

The University of Ottawa Library OER Program

Evaluation Report

Mélanie Brunet, PhD, MI, MEd

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Survey and interview participants

Isabelle Bourgeois, PhD, Faculty of Education, University of Ottawa

Megan Cotnam-Kappel, PhD, Faculty of Education, University of Ottawa

Thomas Rouleau, Library, University of Ottawa

Table of Contents

Summary	4
Introduction	5
Program Description and Logic Model	5
Evaluation Approach.....	8
Evaluation Questions and Methodology.....	8
Limitations of the Evaluation	11
Findings	12
Relevance	12
Effectiveness	14
Efficiency.....	18
Conclusion and Recommendations.....	20
1. Resources and Leadership	21
2. Grant Program.....	22
3. Data Collection.....	23
Appendix A. Evaluation Matrix.....	24
Appendix B. Savings realized with Grant-funded OER, 2021-2024.....	28
References	29

Summary

This report presents the evaluation results of the first four years (2020-2024) of the University of Ottawa Library OER (open educational resources) Program.

The cost of course materials is a significant barrier for students at the University of Ottawa. They report spending less each year on assigned textbooks, knowing that going without these resources may negatively impact their academic success and well-being. There is also a persistent shortage of educational resources adapted to the Francophone minority context. Some undergraduate students are still required to use English textbooks in courses taught in French. By supporting the creation and use of free and openly accessible educational materials, the OER Program addresses these needs.

The evaluation of the OER Program reveals that the tools, consultation and support services, and digital solutions provided by the Library are used by educators and other university community members who seek or wish to create affordable or French-language educational resources. The grant encourages them to engage in OER production, but the funds are sometimes insufficient and are not truly accessible to all teaching staff at the University of Ottawa. Although projects supported by the Library take longer to complete than expected, they contribute significantly to the creation of OER in French or available in both official languages. Students benefit from these funded projects as research assistants hired to complete specific tasks and by saving over \$10 on course materials for every dollar invested by the Library. The OER Program also appears to have contributed to a behavioural change among participants, who put more effort into finding free or low-cost resources for their courses, and many creating their second or even third OER.

Although the funds invested in the grant have increased each year, the number of full-time equivalents dedicated to open educational resources at the Library continues to decrease while interest in OER and affordable alternatives increases. Despite its undeniable contribution to the advancement of OER at the University of Ottawa, the Program lacks the resources and leadership necessary to achieve its institution-wide goals and make OER production a sustainable commitment worthy of the effort of their creators.

The following recommendations are offered in light of these results and the recent directive from the Ontario Ministry of Colleges and Universities (MCU) requiring the inclusion of textbook prices in course outlines:

- Investing more resources and demonstrating increased leadership at the institutional level, including a more active promotion by the University of OER created by its educators, with an emphasis on knowledge mobilization
- Refocusing the Library's efforts to support faculty and instructors in selecting affordable course materials, including OER
- Suspending the grant until further notice and restructuring it to offer funding and support opportunities that better meet the needs of those interested in producing high-quality OER
- Leveraging the MCU's directive to establish an institutional data collection mechanism that would allow for a true evaluation of OER usage at the University

Introduction

It is estimated that textbooks prices in North America have increased by 150% since January 2000, and several surveys report that more than 50% of students do not purchase required textbooks during their studies due to cost (Florida Virtual Campus, 2022; Inclusive Access & SPARC, 2022; Stephens et al., 2024; Versluis et al., 2017; Vitez & Nagle, 2021). They find other ways to access course materials, sometimes dubiously or even illegally, or they go without altogether, risking their academic success. Open educational resources (OER) represent an obvious alternative to expensive textbooks. They are available for free and can be reused, reproduced, adapted, and shared without the usual copyright restrictions.

Launched in 2020, the University of Ottawa Library OER Program seeks to raise awareness among faculty members about the cost of commercial course materials and encourage them to choose free, open-access resources, thereby reducing the financial burden on students and promoting access to knowledge. Additionally, given the persistent lack of French-language educational resources adapted to a minority context, the program (particularly its grant component) also aims to encourage the production of OER in this language.

By virtue of the University of Ottawa's public status and its mandate to "preserve and develop French culture in Ontario," the OER Program relies heavily on government funding (Office of the President, n.d.). In a spirit of transparency and accountability, the program was evaluated to assess its relevance, effectiveness, and efficiency. This exercise coincides with the fifth and final year of the program and aims to determine whether the human and financial resources invested have led to the desired short-term and intermediate outcomes and to suggest improvements for the implementation of other OER initiatives at the University.

This evaluation report covers the OER Program's tools, services, digital solutions, and grant initiative. It begins with a description of the program and a presentation of its logic model. This overview is followed by an explanation of the evaluation approach, the questions that framed the evaluation, the methodology, and the limitations of this exercise. The results are then presented following the three dimensions under study: the relevance, effectiveness, and efficiency of the program. Finally, general conclusions and recommendations are offered to improve the intervention should other comparable initiatives be implemented in the future.

Program Description and Logic Model

Program History

In January 2018, the Library launched its first "Textbook Broke" campaign to collect data from University of Ottawa students on their spending for assigned course materials. To complete the picture, textbook prices were collected for first-year courses in some undergraduate programs to determine expected expenses. The goal was to establish a baseline to contextualize the advantages of OER and other affordable alternatives, give students a voice, and raise awareness among faculty and instructors about the consequences of their choice of mandatory resources.

These campaigns and data collections inspired the creation of the Affordable and Open Learning Materials Working Group in the fall of 2019. Chaired by the Associate University Librarian (Learning and User Services) and composed of faculty members, student representatives, and staff from the Teaching and Learning Support Service (TLSS), this group was mandated to promote the use of affordable course content, explore strategies to encourage and reward the adoption of OER, and coordinate stakeholder efforts to support open education initiatives on campus (Open & Affordable Learning Materials Working Group, 2021).

In March 2020, the COVID-19 pandemic forced a rapid shift to online learning and remote work. Faced with the difficulty of educators and students in accessing usual course materials, the Library's executive prioritized the development and implementation of an OER program. In May, a preliminary program plan was presented, identifying key stakeholders, objectives, activities, timeline, and indicators (Brunet & Brown, 2020). In January 2021, the Working Group submitted its report and recommendations, confirming the direction of the Library's OER Program and proposing the promotion of other affordable alternatives.

Organizational Context and Governance

The OER Program aligns with two actions identified in the University's strategic plan, *Transformation 2030*: promoting and rewarding the creation of affordable educational resources and developing open educational resources in French (University of Ottawa, 2020). It is entirely administered by the Library, whose budget falls under the Office of the Provost and Vice-President, Academic Affairs. Following the recommendations of the Working Group, the Library proposed to allocate its budget surplus to the program to fund a full-time librarian position and secure the necessary funds to offer grants. An initial pilot project proposal was approved for a two-year period (2021-2023), and the Provost and Vice-President approved a renewal request in July 2023 for an additional two years (2023-2025). The open education librarian began her duties in October 2021 as the OER Program coordinator, initially in the Open Scholarship and Digital Initiatives division and later in the Learning and Student Success unit.

The announcement of budget restrictions by the University's Office of the President in January 2024, in light of a projected \$48 million deficit for the ongoing fiscal year, eliminated the Library's surplus. In March, the Library's executive decided not to make the open education librarian position permanent, and the OER Program in its current form will end on April 30, 2025.

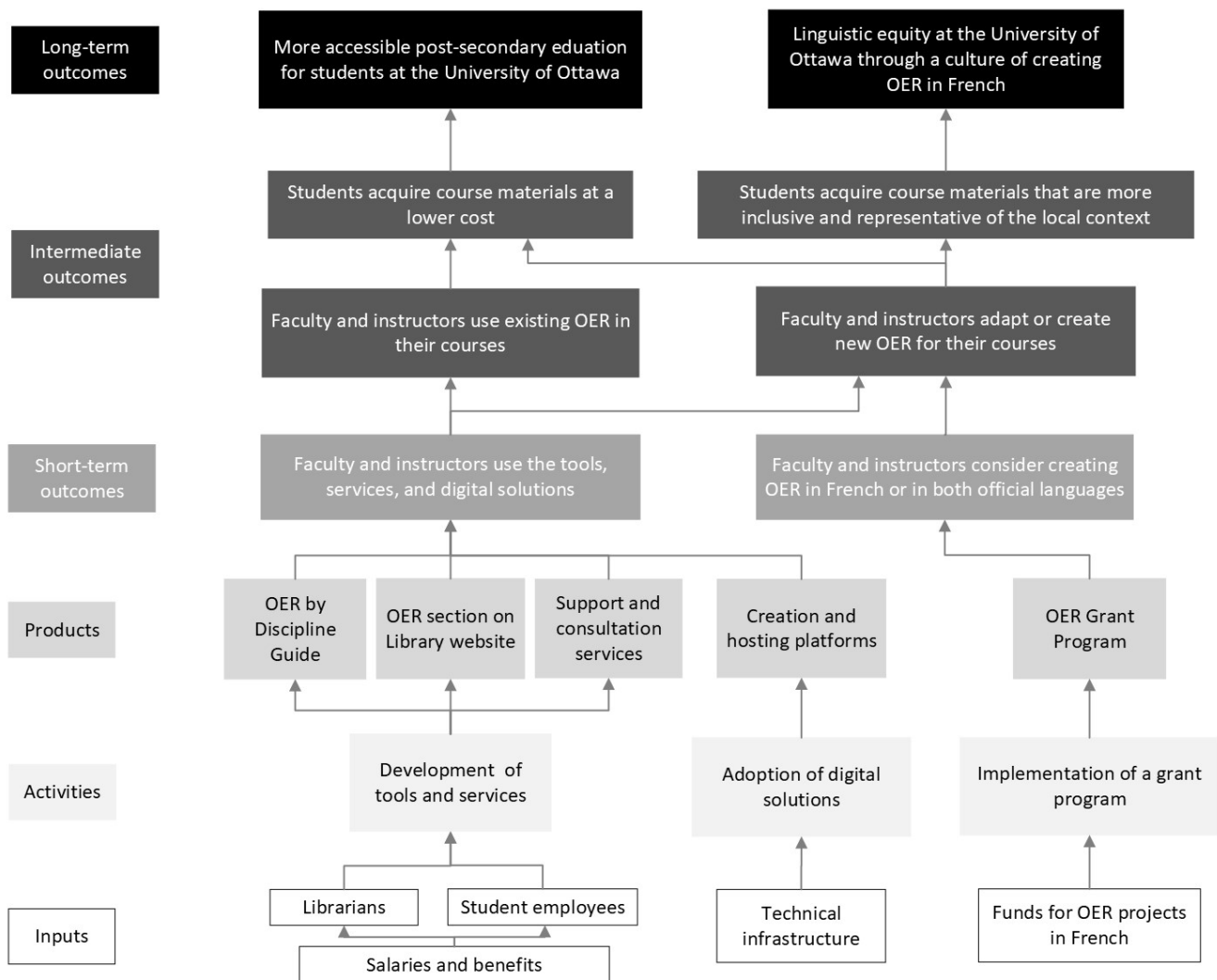
Program Logic Model and Description of Interventions

Figure 1 presents the logic model of the OER Program, detailing its components and desired outcomes. The activities under examination are the tools, services, digital solutions, and grant program.

Tools and Services:

- The [OER by Discipline Guide](#) and the [Guide REL par discipline](#) suggesting open educational resources for courses at the University of Ottawa to help educators discover OER and familiarize themselves with this type of pedagogical material with concrete examples

Figure 1. Logic Model of the University of Ottawa Library OER Program



- The [OER pages on the Library website](#) explaining what they are, where and how to find them, copyright and licences, the OER Grant, Open Education Week activities, evaluating an OER, creating OER, and access to Pressbooks and H5P Studio
- The consultation service, i.e. the information interactions between individuals affiliated with the University of Ottawa and the librarian responsible for the OER Program

Digital Solutions¹:

- [Pressbooks](#) authoring platform
- [H5P Studio](#), a creation, sharing and discovery platform for interactive learning objects

OER Grant:

- Funds awarded since 2020 to produce OER in French, for high-enrolment courses or to be used in multiple courses or sections

¹ As a member of the eCampusOntario consortium, the University of Ottawa can access these two platforms for free.

The ultimate goals of the program are to make postsecondary education more affordable for students by reducing or even eliminating textbook costs and to promote linguistic equity at the University by supporting a culture of OER creation in French.

Evaluation Approach

Utilization-Focused Evaluation

The evaluation follows several principles of a utilization-focused evaluation approach to produce useful data and facilitate its application by decision-makers (Patton, 1997, 2012; Ramírez & Brodhead, 2013). It combines summative and formative questions based on quantitative and qualitative indicators to address the achievement of desired outcomes and the extent to which these can be attributed to the intervention, the costs and monetary value generated by the OER Program, and feedback from participants regarding its operation and potential improvements (Patton, 2012). It draws on recommendations from the Open and Affordable Learning Materials Working Group and inquiries from the program coordinator to enhance its usefulness in the decision-making process.

EBLIP Model

This evaluation also aligns with an evidence-based library and information practice (EBLIP). This model relies on the collection, interpretation, and integration of data reported by users, observed by librarians, and derived from research to support decision making, improve service quality, and demonstrate value and impact (Crawford, 2006; Koufogiannakis & Brettle, 2016; Thorpe, 2021).

COUP and SCOPE Frameworks²

Finally, the evaluation uses five components of the COUP and SCOPE frameworks developed by the Open Education Group to structure research on open educational resources and practices (Clinton-Lisell et al., 2023; Open Education Group, 2021, 2024). The indicators selected to answer the evaluation questions correspond to the concepts of social justice (S), cost (C), usage (U), perceptions (P), and engagement (E).

Evaluation Questions and Methodology

The following evaluation questions framed the data collection and the interpretation of the results:

Relevance

1. To what extent does the cost of course materials affect their accessibility for postsecondary students in Canada?
2. What are the needs of University of Ottawa students for affordable course materials, and how have these needs changed since the OER Program was first implemented?

² COUP stands for Cost – Outcomes – Usage – Perceptions, while SCOPE is the acronym for Social justice – Cost – Outcomes – Perceptions – Engagement.

3. What are the needs for educational resources in French in Canada's Francophone minority context, and how have these needs evolved among University of Ottawa students since the OER Program began?

Effectiveness

4. To what extent are the tools, services and digital solutions developed as part of the OER Program being used?
5. What is the experience of faculty and instructors who have submitted a proposal for the OER Grant?
6. To what extent has the OER Grant contributed to the creation of OER in French, used in a course with a high enrolment rate or that can be used in multiple courses or sections?
7. To what extent do University of Ottawa students benefit from projects supported by the OER Grant?
8. Among faculty and instructors who have interacted with the OER Program, to what extent has there been a change in behaviour regarding the use of OER?

Efficiency

9. To what extent does the OER Program have the necessary resources to carry out its planned activities?

The complete evaluation matrix, including questions, indicators, judgement criteria, data sources, and collection methods, can be found in Appendix A.

Data Sources

The qualitative and quantitative data collected for this evaluation come from three sources:

- Administrative documentation and program data: financial data, grant proposals and recipient reports, textbook costs and student spending, information interactions with the program coordinator
- Secondary data: surveys and reports on textbook affordability, reports on postsecondary education in Francophone minority contexts
- Program participants: faculty members (including librarians) and instructors who interacted with the program between 2020 and 2024

Data Collection Methods and Analysis

Administrative Documents and Secondary Data:

The voluntary nature of reporting mechanisms for course materials affects the availability and quality of data on the use of OER at the University of Ottawa. Until a process is established to comply with the new directive from the Ontario Ministry of Colleges and Universities (MCU) requiring the price of educational resources to be indicated in course outlines, there is no obligation at the institutional or provincial level to report the use of OER or other materials. Access

to course syllabi, which would allow for a content review, remains sporadic and limited, and the Campus Store does not share textbook adoptions other than through the “Get Your Textbooks” function on its website, a tedious option that offers only a partial picture. These incomplete data obscure the actual level of OER usage and complicate the calculation of potential savings and return on investment. This is a common problem for initiatives of this kind, which often rely on voluntary data reporting (CARL Open Education Working Group, 2024; Elder et al., 2022; Hofer, 2017).

For this evaluation, calculations are therefore based on approximations serving as reference points. To determine the average cost of required materials per course, each year the price of commercial resources for a sample of courses is collected from the Campus Store website, Librairie du Soleil, and other local suppliers used by educators at the University of Ottawa. This sample consists of the sequence of first-year courses in the program with the highest enrolment in each faculty. For courses with more than one section, the one with the highest expenses is retained. The amounts for each program in French and English are compiled and divided by the number of courses to obtain the average cost per course for required materials, which varies according to the language of instruction and from year to year.

To calculate the savings achieved with OER, the evaluation is limited to those supported by the grant and used in courses for which enrolment numbers and the cost of the replaced textbook are known. However, since many of the OER produced with financial support from the Library do not replace a paid resource, the average cost per course is used to calculate savings and return on investment.

Given the disparate and fragmented nature of administrative and secondary data, they were supplemented with a survey and semi-structured interviews with program participants.

Online Survey:

Participants were identified by email messages sent to the program coordinator, grant proposals, Pressbooks accounts, and educators who reported the adoption of an OER in a course. A fair number of individuals participated in more than one program activity. Once these repetitions were considered, the sample was composed of 127 people who were contacted by email and invited to complete the online survey. Twenty-eight people responded to the survey, which was held from November 11 to December 9, 2024, representing a participation rate of 22%, which is lower than average for online questionnaires, but still acceptable for a sample of fewer than 500 people (Wu et al., 2022).

Semi-Structured Interviews:

The sample for the semi-structured interviews was composed of survey respondents who indicated wanting to participate in a follow-up interview to further examine themes gleaned from the administrative documentation and open questions in the survey. Five people opted to take part in an interview. The interviews took place between November 19 and December 6, 2024, using Microsoft Teams, and were recorded and then transcribed.

Limitations of the Evaluation

The following constraints are outlined for the sake of transparency and to inform the interpretation of the results.

Internal Evaluation

This evaluation of the OER Program was conducted by its coordinator, taking advantage of her advanced knowledge of the intervention and its context. Her connections to the stakeholders also facilitated access to the information necessary to measure the impact and render a judgement. To lessen the risks associated with an internal evaluation, the questions are inspired by the recommendations of the Open and Affordable Learning Materials Working Group and rest on impact metrics commonly used for OER initiatives (CARL Open Education Working Group, 2024; Elder et al., 2022; Zaback, 2022). The evaluation was conducted under the supervision of a program evaluation specialist at the Faculty of Education at the University of Ottawa. It was completed with a spirit of curiosity and openness towards the results, but also a reflexivity about the evaluator's biases and qualifications, while adopting a critical look that considers the interests of individuals affected by the program and not only those of its coordinator or administrators.

Activities Excluded from the Evaluation

Three activities that were initially part of the OER Program are not included in this evaluation: training sessions, the community of practice, and Open Education Week activities.

Close to 50 webinars on OER were offered in 2020-2021, with over 630 participants. However, participation numbers were in freefall the following year, a trend observed for all trainings offered through TLSS. In response, the number and frequency of workshops were reduced, limited in 2023-2024 to a presentation at the new professors orientation, a visit in the course "ESG 6100 Technology and University Teaching", and information sessions on the OER Grant.

The Open Educational Resources Community of Practice (OER CoP) met for the first time in October 2021. Open to all members of the university community, it was meant to facilitate the sharing of information and experiences, build relationships, and inform OER activities on campus. Approximately fifteen members met monthly online for a presentation and discussion. Despite having over 60 members in its Teams channel, the group's initial enthusiasm progressively waned in the absence of a cluster of established practitioners with time and capacity to support less experienced members. Participation being increasingly limited to the Library, the OER CoP met for the last time in April 2023.

Finally, the OER Showcase, the main activity for Open Education Week (celebrated every March) is a collaboration with the fabriqueREL in Quebec and is open to the public, which complicates measuring its impact on educators at the University of Ottawa, although the event was mentioned by four participants who took part in an interview.

Findings

Responses to the evaluation questions are grouped by dimension: relevance, effectiveness, and efficiency.

Relevance

The first three questions pertain to the relevance of the program and focus on the needs it attempts to address, as well as the alignment between the program and institutional priorities.

Several Canadian surveys show that the high cost of textbooks has a negative impact on students. With the rising prices of materials and other expenses such as tuition, housing, and food, they turn to other strategies: older editions, bookstore rental programs, library copies, illegal digital copies, or sharing a copy among students in the course. Between 54% and 72% of students report going without a required textbook during their studies, at the risk of jeopardizing their academic success. Others take fewer courses or change sections to reduce their expenses. These choices have significant consequences: financial hardship if they buy all the required textbooks or lower grades if they do not, causing additional stress either way (Alma Mater Society of UBC, 2022, 2023; Bhatnagar, 2018; Hendricks et al., 2017; R. S. Jhangiani & Jhangiani, 2017; Stephens et al., 2024; University of Alberta Students' Union, 2022; Usher, 2015; Versluis et al., 2017).

As elsewhere in the country, students at the University of Ottawa report being assigned textbooks whose costs exceed their financial capacity. The average cost per course for required materials varies depending on the language of instruction, largely due to the lack of textbooks in French for certain subjects, forcing instructors to already resort to other types of resources: library collections, freely available online content, or their own notes. Courses in English have a higher average cost, but courses in French have seen a cost increase in recent years. In 2023-2024, for a full course load (typically ten courses per year), students were expected to spend between \$1,200 and \$1,450 on required course materials (Table 1).

Table 1. Average cost per course for required materials at the University of Ottawa by language of instruction, 2019-2024

	Average cost per course	
Year	Courses in English	Courses in French
2019-2020	\$148.22	\$96.67
2020-2021	\$150.36	\$90.73
2021-2022	\$138.37	\$103.53
2022-2023	\$155.77	\$113.07
2023-2024	\$145.68	\$121.69

Source: uOttawa Textbook Price of Record – Reporting Student Savings

Yet students report spending far less than expected. Through the Library’s “Textbook Broke” campaigns, they report spending less and less each term on course materials, especially since returning to the classroom in Fall 2022 (Table 2).

Table 2. Reported average spending on course materials in « Textbook Broke » campaigns at the University of Ottawa Library, 2018-2023

Term	Reported average spending
Winter 2018	\$353.33
Fall 2018	\$337.66
Winter 2019	\$398.99
Fall 2019	\$325.62
Winter 2020	\$309.35
Fall 2020-Winter 2022*	N/A
Fall 2022	\$288.37
Winter 2023	\$234.61

* Campaign suspended due to the pandemic
Sources: « Textbook Broke » campaigns results

However, few learners report having access to affordable quality alternatives. Between 2018 and 2023, the percentage of those who spent nothing on their textbooks increased from 10% to 20%, but their responses are often accompanied by comments mentioning the use of dubious sites to obtain illegally shared PDF files. Some appreciate the free readings provided by professors, and others say they find the necessary material at the Library. Some do not see the need to buy textbooks at all (Brunet, 2020; University of Ottawa Library, 2022, 2023). The same trend is observed in the results of the textbook accessibility survey conducted in February 2023 among undergraduate students. It is noted that some professors use “open source” materials, without necessarily recognizing that they might be OER (Brunet & Stephens, 2024). In fact, according to the most recent *Pan-Canadian Report on Digital Learning*, 64% of postsecondary students are completely unaware of OER (Johnson, 2024, p. 17). There is no indication that those at the University of Ottawa are better able to identify an open educational resource beyond its free availability.

In the same survey, students reported that several courses in French do not require textbooks. Instead, professors provide other resources through the learning management system. Conversely, when commercial material is required, it is noted that textbooks in French are less available online, harder to obtain, and more expensive than ones in English. It is also mentioned that French translations of English resources sometimes leave much to be desired. Finally, cases of English-language textbooks being assigned in courses in French are noted (Brunet & Stephens, 2024).

The issue had already been raised in the *Action Plan for the Francophonie at the University of Ottawa* published in 2019, which highlighted that “consultations revealed a lack of French resources for students enrolled in courses taught in French [...]” (Cardinal, 2019, p. 27) Two

years later, in a report on the progress of the action plan, it is noted that “many educational resources, including teaching materials and software, are only available in English.” (Office of the Vice-President, International and Francophonie, 2021, p. 20). It is recognized that the insufficiency of material in French is an equity issue. Participants in the 2021 consultations argued that this lack “significantly reduces the quality of the Francophone student experience [and] unfortunately [...] leads to the creation of two categories of students who simply do not have the same rights.” (Office of the Vice-President, International and Francophonie, 2021, p. 7).

In 2022, the report of the “Bilan des États généraux sur le postsecondaire en contexte francophone minoritaire” clearly indicated the persistent lack of culturally and linguistically adapted educational resources for Francophone and Acadian communities (Association des collèges et universités de la francophonie canadienne & Fédération des communautés francophones et acadienne du Canada, 2022). It is noted that the absence of adapted material reduces the relevance of learning situations as well as the possibilities for identity construction. The scarcity of adapted resources leads to injustices that can take various forms, including linguistic insecurity. To try to address the problem, it is reported that educators develop their own resources, in isolation, which adds to their workload and is not recognized.

These resources could be OER. From 2020 to 2024, 51 OER in French were created by authors at the University of Ottawa. Nearly 60% of these resources are translations from English, and more than half of the French-language OER (53%) stem from bilingual projects for which the English version was created first. As for eCampusOntario, the Open Library (where most of the University of Ottawa OER are also indexed) had 112 open educational resources in French deposited between January 2020 and December 2024 (eCampusOntario, 2024c). Through its Virtual Learning Strategy launched at the end of 2020, the consortium supports collaborative digital design projects, including the creation of OER, in postsecondary institutions in the province with an investment of \$70 million, which doubles the number of items in the Open Library, including OER in French (eCampusOntario, 2023, 2024d). Finally, following a needs analysis of educators and students in Francophone universities and colleges that highlighted the persistent gap between the two languages, in 2023-2024, eCampusOntario invested in the translation of several English resources to “bridge these gaps and achieve greater equity between Francophone and Anglophone institutions.” (eCampusOntario, 2024a, p. 15).

Despite some awareness that OER represent a way to overcome the limitations of a small Francophone market, the production of open educational resources in French at the University of Ottawa since the beginning of the OER Program to meet this need remains modest.

Effectiveness

The five questions on effectiveness focus on the achievement of anticipated results and observed behavioural changes in the target population for the intervention, namely the faculty and instructors whose use of OER would benefit students.

Tools and Services

Although the use of the *OER by Discipline Guide* and its French version has decreased over the past two years, with more than 9,200 visitors worldwide and 22,600 pages viewed since their publication in 2021, this tool meets a need to find OER. Among survey participants, 46% said they consulted these guides to find OER in their field. It is also noted that OER in mathematics and statistics are particularly in demand in both French and English, as well as those in computer science and electrical engineering. In French, resources in physics and French literature are particularly sought after.

Another tool available to University of Ottawa educators, but also freely accessible to all, are the OER pages on the Library's website. In general, the English pages are more visited than the French ones, but for both versions, the homepage is the most visited with a monthly average of 91 and 38 visits. The English page of the OER Grant is also among the most visited, followed by the French page for Open Education Week. Among the survey respondents, 68% reported having consulted the OER pages on the Library's website.

Regarding the consultation service, there is an increase in the number of information interactions between people affiliated with the University of Ottawa and the librarian responsible for the OER Program, totaling more than 300 interactions via email, virtual meetings, or in person, with an annual average of 72. An increase is observed in August, December, January, and February each year, during the final preparations for the start of the academic year and during the proposal period for the OER Grant awarded in March. Among survey respondents, 54% indicated having communicated with the open education librarian for questions related to OER or affordable course materials. Regarding the nature of the questions asked during these interactions, 70% were about copyright and licences, the OER Grant, using Pressbooks, or indexing an OER.

As for digital solutions, Pressbooks and the H5P Studio provided by eCampusOntario are two bilingual systems commonly used to create and host OER, for which the open education librarian offers training and technical support. Since the Library joined the "Growth Plan" in December 2020, allowing access to Pressbooks through the University's single sign-on, the number of activated accounts for this platform skyrocketed from 8 to 94, reaching 406 by the end of April 2024. Although users do not only create OER, the institutional Pressbooks network now has 178 books, of which 58 (33%) are published under an open licence. Access to H5P Studio to create activities requires individual registration using an email address from an eCampusOntario member institution. Since 2020, the number of activated accounts at the University of Ottawa has increased by about 100 per year, from 106 to 419 by the end of April 2024. For these two platforms, the increase in the number of activated accounts coincides with workshops offered by the open education librarian through TLSS.

OER Grant

Experience and Perceptions:

Among the 16 survey respondents who applied for the grant, 14 agree that the criteria are clear and fair, and 15 believe that the application process is transparent. Of these 16 people, 13 received the OER Grant, which could explain the high level of satisfaction. In the comments,

interviews, and final reports of recipients, the “incredible” help of the research librarians, the “fantastic” support and guidance of the open education librarian, as well as her availability and expertise in OER and copyright, are noted. It is also observed that positive interactions with the OER Program in general have raised awareness of librarians’ expertise in several areas.

Individuals who submitted a grant application nevertheless suggest some changes. In the survey and interviews, suggestions include peer learning opportunities among recipients, greater openness to projects led by students, more detailed feedback for unsuccessful applications, less emphasis on high-enrolment courses, and an increase in funding to take advantage of the design and production services of TLSS to create more interactive and engaging resources, complete a more ambitious project, or allow faculty members to obtain teaching releases to fully dedicate themselves to the project. It is noted that video production and translation are expensive, forcing OER creators to do the work themselves or find additional funding. More support is also requested to plan peer reviews, promotion, and dissemination of the OER.

A recurring criticism concerns the actual eligibility of part-time professors. As lecturers, they may have more time to devote to OER creation, but their financial situation is often precarious. However, any form of remuneration for the project leader is not an eligible expense under the OER Grant. Also, not knowing from one term to the next which courses they will teach, they cannot guarantee that the proposed OER will indeed be used in a specific course. These two criteria particularly penalize these educators. Additionally, when they receive a grant, they do not have access to the type of account needed to manage the funds and must find a faculty member to accept and administer the money on their behalf. This is a complicated arrangement that adds to the disadvantages of being a part-time professor.

Regarding the Library’s non-financial support for recipients, out of a total of 25 projects that should have been completed by April 30, 2024, 80% used the indexing service to disseminate their OER, 52% received training or technical assistance for Pressbooks, and 32% sought advice on copyright and licences. However, the availability of these services, the support of the open education librarian, and the level of funding have not contributed to the completion of projects within the prescribed deadlines. Recipients have 12 months, corresponding to the fiscal year, from May 1 to April 30 of the following year. Only four projects were completed within this period. Five projects were abandoned or are still in development. The remaining 16 projects took an average of just over 17 months to be completed. Among the reasons for these delays, the final reports cite disruptions caused by the COVID-19 pandemic, difficulties related to hiring students or consultants, a busy schedule, tasks more demanding than anticipated, the time needed to master new applications, a shortage of funds, and course or curriculum changes requiring recipients to adapt their OER accordingly to keep them relevant.

Among the 20 projects completed by the end of 2024, 13 (65%) produced an OER in French only, and seven led to a bilingual resource. It is noted that six of these bilingual OER were first created in English. Regarding OER produced for a high-enrolment course, i.e., an introductory or 1000-level course, 50% meet this criterion, including six for courses in French. Finally, 13 (65%) of the completed OER can be adopted in several courses or sections of a course.

Among the 13 respondents who received the grant, six report that they use their OER in the intended course(s), five say that it is used in other courses or sections of a course at the University of Ottawa, and five indicate that it is used beyond the institution.

Benefits for Students:

Students benefit from the OER Grant in at least two ways. First, most of the 36 projects supported since 2020 allocate a significant portion of the funds to hiring students, allowing them to earn a salary as research assistants. In fact, 83% (30) of the projects that received the grant involve hiring assistants to perform specific tasks. Some recipients indicate in their final reports that they considered these employees as full partners, playing a leading role in the design of the OER, but most research assistants are not considered co-authors. Only three of the funded projects so far rely on student participation in content development as part of a course assignment, contributing case studies, for example, in a spirit of co-creation (often considered a key practice in open education to foster engagement) or “Students as Partners” (Cronin, 2017; Healey et al., 2014; R. Jhangiani et al., 2024; Lachaine, 2023). Two video projects in social work feature students as actors.

The 21 educators who indicated in the survey that they use an OER in at least one course report various benefits for students. Eighteen (86%) of the respondents believe that OER save money and facilitate access to and use of course materials. Nearly a third believe that OER present content more relevant to the demographic and lived experience of learners. Finally, five (24%) think that students using an OER show increased interest in the subject matter, have better grades, and are more satisfied with the course.

The most common measure of OER impact is the savings generated by their use instead of a commercial textbook. This is a very imperfect measure that does not consider non-quantifiable effects of OER and relies on disparate and incomplete data. Moreover, how to calculate savings if the OER does not replace a paid resource? The results are therefore approximations. Despite these limitations, it can still be said that the use of OER represents significant savings for students at the University of Ottawa.

eCampusOntario has a mechanism to report the adoption of an OER and provides data on the savings achieved at the provincial and institutional levels. For the University of Ottawa, 21 adoptions have been voluntarily reported by educators since 2018. It is estimated that 8,132 learners have benefited from an OER, saving them more than \$700,000 (eCampusOntario, 2024b).

As for the savings achieved by OER produced with the Library's grant, it should first be noted that of the 20 projects completed by the end of 2024, only four aimed to replace a paid resource. The list of six OER projects for which the cost of the commercial material, the period of use, the course, and the number of enrolments are known or can be estimated is found in Appendix B. For OER that replace a paid resource (projects 3, 4, and 5), \$24,865 was invested through the grant, and savings of more than \$260,000 were achieved. Using the average cost of materials per course at the University of Ottawa to also include OER that do not replace a commercial textbook (projects 1, 2, and 6), students saved more than \$400,000 with an investment of \$39,836. It can

therefore be said that every dollar invested in an OER project funded by the Library allows students to save at least \$10.

Change in Behaviour:

Most respondents (86%) report knowing about OER since their participation in the program. In fact, 29% now consider themselves specialists. Regarding the program's influence on how they choose course materials, only three people believe the initiative had no impact. Conversely, 61% (17) report creating free course materials (OER or other) and 54% (15) say they first look for free or low-cost resources before considering commercial materials. A little over 60% of the 28 participants state that their interest in OER is primarily motivated by a desire to reduce student expenses, closely followed by a lack of educational resources in French or in their teaching area (57%), which closely aligns with the program's two ultimate goals. The availability of funds to use, adapt, and create OER and a desire to have more control over the content of educational materials motivate at least half of the respondents. Among the 21 people who indicated that they use an OER in at least one course, 15 say it is to reduce costs associated with a paid resource, while about half do so to offer students a resource adapted to the course in the absence of a commercial resource.

Furthermore, they see benefits not only for students but also in their teaching practices. Thus, among the 21 people using OER, 15 (71%) say they allow them to easily combine or remix various educational resources, and 13 (62%) indicate they can update and adapt content more easily. Only one person believes that using an OER brings no advantage.

Finally, although the production of OER involves challenges such as a heavy workload or too many priorities to dedicate time to it, insufficient financial support, and a lack of recognition from the institution, 15 respondents confirmed having adapted or created their own OER with the help of the Library Grant, funds from the Office of the Provost and Vice-President of Academic Affairs for French educational resources, eCampusOntario, or their research funds. Although some admit not wanting to repeat the experience mainly due to lack of time, the creation of one OER often inspires another. At least 17 OER authors at the University of Ottawa have led or actively contributed to more than one project.

It is therefore observed that the OER Program, particularly its grant component, has indeed contributed to the creation of OER in French. However, regarding the promotion of a culture of creation in French, the impact of the grant is more modest: bilingual OER are most often first created in English, and translations from English are not necessarily culturally adapted to the Francophone minority context.

Efficiency

Finally, the last question on efficiency aims to evaluate the management of the program's human and financial resources and determine if they are sufficient to achieve expected results.

An open education librarian interim position was created in October 2021 to coordinate the OER Program, but uncertainty around its renewal complicated the planning and implementation of intermediate and long-term activities. The level and nature of assistance provided by students and

support staff also proved difficult to predict. The turnover and integration of new people each term contributed to a certain instability. As shown in Table 3, after the first year of the open education position, the number of full-time equivalents continued to decrease (reaching 1.25 FTE in 2023-2024) while the workload associated with supporting OER Grant recipients continued to increase.

Table 3. Positions and number of full-time equivalents (FTE) at the Library dedicated to the OER Program, 2020-2024

Positions	2020-2021	2021-2022	2022-2023	2023-2024
Open education librarian – Program coordinator (full time)		1.0	1.0	1.0
Librarians with other responsibilities (full time)	1.25	0.60		
Support staff				0.25
Students – CO-OP (560 hours per contract)	0.33	0.33	0.66	
Students – Research assistantships (130 hours per contract)	0.25	0.25		
<i>Total</i>	1.83	2.18	1.66	1.25

Indeed, since the inaugural offering of the OER Grant in 2020, available funds have increased from \$15,000 to nearly \$77,000 (Table 4). Depending on the year, these funds came from the budget of the Open Scholarship and Digital Initiatives division, the Library's surplus (“Envelope 2”) with the authorization of the Provost and Vice-President of Academic Affairs for Pilot Project 1 (2021-2023) and Pilot Project 2 (2023-2025), the ECO envelope (“Entente Canada-Ontario” for Francophone support), and eCampusOntario (grant for Open Education Week 2024).

Table 4. Funds available for the OER Grant, 2020-2024

Year	Funds available
2020	\$15,000
2021	\$20,000
2022	\$40,000
2023	\$66,000
2024	\$76,900
<i>Total</i>	\$217,900

Based on available funds, the maximum amount allocated per project changed from \$5,000 for all types of projects during the first three years to \$1,000 for the adoption of an existing OER, \$5,000 for an adaptation, and \$7,500 for the creation of an OER in 2023. Due to the lack of interest in the available funds for adoption, in 2024, the maximum amount for an adaptation increased to \$6,000. The number of projects supported each year also increased from three in 2020 to 11 in 2024. In total, \$217,900 were available, which corresponds to 49% of the funds requested in the proposals. Generally, as available funds increase, the number of proposals also increases, from ten in 2020 to 25 in 2024. Since 2020, 76 proposals have been submitted, and 47% (36) of the projects received a grant.

However, insufficient and uncertain human resources continue to have a direct impact on the achievement of planned activities. Indeed, the OER Program presented to the Library's executive in 2020 was ambitious, inspired by OER initiatives at other academic libraries in North America, and relied on partnerships with other units and services at the University of Ottawa that did not materialize. Of the 25 planned activities in the program, including offering training to educators, increasing the presence of OER on the Library's website, developing a communication and outreach strategy with faculties, organizing an OER creation sprint, and supporting a policy recognizing contributions to open education in the tenure and promotion process of faculty members, 36% were completed and 32% were partially completed (Brunet & Brown, 2020).

As for the 18 recommendations proposed in the 2021 report of the Open and Affordable Learning Materials Working Group, barely 11% were completed (developing expertise and supporting the use of Pressbooks and H5P Studio, and increasing grant funding to encourage the creation of bilingual or French OER) and 50% were partially completed (Open & Affordable Learning Materials Working Group, 2021).

Although more than half of planned activities (68%) and proposed recommendations (61%) were fully or partially completed, the OER Program's priorities had to be adapted based on available human resources, forcing the open education librarian to limit her activities in 2023-2024 to focus more on the OER Grant and support for recipients. A larger number of projects represents more administrative tasks related to fund transfers, more training and technical support for recipients and the students they hire, and generally more online consultations and regular email follow-ups to ensure sound project management. Combined with growing interest in affordable course materials, this means that questions from members of the university community and opportunities to promote OER are more numerous while resources are scarcer. For this reason, some activities and recommendations had to be abandoned along the way. Such a complex initiative that relies almost exclusively on the efforts of a single resource cannot reach its potential. Finally, the OER Program no longer has the Library's surplus to fund its activities and the open education librarian position after the 2024-2025 fiscal year.

Conclusion and Recommendations

The Library's OER Program addresses a persistent need for affordable course materials and educational resources adapted to the Francophone minority context of the University of Ottawa. Textbook costs remain a challenge for students, who then turn to more or less satisfactory substitutes or do without the materials. The lack of educational resources in French persists, and affordable quality alternatives in either of the two official languages are still limited or unknown. Regarding the effectiveness of the intervention, a change in behaviour is observed among program participants. They increasingly use affordable alternatives, including existing OER or those they created themselves, and moderately use the tools, consultation service, and digital solutions offered by the Library. The grant has encouraged about thirty people to produce OER, most of which simultaneously correspond to the three types of projects particularly encouraged. Students benefit from this financial incentive by being hired as research assistants and saving a little more than \$10 for every dollar invested by the Library. Nevertheless, a restructuring of the

grant program is necessary to improve its management and facilitate the completion of projects on schedule.

Despite generally positive results, the OER Program does not have the necessary human resources to achieve the desired intermediate results at the university level. Since its inception, it has mainly relied on one person to raise awareness among multiple stakeholders about open educational resources and support those who show interest in OER in an institution with more than 48,000 students, 1,300 faculty members, and 2,500 part-time professors (Association of Part-Time Professors of the University of Ottawa, 2025; Association of Professors of the University of Ottawa, 2025; Institutional Research and Planning, 2024). Its impact is therefore necessarily less than what the recommendations of the Open and Affordable Learning Materials Working Group suggested. However, while it is impossible to directly attribute all OER developments at the University of Ottawa to the Library, including the creation of certain resources, its contribution to OER advancement from 2020 to 2024 is undeniable.

During the evaluation of the OER Program, a directive from the Ontario Ministry of Colleges and Universities (MCU) sent to the province's public postsecondary institutions in August 2024 has the potential to give a new momentum to initiatives aimed at reducing the cost of course materials and raising interest in OER. Stemming from the *Strengthening Accountability and Student Support Act, 2024*, this directive requires, among other things, that the price of required and recommended textbooks and other educational resources be indicated in all course syllabi starting in January 2025. It also recommends encouraging faculty members to use OER (Dunlop, 2024). This new provincial requirement confirms the relevance of the OER Program and adds to the observations underlying the following recommendations.

If the Library deems it desirable to continue playing a role in affordable educational materials and OER, the evaluation results indicate that modifications and improvements are necessary in terms of resources and leadership at the institutional level, the grant program, and data collection to make the intervention viable in the medium and long term.

1. Resources and Leadership

The current funding for the OER Program is coming to an end. Without a full-time position dedicated to OER, the Library must significantly reduce its support. Moreover, as long as this support remains confined to the Library, these efforts will be a drop in the ocean. Although OER and affordable course materials are mentioned in the University's strategic plan, genuine support at the leadership level is still lacking. The production of OER remains a personal interest for which creators and their collaborators are not adequately compensated or even recognized. For OER to become a common practice, their production and use must be recognized within key processes, including tenure and promotion, and other advancement opportunities. It is also recommended that the University more actively promote OER created by its staff to not only normalize the creation and adoption of these educational resources but also to enhance the visibility of the institution, which already supports knowledge mobilization by its researchers (University of Ottawa, n.d.). OER are a way to share the vast expertise of faculty and instructors with the public and even co-create with the community.

Furthermore, the MCU's directive represents an opportunity to refocus the Library's efforts, in collaboration with academic affairs and unions representing educators at the University, to support professors in selecting affordable course materials. It is recommended to implement a structured service leveraging the Library's collections, its course reserve, fair dealing, open educational resources, and other providers of learning materials on campus to coordinate and promote the offering of free or low-cost materials. Such an approach would also encourage the participation of faculty and instructors who are already concerned about students' access to the resources they assign but are not familiar with OER. Indeed, the interviews revealed that some professors use or even create OER without knowing it. They look for free materials, create their own content in the absence of resources in their disciplines, or wish to level the playing field for learners, but openness is not necessarily a factor. In fact, "free" and "open" continue to be conflated, which is also observed in several OER Grant applications. Focusing on affordable course materials would attract more attention from educators and students who recognize above all the free nature of OER.

2. Grant Program

Considering the lack of resources and the difficulty of appropriately supporting multiple projects simultaneously, it is recommended that the grant program be suspended until ongoing projects are completed, allowing the coordinator to support current recipients.

If the OER Grant is to be offered again, the initiative will have to be restructured. To promote the completion of projects, collaboration among educators (within the same department or across disciplines), co-creation with students, integration of librarians, and support from pedagogical specialists should be further encouraged to create projects where everyone contributes their expertise, thereby increasing the chances of success. The number of grants and amounts, eligibility criteria, and administrative process should also be reviewed. A budget of at least \$40,000 and a limit of four funded projects per year are recommended. With a minimum of \$10,000 per project, it would be possible to consider a course release or more substantial support from specialists in educational development and digital learning. A smaller number of projects would also allow for better support from the Library to foster the creation of a true cohort, enabling recipients and their collaborators to learn from each other. Indeed, for many recipients, their strengths lie more in research than in pedagogy, and they learn while creating their OER. Over time, they would become part of a network of OER practitioners, the critical mass missing from the community of practice.

While complying with faculty and instructors' collective agreements and financial procedures at the University, the grant's eligible expenses and administrative process must be revised to allow part-time professors and early-career graduate students to truly access these funds. Unable to pay themselves, these individuals who would otherwise have the desire and ability to create OER are discouraged from applying. The current fund transfer process also poses a problem. Initially, a transfer to a general research account seemed the simplest way for the Library to provide access to the funds. However, this type of account disadvantages part-time professors and students who are not eligible for it. Another way to manage access to the OER Grant funds must be found to democratize and simplify this initiative.

3. Data Collection

Sparse, disparate, and incomplete data complicate the ability to measure the impact of an intervention. To evaluate affordable learning initiatives, it is essential to establish a process to ensure more consistent data collection. As it is now required to report annually the percentage of courses indicating the cost of learning materials in their syllabus as per the MCU's directive, the University has the opportunity to establish a data collection mechanism that could include the adoption of OER. Such a process should be developed in collaboration with the Library and respect the rights of faculty and instructors. It is also recommended to take advantage of this new regulation and the interest it generates in affordable course materials to promote data sharing and collaboration with the Campus Store, allowing professors to make informed choices from a range of options.

Appendix A. Evaluation Matrix

Evaluation Questions	Indicators	Success Thresholds/ Judgement Criteria	Data Sources	Methods
Relevance				
1. To what extent does the cost of course materials affect their accessibility for postsecondary students in Canada?	Impact of the cost of course materials on postsecondary students at various Canadian institutions	Students report feeling the impact of the cost of course materials, whether academic, financial or otherwise	Data from Canadian postsecondary institutions (reports and articles)	Secondary data analysis
2. What are the needs of University of Ottawa students for affordable course materials, and how have these needs changed since the OER Program was first implemented?	(a) Average cost of course materials assigned at the University of Ottawa in the first year of undergraduate programs (b) Course material expenses reported by students (c) Proportion of the student population who report having to purchase commercial textbooks (d) Student perceptions of assigned course materials	(a) Average cost for all programs surveyed since fall 2019 (b) Reported expenses from winter 2018 to winter 2023 (c) Students report that they have not purchased commercial textbooks and have access to quality alternatives (e.g. OER, readings in the learning management system, professor uses the Library's course reserve service) (d) Some students report having to purchase commercial textbooks	(a) Administrative data on the cost of course materials since fall 2019 for the suggested first-year course sequence of undergraduate programs with the highest enrolment, by faculty (b) and (c) "Textbook Broke" campaigns with students from 2018 to 2023 (c) and (d) February 2023 textbook affordability survey of undergraduate students represented by the University of Ottawa Students' Union (UOSU) (secondary data)	Secondary data analysis
3. What are the needs for educational resources in French in Canada's Francophone minority context, and how have these needs evolved among University of Ottawa students	(a) Lack of French-language educational resources adapted to the minority Francophone postsecondary context	(a) Mentions in reports of bilingual and Francophone postsecondary institutions in a minority context (b) Number of OER created in French at the University of Ottawa since 2020	(a) Reports on the Francophonie at the University of Ottawa and reports on postsecondary education in a Francophone minority context (public documents)	(a) and (b) Document analysis (c) and (d) Secondary data analysis

Evaluation Questions	Indicators	Success Thresholds/ Judgement Criteria	Data Sources	Methods
since the OER Program began?	(b) Number of OER created in French at the University of Ottawa (c) Number of OER in French available in the eCampusOntario Open Library (d) University of Ottawa students' perceptions of resources assigned in courses taught in French	(c) Number of OER in French available in the eCampusOntario Open Library since 2020 (d) University of Ottawa students report having access to resources in French in their courses	(b) Administrative data (c) eCampusOntario activity reports (public documents) (d) February 2023 textbook affordability survey of undergraduate students represented by the University of Ottawa Students' Union (UOSU) (secondary data)	
Effectiveness				
4. To what extent are the tools, services and digital solutions developed as part of the OER Program being used?	(a) Number of activated Pressbooks accounts (b) Number of activated H5P Studio accounts (c) Number of <i>OER by Discipline Guide</i> page views and visitors (d) Number of views and visits to OER pages on the Library website (e) Number and nature of OER-related internal information interactions	(a) Increase in the number of Pressbooks accounts activated since the start of the Program (b) Increase in the number of H5P Studio accounts activated since the start of the Program (c) Number of page views and visitors per year and top five most visited disciplines (d) Number of views and visits since the publication of OER pages (e) Number of interactions per year, with some months being busier and involving several aspects of OER (e.g. searching for existing OER, hosting/repository,	(a) and (b) eCampusOntario data (administrative data) (c) Pressbooks Analytics data (IT data) (d) Drupal Analytics (IT data) (e) Open education librarian's internal information interactions statistics (administrative data)	Secondary data analysis

Evaluation Questions	Indicators	Success Thresholds/ Judgement Criteria	Data Sources	Methods
		indexing/cataloguing, copyright and licensing)		
5. What is the experience of faculty and instructors who have submitted a proposal for the OER Grant?	(a) Perceptions of grant recipients (b) Perceptions of unsuccessful applicants (c) Turnaround times for supported projects and interventions by the Library	(a) Recipients have a positive opinion of the Grant (allocation process and support) since 2020 (b) Non-recipients are satisfied with guidelines, process and communication (c) Recipients have taken advantage of the Library's services and completed their projects on time	(a) and (b) Faculty and instructors who interacted with the OER grant (recipients and unsuccessful applicants) (c) Final reports from Grant recipients	(a) and (b) Survey and semi-structured interviews with faculty and instructors who interacted with the OER Grant since 2020 (c) Secondary data analysis
6. To what extent has the OER Grant contributed to the creation of OER in French, used in a course with a high enrolment rate or that can be used in multiple courses or sections?	(a) Number of OER created first or only in French with the help of the Grant (b) Number of OER created for a course with a high enrolment rate (1000 level, introduction) (c) Number of OER created that can be used in several courses or sections	(a) A majority of OER are initially created in French first or only in French (b) A majority of OER are created for a course with a high enrolment rate (1000 level, introduction) (c) A majority of OER are created for use in multiple courses or sections	Proposals and final reports submitted by recipients (administrative data)	Secondary data analysis
7. To what extent do University of Ottawa students benefit from projects supported by the OER Grant?	(a) Number of OER projects supported by the Grant involving student hiring or student participation in a course (b) Saving achieved in courses using Library-supported OER	(a) Half of the projects supported hire students (b) Projects supported by a grant have saved at least \$400,000 since 2021	(a) and (b) Proposals and final reports submitted by recipients (administrative data) (b) Adoptions reported to the open education librarian (administrative data)	Secondary data analysis

Evaluation Questions	Indicators	Success Thresholds/ Judgement Criteria	Data Sources	Methods
8. Among faculty and instructors who have interacted with the OER Program, to what extent has there been a change in behaviour regarding the use of OER?	(a) Perceptions of faculty and instructors of OER in university teaching (b) Number of existing OER used in courses taught by faculty or instructors (c) Number of OER adapted or created for courses taught by faculty or instructors	(a) Faculty and instructors report a positive opinion of OER since their interaction with the Program (b) Faculty and instructors report using an existing OER in a least one course (c) Faculty and instructors report that they have adapted or created OER themselves, or are in the process of doing so for one of their courses	Faculty and instructors who interacted with the OER Program	Survey with faculty and instructors who interacted with the OER Program since 2020 Semi-structured interviews with a sample of survey respondents who interacted with the OER Program since 2020
Efficiency				
9. To what extent does the OER Program have the necessary resources to carry out its planned activities?	(a) Number of proposals submitted for the OER Grant and number of projects selected (b) Total funds available for the OER Grant and total funds requested in proposals (c) OER Program activities planned and completed (d) Number of Library full-time equivalents dedicated to the OER Program	(a) Number of proposals submitted has increased each year since 2020 (b) Total funds available for the OER Grant have increased each year since 2020 (c) More than half of planned activities have been completed or partially completed (d) Two full-time equivalents at the Library are dedicated to the OER Program	(a) and (d) Administrative data (b) Financial data (c) OER Program Plan (May 2020) (administrative data) (c) and (d) Report and recommendations of the Open and Affordable Learning Materials Working Group (2021) (public document)	Secondary data analysis

Appendix B. Savings realized with Grant-funded OER, 2021-2024

	OER Project	Grant Amount	Cost of Commercial Resource (before tax)	Year of Use	Course	Enrolments	Savings
1	Translating for Canada, eh?	\$4,992	\$138.37*	2021-2022	TRA 1301	150	\$20,755.50
			\$155.77*	2022-2023	TRA 1301	150	\$23,365.50
			\$145.68*	2023-2024	TRA 1301	150	\$21,852.00
	Vous traduisez pour le Canada?		\$103.53*	2021-2022	TRA 1501	105	\$10,870.65
			\$113.07*	2022-2023	TRA 1501	105	\$11,872.35
			\$121.69*	2023-2024	TRA 1501	105	\$12,777.45
2	L'argumentation juridique	\$4,979	\$113.07*	2022-2023	CML 1611	80	\$9,045.60
			\$121.69*	2023-2024	CML 1611	80	\$9,735.20
3	En avant les espaces vectoriels : une introduction à l'algèbre linéaire	\$5,000	\$122.95†	2022-2023	MAT 1741	630	\$77,458.50
			\$122.95†	2023-2024	MAT 1741	630	\$77,458.50
4	Introduction à la biologie cellulaire et moléculaire	\$14,865	\$137.95†	2023-2024	BIO 1540	545	\$75,182.75
5	Manuel ADM1770 – Applications des technologies de l'information en gestion	\$5,000	\$40.00†	2023-2024	ADM 1770	800	\$32,000.00
6	GIS and the Digital Earth Labs	\$5,000	\$145.68*	2023-2024	GEG 2320	120	\$17,481.60
	Labos SIG et la Terre numérique		\$121.69*	2023-2024	GEG 2720	30	\$3,650.70
						Total	\$403,506.60
						Total for OER replacing a commercial resource	\$262,099.75

* Average cost per course when not replacing a commercial resource

† Cost of the commercial resource being replaced

Source: Final reports, OER Grant (2022-2023) and List of uOttawa OER

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