

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

University of North Florida
University Submitting Report

Fall 2016, Spring 2017
Semester(s) Reported*

Date Approved by the University Board
of Trustees

Signature of Chair, Board of
Trustees

Date

Signature of President

Date

Signature of Vice President
for Academic Affairs

Date

*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 average 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 median 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**
 - Fall 2016 - UNF did not have any course sections with wide variance defined as \$200 or more over the median cost.
 - Spring 2017 - UNF did not have any course sections with wide variance defined as \$200 or more over the median cost.
- **Recommended (Rec) Textbooks and Instructional Materials**
 - Fall 2016 - UNF did not have any course sections with wide variance defined as \$200 or more over the median cost.
 - Spring 2017 - UNF did not have any course sections with wide variance defined as \$200 or more over the median cost.

Fall 2016

Prefix and Course Number	Course Title	Section	Total Number of Sections within Course	Req or Rec	Average Cost	Dollar Variance

Explanation:

Spring 2017

Prefix and Course Number	Course Title	Section	Total Number of Sections within Course	Req or Rec	Average Cost	Dollar Variance

Explanation:

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.

Not applicable for Fall 2016
Not applicable for Spring 2017

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).

(Insert response)

Fall 2016

Spring 2017

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections	Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
Alg Based Phy I		Alg Based Phy I	
Biology & the Movies		Alg Based Phy II	
Fundamentals of Music		Art in Public Places	
History and Appreciation of Rock		Biology of the Movies	
History of Psych		Curatorial Practices	
Industrial Org Psych		Curatorial Practices II	
Internship	2	Elem Stat Health	

Internship		Enjoyment of Music	
Intl Film Survey		Evolution of Jazz	
Intro to Creative Non Fiction		Examining Italian Film	
Intro to Fiction Writing	2	History/Appreciation of Rock	
Intro to Fiction Writing		Honors Genius Big Bang Theory	
Intro to Sociology	2	Honors Research Psych	
Introduction to Anthro		Int to Fiction Writing	2
Logic of Inquiry		Intro to Book Art	
Modern Physics	2	Intro to Philosophy	8
Museum Studies		Learning Theory	2
People, Cultures, World	2	Multiple Ones Printmaking	
Political Soc		Peoples, Cultures, World	2
Psy of Women		Principles of Microecon	
Rhetoric & Writing	3	Rhetoric and Writing	2
Soc Theory		Social Stratification	
Social Change, Intl Devel		Sociological Theory	
Stress Mgt		Sociology of Aging	
Theory I		World of Music	
Writing for and About Music		Many sections of Music performance w/ 1 or 2 students	

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?

Not applicable

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.

Fall 2016 courses = 316 total, top 10% = 32

Spring 2017 courses = 316 total, top 10% = 32

Departments such as Philosophy, Psychology, and Music that do not have more than a few multiple sections are typically "instructor choice." In departments that have many multiple sections, such as in the sciences, Math, and English, the responses from chairpersons are as follows:

Nutrition and Dietetics regularly review available textbook options, resources and support, including supplementary online materials. The department faculty determines what provides a good overall resource for the price available to the students and faculty. Once a selection is made, the faculty and adjuncts are trained on using that material.

English lower-level general education sections, which account for our largest enrolled courses, have two committees comprised of all ranks of faculty including adjuncts who design the reader and the syllabus. Full-time faculty do have the option of selecting their own texts/syllabus.

In the Physics department, the textbook is normally chosen by the individual faculty member assigned to teach the course. Increasingly, for lower-level courses, faculty are choosing free textbooks off the internet (e.g., "open stacks" is one of the common sources of free internet texts). For most Physics lab courses the department faculty write the lab manuals, which are very low-priced. In the largest section (PHY 1020) some faculty use a "lecture" manual that the chair wrote and that is sold (very low-priced) in the bookstore.

The Art department has a committee which selects the material.

MUH 2017 (History and Appreciation of Rock) Course is taught by an adjunct professor who selects the materials in consultation with the Area Coordinator for Music History.

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.
 - Established a website on Textbook Affordability in order to better inform faculty of the rationale for early adoption and to share ideas on how faculty might move away from higher-cost instructional materials.
 - The University Bookstore has reviewed and purchased a new adoption system with Follet that provides a much more robust instructional materials research tool for faculty. More efficient processes should facilitate faculty compliance to the 45-day deadline. This new adoption system will inform faculty of the cost of instructional material before they enter the adoption, which has not been the case to date.
 - UNF will pilot Pearson's IncludED program for digital delivery of textbooks and other educational material beginning Spring 2018. The program is expected to result in substantial savings for students.

- The University Library is exploring the potential to purchase a set of instructional materials (focused on general education courses and most expensive texts) to have on loan for students. This would be a more strategic approach than asking faculty to submit copies themselves. This initiative is on hold and will be reviewed again spring 2018.
- The University Library, Academic Affairs, Office of Faculty Enhancement, and Center for Instruction and Research Technology established a working group to develop strategies and incentives to encourage faculty to use OER materials. One initiative in development is a grant proposal for faculty to work with the Library, Office of Faculty Enhancement and the Center for Instruction and Research Technology to redesign a course using OER materials.

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.

The new adoption system will be piloted in spring 2018.

The course redesign proposal should be available in spring 2018.

Regarding the fall-to-fall and spring-to-spring analysis, this is not applicable at this time, as we have not yet completed a one-year cycle.

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.

As reported earlier, UNF has not yet implemented these initiatives.

Regarding the fall-to-fall and spring-to-spring analysis, this is not applicable at this time, as we have not yet completed a one-year cycle.

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).

University regulation 2.0520R

(http://www.unf.edu/president/policies_regulations/02-AcademicAffairs/General/2_0520R.aspx) establishes the adoption procedures for course textbook and instructional materials. In addition to posting this regulation on our Policies and Regulation website, we have included it on our Textbook Affordability website (https://www.unf.edu/acadaffairs/Textbook_Adoption__Affordability.aspx).

- 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?

The policies alone would not be that effective without the practices we have put in place to encourage adoption of instructional materials. Our current practice of recurring reminders to faculty, chairs, and office managers, beginning well in advance of the 45-day deadline has resulted in an increase of our adoption rate. Reminders from the University Bookstore are followed by reminders from the Provost's office to department chairs for any sections with textbook adoptions still outstanding. The Bookstore also maintains a listing of faculty and courses that do not require any adoptions (using available free resources) which obviates the need for faculty to enter the adoption system.

- 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.

Fall 2016 Total number of course sections = 2913

Total number of course sections meeting the deadline = 2568 or 88%

Spring 2017 Total number of course sections = 2761

Total number of course sections meeting the deadline = 2373 or 86%

- 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 2016 Total number of course sections not meeting the deadline = 345 or 12%.

Spring 2017 Total number of course sections not meeting the deadline = 388 or 14%.

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

There were no courses receiving an exception in fall or spring.