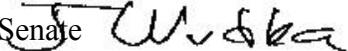




April 28, 2016

To: Ameae Walker, Vice Provost, Academic Personnel

From: Jose Wudka, Chair, Academic Senate 

Subject: Professors Assigning Their Own Texts to Students

Dear Ameae,

During the April 25 meeting, Executive Council discussed the issue of faculty assigning their own texts. Both Council and the reviewing committees were strongly opposed to restricting this practice in any manner. Doing otherwise would unreasonably limit the academic freedom of the faculty. Because of their expertise, our faculty will produce some of the best educational material in their fields of study; they should therefore be allowed to use this material to enhance the education of our students. Accessibility to this material can be addressed by ensuring that the library has a sufficient number of copies.

That faculty receive royalties from the purchase of the material they produce should not be a concern. In most cases, these royalties are minimal, and in themselves present no incentive for the faculty member to produce the material. Large-enrollment courses may produce higher royalties, but in this case the material will be published only if it passes the scrutiny of an editorial house. Higher royalties may also result if the material becomes popular at other institutions. Either case implies recognition of the high-quality of the material through peer-review, which will bring added prestige and visibility to the faculty member and to the campus.

Yours truly,

Jose Wudka
Chair, Riverside Senate Division

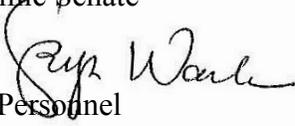
Enclosure



COMMITTEE ON ACADEMIC PERSONNEL

February 24, 2016

To: Jose Wudka
Riverside Division Academic Senate

From: Georgia Warnke, Chair 
Committee on Academic Personnel

Re: VPAP Request for Senate Consult. Professors Assigning Their Own Texts to Students

On February 24, 2016, CAP considered the matter of professors assigning their own texts to students. The Committee felt this should be at the discretion of the individual instructor, but would encourage faculty to place copies of the text on reserve for copying (+9-0-0).

UC RIVERSIDE UNIVERSITY OF CALIFORNIA | **Academic Senate**
COMMITTEE ON ACADEMIC FREEDOM

April 8, 2016

To: Jose Wudka, Chair
Riverside Division of the Academic Senate

From: Ward Beyermann, Chair 
Committee on Academic Freedom

Re: Professors Assigning Their Own Texts to Students

At its February 18, 2016 meeting, the Committee on Academic Freedom discussed the issue brought up in the memo from Ameae Walker, Vice Provost for Academic Personnel, regarding instructors assigning their own textbooks. While the committee understands the concern over a conflict of interest, possibly associated with the financial benefit from royalties, when an instructor assigns their own material, the academic freedom of the instructor to use whatever material deemed appropriate in teaching the course has priority. In some cases, the instructor may be the leading authority in subject, and it would be a disservice to the students to be denied access to this resource. A monetarily driven motivation to assign one's own textbook is weak because the fraction of revenue from that class is usually very small for commercially produced resources.

CAF has three recommendations regarding this issue. First, an instructor's right to assign the textbook or other material thought to be important must not be infringed. Second, when this material is not commercially produced, we recommend the costs charged to the students be limited to covering just the expenditures for production and distribution. Third, we recommend the University explore mechanisms that could prevent or divert royalties associated with commercially produced material sold in an instructor's own course.



March 14, 2016

To: Jose Wudka, Chair
Riverside Division

From: Stephen Wimpenny, Chair 
Committee on Educational Policy

Re: Issue of Faculty Assigning their own Texts to Students

The Committee on Educational Policy reviewed the issue of faculty assigning their own texts to students for the courses they instruct at their March 11, 2016 meeting. The Committee opined that the issue is not a problem at UCR, but is primarily a perception issue. The Committee commented that it would not be advisable to implement a policy to address the issue, as sometimes a faculty member's text is the best in their field or is the only text to cover the curriculum for a course.

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EXECUTIVE COMMITTEE:
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES

RIVERSIDE, CALIFORNIA 92521-0132

April 6, 2016

TO: José Wudka, Chair
Academic Senate

FROM: Jason Weems, Chair
CHASS Executive Committee

RE: Academic Senate Consultation on Professors Assigning Their Own Texts to Students

The CHASS Executive Committee had a wide-ranging discussion regarding faculty who assign their own texts. In many circumstances, we feel it is a logical and pedagogically useful practice. Why would we seek to limit the ability of an expert in a field—one who has carefully designed what they believe to be the most effective text for instruction on the topic—to deploy that text in their teaching. Indeed, the synergy between text and the classroom presentation is in many instances very useful to students. On the other hand, we also recognize that there may be financial and other inducements to assigning one's own text, and that faculty need to remain cognizant of potential issues that arise, such as added cost to students (Regarding the latter, we imagine that there could be a question of optics, especially as public scrutiny of university tuition and expenses increase). The committee came to no firm conclusions on the need for oversight of such activity, what form it should take, or how it might be enacted. One thought was that a requirement to report the use of one's own text to a department chair might be useful, although it we were not clear on what the chair might be expected to do with such information. A question also arose about the different reporting needs that might adhere with different texts. Should faculty report the use of freely available scholarship such as journal articles or scanned chapters of books, or only those texts that require student purchase.

Jason Weems, Chair

UCR CHASS Executive Committee

March 2, 2016

To: Jose Wudka, Chair
Riverside Division

From: Sarjeet Gill, Chair, Executive Committee
College of Natural and Agricultural Science

Re: Professors Assigning Their Own Texts to Students

The CNAS Executive Committee at their March 1st meeting unanimously supported the proposal that a faculty member teaching a course has the right and responsibility under principles of academic freedom to assign a suitable textbook in the best interest of students. On the other hand we suggest there should be specific measures and procedures to guard against potential conflict of interest concerns.

Yours sincerely,
Sarjeet Gill, Chair
CNAS Executive Committee





COMMITTEE ON FACULTY WELFARE

March 31, 2016

To: Jose Wudka
Riverside Division Academic Senate

From: Jennifer Hughes, Chair 
Committee on Faculty Welfare

Re: Professors Assigning Their Own Text to Students

The Committee on Faculty Welfare met on March 15, 2016 to discuss the issue of requiring a text authored by the faculty member teaching the course. The University's Academic Personnel Manual states the important principle that University researchers must be free to pursue knowledge and that this freedom, which is essential to the research process, must not lightly be abridged. The committee strongly affirms the right of our faculty to assign their own work in their classes. We recognize that our faculty are field experts and have in many cases written definitive and important texts from which the students may benefit. Reading a faculty member's work is one of the benefits of studying at a research university. We also recognize that this may need to be explained or articulated to our undergraduate students who may be encountering the practice for the first time. Steps should be taken to educate students and thus to avoid future confusion. We suggest the development of a published policy that can be referenced in syllabi and course websites.

The committee also recognizes that a conflict of interest or the appearance of such conflict may emerge. The Committee on Faculty Welfare does not agree with the exploitation of textbooks in the classroom for personal financial gain. When a researcher has a financial interest similar in nature to those required to be reported under the University Conflict of Interest Code requiring disclosure, his or her judgment may appear to be affected by potential financial gain rather than by the pursuit of knowledge. Therefore we suggest that campus policy urges faculty assigning their own texts to also consider making these texts available in no-cost form when possible (by placing copies on library reserve or making available password protected pdfs).

The Committee recommends that a statement be formulated to guide faculty and educate students. This statement should include links to relevant policy such as APM 028-10 and be placed on appropriate venues like the registration webpage.

February 24, 2016

To: Jose Wudka, Chair
Riverside Division

From: David Lo, Chair
Graduate Council



RE: VPAP Request for Senate Consult: Professors Assigning Their Own Texts to Students

At their February 18th meeting, the Graduate Council (GC) discussed the question of faculty assigning texts authored by the teaching faculty member, especially in cases where student purchases of the assigned text may provide financial benefits to the faculty member. Many of the issues raised by the AAUP discussion were also discussed by GC. The GC determined that there are a few issues raised, but we feel that they appear to be relatively easily addressed.

1. The first concern is a matter of academic freedom for the teaching faculty. It is natural that the faculty are expected to teach topics that they are expert in, and when this also involves the publication of texts or related material by the teaching faculty member, it would of course seem to be intuitively obvious common sense to encourage the use of these materials in teaching. These materials are the product of the faculty's academic scholarship and achievement, and it would be irresponsible and indeed educational misconduct to consider banning these materials from the classroom. That the sale of the material to students may provide some potential economic benefit to the faculty member would appear to be an irrelevant criterion for changing the appropriateness of the material in classroom use, since it is very likely that in many cases this material (e.g., textbooks) was generated expressly for the purpose of educational use. So from this point of view it would be inappropriate to prohibit the assignment of faculty texts from the classroom.

2. It can be appreciated that in situations where faculty may stand to gain financially from any of their activities, one may reasonably be concerned that an appearance of conflict of interest may arise. Certainly, it can be appreciated that faculty who put effort into writing a textbook are expecting some personal benefit from this investment of time and energy, including financial benefit. However, we should actually be very supportive of this effort, as it stands to directly help the university, as the popularity of these texts used across the country in educational settings enhances the academic reputation of our faculty and by extension, the university. It is certainly not viewed as a conflict of interest for the faculty to gain financial benefit from the sale of their

texts at other educational institutions, but it can be a concern if at our own institution the purchase of the text is required for a specific course taught by this faculty member. There would seem to be a fairly simple way to insure that any appearance of conflict of interest is removed, by reducing the potential financial benefit to any faculty assigning their own texts in a course that they are teaching. One simple way to accomplish this could be to have the teaching faculty insure that there are sufficient quantities of texts provided to the library reserve desk, so that all students can gain access to the material at no cost. We feel that this is a reasonable request that not only relieves the students of the financial burden of purchasing the texts, but also minimizes any additional financial burden on the teaching faculty, since we should not penalize them for developing worthy teaching materials.

In sum, while we can appreciate the need to address any potential conflicts of interest in any required purchase of educational materials developed by the teaching faculty, we are loathe to stand in the way of academic freedom of our teaching faculty. Moreover, we do not want to discourage our faculty from developing teaching materials that may be of significant value to students at educational institutions across the country.

March 3, 2016

To: Jose Wudka, Chair Riverside Division

From: Jan Blacher, Chair Executive Committee, GSOE

Re: Comment on the practice of professors assigning their own texts to students

The Executive Committee, GSOE, discussed the issue of professors assigning their own texts to students, and concluded that this is an issue to be determined by each professional school or college, with perhaps some guidelines proposed by the Senate. We also discussed appointing a committee to review faculty authored textbooks proposed for widespread use within the GSOE.