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Building an OER program based on stakeholder feedback

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Figure 1

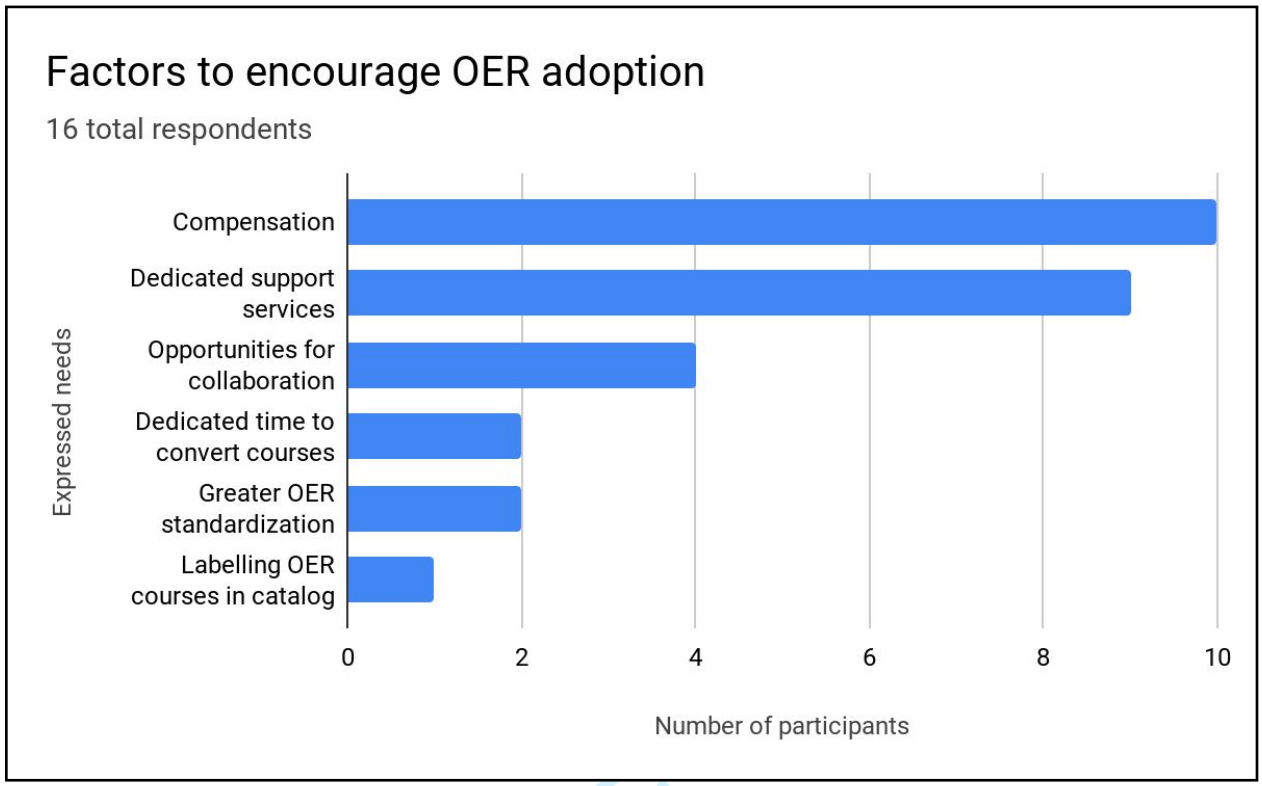

Figure 2

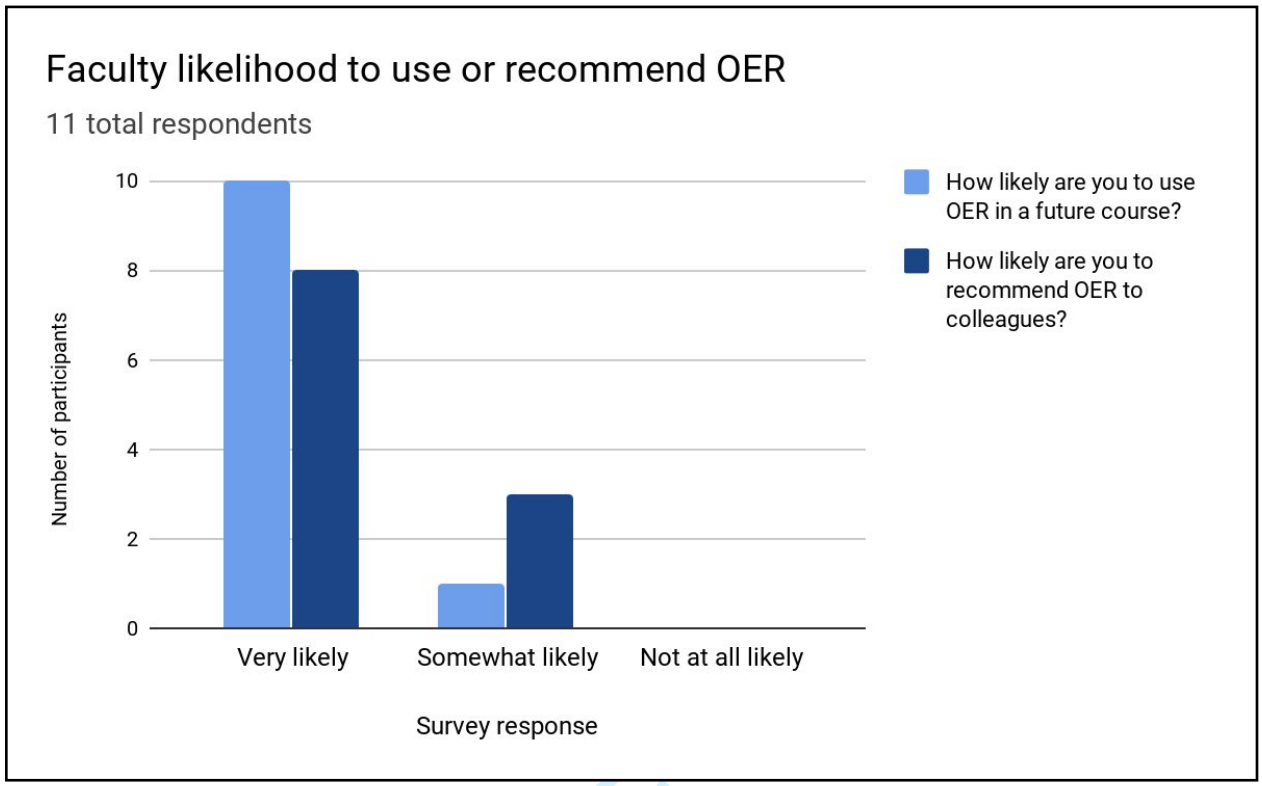

Table I

Program participants by academic unit

Academic Unit	Number of participants
School of Education	0
School of Engineering and Technology	2
School of Interdisciplinary Arts and Sciences	7
Milgard School of Business	2
School of Nursing and Healthcare Leadership	3
School of Social Work and Criminal Justice	2
School of Urban Studies	1

Appendix 1

Option 1 Workshop Outline and Activities

Workshop Day 1

- Schedule: 9:00 am - 3:30 pm
- Coffee, snacks, and lunch provided

Session learning outcomes:

- Define Open Educational Resources
- Understand the basics of open licensing
- Find and evaluate discipline specific OER

Session topics and activities:

- Introduction
    - Group discussion: What do you know about OER? What questions do you have? Have you ever used or evaluated these materials? If so, describe your experience.
- Understanding Open Educational Resources
- Introduction to copyright and open licenses
    - Activity: Think of a classroom activity you'd be willing to share with colleagues. Choose a license for this activity using the Creative Commons License Chooser.
- Finding OER: Introduction to search tools and repositories
    - Activity: Search preparation worksheet
- Evaluating OER
    - Group discussion: Discuss your current evaluation criteria for course materials. Will these change based on what you've learned? If so, how?
- Activity: Generous open search time and group debrief of results
- Guest speaker and faculty Q&A
- Group discussion: Day 1 debrief session

Workshop Day 2

- Schedule: 9:00 am to 12:30 pm
- Coffee and snacks provided

Session learning outcomes:

- Identify options for supplementing or gradually integrating OER materials
- Understand the basics of revising and remixing content
- Identify local support for finding, using, and creating OER

Session topics and activities:

- Review of Day 1
    - Group discussion: What stands out from yesterday? What questions have emerged?
- Course transition strategies
- Introduction to revising and remixing OER
    - Activity: Remix a definition of OER you could share with colleagues. Attribute your sources using the Open Attribution Builder.
- Introduction to open pedagogy
- Group discussion: Workshop debrief session
- Optional Q&A session Option 2 (implementation summary) participants

Contact

Openly licensed workshop materials are available on request. Contact UW Tacoma Instructional Design Librarian Marisa Petrich (marisp2@uw.edu).

Appendix 2

Application form

1. First and last name:

2. Preferred contact email:

3. School / program / division:

4. I would like to participate in:
    a. Option 1: OER workshop (synchronous and on campus)
    b. Option 2: Implementation summaries (asynchronous, online options)
    c. BOTH Option 1 and Option 2

5. Briefly describe your experience with using, adapting, or creating OER and what you hope to learn or achieve by participating.
    a. Short answer

6. Are you interested in participating in an ongoing OER steering group or learning community?
    a. Yes
    b. No
    c. Possibly

7. Please confirm that you have read about your preferred option's requirements and deliverables and commit to attending required sessions and completing required tasks.
    a. I have read the expectations and commit to meeting the requirements.
    b. I have read the expectations but have a concern or possible conflict.
    c. Other:

Appendix 3

Program exit survey

1. How likely are you to use OER in a future course?
    a. Very likely
    b. Somewhat likely
    c. Not at all likely

2. How likely are you to recommend OER to colleagues?
    a. Very likely
    b. Somewhat likely
    c. Not at all likely

3. Have you or do you plan to share information about OER with a retreat, committee, or campus group?
    a. Yes
    b. No
    c. Possibly

4. Are you interested in participating in an ongoing OER steering group or learning community?
    a. Yes
    b. No
    c. Possibly

5. What aspects of this program were the most interesting or useful to you?
    a. Short answer

6. What aspects were less useful or could be improved?
    a. Short answer

7. Other feedback (optional)
    a. Short answer

Building an OER program based on stakeholder feedback

Abstract

Purpose: This case study outlines a library-led Open Educational Resource (OER) training program for faculty and an assessment of barriers to OER adoption on campus. It examines program assessment data (including faculty-reported needs to increase the likelihood of OER adoption) and analyzes a community-focused outreach strategy for a new OER program.

Design/methodology/approach: This program took a user-centered approach to developing campus support services for OER that specifically sought to address local needs and challenges. It intentionally incorporated strategies related to faculty motivation and satisfaction.

Findings: Although this faculty incentive program did not require OER adoption, a high number of voluntary OER adoptions occurred and participants showed interest in sharing information about OER across campus. Information about barriers to adoption informed future services.

Practical implications: This article presents an adaptable model to launch new OER services and encourage a culture of using affordable course materials.

Originality/value: This project gathered information and identified collaborators to help build a sustainable, community-oriented OER program. The program focused early efforts on collecting and incorporating stakeholder feedback rather than moving directly to strategies focused on adopting or creating OER. It offers a model for other libraries to follow in creating sustainable practices.

Keywords: Open Educational Resources, faculty motivation, barriers to OER adoption, library programming

Introduction

Open Educational Resources (OER) present advantages to students in terms of cost savings, customized course materials, and collaborative learning experiences. OERs, however, are a new concept for many faculty. To fully realize the potential or OER, sustainable support services to help faculty find, create, and use these materials are necessary. The purpose of this case study is to illustrate the value of creating a foundation for OER support through training, programming, and direct input from stakeholders. Specifically, it documents a library-led strategy to launch services supporting OER at the University of Washington Tacoma (UW Tacoma).

Open Educational Resources defined

There is no standard definition of OER. Common attributes of frequently used definitions specify that the materials are designed for teaching, learning, or research; that they are free of cost to access and use; and that they include a license that permits free reuse, adaptation, and redistribution (UNESCO; Hewlett). Downes' definition of OER states, "Open educational resources are materials used to support education that may be freely accessed, reused, modified, and shared by anyone" (2011, para. 1). These materials may include but are not limited to textbooks, lesson plans, courseware, and audiovisual materials. Although they are often created in digital formats, OER can take a variety of forms, including print (SPARC, 2017).

In some instances, the purpose of these materials is included alongside definitions. UNESCO, for example, "believes that universal access to high-quality education contributes peace, sustainable social and economic development, and intercultural dialogue. OER provides a strategic opportunity to improve the quality of education as well as improve policy dialogue, knowledge-sharing, and capacity building" (n.d., UNESCO, para. 2). This framing clearly articulates the value of OERs and the motivations for using them.

Literature review

While an overwhelming amount of information about OERs exists, two areas within this body of work were particularly relevant to this project. First, it was important to understand the challenges faculty face that prevent them from adopting OER. Second, an exploration of OER advocacy strategies and faculty motivators was necessary to develop an informed approach to increasing OER use on campus. A number of useful studies, examples, and commentaries provided insight to help guide the emerging OER program at UW Tacoma.

Barriers to adoption

Limited awareness and understanding of OERs are barriers to adoption. Although faculty awareness of OERs has been increasing in the United States, only 46 percent of faculty surveyed indicate any level of awareness of these materials (Seaman & Seaman, 2019). These results were derived from a national sample of more than 4,000 faculty and chairpersons. This awareness drops to 39% when the question is rephrased to include OER and Creative Commons Licensing, indicating that faculty understanding of OER currently includes significant gaps. Belikov and Bodily found that the need for more information was the most common barrier to faculty adoption, reflected in 36.7 percent of responses from 218 faculty participants in the United States (2016). Common negative perceptions of OER from the same study frequently stemmed from a lack of understanding of the nature of OERs. Specifically, respondents confused open and digital resources or demonstrated other evidence of misunderstanding OERs and how they may be used.

Although these issues present initial hurdles, they are not the only challenges faculty face when considering open alternatives for course materials. A study in which a majority of respondents were already familiar with the concept of OERs (99.5 percent) identified reasons beyond lack of awareness that may cause faculty not to pursue OER (Hassall & Lewis, 2017). This particular study focused on OER in digital formats used for physiology and medical

education. Barriers included a lack of time (34 percent), a lack of awareness of useful or relevant OER for a particular course (33 percent), and uncertainty about how to incorporate OER into their teaching (29 percent). Lack of institutional support and concerns about copyright also emerged as themes. Of the faculty who had used OER (68.4 percent), most were familiar with some existing resources. However, free-text comments showed that the time required to find and evaluate existing resources was still considered a barrier (Hassall & Lewis, 2017). Many of these educators chose to create their materials rather than browse existing options. Time was also an obstacle in Belikov and Bodily's (2016) study, with a lack of time to evaluate resources emerging as a barrier for 10.6 percent of respondents.

In a study of faculty across 29 countries, the most prominent challenges to adoption were a lack of dedicated staff members, the cost of redeveloping courses, lack of availability of volunteers, and low integration with existing workflows (Murphy, 2013). Faculty comments from the same study reflected on the challenges of changing long-established processes, including traditional mindsets related to education, loyalty to legacy publication models, and the importance of generating buy-in from faculty and senior managers. The need for additional staff support and training was also apparent in the responses.

Murphy's results echo earlier findings from the Open Educational Quality Initiative, which identified five main challenges to OER adoption -- lack of institutional support; lack of technological tools and resources; lack of skills and time; OER quality and suitability; and personal obstacles including a lack of trust in OER (Andrade *et al*, 2011). In this instance, the more respondents felt that lack of time and skill was a barrier, the less likely they were to use OER. Conversely, Andrade *et al*. found higher perceptions of lack of institutional support were correlated with more frequent use of OER.

A related theme to time is workload, or effort to convert a course. In an anecdotal reflection on faculty perspectives of OER, Herbert listed the effort involved with adapting

lectures, assignments, and overall course design as one of four factors that influence faculty decisions about whether or not to adopt OER (2017). The additional four factors included quality of open alternatives, tradition within the discipline or academic unit, and the potential to receive recognition for their work. Murphy's findings regarding the need for more dedicated staff and volunteers to help faculty with these efforts also indicate that workload is an issue (2013).

Finally, Mishra observes that there may be barriers embedded within existing practices and definitions that may create barriers to OER adoption (2017). For example, creating a rigid dichotomy between "open" and "closed" may discourage newcomers. The commentary also observes the importance of setting realistic expectations for what OER can and cannot do. For instance, they can increase access to education, affordability of materials, and opportunities to collaborate on and customize educational content – but they are not a cure-all for every problem students and educators face.

Advocacy strategies

Although challenges to OER adoption exist, those barriers can become starting points in developing services that make OER more approachable to users. In an article reflecting on the challenges faculty and administrators face when adopting OER, Taylor and Taylor (2018) linked common challenges with possible solutions to encourage OER use. For example, barriers related to limited time or expertise could be addressed by providing faculty with mentors to guide them. Challenges related to lack of awareness and understanding could be solved with faculty training or hiring dedicated support staff. By meeting users' needs on demand, the work involved with OER can be made more approachable and inviting. Similarly, Mishra's (2017) commentary on internal barriers to OER use indicates that building capacity amongst teachers for adopting, adapting, or creating OER is critical if efforts to

mainstream OER are to be successful. This work, however takes time and perseverance from multiple stakeholders (Mishra, 2017).

A library-led OER stipend program at Clemson University used a discourse-driven strategy to create sustainable, cultural change (Dean, 2018). In this case, care was taken to determine the audience, purpose, and medium of communication to facilitate grassroots change. This approach was driven by the understanding that social contact and conversation can create lasting change and that top-down mandates are unsustainable and potentially threatening to users. Specific activities included hosting events and giving presentations to raise awareness, investing in training and professional development for library staff, and collaborating with students on advocacy and outreach campaigns. In their first year of work, Clemson launched an OER faculty stipend program and saw and increased number of OER related consultations, showing gains in both institutional and community support.

An approach to creating a culture of OER at the University of North Dakota created a campus working group early on that deliberately connected stakeholders from critical groups across campus (Walker, 2018). These included administrators, librarians, instructional designers, faculty, students, and more in an early campus coalition of supporters and advocates. Outreach efforts in this context encouraged faculty to consider these materials as they would any other resource but reiterated that curricular decisions are entirely up to faculty. Campus organizers and advocates split the working group into functional subcommittees, provided workshops and faculty trainings, hosted events, and took advantage of grant opportunities to create OER and convert courses. Within two years of beginning these efforts, OER adoptions and financial support for OER work increased across campus. This work also led to explicit reference to OERs in critical documents like faculty training manuals and promotion and tenure guidelines.

Efforts at both Clemson University and the University of North Dakota took inviting, grassroots approaches to outreach, drawing on knowledge of faculty motivation. Wergin observes that carrot and stick strategies rarely work, but appealing to values like autonomy, community, recognition, and efficacy can be much more effective (2001). Specific motivational strategies included aligning institutional mission with rewards; providing low-risk, high support environments to learn and experiment in meaningful ways; and helping faculty develop niches. Niches are individual spaces within academic communities that allow faculty to learn, evolve, and make unique contributions to the larger group. Wergin finds they are related to overall faculty satisfaction and also help reinforce the above stated values. For instance, a niche allows faculty to connect and engage with their community in unique ways without sacrificing autonomy. It can also be a valuable source of recognition from colleagues and departments.

The literature validated many of the early challenges to OER adoption experienced at UW Tacoma and provided insights and models for how overcome them. Beginning with a thorough understanding of barriers was a critical, foundational step to developing a program that is highly responsive to user needs and values. It also highlighted the importance of professional development training and dedicated support services as starting points. Insight into motivation and advocacy strategies to overcome these challenges was equally important to develop momentum toward OER-related goals. Specifically, observations about the importance of faculty autonomy and community were instrumental to the tone and approach used.

Institutional context

The University of Washington Tacoma campus was established in the 1990s to expand access to higher education within the state, particularly for “place-bound” students who may not be able to relocate to pursue a degree (Wadland & Williams, 2017). This continues to be an influential part of the institution’s mission and values. Additional values include collaborating for

the common good, enhancing the region's social and economic vitality, and leveraging scholarship and creativity to solve problems (University Vision, n.d.).

UW Tacoma has a total enrollment of 5,352 students and 358 teaching faculty (University 2019-20 Facts, n.d.). Fifty-six percent of students are first-generation college students, and 45 percent are Pell Grant eligible. More than half of UW Tacoma students identify as racial or ethnic minorities. Additionally, significant numbers of students transfer to campus from area community colleges, some of which have robust OER programs in place. In Fall 2019, 44.1 percent of students came from two-year colleges within the state (Trends, 2020). The University of Washington Tacoma's top transfer institution, Tacoma Community College, has saved students more than $4 million since 2011 by using OERs (Tacoma, n.d.).

UW Tacoma's mission and values are well aligned with UNESCO's vision for OER. There is also evidence that these materials can be particularly beneficial to Pell Grant eligible students and students of color (Colvard *et al.*, 2018). However, anecdotal evidence suggests that faculty awareness and use of OER on campus are low. Conversations with students, faculty, and staff reveal that the concept of OER is new and not fully understood. Further, direct questions about whether students or faculty have used or know someone who has used OER yield only occasional positive responses. Designated personnel and services to inform and support faculty interested in OER work did not exist on campus before the launch of this program.

Program description

To address the challenges of low awareness and adoption of OERs, the library developed a stipend program to launch OER services on campus. Providing incentives was an important response to prior attempts to encourage OER use on campus. The library had

previously hosted workshops and information sessions about OERs that did not include stipends, and which had low or no attendance from faculty. Despite this, anecdotal feedback showed faculty were concerned about textbook affordability and unsure of how to address this problem. This suggested professional development experiences related to OERs would still be valuable if faculty had sufficient motivation to participate.

Funding for the program was provided from the campus's Strategic Initiative Fund grant program, which encourages projects aligned with one or more of UW Tacoma's strategic impact goals. Encouraging OER use and open education practices on campus addresses efforts outlined in the campus's strategic plan. Specifically, it expands access to higher education and potential for student success; fosters creative solutions to topical challenges; and facilitates partnerships and collaborations that contribute to the common good.

The program's primary goal was to collect information to help launch a needs-informed, user-centered OER program. Specifically, the objectives were to 1) identify potential advocates and collaborators on campus, 2) explore faculty needs to OER adoption, and 3) position the campus to apply for future grants through project development. It offered two options for participation. In Option 1, participants received a $500 stipend to participate in a two-day workshop focused on finding, using, and adapting OER. In Option 2, faculty received a $500 stipend to submit reports analyzing needs and barriers to OER adoption on campus, assessing the quality of OER in their discipline, and outlining plans to adopt OER in an upcoming course of their choice. Applicants could participate in one or both options.

Several important factors informed the design and objectives of the program. First, the library was in the early stages of developing support services for OER, and very little was known about the campus climate and attitudes related to these resources. The reason for separating the program into two parts was uncertainty as to whether faculty would be interested enough in

the topic to invest in producing a report. Requiring reports from all workshop participants might have introduced a barrier if the majority of prospective applicants were primarily interested in learning about OER, but not yet ready to explore further. However, all but one of the Option 1 (the workshop) participants also chose to participate in Option 2 (the reports).

The program anticipated that participants would have varying levels of experience with and awareness of open materials. To support OER understanding before participation, Option 1 offered an optional, online pre-module that defined Open Educational Resources, clarified the difference between a free resource and an open one, and addressed common myths and misunderstandings about OER. The face-to-face workshop provided information about finding and evaluating OER, how to supplement them with resources from the library or other free alternatives, and an introduction to adapting open materials (Appendix 1). It also included hands-on activities that asked faculty to consider their criteria for assessing the quality of course materials, search for OER in a series of designated repositories, and practice attributing openly licensed content.

Option 2 provided separate stipends for faculty to provide information about textbook adoption practices in their units, evaluate existing OER materials for a specific campus course, and analyze what services or support would be needed to encourage OER use on campus. Participants were asked to identify possible barriers to OER adoption, either for themselves or those that their colleagues may experience. Finally, they were asked to outline and assess the feasibility of a plan to implement OER in a course of their choice. The final reports, called implementation summaries, were due shortly before the start of the fall quarter. Participants were required to meet with the program's leaders twice during the summer to provide status updates and talk through challenges. Additional support, including self-study materials, tutorials, and consultations, were provided to faculty on request.

In the final portion of the reports, participating faculty were asked to create a plan for adopting the best of the OERs they located and to describe the steps that would be required to

begin using the materials. For example, could the OER be used in the course as-is? Or would a variety of OERs need to be revised and remixed to create an appropriate resource for the course? If additional work was required to make the resources usable, did the faculty member consider it feasible that they could complete that work -- and if so, what was their timeframe? Participants were not required to implement the plan to receive their stipend. The program intentionally asked participants to do nearly all the preparation required for a full course conversion project but left the final decision about whether or not to change their course materials to their discretion.

Participant overview and recruitment

Applicants for the program were recruited via campus listservs and personal emails to faculty from program leaders or liaison librarians. Two informal information sessions were offered to discuss program requirements before the application deadline; however, only one person attended.

The program received 17 faculty applicants (4.75% of all faculty) from six of seven major academic units on campus (Table I). Of these, the School of Interdisciplinary Arts and Sciences (the largest school on campus) had the highest representation, with 7 participants from three of the school's five internal divisions. The remaining units each had between one and three faculty participants in attendance. The program's criteria for acceptance was based on willingness and ability to complete all required components of the program. Based on this, all of the applicants were admitted. Thirteen participated in Option 1 (the workshop) and 16 participated in Option 2 (the implementation summaries). Twelve of the 16 who participated in Option 2 had also participated in Option 1.

To help organizers create an engaging and appropriately challenging workshop, participants described their OER experience and motivation for applying in responses to short answer questions on the application form (Appendix 2). Four mentioned that they had used

open materials in courses previously, though in some cases, they were not used as the primary course texts. One applicant had reviewed several OER options for courses but had not yet used them. Of the remaining 12 applicants, eight had either low or no experience with OER though several had used other methods to provide free or low-cost course materials to students. Responses coded as “low experience” included those where participants expressed familiarity with the idea of OERs or general awareness of some specific materials, but no engagement with or use of these materials. Four did not respond.

Faculty expressed a range of different motivations for applying, primarily lowering costs to students (six faculty) and learning more about OER (five faculty). Others were motivated by the potential to create or customize course materials (four applicants) or pedagogical aspects related to OER, including using student-centered materials or incorporating active learning techniques (three applicants). Three applicants mentioned dissatisfaction with the content of commercially available materials. In two cases, the faculty members mentioned the content of the course or program they hoped to find materials for was not adequately represented in any commercial textbooks. In the third, commercially available materials were considered too far out of date to keep up with a rapidly changing field.

Data Collection and Analysis

The project relied on simple program assessment techniques to collect and analyze data. Information was collected through informal assessments and conversations with faculty throughout both program options, data from the program application form and exit surveys (Appendices 2 and 3), and the final reports from Option 2. It was analyzed using content analysis methods to code responses and identify themes.

Program outcomes

Barriers and needs

Analysis of the 16 final reports from Option 2 identified five primary challenges to OER adoption -- the time needed to convert to OER; discipline or course-specific challenges; needs for various course materials; textbook adoption practices within academic units; and needs for additional training or resources. Each is discussed in more detail below.

Time. Lack of available time appeared in 15 of 16 final reports. Specific barriers included time to learn about OER, search for appropriate resources, adapt texts, or redesign courses and assignments to correspond to the new materials.

Discipline or course-specific challenges. Nine implementation summaries reported difficulties finding materials appropriate for their particular field or course. Circumstances varied widely depending on the course and discipline, but examples include a lack of appropriate materials for niche subject areas or upper-division courses; lack of ancillary materials; difficulty finding materials that fit interdisciplinary or philosophical approaches to a course; and in one case, an overwhelming number of texts, modules, and other resources to (potentially) evaluate.

Multiple materials needed. In some cases, faculty were not able to find a single, immediately usable resource that would adequately meet all course objectives. This challenge was mentioned in six of the 16 final reports. While it may have been possible for some to select multiple open texts or revise a variety of OER into a single, master resource, this was not usually considered a very practical or desirable scenario.

Training and resources. Five faculty members cited a lack of training or resources available for support as potential barriers. Other reports mentioned challenges navigating OER search platforms, grappling with license terms, or a general lack of OER awareness on campus, which could also be addressed with additional training.

Textbook adoption practices. Though nearly all faculty reported that they are free to individually select materials for most of their courses, eight reports noted that coordination amongst faculty teaching the same course is either desirable or required in some cases. For instance, participants reported frequently sharing materials with colleagues or coordinating informally when teaching classes with multiple sections. Others said their units required the same texts to be used in certain high enrollment or major-required courses. While few faculty reported coordinated textbook adoption listed it as a barrier, some were uncertain as to whether their colleagues would show equal interest in OER adoption. Taken together, this indicates the highest-impact courses on campus could be the most challenging to convert.

In addition to barriers, faculty reported needs to help encourage OER adoption (Figure 1). Ten out of 16 reports requested some form of compensation to convert courses or create new materials. Specific requests included financial compensation, course releases, or recognition in the tenure and promotion process. Nine requested additional support, including personalized help to find or adapt resources, technical help with software use or navigating licensing, or more advanced training sessions.

Interestingly, four reports requested ongoing opportunities to build community or collaborate with colleagues. Suggestions in this area included hosting faculty lightning talks, providing opportunities for faculty to collaborate with community college colleagues in similar disciplines, and maintaining a support network of users to vet and share resources. Other requests included dedicated time to convert courses (two participants), greater standardization across OER and OER search platforms (two participants) and having a designation for low-cost courses in the campus course catalog (one participant).

While the objective of identifying challenges meant a great deal of critical feedback was collected, faculty also reported positive aspects of OER. First among these was a desire for cost savings. Others mentioned the potential of being able to create custom resources for their

courses, the improved quality of OER in recent years, or the ability to find innovative course activities and lesson plans in addition to textbooks.

Voluntary adoptions

Though the project did not require faculty to adopt the materials they evaluated, eight of 16 faculty participants initially reported plans to use at least one Open Educational Resource voluntarily in the 2019-20 academic year -- including some with plans to use OER in multiple courses. An additional three faculty members expressed tentative plans to adopt OER in the 2019-20 academic year.

Savings to students as a result of these adoptions are difficult to calculate for several reasons, including that some faculty intended to phase out materials that were not free or open over several iterations of the course rather than convert the entire thing at once. Also, one faculty member who planned to adopt open materials in their implementation summary later reported they were not able to do so this academic year, but that they hoped to try again next year.

Advocates, collaborators, and a developing OER community

Another program goal was to identify possible advocates and collaborators on campus and develop an ongoing community of OER users. An early sign of success toward this goal was the number of program participants and the range of different academic units represented in the program. Later, several faculty commented that the workshop series helped them feel less overwhelmed by the process of course conversion, but did not make them feel judged for approaching the work in whatever way felt best for them -- for instance, choosing to convert a course gradually over several terms. This is a hopeful sign of an ongoing community that is supportive and inviting to newcomers.

To further develop this community, the library also hosted an OER panel event in the fall of 2019 that included six of the program's summer participants. This number exceeded the organizers' initial goal for the event of four faculty panelists, and they generously shared information about their search experiences, challenges, and positive experiences with OER over the summer. Unfortunately, this panel had very low attendance. Of the five total audience members, three were campus librarians.

The greatest successes in this area were not anticipated by the organizers when developing the program. As the summer program drew to a close, several faculty mentioned plans to share information about OER at retreats within their units, committee meetings, or campus communities. While some approached organizers for support or resources to help them prepare, it was clear that these faculty wanted to present this information to their colleagues themselves rather than invite a guest speaker from the library. To further explore this outcome, organizers included it on the program's exit survey. Responses showed that seven out of 11 faculty surveyed either did share or planned to share information about OER with others on campus. The remaining four respondents said they would possibly do this.

Further, ten respondents said they were very likely to use OER in a future course, with one participant listing themselves as somewhat likely (Figure 2). Eight respondents said they were very likely to recommend OER to colleagues, with the remaining three somewhat likely to do so. Last but not least, six respondents were interested in participating in an ongoing OER steering group or learning community of some kind.

Discussion

Key successes for the program included the number of voluntary adoptions and the willingness of participants to share what they learned with other faculty on campus. More than half of the participants expressed interest in converting or beginning to convert their selected

courses in the same academic year. This willingness to begin is especially important in the context of Jung and Lee's research on determinants of OER adoption for educators in the U.S., Japan, and Korea. In all cases, the strongest indicator that faculty might adopt OER was a habit; therefore, any attempt to create new habits is an important step.

The voluntary nature of the program will likely result in slower OER adoptions on campus than in cases where course conversions are required. Forced adoption may inadvertently result in resentment toward OER. Faculty who did not choose to use OER materials after participating in the program may be open to the possibility in the future if the challenges they identified can be adequately addressed. For example, developing new OERs to fill gaps identified in faculty reports could help those who were not able to find appropriate, high quality materials for their selected course. Providing small grants for course redesign projects could assist those who struggled with the amount of time involved in full course conversion.

Though this was not an expected outcome, the program also aligned with Wergin's observations about the use of niches to increase faculty's motivation and satisfaction (2001). When organizers offered to do formal presentations to committees or academic units, the majority of faculty wanted to do it themselves. Rather than feeling supplanted by this, the ownership these faculty took over their new OER expertise is a sign of success. It indicates that faculty recognize the value of OER, feel confident in what they've learned, and see a future for these materials that they'd like to participate in.

The cohort of participants has also created an initial list of faculty to contact when OER development opportunities arise or when collaborators are needed for future projects. Given that the program had participants from nearly all academic units on campus, this network will likely be beneficial as the OER program grows. It also lets organizers know where to focus future outreach efforts.

Limitations and Future Directions

Although there were several important successes from this program it also revealed opportunities for growth and improvement. For example, better systems for tracking OER adoptions and assessing their impact (both in terms of savings to students and factors related to student success) are needed. Also, while the stipend values allowed this program to compete with similar faculty development opportunities on campus and helped attract a cohort of enthusiastic faculty, it may have inadvertently set a high bar for future projects with a more intensive workload. If faculty expect higher rates of compensation for adapting or creating OER than they received for learning and creating implementation plans, this will be a difficult expectation for the library to meet.

It would have been helpful to create a system to follow up with faculty participants periodically throughout the following academic year to see how each course conversion was going as it was happening. In addition to providing more information to library staff, this outreach could have provided point-of-need support to faculty as they continued the work of implementing these resources. It may have also helped to reinforce the relationships and habits started in the short summer workshop series, further solidifying this very new program.

In the future, it would be interesting to broaden this case study to assess faculty motivations and barriers at similar institutions. The specific context of some existing studies may influence how applicable the information is to others trying to apply it to their institutions. For instance, Jung and Lee's examination of cross-cultural approaches to OER adoption found that factors influencing the likelihood of educators to adopt these materials varied in different countries (2020). Because of this, studies surveying international groups of educators may not be entirely useful to readers hoping to motivate faculty in their areas.

Conclusion

The program's emphasis on autonomy and user needs has created a promising start to an OER community at University of Washington Tacoma and information collected throughout the program is being incorporated into new OER programming. Ultimately, the strengths of this pilot project centered around efforts to connect with and respond to the campus community. Specifically, meeting users at their level and point of need, incorporating their feedback early on, and encouraging them to take ownership of this work has provided a solid base for library staff to build on as the program grows. The most significant challenges were related to insufficient anticipation of the next steps. Brainstorming future projects and creating lasting tools for data collection would be helpful for both designing a well-informed initial program and moving into the next phase.

Efforts to create a formal OER program are a little over one year old and just beginning. However, actively seeking community feedback from the start and using that information to create user-centered services (including ongoing training efforts, consultation services, and additional grant-funded OER adaptation projects) has established a strong foundation for a culture of OER use on campus.

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