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*Peer-Reviewed Article*

## Evaluating a Statewide OER Repository on the Hyku Platform: Value, Usability, Cost, and Administration

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### ABSTRACT

As the number of open educational resources (OER) has rapidly grown in recent years, a variety of repositories and referatories have been developed to facilitate discovery and usage of them. This article details the results of a pilot study to determine the suitability of Hyku as a statewide repository platform for OER materials and the viability of running such a service long-term in Pennsylvania. Study participants deposited materials in the repository and provided feedback aimed at understanding its value to key stakeholders, assessing the usability of the repository for key stakeholders, evaluating the cost of running the repository, and recommending an administrative structure (e.g., centralized or decentralized approach) for supporting and maintaining access to OER via the repository.

### KEYWORDS

Open educational resources, OER, repositories, Hyku, ALPA

### SUGGESTED CITATION

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## Introduction

As the number of open educational resources (OER) has rapidly grown in recent years, a number of repositories have been created to aid in the discovery and use of these learning objects. Similarly organized sites known as referatories or OER directories link to OER hosted externally in repositories and other websites (Huang et al., 2020; Neumann & Muuß-Merholz, 2016). At the same time, a number of universities provide access to locally created OER content through their own existing institutional repositories (IRs) (Ferguson, 2017; Santos-Hermosa, 2023). Because IRs are often created for storing research outputs, these repositories frequently intermingle teaching and research content, rather than focusing solely on educational resources. Each of these approaches to providing access to OER have benefits and challenges.

This study focuses on one specific OER repository created with a geographic focus on the state of Pennsylvania using the open-source Hyku platform. Hyku is a turnkey repository product intended to work as a scalable, out-of-the-box repository solution (*Hyku FAQ*, n.d.). In 2018, the Partnership for Academic Library Collaboration & Innovation (PALCI) and the Private Academic Library Network of Indiana (PALNI), partnered to develop and pilot an open source, multi-tenant, consortial IR based on the Hyku software. These two consortia collectively represent 94 academic institutions in Indiana, Pennsylvania, New Jersey, West Virginia, and New York. This repository service was designed to allow individual member libraries to use, customize, and brand their own tenants, while building the capacity and functionality required to share underlying infrastructure, hosting, and administration costs across institutions. As of 2023, there are 11 PALCI institutions and 20 PALNI institutions with their own institutional tenants, which are operated on a cost-recovery basis.

In 2021, PALCI initiated development of a tenant within that Hyku repository to serve as a repository for OER on behalf of Affordable Learning Pennsylvania (ALPA), a statewide community of practice in support of textbook affordability and open education in higher education. The initial phase of repository development included the creation of an OER repository work type, a set of metadata fields required for description of OER materials, and a repository needs assessment survey conducted within the ALPA community in 2022. The needs assessment survey was distributed to the ALPA email list of representatives at each participating institution to gain a clearer understanding of the then current use of institutional repositories for housing OER at institutions of higher education in Pennsylvania as well as the potential need for a statewide OER repository service in Pennsylvania. The survey received 28 responses from public institutions (n=10), private institutions (n=15), and community colleges (n=3). Also, OER materials were collected for inclusion in the repository, specifically those materials that were developed as deliverables during the Governor's Emergency Education Relief (GEER)-funded Pennsylvania Grants for Open and Affordable Learning (PA GOAL) program (*PA GOAL*, 2022). From 2018 to 2023, PALCI served as fiscal agent for Library Services and Technology Act (LSTA) grants intended to support the ALPA community. As PALCI's role as fiscal agent for

ALPA came to a close in October 2023, it became necessary to determine the value of the ALPA OER repository to the statewide community as well as potential options for its long-term viability. This article details the results of a pilot study to determine the suitability of Hyku as a statewide repository platform for OER materials and the viability of running such a service long-term in Pennsylvania. Study participants deposited materials in the repository and provided feedback aimed at understanding its value to key stakeholders, assessing the usability of the repository for key stakeholders, evaluating the cost of running the repository, and recommending an administrative structure (e.g., centralized or decentralized approach) for supporting and maintaining access to OER via the repository.

### Literature Review

While there are practical differences between OER repositories and referatories, this study uses the term OER repository to encompass both. Repositories focused solely on OER typically have a geographic (e.g., state, national, or international) or thematic focus. IRs often function in a hybrid nature, intended primarily for research outputs while also storing OER; however, some institutions host repositories solely focused on educational materials (e.g., [ROAM](#), [MDX](#)). According to the directory of open access repositories OpenDOAR, there are (as of January 2023) 879 open access repositories hosting learning objects worldwide, and 793 of those are institutionally situated, while the remainder are disciplinary, governmental, or aggregators (*OpenDOAR*, n.d.). Prior analysis has shown that most OER repositories for higher education are institutionally situated and contain educational resources exclusively, rather than also incorporating research content (Santos-Hermosa, 2023; Santos-Hermosa et al., 2017). This is due in part to the dependence of OER production on institutional funding. Most repositories are based in the United States and Western Europe, which are also the nations that produce the greatest amount of published research on OER (Zancanaro et al., 2015). According to Santos-Hermosa (2023), OER repositories focus more on providing varying degrees of open licensing and the ability to comment on OER than they do on providing granular educational and reuse metadata that facilitate discoverability.

While the number of venues housing OER continues to grow, “preservation of open educational resources is a significant challenge due to the short lifespan of repositories in which they are typically housed” (Hess et al., 2016, p. 130). Friesen (2009) created a list of 13 open repositories that had been created in the prior ten years and noted that with the exception of two government-funded projects, the remainder had each lasted less than three years. Because they provide resources without a direct cost to users, the long-term viability of OER repositories is tenuous in the absence of sustainable funding streams.

Even governmental funding does not guarantee the sustainability of such initiatives. For example, the Orange Grove repository was decommissioned in 2020 after Governor Ron DeSantis vetoed the Complete Florida Plus Program for the 2020-2021 fiscal year (Hebda, 2020). While nearly half of all states in the United States have passed higher education OER

legislation or implemented state-funded initiatives (SPARC, 2021), the extent of these efforts varies widely. For example, states on the U.S. West Coast have passed numerous bills supporting textbook affordability and providing funding for zero-textbook-cost (ZTC) degree programs and the development of OER, such as California's \$115 million appropriation for ZTC and OER in 2021 (Postsecondary Education Trailer Bill, 2021). In contrast, Pennsylvania has not passed any legislation but provided LSTA funding to ALPA from 2018-2023 and \$400,000 in GEER funding for the PA GOAL program from 2021-2022 (*PA GOAL*, 2022). Since the cessation of that funding, no new sources of funding have been identified to further support those initiatives.

Because many universities already have IRs in place for long-term preservation of research outputs, they have increasingly opted to use them for OER preservation as a way to mitigate some sustainability concerns (Ferguson, 2017). This includes R1 institutions, state universities, private liberal arts colleges, and community colleges. Further evidence of this can be seen in the institutions represented in Teaching Commons, an OER referatory that points to IRs on the Digital Commons platform (Bepress, 2024). Additional reasons for using IRs include long-term archiving of updated version of an OER (Hess et al., 2016), the ability to reach internal communities more readily (Yang & Li, 2015), considerations about workflows for ingesting materials (Mitchell & Chu, 2014), and their ability to address storage capacity issues and validate OER creation by placing it in parallel with research outputs (Risque et al., 2020). Given that many faculty and students experience some misunderstandings about the definition of OER, collocating OER with the variety of other materials housed in IRs provide an instructional opportunity to "highlight and communicate what constitutes an OER, how OER can be created and used, and the many ways OER enhances the academic experience" (Hutson et al., 2022).

However, others have noted that IRs may lack the flexibility, visibility, quantity of learning objects, and quality control mechanisms available in other potential platforms (Pirkkalainen et al., 2014; Rolfe, 2016; Santos-Hermosa, 2023; Thompson & Muir, 2020). Many studies have also noted that discoverability presents a substantial barrier to OER adoption (Abeywardena et al., 2012; Allen & Seaman, 2016; Atenas et al., 2014; de los Arcos et al., 2015; Hu et al., 2015; Luo et al., 2020; Mishra, 2017; Perifanou & Economides, 2022). Among the factors that inhibit discoverability are a lack of uniformity in OER metadata and the absence or inaccuracy of metadata descriptions of OER.

While some prior studies have pertained to the Hyku platform, they have focused on cases in which institutions migrated to it as an open-source IR solution to replace proprietary repository platforms, such as Digital Commons (Baird & Meetz, 2022) or CONTENTdm (Wu et al., 2020). Baird & Meetz (2022) described some usability difficulties faced by their users, such as "(a) forgetting to attach files when submitting a work, (b) difficulty correcting or fixing issues with submitted works, (c) account or sign-in issues, and (d) moderation/approval workflow issues" (p. 18). They further identified the challenges of providing more hands-on training,

creating documentation and instructional materials, and corresponding with users in the absence of the support services offered by proprietary repository vendors like Bepress (Baird & Meetz, 2022). As a part of their study, Wu et al. (2020) developed a website and toolkit to assist others in migrating to Hyku (*Bridge2Hyku*, n.d.). They recommended engaging with stakeholders, having a cross-functional team to support migration, and normalizing metadata (*Bridge2Hyku*, n.d.). In contrast with prior research about Hyku, the present study focuses on the use of Hyku as a statewide OER-focused repository solution.

### Methods

After the initial loading of materials into the ALPA repository in 2022 and early 2023, individuals from the ALPA community were invited to participate in a pilot in July 2023 to evaluate the costs and value of running a repository for OER materials created by authors from Pennsylvania and PALCI institutions. Pilot participants were offered \$150 to test and evaluate the Hyku OER repository using PA GOAL materials or materials from their institutions. Testers received a brief (roughly 30 minutes) training via Zoom and were provided with a set of instructions for depositing the materials. After depositing the materials, they completed an evaluation survey on the Qualtrics platform.

The testing was part of an effort aimed at identifying the suitability of Hyku for OER materials and the viability of running the service long-term to demonstrate to grantors the results of affordability efforts statewide. The primary goals included:

1. Evaluate the Hyku OER Repository for its value to key stakeholders, which include:
  - a. Librarians supporting affordability initiatives
  - b. OER producers in Pennsylvania institutions of higher education
  - c. OER adopters in Pennsylvania institutions of higher education
  - d. Funders of OER production/adoption or other affordability initiatives
2. Understand and assess the usability of the Hyku OER Repository for key stakeholders
3. Evaluate the cost of running the Hyku OER Repository
4. Recommend and articulate an administrative structure (e.g., centralized or decentralized approach) for supporting and maintaining access to OER via the Hyku OER Repository

### Pilot Participants

An email soliciting pilot participants was sent to the ALPA Campus Partners email list. Interested individuals were instructed to complete a brief interest form with their contact information in order to schedule a training session for testing the repository. The recruitment

email yielded nine interested individuals, and six of those nine completed the training session and evaluation survey.

The six repository testers represented a cross-section of the Pennsylvania higher education community. The group included two representatives from state-related universities, two from community colleges, one from a Pennsylvania State System of Higher Education university, and one from a private liberal arts institution. Five of the testers were library faculty or staff working in roles either focusing on or in some way related to open education or open repositories, and the one remaining tester was a teaching faculty member.

According to their self-ratings, pilot participants possessed varying degrees of prior familiarity with and knowledge of open repositories prior to this testing experience. Four reported that they had moderate experience with open repositories, while one reported extensive experience and one reported that they had never or only briefly used an open repository. Four also reported that they had previously personally deposited materials in an open repository, while two had not. Four of the testers reported that their institution currently had an IR in which OER materials can be deposited, while the remaining two reported that theirs did not. Of those with such an IR, none of them had a repository on the Hyku platform.

## **Results**

### **Depositing Process**

While testers were given the option of depositing materials from their own institutions into Hyku, all six participants deposited materials provided to them by ALPA. These included course materials that were submitted by participants in the PA GOAL program. This program, which ran from 2021 to 2022, offered mini grants to create open and affordable learning projects at a diverse range of institutions across Pennsylvania, through funding provided by the Governor's Emergency Education Relief Fund (GEER) by the state Department of Education (PDE) through the Office of Commonwealth Libraries (OCL), and managed by PALCI.

When adding new OER, the Hyku interface provides the user with nine required metadata categories, including Title, Creator, Type, Date Created, Audience, Education Level, Learning Resource Type, Discipline, Rights Statement, and License (Figure 1). It also provides optional metadata categories, including License, Abstract, Accessibility Feature, Accessibility Hazard, Accessibility Summary, Additional Rights Information, Administrative Notes, Alternative Title, Bibliographic Citation, Contributor, Description, Identifier, Keyword, Language, Size, Publisher, Related URL, Rights Holder, Rights Notes, Source, Subject, Table of Contents, and Video Embed. Depositors have the ability to add one or more files to associate with a particular work, and a work can be added to one or more collections. Additionally, Hyku provides a variety of sharing and visibility options to provide greater control over access to the materials (Figure 2).

Figure 1

Hyku repository interface for adding new OER.

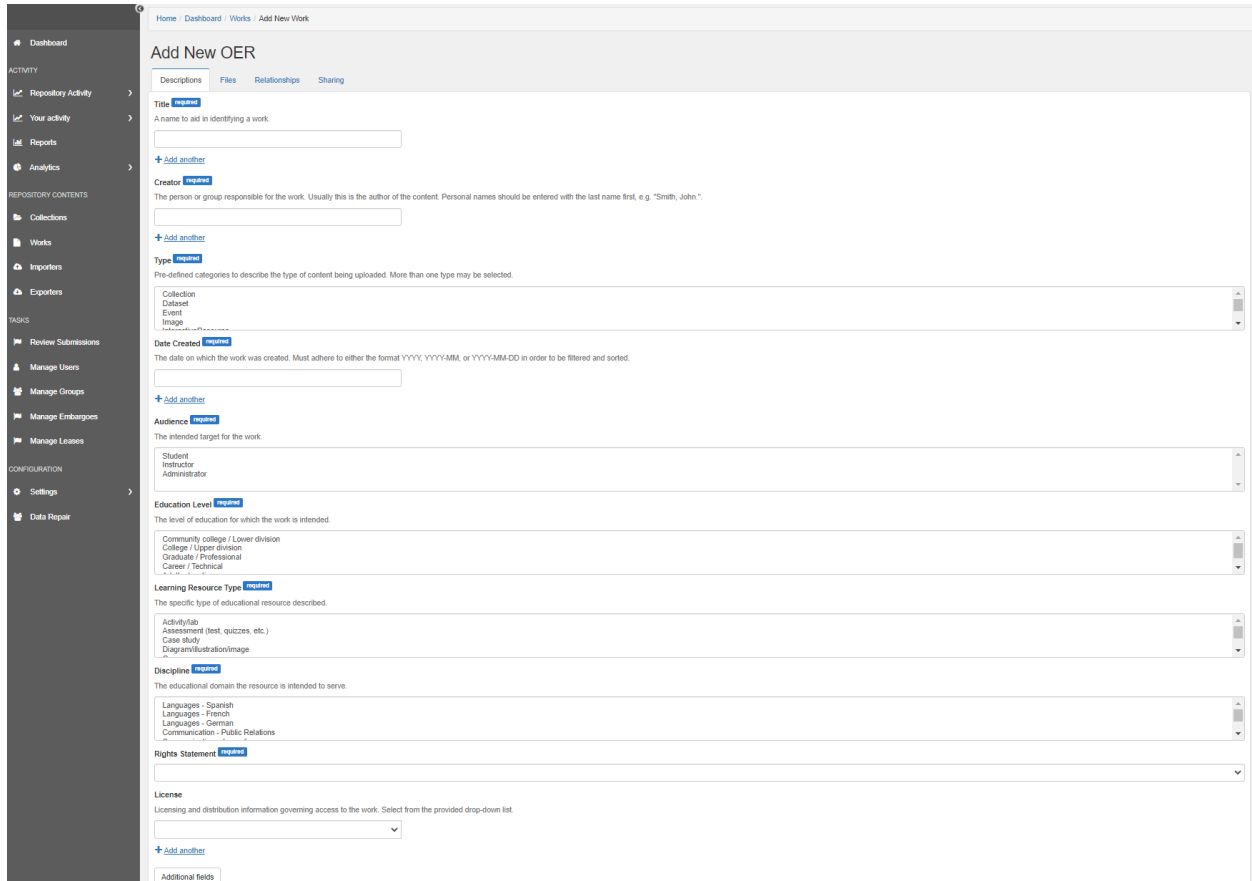
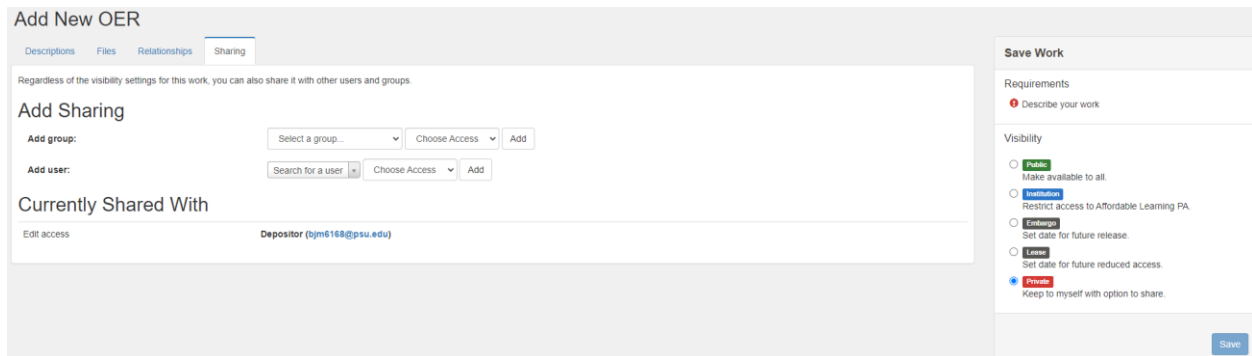


Figure 2

Sharing and visibility settings options interface for OER in the Hyku repository.



All six testers described the ease of depositing materials into the repository as either somewhat easy (n=4) or very easy (n=2). However, they were much more divided in their beliefs about whether the average (in terms of knowledge of and facility with repository platforms)

faculty user at their institution could self-deposit materials in the repository using the instructions that were provided to them. Two (one of which was the teaching faculty member) believed that faculty could accomplish this, two did not, and two were uncertain. They were asked to provide feedback on the instructions, in particular highlighting any elements that were unclear. While the testers generally thought the instructions were largely clear, particularly for those who already have experience with repositories, several suggested that the instructions would need some revision for a scenario in which faculty are self-depositing materials. One tester suggested that the instructions should strike a better balance between being streamlined while also explaining potentially new concepts to better cater to “faculty who may have minimal experience and less innate internal motivation to self-archive.” Another suggested providing instructions for correcting metadata entries after files have been uploaded and for getting back to the main repository dashboard after completing an entry. Testers also wanted further clarification on more nuanced issues, including questions about:

- Preferred file formats for deposited documents
- Standardization of metadata input (e.g., use of capitalization, punctuation, and abbreviations in titles; using a course number vs. course title for deposits; order of listing creators; inconsistencies in choices of target audience for items such as syllabi)
- How to indicate copyright status when copyright has been waived

While the various metadata categories were generally clear to the testers, two indicated that the categories related to copyright were a source of confusion. One of them noted:

The Rights/License categories posed some confusion and uncertainty for me, even as someone reasonably well versed in these topics. There is the potential for considerable ambiguity and personal interpretation in these areas. To my mind, only one field is really needed: license. The license type should resolve the rights status on its own; having a separate rights field can potentially introduce problematic inconsistencies and interpretation.

A tester from a community college questioned the grouping of Community college and Lower division as a metadata option in the Education Level field, noting that in their program and courses they “distinguish between intro courses and upper-level courses all within the community college framework.”

Testers also recommended additional potential metadata fields for future inclusion. Several mentioned the need for versioning information to supplement the existing Creation Date field, with one tester noting that “[w]hile the file upload timestamp can be helpful in this regard, it doesn't necessarily correlate to the date of last revision of the content itself, which is typically the more important data point for the audience.” Two testers suggested that it would be helpful

to include the email address of the creator in order to facilitate contact and community building. One of them recommended that it be included on an opt-in basis.

## Repository Value

In addition to providing feedback on the functionality of the ALPA Hyku OER repository, the testers were also asked to provide input on the perceived value of a statewide OER repository. They were presented with several potential scenarios involving different depositing workflows and asked to rate how likely they or their institution's users would be to deposit materials in the repository. For Scenario 1, in which individuals were required to self-deposit their materials, half of the participants said that their users would be somewhat unlikely to deposit materials, while the remaining half said they would be neutral (n=2) or somewhat likely (n=1). The testers viewed Scenarios 2 (a designated person at each institution would deposit on behalf of their institution's users) and 3 (a designated person at ALPA or PALCI would deposit on behalf of all participating institutions in Pennsylvania) more favorably. In both cases, the majority said their institution's users would be somewhat likely (n=3) or very likely (n=1) to participate, while the remaining two said they would be neutral.

In their comments, the testers indicated that Scenario 1 was the least favorable because it put the greatest burden on individual faculty to deposit their own materials. They indicated that limited time, confusion about metadata entry, and a lack of understanding of the benefits of depositing materials were potential barriers to faculty participation. One tester noted, "We have plenty of challenges getting faculty to self-deposit their scholarly articles in our institutional repository, so I would anticipate even greater challenges getting faculty to deposit their OER." However, even the more favorable scenarios were not without potential drawbacks. As one tester explained:

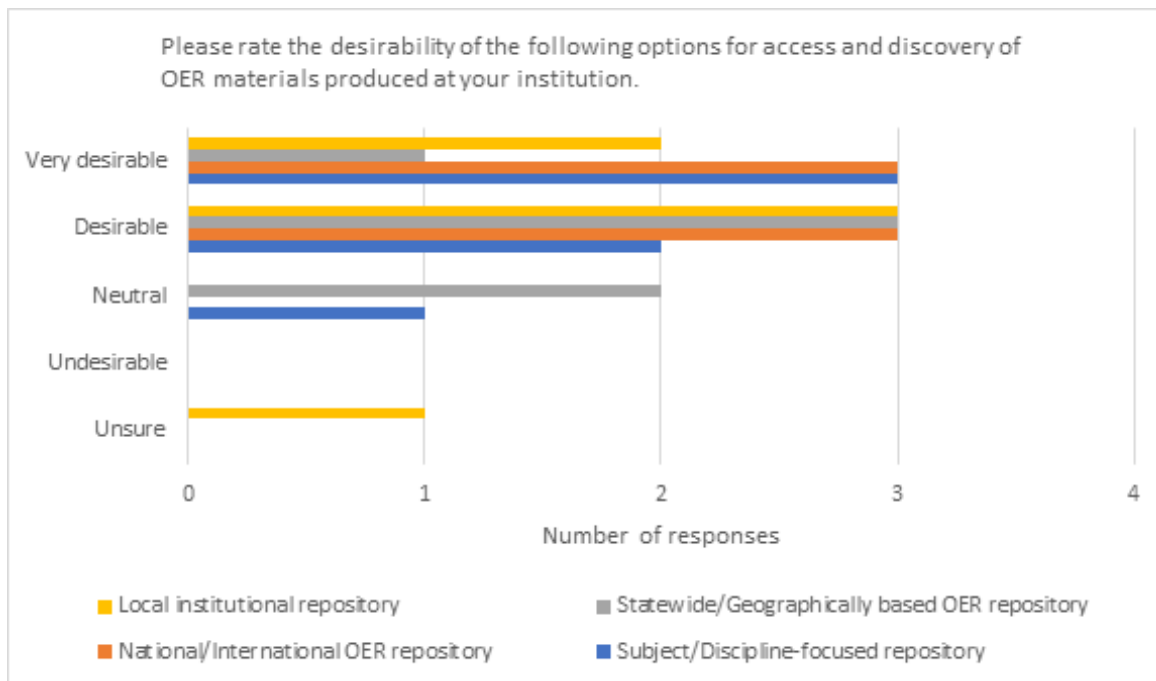
I think faculty would be much more likely to participate if there were a central[ly] designated person to do that. I don't know who that would be. Maybe me, although I'm not exactly rolling in free time. Maybe the admin assistants, although they are stretched extremely thin.

This lack of institutional capacity may necessitate a more centralized approach, along the lines of Scenario 3. However, such a scenario would likely require paid personnel at ALPA or PALCI to perform this work. This cost, in addition to costs related to infrastructure maintenance and support, could potentially result in a situation where institutions are required to pay a fee in order to deposit materials. When asked if they would recommend that their institution pay such a fee to participate, none of the testers answered affirmatively. A third said they would not, while the remainder said they would maybe recommend it. This relative ambivalence to participation in a fee-based system may be in part due to perceptions that a statewide OER repository is less of a priority than other types of repository structures. Testers indicated that they found national/international and subject/discipline-focused OER repositories to be generally more

desirable than statewide and institutional repositories (Figure 3). This preference for national/international and subject/discipline-focused OER repositories over a statewide repository mirrors the results of the 2022 ALPA repository needs assessment survey (Figure 4).

### Figure 3

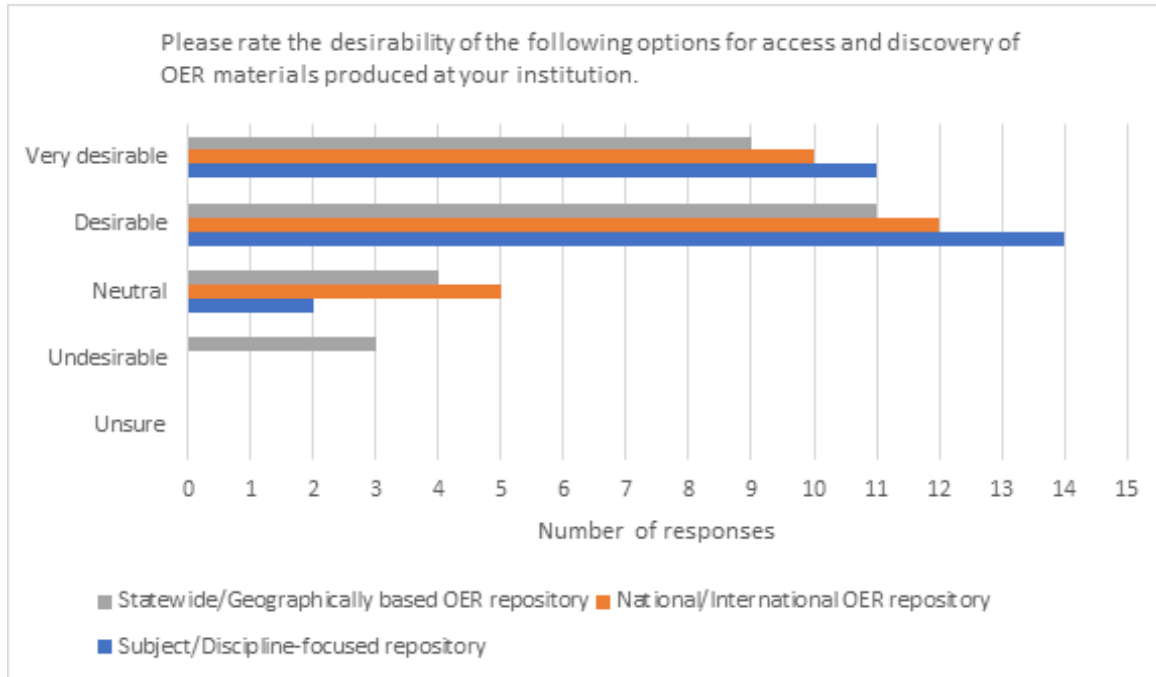
*Testers' perceived desirability of OER repository options.*



*Note.* Six testers were surveyed.

## Figure 4

*Perceived desirability of OER repository options from 2022 ALPA repository needs assessment survey.*



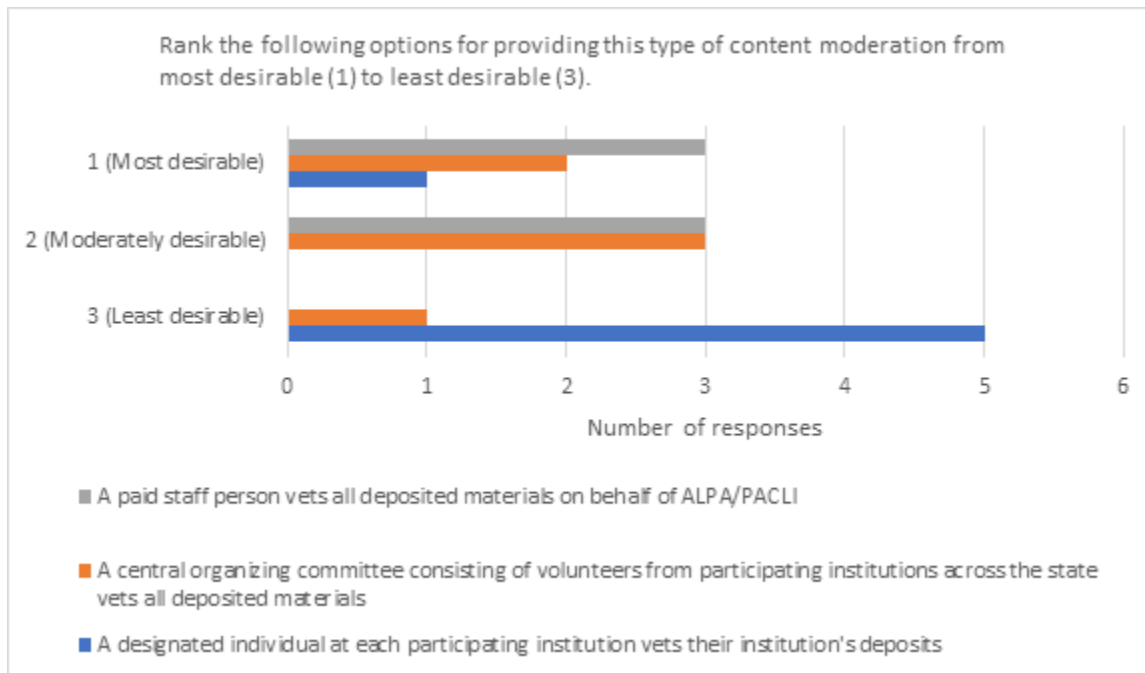
*Note.* 28 people were surveyed.

## Repository Administration

Testers were also asked for their input on how to best administer the ALPA repository, given that materials submitted for deposit would require vetting for appropriateness, accessibility, metadata accuracy, and other relevant concerns. They were asked to rank three possible structures for content moderation, including a paid staff person vetting all materials on behalf of ALPA/PALCI, a central organizing committee of volunteers from participating institutions across the state, and a designated individual at each participating institution vetting their institution's materials. The paid staff option was considered most desirable by the most people, with the central volunteer committee option and the institutionally distributed options following in desirability (Figure 5). These responses were in keeping with prior comments about a lack of institutional capacity.

## Figure 5

*Testers' perceived desirability of repository content moderation structures.*



*Note.* Six testers were surveyed.

Testers were also asked to further explain their rankings. Those who favored the paid staff approach noted that sustaining such an effort would require considerable time and expertise. One tester explained:

Accessibility remediation (particularly of web and PDF resources) can be complex and time-consuming, and to do it adequately requires tools, expertise, and ongoing training. It is to be hoped that technology will improve this situation considerably over time, but until then, such work should be compensated and adequately resourced and overseen by a unified set of best practices and standards, and the best way to do this, in my view, is to hire professionals strictly for this purpose rather than relying on volunteer labor.

While this was the most favored approach overall, one tester expressed a concern that funding for such a position may not be readily attainable. The use of a central volunteer committee was viewed by some as a way of potentially ensuring consistency and incorporating more perspectives into the initiative; however, there were concerns about recruiting a sufficient number of volunteers. While nearly all testers found the institutionally distributed option to be the least desirable, one tester found it to be the most desirable because they believed it would allow those who are “closest to the work and the faculty creating it” to make determinations. However, they also believed it “would be a huge capacity issue for each institution.”

In light of concerns about recruiting volunteers for a central committee, testers were asked if they would be willing to serve on such a committee for a defined period of time, with the understanding that their responses to the question would not commit them to any action. Two of the testers indicated that they would be willing to serve, and the remaining four said they would maybe be willing to serve.

### **Discussion**

The testers' feedback in conjunction with the feedback from the 2022 ALPA repository needs assessment survey suggests that a centralized statewide repository is not the most desirable option, compared to institutional, discipline-focused, and more global repositories. Additionally, concerns about the sustainability of funding to support such an initiative, in the absence of state funding, make it a less viable option. The 2022 survey revealed that the vast majority of respondents were either uncertain about or opposed to participation in a fee-based statewide repository system, primarily due to concerns around costs.

Given that PALCI currently supports 11 institutions and has committed to offering decentralized institutional tenants on the Hyku platform, it would be more feasible to offer a shared OER search across individual institution-branded tenants (in conjunction with PALNI institutions as well, if possible). While this option may not enable participation from as many institutions as a statewide single-tenant OER repository, it is more cost effective, and it eliminates the need for additional paid or volunteer labor to deposit materials and administer the repository. If there is a desire to continue to support and grow the existing single-tenant OER repository, then it will be necessary to determine ongoing costs to run and maintain it, as well as identify potential funding mechanisms and sources.

The decentralized shared search is also consistent with needs indicated in the 2022 survey, in which the co-mingling and searchability of all OER material across institutions and the publication of metadata and/or support for discovery of materials in other OER platforms were rated as more important features for a statewide repository than customization features or institution branding and exposure. This decentralized approach could potentially provide all of these features, whereas customization and institutional branding would be more challenging in a single-tenant statewide repository.

Further exploration of accessibility needs and requirements is also necessary. While testers were asked to provide information about accessibility requirements at their institutions, there were varying degrees of awareness. While some provided links to institutional policies, the policies themselves varied in the level of detail provided. Depending on the future direction taken with the repository, accessibility could be addressed in different ways. If this single-tenant OER repository is continued, it may be best to model accessibility practices based on other notable OER platforms, rather than individual institutional requirements, as the repository will not be hosted on any particular institution's web infrastructure. Conversely, if the more

decentralized approach in which a shared OER search is offered across individual institution-branded tenants, it could be the responsibility of those individual institutions to ensure compliance with their own policies and to communicate with PALCI any unmet needs that require further development.

### **Conclusion**

This study provides preliminary insights into the use of the open-source Hyku repository platform for a statewide OER repository. While the testers who participated in the pilot represented a variety of stakeholder groups within the ALPA community, the number of testers limits the generalizability of the results. Likewise, the fact that only one of the six testers was a teaching faculty member from outside the library limits the conclusions that can be drawn from their feedback. Nevertheless, this study yields valuable design and administration considerations for those using Hyku as a repository solution and for those who are undertaking statewide repository initiatives. As previous studies have indicated, the frequent dependence of OER initiatives on institutional and governmental funding poses a challenge to the long-term sustainability of repositories such as the ALPA repository. While some states have made and continue to make substantial financial investments in OER, open education practitioners in states, such as Pennsylvania, that have not done so must pursue creative solutions to providing discoverability, access, and preservation for OER.

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## Appendix

### Survey Questions

1. What is the name of your institution?
2. What is your job title/role at your institution?
3. What is your email address?
4. Open repositories are digital platforms that hold documents and other media (e.g., open educational resources, research outputs, digitized archival materials) and provide free, immediate, and permanent access to those materials for anyone to use, download, and distribute. How would you rate your degree of familiarity with/knowledge of open repositories prior to this testing experience?
  - a. I've never used an open repository/I've use one briefly
  - b. I have moderate experience with open repositories
  - c. I have extensive experience with open repositories
5. Does your institution have an institutional repository in which OER materials can be deposited?
  - a. Yes
  - b. No
  - c. I don't know
6. *[Display This Question: If Does your institution have an institutional repository in which OER materials can be deposited? = Yes]* Is your institutional repository on the Hyku platform?
  - a. Yes
  - b. No
  - c. I don't know
7. What accessibility requirements exist at your institution for content that it hosts online? Please provide any relevant links to policies if known.
8. The next set of questions refer specifically to your recent experience with uploading materials to the ALPA Hyku OER repository. Prior to this testing experience, have you ever personally deposited materials in an open repository (regardless of whether they were created by you or someone else)?
  - a. Yes
  - b. No

- 
- c. I don't know
  9. Which option best describes the materials you deposited in the ALPA Hyku OER repository?
    - a. Locally produced or curated OER
    - b. ALPA-provided materials (PA GOAL items)
  10. How would you describe the ease of depositing materials into the ALPA Hyku OER repository?
    - a. Very easy
    - b. Somewhat easy
    - c. Neither easy nor difficult
    - d. Somewhat difficult
    - e. Very difficult
  11. Do you think the average faculty user at your institution could self-deposit materials in the repository using the instructions provided to you?
    - a. Yes
    - b. No
    - c. I don't know
  12. Were any of the instructions provided to you for depositing materials unclear? Please explain.
  13. Were the metadata categories clear? Did any of the metadata categories ask you for information that you didn't have or were unsure of? Please explain.
  14. Are there other pieces of metadata not included that you think would be useful for users of the repository? Please explain.
  15. The next series of questions pertain to your perceptions about the value of this repository to you and your institution. How likely would you or your institution's users be to deposit materials in the repository if each individual at your institution had to upload the materials themselves?
    - a. Very likely
    - b. Somewhat likely
    - c. Neutral
    - d. Somewhat unlikely

- e. Very unlikely
16. How likely would you or your institution's users be to deposit materials in the repository if a designated person at your institution were required to upload them?
- Very likely
  - Somewhat likely
  - Neutral
  - Somewhat unlikely
  - Very unlikely
17. How likely would you or your institution's users be to deposit materials in the repository if someone centrally at ALPA or PALCI uploaded them on behalf of your institution?
- Very likely
  - Somewhat likely
  - Neutral
  - Somewhat unlikely
  - Very unlikely
18. If a fee was required in order to include materials from your institution in the repository, would you recommend that your institution pay that fee? Please explain.
- Yes
  - Maybe
  - No
19. Do you envision any barriers that would hinder users at your institution from depositing materials in the repository? Please explain.
20. Please rate the desirability of the following options for access and discovery of OER materials produced at your institution.

	Very desirable	Desirable	Neutral	Undesirable	Unsure
Local institutional repository					
Statewide/Geographically based OER repository					

National/International OER repository platforms and sources					
Subject/Discipline- focused repository platforms and sources					

21. The next set of questions ask you to consider possible ways in which this statewide OER repository could be administered. Materials submitted for deposit in the repository will need to be vetted for appropriateness, accessibility, metadata accuracy, and other relevant concerns. Rank the following options for providing this type of content moderation from most desirable (1) to least desirable (3).
- A paid staff person vets all deposited materials on behalf of ALPA/PALCI
  - A central committee consisting of volunteers from participating institutions across the state vets all deposited materials
  - A designated individual at each participating institution vets their institution's deposits
22. Please explain your response to the previous question.
23. If a central volunteer-based committee moderated content submitted to the repository, would you be willing to serve on that committee for a defined period of time? Your response to this question does not commit you to anything.
- Yes
  - Maybe
  - No
24. Do you have any additional feedback that you wish to share?