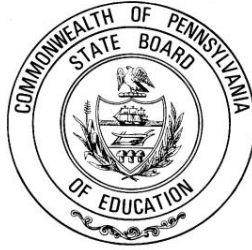


COMMONWEALTH OF PENNSYLVANIA
STATE BOARD OF EDUCATION

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

September 2015





333 Market Street | 1st Floor | Harrisburg, PA 17126-0333
ra-stateboardofed@pa.gov | 717-787-3787

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Executive Summary

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 to 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.

As outlined in Part II, Article XX-F of Act 104 established the College Textbook Policies Advisory Committee as a Standing Committee of the State Board of Education. This committee was charged with producing an initial report for the Governor, State Board of Education, and House and Senate Education Committees in 2012, and is required to update its report every three years thereafter. This update will report on the activity in which the committee has participated over the past three years. This includes committee meeting agendas, topics of discussion, presentations, and research into the field.

In an effort to more fully understand the reality of college textbook affordability and the activity surrounding it, the committee conducted an online survey to 136 Pennsylvania institutions of higher education, bookstores, and related businesses in the spring of 2015. Topics included the availability and usage of textbook rental programs, the breakdown of textbook revenue and cost-saving strategies. The responses extended a view into the field and provided a snapshot of current statistics and trends.

Over the last three years, the discussions held by the committee include trends, best practices, and initiatives regarding textbook affordability. Additionally, strategies that have been beneficial to students on their campuses have been broadly discussed. The committee has also reviewed textbook purchasing metrics by a major book publisher, as well as insight into student purchasing behaviors from the National Association of College Stores. A summary of these presentations is included in this update.

This report is divided into three major sections. In Part I, we discuss national trends around textbook affordability, the results of the survey sent to the field, and the textbook affordability landscape in Pennsylvania. Part II provides an overview of the Pennsylvania College Textbook Policies Advisory Committee's directives and process, Part III provides a summary and update of previous recommendations.

Part I

National Trends

Over the last 12 years, new packaged college textbook prices have increased at over three times the rate of inflation, or on average, 6 percent a year, according to the U.S. Bureau of Labor Statistics' (BLS) consumer price index.ⁱ Despite these significant increases, over the past seven years, student spending on required course material has declined (National Association of College Stores' (NACS) spring 2015 Student Watch Survey). According to the survey, average annual spending by students on required course materials has dropped from \$701 in 2007-2008 to \$563 in 2014-2015.ⁱⁱ

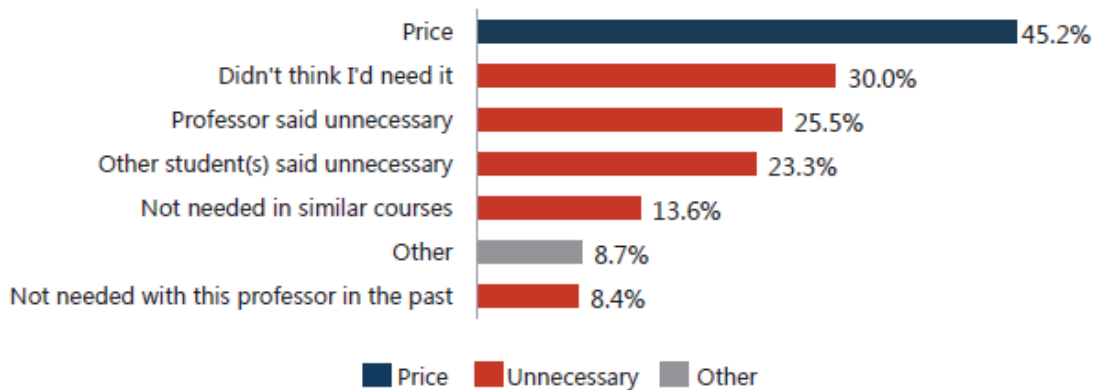
While student spending on course materials has declined, the number of course materials acquired by students has remained relatively consistent across fall academic terms. In the fall 2014, students purchased an average of 5.3 course materials. While this is slightly higher than the number of materials acquired in fall 2013, it is consistent with the amount of course materials acquired in prior years.ⁱⁱⁱ Not included in these numbers are course materials obtained for free (borrowing, downloading, sharing). This information suggests that in general, students are finding ways to pay less for an equivalent quantity of course materials.

A number of factors that may be influencing the decline in student spending include:

- Faculty are more aware of student cost concerns and are working with campus stores to source less costly materials and use the same course materials for multiple semesters.
- Institutions have established more effective buying practices, increased used books and rental programs, and offered materials in multiple formats.
- Students have become savvier shoppers, spending more time researching affordable options through multiple outlets. Price comparison software implemented at many campus bookstores has enabled much of this flexibility.
- Open Educational Resources (OER), digital formats, and borrowed materials have combined to help students spend less overall on required materials.

One of the strategies students may be adopting to reduce spending and acquire fewer course materials may be to opt out of purchasing text books. According to OnCampus Research, during the spring 2015 term, 28 percent of students surveyed did not acquire at least one of their course materials (spring 2015 Student Watch™ Report, based on NACS' student survey). Students cited cost as the top reason for not purchasing course materials, followed by students not believing that materials were necessary, and finally that the professor said materials were not necessary. The survey also suggested that conflicting communication by administration and faculty regarding necessity of course material is an additional influence that may add to students' decision not to purchase texts.

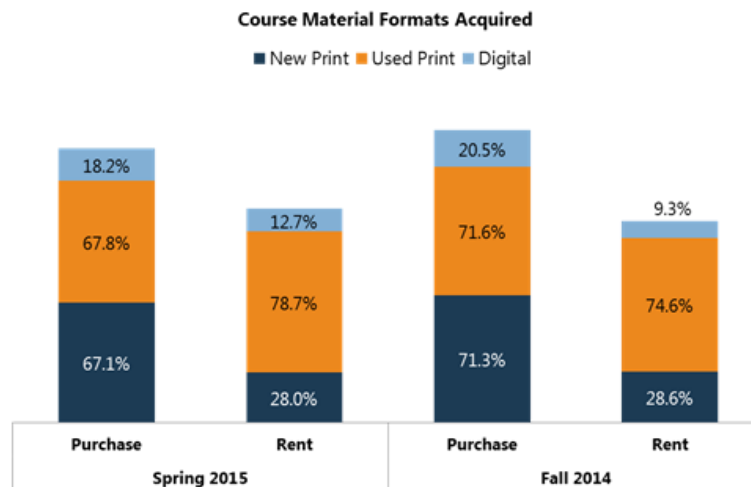
Reasons For Not Obtaining Required Course Materials



OnCampus Research © Student Watch™ Report, Spring 2015

Ultimately, cost and students' determination on the necessity of course materials may leave students underprepared for courses and lacking of critical and foundational knowledge for future courses. The overall burden and increasing cost of higher education^{iv} may place students in the position of choosing between purchasing course materials or using those funds for other purposes.

In addition, it seems students are adapting to and adopting alternative ways to obtain course materials and reduce spending. According to a study from Student Watch (graph below), students are increasingly turning to textbook rental program to acquire course materials. There have also been increases in the number of student turning to digital versions of textbooks, but the growth in adoption of digital formats is much lower.



OnCampus Research © Student Watch™ Report, Spring 2015

There have been attempts from national legislators to provide relief to college students. In November 2013, S.1704/H.R. 3538, otherwise known as the Affordable College Textbook Act, was introduced to Congress with the intention of having the Secretary of Education provide competitive grants to institutions of higher education. These funds were to be used for pilot programs to expand the use of open resources. However, since its introduction, the Act has not advanced.

Pennsylvania Field Survey Results

In order to gain a broader understanding of textbook affordability and the activities related to it at institutions of higher education in Pennsylvania, the committee developed a brief online survey through Survey Monkey. The survey questions were selected to cover rental and digital option availability, sales and marketing data, student behavior, and current initiatives addressing affordability. The questions were agreed upon by the committee and the survey was distributed to a receiving audience of close to 250 institutions of higher education and textbook-related businesses. These included Pennsylvania's 14 community colleges, 14 state-owned universities, four state-related universities, and over 100 private institutions and textbook-related businesses. The survey was made available from February 2015 through April 2015. Forty-two responses were received. The survey and its results are attached to this report as Appendix F.

Similar to what we see in the studies on national trends, rental programs in Pennsylvania continue to expand. In fact, responses to the field survey revealed that the majority (over 83 percent) provide or utilize a college textbook rental program. Over the next several years we should expect student adoption of book rental programs and the use of digital formats to increase. A slim majority of rental programs (52.38 percent) have been in place between three and four years. On average, 46 percent of students utilize the rental programs, based on responses received. Similarly, as digital course offerings increase we should expect to see a shift in how students are adopting course materials. In Pennsylvania, 74 percent of respondents reported that textbook offerings in digital format are available 50 percent or less of the time. Almost half of the responses (48 percent) indicated digital availability 25 percent or less of the time. This is an area where, given the growth in digital formats nationally, we expect to see growth at institutions in Pennsylvania. Currently, between 1-5 percent of students who make a textbook purchase opt for the digital version in Pennsylvania. Interestingly, we are not seeing any trends among the adoption of digital formats by major. In fact, a majority of survey participants (57 percent) indicated that there were no particular majors which tended to utilize digital options, while 43 percent indicated that there were a handful of majors that see digital offerings utilized over their counterparts. Many of these majors include math and science, information technology, and business.

In addition to learning the types of programs students were adopting, the survey provided insight into how students are learning about differential course adoption programs. According to respondents, advertising to students ranged from word of mouth and in-store advertisements to multi-layer marketing campaigns involving orientation materials, bookstore websites, via syllabi, in email, on signage in the bookstore and social media. Most (71 percent) respondents reported some sort of online presence to make students aware of available programs and options.

The final component of the survey attempted to discover if institutions were implementing strategies to increase textbook affordability. A majority of institutions (59 percent) are implementing strategies to reduce textbook costs for students and provided further details. Below are a few of the best examples of strategies being implemented.

- Bookstore feedback surveys to students, faculty; utilized to enhance purchase experience;
- Providing textbook trade-in programs;
- Unbundling of course material packages, providing open-access materials, providing cost-saving recommendations to faculty, encouraging early submission of faculty textbook orders;
- Course material delivery through a fee-model resulting in lower costs over independent textbook purchases;
- Placing the most costly texts on reserve at the library; and

- Utilizing software, like Verba, in order to comparatively price, source and purchase, as well as collect faculty textbook adoptions efficiently.

While we see institutions and businesses adapting to the changing textbook market the movement to rental and digital formats remains slow. Student purchasing behaviors will continue to change how textbooks are delivered.

Current Pennsylvania Landscape

While textbook prices have been rising, students are making their preferences known by moving to less costly options when acquiring their course materials. Students are also finding the best savings independent of their institutions or bookstores, by utilizing websites like Amazon and Chegg. Administration, faculty, bookstores, and publishers are adapting accordingly and providing options that are more aligned with students' purchasing behaviors. While legislative initiatives may be at a standstill, strategies are still being implemented throughout Pennsylvania to provide transparency, effective communication, optimal planning and competitive, less costly pricing for all involved. Many textbook rental programs are still in their infancy and we expect to continue to see growth in the number of programs available and student adoption of rental textbooks as this option becomes more widely available. Similarly, the number of digital offerings as well as the providers offering them will grow to meet rising needs as more students opt for digital texts. Finally, to increase awareness of the different modes of textbook availability, providers are ensuring that cost saving opportunities are being communicated to students and families online, in-store and in person.

Limited headway has been made related to textbook affordability policy implementation. Colleges and universities have reported that they are still working to adapt to both the Textbook Information Provision made to the federal Higher Education Opportunity Act in 2010 and Article XX-F of Pennsylvania Act 104 of 2010. Part III of this update addresses headway made with the committee's 2012 recommendations for students, faculty, and publishers in Pennsylvania.

Part II

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 feasible.
- 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 Committee's initial report was published in May 2012, and the Committee now is issuing the statutorily-required update to that report, which is due every three years.

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.

Since the previous report in 2012, the committee has met 11 times, both in person and via phone conference. Eight agendas (attached in Appendix C) exist for these meetings; several meetings were very brief and no formal agenda was distributed. Appendix D lists presentations and materials shared with the committee over the past three years. Best practices and initiatives from Pennsylvania State University and University of Pittsburgh are summarized in Appendix E, along with a summary of the OnCampus Research Spring 2015 Student Watch™ Survey.

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.

Part III

Summary of Previous 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 to 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.

Status of Previous Recommendations

As noted previously in this update, institutions of higher education in Pennsylvania continue to work to meet requirements set forth by the Textbook Provision of the Higher Education Opportunity Act of 2010, and Pennsylvania's Act 104 of 2010. Institutions have provided feedback that they are making strides to adapt to the 2010 legislation, but have been unable to focus additional efforts on the 2012 committee recommendations. The Department of Education has not been able to develop and host the electronic depository as recommended, due to lack of funding and staff to maintain the site. The committee can state that based on discussions and information provided at committee meetings that work is being done on campuses and in stores, between publishers and faculty, on behalf of students. The appendices of this update provide examples of how our campus bookstores, publishers and higher education institutions are working to alleviate the cost of college textbooks.

The Pennsylvania College Textbook Policies Advisory Committee extends its gratitude to the respondents of the spring 2015 field survey. As well, please note that from January 2015 through July 2015, the Pennsylvania Department of Education, Office of Postsecondary and Higher Education, did not have a named Deputy Secretary to act as the chairperson of the committee.

The committee continued to fulfill its legislated obligation to hold quarterly meetings; however, the chairperson position was reflected as vacant during this transition.

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: Committee Members

Dr. Wil Del Pilar, Chair*
Deputy Secretary
Office of Postsecondary and Higher Education, PDE
(*August 2015 - present)

Vacant*
Deputy Secretary
Office of Postsecondary and Higher Education, PDE
(*January 2015 – July 2015)

Theresa Barnaby*
Acting Deputy Secretary
Office of Postsecondary and Higher Education, PDE
(*August 2014 - December 2014)

L. Jill Hans, Chair*
Deputy Secretary
Office of Postsecondary and Higher Education, PDE
(*August 2011 - August 2014)

James Grandon*
Chairman, Council of Higher Education
State Board of Education
(*October 2013 - present)

Dr. Francis Michelini*
Chairman, Council of Higher Education
State Board of Education
(*January 2011 - September 2013)

STAFF

Karen Molchanow
Executive Director
State Board of Education

Jennifer Muñoz Dugan
Executive Assistant to the Deputy Secretary
Office of Postsecondary and Higher Education

FACULTY REPRESENTATIVES

Michael Dittman
Butler County Community College

Dr. George Sirrakos*
Kutztown University of PA
(*May 2015 – present)

Dr. Theresa Stahler
Kutztown University of PA

Thomas W. Cline
Saint Vincent College

Dr. David DeJong
University of Pittsburgh

Dr. Steven Herb
The Pennsylvania State University

Dr. Robert Millette*
Lincoln University
(*August 2014 – present)

Mr. Kenneth Parker*
Lincoln University
(*April 2011 – July 2014)

Dr. Jay I. Sinha
Temple University

STUDENT REPRESENTATIVES

Susan Lyddy*
Harrisburg Area Community College
(*January 2011 – March 2014)

Brandon Wagner*
Harrisburg Area Community College
(*April 2014 – present)

Jack Gombach*
Albright College
(*January 2011 – May 2014)

VACANT (June 2014 – Present)
Student Representative, Independent Colleges

Sarah Darling*
Millersville University of PA
(*January 2011 – May 2012)

Brent Barge*
Lock Haven University
(*January 2013 – May 2013)

VACANT (June 2013 – Present)
Student Representative, Pennsylvania State System of Higher Education

Paul Ferrera*
The Pennsylvania State University
(*November 2011 – May 2013)

Raymond Smeriglio*
Temple University
(*November 2014 – present)

LEGISLATIVE REPRESENTATIVES

The Honorable Andrew Dinniman
Minority Chairman, Education Committee, Senate of Pennsylvania

The Honorable Jeffrey Piccola*
Majority Chairman, Education Committee, Senate of Pennsylvania
(*January 2011 – November 2012)

The Honorable Mike Folmer*
Majority Chairman, Education Committee, Senate of Pennsylvania
(*January 2012 – December 2014)

The Honorable Lloyd Smucker*
Majority Chairman, Education Committee, Senate of Pennsylvania
(*January 2015 – Present)

The Honorable Paul Clymer*
Majority Chairman, Education Committee, Pennsylvania House of Representatives
(*January 2011 – November 2014)

The Honorable Stan Saylor*
Majority Chairman, Education Committee, Pennsylvania House of Representatives
(*January 2015 – Present)

The Honorable James Roebuck
Minority Chairman, Education Committee, Pennsylvania House of Representatives

BOOKSTORE/PUBLISHER REPRESENTATIVES

Liz Morris
Bryn Mawr College Bookstore

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

Jeff Goldman
Pearson

VACANT (December 2011 – present)
Textbook Publisher Representative #2

Daniel Lieberman*
Off-Campus College Bookstore Representative
(*January 2011 – February 2014)

VACANT (March 2014 – present)
Off-Campus College Bookstore Representative

IT-ELECTRONIC MEDIA REPRESENTATIVE

Thomas Egan
Immaculata University*
(*January 2011 – June 2013)

VACANT (August 2013 – present)
IT Electronic-Media Representative

Appendix C: Committee Agendas March 2013- January 2015

COLLEGE TEXTBOOK AFFORDABILITY

ADVISORY COMMITTEE

MEETING

**WEDNESDAY, MARCH 20, 2013
TELECONFERENCE
1:00 PM – 3:00 PM**

Attending:

**PDE- Jill Hans, Deputy Secretary and Chairperson of Committee; Jennifer Dugan, Executive Assistant;
Pennsylvania State Board of Education- Karen Molchanow, Executive Director;
Field- Lisa Felix, PA Senate (on behalf of Senator Dinniman); Dr. Jay Sinha, Temple University; Jeff
Goldman, Pearson**

AGENDA

I. Welcome and Introductions

II. Opening Remarks

IV. Open Discussion- Next steps for the Committee

A. What is happening on campus? How are efforts being made regarding textbook affordability?

B. What do members see as the next steps for the committee?

V. Public Comment

VI. Adjournment

COLLEGE TEXTBOOK AFFORDABILITY

ADVISORY COMMITTEE MEETING

WEDNESDAY, JUNE 26, 2013
TELECONFERENCE
10:00 AM – 12:00 PM

Attending:

PDE- Jill Hans, Deputy Secretary and Chairperson of Committee;
Pennsylvania State Board of Education- Karen Molchanow, Executive Director;
Field- Lisa Felix, PA Senate (on behalf of Senator Dinniman); Jeff Goldman, Pearson

AGENDA

I. Welcome and Introductions

II. Opening Remarks

III. Open Discussion- Updates from the field

A. What is happening on campus? Any new efforts being made regarding textbook affordability?

IV. Presentation- Jeff Goldman, Pearson

V. Public Comment

VII. Adjournment

COLLEGE TEXTBOOK AFFORDABILITY

ADVISORY COMMITTEE MEETING

TUESDAY, SEPTEMBER 24, 2013
TELECONFERENCE
10:00 AM – 12:00 PM

AGENDA

I. Welcome and Introductions

II. Opening Remarks

III. Open Discussion- Updates from the field

- A. What is happening on campus? Please offer any new efforts being made regarding textbook affordability.

IV. Presentation- Dr. Steven Herb, Penn State University

V. Government Accountability Office (GAO)

- A. Highlights on report (attached in email) College Textbooks: Students Have Greater Access to Textbook Information <http://www.gao.gov/products/gao-13-368>;
- B. Related Inside Higher Ed article (attached in email) <http://www.insidehighered.com/news/2013/06/07/textbook-prices-more-transparent-still-high>
 - i. It appears that despite pricing transparency, costs continue to increase

VI. Public Comment

VIII. Adjournment

COLLEGE TEXTBOOK AFFORDABILITY

ADVISORY COMMITTEE MEETING

TUESDAY, JANUARY 14, 2014
TELECONFERENCE
1:00 PM – 3:00 PM

AGENDA

I. Welcome and Introductions

II. Opening Remarks

III. Open Discussion- Updates from the field

- A. What is happening on campus? How are textbook affordability options being made known to students?

IV. The Affordable College Textbook Act

- A. <http://www.sparc.arl.org/advocacy/national/act> (Also attached as web page.)
- B. The Affordable College Textbook Act ([S.1704/H.R.3538](#)) will reduce the cost of textbooks at U.S. colleges and universities by expanding the use of [open educational resources](#) (OER) - free, online academic materials that everyone can use, adapt and share. The bill was introduced in November 2013 by Senators [Dick Durbin and Al Franken](#) in the Senate and Representatives [Rubén Hinojosa and George Miller](#) in the House.
- C. Discuss the bill and key impacts

V. Textbook Affordability Program- TAP

- A. <http://tap.usf.edu>
- B. University of South Florida's program "helps counter the rising cost of an education by connecting students and faculty with alternatives to full-price textbooks."
- C. "College textbook prices are at an all-time high and are being driven by an unchallenged market with an imbalance of power held by the textbook publishers. Five textbook publishers are responsible for 80% of the textbooks within the \$8 billion publishing industry. When there is limited competition, the publishers can charge whatever they want at the expense of students and their families. In addition, publishers issue new editions every year or two, even with minor changes, thus eradicating the more affordable used textbook market.

A recent survey of USF professors has shown that while 78% are aware of high textbook costs, only 35% consider cost when selecting books for their courses."

- D. TAP has three components

1. Website and blog: Tap.usf.edu and [Facebook](#) page.
2. Ebooks in the classroom: making electronic books and textbooks available to students at no cost, with no time limitations. The USF Libraries will purchase electronic versions of books if they are available in that format, at the [request of instructors](#).
3. Atlas-Ares Coursepacks: readings and other course materials to be delivered through Ares software and integrated in Blackboard, with full built-in copyright management.

E. Funded by student Technology Fee.

VI. Public Comment

VIII. Adjournment

COLLEGE TEXTBOOK AFFORDABILITY

ADVISORY COMMITTEE

MEETING

TUESDAY, APRIL 29, 2014
TELECONFERENCE
1:00 PM – 2:30 PM

AGENDA

I. Welcome and Introductions

II. Opening Remarks

III. Open Discussion- Updates from the field

A. What is happening on campus? Are institutions or businesses noticing any trends?

IV. Presentation by Rich Hershman, Vice President of Government Relations, National Association of Colleges and Stores

V. The Affordable College Textbook Act

A. <http://www.sparc.arl.org/advocacy/national/act> (Also attached as web page.)

B. The Affordable College Textbook Act ([S.1704/H.R.3538](#)) will reduce the cost of textbooks at U.S. colleges and universities by expanding the use of [open educational resources](#) (OER) - free, online academic materials that everyone can use, adapt and share. The bill was introduced in November 2013 by Senators [Dick Durbin and Al Franken](#) in the Senate and Representatives [Rubén Hinojosa and George Miller](#) in the House.

C. This informational page has been updated since the last committee meeting.

VI. Student Press Profs to Open Minds to Cheaper Textbooks

A. <http://www.studentpirgs.org/media/sp/students-press-profs-open-minds-cheaper-textbooks> (Also attached as PDF.)

B. In March, at University of Washington, the UW Student Senate unanimously passed a resolution encouraging professors to consider using open textbooks — free or low-cost online versions — and other less-expensive materials

C. At Tacoma Community College, students voted to use student funds for a pilot project that helps professors find online resources to substitute for textbooks. The Tacoma project, in its second year, paid for itself in just nine months. It has saved students \$643,000, college officials estimate.

D. The State Board of Community and Technical College (SBCTC) has also developed its own Open Course Library, assembling curriculum materials for the 81 most popular courses offered at Washington community and technical colleges. Textbooks and materials were identified and created that can be purchased for \$30 or less. The SBCTC estimates the Open Course Library has saved students at least \$5.5 million to date.

VI. Affordable Textbooks: A Policy Guide

A. <http://www.studentpirgs.org/sites/student/files/reports/POLICY%20GUIDE%20-%20Affordable%20Textbooks.pdf> (Also attached as PDF.)

B. Open textbook policy solutions

C. Constituencies and their concerns

D. Additional components of a good policy

E. Sample policies and programs

VIII. Open Discussion

IX. Adjournment

COLLEGE TEXTBOOK AFFORDABILITY

ADVISORY COMMITTEE

MEETING

MONDAY, JULY 28, 2014
TELECONFERENCE
1:00 PM – 3:00 PM

AGENDA

I. Welcome and Introductions

II. Opening Remarks

III. Presentation by Elizabeth Riddle, Director of OnCampus Research, National Association of Colleges and Stores

A. 2013 Student Watch data

IV. Hewlett Packard's online survey at San Jose State University

A. Findings: <http://www.publishersweekly.com/pw/by-topic/digital/content-and-e-books/article/63225-college-students-prefer-a-mix-of-print-and-digital-textbooks.html>

V. The Affordable College Textbook Act

A. <http://www.sparc.arl.org/advocacy/national/act> (Also attached as web page.)

B. The Affordable College Textbook Act ([S.1704/H.R.3538](#)) will reduce the cost of textbooks at U.S. colleges and universities by expanding the use of [open educational resources](#) (OER) - free, online academic materials that everyone can use, adapt and share. The bill was introduced in November 2013 by Senators [Dick Durbin and Al Franken](#) in the Senate and Representatives [Rubén Hinojosa and George Miller](#) in the House.

C. There has been no movement on the bill since November of 2013 when it was referred to the Committee on Health, Education, Labor, and Pensions.

VI. Action Items

A. Institutional Survey- Rich Hershman has been kind enough to provide a list of college textbook stores to broaden our survey audience. Also to be included: 14 community colleges, 14 PASSHE universities, our state-related and as many private institutions as can be reached within our timeframe. The survey has been reviewed by the committee and will be sent out with the finalization of our contact list.

B. The next Textbook Report to the State Board report is due May 13-14, 2015. This report is to be updated every three years. The committee's 2012 report is attached.

1. The 2015 Textbook Report to the State Board must be finalized by the end of March.

2. Items to be included in the 2015 report: Status updates/analyses of the 2012 recommendations; case studies; agendas/notes; summary of 2013 Student Watch data.

VIII. Open Discussion

IX. Adjournment

COLLEGE TEXTBOOK AFFORDABILITY

ADVISORY COMMITTEE

MEETING

MONDAY, OCTOBER 20, 2014
TELECONFERENCE
9:00 AM – 11:00 AM

AGENDA

I. Welcome and Introductions

II. Opening Remarks

III. Terry Barnaby: Introduction to Committee

IV. Tennessee State University goes digital with book bundle initiative

A. <http://tnstatenewsroom.com/archives/15767>

B. To reduce cost of traditional textbooks

1. The plan will allow freshman and sophomore students to buy “e-books” for general education classes, saving students up to \$735 per semester.

C. Started this Fall semester, 2014

D. Students will pay a flat fee of \$365 per semester, included in their tuition and fees, and have access to the required digital textbooks for classes.

1. Includes all textbooks in the general education core for students taking 12-16 semester hours. For students who want print copies of books, they will be available for an additional \$15-30 charge.

E. TSU is unique in the fact that the University is offering e-books for all general education classes, and it is the only university offering the book-bundle initiative in the Tennessee Board of Regents higher education system.

V. The Affordable College Textbook Act

A. <http://www.sparc.arl.org/advocacy/national/act> (Also attached as web page.)

B. The Affordable College Textbook Act ([S.1704/H.R.3538](#)) will reduce the cost of textbooks at U.S. colleges and universities by expanding the use of [open educational resources](#) (OER) - free, online academic materials that everyone can use, adapt and share. The bill was introduced in November 2013 by Senators [Dick Durbin and Al Franken](#) in the Senate and Representatives [Rubén Hinojosa and George Miller](#) in the House.

C. There has been no movement on the bill since November of 2013 when it was referred to the Committee on Health, Education, Labor, and Pensions.

VI. Action Items

A. Institutional Survey- We are working on getting the appropriate contact information at some of our private institutions.

B. The next Textbook Report to the State Board report is due May 13-14, 2015. This report is to be updated every three years.

1. Work on the 2015 Textbook Report to the State Board should begin next month (November, 2014). Must be finalized by the end of March.

2. Items to be included the 2015 report: Status updates/analyses of the 2012 recommendations; case studies; agendas/notes; summary of 2013 Student Watch data.

VII. Open Discussion

VIII. Adjournment

COLLEGE TEXTBOOK AFFORDABILITY

ADVISORY COMMITTEE MEETING

FRIDAY, JANUARY 30, 2015
TELECONFERENCE
2:00 PM – 2:30 PM

AGENDA

I. Welcome and Introductions

II. Opening Remarks

III. Action Items

A. Institutional Survey- to go live

B. The next Textbook Report to the State Board report is due May 13-14, 2015. This report is to be updated every three years.

1. Jen had a copy sent out to committee. Must be finalized by the end of March.
2. Items to be included the 2015 report: Status updates/analyses of the 2012 recommendations; case studies; agendas/notes; summary of 2014 Student Watch data.

Jen will resend the 2012 report out to the committee.

Karen will be out of the office for about 12 weeks in the beginning of November. John Jewett will be serving in her stead.

VII. Open Discussion

VIII. Adjournment

Appendix D: Presentations to the Committee

Students Have Greater Access to Textbook Information, (June, 2013). Report to Congressional Committees. GAO Highlights, United States Government Accountability Office. Presented by Jeff Goldman, Pearson, June 2013.

Summary of Selected Actions Taken by Penn State University Regarding College Textbook Consideration & Selection. (September 2013). Dr. Steven Herb, Pennsylvania State University.

Ingeno, Lauren. "Textbook Transparency and Pricing", Inside Higher Ed. June 7, 2013. Accessed September 22, 2013. Presented by Jennifer Dugan, Executive Assistant, Pennsylvania Department of Education, September 2013.

"Support the Affordable College Textbook Act." SPARC. SPARC, n.d. Web. 13 Jan. 2014. <<http://www.sparc.arl.org/advocacy/national/act>>. Presented by Jennifer Dugan, Executive Assistant, Pennsylvania Department of Education, January 2014.

The Affordable College Textbook Act ([S.1704/H.R.3538](#)). Presented by Jennifer Dugan, Executive Assistant, Pennsylvania Department of Education. January 2014.

T.A.P. | Textbook Affordability Project. T.A.P., n.d. Web. 13 Jan. 2014. <<http://tap.usf.edu/>>. Presented by Jennifer Dugan, Executive Assistant, Pennsylvania Department of Education, January, 2014.

Pennsylvania College Textbook Affordability Advisory Committee Policy Update, (April, 2014). Richard Hershman, Vice President of Government Relations, National Association of College Stores.

Long, Katherine. "Students Press Profs to Open Minds to Cheaper Textbooks." Student PIRGs. Student PIRGs, 2012. Web. 28 Apr. 2014. <<http://www.studentpirgs.org/media/sp/students-press-profs-open-minds-cheaper-textbooks>>. Presented by Jennifer Dugan, Executive Assistant, Pennsylvania Department of Education, April, 2014.

Senack, Ethan. Affordable Textbooks | A Policy Guide. Student PIRGs, Mar. 2014. Web. 28 Apr. 2014. <<http://www.studentpirgs.org/textbooks>>. Presented by Jennifer Dugan, Executive Assistant, Pennsylvania Department of Education, April 2014.

Attitudes and Behaviors Toward Course Materials, OnCampus Research®, Spring 2014. Presented by Elizabeth Riddle, Director of OnCampus Research, National Association of College Stores, July, 2014.

Tan, Teri. "College Students Still Prefer Print Textbooks." PublishersWeekly.com. PWxyz, LLC, 8 July 2014. Web. 25 July 2014. <<http://www.publishersweekly.com/pw/by-topic/digital/content-and-e-books/article/63225-college-students-prefer-a-mix-of-print-and-digital-textbooks.html>>. Presented by Jennifer Dugan, Executive Assistant, Pennsylvania Department of Education, July, 2014.

Delahay, R. "TSU Goes Digital with Book Bundle Initiative." Tennessee State University Newsroom. Tennessee State University, 9 July 2014. Web. 17 Oct. 2014.
<<http://tstatenewsroom.com/archives/15767>>. Presented by Jennifer Dugan, Executive Assistant, Pennsylvania Department of Education, October, 2014.

Appendix E: Summaries: Pennsylvania State University's September 2013 presentation; University of Pittsburgh Best Practices; OnCampus Research's July 2014 presentation; OnCampus Research Spring 2015 Student Watch™ Survey

Summary of Selected Actions Taken by Penn State University Regarding College Textbook Consideration & Selection

**—Dr. Steven Herb
Education & Behavioral Sciences Librarian &
Affiliate Professor of Language & Literacy Education
September 23, 2013**

- **Textbook Selection Suggested Practices excerpted from the Senate Committee on University Planning—April, 2005**
 1. Selection of textbooks or other course materials must combine the quality of the educational materials with the cost of the textbook to select the best value.
 2. “Required” textbooks should be “recommended” textbooks when possible.
 3. Consideration should be given as to whether a given course (1) is required by the major or is an elective and (2) is intended for upper-level versus lower-level students.
 4. Programs are encouraged to produce textbooks for introductory courses that are offered at more than one campus location.
 5. When comparing textbooks, the textbook revision cycle should be taken into account.
 6. Bundled materials should be specifically avoided unless they are used consistently and significantly enhance the educational value of the materials
 7. Customized textbooks should be avoided unless it can be demonstrated that the changes in the textbook greatly enhance the value of the materials and the resale market can be preserved at least on the local level.
 8. When adding material to a customized textbook, the faculty members, departments and colleges must follow the existing policies for copyright and publication
 9. Online versions of textbooks are often available as an alternative to the printed version at a somewhat reduced cost.
 10. Timely submission of textbook adoptions will improve the resale market for textbooks.
 11. Faculty should inform students of the appropriate timing of Bookstore resale for textbooks used for courses offered only in one semester annually.

- **In December 2009, a joint Faculty Senate/Administrative committee was assembled to examine issues related to textbooks and course materials.** Specifically, the charge to the committee included the following, examining:
 - ethical implications and administrative policies related to the selection and development of textbooks and course materials,

- the financial implications for students of textbook and course material selections processes,
 - issues related to the resale of textbooks,
 - issues related to custom editions of textbooks and course materials, and
 - issues related to the use of electronic textbooks.
- **The September, 2010 report included:**
 - Textbook costs continue to rise faster than inflation and remain a prime concern of students, especially in the face of rising tuition costs and an uncertain economy.
 - The **Higher Education Opportunity Act Re-Authorization** mandate that ordering information for textbooks be included in college and universities' online course schedules.
 - Also effective July 1st, the Pennsylvania General Assembly's **College Textbook Affordability, Accountability and Accessibility Act** required faculty members to choose "the least expensive, educationally sound textbooks," among many other provisions.
 - Market share data for textbook sales at the Penn State Bookstore in 2005 and 2009, the jump in rentals over the past several years, as well as emerging trends in sales e.g., experimentation with new e-readers and other online platforms.
 - **The Committee also recommended four additional best practices:**
 - That Penn State reward departments and faculty who abide by the textbook submission due dates and provide meaningful consequences for those departments that do not.
 - That departments and faculty continually review how textbooks are being used in their programs, and how that use affects students both pedagogically and economically.
 - That faculty exercise caution in the disposal of complementary textbooks and that the sales of examination copies cease.

That to avoid even the appearance of a conflict of interest, Penn State instructors should strive to not profit personally from their power to select (or to influence the selection of) textbooks and course materials used in their own courses.

Summary of University of Pittsburgh Textbook Affordability Best Practices
-- Dr. David DeJong, Vice Provost for
Academic Planning and Resources Management

The two fundamental components to improving the affordability of textbooks at the University of Pittsburgh are to first make book information available to the students as early as possible and then to provide our students with as many purchasing options as possible to fit the individual desires, needs and budgets of each student.

- **Ease of Access to Information:** One of the most important ways for students to reduce textbook costs is to have early access to their required book information. As we receive and process book orders, we also update the textbook information for each course into the University PeopleSoft system which students use to register for courses. From there, students can link to the price comparison tool on the University Store website to see the current pricing on their books from both the University Store as well as many online vendors.
- **Price Comparison:** On the University Store website, students can enter their courses and compile a list of all of the required and optional materials listed for their courses. They can then view each item to see the purchasing options and current prices that the University Store has set. Students can also view the pricing available from several major online textbook retailers, and if they choose, create a shopping cart and initiate a purchase from that retailer directly from our site. Over the past year, students have chosen to purchase from our store 75% of the time when using the service. At checkout, our site will process everything ordered from the University Store, and then open new windows so that the student can complete checkouts from the online retailers from whom they have chosen to purchase.

In our University Store, we try to provide students with as many ways as possible to purchase their required materials. In addition to the traditional new and used textbook, we have a book rental program, digital eBooks, customized textbooks from publishers, and faculty created course readers, or course packs.

- **In-Store Rental:** For this coming fall semester, we have over 600 titles, or approximately 25% of our in-use titles, available in our in-store rental program. On eligible titles, students can rent either new or used copies of texts at a price that is typically around half of the new or used retail. At the close of each semester, students must return their rentals to our store by the agreed upon date.
- **Digital Texts/EBooks:** We currently offer CourseSmart digital books as an eBook option for our students. When a CourseSmart eBook is available for a book that we have in use, it becomes a purchasing option both on our website and in store. These digital books are typically priced at a 40-70% discount from new retail prices, and are accessible with any device that can access the internet. We are also currently exploring adding other digital alternatives as a way of providing more options to our students.

In some situations, a student could have as many as 5 purchasing options and prices on an individual required book: new, new rental, used, used rental and digital. In addition to offering options on standard textbooks, our faculty can work with publishers or our store to create custom content/books that are offered to students at reduced prices from the retail of the traditional book.

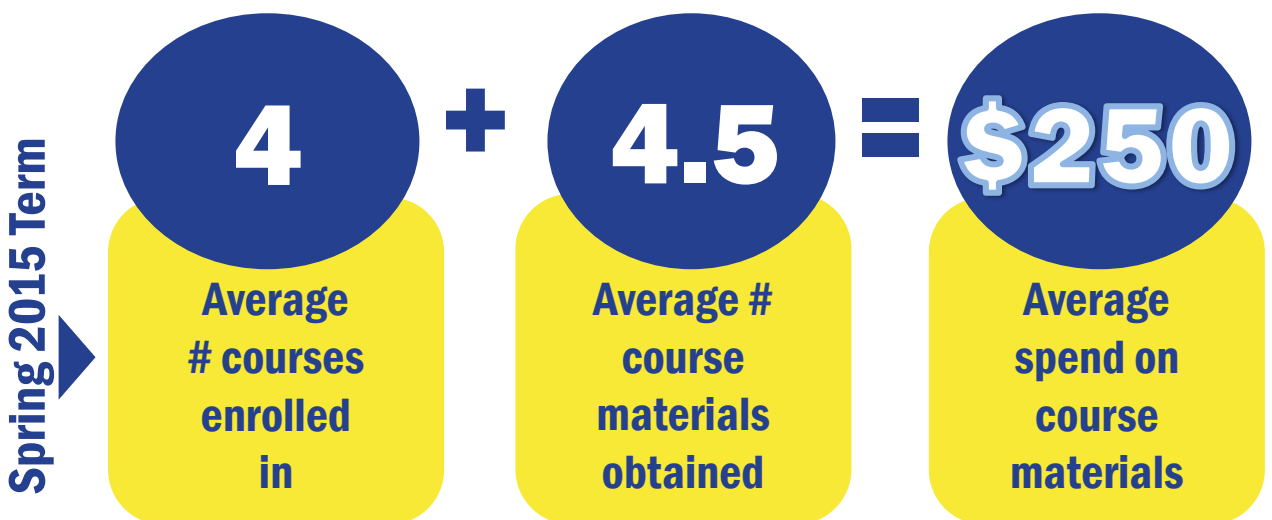
- **Custom Textbooks:** We have many situations where a faculty member or department works with a publisher to create a custom book with content from one or more existing textbooks. These books are typically as much as 50% less expensive than the traditional book may have been, and have the added benefit of including only the material that will be covered in the course, so the student is not paying for content that is not part of the course they are taking.
- **Course packs:** Course packs are similar to custom texts in that content from multiple sources is aggregated into one bound reader. With course packs, we acquire the copyright permission needed to reprint the materials and print and bind the readers here on campus, which helps to control costs. The end result to the student is that they can buy one reader containing material from five sources, for example, rather than having to buy each of those 5 books, simply to read a small portion of each one. We have also recently added a digital component to our course packs, which provides further value and convenience to the students.
- **Book Buyback:** We also offer a daily buyback service to our students who would like to sell their textbooks for cash. When a book has been adopted for use by an instructor on our campus, we offer the student 50% of the new price of that book, regardless of whether they purchased it new or used initially. For books that we cannot purchase for our inventory, we offer the student the price one of our wholesalers is paying for the book instead and then send the book off to our wholesaler.

At the University of Pittsburgh, we are committed to continuing to find ways to reduce textbook costs to students. Some of the things we are planning for the future include: expanding our digital course material offerings, integrating our digital products into the campus LMS, further increasing the number of titles available in our rental program, and using a variety of sourcing tools to assist us in buying used books from the marketplace.

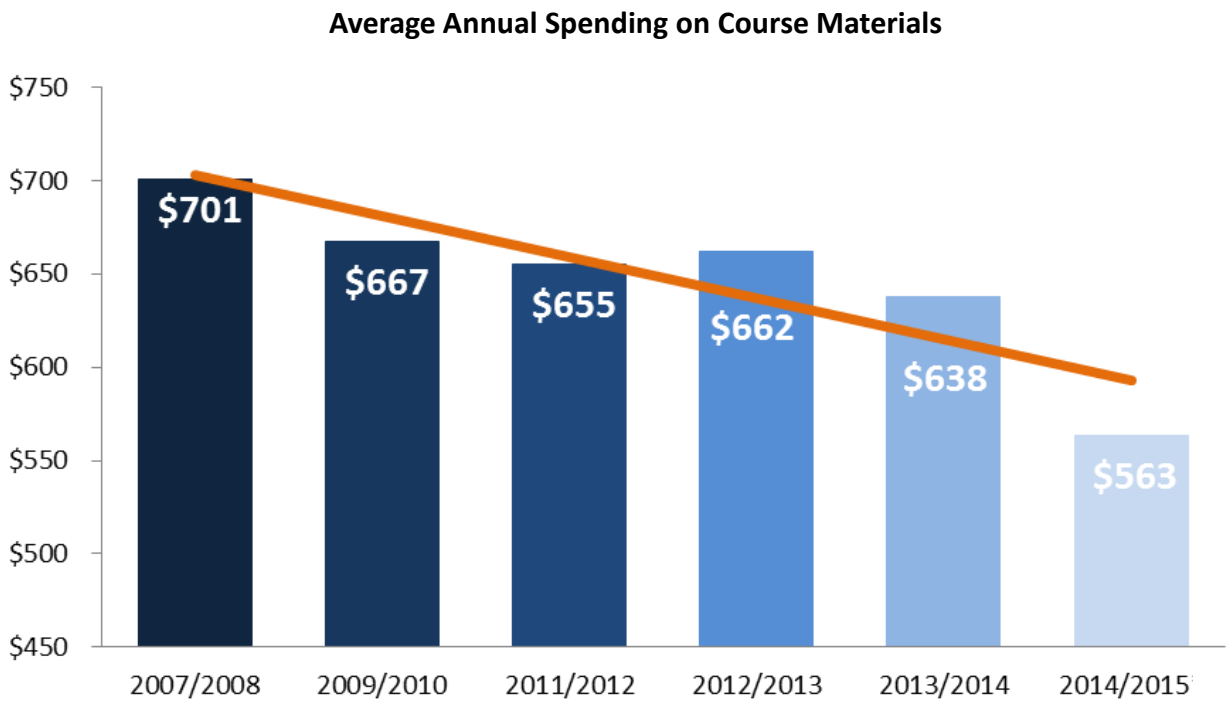
Key Findings

During the spring 2015 term, the average college student:

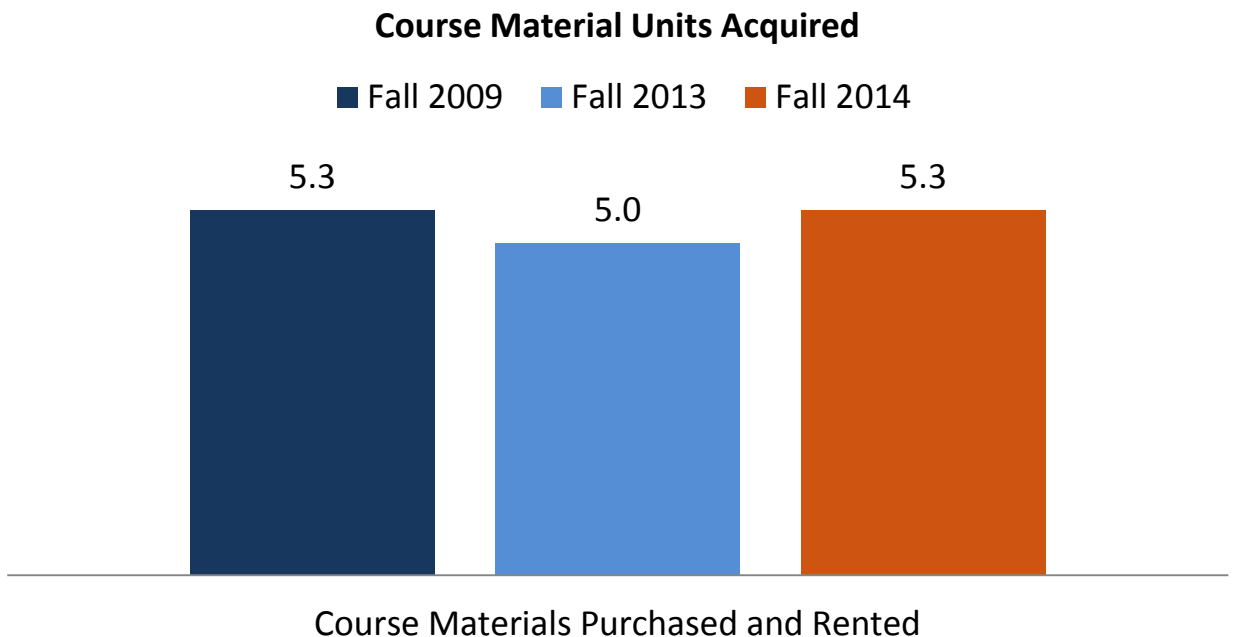
- Enrolled in 4 courses
- Obtained 4.5 course materials
- Spent a total of \$250 on required course materials



Student spending on course materials continues to decrease

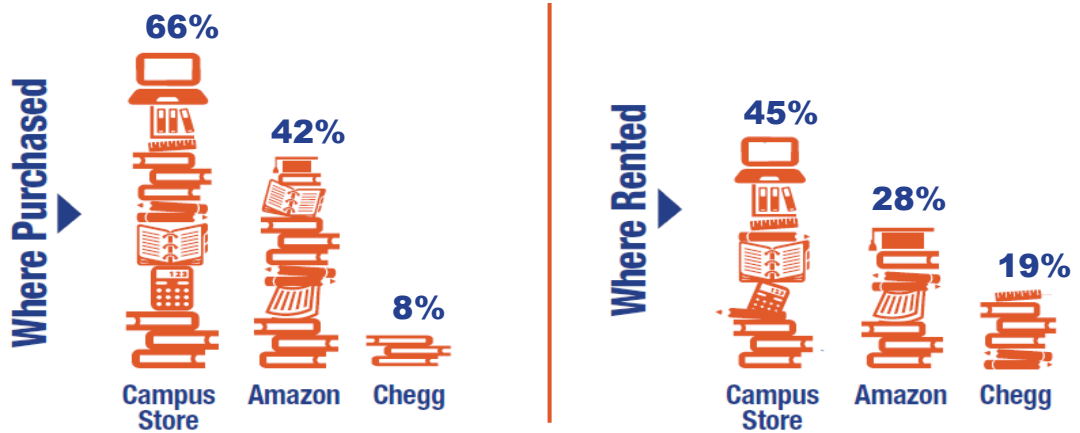


Students are paying for the same number of course materials



Campus stores are the top source for course materials

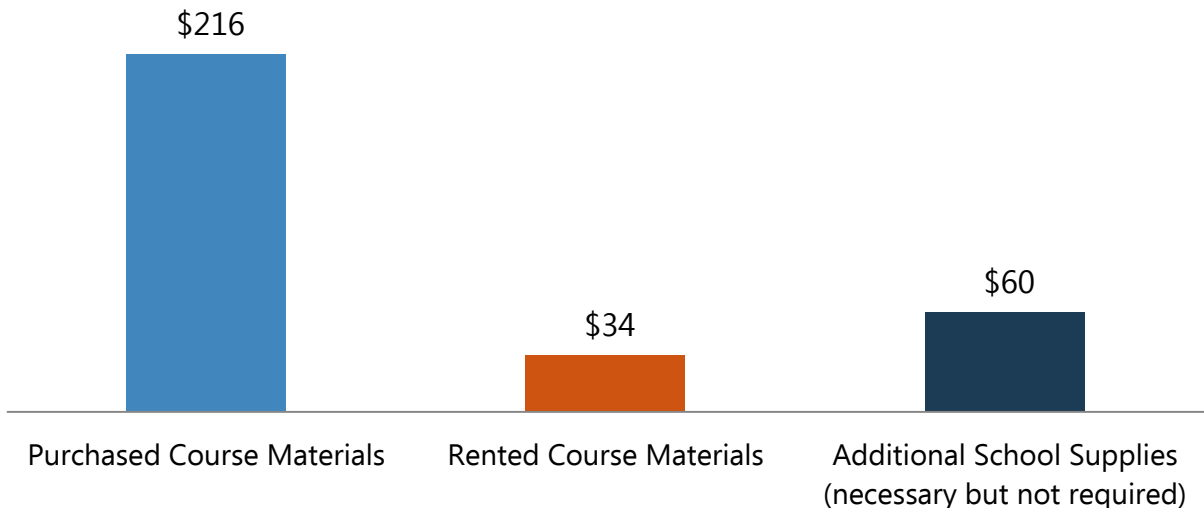
- At least 20% more students purchased and rented their course materials from a campus store than students obtained their course materials from other retailers.
- Campus stores maintain the largest market share for course materials in both units and dollars.



Student spending includes more than textbooks

On average, students spent \$250 on course materials for the spring term

- Purchased course materials, \$216
- Rented course materials, \$34
- Additional school supplies, \$60



Method

The NACS Foundation funded this in-depth study of college student attitudes and behaviors toward course materials. The NACS Foundation has supported the college store industry for eighteen years through research funding to better understand the needs, wants, perceptions, and behaviors of college students.

Student Watch™ is conducted online twice a year, in the fall and spring terms. It is designed to proportionately match the most recent figures of U.S. higher education published in *The Chronicle of Higher Education: 2014/2015 Almanac*. Twenty-three campuses were selected to participate based on the following factors: public vs. private schools, two-year vs. four-year degree programs, enrollment size, and geographic location. Participating campuses included:

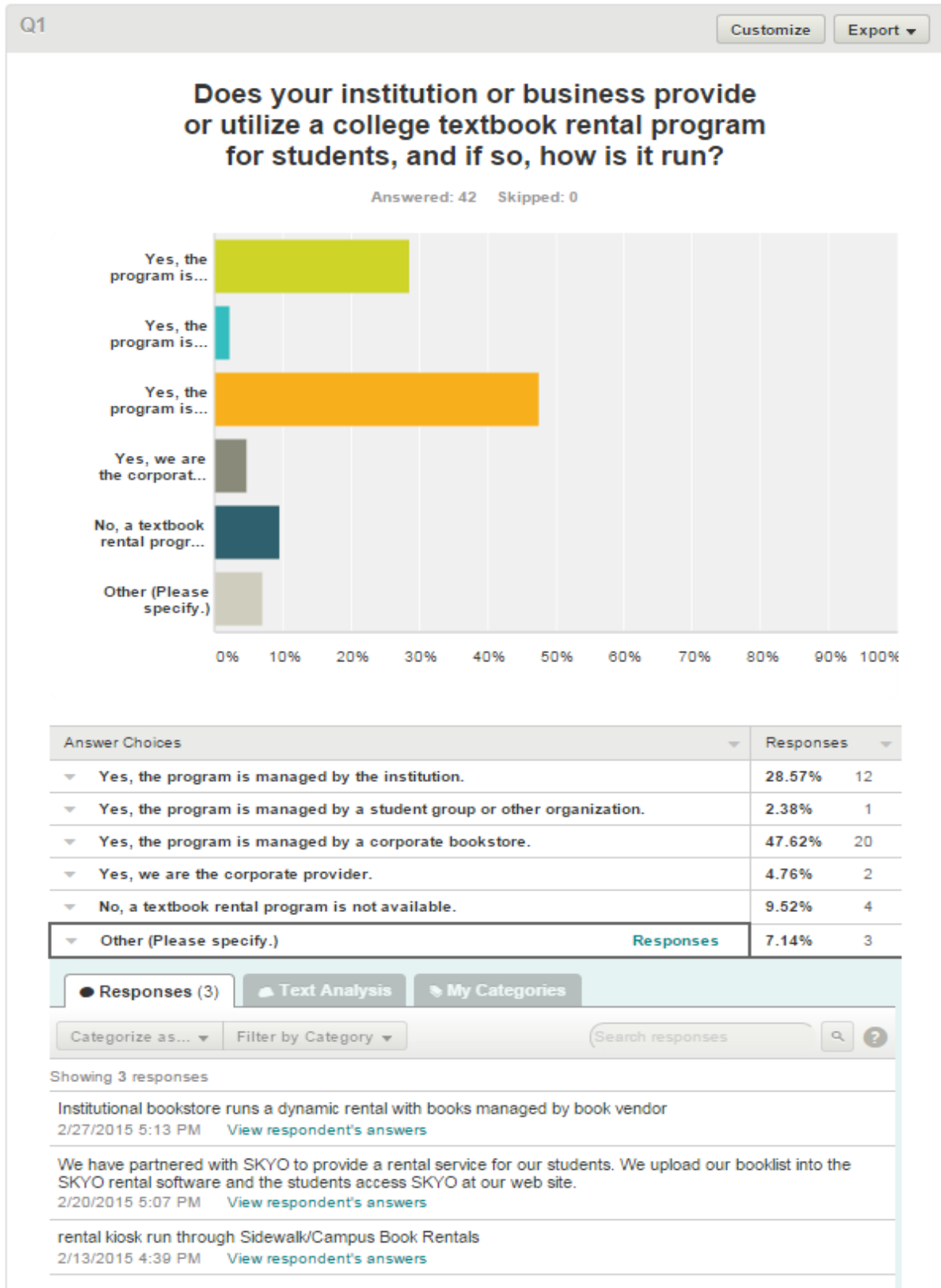
- 23 campuses across twenty-one institutions
- 17 four-year campuses and six two-year campuses
- 16 U.S. states

Campus stores distributed the survey to their students by email. Each campus survey fielded for a two or three week period in February 2015. A total of 9,647 valid responses were collected. The margin of error for this study is 1.0 at the 95% confidence level.

How to cite this source:

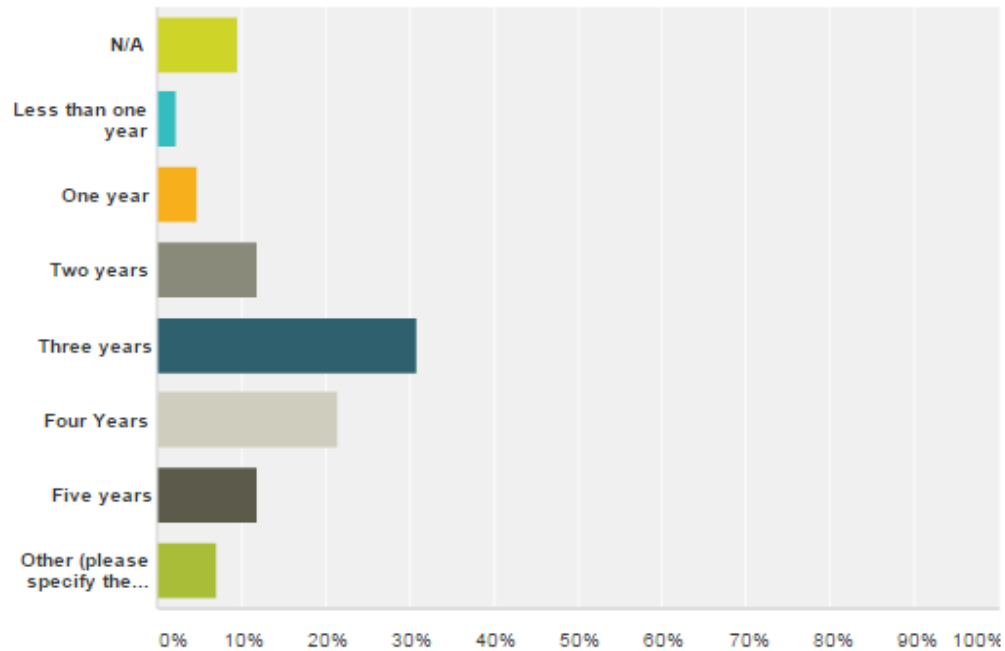
© OnCampus Research Spring 2015 Student Watch™ Report

Appendix F: Pennsylvania College Textbook Policies Advisory Committee Field Survey



How long has the rental program been in place at your institution/business?

Answered: 42 Skipped: 0



Answer Choices	Responses
N/A	9.52% 4
Less than one year	2.38% 1
One year	4.76% 2
Two years	11.90% 5
Three years	30.95% 13
Four Years	21.43% 9
Five years	11.90% 5
Other (please specify the length of time below.)	7.14% 3

● Responses (3)

☁ Text Analysis

📁 My Categories

Categorize as...

Filter by Category

Search responses



Showing 3 responses

2009

2/16/2015 2:14 PM

[View respondent's answers](#)

4 years

2/16/2015 9:40 AM

[View respondent's answers](#)

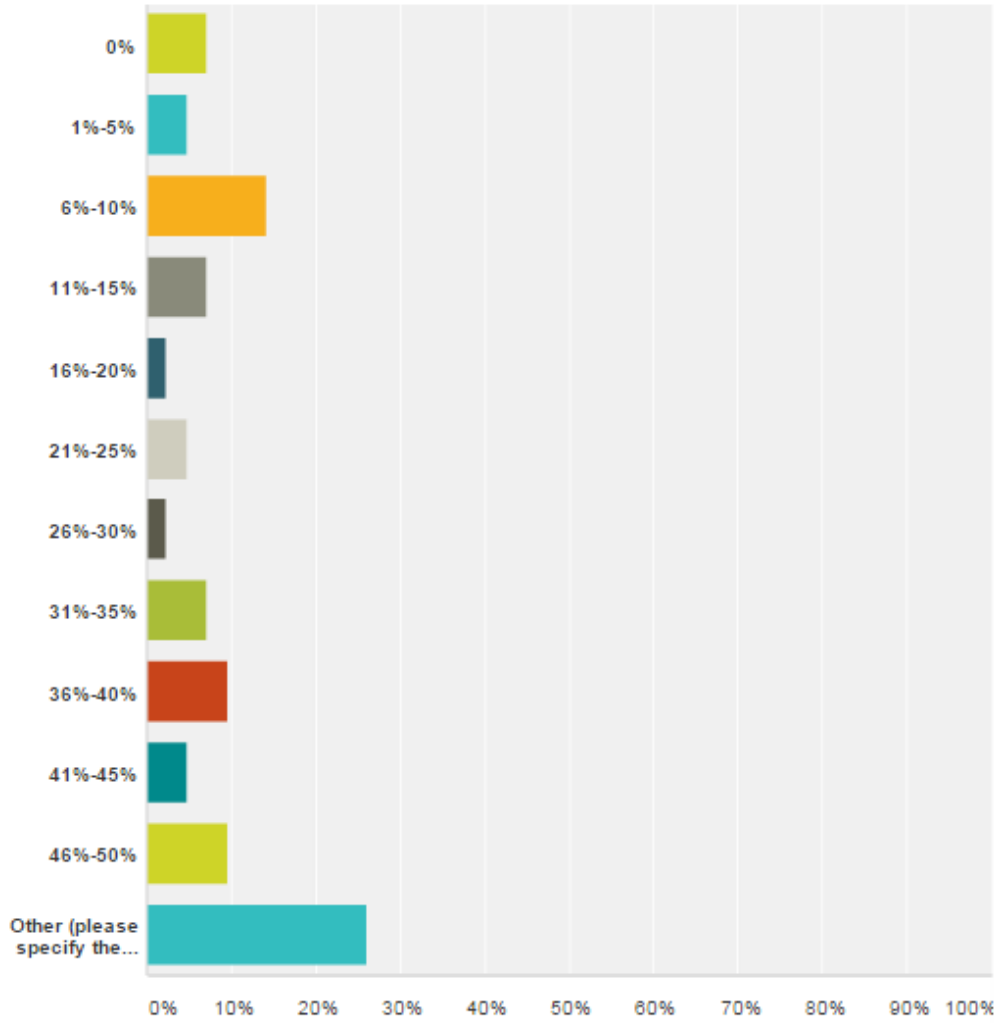
2 1/2 years

2/13/2015 4:30 PM

[View respondent's answers](#)

Please estimate what percentage of students utilize the textbook rental program.

Answered: 42 Skipped: 0



Answer Choices	Responses
0%	7.14% 3
1%-5%	4.76% 2
6%-10%	14.29% 6
11%-15%	7.14% 3
16%-20%	2.38% 1
21%-25%	4.76% 2
26%-30%	2.38% 1
31%-35%	7.14% 3
36%-40%	9.52% 4
41%-45%	4.76% 2
46%-50%	9.52% 4
Other (please specify the percentage below.)	Responses 26.19% 11
Total	42

Showing 11 responses

not applicable

3/3/2015 9:16 AM [View respondent's answers](#)

63%

2/27/2015 5:13 PM [View respondent's answers](#)

Our systems do not track this information.

2/27/2015 1:25 PM [View respondent's answers](#)

students as a whole, unknown. 64% of the time a student will opt to rent over purchase.

2/17/2015 8:04 AM [View respondent's answers](#)

Over 50%

2/16/2015 9:56 AM [View respondent's answers](#)

35%

2/16/2015 9:40 AM [View respondent's answers](#)

I don't have a good way to answer this. Many students rent some books and buy some books. Very few can rent all of their books. Only some choose to buy all of them.

2/13/2015 3:55 PM [View respondent's answers](#)

Usually if the book is rentable they are choosing to rent.

2/13/2015 3:36 PM [View respondent's answers](#)

80%

2/13/2015 3:23 PM [View respondent's answers](#)

60%

2/13/2015 3:09 PM [View respondent's answers](#)

62%

2/13/2015 3:06 PM [View respondent's answers](#)

Total

42

Of your total textbook revenue (including both paper and digital), what percentage comes from rentals, and what percentage from sales? Please estimate if unknown.

Answered: 42 Skipped: 0

● Responses (42)

☁ Text Analysis

👤 My Categories

Categorize as... ▾

Filter by Category ▾

Search responses



Showing 42 responses

0 - our students purchase boks on their own - we do not have a college run bookstore

3/3/2015 9:16 AM [View respondent's answers](#)

28% rental (new/used) 82% sales (new/used)

2/27/2015 5:13 PM [View respondent's answers](#)

Just about 11%

2/27/2015 1:41 PM [View respondent's answers](#)

For FY 14 16% of our sales were rentals, 84% were sales.

2/27/2015 1:25 PM [View respondent's answers](#)

25% rentals 75% sales

2/26/2015 4:54 PM [View respondent's answers](#)

90%=Sales 10%=Rentals

2/26/2015 10:49 AM [View respondent's answers](#)

2-4%

2/25/2015 10:24 AM [View respondent's answers](#)

41% rentals & 59% sales (new, used, digital)

2/23/2015 2:41 PM [View respondent's answers](#)

20% rental 80% purchase.

2/21/2015 12:45 PM [View respondent's answers](#)

na

2/20/2015 8:45 PM [View respondent's answers](#)

94% Textbook Sales 6% Rentals

2/20/2015 5:07 PM [View respondent's answers](#)

50/50

2/20/2015 1:50 PM [View respondent's answers](#)

Unable to answer. I understand that Follett will be responding to this on behalf of Pennsylvania Highlands C.C.

2/20/2015 1:03 PM [View respondent's answers](#)

6.2% from Rentals 93.8% from Sales Figures from Fall 2013 through Spring 2014

2/18/2015 9:53 AM [View respondent's answers](#)

Textbook costs are built into student fees - students do not purchase their textbooks.

2/17/2015 9:04 PM [View respondent's answers](#)

35% comes from rentals 64% comes from purchasing

2/17/2015 8:04 AM [View respondent's answers](#)

25%

2/16/2015 2:27 PM [View respondent's answers](#)

20% rental

2/16/2015 2:14 PM [View respondent's answers](#)

10%

2/16/2015 11:17 AM [View respondent's answers](#)

approx 8%-10%

2/16/2015 10:56 AM [View respondent's answers](#)

50/50

2/16/2015 9:56 AM [View respondent's answers](#)

17%

2/16/2015 9:40 AM [View respondent's answers](#)

Less than 5% from rentals with the rest being sales.

2/16/2015 9:36 AM [View respondent's answers](#)

one third

2/16/2015 8:53 AM [View respondent's answers](#)

65% sales, 35% rental

2/14/2015 12:21 PM [View respondent's answers](#)

20%

2/14/2015 10:42 AM [View respondent's answers](#)

20% rental, 80 % other

2/14/2015 12:32 AM [View respondent's answers](#)

10% rental; 90% sales

2/13/2015 4:39 PM [View respondent's answers](#)

40%

2/13/2015 4:37 PM [View respondent's answers](#)

70% sales 30% rental

2/13/2015 4:30 PM [View respondent's answers](#)

mostly rentals

2/13/2015 4:14 PM [View respondent's answers](#)

2%

2/13/2015 4:02 PM [View respondent's answers](#)

Fall of 2014 rentals represented just over 25% of our course materials revenue. Spring of 2015 (to date) rentals represent almost 35% of course materials revenue.

2/13/2015 3:55 PM [View respondent's answers](#)

n/a	2/13/2015 3:50 PM	View respondent's answers
75% is rented 25% are sales	2/13/2015 3:36 PM	View respondent's answers
Approximately 30%	2/13/2015 3:25 PM	View respondent's answers
83%	2/13/2015 3:23 PM	View respondent's answers
0	2/13/2015 3:22 PM	View respondent's answers
50/50	2/13/2015 3:13 PM	View respondent's answers
43%	2/13/2015 3:09 PM	View respondent's answers

Approximately 30%	2/13/2015 3:25 PM	View respondent's answers
83%	2/13/2015 3:23 PM	View respondent's answers
0	2/13/2015 3:22 PM	View respondent's answers
50/50	2/13/2015 3:13 PM	View respondent's answers
43%	2/13/2015 3:09 PM	View respondent's answers
2/3 rentals, 1/3 sales	2/13/2015 3:07 PM	View respondent's answers
67% rentals	2/13/2015 3:06 PM	View respondent's answers

2/3 rentals, 1/3 sales	2/13/2015 3:07 PM	View respondent's answers
67% rentals	2/13/2015 3:06 PM	View respondent's answers

How is the textbook rental program marketed to students? Please answer "N/A" if your institution/company does not have a textbook rental program.

Answered: 42 Skipped: 0

● Responses (42)

☁ Text Analysis

🔍 My Categories

Categorize as... ▾

Filter by Category ▾

Search responses



Showing 42 responses

N/A

3/3/2015 9:16 AM [View respondent's answers](#)

Print, electronic video monitor, website, face-to-face information

2/27/2015 5:13 PM [View respondent's answers](#)

When the program began, there was a multi-layered campaign but now the program is described on the bookstore website. The online book description lets students know if the book is available for rental and the rental option is indicated on the shelf tag for each book..

2/27/2015 1:41 PM [View respondent's answers](#)

The textbook rental program is widely marketed. Barnes and Noble posts information about the rental program on its website and in in-store signage/communications. The rental option is also clearly delineated on the textbook purchasing site. In addition, Penn promotes the program on its new student on-boarding website, in emails and mailings to all students over the summer. At various points in the program ads have been placed in internal publications (parent's guide, student newspaper, etc.), through digital signage, table tents in dining halls etc. The rental option is also highlighted in ongoing communications around textbook affordability.

2/27/2015 1:25 PM [View respondent's answers](#)

Emails, brochures, campaign management

2/26/2015 4:54 PM [View respondent's answers](#)

Currently in our Orientation package, on our website and on the shelves. In the fall we will be using social media to market the rental program.

2/26/2015 10:49 AM [View respondent's answers](#)

Website

2/25/2015 10:24 AM [View respondent's answers](#)

First year orientation, bookstore website, information in the store.

2/23/2015 2:41 PM [View respondent's answers](#)

Signage and word of mouth.

2/21/2015 12:45 PM [View respondent's answers](#)

na

2/20/2015 8:45 PM [View respondent's answers](#)

Advertised at web site, presented to incoming students and parents at all summer orientation programs, in store signage, indicated on shelf cards

2/20/2015 5:07 PM [View respondent's answers](#)

email, facebook

2/20/2015 1:50 PM [View respondent's answers](#)

In-store and on-line.

2/20/2015 1:03 PM [View respondent's answers](#)

1- Signage within bookstore 2- Bookstore website 3- List of book titles for rent posted on student portal

2/18/2015 9:53 AM [View respondent's answers](#)

N/A

2/17/2015 9:04 PM [View respondent's answers](#)

Email, word of mouth, in store at the register.

2/17/2015 8:04 AM [View respondent's answers](#)

Website, Orientation, new student flyers

2/16/2015 2:27 PM [View respondent's answers](#)

we're corporate, and the Bookstore manages the marketing - shows digital and rental for HEOA compliance

2/16/2015 2:14 PM [View respondent's answers](#)

website, emails, signage

2/16/2015 11:17 AM [View respondent's answers](#)

Our website, signs in store and around campus, emails, social media. The store manager speaks at Freshman Orientation to make parents and students aware of Bookstore options for renting/buying.

2/16/2015 10:56 AM [View respondent's answers](#)

In store, website, email

2/16/2015 9:56 AM [View respondent's answers](#)

Store signage and online

2/16/2015 9:40 AM [View respondent's answers](#)

Online through our book ordering website.

2/16/2015 9:36 AM [View respondent's answers](#)

advertised on our textbook web-based store, mass emails to students, signage, campus monitors, textbook shelf tickets

2/16/2015 8:53 AM [View respondent's answers](#)

website and print

2/14/2015 12:21 PM [View respondent's answers](#)

In the store and on our website.

2/14/2015 10:42 AM [View respondent's answers](#)

In store. Oncampus, facebook , webpage, tours, etc..

2/14/2015 12:32 AM [View respondent's answers](#)

in-store signage; prices listed on our Verba comparison site; student word-of-mouth; availability noted on our website home page

2/13/2015 4:39 PM [View respondent's answers](#)

All store advertising, in store advertising

2/13/2015 4:37 PM [View respondent's answers](#)

Through our online store and also by signage in our store.

2/13/2015 4:30 PM [View respondent's answers](#)

flyers, emails, broadcasts, orientation packets, portal, wall hangings, postcards mailed to students

2/13/2015 4:14 PM [View respondent's answers](#)

through two different websites and the bookstore itself

2/13/2015 4:02 PM [View respondent's answers](#)

Via our web page, in-store signage, consultation with cashiers.

2/13/2015 3:55 PM [View respondent's answers](#)

E-mail, social media, word of mouth, and shelf tags

2/13/2015 3:50 PM [View respondent's answers](#)

There is a website they can go to set up an account.

2/13/2015 3:36 PM [View respondent's answers](#)

Promoted through Facebook; a 10% sale where new and used rentals are 10% off

2/13/2015 3:25 PM [View respondent's answers](#)

Through our Orientation program on campus and a direct email campaign to the parents and students.

2/13/2015 3:23 PM [View respondent's answers](#)

N/A

2/13/2015 3:22 PM [View respondent's answers](#)

orientation presentations, flyers, signage, email, web

2/13/2015 3:13 PM [View respondent's answers](#)

Word of mouth, promoted to parents and students at Orientation. Student tour guides mention it to prospective students on their college tour

2/13/2015 3:09 PM [View respondent's answers](#)

Email blasts, online site, shelf talkers, media

2/13/2015 3:07 PM [View respondent's answers](#)

100% rent all store. Every title in the store is available for rent

2/13/2015 3:06 PM [View respondent's answers](#)

What percentage of your textbook requirements or offerings are available in digital format? Please indicate if you represent an institution or corporate bookstore.

Answered: 42 Skipped: 0

● Responses (42)

☁ Text Analysis

📁 My Categories

Categorize as... ▾

Filter by Category ▾

Search responses



Showing 42 responses

N/A

3/3/2015 9:16 AM [View respondent's answers](#)

Institutional bookstore with 4.2%

2/27/2015 5:13 PM [View respondent's answers](#)

Only about 1% but this is growing.

2/27/2015 1:41 PM [View respondent's answers](#)

Of all courses that have books available, 47% of the courses have at least one ebook offering. (Our bookstore is operated by Barnes and Nobel in partnership with the University.

2/27/2015 1:25 PM [View respondent's answers](#)

zero percent

2/26/2015 4:54 PM [View respondent's answers](#)

20% are available in digital format and we are a corporate bookstore.

2/26/2015 10:49 AM [View respondent's answers](#)

NA

2/25/2015 10:24 AM [View respondent's answers](#)

Estimated to be 60%, but is controlled by the publishers.

2/23/2015 2:41 PM [View respondent's answers](#)

50%

2/21/2015 12:45 PM [View respondent's answers](#)

12% corporate bookstore

2/20/2015 8:45 PM [View respondent's answers](#)

We are an institutional bookstore. I am really not sure of the percentage of our textbook requirements that are available in digital format. I do know that the vast majority of our students that I query still prefer to learn from a textbook in hand instead of an e-book.

2/20/2015 5:07 PM [View respondent's answers](#)

corporate 85%

2/20/2015 1:50 PM [View respondent's answers](#)

about 1/3 (I'm responding on the basis of a conversation with our local Follett store manager.)

2/20/2015 1:03 PM [View respondent's answers](#)

25.5% Corporate

2/18/2015 9:53 AM [View respondent's answers](#)

0%

2/17/2015 9:04 PM [View respondent's answers](#)

38% are available in a digital format - corporate bookstore

2/17/2015 8:04 AM [View respondent's answers](#)

23%

2/16/2015 2:27 PM [View respondent's answers](#)

we're corporate, and the Bookstore manages the marketing - shows digital and rental for HEOA compliance

2/16/2015 2:14 PM [View respondent's answers](#)

<1%

2/16/2015 11:17 AM [View respondent's answers](#)

approx 5%, institutional store

2/16/2015 10:56 AM [View respondent's answers](#)

65%

2/16/2015 9:56 AM [View respondent's answers](#)

35% - we are a bookstore

2/16/2015 9:40 AM [View respondent's answers](#)

Less than 1%, we only have 2 digital books available at our institutional bookstore.

2/16/2015 9:36 AM [View respondent's answers](#)

5%

2/16/2015 8:53 AM [View respondent's answers](#)

2% - corporate bookstore

2/14/2015 12:21 PM [View respondent's answers](#)

1/2 partner with two digital vendors

2/14/2015 10:42 AM [View respondent's answers](#)

Less than 10%

2/14/2015 12:32 AM [View respondent's answers](#)

Probably 40 or 50% if they go to CourseSmart. Maybe 5 or 10% via RedShelf on our Verba site. Nothing in the store because no one asks for them. We are an institutional store.

2/13/2015 4:39 PM [View respondent's answers](#)

Privately owned store. 15% of books? Not a huge demand or savings for the students. In addition recent studies are showing that students retain more educational info if read from a printed source than info read on an electronic device.

2/13/2015 4:37 PM [View respondent's answers](#)

about 10% - we are a college bookstore owned by the college

2/13/2015 4:30 PM [View respondent's answers](#)

90%

2/13/2015 4:14 PM [View respondent's answers](#)

10%

2/13/2015 4:02 PM [View respondent's answers](#)

A significant percentage are available digitally and we have made digital an option for many years. VERY few students choose digital options.

2/13/2015 3:55 PM [View respondent's answers](#)

80%

2/13/2015 3:50 PM [View respondent's answers](#)

We are a Corporate Bookstore. 50% are offered to rent 50% are offered to purchase. Most are either one or the other not both

2/13/2015 3:36 PM [View respondent's answers](#)

Institution Bookstore. Very low percentage - less than 2%. We have tried and tried e-books in the past. They sit on the shelf and I have to order hard copies.

2/13/2015 3:25 PM [View respondent's answers](#)

approx. 60% as a corp. bookstore.

2/13/2015 3:23 PM [View respondent's answers](#)

0

2/13/2015 3:22 PM [View respondent's answers](#)

less than 5%--institutional

2/13/2015 3:13 PM [View respondent's answers](#)

Institutional. less thanm 10%

2/13/2015 3:09 PM [View respondent's answers](#)

Institution, about 1/3 of our textbooks were also offered in a digital format. We offer them a choice.

2/13/2015 3:07 PM [View respondent's answers](#)

20%

2/13/2015 3:06 PM [View respondent's answers](#)

How are your institution's or business' digital offerings marketed to students? If your institution/business does not have any digital offerings, please answer "N/A".

Answered: 42 Skipped: 0

● Responses (42)

Text Analysis

My Categories

Categorize as...

Filter by Category

Search responses



Showing 42 responses

N/A

3/3/2015 9:16 AM [View respondent's answers](#)

Website, syllabus and face-to-face

2/27/2015 5:13 PM [View respondent's answers](#)

Same as above

2/27/2015 1:41 PM [View respondent's answers](#)

We market digital options through all the textbook communications outlined above (B&N textbook site, general website, in-store signage, student summer communications, student on-boarding portal, etc.). We have also marketed digital texts indirectly through working with B&N to launch pilots of digital textbook software in specified classes at Penn.

2/27/2015 1:25 PM [View respondent's answers](#)

n/a

2/26/2015 4:54 PM [View respondent's answers](#)

On our website and on the store shelves.

2/26/2015 10:49 AM [View respondent's answers](#)

na

2/25/2015 10:24 AM [View respondent's answers](#)

Same as rental

2/23/2015 2:41 PM [View respondent's answers](#)

Professor syllabus

2/21/2015 12:45 PM [View respondent's answers](#)

via website

2/20/2015 8:45 PM [View respondent's answers](#)

N/A The only digital offerings that we offer at this time (we are about to install the MBS POS system that will allow us to offer an in store rental) are available through SKYO at our web site. Occasionally (1 class/year), an instructor will adopt an e-book only. We purchase the access codes from the publishers and sell them in the store.

2/20/2015 5:07 PM [View respondent's answers](#)

email, facebook

2/20/2015 1:50 PM [View respondent's answers](#)

In-store and on-line	2/20/2015 1:03 PM	View respondent's answers
1- Signage within bookstore 2- Bookstore website	2/18/2015 9:53 AM	View respondent's answers
N/A	2/17/2015 9:04 PM	View respondent's answers
They are displayed on the website and in the textbook aisles	2/17/2015 8:04 AM	View respondent's answers
Hang tag next to shelf tags, listed online as well with printed textbook listings	2/16/2015 2:27 PM	View respondent's answers
same as the rentals - corporate store markets all the offerings.	2/16/2015 2:14 PM	View respondent's answers
signage, website, emails	2/16/2015 11:17 AM	View respondent's answers

They're listed as an option when our book list is posted.	2/16/2015 10:56 AM	View respondent's answers
In store, online, email	2/16/2015 9:56 AM	View respondent's answers
Online and adopted materials	2/16/2015 9:40 AM	View respondent's answers
Online through our book ordering website.	2/16/2015 9:36 AM	View respondent's answers
textbook shelf tickets, web-based textbook store	2/16/2015 8:53 AM	View respondent's answers
website	2/14/2015 12:21 PM	View respondent's answers
In the store and on our website	2/14/2015 10:42 AM	View respondent's answers

Website ordering only.	2/14/2015 12:32 AM	View respondent's answers
N/A	2/13/2015 4:39 PM	View respondent's answers
In-store and on the website	2/13/2015 4:37 PM	View respondent's answers
Through our online store	2/13/2015 4:30 PM	View respondent's answers
fliers, emails, broadcasts, orientation packets, portal, wall hangings, postcards mailed to students	2/13/2015 4:14 PM	View respondent's answers
n/a	2/13/2015 4:02 PM	View respondent's answers
Via our web page.	2/13/2015 3:55 PM	View respondent's answers

facebook, social media, instagram,emails etc.

2/13/2015 3:50 PM [View respondent's answers](#)

Follett Corporation is the company that runs this store. They have there own website called Brytewave. That is just for Buying and renting digital books.

2/13/2015 3:36 PM [View respondent's answers](#)

The low percentage that we have is usually enforced by the instructor. For instance, only sell digital for that particular class.

2/13/2015 3:25 PM [View respondent's answers](#)

Through our website and through word of mouth during orientations.

2/13/2015 3:23 PM [View respondent's answers](#)

N/A

2/13/2015 3:22 PM [View respondent's answers](#)

offered as an option on select titles as per professor's request

2/13/2015 3:13 PM [View respondent's answers](#)

See marketing of textbook department listed above

2/13/2015 3:09 PM [View respondent's answers](#)

Same as the rental program. We market that we offer students, new and used, new and used rentals, e-books

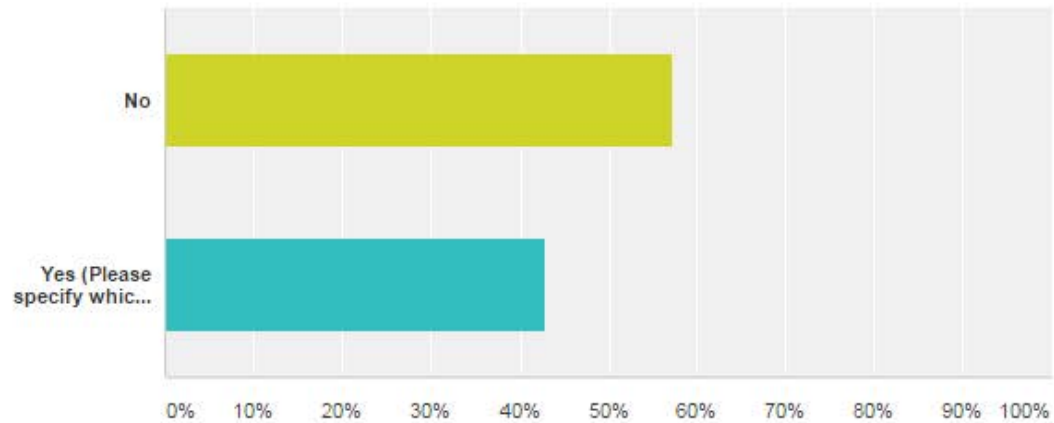
2/13/2015 3:07 PM [View respondent's answers](#)

by selling codes

2/13/2015 3:06 PM [View respondent's answers](#)

Are there majors that tend to utilize digital options for textbooks more so than others?

Answered: 42 Skipped: 0



Answer Choices	Responses
No	57.14% 24
Yes (Please specify which majors.)	42.86% 18

● Responses (18)

☁ Text Analysis

📁 My Categories

Categorize as...

Filter by Category

Search responses

Showing 18 responses

Foreign language, mathematics, business

2/27/2015 5:13 PM [View respondent's answers](#)

BUS/CIS has the highest percentage but only by a small margin.

2/27/2015 1:41 PM [View respondent's answers](#)

Economics Music Math

2/26/2015 10:49 AM [View respondent's answers](#)

Math, Accounting, CIS

2/21/2015 12:45 PM [View respondent's answers](#)

The only classes that we have sold an access code only have been Chemistry and Microbiology.

2/20/2015 5:07 PM [View respondent's answers](#)

business education sciences

2/20/2015 1:50 PM [View respondent's answers](#)

Math, Psych, Soc. – those with associated labs

2/20/2015 1:03 PM [View respondent's answers](#)

General science, business, and math.

2/16/2015 2:14 PM [View respondent's answers](#)

Computers/IT

2/16/2015 11:17 AM [View respondent's answers](#)

The sciences, mainly chemistry but also biology.

2/16/2015 10:56 AM [View respondent's answers](#)

Accounting, math, Business

2/16/2015 9:40 AM [View respondent's answers](#)

languages, some sciences

2/16/2015 8:53 AM [View respondent's answers](#)

rentals are trending up

2/14/2015 10:42 AM [View respondent's answers](#)

Mathematics, accounting

2/13/2015 4:30 PM [View respondent's answers](#)

math, business, radiology, allied health

2/13/2015 4:02 PM [View respondent's answers](#)

Medical school, pharmacy school, dental school

2/13/2015 3:50 PM [View respondent's answers](#)

mathematics

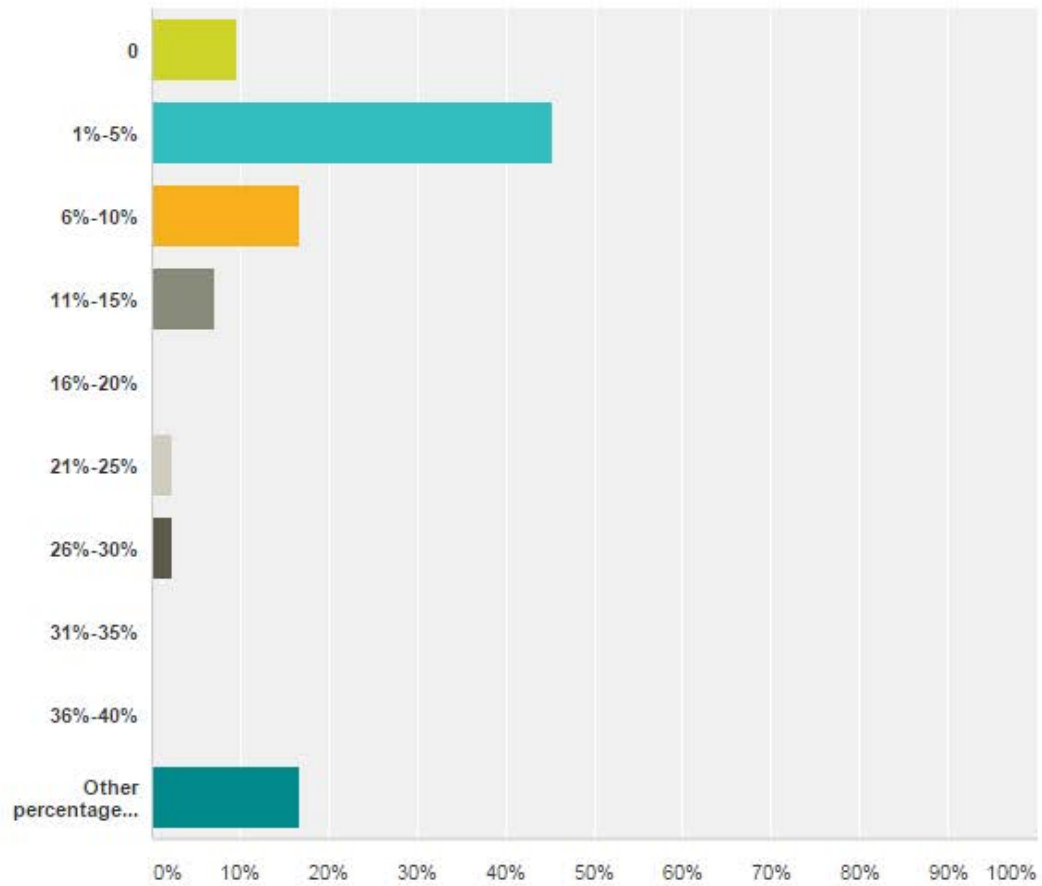
2/13/2015 3:13 PM [View respondent's answers](#)

English, History, Political Science, Education, Economics, Religion, Criminal Justice, Art, Communications, Business

2/13/2015 3:07 PM [View respondent's answers](#)

What percentage of students are selecting digital options when purchasing or renting their textbooks?

Answered: 42 Skipped: 0



Answer Choices	Responses
0	9.52% 4
1%-5%	45.24% 19
6%-10%	16.67% 7
11%-15%	7.14% 3
16%-20%	0.00% 0
21%-25%	2.38% 1
26%-30%	2.38% 1
31%-35%	0.00% 0
36%-40%	0.00% 0
Other percentage (Please specify below)	Responses 16.67% 7

● Responses (7)
☁ Text Analysis
📁 My Categories

Categorize as... Filter by Category
Search responses

Showing 7 responses

we do not know this data because our student buy books independently
 3/3/2015 9:16 AM [View respondent's answers](#)

We do not have specific information on how many students select digital options.
 2/27/2015 1:25 PM [View respondent's answers](#)

n/a
 2/26/2015 4:54 PM [View respondent's answers](#)

.3%
 2/18/2015 9:53 AM [View respondent's answers](#)

less than 1%
 2/17/2015 8:04 AM [View respondent's answers](#)

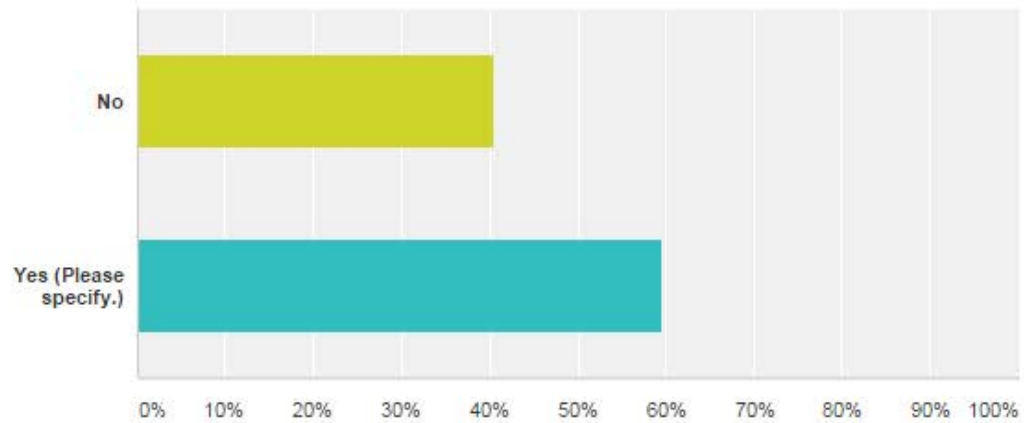
10%
 2/16/2015 9:40 AM [View respondent's answers](#)

less than 1%---students do not wish to purchase digital when given the choice between a traditional textbook and one in digital format
 2/13/2015 3:13 PM [View respondent's answers](#)

Total 42

Is your institution/business implementing other strategies to reduce textbook costs for students (other than rentals, buy backs and digital offerings)? If so, please provide a brief summary of those other cost savings initiatives.

Answered: 42 Skipped: 0



Answer Choices	Responses
▾ No	40.48% 17
▾ Yes (Please specify.)	59.52% 25

● Responses (25) Text Analysis My Categories

Categorize as... Filter by Category Search responses

Showing 25 responses

Annual review of buyback and selling pricing. Look to implement price comparison software for Fall 2015. Recently completed student/faculty bookstore survey to evaluation pricing, services and other offerings.
2/27/2015 5:13 PM [View respondent's answers](#)

Follett has a program called Include-Ed in which all course materials would be made available to students (electronically or in print) for a lower course materials fee which they would pay with their tuition. Follett is also working to unbundle some of the more expensive book/access code/study guide packets in cases where instructors do not use all of the included materials. DCCC also has an ALT Text Committee composed of faculty who are considering options like OER's, tailored course packets, etc but this is a fairly new initiative.
2/27/2015 1:41 PM [View respondent's answers](#)

Yes. It is important to recognize the students at Penn have many options for purchasing textbooks. In addition to the Penn Bookstore, which is operated by B&N, a segment of the textbook market is operated through two independent bookstores on campus. There are student run textbook trade-in programs. And, of course students are free to shop with online retailers such as Amazon. In addition, students can obtain course materials through the library and our on-line learning systems. Because Penn provides students easy access to ISBN numbers, students can easily shop and compare prices. Additionally, Penn communicates directly with faculty to let them know steps they can take to help ensure textbooks are more affordable. Specific examples such as choosing older editions when appropriate or unbundling texts are provided to our faculty each year. Penn also communicates with faculty about textbook affordability and provides suggestions to faculty about all textbook options and we have seen faculty members making choices which have resulted in less required texts as well as other more affordable options.
2/27/2015 1:25 PM [View respondent's answers](#)

all of the above
2/25/2015 10:24 AM [View respondent's answers](#)

We are always trying to reduce the cost for students. We try to use the least expensive options, whether it be virtual offerings or no book at all.
2/21/2015 12:45 PM [View respondent's answers](#)

Soon when our MBS POS system is installed, we plan to offer the Verba service which will aid students in their textbook purchasing decision. We have the luxury as a small store to be "textbook purchasing advisors" and we use our student worker and members of our bookstore student advisory group to help students make wise buying decisions tailored to their preferred textbook format, budgets, and if they feel they would want to keep the book for future reference. Students make terrific "textbook purchasing advisors" because they can add an extra layer of expertise "Oh, you will not really need that book because I had that class and the professor never uses the book at all" We take the time to explain to our students all of the book buying options--pros and cons--and all of the scenarios surrounding the age-old

question of, "Will you be buying this book back?"

2/20/2015 5:07 PM [View respondent's answers](#)

Encouraging faculty to consider cost of textbooks when ordering. Also, encouraging faculty to consider alternative formats such as digital and loose leaf books.

2/20/2015 1:03 PM [View respondent's answers](#)

Faculty are encouraged to submit their textbook adoptions and orders as early as possible which allows the bookstore to source the textbook lists resulting in more used book titles available for purchase.

2/18/2015 9:53 AM [View respondent's answers](#)

We are suggesting loose-leaf options to faculty whenever possible, this cuts the cost of a traditional textbook roughly \$50 per new text. They are also frequently available for rent as well. Also for all old edition and out of print books the professors select, the books become part of a flexible pricing model. This drives their 'used' price down considerably so that they are more affordable for students.

2/17/2015 8:04 AM [View respondent's answers](#)

Custom options, packages, access codes alone, trying to offer all options, so students can choose pieces packages, rentals or digitals.

2/16/2015 2:14 PM [View respondent's answers](#)

'Included' program offered - significant discount if all students get the books

2/16/2015 11:17 AM [View respondent's answers](#)

Many of our instructors have gone to self-publishing or using open access online materials.

2/16/2015 10:56 AM [View respondent's answers](#)

Trying our best to gain faculty adoptions by the required dates.

2/16/2015 9:56 AM [View respondent's answers](#)

We do as much online sourcing as possible so that we can get better costs. We utilize Verba products to lower our costs to the students.

2/16/2015 9:40 AM [View respondent's answers](#)

searching for least cost provider of used books' offering loose leaf textbooks rather than bound copies

2/16/2015 8:53 AM [View respondent's answers](#)

sourcing textbooks, selling some services for just above cost

2/14/2015 10:42 AM [View respondent's answers](#)

Price compare and dynamic pricing. 2/14/2015 12:32 AM View respondent's answers
We are working right now with our library to try and put more of the most expensive books on reserve in the library. We may have funding this summer to work with faculty on developing/using more open source textbooks. 2/13/2015 4:39 PM View respondent's answers
Rentals have been a hugely successful opportunity for students to save money on textbooks. We are willing to go "outside the box" to provide students with less expensive academic materials in various formats. We sell and rent textbook packages, we sell the package components individually, we rent books at low cost, we offer old editions for students if permitted by instructor. 2/13/2015 4:37 PM View respondent's answers
We have begun sourcing some of our books from entities i.e. companies like Verba, Valore Books. This helps us to purchase books from online sources at a fraction of the cost that wholesalers charge us for the same books. We then pass on the savings to our students. 2/13/2015 4:30 PM View respondent's answers
We are looking into an Inclusive Access Content Partnership pilot program with a publisher, which is a course fee model through which students' required course materials are delivered as part of their fee payment, saving 40%-60% on their course material over the cost of new physical material...plus they have their class material on the first day of class. 2/13/2015 4:02 PM View respondent's answers
The most effective strategy is to get faculty to place adoptions early so the bookstore can buy when prices are low and pass those savings along to students. The other really effective strategy is to encourage faculty to only order what they're really doing to use. And to require them to use what they order. 2/13/2015 3:55 PM View respondent's answers
We have a textbook reservation program where the student will get 10% off the cost of their books. We also lend books to Bookstore student workers and staff who are taking classes. 2/13/2015 3:25 PM View respondent's answers
If we are finding that the books are cheaper from online sources such as Amazon, CHegg, etc. We don't stock them but inform the students they can find them there. It is a win, win for both. 2/13/2015 3:07 PM View respondent's answers
free downloads custom etexts custom books simulations etext access cards 2/13/2015 3:06 PM View respondent's answers

ⁱ "Databases, Tables & Calculators by Subject." *U.S. Bureau of Labor Statistics*. U.S. Bureau of Labor Statistics, n.d. Web. 24 Aug. 2015. <<http://www.bls.gov/data/#prices>>.

ⁱⁱ Student Watch™ Report: Attitudes and Behaviors Towards Course Materials. Spring 2015. OnCampus Research©.

ⁱⁱⁱ Student Watch™ Report: Attitudes and Behaviors Towards Course Materials. Spring 2015. OnCampus Research©.

^{iv} In June 2013, the U.S. Government Accountability Office (GAO) reported that textbook prices increased an average of 6% per year from 2002-2012. During this same period, tuition and fees increased an average of 7% per year. Students Have Greater Access to Textbook Information, (June 2013). Report to Congressional Committees. GAO Highlights, United States Government Accountability Office.

<http://www.gao.gov/assets/660/655066.pdf>