LIBRARY JOURNAL

Academic Faculty:
Textbook & Course Materials Affordability Survey Report

2019

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Academic Faculty: Textbook and Course Materials Affordability Survey Report

Table of Contents

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Executive Summary

The objective of this survey was to determine the level of concern college faculty have about course material affordability issues and whether they are utilizing digital resources (particularly those made available through the library) to keep costs down for students. We also set out to learn whether faculty work with campus libraries to help them incorporate digital resources into coursework.

Cost Concerns

The data, based on responses from 199 U.S. academic faculty representing a broad spectrum of disciplines, shows that textbook affordability is a major concern for nearly three-quarters of faculty when assigning course materials. Faculty also overwhelmingly describe textbook affordability as a major concern for students.

	To what degree is cost/affordability a concern when deciding what course materials to require?	*To what degree do you think cost/affordability of course materials is a concern for your students?*
Major concern	73%	87%
Minor concern	24%	9%
Not a concern	3%	0%
Don't know	1%	4%

Price is generally taken into account when selecting course materials and nearly two-thirds (62%) of academic faculty would change assigned course materials because of cost/affordability concerns, while a further 28% "maybe" would seek less expensive course materials.

Digital Resources

More than eight out of ten (84%) academic faculty incorporate digital resources into coursework to some extent. Specific digital resources that are assigned are downloadable or streaming video (67%), ebooks (54%), interactive media such as self quizzes and online mapping (41%), digital courseware packages (39%), and databases (also 39%).

What types of digital resources do you assign/use in your classes?	*% of respondents*
Downloadable or streaming video	67%
Ebooks	54%
Interactive media (e.g., self quizzes, online mapping, etc.)	41%
Digital courseware packages (e.g., MyLab, website for the textbook, etc.)	39%
Databases	39%
Online subscription products	15%
Virtual reality	2%
Other	20%

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However, affordability is just one reason for integrating digital resources into coursework. Other reasons include 24/7 remote access, the likelihood of more up-to-date information, and searchability.

Why have you incorporated digital resources into your classes?	*% of respondents*
Affordability	70%
24/7 access	62%
Remote access	52%
More up-to-date	49%
Searchability	33%
Only available in digital format	30%
Other	22%

The top barriers to integrating digital resources into coursework are "too much time and effort to build the needed resources," "materials I want are unavailable digitally," "Internet connectivity issues for students," and "students not as focused when reading digital texts."

What barriers, if any, stand in the way of integrating digital resources into coursework?	*% of respondents*
Too much time and effort to build the needed resources	34%
Materials I want are unavailable digitally	30%
Internet connectivity issues for students	28%
Students not as focused when reading digital texts	28%
Institutional license restrictions	23%
Open Education Resources are not as good quality	19%
Students prefer print to digital texts	18%
Lack of supplementary materials and tools provided by textbook publishers	17%
Wary of experimenting with alternative materials	10%
Too difficult to change set lesson plans	8%
Limits on number of concurrent users	8%
Course work resources/text decisions are not up to me	4%
I never gave digital resources much thought	3%
Other	12%
None	13%

Relationship with the Campus Library

Sixty-five percent of faculty indicate that they meet with a library liaison to coordinate curricula and materials. About one-third have a library liaison "visit class to provide instructional support for use of course materials" and 30% say the library "purchases course reserves."

Does the campus library or a library liaison interact with you to do any of the following?	% of respondents
Visit class to provide instructional support for use of course materials	33%
Purchase course reserves	30%
Create course reading/resource lists	21%
Suggest/select course materials	17%
Coordinate course curriculums	8%
Develop and publish an open access textbook	4%
Other	10%
None of the above	35%

Only about half of academic faculty (49%) say that the campus library works with them specifically to help make digital resources part of their coursework. Anecdotally, many feel they don't need the library's help, but others do want to know what resources are available and would like the library to reach out.

Of the 49% that work with the library vis-à-vis digital resources, most report that the library "makes course reserves available" (69%). This also happens to be what faculty feel is the most effective method of making digital resources available to students.

	How does the campus library work with you to make digital resources available?	Which method is most effective in making digital resources available to students in your classes?
Make course reserves available	69%	27%
Provide course reading/resource list tools	49%	19%
Build e-textbook collections	31%	14%
Purchase or subscribe to new library materials to supplement/replace a traditional textbook	46%	13%
Suggest open educational resources (OER)	39%	10%
Find, vet, and curate open access publications from other institutions	18%	7%
Curate existing library materials to supplement/replace a traditional textbook	25%	3%
Make faculty's own publications available open access	22%	2%
Other	6%	5%
None of the above	2%	n/a

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Campus libraries promote the availability of digital courseware to students primarily during library orientation (39%), by creating links on an LMS (39%), or verbally in the library (34%).

How does the library make students aware that digital courseware is available in the library?	% of respondents
Links on learning management system (e.g., Blackboard, Moodle, etc.)	39%
Library orientation	39%
Verbally by library staff	34%
Push notifications (e.g., email, SMS text)	11%
Signage	10%
Embedded librarian in the classroom	6%
Through a popup or iframe	2%
Other	21%
None of the above	18%

Conclusions and Recommendations

Textbook affordability is a perennial problem for college and university students. We found in this survey that academic faculty are aware of the affordability challenge, and try to do what they can to pick course materials that don't break students' budgets without sacrificing the quality of educational materials.

We found strong acceptance of digital resources among faculty, and the reasons weren't just affordability—although that was a big one—but also other advantages of electronic media, such as 24/7 access, accessibility by remote students, better customization by faculty, and the student engagement and interest engendered by rich media like video and audio. As we would expect, not all faculty are on board with digital resources—and not all students are either—but they are increasingly the exception rather than the rule.

One theme that has emerged in all our years of academic surveys, it's that there is often a contentious relationship between faculty and libraries. Many faculty and libraries work well together, but more often than not they are two separate camps developing their own individual solutions to the same basic problems.

This survey found that only sixty-five percent of faculty have contact with a library liaison, and only half work with the library to make digital resources available to students. Faculty and libraries should be encouraged to collaborate more closely, as getting the two often rival camps to communicate better would go a long way toward solving not just affordability issues, but providing better resources in general for students.

Introduction

Welcome to *LJ*'s *Academic Faculty: Textbook and Course Materials Affordability Survey*. The objective of the survey was to determine how concerned college faculty is with course material affordability issues. Indeed, the affordability of academic textbooks has been an issue probably since the advent of academia,[1] and anyone who has been to college likely remembers the "sticker shock" they got when buying their textbooks for the semester. Today, some look to digital/electronic alternatives to alleviate at least some (perhaps even most) of those affordability issues.

The second objective of this study was to determine whether academic faculty are utilizing digital resources (particularly those made available through the library) to keep costs down for students. We also inquired whether faculty work with campus libraries to help incorporate digital resources into coursework.

This is in some ways a companion survey to the *Textbook Affordability Survey* we conducted in Spring 2019 to glean the perspective of academic librarians on issues pertaining to textbook affordability.

How the Data in this Report Are Organized

As in most *Library Journal* survey reports, the bulk of this report provides top-level survey results in chart form—in essence, the "all responses" results, or what all academic library professionals surveyed said about a specific question. This provides the prevailing attitude.

Each chart is followed by a corresponding table that segments the survey responses by:

- The type of institution at which the faculty teach (community college, four-year college, and professional/post-graduate).
- Whether an institution is public or private.
- The number of students served by a particular institution, divided into small (under 5,000 students), midsize (5,000 to 14,999 students), and large (more than 15,000 students).

We have called out in commentary where some results in these segments caught our attention, but readers who are looking for more granularity will find directional value in these tables. In many segments, the base sizes are too small to be projectable.

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[1] A major part of the problem with textbook affordability is the business model of textbook publishing. Since academic textbooks are frequently updated and revised, sometimes every year, any given edition has to earn back its production costs in its first year, which is why many students get "sticker shock" when they buy their texts for the semester. It is also why there is a well-established used textbook market. As is the focus of this present study, the advent of electronic alternatives has the potential to alleviate textbook affordability problems.

Academic Faculty and Textbook Affordability

This section looks at the extent to which academic faculty assign textbooks and related course materials, the extent to which the affordability of those materials is a concern, and if digital resources are being used in lieu of physical materials to help alleviate affordability issues (among other reasons).

Textbook Assignment

Faculty almost overwhelmingly assign textbooks and other related materials to students—85% of survey respondents said they "always" or "usually" do. Only 7% assign textbooks "rarely" or "never."

Figure 1. How often do you assign textbooks or any other required course materials for your classes (either print or electronic)? —All academic faculty
<u>**NET Always/Usually: 85%**</u>
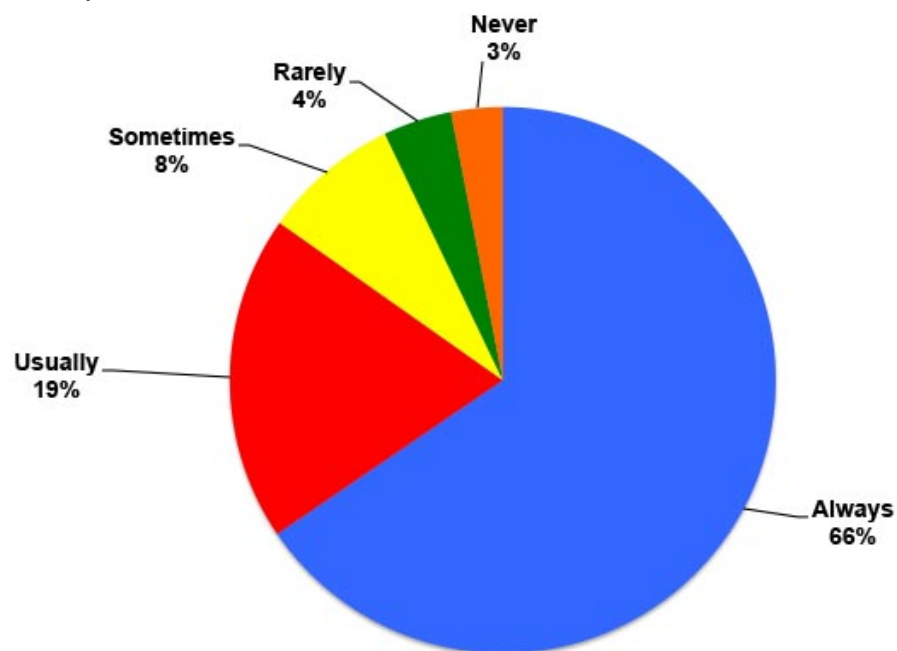
n=197

Faculty in professional or post-graduate institutions "always" assign textbooks or other materials less often than those in 2- or 4-year institutions, with 21% "rarely" or "never" doing so, likely because students are more involved in active research projects than assigned textbook reading.

Table 1. How often do you assign textbooks or any other required course materials for your classes (either print or electronic)? —Academic faculty by type of institution and number of enrolled students

	Type of Institution			Public or Private		No. of Students Enrolled		
	2-yr/CC	*4-yr college/ Univ*	*Prof'l/ Post-grad*	*Public*	*Private*	*<5,000*	*5,000– 14,999*	*15,000+*
Always	71%	65%	57%	69%	58%	63%	62%	71%
Usually	17%	20%	14%	15%	27%	25%	17%	14%
Sometimes	3%	9%	7%	9%	7%	5%	11%	10%
Rarely	0%	4%	14%	3%	5%	5%	4%	3%
Never	9%	1%	7%	3%	3%	3%	6%	2%

Textbook Cost Concerns

Cost Concern when Assigning Textbooks

When college faculty decide what materials to assign, textbook affordability is a major concern for 73%. It is a minor concern for 24% and 3% said it was not a concern at all.

Figure 2. To what degree is cost/affordability a concern when deciding what course materials to require? —All academic faculty
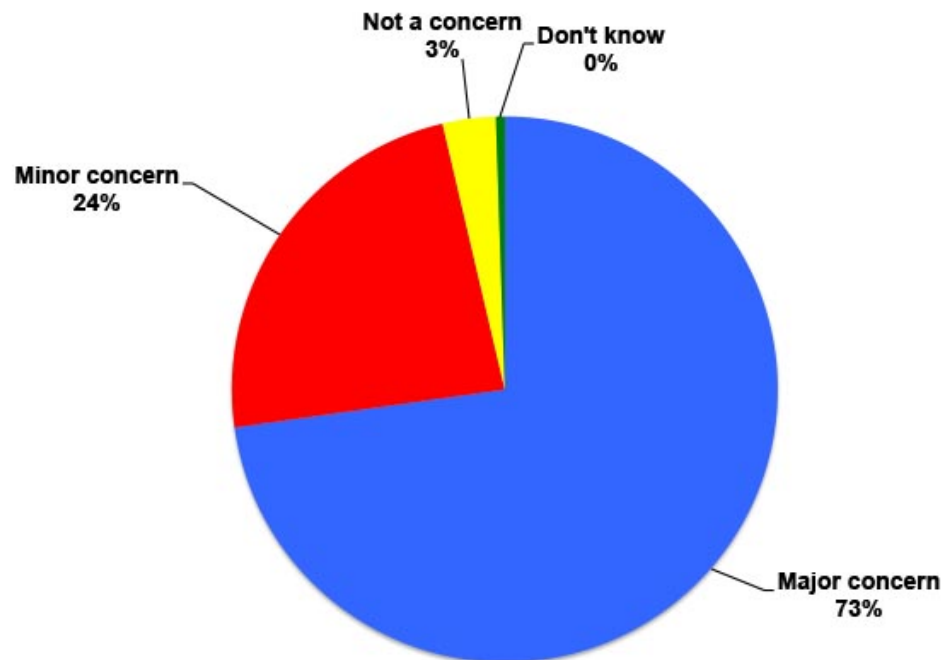
n=191

Faculty in professional or post-graduate institutions have the least degree of concern about textbook affordability, likely because, as we remarked in the previous question, they are the least likely to require textbook assignments.
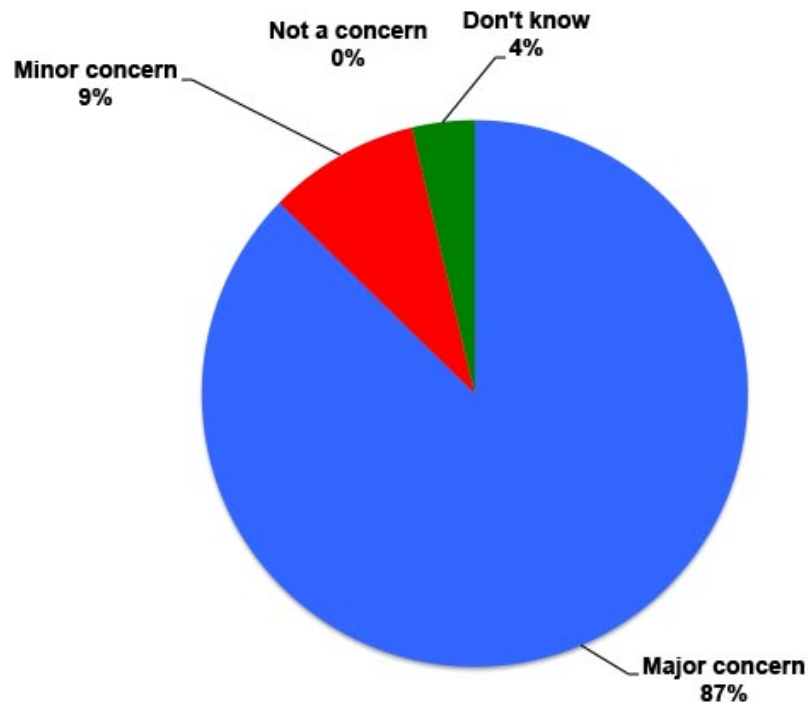
Table 2. To what degree is cost/affordability a concern when deciding what course materials to require? —Academic faculty by type of institution and number of enrolled students

	Type of Institution			Public or Private		No. of Students Enrolled		
	2-yr/CC	*4-yr college/ Univ*	*Prof'l/ Post-grad*	*Public*	*Private*	*<5,000*	*5,000– 14,999*	*15,000+*
Major concern	87%	71%	54%	75%	69%	69%	76%	74%
Minor concern	13%	24%	38%	20%	28%	27%	22%	21%
Not a concern	0%	3%	8%	4%	3%	4%	2%	3%
Don't know	0%	1%	0%	1%	0%	0%	0%	2%

Cost Concern for Students

Nearly nine out of ten faculty (87%) feel that textbook affordability is a major concern for students, while 9% feel it is a minor concern, and no one said it was not a concern at all.

Figure 3. To what degree do you think cost/affordability of course materials is a concern for your students? —All academic faculty

n=189

Faculty in professional or post-graduate institutions are the least likely to see textbook affordability as a major concern for students—although none said it was not a concern at all.

Table 3. To what degree do you think cost/affordability of course materials is a concern for your students? —Academic faculty by type of institution and number of enrolled students

	Type of Institution			Public or Private		No. of Students Enrolled		
	2-yr/CC	*4-yr college/ Univ*	*Prof'l/ Post- grad*	*Public*	*Private*	*<5,000*	*5,000– 14,999*	*15,000+*
Major concern	97%	87%	69%	91%	83%	88%	86%	87%
Minor concern	3%	8%	31%	7%	11%	9%	8%	10%
Not a concern	0%	0%	0%	0%	0%	0%	0%	0%
Don't know	0%	5%	0%	2%	6%	3%	6%	3%

Price a Factor when Assigning Course Materials

Academic faculty generally take price into account when selecting course materials; 61% said they always do, and 31% said they sometimes do. Only 8% rarely or never take price into account.

Figure 4. How often do you factor in price when selecting required course materials? —All academic faculty
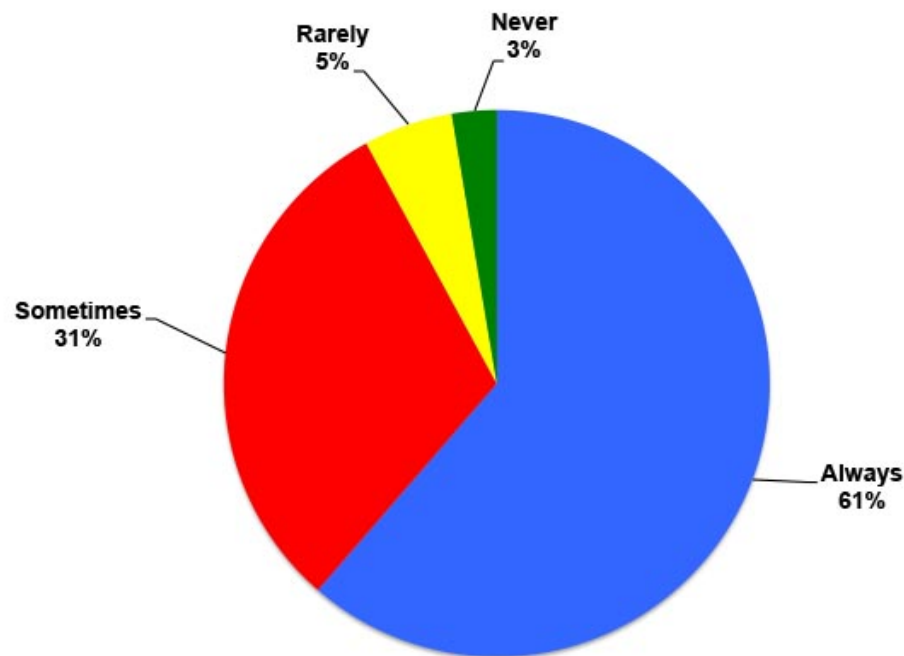
n=189

As we have seen throughout this section, faculty in professional or post-graduate institutions are less apt to factor in price when choosing course materials, likely because at those academic levels, the options are much more limited and specialized than at the undergraduate level.

Table 4. How often do you factor in price when selecting required course materials? —Academic faculty by type of institution and number of enrolled students

	Type of Institution			Public or Private		No. of Students Enrolled		
	2-yr/CC	*4-yr college/ Univ*	*Prof'l/ Post-grad*	*Public*	*Private*	*<5,000*	*5,000– 14,999*	*15,000+*
Always	71%	62%	31%	63%	59%	65%	62%	56%
Sometimes	26%	31%	38%	29%	32%	31%	30%	31%
Rarely	3%	4%	23%	4%	7%	1%	8%	8%
Never	0%	3%	8%	4%	1%	3%	0%	5%

Change Assigned Textbooks

Nearly two-thirds (62%) of academic faculty would change assigned course materials because of cost/affordability concerns, while a further 28% "maybe" would seek less expensive course materials. Only 9% would not be swayed by price.

Figure 5. Is cost/affordability an issue that would prompt you to change assigned course material? — All academic faculty
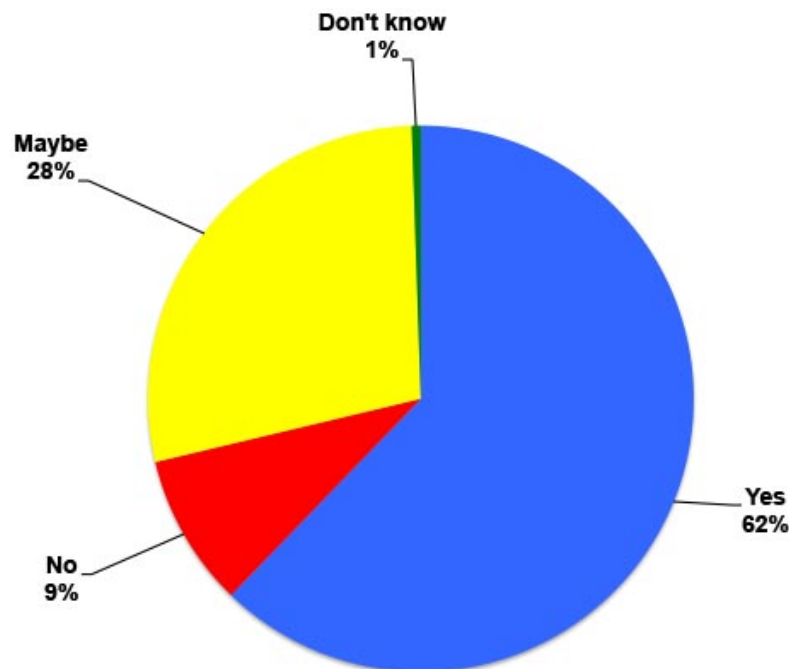
n=188

Predictably, faculty in professional or post-graduate institutions are the least likely to be willing to change assigned course materials due to cost, likely because, again, options are much more limited and specialized than at the undergraduate level.

Table 5. Is cost/affordability an issue that would prompt you to change assigned course material? — Academic faculty by type of institution and number of enrolled students

|	Type of Institution			Public or Private		No. of Students Enrolled		
	2-yr/CC	*4-yr college/ Univ*	*Prof'l/ Post-grad*	*Public*	*Private*	*<5,000*	*5,000– 14,999*	*15,000+*
Yes	58%	64%	54%	63%	61%	61%	64%	62%
No	13%	8%	15%	12%	4%	6%	10%	12%
Maybe	29%	28%	31%	25%	34%	31%	26%	27%
Don't know	0%	1%	0%	0%	1%	1%	0%	0%

Digital Resources

Assign Digital Resources

More than eight out of ten (84%) academic faculty incorporate digital resources into coursework to some extent—43% do so for all their classes, and 41% for at least some classes. Five percent currently do not incorporate digital resources but would like to, and 11% do not nor do they plan to incorporate digital resources in their coursework.

Figure 6. Do you currently incorporate any *digital* resources into coursework for your classes? —All academic faculty
<u>**NET Yes: 84%**</u>
<u>**NET No: 16%**</u>
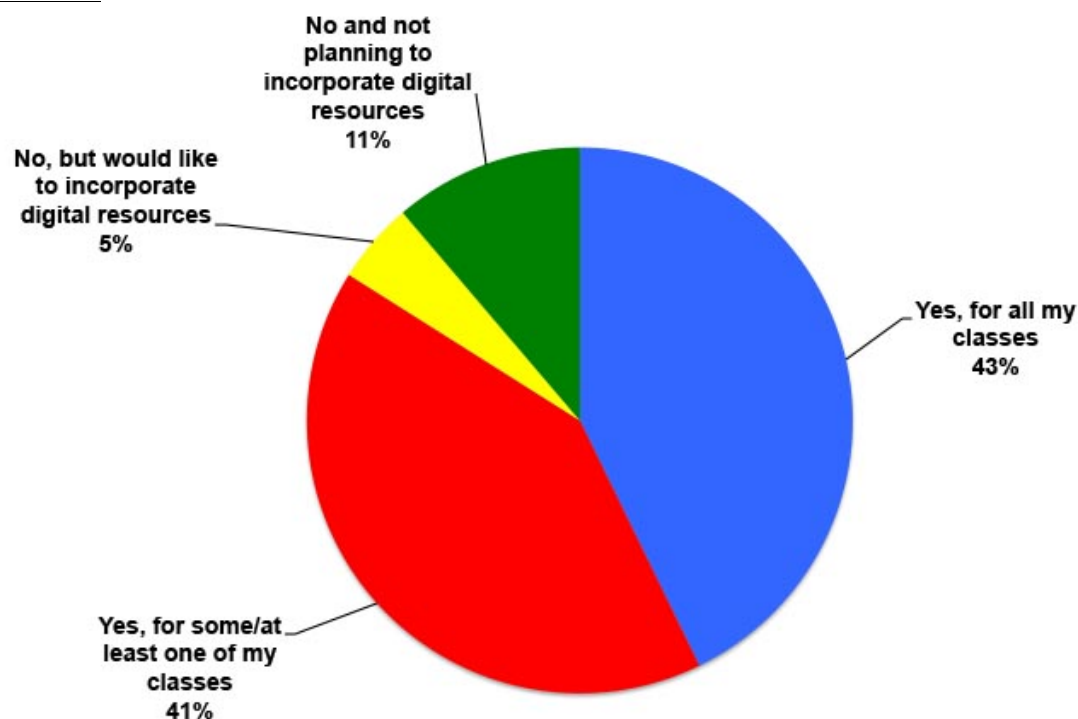
n=187

Faculty teaching in 2-year community colleges are 68% likely to incorporate digital resources into every class. One-third of faculty in professional or post-graduate institutions do not currently incorporate digital resources into their coursework, although 17% would like to.

Table 6. Do you currently incorporate any *digital* resources into coursework for your classes? — Academic faculty by type of institution and number of enrolled students

	Type of Institution			Public or Private		No. of Students Enrolled		
	2-yr/CC	*4-yr college/ Univ*	*Prof'l/ Post-grad*	*Public*	*Private*	*<5,000*	*5,000– 14,999*	*15,000+*
NET YES	94%	83%	67%	84%	85%	82%	90%	81%
Yes, for all my classes	68%	38%	42%	47%	37%	34%	50%	47%
Yes, for some/at least one of my classes	26%	46%	25%	37%	48%	48%	40%	34%
No, but would like to incorporate digital resources	0%	5%	17%	8%	0%	0%	8%	8%
No and not planning to incorporate digital resources	6%	12%	17%	8%	15%	18%	2%	10%
NET NO	6%	17%	33%	16%	15%	18%	10%	19%

Types of Digital Resources

The specific digital resources that are being assigned are downloadable or streaming video (67%), ebooks (54%), interactive media such as self quizzes (41%), digital courseware packages (39%), and databases (also 39%). Twenty percent selected "other," which included such things as PDFs of articles or papers, websites, downloadable audio, or faculty-produced video.

Figure 7. What types of digital resources do you assign/use in your classes? —All academic faculty
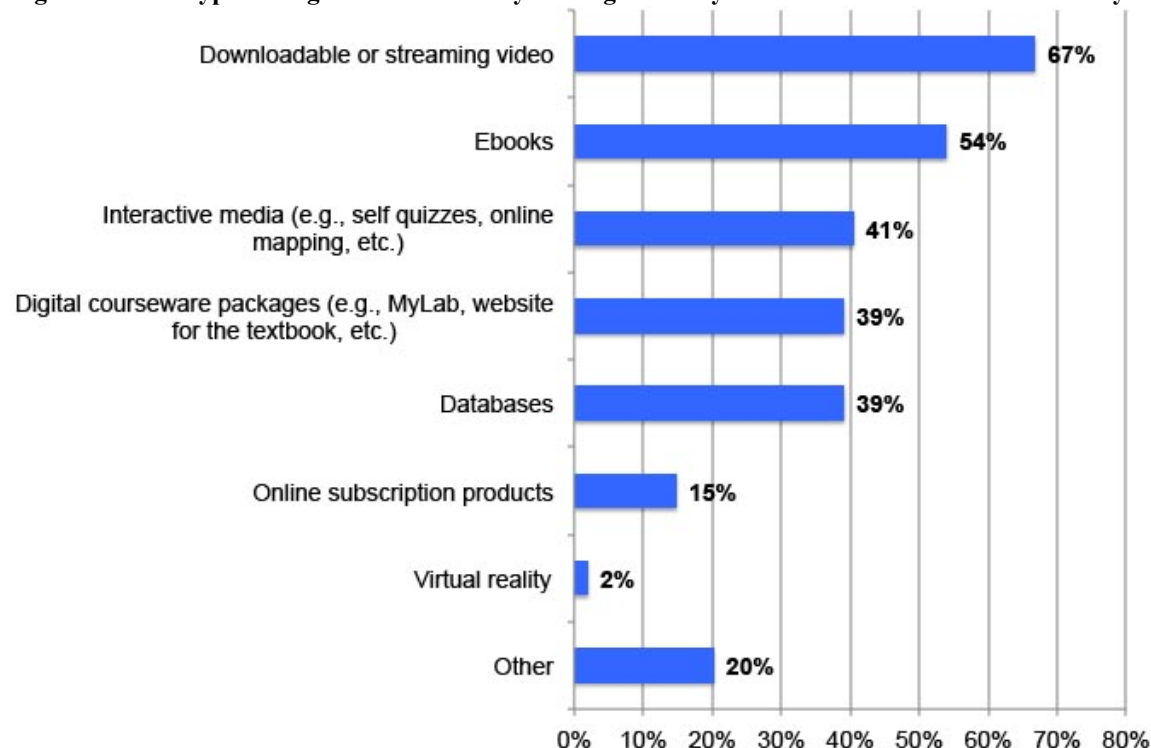
n=148

Table 7. What types of digital resources do you assign/use in your classes? —Academic faculty by type of institution and number of enrolled students

	Type of Institution			Public or Private		No. of Students Enrolled		
	2-yr/CC	*4-yr college/ Univ*	*Prof'l/ Post-grad*	*Public*	*Private*	*<5,000*	*5,000– 14,999*	*15,000+*
Downloadable or streaming video	63%	67%	75%	63%	76%	75%	76%	47%
Ebooks	63%	52%	50%	58%	50%	52%	59%	53%
Interactive media	48%	42%	0%	41%	41%	43%	51%	29%
Databases	44%	38%	38%	37%	43%	43%	41%	33%
Digital courseware packages	48%	36%	50%	42%	33%	39%	37%	42%
Online subscription products	19%	15%	0%	14%	16%	13%	20%	13%
Virtual reality	7%	1%	0%	3%	0%	2%	2%	2%
Other	7%	24%	13%	14%	26%	23%	15%	20%

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Cost Advantage of Digital Resources

There are many reasons to incorporate digital resources into coursework, but in terms of whether it can help resolve issues of textbook affordability, faculty aren't overwhelmingly convinced—48% said, yes, digital resources could help students with textbook affordability, and 34% said maybe, while 9% flat out said no. Nine percent didn't know. Digital resources aren't always "free" and aren't always even less expensive than analog resources, as other *Library Journal* studies of ebook use in libraries have shown. (This of course depends on the specific digital resource; see next question.)

Figure 8. Do you think that incorporating digital resources (e.g., companion website with textbook, streaming media, databases, etc.) into coursework could help students with affordability issues? — All academic faculty
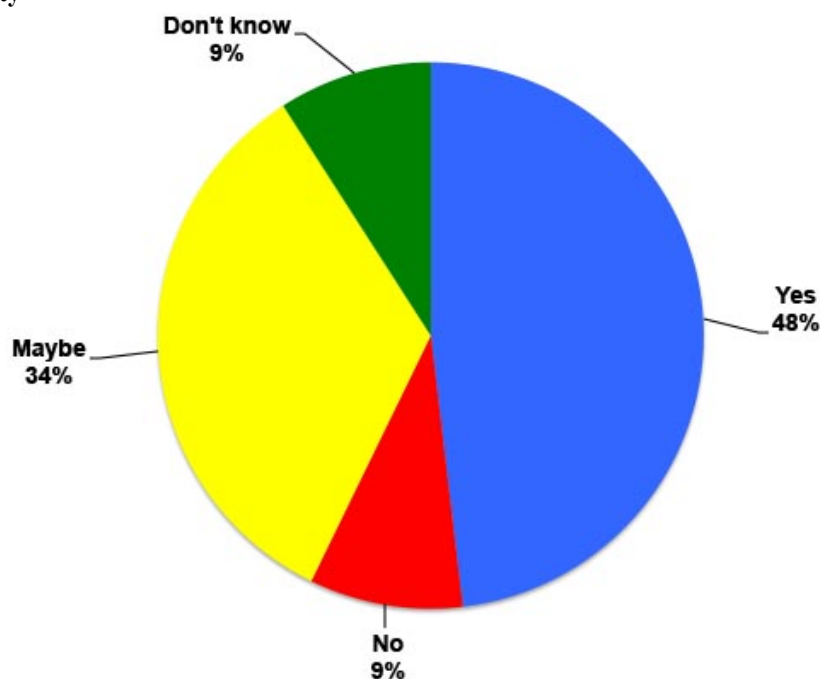
n=187

In keeping with our recurring theme, faculty in professional or post-graduate institutions are the least likely to see digital resources as ameliorating issues of textbook affordability.

Table 8. Do you think that incorporating digital resources (e.g., companion website with textbook, streaming media, databases, etc.) into coursework could help students with affordability issues? — Academic faculty by type of institution and number of enrolled students

|	Type of Institution			Public or Private		No. of Students Enrolled		
	2-yr/CC	*4-yr college/ Univ*	*Prof'l/ Post-grad*	*Public*	*Private*	*<5,000*	*5,000– 14,999*	*15,000+*
Yes	55%	49%	25%	47%	51%	40%	64%	44%
No	6%	9%	17%	7%	13%	14%	4%	7%
Maybe	29%	35%	25%	34%	31%	40%	24%	34%
Don't know	10%	7%	33%	12%	6%	5%	8%	15%

Source of Digital Resources

Where do faculty/institutions get the digital materials they incorporate into coursework? Here, we look at faculty sourcing for:

- Databases
- Digital courseware packages
- Downloadable or streaming video
- Ebooks
- Interactive media (such as self quizzes and online mapping)
- Online subscription products

Databases

Databases are generally procured by the institution's campus library (80% of academic faculty), with some being openly available via OER[2] (36%). Only 18% of faculty obtain databases directly from the publisher or creator of those databases.

Figure 9. Where do you get the *databases* you use in your classes? —All academic faculty
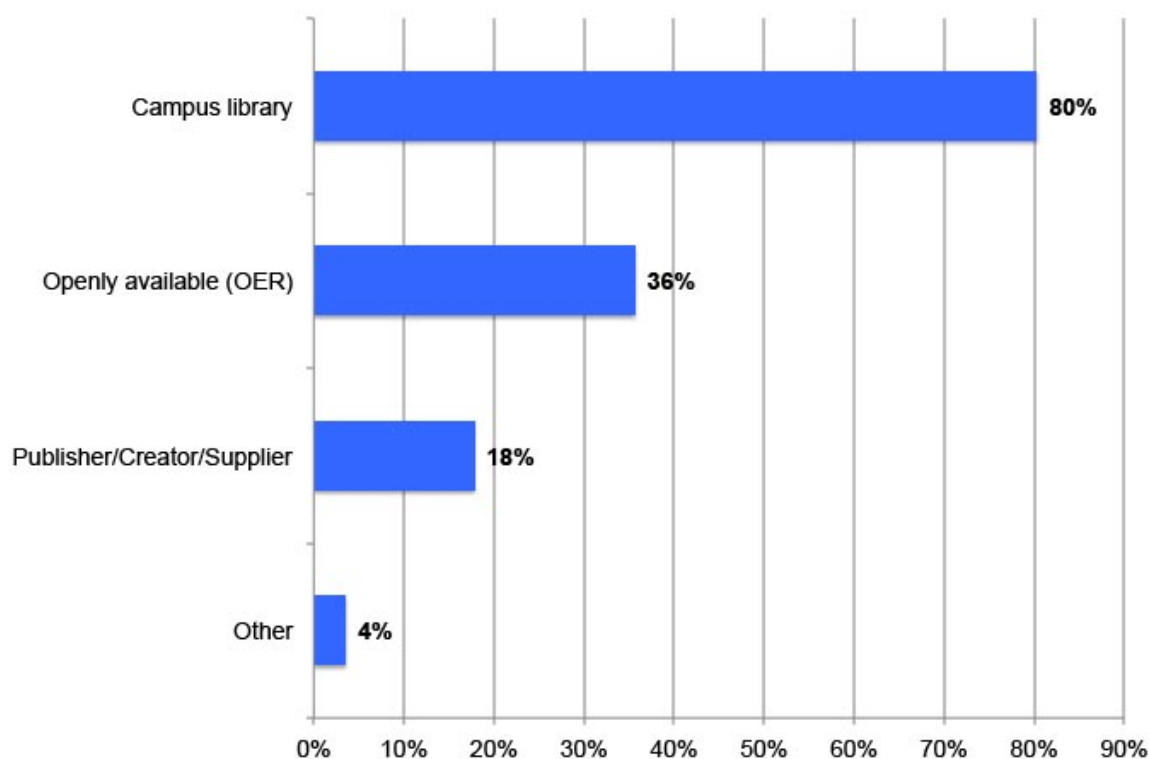
n=56

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[2] Open educational resources (OER): https://en.wikipedia.org/wiki/Open_educational_resources.

Digital Courseware Packages

Digital courseware packages are generally procured directly from the publisher or creator of those packages (83%), with some provided by the institution's campus library (17%), and some being openly available via OER (15%).

Figure 10. Where do you get the _digital courseware packages_ you use in your classes? —All academic faculty
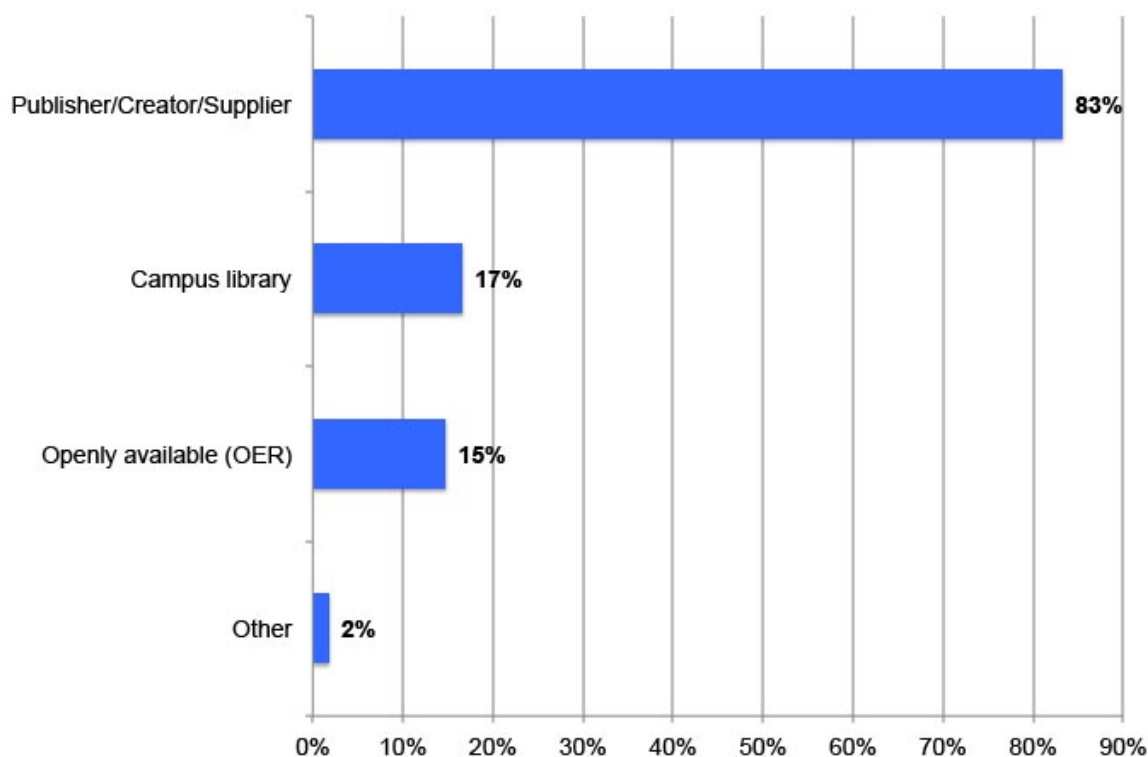
n=54

Downloadable or Streaming Video

Downloadable or streaming video is generally openly available, either via OER or on YouTube or elsewhere on the Internet (77%). Some video is available through the institution's campus library (26%), and some is procured directly from the publisher or creator of that video (19%).

Figure 11. Where do you get the _downloadable or streaming video_ you use in your classes? —All academic faculty
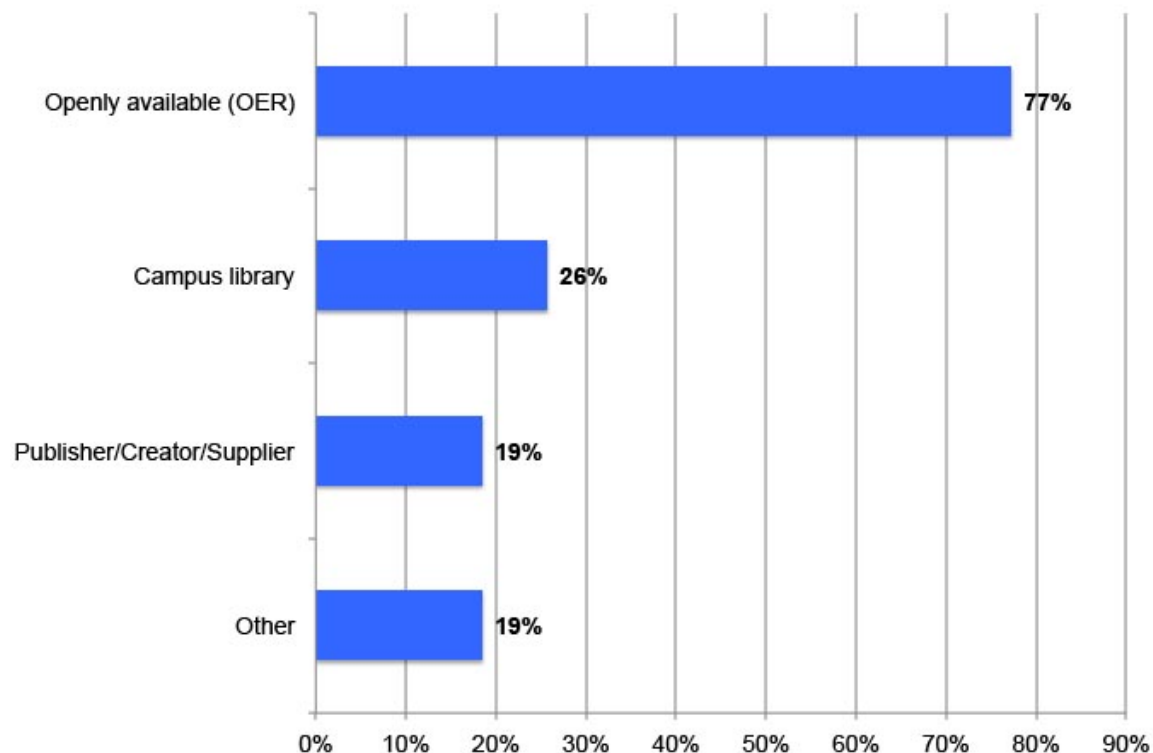
n=97

Ebooks

There is an almost three-way tie concerning sources of ebooks. Nearly half of faculty (49%) obtain ebooks directly from the publisher, creator, or supplier, 46% find openly available ebooks, and 42% source them through the campus library.

Figure 12. Where do you get the *ebooks* you use in your classes?—All academic faculty
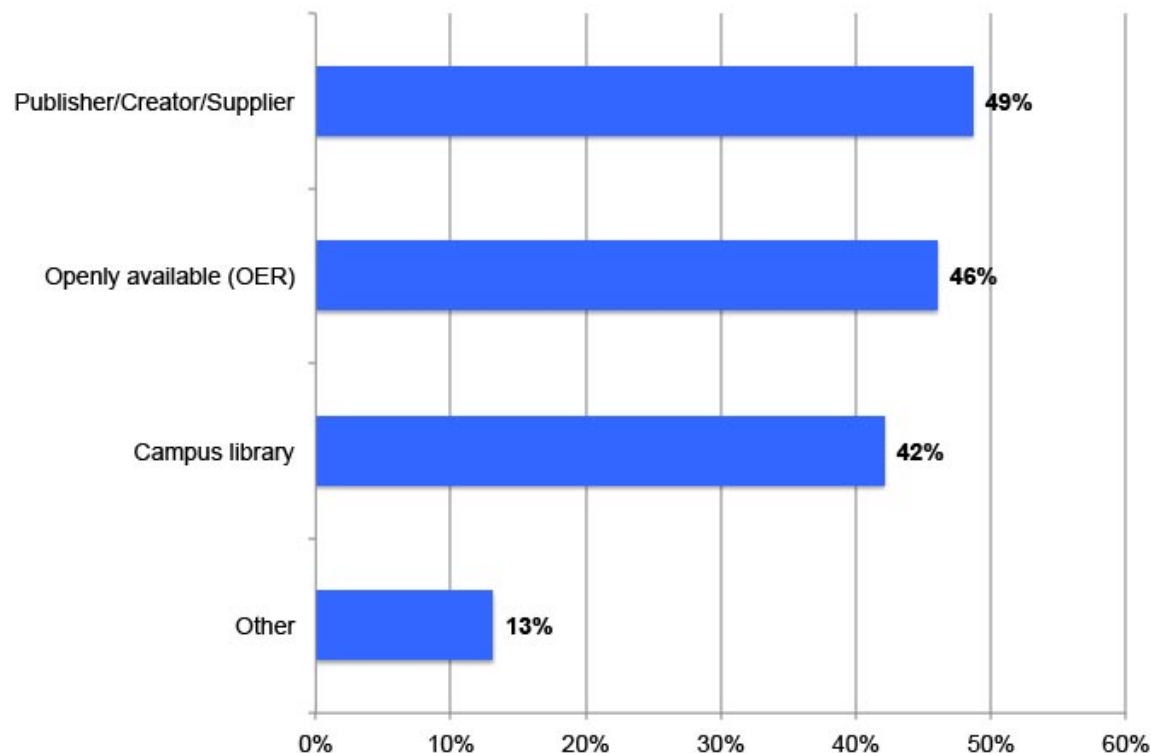
n=76

Interactive Media

Interactive media used in classes is primarily openly available via OER (45%) or obtained directly from the publisher, creator, or supplier (42%). Seventeen percent access them through the institution's campus library.

Figure 13. Where do you get the _interactive media_ you use in your classes? —All academic faculty
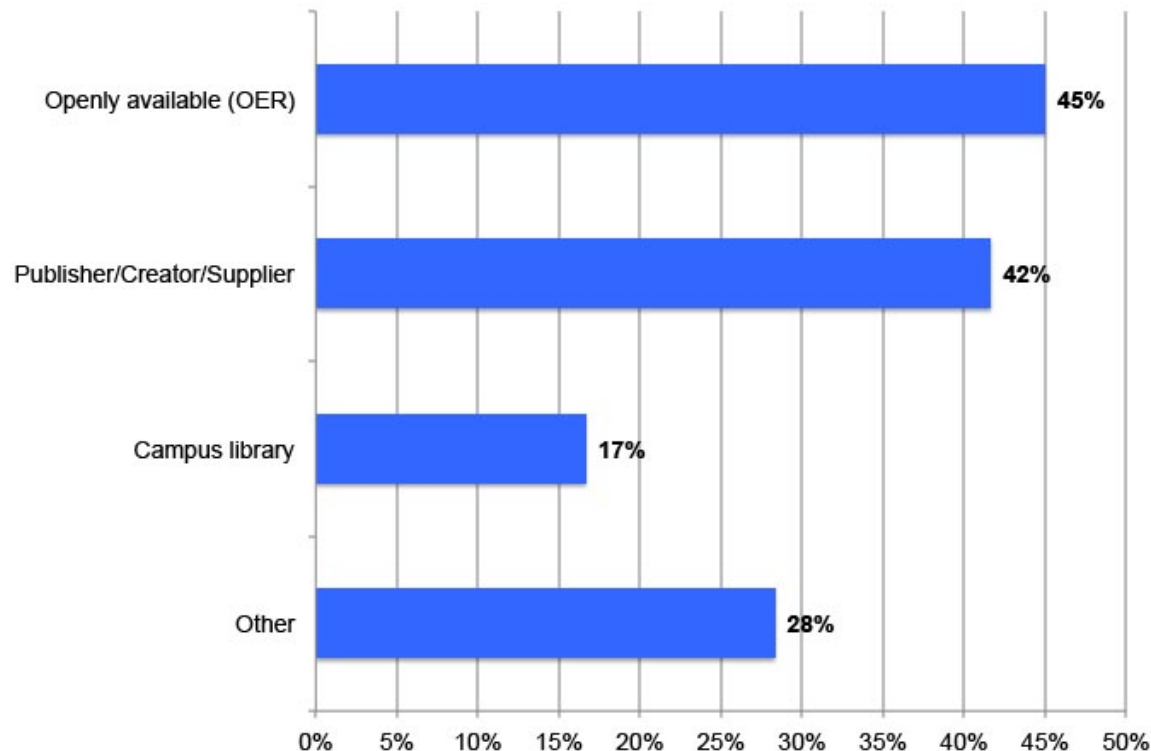
n=60

Online Subscription Products[3]

Online subscription products are most often obtained directly from the publisher, creator, or supplier (62%), with 43% getting them through the institution's campus library.

Figure 14. where do you get the _online subscription products_ you use in your classes? —All academic faculty
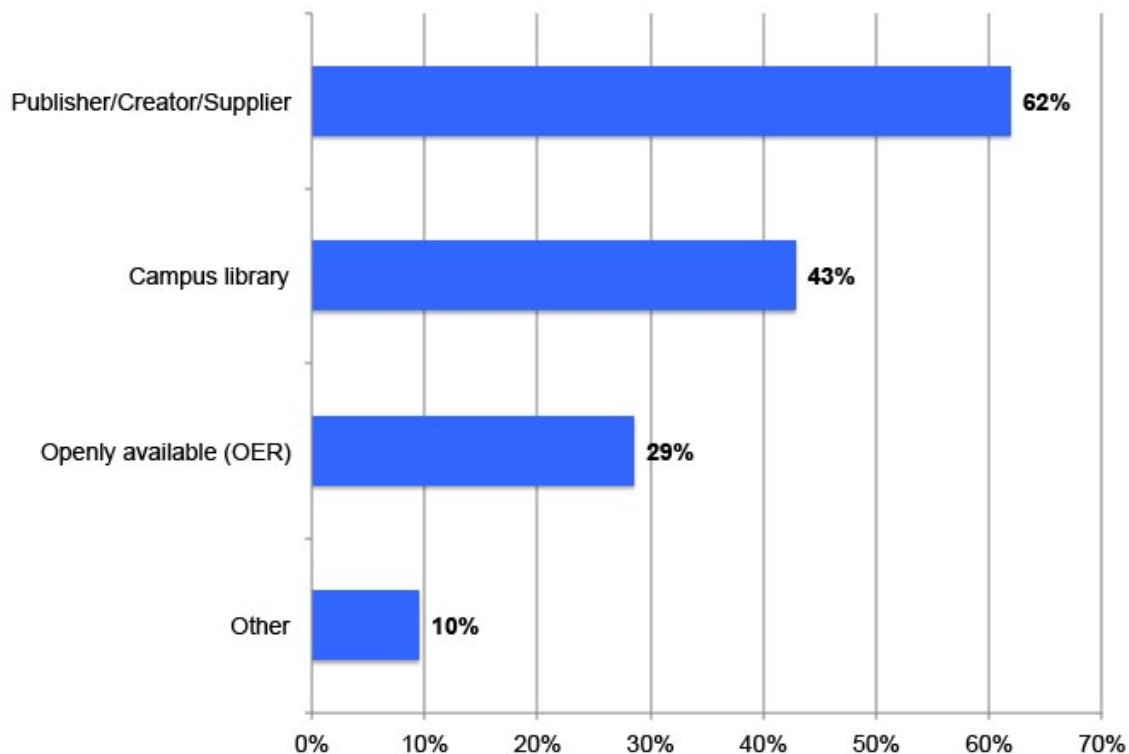
n=21

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[3] Note the small response base for this item, compared to the other digital resource types, reflective of the fact that, as we saw in an earlier question, online subscription products are only used by 15% of faculty respondents.

Other

As for the various "other" digital resources—PDFs, websites, faculty-produced video—they tend to be openly available either via the Internet or OER (50%), obtained through the institution's campus library (37%), or obtained directly from the publisher, creator, or supplier (24%).

Figure 15. where do you get the other digital resources you use in your classes? —All academic faculty
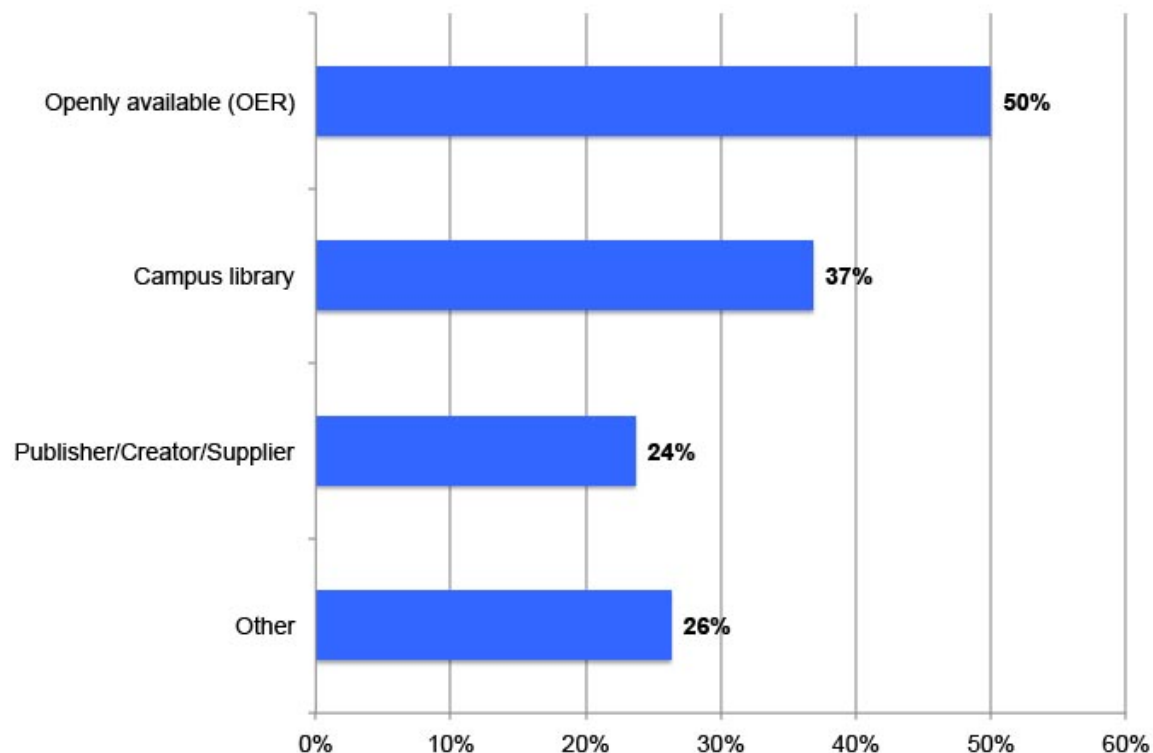
n=38

Due to very small response rates, a further breakdown by type of institution, etc., is omitted. (Percentages would be statistically insignificant.)

Reason for Digital Resources

The top reasons cited for faculty incorporating digital resources into their coursework are affordability (70%), 24/7 access (62%), and remote access (52%); the latter of particular concern as more and more students are distance learners or don't have easy access to the campus library. Just about one-half (49%) of faculty cited "more up to date" as a reason for incorporating digital resources, rounding out the top four.

Figure 16. Why have you incorporated digital resources into your classes? —All academic faculty
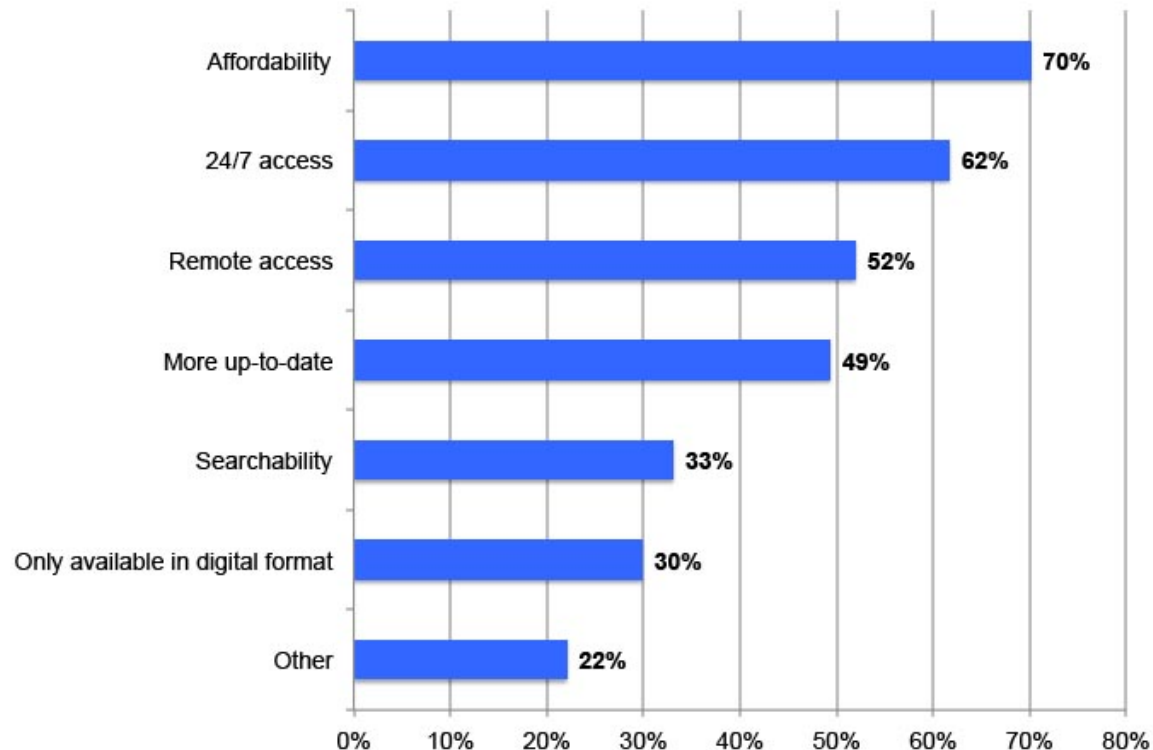
n=154

Some of the common "other" responses included:

- Students love it, learn differently
- I can choose which sources I assign
- More interactive
- Ease of grading and feedback
- Promotes student engagement

"Searchability" ties with "affordability" (63%) as a top reason for faculty at professional or post-graduate institutions, and "remote access" (13%) is less compelling for these faculty than for faculty at the other types of institutions. One-half of faculty at professional or post-graduate institutions cited "only available in digital format."

Table 9. Why have you incorporated digital resources into your classes? —Academic faculty by type of institution and number of enrolled students

	Type of Institution			Public or Private		No. of Students Enrolled		
	2-yr/CC	4-yr college/ Univ	Prof'l/ Post-grad	Public	Private	<5,000	5,000– 14,999	15,000+
Affordability	68%	71%	63%	70%	68%	68%	73%	70%
24/7 access	61%	64%	38%	60%	63%	63%	58%	63%
Remote access	61%	53%	13%	59%	39%	47%	51%	59%
More up-to-date	68%	45%	50%	45%	58%	61%	49%	33%
Searchability	39%	30%	63%	35%	31%	31%	29%	39%
Only available in digital format	18%	31%	50%	27%	34%	31%	33%	26%
Other	21%	22%	25%	21%	22%	21%	20%	24%

Impact on Student Performance

It's difficult to assess whether assigning or using digital resources has had any marked impact on student performance: one-half of respondents (52%) could not answer the question. Still, 37% do feel that digital resources have increased student engagement or had an impact on student performance.[4] Eleven percent indicated that there was no impact on student engagement or performance.

Figure 17. Has assigning/using digital resources increased student engagement or had a marked impact on student performance? —All academic faculty
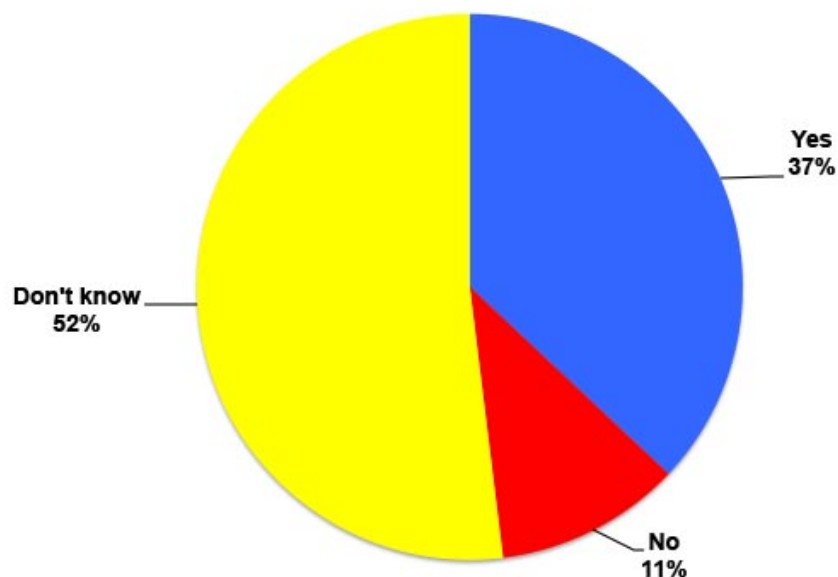
n=154

Faculty at professional or post-graduate institutions (63%) are by far the most likely to say that digital resources have had a marked impact on student engagement or performance.

Table 10. Has assigning/using digital resources increased student engagement or had a marked impact on student performance? —Academic faculty by type of institution and number of enrolled students

	Type of Institution			Public or Private		No. of Students Enrolled		
	2-yr/CC	*4-yr college/ Univ*	*Prof'l/ Post-grad*	*Public*	*Private*	*<5,000*	*5,000–14,999*	*15,000+*
Yes	39%	35%	63%	41%	32%	31%	40%	41%
No	4%	13%	13%	7%	17%	16%	4%	11%
Don't know	57%	53%	25%	53%	51%	53%	56%	48%

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[4] It's tempting to think that today's "digital natives" overwhelmingly prefer electronic content, and while previous *Library Journal* studies (such as the [2019 Digital Humanities Survey](#)) have found that some kinds of digital content have boosted academic performance and engagement, many other *LJ* surveys have found that college students are by no means averse to printed books and other analog content. In fact, many students *prefer* print for certain kinds of academic resources.

Barriers to Implementing Digital Resources

The top barriers to integrating digital resources into coursework are "too much time and effort to build the needed resources" (34%), "materials I want are unavailable digitally" (30%), "Internet connectivity issues for students" (28%), and "students not as focused when reading digital texts" (28%). Thirteen percent of respondents see no barriers to incorporating digital resources.

Figure 18. What barriers, if any, stand in the way of integrating digital resources into coursework? —All academic faculty

Barrier	Percentage
Too much time and effort to build the needed resources	34%
Materials I want are unavailable digitally	30%
Internet connectivity issues for students	28%
Students not as focused when reading digital texts	28%
Institutional license restrictions	23%
Open Education Resources are not as good quality	19%
Students prefer print to digital texts	18%
Lack of supplementary materials and tools provided by textbook publishers	17%
Wary of experimenting with alternative materials	10%
Limits on number of concurrent users	8%
Too difficult to change set lesson plans	8%
Course work resources/text decisions are not up to me	4%
I never gave digital resources much thought	3%
Other	12%
None	13%

n=185

Prominent barriers for faculty at two-year or community colleges are "Internet connectivity issues for students" (48%), "Open Education Resources are not as good quality" (32%), and "students prefer print to digital texts" (26%).

The top barrier for faculty at four-year colleges/universities is "too much time and effort to build the needed resources" (37%).

Stand out barriers for faculty at professional or post-graduate institutions are "materials I want are unavailable digitally" (42%), "institutional license restrictions" (42%), and "lack of supplementary materials and tools provided by textbook publishers" (42%).

Table 11. What barriers, if any, stand in the way of integrating digital resources into coursework? — Academic faculty by type of institution and number of enrolled students

	Type of Institution			Public or Private		No. of Students Enrolled		
	2-yr/CC	*4-yr college/ Univ*	*Prof'l/ Post-grad*	*Public*	*Private*	*<5,000*	*5,000– 14,999*	*15,000+*
Too much time and effort to build the needed resources	23%	37%	33%	30%	39%	35%	35%	33%
Materials I want are unavailable digitally	13%	32%	42%	25%	38%	31%	38%	20%
Internet connectivity issues for students	48%	26%	0%	34%	19%	26%	33%	25%
Students not as focused when reading digital texts	23%	29%	25%	27%	28%	29%	29%	25%
Institutional license restrictions	19%	22%	42%	19%	29%	25%	19%	24%
Open Education Resources are not as good quality	32%	18%	8%	20%	17%	23%	15%	18%
Students prefer print to digital texts	26%	17%	17%	21%	16%	19%	19%	16%
Lack of supple-mentary materials and tools provided by textbook publishers	13%	16%	42%	15%	17%	21%	15%	15%
Wary of experimenting with alternative materials	10%	10%	8%	10%	10%	14%	6%	7%
Too difficult to change set lesson plans	10%	6%	17%	8%	7%	9%	6%	7%
Limits on number of concurrent users	3%	9%	0%	8%	7%	5%	10%	9%
Course work resources/text decisions are not up to me	0%	5%	8%	4%	6%	4%	4%	5%
I never gave digital resources much thought	0%	4%	0%	1%	6%	5%	2%	0%
Other	10%	13%	8%	8%	17%	17%	12%	5%
None	13%	13%	17%	15%	10%	6%	13%	22%

Relationship with Campus Library

A net 65% of faculty report that the library coordinates with them concerning course materials. A third (33%) say that a library liaison "visits class to provide instructional support for use of course materials," and 30% say the library "purchases class reserves." One-third of respondents (35%) essentially report that there is no such interaction between themselves and the campus library.

Figure 19. Does the campus library or a library liaison interact with you to do any of the following? —All academic faculty
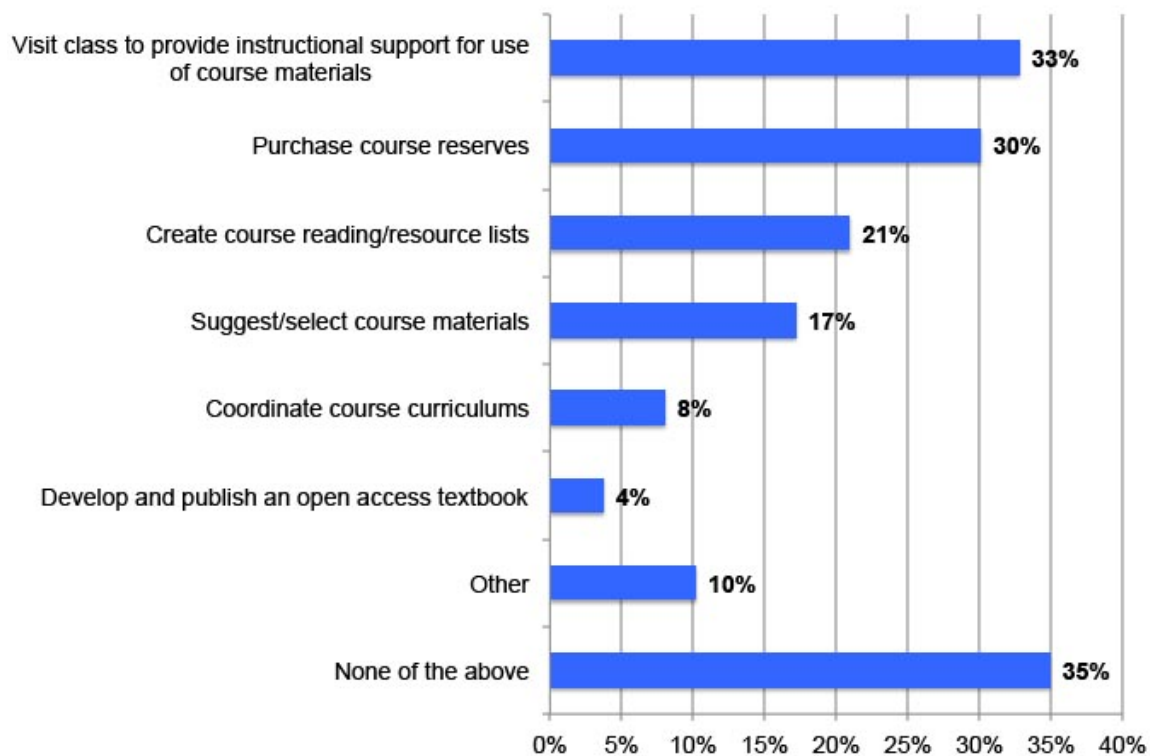
n=186

Faculty at professional or post-graduate institutions are the most likely, and faculty at 2-year colleges are the least likely, to communicate with their campus library about course materials.

Table 12. Does the campus library or a library liaison interact with you to do any of the following? — Academic faculty by type of institution and number of enrolled students

	Type of Institution			Public or Private		No. of Students Enrolled		
	2-yr/CC	*4-yr college/ Univ*	*Prof'l/ Post-grad*	*Public*	*Private*	*<5,000*	*5,000– 14,999*	*15,000+*
Visit class to provide instructional support for use of course materials	32%	32%	42%	30%	39%	39%	31%	27%
Purchase course reserves	23%	31%	42%	29%	30%	32%	35%	23%
Create course reading/resource lists	29%	19%	25%	23%	20%	26%	15%	20%
Suggest/select course materials	10%	18%	25%	15%	21%	18%	15%	18%
Coordinate course curriculums	6%	8%	17%	5%	13%	14%	2%	5%
Develop and publish an open access textbook	0%	5%	0%	2%	7%	5%	4%	2%
Other	3%	12%	8%	9%	11%	13%	10%	7%
None of the above	42%	35%	17%	37%	31%	29%	37%	41%

Half of academic faculty say that the campus library works with them to make digital resources part of their coursework.

Figure 20. Does the campus library work with you to help make digital resources a part of your coursework? —All academic faculty
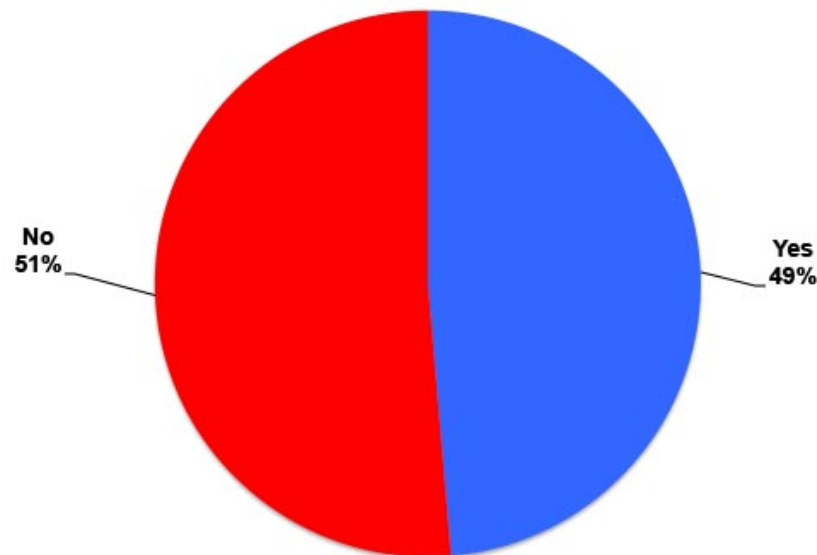
n=185

Bearing out what we found in the last question, 2-year/community college faculty are least likely to work with their library to make digital resources a part of their coursework.

Table 13. Does the campus library work with you to help make digital resources a part of your coursework? —Academic faculty by type of institution and number of enrolled students

	Type of Institution			Public or Private		No. of Students Enrolled		
	2-yr/CC	*4-yr college/ Univ*	*Prof'l/ Post- grad*	*Public*	*Private*	*<5,000*	*5,000– 14,999*	*15,000+*
Yes	42%	50%	50%	47%	51%	51%	45%	50%
No	58%	50%	50%	53%	49%	49%	55%	50%

If the library does not work with faculty to help incorporate digital resources into coursework, we followed up with the open-ended question, "How could the library aid you in making digital resources a part of your coursework?" Here is a selection of their responses:

- Access to newspapers
- Be available.
- Be more receptive to my needs and requests.
- Coordinate and communicate materials (especially e-textbooks) available for my courses.
- Don't need library assistance.

- Find better Open Source text materials for me than the materials that I have found.
- Having someone who can make high quality digital copies that are searchable.
- Helping suggest digital resources for classes.
- I am in somewhat regular contact with my library liaison, but we've never discussed digital resources as part of the coursework.
- I do not need their support.
- I do not use the library to construct my courses. I construct them from the resources that are available
- I don't know how they could. I teach music and think they wouldn't know where to look
- I don't want them to.
- I have never asked. They may, but have no idea.
- If I wanted to avail myself of the service, I'm sure that they would assist.
- I'm able to set up the digital resources on my own, but the library staff are always available to help if I need them.
- I'm not interested.
- It could offer instruction for instructors on how to use Canvas, how to make and post PDFs, how to locate resources relevant to course topics, how to help students do and preserve their research work (digital portfolios, etc.), help students learn how to annotate digital resources as well as integrate them into their research work and create links to original sources.
- IT for the department is the most valuable resource. Copy of the textbook is about all the library can do without really major cost.
- Knowing what is available for us would be helpful!
- Let me know what resources are available. I've had to do my own work on this.
- Only if I request them, they are accommodating. However, they certainly do not extend a visit to let me know what's available.
- Our library is not cutting edge and willing to provide and support the digital databases and resources that we prefer to use in the classroom. Thousands of dollars are available for traditional print materials—but we can not reallocate that funding to digital materials.
- Our LRC could help students with research projects and digital database access.
- Perhaps contact me directly instead of mass emails. I tend to put off reading or otherwise taking action when the message is meant for many others.
- Perhaps making us more aware of what resources are available to us through our campus library, and how we can go about integrating them into Canvas with as little complication to students as possible.
- Purchase textbook software for students, make arrangements with publisher for this.
- Survey faculty/instructors as to which digital resources need to be purchased.
- The digital resources should become more priority than print these days. Receiving a list of new resources (print and electronic) from the library to each

dept./program would definitely increase the connection between faculty and the library resources, as well as assisting faculty to include quality materials and saving time for faculty.

- Would like more help with OER.

Of the 49% of faculty that said that the campus library works with them to help make digital resources available, the top form that help takes is that the library "makes course reserves available" (69%). One-half (49%) "provide course reading/resource list tools" and 46% "purchase or subscribe to new library materials to supplement/replace a traditional textbook."

Figure 21. How does the campus library work with you to make digital resources available? —All academic faculty
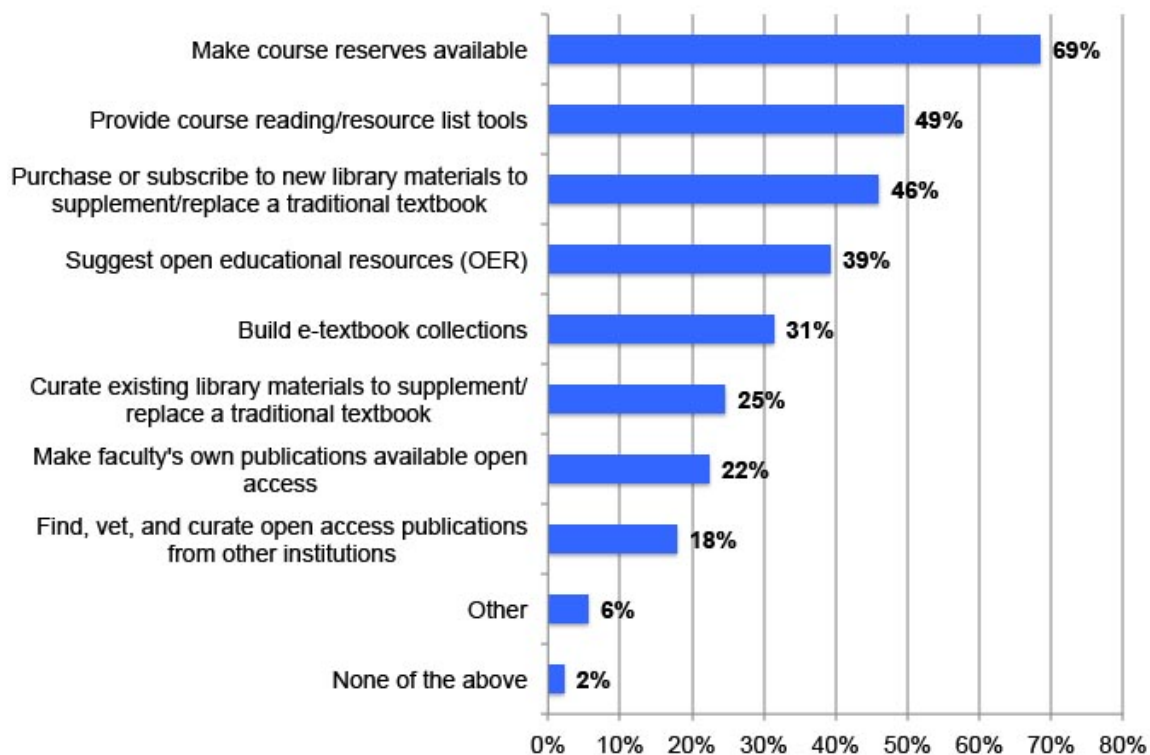
n=89

Note that this question had a very small response rate, so the breakdowns in this table are not the most rigorous. This data is presented for overall, directional trend information only, and care should be taken when citing these numbers.

Table 14. How does the campus library work with you to make digital resources available? — Academic faculty by type of institution and number of enrolled students

	Type of Institution			Public or Private		No. of Students Enrolled		
	2-yr/CC	*4-yr college/ Univ*	*Prof'l/ Post- grad*	*Public*	*Private*	*<5,000*	*5,000– 14,999*	*15,000+*
Make course reserves available	46%	73%	67%	63%	77%	67%	74%	67%
Provide course reading/resource list tools	46%	47%	83%	49%	51%	54%	39%	52%
Purchase or subscribe to new library materials to supplement/replace a traditional textbook	38%	44%	83%	45%	49%	41%	65%	37%
Suggest open educational resources (OER)	62%	37%	17%	41%	40%	49%	22%	41%
Build e-textbook collections	23%	33%	33%	33%	29%	31%	43%	22%
Curate existing library materials to supplement/replace a traditional textbook	8%	24%	67%	25%	23%	23%	22%	30%
Make faculty's own publications available open access	8%	24%	33%	20%	26%	26%	17%	22%
Find, vet, and curate open access publications from other institutions	15%	17%	33%	18%	20%	23%	13%	15%
Other	0%	7%	0%	4%	9%	10%	0%	4%
None of the above	0%	3%	0%	0%	6%	3%	4%	0%

As a follow-up question, we asked which of the items in the previous question were the most helpful for academic faculty. The top response, selected by 27% of respondents, was "make course reserves available," followed by "provide course reading/resource list tools" (19%), and "build e-textbook collections" (14%).

Figure 22. Which method is most effective in making digital resources available to students in your classes? —All academic faculty
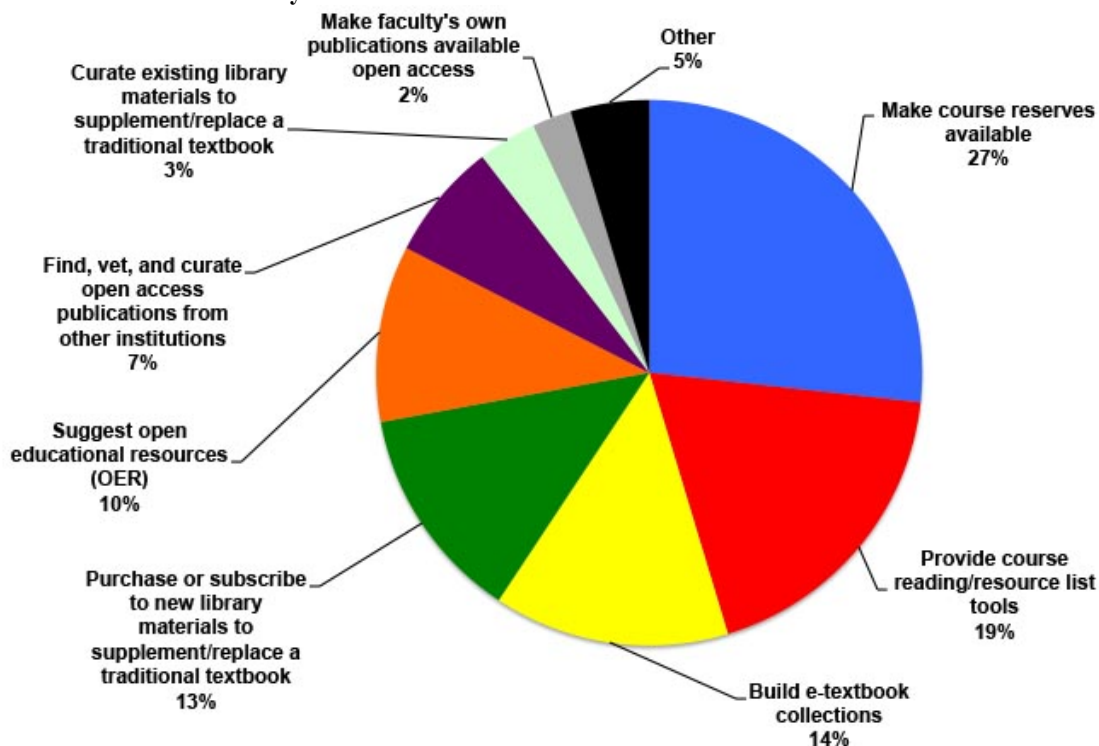
n=86

As above, note that this question had a very small response rate, so some of the percentages in this table may not be the most rigorous. This data is presented for overall, directional trend information only, and care should be taken when citing these numbers.

Table 15. Which method is most effective in making digital resources available to students in your classes? —Academic faculty by type of institution and number of enrolled students

	Type of Institution			Public or Private		No. of Students Enrolled		
	2-yr/CC	*4-yr college/ Univ*	*Prof'l/ Post- grad*	*Public*	*Private*	*<5,000*	*5,000– 14,999*	*15,000+*
Make course reserves available	17%	29%	17%	28%	21%	19%	23%	41%
Provide course reading/resource list tools	25%	16%	33%	16%	24%	22%	14%	19%
Build e-textbook collections	0%	16%	17%	16%	12%	8%	27%	11%
Purchase or subscribe to new library materials to supplement/replace a traditional textbook	17%	13%	0%	12%	15%	8%	27%	7%
Suggest open educational resources (OER)	25%	9%	0%	10%	12%	14%	5%	11%
Find, vet, and curate open access publications from other institutions	0%	7%	17%	6%	9%	11%	0%	7%
Curate existing library materials to supplement/replace a traditional textbook	8%	1%	17%	4%	0%	8%	0%	0%
Make faculty's own publications available open access	8%	1%	0%	4%	0%	3%	5%	0%
Other	0%	6%	0%	4%	6%	8%	0%	4%

Making Students Aware of Digital Coursework

To help make students aware that digital courseware is available, the campus library instructs them via library orientation (39%), links on an LMS (39%), or personal interaction in the library (34%).

Figure 23. How does the library make students aware that digital courseware is available in the library? —All academic faculty
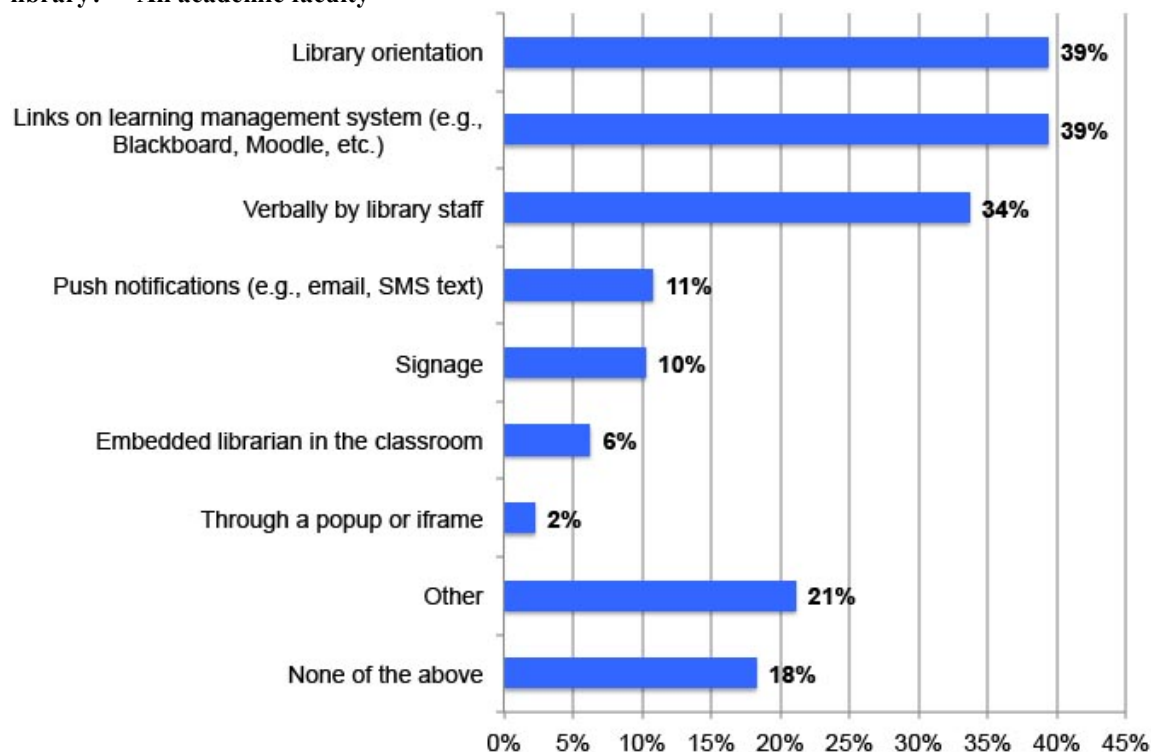
n=175

Four-year college/university libraries, particularly at smaller schools and private schools, do the most promotion of digital courseware to students.

Table 16. How does the library make students aware that digital courseware is available in the library? —Academic faculty by type of institution and number of enrolled students

	Type of Institution			Public or Private		No. of Students Enrolled		
	2-yr/CC	*4-yr college/ Univ*	*Prof'l/ Post- grad*	*Public*	*Private*	*<5,000*	*5,000– 14,999*	*15,000+*
Links on learning management system (e.g., Blackboard, Moodle, etc.)	37%	41%	33%	38%	43%	42%	41%	35%
Library orientation	37%	41%	33%	33%	49%	48%	37%	31%
Verbally by library staff	37%	33%	33%	32%	37%	44%	24%	29%
Push notifications (e.g., email, SMS text)	10%	12%	0%	9%	12%	15%	8%	8%
Signage	17%	9%	8%	9%	12%	19%	6%	2%
Embedded librarian in the classroom	17%	5%	0%	6%	8%	11%	0%	6%
Through a popup or iframe	3%	2%	0%	2%	3%	4%	0%	2%
Other	13%	23%	25%	23%	17%	12%	22%	31%
None of the above	23%	16%	33%	21%	15%	16%	20%	19%

Benefits of Digital Coursework

We asked the open-ended question "If students are able to access digital courseware through the library, what benefit(s) have you seen, if any?" Here is a selection of their responses:

- 24/7 access and immediate feedback.
- Access from home when they can't come to class or visit the library in person.
- Access to materials increases, especially during the waiting period at the start of the term with financial aid.
- Access to more information, access to more recently published materials, and I always require student-specific assignments, which means they have to search for reference materials relevant to the specific assignment.
- Assistance from library, ease of research in class during projects.
- At this time, I have not seen an impactful benefit as there are limited digital dance resources available overall.
- Available to them at all times and they can learn at their own pace.
- Better engagement/less resistance from students.
- Better for online students who can't make it to the physical library.
- Better content in submitted coursework.
- Better understanding of the assignments with help.

- Depending on how accessible it was (that is, could students save their own copies and annotate them to do research work or to study for tests; would students retain access to these materials after the course ended to extend their work on certain topics; would the materials be available to them regardless of where they were geographically?), then, yes, they would benefit by being able to develop continuing lines of exploration and thought (on-going research work) and could begin to see themselves moving from casual investigators to researchers. This could, if approached appropriately, enable students to share their work and exchange ideas with others. Additionally, it could enable students to develop research communities and exchange information with other students in other places as those conversations extended. For instructors, it makes it easier to share materials/resources with students, grade student work, and get an overview of a student's engagement in a topic. Finally, it could make it easier to ensure student academic honesty.
- Ease of accessibility.
- For a few students, they like that they don't have to buy a textbook for one of my classes because it's available electronically at the library. It has helped because students are able to read the assigned materials.
- For streamed films, more scheduling flexibility.
- I am in no position to measure benefits—all my digital materials are mandatory and assigned by a program coordinator, not selected by me, so I have no alternative against which to measure positive or negative outcomes.
- I am not aware that students are using the supplemental digital resources I included in the course LMS, much less than they are doing so in the library.
- I believe that gives them flexibility to learn in different ways at their own pace and this can be critical for many different students who have different educational levels and backgrounds.
- I don't really see any benefits. I do not like it if students stare at a screen during class and I want them to be able to look at the texts and learn to take notes in texts.
- I have seen an increase in completion of the assignments.
- I know they all have access to the reading.
- It is freely available all the time so students can use it in any environment whenever they wish.
- Little benefit. It's better if they don't have to go through the library because it saves time for them and for the instructor who has to set everything up with the library.
- Reduced costs overall.
- Saving them money
- Searchability, connection of course materials with the library (more connection between courses and library as a resource).

- Some like them and others don't. Some students want more access and others do not want to be bothered with another source. I am not sure how beneficial it is for the students or if they do better. I have not seen evidence of much improvement.
- Some resources are immediately available for my research students.
- Students are likely to engage to material when they have no-cost or low-cost access.
- Students can read current material. Electronic materials are affordable.
- Students don't have issues/delays accessing the materials.
- Students get the correct material, 24/7, at no cost
- Students have flexible access.
- Students PREFER digital resources often, and they pay more attention to things they think are up-to-date.
- Supplemental resources help some students achieve learning outcomes.
- Supports OER.
- They are more likely to actually engage with assigned textbooks if they have free access to them. I have students every semester who can't afford textbooks. They try to share. They try to make PDFs. They try to make do with out of date editions. But there is always an additional level of stress and struggle to these attempted workarounds. Textbooks cannot be wholly replaced with other resources. We need to make sure our students have free and easy access to them whenever possible.
- They are more likely to utilize the resources. Many do not purchase and never access due to cost but when provided digitally they will access.
- They can access them anywhere. They don't have to worry about carrying physical books.
- They can have the resources freely on their schedule.
- They know where and how to access the library materials. I do a hands-on approach where the students are in the library and shown where the materials are and how to use online and reference materials—even for my graduate students.
- They will be more likely to try to access it and use it if it is available.
- This is a broad question, but it's been very helpful to have a librarian create a list of research resources tailored to a particular class, to have available content databases that I can use for class assignments, and to have subscriptions students can also use for research (e.g., a large variety of newspapers).
- This simplifies the decision as to whether to purchase a hard copy. I like the fact that our library has negotiated to let students download individual chapters in the texts.
- Those that take the class more seriously tend to do better on term papers and creative assignments. Some students who prefer digital show improvement in interest in class generally.

Conclusions and Recommendations

For college and university students (and their parents), textbook affordability is another major expense alongside tuition, housing, and food. Lack of access to required (or even optional) course texts negatively affects academic performance. For schools, a large body of underperforming students can reflect poorly on the institution.

We found in this survey that academic faculty are aware of the affordability challenge, and try to do what they can to pick course materials that don't break students' budgets without sacrificing the quality of educational materials.

As we remarked in last Spring's *Textbook Affordability Survey* among academic librarians, there has been a significant move toward Open Educational Resources (OER) and we found in both that and the present survey that many faculty and libraries are coming to embrace the concept.

In this study, which focused on the general incorporation of digital resources (of all kinds) in coursework, we found strong acceptance among faculty, and the reasons weren't just affordability—although that was a big one—but also other advantages of electronic media, such as 24/7 access, accessibility by remote students, better customization by faculty, and the student engagement and interest engendered by rich media like video and audio. As we would expect, not all faculty are on board with digital resources—and not all students are either—but they are increasingly the exception rather than the rule.

Many faculty deliberately don't seek out help from libraries (some of the write-in comments unequivocally said "I don't want their help"), and others are miffed that the library doesn't come and offer help of its own accord. Sure, many faculty and libraries work well together, but often they are two separate camps developing their own individual solutions to the same basic problems. The *Textbook Affordability Survey* of academic librarians had virtually identical responses when it came to how cognizant they were of affordability issues for students. Libraries are also wrestling with the same issues of acquiring quality digital and OER alternatives to traditional textbooks.

If there is one take away from this survey, it's that faculty and libraries should be encouraged to collaborate more closely. Libraries often (and, true, not always) know better than faculty what resources are available, digital and analog. It seems in those cases where faculty are more up to speed on the availability of specific resources, sharing that with the library would benefit the entire institution, as well as other students. Getting the two often rival camps to communicate better would go a long way toward solving not just affordability issues, but providing better resources in general for students.

Respondent Demographics

This section provides a demographic profile of the libraries responding to our survey.

Institution

Three-fourths (75%) of our survey respondents are faculty at four-year undergraduate colleges or universities, 18% are at community colleges, and 7% are professional or post-graduate institutions.

Figure 24. Which of the following best describes the academic institution you teach in? —All academic faculty
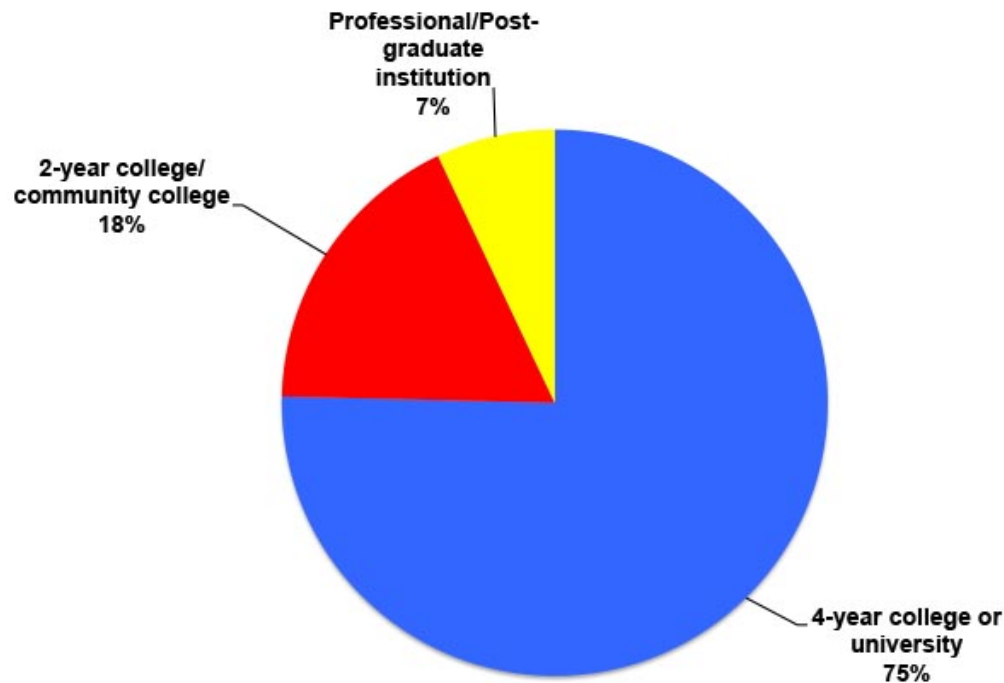
n=199

Table 17. Which of the following best describes the academic institution you teach in? —Academic faculty by type of institution and number of enrolled students

	Public or Private		No. of Students Enrolled		
	Public	*Private*	*<5,000*	*5,000–14,999*	*15,000+*
4-year college or university	65%	91%	75%	76%	77%
2-year college/community college	29%	0%	18%	20%	14%
Professional/Post-graduate institution	6%	9%	8%	4%	9%

Public or Private Institutions

Six out of ten respondents (61%) are at public institutions, 39% at private.

Figure 25. Is your institution public or private? —All academic faculty
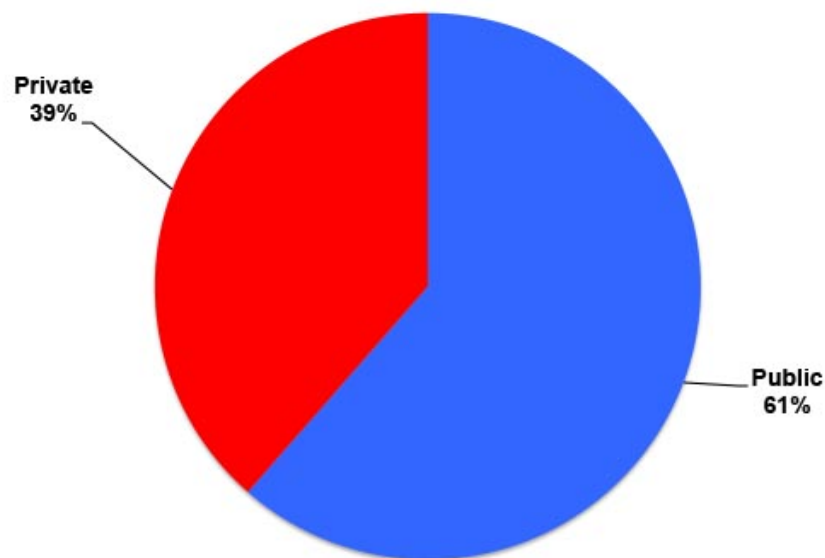
n=192

Table 18. Is your institution public or private? —Academic faculty by type on institution and number of enrolled students

	Type of Institution			No. of Students Enrolled		
	2-yr/CC	*4-yr college/ Univ*	*Prof'l/ Post- grad*	*<5,000*	*5,000– 14,999*	*15,000+*
Public	100%	53%	50%	28%	73%	92%
Private	0%	47%	50%	72%	27%	8%

Size of Institution

Our survey respondents' institutions serve an average of 12,588 students. One-fifth of survey respondents serve between 2,500 and 4,999 students and a further 15% serve 1,000 to 2,499 students. All told, about one-half (53%) of responding institutions serve under 10,000 students.

Figure 26. How many students are currently enrolled in your institution? —All academic faculty <u>Average: 12,588</u>
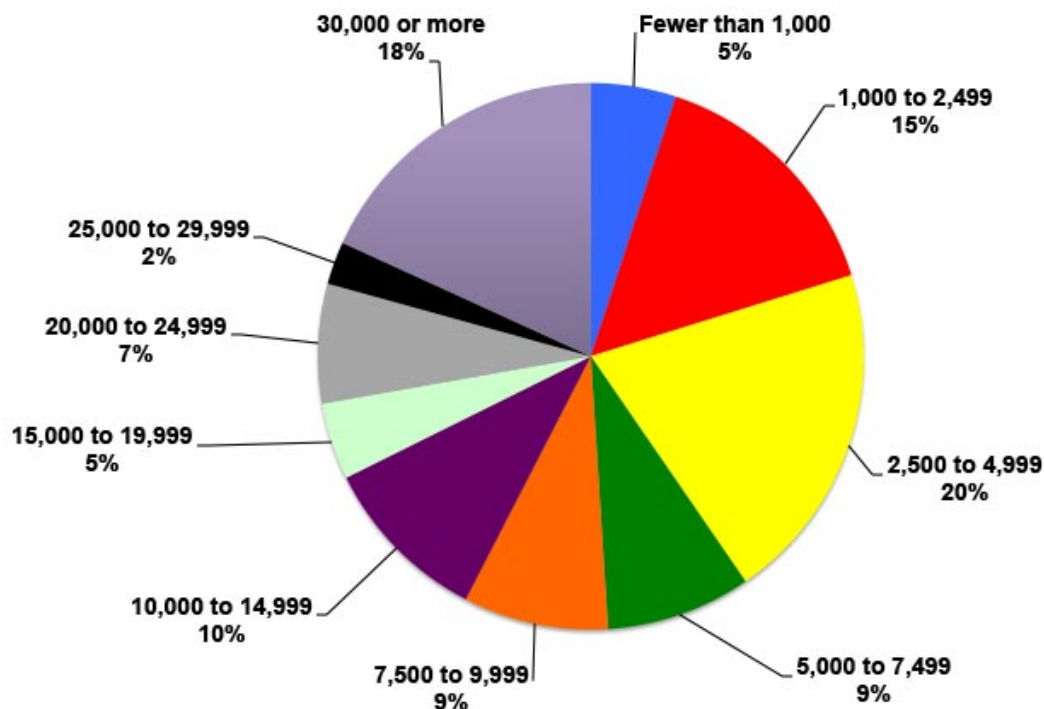

n=198

Table 19. How many students are currently enrolled in your institution? —Academic faculty by type of institution

	Type of Institution			Public or Private	
	2-yr/CC	4-yr college/ Univ	Prof'l/ Post-grad	Public	Private
Fewer than 1,000	6%	4%	14%	3%	8%
1,000 to 2,499	3%	18%	14%	2%	36%
2,500 to 4,999	32%	18%	14%	13%	30%
5,000 to 7,499	6%	9%	7%	9%	9%
7,500 to 9,999	9%	9%	7%	12%	4%
10,000 to 14,999	18%	9%	0%	12%	5%
15,000 to 19,999	6%	5%	0%	7%	0%
20,000 to 24,999	6%	8%	0%	12%	0%
25,000 to 29,999	0%	3%	7%	4%	0%
30,000 or more	15%	17%	36%	26%	7%
Average	11,772	12,502	15,500	17,280	5,611

Level of Classes Taught

Three-fourths (77%) of survey respondents teach at the second or third year undergraduate level, 64% at the introductory or fist-year undergraduate level, and 59% at the advanced undergraduate level. One-third (32%) teach at the Masters level or higher.

Figure 27. What level classes do you teach? —All academic faculty
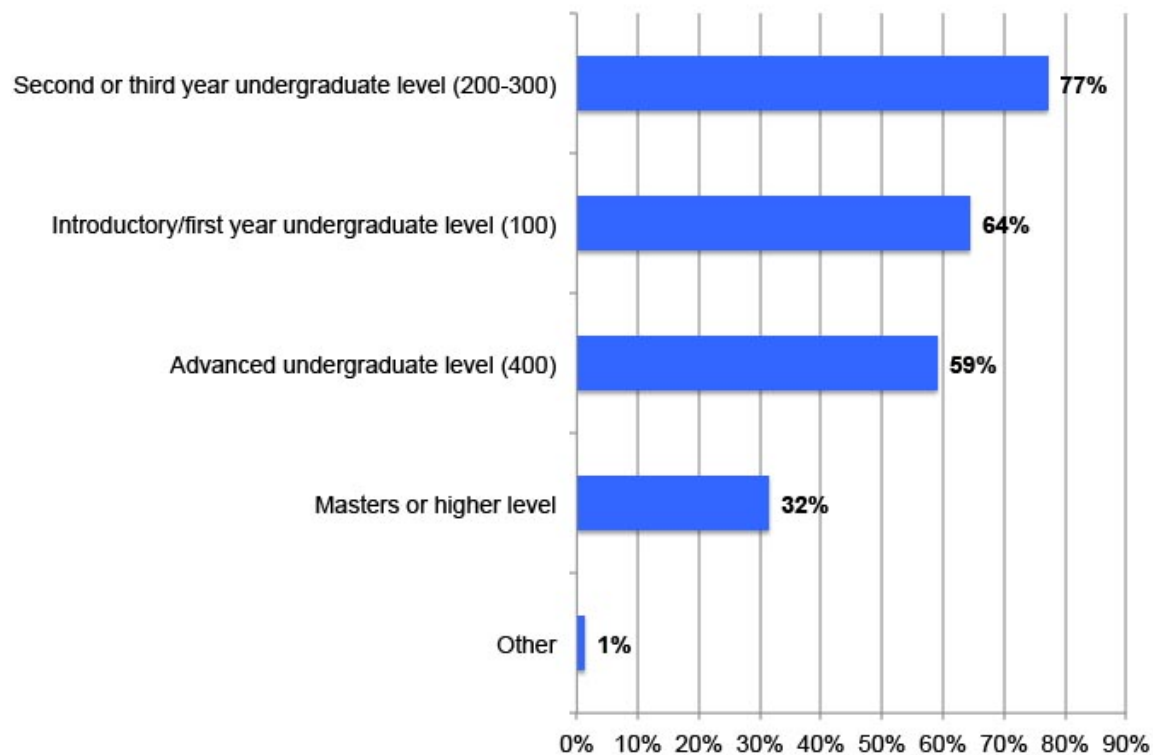
n=149

Table 20. What level classes do you teach? —Academic faculty by type of institution and number of enrolled students*

	Public or Private		No. of Students Enrolled		
	Public	*Private*	*<5,000*	*5,000–14,999*	*15,000+*
Introductory/first year undergraduate level (100)	66%	64%	68%	61%	63%
Second or third year undergraduate level (200-300)	81%	75%	83%	73%	73%
Advanced undergraduate level (400)	56%	61%	70%	59%	46%
Masters or higher level	39%	24%	20%	44%	35%
Other	1%	1%	2%	0%	2%

*All respondents to this question were from 4-year colleges/universities.

Areas of Study

The most common areas of study taught by faculty in this study include Social Sciences (17%), English/Literature (14%), and Business & Economics (11%).

Figure 28. In what area(s) of study are your classes? —All academic faculty
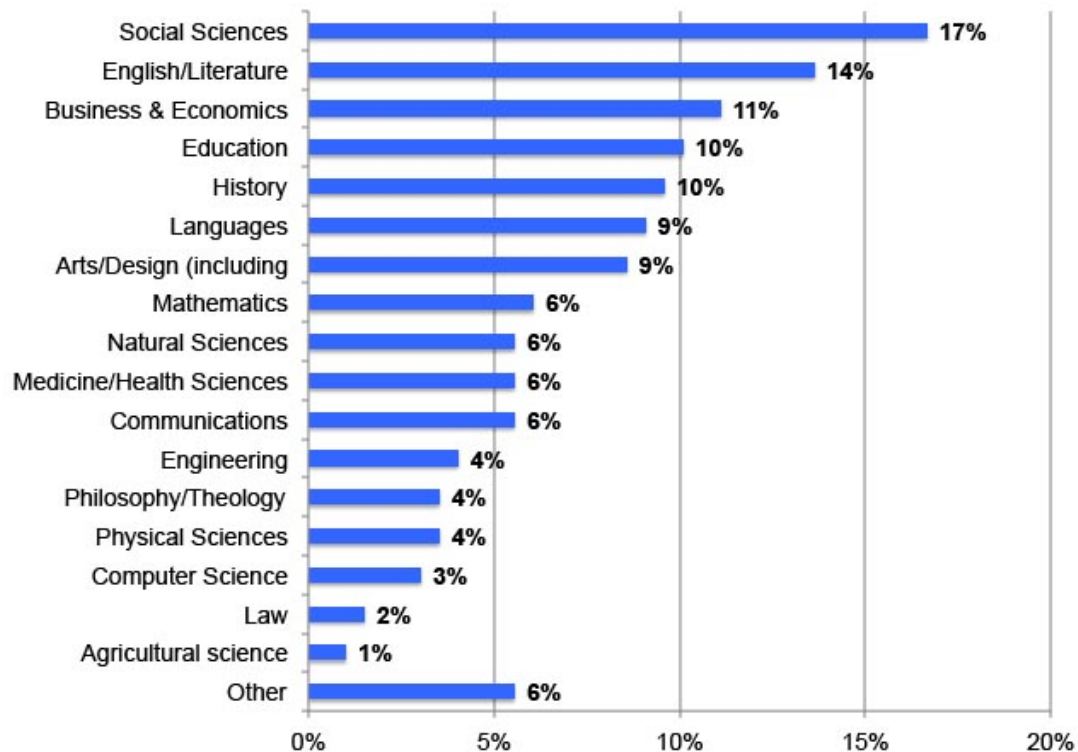
n=198

Table 21. In what area(s) of study are your classes? —Academic faculty by type of institution and number of enrolled students

	Type of Institution			Public or Private		No. of Students Enrolled		
	2-yr/CC	*4-yr college/ Univ*	*Prof'l/ Post- grad*	*Public*	*Private*	*<5,000*	*5,000– 14,999*	*15,000+*
Social Sciences	14%	18%	7%	15%	20%	19%	17%	14%
English/Literature	26%	11%	7%	16%	9%	16%	11%	11%
Business & Economics	6%	13%	7%	7%	16%	18%	4%	10%
Education	3%	12%	7%	10%	11%	11%	6%	13%
History	6%	11%	7%	8%	9%	11%	6%	11%
Languages	6%	9%	14%	9%	7%	9%	6%	13%
Arts/Design (including performing arts, visual arts, etc.)		11%	7%	7%	12%	9%	13%	5%
Mathematics	9%	6%	0%	6%	7%	3%	9%	8%
Communications	6%	5%	14%	5%	7%	8%	0%	8%
Medicine/Health	11%	4%	7%	7%	4%	4%	11%	3%

	Type of Institution			Public or Private		No. of Students Enrolled		
	2-yr/CC	*4-yr college/ Univ*	*Prof'l/ Post- grad*	*Public*	*Private*	*<5,000*	*5,000– 14,999*	*15,000+*
Sciences								
Natural Sciences	11%	5%	0%	4%	8%	9%	2%	5%
Engineering	3%	3%	14%	5%	3%	1%	6%	6%
Physical Sciences	0%	3%	14%	4%	3%	1%	7%	3%
Philosophy/Theology	3%	3%	7%	3%	5%	6%	2%	2%
Computer Science	9%	2%	0%	4%	1%	3%	2%	5%
Law	0%	2%	0%	0%	4%	1%	4%	0%
Agricultural science	0%	1%	0%	1%	1%	1%	0%	2%
Other	9%	5%	7%	6%	5%	8%	4%	5%

Methodology and Questionnaire

Library Journal emailed an invitation to complete a course materials survey to a list of approximately 15,000 teaching faculty in U.S. institutions of higher learning on September 27, 2019. The list included a broad range of disciplines and area(s) of study. A reminder email was sent to non-responders on October 4. A drawing to win a $100 Amazon gift card was offered as incentive to reply. The survey closed on October 10 with 199 respondents.

The survey was developed in conjunction with Taylor & Francis as a companion to the Textbook Affordability Survey sent to academic librarians in the Spring of 2019. The data was tabulated by *Library Journal* Research.

Questionnaire

Demographics

1. Which of the following best describes the academic institution you teach in?
2-year college/community college
4-year college or university
Professional/Post-graduate institution
Other post-secondary educational institution
K-12 school [thank and end survey]
Do not teach in an academic institution [thank and end survey]

2. Is your institution public or private?
Public
Private

3. How many students are currently enrolled in your institution?
Fewer than 1,000
1,000 – 2,499
2,500 – 4,999
5,000 – 7,499
7,500 – 9,999
10,000 – 14,999
15,000 – 19,999
20,000 – 24,999
25,000 – 29,999
30,000 or more

4. [if 4-year college/university] What level classes do you teach? Check all that apply.
Introductory/first year undergraduate level (100)
Second or third year undergraduate level (200-300)
Advanced undergraduate level (400)
Masters level or higher level
Other, please specify:_____
I do not teach college-level classes **[Thank and end survey]**

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5. In what area(s) of study are your classes? Check all that apply.
Agricultural science
Arts/Design (including performing arts, visual arts, etc.)
Business & Economics
Communications
Computer science
Education
Engineering
English/Literature
History
Languages
Law
Mathematics
Medicine/Health sciences
Natural sciences
Physical sciences
Social sciences (including Political science, Psychology, Sociology, etc.)
Other, please specify:_____

6. How often do you assign textbooks or any other required course materials for your classes (either print or electronic)?
Always
Usually
Sometimes
Rarely
Never [If never, skip to Q17]

7. To what degree is cost/affordability a concern when deciding what course materials to require?
Major concern
Minor concern
Not a concern
Don't know

8. To what degree do you think cost/affordability of course materials is a concern for your students?
Major concern
Minor concern
Not a concern
Don't know

9. How often do you factor in price when selecting required course materials?
Always
Sometimes
Rarely
Never

10. Is cost/affordability an issue that would prompt you to change assigned course material?
Yes
No
Maybe
Don't know

11. Do you currently incorporate any *digital* resources into coursework for your classes?
Yes, for all my classes
Yes, for some/at least one of my classes
No, but would like to incorporate digital resources
No, and not planning to incorporate digital resources

12. Do you think that incorporating digital resources (e.g., companion website with textbook, streaming media, databases, etc.) into coursework could help students with affordability issues?
Yes
No
Maybe
Don't know

13. [If yes in Q11] What types of digital resources do you assign/use in your classes? Check all that apply.
Databases
Digital courseware packages(e.g., MyLab, website for the textbook, etc.)
Downloadable or streaming video
Ebooks
Interactive media (e.g., self quizzes, online mapping etc.)
Online subscription products
Virtual Reality
Other, please specify:_____

14. For each digital resource you use in your classes, where do you get them?

[Fill in with answers from Q13]	Campus Library	Publisher/Creator/ Supplier	Openly available (Open Educational Resources)	Other
Databases				
Digital courseware packages				
Downloadable or streaming video				
Ebooks				
Interactive media				
Online subscription products				
Virtual Reality				
Other: fill in				

15. [if yes in Q11] Why have you incorporated digital resources into your classes? Check all that apply. [Rotate choices]
Affordability
Searchability
24/7 access
Remote access
Only available in digital format
More up-to-date
Other, please specify:_____

16. [if yes in Q11] Has assigning/using digital resources increased student engagement or had a marked impact on student performance?
Yes, please explain:_____
No
Don't know

17. What barriers, if any, stand in the way of integrating digital resources into coursework? Check all that apply. [Rotate choices]
Materials I want are unavailable digitally
Lack of supplementary materials and tools provided by textbook publishers
Too much time and effort to build the needed resources
Students prefer print to digital texts
Open Education Resources are not as good quality
Course work resource/text decisions are not up to me
Institutional license restrictions
I never gave digital resources much thought
Too difficult to change set lesson plans
Internet connectivity issues for students
Students not as focused when reading digital texts
Wary of experimenting with alternative materials
Limits on number of concurrent users
Other, please specify:_____
None

18. Does the campus library or a library liaison interact with you to do any of the following? Please check all that apply.
Suggest/select course materials
Coordinate course curriculums
Create course reading/resource lists
Purchase course reserves
Develop and publish an open access textbook
Visit class to provide instructional support for use of course materials
Other, please specify:_____
None of the above

19. Does the campus library work with you to help make digital resources a part of your coursework?
Yes
No

20. [If No in Q19] How could the library aid you in making digital resources a part of your coursework? _____ [then skip to Q23]

21. [If yes in Q19] How does the campus library work with you to make digital resources available? Please check all that apply. [Rotate choices]
Purchase or subscribe to new library materials to supplement or replace a traditional textbook
Curate existing library subscription or purchased materials to supplement/replace a traditional textbook
Provide course reading/resource list tools
Build e-textbook collections
Make faculty's own publications available open access
Find, vet, and curate open access publications from other institutions
Make course reserves available
Suggest open educational resources (OER)
Other, please specify:_____
None of the above

22. [If yes in Q19] Which method is most effective in making digital resources available to students in your classes?
[fill in with choices selected above]

23. [if yes in Q19] How does the library make students aware that digital courseware is available in the library?
Links on learning management system (Blackboard, Moodle, etc.)
Through a popup or iframe
Verbally by library staff
Embedded librarian in the classroom
Signage
Push notifications (e.g., email, SMS text)
Library orientation
Other, please specify:_____
None of the above

24. If students are able to access digital courseware through the library, what benefit(s) have you seen, if any?
_____

Do you wish to be entered into the drawing for the $100 American Express gift card?
Yes
No, thanks

If yes, please provide your contact information. The winner will be notified via email.
Name:_____ Institution:_____ Email:_____