



Affordable Textbooks for the 21st Century

**A GUIDE TO ESTABLISHING
TEXTBOOK RENTAL SERVICES**

CALPIRG
E D U C A T I O N F U N D

Affordable Textbooks for the 21st Century:

A GUIDE TO ESTABLISHING TEXTBOOK RENTAL SERVICES AND OTHER ALTERNATIVE BUSINESS MODELS

The California Public Interest Research Group (CALPIRG) Education Fund thanks Carol Miller (Textbook Rental Consultants, Inc. and Eastern Illinois University Rental Service), Shirley Stewart (Textbook Rental Consultants, Inc.), Jan Chisman (Southeast Missouri State University Rental Service), Michael Coston (Appalachian State University Rental Service), Sally Reese (University of Wisconsin, Stevens Point Rental Service), Richard Hershman (National Association of College Stores), Terri Meinel (University of Wisconsin, Whitewater Rental Service), Candice Haug (University of Wisconsin, Eau Claire Rental Service), Bart Broome (California State Assemblymember Paul Koretz), Judy Easley (Southeastern Louisiana University, Hammond), Barry Pasternack (California State University, Fullerton, Management Service/Information System Department), Sarah Emerson (Hillsborough Community College Bookstore, Tampa) and Fred M. Beshears (University of California at Berkeley, Educational Technology Services).

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Executive Summary

College textbooks have always constituted a meaningful portion of higher education costs. In the past two decades, however, the price of textbooks has soared to unprecedented levels. Textbook prices are increasing at more than four times the inflation rate for all finished goods, according to the Bureau of Labor Statistics Producer Price Index.

Recent research conducted by the State PIRGs reveals that publishers are inflating the price of textbooks by adding CD-ROMs and other supplements to current texts and forcing cheaper used books off the market by producing expensive new editions of textbooks that differ only marginally from the previous edition. In its report "Ripoff 101," the California Student Public Interest Research Group (CALPIRG) found that most faculty do not consider many of these add-ons useful and support efforts to streamline textbook costs and extend the shelf life of current textbook editions.

One innovative way to lower students' textbook costs is allowing students to rent, rather than purchase, their textbooks each semester. According to the National Association of College Stores (NACS), approximately 20 colleges already rent textbooks, many of which have rented textbooks for more than a century.

Students attending colleges and universities that rent textbooks spend less on textbooks than students who purchase their books. Students using existing textbook rental services pay \$130 to \$240 per year plus some course materials; students attending public four-year colleges currently pay an average of \$800 to \$900 to purchase their textbooks each year. A recent survey by CALPIRG found that students at California universities spent an average of \$898 on textbooks in the 2004-2005 school year. Similarly, the College Board found students at four year public institutions spent an average of \$853 for textbooks and supplies that same year. Taking supplies and course materials into consideration, a student renting her textbooks could save at least \$400 every year, or a total of \$1,600- \$2,000, depending on the length of her college career.

With tuition and textbooks costs on the rise, universities need to explore ways to help maintain access to higher education by lowering students' costs. Textbook rental services provide a valuable and economical alternative to the high cost of purchasing textbooks.

This document is a twelve step guide for colleges and universities interested in lowering textbook costs for students by transitioning to a textbook rental service or exploring new, innovative business models. This guide is designed to help schools develop a viable model that will best fit each individual campus, based on lessons drawn from existing rental services.

Twelve Steps to Renting Textbooks

- 1 Create a Textbook Rental Service Advisory Committee
- 2 Establish Textbook Rental Mission
- 3 Establish Operating Guidelines
- 4 Update Contracts
- 5 Establish Faculty Textbook Adoption Guidelines
- 6 Determine Rental Fees and Startup Costs
- 7 Determine Storage Requirements
- 8 Purchase and Build Textbook Inventory
- 9 Develop Computer Tracking System / Communication with Campus
- 10 Determine Store Layout and Staffing
- 11 Teach Students and Faculty How to Use Textbook Rental Service
- 12 Continue to Explore New Solutions to the High Cost of Textbooks

For those readers interested in transitioning to a rental system, the Appendix provides a list of resources, including contacts and materials currently used to operate existing rental services.

This guide is designed to help schools develop a viable model that will best fit each individual campus, based on lessons drawn from existing rental services.

Introduction — Why Rent Now?

College textbooks have always constituted a significant part of higher education costs. In the past two decades, however, the price of textbooks has soared to unprecedented levels. Textbook prices are increasing at more than four times the inflation rate for all finished goods, according to the Bureau of Labor Statistics Producer Price Index.¹ Similarly, the National Association of College Stores (NACS) found the wholesale price of college textbooks went up 32.8 percent between 1998 and 2003, almost double the 18 percent increase in the wholesale price of ordinary books over the same period.²

Recent research conducted by the State PIRGs reveals that publishers are inflating the price of textbooks by adding CD-ROMs and other supplements to current texts and forcing cheaper used books off the market by producing expensive new editions of textbooks that differ only marginally from the previous editions. In its report "Ripoff 101," the California Student Public Interest Research Group (CALPIRG) found that most faculty do not consider many of these add-ons useful and support efforts to streamline textbook costs and extend the shelf life of current textbook editions.³

Meanwhile, college students are squeezed by other financial pressures. Tuition and fees are rising while financial aid is diminishing. The College Board reports that the average student attending a public four-year institution paid \$487 more in 2004 than 2003 (\$5,132 vs. \$4,645), a 10.5 percent increase.⁴ In the same report, the College Board found students are borrowing more now than ever before to pay for college. In the past decade, student loan volume has increased 111 percent compared with a 64 percent increase in grant aid.⁵ In 2003-2004, student financial aid was comprised of 56 percent loans, 38 percent grants, 5 percent tax benefits and 1 percent work.⁶ Recent cuts to the Pell Grant program and diminishing state resources mean even tougher times ahead for students.

Given the dramatic increases in tuition, fees and textbooks prices, universities need to explore viable alternatives that will help maintain access to higher education by lowering students' costs.

Textbook rental services help ensure equal opportunity to textbooks for all students regardless of income, while saving students thousands of dollars over their college careers.

How a Rental Service Works

One innovative way to lower students' textbook costs is allowing students to rent, rather than purchase, their textbooks each semester. According to the NACS, approximately 20 colleges rent textbooks to students, many of which have rented for over a century.

Textbook rental services vary by institution. The average student enrollment at a campus with text rental is approximately 8,500 students; the largest school is Southeastern Louisiana University, Hammond, with approximately 15,000 students and the smallest is Oklahoma Panhandle State University, Goodwell, with approximately 1,350 students.⁷ According to Carol Miller and Shirley Stewart of Textbook Rental Consultants, Inc., universities of any size can structure a rental system to meet the needs of their students.

Some colleges and universities run their textbook rental services through existing campus bookstores, but others employ auxiliary organizations or private companies. They are funded in different ways; through campus-based fees, course-based fees, or by per-book rental charges. The books are rented for any number of semesters/quarters, generally three years for lower-level classes and two to three years for upper-level classes.

Students attending colleges and universities that rent textbooks spend less on textbooks than students who purchase their books. Students using existing textbook rental services pay only \$130 to \$240 per year plus some course materials; students attending public four-year colleges currently pay an average of \$800 to \$900 to purchase their textbooks each year.

Textbook prices are increasing at more than four times the inflation rate for all finished goods, according to the Bureau of Labor Statistics Producer Price Index.

The Benefits and Disadvantages of Renting Textbooks

The most significant benefit of a rental service is the cost savings to students. A student could conservatively save \$400 per year, or a total of \$1,600-\$2,000 depending on the length of her college career, by paying the average rental fee of \$130-\$240 plus supplies. The average student at a four year public institution spends \$853 for textbooks and supplies, according to the College Board.

The campus and bookstore also benefit. Terri Meinel, director of the University Bookstore Textbook Rental Service at the University of Wisconsin (UW) - Whitewater, maintains that a rental service is easier and less costly than a comparably based purchase-only system. "One (benefit) is that there are no returns to publishers, which can eat up an awful lot of time and expense with shipping, etc. Secondly, when I order textbooks, I order enough for everyone enrolled in the class. All students pick up their books because they've already paid for them. Bookstores don't necessarily purchase 100 percent of a professor's request, or even 100 percent enrollment, with a purchase-only system, because you know you won't sell them all. There's no guesswork with a rental system."⁸

According to Miller and Stewart, the institution as a whole also benefits by attracting more prospective students and parents. The more students who enroll, the more dollars the school has to fund all areas, not only a rental system.

Finally, a rental service can encourage publishers to change their practices and price textbooks more competitively. According to Miller and Stewart, a textbook rental service forces all parties to be accountable for how much students spend on textbooks. Monetary limits on how much the textbooks can cost per course, as established by the Textbook Rental Advisory Committee, require faculty to become more aware of how much textbooks cost, and as a result, faculty will force publishers to provide more pricing information and price more competitively.

Benefits of Renting Textbooks

- Cost to students is considerably less than on a purchase-based system.
- All students in a course will have the basic textbook regardless of the book's cost.
- Returns to publishers are negligible, saving the expense of shipping, receiving and paperwork, as well as money tied up in credit memoranda.
- A rental service is a good student recruitment tool for the administration.
- Students are encouraged to purchase textbooks they want to keep at a 10-30 percent discount so that they can build a personal library.
- Books remaining on the shelves after initial checkout and those not used in a given semester can be made available to students as references at no additional charge if the books are returned in a timely fashion and are undamaged.
- The rental service is supported by user fees.
- Administration of the rental department is easier and less costly than a comparable purchase-based system.
- When a replacement book is ordered for a class, the old book is still available should delays in shipping or fulfillment occur.

Taking supplies and course materials into consideration, a student renting her textbooks could save at least \$400 every year, or \$1,600-\$2,000, depending on the length of her college career.

Disadvantages of Renting Textbooks

- Faculty must commit to using a particular textbook for a set amount of time.
- Students usually have to purchase supplemental readings, references, workbooks, and study guides in addition to paying the rental fee.
- Rental services require more space than traditional bookstores in order to store books not used in a given semester. ⁹

Below are three case studies of current programs.

Case Study

EASTERN ILLINOIS UNIVERSITY (EIU)

The rental service at Eastern Illinois University was established in 1899 and served 11,651 students in 2004. Textbook rental fees of \$7.95 per credit hour are mandatory. Fulltime students usually carry a load of 12-15 credit hours per semester and pay \$95 - \$119 per semester for all books required for course study.

Textbooks are labeled and entered into the student textbook database when issued. Students pick up and return the books at the beginning and end of each semester. Students are asked to highlight and mark in the books sparingly. During designated periods in the academic year, students may purchase their textbooks with rental fees credited toward the purchase price.

The service operates on a self-sustaining basis with cash reserves in case a particular year's costs exceed budgeted estimates. More on EIU's Rental Service: <http://www.eiu.edu/~textbks>. The deputy director is part owner of Textbook Rental Consultants, Inc.

Case Study

THE UNIVERSITY OF WISCONSIN (UW)

Textbook rental services are in place at seven University of Wisconsin campuses: Eau Claire, La Crosse, Platteville, River Falls, Stevens Point, Stout and Whitewater. In the 2002-2003 academic year, textbook rental rates at the above UW campuses averaged \$124 per year.

UW established a rental service at Stevens Point in 1894 and now serves 8,700 students. The University charges a rental fee of \$5.45 per credit unit with a cap of \$65.40 per semester (12 credits).

UW Stevens Point developed its own inventory scanner system that links textbook rentals to student accounts.

The rental service employs one fulltime rental manager and shares four other staff with the bookstore, including a store manager at 50 percent time, a shipping clerk at 50 percent time and two cashiers at 10 percent time. Additionally, the service employs six students for a total of 50 hours per week and 12 short-term staff for one week at the beginning and end of each semester.

Students may purchase their books at a "used" price if they desire. Students pay full replacement costs for lost, damaged, or unreturned books.

The service is self-supporting and financed by rental fees and used book sales. The program also maintains a reference library of its entire textbook inventory for student and faculty use. More on UW - Stevens Point's Rental Service: <http://www.uwsp.edu/textrental>.

In particular, faculty must agree to choose books that students can rent for multiple semesters/quarters.

Case Study

HILLSBOROUGH COMMUNITY COLLEGE, TAMPA, FLORIDA (HCC)

HCC is a Community College with four campuses in Hillsborough County, Florida and serves 43,000 students. HCC established a rental service in 2001.

HCC's rental program is a modern day version of the more comprehensive rental programs. Students have the option to rent or purchase textbooks. In order to rent textbooks, faculty agree to use the same books for at least four semesters. Students then rent the textbooks for 50 percent of the purchase price for both new and used books, using a credit card. If the textbook is late the student is charged the full price of the textbook.

After the first semester, 80 percent of the textbooks were returned by the due date or before, 20 percent were charged the full price. Of the 20 percent that were charged, 5 percent of the students' credit cards did not work, and the students accounts were notified. As a result, those students' transcripts were frozen, and they could not register for new classes or rent library books until they paid the full cost.

According to Sarah Emerson, Manager of HCC Bookstore Operations, the program was an immediate success because she established clear lines of communication with all participating faculty, deans and administrators.

*All students in a course
will have the basic
textbook regardless of
the book's cost.*

Twelve Step Guide to Transition from a Purchase System to a Rental System

STEP ONE: CREATE A TEXTBOOK RENTAL SERVICE ADVISORY COMMITTEE

In order for a textbook rental service to succeed, all stakeholders, including students, faculty, administrators and bookstore managers, must be a part of the process. Most existing rental services have a Textbook Rental Service Advisory Committee that includes representatives from all major stakeholders. Several managers of existing rental services emphasize the importance of eliciting the support of upper level university administrators, because they often set the tone for how committed the larger campus community will be to the success of a rental service. According to Miller and Stewart, student support is also critical since students are the primary customer base for the rental service.

Most colleges and universities already have a shared-governance process established for making group decisions. Therefore, if students, faculty and administrators are already part of the existing shared-governance process, that current group also can serve as the textbook rental service advisory committee. Otherwise, a new Textbook Rental Service Advisory Committee can be established with the sole purpose of establishing and running a rental service.

The UW-Eau Claire campus has a committee called the Instructional Resource Rental Committee. It is comprised of five faculty members, five students, the director of the bookstore, the director and associate director for center programs, and the executive director of student services. Similarly, Southern Illinois University has a Textbook Service Advisory Committee that is a standing committee to address any problems as they arise. This committee is comprised of a representative from each department using the service, the vice chancellor of student affairs, a student representative and the textbooks service manager.¹⁰ (For a sample advisory committee, see Appendix I).

Universities with rental services have taken various approaches to generate support amongst the student body, professors, and other stakeholders and then manage the service once it is up and running. In addition to facilitating small group discussions, some schools may want to put the idea to a vote of the student body or academic senate or both to ensure broad stakeholder investment.

STEP TWO: ESTABLISH TEXTBOOK RENTAL MISSION

Once the Textbook Rental Service Advisory Committee is established, the first goal is to establish a mission that describes the desired outcomes that will guide the program. These outcomes will vary by campus.

When crafting a mission statement for the rental service, the university should consider what its desired outcomes are for students, faculty and the university as a whole. For the purpose of starting a new rental service, the more detailed the mission, the more guidance it will provide the Textbook Advisory Committee.

In order for a textbook rental service to succeed, all stakeholders, including students, faculty, administrators and bookstore managers, must be a part of the process.

According to Carol Miller and Shirley Stewart of Textbook Rental Consultants, Inc., a rental service can and must be self-supportive.

EXAMPLES OF DESIRED OUTCOMES INCLUDE:

- The rental service is financially self-sustaining through student fees.
- Students will save money on textbooks.
- Students can choose to purchase books and build their personal libraries.
- Faculty members will be guaranteed the ability to select appropriate texts in accordance with established campus policies and procedures.

Sample Mission Statements

SOUTHEASTERN LOUISIANA UNIVERSITY ¹¹

The Textbook Rental System is committed to assuring the faculty that every student has the basic textbook for each course and providing textbooks to students at the most economical rate.

UNIVERSITY OF WISCONSIN — STEVENS POINT (UWSP) ¹²

- To provide rental textbooks as requested by university faculty.
- To encourage and support the educational goals of all UWSP students.
- To extend friendly and personal service to all users of Text Rental.
- To act as mentors to our student staff.
- To maintain close contact with all academic departments.

UNIVERSITY OF WISCONSIN — PLATTEVILLE ¹³

The purpose of the Textbook Center is to aid students in having the best possible education by furnishing textbooks to them in a cost-efficient manner. This will give students an affordable avenue of textbook acquisition for their education at UW-Platteville.

STEP THREE: ESTABLISH OPERATING GUIDELINES

After the mission is developed, the Textbook Rental Service Advisory Committee should develop operating guidelines, which serve as internal governing policies about who makes decisions, how these decisions are made and how the rental service will integrate with the rest of the campus. According to Miller and Stewart, a rental service can and must be self-supportive. The income received through the operation of a rental service covers textbook purchase, salaries, rent and all other operating expenses.

SAMPLE OPERATING GUIDELINES

1. Instructors create syllabi, select textbooks for pre-determined time period. (Some existing programs require all instructors who teach the same introductory course to use the same textbook. Most programs require professors use the same textbook for 2-3 years with a process for exceptions).

SAMPLE OPERATING GUIDELINES CONTINUED:

2. Instructors decide if they want to include supplemental materials in their book orders, and the rental service will order accordingly. (Some existing services charge students an additional fee for the supplemental materials or rent them at no additional cost. If the instructor does not want the supplemental materials but the textbook cannot be ordered without them, the rental service may give them to the instructor anyway, rent or give them away to students or throw them away.)
3. Students are charged a rental fee. (Some existing programs charge by the credit hour enrolled, others charge by the book, the number of classes enrolled, etc.)
4. Once students complete registration and payment, they pick up the corresponding textbooks for each course.
5. At completion of the semester/quarter, students return the books to the rental service by a specified deadline. If the textbooks are returned late, the student is charged for the book. (Some existing programs charge the full retail cost of the textbook or a portion of the full retail cost. Until the textbooks are returned, a student's transcript can be held.)
6. Any exception to the above process must be approved by the Textbook Rental Advisory Committee or a designee of the Committee.
(For examples of existing Operating Guidelines see Appendix I.)

STEP FOUR: UPDATE CONTRACTS

Once a campus has established its mission and operating guidelines, it is ready to determine who should run the rental service. Existing rental services are run by a variety of different entities. For example, UW-Eau Claire is contracted with Barnes & Noble. In contrast, the UW-Stout rental program is run by its Library Extension Instructional Resource Service. Using its mission statement about the goals of the rental service as its guide, the university can ask different entities to compete for who would run the best rental service. According to Miller and Stewart, students are best served when a rental service remains an integral part of the campus. Keeping the department as an institutional unit, controlled by the administration, will result in a more personally invested staff.

STEP FIVE: ESTABLISH FACULTY TEXTBOOK ADOPTION GUIDELINES

Financially sustainable rental services depend on clear guidelines for selecting textbooks that all stakeholders support. In particular, the faculty must agree to choose books so students can rent them for multiple semesters/quarters. Universities can establish a process for making exceptions.

First and foremost, each campus should decide who will establish the guidelines. It could be the Textbook Rental Advisory Committee or some other group. Existing services use different groups to develop and evaluate their guidelines. For example, UW-Stevens Point's guidelines are developed and evaluated by the entire faculty senate. In contrast, Southern Illinois University, Edwardsville has a Curriculum Council set its guidelines. This council is made up of 6-12 faculty, two students, two administrators, the director of academic counseling and advising, the director of institutional services, director of assessment and the chair of the general education committee.¹⁴

According to Candice Haug, director of the university bookstore at UW-Eau Claire, "Part of my job is to compile information for the committee. It is the committee's decision whether we go into the red

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UW-Stevens Point currently requires that books for freshman and sophomore courses be used for six semesters or two years.

to grant [professors' requests]." Student fees are usually set high enough so that this does not become a problem. "The fees have gone up about \$2 annually since 1990," says Haug. She estimates that 40 percent of texts are used six semesters or more; about 10 percent are used only one semester before being replaced. ¹⁵

Existing text rental services require three to six semesters or more of book use. For those schools that rent books for graduate courses, the adoption period may be shorter. Some services divide up the required years of use by grades. For example, UW-Stevens Point currently requires that books for freshman and sophomore courses be used for six semesters or two years. Junior and senior courses must use books for four semesters before replacement. ¹⁶

Textbook adoption guidelines also should detail any limitations on faculty textbook selection such as a limit on the number of textbooks that can be selected for each course or a limit on the total cost of the textbooks per course.

At UW-Stevens Point, only one textbook per course is allowed. In contrast, Carol Miller, deputy director of Textbook Rental Service Center of Eastern Illinois University in Charleston, says their rental service's textbooks adoption guidelines allow professors to put as many texts as they like in the program, up to a \$100 total price limit per course.

GUIDELINES FOR TEXTBOOK SELECTION SHOULD ADDRESS THE FOLLOWING POINTS, AT MINIMUM:

1. How long each textbook will be used.
2. Any limit on the number of textbooks or total cost of the textbooks for each course.
3. What the exception process should be.
4. When to discard textbooks that are out of date.

Sample Textbook Adoption Guidelines

CENTRAL MISSOURI STATE UNIVERSITY ¹⁷

All new textbooks must meet the following criteria:

- Hardback covers
- Primary source of information
- Retail price greater than \$20.00
- Adoption period not less than two years

SOUTHEASTERN LOUISIANA UNIVERSITY ¹⁸

- Number of rental textbooks adopted per academic course shall not exceed two textbooks. Adoption must be agreed upon within the department and approved by the department head.
- Each textbook must be used for three years or four semesters, whichever is greater. If a course is taught only once a year, the book must be used for four years.
- Textbooks cannot be designed for a single semester, become outdated in one year, cannot cost less than \$30.00 retail, be paperback.

SOUTHERN ILLINOIS UNIVERSITY, EDWARDSVILLE ¹⁹

- Each course may order one or more texts (if more than one, must be approved by Dean).
- All textbooks will be in adoption for three years.
- When a new adoption is received, the previous adoption will be removed from the inventory.
- In cases of courses with multiple sections, one text (or set of texts) may be adopted for each three sections regularly taught.
- Any adoption decision involving an exception to the rules must be made by the Dean and approved by the Provost.

Existing rental services also have unique criteria that improve the service on their campuses. For example, Highland Community College in Highland, Kansas requires faculty to choose the most recent edition in print when choosing a new textbook because it is easier to purchase additional copies of the newest edition if necessary.²⁰ The rental service at UW-Stevens Point limits the rental service to just one primary text per course, leaving students to purchase the rest of the required books.

EXCEPTIONS

The guidelines for the rental program at UW-Stevens Point allow the textbook services manager to grant exceptions upon written request of the instructor approved by the department chairperson and forwarded through the appropriate dean.²¹

The UW-Eau Claire guidelines prioritize which exceptions to grant based on the following parameters:²²

1. Hardcover books that have been in use for at least six semesters and paperback books that have been in use for at least four semesters will have top priority for change.
2. Hardcover books used fewer than six semesters or paperbacks used fewer than four semesters will be ranked in descending order — with a book being used only one semester having the lowest priority for available dollars.

According to Haug, there has only been one time since 1990 that a professor's request to update a textbook was denied.

Normally, textbooks are requested on a standard form completed by individual faculty and classroom teaching academic staff and forwarded to the department chairperson. The chairperson submits requests to Text Services.²³

DISCONTINUING TEXTBOOKS

Textbook adoption guidelines should also address discontinued textbooks. The UW-Platteville rental program automatically removes textbooks that have not been used for three years and sells them to private textbook vendors. Books of no resale value are sold to students for as little as \$.25 each. Some discontinued books are given away free to students.²⁴

BUNDLED OR "SHRINK-WRAPPED" ITEMS

Many textbooks now come bundled with CD ROMs, workbooks, study guides, etc. According to recent survey of textbooks conducted by CALPIRG, half of all textbooks now come bundled, but 65 percent of faculty rarely or never use the bundled materials in their courses.²⁵ These bundled items tend to increase the overall cost of the textbook, so many rental service managers urge faculty to avoid ordering the bundled package. If the textbook comes bundled, rental service managers usually ask the faculty or department if they will be using the items for their classes. If so, they

According to Candice Haug, director of the university bookstore at UW-Eau Claire, there has only been one time since 1990 that a professor's request to update a textbook was denied.

Universities should set the student fees at a level that will sustain the program over the long term while still saving students money.

often times assign them a unique number and rent them just like a textbook. If they will not be used, rental service managers usually give them to the department to do what they will with them. However, some existing programs choose to sell the items, others throw them away.

The University of Wisconsin-Platteville encourages faculty to be aware of hidden costs in package deals (shrink-wrapped sets) offered by publishers. An instructor can ask the textbook center director to compare the price of a package deal with the actual price of the textbook.²⁶

DESK COPIES FOR FACULTY

Most if not all existing rental services require the faculty to obtain their desk copy from the publisher. Some offer to loan a copy to the faculty member if they are unable to obtain one from the publisher.

SUPPLEMENTAL COURSE MATERIALS

Most existing rental services require students to purchase supplemental course materials such as workbooks, study guides, laboratory manuals, periodicals and other consumable materials. At Eastern Illinois University, a faculty member must get approval of the department chair to require students to purchase certain supplementary material for a course.²⁷ Students at Highland Community College in Highland, Kansas are also required to purchase supplemental course materials, but faculty are not required to secure permission from the department chair.

BULK PURCHASING

Stakeholders should consider innovative ways to lower costs by negotiating with publishers. For example, Miller and Stewart recommend rental adoption guidelines that encourage as many different faculty and, when possible, different campuses to order the same textbook together and negotiate a lower price from the publishing representative; bulk purchasing of this kind can result in significant savings on the textbooks and shipping costs.

STEP SIX: DETERMINE RENTAL FEES AND STARTUP COSTS

Most existing rental services define a successful rental service as one that is financially self-sustaining from student fees that are pooled into a general fund used to run the service.

Some schools, however, subsidize their program in an effort to keep the costs artificially low for their students. For example, Taft Community College in Kern County, California charges a per-book fee of 20 percent of the retail price, barely enough to cover the cost of the book. The campus made the conscious choice to subsidize the cost to students after faculty members raised concerns about how many students could not purchase the required textbooks because of the high cost.

STARTUP COSTS

The most difficult financial hurdle for a new text rental service is the startup cost. Startup costs include information technology upgrades, expansion of textbook storage and book purchases. There is no magic formula to determine how much a rental service will cost to start up. The following table details various expenses and provides tips on how to estimate costs, based on existing rental services.

Universities should set the student fees at a level that will sustain the program over the long term while still saving students money. The student fees generated in the beginning of the program, however, most likely will not cover the startup costs, requiring additional investment up front.

SUGGESTIONS FOR HOW TO GENERATE STARTUP FUNDS

- Implement an additional per-student charge for an certain number of years based on the startup costs.
- Borrow from existing campus bookstore capital. Books rented instead of sold can liberate existing inventory capital for the rental program.
- Borrow money from the college or university or private lender.
- Obtain grant funding from a private foundation.
- Borrow through existing bond mechanisms.
- Convince publishers to license use of intellectual property with each rental, while the rental program pays only the cost of printing the book, CD or other information medium.

TIPS FOR HOW TO KEEP COSTS LOW

EXPENSE	EXISTING RENTAL SERVICES	TIPS
Textbook Inventory	<p>UW-Eau Claire has an inventory of \$4 million for 10,200 students. (\$392 per student)</p> <p>Southeast Missouri State University has an inventory of \$500,000 for 8,500 students (\$59 per student)</p>	<p>Calculate cost using wholesale cost, not retail cost.</p> <p>When possible, begin with purchasing used books.</p> <p>Only rent texts that can be re-rented, exclude workbooks etc.</p> <p>Start with textbooks in current inventory.</p>
Computer Tracking System	<p>Range from in-house to commercial systems.</p> <p>Commercial systems available online for \$1,500 to \$5,000 each.</p>	<p>Start with a basic system that connects textbook inventory with student accounts.</p>
Storage Space	<p>Range from .11 sq ft per student at UW-Stevens Point to 1.4 sq ft per student at University of Southern Miss., Hattiesburg.</p>	<p>Prioritize space that allows for student self-service to lower staff costs and minimize human error.</p> <p>Consider temporary space such as unused classrooms, mobile storage units, etc.</p>
Loss and Damage	<p>Most existing rental services lose less than 1 percent of their inventory. Southeast Missouri State University loses .25 percent (less than 100 out of 40,000 titles).</p>	<p>Keep low by connecting rental service with student accounts database and charging significant fees for late and unreturned textbooks.</p>

Lower startup costs by using the current inventory and purchasing used books.

Textbooks that never change, such as literature and history, can be a great source of revenue for rental programs if enough storage space is available.

Based on advice from existing rental service managers, the best way to decrease startup costs is to phase in the rental service. Michael Coston, director of the Appalachian State University rental service, recommends a campus phase in a new program by renting first year survey courses.

By starting out small and only renting to certain courses or grades, the startup costs will be much more manageable and set a new service up for success as a more expanded service in the future. Growing the program overtime will allow the campus to slowly build a textbook inventory, identify new storage space and expand the number of faculty who participate.

According to Miller and Stewart, a rental service can lower costs by negotiating with publishers for large purchases when multiple professors or even universities order the same book. Additionally, once established, the rental service can generate additional revenue by charging for late and unreturned textbooks and selling discontinued titles.

STEP SEVEN: DETERMINE STORAGE REQUIREMENTS

Purchase stores and rental services tend to need a similar amount of space for office staff, receiving space and retail area. A rental service, however, requires more storage space to maintain a larger inventory. According to Miller and Stewart, the average rental service has 30 percent of its total inventory unused at any given time.

A university can determine the amount of storage required based on the number of students served, the number of textbooks allowed per course, and how long older textbooks will be kept in the inventory, based on the textbook adoption guidelines already established.

UW-Stevens Point values its inventory at \$4 million; it occupies 4,980 square feet of the 12,580 total square feet in the bookstore. Of the total floor space, 190 square feet are for the rental office staff, 3,700 square feet for the book rental area and 1,090 square feet for storage space.

It is not necessary for textbooks to be stored in the store proper. Existing rental services store textbooks in unused classrooms or other unused space. Rental services also may decide to rent temporary space when more of the textbooks will be in storage, such as summer months when fewer students are renting. However, existing rental services prioritize storage space that is in close proximity so that they can adjust for late or wrong requests easily and limit labor costs.

The amount of storage space needed will grow as the service expands, as will the funds available to purchase or rent more storage on campus. According to Miller and Stewart, renovating an existing structure or constructing a new facility large enough to accommodate growth would be a sound investment.

STEP EIGHT: PURCHASE AND BUILD TEXTBOOK INVENTORY

Once the textbook adoption guidelines are established, faculty can select their textbooks and the rental service manager can order the textbooks from the publishers.

After the first set of books is purchased, maintaining the inventory is fairly manageable. According to Jan Chisman, manager of the Southeast Bookstore at Missouri State University in Cape Girardeau, her program works with a "one-third" system. In any given year, one-third of the books never seem to change (Shakespeare's plays, etc.); one-third of the books are in their stable adoption period of two years; and one-third are changing to new editions. "The ones that never change help pay for the others," Chisman says.²⁸

Textbooks that never change, such as literature and history, can be a great source of revenue for rental programs if enough storage space is available.

The amount of storage space, the text adoption time period, changes in a particular field, plus other factors will shape how a new rental service develops a viable text rental inventory.

STEP NINE: DEVELOP COMPUTER TRACKING SYSTEM AND COMMUNICATION WITH CAMPUS

Textbook rental systems can use simple inventory management systems for tracking the location and status of books, similar to the tracking systems that video rental stores use. Such systems generally cost \$1,500 to \$5,000 and can be purchased on the Web.

Some existing rental services use more specialized tracking systems. At UW-Stevens Point, the rental service developed an in-house Windows-based text rental computer system. Six student employees programmed the system with Centura Sq/Windows 5.0 as the development language. According to its Website, the rental program is online with the records and registration office to facilitate real time registration and student updates. The rental service interfaces with the academic departments, which has online access for submitting textbooks requests. The rental service also utilizes the Administrative Information Systems (AIS) servers on campus that house the Oracle database. AIS is responsible for all back-ups and software upgrades. The rental service has 90 stations to facilitate the check-out/check-in process during peak times. Each station has a 10MB dedicated connection to the campus network for efficient data transfer.²⁹

According to Miller and Stewart, any rental service's computer tracking system should connect with student accounts so that the rental service can order the correct number of textbooks from the publishers, based on up to date class enrollment information. While there may be 100 seats offered in a course originally, only 80 students may enroll. This information allows the rental service to purchase only what is needed, minimizing the amount of money spent on textbook purchases. Since rented textbooks are processed in some format (e.g. labeling, bar coding, etc.), rental services cannot return books to the publishers.

If a direct connection to the student accounts database is not possible, a rental service can send a file with the name and books that students have rented to the student accounts department for them to upload into their system.

Regardless of how the rental service communicates with the school, consistent communication between the rental service and the student accounts database will improve the financial health and efficiency of the rental service in two ways. First, the rental service will know in advance what textbooks students need based on the courses they are taking. Second, the campus can minimize the amount of inventory lost by charging students for lost and unreturned textbooks.

Some new rental programs have learned this lesson the hard way. Larry Kraus, manager of the Los Angeles Pierce College Bookstore, started a limited rental program in 2000 called Book Lease.

"We felt that a lease program develops normal profits for each book after two semesters in a controlled environment. In reality, you don't have a controlled environment," said Kraus. There were two surprises. Not as many students chose to rent as expected, and the rate of late returns and non-returns was unacceptably high— above 20 percent compared with just four percent at longstanding rental schools. Kraus said Book Lease was operating without a clear link to student accounts. Without this connection, Book Lease could only take credit card imprints as protection against book theft; when those cards were canceled, the rental service was unable to recoup the cost of late or lost books.

A rental service can keep the number of lost and damaged books low by connecting the rental service with the student accounts database and charging significant fees for late and unreturned textbooks.

Nevertheless, Kraus remains a fan of the concept. "The administration is part of the decision-making process and very supportive of the program. It reduces our freight costs because we don't have to bring in as many new books," he said. "It's a good alternative to the perceived lower prices on the Internet. And it improves our store's image."³⁰

As with the amount of storage space and size of inventory, the tracking system can grow and improve as the service develops over time.

STEP TEN: STORE LAYOUT AND STAFFING

STORE LAYOUT

Existing rental services are mostly set up the same way as traditional purchasing stores. Textbooks are labeled or bar-coded; shelved; students select the books they need and bring them to a checkout station; the books are scanned into the computer and checked out under the students' account.

To lower staff expenses, a rental service should consider arranging the store for student self-service, requiring students to reshelv the textbooks after they have been scanned back into the system.

Universities have several options for managing textbook returns. Students can take them to a check out station, where employees scan the books into the computer and update the student accounts on the spot. Alternatively, students can drop off the books, similar to video drop offs, and employees can scan them and update student accounts at a later time.

The one major difference between a purchase system and a rental system is that all textbooks need to be bar coded so that they can be scanned into the tracking system.

STAFFING

In general, a rental service has the same staffing needs as a traditional purchasing system. In fact, a rental service could even require fewer staff because it can ask students to reshelv the textbooks. Moreover, a rental service does not have to process unsold textbooks and send them back to the publishers.

Similar to purchase stores, additional staff time is needed during the beginning and end of each quarter/semester. For example, the UW-Stevens Point rental service has one full-time manager and shares a general store manager (50 percent), a shipping clerk (50 percent), one cashier (10 percent), and one accounts payable staff (10 percent). In addition, the rental service hires six student employees to work 50 hours a week and 12 short-term employees who work one week at the beginning and end of each semester.³¹

STEP ELEVEN: TEACH STUDENTS AND FACULTY HOW TO USE TEXTBOOK RENTAL SERVICE

PROSPECTIVE STUDENTS

Promoting a textbook rental service often begins before students are enrolled in college. Given the skyrocketing cost of tuition, living expenses and textbooks combined with cuts to financial aid, campuses with rental services often use the textbook rental service to help recruit prospective students.

A rental service could require fewer staff than a purchase system by asking students to reshelv the textbooks. Moreover, it does not have to process unsold books and send them back to the publisher.

CURRENT STUDENTS

Once students have enrolled, they need to learn how the service operates. Several schools provide bookmarks to students at the checkout counter that reminds them of how the program works, the cost, policies for marking texts and return due dates. Other schools provide this information on flyers and their Websites. Southeast Missouri State University's rental service produces tri-fold brochures that are given each semester to all students after they check out their books to remind them of the return dates and store hours.

FACULTY

Faculty need to know how to order textbooks and apply for an exception according to the textbook adoption guidelines. Such guidelines should be made readily available online to all faculty. (For sample educational materials, see Appendix I.)

STEP TWELVE: CONTINUE TO EXPLORE NEW SOLUTIONS TO THE HIGH COST OF TEXTBOOKS

Universities are exploring other innovative business models to counter rising college costs. This step includes two ideas that are currently in discussion: revenue sharing between bookstores and publishers and bulk purchasing of electronic textbooks.

REVENUE SHARING BETWEEN BOOKSTORES AND PUBLISHERS

Rental programs also can be creative about how they purchase books from publishers. Business schools around the country have been studying a business model called revenue-sharing, pioneered by Blockbuster Video. Dr. Barry Pasternack of California State Fullerton has studied revenue-sharing and believes it could be applied in the textbook publishing industry through text rental services.

In 1997, Blockbuster approached the major movie studios with a proposal whereby Blockbuster would share its video rental proceeds in exchange for a discounted purchase price for the videotape or DVD. The movie industry was hesitant at first, but by 2000, the studios realized the business model was profitable for both parties and established revenue-sharing agreements with other rental chains as well.

For textbook publishers who have long grumbled about the revenue they lose from used book sales, revenue-sharing with college text rental services may give them a piece of the used book business. Textbook rental services would be able to purchase the books from the publishers at a reduced cost and then rent them to students, sharing part of the revenue with the publishers. Students would benefit from the lower cost of renting rather than buying and would have access to all the books they need.

Revenue-sharing does not yet exist in the textbook publishing industry, but many business schools are touting the merits of this innovative business model. Text rental services in conjunction with revenue-sharing could transform the publishing industry while providing a disincentive for unnecessary new editions and updates. With the development of new modes of information sharing, the licensing of intellectual property ultimately will come to the textbook publishing industry.

BULK PURCHASING OF ELECTRONIC TEXTBOOKS

According to UC Berkeley analyst Fred Beshears, colleges and universities may be able to significantly reduce textbook costs by organizing a consumer cooperative for the acquisition and distribution of electronic textbooks under a creative commons license.³²

For textbook publishers who have long grumbled about the revenue they lose from used book sales, revenue-sharing with college text rental services may give them a piece of the used book business.

Colleges and universities may be able to significantly reduce textbook costs by organizing a consumer cooperative for the acquisition and distribution of electronic textbooks under a creative commons license.

To purchase textbook content “in bulk,” the cooperative would form long-term strategic partnerships with one or more “open” universities, such as the British Open University (UKOU). Using the UKOU as an example, Beshears calculates that a co-op consisting of 1,000 member schools would need to collect \$75,000 per year from each school to cover the UKOU’s annual cost of content development.

He arrives at this figure by first noting that the UKOU spends an average of \$3 million dollars per course on content development, and that they have over 200 undergraduate courses in their inventory. He also notes that in addition to on-going maintenance, the UKOU has a policy of replacing each course from scratch every eight years, which comes out to an annual expenditure of around \$75 million per year.³³

He then calculates that for schools the size of Berkeley, with an undergraduate population of around 23,000 students, a school’s annual membership fee of \$75,000 would turn out to be a mere \$3.25 per student before printing costs. Of course, the printing costs could be eliminated if students chose to access the content online.

Beshears hastens to add that the UKOU’s content would not be appropriate for all courses, and that many instructors would continue to assign commercial textbooks. However, he points out that even at schools with a large number of courses on offer (Berkeley teaches over 3,500 courses), a fairly small number of courses account for a very large number of students. At Berkeley, his research indicates that around 120 large introductory courses account for around half of undergraduate enrollment. Obviously, these large introductory courses also account for a large percentage of the textbook market.

He speculates that in many cases faculty who teach these courses would be willing and able to substitute UKOU content for the commercial textbooks that currently cost students \$898 per year. And, even if most instructors continued to use commercial textbooks, if they could use the creative commons textbooks in just a few courses it could easily justify the small per student cost.

Finally, Beshears notes that even if we take the most pessimistic scenario — an open textbook system fails and the content goes unused — the \$75,000 annual cost of joining the cooperative would be rather small, especially when compared with the best case scenario where per student costs can be reduced from \$898 to \$3.25 per year. In this case, the cost savings for a school the size of UC Berkeley would be extraordinary: \$898 less \$3.25 times 23,000 undergraduates, or \$20,579,250 per year.

Beshears’s concept was recently published by The Center for Educational Technology Interoperability Standards (Cetis), and can be found at www.cetis.ac.uk/content2/20050407015813.

Conclusion

The colleges and universities that currently operate textbook rental services have successfully lowered student costs while maintaining modest store profits, and many have done so for over a century.

At a time when state and federal budget cuts are forcing tuition to rise and financial aid to fall, colleges and universities should address the high cost of textbooks by reproducing programs that have successfully saved students money for decades, as well as exploring new, untested solutions. By doing so, the educational community can ensure universal access to critical learning tools in the future.

Appendix I — Sample Materials From Existing Services

Below is a sample of materials used by existing rental services.

1. Advisory Committee
2. Mission
3. Operating Guidelines
5. Textbook order form and faculty adoption guidelines

STEP 1 SAMPLE: ADVISORY COMMITTEE

Southern Illinois University — Edwardsville Textbook Service Advisory Committee

The Textbook Service Advisory Committee is established as a standing committee to address any problems that may arise with the use of Textbook Service and to smooth interactions between operators and users of Textbook Service.

1. The Committee shall be comprised of a representative each from Business, Education, Engineering, Arts and Sciences, and Nursing, and other academic units using Textbook Service (Continuing Education, Instructional Services, East St. Louis, and Service Center). The selection process shall remain the decision of each individual unit. The Vice Chancellor for Student Affairs shall invite the head of each unit whose representative's term has expired to name a representative to the Advisory Committee for a three-year term.
2. Each fall, the Vice Chancellor for Student Affairs shall invite the Student Senate to forward the name of a student representative to this Advisory Committee.
3. The head of Textbook Services shall serve as an ex-officio member of this Advisory Committee.
4. Each fall, the Advisory Committee shall be convened by the head of Textbook Services for the purpose of electing a Chair.

FOR MORE INFORMATION

<http://www.siu.edu/POLICIES/1p3.html>

STEP 2 SAMPLE: MISSION

UW-Stevens Point — Text Rental Mission

- To provide rental textbooks as requested by University faculty.
- To encourage and support the educational goals of all UWSP Students.
- To extend friendly and personal service to all users of Text Rental.
- To act as mentors to our student staff.
- To maintain close contact with all academic departments.

FOR MORE INFORMATION

<http://www.uwsp.edu/centers/textrental/mission.htm>

Southern Illinois University-Edwardsville Administrative Guidelines for Textbook Service

1. Textbook Rental Service will furnish the basic texts that are designated by the academic units for each undergraduate course and provided for through the student rental fees. The basic text is generally considered to be one book with a three-year use/adaptation period. However, where appropriate (changing technology, etc.), deviations and exceptions may be arranged with Textbook Service.
2. Supplemental materials required or suggested must be approved by the academic dean with a report annually to the Provost covering the cost of the materials by course. Guidelines on cost will be established and published by the schools or colleges and departments.
3. The University will maintain a list by course of all supplemental materials and estimated cost available for review (at registration, library, etc.).
4. Lovejoy Library will maintain on reserve at least one copy of supplemental textbooks. This provides an option to the student to either purchase or to use reserve materials. In certain courses, the Library may need to review the implementation of this policy with the individual instructor.
5. Schools or colleges and departments are assigned the responsibility to insure planning and liaison with the Library, Textbook Service, and the University Bookstore to insure that instructional materials are requested with sufficient lead time and costs receive the consideration required.
6. Closed Class Card Policy — Departmental chairpersons will notify Textbook Services as soon as possible via a designated form when there are sections of courses in which closed class cards are given out and additional textbooks are needed. Upon notification, Textbook Services will then secure the necessary books as soon as it is feasible and/or within a maximum of three weeks from receipt of notification.

FOR MORE INFORMATION

<http://www.siu.edu/POLICIES/1p1.html>



Textbook Rental New Book Order Form

New Text Required for 200_____ Fall_____ Spring_____ Summer_____

Dept Name/Course # _____ Section Number(s) _____

Course Name _____ Explanation of need _____

.....

New Book Information:

Author _____ Number requested _____

Title _____ Retail Price _____

Copyright Date _____ Edition _____ Total Cost _____

ISBN _____ Publisher _____

.....

Authorization to Discard:

Author _____ Copyright Date _____ Edition _____

Title _____ Date Adopted _____

Office Use: Discarded books to: _____ Bid _____ Book Nook _____ Department _____

.....

Requested by _____ Date _____

Instructor's Signature

Approved by _____ Date _____

Chairperson's Signature

.....

For Office Use Only:

_____ Order processed for purchase Date _____ P.O.# _____
 Number ordered _____ As requested _____ Adjusted per registration _____

_____ Order **NOT** processed for reason # _____
 (Per Textbook Rental Guidelines)

_____ Desk copy request sent Copies sent to: _____ Department _____ DSS _____ Bookstore

_____ Accession Code _____ Title Manager _____ Bar Codes _____ Course Listing _____ Cards

FOR MORE INFORMATION

<http://www.uww.edu/StdRscs/textbook/TextbookRentalForm.pdf>

TEXTBOOK RENTAL GUIDELINES

1. The Textbook Rental adoption policy requires that titles normally be retained for a **three-year period**.
2. Books are not automatically updated when a new edition becomes available. A request for a new edition may be submitted as a new book order, subject to the three-year adoption policy.
3. Books will be purchased from used book companies when available. A request for all new books will be evaluated on an individual basis.
4. The book designated as the main textbook for a course will not be subject to any maximum dollar amount. There is a **\$10 minimum** for any book purchased for the Textbook Rental Service.
5. If multiple texts are used in a course, **the total dollar value at list price may not exceed \$70**. A request for multiple texts exceeding a total of \$70 may be submitted to a faculty textbook advisory committee for review. (The maximum text maximum will increase to \$80 beginning with Fall 2003 adoptions.)
6. Supplemental texts not covered by the Textbook Rental guidelines may be ordered through the University Bookstore to be purchased by the students.
7. When a book is adopted for a course or section, the existing text used by that instructor or the previous instructor will be discarded. Options include:
 - a. Selling books to used book companies.
 - b. Selling books to students at a reduced rate.
 - c. Sending books to the academic department upon request. (These requests are subject to limitations determined by the wholesale value of the book.)
8. **Any textbook that has not been used for three years will be discarded upon notification of the department chairperson.** Exceptions may be submitted in writing to the Textbook Rental Director.
9. **Textbooks for graduate courses, workshops, seminars and other one-time offerings are not available through Textbook Rental.**

Revised January 2003

FOR MORE INFORMATION

<http://www.uww.edu/StdRscs/textbook/TextbookRentalForm.pdf>

Appendix II — Resources

Textbook Rental Consultants, Inc., a firm experienced in the development and operation of an effective textbook rental system and is available to assist community colleges and universities in making the transition to a textbook rental operation. Carol Miller, deputy director of Eastern Illinois University's Textbook Rental Service and Shirley Stewart, retired vice president for Student Affairs at Eastern Illinois University are the owners of Textbook Rental Consultants, Inc. and can be contacted by phone at (239) 774-4110, by email at SStewart51@comcast.net or by mail at 8838 Naples Heritage Drive Naples, FL 34112.

Endnotes

- ¹ Inflation rate for textbooks calculated by comparing the PPI for "Textbooks" (including elementary, high school, and college books) in 1994 (228.0) with the PPI for "Textbooks" in 2003 (370.1). Inflation rate for regular books calculated by comparing the PPI for "General Boks" in 1994 (157.0) with the PPI for "General Books" in 2003 (187.6). General inflation rate calculated by comparing the annual PPI in 1994 (125.5) with the annual PPI in 2003(143.3) for "Finished Goods." All PPI Data obtained from the Bureau of Labor Statistics, <http://www.bls.gov/ppi/home.htm#data>, on January 24, 2005.
- ² The National Association of College Stores, Higher Education Retail Market Facts & Figures 2004 www.nacs.org/public/research/higher_ed_retail.asp
- ³ "Ripoff 101: How the Current Practices of the Textbook Industry Drive Up the Cost of College Textbooks", CALPIRG January, 2004 page 4
- ⁴ Trends in College Pricing 2004, The College Board, October 19, 2004 page 5
- ⁵ Trends in Student Aid 2004, The College Board, October 19, 2004 page 4
- ⁶ Trends in Student Aid 2004, The College Board, October 19, 2004 page 4
- ⁷ Why Not Start A Textbook Rental Program, The College Store, Keith Galestock, Jul/Aug. 1998 page 78
- ⁸ Why Not Start A Textbook Rental Program, The College Store, Keith Galestock, Jul/Aug. 1998 page 80
- ⁹ Why Not Start A Textbook Rental Program, The College Store, Keith Galestock, Jul/Aug. 1998 page 83
- ¹⁰ Southern Illinois University, Edwardsville Textbook Rental Services Advisory Committee www.siu.edu/POLICIES/1p3.html
- ¹¹ Southeastern Louisiana University www.selu.edu/StudentAffairs/AuxServices/book_rent.html
- ¹² University of Wisconsin- Stevens Point Website www.uwsp.edu/centers/textrental/mission.htm
- ¹³ University of Wisconsin- Platteville Internal Faculty Orientation Flyer
- ¹⁴ Southern Illinois University, Edwardsville Operating Papers of the Curriculum Council <http://www.siu.edu/UGOV/FACULTY/ccop.html>
- ¹⁵ Why Not Start A Textbook Rental Program, The College Store, Keith Galestock, Jul/Aug. 1998 page 81
- ¹⁶ University of Wisconsin-Stevens Point Letter to The College Store Magazine May 2, 2003
- ¹⁷ Central Missouri State University Internal Textbook Adoption Guidelines
- ¹⁸ Southeastern Louisiana University Internal Textbook Adoption Guidelines
- ¹⁹ Southern Illinois University, Edwardsville Textbook Rental Services Adoption Rules www.siu.edu/POLICIES/1p2.html
- ²⁰ Highland Community College Bookstore Internal Textbook Rental Selection Procedures
- ²¹ University of Wisconsin- Stevens Point Exceptions <http://www.uwsp.edu/centers/textrental/univhandbook.htm>
- ²² Why Not Start A Textbook Rental Program, The College Store, Keith Galestock, Jul/Aug. 1998 page 82
- ²³ University of Wisconsin- Stevens Point Procedures for Requesting Textbooks <http://www.uwsp.edu/centers/textrental/univhandbook.htm>
- ²⁴ University of Wisconsin Platteville Textbook Center <http://www.uwplatt.edu/textbookctr/>
- ²⁵ "Ripoff 101: How the Current Practices of the Textbook Industry Drive Up the Cost of College Textbooks," CALPIRG, January, 2004 page 9
- ²⁶ University of Wisconsin- Patteville Internal Faculty Orientation Flier
- ²⁷ Eastern Illinois University Textbook Rental Service Policy Number 49 page 2 <http://www.eiu.edu/~auditing/IGP/policy49.html>
- ²⁸ Textbook Leasing for the Long Haul, The College Store, Alison Stern-Dunyak Jan/Feb. 2002 page 61
- ²⁹ University of Wisconsin- Stevens Point Website, www.uwsp.edu/centers/textrental/Visitors.htm
- ³⁰ Textbook Leasing for the Long Haul, The College Store, Alison Stern-Dunyak Jan/Feb. 2002 page 63
- ³¹ University of Wisconsin- Stevens Point Website www.uwsp.edu/centers/textrental/Visitors.htm
- ³² <http://www.creativecommons.org>
- ³³ David Kirp, Shakespeare, Einstein, and the Bottom Line: The Marketing of Higher Education, (Harvard University Press, 2003), p185.

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