

Report

January 2006

Board of Governors for Higher Education
Department of Higher Education
State of Connecticut



A REPORT TO THE JOINT STANDING COMMITTEE OF THE GENERAL ASSEMBLY
HAVING COGNIZANCE ON MATTERS RELATING
TO HIGHER EDUCATION AND EMPLOYMENT ADVANCEMENT
REGARDING

Special Act No. 04-3
An Act Concerning Student Textbook Purchasing Policies

AND

Public Act 05-3, Section 70
Textbook Summit

The following is a report on the statewide effort to address the rising costs of college textbooks in Connecticut. The report is in four sections:

- Section A is a summary of the recommendations made by the Connecticut Taskforce on the Cost of College Textbooks, in response to Special Act 04-3;
- Section B is a summary of actions taken by the Board of Governors for Higher Education in endorsement of those recommendations;
- Section C is an overview of implementation steps proposed by Connecticut's public colleges and universities to address those rising textbooks costs,
- Section D is a summary of the results of the Textbook Summit held on October 6, 2005, in response to Public Act 05-3, Section 70.

To follow up on the work of the Taskforce, on the implementation steps taken by colleges and universities, and on the recommendations made during and following the Textbook Summit, we believe that: (1) students, parents, faculty members, and all other interested parties will need to be continually aware of these important and serious issues, so steps will need to be taken to continue the effort to educate consumers about how all parties might best work together to ensure that college textbooks can be affordable; (2) the Board of Governors for Higher Education will continue to monitor the progress of our institutions as they work – as campuses and as systems – to ensure student and faculty awareness and the responsiveness of campus bookstores to the recommendations made here; and (3) state decision makers and the textbook industry should continue to keep student cost concerns as a central focus for beneficial action.

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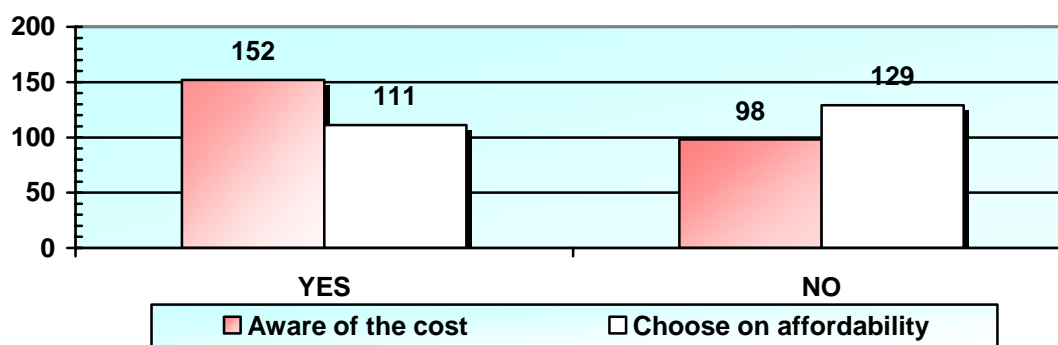
Section A. Recommendations of the Connecticut Taskforce on the Cost of College Textbooks

In response to Special Act No. 04-3, An Act Concerning Student Textbook Purchasing Policies, the Board of Governors for Higher Education convened the Connecticut Taskforce on the Cost of College Textbooks.

The Taskforce conducted its work with the following charge by the Commissioner of Higher Education: “The rising cost of textbooks has drawn the attention of legislators at both the state and federal levels. I am asking this Taskforce to look into textbook costs here in Connecticut and to discuss ways in which textbooks can be made available to our students at an affordable price. These suggestions will form the basis of the Department’s recommendations to the Legislature on possible strategies for assisting students to purchase textbooks and other course resources required for their educational programs.”

The Taskforce conducted its work during Fall 2004 and made a series of final recommendations as a result of its work. Those recommendations are based on discussions and reviews of the salient issues and included surveys of students and faculty at Connecticut’s public and independent colleges and universities. The Taskforce’s recommendations were as follows:

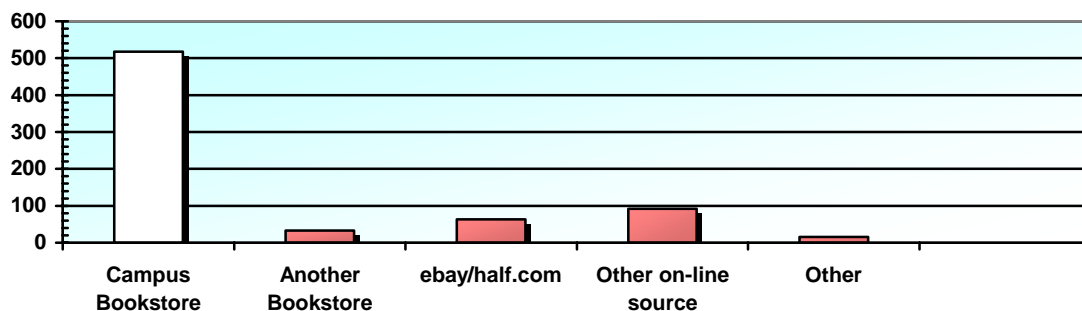
1. Faculty members should know the price of textbooks they select for their courses in advance of ordering them. Faculty members should use that price as a consideration as they plan their textbook use. In our survey, 61 percent of the faculty who responded said that they were aware of the price of the textbook before selecting it and 46 percent responded that they choose textbooks based on how affordable they were.



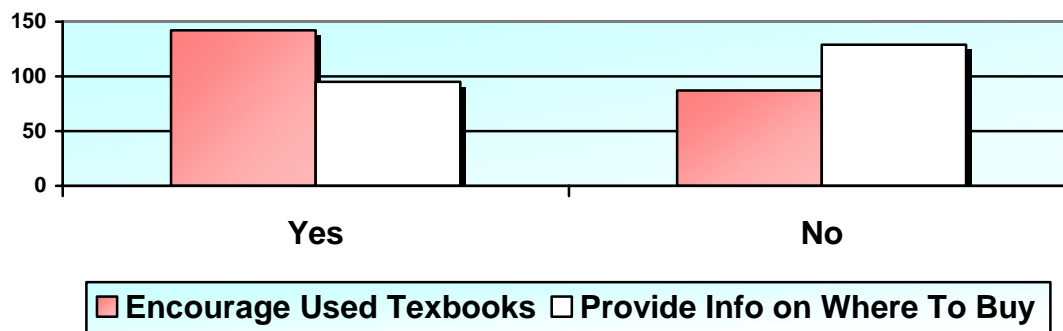
The principal concern of all faculty members and of the colleges and universities whose students they educate is, of course, academic quality, and no decision about the use of textbooks and other educational materials should be made that might affect that quality. However, as they consider the cost of textbooks, faculty members should consider if the price of the textbook justifies its usage or if there is another textbook, course packets, or other educational resources, including online resources, that might make the course less costly for students without affecting academic quality.

2. To assist faculty members as they make these considerations, **college and university bookstores – whether independent or part of a larger chain – should establish a process by which information about the prices of various textbooks will be provided to faculty members.** This should be done well in advance of the book ordering deadline each term. Such information could be provided through a bookstore website or through other readily available listings open to faculty members.

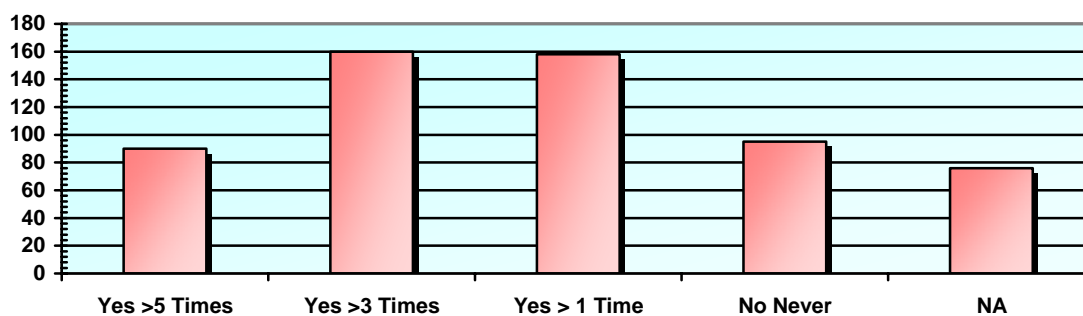
3. **Bibliographies should be available to students, for all courses, well in advance of the beginning of each term whenever possible or available,** so that students might plan their book purchasing. These should indicate which are required materials and which are recommended or optional materials. Our survey shows that, currently, over two-thirds of our students buy their textbooks at the bookstore and that only 21 percent buy their books on-line.



Our survey also shows that, while 62 percent of the faculty report that they encourage students to buy used textbooks, only 42 percent provide information on where used textbooks may be bought.



4. **Faculty should be encouraged to use textbooks for multiple terms or years, or in multiple courses.** Around 70 percent of the students who responded to our survey said they had known of someone who had taken a particular course before they took it but they could not use their textbook because a new edition was required. 15.5 percent responded that this had occurred more than five times; 27.6 percent more than three times; and 27.3 percent more than one time.



“New editions” do not always provide sufficiently new material to justify their cost or the need to change from a current textbook to a new one. Publishers should be made aware of faculty commitment to such multiple term, multiple year, and multiple course use of a particular textbook. Publishers should therefore build such economy of scale into the prices they charge for their books.

To ensure the success of this commitment, bookstores should work with publishers, with individual faculty members, and with college or university departments to ensure that those textbooks – whether new or used – are available for such multiple use.

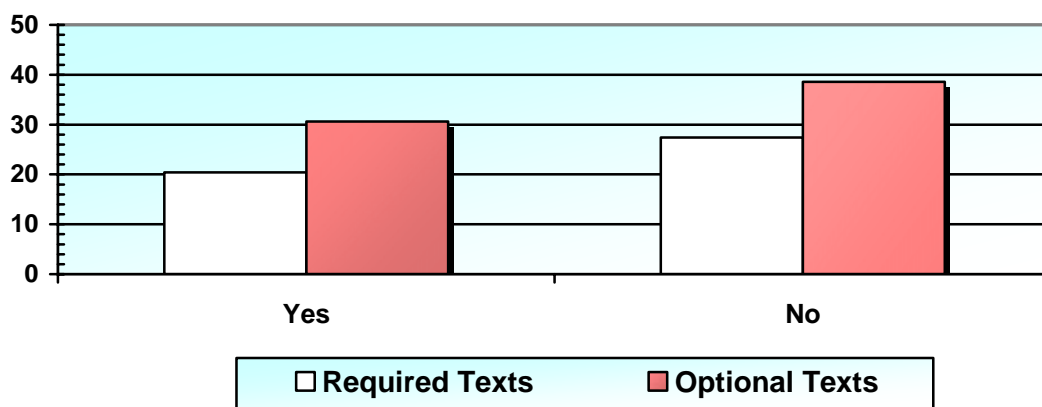
For example, contracts could be signed by the State of Connecticut with publishers to ensure that a particular number of new books (for example, introductory chemistry textbooks) will be purchased by students throughout the state system. Such a special order guarantee would ensure availability of specified books at specific prices for a specified period.

5. The practice of “bundling” course materials should stop. In that practice, various materials – textbooks, workbooks, CD-ROMs, and other elements – are shrink-wrapped and sold as a single package to students.

Such “bundled” materials are not always used or, in fact, required by faculty members. Publishers and bookstores should provide students – on the advice of the faculty member teaching the course – with the option of buying individual elements of the “bundled” package, individually priced at fair value, rather than the entire package.

6. To ensure the success of a multiple term or multiple year plan to use a particular textbook, bookstores should institute programs to encourage such use. Such programs could include innovations with the purchase and buyback cycle, guaranteed buybacks, and other programs to reduce the initial and net purchasing price for the student. Policies for such programs should be distributed to students and clearly posted at bookstores.

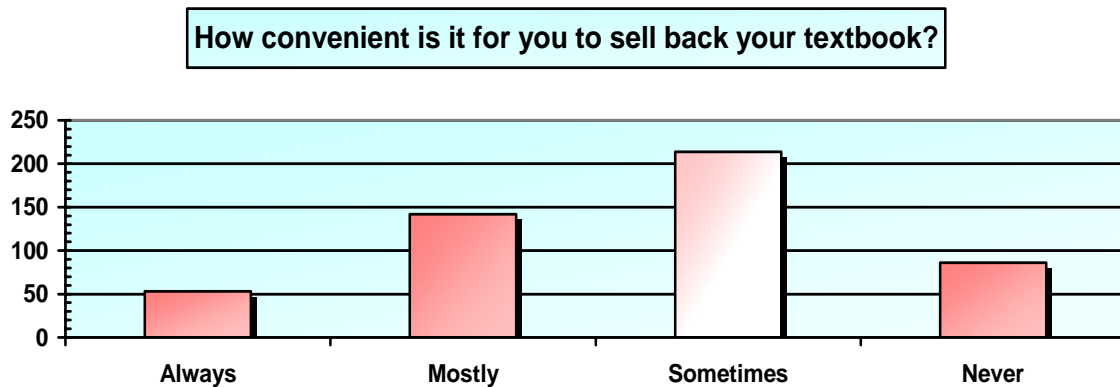
7. The college or university library – or, where appropriate, departmental libraries – should have on reserve at least one copy of each textbook used in each respective course. Faculty members should inform students in their courses that textbooks are on reserve. In larger courses, the availability of such textbooks should be calculated at the proposed rate of 1 copy per 100 students. This would provide those students who cannot afford a particular book with access and opportunity to use it at no cost. Our survey indicates that only 20 percent of the faculty who responded place required textbooks on reserve in the library and 31 percent place recommended or optional textbooks on reserve.



8. Financial aid processes should be enhanced so that students automatically receive credits at the bookstore at the beginning of the term. There are now many instances in which students cannot buy textbooks at the beginning of the term – and sometimes not until the third week of the term – because they have not received financial aid awards. This practice should change to provide students receiving financial aid with the opportunity to buy books at the very start of their classes.

9. Bookstores should be encouraged to be more responsive to student concerns, especially with regard to used textbooks. In this regard, bookstores should provide students who resell their used books with larger prices for their books and should resell those used books at reduced cost. This would be especially workable if faculty members committed to using the same textbooks for multiple semesters or years or in multiple courses. In our survey, 64.5 percent of the students responding stated that they never

received a fair price when they sold back their textbook and 27.3 percent said that they sometimes did. 52 percent of the students responding said that used textbooks were always or mostly available and 48 percent said that they were sometimes or never available. As for how convenient students found it to sell back their textbook, the following was reported:



NOTE: Sample size 500

Section B. Endorsement by the Board of Governors for Higher Education

At its meeting on March 16, 2005, the Board of Governors for Higher Education adopted the recommendations made by the Connecticut Taskforce on the Cost of College Textbooks and made the following policy directive to implement those findings:

The Board of Governors asks the Board of Trustees of each Connecticut college and university to form an *ad hoc* textbook committee to investigate textbook pricing on their campus and (a) find ways to contain the escalating prices of textbooks, (b) exhort members of the faculty to take cost into consideration in choosing textbooks, and (c) ensure that annual cost of textbooks is taken into consideration in the formulation of student educational budgets and financial aid awards.

The textbook committees on each campus should prepare a report to the Department of Higher Education by April 1, 2006 with their findings and actions.

The Board of Governors also affirmed that *ad hoc* textbook committees should take the following steps as they conduct their work:

- work with faculty, administration, and campus bookstores to ensure that each campus bookstore lists the prices of all textbooks well in advance of the start of each semester and makes those prices known to all departments and faculty members
- work with all faculty members, full-time and adjunct, to ensure that students have information about assigned texts in each course well in advance of the beginning of each term

- investigate the feasibility that (a) academic departments work with their faculty to select common texts for their introductory courses and other courses, as appropriate, and, (b) to the degree possible, use these texts for multiple years
- work with campus bookstores (a) to investigate possible innovations with the purchase and buyback cycle, guaranteed buybacks, and other programs to reduce the initial and net purchasing price for the student, and (b) to create “best practices” models
- work with academic departments and with libraries (institutional and departmental) to investigate the possibility of and the process for placing textbooks on reserve
- work with financial aid offices to ensure that students who receive financial aid will receive it in a timely fashion and that they will therefore be able to use appropriate portions of that financial aid for textbook purchases
- develop the process by which a campus Bookstore Advisory Committee composed of faculty, students, bookstore employees, and institutional administration can facilitate communication between these groups about all of these recommendations and issues of continuing concern.

The Board of Governors charged the Department of Higher Education to conduct a follow-up survey to measure the effects of the steps taken by Connecticut’s public and independent colleges and universities to implement the Board’s recommendations and to lower the cost of textbooks for college and university students in the state. The Board of Governors required that the survey be included in a report to the Board, by June 2006, which also will incorporate results in the individual institutional reports.

Section C. Initial Implementation Steps to Date on Connecticut’s College and University Campuses

What follows is a summary overview of initial steps Connecticut’s public colleges and universities indicated that they would take to implement the Board of Governors’ recommendations.

- **The Role of the Faculty:** Public colleges and universities are taking steps to ensure that faculty members are aware of textbook costs, so that cost can be used as a factor in text selection. Faculty members are being asked to be sensitive to pricing when selecting titles.

Ad hoc textbook committees on each campus include faculty members. Campuses are also developing processes to facilitate communication at the local level, including ways to check the prices of books before they are ordered. Increasing numbers of our institutions are making prices available so that faculty members may determine if there are similar and less costly books available. That includes, for example, the creation of a web page for faculty where they can get price, current edition, upcoming edition changes, and other information about textbooks.

- **Financial Aid Packaging to Include Awareness of Textbook Costs:** The financial aid "packaging" award process, in the community colleges, includes representative costs of texts at each college. All Connecticut Community Colleges have in place a process through which students can charge text purchases in the bookstore against their financial aid awards. The Connecticut State University has asked the Student Life Committee of the CSU Board of Trustees to review textbook costs and how they affect students. Charter Oak State College is instituting a process (by Fall 2006) whereby students receiving financial aid might use vouchers with textbook vendors. And, at UConn, the UConn Co-op continues its commitment to handling financial aid transactions smoothly, accurately, and conveniently.

- **Making Lists of Textbooks Available:** Connecticut's Community Colleges are committed to making text lists available as early as possible so that students can make an informed purchasing decision. These text lists include all salient information and the ISBN. The Connecticut State University has instituted Taskforce Committees on each campus to study strategies – this one among them – to address the rising costs of textbooks. Charter Oak State College makes course syllabi and bibliographies available at the beginning of each registration period. And UConn is taking steps to disclose ISBNs to students in a timely manner.

- **Using Textbooks for Multiple Years:** Each of our public colleges and universities is developing strategies to maximize the appropriate use of older editions, so long as those editions remain educationally sound, and, thereby, to maximize the "used book/new book ratio". This will include the expectation that publishers will provide accurate and full descriptions of the changes between editions. This may include, for example, the further expectation that addendums or supplements for smaller changes would be published rather than entire new editions.

- **Bundling of Course Materials:** Connecticut's public colleges and universities support the principle that course materials should not always be bundled. The Community Colleges note that faculty members should only require texts and supplementary materials that they use in class. If all materials in a bundle are essential for a given course, and if the bundle is in fact less expensive than the individual components purchased separately, then bundling might be a positive strategy which can be used to reduce the expense of texts for students. However, if the bundle includes materials not used by faculty members, and if that bundled material is more expensive than the individual components purchased separately, then the faculty member should be given the latitude to order only what will be used.

The University of Connecticut provides a somewhat expanded perspective: while bundled materials may be cheaper in the short run, in the long run they are almost always more expensive for students. They can immediately eliminate the used book market, which may be one of the principle reasons publishers create bundles. UConn asserts that bundle components must also be allowed to be sold separately and at the same overall net price minus the textbook.

- **Buybacks of Textbooks:** All of our public colleges and universities recognize the importance of the buyback process and have current practices in place. They will continue to examine ways to improve that process and to ensure that students receive the fairest buyback prices for their books.

- **Placing Textbooks on Library Reserve:** Our public institutions recognize that placing textbooks on reserve is an important option. They also understand that steps must be taken to address the logistics and budget implications of such an option. The University of Connecticut encourages publishers to provide free copies for library reserve, and that might be a viable option more broadly in our state.

- **Bookstore Practices:** Our public institutions will continue to work with their bookstores (which are either locally controlled or part of national chains) to develop strategies which will result in lower costs of texts and supplementary materials for students. Such strategies, for example, would include -- among other steps -- encouraging bookstores to work with faculty to review timelines and procedures for textbook adoption; creating economically sound bundles that deliver real cost savings for students; effectively disclosing retail prices of textbooks to faculty during the adoption period; and disclosing ISBNs to students in a timely manner so that they may potentially buy their books elsewhere and at lower cost.

Section D. Textbook Summit

The Connecticut Taskforce on the Cost of College Textbooks submitted its report to the General Assembly in January 2005. As a follow-up to that report, the General Assembly, in Public Act 05-3, Section 70, called for a special Textbook Summit during which factors relating to the cost and use of textbook and supplemental materials required for courses in our state's colleges and universities would be examined.

Public Act 05-3 stated that the Textbook Summit would be convened by the Commissioner of Higher Education and will involve the Boards of Trustees of our public colleges and universities, the institutions of the Connecticut Conference of Independent Colleges, representatives from college and university faculty, the Association of American Publishers and Textbook Publishers, and representatives of campus bookstores.

The Textbook Summit was held on Thursday, October 6, 2005, in Room 2C of the Legislative Office Building, Hartford, Connecticut. The Summit included testimony from a range of interested parties. That testimony is available in transcript form.

The Commissioner of Higher Education asked each Summit participant to respond with written comments on the four areas of potential action to lower textbook costs for Connecticut's college and university students; that is, to provide suggestions about the following:

1. What can be done at the State level?
2. What can be done at the institutional level?
3. What can be done by book stores? and,
4. What can be done by publishers?

The following is a full summary of all recommendations made, and in the case of recommendations at the institutional level, updated reports of progress.

1. What can be done at the State level?

- * Connecticut can seek to increase financial aid for students and financial support for the institutions. This would include broadening financial aid to include reimbursement for textbooks purchased online.

- * Connecticut should explore the feasibility of creating a course material scholarship grant modeled on Georgia's Hope Scholarship grant program, which is targeted to the students in greatest need.

- * Connecticut can consider modifying regulations to include more textbook costs as part of total educational costs.

- * Connecticut can look for ways to modify the timing of financial aid grants to students; if students receive their funds earlier, they will be able to look for used books when they are more available.

- * Connecticut's congressional delegation can advocate for increasing federal financial aid aimed at students and institutions, including increasing the allowance for textbooks, which has not kept up with the current costs of textbooks for most students.

- * Connecticut can provide pre-tax models for students (and parents) to set aside money for textbooks.

- * Connecticut can continue its policy of not charging sales tax for textbooks.

2. What can be done at the institutional level?

Following the summit, Connecticut's colleges and universities reported that, to date, they have taken the specific steps listed below to address the price of textbooks.

Charter Oak State College

- * The College, in Summer 2005, solicited an RFP for a new virtual bookstore. The College selected a new vendor, MBS Direct. That vendor, the College states, will provide many of the options suggested by the Taskforce.

- * The College endorsed and shared the Report of the Connecticut Taskforce on the Cost of College Textbooks with its faculty so they are aware of its findings and recommendations.

- * The College's distance learning administrator has calculated the average cost of textbooks and makes that information available to the faculty and encourages them to keep the costs down. Faculty are asked to check the price of books prior to making a textbook decision. The College's new online textbook company allows faculty and Charter Oak administrators to view the cost of textbooks before purchasing and determine if there are similar, less costly books available, if used books or older editions are available, or if electronic books (which are less expensive than paper copies) are available.

- * Charter Oak makes course syllabi available to students at the beginning of the registration period. This is done to assist students in their selection of courses and also allow them to have ample time to plan for and make textbook purchases.

- * Faculty are encouraged to use older editions if they are still relevant and are available.

- * The College's new vendor has an excellent buyback policy and, even at a distance, provides students with the ability to easily sell the book back to the vendor. Students receive an e-mail from the vendor two weeks before the end of the course quoting a buy back price. The company will pay up to 40% of the new book price depending on whether the title will be reused by Charter Oak, whether the title is a current edition, whether the title is in national demand, and the condition of the book. Prepaid shipping labels are provided. The vendor also has a large inventory of used books, saving students 25% off of new book prices. Lastly, new textbooks purchased by Charter Oak students will be reduced by 5%.
- * The College's new vendor will allow Charter Oak to use vouchers for students on financial aid. The College's goal is to put it into place for fall 2006.

The Community-Technical College System reported that the Board of Trustees of the Community College System, during its meeting on December 19, 2005, endorsed adoption of the following practices:

- * Each Community College will create an ad hoc textbook committee which includes representatives from the student body, the book store, the college administration, faculty, and staff.
- * Each Community College will create a system within each book store where students can charge purchases of textbooks and class materials against their financial aid award.
- * Each Community College will create a system to allow students advance access to textbook information for the following semester, including the title, author, price, and ISBN.
- * Each Community College will create a practice which supports faculty ordering textbooks and classroom materials for the following semester at an early date which allows each book store to provide a "buyback" opportunity to students who wish to sell their books back to the book store for reuse.

Connecticut State University

The Connecticut State University charged the faculties at each of the four Universities to develop comprehensive recommendations to address factors that impact the cost of textbooks. In a letter dated December 29, 2005, the Connecticut State University has recommended developing procedures and mechanisms to do the following:

- * Inform faculty of their role in controlling textbook costs
- * Provide students with timely information concerning textbooks assigned for the next semester
- * Continue and expand facilitating the timely use of financial aid for the purchase of textbooks
- * Enable bookstores to expand buyback of used textbooks
- * The four universities in general recommend that each of their libraries continue to place faculty members' personal copies of textbooks in reserve upon submission, but they remain concerned because of shelf-space restrictions and the cost associated with buying the textbooks to place on reserve.
- * The Connecticut State University also notes that publishers and bookstores are private businesses subject to the pressures of the marketplace and states that while CSU bookstores are responsive to many of the concerns raised about high textbook costs, some changes may be beyond their immediate control.

University of Connecticut

In a letter dated October 25, 2005, the UConn Co-op, writing on behalf of the University and after meeting with the Academic Affairs Committee on the Undergraduate Student Government, made the following recommendations:

- * Encourage faculty to be sensitive to price when making textbook selections.
- * Encourage faculty to make their textbook selections in a timely manner and to inform the book store as soon as possible.
- * Encourage faculty to make textbook selections for longer periods and to consider using older or all editions.
- * Make course decisions and faculty assignment decisions as soon as possible.
- * Make a policy statement regarding expectations of publishers who are promoting textbooks on campus.
- * The institution and its faculty can work with publishers to create custom published textbooks, particularly in those instances when a course will require only a portion of a textbook and perhaps some other work, from other sources.
- * The bookstore can develop course packs or even bookstore published materials for courses; ISBN numbers may be assigned to such materials, and they may also then be sold at wholesale cost to other bookstores for wider distribution.
- * Faculty should talk with the book store before considering a bundled package. Bundled packages, in the long run, are almost always more expensive for students because they immediately eliminate the used book market. Faculty should therefore insist that a bundled package also be sold unbundled. This would allow the bookstore to buy the components separately and at the same overall net price minus the textbook.

Yale University

- * Yale has long taken an interest in the total price per course of assigned books and photocopy packets. Whenever a new undergraduate course is proposed to be offered, the Course of Study Committee, which consists of tenured and non-tenured faculty, undergraduate students, and administrators, reviews the proposals. One of the things the Committee looks at is the estimated total cost of course materials. It is not unusual for the Committee to remark on a proposed reading list that seems to call for a student to buy an entire book when only a small portion of it is to be assigned or to estimate that the cost of obtaining the full required reading list looks to be prohibitive. Yale will continue to keep a watchful eye on these costs.
- * Yale has recognized that it does not have access to information about courses that are not new. The University has now resolved to inform its undergraduate faculty about the need to minimize the cost of textbook orders, including a preference for used books.
- * The Committee has also met with the collections staff at the Yale library and with the manager of the Yale Bookstore. While it may not be possible for the Yale library to collect textbooks or any book that has a time-limited use, the Yale Bookstore (now a division of Barnes and Noble) and Labyrinth Books (an independent bookseller) both have a policy of regularly stocking used copies of the texts that faculty order for their classes.

Outside of introductory classes in foreign languages, math, natural sciences, and economics, Yale's faculty rarely assign what could technically be called "textbooks," so the turnover in editions is not as difficult an issue. However, Yale is seeking ways

to get faculty to signal, as early as possible, to their preferred bookstore what books they will be using. The sooner the bookstores know that a particular book or a particular edition of a book is going to be needed, the likelier it is that they will be able to come up with used copies from what is always a limited supply.

*Yale faculty, like faculty elsewhere, would oppose any legislation that required a particular text to be used for a set number of semesters. Artificial restrictions on the faculty's ability to choose the books that they will be teaching from should not be set. The economic burden on students, and on the scholarship and loan agencies that underwrite their education, is real, but we should not set out to solve that problem by creating another that will diminish the quality of education in this state and perhaps even make it harder to recruit faculty to certain teaching posts here.

Other Recommendations Received for Consideration by Institutions

*Faculty must be encouraged to understand book adoption options, in particular to consider the advantages and disadvantages of custom books, bundles, new editions, etc.

* Faculty should be encouraged to consider content options beyond two or three publishers, recognizing that smaller imprints also have high quality content and may be able to provide it at lower cost (and without unwanted "add-ons")

* Faculty should become familiar with the online alternatives to campus bookstores for buying and selling textbooks.

* College administrations should look to new models of distributing course materials, with an eye toward combining onsite and online distributions.

* Colleges should create new business models for purchasing textbooks, including textbook costs in tuition.

* Faculty should be taught how to choose the package or bundle options that most directly solve the teaching and learning challenges in their classrooms.

* Faculty should be trained on custom publishing, learning how to create more tailored solutions in print or digital format for their students.

* Institutions, in consultation with campus and local private bookstores, should develop voluntary policies that share course material adoption information with enrolled students; such policies should recognize the important role played by the campus store in the adoption process.

Note: The National Association of College Stores does not support legislation to mandate and regulate how institutions of higher education and college stores supply course material adoption information. NACS believes such a mandate may eliminate or disrupt the final stage of the textbook adoption process, it may force the release of preliminary and inaccurate information to students before the final stage of the adoption process is completed, and may be unneeded and disruptive to existing and successful arrangements with students and local competitors of courses material adoption information.

* Textbook adoptions, which are typically made by full-time faculty for their departments, should be done in such a way that adjunct faculty are also involved.

3. What can be done by bookstores?

- * Bookstores should work with faculty to review timelines and procedures for textbook adoption.
 - * Bookstores should work with faculty and publishers to create economically sound bundles that deliver real cost savings for students.
 - * Bookstores should work with faculty and publishers to disclose, more effectively, retail prices on textbooks to faculty during the adoption period.
 - * Bookstores should disclose ISBNs to students in a timely manner.
- Note: Barnes & Noble disagrees with this recommendation, saying that it would cause commercial harm to Barnes & Noble and, ultimately, financial and service harm to Connecticut's colleges and universities and their students.
- * Bookstores should strive to provide as many used textbooks as possible, using buyback options as well as actively seeking used books from wholesalers.
 - * Bookstores should price textbooks differently for each course, based on credit hours.
 - * Because bookstores set the final actual retail price for textbooks sold, they should tell members of the faculty what the actual price charged to students will be.

4. What can be done by publishers?

- * Publishers should consider students their true end-customers and take into account student perceptions of price and value.
 - * Publishers should always provide retail price information to the faculty member.
 - * Publishers should always provide faculty with an accurate description of the changes between editions. Publishers should include addenda or supplements for smaller changes rather than entire new editions; those could be in paper format or online.
 - * Publishers should always provide faculty with an accurate and realistic assessment of publication dates for new editions as well as a forecast of how long the lifespan of that edition will be.
- Note: The Association of American Publishers notes that the revision cycle has remained four years since 1996 but that some textbooks – such as medical and technical books – may be on a more frequent revision cycle. The revision cycle, the AAP adds, is driven by a combination of faculty demand and changes in subject matter, teaching aids, pedagogy, and student needs.
- * Publishers should provide faculty with as much lead time as possible for edition changes to books and materials they use.
 - * Publishers should always offer the textbook and the components of a bundle individually at a fair and reasonable price. Publishers should always disclose the price difference between the bundled package and the unbundled books and materials.
 - * Publishers should end “default (or automatic) bundling” whenever possible, ensuring that faculty receive the package they select and customize for their classroom. Bundling undermines students’ opportunities to acquire more affordable used books alongside new supplemental resources that a faculty member may require or recommend.

Note: The Association of American Publishers disagrees with this recommendation, saying that there are significant free speech and interstate commerce issues that would need to be considered in connection with any proposed regulations on sales of higher education course materials, which may make the crafting of such legislation difficult.

- * Publishers should inform faculty members of lower cost editions of textbooks.
- * Publishers should inform the faculty member and the bookstore if a publisher intends to change the product or the bundle from what was ordered before books are shipped.
- * Publishers should explore new delivery models for educational content, including digital and custom texts. Custom books are particularly popular among instructors because custom books enable instructors to obtain precisely what they want and with students because students only pay for the materials used in the course.
- * Publishers should explore increased, hands-on training programs for faculty and students, enabling them to extract the greatest value from their learning materials. These would be personalized training and consulting services to faculty and departments.
- * Publishers should conduct research into the effectiveness of their learning solutions, especially those that integrate technology into teaching.

This report is being provided to Boards of Trustees, institutional and faculty leaders, interested legislators, and to all participants in the textbook summit in hopes that each party will give careful consideration to further steps to progress in mitigating textbook costs.