



FACULTY SENATE MINUTES

Meeting Date:	09/14/2020	Time:	14:45 – 16:30	Location:	Zoom
Next Meeting:	09/28/2020	Scribe:			Ashley Sergiadis
Present:	Alexander, Katelyn; Blackhart, Ginette; Blackwell, Roger; Brown, Patrick; Burford, Mike; Byington, Randy; Chen, Yi-Yang; Cherry, Donna; De Oliveira Fiuza, Felipe; Dunn, Andrew; Elangovan, Saravanan; Ellis, Jon; Emma, Todd; Epps, Susan; Evanshen, Pam; Fisher, Stacey; Foley, Virginia; Fraysier, Donna; Funk, Bobby; Garris, Bill; Gomez-Sobrino, Isabel; Gray, Jeffrey; Hawthorne, Sean; Hemphill, Bill; Hemphill, Jean; Hendrix, Stephen; Holmes, Alan; Johnson, Jeanna Michelle (Mikki); Johnson, Michelle; Kim, Sookhym; Livingston, James; Lyons, Renee; Mackara, Fred; McGarry, Theresa; Mitchell, Holly; Nivens, Ryan; O'Neil, Kason; Park, Esther; Peterson, Jonathan; Sargsyan, Alex; Sergiadis, Ashley; Silver, Ken; Stevens, Alan; Tai, Chih-Che; Thompson, Beth Ann; Waters, Susan				
Absent:	Kahn, Shoeb				
Excused:	Collins, Charles; Hagemeyer, Nick; Ramsey, Priscilla; Walden, Rachel				

Agenda Items

Meeting called to order
1. Celebrations
2. Introductions of Guests
3. Announcements
4. Presentation – Mr. David Atkins
5. Approval of minutes from August 31, 2020
6. Information Items
7. Old Business
8. New Business
9. Comments from Guests
10. Adjourn

DISCUSSIONS

1. Celebrations None.
2. Introductions of Guests None.
3. Announcements 3.1 Hendrix announced that Shivam Patel (SGA President) asked Academic Council to reconvene the Pass/Fail work group. The group will be meeting with the goal to make a recommendation to the Dean's Council on Thursday. The recommendation will eventually go to Academic Council. If you have any feedback, email him as he is a member of the work group. He will also be seeking feedback before it goes to Academic Council. 3.2. Peterson addressed a rumor that a student from Biomedical Science has been going to lab even though they tested positive for COVID-19. This rumor is false.



DISCUSSIONS

4. Presentation – Mr. David Atkins, Dean, University Libraries, Chair, Academic Council Working Group on SGA Resolution SSR-19-03: Encourage Faculty to Use D2L for Quizzes and Tests Instead of Digital Product and Services
- 4.1 Atkins presented the work of the Academic Council Working Group on SGA Resolution SSR-19-03. SGA passed this resolution in April 2019 to encourage faculty to use D2L for quizzes instead of third-party digital products and learning environments. The group was formed to study these issues and make recommendations. Atkins provided highlights from the report completed in May 2020 (attached).
- 4.1.1 Atkins discussed the student's perspective. Students are subscribing to third-party online learning environments that they argue duplicate the functions of D2L. In particular, some of these environments are being used for grading and assessing work. Since these are subscriptions, students do not own the materials. This affects the environment's affordability because students cannot purchase used copies or share copies as they would with textbooks. Based on Fall 2019 data from the bookstore, there were 309 sections and over 8,000 instances of students being required to subscribe to these online learning environments. This cost students over \$1.3 million dollars during that semester. Students consider this a hidden cost on top of other fees and expenses. Students are asking for some cost controls and transparency (e.g. why were these materials selected, how much will they cost, etc.).
- 4.1.2 Atkins discussed the faculty's perspective. Based on Fall 2019 data from the bookstore, close to 300 faculty had adopted these third-party online learning environments. The working group met with faculty from different colleges that used these environments. The meetings indicated the following: no one platform fits for all classes, platforms provide quality learning materials, a lot of time and money would be required for faculty to develop these materials themselves, and faculty support controlling costs and improving transparency.
- 4.1.3 Atkins discussed recommendations on transparency.
- Use Bookstore's Follett *Discovery* textbook adoption center as one information clearinghouse for all instructional materials. Faculty should report their course materials to the bookstore even if they are free to students. This data could eventually be shared through Banner.
 - Support, promote, and expand the Registrar's Course Syllabus Bank project to eventually include every course syllabus. There will be soft rollout for this project during Spring 2021. Syllabi will be stored in Banner. This project will provide students information on the expectations for the course and financial requirements (required/recommended readings).
 - Devise workflows to capture textbook information, including costs, and use to populate textbook data fields already in Banner. This would not only give students an accurate account of what it would cost to take a particular class, but the data could be shared with other units on campus.
 - Incorporate Banner textbook data, including cost information, into the university's cost calculation services managed by the Bursar and Financial Aid. This could help calculate how much it would cost to attend not only ETSU in general but a specific course of study.
- 4.1.4 Atkins discussed recommendations on liability and privacy.
- Prior to the adoption of e-learning environments, University Counsel office can vet course material subscription agreements to provide oversight of liability and privacy. Faculty have been bypassing campus licensing that provide safeguards for students.
- 4.1.5 Atkins discussed recommendations on supporting affordability.
- Support Open Educational Resources. These initiatives are managed by Sherrod Library and Center for Teaching Excellence.
 - Leverage Library licenses and collections to provide e-resources, at no additional cost, to students. Sherrod Library has a program that purchases unlimited licenses on materials so they can be used for instruction.
 - Explore opportunities to incorporate the cost of required instructional materials into tuition and fees. This is already being done in the Master's in Criminology program.
 - As stipulated in the university's Cost of Books policy, incorporate the cost of instruction materials into the faculty's selection process. Specifically, we need to bring transparency as part of that



DISCUSSIONS

process.

- e. Participate in THEC's Tennessee Textbook Affordability Task Force. Ashley Sergiadis (Sherrod Library) and Phil Smith (Center for Teaching Excellence) are our ETSU representatives.

4.1.6 Atkins discussed recommendations on administrative support.

- a. Provide regular data and reports supporting proactive assessment and decision making regarding instructional materials selection.
- b. Provide an academic and administrative 'home' for this issue. Dr. Amy Johnson in her role of providing support for faculty development will be that home. Sherrod Library will also be working with her on initiatives.
- c. Incorporate transparency and cost-conscious materials selection within new program development and course review processes. This will be managed by Dr. Bill Flora in his new role.

4.2 Questions and Comments from the Senate.

4.2.1 **Brown** mentioned that he has used a third-party resource through Pearson that stored his gradebook. One concern was the login information would only exist with him if somebody else needed to take over his class. Brown asked if this concern was considered. **Atkins** responded that the group discussed more about liability and privacy issues and not knowing if these resources are congruent with university policy.

4.2.2 **Lyons** remarked that she uses learning environments that are free to a certain point. Despite this, some of her students thought that they needed to pay for the product. She asked if some of the problems stem from a lack of understanding that some of the learning environments provide free usage. **Atkins** responded that this touches on the issue of transparency. It also touches on another variable that the working group didn't encounter. We have no control once students are in these online environments. Publishers can market and promote to the students and bypass the instructor.

4.2.3 **McGarry** asked if this occurs more in particular fields than others. **Atkins** responded that the data from the bookstore indicated that there is great variation. However, the working group was unable to explore all the granularities. For example, there are cases like in foreign language in which these products are part of an entire curriculum not just a single semester. Many times students are having issues when they have up to 5 courses with separate online learning management systems to juggle. The goal of the group was not to identify particular offenders as these third-party online learning environments have a role to play in instruction. We do need to know more about the cost for students.

4.2.4 **Byington** asked how much time the implementation of these recommendations will add to the already extremely long time for curriculum changes. **Atkins** suggested asking Bill Flora. **Holmes** mentioned that the curriculum process has undergone some significant changes in the past few months, most notably an early stage where folks from the Curriculum Innovation Center assist proposals initiators in polishing the proposals before even the department chair sees them.

4.2.5 **Fiuza** addressed the use of the third-party online learning environments in foreign language. He stated that other universities use them as well. If ETSU stopped adopting these online environments that implies that every instructor would have to create comparable courses in D2L. It wouldn't provide the same standardization they need specifically due to their reliance on adjuncts. **Atkins** suggested not changing. Students had concerns due to lack of transparency as well as lack of use (e.g. using the system for only one or two quizzes). Foreign language is building an entire curriculum on it. In addition, foreign language can articulate why and how they use the system, which is what the students want.

4.2.6 **Peterson** asked three questions: A. You mentioned not wanting to infringe on academic freedom. How would that look if there was a specific policy that may or may not infringe on what professors are able to do in their courses? B. How would the syllabus bank work when there are multiple instructors for the same course? C. If a faculty member is assigned a course shortly before the semester started, they may have to use a third-party software to maintain any type of integrity. What is the



DISCUSSIONS

responsibility of the administration in that sort of situation? **Atkins** responded that exercising academic freedom has consequences to the students. Not so much about what you say, but the cost to students. This is not to say that you can't teach something. However, you need to be able to explain to students why they may have to spend extra money for you to teach it. **Dr. Amy Johnson** stated that faculty would work on the policy if it is created. ETSU would be looking for an approval process that did not prohibit faculty from using third-party systems. There are approval processes like this at other institutions such as the University of Virginia. **Peterson** stated that institutions need to be held responsible in these policies such as when a faculty member does not have the time to go through the approval process due to a course being assigned late. **Johnson** agreed that this is a point to consider. **Atkins** commented that the group is recommending something similar to our current process of approved vendors in which University Council would have preapproved licensing agreements with different publishers. You wouldn't have to go through University Council every time you wanted to teach something. The process would let the university know what vendors faculty are using so they can be vetted just like any other vendor. **Johnson** noted that if you plan to integrate a third-party system with D2L IT will require a privacy review anyway. We also need to think about how often an approved software needs to be reviewed.

4.2.7 **Epps** described having to go through a library review of the course's bibliography during the curriculum process. She asked if she needs to report materials that are available for free online and/or indicate that we don't need the library to check if we have this material. **Atkins** responded that Sherrod Library uses that information to determine whether or not we have the resources to support the course even if you are using free online materials.

4.2.8 **Silver** asked if the group discussed cases in which students should build their professional libraries in a particular area. **Atkins** responded no since the group discussed subscription-based products that the students cannot own. Silver expressed concerns about the syllabus bank and the commodification of faculty's skills. Hendrix asked him to discuss this on the October 12th Faculty Senate meeting in which Dr. Bill Flora is scheduled to present.

4.2.9 **Lyons** asked if this report refers to learning management systems or other production software. **Atkins** responded that they considered third-party sites that would require students to purchase subscriptions.

4.2.10 **Hemphill (J.)** asked if the evaluation of privacy also included third-party vendors selling student lists. **Atkins** responded that ETSU does not have an evaluation of privacy, but that is another reason we need one.

4.2.11 **Peterson** expressed his gratitude to Sherrod Library for obtaining software for anatomy. **Atkins** mentioned that the students helped pay for it using the student library fee.

4.2.12 **Lyons** asked if faculty can contact the library to find out if we have subscriptions to their online textbooks. **Atkins** responded that the library has an Instructional Development Grant this year to purchase e-textbooks. **Sergiadis** stated that faculty can submit these requests through Suggest a Purchase (<https://libraries.etsu.edu/research/suggest>). Sherrod Library will check if they can get an e-textbook with an unlimited license so every student in your course can have access to it.

5. Approval of Minutes from August 31, 2020

Hendrix questioned whether there was an objection to approving the minutes from the 08/31/2020 meeting. **Sergiadis** stated that minor corrections were emailed to her.

No Objection: Minutes Approved

6. Information Items

6.1 Handbook Committee Update – Dr. Epps
No report.



DISCUSSIONS

6.2 Board of Trustees Report – Dr. Foley

Materials and link to attend the Friday, September 18 meeting are on the Board of Trustee's website.

6.3 T&P Working Group Report – Mr. Hemphill

Hemphill (B.) has received feedback from present and past members of the Tenure and Promotion University Appeals Committee, Senators, and their faculty peers. He is working on compiling the feedback for Drs. Johnson and Bishop.

6.4 University Committees Reports

6.4.1 International Advisory Council – Mr. Chen

Chen reported on the International Enrollment Management Work Group that started in August. Its goal is to ensure cross campus participation and communication related to all facets of the student life cycle at ETSU from recruitment to alumni engagement. The group is at the beginning stages of developing an international house so that international students have access to additional resources.

6.4.2 Research Advisory Council – Dr. Peterson

Peterson reported that ETSU's Pivot subscription has ended and we are transitioning to InfoEd, which will help with routing pre- and post-award operations. Ballad is creating their own IRB and will no longer be using ETSU's IRB of record for any studies they conduct. New projects will have to go through Ballad's IRB if the researchers are working with Ballad. There was an update on the Strong BRAIN institute that is headed by Dr. Wallace Dixon and funded by a grant through Ballad. **Foley** asked if it would cost to use Ballad's IRB. **Peterson** did not have an answer to that yet.

6.4.3 University Council – Mr. Hendrix

Hendrix stated that there are plans to look at out-of-state tuition costs, particularly for undergraduates. Dr. Noland announced that he plans on adding two additional vacation days during Fall 2020.

6.5 Motion: Motion to approve resolution in thanks to Information Technology Services and Academic Technology Services (see attached resolution) – Dr. Brown

6.5.1 **Brown** asked **McGarry** if she would review the motion for grammar before the next meeting.

McGarry agreed. **Brown** moved to use the version that McGarry reviews.

6.5.2 **Hendrix** asked Senators to bring any questions or comments on the motion to the next Faculty Senate meeting.

6.6 Motion: Motion to amend the Faculty Senate budget by reducing the travel budget by \$1,235.00 to comply with the across-the-board cuts of 4.3% to all academic budgets in the current fiscal year – Mr. Hendrix

6.6.1 **Foley** made a motion to suspend the rules to consider debate on a topic that's time sensitive and cannot go through the normal process. **Epps** seconded the motion. **Hendrix** clarified that it is time sensitive due to Dr. Bishop needing a decision on the same day that we meet the next time (September 28).

Discussion:

6.6.1.1 **McGarry** asked for an explanation of the urgency. **Hendrix** responded that the request came last week or the week before. He wanted to bring it to Executive Committee first to provide feedback then provide it to the Senate. This would be the second budget reduction that we had prepared. The Executive Committee prepared one over the summer in the case that the original budget reduction request of 7.5% and 10% went through. **Epps** noted that the budget only affects the Senate not faculty in general. If we don't make our decision, Dr. Bishop could make the decision herself. **Brown** noted that we didn't know what the dollar figure was going to be until after we received enrollment census. **McGarry** suggested asking Dr. Bishop for a



DISCUSSIONS

two week extension. **Hendrix** noted that the whole institution is required to turn in budgets by the end of the month. **Epps** asked for Hendrix to explain why the money is coming out of the travel budget. **Hendrix** explained that the budget dollars comes out of the Office of the Provost. These are annual amounts we receive each year. The only thing that's being impacted is the travel portion. We have used these travel funds in the past to fund attendance to the TN University Faculty Senate (no travel for this academic semester) and leadership for TBR.

Hendrix asked for a vote to suspend the rules to allow us to continue discussion and debate. Motion passes.

6.6.2 **Foley** made a motion to reduce the travel budget by \$1,235. **Funk** seconded the motion.

Discussion:

6.6.2.1 **Peterson** asked the Treasurer to walk through the budget and explain why travel was affected. **Brown** said that none of the travel planned will happen this year. Even moving forward many will have a virtual option. Our operating expense budget pool is what we spend for our retreat. We wanted the option to cater the retreat if these budget reductions continue. Lastly, we did not want to cut the officers' stipends given how hard they work. This was made with recommendation from the Executive Committee. **Epps** mentioned that TBR meetings have been reduced from two to four.

6.6.2.2 **Hemphill (J.)** asked for clarification that the only budget cut is from travel. The academic salaries and operating expense budget pools would remain the same. **Hendrix** stated that her interpretation was correct. **Hemphill (J.)** asked if the travel line will stay on the budget so we can replace those funds if we need to travel next year. **Hendrix** stated that the travel line will remain but the institution may not provide the funds as this is expected to be a permanent cut. **Brown** emphasized that we aren't eliminating the entire travel budget, just reducing it by \$1,235.

6.6.2.3 **Tai** asked if the Senate also needed some budget in code 62000 for benefits when you process 61215. Hendrix replied that the items that appear inside of the lines are accurate and handle all the benefits and other items associated with that.

6.6.2.4 **Byington** mentioned that in the past we have sent some folks to the AAUP Summer Institute. **Hendrix** agreed that there may need to be future requests for travel.

Hendrix asked for a vote on the motion. Motion passed.

7. Old Business
None.

8. New Business
None.

9. Comments from Guests
None.

10. Adjourn
Motion to Adjourn: Patrick Brown
Second: Susan Epps
Meeting Adjourned

Please notify Senator Ashley Sergiadis (sergiadis@etsu.edu, Faculty Senate Secretary, 2020-2021) of any changes or corrections to the minutes.

ADDITIONAL DOCUMENTS MENTIONED IN THE MEETING

Report and Recommendations from Academic Council Working Group on *SGA Resolution SSR-19-03: Encourage Faculty to Use D2L for Quizzes and Tests Instead of Digital Product and Services*

May 8, 2020

Charge:

Determine the critical questions related to faculty use, or lack of use, of online texts and learning environments with the knowledge that viewpoints will vary depending on an individual's role in education - these critical questions will inform the "next steps" in addressing with due diligence the issues included in the SGA resolution.

Membership: David Atkins, Sherrod Library (chair); Dr. Joe Bidwell, Council of Chairs; Dr. Donna Cherry, Faculty Senate; Tiffany Cook, SGA; Dr. Jeff Howard, SL&E; Eric Hunt, CFAA/Testing Services; Myra Jones, ITS; Dr. Bill Flora, Faculty; David Smith, Div. of Business and Finance; Phil Smith, CTE; and Ashley Sergiadis, Sherrod Library.

1. The Issue: More than Textbooks

While the cost of textbooks has long been a concern of students, faculty, and administration, ETSU's Student Government Association illuminated a new facet: The hidden costs of online instructional materials and online learning environment subscriptions. Along with purchasing or renting textbooks, many students are also required to subscribe to numerous online learning environments. While these environments provide unique instructional content, they also incorporate administration features (e.g. assessments, attendance) that duplicate aspects of D2L.

These additional online subscriptions, on top of purchasing textbooks and paying course fees and tuition, create hidden costs for students and raise the out-of-pocket cost of their education.

In response, the SGA passed a resolution discouraging this practice of unfettered duplication of D2L and requesting more transparency in the actual cost of all instructional materials, including online learning environments.

2. The Environment: Students

In Fall 2019, there were 8,274 instances where students were required to purchase and license online instructional content from publishers. Courses span lower thru upper division offerings. The total cost for acquiring all these subscriptions was approximately \$1,336,000.

However, both faculty and the bookstore report that not all students purchase their required textbooks or other instructional materials. When students do purchase materials, the bookstore relays that a quarter of students will wait until after the first day of classes to do so.

As these materials are subscriptions, there are seldom 'old copies' students can acquire second-hand. Once the subscription ends, so does the access.

Students can't share many of these resources. If a faculty member administers assessments using a publisher-managed learning environment instead of D2L, each student must purchase their own subscription code.

Students express concern that they are paying two or three times for their education. They pay course fees, technology fees, online fees, library fees, and then have to spend more out of pocket for these publisher-managed learning environments.

Students request transparency in why these decisions are made, demonstrative efforts to control costs, and clarity regarding the actual cost of their education.

3. The Environment: Faculty

Just as there is no one, single way to teach a class, there is no one, single way to manage instructional materials. Faculty rely on academic freedom to design courses, including the selection of the best and most appropriate learning materials.

Online learning environments offer a rich array of learning materials which go beyond the traditional textbook. These platforms include streaming media, interactive simulations, threaded discussions, and language labs.

Faculty's time is valuable. Selecting and curating instructional materials takes less time than creating materials. Building courses using the creative and professional work of others remains an effective practice that supports quality, efficacy, and efficiency.

In Fall '19, 298 faculty used these e-texts and learning environments to teach 309 sections across 30 departments. The Working Group interviewed faculty involved in several of the largest Fall '19 classes using e-texts and third-party online learning environments.

Interviewees included faculty from Communications and Performance, Nursing, Physics and Astronomy, Literature and Language, Special Education, and Computer Science.

Faculty members detailed their own paths to selecting and using e-texts. Some use D2L, others use other systems such as Cengage *MindTap*. Some programs use no-cost options such as library-acquired e-books or Open Education Resources. Some disciplines would like to use no-cost options but the resources do not exist in the format or quality required. For others, there's no D2L equivalent for the learning environment created by some publishers.

All faculty interviewed support the aims of improved transparency and reducing costs all while preserving academic freedom, quality of instruction, and efficient allocation of time.

The Bookstore plays a critical role in this environment, connecting students with faculty text selections. Just as faculty are free to adopt learning materials, they are also free to communicate (or not communicate) these selections to the Bookstore. The Bookstore relies on the voluntary submission of course materials list to inform students what's required for their courses.

The Bookstore's textbook adoption system, Follett *Discovery*, can do more than just help students identify required texts to purchase from the store. Their system can also serve as an information clearinghouse that students use to learn what texts are required, regardless of their availability at the bookstore. This includes any instructional materials including no-cost options such as faculty-provided materials, library resources, and Open Education Resources. The system can also inform students that a course has no required texts to purchase.

4. The University Response: What is Underway Now

The University operates under a policy, currently housed in Business and Finance, entitled *Cost of Books* (<https://www.etsu.edu/policies/academic/cost-of-books.php>). In this policy, "ETSU will adopt practices that minimize the cost of textbooks and ancillary course materials, while maintaining quality of education and academic freedom."

Procedures in this policy advise the faculty on how and why to communicate with the Bookstore and to consider practices to reduce costs.

Several groups on campus have projects underway to either improve the transparency of textbook cost and selection and to reduce the cost of instructional materials. These initiatives provide the basis for several recommendations to follow.

4.A. Providing Transparency

1. The Bookstore

- a. ETSU Bookstore Manager Craig Birdwell and Follett Regional Manager report that the Follett *Discover*, their textbook adoption system, provides levels of instructor support and GoldLink interconnectivity useful to all faculty and students. Instructors' material selections that communicated to the bookstore are loaded into Follett *Discover* and thereby available for students to see as part of registration.
- b. The Bookstore freely shares its textbook data to other units on campus (e.g. this Working Group, Sherrod Library) to help others understand our current textbook environment.
- c. The bookstore can't share data it doesn't have. If instructors do not communicate their selections, including their choice *not* use bookstore supplied texts, Follett cannot share this valuable information via GoldLink.

2. Bursar & Financial Aid

- a. In the Bursar's office, the ETSU's Tuition Estimator factors in an average cost for textbooks and instructional materials and is currently under development (https://www.etsu.edu/bf/bursar/tuitioninfo/tuition_estimator.php). This system lacks customization or granularity regarding the costs of specific courses of study as we lack that level of data and a system to use such data.
- b. In Financial Aid, ETSU's Net Price Calculator instructs students to budget \$1350 for textbooks (<https://www.etsu.edu/finaid/cost/costcalc.php>). This is a blanket estimate for all students and also lacks granularity by program or courses.

3. Registrar

- a. Dr. Evelyn Roach has initiated a project to standardize syllabi and create a syllabi bank within Banner. Currently, many peer and in-state institutions provide syllabi information within Banner. In such a bank, faculty can provide specific

information regarding required and recommended texts. this information should be specific in regards to titles and costs. Using Banner and a syllabi bank to collect and dispense textbook cost information is one of SGA's recommendations.

- b. Going forward, this syllabi bank could be the data source used to create more granular, customized course-cost estimates by the Bursar, Financial Aid, colleges, programs, and individuals.

4. B. Addressing Liability and Privacy

Aside from learning resources licensing negotiated by the Library, ITS, and a handful of specific academic departments (e.g. Criminology), there is currently no university-level oversight of licensing, liability, and privacy regarding faculty's selection of online subscriptions and content required by students.

4. C. Supporting Affordability

1. No-Cost Instructional Materials

As programs and instructors select instructional materials, some opt for low or no-cost texts, materials, and learning environments.

These include:

- Using D2L to curate materials, administer assessments, etc.
- Creating their own materials for distribution
- Providing a few weeks worth of materials to give students time to acquire materials after the semester begins
- Using Library-purchased materials such as ebooks, media, and articles
- Placing copies of texts on Library Reserve
- Selecting freely available Open Education Resources supported by their discipline or in conjunction with the Open Education Resource Awards Program in the Sherrod Library and the Center for Teaching Excellence.

2. Financial Supports for Students

- a. If a student receives a financial aid refund check, those funds may be used to purchase materials.

- b. There are limited resources to assist students needing financial help with textbooks. If students lack funds, they can apply for a kick start loan through the Bursar's Office; up to \$500 per student. Students may receive one loan per academic year. It is a loan with repayment obligations and termination deadlines.

- c. Some areas on campus have offered book scholarships as part of their program at one time or another. The Summer Bridge Program, Quest Program, and Diversity Scholarships for example.

5. The University Response: What is Recommended

The Working Group recommends a combination of expanding current textbook support programs and creating new ones to address gaps in administrative oversight at department, college, and university levels.

5.A. To Provide Transparency

1. Use the Bookstore's Follett *Discovery* textbook adoption center as one information clearinghouse for all instructional materials. Even if a faculty member does not require texts, that information can be included in *Discovery* and shared with GoldLink to improve the quality and quantity of information available at registration.

2. Support, promote, and expand the Registrar's Course Syllabi Bank project to eventually include every course syllabus. Include information regarding required and recommended texts/learning environments and their costs in syllabi.

3. Devise workflows to capture textbook information, including costs, and use to populate textbook data fields already in Banner.

4. Incorporate Banner textbook data, including cost information, into the university's cost calculation services managed by the Bursar and Financial Aid.

5. B. To Address Liability and Privacy

Prior to the adoption of e-learning environments, University Counsel office can vet course material subscription agreements to provide oversight of liability and privacy. The office can manage an established list of vetted publishers and manage the process to review new publishers and new license agreements.

5. C. To Support Affordability

1. Support Open Education Resources. Build on the work already underway in the Library and Center for Teaching Excellence to incentivize and enable expanded use of OERs.

2. Leverage Library licenses and collections to provide e-resources, at no additional cost, to students. Use data from the Bookstore to identify, negotiate and purchase unlimited use licenses for e-books and other licensed content for specific classes.

3. Explore opportunities to incorporate the cost of required instructional materials into tuition and fees. Such practices would clarify the true cost of courses and open up scholarships as a way to cover textbook costs. The online MA in Criminal Justice and Criminology provides one example of this practice.

4. As stipulated in the university's *Cost of Books* policy, incorporate the cost of instruction materials into the faculty's selection process.

5. Participate in THEC's Tennessee Textbook Affordability Task Force whose mission is to increase equity of opportunity for students across the state by removing barriers to success related to the high cost of textbooks and course materials. Our ETSU representatives to this newly formed task force are Ms. Ashley Sergiadis, Sherrod Library and Mr. Phil Smith, Center for Teaching Excellence.

5.D. To Provide Administrative Support

1. Provide regular data and reports supporting proactive assessment and decision making regarding instructional materials selection. These include reviewing the

breadth and depth of e-text adoption, their costs, and their scope relative to all textbook selections across all courses. This regular review will keep these issues before all stakeholders and support regular examination.

2. Provided an academic & administrative 'home' for this issue. The selection, adoption, and creation of instructional materials provide opportunities for faculty development. Entrust the office of the Interim Associate Provost for Faculty with providing this home.

3. Incorporate transparency and cost-conscious materials selection within new program development and course review processes.

Resolution in thanks to Information Technology Services and Academic Technology Services

Whereas the entire nation was gripped by the arrival of the COVID 19 pandemic in the early months of 2020 forcing institutions of higher education across the country to switch to an all-online educational model;

Whereas East Tennessee State University was no exception to this phenomenon and went entirely online following Spring Break in March of 2020 and hundreds of faculty who had taught few or no online courses in the past were suddenly thrust into an all online model of teaching and learning;

Whereas hundreds of courses were converted from face-to-face to virtual in a period of one week;

Whereas the personnel of the Information Technology Services and Academic Technology Services offices of East Tennessee State University spent countless hours in the days leading up to and the weeks following the online conversion preparing infrastructure and incorporating new technologies into our course management system and;

Whereas these personnel continued throughout the Spring Semester and beyond to provide technical training and support to faculty across the institution in a superbly professional and capable manner, so therefore, be it

Resolved, that the 2020-2021 Faculty Senate of East Tennessee State University, on behalf of the entire faculty, offers our immense gratitude to all the people who work to support the technology needs of our institution and do so with such skill, grace, and aplomb.

Moved by Patrick Brown, Chief Operating Officer and Treasurer, ETSU Faculty Senate
Seconded by

Endorsed by

_____ on the _____ day of September, 2020

Mr. Stephen Hendrix, MBA
President, ETSU Faculty Senate