

SB 183: College Textbook Competition and Affordability Act of 2009
Summary Report of Institutional Efforts and Best Practices

The College Textbook Competition and Affordability Act of 2009, (SB 183), requires public institutions of higher education in the State of Maryland to report to the Maryland Higher Education Commission (MHEC) regarding efforts to lower the cost of textbooks for their students and the "best-practices" developed to address key provisions outlined in the legislation. To assist institutions and facilitate consistency in reporting, MHEC assembled an Intersegmental Advisory Group to develop guidelines for preparing the report. Using the SB 183 Reporting Guidelines (Appendix A), institutions provided responses to three items: 1) institutional information, 2) institutional efforts to lower cost of textbooks for students, and 3) components of best practices process for faculty in selecting college textbooks and supplemental materials.

In accordance with SB 183, MHEC has compiled the reports submitted. What follows is a brief summary of the general information contained in these reports. More detailed information for each institution can be found in the full reports, which accompany this report.

A total of 26 institutions submitted reports to MHEC as required by SB 183. This includes 11 four-year public colleges and universities and 15 community colleges. All of the responding institutions reported having efforts in place to lower the costs of textbooks for students. Examples of efforts common across most institutions include:

- Comprehensive awareness campaigns to inform faculty about SB 183, including scheduled meetings with faculty groups, in-person and video presentations and workshops.
- Formation of university committees to explore options and develop procedures for reducing textbook costs.
- Textbook rental, e-Book and buyback programs.
- Increasing the availability of textbooks on reserve in the library.
- Implementing textbook discounts and bookstore sale days.
- Making textbook information available online for faculty and students.

With respect to best practices, every reporting institution indicated having at least one best practice in place related to SB183. The most frequently noted best practice was the development of some type of "Best Practices" document to provide faculty with an overview of the legislation and the university's policies, practices and procedures to ensure compliance. This information was distributed to faculty through electronic and campus mail, posted on the institutions website and/or presented to faculty during meetings and at workshops. Additional best practices included: developing processes to assist faculty in early textbook adoption and ordering affordable textbooks, providing information to students on finding and buying textbooks at reduced cost, availability of electronic textbook requisitions and increased use of course packs (prepared in-house). One college also established a textbook fund to help students who are unable to purchase books.

In demonstrating compliance with key provisions outlined in SB183, reports reveal:

- 92% of respondents report having measures in place to ensure early adoption of college textbooks.
- 85% of respondents report encouraging maximum usage of used textbooks and previous editions.

- 85% of respondents report efforts to encourage faculty to ensure that the majority of the assigned material from undergraduate college textbooks will be used in the course, unless it would be in the student's financial interest to purchase separate materials.
- 85% of institutions report making efforts to ensure faculty are aware of various outlets for the supply of college textbooks and supplemental materials.
- 50% of respondents report having a process by which faculty acknowledge awareness of SB183.

In addition to providing information about efforts and best practices undertaken to reduce textbook costs, several institutions also described the impact(s) of these efforts. As a result of the various strategies employed on campuses across the state, reported savings for students ranged from \$83,936 to \$760,124. Increases in textbook rentals, e-Books and course packets were also noted.

Overall, the reports submitted demonstrate compliance with SB 183; but more importantly, they reveal a serious commitment on the part of Maryland's higher education institutions to make textbooks more affordable in the best interest of our students. It is our assumption that as new and existing efforts to lower textbook costs become fully integrated into the campus culture, the financial strain of purchasing textbooks will become less of a barrier to college completion.

INSTITUTION INFORMATION	EFFORTS TO LOWER TEXTBOOK COSTS	COMPONENTS OF BEST-PRACTICES PROCESS	MEASURABLE IMPACT
Allegany College of Maryland	<ul style="list-style-type: none"> • Created a policy regarding textbook affordability measures • Implementing Data operating system, which is expected to streamline the process of ensuring compliance with textbook affordability guidelines • Meetings and webinars to inform faculty of guidelines, textbook selection and e-Books 	<ul style="list-style-type: none"> • Solicited local Chamber of Commerce to provide some course materials for a business class • Members of one academic department collaborated to write their own text, which is published more cost effectively through an independent publisher • Combined books as a package 	<ul style="list-style-type: none"> • One department wrote and published their own text, lowering the textbook cost by 50%
Anne Arundel Community College	<ul style="list-style-type: none"> • Multi-tier, comprehensive awareness campaign informing those involved in the textbook selection process of the mandatory components of SB183 and the general “spirit of the law.” • Produced a faculty video tutorial, “Textbook Affordability Act of 2009 Faculty Tutorial,” to reiterate the actionable parts of the legislation (www.aaccbooks.com) • 10% Textbook Discount – started in 1991 • Implemented textbook rental program (Oct 2010) • Increase digital textbook (E-book) offerings • Developed a “guaranteed buyback” program for titles used (adopted) for an extended period, usually in the 1.5-3 year range (60% buyback price) • Developed mobile/ M-commerce apps to provide direct/real-time access to textbook and pricing information via compatible smart phones 	<ul style="list-style-type: none"> • Implemented textbook affordability measures as outlined in key provisions of SB183 • Developed online video presentation explaining each section of SB183 and adoption best practices; • Developed an online Adoption Best Practices document • Faculty Best Practices video tutorial (V-A-L-U-E) 	<ul style="list-style-type: none"> • 100% of faculty members charged with adopting textbooks have submitted signature confirmation acknowledging the requirements of SB183 • Saved students over 209 million since inception of Textbook Discount and \$760,124 since July 1, 2009 • Textbook rental program has saved students 42% on average off the new retail price (savings of \$83,936 for students); Started with five rental titles and have increased to 262 current titles available for rent. Since Oct 2010 ACC has rented 1,907 units for a student savings of \$83,936 • Continuing to expand digital textbook (E-book) offerings. • Students received \$73,002 from the buyback for the Psych title alone over the 2 years the title was adopted (readopted)

Baltimore County Community College	<ul style="list-style-type: none"> · Website with all information needed, to include bundled and unbundled material · Post on Blackboard other locations to purchase books · Order more textbooks · Book buyback · Customize some textbooks for lower prices · Encourage early adoption of textbooks · Vendors work with professors for lower prices for multiple semesters · Make old editions available to bookstore · Have E-books and ala carte books available · Increase the number of books in the library for textbook affordability act · Put in place a 2-year term for all textbooks 	<ul style="list-style-type: none"> · Post information on the institutions website within three weeks of the earlier or when faculty members and the bookstore have selected for finalized textbook selection · Faculty members should be encouraged to order new editions of textbooks only if older editions are not of comparable educational content, and shall list information pertinent to previous editions which are acceptable · Faculty will select textbooks with a view to ensuring the majority of the material will be used during the semester · Make students aware of the options to request unbundled versions of textbook and course material and the price differential · Bookstore should only order textbook bundles only if the supplements included with the texts are necessary to curriculum and instruction · Faculty will be made aware of other outlets to purchase textbooks · Faculty will be encouraged to incorporate instruction in the use of on-line wherever feasible and prudent 	
Bowie State University	<ul style="list-style-type: none"> · Textbook rental program · Book Buyback program · Making digital textbooks available through the bookstore vendor 	<ul style="list-style-type: none"> · Implemented textbook affordability measures as outlined in key provisions of SB183 · Workshop on “Edoption, Textbook Affordability Measures and Booknow” 	<ul style="list-style-type: none"> · Increase in the number of textbook titles available for rent (from 32% in the fall of 2010-2011 to 43% during fall 2011-2012) · Steady increase in average buyback amounts over the last 3 years

Carroll Community College	<ul style="list-style-type: none"> · Revised Textbook Acknowledgement and Order form used by faculty · Posts textbook ISBN's and ordering information to bookstore to updated website · Bookstore offers textbooks at reduced prices, textbook rental program and textbook buyback (all w/savings up to 50%) · Workshops and meetings held for faculty addressing textbook affordability legislation and measures · Expanded and improved promotion of library textbook reserve collection 	<ul style="list-style-type: none"> · In 2009, developed and distributed a "Textbook/Instructional Materials Selection and Use Best Practices" document to faculty. Addresses early adoption, significant use, bundled materials and buying options. · Implemented textbook affordability measures as outlined in key provisions of SB183 	<ul style="list-style-type: none"> · 50% growth in library's textbook reserve collection from Fall 2010 to Fall 2011 · Overall price-per-unit kept somewhat lower due to the use of course packs created at lower cost.
Cecil College	<ul style="list-style-type: none"> · Renewed a 5-year contract with Barnes & Noble College Stores (May, 2009) · Online textbook information and registration process for students · Implemented textbook rental program (August, 2011) · The College Foundation started a textbook fund in 2008 to help students who are unable to purchase books · Early adoption of textbooks · Demonstration to faculty to showcase the NOOK study platform, benefits of digital textbooks and the integration with Blackboard for student sand faculty 	<ul style="list-style-type: none"> · Implemented textbook affordability measures as outlined in key provisions of SB183 	<ul style="list-style-type: none"> · The College Foundation has raised \$54,267 in donations and provided \$19,570 in textbooks (includes \$5,000 per year from Barnes & Noble starting in 2008) · Increase in early adoption of college textbooks (from 71% in April, 2010 to 88% in April, 2011) · Increase in percentage of used textbooks (26% to 32%); decrease in new textbook sales (74% to 67%) between FY 2010 and 2011 · As of 10/ 31/2011, textbook rentals are 12% of total textbook transactions

INSTITUTION INFORMATION	EFFORTS TO LOWER TEXTBOOK COSTS	COMPONENTS OF BEST-PRACTICES PROCESS	MEASURABLE IMPACT
Chesapeake College	<ul style="list-style-type: none"> • Renegotiated bookstore contracts • Bookstore contractor contributes book scholarships (\$10K per year for the 7-year contract) • Bookstore offers new, used, rental and e-books options for students • Institutional policy prohibits faculty from changing textbooks mid-year • College requires early adoption of textbooks • Annual meetings w/faculty to discuss best practices and new strategies to help reduce costs • Formed 2 institutional-wide ad hoc committees to make recommendations on textbook alternatives and strategies for cost reductions, as well as electronic alternatives • Several faculty have adopted open-source or public domain instructional materials to eliminate the need for textbooks in their classes, as well as adopting trade paperbacks or thrift editions as alternatives to traditional textbooks • Faculty have been using e-published portions of textbooks to reduce overall costs. 	<ul style="list-style-type: none"> • The College has adopted several policies and procedures to ensure best practices are followed, including regular communication w/faculty, training for new and continuing faculty and faculty-wide discussions of best practices • Developed documents for distribution to assure faculty compliance with SB183 to include, “Understanding the New Laws,” Textbook Selection Best Practices,” and Textbook Selection Acknowledgment” 	<ul style="list-style-type: none"> •

Community College of Baltimore County	<ul style="list-style-type: none"> · Informational campaign for faculty highlighting the key provisions of SB183 · Faculty utilize loose-leaf and e-book versions of textbooks · Faculty order the same textbook for multiple semesters (where/when possible) · During fall 2011, instituted a textbook rental program (small scale – 20 titles) 	<ul style="list-style-type: none"> · Implemented textbook affordability measures as outlined in key provisions of SB183 · Online bookstore available to students · Formed a Textbook Committee, comprised of leaders from various campus departments, to identify and promote innovative ways to reduce textbook costs for students 	<ul style="list-style-type: none"> · Increase in the number of faculty ordering loose-leaf versions of textbooks · Increase in E-book orders · By renting, students save on average 40% upfront over the retail price of purchasing a new book (program is new and being closely monitored)
Frederick Community College	<ul style="list-style-type: none"> · Re-convened the college's "alt-Text" Committee (originally formed in 2008) to identify ways to help reduce /control rising textbook prices · Faculty awareness campaign to promote and encourage the use of alternative content delivery · Increased the number of E-books offered and sold · Facilitated the switch for 4 classes from traditional books to use of open-source books · Introduced binder editions and black and white (no frills texts) · 	<ul style="list-style-type: none"> · Developed electronic text requisition form 	<ul style="list-style-type: none"> · Increased the number of E-Books offered and sold by 20% · Increased use of binder editions from 1 class to 8 of college's largest enrolled classes · Increased the amount of customized, in-house books from 4 to 8 classes
Frostburg State University	<ul style="list-style-type: none"> · Notify faculty of textbook adoption deadlines, policies and practices · Textbook information displayed on the registration system so students can get "real time" information · In-house textbook rental program to compliment an affiliate on-line rental program · Bookstore continuously working with various wholesalers to get the maximum amount of used books to offer · Exploring the option of offering e-books in-house 	<ul style="list-style-type: none"> · Implemented textbook affordability measures as outlined in key provisions of SB183 	<ul style="list-style-type: none"> · In-house rental program has been success and will be expanded in the Spring semester

Garrett College	<ul style="list-style-type: none"> · Textbooks are listed online w/title, author, edition and ISBN numbers available at time of registration. · Bookstore director meets personally with all faculty to encourage early textbook adoption and make faculty aware of strategies that will reduce costs for students. · Best practices are reiterated in a policy document provided to faculty annually. 	<ul style="list-style-type: none"> · Policy document developed to address maximum usage, ensuring assigned course material is used and ensuring faculty are aware of various outlets for the supply of college textbooks and supplemental materials. · Developed a student flyer/bookmark, memo from the bookstore manager to faculty, a textbook order form and book store policy and a procedure for faculty to ensure compliance with the Textbook Affordability Measures. 	<ul style="list-style-type: none"> · Textbook affordability measures have resulted in approximately 85% of student body using used textbooks
Hagerstown Community College	<ul style="list-style-type: none"> · Textbook information listed on university's website · Contracted with MBS Systems to provide inSite to allow for on-line textbooks sales · Introduced E-books (though not very popular among students) 	<ul style="list-style-type: none"> · Best Practices document developed and distributed to faculty (includes affordability measures outlined in key provisions of SB183) 	<ul style="list-style-type: none"> ·

Harford Community College	<ul style="list-style-type: none"> · Designed procedures and practices to heighten faculty awareness of textbook prices, guide faculty in adopting cost effective and appropriate course materials and assist students with buying choices · Taskforce comprised of campus leadership from various departments developed “Best Practices for Textbook Adoption” guidelines and a “Tips to Help Curb the Cost of Student Textbooks” informational flyer · Deans and faculty work closely with publishers, the bookstore and the library to adopt lower cost course materials through various measures · Initiated a textbook rental program · Purchased copies of some of the most expensive and widely used textbooks to make available as, “Reserved Reading” in the library. · Bookstore offers a guaranteed buy-back and daily in-store buy-back program 	<ul style="list-style-type: none"> · Textbook adoptions process and schedule · Faculty required to acknowledge awareness and understanding of compliance with SB183 	<ul style="list-style-type: none"> · Bookstore sells new textbooks and bundles with a price margin lowered from 25% to 20%.
Howard Community College	<ul style="list-style-type: none"> · Committee formed to develop plans for compliance with SB183 · Greater transparency regarding textbook information · Encourage early adoption of textbooks by faculty · Awareness campaigns conducted with faculty · Faculty have taken specific measures to lower cost to include changing textbooks and reducing the price of supplementary materials by having them printed and bound in-house and sold through the bookstore · Bookstore has engaged in efforts to lower costs to include the sale of used textbooks, implementing a textbook low price guarantee, providing free UPS shipping for online textbook orders and offering a textbook rental program 	<ul style="list-style-type: none"> · Implemented textbook affordability measures as outlined in key provisions of SB183 · Developed the following documents: Faculty Textbook Affordability Acknowledgement Form, Howard Community College Best Practices for Textbook Adoption and Textbook Affordability Information (What Students Can Do to Save on Textbooks) 	<ul style="list-style-type: none"> · Faculty efforts have resulted in a total savings of \$292,292.94 · Bookstore efforts have saved a total of \$101,014.90

INSTITUTION INFORMATION	EFFORTS TO LOWER TEXTBOOK COSTS	COMPONENTS OF BEST-PRACTICES PROCESS	MEASURABLE IMPACT
Montgomery College	<ul style="list-style-type: none"> • Digital Textbooks • Encourage early adoption • Textbook Rentals • On-campus printed course materials (lab manuals) through College MC Copies and more • Buyback program • Transparency regarding textbook information • Awareness campaigns conducted with faculty, department chairs, deans and administration 	<ul style="list-style-type: none"> • Announced college's implementation of the Montgomery College (MC) Instructional Materials Affordability Guidelines (IMAG) • Redesigned MC Books & More web pages to disseminate information regarding SB183 and MC best practices • Screen shots related to MC best practices process on faculty, affordability and adoptions homepages, and on the Intra-Departmental Course Materials Adoption form • Verification of Compliance – IMAC designed and distributed surveys college-wide to gauge the community's knowledge and compliance with SB183 and the MC IMAG 	<ul style="list-style-type: none"> • In October, 2011, the MC IMAG requested College-wide participation in surveys designed to gauge the community's knowledge of and compliance with SB183. Two surveys were released (one for faculty and staff and one for students) and yielded the following results: <ul style="list-style-type: none"> ○ 77% of faculty respondents said they "adopt the same textbook for several semesters so students can have a chance to purchase used textbooks." ○ 93% of those who have adopted bundled materials say they do not always require student to use them. ○ 47% say they may suggest sources beyond the college bookstore ○ 85% of course materials adoptions were received by the due date for spring 2012 semester for the Rockville and Germantown campuses. 70% were received by the due date for Takoma Park/Silver Spring
Morgan State University	<ul style="list-style-type: none"> • Institutional bookstore provides several textbook options to include new, used and non-traditional (binder-ready texts, customized texts and electronic components) books • Book Buyback • Textbook Rentals • Website for customers who wish to purchase books online 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Prince George's Community College	<ul style="list-style-type: none"> · Developed Best Practices Guidelines on Textbook Affordability Measures · Implemented a textbook rental program · Encourage faculty to consider using strategies to reduce textbook costs such as contrasting content and price of textbooks, and seeking out free materials that may be available online or elsewhere prior to selecting the text for ordering · Meet with faculty to discuss textbook options measures/guidelines 	<ul style="list-style-type: none"> · Developed Best Practices Guidelines on Textbook Affordability Measures, which address priorities outline in SB183 	
Salisbury University	<ul style="list-style-type: none"> · Book buyback program with a variable margin scale · Faculty campaign for early adoption of textbooks 	<ul style="list-style-type: none"> · Implemented Textbook Policy in compliance with SB183 · Bookstore has developed an expanded range of price points where possible (for example, for a new \$100 textbook: <ul style="list-style-type: none"> ○ New book (including bundles with access codes, etc) = \$100; ○ Used book (when available) = \$75 ○ Special priced book (purchased by bookstore from online sources where possible) = \$50 ○ E-book = \$50 ○ Rental book = \$42 	<ul style="list-style-type: none"> · Book buyback program saves students 25% off the price of new books · Textbook rental program has expanded each semester (since 2009), with rental books offered at a discount between 34 and 48% of the current used book price · E-books save students up to 60% off the new book price · In Spring 2011, 46% of textbook units sold were used books. · For fall 2011, institution calculates that used books, eBooks and rentals saved students over \$400,000

College of Southern Maryland	<ul style="list-style-type: none"> · Implemented textbook discount sale days · Textbook rental program · Implemented price-lock agreements on selected titles to hold cost steady and secure longer term adoptions · Used suggested vendor margins on digital books · Piloted a guaranteed half-back program on selected titles · Centralized academic department textbook adoption process and collaborative relationship with the College Store · Awareness campaigns conducted with faculty to assist in keeping costs low · College Store offered new, used, digital and rental books and encouraged adoption of books in loose-leaf and spiral bound formats, printed in black and white and customized for content and cost-savings, where appropriate · College Store promoted the “value of the bundle,” which encouraged the adoption of bundles only when all materials included were truly required and there was a significant cost savings to the student. · Faculty looks to the bookstore as a resource in adopting textbooks 	<ul style="list-style-type: none"> · Implemented textbook affordability measures as outlined in key provisions of SB183 · Ad-hoc committee of faculty and college staff formed to develop a textbook adoption checklist of best practices (“Cost Comparison of Selected Textbook Adoptions” provides examples of newly adopted textbooks where CSM faculty have considered cost as a factor.) 	<ul style="list-style-type: none"> · For the 2011 fiscal year, student savings totaled \$98,978.73 during textbook discount sale days · Cost comparisons of selected textbook adoptions has resulted in savings ranging from \$68.50 (Accounting) to \$240.51 (Biology)
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INSTITUTION INFORMATION	EFFORTS TO LOWER TEXTBOOK COSTS	COMPONENTS OF BEST-PRACTICES PROCESS	MEASURABLE IMPACT
St. Mary's College of Maryland	<ul style="list-style-type: none"> • Early adoption • Awareness campaigns • Alternative delivery formats • Campus store posts information on their website about the American Opportunity Tax Credit, which provides up to \$2500 of the out-of-pocket cost of tuition and related expenses (including course materials) paid during the taxable year 	<ul style="list-style-type: none"> • Employ strategies to address key provisions in SB183 	<ul style="list-style-type: none"> • Current average margin for all new textbooks decreased from 21.4% to 19%, and for used textbooks from 33.5% to 32.9% in Fall 2010 • Last year, the average price of a textbook sold at the college bookstore fell nearly 10% from \$35.04 to \$31.97 • For Fall 2011, students saved approximately \$206,000 through the adoption of previous edition textbooks • For the last five years, the university has averaged a used/new textbook sales ration of 85%, which is nearly double the average of 48% for stores in their sales category (\$1M to \$2M)
Towson University	<ul style="list-style-type: none"> • Textbook Rental Program • E-books • Comparison Pricing Program (online) • Faculty Training/Partnering (supports early adoption and online faculty adoption process) • Early Availability of Course Materials 	<ul style="list-style-type: none"> • Developed Best Practices for Course Material Selection and Usage in accordance with SB183 	

University of Maryland, Baltimore	<ul style="list-style-type: none"> · Contract with Barnes and Noble (B&N) as institutional bookseller · In the fall, implemented the B&N Registration Integration System into the Student User Friendly System (SURFS) to allow students to purchase textbooks as a seamless transaction integrated with the online course registration process · Strategies employed to utilize instructional methods that do not require students to purchase textbooks: <ul style="list-style-type: none"> ○ Graduate Program in Life Sciences (GPILS) recently launched an iPad Pilot Program wherein participating students can obtain purchase or lease rights to textbooks. Lecture notes are also made available via Black Board Mobile Learn in advance of lectures, and lectures, videos and audio recordings of class lectures are posted to the university's secure Apple iTunes University site. ○ School of Pharmacy and the Health Sciences and Human Services Library are utilizing e-books and collaborated to acquire the Access Pharmacy electronic library for fall 2011 (no impact on student fees or tuition). This collaboration resulted in the elimination of any need for students to purchase books that are in the catalog. ○ The School of Law encourages professors to select specific course readings in lieu of assigning an expensive required textbook. Selected materials are made available through print coursepacks or via electronic links to online versions of the materials. 	<ul style="list-style-type: none"> · Developed "best practices" document for faculty in compliance with guidelines outlined in SB183 · 	
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University of Maryland, Baltimore County	<ul style="list-style-type: none"> · Transparency regarding textbook information · Pricing strategies employed by bookstore to include: <ul style="list-style-type: none"> ○ maximizing the availability of used books through book buyback program, encouraging faculty to use the same textbook and course materials for courses taught for multiple semesters and encouraging faculty to use previous editions of textbooks, unless new editions are pedagogically necessary. ○ Utilizing alternative delivery formats such as e-books and textbook rental programs · Awareness campaigns conducted with faculty to assist in keeping textbook costs low · Bookstore teamed with the Student Government Association (SGA) to develop a “Textbook Buying Guide” for Students (Spring 2010), which includes information on finding and buying textbooks and getting money for used books · Make students aware of Textbook Tax Credit (expanded tax credit enacted by Congress as part of economic recovery legislation – textbookaid.org) 	<ul style="list-style-type: none"> · Implemented textbook affordability measures as outlined in key provisions of SB183 · Bookstore teamed with the Student Government Association (SGA) to develop a “Textbook Buying Guide” for Students (Spring 2010), which includes information on finding and buying textbooks and getting money for used books 	<ul style="list-style-type: none"> · Bookstore piloted a textbook rental program for 9 courses in fall 2010; program has been expanded and, as of fall 2010, now includes 64 courses · Cost of textbook rental to the student averages 55% of the cost of a new book and 73% of a used book
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University of Maryland, College Park	<ul style="list-style-type: none"> · Established a best practices policy consistent with SB183 · Promotes faculty awareness through its textbook ordering process by communications from the Provost each semester · Encourages early textbook adoption · Students use two principal websites to obtain information and textbook requirements – “Testudo,” an interactive website for students containing information regarding the schedule of classes and required textbooks, and MyUM,” a password protected portal used by students for curriculum planning, which includes information on textbook requirements · University has a contract with Barnes and Nobel that, effective June 1, 2009, provides for a 5% discount off all textbooks (calculated on a maximum gross margin on textbook prices of 25%, which is the industry standard) · Used, rental and digital textbook programs · Students purchasing digital texts from the UBC receive free downloadable software (“Nook Study”) to allow them to read the books on their computers 	<ul style="list-style-type: none"> · In accordance with SB183, developed University’s best practices policy and a detailed implementation plan were approved by the Provost and distributed to the Deans · University promotes faculty awareness of best practices policy through the book ordering process and by communication from the Provost each semester · The Faculty Affairs website offers textbook ordering assistance to instructors including information on finding prices on alternative book choices 	<ul style="list-style-type: none"> · Following a successful pilot of rental textbooks conducted in Spring 2010, rental offerings were more than doubled the next academic year and were 51% of all titles offered in Fall 2011 · Twenty-three percent of students made a rental text purchase
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University of Maryland, Eastern Shore	<ul style="list-style-type: none">• Textbook rental service• Lists the ISBN number for required textbooks and makes list available to students during registration (so they are able to shop online and comparison shop)	<ul style="list-style-type: none">• Textbook rental service	
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University of Maryland, University College	<ul style="list-style-type: none"> · Textbook Policy addresses the need for lower cost course materials while maintaining quality (includes the competitive bid process, alternative lower cost formats and early course material selection and adoption) · Use of E-textbooks and Custom Course material · Early textbook adoption and transparency 	<ul style="list-style-type: none"> · Maintain guidelines for: <ul style="list-style-type: none"> ○ Early Adoption ○ Maximum Textbook Usage and Previous Editions ○ Majority Usage ○ E-textbooks, E-content and Open-Source Materials ○ Long-Term Commitments ○ Textbook Rentals ○ Textbook Prices (adopt strategies to drive down course material costs and informing students of outlets which offer discounts on course materials such as amazon.com and halfpricebooks.com) 	
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N=26 (Community Colleges = 15; 4-Year Institutions = 11)

The College Textbook Competition and Affordability Act of 2009 (SB183)

Report to MHEC

November, 2011

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Allegany College of Maryland

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Allegany College of Maryland first became involved in a deliberate and concerted effort to understand and address the textbook affordability issue in late 2008. On November 24, 2008, the Associate Dean of Instructional Affairs along with the Vice President of Finance attended the Textbook Affordability Summit at University of Maryland College Park. In the days following the meeting, information from that event was shared with the Vice President of Instructional Affairs and the college bookstore staff. The Associate Dean met with the Bookstore Manager to discuss the issues surrounding textbook affordability in December, 2008. The issue of textbook affordability was first discussed with faculty at the January 16, 2009, meeting of the Program Directors and Division Chairs. The Associate Dean presented information from the summit including a handout regarding textbook affordability issues. Many faculty were unaware of this as a comprehensive issue being addressed collectively by states and their legislatures. The Associate Dean spent the next several months gathering and reviewing other college's "best practices" and synthesizing them with the information gleaned from the summit.

The Associate Dean attended a meeting of the Textbook Affordability Reporting Committee on November 20, 2009, at Carroll Community College. At this meeting, representatives from various statewide community colleges shared their thoughts on the legislation regarding affordability and the requirements included. Several schools already had existing policies which they indicated they would share with the group. From fall 2009 through fall 2010, the Associate Dean solicited faculty input and created a college policy regarding textbook affordability measures to be implemented and followed. It was shared with faculty during spring 2011, and revisions were made with a final copy of the guidelines implemented during the fall 2011 semester. On August 15, 2011, faculty were made aware of the requirement for all faculty to verify receipt of the textbook affordability guidelines each semester (attachment 1). The guidelines were sent to faculty during the fall semester with verification of receipt of those guidelines submitted electronically. As the college continues with the implementation of Datatel as its operating system, use of that software is expected to streamline the process of ensuring compliance with the Textbook Affordability Guidelines. A list of required materials for each course, including ISBN's, is available to students on the college web site.

As a result of making textbook affordability a topic of conversation among faculty at various meetings, workshops, and other events, the college is making progress informing faculty about their responsibility to students and the choices that are available to them through the textbook selection and purchase process. Many faculty were unaware of the ability they have to negotiate with book company representatives on issues like content and pricing. More are negotiating with such representatives for discounted products for use in piloting materials before making selection decisions. Various webinars have been available to faculty and staff regarding the benefits of using electronic course content with e-reader software. Book representatives have visited the campus and given presentations about the materials available via the internet using access codes that students purchase or that accompany textbooks. Interestingly, faculty have also solicited information from their students as the students can provide valuable information regarding their methods for controlling what they pay for textbooks.

The Associate Dean has collected anecdotal information from faculty regarding their efforts to curb textbook costs. Faculty are increasingly using the same book for multiple semesters when possible and providing print and electronic ISBN's for each book that is

available in both formats giving students more options. There is an increased reliance on completely electronic materials which are usually less expensive for students. One instructor has solicited local Chambers of Commerce to provide some course materials for a business class. Members of one academic department have collaborated and written their own text which is published much more cost effectively through an independent publisher. This alone lowered the cost of the textbook by 50%. When new editions of texts are released, many departments are using that opportunity to permanently change to a less expensive book. One of the college's allied health programs has combined books as a package which helps save students money. They also use a text for more than one semester. Some faculty have been able to get a discount on two books by bundling them together instead of separating. Allowing students to use an electronic version of the book when available is a widespread practice. One instructor has put together workbooks for her students which the college print shop collates into booklets every semester at no expense to the students. And lastly, one of our academic departments has moved to a less expensive textbook; the text comes hole-punched, and students buy a binder in which to keep their course materials.

Though the anecdotal information is interesting and informative, the real test regarding the effectiveness of these efforts statewide will be in the long-term trend analysis of textbook costs nationwide. As the provider of education to many first-generation and low income students, the faculty and staff at Allegany College of Maryland are committed to doing whatever possible to decrease the costs of textbooks and other course materials for the students it serves while maintain quality instruction and academic freedom. The college will continually assess the guidelines and work towards a more streamlined process for ensuring that textbooks and selected and available to students in the most cost-effective manner possible.

Respectfully submitted,

Connie J. Clifton
Associate Dean of Instructional Affairs

Attachment 1

TEXTBOOK AFFORDABILITY MEASURES Allegany College of Maryland

I. Purpose

Allegany College of Maryland (ACM) recognizes that excessive textbook costs must be addressed in order to maintain access to education and affordability for its students. Therefore ACM shall implement the following measures:

II. Guidelines

1. ACM shall post on the institutional website the ISBN, title, author, publisher, copyright and publication date (when available), and edition for required course material as soon as faculty members and the bookstore have finalized the textbook selection. Also indicated on the web site shall be whether supplemental material is required and whether previous editions will suffice.
2. ACM bookstore shall provide faculty members who are placing book orders with current information about the retail price of selected course materials.
3. Faculty teaching the same course for multiple semesters are encouraged to use the same textbooks and course materials for multiple semesters to the extent practicable and educationally sound.
4. Faculty are encouraged to order new editions of textbooks only if necessary and if older editions are not of comparable educational content.
5. Faculty should order textbook bundles only if the supplements included with textbooks are necessary to the curriculum and instruction.
6. In the case that a faculty member assigns bundled materials, the bookstore shall make available both bundled and unbundled versions of the materials for purchase. Institutions and bookstores shall clarify on the bookstore website that in the case of the assignment of bundled materials, students should purchase either the bundled package or all required portions of the bundle individually.
7. Faculty should permit students to purchase electronic versions when available.
8. Faculty should make every effort to use free open source learning content whenever appropriate and educationally sound.
9. Faculty should incorporate into course instruction the use of online resources wherever feasible and prudent.
10. ACM shall seek ways to lessen the financial hardship of college textbook purchases, such as targeted scholarship and financial aid funds, consideration of placing selected course materials on reserve in campus libraries when practicable, and development of customized course materials.

III. Implementation and Follow-Up

These guidelines shall be effective beginning with the course materials assigned for the Fall 2011 semester.

Faculty will be made aware of these guidelines each semester.

ACM shall periodically assess the effectiveness of these guidelines

SB183 Annual Report

Maryland's College Textbook and Affordability Act of 2009

submitted to

Gareth E. Murray, Ph.D.
Director of Legislative Affairs and Communications
Maryland Higher Education Commission
Annapolis, MD

November 28, 2011

by

Ms. Melissa Beardmore
Vice President for Learning Resource Management
Anne Arundel Community College
101 College Parkway
Arnold, MD 21012
410-777-2532
mabeardmore@aacc.edu

As the institutional officer charged with compliance of the provisions of SB183, the enclosed report was compiled following the guidelines developed by the Intersegment Advisory Group on the College Textbook Competition and Affordability Act. In accordance with the annual reporting provision of SB183, the Anne Arundel Community College Bookstore has compiled the following report, summarizing ongoing initiatives and best practices to lower the cost of textbooks for our students.

ANNE ARUNDEL

COMMUNITY COLLEGE

Response to SB183 Reporting Guidelines

December 1, 2011

Maryland's College Textbook Competition and Affordability Act became effective, July 1, 2009. The state sponsored legislation (SB 183) was the first of its kind in Maryland. One of our greatest challenges continues to be meeting the mandatory three week posting requirement of SB 183. As a consequence, we have on occasion been faced with the dilemma of posting incomplete or unverified textbook information to our website. The AACC Bookstore adopted a number of practices and procedures to lower the costs associated with textbooks and instructional materials. While textbooks in general are still very expensive, we have managed to make them more affordable. This was achieved in large measure due to the dedicated efforts of key stakeholders from the college's Administration, Auxiliary Services, Bookstore and Faculty.

1. Institutional Information:

The officer charged with compliance of the provisions of SB183:

Ms. Melissa Beardmore
Vice President for Learning Resource Management,
Anne Arundel Community College
Mailing address: 101 College Parkway, Arnold, MD 21012
Phone: 410-777-2532
Email: mabeardmore@aacc.edu

2. Institutional efforts to lower the cost of textbooks for students:

Some institutional efforts to lower the cost of textbooks have been in place for several years. To get the word out concerning SB183, the college launched a multi-tier awareness campaign informing the various stakeholders of the mandatory components of the legislation, as well as, the general "spirit of the law." A comprehensive awareness campaign was launched in early April 2009, which consisted of meetings with divisional and department heads, instructional coordinators, members of textbook selection committees and faculty members involved in the textbook selection process. After each meeting, participating members were asked to sign the Textbook Legislation Memorandum form which summarized the theme of the meeting and provisions listed in SB183. The memorandum also provided a direct link to the full text of SB183 as well as phone numbers and emails of institutional contacts familiar with its provisions. A sample of the memorandum is attached. We also created an interstitial page as part of the online textbook adoption process. To date, 100% of our faculty members charged with adopting textbooks have submitted signature confirmation in writing/online acknowledging the requirements of SB183. A faculty video tutorial was produced to reiterate the actionable parts of the legislation as they effect the textbook selection process as well as best practices (sections 17 to 22),

including "Meet Adoption Deadlines." The video tutorial "Textbook Affordability Act of 2009" was produced by our media services department with content provided by Margaret Horner, former Director of Auxiliary Services and Steven Pegg, Bookstore Manager. The video tutorial is twenty-two minutes in length and can be viewed at www.aaccbooks.com → Under Store Info. Select Faculty Services → Textbook Affordability Act of 2009 Faculty Tutorial.

Following are a number of retail strategies in place at the AACC Bookstore, effectively reducing textbook costs for our students.

- A) The 10% Textbook Discount was started in 1991 and has saved our students over \$2.9 million since its inception. The 10% Textbook Discount is offered prior to the fall, summer and spring terms. The fall term discount period starts mid-July and runs seven weeks. The spring term discount period starts late-November and runs six weeks. Our summer term discount period runs one week during final exams in May. Marketing of this student savings campaign is extensive, with the mailing of 7,500 postcards just prior to the start of the fall term and another 6,000 postcards mailed just prior to the start of the spring term. A copy of our most recent postcard is attached. Since the July 1, 2009 SB183 effective date the 10% Textbook Discount has saved our students \$760,124 as follows:
 - Fiscal Year 2010 - \$295,068 total: \$182,156 new textbooks, \$112,912 used textbooks, which equates to 3.58% of gross textbook sales.
 - Fiscal Year 2011 - \$312,282 total: \$198,144 new textbooks, \$114,138 used textbooks, which equates to 3.84% of gross textbook sales.
 - Fiscal Year 2012 (through September 30, 2011) \$152,775 total: \$102,221 new textbooks, \$50,554 used textbooks, which equates to 3.93% of gross textbook sales.
- B) Implemented Textbook Rental Program in October 2010, which saves students 42% on average off the new retail price.
 - October 2010 - started rental program with five rental titles.
 - Spring term 2011 – increased available rental titles to 64.
 - Summer term 2011 – increased available rental titles to 115.
 - Fall term 2011 – currently have 262 titles available for rent.
- C) We continue to expand our Digital Textbook (E-book) offerings. The numbers of available titles in this format have increased annually since the effective date of SB 183. Student savings are in the 20% -35% range with the purchase of E-Book compared to the traditional textbook.
 - Fiscal Year 2010 – 186 available titles for sales of \$15,578.
 - Fiscal Year 2011 – 209 available titles for sales of \$26,398.

- Fiscal Year 2012 (through September 30, 2011) – 139 available titles for fall term for sales of \$11,619.
- D) Developed a “Guaranteed Buyback” program for titles used (adopted) for an extended period, usually in the 1 ½ - 3 year range. We offer a 60% buyback price for these titles vs. the traditional 50% for titles used and resold in the AACC Bookstore. This program allows for the students to recover more of the initial costs of their textbooks while increasing the pool of used textbooks for other students. Our largest, most successful guaranteed buyback program title was Psychology by Nevid (required for Psychology 111) used from the Fall 2008 term through the Fall 2010 term. Units bought and dollars returned to students increased each semester as follows:
 - Spring 2009 Buyback – 681 units
 - Fall 2009 Buyback – 851 units
 - Spring 2010 Buyback – 1,021 units

Students received \$73,002 from our buyback for the Psychology title alone over the 2 years this title was adopted (readopted).

- E) Developed mobile or M-commerce applications providing students direct (real-time) access to textbook and pricing information via compatible smartphones. M-commerce (mobile commerce) is the buying and selling of goods and services through wireless handheld devices such as cellular telephones and personal digital assistants (PDAs).The AACC Bookstore currently has two Mobile Apps, one for Android devices and one coming soon, for the iPhone. These apps bring the full functionality of our website right to your fingertips, providing students the information they need to make more informed purchase decisions.

3. Components of best-practices process for faculty in selecting college textbooks and supplemental materials:

Four key provisions of SB183 directly related to faculty responsibilities are:

- Ensures early adoption of college textbooks;
- Encourages the maximum usage of used college textbooks and of previous editions of college textbooks when possible;
- For undergraduate college textbooks, ensures that the majority of the assigned material will be used in the course unless it would be in the student's financial interest to purchase separate materials; and
- Ensures that faculty are aware of various outlets for the supply of college textbooks and supplemental material.

Measures to ensure faculty compliance of the above provisions of SB183:

- Each adopting faculty member must acknowledge the provisions of SB183 (signing of the Textbook Legislation Memorandum).
- Online textbook adoptions require electronic acknowledgement on interstitial page which states requirements of SB183. Below is the language used on the interstitial page:
By clicking the "OK" button, I acknowledge that I have been advised of my rights and responsibilities as a faculty member under the College Textbook Competition and Affordability Act of 2009.

Resources are available for your reference as follows:

An online video presentation explaining each section of the Act and general adoption best practices. It is available for you to view at any time at
<http://ola4.aacc.edu/bookstore/player.html>.

An adoption best practices document, available for online viewing at
http://www.aaccbooks.com/site_faculty_adoptions.asp.

If you have any issues accessing these resources, please e-mail
textbookadoptions@aacc.edu.

Clicking "Cancel" will return you to your adoption which can be saved for later editing and submission.

- General guidelines addressing this provision are available on the bookstore website www.aaccbooks.com under the heading "Faculty Affordability Strategies."

The full text of our Faculty Best Practices is available on our website www.aaccbooks.com. V-A-L-U-E is stressed to our faculty on our information pages summarized below. These points are reinforced as part of the faculty video tutorial, and also available on our website.

V: Verify title information

In addition to title, author and current edition find out:

- Last three previous copyright dates and if available, publication date.
- Net price, as well as the retail price to students.
- If a bundle, the ISBN of the bundle, as well as the ISBN of each component in the bundle. (Publishers must make materials available as separate and unbundled items, unless custom or integrated).
- Other available formats that may be less expensive (paperback, unbound, etc.).

Publishers are required to disclose this information. It can be used by faculty in the pre-adoption decision process; by bookstores when researching availability of inventory and to ensure accuracy when posting information to the public; and by students who may want to search the open market for their textbooks. Need help obtaining this information? Your bookstore staff is happy to assist.

A: Acknowledge changes that might lead to higher costs

If considering a:

- Different book - what is the difference in cost?
- New edition - is it needed due to substantial content difference as reported by the publisher?
 - ✓ What is the price difference between editions?
 - ✓ Is the previous edition available to students via the used book market?
- If considering a bundle, is all the supplemental material included in the bundle intended for use in the course?

Maryland law requires faculty to acknowledge a thorough consideration of the financial impact that changing titles or editions may have on students. Asking these questions will help you to evaluate if change is appropriate and necessary. The less frequent that textbook adoptions change, the greater the opportunity for students to utilize the used book market.

L: Leverage your position as decision makers

- Make it clear to publisher reps that price is an important consideration for you.
- Go for long-term adoptions, using the same edition of a book as long as possible. This allows the bookstore to supply used books at a significant savings to students.
- When practical, allow multiple editions to be used for a course. Let the bookstore know so information pertinent to previous editions can be listed as an option for students.
- Work with the bookstore and publisher when designing and adopting a bundle to insure that it is economically sound. Consider the impact of bundling to buying back textbooks from students.

Publishers market their course material products to faculty. Bookstores acquire inventory and students make purchases based on what products faculty select. This places faculty in a key position when it comes to controlling/reducing the cost of textbooks.

U: Utilize textbooks to the max

- Explain to students why specific textbooks are chosen for each class. Discuss how the text fits within the course.
- Indicate to the bookstore and students that a text is required only if it will actually be used, otherwise indicate the text is optional.
- If you plan to use only a few chapters of a book, see if the materials can be placed on reserve in the library or if permission can be obtained to print the selections through copy services and sold through the bookstore.
- Obtain feedback from students at the end of the course on how the required material aided their learning, and use this information in future adoption considerations.

Industry research shows that students relate the value of a textbook to these factors:

- Price of the required book.
- Extent to which the instructor uses the book.
- Extent to which assignments are based on the book.
- Degree to which exams are based on the book.

E: Explore alternatives to traditional textbooks

- Permit students to use electronic versions of textbooks when available.
- Consider using electronic library access to make the course content more current and reduce book costs.
- Create your own content, or collaborate with faculty from other institutions to create content and make them available online to students.
- Learn about free content available through [Open Educational Resources](#).

Being open to other forms of content models may lead to innovations that ultimately reduce costs to students.



Anne Arundel Community College

101 College Parkway Arnold, Maryland 21012-1895 410-777-AACC (2222)

MEMORANDUM

TO: Faculty

FROM: Steve Pegg, AACC Bookstore Manager

DATE: November 30, 2011

RE: Textbook Legislation – Provisions Related to Adoption Process

Maryland's College Textbook Competition and Affordability Act 2009, which became effective July 1, 2009, contains provisions pertinent to faculty members who are engaged in the textbook selection process. These provisions require faculty to acknowledge a variety of factors that may impact the cost of textbooks under consideration for adoption. To ensure faculty are aware of these provisions we are including the following information, taken from the legislation, with the bookstore's requests for spring 2010 textbook adoptions:

Before selecting a college textbook or supplemental material and before transmitting the selection to a campus bookstore...a faculty member shall acknowledge

- 1) If selecting a different college textbook from a different publisher, the cost of the new selection vs. the cost of the previous selection
- 2) If selecting a current edition of a college textbook
 - a) The differences in substantial content between the current edition of the textbook and the previous edition of the textbook as reported by the publisher
 - b) That the use of the current edition is appropriate due to a material change in substantial content between the current edition and the previous edition
 - c) The difference in price between the current edition of the textbook and the previous edition of the textbook
 - d) That the previous edition of the textbook may be available to students at a lower price via the used book market
 - e) That integrated textbooks may not be available as separate and unbundled items, separately priced
 - f) That supplemental material included in a bundle is intended for use in the course

To assist faculty with the selection process, the legislation also contains a provision that requires publishers to disclose in writing, by paper or electronic means:

- 1) The price of the college textbook or supplemental material
- 2) The title, author, publisher, edition, current and three previous copyright dates, publication date when available, and ISBN of the college textbook and supplemental material, both as bundled and unbundled items
- 3) Substantial content revisions made between the current edition of the college textbook or supplemental material and the previous edition of the college textbook or supplemental material
- 4) Other available formats for the college textbook or supplemental material such as paperback or unbound
- 5) A list of textbooks that are classified as integrated textbooks

In addition the legislation asks that institutions have in place a process by which faculty members acknowledge:

- 1) Having been informed of the required disclosures
- 2) The impact that the high cost of college textbooks and supplemental materials has on students

As always, the staff of the AACC Bookstore is your partner in the textbook adoption process. If you need assistance obtaining detailed information about pricing, editions, content revisions etc. please let us know prior to submitting your textbook adoptions.

By submitting your textbook adoptions to the AACC Bookstore you acknowledge that you have been informed of the provisions covered in this memo.

Signature _____ Printed Name _____ Date _____

For the full text of the College Textbook Competition and Affordability Act 2009 please visit:
<http://mlis.state.md.us/2009rs/billfile/hb0085.htm>. If you have questions about the legislation please contact:

Margaret Horner
Director of Auxiliary Services
Chair, Instructional Materials Affordability Committee
410-777-2585
mhorner@aacc.edu

Steven Pegg
Manager, AACC Bookstore
410-777-2651
smpegg@aacc.edu

Thank you for your cooperation in working with us to comply with the legislation, and for your efforts in making textbooks more affordable for AACC students.



50  Anne Arundel
Community College
Celebrating fifty years of student success.

**AACC Bookstore
welcomes AACC students!**

Save 10 percent
on new and used textbooks for spring!
Nov. 28-Dec. 21, 2011 and Jan. 3-7, 2012

**SAVE GAS & TIME SHOP
ONLINE**
www.aaccbooks.com

The AACC Bookstore has three locations:

Arnold campus 410-777-2220

Glen Burnie Town Center 410-777-2950

AACC at Arundel Mills 410-777-1917

Notice of Nondiscrimination: AACC is an equal opportunity, affirmative action, Title IX, ADA Title 504 compliant institution. Call Disability Support Services, 410-777-2306 or Maryland Relay 711, 72 hours in advance to request most accommodations. Requests for sign language interpreters, alternative format books or assistive technology require 30-day notice. For information on AACC's compliance and complaints concerning discrimination or harassment, contact Karen L. Cook, Esq., federal compliance officer, at 410-777-7370 or Maryland Relay 711.



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The College Textbook Competition and Affordability Act of 2009 (State Bill 183)

Report to the Maryland Higher Education Commission (MHEC)

BOWIE STATE UNIVERSITY SUBMISSION

Point of Contact:

Wade G. Henley
Director of Auxiliary Services
Wiseman Centre, Room 118
14000 Jericho Park Road
Bowie, Maryland 20720
Phone: 301 860-3744
Email: whenley@bowiestate.edu

November 21, 2011

Institutional efforts to lower the cost of textbooks for students:

In accordance with Senate Bill 183 and the College Textbook Competition and Affordability Act of 2009, Bowie State University has complied with the provisions to ensure all students are able to obtain textbooks through the means stated in the bill. All international standards book numbers (ISBNs) are made available to the students on Bowie State University's website. The university has contracted with Follett to be the provider of bookstore services on campus.

The university has actively promoted the renting of textbooks. There were 377 rentable titles out of the 898 total titles carried for sale in the bookstore during fall 2011. To further promote rentals, the bookstore personnel have worked with faculty to develop local textbooks for rental. These are textbooks that are used in high quantities for an extended period of time. These textbooks may be rented at our bookstore, but are not available as a part of the national rental program supported by Follett. For fall 2011, there were three (3) titles included for rental under the local textbook program. The bookstore uses bookshelf tags to clearly display the price of the textbook new, used, and rented. Information is distributed to all freshmen in their orientation packet that renting is a lower cost option. Efforts are taken to maximize the amount of textbooks that are purchased from the students during the "buyback" campaign.

Listed below are the annual buyback amounts given to the students over the past three years. While enrollment has remained relatively flat during this period, the chart reflects the impact of maximizing the amount of money returned to students to help minimize overall textbook costs. The average buyback unit amounts have steadily increased to reflect the cost of textbooks increasing, but the number of units turned in for buyback has decreased. We are able to note that the decrease from 2009-2010 to 2010-2011 reflects the impact of rentals. During the 2010-2011 academic year, there were 2,200 textbooks rented. These figures support the university's efforts to lower the cost of textbooks.

BUYBACK AMOUNTS FOR THE LAST THREE YEARS

	2008-2009		2009-2010		2010-2011	
	Dollars	Units	Dollars	Units	Dollars	Units
Fall Buyback	\$182,648	4,847	\$140,438	3,659	\$122,053	3,109
Spring Buyback	\$165,474	4,706	\$134,648	3,739	\$115,560	3,234
Total	\$348,122	9,553	\$275,086	7,398	\$237,613	6,343

Avg. amount given
per buyback unit \$36.44 \$37.18 \$37.46

Note: Buyback for the fall semester during the 2011-2012 academic year had not taken place by the issuance of this report.

Institutional efforts to lower the cost of textbooks for students: - continued

Listed below is a chart depicting the number of textbook titles available for rental versus the total number of titles offered in the bookstore. The percentage for this current fall semester is impressive at 43% which translates into a large potential savings for our students.

TEXTBOOK RENTAL TITLES VERSUS ALL TEXTBOOKS

	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
Fall	No Rentals	No Rentals	261/822 (32%)	377/878 (43%)
Spring	No Rentals	No Rentals	259/846 (31%)	

Textbooks were not available for rental during 2008-2009 and 2009-2010 academic years.

Bowie State University is also making digital textbooks available through the bookstore vendor. To aid in the adoption of this method of learning, the university, in conjunction with the bookstore, worked with the Psychology Department and sponsored Psychology 302 course eBook purchases for the students. This was done in order to bring awareness and experience of usage of the bookstore eBook program offering. Off campus and on campus students were targeted for the sponsorship. The selection of this particular course was done because there were two sections that included an online and classroom setting. It may take a little longer for this method to fully take hold, since a device is needed to view the digital textbooks. As a result, there is an initial upfront cost to take advantage of this type of textbook.

Components of best-practices process for faculty in selecting college textbooks and supplemental materials:

Summary of the Best-Practices Process adopted by Bowie State University

To ensure early adoption of college textbooks:

Bowie State University has a set calendar of events it uses to make sure that adoptions are timely. It also has goals set to try to gauge how well textbook adoptions are proceeding. There are numerous email alerts that are sent to all of the faculty and staff letting them know when the textbook adoptions are needed and, more importantly, why they are needed. It is stressed that it is financially beneficial to the students with both the ending semester's buyback process and allowing them to have more used textbooks available for purchase in the upcoming semester (see attachment A). Meetings are held with faculty to let them know of the importance for early adoptions. Instructions are sent to faculty on how easy they may select their textbooks on line. When adoptions are being sought, the faculty members receive weekly communication concerning missing textbook adoptions.

To encourage the maximum usage of used college textbooks and of previous editions of college textbooks, when possible:

Faculty members are reminded to only change to newer editions when it is materially relevant to the subject matter being taught. Faculty members are cognizant of the financial pressures on the students and recognize the importance of keeping textbook costs down. They are formally reminded of these facts in faculty meetings and correspondence from deans and departmental chairs. Attachment B is a presentation given to faculty members in 2009 regarding textbook affordability measures and the points mentioned above were stressed. The Office of Auxiliary Services and bookstore management met with all of the university deans and department chairpersons in 2010 to discuss maximizing the use of used textbooks and other textbook affordability measures. Also, there was a formal presentation given to the university's sub-cabinet members by regional management personnel from Follett.

For undergraduate college textbooks, to ensure that the majority of the assigned material will be used in the course unless it would be in the student's financial interest to purchase separate materials:

The bookstore personnel actively assists with helping faculty collect, enter and research course material. After a textbook adoption order is submitted, the professors are informed of what editions and different types of course materials are available, i.e.: new, used, rental or digital, accompanied with information on cost to the students. After faculty review the information, the bookstore provides whichever version

the professor chooses. During this process the professors balance the academic need of the material with the cost of the material for the student.

To ensure that faculty are aware of various outlets for the supply of college textbooks and supplemental material:

Because of the university's contract with Follett, faculty members are required to place their textbook adoption requests with the university bookstore. The university deans and department chairpersons make a point of discussing textbook sources and supplemental material with the professors. Faculty and staff remain up-to-date on the trends in teaching materials and the best ways to acquire them. They are encouraged to attend our faculty institutes to know the latest technology in teaching methods and materials.

Attachment A

SPRING 2012 TEXTBOOK ADOPTION REQUEST CAMPAIGN

Dear Faculty and Staff,

It's time to submit your course material requests for spring 2012. To facilitate our ability to secure your requested materials in a timely manner, we are asking for your submissions by **October 15, 2011**.

With your requests in hand, we immediately begin to search the used book market and offer students the best price at buyback for previously used materials. Additionally, some books require significant research and time in order for us to locate the vendor and then acquire the materials for our students.

As you consider your class needs, you know that value is important to our students. The bookstore is available to help you consider your options, from a traditional textbook to custom and bundled textbooks. Additionally, to make textbooks more affordable the bookstore is able to offer digital textbooks through the online platform at CafeScribe.com and there are many titles available for rent through the Text Rental Program.

CafeScribe is our bookstore's digital textbook solution that provides students with another format for learning, as well as, a reduced price from the traditional print version of a textbook. Students can highlight, take and share notes, print pages of the text, and network with other students either in your class or who are using the same textbook on other campuses. You may contact the bookstore for additional information or visit www.cafescribe.com.

To submit your course material request, you may respond by using the online adoption tool at www.efollett.com. If you are encountering trouble using the e-follett website, please do not hesitate to contact Joanne Jones at 0466txt@fheg.follett.com or Bryant Adams at 0466mgr@fheg.follett.com.

Once you are at the Bowie State University bookstore website (at www.efollett.com you will need to select Maryland and Bowie State University), **submit your adoption request by:**

- Going to the Faculty Services section near the bottom of the page
- Click on "Online Adoptions"
- You will be asked to login or register (if you are a new user)
- If you have to register, the password for our campus is 0466

If you prefer a printed paper copy of your previous term course material information, the bookstore will gladly provide you with it upon request.

The bookstore personnel is available to answer your questions with the course materials request process. We look forward to receiving your requested materials and working together to help our students succeed in your course.

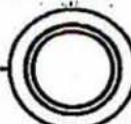
Thank you.

Wade G. Henley

Director of Auxiliary Services



**THE OFFICE OF AUXILIARY SERVICES
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**A Workshop on Edoption,
Textbook Affordability Measures and
Booknow**

**Tuesday, April 21, 2009
Wiseman Centre Room 102**

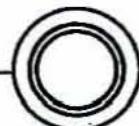
Purpose



**Adopted by University of Maryland Board of
Regents February 12, 2009**

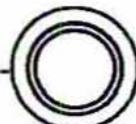
I. The University System of Maryland Board of Regents recognizes that the rising cost of textbooks must be addressed in order to maintain access and affordability for USM student. Therefore each degree-granting institution shall implement the measure outlines in the following policy.

POLICY: 1

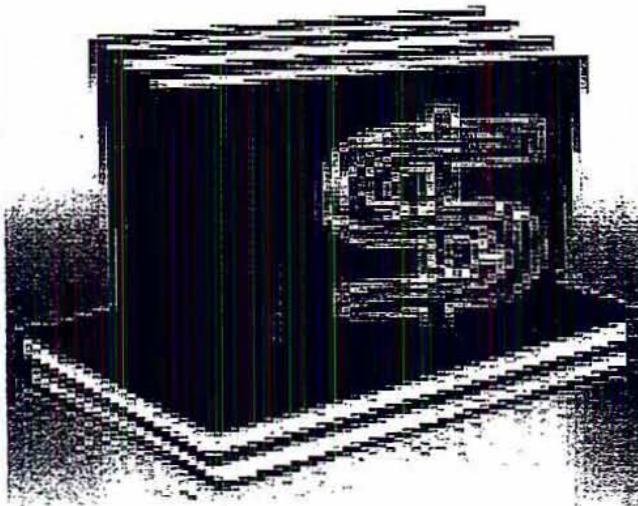


- All University of Maryland degree-granting institutions shall post on the institutional website ISBN, title, author, publisher, and edition for required course materials as soon as faculty members and the bookstore have finalized the textbook selection but no later than May 1st for the fall semester and December 1st for the spring semester. In the case that a course has not been assigned a faculty member by the given deadline, textbook selection shall be conducted and communicated to enrolled students expeditiously upon selection of the materials.

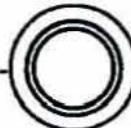
POLICY: 2



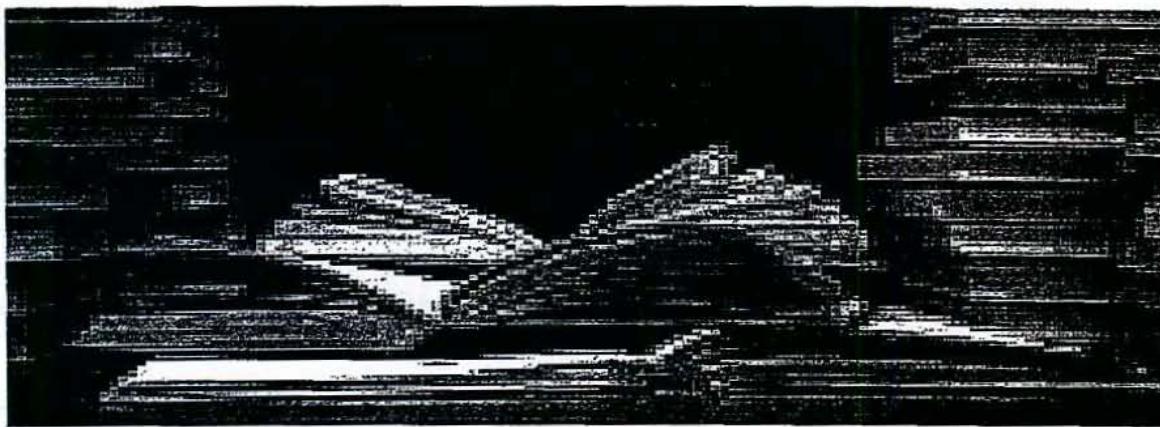
- Institutional bookstores shall provide faculty members who are placing books orders with current information about the retail price of selected course materials.



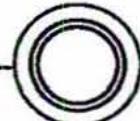
POLICY: 3



- Faculty teaching the same course for multiple semesters are encouraged to use the same textbooks and course materials for multiple semesters to the extent practicable and educationally sound.

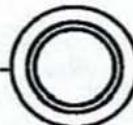


POLICY: 4

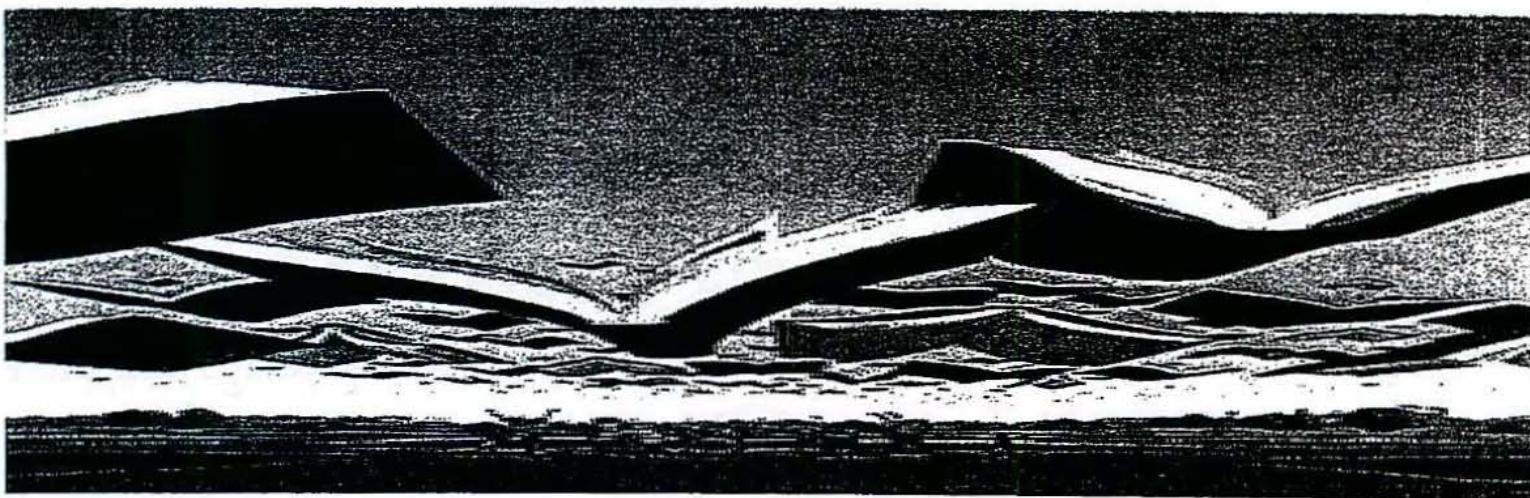


- Faculty should be encouraged to order new editions of textbooks only if necessary and if older editions are not of comparable educational content. Faculty should list information pertinent to previous editions which are of acceptable use, as described in Section 1.

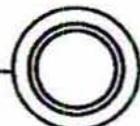
POLICY: 5



- Institutions shall make faculty aware of the option to request unbundled versions of textbook and course materials and of the price differential.



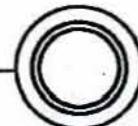
POLICY: 6



- Faculty should order textbooks bundles only if the supplements included with textbooks are necessary to the curriculum and instruction.

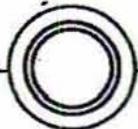


POLICY: 7

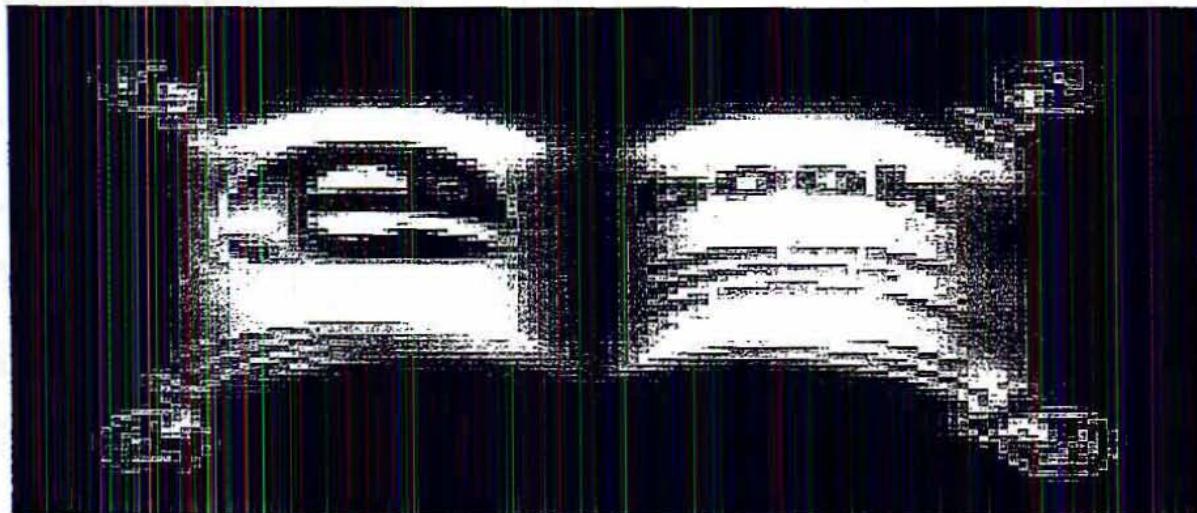


- In the case that the faculty member assigns bundled materials, the bookstore shall make available both bundled and unbundled versions of the material for purchase. Institutions and bookstores shall clarify on the bookstore website that in the case of the assignment of bundled materials, students should purchase either the bundled package or all required portions of the bundle individually.

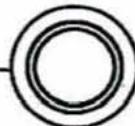
POLICY: 8



- Faculty should permit students to purchase electronic versions of textbooks when available.



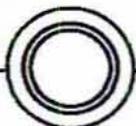
POLICY: 9



- Faculty members should incorporate into course instruction the use of online resources wherever feasible and prudent.



POLICY: 10

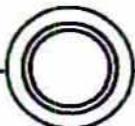


- Institutions shall seek ways to lessen the financial hardship of college textbook purchases, such as targeted scholarship and financial aid funds, consideration of textbook rentals for introductory courses, consideration of placing selected course materials on reserve in campus libraries when practicable, and development of customized course materials.

III. IMPLEMENTATION

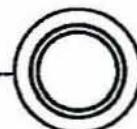
- The policy shall be effective beginning with the course materials assigned for the fall 2009 semester. Institutions shall include in course evaluations, questions concerning the use and value of assigned textbooks and other course materials.
- Institutions should make faculty aware of the provisions in the policy each semester.
- The Council of University System Presidents (CUSP), the Academic Advisory Council (AAAC), the University System of Maryland Student Council (USMSC), and the Council of University System Faculty (CUSF) shall work together to provide to the Chancellor periodic reports on the impact and effectiveness of this policy.

EDOPTIONS



http://contest.efollett.com/edoptions/ct_edoptions/

BOOKNOW



<http://www.follettbooknow.com>

Carroll Community College
SB183 Compliance Report
November 2011

The College Textbook Competition and Affordability Act of 2009 (SB183) requires that public institutions of higher education in the State of Maryland report to the Maryland Higher Education Commission (MHEC) regarding efforts to lower the cost of textbooks for their students and the "best-practices" process developed in accordance with Section 1 of this Act.

1. Institutional Information:

Carroll Community College
Alan Bogage
Senior Director of Library, Media, and Distance Learning
1601 Washington Road
Westminster, Maryland 21157
410-386-8339
abogage@carrollcc.edu

2. Institutional efforts to lower the cost of textbooks for students:

In the Fall 2008, the College formed an instructional materials/textbook committee consisting of faculty, staff, bookstore representatives, and administration to address the legislation. The committee's efforts to respond to the stipulations of the legislation include:

- Revised Textbook Acknowledgement and Order form used by faculty to identify and select textbooks (see attached). A selection checklist asks faculty textbook selectors to acknowledge the following:
 - determine student cost of current textbook/bundle compared to cost of new textbook/bundle based on the formula: net price / .73 = cost to student
 - if selecting new edition, does the textbook have substantial content differences than previous edition?
 - if selecting new edition or if publisher changed edition, are older editions available?
 - in the case of textbooks with ancillary materials, is the textbook available unbundled?
- For greater transparency, the College posts textbook ISBNs and ordering information on the Bookstore's Web site to allow for students comparison shopping time. Students can anticipate this information being posted in October for Winter and Spring semesters and April for Summer and Fall semesters.

- The bookstore currently publishes on the College bookstore website the ISBNs and required textbook ordering information 3 weeks from the date that the bookstore receives and validates textbook selection.
- Faculty textbook selectors must provide textbook information to the bookstore early in October for Winter/Spring semesters and April for Summer and Fall semesters.
- The College bookstore offers used textbooks at reduced prices up to 50% lower than new textbooks based on available inventory.
- The College bookstore offers a textbook rental program for all textbooks which saves students up to 50% off the new book price.
- The College bookstore offers a textbook buy back policy with some restrictions regarding condition and edition for up to 50% of original price.
- The College bookstore web pages were revised and simplified to improve clarity of information on textbook purchasing for students. Revised bookstore webpages include:
 - List of textbook buying options
 - Clarified hours & location
 - Link to bookstore textbook search engine
- Workshops and faculty meetings addressing textbook affordability and legislation have been held periodically since 2009. These workshops address such issues as early adoption, edition selection, bundled textbooks, textbook costs, legislation requirements, open education resources, and best practices.
- Regular communications with textbook selectors including the deadlines for selection, order forms, and checklists for faculty are distributed each semester.
- The College bookstore accepts campus specific payments from scholarships and financial aid in addition to accepting major credit cards, personal checks and cash.
- Faculty have received information and workshops about Open Education Resources (OER) and have been encouraged to explore electronic textbook formats. Information on etextbook providers such as CourseSmart, VitalSource, Amazon, Pearson, Cengage, McGraw Hill have been provided to faculty.
- The Library textbook reserve collection has been promoted and expanded. Use of that collection has seen a 50% growth from Fall 2010 to Fall 2011.

3. Components of best-practices process for faculty in selecting college textbooks and supplemental materials:

A *Textbook/Instructional Materials Selection and Use Best Practices* document (see attached) was developed and distributed to faculty in 2009. *The Best Practices* document addresses early adoption, significant use, bundled materials, and buying options. As mentioned above, all textbook selections are due to the bookstore month's prior to each semester and then appear on the College website 3 weeks prior to each semester as stipulated in SB183. Faculty must acknowledge through the Textbook Selection checklist textbook edition, costs, content, and availability of used and ancillary materials. All textbooks are added to the bookstore's search engine which is searchable by semester, keyword, course, and section. The College posts textbook ISBNs and all required ordering information on the Bookstore's Web site. Emphasis has been placed on maximizing use of textbook and ancillary materials through faculty and departmental meetings and communications. Textbook options such as customized textbooks, course packs, open source, and Library resources have all been made known to faculty through regular communications, workshops, and the Best Practices document.

1. Institutional Information:

Institutional officer charged with compliance of the provisions of SB 183:

Mr. Robert Kraft
Assistant Vice President of Administrative Services
Community College of Baltimore County
7200 Sollers Point Road
Baltimore, MD 21222-4649
443-840-3207
bkraft@ccbcmd.edu

2. Institutional efforts to lower the cost of textbooks for students:

The Community College of Baltimore County (CCBC) has made significant strides to promote textbook affordability. These efforts began with an informational campaign for faculty as described in section 3 below highlighting the key provisions of SB 183. Faculty understand that publishers are required to provide prices for supplemental materials, bundled and unbundled materials, current and previous textbook editions, and paperbacks and other alternative textbook formats. Through the cooperative efforts of faculty and campus bookstore personnel, there has been an increase in the number of faculty ordering loose-leaf versions of textbooks which lowers the price of the books significantly. E-book orders have increased as well which saves money and provides flexible access for students. Where possible, faculty order the same textbook for multiple semesters. During textbook buyback, students may receive up to 50% of the current retail price for their unwanted books; and the campus bookstores can sell the used books to students at a reduced price.

During the fall 2011 semester, CCBC instituted a textbook rental program on a small scale. Approximately 20 titles were available to be rented. On average, students save 40% upfront over the retail price of purchasing a new book by renting a book. This program is being closely monitored, and the advantages and disadvantages of expanding this program will be considered.

3. Components of best-practices process for faculty in selecting college textbooks and supplemental materials:

Since the legislation was enacted in July 2009, the Assistant to the Vice President of Instruction along with the Catonsville Bookstore Manager delivered a presentation in August 2009 to a representative group of faculty and staff during a professional development event. The presentation provided an overview of the Act and its implications with respect to CCBC. Copies of the Maryland Association of Community Colleges (MACC) update of the Textbook Competition and Affordability Act of 2009 were distributed to this group during the meeting. In October 2009 another short presentation was provided to academic department chairs and program coordinators regarding the legislation, and the MACC update was distributed at this

meeting as well. The faculty members who were in attendance at this meeting are the ones primarily responsible for textbook adoption.

The Vice President of Instruction also distributed a memorandum in August 2010 reminding all faculty (both full-time and part-time) of the provisions of the Act. In the memorandum faculty were made aware that by submitting their textbook adoptions to the campus bookstores, they were acknowledging they were informed of the provisions of the Textbook Competition and Affordability Act of 2009 (see enclosed memorandum). As an ongoing reminder to faculty, a copy of the MACC summary of the textbook legislation is provided with the request for book adoptions each semester.

Book adoptions are due by May 1 for the upcoming fall semester and by November 1 for the following spring semester. Upon receipt of the forms, the selections are posted to the CCBC website for the campus online bookstores as soon as the order is verified. Links have also been added to direct students to CCBC's online bookstores on the CCBC Records and Registration website and the CCBC Student Portal. Early adoption and dissemination of textbook selections to CCBC students promotes competition and enables students to shop for books from other vendors to potentially reduce their overall textbook costs.

When materials are bundled, they only include essential materials. As such, all bundled materials being offered are used for a course. If all bundled materials are not necessary, faculty negotiates with publishers about unbundling. While bundling significantly reduces the cost to students, faculty carefully considers the impact one-time-use bundled materials will have on students' ability to sell those materials back to the campus bookstores or to other students.

In addition, CCBC has formed a Textbook Committee comprised of the Assistant Vice President for Administrative Services; the Assistant to the Vice President of Instruction; the campus Bookstore Managers; the Director of Records and Registration; and the Senior Director of Planning, Research, and Evaluation to continue CCBC's efforts to comply with this legislation and to identify and promote innovative ways to reduce textbook costs for students.



The Community College of Baltimore County

MEMORANDUM

TO: CCBC Faculty

FROM: Dr. Mark McColloch
Vice President of Instruction

RE: Textbook Legislation – Provisions Related to Adoption Process

DATE: August 15, 2010

Maryland's College Textbook Competition and Affordability Act of 2009, which became effective July 1, 2009, contains provisions pertinent to faculty members who are engaged in the textbook selection process. These provisions require faculty to acknowledge a variety of factors that may impact the cost of textbooks under consideration for adoption. To ensure faculty are aware of these provisions, I am including the following information which is taken from the legislation. Additionally, the Bookstore's requests for textbook adoptions also repeat these requirements.

Before selecting a college textbook or supplemental material and before transmitting the selection to a campus bookstore, a faculty member shall acknowledge the following:

1. If selecting a different college textbook from a different publisher, the cost of the new selection vs. the cost of the previous selection.
2. If selecting a current edition of a college textbook:
 - (a) the differences in substantial content between the current edition of the textbook and the previous edition of the textbook as reported by the publisher;
 - (b) that the use of the current edition is appropriate due to a material change in substantial content between the current edition and the previous edition;
 - (c) the difference in price between the current edition of the textbook and the previous edition of the textbook;
 - (d) that the previous edition of the textbook may be available to students at a lower price via the used book market;
 - (e) that integrated textbooks may not be available as separate and unbundled items, separately priced; and
 - (f) that supplemental material included in a bundle is intended for use in the course.

To assist faculty with the selection process the legislation also contains a provision that requires publishers to disclose in writing by paper or electronic means:

1. the price of the college textbook or supplemental material;
2. the title, author, publisher, edition, current and three previous copyright dates, publication date when available, and ISBN of the college textbook and supplemental material both as bundled and unbundled items;
3. substantial content revisions made between the current edition of the college textbook or supplemental material and the previous edition of the college textbook or supplemental material;
4. other available formats for the college textbook or supplemental material such as paperback or unbound; and
5. a list of textbooks that are classified as integrated textbooks.

In addition, the legislation asks that institutions have in place a process by which faculty members acknowledge:

1. being informed of the required disclosures, and
2. being advised of the fiscal impact that the high cost of college textbooks and supplemental materials has on students.

As always, the staff of the CCBC Bookstore is your partner in the textbook adoption process. If you need assistance obtaining detailed information about pricing, editions, content revisions, etc., please let the Bookstore Managers know prior to submitting your textbook adoptions.

By submitting your textbook adoptions to the CCBC Bookstore you acknowledge that you have been informed of the provisions covered in this memorandum.

For the full text of the College Textbook Competition and Affordability Act of 2009 please visit:
<http://mlis.state.md.us/2009rs/billfile/hb0085.htm>

If you have questions about the legislation, please contact your Academic Dean or:

Jim Stoecker
Manager
CCBC Essex/Dundalk Bookstores
443-840-1562
jstoecker@ccbcm.edu

Andy Hanks
Manager
CCBC Catonsville Bookstore
443-840-4330
ahanks@ccbcm.edu

Thank you for your cooperation in complying with the legislation and for your efforts in making textbooks more affordable for CCBC students.



Chesapeake College

December 15, 2011

Gareth E. Murray, MDiv., Ph.D.
Director of Legislative Affairs and Communications
Maryland Higher Education Commission
6 N. Liberty Street
10th Floor
Baltimore, Md. 21201

Dear Dr. Murray:

Enclosed with this cover letter please find Chesapeake College's brief narrative on some of the institutional efforts we have made to lower the cost of textbooks for students. Additionally, we have included a copy of our "Understanding the New Laws", "Textbook Selection Best Practices" and "Textbook Selection Acknowledgement" documents that are being utilized to assure compliance with The College Textbook Competition and Affordability Act of 2009 (SB183) as well as the Federal Higher Education Act.

The contact information for Chesapeake College's Institutional Officer charged with the compliance of the provisions of SB 183 is as follows:

Kathryn Barbour, Ph.D.
Vice President for Academic Affairs and Economic Development
Chesapeake College
P. O. Box 8
Wye Mills, MD 21679
Tel: (410) 827 – 5832
E-Mail: kbarbour@chesapeake.edu

Should you need any additional information regarding the December 2011 reporting requirement, please do not hesitate to contact me.

Sincerely,

Kathryn Barbour, Ph.D.
Vice President for Academic Affairs and Economic Development

A Comprehensive Regional Community College

Institutional Efforts to Lower Cost of Textbooks for Students

Chesapeake College has been working for several years to reduce the cost of textbooks for students. We understand that, for many students, the cost of textbooks has become prohibitive. We also realize that some students have stopped buying their textbooks in order to save money. This often leads to a less than successful academic experience, and may contribute to failure in a course.

Here are some of the efforts we have made to reduce the cost of textbooks for students:

- We have renegotiated our bookstore contracts – reducing from 25 to 20% mark-up.
- Our bookstore contractor also contributes book scholarships (\$10K per year for the 7-year contract).
- The bookstore offers new, used, e-books, and rentals as various options for students.
- Institutional policy requires faculty to not change textbooks mid-year.
- The college does require early adoption of textbooks.
- The college and its bookstore contractor, Barnes & Noble, meet with college faculty annually to discuss best practices and new strategies to help reduce the costs to students.
- The college has formed two institutional-wide ad hoc committees to make recommendations on textbook alternatives and strategies for cost reductions, as well electronic alternatives.
- Several faculty have adopted open-source or public domain instructional materials to eliminate the need for textbooks in their classes.
- Several faculty have adopted trade paperbacks or thrift editions as alternatives to traditional textbooks.
- Faculty have also been using e-published portions of textbooks to reduce overall costs.

The college has adopted several policies and procedures to ensure that best practices are followed, including regular communication with faculty, training for new and continuing faculty, and faculty wide discussions of best practices. The documents we distribute to faculty are attached.

Textbook Selection Best Practices

An important part of preparing for the course(s) you are teaching is selecting a textbook. We hope to make the process as simple and painless as possible by providing you with all of the information you need to know about selecting your books in one quick, easy reference!

Who needs to receive the textbook selection information?

The Chesapeake College Bookstore, located in the Caroline College Center, collects and maintains textbook requirements for each course taught at Chesapeake. Bookstore staff also place all orders for required course materials, assist students in purchasing, and implement returns of unsold books. The Bookstore must be notified of any item you will require or recommend for your course, or if students are not required to get anything for the course.

What information will I need to provide the Bookstore?

The single most important piece of information in getting the right book on the shelves for your students is the ISBN (International Standard Book Number). Every version, bundling, edition, and revision of a book has its own specific ISBN. By providing this number, the Bookstore will be able to find exactly what you need.

If you can't find an ISBN, we can help! Provide as much information as you can – author, title, edition, copyright/publication date, supplemental materials, etc – and we'll work with you to identify the ISBN and ensure that we provide what you want your students to have.

Where can I look if I'm not sure what to use for my course?

The Bookstore maintains a website (www.chesapeake.bncollege.com) with a great deal of information. The Bookstore can also be accessed via the college's home page. Here you can research the numerous titles available and submit your selections, and students can view the selections you've made. By clicking on the Faculty tab from the home page of the Bookstore site, you can access the Faculty Center Network. This is a huge database from which you can view titles commonly used for courses in your discipline, and even search for titles used in similar courses from across the nation.

When do I have to provide this information to the Bookstore?

Federal and state legislation that took effect July 1, 2009 and July 1, 2010, respectively, requires all courses to have book information listed on the website at the time that the on-line course schedule is posted. This means we must know fall semester book requirements by one week prior to summer registration in March, one week prior to fall registration in April, and spring semester information by one week prior to spring registration in November.

How can I submit my book adoption(s)?

As mentioned above, book information can be submitted via the Bookstore website (www.chesapeake.bncollege.com) or the college's homepage. You will receive an email confirmation of delivery of your adoption to the Bookstore. This method allows easy tracking of book adoption submittal; however, book information can be submitted to the Bookstore via a book adoption form (available at the store or via e-mail) sent through campus mail or delivered to the store as well as via e-mail to bookstore@chesapeake.edu.

Things to Consider

When selecting a textbook there are a great number of considerations. Obviously, you want to pick a text that will be academically appropriate for your course. In addition, Maryland law now requires you to consider the cost of your selected materials and the financial impact this will have on your students.

What can you do to lower the cost?

Get your book information to the Bookstore early!

- This is probably the most important thing you can do to save your students money and comply with the law – used textbooks cost 25% less than their new counterparts! When book information is received early enough, we can beat other bookstores to the used book supply available through wholesale companies. Also, we can buy books from students who already have the books on our campus. We reimburse the current owner 50% of the cost in cash and then have a cheaper, used book to sell to new students.

Think about what is really required for the course

- Books that you will not use much of may be better to recommend than require. The store will still stock some copies for students who will benefit from the book, but students who will not use the book can use the money for other course items.
- This is especially important to consider with supplemental materials such as study guides, CDs, and access codes. Many publishers will offer these items packaged with the book but if you will not use it, the additional cost is an unnecessary burden for our students. We can search out text-only copies through our other sources and in many cases find most if not all of the copies we need, so please be sure to let us know what is and is not essential!

Consider old editions

- Old editions can sometimes be a viable option, so please consider them. They are more available in used form and may have a lower base price than their new counterparts.
- Be sure to let the Bookstore know if an old edition is acceptable. While we may not be able to find enough copies of an old edition for everyone in the course (publishers do not stock old editions once a new one is released), if either edition fulfills the needs for the course, we can get both.
- Under the new state legislation, publishers must provide you with any substantial content revisions made between editions or revisions. The Bookstore has contact information for all major publishers and can help you get in contact with them when this information is needed.

We are always willing to help you answer any questions regarding our best practices, current legislation, or textbook selection and adoption. You can reach the Bookstore at 410-827-6874, boosktore@chesapeake.edu, or speak to us at the store.

NOTICE TO ALL CHESAPEAKE COLLEGE FACULTY

UNDERSTANDING THE NEW LAWS

As you know, both the federal and Maryland legislatures have passed legislation to address the cost of college textbooks, by requiring greater disclosure of information about textbooks and by increasing options for students. As noted in the preamble to the Maryland statute, the GAO has reported that between December 1986 and December 2004, college textbook prices increased 186%, while inflation increased only 72%. The Maryland law, known as the "College Textbook Competition and Affordability Act," effective July 1, 2009, attempts to control textbook costs by imposing certain requirements on publishers, institutions, *and faculty*. The federal provisions, which are part of the "Higher Education Opportunity Act," became effective on July 1, 2010 and are largely covered by the Maryland act. The purpose of this notice, and the "Textbook Selection Best Practices" that accompanies it, is to advise you of the new laws and the requirements they impose on faculty and staff at Chesapeake and other higher education institutions. *Obligations specific to faculty are italicized.*

Maryland College Textbook Competition and Affordability Act (2009 House Bill 85/Senate Bill 183)

Disclosure and Ordering Requirements

- Publishers must now supply you with the following written information on college textbooks or supplemental materials :
 - price, title, author, publisher, edition, current plus 3 previous copyright dates, publication date when available, and ISBN
 - substantial content changes between the current and previous edition
 - availability of other, less expensive formats, such as paperback or unbound
 - a list of textbooks that are "integrated," i.e. combined with materials that either can't be offered separately from the textbook itself or that are so related to the textbook's contents that separation would render the textbook unusable for its purpose
- *You must acknowledge receiving this information, as well as your awareness of the impact on students of the high cost of textbooks and supplemental materials. The Bookstore has developed an acknowledgement form for you to sign upon placing your book orders.*
- Publishers and bookstores are required to sell textbooks and supplemental materials in the same manner as you select them. If they are unavailable as ordered, the publisher and bookstore must work with you to find alternatives.
- If textbooks and accompanying materials are sold in bundle form, the publisher is required to make them available as unbundled and separately-priced items.
- With your permission, the bookstore may sell textbooks and supplemental materials in a different manner than you have ordered, in order to provide lower-cost options to students such as used books or prior editions.

Requirements for Posting Information

- Once you have selected the textbooks, supplemental materials, or bundles for your courses, Chesapeake must post the following information on its website: the title, author, publisher, edition, copyright date, publication date, and ISBN, as well as the anticipated enrollment for the course. The website must also

include whether supplemental material is required or only suggested, and whether a previous edition of an assigned textbook is sufficient.

- This information must be posted by the earlier of either three weeks following your selection, or when your selection is finalized.
- The website must state if selection of a textbook, supplemental materials, or bundle is not finalized and is still subject to change. If so, it must also describe the potential consequences of buying the selection prior to finalization, and the bookstore's return policy.
- *In order for the college and bookstore to meet these requirements, and to begin compliance with timelines established in the federal law (see below), you need to communicate the following information to the bookstore BEFORE the subsequent semester's course schedule is posted: your selections, whether the supplemental material is required or only suggested, whether a previous edition of a selected text is sufficient, and whether or not your selections are final.*
- *If you cannot provide the information on time, you may request an extension from the requirement to post selections prior to their being finalized. The request must include a written "statement of explanation" for the extension, which may be posted on the website in lieu of your selection. Extensions must be approved by the department chair and the dean. Obviously, it is in the college's interest to minimize the number of exceptions posted on the website.*

Federal Higher Education Opportunity Act—Textbook Provisions

Disclosure and Ordering Requirements

- Publishers will be required to provide you with information about textbooks, similar to that in the Maryland statute: price charged to the campus bookstore; price charged to the public; three previous copyright dates and a description of any revisions; and other available formats, such as paperback, with price.
- Bundled materials must also be made available for purchase in separate, unbundled, form

Requirements for Posting Information

- Chesapeake will be required to make available, with the online course schedule, the ISBN, identifying information, and retail price for all required and recommended books and supplemental materials for each course offered.
- On any written course schedule, Chesapeake must include a notice that textbook information is available in the online version, and provide the URL.
- Institutions are encouraged, but not required, to provide information to students about textbook rental or used book purchase programs, buy-back programs, and available alternative content delivery programs.
- *In order to meet the federal requirement, you will be required to communicate your textbook selections to the bookstore BEFORE the posting of subsequent semesters' course schedule. For spring courses, faculty must communicate text selections by mid-October. For summer courses, faculty must communicate text selections by mid-February. For fall courses, faculty must communicate text selections by mid-March.*
- The HEOA calls for compliance "to the maximum extent practicable." It does allow institutions to place the designation "to be determined" in lieu of textbook information for a particular course when it's not practicable for the institution to determine the text at the time the schedule is posted. However, this is meant to be an exception to the rule that textbook and price information will be made available at the time the schedule is released. Again, it is in the best interest of the college to minimize the number of such designations.

This may require greater effort and efficiency in making your textbook selections, but it is obviously necessary for Chesapeake to comply with the new requirements. Please feel free to contact Katy North at bookstore.chesapeake.edu or at x304, if you have questions or concerns.

TEXTBOOK SELECTION ACKNOWLEDGMENT
Chesapeake College

I have read the “Notice to All Chesapeake College Faculty: Understanding the New Laws.” I acknowledge that I am aware of the impact the high cost of college textbooks and supplemental materials has on college students, and that I have been informed of the disclosures required under the Maryland College Textbook Competition and Affordability Act of 2009, as described in the Notice.

I have also read the “Textbook Selection Best Practices” issued by the Chesapeake College Bookstore. I acknowledge that I am aware of my options and responsibilities regarding textbook selection and that I will consider the cost to students in selecting materials for my courses.

Signature: _____

Date: _____



Report of Efforts to Lower the Cost of Textbooks for Students and the "Best Practices" Process Developed in Accordance with SB183

1. Institutional Information:

Dr. Debra Tervalva, Vice President, Division of Academic Affairs
PO Box 910
La Plata, MD 20646
301-934-7847
dtervalva@csmd.edu

2. Institutional efforts to lower the cost of textbooks for students:

Provide greater transparency regarding textbook information as required by SB183	The College of Southern Maryland complied with SB 183 such as by posting all required textbook information within three weeks or earlier following the faculty's selection of course materials on its College Store website.
Pricing strategies employed by the institutional bookstore	<p>The CSM College Store employed several strategies aimed at reducing textbook costs to students which included the following:</p> <ul style="list-style-type: none">• Implemented textbook discount sale days. Student savings totaled \$98,978.73 for the 2011 fiscal year.• Rental textbooks were priced 40% of new book cost (students saved 60%) and the price was fixed for the life of the rental book (usually two years). This meant there was no price increase over the period of the rental title. The self-operated rental program was expanded to include 18 titles during the 2011 fiscal year.• Lowered gross margin on new textbooks from 28% to 27%.• Implemented price-lock agreements on selected titles to hold cost steady and secure longer term adoptions.• Used suggested vendor margins on digital books (average 9%).• Paid 50% of new book retail on books readopted at buyback



	<p>time to students. For the 2011 fiscal year, buyback payouts to students increased 8% with students earning more than \$210,000.</p> <ul style="list-style-type: none">• Piloted a guaranteed half-back buyback program on selected titles where students knew at the time of purchase that a book would be eligible for buyback at the end of the semester.
Efforts to encourage early adoption of textbooks by faculty	<p>Historically, CSM faculty members have submitted textbook adoptions on-time. This is facilitated by the centralized academic department adoption process overseen by department chairs, as well as, a collaborative relationship between the academic departments and the College Store.</p>
Awareness campaigns conducted with faculty to elicit assistance in keeping textbook costs low	<p>Faculty Senate communicated the textbook law to faculty in its regular Senate meetings, helping to ensure compliance with the law and to encourage faculty acceptance of the process.</p> <p>Representatives of the College Store attended pre-semester meetings to inform faculty of ways they could lower the costs of textbooks.</p> <p>A workshop was presented at the fall 2011 pre-semester meeting which covered SB183, and reviewed CSM's textbook adoption checklist of best practices for adopting textbooks, which includes an explanation of alternative delivery formats, as listed below.</p> <p>New faculty visit the textbook department as part of their campus tour and get a brief overview of the SB183 from the textbook manager.</p> <p>The College Store updated its textbook adoption procedures and deadlines. These procedures are printed in the faculty handbook and are posted on the College Store's intranet website.</p>
Alternative delivery formats (e.g., digital textbooks)	<p>The College Store offered new, used, digital, and rental books.</p> <p>The College Store encouraged adoption of books in loose-leaf and spiral bound formats, books printed in black & white, and customized for content and cost-savings where appropriate.</p>



	<p>The College Store promoted the “value of the bundle” which encouraged the adoption of bundles only when all the materials included were truly required and there was a significant cost savings to the student.</p> <p>The College Store also sold the components of non-integrated bundles separately.</p>
Other processes adopted by the institution <ul style="list-style-type: none">• Faculty look to the bookstore as a resource in adopting textbooks	<p>Textbook manager attended adoption meetings to provide guidance on adoptions, such as ENG 1020, BAD 2070/2080, and ECN 2010/2020.</p> <p>Faculty sought guidance from the textbook manager on adoptions, such as ENG 1010, BAD 1335, ACC 2010, PSY 1010, and SOC 1010.</p>

3. Components of best-practices process for faculty in selecting college textbooks and supplemental materials:

At the College of Southern Maryland, an *ad-hoc* committee of faculty members and college staff was formed that developed a textbook adoption checklist of best practices which was shared with the Faculty Senate Executive Board. This checklist lists several factors that apply mainly to pricing and format, but also to the extent to which a textbook is required of students (see attached).

Please refer to the “Cost Comparison of Selected Textbook Adoptions” for examples of newly adopted textbooks where CSM faculty have considered cost as a factor. This is not an inclusive list but some of the more impressive textbook adoption changes.

The College of Southern Maryland

Checklist for Adopting Textbooks

May 7, 2009

Report from the *ad hoc* Committee on a Unified Textbook Adoption Process

Members: Richard Bilsker, George Kraus, Daphne Morris, Tom Seremet,
Richard Siciliano (chair); *ex officio* members: Dona Batten, Marcy Gannon

When selecting a textbook for a CSM course, a faculty member or textbook adoption committee should consider the following factors. The checklist is intended as a set of guidelines, not as a list of requirements. The factors are derived from Maryland legislation that became law effective July 1, 2009: College Textbook Competition and Affordability Act. The law is in response to mounting student complaints about unreasonable and rising textbook costs. The factors listed apply mainly to pricing and format, but also to the extent to which a textbook is required of students. However, the law emphasizes that faculty have the academic freedom to choose course materials based on criteria of their own choosing, including the appropriateness of the content, how that content meets the objectives of the course, and how the text satisfies the needs of the department and faculty members teaching the course.

Number and name of course: _____

Text's author(s): _____

Title: _____

Publisher: _____ Edition: _____ Publication Date: _____

ISBN: _____

Note: Before selecting a text, faculty should consult with Dona Batten, Text and Trade Books Manager.	
Which of the available formats are available for the proposed text(s)?	Net price (to the college store) for each format
<input type="checkbox"/> paper or soft binding	
<input type="checkbox"/> hard bound	
<input type="checkbox"/> loose-leaf (no binding; shrink wrapped). <i>Note: The cost may be ~50% less, but no buy-back to the bookstore is possible.</i>	
<input type="checkbox"/> Electronic book (e-book).	
<input type="checkbox"/> Access Code: <i>(A licensing price that includes 18- weeks to 1 year online access.</i>	
<input type="checkbox"/> Custom Text: <i>See item below</i>	
<input type="checkbox"/> Other format:	

- Consider the needs of each format in which the course is taught: e.g., face-to-face, Web-based, Web-hybrid, mini-session. The same textbook may not be appropriate for all formats.
- Consider a black and white edition of the text, if available. (Comment: When texts are printed in black/white only, the cost differential may be significant, typically 30-40% less than a full-color text. Unless color is essential to the content, faculty may consider the option when all other factors are equal).
- Consider how much of the textbook is required. (Comment: The new law requires a "majority of the assigned material will be used in the course unless it would be in the student's financial interest to purchase separate materials." If you require less than 51% of the text, then consider an alternative text or an alternative format, such as a custom text or a short edition of the same text. Exceptions to this rule may include a text that includes material for two or more sequels to the course, or an anthology from which less than 50% may be required. In such cases, your choice should take into account the overall cost to the students if the material were split into separately purchased texts. Once a textbook has been adopted, however, the course syllabus should reflect that "a majority" of the course materials is required).
- Consider a custom edition. (Comment: Custom texts may consist of selected chapters from one or more textbooks, along with professor-prepared handouts and lecture notes. The advantage to the students --and for maintaining compliance with the state law-- is that only those chapters required of the students are included in the text. These texts are soft bound, usually printed in black and white, and if the text is used continually for several semesters (i.e., in the buy-back program), the CSM College Bookstore will buy the text back from students, for an additional savings to the student. The price of a custom textbook ranges from 30 to 40% less than the same text in its complete hard bound edition).
- Consider your text for the rental program. (Comment: The cost to a student to rent a textbook is 60% of the purchase price. Even custom texts may qualify if the text will be used for at least two years, if the text includes no software, and if it is not bundled with other materials.)
- Consider adopting a textbook minus "bundled materials:" (i.e., "One or more college textbooks or other supplemental material that are packaged together to be sold as course materials for one price."— Maryland law.) If a "bundle" is essential, determine the net cost of each item in the bundle. (Comment: The actual cost of a textbook bundle will be higher than for the text by itself. If a student is not expected or not required to use one or more items in a bundle – such as a student workbook or student guide – then the publisher must provide a price for the text in its "unbundled" state, including the cost of each supplement separately. All pieces must be available for purchase separately.)
- Determine the percent a new textbook edition has changed from the previous edition. (Comment: The law stipulates that the faculty member must be aware of the changes before adopting a new edition. The publisher should be asked and must provide this percent along with an explanation of those changes).
- Determine how long a previous (old) edition can be used when adopting a new edition. (Comment: Faculty should work with the College Store in ascertaining this information before adopting a text. If the new edition is basically unchanged from the earlier one, consider allowing students to use an

old edition, with a caveat that students cannot expect faculty to provide detailed page references for any text other than the required current edition.)

— Ascertain the net price of the new edition compared with the old edition. (*Comment: the CSM Bookstore computes the Net price by dividing the retail price by 0.72 and adding \$1.00 per text for shipping.*)

— For multiple sections of the same course and for the same course taught on more than one campus, department chairs should consider encouraging faculty to adopt the same textbook for all sections and across campuses, unless a compelling reason can be shown. (*Comment: Students who switch sections are at a financial disadvantage if the text is different in a new section of the same course. Furthermore, if the texts are different, students taking courses on more than one campus cannot now purchase all texts from the same campus bookstore.*)

— Consider alternative sources for course materials that are free or low-cost, such as FlatworldKnowledge.com, Bartleby.com, Wikibooks.com, OpenCulture.com, and other “open source” course materials. (*Comment: Adopters should consult the Maryland Higher Education Commission Faculty Advisory Council’s “Tips for Obtaining Textbooks” for more suggestions on adopting textbooks: <http://en.wikipedia.org/wiki/User:Fac-mhec> Faculty should advise students to take into account the total cost of printing a so-called “open source” or free text, including the cost of ink and paper, and the lack of any resale value, and to advise students accordingly.*)

— Consider a maximum price point and negotiate with publishers to match that price. (*Comment: Adopters may be able to persuade a publisher to sell at a reduced price if a department agrees to stay with the same text for an extended period, such as two years or more. It is important, however, to negotiate before adopting the text and get the price quote in writing.*)

— Academic departments should consider keeping track of efforts by faculty to curtail costs and to encourage alternate formats when selecting texts for their classes. (*Comment: The Maryland law requires MHEC to prepare a report documenting efforts taken by all segments of higher education in complying with the law.*)

College of Southern Maryland

Cost Comparison of Selected Textbook Adoptions

ACC 2010/2020: A hardback Accounting Principles was previously adopted for ACC 2010/2020 that covered both classes for \$235.50. The department has now adopted a binder ready version (looseleaf) for \$160.50. **Savings of \$75.00**

BAD 2070/2080: A hardback Business Law was previously adopted for BAD 2070/2080 that covered both classes for \$259.50. The department has now adopted a new book that also covers both classes, Business Law (Barron's Review Series) for \$18.99. **Savings of \$240.51**

BIO 1020: A hardback Unity and Diversity of Life for \$201.50 was previously adopted for BIO 1020 in which a majority of the book was not being used. The department has now adopted a custom paperback which include only chapters that are being taught for \$123.50. **Savings of \$78.00**

BIO 2070/2080: A hardback bundle of Principles of Anatomy and Physiology for \$227.50 was previously adopted for BIO 2070/2080. The department has now adopted a binder ready version (looseleaf) for \$159.00. **Savings of \$68.50**

BIO 2070L/2080L: The Wise/Anatomy & Physiology for \$185.50 was previously adopted for BIO 2070L/2080L. The department has now adopted a binder ready version (looseleaf) by Allen/Anatomy & Physiology with Cat for \$102.50. **Savings of \$83.00**

ECN 2010/2020: One book was previously adopted for ECN 2010 was (McConnell/Macroeconomics @ \$152.50) and one book for ECN 2020 (McConnell/Microeconomics @ \$152.50). The department has now adopted one binder ready version that covers both classes (Hubbard/Economics with MyEconLab) for \$169.50. **Savings of \$135.50**

GOOD BUNDLE SAVINGS

MTH 1120, 1130 AND 1150: Students save an average of \$200 per bundle than if they purchase each of the required components separately.



The College Textbook Competition and Affordability Act of 2009 (SB183)
Reporting

December 1, 2011

Prepared and submitted by
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INSTITUTIONAL EFFORTS TO LOWER THE COST OF TEXTBOOKS FOR STUDENTS

Frederick Community College's efforts to reduce textbook prices began as early as 2008 when the alt-Text committee was formed to examine ways that the college could make a collective effort to help reduce or at a minimum control the out of control rising prices for our students. Four recommendations came out of that group and were piloted in targeted and specific academic areas that would a) provide a substantial impact for our students and b) would provide measurable outcomes to determine success. These recommendations were:

- Implement a textbook rental program
- Introduce Open Source texts where appropriate
- Introduce non-bound, no frills copies of textbooks to developmental Math classes
- Introduce E-Books as an alternative choice to traditional print

Over the next months we implemented each of these strategies and, when the HB183 was passed into legislation, we revisited our efforts and ensured that the college was engaged appropriately. On examination of that legislation we reconvened our alt-Text committee and also ensured that the following were either in process of implementation or already fully implemented.

- Greater transparency of text information including listing in college catalog
- Early adoption of textbooks
- Curbing inappropriate edition changes
- Increasing faculty awareness of textbook cost when selecting titles
- Increasing alternative delivery formats

Our committee found that the bookstore has been 100% transparent in posting of textbook information and ISBN numbers on its website since 1998. Recommendation was made to the college's publications department to include the website address to the bottom of every page of our course catalogs to facilitate student awareness to access that information.

Our committee made further recommendations to the college to continue to find either a) lower cost versions of our current books i.e. binder-ready loose-leaf copies, black and white no frill copies, custom in-house written versions and additional open source titles when and where it is appropriate.

Since convening and making these recommendations, we have increased the number of E-Books offered and sold by 20%, facilitated the switch for 4 classes from traditional books to the use of open source books, introduced binder editions and increased them from 1 class to 8 of our largest enrolled classes, introduced black and white no frill texts to 5 classes and saw a rise in the amount of customized, in house books from 4 to 8 classes.

This success was achieved through actively attending and speaking faculty association meetings, meetings of the Learning and Leadership Council, adjunct faculty workshops and other awareness campaigns to the faculty. Our bookstore actively promotes and encourages the use of alternative content delivery and works closely with faculty and departments to determine the best possible solutions while being mindful of the student in the process.

COMPONENTS OF BEST-PRACTICES PROCESS FOR FACULTY IN SELECTING COLLEGE TEXTBOOKS AND SUPPLEMENTAL MATERIALS

In May of 2009, Frederick Community College convened a committee made up of faculty, department chairs, staff assistants and bookstore staff to determine the best practices for the capture, approval and retention of course material selection requests.

The solution we came up with is an electronic text requisition form that follows these basic principles:

- Each form will have an assigned 'owner' (Chair, Program Manager or Course Coordinator)
- Each owner is required to verify the book listed is available
- Each owner will need to provide justification for moving to new editions
- Selection of primary texts for classes with multiple sections shall be collaborative with input from faculty assigned to the class
- Student evaluations will include a statement addressing instructional materials and how they were used by the instructor being evaluated
- Bookstore deadline for information will be:
 - J-Term and Spring – October 15th
 - Summer – March 15th
 - Fall – April 1st
- Any exceptions to these deadlines must be approved by the Department Chair or Associate Vice President.
- Training for faculty regarding the text requisition process including the alternative to traditional textbook options that are available
- Each owner will acknowledge the price difference when moving to a new book or new edition.

Further suggestions on language included a definition of acceptable use of previous editions to say that previous editions are acceptable substitutes with preference given to the "last" edition when pedagogically appropriate and available. If an individual instructor allows the use of both the "last" edition and the "new" edition, the faculty must provide the student with whatever new information may be missing from the last edition. It is the responsibility of the student to be up-to-date and current if they choose to use an unapproved, older edition.

Attached are samples of the workflow for text requisitions as well as a copy of the electronic text requisition form.

EXAMPLE #1

Book Order Committee
Workflow of Electronic Text Requisition

All Fields		Workflow
{field 1}	Text 1: Title	1. Individual Faculty/Coordinator initiate book order.
{field 2}	Text 1: Edition	2. Department Chair Approval
{field 3}	Text 1: Author	3. Office of Distance Learning signs off on all ONL courses
{field 4}	Text 1: Publisher	4. Bookstore fills in missing information (ebook...)
{field 5}	Text 1: ISBN	5. Bookstore posts information from fields online at scheduled dates prior to beginning of term
{field 6}	Text 1: Required Yes/No	6. Faculty incorporate information into syllabus
{field 7}	Text 1: Access Code required? Yes/No	
{field 8}	Text 1: Access Code: Separate/Attached to text	
{field 9}	Text 1: Previous edition acceptable? Yes/No	
{field 10}	Text 1: Used copy acceptable? Yes/No	
{field 11}	Text 1: e-book version available? Yes/No	
{field 12}	Text 1: e-book version URL	
{field 13}	Text 1: e-book version price	
{field 14}	Text 1: text rental available? Yes/No	
{field 15}	Text 1: text rental price	
{field 16}	Text 2: Title	
{field 17}	Text 2: Edition	
{field 18}	Text 2: Author	
{field 19}	Text 2: Publisher	
{field 20}	Text 2: ISBN	
{field 21}	Text 2: Required Yes/No	
{field 22}	Text 2: Access Code required? Yes/No	
{field 23}	Text 2: Access Code: Separate/Attached to text	
{field 24}	Text 2: Previous edition acceptable? Yes/No	
{field 25}	Text 2: Used copy acceptable? Yes/No	
{field 26}	Text 2: e-book version available? Yes/No	
{field 27}	Text 2: e-book version URL	
{field 28}	Text 2: e-book version price	
{field 29}	Text 2: text rental available? Yes/No	
{field 30}	Text 2: text rental price	

EXAMPLE #2
FREDERICK COMMUNITY COLLEGE
COURSE BOOK FORM
 Fall
 Spring
 Summer
 J-Term

Year: 2011

Course No./Title

Estimated Enrollment

Credit

Non-Credit

Total

Co-Listed _____

Non Credit Course No.

AUTHOR	TITLE, EDITION, ISBN, PUBLISHER	OPTIONAL-O	ACCEPTABLE (Y/N)	ACCEPTABLE (Y/N)	REQUIRED-R	OPTIONAL-A	MATERIALS USED (Y/N)	CHECK NEW	EDITION

The book order as submitted to the Bookstore is a "final" choice, and cannot be changed once submitted.

REQUIRED SUPPLIES (OR ADDITIONAL INSTRUCTIONS)

Signature _____

Title _____

Date _____

Please complete other side of this form also.

I acknowledge: (Please initial)

- _____
1. If changing to a book from a different publisher, the price of the LAST selection is \$_____.____ and the price of the new selection is \$_____.____.

 2. If selecting a current (new) edition, there are substantial content differences between the current and LAST edition.

 3. If selecting a current (new) edition, its use is appropriate due to material change in content from LAST edition.

 4. If selecting a current (new) edition, the price of the LAST edition is \$_____.____ and the price of the current edition is \$_____.____.

 5. If selecting a current (new) edition, the LAST edition may be available at a lower price via the used book market.

 6. If supplemental material is bundled with the text, it will be used in the class.

Permissions from the department chair and the Vice-President of Learning required for an extension of the book order submission deadline.

Do Not Write in this Area for Bookstore Use Only:



OFFICE OF THE ASSOCIATE
VICE PRESIDENT FOR FINANCE
101 BRADDOCK ROAD
FROSTBURG, MD 21532-2303
301/687-4335
FAX: 301/687-4737

Frostburg State University SB183 REPORTING GUIDELINES

1. Institutional Information:

Institutional Officer charged with compliance of the provisions of SB183 -

Dr. Stephen J. Simpson, Provost/Vice President for Academic Affairs

Mailing address – Frostburg State University, 101 Braddock Road, Hitchins Administration Building, Frostburg, Maryland, 21532

Email address- ssimpson@frostburg.edu

2. Institutional efforts to lower the cost of textbooks for the students:

The Provost and the Chair of the Faculty Senate send out an email a month before the due date to remind all faculty of the date the textbooks adoptions are due. With this reminder the requirements of the Maryland State law for textbook adoptions are included. Also attached with this email are the best practices for textbook adoptions.

The University Bookstore has completed a number of strategies to lower textbook costs. The textbook information is now displayed on the registration system so students can get real-time information at the time of registration. The University Bookstore implemented an in-house rental program to compliment an affiliate on-line rental program. The in-house program has been very successful and will be expanded in the Spring semester. The Bookstore is continuously working with various wholesalers to get the maximum amount of used books to offer. In addition, the Bookstore is exploring the option of offering e-books to be purchased in-house.

3. Components of best-practices process for faculty in selecting college textbooks and supplemental materials:

BEST PRACTICES OF TEXTBOOK ADOPTION

Under the law, Maryland public institutions of higher education are required to conduct an information campaign to share with faculty best practices concerning textbook adoption. Best practices include:

- a. Early adoption of textbooks and supplemental materials.

Early adoption of textbooks facilitates students' ability to reduce costs by acquiring used textbooks and/or finding the best price for books by purchasing or renting books.

- b. Maximum use of used textbooks and of previous editions when possible.

Faculty are strongly encouraged to continue using textbooks for multiple semesters or to permit simultaneous use of multiple editions of a text in a course in order to make it easier for students to acquire used editions. In many cases, books change little from edition to edition and the adoption of the most recent edition may add little to course content. Faculty members must not select texts that contain purely aesthetic changes to prior editions (e.g., commemorative editions).

- c. Use of the majority of assigned material in the course.

Faculty should be mindful that textbooks are a major expense for students. Please make sure required texts are necessary to the course and that required materials are used nearly in their entirety. In particular, faculty should consider avoiding bundled materials in which portions will not be used in the course. Also, faculty will find many publishers willing to supply loose-leaf versions of textbooks where the faculty member may create specialized editions containing only those portions of a text needed for their courses.

One exception to this standard may occur if it would be in the financial interest of a student to purchase a compilation of materials (e.g., a complete works edition in literature where purchasing novels or plays to be used in the course separately would be more expensive than purchasing a compilation of complete works).

- d. Faculty members should be aware of various outlets for the supply of college textbooks and supplemental materials.

By University policy, all required textbooks must be ordered or registered through the Frostburg State University Bookstore. (Even if you opt not to adopt a required text for a course, the decision not to order must be registered with the University Bookstore and will be posted on the University's web site.) Registering facilitates the listing of required reading on the University's web site and ordering allows students the convenience of purchasing through the University Bookstore and using their financial aid to help with payment should they choose to do so. However, students are not required to purchase through the University Bookstore; they may find alternative cost-effective options through the purchase of used books, on the Internet, or in commercial bookstores. Adoption deadlines are intended to make it easier for students to explore alternative options for purchasing textbooks and are therefore critical to the success of Maryland's Textbook Competition and Affordability Law.

Process to Receive Publisher Information

The Frostburg State University Bookstore maintains contact information for major publishers. In addition, faculty members may often find this information on publishers' or independent booksellers' Internet sites. Under Maryland law, publishers are obligated to provide:

The price of the college textbook or supplemental material;
The title, author, publisher, edition, publication date when available, and ISBN of the college textbook and supplemental material, both as bundled and unbundled items;
Substantial content revisions made between the current edition of the college textbook or supplemental material and the previous edition of the college textbook or supplemental material;
Other available formats for the college textbook or supplemental material such as paperback or unbound; and
A list of textbooks that are classified as integrated textbooks. Note: An Integrated textbook is defined as a college textbook that is combined with materials developed by a third party and that, by third-party contractual agreement, may not be offered by publishers separately from the college textbook with which the materials are combined; or other materials that are so interrelated with the content of the college textbook that the separation of the college textbook from the other materials would render the college textbook unusable for its intended purpose.

Receipt of Outside Bookstore Textbook Information Requests

At the request of an off-campus bookstore the Frostburg State University Bookstore must provide textbook information (title, author, Publisher, edition, copyright and publication dates, and ISBN for each) to that store the earlier of (a) within one week of the textbook adoption information being filed or (b) when the selection is finalized.

Posting of Required Textbook Information on Institution Web Site

FSU's Bookstore has established on the University's web site a listing of all courses and the required books (title, author, publisher, edition, copyright and publication dates, and ISBN for each). If the instructor requires no textbook for a course, that information will be posted on the Bookstore's website. If information is not finalized, notice will be posted to that effect. Textbook return policy is also posted on the University Bookstore's website.

Process for Faculty Acknowledgment of Required Information

The textbook ordering process for Frostburg State University includes acknowledging that faculty have taken into consideration the factors required by State law when adopting textbooks. Such an acknowledgement is required by the Maryland Textbook Competition and Affordability Act of 2009, and faculty are not able to proceed with the adoption process until this acknowledgement is checked. Please see the on-line acknowledgement form below.

Faculty Considerations Required by the College Textbook and Affordability Act of 2009

The College Textbook Competition and Affordability Act of 2009 requires that you have considered the following factors when ordering textbooks:

1. *I have been informed that a publisher that sells textbooks must include the following with the information it provides me about textbooks:*

 - a. *the price;*
 - b. *the title, author, publisher, edition, current and three previous copyright dates, publication date and ISBN of textbooks both as bundles and unbundled items;*
 - c. *substantial context revisions made between the current edition and the previous edition;*
 - d. *other available formats for the textbook; and,*
 - e. *a list of textbooks that are classified as integrated.*
2. *Any bundled materials (textbooks or materials sold together for one price) I am ordering are necessary to the curriculum and instruction for this course.*
3. *If I am ordering a new text for the course, I have compared the cost of the new selection with the cost of the textbook previously used in this course.*
4. *I have compared any revisions to the textbook (the "Current Edition"), such as new chapters, themes or subject matter, with the previous edition of the textbook and have determined that the use of the Current Edition is necessary to provide proper instruction.*
5. *I am aware of any difference in price between the Current Edition of the textbook and the previous edition, and understand that the previous edition may be available at a lower price through the used book market.*

By clicking "Submit," I acknowledge having taken these factors into consideration.

Report - College Textbook Competition
and Affordability Act of 2009



687 Mosser Road, McHenry, Maryland 21541
www.garrettcollege.edu

James Allen – Interim Dean of Instruction
Email: James.Allen@garrettcollege.edu
Phone: 301-387-3006

Institutional efforts to lower the cost of textbooks for students:

During the last three years Garrett College has taken aggressive steps to lower textbook costs for students, these efforts have resulted in an extremely high rate of used textbooks by our student body of approximately 85%. Textbooks are listed online with title, author, edition and ISBN numbers available at the same time registration begins. Due to the small size of our college, the bookstore director is able to meet personally with all of our faculty and she encourages them to adopt textbooks as early as possible. She uses this time, in coordination with the Interim Dean of Instruction, to conduct awareness and stress the importance of strategies that will help reduce costs for students. The following results have been achieved:

1. On average 85% of textbooks are used.
2. Our own bookstore staff manages the book buy, thus reducing the used book purchase total and saving students money.
3. The last book buy purchased \$48,000 worth of textbooks back from approximately 700+ students.
4. A used book costs a student approximately 75% of the new retail price.
5. When sold back the student receives approximately 50% of the new retail price.
6. The overall cost to the student after purchasing a used book and selling it back is approximately 25% of the new retail price.
7. Faculty create syllabi by chapter and/or section rather than page number, making it easier for students to use older textbook editions, especially for introduction type courses where actual material changes very little.
8. Faculty is encouraged to adopt a new textbook one year after a new edition is published. This allows students to purchase used books.
9. Faculty is encouraged to use an older edition unless it is not comparable to a newer one. On average textbooks are used for 3 years.
10. Faculty is not encouraged to use bundles unless all supplements are able to be used and resold.

Components of best-practices process for faculty in selecting college textbooks and supplemental materials:

Best practices - relating to (a) the maximum usage of used college textbooks and of previous editions of college textbooks (b) material used in the course should be the assigned material unless it is financially advantageous to students to use other materials and (c) ensuring that faculty is aware of various outlets for the supply of college textbooks and supplemental material - are reiterated in a policy document that is provided to faculty annually.

The following documents have been provided to both students and faculty and are attached to this report, a student flyer/bookmark, a memo from the book store manager to faculty, a text book order form and book store policy and a procedure for faculty to ensure compliance with the Textbook Affordability Measures:

1. Book Mark/Flyer - A book mark given to all students that informs them of the textbook buy back dates and the conditions. The bookmark is printed on brightly colored card and stapled to the front of their receipt at the beginning of the semester. This can be found in the attachment labeled "Bookmark Flyer". Flyers with the same information are posted throughout campus closer to the buyback date to remind students.
2. Memo - A memo that is issued by the Bookstore Manager to Faculty that encourages faculty to ensure early adoption of textbooks, indicating deadlines for book orders and buyback dates. This memo indicates the procedures that faculty should follow to order books.
3. Order Form - The textbook order form and on the reverse side of this order form are the bookstore policies.
4. Faculty procedure - A procedure that relates to the best practices for faculty to reduce the burden on students of the cost of text books. (There have been many recent changes in the Academic Department and we currently have an Interim Dean of Instruction who will be taking this document as a policy to the Board of Trustees for approval.)

FRONT

SELL BOOKS FOR CASH

BRING THEM TO:

THE COLLEGE
STORE

MAY 10, 11, 14 & 15

THURSDAY, FRIDAY,
MONDAY, TUESDAY

10am - 6pm

ID & RECEIPT REQUIRED

garrettcollege.edu

BACK

REFUND & RETURN POLICIES

SAVE YOUR RECEIPTS

Do not write in any book until you are absolutely sure there is no need to return it.

Books can be returned for a full refund only under the following conditions:

- Books must be returned within the first week of classes for semester purchased. The store will post deadline dates for each period. All sales are final after this date. Last Day of Returns is February 2, 2012.
- Books must be in the same condition as when purchased.
- Cash register receipt must be presented. Absolutely no cash refunds.
- Defective textbooks can be exchanged for new copies at any time.
- All refunds are subject to the discretion of the store manager.

YOU MUST HAVE
RECEIPTS FOR ALL
TRANSACTIONS,
INCLUDING BOOK BUYBACK
AT END OF TERM!

Tip

Bookmark

To: All Faculty, Instructors, and Academic Directors
From: The College Store
Date: March 28,2011
Re: Book Orders

Although it may seem early, now is the time to start thinking about book orders for the upcoming semesters. The bookstore tries to get as many used texts as we can to keep the price of textbooks down, but this process takes time and your help. The deadline for all book orders is April 11,2011. This allows us time to prepare for the Book Buy, which will be MAY 6th-11th.

Book order forms are available in Phil Rivera's office as well as the Bookstore and should be signed by the appropriate director. Please follow the directions on the front of the form and also note the Book Order Procedures and Policies printed on the back. These guidelines will assist you in placing your textbook orders.

Please do not order any books you are unsure about or haven't seen yet, as your department will be responsible for any extra return shipping expenses involved. Also, if you have already placed orders at the Dec. Book-Buy for Fall'11 classes, you don't need to submit those orders again. If you know you want to use current texts from Spring classes for Spring'12, please order those at this time since this is when the students have the books to sell. The Book Buy is performed to benefit our students, but it can only be successful if we know which books are going to be used. Please submit your book orders by the deadline so the students can receive the maximum benefit from their used texts.

We greatly appreciate your cooperation in completing this process by the given deadline, and to make it a little bit sweeter, every instructor who turns their book orders in by April 11th will receive a free goodie bag from the Bookstore!

Textbook Order Form

Dept. _____ No. _____ Course Title _____ Instructor _____
Requested By _____ Date of Request _____ Semester (Date) Needed _____

Include textbooks, laboratory manuals, study guides, working papers, and any other supplementary textual materials needed.
A form is required for each course.

Number Needed _____

Text _____

Edition _____ Author _____

Publisher _____

ISBN _____

DO NOT WRITE IN THIS SPACE

On Hand _____

Ordered _____ P.O. # _____

Comments _____

Reordered _____ P.O. # _____

Number Needed _____

Text _____

Edition _____ Author _____

Publisher _____

ISBN _____

On Hand _____

Ordered _____ P.O. # _____

Comments _____

Reordered _____ P.O. # _____

Number Needed _____

Text _____

Edition _____ Author _____

Publisher _____

ISBN _____

On Hand _____

Ordered _____ P.O. # _____

Comments _____

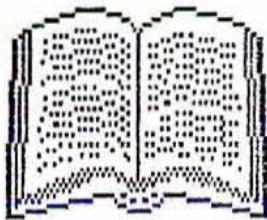
Reordered _____ P.O. # _____

Additional Comments:

Approval of Academic Director

(initial) _____

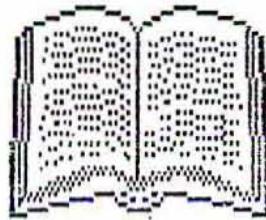
POLICIES AND PROCEDURES ON BACK



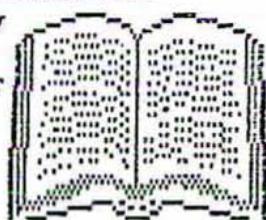
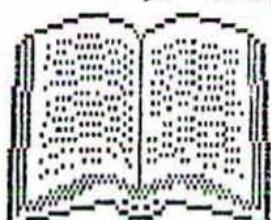
BOOK ORDER PROCEDURES

&

POLICIES



1. All orders must be placed on an official Book Order Form and approved by an Academic Director (Forms are available from the Bookstore, your Academic Director, or the Dean of Academic Affairs).
2. All book orders must be complete, including ISBN #'s, and must be submitted by the Book Order Deadline. Please supply correct information.
3. Only order materials that the students are required to buy. Any other supplies or materials will be ordered at the discretion of the Bookstore Manager.
4. Once a book order has been placed, it can only be changed with the approval of the Bookstore Manager, and any excess shipping or handling charges will be charged to the Academic Department involved. Used books bought at our Student Book-Buy must be used unless the department wishes to absorb their cost.
5. In regards to late book orders, the Bookstore will attempt to get the books as quickly as possible, although the academic departments will be responsible for any excess shipping charges.





**Procedure for Faculty to Ensure Compliance with the
Textbook Affordability Act of 2009 – HB85/SB 183**

In order to reduce the financial hardship of college textbooks on students Garrett College strongly encourages faculty to implement the following measures when planning courses:

1. Coordinate with the College Bookstore by providing all of the required information including: ISBN, title, author, publisher and edition of requested course materials prior to the date for registration for the following semester. The bookstore will provide faculty members with current information relating to the price of the selected materials.
2. Use the same textbooks and course materials for multiple semesters as long as the materials are educationally sound and faculty are teaching the same course for multiple semesters.
3. Purchase new editions of text books one year after the new edition becomes available to facilitate the use of used books, unless the older version is not comparable in educational content.
4. Request unbundled versions of text books unless all the supplements will be used and the bundle comes at a lesser cost to the student. The bookstore will ensure that students can purchase unbundled materials when faculty has requested bundled materials so that students have a choice of purchasing some of the materials at a lesser price elsewhere.
5. Permit students to purchase electronic versions of books where available.
6. Be aware of cost differentials of publishers, the bookstore will provide faculty with information if a book from a different publisher is available for a cheaper price.
7. Inform students of other choices including on-line, for purchasing and or renting textbooks, in coordination with the bookstore.
8. Incorporate online resources where available and appropriate.
9. Seek ways to lessen the hardship on students through referrals to financial aid, scholarships and other sources of funding and support.
10. Include questions about textbooks and other course materials in course evaluation.

✓

December 20, 2011

To:

Maryland Higher Education Commission (MHEC)
Gareth E. Murray, MDiv., Ph.D.
Director of Legislative Affairs and Communications
Maryland Higher Education Commission
6 N. Liberty Street
10th Floor
Baltimore, Md. 21201

Contact:

Lita Orner, Director, Business and Procurement Services
Hagerstown Community College
11400 Robinwood Drive
Hagerstown, MD 21742

Telephone: 301-790-2800
Direct Dial: (240) 500 – 2264
Email: ljorner@hagertowncc.edu

Upon learning of The College Textbook Competition and Affordability Act of 2009 (SB183) Hagerstown Community College began to list the semester's text book information as required by law on our website as a comprehensive PDF listing. Then in February 2010, HCC expanded the initiative by signing a contract with MBS Systems to provide on-line selling of textbooks through a program called inSite. This online tool allowed for greater transparency of pricing and easy comparison on both new and used books. A year later, spring 2011, the College introduced e-books to further the options being offered to the students. Pricing on these books, although established by the Publisher, were running at or below used book prices in most cases. The spring 2011 e-books were not very popular, and upon investigation we discovered the student's lack of access to computers at home, maybe thwarting sales. So in fall 2011, the Campus Store started selling computers. Computers could be purchased as a straight sale, or with financial aid. Mark-up on these computers was kept to a bare minimum to encourage student purchases in the hopes that e-book sales would increase over time. A total of 94 computers were sold, exceeding our expectations.

Further actions on the part of HCC to comply with the law are:

Faculty has continued to make improvements with early adoption of textbooks, with the ultimate goal of the Campus Store to post textbook selections no later than May 1 for the fall semester and December 1 for the spring semester.

The Campus Store works with and provides faculty members who are placing book orders with the current information about the retail price and availability of selected course materials.

Faculty teaching the same course for multiple semesters strive to use the same textbooks and course materials for multiple semesters to the extent practicable and educationally sound.

Faculty are encouraged to order new editions of textbooks only if necessary and if older editions are not of comparable educational content.

Faculty are instructed to order textbook bundles only if the supplements included with textbooks are necessary to the curriculum and instruction.

In the case that a faculty member assigns bundled materials, the bookstore shall make every attempt to offer both bundled and unbundled versions of the materials for purchase. This also applies to selling access codes separate from the textbooks.

Faculty agrees to permit students to purchase electronic versions of textbooks when available.

Faculty members have increased the use of online resources wherever feasible and are encouraged to customize course materials (which in some cases are produced in-house).

Selected course materials are placed on reserve in the campus library when practicable.

The College as a whole, continues to seek ways to lessen the financial hardship of college textbook purchases, such as targeted scholarship and financial aid funds.

In addition to insure on-going compliance, the attached two-page form was developed by a committee chaired, by Joan Johnson, Chair of the Humanities Division. These "best practices" regarding textbook adoption have been shared, discussed, and reviewed not only by the committee who created the HCC best practices document, but also at meetings of Academic Officers, Academic Council, and Academic Divisions.

The form is currently signed by division chairs, directors and faculty who are responsible for adopting and ordering textbooks. The signed forms are retained in division offices.

Respectfully submitted,



Lita Orner

Best Practices of Textbook Adoption

Hagerstown Community College

State and Federal textbook adoption laws require public institutions of higher education to inform and educate faculty regarding best practices in choosing textbooks. These are outlined below.

1. Decide as early as possible what textbooks and supplemental material will be adopted.
2. When possible, order previous editions of textbooks and allow use of previous editions in the course. When selecting a textbook, understand the differences in content from the new edition and previous editions; consider if the new edition is warranted; know the change in price of the new edition; be aware if the previous edition is available in the used book market.
3. Ensure that assigned textbook and supplemental materials are used. Never tell students that the textbook will not be used. Make sure to assign and use the textbooks and materials that are ordered. It is often cheaper to order a customized textbook that includes only pertinent information needed. In some courses (e.g. a literature course, when an anthology is less expensive than a customized text) this may not be cheaper or feasible. Always check into which version of a textbook is cheapest and whether customized editions make it hard to acquire textbooks from used outlets or to resell.
4. Be aware of various outlets for the supply of textbooks and supplemental materials. All orders for books go through the HCC bookstore. Required textbooks will also be listed on the web site so that students can opt to buy their books either from the campus bookstore or from an alternative source.
5. Acknowledge that supplemental material included in a bundle is intended for use in the course

6. Understand that if a college textbook or supplemental material is unavailable as ordered, the publisher and the campus bookstore should work with a faculty member to find alternatives.
7. Request from the publisher the net cost of the textbook and supplemental material, all publication information for the three previous editions, what substantial content revisions were made between editions, other available formats of the textbook (Paperback or unbound), and textbooks that are classified as integrated textbooks.
8. Textbooks that come with supplemental bundled material must be made available both bundled and unbundled and priced separately.
9. Faculty members may provide permission to bookstores to sell textbooks and supplemental materials in a different manner than as ordered by the faculty in order to provide lower-cost options to students.
10. Understand that an off-campus bookstore may request textbook information from the HCC bookstore. The HCC bookstore is obligated to provide that information within one week of the textbook adoption information being filed or when the selection is finalized.
11. Know that public institutions of higher education must publicize and make available textbook information for all courses on websites. This publication also includes whether supplemental information is required, whether no textbook is required, and if previous editions will suffice. Information is also posted regarding the textbook return policy.

I acknowledge that I have read and understand the best practices outlined above.

Name

Date

HARFORD COMMUNITY COLLEGE

SB183 Report to MHEC

The *College Textbook Competition and Affordability Act of 2009* (SB183) requires that public institutions of higher education in the State of Maryland report to the Maryland Higher Education Commission (MHEC) regarding efforts to lower the cost of textbooks for their students and the "best-practices" process developed. This report is intended to adhere to the MHEC guidelines.

1. Institutional Information:

Harford Community College
401 Thomas Run Road
Bel Air, MD 21015

Dr. John L. Cox, CPA, Vice President, Finance, Operations, and Government Relations
jcox@harford.edu 443-412-2407 [responsible for compliance oversight]
Linda Fife, Manager, The College Store
lfife@harford.edu 443-412-2209
Carol Allen, Library Director
caallen@harford.edu 443-412-2144

2. Institutional efforts to lower the cost of textbooks for students:

During the past two years, Harford Community College has initiated and monitored procedures and practices to minimize the high cost of college textbooks for its students. These measures were designed to heighten faculty awareness of textbook prices, to guide faculty in adopting cost effective and appropriate course materials, and to assist students with their buying choices.

A college-wide task force was formed in the Fall of 2009 with representation from deans, faculty, the bookstore, and the library. They were charged with developing best practices for textbook adoption. In accordance with that charge, *Best Practices for Textbook Adoptions* guidelines were developed as well as a subsidiary *Tips to Help Curb the Cost of Student Textbooks* informational flyer.

In May of 2010, the Vice President for Instruction and the Vice President for Finance, Operations, and Government Relations sent a joint letter to all faculty. This letter alerted faculty to the issue of high textbook prices and informed them of how the *Maryland Textbook Competition and Affordability Act* impacts their role in selecting and using course materials. Follow-up communications have been sent to faculty in Fall 2010 and Fall 2011. Each of these mailings included the *Best Practices for Textbook Adoptions* and *Tips to Help Curb the Cost of Student Textbooks*.

Deans and faculty, working closely with publishers, the bookstore, and the library have taken many measures to adopt lower cost, course materials. Some examples of these measures are:

- commitment to using the same edition of a textbook for multiple semesters, even past the release date of the new edition;
- the creation of lower-cost, custom textbooks that include only the specific chapters required for a given course;
- adoption of loose-leaf textbooks in place of bound textbooks;
- selection of a *single* textbook for some courses where *multiple* textbooks had been used in the past;
- creation of lab manuals and other course materials that are printed in-house and sold through the bookstore for the cost of the printing;
- more extensive use of hand-outs of locally written materials that are given out in class;
- negotiation with publishers to allow students to purchase online content access codes one time and use the same code for multiple courses and multiple semesters;
- substitution of e-books for print books when the cost is lower;
- allowing students to use older editions of textbooks; and
- soliciting student feedback on usefulness of textbooks.

Once the adoption has been finalized, this information is communicated to the bookstore on or near the textbook adoption deadline, which is 3-4 months prior to the start of the given semester. The textbook requisition that is used for this communication requires that faculty indicate where old editions or e-books are acceptable, which components in textbook bundles are required, retail pricing for current and upcoming editions and specific notes to aid in the procurement of used books. The textbook requisition also includes a signature from the adopting faculty acknowledging their compliance with the *Maryland Textbook Competition and Affordability Act*. After the textbook adoption deadline has passed, the bookstore communicates with deans frequently to keep them aware of courses for which finalized adoptions have not yet been submitted.

Upon receiving the textbook requisition, the bookstore informs the dean of potential problems regarding textbook availability and suggests possible lower-cost options, if appropriate. Within three weeks of the textbook information being finalized, it is posted on the internet. Students have access to this information by use of a link on the college's online course schedule, through their individual course registration page on the college's web portal, and through the bookstore's website. Textbook postings include author, title, edition, publisher, ISBN, required vs. optional status, whether previous editions may be acceptable, contents of textbook bundles, and which bundled components are required. This information is also available on shelf tags in the bookstore. In the cases where finalized textbook information is not yet available, course lists include a note that textbook requirements have not yet been determined.

Textbooks are available for sale as soon as the textbook information has been posted. A caveat appears on the bookstore's webpage alerting students that textbook information is subject to change with a link to the bookstore's return policy. In the event that textbook

information is changed after it is posted, the bookstore allows students who purchased texts from the bookstore to return the texts up to three weeks after the start of the class. The college provides its students with many options for obtaining their course materials. The bookstore sells new textbooks and bundles with a price margin that has been lowered from 25% to 20%. Used books, obtained from students and wholesalers, are available. Wherever possible, textbook bundles, custom textbooks, and loose-leaf texts are also purchased at the buy-back counter and available for sale as used books. A textbook rental program has been started and continues to increase in the number of books made available for rent.

Many required package components are available for individual sale as well as e-books. Beginning in Fall 2010, the college began purchasing copies of some of the most expensive and widely used textbooks to make available as "Reserved Reading" in the library. A guaranteed buy-back and daily in-store buy-back program is offered through the bookstore for students wishing to sell back their used textbooks.

Harford Community College is committed to providing a high quality and accessible educational experience for its students. These measures taken by the institution are evidence of that commitment as well as its compliance with the *Maryland Textbook Competition and Affordability Act*.

3. Components of best-practices process for faculty in selecting college textbooks and supplemental materials:

Textbook adoptions are due to the bookstore on clearly defined dates, 4.5 months prior to the start of Fall classes and 3 months prior to start of Spring classes. Faculty are to consider the following factors when selecting course materials:

- educational appropriateness;
- whether course materials should be listed as required or optional;
- whether materials should be bundled or sold separately;
- the price of textbooks and bundles;
- content changes in new editions; and
- whether used books and other alternatives to new books can be used.

Faculty must acknowledge compliance with the *Textbook Competition and Affordability Act* by way of a signature on the textbook requisition form. This signature acknowledges that the adopting faculty are aware of publisher disclosure requirements and understand and have considered:

- the differences in price between the adopted text, previously adopted texts, and previous editions of the text;
- the differences in substantial content between textbook editions and whether the use of previous editions is appropriate;
- that previous editions may be available to students at a lower cost by way of the used book market;
- that integrated textbooks may not be available as separate and unbundled items; and
- that supplemental material included in a bundle is intended for use in the course.

HOWARD COMMUNITY COLLEGE

The College Textbook Competition and Affordability Act of 2009 (SB183) SB183 Report

**Arla Webb, Director of Auxiliary Services
Howard Community College
10901 Little Patuxent Parkway
Columbia, MD 21044**

**T: 443-518-4690
F: 443-518-4592
Email: a Webb@howardcc.edu**

Institutional Efforts to Lower the Cost of Textbooks for Students

In anticipation of the SB183 effective date of July 2009, Howard Community College (HCC), including the administration, faculty, information technology and bookstore staff, scheduled meetings and created a textbook committee to develop plans for compliance:

Providing greater transparency regarding textbook information

The textbook requirement listing format was changed to include new required information: title, author, publisher, edition, whether previous editions will suffice, whether supplemental material is required, copyright and publication date, ISBN, and anticipated enrollment for the course.

To provide public early access to textbook requirements, HCC's online schedule of classes includes a link to the bookstore's website for online textbook sales. The majority of textbook requirements are posted by the bookstore within three weeks of receiving textbook selections from faculty.

Efforts to encourage early adoption of textbooks by faculty

Due dates for faculty textbook adoption information submission to the bookstore are mutually agreed upon by faculty and the bookstore to ensure sufficient lead time to confirm availability, and to ensure maximum availability of used textbooks. The most recent change in due dates, from May 1, for summer and fall terms, and November 1, for winter and spring terms, to April 15, for summer and fall terms and October 21, for winter and spring terms, has enabled the bookstore to add as many titles as possible to the student used textbook buy back list.

Awareness campaigns conducted with faculty

Prior to the SB183 effective date, during the bi-monthly staff meeting of the vice president of academic affairs and division chairs, bookstore management shared SB183 Textbook Competition and Affordability information. The division chairs were encouraged to share the information with their respective faculty. The bookstore textbook manager attended several division faculty meetings to discuss the SB183 legislation and to answer questions.

Faculty members are encouraged to discuss textbook affordability information with the bookstore's textbook manager during each textbook adoption process.

HCC developed a faculty textbook affordability acknowledgement process. Information included in the acknowledgement process consists of Howard Community College Best Practices for Textbook Adoptions, Maryland Textbook Competition and Affordability Act of 2009, Senate Bill 183, and the Faculty Textbook Affordability Acknowledgement Form. Faculty must read the materials and register in HCC's professional development online program, which generates a participant verification report. Acknowledgement is required by those with textbook adoption responsibility, including credit and non-credit full-time and adjunct faculty, and course coordinators.

Faculty efforts to lower the price of textbooks

The following chart is an example of textbook changes specifically made to lower textbook prices for students. The chart is based on textbook savings for fall 2010, when the new textbook requirements were in effect.

Course	Title	Action	Actual Enrollment	Price Reduction	Total Savings
BMGT 145	Gomez/Management \$175.67	Changed to Williams/MGMT3 \$54.95	34	\$120.72	\$4,104.48
BMGT 240	Mondy/HR Management \$152.00	Changed to DeCenzo/Fund. HR \$100.00	18	\$52.00	\$936.00
CHEM 103	McMurray/Fund. Gen. Organic \$209.47	Same Title, Customized for HCC \$118.67	126	\$90.80	\$11,440.80
EDUC 267	Emmer/Classroom Mgmt. \$64.67	Changed to Wong/First Days \$32.95	11	\$31.72	\$348.92

ENGL 097	See/Higer Learning \$37.20	Dropped Textbook	374	\$37.20	\$13,912.80
ENGL 121	Ackley/HCC Custom Ackley Comp.1 \$62.34	Dropped Textbook for Open Access	1,400	\$62.34	\$87,276.00
ENGL 121	Hacker/Bedford Handbook \$71.34	Dropped Textbook for Open Access	1,333	\$71.34	\$95,096.22
EXSC 100	Graham/Children Moving \$145.00	Changed to Kover/Elem.Classroom \$84.00	19	\$61.00	\$1,159.00
HORT 100	Acquash/Horticulture \$113.34	Changed to UMD/ Master Gardener \$73.34	13	\$40.00	\$520.00
MATH 070	Warr/Inter. Algebra \$167.67	Changed to Author Publisher \$56.00	624	\$111.67	\$69,682.08
MATH 181	Larson/Calculus \$214.00	Changed to Briggs/Calculus \$195.34	143	\$18.66	\$2,668.38
PHYS 101	Tillery/Gen. Combo Chem. \$163.67	Same Title Customized for HCC \$69.30	46	\$94.37	\$4,341.02
PHYS 112	Serway/Physics Scientists \$151.00	Same Title/Customized for HCC \$93.34	14	\$57.66	\$807.24
				TOTAL SAVINGS	\$292,292.94

Faculty members also reduce the price of supplementary materials for students by having materials printed and bound in house, and sold through the bookstore at approximately one fourth of the price from publishers.

Bookstore efforts to lower the price of textbooks

The following chart is an example of bookstore programs resulting in lower textbook prices and free shipping for students. The chart is based on textbook savings for FY11.

Bookstore Program	FY11 Savings to Students
Used Textbooks (from student buy back periods and used book vendors)	\$82,621.34
Textbook Low Price Guarantee (offered for fall and spring terms)	\$1,123.04
Free UPS Shipping for Online Textbook Orders (offered all year)	\$14,837.31
Textbook Rental (offered every term)	\$2,433.21
TOTAL SAVINGS	\$101,014.90

The bookstore also provides students with textbook affordability information on its website. The information provides students with tips on how to save on textbooks.

Components of best-practices process for faculty in selecting college textbooks and supplemental materials:

HCC's faculty best practices concerning the textbook selection process are clearly defined. The bookstore verifies that early adoption due dates are met with few exceptions. Faculty members are urged to consider textbook content when new editions are available. Many faculty members allow students to use previous editions of textbooks. Faculty are asked to consider the content of new editions, since repeated use of the same textbook allows students to sell and acquire used textbooks. Faculty members are to ensure that a significant portion of each assigned textbook is used in the course. Faculty members are allowed to provide textbook adoption information to vendors and retailers, but not in lieu of submitting it to HCC's bookstore.

Attachments:

Faculty Textbook Acknowledgement Form

Howard Community College Best Practices for Textbook Adoption

Textbook Affordability Information (WHAT STUDENTS CAN DO TO SAVE ON TEXTBOOKS)

To complete your textbook affordability acknowledgement process, please read the form, then register in HCC Express for FY12 Professional Development #1970.

Faculty Textbook Affordability Acknowledgement Form

In considering the appropriateness of textbooks and other supplemental materials for courses (content, pedagogy, teaching in my discipline), which I teach or coordinate, I acknowledge:

I have been informed about the impact that the high cost of college textbooks and supplemental materials has on students.

I have been informed of the following obligations of the publisher: that a publisher that sells college textbooks or supplemental material and provides information regarding a college textbook or supplemental material to a faculty member, other adopting entity in charge of selecting course materials, or the administration of an institution of higher education shall disclose the following information, in writing, by paper or electronic means:

- The price of the college textbook or supplemental material;
- The title, author, publisher, edition, current and three previous copyright dates, publication date when available, and ISBN of the college textbook or supplemental material, both as bundled and unbundled items;
- Substantial content revisions made between the current edition of the college textbook or supplemental material and the previous edition of the college textbook or supplemental material;
- Other available formats for the college textbook or supplemental material such as paperback or unbound; and a list of textbooks that are classified as integrated textbooks.

Before selecting a college textbook or supplemental material and before transmitting the selection to a campus bookstore, providing the selection to any other bookstore, or posting the selection on the website of the public institution of higher education, I acknowledge the following:

- If selecting a different college textbook from a different publisher, the cost of the new selection versus the cost of the previous selection; or If selecting a current edition of a college textbook; I have considered the following:
 - The differences in substantial content between the current edition of the textbook and the previous edition of the textbook as reported by the publisher;
 - That the use of the current edition is appropriate due to a material change in substantial content between the current edition and the previous edition;
 - The difference in price between the current edition of the textbook and the previous edition of the textbook; and that the previous edition of the textbook may be available to students at a lower price via used book market.
- Except in those instances where a textbook cannot be separated from other materials (either because of a contractual agreement or because of the relationship with the other materials), a publisher shall also make available the textbook and the supplemental material as separate and unbundled items, each separately priced.
- That supplemental material included in a bundle is intended for use in the course.
- That a significant portion of each assigned textbook will be used in the course.

I will acknowledge the above considerations when placing an order for textbooks during the 2011-2012 academic year.

To complete the process, please register in HCC Express for FY12 Professional Development #1970. Your registration indicates that you have read the required material and will comply with all the provisions.

Textbook Affordability Information

~WHAT STUDENTS CAN DO TO SAVE ON TEXTBOOKS~

SHOP EARLY!

Visit the HCC Bookstore (online or in person) to obtain the most current, accurate textbook information. We begin posting titles as early as possible. Our information comes directly from your faculty, so you can be sure it's correct - you have our guarantee. Shopping early gives you the opportunity to search the open marketplace, including the HCC Bookstore, for your best price and availability of new and used textbooks.

YOU HAVE OPTIONS!

Your HCC Bookstore is one source for textbooks (we admit, it's our favorite!), but you can also buy textbooks from other students, online new and used book retailers, publishers and commercial retail bookstores. **Here are some points to remember while shopping...**

- **Make sure to verify the ISBN** in addition to title, author, edition and publication date. The ISBN is the key identifier of a title, and is the best information to use when searching the open marketplace for your textbooks. We list ISBNs on the HCC Bookstore Web site, or you can find the ISBN on the back cover of a textbook or inside along with the copyright information. **We want you to get the right book, whether you buy it from us or not.** If you have trouble finding the ISBN, ask our bookstore staff or your instructor.
- **Buy used** when possible. Used books typically save you at least 25%, sometimes more, off the cost of a new textbook.
- **Check "Books for Sale" postings** on campus bulletin boards maintained by the Student Life dept.
- Look through the various online used book classifieds sites. Remember that there are no refunds when making a peer-to-peer purchase so **CHECK THE ISBN** to be sure it's the text your class is using.
- **If buying from an online bookseller**, shop with a reputable source. You can definitely find bargains online, but be sure to consider shipping costs and shipping times. Find out what happens if you drop the course or decide you don't want or need the book - can you get your money back? Your HCC Bookstore has a very flexible return policy, allowing you to return your textbooks up to two weeks after the start of classes if you have your receipt and your texts are in original, as-purchased condition.
- **Buy access to online versions of the text, also known as e-books.** E-books are less expensive than hard copy, and many come with the ability to search content by keyword/phrase, add comments, create bookmarks, and in some cases even come with free access to additional online materials. There can be drawbacks - inconvenience due to online only access, some have restrictions on printing or contain an expiration date, and there is no resale value.

- Your HCC Bookstore has an ever-growing selection of e-books; just look for the tags when you come into your store. You can also search the Web with the term "e-books" for sources. Check out e-books to see if they are right for you.
- **Bundles can be bargains BUT...** You may find that your textbook is "bundled" in a shrink-wrapped package with other learning materials such as a study guide, software, or a pass code. If you have a choice between buying a textbook by itself, or in a package, make sure you will need all the materials in the package. While these extra learning materials can be of great value, they are non-returnable once opened. If you have questions about buying a bundle, get input from your instructor or your bookstore staff.

LOOK FOR ALTERNATIVES TO BUYING

- If you have access to an **older edition** of the textbook, check with your instructor to see if you can use it instead of buying the most current version.
- Pool your resources with other students and try **sharing a text**. You may need to work out how to split the cost, how to share time and decide on the disposition of the text at the end of the term but this may be a good option. An added benefit? You could turn your sharing group into a study group.
- Check out the college library to see if there is a copy on reserve.
- **Free is good!** Some titles, especially classics such as works by Shakespeare, may be available online for free. One source is Project Gutenberg; you can also try searching the Web with the term "free e-share textbooks."

OFFSET THE COST OF BUYING BOOKS BY SELLING YOUR BOOKS

Sell back unwanted texts at the end of the term. Check with us to see if the HCC Bookstore is buying back your texts; we will pay up to 50% of the new book price. You can also check online buyback services (watch for shipping fees on some sites) or list your books through online classifieds. A great avenue is to post "Used Books for Sale" on campus bulletin boards and sell your books directly to another student. Note that these boards are maintained by the Student Life dept. and postings require their permission.

THE HCC BOOKSTORE GUARANTEE:

The HCC Bookstore works directly with faculty to make sure the correct titles are on our shelves for your academic needs. If you purchase a textbook from the HCC Bookstore and find it incorrect, we will gladly work with you to make it right.

✓

College Textbook Competition and Affordability Act of 2009 (SB183)
Maryland Higher Education Commission Institutional Report
December 1, 2011

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Written by
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Ms. Gale Erskine, Associate Director of Retail Operations for Auxiliary Services
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Ms. Anna Nicolaisen, Textbook Purchasing Staff for Retail Operations

SB183 Reporting Guidelines

Institutional efforts to lower the cost of textbooks for students required by SB183:

The following information is a summary of the actions taken by Montgomery College (MC) to reduce the cost of all instructional materials and increase access to educational information for students enrolled in both credit and non-credit courses. These actions have been taken in the spirit of support for SB183 and College's mission and vision to enable all students to be successful in attaining their individual higher education goals.

MC bookstore pricing strategies--steps taken to lower textbook costs:

Pricing strategies implemented for alternative delivery formats for instructional materials:

- Digital textbooks: MC Books & More continues to expand the number of titles available in e-book format. E-books may be purchased online and/or in all bookstores.
- Early Adoption: MC Books & More has revised adoption due dates and encourages earlier adoptions to increase the number of used books that can be purchased at buyback and so that textbook buyers have ample time to search the used textbook market to obtain more used copies.
- Textbook Rentals:
 - Program began in spring 2011 semester with each campus offering 10 rental titles.
 - Program continued in fall 2011 semester with each campus offering a minimum of 20 rental titles.
 - Major expansion of the number of titles available for rental is planned for spring semester 2012.
 - Long term (3 or more semesters) rentals are planned for fall 2012 semester.
- On Campus Printed Course Materials (Lab Manuals) through College MC Copies & More:
 - Course materials produced on campus by MC Copies & More at significantly lower prices.
 - Allows bookstores to keep inventory levels lower (less write offs) through the use of on demand printing.
 - On campus printed course materials increased 24% fall 2011 over fall 2010 semester.
- Buyback:
Early adoptions have increased the dollars spent on buying back textbooks from students.
 - Beginning spring 2012 semester, students will be able to go to the MC Books & More website to view titles being purchased through buyback as well as the prices being offered.
 - Beginning spring 2012 semester, MC Books & More will host a site that will match used book sellers with buyers.

- Beginning spring 2012 semester, students who purchased their books online through the MC Books & More website will be able to sign up to receive buyback alerts. These alerts will notify the student if their titles are listed for buyback and the price being offered.
- Bookstore buyback purchases increased \$42,638 (13.3%) for fall 2011 semester over fall 2010 semester. This increase in buyback purchases indicates that more students were able to obtain a return on investment from previous textbook purchases and save money on future used textbook purchases.

Transparency regarding textbook information:

- Course materials are posted on booklist as soon as possible after receipt of adoption, typically within four days.
- The booklist is easily accessible through College website.
- Adopted course materials information is available on College admission and registration page with easy link to online ordering.
- Implementing *VERBA Compare* spring 2012 to allow students to compare College campus pricing of course materials with online marketplace pricing.

Awareness campaigns conducted with faculty, department chairs deans, administration:

- 2009 - Director of Auxiliary Services, Senior Vice President of Administration and Fiscal Services and Senior Vice President for Academic and Student Services convened the MC Instructional Materials Affordability Committee (IMAC), a diverse team of Auxiliary Services, bookstore, Workforce Development, faculty and deans to strategize and develop action plans related to the development of MC Instructional Materials Affordability Guidelines (IMAG) (See attachment A). This committee is convened on a regular basis by the Director of Auxiliary Services and continues to develop annual information campaign tools. 2009 - Implemented adoption training program for all faculty and other academic department employees, such as administrative assistants, related to online adoption processes and contents of SB183.
- Information is shared regularly with academic governance teams: College-wide Academic Assembly, campus Faculty Councils, department chairs, deans, and administration.
- Fall 2011 - Informational video on the benefits of early adoptions was produced and shared with all academic faculty and leadership.
- Solicit assistance from faculty in keeping textbook costs low by routinely encouraging the use of both old and new editions in classrooms.

Efforts to encourage early adoption of textbooks by faculty:

- Incentive for Early Adoption Submission Saves Students Money and Returns Dollars to Them

Earlier adoptions mean more used books can be purchased from students at buyback and that textbook buyers have ample time to search the used textbook market to obtain more used copies. MC Books & More has instituted an incentive/reward program for any academic department which submits all its adoptions by the due date. Bagels are provided for the entire department in a promotion called "Bagels for Books". The result of the incentive program is more used books in MC Books & More, saving students money for

lower cost used books at the beginning of the semester and putting more money in their pockets during buyback at the end of the semester (See Attached B).

- Fall 2011 informational video on the benefits of early adoptions was produced and shared with all academic faculty and leadership.
<http://podcast.montgomerycollege.edu/podcast.php?rcdid=767&e=1>
- Introduction to legislation and MC IMAG is included in new faculty orientation programs for fall and spring semesters.

Components of best-practices process for faculty in selecting college textbooks and supplemental materials:

Best-practices process adopted by Montgomery College:

- August 2009 - Montgomery College senior vice presidents announced the implementation of the MC Instructional Materials Affordability Guidelines (IMAG).
- MC Books & More web pages have been completely redesigned to accommodate and disseminate information, tutorials, and FAQs pertaining to HEOA, SB183 and MC best-practices.
- Screen shots related to MC best-practices process (See Attachments C, D, E, and F):
 - Faculty homepage – gateway to online adoptions process
 - Affordability homepage – contains links to IMAG, summaries of HEOA and SB183 as well as informative video
 - Adoptions homepage – contains acknowledgement of federal and state legislation
 - Intra-Departmental Course Materials Adoption form – for departmental use as supplement to online adoptions submission

Verification of compliance:

- In October 2011, the MC Instructional Materials Affordability Committee requested College-wide participation in surveys designed to gauge the community's knowledge of and compliance with SB183 and the MC IMAG. Two surveys were released, one for faculty and staff, and one for students. The following areas yielded these results:
 - Encourages maximum usage of used textbooks: 77% of faculty responders to the survey questions say that they "adopt the same textbook for several semesters so that students can have a chance to purchase used textbooks."
 - Ensures majority of assigned material is used: 93% of those who have adopted bundled materials say that they do not always require students to use them. The IMAC acknowledges that more information sharing and education surrounding the issues involving bundled components is necessary.
 - Ensures faculty awareness of various outlets for textbook supply: 47% of survey respondents say that they may suggest sources beyond the college bookstore.

- Ensures early adoption: 85% of course materials adoptions were received by the due date for spring 2012 semester for the Rockville and Germantown campuses, 79% were received by the due date for the Takoma Park/Silver Spring campus.

**MONTGOMERY COLLEGE
INSTRUCTIONAL MATERIALS AFFORDABILITY GUIDELINES**

Faculty/Departmental Responsibilities

- A. Completing adoptions through the *inSite* online process, on time and no later than announced due date for each adoption period, to allow:
 - i. Bookstores to post, in a timely manner, course material ISBN number, title, author, publisher, and edition for any required course material as soon as bookstore buyers have finalized the textbook selection with publishers.
 - ii. Allow bookstores to buy back textbooks at the highest price from students for resale as used texts in the subsequent semesters.
- B. Acknowledging on the adoption form for new instructional materials:
 - i. The differences in substantial content between the previous and new editions as reported by the publisher.
 - ii. That the use of the new edition is appropriate due to a material change in substantial content.
 - iii. The difference in price between the current and previous editions as provided by the bookstore.
- C. Ordering new editions of textbooks only if necessary and if older editions are not available in sufficient quantities or not of comparable educational content.
- D. Listing on the adoption form information pertinent to previous editions which are of acceptable use as well as (where available) the current retail price for new instructional materials.
- E. Using the same textbooks and course materials to the extent practicable and educationally sound for multiple semesters or for sequenced courses.
- F. Ordering textbook bundles only if the supplemental materials included with textbooks are necessary to the curriculum and instruction.

- G. Requesting of publishers' representatives that they provide the individual bundled materials to the campus bookstore for resale as individual items complete with ISBNs when supplemental materials are ordered
- H. Permitting students to purchase electronic versions of textbooks when available and appropriate.
- I. Incorporating into course instruction the use of online resources whenever feasible and prudent.

Campus Bookstores Responsibilities

- A. Posting in a timely manner, course material ISBN number, title, author, publisher, and edition for any required or optional course material as soon as bookstore buyers have finalized the textbook selection with publishers. In the case that a course has not been assigned a faculty member by the given deadline, textbook selection shall be conducted and communicated to enrolled students expeditiously upon selection of the materials.
- B. Providing faculty members who are selecting new instructional materials with information about the retail prices of the current edition and where available the previous edition of the instructional materials.
- C. Making available both bundled and unbundled versions of the materials for purchase. The bookstores shall clarify on the bookstore's website that in the case of the assignment of bundled materials, students may purchase either the bundled package or all required portions of the bundle individually.
- D. Meeting quarterly with campus library staff to discuss and explore new areas of collaboration for providing alternate/additional methods of access to course materials.

Administrators' Responsibilities

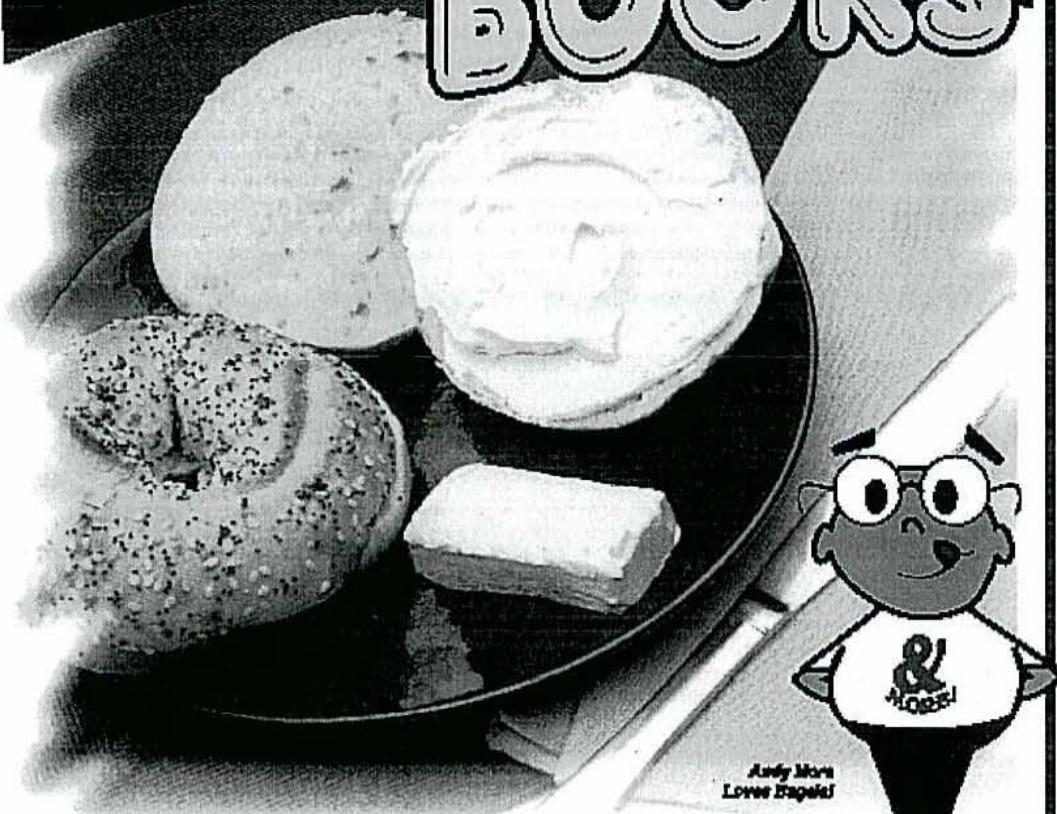
- A. Providing faculty members with a means through the adoption process to acknowledge having been made aware of instructional materials issues and responsibilities required.
- B. Seeking ways to lessen the financial hardship of college textbook purchases such as:
 - i. Targeting scholarship and financial aid funds;
 - ii. Considering textbook rentals for introductory courses;

- iii. Providing lab manuals/course packets that have been produced by the college's copy centers;
 - iv. Providing course materials in alternate formats (e-books);
 - v. Developing customized course materials.
- C. Providing information for periodic reports on the impact and effectiveness of this procedure to: BOT, Maryland Higher Education Commission, federal Government Accountability Office and others regarding efforts to lower the cost of instructional materials in accordance with regulatory requirements and timelines.
- D. Consulting with Maryland Higher Education Commission regarding the feasibility of textbook rental programs and the accessibility of the digital marketplace for electronic instructional materials.



The Early Bird Gets the "Schmear!"

BAGELS for BOOKS



Submit your adoptions **ONLINE**
for your **ENTIRE** department no later than
April 1, 2011 and we'll send
BAGELS & CREAM CHEESE for your department
compliments of MC Books & More!

MONTGOMERY COLLEGE website – bookstore: Faculty homepage

Welcome to MC Books & More
Germantown • Rockville • Takoma Park/Silver Spring

Hours/Contact Us | How Do I Get My Books? | Affordability (IMAG) | Faculty | Art Kits & Supplies | Software | Dell | & More!
| FAQ | Home | Auxiliary Services

Faculty

- What is IMAG and how does it affect my adoption process?
- Textbook Adoption Tutorials and Frequently Asked Questions
- The Faculty Intra-Departmental Course Materials Adoption Form
- MC Books & More Faculty Home Page

Faculty

Welcome to the MC Books & More Faculty Home Page.

TEXTBOOK ADOPTIONS

• Very Important Announcement - Please Read

Now is the time to make your decision about instructional materials for winter & spring 2012!

- Faculty textbook adoptions are due to Deans no later than OCTOBER 14, 2011
- Certification of adoptions need to be finalized by the Dean no later than OCTOBER 24, 2011

If you have questions about IMAG or need tutorials & FAQ, please visit the links to your left.
For Training Information and contacts • [CLICK HERE](#) or scroll to the bottom of the page.

If you are ready to start choosing your textbooks, click on your campus to be transferred to the online adoptions page:

[Takoma Park/Silver Spring](#) [Rockville](#) [Germantown](#)

TRAINING!

Training for the on-line textbook adoption system will be held at all three campuses as "one-on-one training at your desk" for all those in need. We will come to you for individual or group training! This training is for academic deans, faculty and administrative aides who are involved in the adoption of course textbooks and other instructional materials. All textbook adoptions are on-line and will require adherence to the Instructional Materials Affordability Guidelines (IMAG).*

To set up a training time or for further information, contact:

Germantown:
Tom Pollins, Book Buyer, 240-567-7657, tom.pollins@montgomerycollege.edu
Philip Zanga, Assistant Retail Operations Manager (GT), 240-567-6921, philip.zanga@montgomerycollege.edu

Rockville:
Brooke Higdon, Purchasing Manager, 240-567-7919, brooke.higdon@montgomerycollege.edu
Anna Nicolaisen, Book Buyer, 240-567-7133, anna.nicolaisen@montgomerycollege.edu

Takoma Park/Silver Spring:
Tom Pollins, Book Buyer, 240-567-7657, tom.pollins@montgomerycollege.edu
Paul Kalidas, Retail Operations Manager (TP/SS), 240-567-1520, paul.kalidas@montgomerycollege.edu

THANKS FOR YOUR HELP!!!

*The IMAG (Instructional Materials Affordability Guidelines) have been formulated to comply with state and federal legislation to reduce the high cost of textbooks and other materials to students. The Guidelines also are designed to enhance transparency and disclosure with respect to the selection, purchase, sale, and use of course material. IMAG is not meant to supersede, in any way, the institutional autonomy or academic freedom of faculty members involved in the selection of college textbooks and supplemental materials.

MONTGOMERY COLLEGE website – bookstore: Affordability homepage

Welcome to MC Books & More
Germantown • Rockville • Takoma Park/Silver Spring

Hours/Contact Us | How Do I Get My Books? | Affordability (IMAG) | Faculty | Art Kits & Supplies | Software | Dell | & More!
| FAQ | Home | Auxiliary Services

Affordability

- * Students:
• CLICK HERE to view the College's Class Schedules
- * Faculty:
• The Faculty Intra-Departmental Course Materials Adoption Form
• Memorandum from MC Senior Vice President Regarding IMAG
• The Montgomery College Instructional Materials Affordability Guidelines
• Summary of The Textbook Competition and Affordability Act of 2009 HB 85 / SB 183 as published by MACC (Maryland Association of Community Colleges)
• NACS Overview of Higher Education Opportunity Act Textbook Provisions
• To contact the IMAC (Instructional Materials Affordability Committee)
• Watch "Montgomery Jones and the IMAG" video
• To MC Books & More Faculty Page

Affordability

INSTRUCTIONAL MATERIALS AFFORDABILITY GUIDELINES

MC Books & More
• Germantown • Rockville • Takoma Park/Silver Spring

IMAG
INSTRUCTIONAL MATERIALS AFFORDABILITY GUIDELINES

Making Textbooks More Affordable

The IMAG (Instructional Materials Affordability Guidelines) have been formulated to comply with newly enacted state and federal legislation to reduce the high cost of textbooks and other materials to students. The Guidelines also are designed to enhance transparency and disclosure with respect to the selection, purchase, sale, and use of course material.

To understand this endeavor further, the following links are offered on the left menu.

MONTGOMERY COLLEGE website – bookstore: Adoptions homepage

The screenshot shows a web page from the Montgomery College bookstore. At the top, there's a header with the college's logo and navigation links for PRINT and CLOSEWINDOW. Below the header, a breadcrumb trail reads BookEsts > Germantown > Rockville > Takoma Park/Silver Spring. The main content area has a title 'Rockville Booklist' and a subtitle 'For classes held at the Rockville Campus, Distance Education and Learning Technologies, Gaithersburg Business Training Center, and MCPS high schools and middle schools.' It features a section titled 'New Guidelines to Make Textbooks More Affordable for Students' with a descriptive paragraph about federal and state laws requiring institutions to address textbook costs. There's also a statement from the college affirming its adherence to these guidelines. A note specifies that the 'Montgomery College Instructional Materials Affordability Guidelines' do not supersede institutional autonomy or academic freedom. At the bottom, there's an 'Acknowledge' button and links to Privacy Policy & Disclaimer and C.I.B.

For Intra-Departmental Communication ONLY

Please submit your adoption for _____ before the following date _____

Early and on-time adoptions allow MC Books & More (The Montgomery College Bookstore) to buy back textbooks at the highest price from our students for resale and use in subsequent semesters.

Use one form for each course submitted. Provide all requested information.

Additional Information for Faculty Adopters

You are in a key position to control and/or reduce the cost of textbooks. Here are a few things to consider:

- Currently, the following publisher formats are not eligible for buy back:
 - unbound, three-hole punch, "binder versions"
 - bundles containing one-time-use components such as access codes
 - "consumables," i.e. texts with tear out pages and/or write-in quizzes.
- If you are considering a bundled package, are all of the included materials going to be used in the course? If not, they may unnecessarily add to the cost.

Enter Your Course Information

Department: _____

Course: _____

Section Number/CRN: _____

Instructor's Last Name: _____

Are you using the same text(s) as adopted last semester?

Yes No

Enter Your Course Material Information (Only Title or ISBN necessary if you checked "Yes")

Title #1: _____

Title #2: _____

Author: _____

Author: _____

Publisher: _____

Publisher: _____

Edition: _____

Edition: _____

ISBN: _____

ISBN: _____

Required Recommended Optional

Required Recommended Optional

Cost to MC Books & More (the bookstore)

Cost to MC Books & More (the bookstore)

as provided to you by publisher's rep: \$ _____

as provided to you by publisher's rep: \$ _____

Title #3: _____

Title #4: _____

Author: _____

Author: _____

Publisher: _____

Publisher: _____

Edition: _____

Edition: _____

ISBN: _____

ISBN: _____

Required Recommended Optional

Required Recommended Optional

Cost to MC Books & More (the bookstore)

Cost to MC Books & More (the bookstore)

as provided to you by publisher's rep: \$ _____

as provided to you by publisher's rep: \$ _____

If you have modified your previous adoption and selected a different text or new edition of the same text,
please carefully read PAGE 2 and answer the associated questions.



**Faculty Intra-Departmental
Course Materials Adoption Form**

Page 2

For Intra-Departmental Communication ONLY

If you have modified your previous adoption and selected a different text or new edition of the same text, please carefully read the following and answer the associated questions.

Before submitting an adoption for a different textbook or a new edition, please acknowledge the following in order to be in compliance with Montgomery College Instructional Materials Affordability Guidelines (IMAG):

1. That using the new title or new edition is appropriate due to a substantial difference in content between the two editions as has been reported to you by the publisher.
Briefly describe the change(s) between the two editions below:
What is the substantial difference between the old and new editions or textbooks?

2. That you are aware of the price difference between the previous and new editions as provided to you by the publisher.

List the difference in cost between the two editions below:

What is the old cost? \$ _____ What is the new cost? \$ _____

Is it acceptable to use both the old and new edition in class? Yes No
(Acceptable use Yes or No should be transcribed into the "Message to Bookstore" field on the web [Guided Adoption Step 3])

Notes to your dean concerning this adoption: _____

Notes to the bookstore/course materials buyer: _____

(Notes to dean or bookstore should be transcribed into the "Message to Bookstore" field on the web [Guided Adoption Step 3])

By submitting an adoption, I affirm that I have read and understand the
Montgomery College Instructional Materials Affordability Guidelines related to both
the Maryland College Textbook Competition and Affordability Act of 2009 and
the Higher Education Opportunity Act of 2008

Faculty Signature Here _____ Today's Date _____

The *Montgomery College Instructional Materials Affordability Guidelines* are not meant to supersede, in any way,
the institutional autonomy or academic freedom of faculty members involved in the selection of
college textbooks and supplemental materials.

This signed form is to be submitted to your course coordinator or department's administrative aide.

DO NOT SEND TO MC BOOKS & MORE (The Montgomery College Bookstore)



BOOKSTORE
Textbook Options
Key Facts at a Glance

The Morgan State University (MSU) Bookstore is an institutional bookstore providing several textbook options:

- ↳ New Books – competitively-priced, consistent with guidelines established by the National Association of College Stores (NACS).
- ↳ Used Books – sold for 25% less than the standard new book price.
- ↳ Non-traditional Texts - in conjunction with University Faculty, many non-traditional textbooks have been selected to provide additional cost savings to our students.
 - Binder-ready Texts are books sold without costly traditional binding. These titles generally consist of pages of a text processed with a 3-hole punch, so that the text can be easily inserted into a standard 3-ring binder.
 - Customized Texts are books published especially for Morgan State University students. These titles are condensed from much larger texts and are designed to focus only on the subject matter taught in class.
 - Electronic Components are now included in many textbooks. Components or Access Codes are teaching aids which allow students course assignments online. Many of these codes also include an on-line version of the text. Whenever available for individual sale, the Bookstore will sell the access code without textbook, to provide an even lower-priced alternative to students.
- ↳ Book Buyback – Student buybacks are hosted twice a year during the week of final exams. Students may sell books to the Store, earning a return of 30-50% of the cost of the textbook. The value of the text is determined by the Bookstore's demand for each title.
- ↳ Textbook Rentals- Since Spring semester-January 2011, the Bookstore rents both new and used textbooks with limited titles at 50% or more off the new book price. We operate an institutional partnership program with Nebraska Book Company, the developer of our ICS (Inventory Control System) and POS (Point of Sale Systems).
- ↳ Website – For the customer who wishes to purchase books online, the Bookstore maintains a web portal. Orders can be held for "In Store Pickup" or shipped via Federal Express: www.morganstatebookstore.com

The Morgan State University Bookstore is committed to seeking approaches to lower the costs of textbooks and providing more affordable options to our students. As evidenced by the various programs currently available, we are poised and positioned to continue to respond to the ever-changing demands and needs of our student population.

After reviewing the draft of the report by the Maryland Higher Education Commission regarding the proposed Maryland Digital Marketplace and the Textbook Rental Program, the University is supportive of the direction the committee proposes.

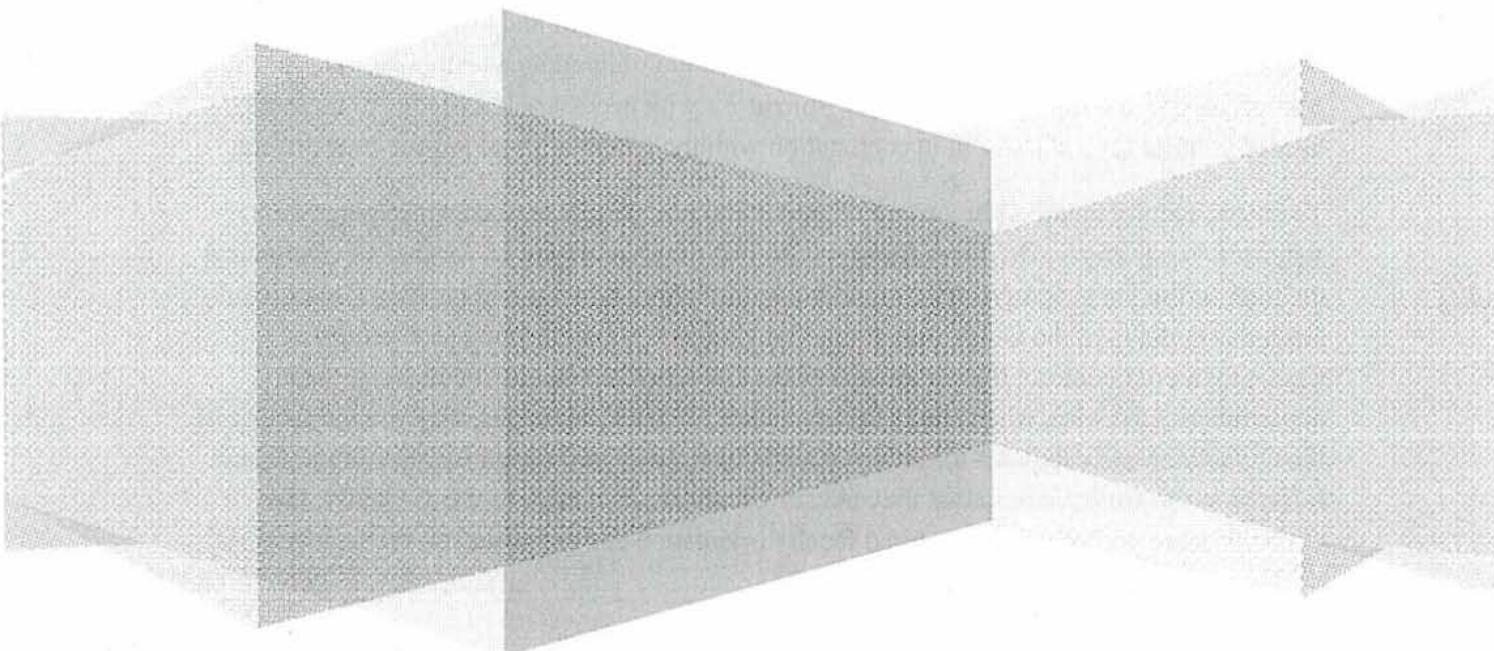


PRINCE GEORGES
COMMUNITY COLLEGE

Prince George's Community College's Report on The Textbook Affordability Act

Institutional Information:

Submitted by: Dr. Sandra F. Dunnington
301 Largo Road
Kent Hall, Room 125



Institutional Efforts to Lower the Cost of Textbooks to Students:

To comply with The College Textbook Competition and Affordability Act of 2009 (SB 183), Prince George's Community College more clearly articulated existing procedures at the college and also developed new procedures for textbook selection and adoption. These procedures collectively can be found in Prince George's Community College's *Best Practices Guidelines on Textbook Affordability Measures* (Guidelines, *see attached*). The Guidelines, summarized in the third section of this document, were vetted and then adopted by the Academic Council, the faculty governance body on campus.

Procedures and programs articulated in the Guidelines ensure greater options for ordering, adoption, pricing, and transparency of information regarding textbooks. For instance, specific deadlines have been set for faculty to order their textbooks. The early adoption deadlines were developed to ensure the bookstore could post required textbooks and costs on line, allowing students the opportunity to "shop" for the most economically feasible prices. Likewise, in spring 2011, the College Bookstore implemented a textbook rental program, which can reduce the cost of a textbook by as much as fifty percent. The bookstore also solicits permission from faculty members to seek out previous editions and used versions of the textbooks ordered, thereby lowering the purchase price. Should they be needed, refund policies for textbooks are clearly posted on bookstore receipts, the bookstore's website, and on signs in the bookstore.

As outlined in the summary below, faculty members are encouraged to consider using a variety of strategies to reduce costs for students as they purchase textbooks. These include contrasting content and price of textbooks, both print and electronic versions, and seeking out free materials that may be available online and elsewhere prior to selecting a textbook for ordering. Each semester and during the summer session, representatives from the College bookstore and/or individual publishing companies meet with faculty to discuss textbook options. These discussions include book prices for both bundled and unbundled materials, content revisions in new editions, and the identification of integrated textbooks. These conversations, as a result, provide faculty members with necessary knowledge to measure needed content for a classroom in conjunction with the potential fiscal impact on a student.

To ensure faculty members are aware of the Guidelines, certain measures take place each semester. For instance, Dr. Terry Bridger, Chair of the Department of Teacher Education and member of the Faculty Advisory Committee to the Maryland Higher Education Commission, reminds all chairs of the Guidelines at the first Chairs' Council meeting each semester. Chairs then communicate the parameters of the Guidelines to faculty members in their departments. Likewise, when chairs assign classes to faculty members, they remind faculty of the Guidelines and deadlines for ordering textbooks. Academic Deans are also reminded and referred to the Guidelines so that they may direct chairs once more to them. Finally, the Guidelines are part of the newly-hired faculty orientation and are posted on the faculty portal.

Components of Best-Practices Process for Faculty in Selecting College Textbooks and Supplemental Materials:

The Guidelines require that **textbooks be adopted early** and their information be posted on the College bookstore website as early as possible. Current policy regarding publication of textbook information is that:

- Ordering must occur no later than May 1 for the fall semester; December 1 for the spring semester.
- If a faculty member has not been assigned to a course by the above deadlines, textbook information will be communicated as quickly as possible and in accord with departmental recommendations.

The Best Practices Guidelines **encourage faculty to use previous editions of and used textbooks and materials**. The Guidelines:

- Direct faculty to compare new and old editions to ensure newer editions' content is substantially different and educationally necessary.
- Permit the bookstore, with permission from the faculty member, to seek out previous editions or used books to lower costs.

Also, the Guidelines encourage use of different kinds of **supplemental material that save students money**. Specifically, faculty members are encouraged to:

- Use free, open source content when possible and when educationally sound.
- Incorporate free, online resources rather than require textbooks when feasible and educationally sound.

Faculty members are encouraged to explore the educational feasibility of using **various outlets for the supply of college textbooks and supplemental materials**, such as:

- Directing students to take advantage of the textbook rental program implemented spring 2011.
- Offering students the option of ordering either print or electronic versions of textbooks.
- Communicating to students that other vendors may offer textbooks and materials at a cheaper price.
- Placing recommended textbooks and materials on reserve in the library.

Faculty members are also encouraged to align course assignments with the assigned textbook so that additional materials will not be necessary for purchase. That is, faculty members are encouraged to choose required texts and materials in a way that **ensures the majority of the assigned material in the course will be aligned with as few textbooks and/or resources as**

possible. Likewise, extra materials, such as those often bundled with textbooks, are specifically addressed in the Guidelines:

- Bundles should be ordered only if supplements included are necessary to curriculum or instruction.
- If a bundle is required, both bundled and unbundled versions of the assigned materials will be available and listed on the syllabus and available in the bookstore (along with respective ISBNs).

BEST PRACTICES GUIDELINES ON TEXTBOOK AFFORDABILITY MEASURES
Prince George's Community College

I. Purpose

Prince George's Community College recognizes that excessive textbook costs must be addressed in order to maintain access and affordability for PGCC students. Therefore the institution shall implement the measures outlined in the following best practices guidelines.

II. Best Practices Guidelines

1. PGCC shall post on the institutional website the ISBN, title, author, publisher, and edition for required course material as soon as faculty members and the bookstore have finalized the textbook selection, but no later than May 1 for the fall semester and December 1 for the spring semester. In the case that a course has not been assigned a faculty member by the given deadline, textbook selection shall be conducted and communicated to enrolled students expeditiously upon selection of the materials.
2. PGCC shall communicate to students that textbooks may be obtained at lower prices from discount vendors.
3. The college bookstore shall provide faculty members who are placing book orders with current information about the retail price of selected course materials.
4. Faculty teaching the same course for multiple semesters are encouraged to use the same textbooks and course materials for multiple semesters to the extent practicable and educationally sound.
5. Faculty should be encouraged to order new editions of textbooks only if necessary and if older editions are not of comparable educational content. Faculty should list information pertinent to previous editions which are of acceptable use
6. The institution shall make faculty aware of the option to request unbundled versions of textbook and course materials and of the price differential.
7. Faculty should order textbook bundles only if the supplements included with textbooks are necessary to the curriculum and instruction.
8. In the case that a faculty member assigns bundled materials, the bookstore shall make available both bundled and unbundled versions of the materials for purchase. The institution and bookstore shall clarify on the bookstore website that in the case of the assignment of bundled materials, students should purchase either the bundled package or all required portions of the bundle individually.
9. The bookstore should offer both print and electronic versions of textbooks whenever possible; faculty should permit students to purchase electronic versions.
10. Faculty should make every effort to use free open source learning content whenever appropriate and educationally sound.

►KEY FACT:

Bundling is the main reason textbook prices are rising at twice the rate of inflation, according to a Government Accountability Office report.

Salisbury
UNIVERSITY

The ABCs of Textbook Economics

Together, we can help our students save money on textbooks

With the cost of higher education continuing to rise unabated, students and their parents need to find ways of reducing out-of-pocket expenses. One of the easiest solutions to this problem exists in the area of textbook purchasing and buyback.

As a member of SU's faculty, you play a crucial role in keeping down the costs our students incur when buying course materials and increasing their chances of being able to recoup a greater part of this investment at buyback.



You can help reduce our students' out-of-pocket expenses

A \$100 textbook for
\$21.25

That is our goal at the SU Bookstore

Here's what we try to do:

- ✓ to sell a used copy to the student for \$75
- ✓ to give the student a 5% Bucks for Books rebate (\$3.75 on a \$75 book)
- ✓ if the book is *adopted on time* for the following semester, to pay the student \$50 cash at the Buy Back

Therefore, the net cost of using a \$100 textbook (bought used from SU Bookstore) = \$21.25

Our goal is to save your students money.

- Get your textbook information in by Monday, November, 15 – this helps us plan our buyback quantities better, ultimately returning more money to our students. In addition, this helps us ensure we have sufficient used texts, saving students an average of 25% from the cost of new books. Place textbook adoptions at <http://bookstore.salisbury.edu> – select the "Faculty" link.

- Don't require new editions that have only minimal context changes – if previous editions are still available, sometimes they can be purchased as used texts, which cost much less than new textbooks.

- Avoid texts bundled with additional materials, such as CD-ROMs, etc. – this forces students to purchase new texts at premium prices, even though bundled materials often go unused.

- Avoid requiring texts in which only one or a few chapters are needed – let us help you to explore getting copyright permission for just selected articles.

Thank you for your consideration of this very important issue.
If you have any further questions, please don't hesitate to contact me at 410-548-5994 or gwood@salisbury.edu.

Gerry Wood
Book Division Manager,
SU Bookstore

Textbook Policy

Salisbury University is required by BOR policy as well as Federal and/or state law to assure that faculty are aware of the federal and/or state requirements on faculty to take steps to avoid excessive cost of textbooks. Therefore, when faculty order textbooks for their courses, they will be presented with a summary of the applicable regulations and will need to acknowledge that they are aware of the requirements of the law. A copy of the summary can be found below and will appear at the end of the requisition submission process:

In accordance with the College Textbook Competition and Affordability Act of 2009, before identifying or selecting a college textbook or supplemental material and before transmitting the selection to a campus bookstore, providing the selection to any other bookstore, or posting the selection on the website of the public institution of higher education, a faculty member shall acknowledge:

1. If selecting a different college textbook from a different publisher, affirm and acknowledge the cost of the new selection versus the cost of the previous selection; or
2. If selecting a current edition of a college textbook, affirm and acknowledge:
 - A. The differences in substantial content between the current edition of the textbook and the previous edition of the textbook as reported by the publisher;
 - B. That the use of the current edition is appropriate due to a material change in substantial content between the current edition and the previous edition;
 - C. The difference in price between the current edition of the textbook and the previous edition of the textbook;
 - D. That the previous edition of the textbook may be available to students at a lower price via the used book market; and
 - E. That if this is a bundle, the supplemental material included is intended for use in the course.

Additionally, the SU Bookstore strives to offer the best reasonable cash prices for the book at the end of the semester during our buyback. (See page 6 for campaign piece used when soliciting faculty for adoption information).

It is clear that students are comparison-shopping with the information that is being furnished by the Bookstore. The bookstore sales for the past three years show that while units have declined, the average cost of a book has still risen by \$2.61. This represents a 5% increase from 2008 to 2011.

	Unit Sales	Textbook Sales	Average Unit Price
FY2008	83631	\$4,307,296.65	\$51.50
FY2009	86495	\$4,522,217.97	\$52.28
FY2010	78789	\$4,271,533.45	\$54.21
FY2011	70846	\$3,833,368.43	\$54.11

While transparency and alternative pricing methods and formats of the materials being sold have resulted in lower cost, it is also important to keep in mind that publishers are developing more custom content, access codes, and online portals, which are in turn only sold as new course materials to the stores. This practice continues to drive the price of course materials higher than ever before. In 2008, when we proposed our variable margin scale, we had only 78 titles that fell into our 15 -18% margin scale and in 2011, we had 157 titles that fell into the 15-18% margin scale. As is indicated in the chart above, unit sales have declined, but the average unit price has risen. The \$400,000 saved simply appears that it was done as a result of lower unit sales. However, the continued price increases in new textbooks clearly outweighs any savings achieved through alternative formats, for example, used textbooks, rentals, e-books and specially priced books.

*When Faculty members log into the textbook adoption web site, they acknowledge that they have read the Section (1)(D)(2) Guidelines which are listed there (See page 5 for copy of acknowledgement).

As a result of this, we were able to post nearly all fall 2011 textbook information by May 1st. For Winter/Spring 2012, we were able to post nearly all of the information on October 17, 2011 in time for pre-registration.

One factor in the success in receiving a large majority of this information in a timely manner was the fact that the Provost sent the following message to the teaching Faculty:

In a few days you will be hearing from the Bookstore requesting textbook information for winter and spring, 2012. The reason for this early request is to comply with the HEOA (Federal Higher Education Opportunity Act) requirement whose objective is to offer textbook information and book pricing to students as they plan their course selections at pre-registration. Overall cost factors have an impact on many students as they select their courses; making this information available at pre-registration is valuable to them and required by the law.

It takes at least 2 weeks to process and research the submitted textbook information. Since the Bookstore is acting on behalf of the university to keep us in compliance with the Federal mandates, please assist them in their request for information.

In spring of 2011, 46% of textbook units sold were used books. This is a strong testimony to the commitment by the Bookstore to locate and sell used books. To assist in this process, six months ahead of a semester-start, a “Speculation Title List” was submitted to the primary used book wholesaler; they in turn began building a “bin” of possible books for us to purchase for the coming semester to ensure the greatest potential quantity of used books. While old editions seem to be a sensible low-cost alternative, they are not always available in the quantities needed for a class. It is particularly confusing and frustrating when on-line sellers offer a few copies at a very low price and Faculty members wonder why an entire class cannot be supplied by the Bookstore with a matching price.

The faculty has become increasingly aware of alternate sources. Some send students directly to publisher web sites where they purchase an e-book/Aplia combination for prices much lower than those offered to the Bookstore by the same publisher.

Where bundles are concerned, the Bookstore lists the components individually. Ironically, due to publishers' pricing models, it is less expensive in many cases to purchase a new bundle with the greatly discounted components than to buy (or rent) a used book and then purchase all components at their full list prices.

To offer students further choices and savings, the SU Bookstore has developed an expanded range of price points where possible. The following example is for a \$100 new textbook.

- New book (including bundles with access codes, etc.) \$100
- Used book (when available) \$75
- Special priced book (purchased by the bookstore from on-line sources where possible) \$50
- E-book \$50
- Rental book \$42

Salisbury University has always been concerned with the rising cost of textbooks. Prior to the legislation, which was enacted in 2009, Salisbury University utilized a competitive buyback program to lower the cost of textbooks to students. This program enabled the Salisbury University Bookstore to sell over 46% of its textbook inventory as used at a 25% discount off of new book price. Prior to 2008, the store operated under the industry standard of a 25% margin on textbooks. In 2008, the store recommended a variable margin scale, which is based on the cost of the textbooks and was approved and implemented for the fall 2008 semester:

Textbooks with a cost of:

Less than \$100	25% Margin
\$100 – \$120.00	20% Margin
\$120.01 – \$149.99	18% Margin
\$150.00 and above	15% Margin

We have also always utilized a faculty campaign for early adoption of textbooks. This enabled us to continue an aggressive buyback and assist students with future textbook purchasing.

Since the enactment of The College Textbook Competition and Affordability Act of 2009, we have approached textbook affordability in several ways. First, we continue to offer an aggressive buyback program, thus continuing to save students 25% off the price of new books. Second, we have implemented a textbook rental program and have expanded upon that program each semester. Rental books are offered at a discount between 34 – 48% off of the current used book price. Third, we implemented the sale of e-books, offering more than 200 titles each semester in an e-book format. E-books save students up to 60% off the new book price.

We continue to work with the Provost's office to assist with campaign awareness and the value of early adoption, the value of using the course materials that are utilized throughout the duration of the course, and encouraging the usage of used textbooks or previous editions when possible. Outlined below are some steps taken during the campaign to raise awareness of the adoption process and purchasing process that demonstrate our continued commitment to lowering textbook costs to students at Salisbury University.

For the fall 2011 semester, we calculate that used books, e-books and rentals saved students over \$400,000 at the Salisbury University Bookstore. This was accomplished through the following several steps and by adding additional procedures to our operation.

For the high success rate in getting textbook adoptions on time, we credit our Best Practices Process schedule:

- 2 ½ weeks before adoptions are due, message from the Provost to teaching Faculty
- 2 weeks before adoptions are due, request from Bookstore for textbook adoptions*
- 2 days after adoptions are due, “thank you” for the adoptions and reminder that the remainder is still needed
- 2 weeks after adoptions are due, they are posted on the Bookstore web site.
- 2 weeks after adoptions are due, individual follow up begins with departments/faculty

✓

Salisbury UNIVERSITY

Salisbury University
1101 Camden Avenue
Salisbury, MD 21801

Prepared By:
Lisa G. Gray, Director
Salisbury University Bookstore
410-543-6390
lggray@salisbury.edu

Report on:
The College Textbook Competition and Affordability Act of 2009



Report of Efforts to Lower the Cost of Textbooks for Students and the "Best Practices" Process Developed in Accordance with SB183

1. Institutional Information:

Dr. Debra Tervalta, Vice President, Division of Academic Affairs
PO Box 910
La Plata, MD 20646
301-934-7847
dtervala@csm.edu

2. Institutional efforts to lower the cost of textbooks for students:

Provide greater transparency regarding textbook information as required by SB183	The College of Southern Maryland complied with SB 183 such as by posting all required textbook information within three weeks or earlier following the faculty's selection of course materials on its College Store website.
Pricing strategies employed by the institutional bookstore	<p>The CSM College Store employed several strategies aimed at reducing textbook costs to students which included the following:</p> <ul style="list-style-type: none">• Implemented textbook discount sale days. Student savings totaled \$98,978.73 for the 2011 fiscal year.• Rental textbooks were priced 40% of new book cost (students saved 60%) and the price was fixed for the life of the rental book (usually two years). This meant there was no price increase over the period of the rental title. The self-operated rental program was expanded to include 18 titles during the 2011 fiscal year.• Lowered gross margin on new textbooks from 28% to 27%.• Implemented price-lock agreements on selected titles to hold cost steady and secure longer term adoptions.• Used suggested vendor margins on digital books (average 9%).• Paid 50% of new book retail on books readopted at buyback

	<p>time to students. For the 2011 fiscal year, buyback payouts to students increased 8% with students earning more than \$210,000.</p> <ul style="list-style-type: none"> Piloted a guaranteed half-back buyback program on selected titles where students knew at the time of purchase that a book would be eligible for buyback at the end of the semester.
Efforts to encourage early adoption of textbooks by faculty	<p>Historically, CSM faculty members have submitted textbook adoptions on-time. This is facilitated by the centralized academic department adoption process overseen by department chairs, as well as, a collaborative relationship between the academic departments and the College Store.</p>
Awareness campaigns conducted with faculty to elicit assistance in keeping textbook costs low	<p>Faculty Senate communicated the textbook law to faculty in its regular Senate meetings, helping to ensure compliance with the law and to encourage faculty acceptance of the process.</p> <p>Representatives of the College Store attended pre-semester meetings to inform faculty of ways they could lower the costs of textbooks.</p> <p>A workshop was presented at the fall 2011 pre-semester meeting which covered SB183, and reviewed CSM's textbook adoption checklist of best practices for adopting textbooks, which includes an explanation of alternative delivery formats, as listed below.</p> <p>New faculty visit the textbook department as part of their campus tour and get a brief overview of the SB183 from the textbook manager.</p> <p>The College Store updated its textbook adoption procedures and deadlines. These procedures are printed in the faculty handbook and are posted on the College Store's intranet website.</p>
Alternative delivery formats (e.g., digital textbooks)	<p>The College Store offered new, used, digital, and rental books.</p> <p>The College Store encouraged adoption of books in loose-leaf and spiral bound formats, books printed in black & white, and customized for content and cost-savings where appropriate.</p>



La Plata · Leonardtown · Prince Frederick · Waldorf

	<p>The College Store promoted the “value of the bundle” which encouraged the adoption of bundles only when all the materials included were truly required and there was a significant cost savings to the student.</p> <p>The College Store also sold the components of non-integrated bundles separately.</p>
Other processes adopted by the institution <ul style="list-style-type: none">• Faculty look to the bookstore as a resource in adopting textbooks	<p>Textbook manager attended adoption meetings to provide guidance on adoptions, such as ENG 1020, BAD 2070/2080, and ECN 2010/2020.</p> <p>Faculty sought guidance from the textbook manager on adoptions, such as ENG 1010, BAD 1335, ACC 2010, PSY 1010, and SOC 1010.</p>

3. Components of best-practices process for faculty in selecting college textbooks and supplemental materials:

At the College of Southern Maryland, an *ad-hoc* committee of faculty members and college staff was formed that developed a textbook adoption checklist of best practices which was shared with the Faculty Senate Executive Board. This checklist lists several factors that apply mainly to pricing and format, but also to the extent to which a textbook is required of students (see attached).

Please refer to the “Cost Comparison of Selected Textbook Adoptions” for examples of newly adopted textbooks where CSM faculty have considered cost as a factor. This is not an inclusive list but some of the more impressive textbook adoption changes.

The College of Southern Maryland

Checklist for Adopting Textbooks

May 7, 2009

Report from the *ad hoc* Committee on a Unified Textbook Adoption Process

Members: Richard Bilsker, George Kraus, Daphne Morris, Tom Seremet,
Richard Siciliano (chair); *ex officio* members: Dona Batten, Marcy Gannon

When selecting a textbook for a CSM course, a faculty member or textbook adoption committee should consider the following factors. The checklist is intended as a set of guidelines, not as a list of requirements. The factors are derived from Maryland legislation that became law effective July 1, 2009: College Textbook Competition and Affordability Act. The law is in response to mounting student complaints about unreasonable and rising textbook costs. The factors listed apply mainly to pricing and format, but also to the extent to which a textbook is required of students. However, the law emphasizes that faculty have the academic freedom to choose course materials based on criteria of their own choosing, including the appropriateness of the content, how that content meets the objectives of the course, and how the text satisfies the needs of the department and faculty members teaching the course.

Number and name of course: _____

Text's author(s): _____

Title: _____

Publisher: _____ Edition: _____ Publication Date: _____

ISBN: _____

<p><i>Note: Before selecting a text, faculty should consult with Dona Batten, Text and Trade Books Manager.</i></p>	
<p>Which of the available formats are available for the proposed text(s)?</p>	<p>Net price (to the college store) for each format</p>
<p><input type="checkbox"/> paper or soft binding</p>	
<p><input type="checkbox"/> hard bound</p>	
<p><input type="checkbox"/> loose-leaf (no binding; shrink wrapped). <i>Note: The cost may be ~50% less, but no buy-back to the bookstore is possible.</i></p>	
<p><input type="checkbox"/> Electronic book (e-book).</p>	
<p><input type="checkbox"/> Access Code: <i>(A licensing price that includes 18- weeks to 1 year online access.)</i></p>	
<p><input type="checkbox"/> Custom Text: <i>See item below</i></p>	
<p><input type="checkbox"/> Other format:</p>	

- ___ Consider the needs of each format in which the course is taught: e.g., face-to-face, Web-based, Web-hybrid, mini-session. The same textbook may not be appropriate for all formats.
- ___ Consider a black and white edition of the text, if available. (Comment: When texts are printed in black/white only, the cost differential may be significant, typically 30-40% less than a full-color text. Unless color is essential to the content, faculty may consider the option when all other factors are equal).
- ___ Consider how much of the textbook is required. (Comment: The new law requires a "majority of the assigned material will be used in the course unless it would be in the student's financial interest to purchase separate materials." If you require less than 51% of the text, then consider an alternative text or an alternative format, such as a custom text or a short edition of the same text. Exceptions to this rule may include a text that includes material for two or more sequels to the course, or an anthology from which less than 50% may be required. In such cases, your choice should take into account the overall cost to the students if the material were split into separately purchased texts. Once a textbook has been adopted, however, the course syllabus should reflect that "a majority" of the course materials is required).
- ___ Consider a custom edition. (Comment: Custom texts may consist of selected chapters from one or more textbooks, along with professor-prepared handouts and lecture notes. The advantage to the students --and for maintaining compliance with the state law-- is that only those chapters required of the students are included in the text. These texts are soft bound, usually printed in black and white, and if the text is used continually for several semesters (i.e., in the buy-back program), the CSM College Bookstore will buy the text back from students, for an additional savings to the student. The price of a custom textbook ranges from 30 to 40% less than the same text in its complete hard bound edition).
- ___ Consider your text for the rental program. (Comment: The cost to a student to rent a textbook is 60% of the purchase price. Even custom texts may qualify if the text will be used for at least two years, if the text includes no software, and if it is not bundled with other materials.)
- ___ Consider adopting a textbook minus "bundled materials:" (i.e., "One or more college textbooks or other supplemental material that are packaged together to be sold as course materials for one price."—Maryland law.) If a "bundle" is essential, determine the net cost of each item in the bundle. (Comment: The actual cost of a textbook bundle will be higher than for the text by itself. If a student is not expected or not required to use one or more items in a bundle – such as a student workbook or student guide – then the publisher must provide a price for the text in its "unbundled" state, including the cost of each supplement separately. All pieces must be available for purchase separately.)
- ___ Determine the percent a new textbook edition has changed from the previous edition. (Comment: The law stipulates that the faculty member must be aware of the changes before adopting a new edition. The publisher should be asked and must provide this percent along with an explanation of those changes).
- ___ Determine how long a previous (old) edition can be used when adopting a new edition. (Comment: Faculty should work with the College Store in ascertaining this information before adopting a text. If the new edition is basically unchanged from the earlier one, consider allowing students to use an

old edition, with a caveat that students cannot expect faculty to provide detailed page references for any text other than the required current edition.)

—Ascertain the net price of the new edition compared with the old edition. (Comment: the CSM Bookstore computes the *Net price* by dividing the retail price by 0.72 and adding \$1.00 per text for shipping.)

—For multiple sections of the same course and for the same course taught on more than one campus, department chairs should consider encouraging faculty to adopt the same textbook for all sections and across campuses, unless a compelling reason can be shown. (Comment: Students who switch sections are at a financial disadvantage if the text is different in a new section of the same course. Furthermore, if the texts are different, students taking courses on more than one campus cannot now purchase all texts from the same campus bookstore.)

Consider alternative sources for course materials that are free or low-cost, such as FlatworldKnowledge.com, Bartleby.com, Wikibooks.com, OpenCulture.com, and other “open source” course materials. (Comment: Adopters should consult the Maryland Higher Education Commission Faculty Advisory Council’s “Tips for Obtaining Textbooks” for more suggestions on adopting textbooks: <http://en.wikipedia.org/wiki/User:Fac-mhec> Faculty should advise students to take into account the total cost of printing a so-called “open source” or free text, including the cost of ink and paper, and the lack of any resale value, and to advise students accordingly.)

Consider a maximum price point and negotiate with publishers to match that price. (Comment: Adopters may be able to persuade a publisher to sell at a reduced price if a department agrees to stay with the same text for an extended period, such as two years or more. It is important, however, to negotiate before adopting the text and get the price quote in writing.)

Academic departments should consider keeping track of efforts by faculty to curtail costs and to encourage alternate formats when selecting texts for their classes. (Comment: The Maryland law requires MHEC to prepare a report documenting efforts taken by all segments of higher education in complying with the law.)

College of Southern Maryland

Cost Comparison of Selected Textbook Adoptions

ACC 2010/2020: A hardback Accounting Principles was previously adopted for ACC 2010/2020 that covered both classes for \$235.50. The department has now adopted a binder ready version (looseleaf) for \$160.50. **Savings of \$75.00**

BAD 2070/2080: A hardback Business Law was previously adopted for BAD 2070/2080 that covered both classes for \$259.50. The department has now adopted a new book that also covers both classes, Business Law (Barron's Review Series) for \$18.99. **Savings of \$240.51**

BIO 1020: A hardback Unity and Diversity of Life for \$201.50 was previously adopted for BIO 1020 in which a majority of the book was not being used. The department has now adopted a custom paperback which include only chapters that are being taught for \$123.50. **Savings of \$78.00**

BIO 2070/2080: A hardback bundle of Principles of Anatomy and Physiology for \$227.50 was previously adopted for BIO 2070/2080. The department has now adopted a binder ready version (looseleaf) for \$159.00. **Savings of \$68.50**

BIO 2070L/2080L: The Wise/Anatomy & Physiology for \$185.50 was previously adopted for BIO 2070L/2080L. The department has now adopted a binder ready version (looseleaf) by Allen/Anatomy & Physiology with Cat for \$102.50. **Savings of \$83.00**

ECN 2010/2020: One book was previously adopted for ECN 2010 was (McConnell/Macroeconomics @ \$152.50) and one book for ECN 2020 (McConnell/Microeconomics @ \$152.50). The department has now adopted one binder ready version that covers both classes (Hubbard/Economics with MyEconLab) for \$169.50. **Savings of \$135.50**

GOOD BUNDLE SAVINGS

MTH 1120, 1130 AND 1150: Students save an average of \$200 per bundle than if they purchase each of the required components separately.



St. Mary's College of Maryland

at Historic St. Mary's City

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Office of the President

November 21, 2011

Danette Gerald Howard, Ph.D.
Interim Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201

Dear Dr. Howard,

In response to Senate Bill 183, the College Textbook Competition and Affordability Act, St. Mary's College of Maryland is pleased to provide the attached report which details the College's efforts to lower the cost of textbooks for our students and the best practices process developed in accordance with Section 1 of this Act.

St. Mary's College recognizes the high cost of textbooks and has been dedicated to finding ways to realize cost savings. Since 1998 the Campus Store has provided students with on-line access to all relevant textbook information. Through all of our efforts, collectively, students saved approximately \$206,000 in textbook expenses for the fall 2011 semester. We will continue searching for ways to make textbooks more affordable to students.

Sincerely,

A handwritten signature in black ink, appearing to read "Joseph R. Urgo".

Joseph R. Urgo
President

cc: Gareth Murray, Ph.D., Maryland Higher Education Commission
Cathy Kramer, Department of Legislative Services
Tom Botzman, V.P. for Business and Finance, St. Mary's College of Maryland



St. Mary's College of Maryland

at Historic St. Mary's City

Report on the College Textbook Competition and Affordability Act (Senate Bill 183)

Richard T. Wagner, Director, St. Mary's Campus Store
Ronald W. Stone, Assistant Director, St. Mary's Campus Store

Agency Contact:
Thomas J. Botzman, Ph.D.
Vice President for Business and Finance
18952 E. Fisher Road
St. Mary's City, MD 20688
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Executive Summary

St. Mary's College of Maryland has long been aware of the high cost of textbooks. The Campus Store has consistently pursued a strategy to procure as many used books as possible and since 1998 has provided students on-line access to all relevant textbook information, including ISBNs.

This report outlines the steps we have taken to further reduce the cost of textbooks to students in response to the requirements of the Maryland Textbook Law of 2009 (SB183). Since the passage of the law, we have made significant strides to reduce the costs of textbooks to our students. Last year the average price of a textbook sold at our store fell nearly 10% from \$35.04 to \$31.97. For the fall 2011 semester, students saved approximately \$206,000 through the adoption of previous-edition textbooks.

Initiatives to reduce the cost of textbooks have included increasing faculty awareness; maximizing used textbook purchasing and availability; implementing a textbook rental program; increasing the adoption of previous-edition textbooks; increasing the number of electronic textbooks available for purchase. We have also posted information on our website regarding the American Opportunity Tax Credit which provides information on how students can deduct textbook and other course material expenses on their taxes.

This report will show that St. Mary's College is in full compliance with both the spirit and the letter of the Textbook Law of 2009.

Institutional Efforts to Lower the Cost of Textbooks for Students

Pricing strategies employed by the institutional book store

St. Mary's Campus Store has shifted from the traditional pricing of textbooks (25% margin on new books and 33% margin on used books) as the textbook market has become increasingly competitive in recent years. Our current average margin for all new textbooks is 19.0%, down from 21.4% in the fall of 2010, and the average margin for used textbooks is 33.5% compared to 32.9% last fall. While we are unable to analyze the marketplace for each and every textbook in regards to establishing a competitive retail price, we analyze the market pricing for the most expensive books and also those books which are used in the largest classes. This process has become more laborious with the introduction of our textbook rental program last fall, as we also monitor and adjust the pricing for all of the rental textbooks in order to remain competitive in the rental textbook market.

One of the primary pricing strategies that we have employed since the late 1980s is to maximize our purchasing and availability of lower price-point used books. These books are typically priced 25% less than the comparable new book price. For the last five years we have averaged a used/new textbook sales ratio of 85%, which is nearly double the average of 48% for stores in our sales category (\$1M-\$2M) as reported in the 2011 edition of the National Association of College Stores Annual Financial Survey. In fact, our used/new sales percentage was higher than the average ratio for all stores in the latest financial survey.

It should be noted that we currently operate at a significant competitive disadvantage in the textbook marketplace, as most new textbooks are now available on Amazon.com at our cost from the publishers. In addition, students do not pay sales tax on most books purchased online. At our store alone, the amount of State taxes not collected from sales lost since 2006 (without assuming year-over-year sales increases) is approximately \$53,000.

Efforts to encourage early adoption of textbooks by faculty

When soliciting textbook orders for the subsequent semester, the textbook manager reminds the faculty of the need to comply with State and federal laws that require book lists be available at the time of registration. In addition, the new Vice President of Academic Affairs and Dean of Faculty sent an e-mail to faculty reminding them to consider the demands that increasing textbook prices have placed on students when adopting textbooks for their upcoming spring semester classes.

Awareness campaigns conducted with faculty to elicit assistance in keeping textbook costs low

Our textbook manager met with the faculty soon after the passage of SB183 to discuss compliance with this law as well as HEOA. We also have published a listing of the instructors that have adopted previous-edition textbooks for their classes on our store website, along with the estimated savings for their students. We also promote and thank those professors who have adopted previous-edition textbooks on our Facebook page.

In the e-mail sent to all faculty soliciting book orders for the upcoming semester, the Campus Store lists the various ways professors can help lower textbook costs for our students. We recently added the benefits to students and the College of early textbook adoptions. Additionally, when professors send the store their textbook requests, the Campus Store confirms the order, along with price and availability and, where appropriate, the price and availability of the previous-edition textbook. This approach has proven to be very successful in adopting previous-edition textbooks for classes at the College. Collectively, students saved approximately \$206,000 in textbook expenses for the fall 2011 semester alone as 71 previous-edition textbooks were used in 94 of 523 class sections that required textbooks.

Alternative delivery formats

Digital textbooks have been offered as an alternative format here at St. Mary's for approximately three years. However, sales have been minimal with only 11 units total sold for during the fall 2011 semester. Among the 22 classes offering the electronic alternative, only 1.3% of enrolled students purchased the available e-book. Reflecting national trends, our students seem to find more value in used and rental books. A recent study by market research firm Student Monitor showed that only 2% of student textbook spending was spent on e-textbooks.

Other processes adopted by the institution

The campus store prominently posts information on their website about the American Opportunity Tax Credit. This tax credit provides up to \$2,500 of the out-of-pocket cost of tuition and related expenses including course materials paid during the taxable year.

Components of Best-Practices Process for Faculty in Selecting College Textbooks and Supplemental Materials

Ensures early adoption of college textbooks

Textbook adoption deadlines are set three to four weeks before registration. When the textbook request solicitation is sent to instructors, they are encouraged to consider the different methods we employ to reduce textbook costs for our students. The textbook manager also follows up with faculty members that have not submitted requests by the end-of-semester buyback in order to have the most up-to-date textbook information available for students and to maximize the prices we pay for books.

Encourage the maximum usage of used college textbooks and of previous editions of college textbooks, when possible.

The Campus Store attempts to procure as many used books as possible (nearly twice the national average) to reduce textbook expenses for our students.

In addition, the widespread practice of our faculty adopting older editions (in approximately 20% of classes that use any textbooks) provides evidence that the faculty at St. Mary's take this issue seriously.

Ensures that faculty are aware of various outlets for the supply of college textbooks and supplemental material.

This requirement should be considered common knowledge due to the prevalence of price comparison websites that exist on the Internet.

Conclusion

The overall goal of Senate Bill 183 is to bring down the cost of textbooks, making them more affordable to a larger number of students. This goal has been accomplished at St. Mary's College and our efforts are directed at furthering that goal in order to help drive down educational costs for our students.

Appendix A: Best Practices for Textbook Adoption

St. Mary's College of Maryland and its faculty believe that it is important to keep the cost of textbooks to students as low as possible. We have developed the following best practices for textbook adoption to focus on the importance of considering costs as a factor in textbook adoption decisions. These best practices also aim at assuring that SMCM complies with the State of Maryland's College Textbook Competition and Affordability Act of 2009. Faculty members are required to acknowledge understanding and consideration of the law before selecting a college textbook.

Best Practices Guidelines:

Price Information for Textbooks: Under the College Textbook Competition and Affordability Act of 2009, publishers are required to provide information on prices of textbooks and supplemental materials, both in bundled and unbundled form, and for both the current edition and previous editions. Publishers are required to include information on substantial content revisions between current and previous editions. Publishers are also required to provide information on paperback or other alternative forms for materials and lists of textbooks that are classified as integrated textbooks. This provides the opportunity for faculty to obtain information on a variety of textbook choices. The Campus Store will also provide price information to faculty. Faculty should take into account price considerations in making textbook decisions.

Early Adoption of Textbooks: The College Textbook Competition and Affordability Act of 2009 requires SMCM to list course material ISBNs on our Internet course schedule no later than the date on which course offerings and schedules are published. To ensure textbook adoptions are made with sufficient lead time to confirm availability and, where possible, ensure maximum availability of used textbooks, faculty should submit textbook and course material adoption information to the Campus Store on the following schedule:

**Fall Semester and Summer Session adoptions by March 1.
Spring Semester adoptions by October 15.**

Faculty assigned to a course after the deadlines above should make textbook selections on a timely basis.

Early adoption of textbooks enables the Campus Store to pay students the most for their used books and to secure additional textbooks from the national book market both of which will ensure that textbooks will be on the shelves in time for the start of classes. It will also allow the Campus Store to provide full textbook information, including prices, on its Webpage on a timely basis.

New versus Older Editions and Consideration of Used Textbooks: Faculty should carefully consider the content of new versus existing editions of textbooks. Repeated use of the same textbook in a course provides opportunities for students to acquire used textbooks, which can often save students significant costs. In choosing between a new version and an existing edition, faculty should consider whether content revisions warrant the cost differential that is often associated with using a new edition. Faculty should also consider the use of used textbooks.

Use of Required Items: Faculty members should ensure that a significant portion of each assigned textbook will be used in the course. If supplemental materials are sold with the textbook (a practice called bundling), faculty members should be aware of the variance in price between the bundled and unbundled items. They should consider whether all parts of the bundle are intended for use in the course. Faculty may ask the Campus Store whether it can obtain from the publishers only a subset of the bundled items.

Alternative Approaches: Faculty members may want to consider permitting students to purchase electronic versions of textbooks when available or to incorporate the use of online resources into course instruction wherever feasible or prudent.

Textbook Adoption Process:

All textbook adoption information, including the International Standard Book Number (ISBN), should be submitted to Campus Store by **March 1** for summer and fall classes and by **October 15** for spring classes. At the Campus Store website, click on “Faculty Textbook Adoption” and fill in the form. Campus Store textbook staff are available for additional assistance at 240-895-3419. Once the textbook adoption information is verified, it will be posted on the Campus Store website. Information posted will include title, author, publisher, edition, copyright date and publication date, ISBN, and anticipated enrollment for the course.

Faculty Acknowledgement of Compliance:

The Textbook Affordability Law of 2009 requires faculty to submit an acknowledgement of compliance. At SMCM faculty electronically acknowledge compliance with the law on the Vice President for Academic Affairs and Dean of faculty’s website located at: <http://www.smcm.edu/provost/textbook.html>. Beginning in January of 2012, faculty will be informed that their submission of a textbook order will constitute acknowledgement of compliance with the law.

Academic Freedom:

The State of Maryland’s College Textbook Competition and Affordability Act of 2009 itself states that its provisions may not be construed to supersede the institutional autonomy or academic freedom of faculty members involved in the selection of college textbooks and supplemental material.

Appendix B: Use of Previous Editions – Fall 2011

CLASS	TITLE	NEW ED. NEW PRICE	OLD ED. USED PRICE	ENROLLMENT	INSTRUCTOR(S)	SAVINGS
ANTH 101.01,.02,.03	Conformity and Conflict 13/E	\$58.75	\$15.00	79	Gijanto; Rivers-Cofield	\$3,456.25
ANTH 101.01,.02,.03	Introducing Anth. 4/E	\$104.50	\$15.00	79	Gijanto; Rivers-Cofield	\$7,070.50
ANTH 243.01	Intro to Phys. Anth. 12/E	\$125.25	\$30.00	21	Samford	\$2,000.25
ARTH100.01	Art History V1 & V2 Combo 3/E	\$163.50	\$80.25	26	Lucchesi	\$2,164.50
BIOL 101.02	Human Biology10/E	\$147.25	\$15.00	27	Crawford	\$3,570.75
BIOL 330.01	Anatomy & Phys. 5/E Lab Man.	\$118.75	\$63.00	15	Crawford	\$836.25
BIOL 330.01	Anatomy & Physiology 5/E Txbk	\$202.25	\$106.50	15	Crawford	\$1,436.25
CHEM101.01	Chern. in Context 6/E	\$137.50	\$30.00	18	Hardy	\$1,935.00
CHEM311.01,.02	Organic Chem. 6/E Sol. Man.	\$115.00	\$30.00	84	Eller; Koch	\$7,140.00
CHEM311.01,.02	Organic Chem. 7/E Lab Man.	\$68.75	\$15.00	84	Eller; Koch	\$4,515.00
CHEM311.01,.02	Organic Chem. 7/E Txbk	\$216.00	\$38.00	84	Eller; Koch	\$14,952.00
CHEM451.01	Physical Chem. 8/E Txbk	\$137.00	\$79.50	37	Blanchette	\$2,127.50
CHEM451.01	Physical Chem. 8/ESol. Man.	\$38.25	\$24.75	37	Blanchette	\$499.50
COSC 120.01,.02,.03	Java: How to Program 8/E	\$115.25	\$64.00	102	Jamieson; Read	\$5,227.50
COSC 301.01	Software Engineering 5/E	\$152.50	\$76.25	12	Tracy	\$915.00
COSC 450.01	Fund. Database Systems 5/E	\$125.75	\$79.75	16	Carter	\$736.00
ECON 101.05,.06	Essentials of Econ. 1/E	\$166.25	\$15.00	43	Kozak	\$6,503.75
ECON 101.03,.04	Econ. 8/E	\$150.00	\$30.00	33	Duzenli	\$3,960.00
ECON 251.01,.02	Macroecon. 11/E	\$157.50	\$72.75	38	Xu	\$3,220.50
ECON 252.01,.02	Microecon. 5/E	\$181.25	\$30.00	45	Nishikawa	\$6,806.25
ECON 359.01	Public Fin. & Public Pol. 2/E	\$170.25	\$83.25	26	Kozak	\$2,262.00
ENGL 201.02	Conversations 6/E	\$70.00	\$15.00	13	Click	\$715.00
ENGL 201.02	Style 9/E	\$24.25	\$15.00	13	Click	\$120.25
ENGL270.02,.03	Story & Its Writer 6/E	\$68.75	\$20.00	33	Cognard-Black	\$1,608.75
ENGL282.01	Norton Anth American Lit 6/E	\$67.50	\$30.00	23	Cognard-Black	\$862.50
ENGL283.01	Longman Anth British Lit 3/E	\$46.25	\$15.00	25	O'Sullivan	\$781.25
ENGL304.01	Hndbk Critical App. Lit 5/E	\$51.95	\$25.00	16	Chandler	\$431.20
HIST 104.01	Docs in World History V1 4/E	\$69.00	\$15.00	27	Dennie	\$1,458.00
HIST 104.01	Hist of World Societies V1 7/E	\$98.75	\$15.00	27	Dennie	\$2,261.25
HIST 105.01	Western Civ Brief Ed V2 1/E	\$50.00	\$15.00	20	Adams	\$700.00
HIST 206.01	East Asia 4/E	\$86.25	\$15.00	18	Musgrove	\$1,282.50
HIST 276.01	20th Cent. World 6/E	\$99.00	\$49.50	17	Savage	\$841.50
HIST 351.01	Cambridge Ill. Hist. China 1/E	\$45.99	\$22.50	19	Musgrove	\$446.31
ILCC 101.01,.02	Pocket Oxford Chinese Dict. 3/E	\$19.95	\$6.75	45	Fu	\$594.00
ILCG 101.01,.02	Deutsch: Na Klar! 5/E Txbk	\$163.50	\$81.75	37	Eubanks; Leblans	\$3,024.75
ILCG201.01	Handbuch Zur Deutschen 4/E	\$127.50	\$15.00	4	Leblans	\$450.00

CLASS	TITLE	NEW ED. NEW PRICE	OLD ED. USED PRICE	ENROLLMENT	INSTRUCTOR(S)	SAVINGS
ILCS 201.01,.02	Mundo 21 3/E	\$119.00	\$30.00	35	Bayers	\$3,115.00
ILCS 206.01,.02	Hist of Latin Am. 7/E	\$52.00	\$15.00	30	Rogachevsky	\$1,110.00
MATH 111.01	Func. Mod. Change 3/ETxtbk	\$180.00	\$22.50	19	Sterling	\$2,992.50
MATH 111.01	Func. Mod. Change 3/ESol. Man.	\$37.50	\$27.50	19	Sterling	\$190.00
MATH131.02	Heart of Math 2/E	\$108.75	\$15.00	34	Burch	\$3,187.50
MATH 151.01-.05	Sing. Var. Calc. V1 5/E	\$118.75	\$15.00	126	MATH DEPT	\$13,072.50
MATH 152.01,.02	Sing. Var. Calc. V1 & V2 5/ETxtbk	\$173.50	\$22.50	48	MATH DEPT	\$7,248.00
MATH 151/152	Sing. Var. Calc. 5/EStudy Guide	\$56.25	\$15.00	174	MATH DEPT	\$7,177.50
MATH 151/152	Sing. Var. Calc. 5/ESol. Man.	\$60.00	\$15.00	174	MATH DEPT	\$7,830.00
PHIL101.02	Traversing Philosophical Bound.	\$121.50	\$60.75	22	Ruonavar	\$1,336.50
PHIL380.01	Race in North Am. 3/E	\$45.00	\$34.50	17	Anderson	\$178.50
PHYS121.01	Physics 6/E Textbk	\$202.50	\$15.00	25	Mita	\$4,687.50
PHYS121.01	Physics 6/E Study Guide	\$56.25	\$10.00	25	Mita	\$1,156.25
PHYS121.01	Physics 6/ESol. Man.	\$60.00	\$10.00	25	Mita	\$1,250.00
PHYS141/151/231	Fund of Physics Exten. Txtbk 8/E	\$223.95	\$37.50	69	Depree; Grossman	\$12,865.05
PHYS141/151/231	Fund of Physics Study Guide 8/E	\$59.95	\$24.00	69	Depree; Grossman	\$2,480.55
PHYS141/151/231	Fund of Physics Sol. Man. 8/E	\$56.95	\$22.75	69	Depree; Grossman	\$2,359.80
POSC 100.02	Power & Choice 11/E	\$78.75	\$15.00	21	Fehrs	\$1,338.75
POSC201.01	Understanding the Pres. 5/E	\$74.50	\$15.00	20	Eberly	\$1,190.00
POSC 269.01	Internat'l Politics 9/E	\$74.50	\$15.00	19	Fehrs	\$1,130.50
POSC311.01	Public Policy 2/E	\$82.95	\$15.00	20	Calvert	\$1,359.00
POSC366.01	Intro to Law & Legal Sys. 9/E	\$99.50	\$15.00	12	Kenney	\$1,014.00
PSYC 203.01,.02	Intro to Behavioral Research 4/E	\$151.00	\$15.00	27	Han	\$3,672.00
PSYC230.01	Lifespan Development 11/E	\$159.00	\$15.00	25	Dennison	\$3,600.00
PSYC 250.01	Social Psych. 8/E	\$169.75	\$15.00	24	Han	\$3,714.00
PSYC 270.01	Personality Puzzle 4/E	\$106.25	\$15.00	23	Young	\$2,098.75
PSYC 333.01	Adolescence 8/E	\$146.50	\$30.00	22	Dennison	\$2,563.00
PSYC 339.01/EDSP 339.01	Learning Disabilities 11/E	\$150.75	\$79.75	16	Kosarych-Coy	\$1,136.00
PSYC378.01	Theory & Prac. Counseling 7/E	\$130.50	\$15.00	25	Bishop	\$2,887.50
PSYC 410.01	Intern Practium 4/E	\$94.75	\$15.00	9	Kosarych-Coy	\$717.75
RELG 460.01	Ethics 4/E	\$119.75	\$15.00	13	Von Kellenbach	\$1,361.75
TFMS 106.01	HB Anth of Drama 3/E	\$130.00	\$15.00	8	Rhoda	\$920.00
TFMS 130.01	Theatre Brief Ed 8/E	\$104.25	\$15.00	26	Blumner	\$2,320.50
TFMS 200.01	Living Theatre: History 4/E	\$123.50	\$15.00	22	Ellis-Tolaydo	\$2,387.00
TFMS 220.01	Gender, Race, & Class Media 2/E	\$69.95	\$15.00	29	Klein	\$1,593.55
TFMS 275.01	Survey of Historic Costumes	\$115.00	\$15.00	18	Wiebers	\$1,800.00
TFMS 420.01	Practices of Looking 1/E	\$69.95	\$27.50	9	Klein	\$382.05
						\$206,335.26

Appendix C: Textbook Request E-mail to Faculty

From: Stone, Ronald W
Sent: Wednesday, September 28, 2011 3:28 PM
To: All Faculty Mail
Cc: Wagner, Richard T; Stone, Ronald W
Subject: Spring 2012 Textbook Requests

Professors and instructors,

I must ask you to consider your textbook choices for the upcoming Spring 2012 semester.

New state and federal laws require that we have our book lists posted alongside the schedule of classes at the time of registration. In order for the College to comply with these new state and federal laws concerning college textbook listings, please return your requests by October 31, 2011.

Timely requests allow the store to purchase more used textbooks from wholesalers; allow us to pay a higher price for those books students choose to sell back at the end of the semester; and permit students to shop around for the best price.

You can reply to this e-mail, send me a copy of your syllabus, or submit your book requests at: <http://www.smcbooks.com/site/textreq2.asp>

The web page allows you to select "All Books from Previous Semester," if you wish to continue with the same materials. I will notify you of any edition changes or out-of-print notices as necessary. Also, if you include your e-mail address on the web page, you will receive a copy of your request exactly as I receive it. Use your browser's "back" button to avoid re-typing your address and course data.

Additional notes:

OLDER EDITIONS - To lower the price of textbooks, many instructors are intentionally assigning older editions of the more expensive titles. These older editions are at least half the price of a new copy of the new edition and often much less. If you'd like to explore the possibility of using an older edition for your course, please contact me so that I can determine availability. Currently this is the most popular method of significantly lowering textbook prices on our campus: 72 old editions were used in Fall 2011, saving our students over \$150,000.

ELECTRONIC TEXTBOOKS - Some publishers are making their books available as PDF downloads or interactive websites. If you're using a typical large college textbook for your course and would like to explore the possibility of using an e-book, let me know so that I can check availability and price.

USED TEXTBOOKS - The Campus Store attempts to procure as many used textbooks as possible to reduce textbook expenses for our students, except when a used book would be obviously unacceptable: lab manuals, workbooks, software, etc. However,

if your syllabus includes material from a dedicated website attached to the textbook, or you will require significant ancillary materials from the publisher (such as language lab materials, lecture notes, test banks, image files, etc.) that will require an order placed with the publisher, please advise the Campus Store to not order used textbooks.

COURSE PACKS – Course packs remain very labor-intensive, often requiring several weeks to complete as we await permissions from copyright holders. If you plan to have a course pack sold through the Campus Store, we will need a complete bibliography including page numbers, as well as reproducible originals. If a selection is included in an anthology, we will also need the original citation, as anthology publishers rarely have reprint rights. Please keep in mind that course packs of copyrighted material are, on average, more expensive per page (usually \$0.20) than an actual book.

DESK COPIES - Publishers do not automatically send desk copies along with our order. Many will not send a free book in response to anything other than official department stationery. If you require a desk copy and do not know who to contact, please contact me so that I can forward you the appropriate phone number or website.

Ronald Stone
Asst Director - Texts
St. Mary's Campus Store
St. Mary's College of Maryland
Student Center
16800 Point Lookout Road
St. Mary's City, MD 20686

240-895-4420 Store
240-895-3419 Direct
240-895-4983 Fax

Appendix D: Follow-up E-mail to Textbook Request Suggesting a Previous Edition

From: Stone, Ronald W [<mailto:rystone@smcm.edu>]
Sent: Monday, October 31, 2011 9:28 AM
To: Baines, Lorena
Subject: RE: Book order for ARTH 310

Textbook request received and entered.

If you like, I could significantly lower the price of the Paloletti book by ordering the 3rd edition, which would retail somewhere around \$30 for used copies. However, this is completely your decision and I won't stock 3rd editions unless you want to make that change.

* * *

Per current state laws, I am required to inform you the current new price of your books:

\$ 41.00 ADAMS/KEY MONUMENTS OF BAROQUE
\$ 38.50 HARBISON/MIRROR OF THE ARTIST
\$120.50 PAOLETTI/ART IN RENAISSANCE ITALY 4/E

This information is provided for comparative purposes with other textbooks. These prices do not reflect the price or availability of used, electronic or rental copies.

Thank you,

Ronald Stone

Asst Director for Texts
St. Mary's Campus Store
16800 Point Lookout Road
Campus Center
St. Mary's College of Maryland
St. Mary's City, MD 20686
(240)895-3419 Direct
(240)895-4420 Store
(240)895-4983 FAX

SB183 Reporting

Towson University
8000 York Road
Towson, Maryland 21252-001

University Store Director
Stacy Elofir
410-704-4414
selofir@towson.edu

Towson University has made great strides in supporting the effort to lower the cost of textbooks to its students and not just be compliant with SB183 but look to future needs of the institution and its students.

Institutional efforts to lower the cost of textbooks for students:

- **Rental Program-** in July 2010 the University Store started a Textbook Rental Program for Towson University students. This Spring 2012 the Towson University Store will offer approximately 50% of the available course materials for rent. To date we have saved the students over \$1,000,000 over the cost of purchasing the books new.
- **Electronic Books-** in July 2010 the Towson University Store provided all materials that were available to us in electronic format including over 400 digital books and access cards. The University Store continues to offer all available course materials in an electronic format. Ebooks can be purchased on-line or in the store.
- **Comparison Program-** in January 2011, the Towson University Store updated their on-line website to include comparison pricing. Students/Faculty/Staff can compare the University Store prices to major on-line vendors (Amazon, Chegg, B&N...) and if they choose to get their materials from a competitor be linked directly to that vendor.
- **Faculty Training/Partnering-** Towson University supported early adoption and on-line faculty adoption process. Question & answer sessions and trainings in both 2010 and 2011 has resulted in an increased awareness and effort to choose the right materials at the best time offering early information to students.
- **Early Availability of Course Materials-** the Towson University Store has live information available as soon as it is confirmed and is available for purchase prior to the upcoming semester.

Towson University

Best Practices for Course Material Selection and Usage

The academic freedom to select textbooks and course materials that the faculty enjoys is accompanied by the responsibility to choose materials that support a student's learning process by being both course appropriate and affordable. The following are best practices designed to maximize the usage of adopted textbooks and course materials and to support the intent of Maryland College Textbook and Affordability Act of 2009 as well as USM Policy.

<http://mlis.state.md.us/2009rs/bills/sb/sb0183e.pdf>
<http://www.usmd.edu/regents/bylaws/SectionIII/III1000.html>

Course Material Selection Process:

- Consider the price of the course materials as one of the criteria during the textbook selection process.

Make it clear to publisher sales representatives that price is an important factor in the decision-making process. Course materials that deliver high quality at a reasonable cost to students should be selected whenever possible. Price and cost information may be requested from the publisher or University Store though both are subject to change.

- Obtain accurate bibliographic information for all course materials.

This information includes title, author, edition, publisher and most importantly the ISBN (International Standard Book Number), which is the unique identifier of each publication.

- Use bundling of course materials only when it provides a cost benefit for students.

A "Bundle" is defined as one or more college textbooks or other supplemental material packaged together to be sold as course materials for one price. Bundle only essential material that will actually be used in the course. If one-time-use materials are included in the bundle, consider the impact this may have on the students' ability to resell the other materials back to the University Store or to other students. Publishers will assign a unique ISBN to a bundle to identify it as a publication different from the single textbook for inventory purposes.

- Consider using the same edition of a textbook as long as possible.

The frequent change of textbook editions increases the costs of course materials for students, both in terms of the purchase of new textbooks and the decreased value of used books that are sold back to the University Store.

- When practical, allow multiple editions of a title to be used for a course.

Inform the University Store so that used books are available and those editions can be bought back at the Used Book Buyback for a higher price.

- Consider a custom course packet for essential material.

If a portion of a larger work is essential to the course, consider placing that portion on reserve in the library or making it available online or as a custom course packet . All such material must be offered in compliance with copyright regulations. The University Store provides a custom course packet service as a means of making essential information available in a more affordable format.

- Consider Department-wide adoptions of the same title for all sections of the same course.

Using the same book for all sections of the same course maximizes the students' opportunity to receive higher prices for their used books thus defraying the high cost of textbooks.

- Review these Best Practices when selecting course materials for the next semester.

Department Chairpersons are encouraged to remind instructors of the Best Practices for selecting course materials especially the importance of the timely submission of book orders to the University Store.

Course Material Ordering:

- Submit all orders for textbooks and course materials to the University Store using the online order process. The University Store maintains the database and publishes the online listing of all course material information for the university in compliance with the College Textbook Competition and Affordability Act of 2009.

By law, a complete and accurate list of all required and recommended course materials must be made available online on the University Store's website <http://store.towson.edu> as a result of the textbook order process. Therefore, faculty who use course materials must submit an order to the University Store so that the title information is included in the online listing.

Students also expect the University Store to have all course materials available for purchase. This is especially important for those students who are purchasing their course materials with financial aid and the campus debit OneCard, which are not accepted forms of payment for other stores and online sites.

- Submit orders (adoptions) for course materials by published deadlines.

These deadlines are established to give adequate time to assess the availability of course materials, especially used books, and to compile the title list for the Used Book Buyback. When the University Store has book orders for specific titles, students are paid a higher price for used copies of those titles to meet the store's inventory needs. Course material information is also needed by specific deadlines to comply with the USM Policy that requires the University Store to publish Fall Semester course material information online by the preceding May 1 and Spring Semester course material information by the preceding December 1.

- Order and recommend only the course materials that will be used in the course.

Indicate to the University Store and to students that a text is required only if it will actually be used in the course. Otherwise indicate that the text is recommended. The University Store usually orders

fewer copies of recommended course materials because fewer students purchase books that are not required.

- When selecting a different title than previously used including changing the edition of a textbook, the faculty must acknowledge by law that they have considered several factors including the cost of the books, substantial content changes between editions of the same book and that supplemental material in bundles is intended for use in the course.

Faculty will make these acknowledgements as a step in the process of submitting an online order for textbooks and course materials to the University Store, which has been determined to be the most convenient method of recording this information. However, any questions or concerns regarding faculty compliance with the acknowledgement process will not be administered by the University Store, but will be referred to the Provost's Office for review.

Changes to Course Material Selections:

- Instructors are asked to refrain from changing course material selections that are submitted to the University Store except under certain circumstances.

Once accurate course material information for a semester is listed online by the University Store, the course material selections may only be changed if a sufficient supply of a title is unavailable, the instructor is reassigned by the academic department, or the course is cancelled. Requests for changes under any other circumstances must be authorized by the Department Chairperson. This practice protects customers and the University Store from loss should they have already purchased and received the book based upon the instructor's original book order.

- Instructors are asked to refrain from changing the required/recommended status of course material selections that are submitted to the University Store.

The University Store informs customers about the required or recommended status of each title both in its online title listing and on shelf tags in the store. This designation is based upon the instructor's book order. Situations in which faculty list a title as required on the book order, but do not use it as a required course material increase the overall cost of textbooks for students and cause misunderstandings among customers, faculty and the University Store with regard to refunds for course materials.

Course Material Usage:

- Communicate with students regarding course materials usage and cost.

Students relate the value of a textbook to the retail price of the required book and the extent to which the instructor uses a book for assignments and exams that are based on the book. Explain to students why specific course materials are chosen and how the text fits within the course.

- Obtain feedback from students at the end of the course concerning course materials.

Assess the effectiveness of course materials with an end-of-semester course evaluation and use this information in future course material selection considerations.

Date: November 3, 2009

Revised: November 6, 2009



✓

Designated Compliance Officer

Roger J. Ward, EdD, JD
Interim Vice President, Academic Affairs
Interim Dean, Graduate School
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I. UMB's efforts to lower the cost of textbooks for students.

UMB has launched a multi-part effort to lower the costs of textbooks for students. One of the simplest ways to assist students is to make it easy for them to purchase used books should they so desire. Used textbooks are often priced at 30-40% less than new books.¹ However, because of high demand for used books, students who delay purchasing often find that the supply of used books has greatly diminished or even been eliminated.

UMB has a contract with Barnes and Noble as our institutional bookseller. This past fall, at the request of the **Office of Academic Affairs**, the Center for Information Technology Services implemented the Barnes and Noble Registration Integration System into SURFS (Student User Friendly System), which is the student-centric web-based interface to UMB's Student Information Management System. This system has provided students with the ability to review their registration, grades, academic records, and financial information online in real time. But now this system also allows students to purchase textbooks as a seamless transaction integrated with the online course registration process. By making textbook needs transparent and available during the registration process through a link to the registration system, students can buy books almost simultaneously, thus taking advantage, should they so desire, of the limited availability of good quality used books.

Strategies have also been employed to utilize instructional methods that do not require students to purchase textbooks. For example, the **Graduate Program In Life Sciences (GPILS)** recently launched an iPad Pilot Program wherein participating students could obtain purchase or lease rights to textbooks.<http://lifesciences.umaryland.edu/Pages/iPadPilotProgram.aspx> Additional teaching enhancements are also leveraged as a result of this adoption of available technology. Specifically, lecture materials related to the GPILS "Core Course" including readings, notes, and PowerPoint files are available via Black Board Mobile Learn in advance of each lecture. Following each lecture, video and audio recordings are available on our secure Apple iTunes University site. Furthermore, as part of this pilot program, select lectures are recorded and posted to the web in advance for students to digest material before the actual class meeting. This provides for more informed discussions and efficient utilization of contact-time in the classroom.

¹ Furthermore, a robust market for used books allows students who have completed their use of a specific book to get an enhanced price when they resell it to a vendor.

Moreover, e-books are becoming the ‘publications of record’ and are generally more comprehensive and up-to-date than the paper versions they replace. As such, the **School of Pharmacy and the Health Sciences and Human Services Library** collaborated to acquire the AccessPharmacy™ electronic library for the fall 2011 academic year with no impact on student fees or tuition. AccessPharmacy™ <http://www.accesspharmacy.com/textbooks.aspx> contains 29 titles, several of which are required textbooks in PharmD courses. This collaboration resulted in the elimination of any need for students to purchase books that are in the AccessPharmacy™ catalog.² The electronic library allows students to select a core curriculum topic, browse by organ system, review textbooks, or search across online references. Monthly text updates are received from the editors of some books while bi-monthly Hot Topic responses to key articles are posted and daily news from Pharmacotherapy News Network (PNN) ensures currency on relevant topics. The electronic library is accessible to users while on and off campus.

The **School of Law’s** curriculum is overwhelming based upon analysis of published law cases. As a result, it is the most textbook reliant of our graduate and professional schools. To this end, the School encourages professors to select specific course readings in lieu of assigning an expensive required textbook. When the professor selects a reading list for the students, the Thurgood Marshall Law Library arranges for copyright clearance for materials selected, and these materials are made available to the students free of charge,³ either in print coursepacks or via electronic links to online versions of the materials. As you can imagine, this option has been very well received by the students as they deeply appreciate being assigned only excerpted information from a single textbook or a variety of textbooks.

² Of the twenty-nine books, three are priced at over \$150.00 and roughly 80% are listed at over \$50.00.

³ Copyright clearance usually entails monetary charges; however, the School of Law absorbs these costs rather than passing them on to students.

II. Components of UMB's best practices process.

To address the rising cost of textbooks in order to maintain access and affordability for students, the University of Maryland Baltimore (UMB) has developed the following "best practices" in compliance with the Board of Regents' Policy on Textbook Affordability Measures <http://www.usmd.edu/regents/bylaws/SectionIII/III1000.html> and the Maryland Education Article Sec. 15-112 entitled "College Textbook Competition and Affordability Act of 2009."

General Principles:

At UMB, most textbooks are selected by individual faculty members. This practice is consistent with our policy of academic freedom and allows faculty to make individualized choices regarding pedagogy.⁴ Faculty, textbook coordinators, departments and/or schools are expected to provide timely textbook information to the UMB Bookstore. Early adoption and notification to the bookstore are important steps in the cost reduction process. Once accurate textbook information is posted on the web, students are equipped to search various textbooks outlets to locate what they need for each course.

Guidelines:

1. Faculty should strive to minimize the costs of textbooks and other course materials for students while maintaining the quality of education and academic freedom. To the extent feasible, a majority of the content of required textbook(s) should be used in the course. The UMB Bookstore can order and stock as "recommended" rather than "required" textbooks that have ancillary information faculty consider helpful or supplementary but not essential.
2. To ensure textbook adoptions are made with sufficient lead time to confirm availability and wherever possible, ensure maximum availability of used textbooks, faculty, textbook coordinators, departments and/or schools are expected to submit textbook

⁴ In some cases, a departmental committee or a committee composed of faculty teaching a course may select texts.

and course material adoption information to the UMB Bookstore⁵ no later than the following dates which are mandated by the USM policy:

- Fall semester adoptions by May 1
- Spring semester adoptions by December 1
- Summer session adoptions by March 1

Given that national demand for used textbooks far exceeds supply, early acquisition is essential. Wherever possible, faculty members are strongly encouraged to submit their adoptions in advance of the USM established deadlines noted above. In addition to allowing the UMB Bookstore to promptly obtain used textbooks, early textbook adoption also enables the UMB Bookstore to pay students the most for their used books. Furthermore, timely adoption notice also allows students to actively search for the most reasonably priced textbooks.

3. Faculty members are expected to be aware of any variation in pricing when ordering a different book by a different publisher or a new edition of a previously used book.
4. Faculty members are encouraged to limit their use of new editions unless a new edition differs significantly in a substantive way.⁶ Obviously, selection of a new edition obviates a student's ability to purchase a cheaper used edition of the prior edition.
5. Faculty are encouraged to notify the bookstore when prior editions of a textbook remain suitable for use. Older editions are more available in used form and may have a lower base price than their newer counterparts.
6. Faculty should be aware of the existence of course materials that are available in both "bundled" and "unbundled" form as prices between these two forms of packaging can vary⁷.

⁵ The Bookstore is obligated to post relevant textbook information within one week of receipt.

⁶ Under Maryland law, Educ. Art. Sec. 15-112 (E)1.(III), publishers are required to inform faculty (or their designees) of substantial content revisions when a new edition is released. The UMB Bookstore has contact information for all major publishers and can help you contact them if you wish to inquire about content revision. Publishers are also required to notify faculty as to which textbooks are integrated textbooks and thus not subject to the unbundling requirement.

7. Faculty are encouraged to consider using a standard book for all sections of introductory level courses so that used books will have more resale value and to explore ways that departmental coordination can reduce costs for students. Moreover, textbook adoptions, wherever feasible, should be used for multiple rather than single semesters or terms, thereby creating a demand and market for used texts that result in lower costs for students.
8. Faculty are encouraged to provide access to required textbooks and other educational materials, if applicable, through library checkout or similar arrangements; and allow for resale and reuse of textbooks and manuals. UMB also encourages faculty to consider electronic books, book chapters, electronic journal articles, and other digital materials provided through the web for supplemental and core reading in support of classroom work.

An important faculty obligation the requirement that faculty "acknowledge" the existence of explicit information as it relates to the adoption of certain types of textbooks i.e., new editions and/or a switch to a different textbook. Accordingly, The Office of Academic Affairs has implemented a temporary paper-based textbook adoption acknowledgement process and is working in implementation of a permanent electronic textbook adoption acknowledgement process.

⁷ UMB's Bookstore, as a matter of practice, unbundles all book sets in order to make purchase of the individual unit parts available to UMB students.

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**UMBC Report on the Textbook Affordability – SB 183
23November11**

Submitted by:

Terry Cook

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1. Institutional efforts to lower the cost of textbooks for students:

1.1 Transparency regarding textbook information: The book list and ISBN's are available on the UMBC Bookstore website.

1.2 Pricing Strategies employed by the Bookstore:

A. **Used Books**: UMBC Bookstore has employed the "used books" pricing strategy for decades. The efforts taken by the Bookstore to maximize the availability of used books include the following:

- Conducts "book buyback" (i) throughout the year and (ii) at the end of each semester at both the Bookstore and residence halls to make it convenient for students. Information about buyback is available on the Bookstore website.
- Posts a partial buyback list with prices for the fall and spring term buys to encourage students to sell back their books.
- Contacts a variety of wholesalers to maximize the pool of used books
- Forecasts orders on titles, prior to receiving textbook adoption, to secure quantities of used books from wholesalers.
- Double checks used books against subsequent textbook adoptions prior to sending them back to the wholesaler. This extra effort adds to the pool of available "used" books.
- Follows-up with faculty members on textbook adoption before specific buyback sessions.
- The Textbook Adoption form includes the following "prompters" for faculty members:

Multiple Semesters: Faculty members teaching the same course for multiple semesters can produce cost savings for students by using the same textbook and course materials. The textbook adoption form provides space in the 6th column in which one can indicate if a book will be used for another semester, if this is known (yes/no, spring/fall, or don't know). This information allows the Bookstore to commence obtaining used copies of these textbooks and allows the Bookstore to advise students of this when they make their purchase for the current semester; that is, that the Bookstore will buy their book back at the end of the semester.

Textbook Editions: Faculty members are encouraged to order new editions of textbooks only if pedagogically necessary and advise the Bookstore if previous editions are also acceptable. The form provides space in column #3 to list all acceptable editions. Previous editions are available in the "used book" market and are less costly than new editions.

B. Alternative Delivery Formats:

- E-books: The Bookstore carries available electronic versions of books, if available. The electronic textbooks and supplemental materials are accessible to blind and print-disabled students and faculty members, as available.
- Textbook rental program: The Bookstore piloted textbook rental program for 9 courses for the fall 2010. This program has been expanded and, as of the fall semester of 2011, this program includes 64 courses.

The cost of the textbook rental to the student averages 55% of the cost of a new book and 73% of a used book.

C. **Book List Requests:** The Bookstore provides a copy of the book list to outside bookstores, as requested.

2.3 Awareness campaigns conducted with faculty to elicit assistance in keeping textbook costs low.

- Meetings were held with the Department Heads and Directors in each of the three (3) colleges.
- A power point presentation was conducted with the Provost and the Bookstore to the Faculty Senate Executive Committee; this presentation was posted to Faculty Senate Blackboard site. This presentation included the following information:
 - State law and USM policy on textbook affordability;
 - Considerations for faculty members when selecting course materials relative to textbook affordability inclusive of best practices;
 - Review of the textbook adoption form inclusive of the acknowledgement by faculty per the State law; and,
 - Requirements of publishers.
- A memo is sent each semester by the Provost and Faculty Senate President to all faculty members with full information about this subject. These memos are sent out prior to the adoption due date.

- The Bookstore's Textbook Manager meets with faculty members throughout the year; these meetings include discussions about how to keep textbook costs low. Over the past 2011 calendar year, the Textbook Manager has met with 50 faculty members to date.

2.4 Other Initiatives:

- A. **Textbook Buying Guide:** The Bookstore teamed up with the Student Government Association (SGA) on a joint effort and developed a "Textbook Buying Guide" for students in spring 2010. This guide includes the following information:

- Finding your textbooks;
- Buying your textbooks inclusive of other bookstore websites and other strategies such as e-books, textbook rentals, factors to consider when comparing prices, etc.; and,
- Getting money for your used textbooks at the end of the semester.

This guide is available on the Bookstore website at
<http://bookstore.umbc.edu/SiteText.aspx?id=5083>.

- B. **Textbook Tax Credit:** The Bookstore includes information on the "textbook tax credit" on its website. The National Association of College Stores and the Internal Revenue Service have teamed up on a new Web site designed to help make students aware that they can now recoup some of what they spend on textbooks and other course materials thanks to an expanded tax credit enacted by Congress as part of economic recovery legislation in February.

The site, textbookaid.org, provides information about how college students can take advantage of the American Opportunity Tax Credit, which temporarily expands the Hope College Tax Credit in multiple ways, including by including textbooks and other course materials as reimbursable expenses for the first time. This tax credit is authorized for course materials, tuition and fees for 2009-2012.

3. Components of best-practice process for faculty in selecting college textbooks and supplemental materials:

3.1 Efforts to maximize early adoption of textbooks by faculty: UMBC employs the following strategies to encourage early adoptions:

- Deadlines for textbook adoptions are identified and publicized early in the semester for the subsequent semester.
- A memo is sent each semester to all faculty members signed by both the Provost and the Faculty Senate President that highlight the following:
 - Highlights the major components on the subject of textbook affordability relative to faculty members to increase awareness of important options in selection textbooks;
 - Identifies the textbook adoption deadlines;
 - Provides the name, number and e-mail address of the Bookstore's Textbook Manager.
- The Bookstore's Textbook Manager sends a weekly status of adoptions to each Dean; this report identifies the percentage of adoptions by department and a list of the courses for which textbook adoptions are still outstanding.
- Each Dean sends e-mails to the applicable Department Chair to follow up on outstanding textbook adoptions.
- As noted above, the Bookstore's Textbook Manager meets throughout the year with faculty members to encourage early adoption, provide information regarding publishers, obtain information for the faculty member, if requested, from publishers and convey the importance and cost implications of early adoption, use of previous editions, and identification of textbooks that will be used for multiple semesters.

On an annual basis, the Textbook Manager meets directly with 25% of the full time faculty.

3.2. Encourage the maximum usage of used college textbooks and of previous editions of college textbooks, when possible.

As noted above under item #2.2 A, the textbook adoption form provides prompts for faculty members regarding the use of used books and previous additions.

As noted above, the Textbook Manager reviews the subjects of "used textbooks" and "previous editions" when meeting with faculty members.

- 3.3 For undergraduate college textbooks, ensure that the majority of the assigned material will be used in the course unless it would be in the student's financial interest to purchase separate materials.

Faculty are encouraged to order bundled versions of textbooks (textbooks plus supplemental materials such as CDs or workbooks) only if necessary to the curriculum and instruction. If a bundled version is selected, the Bookstore will advise the faculty member of the option to request unbundled versions and the price differential.

The Bookstore also carries both bundled and unbundled versions to provide students with these options.

- 3.4 Ensure that faculty members are aware of various outlets for the supply of college textbooks and supplemental materials.

The Textbook Manager reviews these subjects when meeting with faculty members. More importantly, students are aware of the various outlets through the Textbook Buying Guide that is available on the Bookstore website as noted under #2.4, A. above.

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College Textbook Competition and Affordability Act of 2009 (SB183)

Annual Report to the Maryland Higher Education Commission December 2011



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University of Maryland

College Textbook Competition and Affordability Act 2011 Report

Institutional Efforts to Lower the Cost of Textbooks for Students

The University established a best practices policy (University Best Practices for Textbook Adoption), consistent with the College Textbook Competition and Affordability Act of 2009 (SB183). The policy requires faculty to consider costs when selecting textbooks and to ensure that a significant portion of assigned textbooks will be used.

The University promotes faculty awareness of its best practices policy through its textbook ordering process and by communications from the Provost each semester. The Faculty Affairs website (<http://faculty.umd.edu/textbooks/index.html>) offers textbook ordering assistance to instructors including information on finding the prices of alternative book choices. The University contracts with Barnes and Noble to manage its bookstore (University Book Center - UBC). In this role, Barnes and Noble employees review all proposed book orders and interact with instructors and departmental book coordinators as necessary to ensure accuracy and clear designation of “required” versus “non-required” books.

Instructors are required to submit their book orders to the UBC for inclusion in the University’s comprehensive catalog of all orders, but they may also provide textbook information to other book sellers. All required textbook information (including the International Standard Book Number, or ISBN) is posted on the publicly accessible campus-supported website, Testudo. The UBC posts approved orders within two business days. This information is available to students and also to competing book stores at no charge.

Faculty are asked to submit textbook orders on a timely basis. All instructors who receive course assignments during the prior semester are given a target deadline of May 1 for fall classes and December 1 for spring classes to submit their orders. Posting book orders well before the beginning of a term allows book sellers to acquire an inventory of used copies. UBC obtains used copies from its nationwide network of stores as a Barnes and Nobles outlet. Early posting provides opportunities for students to shop for the lowest prices.

Students use two principal websites to obtain information about textbook requirements, “Testudo” and “MyUM.” Testudo (<http://www.testudo.umd.edu/>) is the official interactive website for students containing information regarding the schedule of classes and required textbooks. Testudo has been improved to include more information on the choices and prices of books (new, used, rental, and digital). MyUM is a password protected University “portal” used by students for curriculum planning which includes information on textbook requirements. The MyUM site now directly links to the UBC textbook site and is automatically updated as students make changes in course registration.

The University contract with Barnes and Noble (effective June 1, 2009) provides for a 5% discount off all textbooks. This is calculated on a maximum gross margin on textbook prices of 25% (the industry standard).

The UBC promotes the availability of low cost textbook choices for students, including used, rental, and digital. The recent growth of rental textbooks is a major change in the textbook market generating significant cost savings for students, typically 55% below the new price. Following a successful pilot of rental textbooks conducted in Spring 2010, rental offerings were more than doubled the next academic year. Rental titles were 51% of all titles offered in Fall 2011. Twenty-three percent of students made a rental text purchase. Approximately 300 digital titles are being offered each term. Students purchasing digital texts from the UBC receive free downloadable software ("Nook Study") to allow them to read the books on their computers.

Components of Best Practices Process

The Provost and college/school deans have an active role in the development of the University's best practices policy and its implementation. A presentation was made at the Council of Deans on August 31, 2009 summarizing the newly enacted textbook affordability statute and a preliminary outline of an implementation plan to ensure University compliance with the new law. (Appendix 1: Council of Deans Agenda Item). The University's best practices policy and a detailed implementation plan were approved by the Provost and distributed to the deans on October 23, 2009 and January 25, 2010. (Appendix 2: Implementation Policy). The Provost sent an email explaining the Textbook Affordability Law and the University's plan of implementation to all faculty and instructors on October 25, 2009. (Appendix 3: Announcement of Policy). The University "Best Practices for Textbook Adoption" policy and a summary of SB183 are posted on the Faculty Affairs web page on Textbook Adoption and Ordering: <http://faculty.umd.edu/textbooks/index.html>.

In Fall 2011, 81% of the total of all book orders for the term were received by August 1; only a small number of orders were received just after classes began. The timing of book order submissions is a reflection of when teaching assignments are made for a new semester. Some teaching assignments are made just prior to the beginning of the new semester. The University attempts to ensure the timely ordering of textbooks by conducting regular meetings of and correspondence with departmental "textbook coordinators."

The University's implementation plan requires that all instructors submit a Textbook Affordability Acknowledgment Form when ordering textbooks, stating that they have considered a number of critical components of SB183. (Appendix 4: Faculty Acknowledgment Form) The acknowledgment form is available on the Faculty Affairs website. The Office of the Provost sends emails each semester reminding all instructors of the importance of considering costs in their textbook decisions and their responsibility to submit their faculty acknowledgment form. (Appendix 5: Office of Provost Emails Spring 2010, Fall 2010, Spring 2011, and Fall 2011). The number of instructors submitting their acknowledgment forms has risen as instructors become familiar with the process.

Compliance with College Textbook Competition and Affordability Act of 2009

Presentation to the Council of Deans

August 31, 2009

Mahlon Straszheim

Jim Osteen

Summary

Purpose of Statute: Reduce cost of textbooks for students at Maryland institutions, effective July 1, 2009

University Requirements:

1. Develop best-practices model for selecting textbooks, sensitive to student costs. This includes textbook selection on a timely basis (allowing students to shop and the opportunity for more competition among textbook sellers).
 - maximum use of used textbooks and previous editions when possible.
 - ensuring the use of the majority of assigned material in courses.
2. The law also requires that we conduct an informational campaign to make faculty aware of the best practices listed above and to be mindful of:
 - the price of textbooks and supplemental materials,
 - the existence of variances in price of bundled and unbundled materials,
 - content revisions between current editions and new editions, and
 - which textbooks are integrated textbooks.
3. The University must post textbook information in a timely manner (as soon as practicable but at least within three weeks of adoption). This posting occurs on the University web site Testudo via a process managed by the University Book Center as part of the textbook adoption process. Textbook information may be submitted to other vendors but not in lieu of submitting it to the UBC to ensure posting on Testudo.
4. Formal acknowledgment by faculty (instructors) of awareness of law and compliance.

Implementation Plan:

1. Develop document describing best practices and make widely available to faculty.
2. Department and bookstore coordination on book ordering process. Faculty may submit book orders to University Book Center online. Key role of book coordinator in most departments (submit orders/faculty acknowledgment).
3. Provost's periodic email to faculty on book order law and book order due dates.
4. Provide Textbook Affordability Acknowledgment Form (online).
5. Faculty submit Acknowledgment Form on Faculty Affairs website.
6. Departments monitor compliance by obtaining summary reports from website, and make follow-up requests to faculty. Provost oversight, same website.

Attached below:

Summary of Law

UM Summary: State of Maryland Textbook Affordability Law – effective July 1, 2009

1. There is a new law. A new law in the State of Maryland regarding the affordability of college textbooks became effective on July 1, 2009. The purpose of the law is to reduce the cost of textbooks for students at institutions of higher education in Maryland. There is a similar federal law that takes effect in 2010.

2. The University is required to have a best practices model. The law requires the University to develop a best-practices model for selecting textbooks and other supplemental materials. This model should include:

1. early adoption of textbooks (we have done this for several years),
2. maximum use of used textbooks and previous editions when possible,
3. ensuring the use of the majority of assigned material in courses, and
4. faculty awareness of various outlets for textbooks.

3. The University is required to conduct an information campaign. The law also requires that we conduct an informational campaign to make faculty aware of the best practices listed in #2 and to be mindful of:

- the price of textbooks and supplemental materials,
- the existence of variances in price of bundled and unbundled materials,
- content revisions between current editions and new editions,
- which textbooks are integrated textbooks, and
- the fiscal impact to students of the high cost of textbooks.

4. The University must post textbook information in a timely manner. The University is also required to post textbook information as soon as practicable but at least within three weeks of adoption. This posting occurs on the University web site Testudo via a process managed by the University Book Center as part of the textbook adoption process. Textbook information may be submitted to other vendors but not in lieu of submitting it to the UBC to ensure posting on Testudo.

5. There are requirements for what must be posted. The information that must be posted includes title, author, publisher, edition, copyright date and publication date, ISBN, and anticipated enrollment for the course.

6. Faculty members must acknowledge their compliance with the new law. The University is to coordinate a process whereby faculty will acknowledge:

- (a) considerations they have given in the textbook selection process,
- (b) awareness of information that publishers are required to provide, and
- (c) awareness of the impact that the high cost of college textbooks and supplemental materials has on students.

An automated process for these acknowledgments is being developed for implementation this fall for future textbook adoptions beginning with the Winter Term and Spring Semester 2010.

In addition to these requirements, there are some reported requirements for the University related to level of compliance with the letter and spirit of the law.



UNIVERSITY OF MARYLAND

OFFICE OF THE SENIOR VICE PRESIDENT FOR
ACADEMIC AFFAIRS AND PROVOST

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MEMORANDUM

DATE: October 23, 2009

TO: Deans

FROM: Nariman Farvardin *N. Farvardin*
Senior Vice President for Academic Affairs and Provost

SUBJECT: Procedures for Compliance with State of Maryland's Textbook Competition and Affordability Act of 2009

A new law in the State of Maryland became effective on July 1, 2009, that is designed to mitigate the high cost of textbooks for college students. The University must be in compliance with the law, beginning with textbook orders for the Winter Term 2010.

The law requires the University to conduct an information campaign to make faculty aware of the fiscal impact of the high cost of textbooks on college students. The University is required to develop best practices that, in addition to consideration of content, include: consideration of the price of textbooks and supplemental materials, consideration of used textbooks and previous editions when appropriate, ensuring that the majority of assigned material is used in courses, and making early decisions on textbook adoptions.

In addition, the law requires the University to coordinate a process whereby faculty will acknowledge compliance with the law. This acknowledgment is a separate action that must precede the textbook order. "Faculty" for present purposes includes all instructors in a given academic term scheduled to teach and also ordering textbook materials. Instructors and teaching assistants who are not making textbook decisions are not required to submit acknowledgments.

Institutional responsibility for obtaining faculty acknowledgement of compliance with the statute resides in the Office of the Senior Vice President for Academic Affairs and Provost. We have made every effort to simplify the process by creating a website through which faculty can submit the requisite acknowledgment of compliance. In order to ensure full compliance, I will need your help in encouraging and, as necessary, reminding faculty to submit acknowledgments.

Our plan of implementation, summarized below, was devised with input from a number of department textbook coordinators and faculty members. There is no change to the current process for submitting textbook orders by either faculty or textbook coordinators. It is important that faculty continue to submit textbook orders on a timely basis, taking full advantage of the assistance provided by the University Book Center (UBC).

The URL for the new textbook website is www.faculty.umd.edu/textbooks/. It includes information on and links to University best practices for textbook adoption, textbook ordering, and submitting faculty acknowledgments of compliance.

University Best Practices for Textbook Adoption. The University's guidelines for best practices are contained in *University Best Practices for Textbook Adoption* (see link on website and attachment). Paragraph 1 (Educational Appropriateness) states, "Faculty members should select textbooks and other materials that are suitable for the subject matter in a course, that support appropriate pedagogical approaches to teaching within a discipline, and that promote the goal of providing a high quality educational experience." The document discusses important factors about textbook prices that faculty should consider. It also includes selected excerpts from the statute, information on ordering, and the faculty acknowledgment which is to be submitted. Faculty should be familiar with best practices before submitting textbook adoptions. All faculty should be encouraged to review this site.

Textbook Ordering. As is the current practice, textbook information should be submitted to the University Book Center by faculty or the department's textbook coordinator. A link to the UBC website is provided on the new textbook website you're your convenience. The UBC will post the information to the University website *Testudo*.

Faculty Acknowledgment of Compliance. Faculty may submit acknowledgments for a semester/term or for the entire academic year if they have identified the textbooks they intend to order. Acknowledgments for any given faculty member can only be entered by the faculty member signing on with his/her university directory ID. Faculty may edit their past acknowledgments and may delete erroneous entries.

Access to acknowledgment information will be made available to persons identified within colleges and departments in order to assist programs in encouraging full faculty participation. Persons designated by colleges can download excel files containing acknowledgments for college faculty. Similarly, persons designated by departments can view acknowledgments at the department level. Department textbook coordinators can play an important role in helping to encourage faculty to submit acknowledgments at the time they submit textbook orders.

Colleges should submit lists of those who are to have access to records at the college level and at the department level, including the designated person's name, college, department, and university directory ID. Please provide this information to Tom Bulka, Office of Academic Affairs, bulka@umd.edu.

NF:ms:br

UNIVERSITY BEST PRACTICES FOR TEXTBOOK ADOPTION

The University of Maryland is committed to ensuring that textbook adoptions promote a high quality educational experience. The University is also committed to minimizing the costs of textbooks for its students, which have increased substantially in recent years and have had a significant fiscal impact on students. Faculty should carefully consider the appropriateness of textbooks and other supplemental materials for each course (content, pedagogy, and teaching in the discipline), the cost to students, and factors that determine the cost. The importance of considering costs in textbook adoption decisions was addressed in the State of Maryland's College Textbook Competition and Affordability Act of 2009.

University Best Practices Guidelines:

1. **Educational Appropriateness:** Textbooks and other supplemental materials assigned for use in coursework serve as important tools in the educational process. Faculty members should select textbooks and other materials that are suitable for the subject matter in a course, that support appropriate pedagogical approaches to teaching within a discipline, and that promote the goal of providing a high quality educational experience.
2. **Prices of Textbooks:** Publishers are required to provide information on prices of textbooks and supplemental materials, both in bundled and unbundled form, and for both the current edition and previous editions. Publishers are required to include information on substantial content revisions between current and previous editions. Publishers are also required to provide information on paperback or other alternative forms for materials and lists of textbooks that are classified as integrated textbooks. This provides the opportunity for faculty to obtain information on a variety of textbook choices. The University Book Center will also provide price information to faculty. Faculty should take into account price considerations in making textbook decisions.
3. **Early Adoption:** To ensure textbook adoptions are made with sufficient lead time to confirm availability and, where possible, ensure maximum availability of used textbooks, faculty members (or textbook coordinators) should submit textbook and course material adoption information to the University Book Center (See Textbook Adoption Process below) on the following schedule:

Fall Semester and Summer Session adoptions by May 1
Spring Semester and Winter Term adoptions by December 1

Faculty members assigned to a course after the deadlines above should make textbook selections on a timely basis.

Early adoption of textbooks enables bookstores to pay students the most for their used books. It enables bookstores to secure additional textbooks from the national book market and helps to ensure that textbooks will be on the shelves in time for the start of classes.

4. **Content of New Editions and Consideration of Used Textbooks:** Faculty should carefully consider the content of new versus existing editions of textbooks. Repeated use of the same textbook in a course provides opportunities for students to acquire used textbooks, which can often save students significant costs. In choosing between a new version and an existing

edition, faculty should consider whether content revisions warrant the cost differential that is often associated with using a new edition.

5. **Use of Required Items:** Faculty members should ensure that a significant portion of each assigned textbook will be used in the course. If supplemental materials are sold with the textbook (a practice called bundling), faculty members should be aware of the variance in price between the bundled and unbundled items. They should consider whether all parts of the bundle are intended for use in the course. Faculty may ask the bookstore whether it can obtain from the publishers only a subset of the bundled items. [Integrated textbooks are not considered bundled items for purposes of this policy. See definition below.]
6. **Alternative Approaches:** Faculty members may want to consider permitting students to purchase electronic versions of textbooks when available or to incorporate the use of online resources into course instruction wherever feasible or prudent.

Textbook Adoption Process:

All textbook adoption information, including the International Standard Book Number (ISBN), should be submitted to the University Book Center (UBC) by **May 1** for Summer and Fall classes and by **December 1** for Winter Term and Spring classes. At the UBC website, click on “Faculty” then follow the directions from that point. UBC textbook staff are available for additional assistance at 301-314-BOOK (2665).

Textbook information may be provided to other vendors (including Maryland Book Exchange, BookHolders.com, or other online vendors) but **not in lieu of submitting it to the UBC**. Once the textbook adoption information is verified, it will be posted on Testudo by UBC in compliance with the University policy on textbook orders. Information posted will include title, author, publisher, edition, copyright date and publication date, ISBN, and anticipated enrollment for the course.

Faculty Acknowledgement of Compliance:

As directed by the provisions of the Textbook Affordability Law of 2009 and to ensure compliance with that law, faculty members must submit an acknowledgement of compliance at <http://www.faculty.umd.edu/textbooks/>. The text of the law is incorporated into the acknowledgment form.

Related Documents:

1. Faculty-authored texts required for purchase by enrolled students must be approved through the process defined by the University’s “Policy Concerning the Use of Self-Authored Course Materials” found at www.president.umd.edu/policies/iii100b.html.
2. The University System of Maryland’s “Policy on Textbook Affordability Measures” can be found at www.president.umd.edu/policies/docs/III-1000.pdf.

COLLEGE TEXTBOOK COMPETITION AND AFFORDABILITY ACT OF 2009

The State of Maryland's College Textbook Competition and Affordability Act of 2009 has as its purposes to establish practices in higher education institutions in the State in which textbook selection reflects consideration of textbook prices and ways to reduce costs to students, that posts textbook decisions in a timely manner to help students in obtaining assigned books at the least cost, and promotes competition. The statute notes that textbook prices increased by more than twice the increase in overall inflation in the period 1986-2004. Faculty members are required to acknowledge understanding and consideration of the law before selecting a college textbook.

Selected Provisions in the Statute:

Best Practices:

Section (1)(C)(3). Each public institution of higher education in the State shall develop and implement a best-practices process for faculty in selecting college textbooks and supplemental material that:

- I. ensures early adoption of college textbooks and supplemental material;
- II. encourages the maximum usage of used college textbooks and of previous editions of college textbooks, when possible;
- III. for undergraduate college textbooks, ensures that the majority of the assigned material will be used in the course unless it would be in the student's financial interest to purchase separate materials; and
- IV. ensures that faculty are aware of various outlets for the supply of college textbooks and supplemental material.

Requirements for Publishers:

Section (1)(E)(1). A publisher that sells college textbooks or supplemental material and provides information regarding a college textbook or supplemental material to a faculty member, other adopting entity in charge of selecting course materials, or the administration of an institution of higher education shall disclose with this information, in writing, by paper or electronic means:

- I. the price of the college textbook or supplemental material;
- II. the title, author, publisher, edition, current and three previous copyright dates, publication date when available, and ISBN of the college textbook and supplemental material, both as bundled and unbundled items;
- III. substantial content revisions made between the current edition of the college textbook or supplemental material and the previous edition of the college textbook or supplemental material;
- IV. other available formats for the college textbook or supplemental material such as paperback or unbound; and
- V. a list of textbooks that are classified as integrated textbooks.

Faculty Acknowledgment:

Section (1)(D)(2). Before selecting a college textbook or supplemental material and before transmitting the selection to a campus bookstore, providing the selection to any other bookstore,

or posting the selection on the website of the public institution of higher education, a faculty member shall acknowledge:

- I(1). If selecting a different college textbook from a different publisher, the cost of the new selection versus the cost of the previous selection; or
- I(2). If selecting a current edition of a college textbook,
 - A. the differences in substantial content between the current edition of the textbook and the previous edition of the textbook as reported by the publisher under subsection (E) of this section;
 - B. that the use of the current edition is appropriate due to a material change in substantial content between the current edition and the previous edition;
 - C. the difference in price between the current edition of the textbook and the previous edition of the textbook; and
 - D. that the previous edition of the textbook may be available to students at a lower price via the used book market.
- II. That an integrated textbook is not subject to subsection (F)(3) of this section; and
- III. That supplemental material included in a bundle is intended for use in the course.

Section (1)(E)(2). Faculty members acknowledge having been informed about the disclosures required of publishers under section (1)(E)(1) and the impact that the high cost of college textbooks and supplemental material has on students. (See Requirements for Publishers, previous page.)

Academic Freedom:

Section (1)(I). This section (referring to all of Section 1 of the statute) may not be construed to supersede the institutional autonomy or academic freedom of faculty members involved in the selection of college textbooks and supplemental material.

Definitions in the Statute:

Section (1)(A).

“Supplemental material” means educational material developed to accompany a college textbook that is not being used as a component of an integrated textbook. “Supplemental material” includes printed materials and electronic materials such as computer disks and web access codes.

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

“Integrated textbook” means a college textbook that is combined with materials developed by a third party and that, by third-party contractual agreement, may not be offered by publishers separately from the college textbook with which the materials are combined; or other materials that are so interrelated with the content of the college textbook that the separation of the college textbook from the other materials would render the college textbook unusable for its intended purpose.



UNIVERSITY OF MARYLAND

OFFICE OF THE SENIOR VICE PRESIDENT FOR
ACADEMIC AFFAIRS AND PROVOST

1119 Main Administration Building
College Park, Maryland 20742-5031
301.405.5252 TEL 301.405.8195 FAX

MEMORANDUM

DATE: January 25, 2010

TO: The Deans

FROM: Nariman Farvardin
Senior Vice President for Academic Affairs and Provost

SUBJECT: University Compliance with State of Maryland's Textbook Competition and Affordability Act

Thank you very much for your support of the University's first steps toward compliance with the State's new textbook law, which was designed to mitigate the high cost of textbooks for college students. We have made good progress to date by improving existing practice as well as implementing new initiatives.

1. We have initiated a website <http://www.faculty.umd.edu/textbooks/index.html> whereby faculty and instructors can access all the information they need to order textbooks, submit acknowledgment forms, etc.
2. We have adopted a Best Practices for Textbook Adoption policy, which is available on the website.
3. The University Book Store (UBC) continues to help faculty with information on the prices of new and used books and other details of completing an order, and it posts all faculty decisions on Testudo within 72 hours of a confirmed order. (Meeting posting deadlines is an important component of the new law.)
4. The rate of completing book orders by the May 1 and December 1 deadlines has increased. Timely completion of orders is very important in helping the UBC obtain sufficient numbers of used copies, the single most important step in reducing student textbook costs. The UBC (operated by Barnes and Noble) is very efficient in acquiring used books, buying in a national market that includes many institutions and shipping to where books are needed.
5. An exciting innovative effort is about to begin with the Spring 2010 term: a pilot program to rent textbooks run by Barnes and Noble that will take place at about 25 colleges and universities. The UBC will rent new textbooks to students at 42.5% of the new book price. As one of the two largest test sites, the pilot at UM includes 171 courses and 121 book titles, including instruction at all levels.

While we are pleased with our progress, there is room for improvement if we are to achieve full compliance, and your assistance will be crucial to our success.

1. Most urgently, we need your help in encouraging faculty and instructors to submit their acknowledgment forms for their Spring 2010 orders. Submitting acknowledgments is an important requirement of the new law, and we are striving for full compliance. To assist in obtaining information on participation, each college and department can identify persons who can be authorized to access Excel files containing acknowledgments for their faculty. Please provide any designated person's name, college, department, and university directory ID to Tom Bulka, Office of Academic Affairs, bulka@umd.edu.
2. We also need your help in urging faculty to complete their book orders on time. In many departments, book coordinators play a critical role in helping faculty complete orders, and I am grateful for each department's commitment to support the staff members who provide this assistance.

I am most grateful for your help as we continue our efforts to help students lower their textbook costs. The General Assembly is very interested in the progress of all institutions in the State toward this goal. Our university was one of several institutions presenting a summary of progress in a hearing before the Maryland Senate Education, Health, and Environmental Affairs Committee in the first week of the legislative session. The Committee was appreciative of our efforts but anxious that we aggressively work to meet the goals of the new law.

NF:ms:br

Beverly C. Rodgerson

From: Nariman Farvardin, Provost [UMMailer@megamail.umd.edu]
Sent: Sunday, October 25, 2009 9:03 PM
To: "UM Faculty"
Subject: Textbook Affordability Law of 2009

Dear Colleague:

A new law in the State of Maryland regarding the affordability of college textbooks became effective on July 1, 2009. The purpose of the law is to mitigate the cost of textbooks for students at institutions of higher education in Maryland. The University must be in compliance with the law, beginning with textbook orders for the Winter Term 2010. To simplify the process, we have created a new textbook website: www.faculty.umd.edu/textbooks/. It will include information on and links to University best practices for textbook adoption, textbook ordering, and submitting faculty acknowledgments of compliance.

The law requires the University to conduct an information campaign to make faculty aware of the fiscal impact of the high cost of textbooks on college students. The University is required to develop best practices that, in addition to consideration of content, include: consideration of the price of textbooks and supplemental materials, consideration of used textbooks and previous editions when appropriate, ensuring that the majority of assigned material is used in courses, and making early decisions on textbook adoptions. These concepts are contained in the University Best Practices for Textbook Adoption, which is available on the new textbook website.

In addition, the law requires the University to coordinate a process whereby faculty will acknowledge compliance with the law. This acknowledgment is a separate action that must precede the textbook order. "Faculty" for present purposes includes all instructors in a given academic term scheduled to teach and also ordering textbook materials. Instructors and teaching assistants who are not making textbook decisions are not required to submit acknowledgments.

Faculty may submit acknowledgments for each semester or for the entire academic year if they have identified the textbooks they intend to order. Acknowledgments for any given faculty member can only be entered by the faculty member signing on with his/her university directory ID.

Faculty may edit past acknowledgments and may delete erroneous entries.

The University's procedure for ordering textbooks remains unchanged. As is the current practice, textbook information should be submitted to the University Book Center (UBC) by faculty or the department's textbook coordinator. For your convenience, a link to the UBC website is provided on the new textbook website. The UBC will post the information to the University website Testudo. Faculty may submit textbook information to other vendors (this might include Maryland Book Exchange, BookHolders.com, or other online vendors) but not in lieu of submitting it to the UBC to ensure posting on Testudo. The information that must be posted includes title, author, publisher, edition, copyright date and publication date, ISBN, and anticipated enrollment for the course. It is very important that we continue to submit textbook orders on a timely basis. The deadline for Winter Term and Spring Semester 2010 is December 1, 2009.

I appreciate the good efforts you have made to keep textbook prices low for our students and also your continued assistance with this issue.

Thank you.

Nariman Farvardin
Senior Vice President for Academic Affairs and Provost

This note was authorized for distribution to
University of Maryland Faculty by:
Nariman Farvardin, Provost

Textbook Affordability Acknowledgement Form

In considering the appropriateness of a textbook and other supplemental materials for my course (content, pedagogy, teaching in my discipline), I acknowledge:

- A. I have been informed about the impact that the high cost of college textbooks and supplemental materials has on students.
- B. I have been informed of the following obligations of the publisher: that a publisher that sells college textbooks or supplemental material and provides information regarding a college textbook or supplemental material to a faculty member, other adopting entity in charge of selecting course materials, or the administration of an institution of higher education shall disclose the following information, in writing, by paper or electronic means:

The price of the college textbook or supplemental material;
The title, author, publisher, edition, current and three previous copyright dates, publication date when available, and ISBN of the college textbook and supplemental material, both as bundled and unbundled items;
Substantial content revisions made between the current edition of the college textbook or supplemental material and the previous edition of the college textbook or supplemental material;
Other available formats for the college textbook or supplemental material such as paperback or unbound; and
A list of textbooks that are classified as integrated* textbooks.

- C. Before selecting a college textbook or supplemental material and before transmitting the selection to a campus bookstore, providing the selection to any other bookstore or posting the selection on the website of the public institution of higher education, I acknowledge the following:
 1. If selecting a different college textbook from a different publisher, the cost of the new selection versus the cost of the previous selection; or If selecting a current edition of a college textbook; I have considered the following:

The differences in substantial content between the current edition of the textbook and the previous edition of the textbook as reported by the publisher;
That the use of the current edition is appropriate due to a material change in substantial content between the current edition and the previous edition;
The difference in price between the current edition of the textbook and the previous edition of the textbook; and
That the previous edition of the textbook may be available to students at a lower price via the used book market
 2. That an integrated* textbook is not subject to the requirement for a publisher that sells a college textbook and any supplemental material accompanying the college textbook in a bundle shall also make available the college textbook and the supplemental material as separate and unbundled items, each separately priced.
 3. That supplemental material included in a bundle is intended for use in the course.

I acknowledge considering the above prior to choosing my textbooks for the following semester(s):
Textbook Acknowledgement by Semester

Please indicate which term(s) you are acknowledging: Winter 2012 Spring 2012 Summer 2011 Fall 2011

Beverly C. Rodgerson

From: Beverly C. Rodgerson
Sent: Wednesday, March 31, 2010 6:10 PM
Subject: Textbook Orders for Summer and Fall 2010 Due May 1

Dear Colleague:

I am writing on behalf of the Provost to remind you not only of the approaching deadline of May 1 for the submission of textbook information on summer and fall classes to the University Book Center, but also of our University's obligation for all faculty to submit an acknowledgment of compliance with the State's new Textbook Affordability Law.

To simplify the process of submitting orders and acknowledgments, we have created a new textbook website: www.faculty.umd.edu/textbooks. It includes information on and links to University best practices for textbook adoption, textbook ordering, and submitting faculty acknowledgments of compliance.

Our textbook ordering procedure remains the same, with faculty to submit all textbook information to the University Book Center (including the International Standard Book Number – ISBN) using the link above. Orders are in turn posted on Testudo as soon as textbook order information is verified. For additional assistance in this process at any time, you may contact the UBC textbook staff at 301-314-Book (2665). You may also submit textbook information to other vendors but not in lieu of submitting it to the University Book Center site.

University best practices include a consideration of content and student costs. Factors that affect student costs include consideration of the price of textbooks and supplemental materials, selection of used textbooks and previous editions when appropriate, and ensuring that the majority of assigned material is used in courses.

Thanks to your efforts in the early adoption of textbooks and timely submittal of that information to the University Book Center, we have made considerable progress in helping students save money on textbooks. Early submission allows the UBC and other vendors to buy back used books for resale and, thus, to provide more used textbooks for purchase.

Please note that submitting an acknowledgment is a separate step from submitting a book order, however, it can be accomplished easily and conveniently using the textbook link noted above. Acknowledgments can only be entered by a faculty member signing on with his/her university directory ID. For present purposes, "faculty" includes all instructors in a given academic term scheduled to teach and also ordering textbook materials. Instructors and teaching assistants who are not making textbook decisions are not required to submit acknowledgments.

When you submit your acknowledgments in the coming weeks, please include all academic terms for which you have textbook orders (Winter 2010, Spring 2010, Summer 2010, and Fall 2010). Full faculty participation, especially in the Spring 2010 and Fall 2010 semesters, will be a clear indication that the campus is meeting the compliance requirement of the State's new law.

I appreciate the efforts you have made to keep textbooks costs low for our students and for undertaking the added step now of submitting a separate acknowledgment of compliance.

Thank you.

Mahlon Straszheim
Associate Provost for Academic Affairs

Beverly C. Rodgerson

From: Mahlon Straszheim, Associate Provost <UMMailer@megamail.umd.edu>
Sent: Wednesday, August 25, 2010 3:12 PM
Subject: Textbook Options on Testudo for Fall 2010 and Faculty Acknowledgments

Dear Colleague:

I am writing again on behalf of the Provost to report on very significant progress in providing cost-saving options for our students in Fall classes. I also ask that you submit your faculty acknowledgment of compliance with State law in making your orders, if you have not already done so.

The University Book Store (UBC) is now offering digital textbooks (denoted EBK for 'E-book') for 1,500 courses. Students simply buy an access code at a cost of about 50% of the new textbook price. This opportunity appears on the Testudo website, which shows both the new book choice and the E-book choice, two different ways to acquire the required textbook. If faculty indicate that an E-book is not an appropriate choice when they place their orders, the E-book version would not be listed.

Information is also available on prices for both new and used books when they are available. Finally, after a successful pilot this past spring, UBC has expanded its rental book offerings to 2,600 courses, approximately half of all courses. The price of rental textbooks is 55% below the new price. Rental book options are not listed on Testudo for this fall, but likely will be in the spring.

The textbook market is changing rapidly, providing savings to students. We are anxious to provide students with information about their choices.

Please help us meet the University's obligation for all faculty to submit an acknowledgment of compliance with the State's Textbook Affordability Law. Acknowledgments can be entered on the textbook website:
www.faculty.umd.edu/textbooks.

The Provost and I appreciate your efforts to keep textbook costs low for our students and for submitting your acknowledgment of compliance, and we wish you success in the new academic year.

Mahlon Straszheim
Associate Provost for Academic Affairs

This note was authorized for distribution to
University of Maryland Faculty by:
Nariman Farvardin, Provost

Beverly C. Rodgerson

From: Mahlon Straszheim, Associate Provost <UMMailer@megamail.umd.edu>
Sent: Friday, February 04, 2011 3:42 PM
Subject: Acknowledgments of Compliance for Spring 2011 Textbook Orders

Dear Colleague:

I am writing again on behalf of the Provost to ask that you please submit your acknowledgment of compliance with the State's Textbook Affordability Law, if you have not already done so. Acknowledgments for Spring 2011 can be entered on the textbook website: www.faculty.umd.edu/textbooks. We greatly appreciate your help in meeting the University's obligation for all faculty to be in compliance with the law.

I would also like to report on our continuing success, with your help, in providing cost-saving textbook options for our students. In addition to used texts, the University Book Center (UBC) and other local stores now offer rental and digital titles. The Testudo website now shows all available formats (new, used, rental, and digital) and prices of a given title.

The price of rental textbooks is 55% below the new price. UBC offers rental titles in approximately 2,000 courses each semester. UBC offered digital titles in approximately 300 courses this spring. Students purchasing digital texts from UBC receive free downloadable software ("Nook Study") to allow them to read the books on their computers.

As always, the cost-saving benefits to students rest on the timely submission of book orders by faculty, the availability of improved information about choices, and the effectiveness of booksellers in making choices available.

We sincerely appreciate your efforts to keep textbook costs low for our students and for submitting your acknowledgment of compliance.

Thank you, and best wishes for a successful spring term.

Mahlon Straszheim
Associate Provost for Academic Affairs

This note was authorized for distribution to
University of Maryland Faculty by:
Nariman Farvardin, Provost

Beverly C. Rodgerson

From: Mahlon Straszheim, Associate Provost <UMMailer@megamail.umd.edu>
Sent: Tuesday, September 06, 2011 6:02 PM
Subject: Acknowledgments of Compliance for Fall 2011 Textbook Orders

Dear Colleague:

I am writing again on behalf of the Provost to ask that you please submit your acknowledgment of compliance with the State's Textbook Affordability Law, if you have not already done so. Acknowledgments for Fall 2011 can be entered on the textbook website:

www.faculty.umd.edu/textbooks. We greatly appreciate your help in meeting the University's obligation for all faculty to be in compliance with the law.

I would also like to report again on our continuing success, with your help, in providing cost-saving textbook options for our students. In addition to used texts, the University Book Center (UBC) and other local stores now offer rental and digital titles. The Testudo website now shows all available formats (new, used, rental, and digital) and prices of a given title.

The price of rental textbooks is approximately 50% below the new price.

UBC offers rental titles in approximately 2,500 courses each semester.

UBC offered digital titles in several hundred courses this fall.

Students purchasing digital texts from UBC receive free downloadable software ("Nook Study") to allow them to read the books on their computers.

As always, the cost-saving benefits to students rest on the timely submission of book orders by faculty, the availability of improved information about choices, and the effectiveness of booksellers in making choices available.

We sincerely appreciate your efforts to keep textbook costs low for our students and for submitting your acknowledgment of compliance.

Thank you, and best wishes for a successful fall term.

Mahlon Straszheim
Associate Provost for Academic Affairs

This note was authorized for distribution to
University of Maryland Faculty by:
Ann G. Wylie, Provost



University of Maryland University College

SB183 Compliance Report
December 1, 2011

University of Maryland University College
The Undergraduate School
Marie Cini, PhD
Vice President and Dean

3501 University Boulevard East
Adelphi, MD 20783

240-684-2800

University of Maryland University College
The Graduate School
Robert Goodwin, JD
Interim Dean

3501 University Boulevard East
Adelphi, MD 20783

240-684-2400

Institutional efforts to lower the cost of textbooks for students:

The University of Maryland University College (UMUC) recognizes the rising costs of course materials that students may incur while fulfilling their academic goals. To that end UMUC began the process of establishing measures to help decrease these rising costs to students. These university-wide measures which were established to drive down the costs of textbooks included:

- UMUC's Textbook Policy [ww.umuc.edu/policies/academicpolicies/aa20000.cfm](http://www.umuc.edu/policies/academicpolicies/aa20000.cfm) – this policy addresses the need for lower cost course materials for students while maintaining academic quality. This includes the competitive bid process; alternative lower cost formats; and early course material selection and adoption and providing course material information to students.
- Competitive bids – the competitive bid process was implemented to establish criteria for selecting textbooks, keeping in mind the need to lower the cost of textbooks to students while maintaining quality. Through this process the price for the textbooks would be brought down as publishers competed to be the sole provider of the textbook. Along with this was UMUC's commitment to using textbooks for multiple years. These multi-year commitments would then increase the number of used textbooks on the open market where students would realize a lower price. As a result of this process, the average price of a used textbook sold through UMUC's bookstore, MBS, was reduced from \$126 in 2008 to \$84 in 2011.
- E-textbooks – UMUC is committed to the use of e-textbooks for as many of its courses as possible. E-textbooks allow students to purchase the electronic version of the textbook at a reduced cost. The Student Public Interest Research Group (PIRG), including the Maryland Student Public Interest Research Group's, textbook research (2010) found that e-textbooks cost would be about 52% less than print versions. The saving realized by students would be the difference in purchasing the knowledge without paying for production and distribution of the physical copy.
- Custom course material – UMUC also encouraged the use of custom course materials. Many publishers are willing to create custom textbooks at a reduced cost to students. These custom textbooks are beneficial especially when a significant portion of the textbook will not be used in the course. Publishers can provide customization of only the chapters used in the course at significantly less cost to students compared to purchasing the entire book. Often, this also provides an e-book version which the most cost effective way for publishers to deliver custom versions.
- Early textbook adoption and transparency – providing transparent course materials information (eg: ISBN, Title, Edition, Cost, etc...) early to students is a

way to inform students of the required textbooks in advance of the course. By setting an early adoption deadline, UMUC succeeded in providing students information on the required material for a course further in advance of the start of the class. In addition, publishers were required to list the individual cost of bundled course materials. With this information students were given the opportunity to shop for the lowest priced textbook. UMUC textbook adoptions are made available by May 1st for the Fall semesters and December 1st for the Spring semesters.

These measures were collectively implemented in an overall effort to lower textbook costs to students.

Components of best-practices process for faculty in selecting college textbooks and supplemental materials:

Moving forward, UMUC will continue to recognize the need to lower the cost of materials to students. To that end UMUC will maintain the following guidelines:

- Early Adoption: UMUC will continue to inform students of the required course materials in a timely fashion. This information will be posted within UMUC's schedule of classes no later than May 1st for the Fall semesters and December 1st for the Spring semesters. Through this process students will have more time to shop for lower priced materials required for their courses.
- Maximum Textbook Usage and Previous Editions: UMUC will continue to require the maximum usage of the required course material as well as the use of new edition of a textbook only when there is a significant change from the current edition. This will ensure that the materials purchased by students are used to the maximum in their learning.
- Majority Usage – UMUC is committed to the use of a majority of the required course material where possible in order to be the most cost effective for students.
- E-Textbooks, E-Content, and Open Source Materials: UMUC will work with publishers to provide e-textbook and e-content options for required material. E-textbooks and e-content afford students access to required materials at a lower cost and without the need to pay for shipping and production. UMUC will also look to integrate more open-sourced content into the classroom. Open source material allows for low-cost print options and material customization geared towards a course. These open-source textbooks are offered online under an open-source license that allows free digital access, low-cost print options, and customization by instructors. Students can pay a nominal fee for print material which is a savings of more than 80%. Open source publications are available free online from websites such as www.flatworldknowledge.com.
- Long-Term Commitments: UMUC will look for areas where course material information does not change quickly. In these areas, we will commit to required materials for extended periods of time. In doing this UMUC will help to ensure the availability of used, generally lower cost, textbooks on the open market.
- Textbook Rentals: UMUC will look to have required course materials offered as rentals on a wide scale. The benefits to a textbook rental program are that it lowers the cost of the textbook to the student as the student is only paying for the use of the textbook for a short period of time then returned to the vendor. Barnes & Noble's (www.barnesandnoble.com) rental program can provide a savings of up to 70% for rental textbooks. UMUC's bookstore, MBS, currently offers a limited amount of textbook rentals to UMUC's students.

- Textbook Prices: UMUC will continue to adopt strategies to drive down course material costs for students and is committed to seeking and informing students of outlets which offer discounts on course materials such as www.amazon.com and www.halfpricebooks.com.