



**Educational Policy & Technology Committee
2024-2025 Annual Report**

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The Committee on Educational Policy and Technology (“EPT”) convened for a total of ten meetings beginning in May 2024. Our final meeting for AY 2024-2025 will be held on May 2, 2025, and the AY 2025-2026 committee will convene with a meeting in August 2025.

I. Overview of the Year

During the regular academic year meetings (August 2024 – April 2025), EPT’s monthly agendas contained updates from various subcommittees that were either established this year or were continuing work from the previous year. Detailed descriptions of subcommittee work on specific issues are provided in Section III below. Section IV contains EPT input to the Board of Trustees’ Committee on Academic Affairs.

2024-2025 FSEC charge: On 1 August 2024 the Faculty Senate Executive Committee (FSEC) charged the committee with the following:

- Academic freedom and free speech: provide input on best practices for managing the discussion of difficult issues in the classroom (part of the administration’s “Fostering Productive Dialogue” initiative), particularly in light of events on campus in the spring 2024 semester. Invite the Professional Ethics & Academic Freedom committee to provide their expertise throughout this process.
- Provide additional input on the Task Force on Academic Credentials’ report, “Guidelines for Combined Degree/Certificate Programs.”
- Proactively engage with the strategic planning process as the framework is developed this year.
- Engage with the Office of the Provost regarding the annual timely release of the Fall syllabus template (mid-late July), the religious holidays calendar (also mid-late July), and updates to the “Instructor Frequently Asked Questions” (IFAQ).
- Monitor and assess student success and academic performance.
- With the administration, develop guidance around the use of generative artificial intelligence (GAI) on courses at GW, including Writing in the Disciplines; monitor guidance for updates as technology changes.
- Assess the effectiveness of the first-year experience and undergraduate special programs, including the Mount Vernon Campus.

The incoming FSEC may find this final report, including its continuing business noted at the conclusion (Section VII), a useful resource in determining the AY 2025-2026 charge to the committee.

II. EPT Spring 2025 Meeting Summaries

Note: The fall meetings (September – December) focused on disciplinary proceedings and external responses (US Attorney’s Office) to the Spring 2024 encampment demonstrations; continuing discussion of enrollment planning and student retention; the educational mission of the strategic framework; CAPS programs; AI-related resources and programs; and two initiatives proposed by Student Government Association (SGA) representatives – faculty adoption of Blackboard Ally and mental health days. Summaries for the Fall 2024 meetings are included in the Interim Report, submitted on January 7, 2025.

The spring meetings (January – April) focused on a resolution presenting the Working Group Report (see Section VI); Follett’s Inclusive Access program (see addendum); SGA’s mental health/wellness days proposal/the university’s excused absence policy; enrollment planning and a resolution regarding barriers to transfer students (see Section VI); the faculty’s role in setting the academic calendar, including religious holidays; and the syllabus template. The following summaries capture the scope of each meeting; more in-depth information on specific topics is provided in Sections III and IV.

January 10, 2025

The meeting began with the co-chairs reminding the committee that they will be stepping down at the end of AY 2024-2025 and encouraging any members interested in taking on EPT leadership roles to contact them in the coming weeks. The committee heard a presentation on the **Inclusive Access Program for Textbooks** by Ann Barlow of Follett Access. Members raised multiple questions and concerns regarding how the initiative would work with current library efforts (OER) to make classroom materials more accessible; about advisability of an “opt-out” vs. “opt-in” feature; how programs work with course packs; how it would accommodate late faculty decisions on course materials; how a “flat-rate” charge to students would work when costs might vary greatly from year to year and student to student. EPT received assurance that GW would not implement the program if it was not appropriate for the university. The committee received an update on the **mental health days proposal** from SGA and members of the Student Success subcommittee. Rather than “mental health,” there was discussion of the term “well-being” as more encompassing. There was no consensus to recommend a specific number of days. There was also concern expressed that such a policy might inadvertently increase student stress by facilitating absences. Finally, the committee discussed the **draft Resolution based on Working Group Report**; after considering questions related to language in specific recommendations (e.g., “adjudicate” for “adjust”; “politically neutral”), the committee voted unanimously to approve the resolution’s endorsement of the WG report’s recommendations.

February 14, 2025

The January 10th meeting minutes were approved by unanimous consent. Jay Goff, Vice Provost for Enrollment and Student Success, provided an **update on the presidential transition's effects on student enrollment and GW's DEI efforts**. Eric Grynaviski, chair, Future Enrollment Planning subcommittee, presented a **Draft Resolution to Reduce Barriers for Transfer Students**. The resolution was approved by unanimous consent. The committee received an update on the **wellbeing days proposal** from SGA and members of the Student Success subcommittee. Jeff Brand noted that any guidance must be consistent with the existing policy in the GW Bulletin. Meg Ulfers requested a mechanism to assess effects on the number of student absences and student stress levels. Several members endorsed EPT considering a resolution to move required policy language in the syllabus template to a stable webpage, which syllabi would include by linking. Finally, the committee discussed the **role of faculty in setting the academic calendar and being a part of winter weather closing decisions**.

March 21, 2025

Co-chair Irene Foster led the meeting with help from Phil Wirtz. The February 14 minutes were approved by unanimous consent. The committee received an update from Irene and SGA President Ethan Fitzgerald regarding the **wellness days proposal**. The Student Success Subcommittee is developing a proposal with the administration, DSS, CAPS, and other stakeholders to amend the policy to permit some unexcused absences. Follett president Ryan Peterson provided a **follow-up presentation on Follett Access**; faculty again raised questions and expressed concern about potential unequal benefits (e.g., for STEM versus humanities students), necessity for opt-out structure, its relation to LAI's OER initiative, Follett's profit model for this program (digital material margins are ~20%; physical material margins ~25%), equitable versus inclusive access. The committee discussed the **timing of the religious holiday calendar and updated syllabus template**, namely whether student resource-related information and general policies could be moved off the syllabus or moved to an addendum. Finally, the committee discussed the **administering and oversight of various special programs**.

April 11, 2025

Co-chairs Irene and Sarah noted that this was the final EPT meeting that they would be leading, though they would assist with preparing for the May 2 meeting and will attend to help with the transition to new committee leadership. The committee wrapped up its consideration of the Follett Access program, voting unanimously to **recommend against GWU adopting the Inclusive Access Program for Textbooks**, given the various and multiple questions and concerns raised in the three meetings which EPT considered the initiative (see the addendum). The committee received a presentation by Shauntae Trammell, Manager of IT Technology Support Centers on the **Migration of Windows computers to the Windows 11 operating system**. Karen Singer-Freeman, who chairs the Generative AI and Teaching (GAIT) group presented the **resources the group had developed**; EPT will provide feedback in its May 2 meeting. Director of CESA, Christy Anthony briefly explained the feedback solicitation process and timeline for the **Equal**

Opportunity, Nondiscrimination, Anti-harassment, and Non-Retaliation Policy draft, as well as other draft policies under review. Finally, the committee discussed the informal channels of gathering and information sharing regarding the new federal administration's policies and their impact on the university's educational mission.

III. Additional information on specific topics

Working Group: As noted in the Interim report, led by co-chairs Mountasser Kadrie and Lisa Schwartz, the eight members of the Working Group spent eleven weeks in the Fall 2024 semester gathering information regarding the GW administration's role in and response to stay agreements and stay-away orders issued by the US Attorney's Office for a group of GW students arrested during Spring 2024 encampment. EPT presented the Working Group Report to the Faculty Senate in its December 10 meeting; feedback from that discussion helped inform the draft resolution which presented the report. The committee considered the resolution and report in its January 10 meeting, voting unanimously in support of the resolution and sending it to the Faculty Senate for its deliberation in the February 14 meeting (see Section VII below).

Strategic Planning: As noted in the Interim Report, early in the Fall 2025 semester EPT developed and conveyed through multiple channels its strategic planning recommendations aimed at addressing the university's first-to-second year and second-to-third year retention rates, and its six-year graduation rate:

- (1) Establish a six-year graduation goal of 90%; identify the year to reach that goal (e.g., by 2034).
- (2) Establish clear, nearer-term benchmark goals for first-to-second and first-to-third year retention (e.g., 95% and 92% respectively) to chart progress toward a 90% six-year graduation rate goal.
- (3) Evaluate and prioritize new initiatives using these graduation and retention rate metrics.

Enrollment: Led by chair Eric Grynaviski, the enrollment subcommittee met twice in the spring semester. The main focus was reducing barriers for transfer students to enter GW. In the coming year, the enrollment subcommittee has the important task of working with the Office of Enrollment and Student Success on GW's longer term enrollment plan, which is due for update and revision as the last plan will soon expire. Reforming the subcommittee next year is therefore important to continue productive discussions on the future of enrollment at GW. The committee members were very pleased with the collaborative approach taken to enrollment issues by Jay Goff and his team, and look forward to another productive year.

Generative AI guidance on Writing in the Discipline: In the April 10 meeting, EPT member Karen-Singer Freeman presented two resources on appropriate use and communicating AI use in the classroom in the April 10 meeting. These were developed by the Generative AI and Teaching (GAIT) group and incorporated the set of suggested guidelines and resources for generative AI use related to Writing in the Discipline (WID) courses developed by Thomas Choate and Ben Bronner

in consultation with the University Writing Center and distributed to faculty across the university in October 2024. The GAIT resources will be discussed further in the May 2 meeting.

Blackboard Ally pilot program: As noted in the Interim Report, in response to the GW Disabled Students' Collective and the GW Student Government Association, EPT and LAI submitted a proposal to the Faculty Senate that Blackboard Ally be turned on for all Blackboard classes in Spring 2025. In its December 13 meeting, the Senate approved the opt-out pilot initiative, which took place during the Spring 2025 semester. Blackboard administration will assess data on its usage and determine whether Ally should be permanently turned on beginning Fall 2025.

SGA Mental Health Days proposal: The SGA's proposal for Mental Health Days was discussed by an ad hoc group within the Student Success subcommittee, made up of Laura Finkelstein (Director, CAPS), Rochelle Mills (Director, DSS), Jeff Brand (Associate Provost for Undergraduate Affairs and Special Programs), Prof. Meg Ulfers, Prof. Ben Bronner, and Prof. Irene Foster. The group determined that the terms "well-being" or "wellness" may be more encompassing than "mental health." There was no consensus on the specific number of "wellness" days a student may take without having to provide any type of documentation. Faculty also noted that the level of student stress might actually increase due to increased absences. Jeff Brand requested that any guidance provided by EPT be consistent with the existing policy in the GW Bulletin. After reviewing the existing policy in the [University Bulletin](#) and [Faculty Handbook](#), the group will recommend that the Provost's office establish a committee to update and modernize GW's excused absence policy for undergraduate and graduate students, allowing for some additional flexibility for students. The group will further recommend that such a committee should include representatives from EPT, SGA, DSS, and CAPS.

Inclusive Access Program for Textbooks: The committee discussed the textbook adoption program offered by Follett Access during three separate meetings (January 10, March 21, April 11), with presentations made by Follett representatives on the first two of those meetings. EPT members raised multiple questions and concerns regarding the program and its suitability for GW undergraduate and graduate instruction, as well as how it would overlap with LAI's Open Educational Resources (OER) efforts. After significant deliberation and in recognition of the faculty's "primary responsibility" for "important matters relating to the academic enterprise," as stipulated by the Faculty Code and affirmed by the Shared Governance Task Force, ***the committee voted unanimously to recommend against GWU adopting the Inclusive Access Program for Textbooks***, while emphasizing the importance of lowering costs for students and supporting the work of LAI through its [Open Educational Resources](#) program.

See the attached **Addendum** on the committee's deliberation of the program, including excerpts from its meeting minutes, statements made by EPT representatives in the February 14 Faculty Senate meeting, etc.

Academic Integrity Code Temporary Extension: EPT presented a resolution to the Faculty Senate in its January 10 meeting that extended the temporary addendum to the code from last year (2024) to May 2026; it also included the new provision that for cases in which graduation or academic progress are threatened, “CESA, at the discretion of the Director or designee, can convene an ad-hoc panel of at least one student and one faculty member, in order to bring a case to a more timely resolution and minimize long term academic impact.” (See Section VII.) The committee noted in its April 10 meeting the importance of working with CESA next year to undertake a *comprehensive review of the Code of Academic Integrity to address the impact of AI on academic integrity, as well as to assist in recruiting the anemic numbers of faculty volunteers for the review panels.*

IV. EPT input to the BOT Committee on Academic Affairs

EPT provided input to FSEC Chair Ilana Feldman to include in her two reports to the Board of Trustees’ Committee on Academic Affairs. (The text for the presentation slides were provided on January 7, 2025 and April 10, 2025.)

Fall 2024

During its Fall 2024 monthly meetings and in subcommittee discussions, EPT identified the following as areas of particular concern:

- (1) Enrollment planning and student support, specifically regarding:
 - The impact of the dramatic decline in graduate applications from high-yield markets;
 - The need for more adequate student support services, both academic and administrative.
- (2) Code of Academic Integrity: continued backlog in the academic integrity processing caseload; EPT recommends a comprehensive review of the types of cases, processing timelines, record keeping, and faculty recruitment.
- (3) Code of Student Conduct: the Working Group Report on GW’s response to Spring 2024 demonstrations illustrates the need for a comprehensive review of the code and relevant policies.
- (4) Impact of Artificial Intelligence:
 - EPT members developed a set of guidelines and resources for Writing in the Discipline course instructors (in consultation the Writing Center and distributed in November);
 - Nevertheless, the committee remains deeply concerned about the apparent unwillingness of the university to address in a comprehensive and urgent manner the challenges to teaching and critical thinking posed by ever-more powerful AI tools.

Spring 2025

During its Spring 2025 meetings, EPT remained focused on the core issue of student success. We continue to believe that undergraduate student success, measured by retention and graduation rates, is a critical index of GW reputational success.

- The committee was encouraged to see the goal of meeting full need included the Senate Strategic Framework Update on March 28, and we continue to urge the BOT and administration to aim for the increased graduation rate as a primary metric of student success as GWU moves from the framework to a finalized strategic plan.
- EPT presented and had passed two resolutions by the Faculty Senate related to student success: Resolution 25/6 "To Support GW Students in Pursuing Their Educational Endeavors"; and Resolution 25/7 "To Reduce Barriers for Transfer Students."
- EPT also passed Resolution 25/5, "To Extend the Approved Temporary Changes to the Code of Academic Integrity." The committee recommends that a comprehensive review of the code be undertaken during AY 2025-2026.

V. Subcommittees

In addition to the Working Group established to address the Spring 2024 demonstrations, EPT has several subcommittees working on a range of issues, including those related to the FSEC charge.

- *Working Group*: Co-Chairs, Mountasser Kadrie and Lisa Schwartz, Eyal Aviv, Scott Beveridge, Thomas Choate, Jamie Cohen-Cole, Crystal DeVoss Mahany, and Andrew M. Smith II
- *Technology Subcommittee*: Chair, Katrin Schultheiss, Ben Bronner, Scott Beveridge, Jane Hyatt Thorpe, Andrew M. Smith II, Rohini Ganjoo, Scott Quinlan, Katrin Schultheiss, Joyce Knestrick, Michael Kern
- *Future Enrollment Planning Committee*: Chair, Eric Grynawski, Jamie Cohen-Cole, Thomas Choate, Sameh Badie, Sarah Wagner
- *Strategic planning*: Chair, Jamie Cohen-Cole, Eric Grynawski, Shaista Khilji, Mountasser Kadrie, Megan Siczek, Katrin Schultheiss, Joyce Knestrick
- *Student Success*: Irene Foster, Ben Bronner, Chante Clarkson, Eric Grynawski, Kevin Knudsen, Meg Ulfers
 - *Ad-hoc Working Group on SGA Mental Health Days Proposal*: Irene Foster, Meg Ulfers, Ben Bronner, Laura Finkelstein, Director of Counselling and Psychological Services (CAPS), and Rochelle Mills, Director of Disability Support Services (DSS)
- *Academic Freedom and Free Speech*: Crystal DeVoss Mahany, Lisa Schwartz, Shaista Khilji, Mountasser Kadrie

VI. Resolutions presented to the Faculty Senate

The committee reviewed and deliberated several resolutions that were then presented to the Faculty Senate:

- (1) [Resolution 25/5](#): To Extend the Approved Temporary Changes to the Code of Academic Integrity (presented by Sarah Wagner, Co-Chair, Educational Policy & Technology Committee on January 10, 2025). The Faculty Senate voted unanimously to approve the resolution.
- (2) [Resolution 25/6](#): To Support GW Students in Pursuing Their Educational Endeavors (presented by Sarah Wagner, Co-Chair, Educational Policy & Technology Committee on February 14, 2025). The Faculty Senate voted unanimously to approve the resolution.
- (3) [Resolution 25/7](#): To Reduce Barriers for Transfer Students (introduced by Amita Vyas, FSEC Liaison, Educational Policy & Technology Committee, and presented by Eric Grynaviski, Subcommittee on Future Enrollment Planning, Educational Policy & Technology Committee on March 21, 2025). The Faculty Senate voted unanimously to approve the resolution as amended.

VII. Continuing Business for the Committee

- (1) Faculty request to Provost's office regarding the timely release of the Fall 2025 syllabus template (mid-late July), the religious holidays calendar (also mid-late July), and updates to the "Instructor Frequently Asked Questions" (IFAQ).
- (2) Faculty request to Provost's office regarding the establishment of a committee to update and modernize GW's excused absence policy for undergraduate and graduate students, allowing for some additional flexibility for students. Faculty request that such a committee include representatives from EPT, SGA, DSS and CAPS.
- (3) Collaboration with the Office of Enrollment and Student Success on GW's longer-term enrollment plan through the (reconstituted) future enrollment planning subcommittee.
- (4) Centering student retention and graduation rates as critical metrics for understanding whether or not GWU is successfully achieving its strategic mission.
- (5) Collaboration with LAI for faculty outreach to lower costs of instructional materials for students.
- (6) Collaboration with the Office of Conflict Education and Student Accountability on a comprehensive review of the Code of Academic Integrity, with special consideration of the impact of Artificial Intelligence on violation charges and faculty recruitment for review panels.
- (7) Properly resourcing instructional and IT infrastructures for GWU's pedagogical needs.
- (8) Academic calendar planning.

Respectfully submitted,
Sarah Wagner and Irene Foster
Co-chairs, EPT Committee
April 23, 2025

Roster of EPT Members (2024-2025)

Wagner, Sarah*, Chair
Foster, Irene, Co-Chair
Vyas, Amita*, FSEC Liaison
Aviv, Eyal
Badie, Sameh*
Baharu, Yordanos
Beveridge, Scott
Bhati, Sue
Bochniak, Matt
Brand, Jeff
Bronner, Ben
Choate, Thomas
Clarkson, Chante
Cloud, Katie
Cohen-Cole, Jamie
Ensor, Brian
DeVoss, Mahany, Crystal
Dinneen, Patricia
Feuer, Michael
Fitzgerald, Ethan
Frierson, Tobe
Froslid-Jones, Karen
Ganjoo, Rohini
Goff, Jay
Grynaviski, Eric
Henry, Geneva
Johnson, Candice
Johnson, Jared

Kadrie, Mountasser
Kern, Michael
Khilji, Shaista
Knestrick, Joyce
Knudsen, Kevin
Lotrecchiano, Guy
Lynne, Ethan
Murphy, Terry
Quinlan, Scott
Rain, David*
Riedner, Rachel
Schultheiss, Katrin*
Schwartz, Lisa
Shuai, Danmeng
Siczek, Megan
Singer-Freedman, Karen
Smith, Andrew
Subramaniam, Suresh
Thorpe, Jane Hyatt
Toll, Ben
Torres, Jason
Trammel, Shauntae
Ulfers, Margaret
von Barghahn, Barbara
Williams, Kimberley
Wirtz, Phil*
Zara, Jason

* Faculty Senator

Addendum Detailing the Educational Policy and Technology Committee's Consideration and Position on the Follett Access Program

After careful consideration and sustained deliberation of the matter, the Educational Policy and Technology Committee voted unanimously to recommend against the adoption of Follett Inclusive Access Program (also called campus-wide access), while emphasizing the importance of lowering costs for students and supporting the work of GW's Libraries and Academic Innovation through its [Open Educational Resources](#) program.

The committee takes this position in accordance with the Faculty Code and the roles and responsibilities of the Faculty as affirmed in the "[Summary of Roles and Responsibilities of the Board of Trustees, Administration, and Faculty of the George Washington University](#)" (Shared Governance Task Force, May 2022):

Through the adoption of the Faculty Code (Bylaws, Article X), the Board has delegated to the Faculty, individually, through department and school committees, and through the Faculty Senate, the primary responsibility for an array of important matters relating to the academic enterprise. See Faculty Handbook at Section 1.6: "The University structure is based on shared governance, and the faculty have a role in the development, implementation, and management of educational policy and curriculum through membership in school faculties and through two University-wide groups: (1) the Faculty Assembly, which consists of academic personnel in full-time service and certain designated administrative personnel; and (2) the Faculty Senate, a representative body acting for the faculty as a whole in legislative and advisory capacities."

Article IX.A. of the Faculty Code outlines [among other points]:

- The regular faculty participate in the formulation of policy and planning decisions affecting the quality of education and life at the University. This participation includes an active role in the development, revision, or elimination of curricular offerings of each department or school.
- The regular faculty participate in the formulation of policy and planning decisions affecting the quality of education and life at the University.

Timeline and summary of EPT deliberations:

January 10 EPT Meeting

The committee received its first presentation of the Follett Access Program for Textbooks. Members raised multiple questions and concerns regarding how the initiative would work with current library efforts (Open Educational Resources, OER) to make classroom materials more accessible; about advisability of "opt-out" vs. "opt-in" feature; how programs work with course packs; how it would accommodate late faculty decisions on course materials; how "flat-rate" charge to students works when costs might vary greatly from year to year and student to student. EPT received assurance that GW would not implement the program if it was not appropriate for the university.

February 14 Faculty Senate Meeting

[See pp. 5–6 on the [meeting minutes](#) for the full transcription of this discussion.]

Professor Wagner noted that, at its January meeting, EPT heard a presentation from Follett Access on its inclusive access program for textbooks. The committee was told that, if the proposal is accepted, Follett Access would be implemented university-wide in Fall 2025 to provide students with access to course materials with one flat fee per semester assessed to their account. EPT members raised several major reservations and wanted to seek assurance that this program has not actually been agreed to. Committee members did not think that this was an appropriate or good fit for GW and felt that it actually undermines the very efforts that EPT wishes to support from Libraries & Academic Innovation (LAI), which include their efforts to enhance educational resources and lower costs for students.

Professor Wagner asked if Dean Henry might take a moment to speak to this; EPT wants the full Senate to understand what the Follett Access program is and how it might be actually working counter to LAI's efforts.

Dean Henry affirmed that the library cares a great deal about making sure GW students have access to affordable course materials:

- They work to identify courses that have very expensive texts, purchasing multiple copies of those and keeping them on reserve so that students can come in and use them.
- The library also subscribes to quite a number of journals, spending a large amount of money on those resources. The goal is to ensure students are able to use journals GW subscribes to rather than having to purchase course packs where they would end up paying for the same material that is already available in the library.
- LAI also provides a lot of support for faculty in adopting open education resources and more affordable resources, including some incentive programs to help faculty make course materials openly accessible and adaptable by other faculty so that they can continually evolve and be high quality resources for students.

The Follett Access program is designed to be an **opt-out** program. Students see the fee on their bill and, based on past experience with opt-out charges, assume that it must be paid. The Department of Education, at least as of a few weeks ago, has regulations specifically regarding these kinds of programs that require the university to be proactive in letting students know they can opt out. Not doing so can lead to the Department of Education finding the institution not compliant with their regulations.

In response to [an article](#) published by *The Hatchet* on March 3, 2025, about the Follett Access program and the Faculty Senate discussion, a faculty member in the math department wrote the following to co-chair Sarah Wagner:

“I want to express my strong opposition to the program. In the math department we've put serious effort into transitioning to free and open-source resources, and we are continuing to improve this program. Most of our calculus students have a total cost of \$0 for materials. And I believe strongly in

supporting these free and open-source resources, rather than continuing to funnel money into closed-source textbook systems.

ACCESS seems like a patch to perpetuate a bad and overly costly system, rather than an attempt to address the actual problem. I would hate to see us adopt it.”

March 21 EPT Meeting

Follett president Ryan Peterson provided a follow-up presentation on Follett Access; faculty again raised questions and expressed concern about potential **unequal benefits** (e.g., for STEM versus humanities students), necessity for opt-out structure, its relation to LAI's OER initiative, Follett's **profit model** for this program (digital material margins are ~20%; physical material margins ~25%), the potential for a "hidden" fee assessed by GW on its students through Follett's fee structure, and equitable versus inclusive access.

In its clear and unanimous recommendation against the adoption of the program, EPT recognizes the extraordinary resources LAI has been developing through its OER program and the importance of lowering textbook and instructional resource costs for our students. It urges the AY2025-2026 committee to work with LAI to find additional ways to improve access and affordability, as well as better inform the university's faculty about the existing resources.