ACCESS AND INNOVATION

The Use of OER at Smaller Independent Colleges and Universities to Support Historically Underrepresented Students

MAY 2022

About the Council of Independent Colleges

The Council of Independent Colleges (CIC) is an association of 762 nonprofit independent colleges and universities, state-based councils of independent colleges, and other higher education affiliates, that works to support college and university leadership, advance institutional excellence, and enhance public understanding of independent higher education's contributions to society. CIC is the major national organization that focuses on services to leaders of independent colleges and universities and state-based councils. CIC offers conferences, seminars, publications, and other programs and services that help institutions improve educational quality, administrative and financial performance, student outcomes, and institutional visibility. CIC conducts the largest annual conferences of college and university presidents and of chief academic officers in the United States. Founded in 1956, CIC is headquartered at One Dupont Circle in Washington, DC. For more information, visit *www.cic.edu*.

Acknowledgment

About the Authors

This project was directed by edBridge Partners, whose specialists were the principal authors of this report. The project's initial research was led by CIC Senior Advisor Deanna Marcum, former managing director of Ithaka S+R and associate librarian for library services of the Library of Congress.

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Foreword

In recent years, and especially during the pandemic, colleges and universities have embraced the challenge of expanding online teaching and learning to provide safe and equitable educational opportunities to all their students. Indeed, the increasing use of open educational resources (OER) offers campuses boundless opportunities to enrich both online and in-person learning with materials that can easily be tailored to the needs of individual classes while providing significant cost savings for students. These savings benefit all students, but they are particularly powerful for those students from historically underrepresented groups, who often face significant financial challenges in enrolling and persisting in higher education. The rising cost of textbooks can become a major barrier to academic achievement for such students, not only influencing the courses they choose but also the number of hours they work or the amount of debt they incur to support their educations.

While many smaller, independent liberal arts institutions have expressed interest in introducing or expanding their use of OER, some have struggled with where to begin, especially as this sector is not well-served by existing OER repositories. This report by the Council of Independent Colleges (CIC), the product of a grant received from the William and Flora Hewlett Foundation in 2020, provides a snapshot of the OER landscape in this sector, focusing on those institutions that most extensively serve historically underrepresented student populations in higher education, such as students who identify as Black or African American or Latinx, students who are the first in their families to pursue a postsecondary education, or students from lower-income households.

Featuring case studies of six minority-serving CIC member institutions that have developed robust use of OER on their campuses, the report details some of the successes and lessons learned that may benefit other campuses as they invest in broader use of OER across disciplines. These case studies illustrate several ways that integrating OER into the curriculum can be a successful strategy to support institutional goals: by saving students money, by providing immediate access to course materials, by helping to support student-centered teaching approaches with carefully curated and customized materials, and by providing another valuable mechanism for faculty to contribute to the scholarship of teaching and learning.

This report is a testament to the excellent work being done by administrators and faculty members at CIC member institutions to integrate OER not only into individual courses, but also across the whole curriculum to create richer learning experiences for students. I hope the pages that follow provide valuable insights into the many benefits of OER for serving institutional missions and practical considerations for launching institution-wide OER initiatives.

Marjorie Hass
President
Council of Independent Colleges

May 2022

Executive Summary

The Council of Independent Colleges (CIC) received a grant from the William and Flora Hewlett Foundation in 2020 to explore the potential of open educational resources (OER) to reduce textbook costs for students at smaller and mid-sized independent colleges and universities, especially Historically Black Colleges and Universities (HBCUs) and other Minority-Serving Institutions; to understand how OER are being used at these institutions; and to learn the extent OER can support more equitable teaching and learning. A key objective of this project was to produce a research report on the use of open educational resources at small to mid-sized independent colleges and universities that are CIC members, detailing the successes and challenges of existing OER projects at select CIC member institutions. (For the purposes of this report, OER is a teaching, learning, or research resource that is offered freely to users and that resides in the public domain or has been released under an open copyright license—allowing free use, reuse, modification, and sharing with attribution. For the full definition, see p. 5.)

This project focused on those institutions that serve historically underrepresented student populations in higher education, such as students who identify as Black or African American or Latinx, students who are the first in their families to pursue a postsecondary education, or students from low-income households.

Goals

The project achieved four main goals:

1. Compile a list of current OER initiatives at a select group of CIC member institutions, with a focus on projects designed to increase access;
2. Evaluate the impact of these OER initiatives on students, faculty members, and administrators;
3. Report on successes and challenges of existent OER projects; and
4. Use what is learned to determine and share best practices for the use of OER to support underrepresented students at smaller independent institutions.

Approach and Findings

The first phase of this work involved CIC conducting a survey of a subset of its membership to understand the landscape of initiatives to use or create OER for undergraduate courses and what has been done on an institutional level to incentivize the use of OER across the colleges and universities.

To highlight and evaluate existing OER initiatives that are designed to promote access and increase college success for historically underrepresented students, CIC surveyed 157 chief academic officers and library directors at independent institutions, including 32 HBCUs, 58 Hispanic-Serving Institutions (HSIs), six Predominantly Black Institutions (PBIs), and 65 emerging HSIs (with a few institutions fitting into more than one category). Respondents were asked questions regarding their awareness of OER initiatives undertaken by faculty members or departments within their campuses, and if their institutions provide initiatives or incentives around OER adoption or creation.

> Two-thirds of the survey respondents stated that their institutions have some sort of initiative with open educational resources that are either university-wide or faculty-led.

> Lowering textbook costs was the greatest motivator for having an OER program, followed by librarians or faculty members having created them as part of their online resources or for specific courses.

> For the majority of respondents, their OER initiatives are led out of the library. Individual departments, faculty members, task forces, provost's offices, and external leadership were all cited as other areas that lead these initiatives, highlighting the wide range of advocates for OER.

> The data indicate that financial incentives are rarely offered to faculty members to develop and adopt OER. In fact, nearly half the respondents indicated that financial incentives are not offered. The primary incentive seemed to be offering library resources to find relevant and reliable OER, as well as professional development offerings.

> Due to the nascent nature of most of these initiatives, there has been little to no financial or programmatic assessment of the OER programs at the surveyed institutions.

A comprehensive review of the current literature and research around the landscape of OER at independent colleges in general, as well as those that serve historically underrepresented students, indicated that while they differ in where they are in the implementation of OER initiatives, the use of OER is considered a priority for independent colleges and universities. Because CIC colleges and universities prioritize the affordability of their degree programs by providing significantly more institutional support to students, many CIC member institutions are already enthusiastic about implementing OER into their curricula to lower costs for their students, including HBCUs, HSIs, and emerging HSIs.

Some of the shared challenges faced by these types of institutions include the fact that they have fewer large introductory courses using textbooks that align to the majority of OER already written in the marketplace: therefore adoption or adaption of existing OER is more challenging for faculty members. Another challenge is related to the generally fewer number of faculty members at these institutions, necessitating the need to have a dedicated team to support faculty and to help them succeed.

Following the survey, a select group of CIC member institutions were interviewed to develop a set of case studies. These case studies outline OER strategies and efforts at a wide range of independent colleges and universities serving historically underserved students and include a discussion of the factors for success at these institutions.

Recommendations

Based on the results of the survey of chief academic officers and library directors, the review of the current research and literature around OER use at independent colleges and universities serving historically underrepresented students, and the detailed information from interviews with CIC member institutions, CIC recommends the following to member institutions interested in launching an OER initiative:

1. **Consider potential additional benefits beyond cost savings**. Although we know from the literature that textbook affordability is indeed a significant problem for students at independent colleges and universities, cost savings on course materials is just one benefit of OER. As demonstrated by the institutions surveyed

and interviewed for this report, institutions and faculty members may want to consider additional benefits when deciding whether to embark on an OER initiative, such as the ability to curate and create unique learning materials customized for their students and the opportunity to contribute to the scholarship of teaching and learning.

2. **Align OER goals and priorities with institutional goals and priorities**. At the institutions that have been most successful at implementing OER, the use of OER is clearly aligned with their strategic goals and priorities, and that alignment is regularly communicated. Whether the goals are to ensure an affordable liberal arts education to their students, or to provide a unique educational learning environment, OER may be a perfect fit to further institutional goals.

3. **Develop cross-institutional teams to support OER implementation**. Institutions with dedicated support teams from across the institution tended to be more successful in OER implementation than those that relied upon faculty members alone to drive the initiative. OER initiatives tended to be more widespread where there was the support of librarians, instructional designers and technologists, centers for teaching and learning staff, and other staff to take some of the administrative burden off faculty members, and to allow them to focus more on the content and pedagogy.

4. **Harness the affordances of OER to create unique learning materials**. Many of the institutions surveyed and interviewed for this report are extremely proud of the distinctive nature of their learning environment and opportunities provided to their students. Taking advantage of the affordance of open educational resources to curate, adapt, and create learning materials supportive of these unique learning experiences can be a significant value add for faculty members who may feel dissatisfied with traditional publisher materials.

5. **Share materials developed at independent institutions with OER repositories**. Many of the OER repositories available today primarily contain resources developed by large public institutions, such as community colleges and state higher education institutions. There would be great value in independent colleges and universities sharing their unique resources more broadly and with each other, especially those that align to the courses and seminars that may not be taught at larger public colleges and universities.

Overall, CIC seeks to continue to support its membership, and in particular those institutions serving historically underserved students, with the implementation of OER as a strategy for both affordability and student success. The best practices outlined here for the use of OER to support underrepresented students at institutions in the smaller independent college sector should serve as a resource for member colleges and universities and a foundation for additional work at CIC to promote and develop capacity for OER at member institutions.

Introduction

After receiving a grant from the William and Flora Hewlett Foundation in 2020, CIC began to study the use of open educational resources (OER) at small to mid-sized independent colleges and universities that are CIC members, with the goal of producing a research report on the findings. This project focused on those institutions that serve historically underrepresented student populations in higher education, such as students who identify as Black or African American or Latinx, students who are the first in their families to pursue a postsecondary education, or students from low-income households.

With over 665 institutional members, CIC represents most colleges and universities in the smaller, independent nonprofit sector. Member institutions are located across the country and include a wide variety, including faith-based colleges, single-sex institutions, Historically Black Colleges and Universities (HBCUs), and Hispanic-Serving Institutions (HSIs). These institutions' undergraduate profiles range from highly inclusive to highly selective, and they have full-time undergraduate enrollments from under 100 students to over 10,000. This diverse membership provides a valuable cross-section of the entire sector.

The goals of the project were to:

> Compile a list of current OER initiatives at a select group of CIC member institutions, with a focus on projects designed to increase access and eliminate barriers to success for underserved student populations;

> Evaluate the impact of these OER initiatives on students, faculty members, and administrators, focusing on student access and learning, faculty integration of OER in the classroom, and institutional transformation;

> Report on successes and challenges of existent OER projects, using such metrics as the number of courses redesigned, how much money students saved in textbook costs, and the impact on student course evaluations and grades; and

> Use what is learned to determine best practices for the use of OER to support underrepresented students at institutions in the smaller, independent college sector, as a resource for member colleges and universities and a foundation for a new CIC project to promote and develop capacity for OER at member institutions.

To accomplish these goals, CIC developed a curated list of institutions serving historically underserved students from within their membership and sent them an initial survey. Based on the results of that initial survey (see p. 10), CIC sent a longer follow-up survey to a select group of institutions who indicated that they would like to provide more details and information about their OER programs. CIC then employed an external research firm to conduct detailed interviews with six institutions to develop profiles and share their learnings and experiences within this report (see pp. 16–24).

> For the purposes of this report, CIC is using the definition of open educational resources (OER) as recently defined in federal legislation:
>
> *The term "open educational resource" means a teaching, learning, or research resource that is offered freely to users in at least one form and that either resides in the public domain or has been released under an open copyright license that allows for its free use, reuse, modification, and sharing with attribution.*

Landscape of OER at Independent Colleges

Students from historically underrepresented groups often face special financial challenges in enrolling and persisting in higher education. For these students, the cost of textbooks can become a major barrier to joining or excelling in a class, or even to continuing with their degree. The average budget for textbooks and supplies is $1,240 per full-time undergraduate student per year (Ma and Pender 2021). This is an unanticipated cost for students and their families, and students often must borrow more money or work more hours to afford the materials for all their courses. Textbook prices can also play a role in students' educational trajectories, as this additional financial burden can lead students to withdraw from or choose not to register for courses with expensive textbook costs (Jaggars, Rivera, and Akani 2019). Evidence from past OER projects has shown how dramatically these initiatives can lower textbook costs and increase adoption of course materials for all students, but those students from historically underrepresented groups often stand to benefit the most from lower costs for higher education.

CIC's colleges and universities prioritize the affordability of their degree programs. They provide significantly more institutional support to students through financial aid than public institutions, primarily through institutionally funded scholarships. Ninety percent of undergraduates enrolled at these institutions receive some form of financial aid, and over 80 percent receive institutional grants. Such institutional aid is often very generous for low-income students, with independent colleges and universities offering students seven times what they receive in Pell Grants. Thus, many CIC member institutions are already enthusiastic about implementing OER into their curricula to lower costs for their students, including HBCUs, HSIs, and emerging HSIs (institutions with Hispanic enrollment over 15 percent, but below 25 percent). Several institutions have strong OER programs in place and participate in major national initiatives, such as the HBCU Affordable Learning $olutions (AL$) program. For example, 17 of CIC's 32 HBCUs participated in the HBCU Academic Libraries Open Educational Resources Summit in February 2020, at which Johnson C. Smith University's library director presented on JCSU's OER project.

The Use of OER at Independent Colleges and Institutions That Serve Historically Underrepresented Students

Existing literature of OER use at independent colleges and universities provides context on how OER is being used—or not being used—at small independent colleges and universities that predominantly serve students who are underrepresented in higher education. The literature also examines the successes and challenges or barriers that these institutions face.

Overall, the literature indicates that the use of OER is a priority for independent colleges and universities, but they vary in where they are in the implementation and use of open educational resources at their institutions (Schleicher, Barnes, and Joslin 2020). The benefits of OER are generally known and accepted, and include increased accessibility for students, improved learning experience, and higher quality learning materials. Similarly, there were commonalities identified in the challenges faced by these institutions when developing or implementing an OER strategy. These included lack of awareness and understanding of OER, insufficient funding and institutional resources to develop OER, lack of faculty buy-in, and skepticism about the quality of OER.

Literature on OER use at some smaller independent colleges has noted a few misconceptions about the use of OER at these types of institutions, including that affordability is not an issue due to the affluence of the students at such institutions, and that the research around OER only applies to large public institutions (Hurford and Milanese 2020). However, textbook affordability is as pressing an issue at independent colleges and universities as it is elsewhere, and recent studies suggest that public and private students are similarly affected by textbook prices (Appedu et al. 2021).

Some challenges that are specific to smaller institutions may present barriers to OER implementation. Many of these institutions have fewer large introductory courses that use traditional standardized textbooks that are well-suited for OER; therefore adoption or adaptation of existing OER is more challenging for faculty members. Instead of focusing on existing OER for more advanced or specific courses, one approach may be for institutions to provide resources and support to faculty members for the *creation* of new OER (Barnes 2018). Also, given the fewer number of faculty members at these institutions, having a dedicated partner to run an OER program, often the library or the bookstore, can help set the program up for success.

The literature also presents common elements of successful OER implementation strategies. For instance, Trine University in Indiana successfully implemented an OER strategy over the past two years that leveraged specific tactics to ensure success. These include identifying key stakeholders or a committee to drive the work, having a specific rationale for doing this work, implementing financial incentives, providing training and professional development around development and copyright, and measuring progress. Institutions can look at this successful model and leverage components that might work best for their OER strategy (Eberts 2021).

The literature around use of OER specifically at HBCUs and other Minority-Serving Institutions (MSIs) indicates that many are in the initial stages of exploring OER strategies on their campuses. The importance of reducing costs, specifically textbook costs, for students is at the forefront of their efforts, and this is particularly important at MSIs where a disproportionate number of students come from low-income backgrounds and receive financial aid (The Barthwell Group 2020). In addition, student surveys show that purchasing textbooks increases stress, resulting in students sacrificing basic needs and that these trade-offs disproportionately impact minority students (Cengage Group 2018).

Another primary motivator for developing OER strategies was the need to have more culturally representative learning materials that provide significant, relevant examples for student learning. Coalitions to enable collaboration with other similar institutions to develop and use OER and share curriculum and best practices were cited as being particularly beneficial to MSIs that might not have the opportunity to connect otherwise (James 2018).

Findings from the Initial Survey

In spring 2021, CIC conducted a survey of a subset of its membership to understand the landscape of initiatives to use or create OER for undergraduate courses and institutional-level initiatives to incentivize the use of OER across those colleges and universities.

CIC surveyed 157 chief academic officers and library directors at institutions that predominantly serve students who are underrepresented in higher education, including 32 HBCUs, 58 HSIs, 65 emerging HSIs, and 6 Predominantly Black Institutions (PBIs). By focusing on these 157 institutions across the country, CIC hoped

to highlight and evaluate existing initiatives on OER that cater to a diverse student body and are designed to promote access and increase college success for historically underrepresented student groups.

Respondents were asked whether their institutions offer or have offered any institutional initiatives to incentivize the creation or adoption of OER for undergraduate learning, such as workshops or seminars to teach faculty members about OER, library resources on where to find OER and how to select reliable resources, or financial support to incentivize the adoption and creation of OER among faculty members. To allow for institutions with smaller OER programs led by departments or by individual faculty members, respondents were also asked whether they were aware of any faculty members or departments using OER in their courses or designing their own OER.

Fifty-six institutions responded to the survey, for a response rate of 36 percent. The institutions were geographically diverse, with a substantial proportion of respondents from institutions in the south (see Figure 1). This is likely due to the specific sampling by CIC to ensure representation from HBCUs and PBIs, which are also predominantly located in the south.

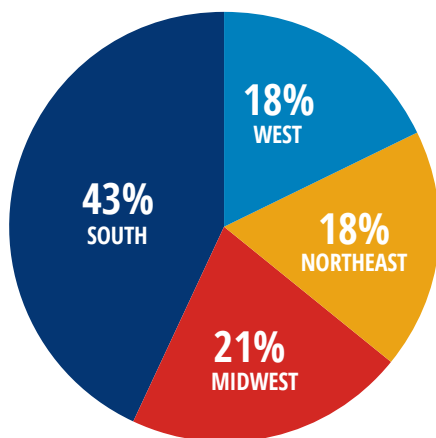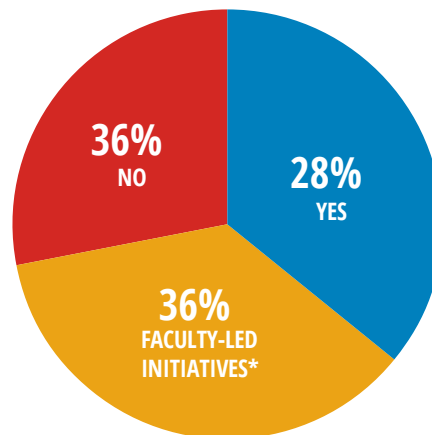**FIGURE 1**: Geographic Regions of Responding Institutions

FIGURE 2: Does your institution have a university-wide program to promote the use or creation of open educational resources (OER) among faculty members?

* No formal program, but some faculty-led initiatives

University-Wide Program

Two-thirds of the survey respondents stated that they have some sort of initiative with open educational resources (see Figure 2). Twenty-eight percent of respondents noted that their institution has a university-wide program to promote the use or creation of OER among faculty members. Thirty-six percent responded that they do not have a university-wide program, but that they do have faculty-led OER initiatives.

For those respondents who stated that they did have an OER program, the top motivators were lowering textbook costs for students, individual faculty members creating or adopting resources for specific courses, and librarians creating OER as part of their online resources (see Figure 3).

|	
Students requested it	5%
We read about other institutions' success with OER	25%
Other	29%
Individual faculty members created or adopted resources for specific courses	32%
Librarians created it as part of their online resources	34%
We wanted to lower textbook costs for students	50%
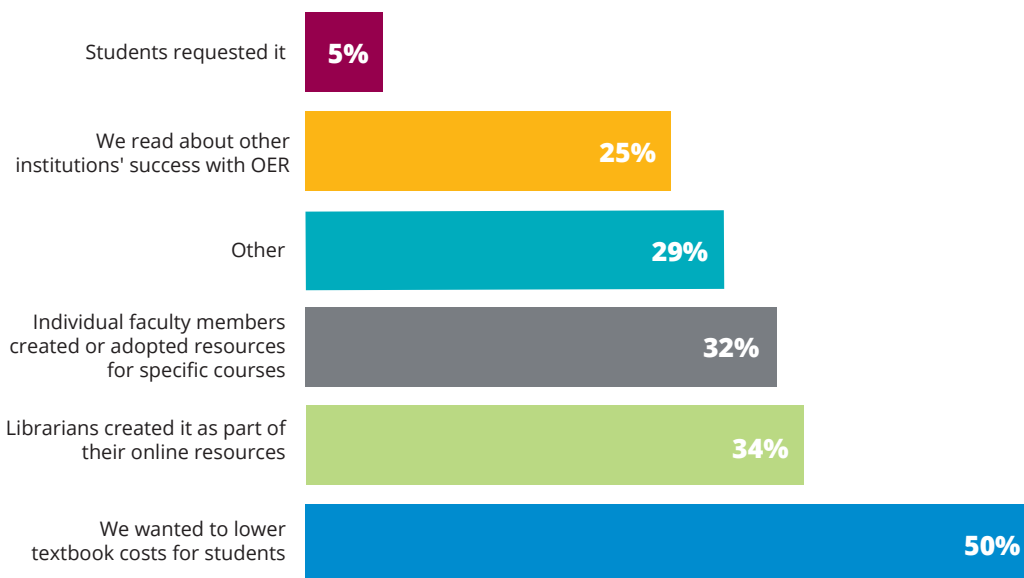
NOTE: Totals equal more than 100 percent as respondents were encouraged to check all that apply.

For those who responded "Other" to this question, the motivations cited included a state law that required a plan for OER use in New Jersey (see case study on Caldwell University and Fairleigh Dickinson University for more information), membership in a HBCU OER consortium, Affordable Learning $olutions (see case study on Bethune-Cookman University for more information), an OER grant opportunity awarded to the institution, library interest, and to increase student engagement. Respondents also cited supporting ethical, non-predatory publishing approaches as a motivation to support OER.

OER Initiative Leadership

For most respondents (46 percent), their OER initiative is led out of the library (see Figure 4). Others cited individual departments or faculty members, the provosts' office, and Centers for Teaching and Learning. Those respondents that replied "Other" listed leadership from diverse areas on campus, including the campus store, an OER task force, and the academic technology division, as well as external leadership, such as statewide library consortia and multi-campus initiatives.

FIGURE 4: Who leads your OER initiative(s)? (Select all that apply)
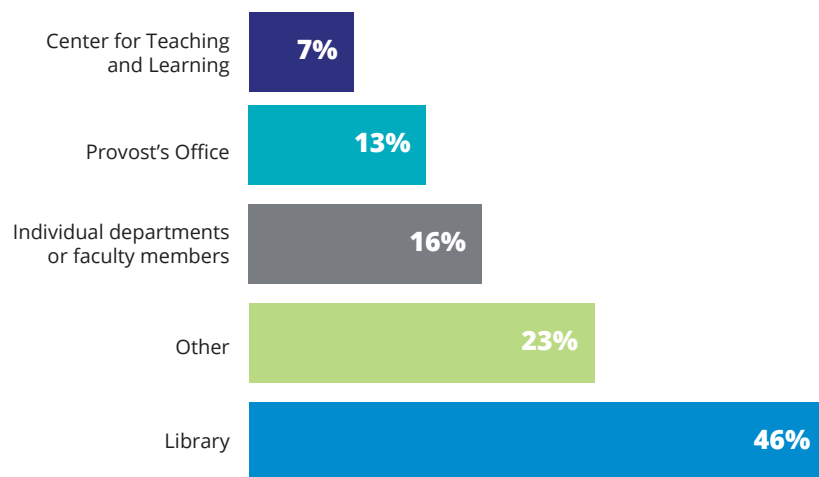
NOTE: Totals equal more than 100 percent as respondents were encouraged to check all that apply.

In response to a question regarding the faculty members or departments who have been most active in the use of OER at their institution, the most often cited included the library, business, and science departments and/or faculty, as demonstrated in the word cloud below.
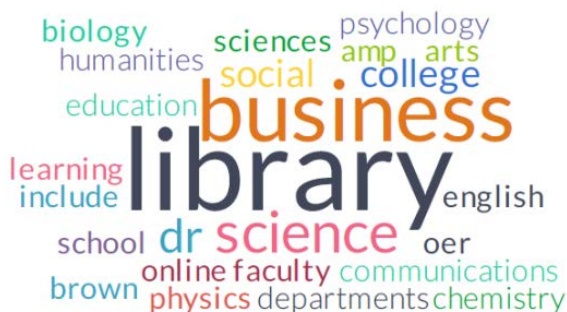
Role of the Library

Given the significant role that libraries play in supporting and developing OER programs at these institutions, a follow-up question was asked regarding the specific roles that the library plays with respect to OER (see Figure 5). The top responses included librarians and faculty members working collaboratively on OER (30 percent) and that the library itself creates and/or maintains the OER program (18 percent). For those respondents that selected "Other," additional roles included as a support for the institution, making OER resources and information available, and carrying out professional development.

FIGURE 5: How would you describe your library's role in your institution's OER program?
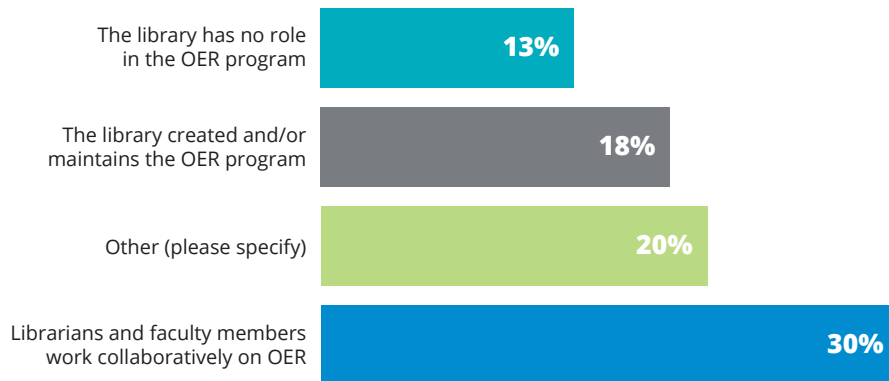
The library has no role in the OER program — **13%**

The library created and/or maintains the OER program — **18%**

Other (please specify) — **20%**

Librarians and faculty members work collaboratively on OER — **30%**

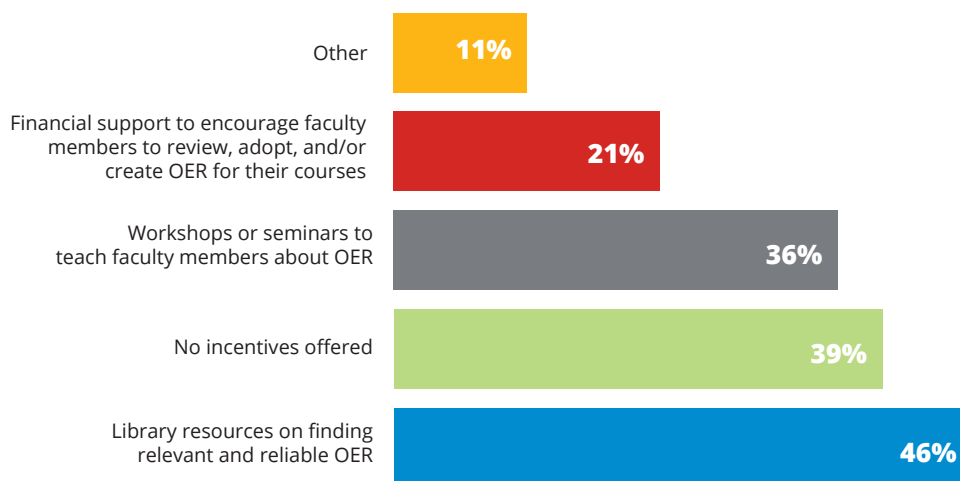NOTE: Totals equal more than 100 percent as respondents were encouraged to check all that apply.

OER Incentives

Those surveyed were asked about the kinds of incentives that their institutions offer for the creation or adoption of OER for undergraduate learning (see Figure 6). The top responses included offering library resources on finding relevant and reliable OER (46 percent) and workshops or seminars to teach faculty members about OER (36 percent). In 39 percent of cases, no financial incentives are currently being offered to faculty members to develop and adopt OER. Those who chose the "Other" option listed incentives such as providing support from a designated OER librarian and access to resources from their statewide library consortia. See the case studies in the next section for examples of additional incentives, such as recognition in tenure and promotion processes and recognition ceremonies and awards for faculty members.

FIGURE 6: What incentives does your institution offer for the creation or adoption of OER for undergraduate learning? (Select all that apply)

Other — **11%**

Financial support to encourage faculty members to review, adopt, and/or create OER for their courses — **21%**

Workshops or seminars to teach faculty members about OER — **36%**

No incentives offered — **39%**

Library resources on finding relevant and reliable OER — **46%**

NOTE: Totals equal more than 100 percent as respondents were encouraged to check all that apply.

Assessment of OER Activities

Finally, institutions were asked if they have carried out a financial or programmatic assessment of their OER program(s). The majority of respondents (73 percent) said that they have not (see Figure 7). This is likely due to the nascent nature of these initiatives at most of the responding institutions. In the case studies that follow, several of the institutions noted that they plan to assess their efforts, in terms of dollars saved, as well as impact on students and faculty members.

FIGURE 7: Have you carried out a financial or programmatic assessment of your OER program(s)?

11% YES

73% NO
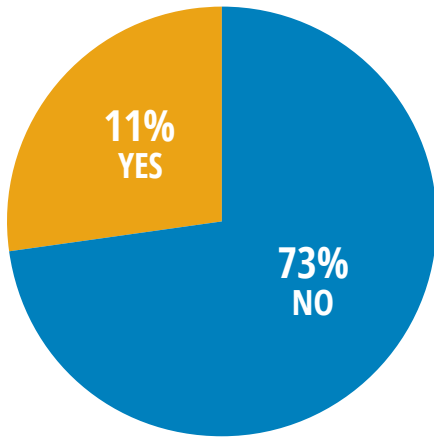
Taken together, the data represent a definite commitment to OER in the independent colleges and universities serving historically underrepresented students, which is very encouraging.

The following case studies present specific efforts and plans in more detail, along with a discussion of the factors for success at these colleges and universities. These institutions were chosen after indicating a willingness to speak with CIC about their OER programs. Each institution featured in the next section responded to that request with detailed information about their OER programs and efforts and met with the team of researchers to answer more questions and share their experiences. Each case study represents an institution in a different stage of OER implementation and with different goals, in different regions, representing the wide range of perspectives and approaches to OER at independent colleges and universities serving historically underserved students across the United States.

Supporting and Sustaining OER at Independent Institutions: Case Studies

Aurora University:
Caring for Students by Using Open Educational Resources

Aurora University is a four-year, private, nonprofit, accredited higher education institution serving approximately 6,000 students. Aurora University was founded in 1893 in Mendota, Illinois, as a seminary college, before moving to Aurora in 1912. The main campus is located in Aurora, the second-largest city in Illinois, located about 45 miles from Chicago. The university has an additional location on Geneva Lake in Williams Bay, Wisconsin, and a robust online program. Aurora University is recognized as a Minority-Serving Institution with more than a third of its students identifying as Hispanic/Latino.

The vice president for academic affairs at Aurora University convened an OER Exploratory Committee in fall 2017 after learning about the benefits of OER at a Connect Conference. Faculty members, instructional design staff, and librarians with a background in adopting OER were recruited to be on the committee. The motivation to explore OER was rooted in the desire to reduce the financial burden of a college education on their students.

The OER Exploratory Committee's first task was to gauge faculty knowledge of and interest in using open access instructional materials. From an initial survey, they found that only about 56 percent of faculty members even knew what OER was or meant, but 80 percent stated that they were excited to learn more. The survey also revealed some common misperceptions of OER, for example, that OER are not of sufficient rigor or quality.

The committee's first act on OER at the university was to engage faculty members in a workshop defining and dispelling myths about OER, which was held in 2018 as part of a Faculty Teaching and Research Symposium. Subsequently, the committee has spent considerable time on faculty development and support for faculty members to both understand OER and to help with OER implementation.

Since 2017, 154 courses have been redesigned to use OER as the sole teaching materials for the class and an additional 98 courses have been redesigned to use OER as a supplement. Faculty efforts in OER at Aurora are being recognized in their dossiers and portfolios for their cumulative review process. As a teaching-focused university, faculty members see OER as bridging teaching, student centeredness, and service to the department. As an Aurora faculty member stated:

> *"OER and engagement with OER are a natural fit as a support for the faculty candidacy for promotion and tenure."*

Aurora University faculty members also found a tremendous amount of support for their efforts from their students. According to a survey conducted with the student body, 66 percent of students said they "strongly agree" or "agree" that they saved money because their course incorporated OER. Of surveyed students, 69 percent believe they learned at least as much (or more) using OER in their course. Even more importantly, students reported that they feel cared for by faculty members who use OER, and that it reduced their personal stress:

"The fact that they [textbooks] were free was a plus, because as a broke college student it honestly gave me a sense that my professor was genuinely looking out for me, and therefore I was more excited to read and watch the materials because there was less stress about it."

The slow and consistent expansion of faculty awareness of OER and faculty usage of OER has constituted a successful program at Aurora University. Over the next several years, librarians will engage in the activities of connecting with faculty members on incorporating OER into the curriculum and offering informational sessions, and the university plans to explore OER creation and publishing activities as a next level of engagement. An Aurora respondent remarked:

"As we look at being a truly inclusive university, OER is one of many strategies that we are using as an expression of that mission."

Aurora University — Main Campus Location: Aurora, Illinois

> Four-year, private nonprofit university

> 6,000 students

> Hispanic-Serving Institution

> Gender: 66% Women, 34% Men

> Demographics: 90% Illinois Residents, 10% Out-of-State Residents

> Ethnicity: 44% White, 36% Hispanic/Latino, 6% Black or African American, 14% Other

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Lynn University:
Using Faculty Publishing to Encourage OER Use

Lynn University is an independent college founded in 1962 in Boca Raton, Florida. Home to approximately 3,200 students, Lynn University is classified as an emerging HSI and represents a diversity of students, including a large population of international students.

Lynn University's journey with OER has its roots in two major campus-wide initiatives, started in 2013: an iPad Initiative, which now provides all students with an iPad Pro, Apple Pencil, and keyboard/case; and a revamping of the core curriculum, called the Dialogues, utilizing iBook versions of course materials. From there, a Lynn University Digital Press (LUDP) was established to provide support from an editor, librarians, and instructional designers to any faculty members who wished to replace their traditional textbooks with iBooks. The iBooks are provided to students at no cost, and faculty members are incentivized to participate through various publishing models. The LUDP has an editorial board, a style guide, and a robust peer review process, which is an optional step in the publishing process.

Out of this innovative landscape, it was not a big leap to encourage faculty members to develop course materials that are primarily openly licensed and/or library-licensed materials and compile those into iBooks for classroom use. Faculty members also receive a stipend to incentivize this type of adaptation and compilation. As one faculty member noted:

"The problem with using the standard text is you have to use their story. And it may not be the story that speaks to me, or that I think will best relate to the students. So what writing the iBooks in particular did for me was it allowed me to cast this story, from my perspective, to bring in the things that I thought were important and to leave out or deemphasize some of the things that I thought were extraneous."

To date, the LUDP has produced more than 60 iBooks, several of which have undergone extensive revisions or new editions. Of these, 13 are compilations of OER/library-licensed content. (Lynn University's iBook collection is [viewable online](.) In addition to financial incentives, the Lynn community celebrates these books—and all faculty publications—annually at a formal event co-hosted by the library and academic affairs, attended by the president and the full cabinet.

Students have been incredibly supportive of this initiative. Surveys of students consistently demonstrate they think the LUDP's iBooks are quite effective, with more than 55 percent of students stating that they found the iBooks to be much more effective than traditional textbooks. A 2018 focus group with Lynn students generated the following word cloud, which represents their stated feelings about the university's textbook affordability initiatives.

In addition to student feedback, an analysis of anonymized student grades was conducted in 2019, examining student outcomes while using a traditional textbook, then examining outcomes after the course switched to an iBook taught by the same professor. No significant differences in student outcomes were identified, suggesting LUDP iBooks are of comparable quality to counterpart traditional textbooks.

"There is no mandate or requirement to adopt OER, so the fact that faculty embraced this program to the extent they have is a testament to how valuable faculty believe OER are to students," remarked a Lynn University respondent.

Lynn University is continuing to encourage faculty members to create OER compilations in greater numbers. Promotion of OER is encouraged throughout the year, and many faculty members take this project on during summer. The university expects to continue to see a lot of growth in the coming years.

Lynn University — Main Campus Location: Boca Raton, Florida

- › Four-year, private nonprofit university
- › 3,385 students
- › Emerging Hispanic-Serving Institution
- › Gender: 52% Women, 48% Men
- › Ethnicity: 42% White, 18% Hispanic/Latino, 12% Black or African American, 3% Multiracial, 2% Asian, 17% International, 6% Unknown

University of Redlands:
Leveraging Informal, Grassroots Efforts to Build and Sustain OER Use

The University of Redlands is a private, nonprofit four-year university founded in 1907. It has a total enrollment of approximately 4,500 students, including undergraduate and graduate students, and is classified as an HSI.

The University of Redlands journey with OER began in 2013, with a faculty technology grant through its Instructional Technology Services department. From there, support for OER has grown in an informal, grassroots way and is demonstrative of the institution's commitment to open access publishing and the potential for OER to further promote equity in scholarly publishing and education.

The University of Redlands is strongly committed to diversity, equity, and inclusion and recently re-committed to these goals with an official statement against racism and a public commitment to create and implement an antiracism action plan with specific goals and objectives. Embedded in this culture is a commitment to not only ensuring that students have access to affordable course materials, but also ensuring curricular materials reflect as much as possible the lived experiences of their students. As one respondent commented:

> *"I really liked the idea of having our curricular materials be more democratic and come from our students as much as possible, so that we are reflected in our own materials."*

To date, about 20 faculty members across the university have converted their course materials to OER, resulting in approximately 100 courses that either partially or fully use OER. Their efforts so far have been largely grassroots and autonomous, not driven by any university-wide mandate or established program. One faculty member emphasized:

> *"Redlands faculty are committed to do what we can with what we have to better meet the needs of our students, especially as our student body grows increasingly diverse. They are very thoughtful and persistent in trying to use OER in their courses."*

The library has supported their efforts by educating faculty members on the benefits of open educational resources, providing an institutional repository for faculty members to share their materials with one another, and providing resources for faculty members.

Some of the recent materials developed include the following:

›   The Faculty Guide to Open Educational Resources (OER) includes information to help faculty members create more accessible OER for those who may have visual or other impairments. The guide also explains how to incorporate OER work into faculty review processes.

›   To develop the Equity, Diversity, and Inclusion in Textbook Adoptions, a statement in support of DEI in textbook adoptions, the library partnered with the Hunsaker Teaching Center, Center for Diversity and Inclusion, and university-wide Council on Inclusion and Community.

›   The Faculty Guide to Open Access (OA) and an Empowering Authors Tutorial were developed to help faculty members retain and regain their copyright to their own published works, and to equip faculty members to share open versions of their work.

The library manages an open access institutional repository that enables faculty members to deposit any OER they have created, and reviewers to share their reviews of OER, enabling a culture of collaboration around OER. The committed faculty members and librarians at University of Redlands plan to continue to promote and share the work they are doing with peers and colleagues across the university, and to take advantage of their tight knit, collegial, autonomous culture to spread the word about the advantages of OER and open access.

> **University of Redlands —** Main Campus Location: Redlands, California
>
> › Four-year, private nonprofit university
>
> › 4,500 students
>
> › Hispanic-Serving Institution
>
> › Gender: 59% Women, 41% Men
>
> › Ethnicity: 40.8% Hispanic/Latino, 38% White, 5.8% Asian, 3.9% Black or African American, 6.5% Multiracial, 1% Native Hawaiian/Pacific Islander/American Indian/Alaska Native, 2% International

Caldwell University and Fairleigh Dickinson University:
Experiences of Two Institutions under a State Mandate to Expand OER

In 2019, the state of New Jersey passed legislation requiring each institution of higher education in New Jersey to create a plan to expand the use of open textbooks and commercial digital learning materials to achieve savings for students enrolled in the institution. Institutions were asked to submit a plan that addressed their vision to expand the use of OER, the need to do this, the status, and long-term goals, as well as an estimate of potential cost savings in addition to other factors. Plans were due May 1, 2020. This case study focuses on two institutions in New Jersey and their approach to this legislation.

CALDWELL UNIVERSITY

Caldwell University is a four-year Catholic liberal arts institution serving approximately 2,200 full-time, part-time, and graduate students located in Caldwell, New Jersey, about 20 miles outside of New York City. Caldwell University is recognized by the United States government as an HSI, and a majority of its students are students of color and multiracial students. The university started its OER journey by establishing a task force consisting of faculty and staff members from different departments who were either assigned to the task force or volunteered based on their interest. The task force spent one year developing a three-year plan for OER and low-cost digital learning materials expansion and adoption at the university.

The plan developed by the task force was broken out into yearlong strategies.

1. **Gathering data around the awareness and use of OER on campus and providing introductory training**: This first stage involved developing a faculty survey, creating a budget to support faculty members with OER adoption and creation, researching software and websites to support faculty members, and beginning training and faculty development.

2. **Identifying and securing funding for faculty support and adoption of OER as well as ongoing training**: This second stage involved securing funding for faculty grants, developing an OER website for the university, continuing training and faculty development, and surveying students on the impact of OER in the relevant courses.

3. **Evaluating the program and continuing to expand through ongoing recruitment of faculty members**:
The final strategy included reaching out to other New Jersey institutions to compare plans and progress, gathering and analyzing data from faculty and student surveys, and planning for the next three years.

Support for faculty members was seen as a critical element and would be provided throughout the plan through training, funding, and sharing of resources. A task force member remarked:

> *"If we want our faculty to embrace OER, we need to make it so easy for them to do it because they know it will help the students."*

Caldwell University is in year one of its three-year plan. As the task force moves this work forward, the institution will begin to focus more on securing funding for faculty creation, adaptation, and adoption of OER to support expanded OER use within the institution.

Caldwell University — Main Campus Location: Caldwell, New Jersey

› Four-year, private, Catholic liberal arts university
› 2,200 students
› Hispanic-Serving Institution
› Gender: 67% Women, 33% Men
› Demographics: 85% New Jersey residents, 15% Out-of-State residents
› Ethnicity: 36% White, 27% Hispanic/Latino, 16% Black or African American, 4% Asian, 1% Multiracial, 9% International, 7% Unknown

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FAIRLEIGH DICKINSON UNIVERSITY

Founded in 1948, Fairleigh Dickinson University (FDU) is a nonprofit, nonsectarian, multicampus institution located in northern New Jersey and serving more than 12,000 full- and part-time students across over 100 undergraduate and graduate degree programs. The university is an HSI, and 75 percent of students are minorities or people of color.

Fairleigh Dickinson University had already begun working to expand OER use prior to the state mandate by having the four university core courses required for all undergraduates extensively employ OERs in combination with institutional subscriptions to commercial services in 2015–2016. After the state mandate, Fairleigh Dickinson University established an OER task force to explore best practices, trends, and opportunities for greater adoption of OER at FDU, and to submit a plan with recommendations to the provost by summer 2021.

Equity was a primary driver for the use of OER at Fairleigh Dickinson University, where 60 percent of the students are dependent on financial aid:

› Over 72 percent of students surveyed said that the cost of required textbooks has caused them not to purchase the book for the course they registered to take.
› Thirty-six percent said the cost of textbooks caused them to choose one course over another.
› Twenty-eight percent reported they couldn't afford to buy the textbook for the course.

> And 89 percent said it would be extremely helpful if they had access to all course materials immediately after registering.

> *"FDU is very committed to lowering educational costs, so much so that they've lowered our tuition recently. Therefore, if there is anything that we can do to further lower costs for students, I think that there will be a great deal of support for that. I'm more concerned about making this work for faculty and being able to sustain the work," a responded emphasized.*

The Fairleigh Dickinson University OER task force was charged with ensuring that their OER plan connects tightly to the institution's strategic plan; becomes a sustainable model; commits, contributes, promotes, and advocates for OER; explores adoption of additional commercial digital learning materials through a partnership with Follett campus stores; and makes phased (short-term and long-term) recommendations based on best practices and processes that have shown success at other institutions.

The high-level recommendations from the task force focused heavily on long-term sustainability and institutionalizing policies and practices supportive of OER:

1. Establish a standing, inclusive committee with set lengths of service that represents a wide constituency and promotes sustainability of the initiative.
2. Implement long-term structural changes including:

   a. Track faculty members' use of OER and enable students to identify OER courses in course catalogs;

   b. Develop assessment models to measure student outcomes in courses using OER;

   c. Establish a mechanism for students to obtain print copies of OER resources as an alternate format (at cost);

   d. Explore other low-cost/no-cost resources (such as library resources) as alternatives to purchasing traditional textbooks;

   e. Explore technological infrastructure (such as bandwidth) to ensure minimum standards for uninterrupted service;

   f. Recognize course redesign efforts by noting them in annual reports and the faculty handbook; and

   g. Build relationships on local, national, and international levels with the greater OER community.

These recommendations have been submitted to the Fairleigh Dickinson University provost for review and approval and will form the basis of the university's OER work well into the future.

Fairleigh Dickinson University — Main Campus Location: Florham, New Jersey

> Four-year private, nonprofit, nonsectarian, multicampus institution
> 12,200 students
> Hispanic-Serving Institution
> Gender: 57% Women, 43% Men
> Demographics: 87% New Jersey residents, 13% Out-of-State residents
> Ethnicity: 42% White, 25% Hispanic/Latino, 7% Black or African American, 6% Asian, 2% Multiracial, 3% International, 14% Unknown

Bethune-Cookman University:
Serving as a Knowledge Hub for OER Implementation within the HBCU Network

Bethune-Cookman University, founded in 1904 by Dr. Mary McLeod Bethune, is a historically Black, United Methodist Church-related, private, coeducational, residential university offering undergraduate and graduate degree programs. The university is located in the Atlantic coastal city of Daytona Beach, Florida, and serves approximately 2,700 students.

Bethune-Cookman University's journey with OER began in 2014 under the leadership of interim president Hiram Powell, who was provost at the time. The primary motivator for launching an OER program was the rising cost of textbooks and the desire to lower costs for students. The university's efforts began with a pilot OER project in the English department and the online college. The initiative expanded through the help of a very committed administrator, Arletha McSwain, former dean of the online college, who wrote several grant proposals to support faculty members converting their course materials into OER.

Bethune-Cookman University's main strategy for implementation of OER was to target the high-enrollment general education courses that make up the first two years of students' requirements for graduation. Currently, 250 sections of courses at the university use OER, 13 of which are general education courses in the College of Arts and Sciences; the university estimates that more than half of all the faculty members at Bethune-Cookman University are using OER.

Faculty members realized the flexibility that OER provides, in terms of the learning materials, sparks increased engagement from students and a greater willingness to learn the material. Faculty members have also discovered that using OER helps them make their content more culturally relevant to their Black students by providing an avenue to supplement the traditional historical accounts of American history with stories and information about the contributions made by African Americans. One faculty member stated:

> *"I know that my students were very surprised to find out that there were 5,000 African Americans that fought in the Revolutionary War, because nobody ever talks about it, and the role that they played in the westward expansion, as well as the Civil War and beyond. OER gives them that ability to learn that. They take ownership of the learning experience, and I find that it makes the classroom more interactive. And I'm excited."*

Based on this success, Bethune-Cookman University serves as a hub in the HBCU Affordable Learning $olutions (AL$) project. This project, funded by the William and Flora Hewlett Foundation, was created to help historically Black institutions improve access and decrease the cost of their education, and it combines no- and low-cost educational resources, professional development opportunities, and online tools to facilitate collaboration and empower leadership. As a hub in the network, Bethune-Cookman supports other HBCU campus project teams in onboarding, institutional processes, and step-by-step instructions for getting started with OER.

Faculty and staff members at Bethune-Cookman University cited the following reasons for their success:

1. **Willingness to try something new**: Most of the faculty members are curious learners and want to continue to improve their knowledge and teaching skills.

2. **Support from leadership**: The provost and president continue to be supportive of this work and dedicated to expanding the impact for the university.

3. **Doing whatever it takes for student success**: Faculty members are really committed to helping their students achieve, regardless of the level of skills and knowledge the students have when they enter.

> *"Some [students] are well prepared, and some are woefully underprepared. And so faculty will do whatever it takes to get that student to move, to show progress. It's really about getting the knowledge, getting students to understand it, and then eventually getting them to success. And they [the faculty] don't mind creating it because it gives them some sense of control. You can find OER to support you."*

Bethune-Cookman University is now focusing on encouraging OER use in its graduate programs, and to date, six of eight programs are using OERs. The university will also continue to seek grant funding to build on its success and to find resources for faculty members to find, use, and create OER.

Bethune-Cookman University — Main Campus Location: Daytona Beach, Florida

> Four-year, private, United Methodist Church-related university
> 2,700 students
> Historically Black University
> Gender: 64% Women, 36% Men
> Demographics: 72% Florida Residents, 25% Out-of-State residents, 3% Caribbean Islands and International
> Ethnicity: 79% Black or African American, 4% Hispanic/Latino, 3% International, 3% Multiracial, 1% White, 10% Unknown

Findings and Recommendations

Based on the surveys and interviews conducted for this study, OER is an increasing priority at independent colleges and universities serving historically underrepresented students. Primarily driven by the desire to save students money on textbooks, independent institutions are also finding additional benefits such as the ability to leverage the affordances of open access to make resources more culturally relevant for their students, and to provide a mechanism for both faculty service and scholarship in the creation of new openly licensed learning materials.

Libraries are the leaders and organizers of OER initiatives at many independent institutions, but faculty members also initiate and own many initiatives. In this particular group of institutions, very few OER initiatives were initiated by institutional leadership or external mandates, except for New Jersey where a statewide mandate drove the use of OER for several institutions.

Although the ability to offer incentives—such as funding to faculty members to adopt, adapt, and create OER— is certainly helpful when available, surveys and interviews revealed that institutions without those dedicated resources are still able to make significant headway with OER implementation. Driven by passionate faculty members, who recognize the benefits for their students and who are wholly dedicated to ensuring high levels of student learning and engagement, these institutions have been equally as successful.

The small, independent liberal arts colleges and universities surveyed and interviewed for this study also have an advantage in the use of OER: Many of these institutions already curate and create learning materials regularly to support the unique learning opportunities their institutions offer, such as specialized general studies sequences and distinctive upper-level courses that may not align with mass-produced educational materials from publishers. The move to making these resources openly licensed is not such a heavy lift when many have been created by the faculty members themselves. The inclusion of more of these unique resources from independent institutions in OER repositories would be a value add to the field.

Further, these independent colleges and universities tend to put more emphasis on teaching as a scholarly pursuit, as opposed to research. With this culture in place, it is not challenging for these institutions to consider the curation, adaptation, and creation of OER in decisions related to tenure and promotion. Several academic leaders interviewed for this report indicated that they gladly welcome faculty members to include such activities in their portfolios and in many cases actively encourage them to do so. This therefore creates an additional and powerful incentive for faculty members to engage in OER work.

Based on these findings, CIC recommends the following to member institutions interested in launching an OER initiative:

1. **Consider that there will likely be additional benefits beyond cost savings**: Although we know from the literature that textbook affordability is indeed a significant problem for students in independent colleges and universities, cost savings on course materials is just one benefit of OER. As demonstrated by the institutions surveyed and interviewed for this report, institutions and faculty members may want to consider additional benefits when deciding whether to embark on an OER initiative, such as the ability to curate and create unique learning materials customized for their students, and the opportunity to contribute to the scholarship of teaching and learning.

2. **Align OER goals and priorities with institutional goals and priorities**: At the institutions that have been most successful at implementing OER, the use of OER is clearly aligned with their strategic goals and priorities, and that alignment is regularly communicated. Whether the goals are to ensure an affordable liberal arts education to their students, or to provide a unique educational learning environment, OER may be a perfect fit to advance institutional goals.

3. **Develop cross-institutional teams to support OER implementation**: Institutions with dedicated support teams from across the institution tended to be more successful in OER implementation than those that relied upon faculty members alone to drive the initiative. OER initiatives tended to be more widespread where there was the support of librarians, instructional designers and technologists, and centers for teaching and learning staff, and other staff to help take some of the administrative burden off the faculty, and to allow them to focus more on the content and pedagogy.

4. **Harness the possibilities of OER to create unique learning materials**: Many of the institutions surveyed and interviewed for this report are extremely proud of the distinctive nature of their learning environment and opportunities provided to their students. Taking advantage of the affordance of OER to curate, adapt, and create learning materials supportive of these unique learning experiences can be a significant value add for faculty members who may feel dissatisfied with traditional publisher materials.

5. **Share materials developed at independent institutions with OER repositories**: Many of the OER repositories available today primarily contain resources developed by large public institutions, such as community colleges and state higher education institutions. There would be great value in independent colleges and universities sharing their unique resources more broadly and with each other, especially those that align to the courses and seminars that may not be taught at larger public colleges and universities.

Altogether, the case studies represent several ways that OER can be a successful strategy to support institutional goals: by saving students money, providing access to materials on day one, supporting student-centered teaching approaches with carefully curated and customized materials, and providing another valuable mechanism for faculty to contribute to the scholarship of teaching and learning. In the future, additional study will be needed to evaluate how effective these initiatives have been in the larger goals of delivering more equitable teaching and learning and whether OER are making a significant difference in outcomes for students. In addition, it will be important to track the long-term sustainability of these initiatives at independent colleges and universities and to understand what makes a particular initiative sustainable over time.

Overall, CIC seeks to continue to support its members, and in particular those institutions serving historically underserved students, with the implementation of OER as a strategy for both affordability and student success. The best practices outlined here for the use of OER to support underrepresented students at institutions in the smaller, independent college sector, should serve as a resource for member colleges and universities and a foundation for additional work at CIC to promote and develop capacity for OER at member institutions.

Appendix: CIC Member Colleges and Universities Surveyed for This Report

AdventHealth University (FL)

Albertus Magnus College (CT)

Alverno College (WI)

American International College (MA)

Asuza Pacific University (CA)

Aurora University (IL)**

Austin College (TX)

Bay Path University (MA)

Baylor University (TX)

Benedict College (SC)

Benedictine University (IL)

Bennett College (NC)**

Bethany College (KS)

Bethune-Cookman University (FL)**

Biola University (CA)**

Bloomfield College (NJ)*

Brandman University (CA)

Briar Cliff University (IA)*

Caldwell University (NJ)**

California Baptist University (CA)*

California Lutheran University (CA)

Calumet College of Saint Joseph (IN)*

Cambridge College (MA)

Chowan University (NC)*

Claflin University (SC)

Clark Atlanta University (GA)*

College of Mount Saint Vincent (NY)*

College of Saint Elizabeth (NJ)

Colorado Christian University (CO)

Columbia College Chicago (IL)

Concordia College New York (NY)

Concordia University Chicago (IL)

Concordia University Irvine (CA)

Concordia University Texas (TX)

Criswell College (TX)

Dallas Baptist University (TX)

DePaul University (IL)

Dillard University (LA)**

Dominican College of Blauvelt (NY)

Dominican University (IL)*

Dominican University of California (CA)

Eastern University (PA)

Edward Waters College (FL)

Elmhurst University (IL)*

Fairleigh Dickinson University
  (Metropolitan Campus) (NJ)**

Felician University (NJ)*

Fisk University (TN)**

Florida Memorial University (FL)*

Fresno Pacific University (CA)

Golden Gate University San Francisco (CA)

Goodwin University (CT)**

Goshen College (IN)*

Hardin-Simmons University (TX)

Hawaii Pacific University (HI)

Heritage University (WA)*

Holy Names University (CA)

Huston-Tillotson University (TX)

Jarvis Christian College (TX)*

Johnson C. Smith University (NC)**

Judson University (IL)*

Kansas Wesleyan University (KS)*

La Salle University (PA)

La Sierra University (CA)

Lane College (TN)

Lewis University (IL)

Life Pacific University (CA)

Limestone College (SC)**

Lincoln College (IL)*

Linfield College (OR)

Livingstone College (NC)

Lynn University (FL)**

Manhattanville College (NY)

Manor College (PA)

LEGEND

*   Respondents to first survey   **   Respondents to first and second survey   Case Studies are **bold**

Marymount California University (CA)

Marymount Manhattan College (NY)

McMurry University (TX)

McPherson College (KS)

Mercy College (NY)*

Miles College (AL)

Mills College (CA)

Mitchell College (CT)

Molloy College (NY)

Morehouse College (GA)*

Morris College (SC)*

Mount Mary University (WI)

Mount Saint Mary College (NY)

Mount St. Mary's University (CA)**

National Louis University (IL)

North Carolina Wesleyan College (NC)

North Central College (IL)

North Park University (IL)**

Nyack College (NY)

Oakwood University (AL)*

Our Lady of the Lake University (TX)**

Pacific Union College (CA)

Pacific University (OR)

Palm Beach Atlantic University (FL)

Park University (MO)

Parker University (TX)

Philander Smith University (AK)

Point Loma Nazarene University (CA)

Rider University (NJ)

Rockford University (IL)

Rollins College (FL)*

Rust College (MS)**

Saint Augustine College (IL)

Saint Augustine's University (NC)

Saint Edward's University (TX)

Saint Mary's College of California (CA)

Saint Peter's University (NJ)*

Saint Xavier University (IL)

Salem College (NC)

Schreiner University (TX)*

Shaw University (NC)*

Simpson University (CA)

Southeastern University (FL)

Southern Adventist University (TN)

Southwestern Adventist University (TX)*

Southwestern University (TX)

Spelman College (GA)*

St. Joseph's College New York (NY)*

St. Mary's University (TX)

St. Thomas Aquinas College (NY)*

St. Thomas University (FL)

Sterling College (KS)*

Stetson University (FL)

Stillman College (AL)

Talladega College (AL)*

Texas College (TX)

Texas Lutheran University (TX)*

Texas Wesleyan University (TX)

Tougaloo College (MS)

Trinity University (TX)*

Tuskegee University (AL)

Union College (NE)

Universidad del Sagrado Corazon (PR)

University of Bridgeport (CT)

University of Dallas (TX)

University of La Verne (CA)

University of Redlands (CA)**

University of Saint Mary (KS)

University of St. Francis (IL)

University of St. Thomas (TX)

University of the Incarnate Word (TX)

University of the Pacific (CA)**

University of the Southwest (NM)

Virginia Union University (VA)

Voorhees College (SC)

Warner Pacific University (OR)*

Washington Adventist University (MD)

Wayland Baptist University (TX)*

Westmont College (CA)

Whittier College (CA)

Wilberforce University (OH)

Wiley College (TX)**

William Jessup University (CA)*

Woodbury University (CA)*

LEGEND

*   Respondents to first survey   **   Respondents to first and second survey   Case Studies are **bold**

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