Quick Notes for Representative Assembly Members to Share at Department Meetings
June 1, 2021 Representative Assembly Meeting*

Link to meeting agenda and meeting materials:
https://senate.ucsd.edu/media/504355/june-1-2021-ra-meeting-materials.pdf

Link to presentations:
https://senate.ucsd.edu/committees/representative-assembly/committee-resources

San Diego Divisional Senate Chair Steven Constable’s Remarks

Chair Constable reported that the Senate election results had been announced, and welcomed Professor Nancy Postero as Vice Chair-Elect of the Academic Senate.

Chancellor Pradeep Khosla Remarks

Chancellor Khosla thanked Chair Constable for his service and leadership this past academic year.

Chancellor Khosla presented an update on the status of the campus. UCSD is coming out of a difficult time but has done extremely well as a campus overall. UCSD will be the only UC campus to hold an in-person commencement ceremony, and will enter fiscal year 21-22 in a strong financial position. UCSD was an important part of the San Diego County Vaccination program, and is being recognized with a national award for its management and response to COVID-19.

Chancellor Khosla reported that a state budget increase is proposed for UC and that UCSD will receive a budget increase, but due to a new funding distribution formula with UC, UCSD will receive $8M less than what the campus would have received. The proposed strategic investments for fiscal year 21-22 will mostly be academic; the campus will focus on growth of Ladder Rank Faculty, graduate student support, the Colleges’ infrastructure and student advising, student success and wellness, and the faculty and staff compensation program.

Chancellor Khosla discussed a graduate student funding reform plan. He commented that EVC Simmons will soon announce a Senate-Administration task force to rethink and harmonize all the sources of support in order to reform how graduate students should be supported in the future. The goal is to provide more resources in an equitable manner.

EVC Simmons commented that she has been working with the Committee on Committees to receive names for faculty to join the Senate-Administration task force, which will be similar to the budget reduction task force convened last summer. The plan is to reform graduate funding so it is less confusing to administer and to reduce the administrative burden. More details will be coming soon on who the faculty representatives on the task force will be.
A member asked if the items that were cut during the past year will be restored and whether the cuts showed what is superfluous. The Chancellor commented that he understands that many of the items that were cut were not superfluous and tough decisions were made over the past year. However, the restorations will not be to the same as before. The restorations will be mission-driven, and will be invested in graduate student support and faculty support.

See page 1 of the presentation slides.

**Commenced Academic Activity, Adele Brumfield, Associate Vice Chancellor-Enrollment Management**

AVC Brumfield presented information regarding Academic Activity, and the importance of why it must be tracked. Academic activity is defined as attending any class, submitting an assignment, taking a test, or participating in an interactive tutorial. Students who do not begin attendance in classes are ineligible for their student financial aid. Commencement of academic activity must be documented during each academic term, for each student, in each class. All students who receive Federal Title IV funds are subject to the requirements of the Department of Education; therefore, the solution needs to encompass undergraduate, graduate, and professional school students. If the commencement of academic activity cannot be verified, the student’s financial aid package has to be adjusted. It is recommended that faculty track participation (Canvas, eGrades, or another interface) before following-up with Financial Aid and Scholarships. A process for tracking academic activity is being developed by key partners to make this easier for faculty.

See page 10 of the presentation slides.

**Bookstore’s New Pilot Textbook Distribution System, Thomas Bonetati, Director, Auxiliary Business Services**

Director Bonetati provided an overview of the equitable access textbook distribution model being piloted at the UCSD bookstore. The proposed program gives students access to all their required course materials on or before the first day of class. The most affordable option and format for all required course materials will be chosen. Faculty retain full control over their choice of course materials, as per their academic judgement. Savings are expected to be 30-40% of the current student course material costs. The program be piloted by first-year students to provide data on the program, but it could be extended to other cohorts if successful.

See attachment 1 and page 20 of the presentation slides.
Special Orders

Consent Calendar

a. 2020-2021 Distinguished Research Awards

Senate Awards Chair Patrick Mercier presented the nominations for the Distinguished Research Awards. CSA Chair Mercier noted that up to two members of the Academic Senate, one in the Arts/Humanities/Social Sciences and one in the Sciences/Engineering, are nominated to receive awards and present a public lecture. The awards are $1,500 each.

Distinguished Research Award

- Arts/Humanities/Social Sciences: Professor John Evans, Sociology
- Science & Engineering: Professor Stefan Savage, Computer Science Engineering

The nominations were approved.

Reports of Standing Committees

(a) Graduate Council, Lynn Russell, Chair. Approved: Proposal to Amend Regulation 715, Requirements for the PhD Degree at San Diego, and Regulation 717, Requirements for the Doctor of Musical Arts Degree. See page 68 of the meeting materials and page 36 of the presentation slides.

(b) Graduate Council, Lynn Russell, Chair; Elizabeth Komives, Professor, Department of Chemistry and Biochemistry. Approved: Proposal to Establish a PhD in Biochemistry and Molecular Biophysics in the Department of Chemistry and Biochemistry, with a Terminal MS Degree Option. See page 83 of the meeting materials and page 42 of the presentation slides.

(c) Graduate Council, Lynn Russell, Chair; Georgios Tsampras, Assistant Professor, Department of Structural Engineering. Approved: Proposal to Discontinue the Master of Advanced Studies in Simulation-Based Engineering (SE79) and the Master of Advanced Studies in Structural Health Monitoring (SE78) in the Department of Structural Engineering. See page 85 of the meeting materials.

(d) Committee on Academic Freedom, Farrell Ackerman, Chair. Approved: Proposal to Amend San Diego Divisional Bylaw 170, Committee on Academic Freedom. See page 86 of the meeting materials.

(e) Senate Council, Tara Javidi, Vice Chair; and John Moore, Dean of Undergraduate Education. Approved: Proposal to Establish Eighth College. See page 88 of the meeting materials and page 49 of the presentation slides.
(f) Senate Council, Tara Javidi, Vice Chair; and Robert Continetti, Senior Associate Vice Chancellor-Academic Affairs. Approved: Proposal to Reorganize the General Campus into Schools and Establish the Schools of Arts and Humanities, Biological Sciences, Physical Sciences, and Social Sciences at UC San Diego. See page 149 of the meeting materials and page 57 of the presentation slides.

(g) Committee on Campus Climate Change, Ramanathan Veerabhadran, Chair. Approved: Resolution on Fossil Free Power Generation at UCSD Campus. See page 170 of the meeting materials.

Reports of Faculties

(a) Sixth College Faculty, Tal Golan, Associate Professor, History. Approved: Proposal to Amend San Diego Senate Manual Appendix 5.6, Bylaws of the Faculty of Sixth College. See page 175 of the meeting materials and page 61 of the presentation slides.

(b) Cathy Gere, Professor, History.
   • Approved: Resolution on Senate Oversight of Housing & Other Planning Decisions
   • Approved: Resolution on Housing Affordability Reference
   • Approved: Resolution on Graduate Student Housing Budgeting Principle
   See page 179 of the meeting materials.

*These notes are intended to be a quick recap and supplement to the notes taken by Representative Assembly members at the meeting, in order to aid them in their reporting at Department meetings. The notes do not replace the minutes, which are the official record of Representative Assembly meetings and are approved at the following Assembly meeting.
Bookstore | Equitable Access Program

Executive Summary

HOW IT WORKS

» This is a subscription model similar to a “Netflix” one price for all content model. All students pay a fixed per unit fee and receive access to 100% of the required course materials adopted by faculty.

» We will automatically select the most affordable option and format for all required course materials.

» The Bookstore and Vendor Partners negotiate with Publishers and content providers to lower prices across the complete basket of materials that professors require. The pricing in this model is reduced and flattened for all academic disciplines.

» There is no extra shipping fee charged to the institution or students for campus delivery of all required physical materials.

» The program ensures academic freedom for faculty. Faculty are still free to choose any materials for their courses and will be encouraged to look at low and no cost options to reduce the overall fixed fee for students.

» Faculty will adopt all required materials within a white-labeled adoption tool.

» The campus store manages all course material processes within a centralized software suite.

» Students manage all course material preferences and access via the unique, white-labeled course material portal.

» Students will have the ability to opt-out. Students can opt-out through the add/drop period for UC San Diego, allowing a preview period of their course materials. Students can also opt back in during this period.

» Fees will be assessed on a student’s university account. Available financial aid funds can be applied towards these fees. We also have the option of building this into tuition down the road.

» The cost of materials and the subscription price will be assessed on a yearly schedule using actual costs to direct the quarterly cost to students.

» Adopting the equitable access program will help reduce carbon emissions in the delivery process for physical textbooks. Paper production has been responsible for air and water pollution: in the United States, about 5% of all industrial pollutant releases in 2020 came from the pulp and paper industry. Providing course materials in digital format would help eliminate these harmful emissions to our environment.

PROGRAM GOALS AND BENEFITS

» Demonstrate significant savings for students. Savings are expected to be 30% - 40% of current student course material costs. UC San Diego students currently pay an average of ~$120 per course for course materials, this program will reduce the cost to an average of ~$70.

» Reduce course material access issues by providing first day access to all materials, while ensuring that costs are predictable and equal for all students. Provides course materials to students on or prior to the first day of classes.

» Assist with remote learning by providing digital materials and shipping of traditional materials to a student’s address of choice.

» Maintain academic freedom. No changes to the ability of professors to freely choose the materials used for their courses.

» Students can choose courses and majors without the barrier of course material costs.

» Reduce Library reserve costs since all materials will be provided in this model.

» Ability to foster OER, instructor created materials, Teaching and Learning Commons materials, and already licensed materials from the Library.
IMPLEMENTATION STEPS

Campus support from all areas including: Administration, Academic Senate, Student Affairs, Academic Affairs, Library, Teaching & Learning Commons, Communications, Information Technology, and the Bookstore. A planning team with representation from each group is desired to start implementation of the program.

- Faculty will need to use adoption software to manage their required materials.
- IT will need to support additional vendor partner integrations.
- Support from Communications in socializing the program and its benefits to students, faculty, and UC San Diego departments.
- Collaboration with Professors, Teaching & Learning Commons, the Library, and the campus store to curate learning materials from multiple sources to reduce costs and to provide better learning outcomes.

CONCLUSION

The UC San Diego Equitable Access Program will provide UC San Diego with a flat fee pricing model that gives students access to all their required course materials on or before the first day of class. This model will save students money, provide them with better learning outcomes due to first day access, support remote learning, allow students to pick classes and majors without the influence of high-priced textbooks, reduce the pressure on a student’s financial aid award, and provide a one-stop solution for course materials to both faculty and students.

This program will require broad support from many campus departments, including technology integrations to implement the program by Fall 2021. UC Davis, San Diego State University, Cornell University, and others are planning to use this model in fall 2021. This is partly due to the current pandemic climate and the evolution of the industry. This program gives us the flexibility to provide support for continued remote learning as well as on-campus learning. It would be possible to implement this program by the Fall Quarter of 2021 with a concerted effort by the groups mentioned.
The Student Experience

PROBLEM

**Cost** | Course materials are expensive, and students may choose not to purchase required materials due to cost

**Access** | When a student sources books from many different locations, they often do not have all of their materials by the first day of class

**Confusion** | Students explore multiple marketplaces trying to get the best price, sometimes obtaining the wrong edition or incomplete packages often costing the student more money to have the right resources for the class or leaving them ill prepared

**Financial Aid Delay** | aid payments, needed by some students to pay for their course materials, often arrive after classes start

SOLUTION

**Equitable Access Program** | All students pay a fixed per unit fee and receive access to 100% of the required course materials adopted by faculty. This is a subscription model similar to a “Netflix” one price for all content model.

BENEFITS

» Lowers the cost of course materials by 30-40%

» Students no longer need to source and pay for materials; the correct required course materials show up at their desired location before classes start

» All students, no matter of economic background receive their required materials. We have eliminated concern or anxiety over finding the books and the money to pay for them. Every student starts the first class on the same page

» Students can choose courses and majors without the barrier of course material costs

» Increases students’ success and retention rate

HOW IT WORKS

1. **ENROLL**
   When you enroll in classes, we automatically receive your book order

2. **RECEIVE**
   Your books will be in your dorm room upon arrival, able to be picked up at the campus store, or shipped to your preferred address

3. **CHARGE**
   Your course materials are charged to your student account as a flat per credit hour fee

4. **RETURN**
   When classes finish, you simply return the books to the campus store or via a pre-paid postage
Frequently Asked Questions

» In what format are course materials provided?
  All students automatically receive all required course materials for every course through the program. This includes consumable items like access codes and workbooks or any other supplies such as lab kits, goggles, art kits, etc. By default, course materials will be a mix of physical items (typically rentals) or digital eBooks dependent on availability.

» How are course materials delivered to students?
  We have the option for students living on campus to have their initial package delivered to the campus residence. Any books that arrive after that initial delivery can be picked up in the Campus Store. Students that live off campus will pick up all physical course materials in the Campus Store or can have these items shipped to a preferred address. Digital items will be accessible via the course material portal.

» What if a student adds or drops a course?
  If a student makes a change to their schedule, we will automatically receive any updated enrollment information and automatically process any additional required items. An email notification will be sent as soon as the item(s) is available or shipped. If a course is dropped, students will receive an email notification and have 21 days from the start of class to return any physical books with no penalty. If items are not returned, a non-return fee will be charged. Digital eBooks are automatically returned.

» Can students write or highlight in rented textbooks?
  Yes. Appropriate amounts of highlighting and notes are completely acceptable in rented material. We actually encourage this as it can often improve the experience for future renters!

» Can students keep rental books?
  Absolutely. Students are welcome to keep any rental for their own library if they would like. If a student keeps a rental beyond the return deadline, we will automatically charge the student account for the rental not returned fee. This fee is simply the difference between the rental and purchase price of that item. A billed rental can still be returned within 14 days of the billing date for a refund, minus a 20% restocking fee.

» What if students prefer physical course materials instead of eBooks?
  This program promises to provide the most affordable course materials as a standard for every student. This will include digital eBook rentals if they are more affordable than physical rentals. If a student prefers physical/printed course materials, the program offers a “Print Upgrade” preference which will guarantee physical rentals whenever they are available. This preference results in an additional $7.49 per unit taken for every course in which physical items are provided.

» How do students access digital items?
  All eBooks are accessible in one location through the Course Material portal on the “My Course Materials” tab. Once a digital eBook is available, an email notification will be sent with a link for access. Additional digital items (i.e., IA products) could be accessible directly in the course LMS.

» What if a student needs a book for more than one course (continuation)?
  If an item is required for a continuing course in a following term(s) based on a student’s enrollment, the system will automatically extend the rental duration for that item and let the student know that they can keep the item for the next term without any penalty.
The Faculty Experience

PROBLEM

» Students do not come with the materials needed on the first day of class

» Students may never purchase the materials due to resource challenges

» Students may purchase an incorrect version of the course material required for the class

» Faculty feel pressured to make decisions on content based on price versus what is best for students

SOLUTION

Equitable Access Program | All students pay a fixed per unit fee and receive access to 100% of the required course materials adopted by faculty. This is a subscription model similar to a “Netflix” one price for all content model.

BENEFITS

» Complete academic freedom for course materials including format and content

» Faculty will spend less time spent adopting course materials due to a centralized adoption platform where you can see other faculty adoptions and utilize an auto adopt feature

» Ability to foster OER, instructor created materials, Teaching and Learning Commons materials, and already licensed materials from the Library

» With students having all the materials they need, they are more secure and more likely to be successful within the class, which ultimately increases retention rates

HOW IT WORKS

1. ADOPT

A central location to adopt the required course materials for each class and/or section

2. RECEIVE

Students will receive their materials prior to the first day of class ensuring they are properly prepared

3. REVIEW

Ability to search and review student’s receipt of course materials
Frequently Asked Questions

- **Who has access to submit course material adoptions?**
  By default, each instructor assigned to the course is responsible to submit the course material information. Permissions are customizable down to the course level if course coordinators or department secretaries or chairs are responsible instead. We are happy to adjust and give access to whomever makes the most sense to make course material selections.

- **Can instructors use custom content or course packs?**
  Absolutely. The campus print shop can provide course packs easily.

- **Can something other than a textbook such as a course pack, OER, goggles, or supplies be adopted for a course?**
  Yes! The submitter can use the “Add Custom Product” link just under the search bar and fill out all the known details about the product. We are happy to source and provide all required course materials to your students.

- **Does an instructor have to adopt the newest edition of a book?**
  No, this is not required. As long as an old edition has market availability, we can provide it to your students. If there is a potential that we can no longer source an old edition, we will let you know as soon as possible along with what other options might be available.

- **What if an instructor does not require course materials, do they still have to adopt?**
  Yes. In this case, please add an adoption of “No Course Materials Required” through the Add Adoption button. This ensures that we have all adoption information available to students in compliance with HEOA.

- **Can an instructor or department chair request a list of my adopted materials to review?**
  Yes. On the Course List page of our adoption collection tool, filters are available to drill down to whatever dates, departments, or statuses you are looking for and then click on export. We will email you a detailed report with each adoption per section listed that you can review.

- **What if a change needs to be made with course materials midway through the semester?**
  Adoption changes can happen, and we will adapt as best we can, always promising to provide required materials as soon as possible. There are additional fees to the institution that may be assessed for last minute changes or if items need to be retrieved from students. A faculty member can make changes by deactivating a current adoption and adding in the new item that would like to be used instead.

- **What if an instructor has an Inclusive Access partnership with a publisher?**
  Through this program, we will be able to work more closely with publishers and would love to get this set up for your students. If an instructor has an ISBN for the product, they can go ahead and submit it, if not, use the “Add Custom Product” link. Be sure to indicate that it is an IA product in the Message box and the publisher rep contact information if you know it.

- **If students no longer come to the store to get their materials, will we lose sales on soft goods?**
  Some campuses have seen increases in their store sales that have implemented this type of program. The lines at the store are much more manageable during rush and this proves to be an incentive for making retail purchases. We are able to include promotional materials or coupons for the campus store with the textbook orders if desired to help drive traffic back to the store.
**The Institution Experience**

**PROBLEM**

Loss of Market Share | The campus store is currently around 25% market share, having lost significant share to publishers, Amazon, Chegg, and counterfeit books

Outdated Process | UCSD students today are used to an easy and simple method of receiving products they desire, yet we expect an antiquated delivery process to meet their needs

Cost | UCSD is concerned about affordability of course materials for their students

Access | We know students are more successful in class if they obtain the necessary course materials, so being more creative in providing those materials to all students is a challenge

**SOLUTION**

Equitable Access Program | All students pay a fixed per unit fee and receive access to 100% of the required course materials adopted by faculty. This is a subscription model similar to a “Netflix” one price for all content model.

**BENEFITS**

» Improve cashflow position by eliminating the large outlay of cash to purchase textbooks

» More square footage in the store can be repurposed for other solutions or to place higher margin items

» Reduce shipping and labor costs associated with textbook distribution

» Increased market share from 25% to above 75% in the first year of the program

**HOW IT WORKS**

1. FORMATS

New way to meet the needs and preferences of students that allows us to not be tied to any one format or method of course material delivery

2. FLEXIBLE

Improve the experience for students and set them up better for a successful career at UCSD

3. MARKET

Regain market share
What is an Equitable Access Program?
All students pay a fixed per unit fee and receive access to 100% of the required course materials adopted by faculty. This is a subscription model similar to a "Netflix" one price for all content model. Students automatically receive all their required course materials for every course, including consumable items like access codes and workbooks.

How is the fee calculated?
We take all enrollment and adoption information into consideration across the institution and average the cost per credit hour/unit. We can mark-up the rate on top of that to determine the student cost for this program.

Are there any situations in which this could actually cost the student more money?
Because the fee is an average of all course materials across all students at an institution, there are times where this fee could be “higher” than the cost of course materials for a specific course. However, we expect that by the end of a students’ tenure at our institution, this fee will be less than the national average of course material costs. The automation of this program offers incredible benefit to students as well making it an efficient and convenient choice.

Will a student’s financial circumstances be considered or will the fee apply to everyone regardless of EFC?
This is up to the discretion of our institution. Financial aid can easily be applied to the fee since it is billed on the student account. Additionally, the fee could be included in a tuition line or fees line with other resource fees and a scholarship or credit could be applied to specific students if desired.

Can students opt-in partway through their program or do they have to be opted-in from the start?
Students can opt-in to the program at any point in time during their tenure at our institution. If a change is made past the drop/add period, this preference will take effect in the next term. However, students cannot opt-in and out on a course level. The program includes all materials or none.

How do students receive their course materials?
Typically, physical course materials are delivered directly to the students’ residence hall. Non-residential students can pick up items in the campus store or, if they prefer, have them shipped directly to a preferred shipping address. Digital items are all available in one place on the course material website.

If students no longer come to the store to get their materials, will we lose sales on soft goods?
Some campuses have seen increases in their store sales that have implemented this type of program. The lines at the store are much more manageable during rush and this proves to be an incentive for making retail purchases. We are able to include promotional materials or coupons for the campus store with the textbook orders if desired to help drive traffic back to the store.