hard copy for the next decades at UNH.
- It does not relate strongly to my field in the Arts.
- I found the CETL workshop in January helpful, would attend other offerings.
- I happen to be one of those lucky professors who use textbooks that are not just "state of the art" in terms of being current and effective, but also extremely affordable, especially when compared to other textbooks used by other faculty in similar fields.

- I have very little familiarity with OER, but it appears to be a program that might help me in my search for new materials for class.

- I like the idea of including OER in my classes, but when I've tried, I've spent hours locating and sifting through materials, but ended up with little to show for my effort. There seems to be a ton of stuff out there, but it's usually not quite right for my classes or doesn't blend well with other materials I might obtain from elsewhere. I also like the idea of including more online instruction (possibly converting a face-to-face course to a hybrid class, or even developing one that's entirely on line), but it's hard to find time to invest in this. I already work over 50 hrs per week (teaching is only part of my job), so investing time in transforming classes means I need to be relieved of some other obligation to free up the time. That rarely happens. I hope this helps.

- I really have no time for a shotgun spread program. I am interested in a list of resources applicable to my department specifically. I do not care about resources for other areas.

- Our classes are very specific. I would like to use OER for my class, but haven't really checked out how to research titles for my class. May one use parts? I do use inexpensive books and look for titles which can be used in several classes, so students know to hang on to them.

- I think I am still unclear what OER is...I use lots of educational resources that I find online (e.g., National Center for Science Case Studies, HHMI Biointeractive) - are these OER? If it is published on a website for use by others, does that automatically mean it is "open?" Also, I once used an open resource textbook (not at UNH), and I thought the content was pretty sparse. It jaded me on using open resource textbooks.

- I think that editorials charge too much money for the textbooks so any possibility to reduce the cost of the materials is highly welcomed.

- I think that OER support might vary depending on the discipline and level. Common disciplines and lower levels seem easier. I teach a new, narrow discipline without good published texts, nevermind OER. I need very specific help. Further, I don't have departmental support, so I might require more one-on-one support of UNH staff tasked with this job. I am highly supportive of OER - I think it can offer an improved experience for students in many cases. But my frustration in getting the resources I need has turned me off. I'm a prime candidate for making it work at UNH!

- I think that there are a few problems. One is that OER might not have the materials that best suit the needs of course. The other is that electronic materials are not always the best for preparing students for conversation--they simply don't read them as carefully (or take the same kind of notes) or uses the appendix and endnotes the same way. They don't, in other words, come to class as prepared or get as much out of the resources--whether or not they are OER or other forms of digital resources. I still use some digital resources for a variety of reasons (cost, accessibility, availability), but I almost never use any textbooks (as compared to primary sources, journals, and monographs) so the cost of books for my class is not very high anyway.

- I think there's a lot of potential for OER but the quality of materials is often poor and the variety of selections limited. That means that a really creative and revolutionary class is not likely to be taught strictly using OER materials.

- I use a combination of OER, textbook (I put copies on reserve so students need not purchase), and copyright-protected materials such as journal articles that fall within fair use if posted behind Canvas firewall. I like the idea of OER, but have very specific needs that are met all too well by the top-notch textbook. The last time I checked there was nothing comparable available via OER.

- I use IHI material and material from Kahn Academy. I am interested in other material, specifically related to public health.
- I used an OER fall 2015 and it was old and lacked pictures and figures. I spend most of my time finding pictures and figures to add to the content. very frustrating and time consuming.
- I was an OER ambassador last year. I would like to see some sort of ongoing/recurring meeting to discuss. It seems a shame not to continue nurturing the community we started.
- I would love to have lunch and learn workshops to find out more about OER!!!! Please!
- I'm excited about the long-term possibilities for open-ed resources to reduce publisher control and student expense of educational materials, and to enable more flexible, less expensive, and more technologically creative educational resources. At the same time I'm concerned that the technologies used to develop and deliver open materials will end up be restrictive themselves, i.e. proprietary technologies, software, and data formats end up reducing the freedoms we're trying obtain by going open in content. Open ed should be done with open software in open formats in order to achieve real freedom and longevity.
- It would be helpful for me to consider the ramifications for academic production in terms of the value and respect of the intellectual endeavor.
- It's hard for OER to complete with textbooks written by well-known professors in terms of authoritative and comprehensive content.
- More information and training would be helpful.
- None
- OER is such a general area. I know of some resources in my specific discipline (which is quite specific in its focus).. and I use what I know is available & that seems pertinent. Wish there was more.. but I'm not sure what else is out there that I may not know about. Thanks for conducting this survey!
- One-size fits all edu-babble drives me crazy.
- Perhaps this effort could be linked with library liaison's who are available.   Office hours/individual consulting, allows for more flexible schedule, but I realize this may be a resource difficult challenge on the IT end. I really like the idea of the self-paced/moduler approach with a person to follow-up with or a modular approach followed by a workshop, therefore major ideas/concepts could be covered easily in online modules, and the workshop could be more work/project based.
- Please do not waste our time with this kind of survey, which seems designed to serve the needs of publishers rather than teachers.
- Thank you for conducting the survey!
- The beginning questions seem a little misleading. I can make substantive changes to my class, but we have committees and department oversight as well as requirements. So, no one is just doing whatever they please.
- The idea of open educational resources is nice, but it's also the case that people who create content should be able to expect to be paid for the work they have done creating content. Who pays for open access educational resources? The quality of these resources does not meet the peer review standards that I would like to see in materials, and I think that any system that relies on scholars and teachers to give work away for free is morally suspect. It devalues the work and training that goes into producing high quality materials, and makes people expect that they should be able to get something for nothing.

- The problem is that in my area there are currently no OER textbooks available that I am aware of. Each time I have looked, I have not been able to find any. I tend to use the UNH Ebrary for supplemental text material for one of my courses.
- There are many shared teaching resources - some behind a password wall or available through an institutional membership. These are shared at the "grassroots level" rather than coming from a publisher. Often they are more effective than a publisher's content. Not sure if this is what you are including in your definition of "OER" or not. Always willing to add more tools to my teaching "toolbelt".
- This concept is not really applicable to my teaching responsibilities.
- This is a poor use of university resources
- This is less about OER in general but more just the nature of the beast in regards to things like OER at UNH: I get about 40 emails a day on my UNH email and I am sure that is on the lighter end of the average. I searched for "Open Educational Resources" and apparently I have received a few emails about them. So I imagine it is frustrating to see a survey where a lot of the answers are "I don't know" when the people likely reading this survey put a lot of work into this stuff and disseminating the information. The institution as a whole has an email/information problem. There is just too much. Between students, people selling textbooks, people selling conferences, institutional emails, notices about campus events, college-level emails, department-level emails, Box updates, union news, junk mail, LinkedIN, MyCourses notifications, newsletters, etc to infinity----email in an of itself seems like a full time job. Please read this unsolicited rant about UNH email as this: I am sorry if the response to what seems like a valuable resource at UNH seems to be tepid, but I promise that is the reason for it. How do you break that wall? I have no idea.
- This needs to be better publicized.
- Undergraduate textbooks for my discipline, whether "open" or not, are generally quite ordinary. I have my students buy (and hopefully read) the book simply because my explanation of something in class could be sub-par. Any textbook can do the job, really, because the purpose of the book is to serve as a reference, sort of like a dictionary. For graduate courses, the biggest hurdle is the availability of JOURNAL ARTICLES. Our library lacks the journal subscriptions that major research universities have. I would really like to see UNH focus its resources on JOURNALS, rather than trying to fix something that is not broken (textbooks).
- UNH is does not generally make it's own courses an open-source resource. The default for BlackBoard was a closed course, and the default for Canvas/MyCourses is a closed course. There is no incentive for faculty to make a course open. In addition, UNH trends towards supporting closed source material in their support. You can get help for Windows and Mac, but not for Linux. You can get help for MS Office, but not for open source alternative. Courses a taught using MatLab instead of open source (free!) alternatives, etc etc.
- Using a textbook from a known publisher gives a degree of assurance that the material has been vetted and any errors that you find are likely to be few. OER materials provide a challenge in that the errors tend to be much higher, the quality less even and as a faculty member, I often feel I have to double check everything, rather than rely on it.
- Very excited to learn about using OER in one of my classes.
- When searching for Open Educational Resources on the UNH web site there is only one hit: my colleague *redacted*'s CV, with no more details. A bit surprising to find no articles or resources available internally when it seems you want to promote such a topic.

- Would like the top down approach of OER resources. If our Dean encouraged everyone to use them, people would be more open and excited.

Appendix C

Q1 What is your teaching status?
- ○ Full-time (1)
- ○ Part-Time (2)

Q2 What best describes your tenure status?
- ○ Tenured (1)
- ○ Tenure Track, Not Tenured (2)
- ○ Not Tenure Track (3)
- ○ Other (4) _____

Q3 In what college or school do you teach?
- ○ Carsey School of Public Policy (1)
- ○ College of Engineering and Physical Sciences (CEPS) (2)
- ○ College of Health and Human Services (CHHS) (3)
- ○ College of Liberal Arts (COLA) (4)
- ○ College of Life Sciences and Agriculture (COLSA) (5)
- ○ Graduate School (6)
- ○ School of Marine Science and Ocean Engineering (7)
- ○ Peter T. Paul College of Business and Economics (8)
- ○ Thompson School of Applied Sciences (9)
- ○ UNH Manchester (10)
- ○ UNH School of Law (11)
- ○ Other (12) _____

Q4 How many years have you been teaching?
- ○ Less than 1 (1)
- ○ 1 to 3 (2)
- ○ 4 to 5 (3)
- ○ 6 to 9 (4)
- ○ 10 to 15 (5)
- ○ 16 to 20 (6)
- ○ More than 20 (7)

Q5 For the next question, please use the following definitions:

Face-to-Face Course: A course where all meetings are face-to-face, may use a learning management system (LMS) or web pages to post the syllabus and assignments.

Blended/Hybrid Course: A course where sufficient contact is delivered online to create a reduction in the number of face-to-face class meetings.

Online Course: A course in which all, or virtually all, the content is delivered online. Typically have no face-to-face class meetings (with the possible exception of proctored exams).

Q6 How many of the following types of courses have you taught during the most recent academic year? (Please enter numeric values)

	Face-to-face course (1)	Blended/Hybrid Course (2)	Online Course (3)
Graduate Level (1)			
Undergraduate Level (2)			
Other (3)			

Q7 Over the past two years, either working alone or with others, have you...
(Check all that apply)
❑ Created a new course (One not previously listed in the course catalog) (1)
❑ Substantially modified an existing course (Only substantial changes, such as a change in the delivery method) (2)
❑ Added or changed required course materials (Changes to required items on a course syllabus) (3)
❑ None of the Above (4)

Q8 Generally whose decision is it to...

	The decision is mine alone (1)	The decision is made by me in concert with others (2)	The decision is made at the department level (3)	The decision is made at the college level (4)	The decision is made at the institutional level (5)	Other (6)
Create a new course (1)	❍	❍	❍	❍	❍	❍
Substantially modify a course (2)	❍	❍	❍	❍	❍	❍
Add or change required course materials (3)	❍	❍	❍	❍	❍	❍

Display This Question:
    If Generally whose decision is it to... - Other Is Greater Than 0
Q9 Please specify this other arrangement

Q10 What is your role in selecting the required materials for a course?
❍ I am solely responsible for the selection (1)
❍ I lead a group that makes the selection (2)
❍ I am a member of a group that makes the selection (3)
❍ I influence the selection, but do not have decision-making power (4)
❍ Others make the selection, I have no role (5)
❍ Other (6) _____

Q11 Generally what type of course materials are required for your undergraduate and graduate courses? (Check all that apply)

	Undergraduate Courses (1)	Graduate Courses (2)
Printed textbook(s) (1)	❑	❑
Digital textbooks(s) (2)	❑	❑
Printed materials other than textbook(s) (3)	❑	❑
Digital materials other than textbook(s) (4)	❑	❑
Software (5)	❑	❑
Other materials (6)	❑	❑

Q12 When selecting required course materials, how important are the following factors in your selection?

	Very Important (1)	Somewhat Important (2)	Not Very Important (3)	Not at all Important (4)
Cost to the student (1)	❍	❍	❍	❍
Easy to find/accessibility (2)	❍	❍	❍	❍
Comprehensive content and activities (3)	❍	❍	❍	❍
Works with my institution's Learning Management System (LMS) (4)	❍	❍	❍	❍
Recommended by other faculty members (5)	❍	❍	❍	❍
Adaptable/editable (6)	❍	❍	❍	❍
Familiarity with brand/publisher (7)	❍	❍	❍	❍
Includes test banks (8)	❍	❍	❍	❍
Includes supplemental instructor material (9)	❍	❍	❍	❍
Copyright status (10)	❍	❍	❍	❍
Can be put on reserves (11)	❍	❍	❍	❍
Complete package (textbooks, instructor notes, test bank, etc) (12)	❍	❍	❍	❍

Q13 How satisfied are you with the following aspects of the material available to you for selection as a required material for your course(s)?

	Very Satisfied (1)	Somewhat Satisfied (2)	Not Very Satisfied (3)	Not at all Satisfied (4)	Not Applicable (5)
Cost to the student (1)	❍	❍	❍	❍	❍
Easy to find/accessibility (2)	❍	❍	❍	❍	❍
Comprehensive content and activities (3)	❍	❍	❍	❍	❍
Works with my institution's Learning Management System (LMS) (4)	❍	❍	❍	❍	❍
Recommended by other faculty members (5)	❍	❍	❍	❍	❍
Adaptable/editable (6)	❍	❍	❍	❍	❍
Familiarity with brand/publisher (7)	❍	❍	❍	❍	❍
Includes test banks (8)	❍	❍	❍	❍	❍
Includes supplemental instructor material (9)	❍	❍	❍	❍	❍
Copyright status (10)	❍	❍	❍	❍	❍
Can be put on reserves (11)	❍	❍	❍	❍	❍
Complete package (textbooks, instructor notes, test bank, etc) (12)	❍	❍	❍	❍	❍

Q14 What changes to the availability and nature of teaching materials would most improve your ability to select and use the best material for your courses?

Q15 How aware are you of each of the following concepts related to course content?

	Very Aware (1)	Aware (2)	Somewhat Aware (3)	Unaware (4)
Public Domain (1)	❍	❍	❍	❍
Copyright (2)	❍	❍	❍	❍
Creative Commons (3)	❍	❍	❍	❍
Fair Use (4)	❍	❍	❍	❍

Q16 For the next question please use the following definitions: Open Educational Resources (OER) are defined 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. Unlike traditionally copyrighted material, these resources are available for "open" use, which means users can edit, modify, customize and share them. Open Textbooks are textbooks that are freely available with nonrestrictive licenses. Covering a wide range of disciplines, open textbooks are available to download and print in various file formats from several web sites and OER repositories.

Q17 What best describes your awareness of the following...

	I am very aware of them and know how they can be used in the classroom (1)	I am aware of them and some of their use cases (2)	I am somewhat aware of them but am not sure if they are appropriate for my needs (3)	I have heard of them, but don't know much about them (4)	I am not aware of them (5)
Open Educational Resources (OER) (1)	○	○	○	○	○
Open Textbooks (2)	○	○	○	○	○

Q18 Have you used Open Educational Resources in any of the following ways for any of your courses?

	Used as required course material (1)	Used as supplemental course material (2)	Not used (3)	Don't Know (4)
Videos (1)	○	○	○	○
Simulations (2)	○	○	○	○
Images (3)	○	○	○	○
Open Textbooks (4)	○	○	○	○
Other (5)	○	○	○	○

Q19 Do you think you will use the following types of Open Educational Resources in the next three years?

	Yes (1)	Will Consider (2)	Might Consider (3)	Not Interested (4)	No Opinion/ Don't Know (5)
Videos - Not used Or Videos - Don't Know Is Selected Videos (1)	○	○	○	○	○
Simulations - Not used Or Simulations - Don't Know Is Selected Simulations (2)	○	○	○	○	○
Images - Not used Or Images - Don't Know Is Selected Images (3)	○	○	○	○	○
Open Textbooks - Not used Or Open Textbooks - Don't Know Is Selected Open Textbooks (4)	○	○	○	○	○

Q20 What are the three most important deterrents to your use of Open Educational Resources in your courses?

- ❑ Too hard to find what I need (1)
- ❑ Not enough resources for my subject (2)
- ❑ Not high-quality (3)
- ❑ Not current, up-to-date (4)
- ❑ No comprehensive catalog of resources (5)
- ❑ Not knowing if I have permission to use or change (6)
- ❑ Lack of support from my department (7)
- ❑ Lack of supporting materials (8)
- ❑ Too difficult to change or edit (9)
- ❑ Too difficult to integrate into technology I use (10)
- ❑ Not used by other faculty I know (11)
- ❑ Like support of published text (12)
- ❑ New to teaching (13)
- ❑ Other (14) _____

Q21 Understanding that there is variability, how would you generally rate the quality of Open Educational Resources and material from traditional publishers?

	Excellent (1)	Good (2)	Average (3)	Poor (4)	Don't Know (5)
Traditional publishers (1)	○	○	○	○	○
Open Educational Resources (2)	○	○	○	○	○

Q22 Understanding that there is variability, how would you generally rate the ease of searching for educational resources for your courses?

	Very Easy (1)	Easy (2)	Difficult (3)	Very Difficult (4)	Don't Know (5)
Traditional publishers (1)	○	○	○	○	○
Open Educational Resources (2)	○	○	○	○	○

Q23 Which of the following types of support or assistance would help you to incorporate OER in your courses? (Check all that apply)
- ❑ Department support (1)
- ❑ Assistance finding content (2)
- ❑ Technical support (3)
- ❑ Training opportunities (4)
- ❑ Incentive/stipend (5)
- ❑ Other (please specify): (6) _____
- ❑ I do not plan to incorporate OER in my courses (7)
- ❑ I already incorporate OER and do not need any support (8)

Q24 How familiar are you with each of the following concepts?

	Very familiar (1)	Somewhat familiar (2)	Not very familiar (3)	Not familiar at all (4)
Open Pedagogy (1)	❍	❍	❍	❍
Open Access Publishing (2)	❍	❍	❍	❍

Q25 How would you like to receive information about OER at UNH?(Check all that apply)
- ❑ Self-paced training course (1)
- ❑ Workshop (2)
- ❑ Office hours (3)
- ❑ Social media (4)
- ❑ Email group/newsletter (5)
- ❑ Other (please specify): (6) _____

Q26 Please share any additional comments you would like UNH OER to know about below:

Q27 May we quote your response? Published comments will only include attribution of the discipline of the faculty member (ex. "Natural Sciences Faculty"). No personal identifiable information will be included.
- ❍ Yes (1)
- ❍ No (2)

Q28 May we contact you with follow-up questions?
○ Yes (1)
○ No (2)

Q29 Thank you for completing this survey! For more information on OER activities at UNH please visit the UNH OER website and the 2015 pilot report. Please click "Submit" to submit your responses and be redirected to enter the drawing for one of three Visa gift cards in the amounts of $100, $75, and $50.

REDIRECT
UNH OER Survey Drawing Page

Q1 Would you like to enter your name in the drawing to win one of three Visa gift cards in the amounts of $100, $75, and $50.
○ Yes (1)
○ No (2)

Display This Question:
    If Would you like to enter your name in the drawing to win one of three Visa gift cards in the amounts of $100, $75, and $50. Yes Is Selected
Q2 Please provide your contact information:
    Name (1)
    Phone (2)
    Email (3)