



Item: AS-A2

**COMMITTEE ON ACADEMIC AND STUDENT AFFAIRS**  
**Tuesday, August 21, 2018**

**SUBJECT: 2018 TEXTBOOK AND INSTRUCTIONAL MATERIALS AFFORDABILITY  
ANNUAL REPORT**

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**PROPOSED COMMITTEE ACTION**

Request approval of the Textbook and Instructional Materials Affordability Annual Report.

**BACKGROUND INFORMATION**

Pursuant to Section 1004.085, Florida Statutes, the Florida Atlantic University Board of Trustees is required to report to Board of Governors by September 30 of each year, the following, as applicable.

- a. The selection process for general education courses with a wide cost variance and high enrollment courses;
- b. Specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials;
- c. Policies implemented regarding the posting of textbooks and instructional materials for at least 95% of all courses and course sections 45 days before the first day of class;
- d. The number of courses and course sections that were not able to meet the posting deadline for the previous academic year;
- e. Any additional information determined by the Chancellor.

**IMPLEMENTATION PLAN/DATE**

N/A

**FISCAL IMPLICATIONS**

N/A

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**Supporting Documentation:** Textbook and Instructional Materials Affordability Annual Report

**Presented by:** Dr. Bret Danilowicz, Provost and VP for Academic Affairs

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**State University System of Florida  
Textbook and Instructional Materials Affordability  
Annual Report  
Statutory Due Date: September 30**

Florida Atlantic University  
University Submitting Report

Fall 2017, Spring 2018  
Semester(s) Reported\*

<u>Date Approved by the University Board of Trustees</u>	<u>Signature of Chair, Board of Trustees</u>	<u>Date</u>
<u>Signature of President</u>	<u>Date</u>	<u>Signature of Vice President for Academic Affairs</u>
		<u>Date</u>

**\*Report Fall and Spring data separately to allow for Fall to Fall semester comparison and Spring to Spring semester comparison.**

*Definitions:*

- *Wide cost variance is defined as a cost per course section of \$200 or more over the median cost of textbooks and instructional materials for the same course.*
- *High enrollment is defined as the top 10% of courses ordered by headcount enrollment.*

**1) Required and Recommended Textbooks and Instructional Materials for General Education Courses**

**a) Report on the course sections identified as wide cost variance and include the number of course sections within a course (*n*). An explanation may be provided for sections with wide cost variance (e.g. honors course, economics text for two courses).**

*Methodology: Identify the average cost for textbooks and instructional materials for all course sections of a course. Exclude sections with Open Educational Resources (OER) or no required materials from wide cost variance analysis. Course sections with a cost of \$200 or more over the median cost are considered wide cost variance.*

- Required (Req) Textbooks and Instructional Materials
- Recommended (Rec) Textbooks and Instructional Materials

General education courses at FAU are defined as courses in the Intellectual Foundation Program (IFP). A statistical analysis was done on the costs of all textbooks and instructional materials for these courses; fall 2017 (n=60), spring 2018 (n=71). There were no IFP courses identified with wide cost variance among course sections for textbooks and instructional materials in fall 2017 or spring 2018.

**b) Describe the textbook and instructional materials selection process for general education courses with a wide cost variance among different sections of the same course.**

N/A

**c) Report the course title(s) and number of section(s) that do not require or recommend the purchase of a textbook(s) and/or instructional material(s).**

Fall 2017 and Spring 2018 General Education Courses that did not have Required or Recommended Textbooks or Instructional Materials

Course Title	Count of Sections
Biodiversity	41
Biological Principles Lab	4
College Physics 1	2
College Writing 2	1
Environment and Society	4
Film Appreciation	1
Gen. Chem. for Health Sci. Lab	1
General Chemistry 1	32
General Chemistry 1 Lab	16
Introduction to Anthropology	5
Life Science	1
Life Science Lab	1
Nature: Intersections	1
United States History to 1877	2
US History since 1877	4
World Geography	1
<b>Grand Total</b>	<b>117</b>

**d) What measures, if any, are being taken by the university to reduce wide cost variance among different sections of the same general education course?**

Courses that are identified as having a wide cost variance are reported to the Dean of the college where the course is offered by the Provost's Office. The Dean will request a written justification for the variance from the department chair. The Dean will review the justification and if deemed to be sufficient, it will be reported to the Provost's Office. A sufficient justification will be reported to Provost and will subsequently be included in the yearly Textbook and Instructional Materials Affordability Report. If the justification is deemed to be insufficient by the Dean or the Provost's Office, it will be sent back to the department chair with cost reduction recommendations.

**e) Describe the textbook and instructional materials selection process for general education high enrollment courses.**

*Methodology: Order courses (course prefix/number) by headcount enrollment, excluding honors courses. The top 10% of courses are determined as high enrollment. Provide the number of courses (n) reported on.*

Using the methodology above, fall 2017 had 78 high enrollment general education courses and spring 2018 had 37 high enrollment general education courses. Textbooks and instructional materials for general education courses with high enrollment are selected three different ways. 1) Departmental faculty committees choose textbooks for particular course sections. 2) Individual faculty members choose textbooks for particular course sections. 3) A combination of faculty committee and individual faculty members choose textbooks for particular course sections (coordinated).

**2) Specific Initiatives of the University Designed to Reduce the Costs of Textbooks and Instructional Materials for General Education Courses**

**a) Describe specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials.**

The FAU University Bookstore, which was managed by Barnes & Noble in fall 2017 and spring 2018, offered costs savings choices in the forms of used, rental, and digital textbooks. Students had the opportunity to purchase textbooks in these formats at a considerable discount compared to the price of purchasing a new textbook.

The bookstore also offered discounts in the form of price matching on textbooks and instructional materials offered from local brick and mortar bookstores and online retailers Amazon and BN.com. If students found a lower price for textbook and instructional materials within seven days of purchasing, the bookstore would've refunded the price difference. This program included new retail prices and rental pricing.

Additionally, the university has instituted initiatives to make textbooks and instructional materials available to students who are experiencing financial hardship. There are two options in which students who are experiencing financial hardship can purchase textbooks: The Short Term Advance Program and the FAU Bookstore Line of Credit program. A university monetary advance is available to degree-seeking students enrolled at least half-time at FAU for assistance with purchasing textbooks, instructional materials, emergency funds relating to educational expenses and unanticipated living expenses until the disbursement of financial aid. The maximum loan amount is \$750 with a non-refundable processing of \$7.50 assessed.

Financial Aid recipients may receive a \$400 line of credit for textbook purchases from the FAU Bookstore. The line of credit can be used for online and in-store textbook purchases only. The amount of the line of credit used will be posted as a charge to the student's FAU account. Students who are eligible to participate in this program will be notified of their eligibility via their FAU email approximately 1 week prior to the start of each semester and may utilize this program through 5 pm Thursday of the semester's drop/add week.

In addition to these programs, the School of Social Work makes a limited number of textbooks available to needy Social Work majors each year. Eligible FAU Social Work students may borrow up to two course textbooks from the School of Social Work and keep the book for the entire semester free of charge.

Similar to the book loaner program in the School of Social Work, students in the Reaching Individual Success and Empowerment (RISE) Program are guaranteed participation in a book loan program for the fall and spring semesters. Each RISE program participant receives 1-3 loaner books each fall and spring semester.

In the fall 2017 semester, FAU established a new Textbook Affordability Committee. Among other things, it was charged to develop materials to inform faculty, students, and administrators and identify options for reducing the cost of textbooks for students. Under the leadership of the FAU Libraries and the Center for eLearning, several working groups were set up to focus on specific aspects, including the Free to FAU Students Working Group and the Library Reserves and Services Working Group. Several initiatives came out of these groups and are being implemented.

The Affordable Curriculum Today (ACT) program is designed to encourage faculty to adopt, adapt, or author free or low-cost course materials. The University Libraries are assisting faculty to identify high quality Open Educational Resources (OER) or library-owned and/or licensed content that they can adopt for their courses. The Center for eLearning is assisting faculty to adapt and/or author open educational resources for their courses. As new materials are developed, the new course materials will be stored in the University's digital library and will be embedded in specific courses via the University's learning management system Canvas. There are also faculty incentives for adapting and authoring that are made available through an internal grant process. The faculty online guide for OER can be found here: <http://libguides.fau.edu/oer>.

Additionally, the University Libraries are working to build a more comprehensive reserve collection of course materials available for students to check-out and have developed an online tool for students to locate available textbooks by-course and check them out for 3-hour intervals within the University Libraries. The link to the list of available textbooks can be found here: <https://libguides.fau.edu/textbooks-Fall2018>. These programs are already underway and are expected to grow significantly as more faculty and students become aware of these opportunities and take advantage of the assistance being provided by the Universities Libraries and the Center for eLearning.

The Dean of University Libraries and the Assistant Provost for Center for eLearning have been making presentations to faculty assemblies in each college and to the University Faculty Senate about these programs, as well as meeting with individual faculty members. They will also give an annual presentation at the University's new faculty orientation to ensure that all entering faculty are made aware of these programs. In addition, they are working with Student Government Association (SGA) and with the Division of Student Affairs to ensure that these programs are socialized to all FAU students.

**b) With implementation of the initiatives, has there been any reduction in cost of textbooks and instructional materials to the students? If there has been a reduction in cost, what is the average cost savings? Describe the average cost savings comparing fall semester to fall semester and spring semester to spring semester.**

Through the purchases of used textbooks, renting of new textbooks, renting of used textbooks, and digital textbooks, FAU students saved \$810,214 in 2017. The average cost savings to students has been on average 13.2% of the cost of buying these textbooks at the new retail price. This is an increase in savings of \$16,483 from the previous year.

#### **Fall 2016 to Fall 2017**

There was a 2.1% increase in rental textbook availability.  
There was a 10% increase in digital textbook availability.

#### **Spring 2017 to Spring 2018**

In spring 2018 the University contracted with a new bookstore vendor. A future analysis of cost savings (spring to spring) will be provided in next year's Textbook Instructional Materials Affordability report after the new vendor has collected a year's worth of sales data.

**c) With implementation of the initiatives, describe any reduction in cost variance among different sections of the same general education course. Describe the reduction in cost variance comparing fall semester to fall semester and spring semester to spring semester.**

#### **Fall 2016 to Fall 2017**

The legislative reporting requirement for textbook cost variances began with the fall 2016 semester. Since this time, the University has worked with our bookstore vendor to standardize processes for the collection and reporting of textbook costs by semester. These processes were not in place in fall 2016 so a reliable comparison of costs comparing fall 2016 to fall 2017 could not be done. A comparison of fall 2017 to fall 2018 will be provided in the 2019 report.

#### **Spring 2017 to Spring 2018**

A statistical analysis was done on the costs of all textbooks and instructional materials for general education courses comparing the average cost of all required and recommended course materials for each course. The average cost of required and recommended materials decreased or remained flat in 43 of the 69 general education courses that were offered in both semesters. The average overall cost reduction was (\$20.52).

### 3) University Policies for the Posting of Textbooks and Instructional Materials

**a) Describe policies implemented to ensure the posting of textbook and instructional materials for at least 95% of all courses and course sections 45 days before the first day of class. For course sections that require or recommend textbooks and/or instructional materials based on student individual needs (e.g. audition/performance, directed independent study, research topic) that may miss the posting date, please reference these as exceptions in 3(d).**

FAU Regulation 3.004 was promulgated to minimize the cost of textbooks to students while maintaining the quality of instruction and academic freedom. In fall of 2016 this regulation was amended to align with the new BOG regulation 8.003. The policy now stipulates that textbooks shall be adopted no later than sixty (60) days prior to the first day of classes to allow sufficient time for the FAU Bookstore to work with publishers to confirm the availability of the requested materials and to ensure maximum availability of used books. The policy has proven to be effective and for the current fall 2017 semester, 98% of course sections had sent book adoptions to the FAU bookstore prior to the textbook and instructional materials adoption deadline.

In 2017, textbook adoptions utilized were submitted through Barnes & Noble [FacultyEnlight](#) platform via the web. The adoptions are then instantly fed into FAU's course registration system for all course sections. Students can utilize a searchable website for [FAU Course Materials](#) where students can view required and recommended course materials by term, department, course, and course section. The website details pricing options for all items including buy new, rent new, rent used, buy used, rent digital, and buy digital options.

In addition to the implementation of FAU regulation 3.004, the university's Textbook Adoption Compliance Committee, which is led by the Provost's Office and comprised of faculty members, administrators, and the university bookstore management, worked to develop a procedure that ensures textbooks are adopted at least sixty (60) days prior to the beginning of the semester. The following procedure is followed for the fall, spring, and summer semesters to maximize compliance:

- The Vice Provost sends an e-mail to the Deans, Department Chairs and Committee members reminding them of the textbook posting compliance requirement. Each semester the e-mail will be distributed seventy-five (75) days prior to the beginning

of the term. However for the fall semester, an earlier e-mail will also be distributed three weeks prior to the end of the spring semester so that faculty will be informed of the posting requirement prior to the end of their nine month contract.

- Ninety (90) days prior to the beginning of the term, the Barnes and Noble bookstore will send a “courses without textbooks” list to the department chairs and secretaries, and copy the committee members.
- Seventy-five (75) days prior to the beginning of the term, the Barnes and Noble bookstore will send a “courses without textbooks” list to the department chairs and secretaries, and copy the committee members.
- Sixty-five (65) days prior to the beginning of the term, the Barnes and Noble bookstore will send a “courses without textbooks” list to the department chairs and secretaries, and copy the committee members.
- At the Academic Leadership Team (ALT) meeting just prior to the sixty (60) day FAU window, the Vice Provost will remind the Deans of the FAU, SUS, and statutory deadlines.
- On the day following the ALT meeting, the Vice Provost will send an e-mail to the Deans and the Deans Assistant’s reminding them in writing of the sixty (60) day FAU window.
- Two days after the sixty (60) day window, the Vice Provost will send an e-mail to the Deans and the Committee members with a “courses without textbooks” list that are in the “red zone” because these are courses that are out of compliance with the FAU sixty (60) day posting deadline. The Deans will inform the Vice Provost as to how they will follow up with faculty to ensure they meet the forty-five (45) day BOG deadline.
- Fifty (50) days prior to the beginning of the semester, the Vice Provost will contact each Dean with the remaining “courses without textbooks” list as a reminder of the SUS posting deadline.
- Forty-five (45) days prior to the beginning of the semester, the Barnes and Noble bookstore will send a list of faculty who have yet to post their textbooks to determine success in meeting SUS compliance.

**b) Are the policies effective in meeting the reporting requirement? If not, what measures will be taken by the university to increase faculty and staff compliance for meeting the reporting requirement?**

FAU Regulation 3.004 has proven to be effective in providing the guidance for faculty and the university bookstore. The textbook adoption procedure that has been developed by the university’s Textbook Adoption Compliance Committee has been successfully followed over the past academic year. The committee has been effective in problem solving and providing solutions that have helped academic departments, administration, and the bookstore work together to ensure textbooks and instructional materials are adopted at least forty-five (45) days before the start of the semester.



The university’s textbook adoption policies have ensured that at least 95% of courses sections submit the textbook adoptions by the specified deadlines for the past 3 years. An issue that the University is currently addressing is textbook changes that are made after the 45-day adoption deadline that then make once compliant course sections non-compliant after the change is recorded by the campus bookstore. FAU is implementing an online Textbook/ Instructional Materials Late Adoption Exemption Request Form that faculty members will forward to for any textbook changes that are requested after the 60-day adoption deadline. The form will be routed to the bookstore manager and will subsequently be forwarded to the corresponding department Chair and Dean. With a Dean’s approval an exemption will be granted and course section will be subsequently listed on the annual Textbook and Instructional Materials Affordability Report as receiving an exemption to the deadline.

**c) Report the number of course sections and the total percentage of course sections that were able to meet the textbook and instructional materials posting deadline for the academic year. Note: A course section is in compliance if all textbooks and instructional materials in the course section have been entered by the deadline.**

<b>ADOPTION RATES</b>	<b>Class Start: 8/19/17</b>		
	<b>FALL 2017</b>	<b>Total Adoptions Rec'd</b>	Percentage of Total Adoptions
45-Day Deadline	7/3/17	5,730	74%

<b>ADOPTION RATES</b>	<b>Class Start: 1/6/18</b>		
	<b>SPRING 2018</b>	<b>Total Adoptions Rec'd</b>	Percentage of Total Adoptions
45-Day Deadline	11/24/17	4,745	97%

**d) Report the number of course sections and the total percentage of course sections that were not able to meet the textbook and instructional materials posting deadline for the academic year. Provide an explanation as to why the course sections were not able to meet the posting deadline. Note: A course section is not considered in compliance if all textbooks and instructional materials in the course section were not entered by the deadline.**

**Fall 2017**

There were 330 courses (1,240 course sections) that had adoptions that were either submitted after the deadline or a textbook change was made after the deadline.

**Spring 2018**

There were 70 courses (101 course sections) that were unable to meet the textbook and instructional materials posting deadline of forty-five (45) before the start of the spring 2018 semester.

*Explanation:* Faculty members made late textbook changes due to the following reasons:

- Faculty experienced errors when they submitted their textbooks electronically via the FacultyEnlight portal. In certain cases faculty adoptions were not properly recorded by the bookstore and they were required to resubmit their textbook adoption.
- Changes in accreditation standards that required curricular changes
- Teaching assignments that were given to the faculty member after the 45-day adoption deadline had passed.
- Faculty who were on medical leave and were physically unable to submit textbook adoptions.

**e) Report the number of courses that received an exception to the reporting deadline. Provide a description of the exception(s).**

#### **Fall 2017**

Thirty-three (33) course sections requested and received exceptions to the 45-day deadline. The exceptions were given due to:

- Changes in accreditation standards that required curricular changes
- Teaching assignments that were given to the faculty member after the 45-day adoption deadline had passed
- Medical emergencies where faculty on medical leave were physically unable to submit textbook adoptions.

#### **Spring 2018**

No courses requested or received an exception to the adoption deadline.