

BOARD OF REGENTS
BRIEFING PAPER
Instructional Materials/Textbooks – Selection and Cost Considerations

BACKGROUND & POLICY CONTEXT OF ISSUE:

Existing Board Policy specifies that textbook selection is the responsibility of faculty who should exercise their expertise and professional judgment when selecting textbooks and carefully consider the academic, professional, and ethical implications of criteria used in textbook selections (*Title 4, Chapter 14, Section 29*). Institutions must develop an approved statement of guidelines governing the selection of textbooks, and these guidelines must address the desirability of minimizing costs to students.

In recent years, the cost of textbooks and instructional materials for students has been widely debated. NSHE institutions and their faculty are not alone in considering ways to reduce costs without compromising academic quality. TMCC recently conducted a study of textbooks and developed recommendations for faculty in selecting instructional materials. Other institutions are also examining textbook selection and cost. CSN recently conducted an “ETextbook” student survey. The results of this survey indicate that while students have a preference for owning a physical book over renting a book or using an “ETextbook,” cost is still a very important factor in deciding to buy, rent or borrow textbooks and course materials. Students also expressed dissatisfaction with the cost of textbooks and other course materials.

Building on the work at each of the campuses on the concerns related to textbook selection and cost, the Faculty Senate Chairs recommend revisions to Board policy. The Academic Affairs Council reviewed the proposed revisions and supports the changes as recommended.

SPECIFIC ACTIONS BEING RECOMMENDED OR REQUESTED:

Amend Board policy to specify that textbooks and other instructional materials should help students accomplish their educational objectives and should only be required when necessary and highly utilized. In addition, specify that cost should be considered when selecting instructional materials, and where appropriate, each institution shall encourage faculty to select or develop electronic and free or low-cost options for instructional materials. (See attached policy proposal.)

IMPETUS (WHY NOW?):

This policy proposal is brought forward at the recommendation of the Faculty Senate Chairs.

BULLET POINTS TO SUPPORT REQUEST/RECOMMENDATION:

- The policy proposal retains the necessary faculty discretion in selecting textbooks and course materials but requires that both the academic and financial needs of the student must also be a consideration in this selection.
- Expanding the policy beyond textbooks to include instructional materials and specifically include electronic materials clarifies that faculty may consider materials other than textbooks when selecting course materials.

POTENTIAL ARGUMENTS AGAINST THE REQUEST/RECOMMENDATION:

None have been presented.

ALTERNATIVE(S) TO WHAT IS BEING REQUESTED/RECOMMENDED:

None have been presented.

COMPLIANCE WITH BOARD POLICY:

- Consistent With Current Board Policy: Title # _____ Chapter # _____ Section # _____
X Amends Current Board Policy: Title 4, Chapter 14, Section 29
 Amends Current Procedures & Guidelines Manual: Chapter # _____ Section # _____
 Other: _____
 Fiscal Impact: Yes _____ No X _____
Explain: _____

POLICY PROPOSAL
TITLE 4, CHAPTER 14, SECTION 29
NSHE Policy on Instructional Materials

Additions appear in *boldface italics*; deletions are [~~stricken~~ and bracketed]

Section 29. NSHE Policy on Instructional Materials

The selection of textbooks and other instructional materials [~~Textbook selection~~] is the responsibility of faculty. [~~Textbooks~~] *All instructional materials* should contain current, relevant information for the course, as well as appropriate assignments and supplementary material when applicable. [~~Textbooks~~] *These materials* should help faculty *and students* accomplish the educational objectives of a course *and should only be required when necessary and highly utilized. Cost should be considered when selecting instructional materials.* Faculty should exercise their expertise and professional judgment when selecting *instructional materials* [~~textbooks~~], and carefully consider the academic, professional, and ethical implications of criteria used in [~~textbook~~] selections.

To that end, each NSHE institution shall develop an approved statement of professional and ethical guidelines relative to the selection of textbooks or other instructional materials. Such guidelines shall address relationships with publishers or other providers, selection of one's authored text *and electronic materials* for instructional use, and shall address the desirability of minimizing costs to students when this can be accomplished without compromising academic standards and academic freedom. *Where appropriate, each institution shall encourage faculty to select or develop electronic and free or low-cost options for instructional materials.*

College of Southern Nevada
ETextbook Survey Results

Survey Facts:

Field Dates – January 20 – February 7, 2015
 Sample Size – 24,118
 Surveys Completed – 1802
 Email Response Percentage – 7.5%
 Margin of Error +/- 2.2% at 95% C.I.

Characteristics of the Sample

Q1. Are you a first time student to CSN?

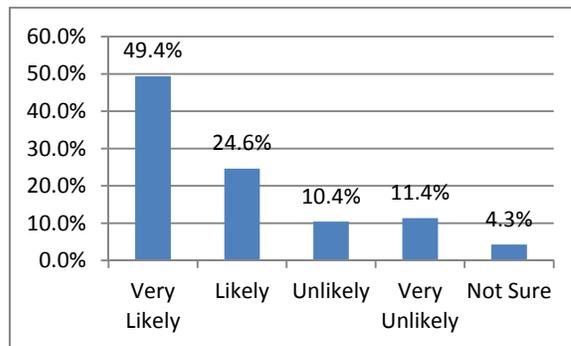
Status	Count	% of Total
Yes, new to CSN & first time taking college courses	334	18.5%
Yes, new to CSN but transferred here	89	4.9%
No, attended CSN previously	1379	76.5%
TOTAL	1802	100.0%

Q2. How many previous college semesters have you completed?

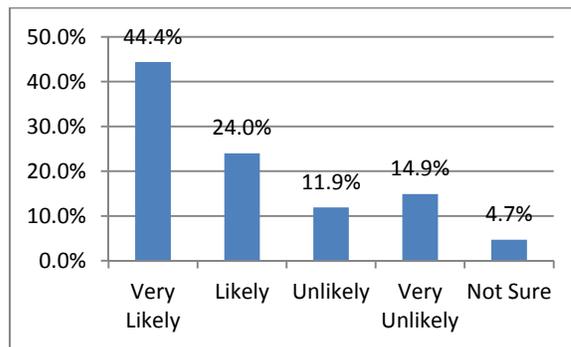
Previous Semesters	Count	% of Total
One	302	20.7%
Two	177	12.1%
Three	278	19%
Four	150	10.3%
More than Four	497	34%
Don't Know	56	3.8%
TOTAL	1802	100.0%

Survey Results

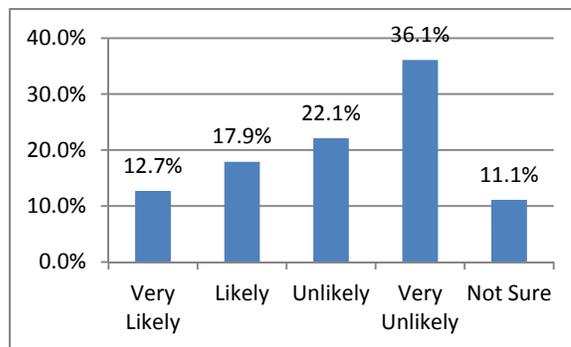
Thinking of the current semester, how likely would you be to do the following to obtain textbooks and other course materials?



Q4. Buy a physical book

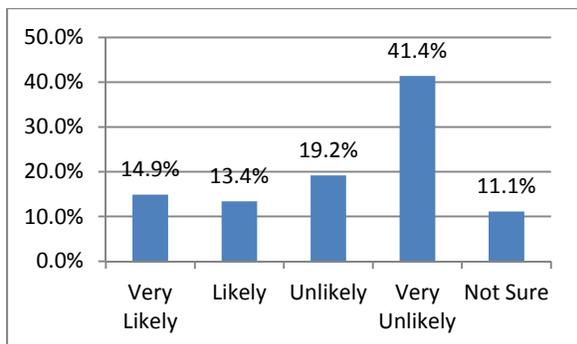


Q5. Rent a book



Q6. Purchase an eTextbook

College of Southern Nevada
ETextbook Survey Results



Q7. Rent an eTextbook

Rank order: Would do the following to obtain textbooks and other course materials

Rank	Category	% ¹	
		Positive	Negative
1	Buy physical book	77.3%	22.7%
2	Rent physical book	71.8%	38.2%
3	Purchase eTextbook	34.5%	65.5%
4	Rent eTextbook	31.9%	68.1%

¹Positive scores are a combination of “Very Important” & “Important” and Negative scores “Somewhat important” & “Not important”). N/A not represented

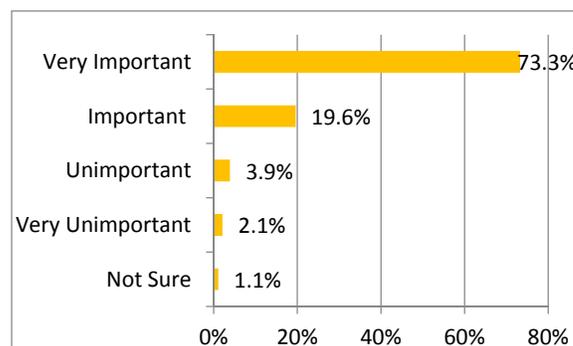
Q8. Think of all the courses that you are taking this semester, where have you purchased or gotten access to textbooks and course materials that you will need for the semester? (Select all that apply)

Rank order: Ways course materials obtained

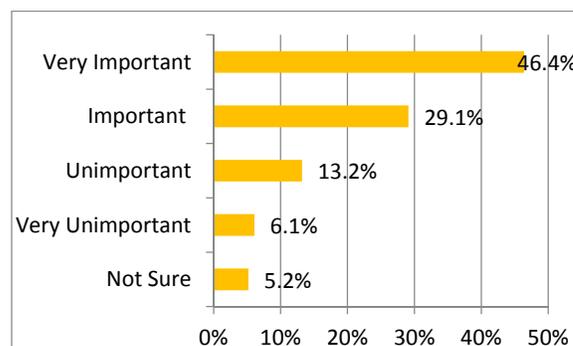
Rank	Category	Number	Percent
1	CSN Bookstore	1282	71.1%
2	Online stores (Amazon, EBay, Cheg, etc.)	668	37.3%
3	eTextbook rental	254	14.1%
4	Bookstores other than CSN	175	9.7%
5	Peers/friends	140	7%
6	CSN Library	124	6.9%
7	Did not get textbooks	107	5.9%
8	Other	77	4.2%

a. Other responses include Craig’s List (N = 7), Renttext (N = 9), Online open access (N = 3), Instructor (N = 3) and Trio (N = 3).

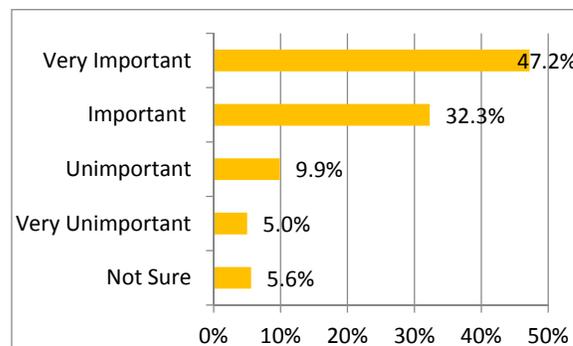
Thinking of all the courses that you are taking this semester, how important were these factors in your decision to buy, rent, or borrow your textbooks and course materials.



Q9. Cost of the textbook and other course materials



Q10. Availability of textbooks and other course materials from other sources (from library or another classmate)



Q11. How much you believe the text will be used in class.

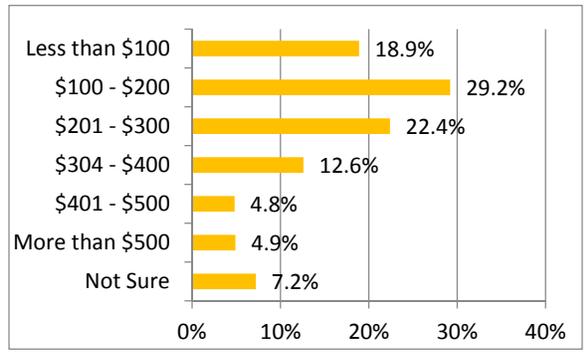
College of Southern Nevada
ETextbook Survey Results

Rank order: importance of factors in decision to buy, rent, or borrow textbooks and course materials

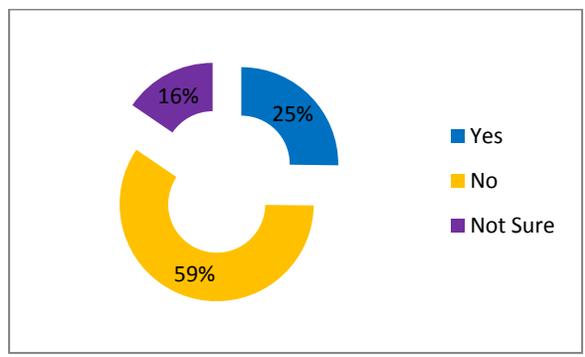
Rank	Factor	% ¹	
		Positive	Negative
1	Cost	94%	6%
2	Availability	79.7%	20.3%
3	Perception of use	79.5%	20.5%

¹Positive scores are a combination of "Very Important" & "Important" and Negative scores "Somewhat important" & "Not important"). N/A not represented

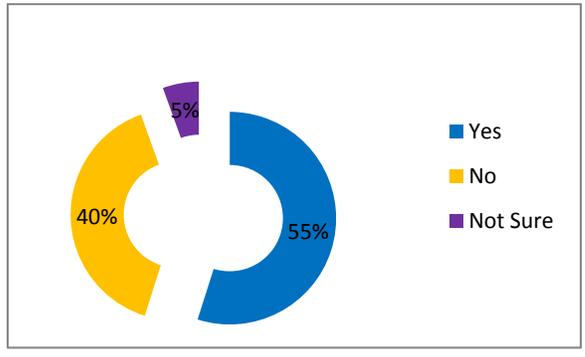
Q12. About how much did you spend on textbooks and other course materials needed for the current semester?



Q13. Are you planning to not purchase or rent a textbook this semester because of cost?



Q14. Have you ever had to delay purchasing the textbooks and other materials that you need for your classes because of a delay in financial aid or other financial concerns?



Q15. What type of resources are being used for your classes this semester? (Select all that apply)

Rank order: Being used for your classes this semester

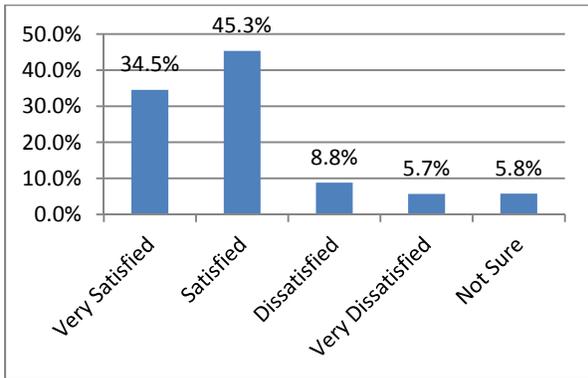
Rank	Used	Number	Percent
1	Print textbook that must be purchased or rented	1377	76.4%
2	Electronic textbook that must be purchased or rented	350	19.4%
3	Free eTextbook (electronic/online)	147	8.2%
4	Not Sure	126	7%
5	Other1	104	5.8%
6	No Textbook	126	6.9%

a. Other responses include Access Codes (N = 18), IClicker (N = 4), Online Labs (N = 8), Uniforms (N = 3), Software (N = 3) and Calculators (N = 3).

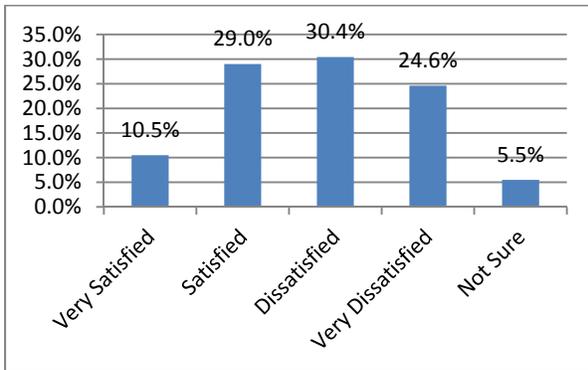
College of Southern Nevada
ETextbook Survey Results

For each of the following statements about textbooks and other materials needed for your classes this semester, please indicate how satisfied or dissatisfied you are/were with each.

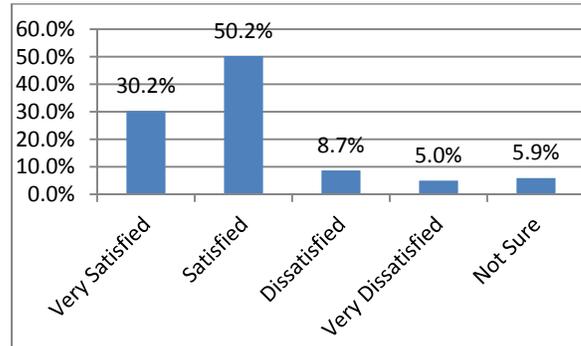
Q.16. Process of purchasing/obtaining textbooks



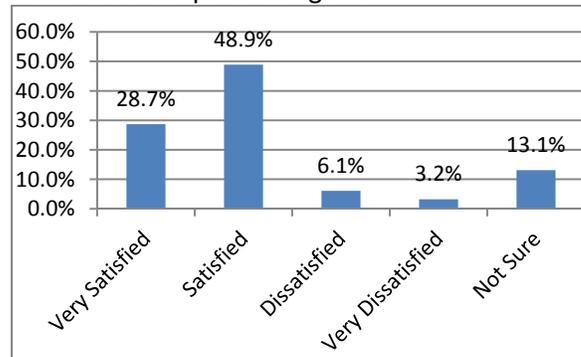
Q.17. Cost of textbooks and other course materials



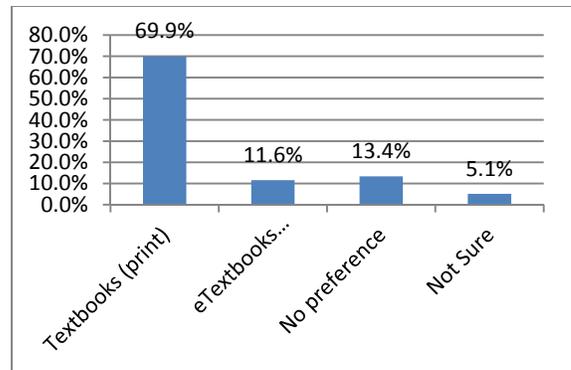
Q.18. Availability of textbooks and other course materials



Q.19. Accessing of textbooks and other course materials after purchasing them.



Q20. If the price of print textbooks and electronic textbooks were the same, I would prefer that my courses use.



College of Southern Nevada
ETextbook Survey Results

Crosstabulations

The following tables show the count for selected survey questions by whether the student is:

- New to CSN and first time taking classes
- New to CSN but transferred from another institution
- Previously attended CSN

Pearson Chi-Square was run along with the crosstabulations in the Statistical Package for the Social Sciences (SPSS). Chi-square is a statistic that is used to determine whether the degree of association between two variables is statistically significant. It does not measure the strength of the relationship. Variables are considered statistically significant at $p .005$ and lower. The following tables are for questions that did indicate statistical significance.

There is a statistically significant relationship between student status as described above and likeliness of obtaining textbooks and other course materials by renting an eTextbook at $P = .000$.

Crosstab

			Q1. Are you a first time student to CSN?			Total
			Yes, new to CSN and first time taking college courses	Yes, new to CSN but transferred from another institution	No, I attended CSN previously	
Q7. Thinking of the current semester, how likely would you be to do the following to obtain textbooks and other course materials? - Rent an eTextbook	Very likely	Count	49	18	160	227
		% of ...	3.6%	1.3%	11.8%	16.8%
	Likely	Count	50	15	139	204
		% of ...	3.7%	1.1%	10.3%	15.1%
	Unlikely	Count	57	9	226	292
		% of ...	4.2%	0.7%	16.7%	21.6%
	Very Unlikely	Count	67	34	528	629
		% of ...	5.0%	2.5%	39.1%	46.5%
Total	Count	223	76	1053	1352	
	% of ...	16.5%	5.6%	77.9%	100.0%	

Q7. Thinking of the current semester, how likely would you be to do the following to obtain textbooks and other course materials? - Rent an eTextbook

College of Southern Nevada
ETextbook Survey Results

There is a statistically significant relationship between student status as described above and likeliness of obtaining textbooks and other course materials by purchasing an eTextbook at $P = .000$.

Crosstab

			Q1. Are you a first time student to CSN?			Total
			Yes, new to CSN and first time taking college courses	Yes, new to CSN but transferred from another institution	No, I attended CSN previously	
Q6. Thinking of the current semester, how likely would you be to do the following to obtain textbooks and other course materials? - Purchase an eTextbook	Very likely	Count	40	10	144	194
		% of ...	2.9%	0.7%	10.6%	14.3%
	Likely	Count	69	17	188	274
		% of ...	5.1%	1.3%	13.9%	20.2%
	Unlikely	Count	60	14	264	338
		% of ...	4.4%	1.0%	19.5%	24.9%
	Very Unlikely	Count	62	31	458	551
		% of ...	4.6%	2.3%	33.8%	40.6%
Total	Count	231	72	1054	1357	
	% of ...	17.0%	5.3%	77.7%	100.0%	

Q6. Thinking of the current semester, how likely would you be to do the following to obtain textbooks and other course materials? - Purchase an eTextbook

There is a statistically significant relationship between student status and having to delay purchasing the textbooks and other materials needed for classes because of a delay in financial aid or other financial concerns at $P = .000$.

Crosstab

			Q1. Are you a first time student to CSN?			Total
			Yes, new to CSN and first time taking college courses	Yes, new to CSN but transferred from another institution	No, I attended CSN previously	
Q14. Have you ever had to delay purchasing the textbooks and other materials that you need for your classes because of a delay in financial aid or other financial concerns?	Yes	Count	133	51	742	926
		% of ...	7.9%	3.0%	44.0%	54.9%
	No	Count	129	29	511	669
		% of ...	7.6%	1.7%	30.3%	39.6%
	DK/Not Sure	Count	40	5	48	93
		% of ...	2.4%	0.3%	2.8%	5.5%
Total	Count	302	85	1301	1688	
	% of ...	17.9%	5.0%	77.1%	100.0%	

Q14. Have you ever had to delay purchasing the textbooks and other materials that you need for your classes because of a delay in financial aid or other financial concerns?

College of Southern Nevada
ETextbook Survey Results

There is a statistically significant relationship between student status as described above and having to delay purchasing the textbooks and other materials needed for classes because of the cost at $P = .001$.

Crosstab

			Q1. Are you a first time student to CSN?			Total
			Yes, new to CSN and first time taking college courses	Yes, new to CSN but transferred from another institution	No, I attended CSN previously	
Q13. Are you planning to not purchase or rent a textbook this semester because of the cost?	Yes	Count	66	23	335	424
		% of ...	3.9%	1.4%	19.9%	25.2%
	No	Count	166	45	788	999
		% of ...	9.9%	2.7%	46.8%	59.3%
	Not Sure	Count	70	16	175	261
		% of ...	4.2%	1.0%	10.4%	15.5%
Total	Count	302	84	1298	1684	
	% of ...	17.9%	5.0%	77.1%	100.0%	

Q13. Are you planning to not purchase or rent a textbook this semester because of cost?

There is a statistically significant relationship between student status and preference for textbook format at $P = .003$.

Crosstab

			Q1. Are you a first time student to CSN?			Total
			Yes, new to CSN and first time taking college courses	Yes, new to CSN but transferred from another institution	No, I attended CSN previously	
Q20. If the price of print textbooks and electronic textbooks were the same, I would prefer that my courses use.	Textbooks (print)	Count	176	60	904	1140
		% of ...	10.8%	3.7%	55.4%	69.9%
	eTextbooks (electronic/online)	Count	41	10	138	189
		% of ...	2.5%	0.6%	8.5%	11.6%
	No preference	Count	42	9	168	219
		% of ...	2.6%	0.6%	10.3%	13.4%
	Dk/Not sure	Count	27	3	53	83
		% of ...	1.7%	0.2%	3.2%	5.1%
Total	Count	286	82	1263	1631	
	% of ...	17.5%	5.0%	77.4%	100.0%	

Q20. If the price of print textbooks and electronic textbooks were the same I would prefer that my courses use...



**Textbook Taskforce Report
February 25, 2015**

GLOSSARY

Ancillary material: material that may be bundled or not and may be required or not, for a course. Bundling of ancillary material may impact costs of those materials, and therefore affect the retail price of those materials. (See related term *supplemental*. These terms are not synonyms.)

Cost: the amount the retailer (e.g., bookstore) pays a supplier for an item. (See related term *retail*. These terms are not synonyms.)

Course materials: any item required or recommended to complete a course including access codes, digital books, traditional print books, clickers, etc.

Creative Commons license*: Creative Commons enables the sharing and use of creativity and knowledge through free legal tools. Their “some rights reserved” licenses authorize work to be used under certain specified conditions.

OER* (**Open Educational Resources**): According to the William and Flora Hewlett Foundation, “OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. Open Educational Resources are explicitly licensed for certain kinds of use, redistribution, and remixing. You don’t have to worry about fair use. Just follow the specified license.

Open educational resources may include:

- full courses,
- course materials,
- modules,
- textbooks,
- streaming videos,
- tests,
- software, and
- any other tools, materials, or techniques used to support access to knowledge."

Price: the “sticker price” or *retail price* paid by the customer for an item. In this report, we will use the terms *retail* or *retail price* interchangeably, but never to indicate *cost*. (See the term *cost*, above.)

Retail, or Retail price: the amount the customer pays for an item. (See related term *cost*. These terms are not synonyms.)

Supplemental materials: materials not bundled with the text, not required for a course. They may be recommended or even just suggested material. Example: student solutions manuals. (See related term *ancillary*. These terms are not synonyms.)

*From “OER Licensing Information” published by <http://www.creativecommons.org>

2015 TEXTBOOK TASKFORCE REPORT
Truckee Meadows Community College
February 2015

The charge of the TMCC Textbook Taskforce is to bring forth reasonable cost reduction strategies and/or alternative options that would make textbooks more affordable and accessible for TMCC students. Represented on the Taskforce were faculty, administrators, the Bookstore Manager, and a student from the Student Government Association. The taskforce collected information on current trends across the United States, current student perceptions and practices, and explored options now available to the institution. Members discussed a number of concerns and ideas to help improve the accessibility and affordability of textbooks for TMCC students and developed recommendations for campus review.

These recommendations are built upon principles to guide faculty and staff in all decisions about course materials for students. More options are now available to faculty in selecting and to students in where to purchase course materials. Both students and faculty need more information to ensure the best choice is made in decisions related to learning support and success. The term “textbook” is becoming dated in many ways as every type of course material comes in many formats. When the term “textbook” is used in these recommendations, it should be interpreted to include required course materials.

Students indicated in a Fall 2014 poll that they acquired their textbook from the TMCC Bookstore (37%) or from another outlet (23 %), through rental from the TMCC bookstore (9%), or through rental from another outlet (23%). Five percent of students said they did not acquire or use a textbook for their class. Three percent used the library or borrowed from a friend. Clearly, students are purchasing material from multiple sources in search for the best price, renting books frequently, or not acquiring the books. Students who attempt to complete the class without the required textbook are less likely to be successful in the class if the textbook provides necessary information or skills. Therefore, finding ways to reduce the cost or provide the materials at no cost is critical.

Recommendations

1. Textbooks adopted for classes should always be:
 - a) The most affordable option which will provide essential information or skill development for students.
 - b) Essential for students to complete the learning outcomes in a class. Students should never be directed to buy textbooks which are only partially used or are unnecessary.
 - c) Adopted for the longest period possible or advantageous to students to be able to purchase used books. Consultation with the TMCC Bookstore may provide the option of used books, even if the edition is no longer in print.
 - d) Adopted for at least four-semesters if a custom title so that they can be offered as rentals to students.
 - e) Considered for resale value and opportunity for resale. In general, students describe disadvantages of loose-leaf books and materials. However, there may be some situations in which the advantages of loose-leaf materials outweigh the

disadvantages. Students should be fully informed of pros and cons of different modes of delivery and about the choices they have.

2. To assist faculty in carrying out the first recommendation, these procedures should be in place going forward:
 - a) The TMCC Bookstore will include the price to students of materials when distributing the textbook adoption form for completion. The Bookstore will also be available to give faculty and staff members the student price of material not previously used. If adoptions contain ancillary material, the bookstore will confirm with departments and divisions that the material is in fact required and necessary, and if not, will give to the department the information on how unbundling the packages will impact pricing to the student.
 - b) If any class has a retail price exceeding \$120 for total required course material, the selections shall require the approval of the Dean based on the necessity of these particular materials. This maximum shall be reviewed annually for adjustment inflation.
 - c) Late orders for textbooks do not allow for an informed decision on the best choice. Timely adoptions allow for a) sourcing of used books when appropriate from as many sources as possible, b) validation of the information and other options, c) buyback from current students at the highest level possible, and d) timely production of alternative format materials for students with disabilities. Per TMCC Faculty Senate Textbook Policy, it shall be the responsibility of the Chair or Dean to select the textbook for any classes where the deadline is not met. The only exception to this shall be when classes are added after the textbook selection deadline. Textbook selections should not be changed after the textbook selection deadline unless the instructor changes and the new instructor requires the change.
 - d) For the benefit of students, the faculty in each department/discipline shall work together to endeavor to adopt the same learning materials for the same class.
 - e) Each department or academic area shall determine the textbooks to be used by part-time faculty for particular courses. A process should be in place for part-time faculty to provide feedback on the effectiveness of these texts.
3. TMCC shall support more use of Open Educational Resources (OER) by faculty in place of textbooks or to supplement textbooks. These resources are becoming more and more available from excellent sources. The Taskforce members believe that faculty are open to doing this, but lack the time or expertise to pursue. Therefore, we suggest that TMCC devote more resources to support faculty through 1) professional training for faculty, (2) library personnel designated and trained to point faculty to resources about OER, (3) paid additional assignments for faculty in a discipline to explore and agree on OER options in place of textbooks.
4. TMCC should promote the adoption of Open-Source textbooks in support of significant textbook savings for TMCC students. This may include establishing partnerships with OpenStax College (Rice University) (www.openstaxcollege.org) and the Community College Consortium for Open Educational Resources (www.oerconsortium.org). OpenStax provides texts in Sociology, Physics, Biology, Anatomy, Statistics, Precalculus, Economics, Macro-Economics, Micro-Economics,

Chemistry, History and Psychology. The College of Southern Nevada and Western Nevada College have already signed with OpenStax. This adoption would provide a free text alternative for possible adoption by faculty and is peer-reviewed. The Open Educational Resources Consortium would provide more than 750 free/low-cost OER textbook titles in a broad array of disciplines and thus a free/low-cost alternative for possible adoption. Its resources are also peer reviewed. Thirteen California State University campuses have announced their adoption of OpenStax College textbooks - beginning with the 2015 Fall term.

5. To reduce costs for students and support faculty to create custom learning materials and instructor written texts for their courses, TMCC should provide, through additional assignments or release time, an advisor/consultant/support person to help faculty produce custom course materials. For four semesters as a trial period, this person should advise faculty who volunteer with copyright law and related issues, textbook creation, video. The advisor would need to be familiar with copyright laws, digital textbook creations, video creations, Open Educational Resources, and homework software options. The instructional advisor would be provided release time and/or additional salary. This option of custom textbooks results in drastically lower cost to students, materials targeted to course and student needs, fixed editions to allow for more used textbooks and to help the Disability Resource Center. Fixed editions provide faculty more time to improve their courses instead of constantly updating materials to match new textbook editions which have minimal content differences. This recommendation is not referring to “custom textbooks” offered by publishers which often cost students more.
6. TMCC is required to provide access to instructional materials in alternative formats for individuals with disabilities. Recent court decisions have reinforced the requirement that alternative formats are to be provided in a timely manner with the same ease of use and effectiveness as formats used by students without disabilities. The Disability Resource Center can assist faculty in selecting and producing materials which provide equal access for students with disabilities. The policy is:

Accessible Electronic Information and Technology

It is the policy of Truckee Meadows Community College to comply with the Americans with Disabilities Act of 1990 ("ADA"), ADA Amendments Act of 2008 ("ADAAA"), Section 504 of the Rehabilitation Act of 1973, and Section 508 of the Rehabilitation Act of 1973 as amended by the Workforce Investment Act of 1998.

Truckee Meadows Community College is committed to providing access to information and services, in an equally effective and integrated manner, regardless of a user's physical or developmental abilities or impairments. All TMCC departments and operational units are required to ensure that any electronic information or technology resources that are created or purchased are accessible.

The Disability Resource Center is the responsible office to carry out this policy. Procedures are posted on its website.

7. As a best practice, a copy of books assigned in classes should be placed on reserve in the Library for students to use. The cost of TMCC purchasing and placing every required book on reserve in the library in the first semester would be approximately \$50,000. In subsequent semesters, the cost would decrease since some textbooks would be used again. A review of two months of “check outs” of class books on reserve in Fall 2014 showed significant use by students, particularly in General Education courses. High use of library loans include Anthropology 101, Biology 190, Chemistry 121, Core Humanities 203, Political Science 101, Psychology 101, Philosophy 210, English 102, Math 126, Math 176, and Math 181, plus Education Psychology 101 and Information Systems 101. This is likely an indication that students who cannot afford to purchase the book turn to the library as a resource. Therefore, this option assists all students in getting the materials they need to be successful. It is recommended that TMCC ensure that at least one copy of the basic textbook required in each general education course be available in the library.
8. TMCC shall continue to explore the implementation of a Textbook Fee attached to classes to ensure students receive the learning materials on the first day of class. Such a fee will have to be reasonable, result in a cost-savings to students, and have an opt-out clause for financial aid students.
9. Money should be moved annually from the existing TMCC Follett bookstore scholarship funds into an Emergency Book Loan. Students would repay the funds, and the fund would then grow each year. The Financial Aid Office shall determine eligibility and the amount of each loan.
10. TMCC shall create a web page or a document for faculty use which outlines course material options, suggested best practices, and campus resources available to help faculty make wise textbook choices.
11. TMCC shall, at least annually, create a forum for publishers to provide presentations to faculty on cost savings for students through newly-developed course materials.
12. As progress is made in reducing course material costs, such progress shall be documented and publicized.
13. The work of this Textbook Taskforce shall be continued through creation of a standing Committee supported by the Office of the Vice President for Academic Affairs. This Committee shall be chaired by a faculty member and include minimally the following members: four faculty members recommended by Faculty Senate, two students recommended by Student Government Association, TMCC Bookstore Manager, Disability Resource Center representative, and the Library Director. The Vice President shall be ex-officio and provide administrative support for the work of this Committee. This Committee shall meet at least twice each semester to review the status of required course materials, costs to students and make recommendations to faculty based on those findings for such materials, and needed actions to improve effectiveness of such materials and reduction in costs to students.

Revision of policy. The current TMCC Textbook and Educational Materials Policy approved by Faculty Senate in 2007 may need to be updated in light of these recommendations. The current NSHE Policy also needs to be updated in light of changes which have occurred since its approval by the Board of Regents.

Textbook Taskforce Committee Members

Jane Nichols, Vice President of Academic Affairs

Thomas Cardoza, Chair, Humanities Department

Patricia Hensley, Administrative Assistant, Re-Entry Center

Ted Lambert, Professor, Mathematics

Fred Lokken, Dean, WebCollege

Ryan Maloney, Senator, Student Government Association

Ron Marston, Chair, Faculty Senate

Brandy Scarnati, Coordinator, WebCollege

Lee Schafer, Manager, Bookstore

Joan Steinman, Director, Retention and Support Programs

Shannon Van Kirk, Director, Elizabeth Sturm Library

Randy Walden, Director, Applied Industrial Technologies

Sharon Wurm, Director, Financial Aid and Student Success