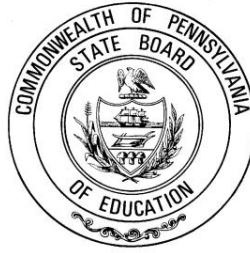




COMMONWEALTH OF PENNSYLVANIA
STATE BOARD OF EDUCATION

**Report of the College Textbook Policies
Advisory Committee**

May, 2012



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Executive Summary

Over the last two decades college textbook prices have increased at twice the rate of inflation, increasing at an average of 6 percent each year, according to a 2005 report issued by the General Accountability Office (GAO).ⁱ The burden and increasing cost of textbooks, compounded by the increasing cost of college tuition, room, board and transportation, may place students in the position of choosing between purchasing course materials or using those funds for other purposes. According to a 2011 study by Student Monitor, “students report purchasing an average of 77 percent of their required textbooks.”ⁱⁱ

The increased demand of supplemental instructional materials, including websites, online quizzes, videos, compact discs and electronic course materials is one contributing factor to the consistent rise in textbook prices. Publishers note they are increasing the use of supplemental materials to meet the demands of instructors. This increased use of supplemental materials is associated with an increased number of part time faculty who rely heavily on supplemental materials as key instructional tools. Additional contributing factors include a decrease in the number of years in the revision cycle, the availability of used textbooks and a general increase in production costs.ⁱⁱⁱ

Efforts to reduce student spending on textbooks resulted in the introduction of more than 200 pieces of textbook-related legislation in thirty-six states and at the federal level from 2004 to 2011^{iv}.

In 2010 Pennsylvania adopted the College Textbook Affordability, Accountability and Accessibility Act, Article XX–F of Act 104. This legislation requires institutions of higher education coordinate efforts with bookstores, faculty members and textbook publishers to lower the cost of college textbooks. Specifically, the Textbook Affordability Act requires textbook publishers to provide information for faculty members on how editions differ, asks faculty members to consider the least costly textbook option for their students, requires book publishers to take steps to make textbooks available in digital form by 2020, encourages universities to operate textbook-rental programs, and make required and recommended college textbook and supplemental material listings widely available to students before registration.

This report provides information on the process that the College Textbook Policies Advisory Committee engaged in to develop recommendations for improving the affordability of and access to college course materials. The report also provides examples of emerging practices and current models in place, both in the Commonwealth and in other states that are providing students with affordable course materials. It is important to note that many of the new delivery models require technology that may not be available to all student populations.

Part I

Act 104 of 2010

Article XX–F of Act 104, the College Textbook Affordability, Accountability and Accessibility Act, provides a roadmap for reducing the cost of textbooks. The legislation provides direction to publishers, faculty members, academic departments and institutions of higher education to provide students with the most affordable options for course materials. Specifically, the legislation calls for representatives of constituent groups to examine state, national, and international policies and practices related to textbook affordability and subsequently provide recommendations on these policies and practices to reduce textbook costs.

Publishers are to provide faculty members or departments with copyright dates for the three previous editions of a textbook as well as the information that identifies content revisions between the editions, the availability of course materials in other formats and the price at which course materials are made available. In addition, the legislation requires publishers to make bundled materials (textbooks and supplemental materials) available separately so faculty can choose the exact materials they prefer for their classes. If the decision is made to use a custom textbook, the publisher is to provide the price of the custom textbook. Finally, by no later than January 1, 2020, individuals, firms, partnerships or corporate publishers are to make their textbooks available for sale in electronic format.

Faculty members and academic departments should consider the following:

- Use the least costly practice in assigning textbooks.
- Use course materials for a longer period of time when academically suitable.
- Work with bookstores to review timelines and processes involved in ordering and stocking course materials.
- Disclose textbook costs to students.
- Promote book buyback programs.
- Provide a statement detailing the required/recommended course materials and whether an earlier edition is suitable.
- Encourage participation in a college textbook rental program, if one is available.

Institutions of higher education are required to provide all students with a list of all required/recommended course materials. This would include the International Standard Book Number (ISBN) for courses to be offered during the upcoming year. If the ISBN is not available, institutions should provide the author, title, edition, publisher and copyright date for the textbook or supplemental material. This same information should be made available to on-campus and off-campus bookstores along with course enrollment information.

Institutions are encouraged to provide students with information on guaranteed buyback programs (programs that predetermine the buyback price of a textbook and require the faculty member to use the textbook for multiple years), college textbook rental programs, used textbooks purchase programs, college textbook buyback programs and alternative content delivery programs. This would also include digital textbooks, other strategies for acquiring textbooks and supplemental materials and on-campus and off-campus bookstore information. Institutions are encouraged to explore implementation of a college textbook rental program if one is not already available.

Advisory Committee Processes

Article XX-F of Act 104 established the College Textbook Policies Advisory Committee as a standing committee of the State Board of Education. The Advisory Committee must meet quarterly and is charged with examining national and international efforts related to college textbook affordability and accessibility. The product of this group's work is this report, which provides a survey of state and national trends in textbook affordability, best and emergent practices, and recommendations to improve textbook affordability.

The composition of the 23-member Advisory Committee is defined in statute to include college students, faculty members, textbook publishers, textbook retailers, and members of the General Assembly. In addition, Act 104 identified the Chairman of the State Board of Education's Council of Higher Education as an Advisory Committee member and designated the Deputy Secretary for Postsecondary and Higher Education as Advisory Committee Chair.

The Advisory Committee met five times in person and by conference call throughout the development of this report. The first committee meeting occurred on Thursday, January 13, 2011 at the Community College of Philadelphia. At that meeting, the Committee reviewed Pennsylvania's legislation requirements. Similar legislation from other states as well as from the federal level was also reviewed.

The second meeting of the committee occurred on Friday, April 29, 2011. The Committee heard presentations highlighting the lifecycle of and key decision points within the textbook acquisition process. Presenters included faculty, publishers and both independent and campus bookstore representatives. In addition, the Committee received a national update on current policy and legislative trends by a representative of the National Association of College Stores (NACS). The meeting ended with a synopsis of the findings, recommendations and best and emergent practices of other states. Members were tasked with developing recommendations individually in response to the legislative directives outlined in Act 104. These recommendations were later compiled for group discussion.

The third meeting of the committee was held on Monday, July 25, 2011. After forming two workgroups, the Committee reviewed the draft recommendations developed individually by their colleagues and engaged in discussion around textbook affordability in the Commonwealth. The two workgroups reconvened on November 3, 2011 to report on their deliberations and review and refine the draft recommendations agreed upon by the workgroups.

On March 12, 2012 the fifth and final meeting of the committee was held via conference call to review and provide feedback on a draft report. The feedback provided was used to refine the content and recommendations of the report.

Advisory Committee Legislative Directive

The Advisory Committee was commissioned with examining national and international efforts related to college textbook affordability and accessibility, and to produce a report for the Governor, State Board of Education and House and Senate Education Committees. This report would outline findings and illustrate recommendations to:

- Ensure students have access to affordable course materials by decreasing costs to students and enhancing transparency and disclosure.

- Identify ways to decrease the cost of college textbooks and supplemental materials while supporting the academic freedom of faculty members.
- Encourage college textbook publishers and distributors to work with faculty to promote understanding of the cost to students when purchasing faculty-selected college textbooks.
- Encourage innovation in the development and use of course materials, including open-source college textbooks and other open-source educational resources.
- Ensure that faculty members are informed of accurate and relevant pricing information for course materials, and that students are protected as a consumer group.
- Make recommendations to the General Assembly and the State Board of Education on how to strengthen existing state laws and regulations and to propose any additional and necessary state laws and regulations.

Summary of Recommendations

The College Textbook Policies Advisory Committee developed recommendations for students, faculty and publishers around textbook affordability. These recommendations are inclusive of best and emergent practices and are not recommendations for mandatory implementation via statute. The following provides a summary of the recommendations developed to educate and inform faculty, students and institutions on initiatives linked to textbook affordability.

- The committee recommends that faculty members and departments adopt course materials early and consider the use of past editions, open source materials and electronic formats as an option to reduce expense when this is academically suitable.
- Publishers are encouraged to provide faculty members and administrators with a list of their company's bestselling texts in their field, and include pricing and cost information for administrators as well as faculty.
- The Pennsylvania Department of Education should develop a resource that provides faculty members with best practices in the selection of course materials.
- The Pennsylvania Department of Education should develop and host an electronic information depository for faculty members which would provide information and access on existing initiatives and open-access materials.
- The Pennsylvania Higher Education Assistance Agency is encouraged to develop guidelines on textbook purchasing literacy for students.
- Institutions should consider including an evaluation of required texts/course materials with student course evaluations.
- The committee encourages institutions to participate in a textbook rental program.
- The committee should consider producing a report addendum providing examples of strategies which some campuses have adopted to comply with the textbook provisions in the federal Higher Education Opportunity Act and Article XX-F of Act 104.

Part II

National Context

Textbook affordability has not only been a concern of the states, but this issue has received national attention as well. The Higher Education Opportunity Act (HEOA) of 2008 included significant requirements for higher education institutions and publishers around textbook affordability^v.

This federal legislation required any institution receiving federal financial assistance to implement three textbook affordability initiatives by July, 2010. Institutions are required to provide students with accurate course material information (including ISBN and retail price) for each course listed in the institution's course schedule. If this information is not available, institutions may list that the information is "to be determined." This requirement may also be satisfied by providing a link to a web site that is clearly and prominently located on the institution's internet course schedule or printed course. In addition, institutions must provide campus stores with course enrollment information and textbook adoption information. Lastly, institutions of higher education are encouraged to disseminate information to students on campus-based initiatives to reduce the costs of course materials.

The HEOA also requires publishers to disclose course material information to faculty and staff, including the net (wholesale) price and packaging options. In addition, publishers are required to offer unbundled course materials, unless they are bound by third-party contracts or the materials are designed solely as integrated materials^{vi}.

The HEOA included other provisions in an effort to restrain students' textbook expenditures. Book and supply cost data collection was increased in postsecondary reporting in an effort to more closely follow and report changes. Additionally, an advisory commission and a competitive grant program were established in order to make course materials more accessible for students with disabilities.

Legislation recently enacted in Pennsylvania (Article XX-F of Act 104) has many similarities to the federal legislation. The principal difference between the two pieces of legislation is that Article XX-F attempts to change faculty behavior by encouraging the consideration of the cost of course materials. Federal legislation does not mention the role of faculty members in the textbook adoption or selection process. The federal legislation sets the framework for many of the current practices and initiatives related to textbook affordability in Pennsylvania. Since the HEOA is tied to federal financial assistance, institutions have been quick to respond to the new textbook provisions.

The recommendations of the College Textbook Policies Advisory Committee move beyond current federal legislation, creating a culture of transparency and accountability in the textbook adoption process.

State Trends

The topic of textbook affordability has been a concern for state governments with more than 200 bills considered since 2005. The majority of bills which have been introduced focus on faculty practices and timely adoptions of course materials, restrictions on financial incentives and personal royalties, as well as the selection of less expensive materials. Textbook affordability reports from North Carolina^{viiiviii}, Florida^{ix}, Minnesota^{xxi}, California^{xii} and New York^{xiii} were reviewed by the Advisory Committee and used to identify current and best practices, and new models and strategies to improve textbook affordability.

Current Practices

Many institutions, bookstores and online companies have implemented practices that reduce the cost of course materials. These practices include rental programs, making available used books, digital offerings, electronic-textbooks (e-textbooks), custom publishing and custom course packs. All are currently being used as tools to increase textbook affordability. Below are brief definitions and features associated with each of these current practices.

Textbook Rental Programs^{xiv}

This type of program requires institutions to initially purchase a representative volume of textbooks for the student population. These textbooks are then rented to students at a cost substantially lower than retail. Also, there are hundreds of independent textbook rental companies that are easily accessible online.

Features

- Savings to students can be substantial. Potential cost reductions of up to 65 percent are possible under textbook rental programs.
- Students are required to return their book at the end of the rental period.
- Some bookstores may need significant amounts of capital to initially acquire the books.
- There is a significant amount of labor involved in both the initial renting of the books as well as checking in the returned texts.
- Students returning their textbooks at the end of the rental period would not have use of the book in future classes.

Rentals are typically best suited for high-enrollment and/or multi-section courses that make consistent use of the textbook over several years.

Used Books

Bookstores, in collaboration with students and used book wholesalers, provide consistent access to used books as well as substantial marketing support that promotes buyback programs.

Features

- Savings to students can be substantial. Potential cost reductions of 25 percent to 50 percent are possible.
- This model is widely accepted by students.
- Used books may be marked by the previous owner. This may have an impact on learning.
- Students selling back their textbooks would not have use of the book in future classes.

- Students who take a class during the first term in which a new textbook has been adopted do not have this option available. Students who are in the last class in which the book is used may earn a far lower, if any, return on investment when selling their book back.
- For students to obtain a reasonable buyback earning, the faculty member must continue to use the same textbook for their class, and submit textbook requisitions for the upcoming term early.

Digital Offerings

All major textbook publishers offer digital versions of popular textbooks. Students can either rent or purchase access to such textbooks through a bookstore or directly from the publisher via e-commerce. Most digital versions include a range of features, e.g., learning management systems, self-assessments, tests and quizzes, adaptive learning services and tutoring.

Features

- Savings to students can be substantial with potential cost reductions of up to 60 percent.
- Digital ancillary offerings have the potential of reinforcing concepts and improving learning.
- Having a textbook in digital form enables a student to easily search the text using keyword terms.
- Access to the material may be for a limited period of time.
- Such offerings require the student to either read the text from a computer monitor or print the pages to read. In the latter case, the savings from such offerings may be quickly eliminated due to the relatively high cost of printing an entire book.
- Purchasing individual chapters of a textbook can offer substantial savings, especially if the professor utilizes some of the chapters, rather than the entire textbook.
- Students can easily print individually purchased chapters to bring to class.
- It is increasingly possible for students to read online and offline and to download their e-textbooks to their iPhone, iPad, Android and other personal devices. There may be instances, however, where some students may find it difficult to use a digital book in class with limited wireless connectivity.

Electronic-Textbooks (E-textbooks)

E-textbooks are an electronic version of a traditional print publisher textbook with limitations but they are rapidly evolving to include a range of supplemental and interactive options.

Features

- A majority of e-textbooks utilize Digital Rights Management (DRM). DRM may limit printing to 10 pages per session to avoid textbook piracy. If the e-textbook is rented, use is generally limited to 120 to 180 days; the same as with the rental of printed textbooks. Use may be limited to access from a single computer or Internet Protocol (IP) address. If purchased, the e-textbook may be kept for future use.
- Despite the restrictions, e-textbooks do not cost significantly less than physical textbooks. The total cost of an e-textbook is roughly the same or less than a physical textbook if and when it is resold.
- For students that drop a course, publishers will generally provide a refund. Those students who fail a course may be required to rent access rights to the textbook for an

additional term. If a student purchases an e-textbook, it will be available for use if they retake a class.

Custom Publishing

Enables faculty members to select modules of publisher content and create a custom textbook. The custom textbook, ideally, would only include content assigned in the course. Custom textbooks are similar or slightly lower in cost compared to traditional textbooks, particularly for large enrollment courses.

Features

- Savings to students can range from 15 to 30 percent for a custom edition.
- This option is increasingly available to high and low enrollment courses.
- The resale value in the used book market may be dramatically limited.

Custom Course Packs

Custom course packs created by faculty members typically consist of materials from one or more textbook publishers, journal articles, material taken from the Internet, or self-developed content. These packs not only have the potential of cost savings, but also provide the student with a more focused set of readings.

Features

- Some course packets require copyright permission from a copyright holder in order for faculty to include their materials in the packet.
- The local bookstore or store producing the course packet is responsible for obtaining the copyright permissions and paying the royalties to the publishers.
- Course packets that do not require copyrights can result in tremendous savings for students compared to the typical textbook.
- Most professors use course packets to accompany course material such as textbooks or software.

Best Practices

In addition to current practices, the textbook affordability reports reviewed by the Advisory Committee provide a number of “best practices” for stakeholders in the textbook adoption process. These best practices provide guidelines for publishers, faculty, and libraries to reduce the cost of course materials.

Publishers

The publishing industry has adapted to changing technologies to meet the demands of students and faculty members who are increasingly looking for customizable and interactive course materials. According to the National Center for Academic Transformation (NCAT), these interactive course materials, when coupled with course redesign, can reduce the cost of instruction per student up to 40 percent and possibly lead to increased student retention. The adoption of cost-conscious offerings can lead to significant student savings. According to Student Monitor, the average student spent 8 percent less for textbooks in 2009 than in 2001. A wide variety of purchasing and rental options provided by publishers and textbook retailers have been at the forefront of cost reduction strategies.

- Lower cost digital course materials being made available

- Publisher created www.CourseSmart.com, a site that facilitates sales of more than 20,000 e-book titles – 90 percent of all core textbooks used in college classrooms
- Sale of textbooks online by individual chapter, enabling students to purchase only what is needed for as little as \$1.99 per chapter
- Custom versions of books designed by faculty and publishers covering only the content included in a course syllabus
- No-frills print and abbreviated editions including black and white versions, soft cover editions, loose-leaf or three-hole punch editions; customization of e-book content
- New business models developed by publishers providing for the licensing of digital course materials for entire classes or universities at discounts of 40 percent to 65 percent. Licensing helps to ensure all students have their course materials the first day of class.
- Bookstores, online companies and publishers offering textbook rentals
- Publishers offering e-content, available for sale through bookstores or directly from their own websites

Faculty

- Providing requisitions to bookstore by deadline or prior to buyback; earlier requisitions have a direct impact on the number of used books available.
- Consideration of course-wide adoptions for courses with many sections.
- Use of the course materials that are required, or use of a custom book
- Removal of a book from required course materials if it is not needed.
- Use of course readers or course packs to achieve student savings of 25 to 75 percent.
- Consideration of multi-semester textbook adoptions.
- Allow bookstores to guarantee buyback of textbooks and make available used books at buyback time period and used book wholesalers earlier.
- Consideration of using an older edition text when a revised edition is released, for a student savings of 25 percent or more
- Employment of licensing agreements with publishers to reduce costs by as much as 65 percent

Libraries

Libraries are also providing resources and alternatives to students who are unable to afford course materials. Best practices include:

- Gathering textbook donations from faculty or bookstores and place these copies on reserve in the library
- Purchasing a significant number of textbooks for traditional reserve status
- Placing copies of licensed e-journal articles and/or occasional e-book chapters within the library's Online Reserves and link to the faculty's courseware pages
- Aiding faculty in adding URL links on course pages to various library research databases and/or individual citations and full text articles
- Scanning print articles (written by faculty or library-owned) into the Online Reserves system for full text remote download by students
- Collaboration with campus bookstores to compile lower-priced online course packs from already licensed databases.

New Models

There are many new and emergent models being developed in an effort to increase textbook affordability. This section highlights some innovative practices and features of these programs. Institutions have been examining the use of licensing, student fees, revenue sharing, system-wide purchases and open access textbooks.

Licensing and Student Fee Models

- The postsecondary institution pays a licensing fee to a publisher or other content provider to have agreed-upon access to various course materials and technologies. This approach ensures lower prices and that students will have their course materials available the first day of class.
- The university collects a fee from students to purchase the rights content in textbooks and other course materials. This fee is remitted to the publisher and buys the right to an electronic version of the course material(s). This approach ensures that students will have their course materials available the first day of class. Another advantage is that students are able to purchase a low-cost edition of the textbook in print.
- For those students who wish to have a hard copy of the text, publishers would agree to sell a low-cost or discounted edition of the textbook to the campus bookstores or grant permission for the bookstore or other printer to provide print on demand copies of the textbook.

Features

- Cost savings to students can be substantial. Potential savings of 40 to 60 percent are possible.
- Students can obtain a low-cost print version of the books to have throughout their academic career.
- Because the majority of the course materials provided by publishers under a licensing model would be in digital form, updating the course materials would be less expensive. This would hold prices down.
- Since the print version of the book would be inexpensive, the used book market for such editions would be minimal.
- The licensing fee would be paid by students as part of their college costs. This would be tax deductible and may be eligible to be covered by financial aid.
- All students would have to pay for the licensing fees, not only students who choose to purchase their course materials.

Revenue Sharing

- Publisher sells rental textbooks to bookstores at a greatly reduced price (or possibly retaining ownership of the book and not charging the bookstore anything).
- The bookstore and publisher would share the revenue received from renting the textbook to the student.

Features

- Cost reductions of up to 60 percent may be possible.
- The student would lose access to the book at the end of the rental period.

System-wide Licensing Agreements

- Campus/system licensing contracts with a publisher would make a broad range of educational material available at a single price.
- Students could be charged a fee to cover all instructional materials costs.

Features

- Potential substantial cost savings to students. The amount of savings would be dependent on the number of students and kinds of course materials being licensed.
- Faculty would not be restricted in their choice of course materials.

Open Educational Resources (OER)

- A special category of online textbooks, OERs are digital or electronic textbooks that are freely available with nonrestrictive licenses.

Features

- OER employs a Creative Commons license. This form of license enables faculty members to modify text as long as the original copyright holder is cited correctly.
- Alternative to the cost of traditional textbooks through immediate, online access to the texts.
- OERs are available for free download. Reduced price print copies can often be ordered via online print-on-demand (POD) options. OER materials can be downloaded permanently.

Cost Reduction Strategies

There are a number of strategies that major stakeholders involved in textbook affordability and consumption can employ to ease the cost to students.

Strategies for Faculty

- Consider cost when selecting textbooks for each course and review alternative texts.
- Confirm that a significant part of the required textbook is used for the class.
- If supplemental materials are sold with the text, confirm that all parts of the bundle are used for the course. If all components are not used, coordinate with the bookstore to order only what is needed.
- Communicate with the campus bookstore and provide textbook orders in a timely fashion. Place textbook orders before the bookstore book buyback time.
- If bundled items are not required in future years, inform the bookstore so that students can sell back the book alone.
- Clearly identify which books are required and which are recommended textbooks.
- Talk with the bookstore about potential textbook changes early in the process so the bookstore can order adequate supplies of books and obtain as many used books as possible.
- Work with the bookstore to determine the availability of lesser cost editions of the textbook (e.g. printed on less expensive paper or without color).
- Monitor the price of textbooks via the bookstore's webpage.
- Actively participate in the Campus Bookstore Advisory Committee at your institution.

- Explain to students why specific textbooks are selected for each class.
- Provide the students the ISBN of the textbooks required for the course, thereby giving students the option to purchase textbooks online.
- Obtain anonymous feedback from students on how the required material did or did not aid their learning.
- Allow multiple editions to be used for a course (particularly introductory level courses).
- Evaluate new editions before adopting them to confirm that the changes in pedagogy, updates and supporting technologies warrant the adoption of a new edition.
- Consider placing copies of textbooks, particularly recommended titles, on reserve in the campus library.
- Faculty at different institutions should collaborate and create their own course materials and make them available on line.
- Departments should consider using a standard book for all sections of introductory level courses so that used books would have increased resale value and students would receive a higher price for their used books.
- Explore ways that departmental coordination could reduce costs for students.

Strategies for Publishers

- Continue providing information to faculty, students and bookstore staff regarding the best use of textbooks and supplemental materials.
- Work with faculty to ensure that any supplemental materials provided with a textbook are those which a professor believes are most appropriate for his or her students.
- Further expand the range of lower-cost options, including digital and custom texts.
- Continue to invest in new delivery methods, particularly those that respond to advances in technology, changing learning methods, and choices that mitigate costs for students.

Strategies for Institutions

- Instill in faculty and the college bookstore the need to keep the cost of attendance down and highlight the role textbooks play in accomplishing that objective.
- Encourage faculty/departments to:
 - Be more informed about textbook prices and negotiate textbook costs with publishers.
 - Review bundled textbook packages to include only what is necessary or to determine if textbooks may be purchased individually.
 - Support library budgets that require the placement of copies of selected textbooks on library reserve.
 - Work closely with bookstore staff to explore lower-cost alternatives.
 - Avoid selling examination textbooks to the used book market (examination textbooks are versions provided to faculty members and departments at no cost for review).
- Encourage libraries to communicate regularly with faculty regarding collection development criteria for textbooks and other course materials available in the library.
- Encourage bookstores to build effective communication with faculty, students and libraries.
- Adopt realistic textbook costs in the student cost of attendance budget and award adequate financial aid to cover the cost of attendance.

- Institutions, either individually or as part of a consortia, should explore the relative costs and benefits of establishing a textbook rental program and implement as they see fit.

Strategies for College Bookstores

Engage faculty and administration in decisions regarding which books the bookstore will carry. Those choices will determine, in large part, the price the student will pay. Examples of ways college bookstores can work with faculty include:

- Regularly communicate the importance of submitting textbook selections prior to end of term buyback period. Books used repetitively will earn a higher return for the student when selling them back.
- Explain to faculty members that bundles can reduce the buyback earnings on the used book market.
- Provide longitudinal textbook cost data to faculty.
- Provide industry data by title within disciplines to faculty.
- Assist faculty in planning negotiations with publishers for reduced prices.
- Provide campus libraries with textbook adoption data to enable the library to obtain reserve copies of textbooks that fit within the library's collection development policies.
- Obtain a sufficient supply of used books to serve course enrollments.

Strategies for Used Book Wholesalers

- Encourage institutions to provide faculty book selections for the upcoming term prior to the end-of-term buyback period.
- Use expertise and national market perspective to encourage operational excellence of college bookstores.

Strategies for Students

- Meet with other stakeholders (e.g. faculty and bookstore managers) to identify issues and determine whether programs such as book exchanges or textbook rental programs could reduce costs for students at your campus.
- Determine which books will be required in advance of the start of the term to allow time to locate the required textbooks at the best prices.
- At the first class, confirm the professor will be using all the textbooks listed on the syllabus.
- Understand the return policy before buying, specifically the deadline for refunds.
- Save the sales receipt.
- Keep new books in pristine condition until you are sure you will be using them, and keep them in the best possible condition through their use.
- Consider options such as e-books or used textbooks.
- Share books with other students in the class.
- Confirm that a textbook purchased online is an acceptable version for class, and follow guidelines for on-line consumer protection.

Strategies for States

- Explore ways to provide students with information that enables them to be informed consumers. (States may provide a template for universal tips and alternative textbook sources for students.)

- Encourage public and private postsecondary institutions to educate faculty on how textbook selection and timing of orders can affect prices for students.
- Encourage public and private postsecondary institutions to explore regional book exchanges, rental programs and other collaborative efforts to reduce textbook costs for students.

Part III

Recommendations

The Advisory Committee was tasked with developing recommendations to:

- Ensure students have access to affordable course materials by decreasing costs to students and enhancing transparency and disclosure.
- Identify ways to decrease the cost of college textbooks and supplemental materials while supporting the academic freedom of faculty members.
- Encourage college textbook publishers and distributors to work with faculty to promote understanding of the cost to students of purchasing faculty-selected college textbooks.
- Encourage innovation in the development and use of course materials, including open-source college textbooks and other open-source educational resources.
- Ensure faculty members are informed of accurate and relevant pricing information for course materials, and that students are protected as a consumer group.
- Make recommendations to the General Assembly and the State Board of Education on how to strengthen existing state laws and regulations and to propose any additional and necessary state laws and regulations.

The following recommendations were developed by the College Textbook Policies Advisory Committee after research on the textbook adoption process, best and emergent practices in textbook affordability, national trends in textbook affordability and a review of recommendations from other states. These recommendations are representative of best and emergent practices and are not recommendations for mandatory implementation via statute.

Legislative Directive 1

Ensure students have access to affordable course materials by decreasing costs to students and enhancing transparency and disclosure.

Recommendation 1: Faculty members are encouraged to adopt course materials as early as possible to allow students alternative purchasing options.

Recommendation 2: Faculty members are encouraged to consider usage of past editions of textbooks if there have not been significant changes. Faculty members are responsible for informing students of differences of editions.

Recommendation 3: Publishers are encouraged to draw attention to changes in new editions in the foreword of their textbooks, in informational materials and brochures and on their websites and to make this available in great detail to faculty. This may ensure faculty are aware of the differences in the old and new editions and provide greater clarity on changes and options for the continued use of prior editions.

Recommendation 4: Faculty members are encouraged to consider the use of open-source materials and open-access textbooks as options for reducing costs of course materials. Open-source materials are materials available for modification, while open-access materials are available for viewing or reading.

Legislative Directive 2

Identify ways to decrease the cost of college textbooks and supplemental materials while supporting the academic freedom of faculty members.

Recommendation 1: The Pennsylvania Department of Education is encouraged to develop guidelines for faculty members on best practices for choosing textbooks. These should include best practices regarding instructors requiring textbooks for which they receive royalties. These guidelines should be presented and distributed at new faculty orientations and to all existing faculty members. This would provide exposure to current and emergent options for course materials beyond traditional textbooks, illustrating innovative choices.

Recommendation 2: The Pennsylvania Higher Education Assistance Agency is encouraged to develop guidelines to teach students textbook purchasing literacy. Students entering higher education for the first time are frequently unaware of the different options regarding new and used printed textbooks, e-textbooks, low-cost editions of textbooks, rental options and the many avenues from which they may purchase or rent them. There are financial considerations regarding the rental of printed textbooks and rental or purchase of e-textbooks beyond the initial price of the textbook, which is typically lower than a traditional text; however there is no buyback option for either. Guidelines should be posted on the PHEAA website and included with grant notification letters, provided to high school guidance counselors, as well as provided in student orientation packets or with college acceptance letters.

Recommendation 3: Institutions of higher education are encouraged to add an evaluation of the required texts/course materials to the faculty evaluations completed by students. This information may be used by the faculty member to consider the usefulness of the required materials and by the Department Chair in faculty reviews.

Recommendation 4: The committee recommends that all institutions participate in printed and e-textbook rental programs.

Legislative Directive 3

Encourage college textbook publishers and distributors to work with faculty members to promote understanding of the cost to students of purchasing faculty-selected college textbooks.

Recommendation 1: Publishers are encouraged to provide faculty members with a list of their company's best-selling texts in their given field. This would expose faculty to different editions that may be more cost effective for students or to course materials that are more readily available.

Legislative Directive 4

Encourage innovation in the development and use of open-source college textbooks and course materials, including other open-source educational resources.

Recommendation 1: The Pennsylvania Department of Education is encouraged to develop a resource that provides faculty members with information on existing initiatives regarding alternative course delivery models.

***Note: Focusing on open-source as a cost-reduction strategy would have limited impact as many professional associations do not recognize open-source content for tenure review.

Legislative Directive 5

Ensure that faculty members are informed of accurate and relevant pricing information for course materials, and students are protected as a consumer group.

Recommendation 1: Higher Education Deans and Administrators are encouraged to obtain pricing and cost information from publishers. This information is provided to faculty members and bookstores in compliance with the Higher Education Opportunity Act; however the information is also valuable to departmental decision-makers.

Legislative Directive 6

Make recommendations to the General Assembly and the State Board of Education on how to strengthen existing state laws and regulations and to propose any additional and necessary state laws and regulations.

Recommendation 1: In future reports of the College Textbook Policies Advisory Committee required by Act 104, direct the Committee to provide examples of strategies implemented by campuses to comply with the Higher Education Opportunity Act and Act 104's textbook provisions, in order to share best practices with institutions. Subsequent reports of the Committee also should examine impacts made as a result of recommendations.

Recommendation 2: The committee recommends that the General Assembly adopt a resolution encouraging a change in the federal tax code to allow textbooks to be deducted regardless of how they are purchased.

Innovative Models in PA

Open source and Open Access

Open Learning Initiative at Carnegie Mellon University^{xv}

Carnegie Mellon University's Open Learning Initiative (OLI) is an open educational resources (OER) project. OLI provides web-based courses based on a detailed, science-based understanding of how students learn.

Goals

- Produce exemplars of scientifically based online courses and course materials that enact instruction and support instructors. Our courses are designed based on learning science research and contribute to that research. See our process and our research pages for more information.
- Provide open access to our courses and materials. Like many open educational resources projects, ours makes its courses openly and freely available. However, our courses are not collections of material created by individual faculty to support traditional instruction. While our courses are often used by instructors to support classroom instruction, OLI online courses are designed to support an individual learner, who does not have the benefit of an instructor.

- Develop a community of use, research, and development that contributes to the evaluation, continuous improvement, and ongoing growth of the courses and materials.

Building a Community of Use

A primary objective of the initiative is to build a community of use for the courses that plays an important role in ongoing course evaluation, development, and improvement.

The courses are developed in a modular fashion to allow instructors to either deliver the courses as designed or to modify the content and sequence to fit the needs of their students and/or their course goals. The courses are developed by multidisciplinary teams with members from the OLI as well as collaborators from other institutions.

These courses have been broadly disseminated at no cost to independent learners and at low cost to students using the materials in accredited courses.

Penn State University Student Book Exchange

The Student Book Exchange started as an initiative headed up by student government 2009, based on the idea that the most effective way to create student-to-student transaction would be through an electronic source. A Google Survey at www.bookexchange.psu.edu was used, allowing students to input which books they want to buy and sell directly from each other. The students were then matched based on need versus availability. All of the transactions were handled independently; students were able to name their own prices and meeting places.

Appendices

Appendix A: Legislation Establishing the College Textbook Policies Advisory Committee (24 P.S. Article XX-F; enacted by Act 104 of 2010)

24 P.S. Article XX-F

Section 2001-F. Scope

This article relates to College Textbook Affordability, Accountability and Accessibility.

Section 2002-F. Definitions

The following words and phrases when used in this article shall have the meanings given to them in this section unless the context clearly indicates otherwise:

“Advisory Committee.” The College Textbook Policies Advisory Committee established under this article.

“Bundle.” One or more college textbooks or other supplemental materials that may be packaged together to be sold as course materials for one price.

“Campus.” The grounds and buildings of an Institution of Higher Education that are designated as such by the Institution of Higher Education.

“Campus Bookstore.” The bookstore on the campus of, or otherwise associated with, an Institution of Higher Education.

“College Textbook.” A textbook or set of textbooks used for, or in conjunction with, a course in postsecondary education at an Institution of Higher Education.

“Custom Textbook.” A college textbook that is compiled by a publisher at the direction of a faculty member or other person or adopting entity in charge of selecting course materials at an Institution of Higher Education and may include, alone or in combination, items, such as selections from original instructor materials, previously copyrighted publisher materials or copyrighted third-party works. This term does not include purely aesthetic changes to a textbook when compared with a prior edition, such as a commemorative edition.

“Institution of Higher Education” or “Institution.” Any of the 14 State-Owned Universities that are part of the Pennsylvania State System of Higher Education, including the four State-Related Universities. The term also includes Community Colleges that are members of the Pennsylvania Commission for Community Colleges and Independent or Private Colleges or Universities that receive an Assistance Grant under the Act of July 18, 1974 (P.L. 483, NO.174), known as the Institutional Assistance Grants Act.

“Integrated Textbook.” A college textbook that is combined with:

1. Supplemental materials developed by a third party and that, by third-party contractual agreement, may not be offered by publishers separately from the college textbook; or
2. Supplemental materials that are so interrelated with the content of the college textbook that the separation of the college textbook from the supplemental materials would render the college textbook unusable for its intended purpose.

“ISBN.” International Standard Book Number. The **International Standard Book Number**, or **ISBN** (sometimes pronounced "is-ben"), is a unique identifier for books, intended to be used commercially.

“Publisher.” An entity that publishes college textbooks or supplemental materials and markets college textbooks or supplemental materials to faculty members at Institutions of Higher Education. The term does not include a wholesaler.

“Substantial Content.” Parts of a college textbook, such as new chapters, additional eras of time, new themes or new subject matter.

“Supplemental Material.” Educational material developed to accompany a college textbook, which may include printed materials, computer disks, internet website access and electronically distributed materials, and that is not being used as a component of an integrated textbook.

Section 2003-F. Publisher Requirements

- A. Pricing Information Disclosure. – When a publisher provides a faculty member or entity in charge of selecting course materials at an Institution of Higher Education with information regarding a college textbook or supplemental material, the publisher shall include, in writing or electronically, the following:
1. The price at which the publisher would make the college textbook or supplemental material available to the campus bookstore of the Institution of Higher Education.
 2. The copyright dates of the three previous editions of the college textbook or supplemental material, if any.
 3. The substantial content revisions made between the current edition of the college textbook or supplemental material and the previous edition, if any.
 4. Whether the college textbook or supplemental material is available in any other format, including paperback and unbound, and the price at which the publisher would make the college textbook or supplemental material in the other format available to the campus bookstore of such Institution of Higher Education.
- B. Unbundling of College Textbooks from Supplemental Materials
1. A publisher that sells a college textbook and any supplemental material accompanying the college textbook as a bundle shall also make available the college textbook and each supplemental material as separate and unbundled items, each separately priced.

This paragraph shall not apply to an integrated textbook.

2. A publisher is not required to make available supplemental items developed by a third party and that, by third-party contractual agreement, may not be offered by the publisher separately from the college textbook.

C. Custom Textbooks. When a faculty member or entity in charge of selecting course materials at an Institution of Higher Education directs a publisher to compile a custom textbook, the publisher shall provide, in writing or electronically, prior to accepting an order for the custom textbook, the price at which the publishers would make the custom textbook available to the campus bookstore.

Section 2004-F. Faculty Members and Academic Departments

A. General Duties of Faculty Members. A faculty member or entity in charge of selecting college textbooks, supplemental materials or bundled textbook packages for an Institution of Higher Education shall:

1. Consider the least costly practices in assigning college textbooks, consistent with educationally sound practices as determined by the appropriate faculty or entity.
2. Consider the use of college textbooks, supplemental materials and bundled textbook packages for a longer period of time; to the extent they are not outdated.
3. Work with bookstores to review timeliness and the processes involved in ordering and stocking selected course materials, disclose college textbook costs to students and actively promote and publicize book buyback programs.
4. Provide a statement to the entity designated by the president or chancellor of the Institution of Higher Education to disseminate the information required under Section 2005-F (A) detailing college textbooks or supplemental materials, whether bundled or unbundled, that are required or recommended for the course. Where possible, the statement shall indicate if an earlier edition may be effective for use by a student.
5. Encourage participation in college textbook rental programs that exist or may exist in the future.

B. Prohibited Conduct by Faculty and Academic Departments.

1. No faculty member or academic department may demand or receive any payment, loan, subscription, advance, deposit of money, services or anything, present or promised, as an inducement for requiring students to purchase a specific college textbook required for coursework or instruction.
2. Notwithstanding the provisions of paragraph (A), a faculty member or academic department may receive:
 - i. Sample copies, instructor's copies or instructional material.
 - ii. Royalties or other compensation for the sale of college textbooks that include the writing or work of the particular faculty member or academic department.
3. A violation of this subsection may result in the institution taking disciplinary action, subject to any contractual requirements, against the faculty member or academic department, including, where appropriate, referral to law enforcement.

C. Construction. Nothing in this Section Shall be Construed:

1. To prohibit a faculty member or academic department from requiring the most recent edition of a college textbook.
2. To supersede the institutional autonomy or academic freedom of instructors, faculty members or academic departments involved in the selection of college textbooks, supplemental materials and other classroom materials.

Section 2005-F. Responsibilities of Institution of Higher Education.

A. General Rule. Except as otherwise provided in this section, each institution, to the maximum extent practicable, shall make available, at student registration and throughout the year on its internet website and upon written request, a listing of all college textbooks and supplemental materials, including the ISBN, required and recommended for courses to be offered during the upcoming term, provided that:

1. If the ISBN is not available, the Institution shall include the author, title, edition, publisher and copyright date for the college textbook or supplemental material.
2. If the institution determines that the disclosure of the information relating to a college textbook or supplemental material is not practicable, then the institution shall so indicate by placing the designation “To Be Determined” in lieu of the information required in paragraph (1). As this information becomes available, it shall be posted on the Institution’s internet website and provided as soon as possible to students and those who have previously requested such information.

B. Publication. The Institution shall provide the information required under subsections (A) and (D) to existing and accepted incoming students by posting the information on the Institution’s internet website used for course scheduling, preregistration and registration. The Institution shall inform, in writing, students and all others who make a written request for such information of the availability of the information. The posting of this information on the internet website of the campus bookstore shall satisfy the provisions of this section, provided that the information is freely available to students and the general public.

C. Information to Bookstore. An Institution of Higher Education shall make available to a bookstore that is operated by, or in contractual relationship or otherwise affiliated with, the Institution and shall also make available to off-campus bookstores upon request, as soon as practicable after the request of the bookstore, the most accurate information available relating to:

1. The Institution’s course schedule for the subsequent academic period.
2. For each course or class offered by the Institution for the subsequent academic period:
 - a. The information required by subsection (A) for each college textbook or supplemental material required or recommended for the course or class.
 - b. The number of students enrolled in such course or class.
 - c. The maximum student enrollment for such course or class.

- D. Dissemination of other information to students. An Institution of Higher Education is encouraged to disseminate to students information relating to:
1. Available guaranteed programs for renting college textbooks or for purchasing used textbooks.
 2. Available college textbook buyback programs.
 3. Available alternative content delivery programs, including digital textbooks.
 4. Other available cost-saving strategies for acquiring college textbooks and supplemental materials.
 5. Campus and off-campus bookstore information, to the extent available, including location, hours and internet website information.
- E. Provision of information to students. An Institution of Higher Education is encouraged to provide all current and accepted students the information set forth in subsection (D) as it relates to the campus bookstore with which it has a contractual relationship.
- F. Construction. Nothing in this section shall be construed to prohibit or restrict the ability of a bookstore from also providing textbook information to students.

Section 2006-F. College Textbook Rental Program

- A. General Rule. An Institution of Higher Education may, with the approval of the administration, authorize the establishment of a college textbook rental program for the students of any campus. Programs may receive and use federal, state and private funding to aid in the establishment of such programs.
- B. Task Force. The administrators of a campus with a college textbook rental program may convene a task force to determine recommended policies and procedures to establish and operate a college textbook rental program. The task force must include students, faculty, administrators and bookstore managers.
- C. Text Selection. The program may not limit the rights of faculty to select appropriate textbooks in accordance with established policies and procedures.
- D. Powers of Campuses with College Textbook Rental Programs. The administrators of a campus with a college textbook rental program may:
1. Establish policies for the program, including, but not limited to, implementing practices to achieve the best possible purchase price for college textbooks and for the provision of rental services. The policies shall be developed with the input of faculty, students and bookstores.
 2. Institute other procedures necessary to establish and operate the program in accordance with the provisions of this article.
 3. Charge students a fine for any late, lost or damaged books, as determined by the program, provided that students may not be charged a fine for normal textbook wear and tear.
 4. Students shall not be required to participate in a college textbook rental program.

E. Construction. Nothing in this section shall be construed to:

1. Change or limit any existing textbook rental program or program in existence at an Institution of Higher Education prior to the effective date of this section; or
2. Restrict an Institution of Higher Education from establishing or piloting other textbook rental models or programs as deemed appropriate by the Institution of Higher Education.

Section 2007–F. Electronic Versions of College Textbooks

- A. General Rule. No later than January 1, 2020, an individual, firm, partnership or corporation that publishes college textbooks offered for sale at Institutions of Higher Education shall, to the extent practicable, make the college textbooks available, in whole or in part, for sale in an electronic format when commercially reasonable.
- B. Construction. Nothing in this section shall be construed to authorize any use of instructional materials that would constitute an infringement of copyright under federal law.
- C. Definition. For purposes of this section, “College Textbook” means a book, not including a novel, that contains printed material and is intended for use as a source of study material for a class or group of students, a copy of which is expected to be available for the use of each of the students in that class or group.

Section 2008–F. College Textbook Adoption Policies

- A. General Rule. An Institution of Higher Education may implement policies, procedures and guidelines that promote efforts to minimize the cost of college textbooks for students at the Institution while maintaining the quality of education and academic freedom. The policies, procedures and guidelines shall ensure that:
1. The adoption of a college textbook by a faculty member is made with sufficient lead time so as to confirm availability of the requested materials and, where possible, ensure maximum availability of used college textbooks.
 2. a. During the college textbook adoption process, the intent to use all items ordered, particularly each individual item sold as part of a bundled package, is affirmatively confirmed before the adoption is finalized by the faculty member.
b. If the faculty member does not intend to use each item in a bundled package, the faculty member shall notify the bookstore, and the bookstore shall order the individualized items if:
 - i. Procurement of the individualized items is cost effective for both the Institution and the students.
 - ii. The individualized items are made available by the publisher.
 3. Faculty members affirmatively acknowledge the quoted retail price to the bookstore of any college textbook selected for use in each course.
 4. Faculty members shall give due consideration to both the educational value and cost of new edition college textbooks and any supplemental materials when previous editions do not significantly differ in a substantive way, as determined by the appropriate faculty member.
 5. Required or assigned college textbooks are made available to students who are otherwise unable to afford the cost.

6. Decisions regarding textbook adoption are made in a timely manner to ensure a bookstore's ability to have textbooks available for the first day of class.

Section 2009 –F. College Textbook Policies Advisory Committee

- A. Establishment. A standing committee of the State Board of Education to be known as the College Textbook Policies Advisory Committee is established. The Department of Education shall provide staff support for the Advisory Committee.
- B. Membership. The Advisory Committee shall be comprised of:
 1. The Deputy Secretary for Higher Education of the Department of Education or a designee.
 2. The Chairman of the State Board of Education Higher Education Council or a designee.
 3. One faculty member representing the State System of Higher Education as recommended by the Chancellor of the State System of Higher Education.
 4. One faculty member representing each of the State-Related Institutions as recommended by the Chancellors of the State-Related Institutions.
 5. One faculty member representing Community Colleges as recommended by the Commission for Community Colleges.
 6. One faculty member representing Private and Independent Colleges and Universities as recommended by the Association of Independent Colleges and Universities of Pennsylvania.
 7. The Chairman and Minority Chairman of the Education Committee of the Senate and the Chairman and Minority Chairman of the House of Representatives or their designees.
 8. Nine members appointed by the Chairman of the State Board of Education as follows:
 - a. Three members representing college bookstores with one representing campus bookstores, one representing off-campus bookstores and one representing online bookstores that focus primarily on the sale of college textbooks.
 - b. Two members representing textbook publishers.
 - c. Four student members representing college students, of whom one must attend a State System of Higher Education Institution, one must attend a State-Related Institution, one must attend a Community College and one must attend an Independent or Private College or University within this Commonwealth. The student members shall be appointed, respectively, by the Chairman from a list of students recommended by the Chancellor of the State System of Higher Education, Chancellors of the State-Related Institutions, the Commission for Community Colleges or the Association of Independent Colleges and Universities of Pennsylvania.
 9. One member possessing a background in information technology—electronic media appointed by the chairman of the State Board of Education.
- C. Recommendations. The Advisory Committee shall examine national and international efforts relating to college textbook affordability and accessibility and make recommendations that:
 1. Ensure that students have access to affordable course materials by decreasing costs to students and enhancing transparency and disclosure with respect to the selection, purchase, sale and use of course materials.

2. Identify ways to decrease the cost of college textbooks and supplemental materials for students while supporting the academic freedom of faculty members to select high quality course materials for students.
3. Encourage college textbook publishers and distributors to work with faculty to promote understanding of the cost to students of purchasing faculty-selected college textbooks, including the disclosure of prices and bundling practices.
4. Encourage innovation in the development and use of course materials, including open-source college textbooks and other open-source educational resources, which can help students receive the full value of their educational investment without excessive cost.
5. Ensure that faculty members are informed of accurate and relevant pricing information for course materials, and that students are protected as a consumer group.
6. Make recommendations to the General Assembly and the State Board of Education to strengthen existing state laws and regulation and to propose any additional and necessary state laws and regulations.

D. First Meeting. The Advisory Committee shall hold its first meeting within 60 days of the effective date of this section. The Advisory Committee shall meet at least once quarterly. Members of the Advisory Committee shall serve without compensation. The Deputy Secretary for Higher Education of the Department of Education shall serve as the Committee Chair.

E. Report. No later than 18 months after the effective date of this section, the Advisory Committee shall make a report to the State Board of Education that outlines its findings and recommendations. The report shall also be delivered to the Governor's Office, members of the Education Committee of the Senate and members of the Education Committee of the House of Representatives. The report shall be updated every three years and may also be posted on the Department of Education's internet website.

Appendix B: Glossary

BUNDLE—one or more college textbooks or other supplemental materials that may be packaged together to be sold as course materials for one price.

COLLEGE TEXTBOOK— a textbook or a set of textbooks, used for, or in conjunction with, a course in postsecondary education at an institution of higher education.

COURSE SCHEDULE— a listing of the courses or classes offered by an institution of higher education for an academic period, as defined by the institution.

CUSTOM TEXTBOOK— (A) a college textbook that is compiled by a publisher at the direction of a faculty member or other person or adopting entity in charge of selecting course materials at an institution of higher education; (B) may include, alone or in combination, items such as selections from original instructor materials, previously copyrighted publisher materials, copyrighted third-party works, and elements unique to a specific institution.

EXAMINATION COPIES — complimentary copies of textbooks sent to professors who would like to review the book before deciding whether to use it in a class

INTEGRATED TEXTBOOK—a college textbook that is— (A) combined with materials developed by a third party and that, by third-party contractual agreement, may not be offered by publishers separately from the college textbook with which the materials are combined; or (B) combined with other materials that are so interrelated with the content of the college textbook that the separation of the college textbook from the other materials would render the college textbook unusable for its intended purpose.

INTERNATIONAL STANDARD BOOK NUMBER (ISBN) – The International Standard Book Number (ISBN) is a 10-digit number that uniquely identifies books and book-like products published internationally.

PUBLISHER— a publisher of college textbooks or supplemental materials involved in or affecting interstate commerce.

SUBSTANTIAL CONTENT—parts of a college textbook such as new chapters, new material covering additional eras of time, new themes, or new subject matter.

SUPPLEMENTAL MATERIAL—educational material developed to accompany a college textbook that— ‘(A) may include printed materials, computer disks, website access, and electronically distributed materials; and ‘(B) is not being used as a component of an integrated textbook.

OPEN ACCESS TEXTBOOKS —college textbooks or course materials in electronic format that are licensed under an open license, which is an irrevocable intellectual property license that grants the public the right to access, customize, and distribute copyrighted material.

URL (Uniform Resource Locator) — An Internet address usually consisting of the access protocol (http), the domain name (www.hmco.com) and optionally the path to a file or resource residing on that server (trade).

Additional terms are available at:

<http://www.authorhouse.com/AuthorResources/BookPublishingTerms.aspx>

Appendix C: Committee Members

L. Jill Hans, Chair
Deputy Secretary
Office of Postsecondary and Higher Education, PDE

Dr. Francis Micheline
Chair, Council for Higher Education,
State Board of Education

STAFF

Karen Molchanow
Acting Executive Director
State Board of Education

Wil Del Pilar
Executive Assistant to the Deputy Secretary
Office of Postsecondary and Higher Education*
**(January 2011 through March 2012)*

Jennifer Dugan
Executive Assistant to the Deputy Secretary
Office of Postsecondary and Higher Education*
**(April 2012 through present)*

FACULTY REPRESENTATIVES

Michael Dittman
Butler County Community College

Dr. Theresa Stahler, Chair
Kutztown University of PA

Thomas W. Cline
Saint Vincent College

Dr. David DeJong
University of Pittsburgh

Thomas Egan
Immaculata University

Dr. Steven Herb
The Pennsylvania State University

Mr. Kenneth Parker
Assistant Professor of Education,
Lincoln University

Dr. Jay I Sinha
Temple University

STUDENT REPRESENTATIVES

Susan Lyddy
Harrisburg Area Community College

Sarah Darling
Millersville University of Pennsylvania

Jack Gombach
Albright College

Courtney Lennartz
The Pennsylvania State University*
(**January 2011 through November 2011*)

Paul Ferrera
The Pennsylvania State University*
(**November 2011 to present*)

LEGISLATIVE REPRESENTATIVES

The Honorable Andrew Dinniman
Senate of Pennsylvania

Matt Azeles
Office of Senator Jeffrey Piccola

Dustin Gingrich
Office of Representative Paul Clymer

Tracey Ann McLaughlin
Office of Representative James Roebuck

BOOKSTORE/PUBLISHER REPRESENTATIVES

Liz Morris
Bryn Mawr College Bookstore

Daniel Lieberman
Dynamic Student Services Inc.

Stephen Falke
Barnes & Noble College Booksellers, Inc
The Penn State Bookstore

Terri Wood Allen*
Reed-Elsevier
(*January 2011 through November 2011)

Susan M. Aspey*
Pearson
(*January 2011 through January 2012)

Jeff Goldman*
Pearson
(*January 2012 to present)

Appendix D: Presentations to the Committee

College Textbook and Affordability Act, (January, 2011). A Presentation to the College Textbook Policies Advisory Committee. Wil Del Pilar, Executive Assistant, Pennsylvania Department of Education.

Textbook Adoption Considerations: The Faculty Perspective, (April, 2011). Dr. Jay I. Sinha, Temple University, Dr. Theresa Stahler, Kutztown University.

Textbook Marketing and Student Choice in a Time of Transition, (April, 2011). Stephen Falke, Barnes & Noble College Booksellers, Inc.

Introduction to the Textbook Marketplace, (April, 2011). Daniel Lieberman, Dynamic Student Services.

The Changing World of Textbooks and Course Materials, (April, 2011). Susan M. Aspey, Pearson.

Policy Trends of Textbook Affordability, (April, 2011). Richard Hershman, Director of Government Relations, National Association of College Stores.

Findings from Other States, (April, 2011). Wil Del Pilar, Executive Assistant, Pennsylvania Department of Education.

Endnotes

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- ⁱⁱ Dwyer, Liz, (September 2011, as referenced at www.studentmonitor.com) Why Are College Textbooks So Expensive? Accessed online at <http://www.good.is/post/why-are-college-textbooks-so-expensive/>
- ⁱⁱⁱ Enhanced Offerings Appear to Drive Recent Price Increases, (2005), Report to Congressional
- ^{iv} Report of the California State University (CSU) Textbook Affordability Taskforce, (August 2007), Improving Access and Reducing Costs of Textbook Content.
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- ^{xiii} Office of the State Comptroller (December, 2008). Textbook Pricing Disparities.
- ^{xiv} A Report of the Advisory Committee on Student Financial Assistance, (May 2007). Turn the Page; Making College Textbooks More Affordable.
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