

Affordable Learning \$olutions  
Minutes of Meeting of March 12, 2014

Present: Mavis Braxton-Newby, Eduina Escobar, Gretchen Keer, Katrina Mayol, Cory McLaren, Jim Murray, Aline Soules, Daminna Standfield, Missy Wright

The draft grant proposal was distributed and discussed, along with a draft budget. Suggestions will be incorporated into the final version, which must go to the Chancellor's Office by Thursday, March 20 and be approved by various administrative levels at CSUEB prior to that. Grant issues:

- Data gathering is a key need and will require further discussion.
  - At the moment, if we can get a list of the table of contents of course readers, we can match that list against library holdings and use that data to encourage faculty to slim down their course readers or stop using them altogether.
  - Potentially, at some point in the future, we could carry out a survey on textbook use and practices, both for students and faculty—a sort of survey of textbook climate
  - Regarding the celebration, it was suggested we include incentives. The Bookstore offered a gift card for \$25 and we could also offer up to 10 \$10 gift cards to Starbucks. That will be built into the budget.
  - As part of the IncludeED pilot (see below), the Bookstore should be able to tell us how many students pay extra to get a print version of the digital book they will receive.
- The student assistance will be broken up into categories and rather than seeking one student on an ongoing basis, we will use Pioneer Jobs to find students on short-term bases for different jobs, e.g., searching course readers, designing marketing materials, etc.
- The marketing section needs expansion. Educational issues should be raised here as well.

During the discussion, the following points and issues were raised:

- If the grant is successful and there can be AL\$ opportunities for faculty to create alternatives to their current textbooks, there will need to be some sort of workshop about the alternatives currently offered by the Chancellor's Office. Perhaps these can be offered through Faculty Development.
- Legal issues:
  - The Bookstore does not see very many course readers; however, some faculty use Copymat or Copy Pacific. The question is whether copyright permissions are secured, based on the prices being charged.

- Some departments reportedly reproduce particular articles in bulk in order for faculty to distribute them in class. If this is a first-time, spontaneous use, that's legal; if it's a repetitive practice, it is not.
  - Many faculty download PDFs from the library databases and upload them to BlackBoard. This is not legal. Gretchen, however, has created videos to explain to faculty how to find the correct link to embed in BlackBoard. One goal is to share these widely. The information will be sent to faculty on the committee.
  - Meanwhile, the library and IT are investigating XPorter, a Chancellor's Office creation that will allow faculty to export citations of library materials to lists to save in BlackBoard and use to direct students to readings.
  - Another legal issue is if faculty sells readers to students at cost in the classroom. This is a different legal issue, but it is still illegal.
  - Finally, there is the issue of HEOA. This requires that the complete cost of a course be provided to students during registration. The Bookstore currently handles this, but if they don't know about a course reader, then they cannot provide that information.
- Other faculty issues:
    - Some faculty members reportedly select a textbook, but do not refer to it in class.
    - Many faculty members are unaware of the implications of textbooks with access codes. If they are planning to use both a textbook and its access code, that's one thing. If they only plan to use the textbook, they need to tell the Bookstore because students would then be in a position to get a cheaper used copy.
    - Sometimes, a faculty chairperson will order a textbook for use in multiple course sections. Both tenure-track faculty and lecturers should be encouraged to stay with that book and not substitute another, particularly at the last moment. There are cost consequences for students.
- Student issues:
    - Students need to place higher priority on purchasing textbooks and make sure they have the required materials for the course. This will help their grades.
    - Students need education about their options. While these may not be as flexible as they used to be because of access codes, there are still ways to economize.
    - This group will ask students to encourage faculty to seek cheaper alternatives to expensive traditional textbooks. As part of that, and as part of seeking pricing for the grant budget, the Pioneer may contact Michelle Xiong or others about the AL\$ initiative.

- Bookstore offerings and issues:
  - IncludeED will be piloted this coming year with the first-year GS class. This bundles together the course and the text (in digital form) and the student pays one price for both. The advantages: the students have their texts; and the Bookstore can negotiate a “deal” (the book for this coming year will be discounted approx. 20%). The funding for this is currently not settled, but the students should pay something because they will not get a clear picture of the process if the book is subsidized.
  - BookNow+ is coming, probably this fall, and allows students to order texts as soon as they register. Other options—PDFs, OERs, etc.—can be coupled with this. There is integration with BlackBoard.
  - The Bookstore has had a Rent Digital program for some time and it will expand this coming year. They will send a list of rental books to be included in the AL\$ web site, both as a downloadable attachment and as a list on its own web page.
  
- Libguides are coming to the library this summer. Gretchen has experience with these and we will be able to migrate our off-site AL\$ site in-house. There can be feedback boxes, suggested links, best practices, and other features not currently on the AL\$ site.
  
- There was discussion about student responses to e-/digital books. Gretchen mentioned the student speakers at the AL\$ conference in mid-March at the Chancellor’s Office. They were not complimentary about e-books (or entirely about e-classes, for that matter). Our own students periodically express a preference for a print book. The IncludeEd project might be an interesting pilot for data about that (see above).