

Previous TIMC Review of Inclusive Access Models

The discussion spanned several meetings with agreement to prepare an informational report to Academic Senate in the academic year 2019-20.

- Presentation from Will Crawford representing Follett with marketing documentation (brochures, success stories, etc.).
- Bookstore position was that the District would need to provide the “request” to implement for next steps
- Review of Concerns including questions about actual savings, billing process, and students dropping courses after paying access fees

Documentation

- Discussion unfolding over several meetings during 2019-2020 before COVID
- COVID impacted flow of meetings but did not prevent completion of the “report”

Suggestions for Current Conversations

What is the role of TIMC in terms of reviewing all Instructional Materials access models and related initiatives that aim to reduce student costs? Do they conflict?

- OER – Open Educational Resources
- ZTC – Zero Textbook Cost Degree pathways
- Senate Resolutions on no or low-cost textbook courses
- Bookstore Rentals, Discounts, Buybacks

How does the current contract with Follett influence the Bookstore Role in providing options to access instructional materials? Is the District technically a vendor as the contract is written?

- Purchase: Formats and Access Codes
- Rentals vs Ownership
- Pursuit of Inclusive Access – Automatic Billing for Day One Access to materials

Which stakeholder will present the proposal for the current review of the inclusive access model? What will the details of the model look like at SRJC?

Current News

There is activism around the misleading term “inclusive access”

<https://www.inclusiveaccess.org/>

New Course Materials Models: Who Benefits?

<https://www.insidehighered.com/news/student-success/academic-life/2023/05/03/new-course-materials-models-who-benefits>

Education Policy

This can change at a federal level, but it may not. This is unknown right now but documented.

2024 U.S. U.S. Department of Education Negotiated Rulemaking

<https://sparcopen.org/our-work/2024-u-s-department-of-education-negotiated-rulemaking/>

FACT SHEET: Biden-Harris Administration Takes New Action to Crack Down on Junk Fees in Higher Education

<https://www.whitehouse.gov/briefing-room/statements-releases/2024/03/15/fact-sheet-biden-harris-administration-takes-new-action-to-crack-down-on-junk-fees-in-higher-education/>

Steps Forward?

I offer ideas for the committee to consider:

- Update the previous report for presentation to Academic Senate
- Review a specific Inclusive Access proposal (course level, department wide or college level) to prompt the review of stakeholder interests
- Clarify the misleading term “inclusive access” as a marketing term with fine print ramifications

Stakeholder Interests

I acknowledge that the following categories are generated from Perplexity.AI to help speed up the dialogue, but the previous pages of my notes (1-2) are genuinely crafted by me.

PROMPT:

What challenges do institutions face when implementing inclusive access models

Perplexity AI:

Administrative Hurdles

- Negotiating agreements with publishers and campus bookstores
- Integrating billing systems with student accounts and learning management systems
- Establishing opt-out processes that comply with regulations
- Training faculty and staff on the new model

Financial Considerations

- Ensuring the model actually reduces costs for students compared to traditional options
- Addressing potential increases in costs for some students or programs
- Managing financial aid implications
- Dealing with unpaid textbook charges that may prevent course registration

Academic Freedom Concerns

- Limiting faculty choice in course materials
- Restricting options to select publishers or vendors
- Potential exclusion of materials from smaller publishers
- Reduced ability to customize or adapt content for specific courses

Equity and Accessibility Issues

- Addressing needs of students who prefer print materials
- Ensuring accommodations for students requiring accessibility features
- Mitigating disproportionate impact on low-income and minority students
- Providing alternatives for students facing financial hardships

Student Experience Challenges

- Educating students on the new model and opt-out procedures
- Addressing concerns about temporary access and inability to resell materials
- Managing student data privacy with third-party vendors

- Ensuring access to materials for students with incomplete grades or retaking courses

Pedagogical Limitations

- Restrictions on modifying or adapting copyrighted content
- Reduced flexibility in teaching methods tied to specific materials
- Limited ability to incorporate open educational resources (OER)
- Potential mismatch between automatically provided materials and actual course needs

Long-Term Sustainability

- Evaluating impact on campus bookstore operations and revenues
- Assessing effects on library services and collections
- Considering implications for institutional efforts to promote OER and affordable learning initiatives
- Planning for potential changes in publisher pricing or policies over time

Implementing inclusive access models requires careful consideration of these multifaceted challenges to ensure the approach aligns with institutional goals and student needs.