

Textbook Steering Committee Report

April, 2009

Executive Summary: The Textbook Steering Committee, made up of representatives from the college's shared governance committees and constituency groups and working with the Barnes and Noble Bookstore manager, researched the existing processes of textbook adoption at the college and analyzed the challenges of negotiating current textbook options. This report recommends future work to include creating a formalized adoption checklist for textbook committees, utilizing college-wide adoption practices, formalizing the LRCs role as a textbook resource, and coordinating the adoption of software used by online courses. The report also recommends educating faculty on textbook adoption, pricing, and bundling options as well as aiding student understanding in textbook purchasing and use.

Textbook Steering Committee Report

In the spring of 2008, President DiCroce requested that the college form a steering committee to take a thoughtful, in-depth look at the college's use of textbooks. This request, made during the first year of the partnership between Barnes and Noble College Booksellers Inc. and Tidewater Community College, asked that a good-faith analysis of current textbook usage be made with the goal of making recommendations for new or revised policy. Since TCC's current 35-year-old textbook policy (adopted June 21, 1974), fails to provide guidance on current textbooks trends such as bundling on demand, instructor prepared packets and online resources or access codes, and textbook cost containment has become a political and hence legislative issue at both the state and federal level, the request was timely.

The College Faculty Senate felt that faculty should be centrally involved with this project, but recognized that the complexity of current textbook issues demanded a wide and varied dialogue. Therefore, in May of 2008, the college faculty Senate passed the following motion:

To form a steering committee overseeing an investigation leading to recommending a comprehensive set of policies and procures guiding textbook selection, use and cost containment. The committee will consider course sequencing, the use of handbooks, and consistency across campuses as well as address variables including customized packets, instructor prepared packets, supplemental material and textbook bundling.

Because textbook policies and procedures entwine with many aspects of TCC's mission and the commitments that inform that mission, this committee must reflect the complexity of the college as whole. Therefore the committee chaired by a member of the faculty senate and including faculty senators representing all four campuses and transfer as well as career and technical

programs should also include representation from the following constituent groups and governance committees

*Administrative Association
Classified Association
SGA Federation Council
Curriculum and Instruction
Teaching and Learning with Technology Committee
Workforce Development
LRC*

In the fall of 2008, this steering committee was formed and came together in a series of meetings to uncover problems, share ideas, and make suggestions for avenues for future changes. Each committee member queried their governance or constituent group and shared these ideas. The Barnes and Noble Bookstore manager, Doug Bunk, and Dr. Mike Summers, Vice President for Academic and Student Affairs also joined the committee.

As a steering committee, the group chose to make broad recommendations for further, more detailed work that might lead to new or revised policies and procedures. The committee was also mindful that certain topics, for example online courses and the role of software, might need to be addressed by other reports or plans currently being constructed. Finally, the committee avoided any type of discussion regarding the current budgetary contract that Barnes and Noble has with the college and which was vetted through the state.

The committee proposes the following ideas for further consideration.

Formalize the Process for Textbook Adoption

During college-wide or campus-wide adoption processes, committees should consider employing the following strategies.

1. Textbook adoption committees should be provided and utilize a formal checklist of considerations and questions guiding adoption procedures. This checklist would also serve as written documentation that the committee followed a thorough and consistent vetting process and ensure transparency for and communication with all involved faculty. The checklist would further serve to remind committees to consider the role of bundling, edition cycles, online or software support options, coordination with online classes, sequencing considerations, and material support for curriculum outcomes and learning outcomes.
2. Textbook adoption committees should have a mandatory meeting with a bookstore representative, and this should be documented in the above formal textbook adoption checklist. This meeting would serve as an educational opportunity for faculty to understand the role of the bookstore and the ramifications of bundling, changing orders, publishing on demand, and coordinating software or pin access codes. The bookstore representative would in no way suggest textbooks, only serve to educate and answer questions a committee might have.
3. Program heads, discipline heads, and/or campus committees of faculty should coordinate with other campuses and provide guidance and communication during college-wide adoptions. They should also help ensure that all campuses are provided with a strong voice in adoption decisions.

Consider College-wide Adoption: Tidewater Community College is not just a collection of campuses, and the notion that different campuses have different levels of students is incongruent with the college's accreditation and transfer agreements. Indeed, the faculty of certain programs and curriculums at TCC have successfully managed to maintain college-wide textbook adoptions, proving it possible to coordinate academic freedom with consistency. In addition, college-wide adoption provides greater buy-back opportunities, and controlling costs is perhaps the single greatest concern for students, parents, legislators and many faculty members. Since college-wide adoption helps support consistency in course vigor and focus, lowers cost, and has already proven not just viable but successful in certain programs and departments at TCC, the steering committee suggests further research into identifying those courses and curriculums that can benefit from college-wide adoption.

Utilize the LRC as a Textbook Resource: For a variety of reasons, students are sometimes unable to purchase textbooks. According to our LRC representative, the reserve collections account for about 25% of the total circulation despite being only 2% of the total collection of the libraries. Textbooks make up approximately one third of these reserve collections; clearly there is great demand for these reserves. Because access and success are core values of the college, the steering committee suggests that each campus LRC provide textbooks in reserve for targeted classes and sequences. Furthermore, the availability of reserve material needs to be marketed to students vigorously in the SDV 100 and FOCUS classes and by student support personnel of the college. While the committee recognizes how difficult this may be with some smaller programs, greater college-wide adoptions of other courses could help make this process more formalized and consistent. In addition, the committee would like to see Barnes and Noble commit to supporting this process by providing clear and current lists of textbook orders.

Coordinate the Adoption of Software Used by Online Courses: The question of how software for online teachers should be adopted needs careful consideration and will need to coordinate with any future technology plan or on-line instruction plan. The steering committee suggests that any new policy and procedures document recognizes that textbooks and software do not necessarily equate and consider the connection between them.

Considering Bundling Carefully in the Adoption Process: Bundled packages do work if all components are considered valuable by the students and the teachers. However, if students perceive that they can successfully take a course without ordering or utilizing all of the bundled elements, they avoid purchasing the bundles and 'shop' the cheapest book (usually an unbundled book) from the rack. Custom bundling made by a single instructor or only a few instructors restricts returns since many components, for example pin codes, cannot be returned even if never used once the bundle is unwrapped. Faculty also need to understand that buy-back is ISBN specific and each different bundle has a separate ISBN; therefore, bundling, if inconsistent, reduces buy-back. In other words, limited bundling by only a few instructors reduces buyback opportunities for student. As such, the committee suggests that bundling be allowed only with wide-scale adoption and high expectations for the full use of all bundled components.

Improve Student Understanding of Textbook Purchase and Use: The complexities of negotiating online reservations and ordering, buying books with financial aid, and understanding the importance of timely textbooks orders are barriers to student success. Hence, the committee believes the bookstore should increase its current educational efforts, and the college should make every effort to support these efforts in SDV 100 and FOCUS courses. SDV and FOCUS instructors, counselors, and other student

support personnel such as financial aid advisors and the Deans of Student Services should be providing clear and consistent materials that guide students (especially students on financial aid) through these processes. Additionally, the college should work with Barnes and Noble to help create and distribute these informational resources to divisions so there are multiple opportunities for providing students with educational material on purchasing, returning, and buying-back books. Finally, the committee would like to see Barnes and Noble work more closely with the Deans of Students and their offices.

Improve Faculty Understanding of Textbook Adoption and Pricing: There are many ‘myths’ to textbook adoption. For example, there are no discounts from publishers for quantity, and local book representatives do not have the authority to change pricing or ‘make deals’. Coordinated and built-in educational processes for faculty during the adoption process will raise faculty awareness.

Coordinated Timelines: The academic schedule should be well coordinated with the bookstore. The college and bookstore should make every effort to also organize and widely market the dates for student buyback.

Enforce of the Current Policy: While outdated, TCC’s current policy (see appendix) is not being enforced. If new policy and procedures are written and adopted, they should contain realistic steps that are enforceable.

Textbook Steering Committee Members

David Howell: Faculty Senate, Assistant Professor Automotive Technology(C)

Robert Maynard: Faculty Senate, Assistant Professor of Mathematics (VB)

Bethany Wright: Librarian, (VB)

Carolyn Mclellan: Curriculum and Instruction Committee, Dean of Information, Technology and Business, (VB)

Wendy Cook: Student Success Committee, Counselor (N)

Judy McKaig: Teaching and Learning with Technology Committee, Assistant Professor of Mathematics (N)

Calvin Scheidt: Workforce Development, Associate VP for Military Programs, (DA)

Janet Sydenstricker: Classified Association (P)

Miasia Meniffee: SGA Federation (VB)

Doug Bunk: Barnes and Noble Bookstore Manager

Michael Summers: VP Academic and Student Affairs (DA)

Kim Bovee: Committee Chair, Faculty Senate, Associate Professor of English (VB)

Appendix

TIDEWATER COMMUNITY COLLEGE
POLICY NO. 010, June 21, 1974

In order to standardize the procedure for the selection of college textbooks and materials, to expedite the ordering of textbooks and materials, and to enable the college facilities to carry an adequate inventory of textbooks, materials, and other school supplies, the following Textbook and Materials Policy has been developed:

Selection of Textbooks and Materials:

1. The same textbook and materials will be used for each course of the same content on a campus-wide basis.

College-wide adoption is recommended wherever feasible because of the benefits that may accrue to the College and to the students.

Faculty members who teach a given course on a campus should make the selection of the textbooks and materials to be used on that campus.

In the event that the faculty members cannot reach an agreement, the academic dean will make the decision.

2. The textbooks and materials selected for adoption will be used for a period of **at least two years**, beginning with the first semester of actual use. Adoptions should be made in time for the fall semester when possible.

In cases where inexpensive paperbacks are used, the adoption period may be reduced to one year.

Exceptions to the adoption period will be granted only if the faculty members using the textbook and materials determine that they are not effective.

The change must have the approval of the academic dean and the provost. If a change is made, all faculty members involved will concur. In the event that the book and/or materials are used on a college-wide basis, the campus desiring the change must keep the appropriate persons on the other campuses fully informed.

3. Each academic dean will assume responsibility for assuring adherence to established policy.

Exceptions may be made in unusual circumstances and such exceptions must have the approval of the academic dean and the provost.

Textbook and Materials Request Procedure:

1. It is the responsibility of the academic dean to assure that textbooks and materials needed for the various courses are ordered and that requests are submitted on schedule. Desk copies of textbooks and materials for all faculty are ordered by each academic dean.
2. Textbooks and material requests are to be submitted on the standard form provided by the College.
3. Textbook and material requests are to be submitted to the administrative office of the bookstore as early as possible, but no later than:

Fall Semester May 22
Spring Semester October 16
Summer Session March 15

The above dates have been established to give as much time as possible to the campuses. If they are not followed (that is, if book orders are late), the result may well be late arrival of books.

4. If problems should develop regarding receipt and delivery of textbooks and materials, faculty members are to report problems to the academic dean who will resolve them working directly with

bookstore personnel. Individual faculty members should lodge any complaint with their academic dean. This action will enable the academic dean to be advised of all problems.

5. It shall be the responsibility of the bookstore to contact publishers from whom orders have not been received at a reasonable time before classes begin and inform the academic dean concerned if any problems of delivery appear to be developing.

Role of the Curriculum and Instruction Committee



The Curriculum and Instruction Committee shall act in an advisory capacity in the implementation of this policy, and in general problems arising out of bookstore operations.

The committee's responsibilities will be limited to review and evaluation of the Textbook and Materials Policy and the overall effectiveness of the bookstore operation.

Problems that cannot be resolved at the campus level will be presented to the President's Advisory and Planning Council through one of the provosts.

[»» Campus Bookstores](#)

[»» Faculty Handbook 2008-2009](#)