

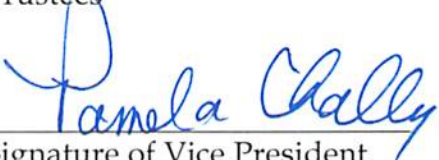


**State University System of Florida  
Textbook and Instructional Materials Affordability  
Annual Report  
Statutory Due Date: September 30**

University of North Florida  
University Submitting Report

Fall 2017 Spring 2018  
Semester(s) Reported\*

|   |  |                 |
|---|--|-----------------|
| <u>10-11-18</u>   |  | <u>10/16/18</u> |
| Date Approved by the University Board of Trustees                                 | Signature of Chair, Board of Trustees  | Date            |
|  |  | <u>10/17/18</u> |
| Signature of President  | 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
- Recommended (Rec) Textbooks and Instructional Materials

**Required (Req) Textbooks and Instructional Materials**

- Fall 2016 - UNF did not have any general education course sections with wide variance defined as \$200 or more over the median cost.
- Spring 2017 - UNF did not have any general education course sections with wide variance defined as \$200 or more over the median cost.
- Fall 2017 - UNF did not have any general education course sections with wide variance defined as \$200 or more over the median cost.

- Spring 2018 - UNF did not have any general education 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 general education course sections with wide variance defined as \$200 or more over the median cost.
  - Spring 2017 - UNF did not have any general education course sections with wide variance defined as \$200 or more over the median cost.
  - Fall 2017 - UNF did not have any general education course sections with wide variance defined as \$200 or more over the median cost.
  - Spring 2018 - UNF did not have any general education 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:*

*Fall 2017*

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

*Explanation:*

*Spring 2018*

| 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  
 Not applicable for Fall 2017  
 Not applicable for Spring 2018

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).

| <i>Fall 2016</i>  |                    | <i>Spring 2017</i>  |                    |
|---|--------------------|---|--------------------|
| 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   |                    |

|                                    |  |  |  |
|------------------------------------|--|--|--|
| <b>Social Change, Intl Devel</b>   |  | <b>Sociological Theory</b>                                   |  |
| <b>Stress Mgt</b>                  |  | <b>Sociology of Aging</b>                                    |  |
| <b>Theory I</b>                    |  | <b>World of Music</b>  |  |
| <b>Writing for and About Music</b> |  | <b>Many sections of Music performance w/ 1 or 2 students</b> |  |
|                                    |  |  |  |
|                                    |  |  |  |

*\*Fall 2016 and Spring 2017 – several courses were misidentified as general education. GE attributes of past years continued to be carried over regardless of whether the course was still a GE course. Of the listing above, only those courses in bold are GE courses. Fall 2017 and Spring 2018 GE attributes were manually reviewed and verified.*

*Fall 2017*

| Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials | Number of Sections |
|---|--------------------|
| (CD)(FC)Peoples/Cultures World  | 3                  |
| Intro Chem Lab  | 5                  |
| (GW) Intro to Fiction Writing   | 2                  |
| Enjoyment of Music  |                    |
| History and Appreciation Rock   |                    |
| Fundamentals of Music   |                    |
| Theory I  |                    |
| (GW)Introduction To Philosophy  | 8                  |
| Introduction to Physics Lab   |                    |
| Algebra-Based Physics I   | 2                  |
| (CD) Psychology of Women  |                    |
| Introduction to Sociology   |                    |

*Spring 2018*

| Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials | Number of Sections |
|---|--------------------|
| (CD)(FC)Peoples/Cultures World  | 3                  |
| Current Applications in Biolog  |                    |
| Intro Chem Lab  | 4                  |
| (GW) Intro to Creative Writing  | 2                  |
| (GW) Professional Communicatio  | 3                  |
| CD- Study Abroad in Business  |                    |
| Enjoyment of Music  |                    |
| The Evolution of Jazz   |                    |
| CD- World Music   |                    |
| (GW)Introduction To Philosophy  | 5                  |
| Introduction to Physics Lab   |                    |
| Calculus-Based Physics II   |                    |
| Algebra-Based Physics II  |                    |
| Introduction to Sociology   |                    |

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?

Wide cost variance among different sections of the same general education course is not an issue however the university will continue to monitor textbook costs particularly in multiple section general education courses which do not currently standardize textbook adoptions.

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  
Fall 2017 courses = 449 total, top 10% = 45  
Spring 2018 courses = 370, total, top 10% = 37

Departments of 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, including the sciences (Biology, Chemistry, and Physics), Math, and English, the department faculty generally decide together the materials to be adopted so the selection is standard in most cases. Some departmental responses from chairpersons are listed below:

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.

- The UNF Textbook Affordability website informs faculty of the legislation and rationale for early adoption and to provide a format to share ideas on how faculty might move away from higher-cost instructional materials.
- The University Bookstore has reviewed and purchased an adoption system with Follet that provides a much more robust instructional materials research tool for faculty. A more efficient adoption process resulted in an increased compliance rate. This new adoption system also informs faculty of the cost of instructional material before they enter the adoption and also provides recommendations for alternative and lower cost materials.
- The UNF Bookstore offers a price matching guarantee which allows for competitive price matching with Amazon, Barnes and Noble, and local campus competitors.
- Communication has been key to faculty awareness of textbook costs. One data point we can now monitor with the Discover tool is re-adoption rates for instructional materials. Discover provides faculty with the ability to more easily re-adopt materials which increases re-adoption and results in more used books in circulation and available to students at lower costs. General Education courses listed with used rental prices (books in circulation) totaled 37% in Fall 2017 (average price = \$41) and 32% courses in Spring 2018 (average price \$37).
- 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 continues to be on hold until funding can be identified.
- 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 the early stages 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. Information faculty can be found at: <http://www.unf.edu/cirt/oer/open-educational-resources-initiative.aspx>. Results of the pilot are below:
  - 15 faculty participate, in spring and summer 2018, to redesign a course using OER, supported by CIRT and Library staff.

An OER Hub has been developed in Canvas to share support resources with faculty participants.

Two faculty piloting this initiative taught their OER-based course Summer 2018 and reported the following savings:

Choi - EEL3111-Circuit Analysis ~\$200 text x 3 course sections x ~ 55 students a year = \$33,000

Hewitt - AST2002, Basic Astronomy- ~\$100 text x 2 course sections x 150 students a year = \$30,000

Three additional OER-based courses are being delivered during the fall 2018 term, and the remainder of the courses are still in development.

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.

Participants in the pilot to move to OER resources completed their projects summer 2018 however, as noted above, this summer there was a savings of \$30,000 for students. If the pilot had been completed and implemented in fall 2017, potential student savings would have been 396 students x \$100 = \$39,600. We would expect to see similar savings in Spring 2018 if the pilot had been completed. Moving forward the cost-free sections of AST 2002 should save students approximately \$40,000/year.

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.

While we expect differences in cost variance as we expand our OER initiative and target large general education courses, generally there is little cost variance in most general education courses due to the standardization of textbooks between sections. Additionally, we anticipate a growing increase in the adoption to more e-books facilitated by initiatives from the Library, particularly in multiple section courses with costly materials. Student acceptance of e-books is increasing and barriers to using e-books are declining ([Exploring the Use of E-Textbooks in Higher Education: A Multiyear Study](#)).

### **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](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](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.

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 2017 Total number of course sections = 2360

Total number of course sections meeting the deadline = 2281 or 97%

Spring 2018 Total number of course sections = 2208

Total number of course sections meeting the deadline = 2035 or 92%

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 Total number of course sections not meeting the deadline = 79 or 3%.

Spring 2018 Total number of courses sections not meeting the deadline = 173 or 7.8%.

Academic Affairs - Bookstore partnership has facilitated a better "auto-coding" of course sections which require no adoptions. This "rewards" faculty using OER resources by no longer needing to enter the adoption system to declare "no adoptions" required. This also ensures timelier posting of information for students.

With the implementation of the Discover Tool, the percentage of sections in compliance with the 45-day deadline has increased dramatically and in fall 2017, compliance was reached. In Spring 2018 we experienced a slight drop-off in the percent reaching compliance in part because of the timing of the adoptions; hitting the Thanksgiving break which resulted a backlog of postings until after the break. This timing issue will continue to be problematic for spring adoptions requiring us to initiate the roll-out of communications earlier in the adoption process.

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/ spring 2017 and 2018.