

## The Coalition for Solution Through Higher Education Mood Piece Source Sheet

February 1, 2008

Content	Source	Description
U.S. vs. The Competition: 24th in Mathematics	Organisation for Economic Co-Operation and Development (OECD), Programme for International Student Assessment (PISA) 2003 Results	(PISA) is an internationally standardized assessment that was jointly developed by participating countries and administered to 15-year-olds. The indicator measures the mathematical literacy, defined as "the capacity to identify and understand the role that mathematics plays in the world, to make well-founded judgments and to use and engage with mathematics in ways that meet the needs of that individual's life as a constructive, concerned and reflective citizen." U.S. ranked 24th out of 29 countries.
U.S. vs. The Competition: 21st in High School Completion	OECD, <i>Education at a Glance</i> (2007)	The indicator shows the ratio of students completing upper secondary education programs for the first time, as a percentage of the age group normally completing this level. United States ranked 21st out of 27 OECD and partner countries.
U.S. vs. The Competition: 15th in College Completion	OECD, <i>Education at a Glance</i> (2007)	The indicator shows the percentage of tertiary graduates to the population at the typical age of graduation. United States ranked 15th out of 24 OECD member and partner countries.
Less than half of Arizona's high school graduates qualify academically to enroll in our universities.	Arizona Board of Regents, <i>High School Eligibility Study</i> , June 2004	Admission is automatic for students in the top 25% of their graduating class AND who have completed all 16 of the required competency courses. In addition, students who are in the top half of their class or have at least a 2.50 grade point average will be eligible. Under current policy, an estimated 47.9% of 2006 high school graduates were eligible for university admission.
43rd in the Percentage of High School Graduates Going to College	National Center for Higher Education Management Systems, National Center for Education Statistics, 2004	This is the percentage of high school graduates who go to college directly from high school. Arizona ranked 43rd out of 50 states.
39th in Younger Population with a College Degree	NCHEMS Emerging Triangle report (May 2007), page 15, based on U.S. Census Data.	The American Community Survey fills in the gaps between each 10-year census. It is sent to a small percentage of our population on a rotating basis. Arizona ranks 39th out of 50 states in percentage of young populations (25-34) will college degrees.
49th in State and Local Per Capita Spending on K-12 Education	Governing Magazine Sourcebook, U.S. Census Bureau, Public Education Finances Report, FY 2004 and FY 2005	Arizona ranks 49th out of 50 states (followed by Tennessee) in state and local per capita spending on k-12 education in 2005. AZ spends \$1199 per capita. Alaska comes in first at \$2642, followed by New Jersey (\$2572) New York (\$2313) and Connecticut (\$2082).
35th in State and Local Spending Per Capita on Higher Education	Governing Magazine Sourcebook, U.S. Census Bureau, FY 2004 and FY 2005	Arizona ranks 35th out of 50 states in state and local per capita spending on higher education in 2005. AZ spends \$559 per capita. Alaska comes in first at \$999, followed by Vermont (\$942) Wyoming (\$934) and Delaware (\$928).

The Coalition for Solutions Through Higher Education  
 Slideshow and Script Source Sheet

February 1, 2008

Slide	Content	Source	Link	Description
5	U.S. needs to produce 16 million degrees...(Script)	<i>Adding It Up: State Challenges for Increasing College Access and Success</i> , National Center for Higher Education Management	<a href="http://www.makingopportunitiesavailable.org/wp-content/adding_it_up/Adding_It_Up.pdf">http://www.makingopportunitiesavailable.org/wp-content/adding_it_up/Adding_It_Up.pdf</a>	The NCHEMS estimates that nation will produce approx 48 million new undergrad degrees between 2005 and 2025 (assuming no change in completion patterns). Approx 64 million degrees are needed to match leading nations in percent of adults with a college degree. This leads to a gap of 16 million additional degrees needed by 2025.
7	U.S. vs. The Competition: 24th in Mathematics	Organisation for Economic Co-Operation and Development (OECD), Programme for International Student Assessment (PISA) 2003 Results, Chart A4.1.	<a href="http://dx.doi.org/10.1787/564711722418">http://dx.doi.org/10.1787/564711722418</a>	(PISA) is an internationally standardized assessment that was jointly developed by participating countries and administered to 15-year-olds. The indicator measures the mathematical literacy, defined as "the capacity to identify and understand the role that mathematics plays in the world, to make well-founded judgments and to use and engage with mathematics in ways that meet the needs of that individual's life as a constructive, concerned and reflective citizen." U.S. ranked 24th out of 29 countries.
7	U.S. vs. The Competition: 21st in Science	OECD PISA 2006: <i>Science Competencies for Tomorrow's World</i> , December 4, 2007. OECD briefing note for the United States. Page 2	<a href="http://www.oecd.org/dataoecd/16/28/39722597.pdf">http://www.oecd.org/dataoecd/16/28/39722597.pdf</a>	(PISA) is an internationally standardized assessment that was jointly developed by participating countries and administered to 15-year-olds. The indicator assessed student's ability to perform scientific tasks in a variety of situations, ranging from those that affect their personal lives to wider issues for the community or the world. In relative terms, the US ranks 21st among the 30 OECD countries.
8	U.S. vs. The Competition: 21st in High School Completion	OECD, <i>Education at a Glance</i> (2007), Chart A.2.1.	<a href="http://www.oecd.org/dataoecd/17/16/39245042.xls">http://www.oecd.org/dataoecd/17/16/39245042.xls</a>	The indicator shows the ratio of students completing upper secondary education programs for the first time, as a percentage of the age group normally completing this level. United States ranked 21st out of 27 OECD and partner countries.
9	U.S. vs. The Competition: 15th in College Completion	OECD, <i>Education at a Glance</i> (2007), Chart A.3.2	<a href="http://dx.doi.org/10.1787/068037263103">http://dx.doi.org/10.1787/068037263103</a>	The indicator shows the percentage of tertiary graduates to the population at the typical age of graduation. United States ranked 15th out of 24 OECD member countries.

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Slide	Content	Source	Link	Description
10	Barriers to Higher Education Enrollment	<i>Achievement in America: The numbers and the stories they tell.</i> The Education Trust, January 8, 2008, PowerPoint presentation, slide #30	<a href="http://www2.edtrust.org/EdTrust/Product+Catalog/recent+presentations.htm">http://www2.edtrust.org/EdTrust/Product+Catalog/recent+presentations.htm</a>	
11	State-by-State 4-year College Completion by 9th Graders	<i>Postsecondary Education Opportunity</i> ; www.postsecondary.org; reported in "Arizona Strategic Outlook for Higher Education" by Dan Anderson, June 22, 2007	<a href="http://www.higheredinfo.org/dbrowser/index.php?submeasure=63&amp;year=2004&amp;level">www.higheredinfo.org/dbrowser/index.php?submeasure=63&amp;year=2004&amp;level</a>	This chart reflects students who graduate from four-year colleges within six years. <i>Postsecondary Education Opportunity</i> is a research letter published by The Mortensen Center on Public Policy Analysis of Opportunity for Postsecondary Education, based in Oskaloosa, Iowa.
12	AZ Indicators vs. The Nation	NCHEMS Emerging Triangle report (May 2007), page 15, based on U.S. Census Data.		The American Community Survey fills in the gaps between each 10-year census. It is sent to a small percentage of our population on a rotating basis.
13	Arizona's population is expected to grow by approximately 40 percent between 2005 and 2020...(Script)	Arizona Department of Economic Security, Research Administration, Population Statistics Unit	<a href="http://www.workforce.az.gov/admin/uploadedPublications/1997_2006-2055ArizonaProjections.xls">http://www.workforce.az.gov/admin/uploadedPublications/1997_2006-2055ArizonaProjections.xls</a>	
14	Projected AZ Job Growth by 2015	Arizona Department of Economic Security, Research Administration, December 2006. Reported in "Arizona Strategic Outlook for Higher Education" by Dan Anderson, June 22, 2007	<a href="http://www.workforce.az.gov/admin/uploadedPublications/2257_AZ05-15.xls">http://www.workforce.az.gov/admin/uploadedPublications/2257_AZ05-15.xls</a>	"Separations" are jobs needing to be filled because of employee promotions, retirements, and other employee-generated decisions.
15	To Be Nationally Competitive by 2020...	ABOR, DRAFT 2020 Vision		Arizona currently produces approximately 18,000 degrees annually. To be nationally competitive by 2020, it is estimated that the state will need to produce at least 30,000 degrees each year.

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Slide	Content	Source	Link	Description
16-19	100 Children from 9th Grade...	Postsecondary Education Opportunity; www.postsecondary.org; reported in "Arizona Strategic Outlook for Higher Education" by Dan Anderson, June 22, 2007		The statistic reflects students who graduate from high school in four years, enter a 4-year college within one year and complete their bachelor's degree within six years.
22	Median Worker's Earnings	U.S. Census Bureau, Current Population Reports, <i>Income, Poverty and Health Insurance Coverage in the United States</i> : 2006, Table A2, p 36	<a href="http://www.census.gov/prod/2007/pubs/p60-233.pdf">http://www.census.gov/prod/2007/pubs/p60-233.pdf</a>	The 1978 figure is adjusted for inflation.
23	Median Earnings and Tax Payments	<i>Education Pays 2007</i> , College Board, Figure 1.1.	<a href="http://www.collegeboard.com/prod_downloads/about/news_info/cbsenior/yr2007/ed-pays-2007.pdf">http://www.collegeboard.com/prod_downloads/about/news_info/cbsenior/yr2007/ed-pays-2007.pdf</a>	"Education Pays" is a report that discusses the benefits of higher education for individuals and society. The 2007 report reflects data from 2005-2006. "Those with master's degrees earned almost twice as much, and those with professional degrees earned over three times as much per year as high school graduates. Higher levels of education lead to both higher levels of earnings for individuals and higher tax revenues for federal, state, and local governments." pg 9 The bars in this graph show median earnings at each level of education. Taxes paid include federal income, Social Security, and Medicare taxes, and state and local income, sales, and property taxes.
25	Community College and University Contributions (Slide and Script)	<i>Education Pays 2004</i> , College Board	<a href="http://www.collegeboard.com/prod_downloads/press/cost04/EducationPays2004.pdf">http://www.collegeboard.com/prod_downloads/press/cost04/EducationPays2004.pdf</a>	
26	Fewer than half of Arizona's high school graduates qualify academically to enroll in college. (Script)	2006 Arizona High School Eligibility Study	<a href="#">Board of Regents Meeting, September 27-28, 2007 Agenda, Item #18, Executive Summary</a>	Admission is automatic for students in the top 25% of their graduating class AND who have completed all 16 of the required competency courses. In addition, students who are in the top half of their class or have at least a 2.50 grade point average will be eligible. Under current policy, an estimated 47.9% of 2006 high school graduates were eligible for university admission. 3

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27	All education sectors must work together...(Script)	Arizona's P-20 Council	<a href="http://www.governor.state.az.us/P20/">http://www.governor.state.az.us/P20/</a>	Established in July 2005, the primary goal of the P-20 Council is to improve education in Arizona, as well as to ensure more students graduate from high school, succeed in college and are ready for the modern workforce.
29	Deferred Maintenance	Joint Legislative Budget Committee Report, Building Renewal Funding History FY 1997-2007	<a href="http://www.azleg.gov/ilbc/psbidgrenewal.pdf">http://www.azleg.gov/ilbc/psbidgrenewal.pdf</a>	
29	Building Renewal Funding	Joint Legislative Budget Committee Report, Building Renewal Funding History FY1997-2007	<a href="http://www.azleg.gov/ilbc/psbidgrenewal.pdf">http://www.azleg.gov/ilbc/psbidgrenewal.pdf</a>	
30	Faculty and Staff Salaries	Annual Personnel Report for the Arizona University System, October 2007	<a href="https://azregents.asu.edu/rrc/DocumentLibrary/2007-Annual%20Personnel%20Report.pdf">https://azregents.asu.edu/rrc/DocumentLibrary/2007-Annual%20Personnel%20Report.pdf</a>	"Reaching market," for faculty is the amount required to raise average salaries is to the 50th percentile (median) of their peers. For staff, it is the amount needed to raise salaries to the average of their respective markets.
30	The state invests only \$10 million in need-based aid for the Arizona Financial Aid Trust Fund (AFATF).	FY 2008 Joint Legislative Budget Committee Report	<a href="http://www.azleg.gov/ilbc/09recbk/unibor.pdf">http://www.azleg.gov/ilbc/09recbk/unibor.pdf</a>	
31	Projected All Funds Operating Revenue \$3.6 Billion	Arizona Board of Regents, August 2007, Item #2, FY 2008 All-Funds	<a href="http://www.azregents.edu/1_the_regents/meetings/board_book/Aug-2007/Item-02-2007-08-FY2008-Init-All-Funds-FY08-State-Exp-Auth.pdf">http://www.azregents.edu/1_the_regents/meetings/board_book/Aug-2007/Item-02-2007-08-FY2008-Init-All-Funds-FY08-State-Exp-Auth.pdf</a>	



GET  
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TO  
MAKE  
A  
DIFFERENCE

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PHOENIX, AZ 85003



THE EDUCATION CRISIS

IF WE WANT

ECONOMIC PROSPERITY,

WE MUST MAKE

EDUCATION A PRIORITY.



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EDUCATION**

[highereducationsolution.com](http://highereducationsolution.com)



## A PROBLEM WE CANNOT AFFORD TO IGNORE

A crisis in education is looming in America. The educational performance of our children simply does not measure up to countries around the world, and we are not producing enough educated, highly skilled workers to effectively compete in today's global, knowledge-based economy. This crisis is especially acute in Arizona, which trails the rest of the nation in college completion and other key measures of educational performance.

*Solutions Through Higher Education* is an education campaign to promote awareness about the critical role that higher education plays in ensuring economic prosperity for our country and our citizens. This brochure contains important information about the threat of declining educational achievement and attainment, and about how Arizonans can get involved and stay informed.



## THERE WAS A TIME WHEN WE LED THE WORLD IN EDUCATION.

Decades ago, our country's emphasis on higher education, coupled with intense national pride and a strong desire to be first, delivered unprecedented economic growth and prosperity for our nation.

Once the leader in every metric of educational performance, the United States has surrendered its leadership. Across the country, leaders warn of this brewing educational crisis; yet most Americans are not even aware that the problem exists.

## THE NUMBERS TELL THE STORY.

The United States compared to other industrialized countries:

**21<sup>st</sup>** in high school graduation rates

**15<sup>th</sup>** in college completion

**24<sup>th</sup>** in mathematics

**21<sup>st</sup>** in science

Arizona compared to other states:

**43<sup>rd</sup>** in the nation in the percentage of high school graduates who go to college

**39<sup>th</sup>** in younger population with a college degree

Additionally, less than half of our high school graduates qualify academically to enroll in our public universities.

## THE COALITION FOR SOLUTIONS THROUGH HIGHER EDUCATION

Recognizing the looming crisis, a coalition of community and business leaders, organizations, and other individuals has formed. Called *The Coalition for Solutions Through Higher Education*, it is anchored in the belief that it is imperative to raise the educational level of Arizonans, especially the younger population. Additionally, the Coalition will work to promote awareness of higher education's contribution to a competitive economy and to the lives of our citizens.

You can become a member of this Coalition. As a member, you will receive information about the critical economic



and social challenges facing Arizona, the ways in which higher education provides solutions to these challenges, and the issues facing higher education and Arizona's public universities. You will be encouraged to help spread the message about the crisis facing Arizona and the country.

Join a coalition of Arizona business and community leaders who have united to show their support of higher education. The Co-Chairs for this project are:

**Chris Bavasi**  
Vice Chair, Northern Arizona University Foundation

**Don Budinger**  
Chairman and a Founding Director, The Rodel Foundations

**Harry Hengl**  
Managing Member, Western Financial  
Treasurer, Northern Arizona University Foundation

**William J. Post**  
Chairman and CEO, Pinnacle West Capital Corporation

**Sarah Smallhouse**  
President, Thomas R. Brown Foundations  
Board Member, University of Arizona Foundation

**Craig E. Weatherup**  
Chairman of the Board, Arizona State University Foundation

To show your support for higher education, fill out and return the attached information form today. For more information, visit [highereducationsolution.com](http://highereducationsolution.com).

## JOIN THE COALITION FOR SOLUTIONS THROUGH HIGHER EDUCATION

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Email Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Place of Employment: \_\_\_\_\_

State Legislative District, if known: \_\_\_\_\_

Name of Organization with which I am affiliated: \_\_\_\_\_

Address of Organization: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Approximate number of employees/members: \_\_\_\_\_

Other Organization Affiliations: \_\_\_\_\_

I am a graduate of: \_\_\_\_\_ ASU \_\_\_\_\_ NAU \_\_\_\_\_ UA

Other \_\_\_\_\_

Additional Comments: \_\_\_\_\_

# The Coalition for Solutions Through Higher Education

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- Please include my company/organization as a member of the Coalition for Solutions Through Higher Education
- You may publicly list my company/organization as a supporter of the Coalition for Solutions Through Higher Education efforts

Name of organization \_\_\_\_\_  
Address of organization \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip code \_\_\_\_\_

Primary contact \_\_\_\_\_  
Name \_\_\_\_\_ Title \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip code \_\_\_\_\_  
Email address \_\_\_\_\_ Phone number \_\_\_\_\_

State legislative district, if known \_\_\_\_\_  
Approximate number of employees/members \_\_\_\_\_

Other organizational affiliations \_\_\_\_\_  
Additional comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Instruction and Curriculum Policy Committee  
CONSENT AGENDA ITEM**

**Item 1**

**Approval of the Graduate Certificate in Public Health**

**Projected effective date:** Summer 2008

**Description:** The Mel and Enid Zuckerman College of Public Health is proposing a Graduate Certificate in Public Health. Students who complete the certificate will be able to demonstrate knowledge and skills in the five core academic disciplines of Public Health: Epidemiology, Public Health Policy and Management, Environmental and Occupational Health, Biostatistics, Socio-cultural and Behavioral Aspects of Public Health. The students will augment the number of public health personnel who are adequately trained to meet the challenge of reducing health disparities in Arizona.

**Justification:** Arizona has neither an adequate number of public health personnel nor a public health workforce that is adequately trained to meet the challenge of reducing health disparities in the state. Among Arizona's counties for the year 2000, Arizona had the lowest public health worker per population ratio in the nation. In addition to having fewer professionals, the average age of public health professionals in the county and state systems is between 41-50 years of age, but the tribally-based programs have a workforce in which over 60 percent are under the age of 30. Overall, 46 percent of public health workers in Arizona have less than a baccalaureate degree and of the three percent of the public health professionals who hold a Master's degree, a small percentage are working in the state, Indian Health Service, county and tribal health departments. Arizona has a sparse, aging (or very young), and under-trained public health workforce despite having some of the greatest health disparities in the nation disproportionately affecting its Hispanic and American Indian populations. It is projected that by the year 2010, under-represented minorities will outnumber Whites in the state, and every Arizona county has populations known to be at highest risk of health disparities. The statistics for premature death, lack of insurance or basic screenings among the Hispanic and American Indian populations are particularly striking. The certificate will help to meet the challenge of improving health status indicators by providing advanced training in public health in a distance learning format. An on-line certificate program enables individuals to advance their education without relocation, excessive travel or loss of time from work and lessens the impact on family obligations versus an on-site program. The certificate will enable MEZCOPH to educate public health workers in the many rural and remote regions of the state which is critical to improving the competency of our workforce and essential to improving the health of our communities.

**Approvals:**

**Undergraduate Council:** NA

**Graduate Council:** 8/17/07

**CAAC:** 9/17/07

**Team Provost Review:** 12/10/07

**ICPC:** 1/29/08, 7-0-0 with two absent

## MEMORANDUM

To: The University of Arizona Faculty Senate  
From: Tommy Bruce, ASUA President  
Date: January 28, 2008  
Subject: Proposed Textbook Legislation

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Attached you will find the current version of the proposed textbook legislation that the Arizona Students Association is working in a bipartisan effort to make law in Arizona.

Currently, there are identical bills in both the House (H2230) and the Senate (S1175) that have been officially assigned to the Higher Education Committees'. The earliest date that the bills may be heard is February 5<sup>th</sup>.

In the house, the proposed legislation is sponsored by Representative Tobin and in the Senate, the proposed legislation is sponsored by Senator O'Halleran, Chairman of the Senate Higher Education Committee. Many co-sponsors have also signed on in support.

Details of the legislation include:

- Full price disclosure to faculty members and anyone else involved in the textbook/supplementary document purchasing process
- Summary of the differences between textbook editions
- Full listing of textbook/supplemental material availability (paperback, unbound etc.)
- If a textbook/supplementary material is offered in a bundled fashion, they must also be offered unbundled
- Copyright dates of the previous editions of the textbook or supplementary materials
- If a custom textbook textbook/supplementary material is created between a publisher and professor, the suggested retail and wholesale price must be disclosed

The battle against the high price of textbooks has been a joint effort between students, faculty, bookstores and administration in states that have passed this legislation including Connecticut, Oregon, Minnesota, Washington and Oklahoma. We hope that this may be the case here in Arizona. Your support is critical because the legislation not only helps to lower the cost of textbooks for students but it also introduces price into the sales conversation between faculty and publishing company representatives. It thereby allows faculty to have all of the information needed to make a decision about choosing textbooks for their courses.

It is the hope of the Arizona Students Association that The University of Arizona Faculty Senate will support college textbook information legislation and will vote to support the attached resolution marking official support.

The vote on this resolution will take place at the February 4<sup>th</sup> Faculty Senate meeting. Thank you for your consideration. Please contact me if you have further questions.

Rough Draft  
December 21, 2007 3:14 PM  
Folder 981, Drafter TODD BAYNE

REFERENCE TITLE: college textbooks; information

State of Arizona  
Senate  
Forty-eighth Legislature  
Second Regular Session  
2008

**S. B. \_\_\_\_\_**

Introduced by \_\_\_\_\_

AN ACT

AMENDING TITLE 15, CHAPTER 14, ARIZONA REVISED STATUTES, BY ADDING ARTICLE 9;  
RELATING TO UNIVERSITIES AND COMMUNITY COLLEGES.

(TEXT OF BILL BEGINS ON NEXT PAGE)

1 Be it enacted by the Legislature of the State of Arizona:

2 Section 1. Title 15, chapter 14, Arizona Revised Statutes, is amended  
3 by adding article 9, to read:

4 ARTICLE 9. COLLEGE TEXTBOOK INFORMATION

5 15-1891. College textbooks; information; definitions

6 A. THE PUBLISHER OF A COLLEGE TEXTBOOK OR SUPPLEMENTAL MATERIALS FOR  
7 COLLEGE COURSES SHALL PROVIDE THE FOLLOWING WRITTEN INFORMATION TO FACULTY  
8 MEMBERS AND ANY OTHER PERSONS WHO ARE IN CHARGE OF SELECTING COURSE MATERIALS  
9 FOR A UNIVERSITY UNDER THE JURISDICTION OF THE ARIZONA BOARD OF REGENTS OR A  
10 COMMUNITY COLLEGE UNDER THE JURISDICTION OF A COMMUNITY COLLEGE DISTRICT IN  
11 THIS STATE WHENEVER THE PUBLISHER PROVIDES A FACULTY MEMBER OR OTHER PERSON  
12 WITH INFORMATION ABOUT TEXTBOOKS:

13 1. THE SUGGESTED RETAIL PRICE AND WHOLESALE PRICE OF THE TEXTBOOK OR  
14 OTHER SUPPLEMENTAL MATERIAL.

15 2. THE COPYRIGHT DATES OF ANY PREVIOUS EDITIONS OF THE SAME TEXTBOOK  
16 OR THE SAME SUPPLEMENTAL MATERIALS WHENEVER THE PUBLISHER PROVIDES A FACULTY  
17 MEMBER OR OTHER PERSON WITH INFORMATION ABOUT TEXTBOOKS.

18 3. A SUMMARY OF THE SUBSTANTIVE CONTENT DIFFERENCES BETWEEN THE  
19 CURRENT EDITION OF THE TEXTBOOK OR SUPPLEMENTAL MATERIALS AND THE IMMEDIATE  
20 PRIOR EDITION.

21 4. WHETHER THE TEXTBOOK OR SUPPLEMENTAL MATERIALS ARE AVAILABLE IN ANY  
22 OTHER FORMAT, INCLUDING PAPERBACK OR UNBOUND EDITIONS, AND THE SUGGESTED  
23 RETAIL PRICE AND WHOLESALE PRICE OF THE TEXTBOOK OR SUPPLEMENTAL MATERIALS IN  
24 THE OTHER FORMATS.

25 B. IF A PUBLISHER OFFERS A TEXTBOOK THAT IS BUNDLED WITH SUPPLEMENTAL  
26 MATERIALS, THE PUBLISHER SHALL ALSO OFFER THE TEXTBOOK AND THE SUPPLEMENTAL  
27 MATERIALS SEPARATELY.

28 C. IF A FACULTY MEMBER AND A PUBLISHER CREATE A CUSTOM TEXTBOOK, THE  
29 PUBLISHER SHALL PROVIDE THE SUGGESTED RETAIL PRICE AND THE WHOLESALE PRICE OF  
30 THAT CUSTOM TEXTBOOK TO FACULTY MEMBERS AND ANY OTHER PERSONS WHO ARE IN  
31 CHARGE OF SELECTING COURSE MATERIALS.

32 D. SUBSECTIONS A AND B APPLY TO CUSTOM TEXTBOOKS TO THE GREATEST  
33 EXTENT PRACTICABLE.

34 E. THIS SECTION SHALL NOT BE CONSTRUED IN A MANNER THAT VIOLATES  
35 ACADEMIC FREEDOM.

36 F. FOR THE PURPOSES OF THIS SECTION:

37 1. "BUNDLED" MEANS ONE OR MORE COLLEGE TEXTBOOKS OR OTHER SUPPLEMENTAL  
38 LEARNING MATERIALS THAT ARE PACKAGED TOGETHER TO BE SOLD AS COURSE MATERIALS  
39 FOR A SINGLE PRICE.

40 2. "COLLEGE TEXTBOOK" MEANS A TEXTBOOK OR A SET OF TEXTBOOKS USED FOR  
41 OR IN CONJUNCTION WITH A COURSE IN A UNIVERSITY UNDER THE JURISDICTION OF THE  
42 ARIZONA BOARD OF REGENTS OR A COMMUNITY COLLEGE UNDER THE JURISDICTION OF A  
43 COMMUNITY COLLEGE DISTRICT IN THIS STATE.

44 3. "CUSTOM TEXTBOOK" MEANS A COLLEGE TEXTBOOK THAT IS COMPILED AT THE  
45 DIRECTION OF A FACULTY MEMBER OR ANY OTHER PERSON OR ENTITY IN CHARGE OF

1 SELECTING COURSE MATERIALS AT A UNIVERSITY UNDER THE JURISDICTION OF THE  
2 ARIZONA BOARD OF REGENTS OR A COMMUNITY COLLEGE UNDER THE JURISDICTION OF A  
3 COMMUNITY COLLEGE DISTRICT IN THIS STATE, INCLUDING SELECTIONS FROM ORIGINAL  
4 INSTRUCTOR MATERIALS, PREVIOUSLY COPYRIGHTED PUBLISHER MATERIALS, COPYRIGHTED  
5 THIRD-PARTY WORKS AND ELEMENTS THAT ARE UNIQUE TO A SPECIFIC EDUCATIONAL  
6 INSTITUTION SUCH AS COMMEMORATIVE EDITIONS.

7 4. "INTEGRATED TEXTBOOK" MEANS A COLLEGE TEXTBOOK THAT IS COMBINED  
8 WITH MATERIALS DEVELOPED BY A THIRD PARTY THAT, BY THIRD-PARTY CONTRACTUAL  
9 AGREEMENTS, MAY NOT BE OFFERED BY PUBLISHERS SEPARATELY FROM THE COLLEGE  
10 TEXTBOOK WITH WHICH THE MATERIALS ARE COMBINED.

11 5. "PUBLISHER" MEANS A PUBLISHER OF COLLEGE TEXTBOOKS OR SUPPLEMENTAL  
12 MATERIALS THAT IS INVOLVED IN OR AFFECTING INTERSTATE COMMERCE.

13 6. "SUBSTANTIVE CONTENT" MEANS PORTIONS OF A COLLEGE TEXTBOOK,  
14 INCLUDING NEW CHAPTERS, ADDITIONAL ERAS OF TIME, NEW THEMES OR NEW SUBJECT  
15 MATTER.

16 7. "SUPPLEMENTAL MATERIALS" MEANS EDUCATIONAL MATERIAL THAT IS  
17 DEVELOPED TO ACCOMPANY A COLLEGE TEXTBOOK, INCLUDING PRINTED MATERIALS,  
18 COMPUTER DISKS, WEBSITE ACCESS AND ELECTRONICALLY DISTRIBUTED MATERIALS, AND  
19 THAT IS NOT BOUND BY THIRD-PARTY CONTRACTUAL AGREEMENTS TO BE SOLD IN AN  
20 INTEGRATED TEXTBOOK.

21 8. "WHOLESALE PRICE" MEANS THE PRICE AT WHICH THE PUBLISHER MAKES OR  
22 WOULD MAKE THE TEXTBOOK OR SUPPLEMENTARY MATERIAL AVAILABLE TO A BOOKSTORE ON  
23 THE CAMPUS OF A UNIVERSITY UNDER THE JURISDICTION OF THE ARIZONA BOARD OF  
24 REGENTS OR A COMMUNITY COLLEGE UNDER THE JURISDICTION OF A COMMUNITY COLLEGE  
25 DISTRICT IN THIS STATE.

## Faculty Senate Resolution on College Textbooks

WHEREAS, high textbook prices decrease the accessibility and affordability of higher education: In 21st Century America, a college education is critical for individual success and for the strength of our nation. Textbooks cost students \$900 per year, on average, which is nearly one-fifth of tuition at a state university in Arizona. With tuition already at all-time highs, the added cost of textbooks can be a "tipping point" expense for middle and low-income students.

WHEREAS, commercial textbook publishers engage in tactics to drive up prices: Textbook prices have increased four times the rate of inflation over the past decade, due in part to business practices that artificially inflate the price of textbooks, mainly:

- Withholding-pricing information from faculty so they cannot easily determine the lowest cost materials
- Undermining availability of cheaper used books through excessive new editions and single-use editions
- "Bundling" supplementary materials with textbooks that do not add significant educational value

WHEREAS, the structure of the textbook market gives publishers disproportionate power: Publishers are not held accountable for their prices by the market because there is little competition for business between publishers, and the consumers (students) are required to purchase the products regardless of price.

NOW THEREFORE BE IT RESOLVED the University of Arizona Faculty Senate support statewide legislation requiring the publisher of a textbook or supplemental materials for college courses shall provide the following written information to faculty members and any other persons who are in charge of selecting course materials for a university under the jurisdiction of the Arizona board of regents or a community college under the jurisdiction of a community college district in this state whenever the publisher provides a faculty member or other person with information about textbooks:

1. The suggested retail price and wholesale price of the textbook or other supplemental material.

2. The copyright dates of any previous editions of the same textbook or the same supplemental materials whenever the publisher provides a faculty member or other person with information about textbooks.

3. A summary of the substantive content differences between the current edition of the textbook or supplemental materials and the immediate prior edition.

4. Whether the textbook or supplemental materials are available in any other format, including paperback or unbound editions, and the suggested retail price and wholesale price of the textbook or supplemental materials in the other formats.

BE IT FURTHER RESOLVED the University of Arizona Faculty Senate support statewide legislation requiring the publisher of a textbook or supplemental materials for college courses to do the following:

1. If a publisher offers a textbook that is bundled with supplemental materials, the publisher shall also offer the textbook and the supplemental materials separately.

2. If a faculty member and a publisher create a custom textbook, the publisher shall provide the suggested retail price and the wholesale price of that custom textbook to faculty members and any other persons who are in charge of selecting course materials.

BE IT FURTHER RESOLVED that legislation include a provision stating that the legislation may not be construed in a manner that violates academic freedom.

NOW THEREFORE BE IT RESOLVED the University of Arizona Faculty Senate endorses the Arizona Students' Association textbook price disclosure legislation.

- Financial Planning
- Resources
  - Doing more with less
  - Allocation principles
  - Teaching / Research
  - MORALE
- Access / Outreach / Research Goals
  - Contradictory?
  - MORALE
- Rightsizing
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- External Relations
  - Legislature
  - Branding of UA



# Undergraduate Education / General Education

Faculty Roles

Incentive Structures (including P&T)

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Recruitment/retention/engagement

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State-based Financial Aid

Shared Governance at College /  
Department Level

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