

MiraCosta College Faculty Textbook Affordability Guidelines

Faculty textbook selection and adoption decisions directly influence the overall cost of our students' education. High textbook prices can be a significant barrier to student success as they continue to rise at a rate outpacing both inflation and household income and now represent nearly 60% of a full-time community college student's total education expenses.¹

While recognizing that the concept of academic freedom is a right of faculty members at MiraCosta College, and this right carries the responsibility of selecting and adopting the most appropriate textbook for the course being taught, the Academic Senate, in an effort to help control and reduce textbook costs, also strongly encourages all faculty, academic disciplines and departments, to take the additional following actions:

Before Textbook Adoption

1. Through awareness and action, make a meaningful commitment to help control and reduce textbook costs while maintaining the quality of education and academic freedom.

Reason: Faculty are often unaware that their textbook selection and adoption decisions and priorities can significantly affect the final cost students pay for their textbooks.

2. Plan ahead so that textbook selection decisions are made well in advance of the bookstore textbook adoption deadline. Submit textbook adoption order to the bookstore on time. Note that due dates for textbook adoptions are: April 15th for the fall semester, October 15th for the spring, and March 31st for the summer.

Reason: Late adoptions hinder the bookstore's ability to secure used texts for lower prices and increase the bookstore's costs, and ultimately the student's costs, for late delivery.

3. Consider coordinating adoption efforts at the Department, Discipline, or Lead Instructor level and consider developing departmental adoption best practices and philosophies based upon these Textbook Adoption Guidelines.

Reason: Departments that work together on the adoption process may be able to coordinate their activities in a way that provides better information sharing about content and pricing. This coordination can a) help minimize the time each faculty member may spend working one-on-one with multiple publishing representatives, and b) increase departmental participation and engagement in adoption decisions. For

¹ California State Auditor Report 2007-116, August 2008.

example, Departments may want to invite two or three separate publisher's representatives to make separate 20 minute presentations on all of the materials available and their costs to the entire department a month in advance of the bookstore adoption deadlines listed above.

4. Do not adopt new textbook editions unless necessary. Instead, wait at least one semester after a new textbook edition to make the adoption.

Reason: A new textbook edition eliminates the used textbook market in the semester it is launched. Used textbooks are less expensive. New textbook editions do not always contain significant content changes. If adoption of a new textbook edition can be delayed one semester, there may be opportunities in the following semester for the bookstore to find that textbook used.

5. Consider making a single textbook adoption for courses where multiple sections are scheduled.

Reason: Which textbook is used or what the textbook costs will not become part of the student's selection process when deciding in which section of a multiple section course to enroll. More copies of the book will be available used in subsequent semesters. There may be opportunities for volume price discounts.

6. Consider making a long term adoption of at least two years.

Reason: Long term adoptions increase the number of used books available to students as well as their subsequent resale value.

7. Adopt products that require license codes carefully and only when essential to course and curriculum purposes.

Reason: License codes, once opened and/or registered, are typically not returnable. License codes may have expiration access dates, limiting students' ability to use the resource after a certain period of time. Non returnable items have higher mark up rates.

8. Before making your textbook selection decision, consider the following strategies to increase textbook affordability when working with publishing representatives:

- a. Understand the difference between "net" or "invoice" pricing and "retail" or "bookstore pricing."

Reason: Publishers sell their textbooks to the bookstore for the "net" or

“invoice” price. The bookstore then marks up this price between 25 and 43 percent to the “retail” or “bookstore price.”

- b. Ask your publisher's representative what your textbook will cost "net" to the bookstore.

Reason: Understanding what the textbook costs “net” to the bookstore helps make pricing, in addition to quality, part of your adoption decision. In addition, it helps you compare the “net” price from several publishers, thereby ensuring you are comparing “apples to apples.” Once you have determined the “net” price you can email the bookstore manager to find out what the final “retail” price will be to the student.

- c. Investigate the different textbooks that exist in your discipline from different publishers and what they cost "net" to the bookstore.

Reason: Understanding what the textbooks you select cost helps make pricing, in addition to quality, part of your adoption decision.

- d. Openly discuss costs with faculty at other local colleges within your same discipline.

Reason: Publishers agree to different “net” pricing at various institutions for a variety of reasons. Publishers may provide price matching discounts when pricing at other institutions is less than what they are currently offering for your adoption.

- e. Ask your publisher's representative for volume and/or price matching discounts.

Reason: Publishers may give discounts for adoptions made in courses with large numbers of sections using the same materials or in other courses within the same discipline where a large number of sections adoption has been made. In addition, publishers may provide price matching discounts when pricing at other institutions is less than what they are currently offering for your adoption.

- f. Ask your publisher's representative for a long term commitment to reasonable price increases.

Reason: Publisher representative may agree to a one-time volume and/or price matching discount, but then seek to raise prices disproportionately in future semesters to recapture profit lost from the initial agreement. By requesting a long term commitment (for example, 2 or 3 years) to reasonable price increases

(for example, indexed to inflation or 3% a year), this can be avoided.

- g. Understand the pros and cons of customized textbook editions.

Reason: Customized editions can give faculty the ability to include only specific pages or chapters but at the same time often come with increased production costs and make it difficult for the bookstore to secure used copies from semester to semester (as they are only able to buy back used copies from current MiraCosta students, thereby not leveraging their wider national buying network). Be sure that a customized edition is less costly than full edition.

- h. Avoid adopting textbook bundles or shrink-wrapped textbook packages unless a) you plan to use all items in the bundle, and b) the price point of bundle is less than individual items sold separately used.

Reason: Bundles often include unnecessary items and are not returnable once opened. Total price of individual items sold separately used is often less expensive. Bundled items may not be bought back by the bookstore at the end of the semester and non returnable items have higher mark up rates. Bundled items are often used by the publishers to eliminate the used book market in an effort to increase their profit.

- 9. Before making textbook selection decision, explore use of alternative materials such as handouts, e-textbooks and online repositories of free, high quality, open education resources in the public domain.

Reason: Free resources add value without cost. Online and e-textbooks are less expensive. Additionally, many of the articles typically included in Custom Coursepacks can be accessed using library databases and linked into Blackboard at no charge to students.

- 10. Plan ahead when adopting Custom Coursepacks.

Reason: Custom Coursepacks enable a faculty member to assemble materials and resources to be sold through the bookstore, with copyright indemnification. Master copies should be submitted for printing with complete bibliography 60 days prior to the start of classes. Final proof before printing should be approved no later than 30 days before classes begin. All Custom Coursepacks must be cleared for copyright through Premium Source Publishing or another vendor designated by the bookstore.

- 11. When selecting self-authored materials for adoption, understand and carefully consider potential ethical issues.

Reason: Students are sensitive to the notion that faculty might be motivated to select materials based on personal profit. This can be avoided by ensuring that self-authored adopted textbooks are superior to alternatives and that transparency through Department and peer input and review is sought to confirm the appropriateness of the adoption. In addition, faculty who have made self-adoptions may consider sharing some portion of their royalties in a way that benefits students.

12. Understand the "Textbook Ideal Life Cycle."

Reason: The theory behind the "Textbook Ideal Life Cycle" is that the more times a textbook can be sold used, the greater opportunities there are for cost savings for students. Success of this model is dependent upon a) timely book orders (the earlier the book order is submitted the greater the opportunity for the bookstore to acquire books used), and b) re-adoption of the previous semester's book allows greater opportunity for students to receive 50% of what they paid if they sell their textbook back to the bookstore.

After Textbook Adoption

1. Once a textbook adoption order is submitted avoid making changes unless absolutely necessary.

Reason: Changes lead to higher textbook costs, as resources must be used to undo efforts made to secure initial adoption.

2. Once inside 30 days from the start of the semester, do not make changes. This includes situations where a change of instructor is made. If (very rare) a change must be made, do not make change without working with the Bookstore Manager and obtaining prior approval from Lead Instructor, Department Chair, and Dean.

Reason: Changes inside 30 days adversely affect numerous offices and the students and ultimately lead to higher textbook costs. Negatively affected parties are listed below.

- a. DSPS requires six weeks to contact publishers, scan materials, and convert the textbook into formats appropriate to student learning needs. This process will have to be reinitiated for any change.
- b. The Bookstore will have to express order the new books which raises the initial textbook costs.
- c. Students may not be able to return the previously ordered textbooks.
- d. Financial Aid and Calworks give specific vouchers to students so that they can only buy designated books. Changes to these vouchers cause delays for students

obtaining their books.

3. Use the textbook you adopt.

Reason: Students are paying for the textbook and course materials you have selected. By utilizing what you have adopted you create a perception of value for the student. Course materials that are not fully utilized cause students to incur unnecessary costs.

4. In addition to textbook author, title, and ISBN number, place the final "retail" cost of your textbook adoption in to your syllabus and on your website in advance of the first day of classes.

Reason: Making students aware of this information gives students the ability to plan better in advance for the costs of the course and empowers them to investigate all options, by comparing prices, for securing their materials. The earlier the student has this information the better.

5. Place all adopted textbooks on Closed Reserve or Open Reserve in Library before the semester starts.

Reason: Placing a textbook on Closed Reserve or Open Reserve gives those students who are unable to buy the textbook at the start of a course the option to use it while working in the Library. Closed Reserve places the textbook behind the circulation desk. Checkout is limited to in library use for a set amount of time with a MiraCosta student ID. Open Reserve places the textbook on the Open Reserve shelf and is limited to in library use without a MiraCosta student ID. Publisher representatives will generally provide a textbook for these purposes upon request.

6. Most textbook assistance options are coordinated through EOPS. Set aside time during your first time class meeting to explain this to your students, emphasizing that an assistance decision is usually made on the spot or within 48 hours after a form is filled out showing need.

Reason: EOPS coordinates a range of textbook assistance opportunities for students, including textbook loans, financial aid, and textbook scholarships. Students may be unaware that these services exist.

7. When educating your students about the different options for obtaining their textbooks (bookstore, online, trading, sharing, etc), inform students of the pros and cons of all options.

Reason: While sometimes students may find ways to secure their textbooks for less money, there could be unintended problems (high shipping charges, delays, incorrect

editions, ambiguous refund policies, etc).

8. At the end of the semester, explain to students that they may have the option to sell their textbook back to the bookstore. Explain further that if they are not happy with the price or do not have that option, they might consider donating their used textbooks to EOPS.

Reason: EOPS will either integrate the used textbook in to their book loan program or sell it as an old textbook to the wholesale market to secure funds to buy new textbooks to replenish the book loan program.

9. Donate old textbooks no longer in use to EOPS.

Reason: Old textbooks may be sold by EOPS to the wholesale market to secure funds to buy new textbooks for students in the book loan program.

10. Consider making either a one time or recurring monthly financial donation to EOPS to fund textbook assistance programs.

Reason: EOPS provides a range of textbook assistance programs for students and the more funding the program has the more students it is able to assist.

11. Ask for textbook review copies to be distributed online, or if sent to your office, with prepaid return envelopes.

Reason: Review copies increase the publisher's final cost of textbooks. By reviewing textbooks online and returning unused review copies to the publisher, overall costs may be reduced.

12. The Academic Senate discourages selling textbook review copies to wholesalers or the wholesale market, whether on campus or off campus. Instead, once reviewed, consider donating unused textbook review copies to the EOPS textbook lending library program or other charitable organizations.

Reason: Textbooks donated to the EOPS textbook lending library will be used to increase textbook affordability for those students who demonstrate financial need. At the end of the semester the student must return the textbook, which then in turn will be available to loan again the following semester to a different student. Textbooks donated to this program will be either placed in the lending library or sold to generate money to buy more textbooks for the lending library. Detailed records will be kept by EOPS documenting the above process.

Note that when donating textbooks to EOPS or other charitable organizations, there are specific tax rules that must be followed if a charitable deduction is to be claimed when filing taxes. For the special circumstance where the donated books were received for free (desk copies), as a result of a court case of some years ago (Wehausen, TC Memo 1988-460), faculty may be allowed to take a charitable deduction for the donated textbooks based on their fair market, or thrift shop, value.

You are strongly encouraged to consult your tax advisor for specific record keeping requirements, further clarification of tax law, and more information.

Contact Information for resources referred to throughout document

MiraCosta

Name	Phone	Web
Bookstore	(760) 795-6630 (OC) (760) 634-7830 (SEC)	http://www.miracosta.edu/StudentServices/bookstore.htm
EOPS	(760) 795-6680	http://www.miracosta.edu/StudentServices/EOPS/
Financial Aid	(760) 795-6711	http://www.miracosta.edu/StudentServices/FinancialAid/index.htm
Library	(760) 795-6715 (OC) (760) 634-7850 (SEC)	http://www.miracosta.edu/Instruction/Library/

Colleges and College Bookstores in Region

Name	College Phone	College Bookstore Phone	Web
City	619-388-3400	619-388-3548	http://www.bookstore.sdccd.edu/city
Cuyamaca	619-660-4000	619-644-7674	http://cuyamaca.bncollege.com
Grossmont	619-644-7000	619-660-4333	http://grossmont.bncollege.com/
Imperial Valley	760-352-8320	760-355-4457	http://www.imperial.edu/index.php?pid=65
Mesa	619-388-2600	619-388-2715	http://www.bookstore.sdccd.edu/mesa/
Miramar	858-536-7800	619-388-7866	http://www.bookstore.sdccd.edu/miramar/
Palomar	760-744-1150	740-744-1150 ext.2220	http://grossmont.bncollege.com/
Southwestern	619-421-6700	619-482-6416	http://www.swcbookstore.com/
CSUSM	(760) 750-4000	760.750.4730	http://www.csusmbookstore.com/
SDSU	(619) 594-5200	619-594-7535	http://www.sdsubookstore.com
USD	(619) 260-4600	619-260-4600, ext. 2152	http://www.usdbookstore.com/
UCSD	(858) 534-2230	(858)534-7323	http://www-bookstore.ucsd.edu/

Open Source Textbook Information, Internet Resources, Etc

Name	Web
Community College Consortium for Open Educational Resources (CCCOER)	http://oerconsortium.org/
Community College Open Textbook Project	http://www.collegeopentextbooks.org/
Creative Common License Textbook List	http://www.merlot.org/merlot/viewPortfolio.htm?id=334314

California Open Source Textbook Project	http://www.opensourcetext.org/
Creative Commons	http://creativecommons.org/
Course Smart	www.CourseSmart.com
Book Boon	http://bookboon.com
Flat World Knowledge	www.flatworldknowledge.com
Freeload Press	http://www.freeloadpress.com/
Google Scholar	http://scholar.google.com/
Lulu	http://www.lulu.com/
Quia Books	http://books.quia.com
Textbook Revolution	http://textbookrevolution.org/
Wiki Books	http://en.wikibooks.org/

Traditional Publishers

Name	Phone	Web
Broadview Press	(705) 743-8990	http://www.broadviewpress.com
Cengage (Brooks/Cole, Houghton Mifflin, Wadsworth, Delmar, Heinle, Schirmer, South-Western)	(800) 354-9706	http://www.cengage.com/highered/
Discovery Press	(323) 526-7110	http://www.discovery-press.com/
Elsevier Health Sciences (Mosby, W.B., Saunders, Churchill)	(800) 545-2522	www.us.elsevierhealth.com
F.A Davis	(800) 323-3555	www.fadavis.com
Guilford Press	(800) 365-7006	http://www.guilford.com/
International Press	(617) 623-3016	http://www.intlpress.com/
Jones and Bartlett Publishers	(800) 832-0034	http://www.jbpub.com/
Lippincott	(800) 399-3110	www.lww.com
McGraw-Hill	(877) 833-5524	www.mheducation.com
Pearson Education (Prentice Hall and Addison Wesley)	(800) 922-0579	www.pearsonhighered.com/
Sinauer Publishers	(413) 549-4300	http://www.sinauer.com/
Thompson Educational	(416) 766-2763	http://www.thompsonbooks.com/
W.H. Freeman	(800) 446-8923	http://www.whfreeman.com/
Wiley/ Jossey-Bass/Pfeiffer	(800) 225-5945	www.wiley.com
Worth Publishers	(800) 446-8923	http://www.worthpublishers.com/