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Susan Dunn  
*University of Central Florida*

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TEXTBOOK COST-LOWERING INITIATIVES:  
AN EXPLORATION OF COMMUNITY COLLEGE FACULTY EXPERIENCES

by

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A dissertation submitted in partial fulfillment of the requirements  
for the degree of Doctor of Education  
in the Department of Child, Family, and Community Sciences  
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at the University of Central Florida  
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## ABSTRACT

Faculty have been identified as critical players in the implementation of textbook affordability efforts at community colleges. Furthermore, emerging lower-cost alternatives to traditional textbooks present a wide and growing range of options that may help further efforts. This study sought to examine more closely the role of faculty with respect to textbook cost-lowering initiatives.

The researcher utilized in-depth interviews to gain a rich picture of the experiences, attitudes, beliefs, and behaviors of nine full-time community college faculty as they confronted textbook affordability efforts and textbook alternatives. The interview data were analyzed using a thematic analysis process. Five major themes and three minor themes were identified. The five major themes were: (a) campus administrators support, but do not mandate, efforts; (b) frequent edition revisions frustrate faculty; (c) departmental approaches to textbook selection vary; (d) content, then affordability, drive selection choices; and (e) faculty have mixed feelings about textbook alternatives. The three minor themes were: (a) faculty efforts to save students money are thwarted by campus bookstores and financial aid policies; (b) English faculty benefit from public domain readings; and (c) more faculty participating in textbook selection means more difficulty deciding on a text. Implications and recommendations were offered for community college leaders, campus bookstores, publishers, and future researchers.

To Elizabeth and Matthew

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## LIST OF ACRONYMS/ABBREVIATIONS

AACC: American Association of Community Colleges  
ACSFA: Advisory Committee on Student Financial Assistance  
CALPIRG: California Student Public Interest Research Group  
CCAP: Center for College Affordability and Productivity  
CUNY: City University of New York  
FCS: Florida College System  
Florida PIRG: Florida Student Public Interest Research Group  
GAO: United States Government Accountability Office  
HEOA: Higher Education Opportunity Act of 2008  
IBHE: Illinois Board of Higher Education  
IRB: Institutional Review Board  
ISBN: International Standard Book Number  
MOOC: Massive Open Online Course  
NASFAA: National Association of Student Financial Aid Administrators  
NEA: National Education Association  
OER: Open Educational Resources  
OPPAGA: Office of Program Policy Analysis & Government Accountability  
OSPIRG: Oregon Student Public Interest Research Group  
PIRG: Public Interest Research Groups  
SBCTC: Washington State Board for Community and Technical Colleges  
SUNY: State University of New York  
UNESCO: United Nations Educational, Scientific, and Cultural Organization  
US PIRG: Federation of State Public Interest Research Groups

## CHAPTER 1 INTRODUCTION

### General Background

Maintaining access to higher education grows more difficult as the costs associated with obtaining an education continue to increase (Sullivan, 2010; United States Department of Education, 2007). Declining state budgets have led to dramatic cuts in funding to colleges and universities for which the solution, in part, has been to raise tuition and fees. Over 25 years, between 1982 and 2007, the average tuition and fees increased almost 450% (National Center for Public Policy and Higher Education, 2008).

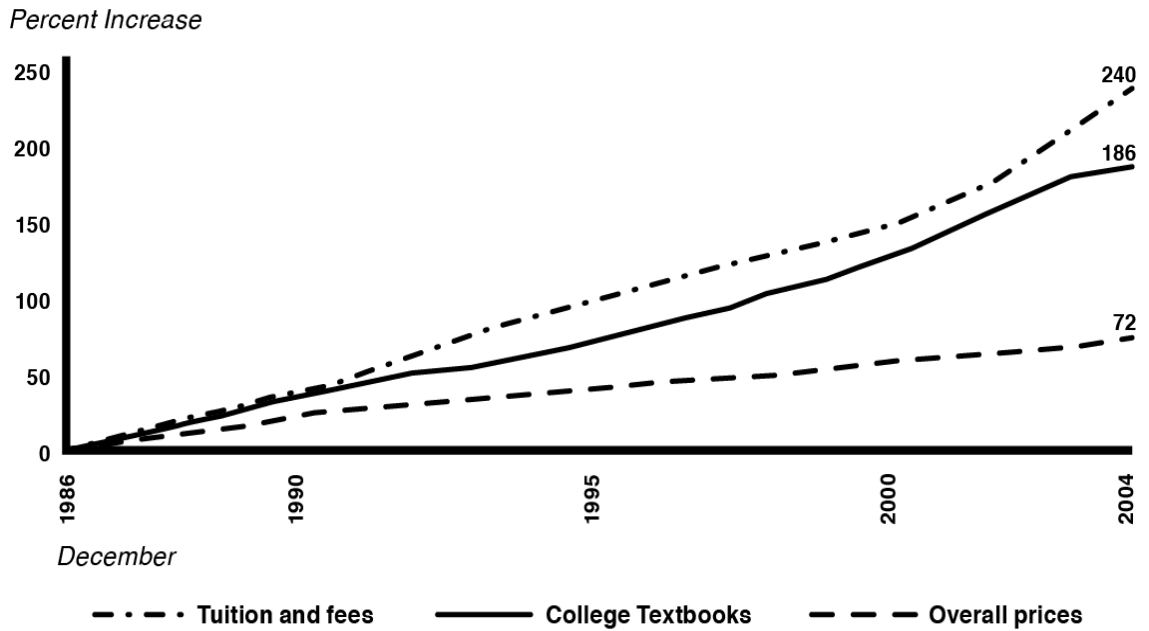
The recent economic downturn has led to major cuts to higher education appropriations. As a result, the governing boards of university and colleges have been forced to offset these losses by increasing tuition revenue (Hemelt & Marcotte, 2011). Prior to the downturn, tuition costs were already on the rise. According to a report by McPherson and Shulenburger (2008), in the 10 years between 1998 and 2008, public university tuition rose by a rate of over 6.5% compounded annually, outpacing the consumer price index. Community college tuition rates also increased, at an annual rate of almost 4% (McPherson & Shulenburger, 2008).

The issue of college affordability has been further compounded by the fact that the cost of attending college extends beyond that of tuition and fees alone. Many other costs of college have increased dramatically. In particular, the cost

of textbooks has skyrocketed. For example, according to the United States Government Accountability Office (2005), students at community colleges (two-year institutions), where tuition rates are typically among the lowest, spent over 70% of the cost of tuition on textbooks and similar supplies. In Florida, students reportedly spent an average of \$900 on textbooks annually according to a State University System of Florida report (Board of Governors, 2008). As shown in Figure 1, the cost of textbooks has outpaced inflation, growing 186% between 1986 and 2004 as compared to the growth of inflation at only 72% over the same period (United States Government Accountability Office, 2005).

Koch (2006) offered some explanation for the rising cost of textbooks. He posited that the separation of the textbook selector (faculty) and purchaser (student) has some impact on price (Koch, 2006). In fact, Koch cited a Connecticut study, which found that only 58% of the faculty were aware of the actual textbook prices when selecting the textbook for their course, and 43% of faculty chose books on the basis of price. For publishers, the cost of developing a new textbook may drive up the retail price significantly (Koch, 2006). Additionally, publishers typically make greater profits from a new textbook in the first year after it is published and before used copies can penetrate the market (Koch, 2006). Consequently, in order to maximize profits, publishers have shortened the revision cycles, producing new editions every two to three years (Koch, 2006). Frequent new editions push older, used editions off the textbook market.





Source: United States Government Accountability Office (2005)

Figure 1. Annual Percentage Increase in College Textbook Prices, College Tuition and Fees, and Overall Price Inflation, December 1986 to December 2004

Faculty have lamented the rising cost of textbooks and have openly expressed concerns regarding the “often unnecessary publication of new editions” which serve to the detriment of both faculty and students (Harley, Lawrence, Accord, & Dixson, 2009, p. 8). Faculty surveyed in a 2004 study conducted by California Student Public Interest Research Group (CALPIRG), the Oregon Student Public Interest Research Group (OSPIRG) and the OSPIRG Foundation found that 76% of faculty believe that new editions “are justified ‘never’ to ‘half the time’” (Fairchild, 2004, p. 4). Particularly with some introductory course textbooks, where information seldom changes, faculty have

indicated a preference for teaching the fundamentals and choose to supplement with new material only as needed. Thus, they have found frequent edition revisions unnecessary (Harley et al., 2009).

### State and Federal Efforts to Textbook Lower Costs

Lawmakers at both state and federal levels have recognized the issues associated with the rising costs of college and have introduced legislation aimed at controlling these costs. A portion of the Federal legislation passed in the Higher Education Opportunity Act of 2008, section 133 (see Appendix A), addresses the rising costs of textbooks and attempts to mitigate cost increases by setting regulations for publishers and requiring both publishers and institutions to adopt specific practices believed to help contain or possibly even lower costs to students. Some of these measures include requiring that publishers provide (a) details of the revisions and changes between older and new editions; (b) information about the availability and pricing of alternative formats; and (c) the price of the textbook or material, as well as the cost to the bookstore (Higher Education Opportunity Act of 2008). Publishers must make materials, such as bundled textbook packages with supplemental materials available individually (unbundled) as well so that the materials may be purchased separately (Higher Education Opportunity Act of 2008).

Institutions have also been pressed to alter their practices to accommodate legislation aimed at reducing rising costs. For example,

institutions must publish the details of required textbooks, including ISBN numbers and retail prices, on their course schedules (Higher Education Opportunity Act of 2008). Institutions are encouraged to disseminate information about alternative textbook options, such as buy-back programs, rental programs, used textbook purchase, alternative delivery content, and other cost-saving strategies that may be undertaken by the institution (Higher Education Opportunity Act of 2008).

Individually, several states, i.e., Illinois, Maryland, and Florida, have undertaken measures to support and extend federal legislation aimed at lowering textbook costs. Some states, including Illinois, undertook efforts to lower textbook costs before the passage of the Higher Education Opportunity Act of 2008. Illinois passed Senate Resolution 298 in 2007 (Illinois Board of Higher Education [IBHE], 2007). Senate Resolution 298 required that public two- and four-year institutions implement programs aimed at lowering the overall cost associated with textbooks; recommended programs include textbook buy-back, e-textbook and custom textbook adoption, and expansion of library course reserves (IBHE, 2007).

Maryland legislators have also proactively attempted to mitigate the rising cost of textbooks through the passage of the “College Textbook Competition and Affordability Act of 2009” (Maryland Association of Community Colleges, 2009). The legislation, largely aimed at the institutions themselves, required them to keep faculty informed about textbook issues relating to overall cost, availability of

alternative options, and revisions and changes between editions (Maryland Association of Community Colleges, 2009). In addition, institutions have been required to encourage “best practices” among the faculty with respect to the selection of textbooks. These best practices include encouraging faculty to use older editions of textbooks where possible and requiring faculty to acknowledge and justify possible price increases when changing texts or editions (Maryland Association of Community Colleges, 2009).

In 2008, the state of Florida added Fla. Stat. §1004.085 (2008) (see Appendix B) which addresses textbook affordability. Much of this legislation echoes the textbook-specific legislation contained within the Higher Education Opportunity Act of 2008, including requirements designed to encourage early publication of textbook lists and careful consideration of new edition and bundled textbook adoptions. Section 4e specifically encouraged the “development, adaptation, and review of open-access textbooks and, in particular, open-access textbooks for high-demand general education courses” (Fla. Stat. §1004.085, 2008). Shortly after this legislation was finalized, the State Board of Education created Rule 6A-14.092 designed to implement the statute. This rule established that institutions within the Florida College System must collect and maintain communication regarding textbook adoption which must include confirmation that all materials will be utilized and justify the value of switching to a new edition, when applicable (Florida Department of Education, 2009). In addition, Rule 6A-14.092 went beyond Florida Statute 1004.085 in establishing a textbook

affordability workgroup that would research and “recommend policies and strategies that address the availability of textbooks to students otherwise unable to afford the cost” (Florida Department of Education, 2009, para. 4).

Thus far, most efforts have been aimed directly at finding specific ways to lower the cost of textbooks by changing the habits and practices of publishers and higher education institutions. The state of Washington, on the other hand, has approached the issue of textbooks from a different angle. As part of the Washington State Student Completion Initiative, the Washington State Board for Community and Technical Colleges (SBCTC) and the Washington State Community and Technical College System have undertaken an effort to develop open source materials for the top 80 “high enrollment, gatekeeper, and pre-college courses” (SBCTC, 2009, p. 1). The open source materials were to be stored in the Open Course Library which was scheduled for completion in 2012 (Sweet, 2011). The project included online textbooks, video files, audio files, lecture notes and files, interactive websites, virtual labs, and workbooks (Sweet, 2011). Ultimately, the goal of the project was to build such a comprehensive library that no course included in this library would require more than \$30 worth of additional educational materials to be purchased to supplement the online resources (Sweet, 2011).

In addition, several other states have taken incremental steps to help reduce the cost of educational materials for students in public postsecondary institutions. Some of this legislation preceded the Higher Education Opportunity

Act of 2008, and other legislation followed this Act. At least 21 states have enacted legislation aimed at controlling the rising cost of textbooks.

Approximately 13 states took action prior to the passage of the Higher Education Opportunity Act of 2008. Several, including Florida, enacted legislation after its passage. Appendix C details a history of enacted legislation relating to textbook affordability.

### Other Solutions to the Rising Cost of Textbooks

E-textbooks, Open Educational Resources (OER), used textbook sales, and textbook rental programs are among the most commonly touted alternatives to high cost traditional textbooks (Allen, 2010; Nicholls, 2009; University of Wisconsin System Office of Operations Review and Audit, 2007). The cost savings with each alternative varies. Open Educational Resources are, by definition, available at little or no cost (EDUCAUSE, 2010). The cost savings advantage of e-textbooks is debatable. Although some researchers have claimed that e-textbooks may be priced at 50% or less of the cost of their traditional print counterparts, others have shown that e-textbook cost savings may be negligible (Acker, 2011; DeSantis, 2012). Used textbook sales present a two-fold advantage. First, students may purchase a used textbook at approximately 75% of the cost of a new textbook (University of Wisconsin System Office of Operations Review and Audit, 2007). Second, students who sell their textbooks back to their bookstore may receive up to 50% of their original

purchase price (University of Wisconsin System Office of Operations Review and Audit, 2007). Finally, textbook rental programs allow students to obtain time-limited rental versions of their texts at approximately 50% of the cost of new texts (Brus, 2010).

E-textbooks come in a variety of formats, from simple PDF versions of the print text to media-enhanced interactive texts that may contain embedded simulations and quizzes (Chesser, 2011). E-textbook technology has evolved significantly since the debut of e-textbooks and continues to improve (Chesser, 2011). According to Paxhia (2011), the coming generations of e-textbook technology will offer greater features and value. Despite the many technological advantages of e-textbooks, many students still prefer print texts. However, as e-textbook technology becomes more prevalent in educational contexts, e-textbooks are likely to gain favor (Shepperd, Grace, & Koch, 2008; Weisberg, 2011). Furthermore, Reynolds (2011) expressed the belief that a variety of factors including ease of access, increased functionality, cost savings, improved tablet technology, and increased availability will drive e-textbooks to the forefront of textbook options.

Open Educational Resources (OER) include a wide range of high-quality electronic resources available at little to no cost (EDUCAUSE, 2010). Examples of OER include learning assessments, games, readings, syllabi, and textbooks, among many other materials (EDUCAUSE, 2010). These resources are typically released under a Creative Commons license (or similar license) which allows for

open or near open use of content, allowing resources to be modified, customized, and adapted to fit a variety of disciplines, purposes, learning, and teaching styles (EDUCAUSE, 2010). OER promotes collaboration and innovation, as well as ease of access and adaptability, making it an attractive option for both faculty and students (EDUCAUSE, 2010). The drawback of OER is that such resources demand attention. Resources must be kept current in order to remain relevant (EDUCAUSE, 2010). In addition, not all open resources may be considered high quality. Some OER are poorly designed, and not all collections of OER allow for user feedback (EDUCAUSE, 2010). Regardless, the OER movement shares widespread support ranging from student public interest groups to international organizations such as UNESCO (Allen, 2010; UNESCO, 2012). In addition, OER has been gaining popularity among the general public (Wiley, Green, & Soares (2012).

In June 2012, at the World Open Educational Resources Congress, UNESCO released the 2012 Paris OER Declaration which urged governments to “openly license publicly funded educational materials” (UNESCO, 2012, para. 1). UNESCO has expressed the hope that by 2015, at least 12 member governments will have adopted national policies regarding OER (UNESCO, 2012).

The used textbook market presents a unique opportunity to students, allowing them to purchase used textbooks at a discounted price and providing them a venue where they may receive compensation for selling their textbooks



(University of Wisconsin System Office of Operations Review and Audit, 2007).

The caveat of the used textbook market is that sales hinge on the continued use of a textbook. Bookstore buy-back from student sellers is contingent on the continued selection of the textbook by the faculty member as well as the continued use of a specific edition (University of Wisconsin, 2007). Uncertainty over textbook selection may result in lower buy-back pricing or refusal to purchase texts, leaving some students without the option to recoup monies spent (University of Wisconsin, 2007). The proliferation of online retailers has increased the efficiency of the used textbook market, providing students with options other than obtaining or selling used textbooks solely at their local bookstores (University of Wisconsin, 2007).

The textbook rental market now comprises approximately 5% of higher education textbook revenues (Reynolds, 2011). Although textbook rental programs may provide significant savings to students, not all textbooks may be available for rental (Advisory Committee on Student Financial Assistance, 2007). Furthermore, rental programs are contingent on faculty agreeing to adopt a text for a prescribed period of time, typically two to four years, limiting their academic freedom with respect to textbook selection (Advisory Committee, 2007). In disciplines where edition updates are frequent with substantial updates to subject matter, students participating in rental programs may sacrifice access to the latest edition and up-to-date content (Advisory Committee, 2007).

The aforementioned alternatives are just some of the ways in which students, faculty, and institutions may facilitate textbook affordability. Some solutions require more buy-in and effort from stakeholders than others. Solutions such as the use of OER necessitate direct modifications to curriculum and pedagogical practices, and others, such as fostering a used textbook market, require little effort or involvement on the part of the faculty.

### Statement of the Problem

The cost of college attendance continues to rise, with textbooks accounting for a significant portion of the overall cost increase. Furthermore, recent policy efforts at federal and state levels address concerns over textbook affordability. In order to maintain affordability for students, institutions of higher education have begun to implement strategies to control the rising costs of education, including those of educational materials and textbooks. Several of these strategies necessitate faculty involvement in the effort to lower costs. Researchers have consistently identified faculty as integral to efforts to lower textbook costs (University of Wisconsin, 2007). Consequently, institution-based policies may involve faculty at both the textbook decision-making and policy implementation levels.

The purpose of this study was to investigate faculty experiences, perceptions, opinions, and efforts regarding textbook cost-lowering initiatives. Textbook cost-lowering initiatives impacting faculty may take the form of policy-

based efforts such as federal- and state-based legislative efforts and institution-based initiatives. In addition, a fast growing variety of cost-lowering options and alternatives available to faculty may impact the effectiveness and direction of overall textbook cost-lowering initiatives. These cost-lowering options include unbundled textbook packages, custom textbooks, e-textbooks, used textbooks, textbook rental programs, and Open Educational Resources.

Although this dissertation was not a policy analysis study, it paralleled this type of work in that numerous examples of policy relating to textbook affordability have been introduced and discussed. The goal of this dissertation, however, was not to analyze, evaluate, and support a policy position. Rather, it was intended to describe both the effect of policy efforts and a growing variety of textbook cost-lowering options and alternatives.

### Significance of the Study

Many students find themselves unable to afford the cost of college attendance. Policies crafted to address this issue, as well as many of the strategies adopted by institutions in their efforts to carry out policy, are likely to impact faculty and may necessitate adjustments to planning, teaching strategies, and curriculum. The range of strategies designed to address rising college costs, and especially textbook costs, has been broad; and the impact of such strategies on the practice and experiences of teaching faculty has not been well known. Many faculty members have chosen to undertake efforts to lower the costs of

textbooks out of concern for student expense. Others have been asked to make accommodations and participate in initiatives aimed at lowering textbook costs.

By exploring the experiences and challenges of faculty involved in such initiatives, institutional personnel may better understand how such initiatives impact faculty behavior and practice. A better understanding of the experiences of faculty with respect to these initiatives will enable decision makers to craft better policies and recommendations regarding the issue of textbook affordability. Finally, examining faculty experiences and concerns regarding textbook affordability efforts may better inform future areas of investigation with respect to this issue.

### Conceptual Framework

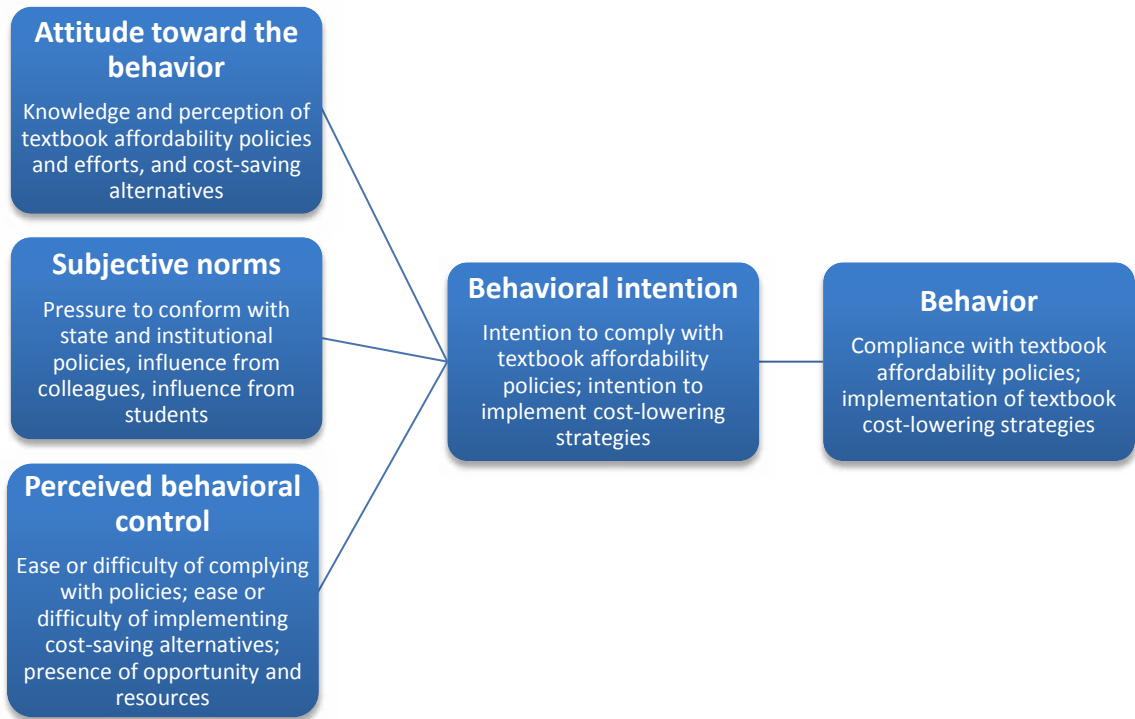
The Theory of Planned Behavior was selected as a conceptual framework in which to design and analyze this study due to its emphasis on the factors that influence intention to perform a behavior. Ajzen's (1991) Theory of Planned Behavior describes a model in which attitudes, norms, and perceived control can be used to predict intention to perform a specific behavior. Ajzen (1991) described the Theory of Planned Behavior as a "theory designed to predict and explain human behavior in specific contexts" (p. 181). An individual's intention to perform a specific behavior is greater when attitude and norms regarding the behavior are positive and perceived control over the behavior is greater (Ajzen, 1991).

According to the Theory of Planned Behavior, the three determinants of intention to commit a behavior are “attitude toward the behavior,” “subjective norm,” and “perceived behavioral control” (Ajzen, 1991, p. 183). Ajzen (1991) described “perceived behavioral control” as a combination of the “resources and opportunities” available to the subject, as well as the subject’s perception of control over the behavior (p. 183). The perception of ease of control over the behavior is assumed to account for the subject’s prior experience with the phenomenon as well as perceived ability to overcome barriers to performing the behavior (Ajzen, 1991). Subjective norms have been described by Ajzen as the “perceived social pressure to perform or not perform a behavior” (p. 188). Finally, attitude toward the behavior was described as the individual’s opinion, favorable or unfavorable, toward performing the behavior in question (Ajzen, 1991).

Ajzen’s (1991) original theory utilized regression in order to predict intention to perform a behavior; however, of particular interest to the present study was Ajzen’s conceptual model that describes the influences that impact intention to perform a behavior. With respect to this study, subjective norms include social pressure to conform to federal, state, and institutional policies regarding textbook affordability and selection and perceived pressure from colleagues to adopt lower-cost alternatives and practices. Attitude toward the behavior may be described as a faculty member’s perception of the behavior to adopt lower-cost practices or alternatives. Attitude may be influenced by

knowledge of policies regarding textbook affordability and selection as well as familiarity with cost-lowering initiatives and alternatives. Perceived behavioral control may be described as the perceived ease or difficulty of complying with policies and implementing cost-lowering alternatives, as well as the perceived access to resources and opportunities that may facilitate the behavior. Ajzen's Theory of Planned Behavior, as adapted to this study, appears in Figure 2. Permission to use the adapted theoretical framework is included in Appendix D.

The conceptual framework of the Theory of Planned Behavior has been used without utilizing the associated predictive regression technique in a variety of studies from a wide range of fields including veterinary medicine (Delgado, Norby, Dean, McIntosh, & Scott, 2012), marketing (King & Dennis, 2006; Grougiou & Pettigrew, 2009), nursing (Rhoades, Kridli, & Penprase, 2011; Aroian, Peters, Rudner & Waser, 2012), psychology (Hamilton & White, 2010), and education (Rittenour & Booth-Butterfield, 2006). In particular, a number of qualitative studies (Rhoades et al., 2011; Aroian, et al., 2012; King & Dennis, 2006) have utilized the conceptual framework of the Theory of Planned Behavior in order to construct interview protocol, while other studies (Hergenrather, Gitlin, & Rhodes, 2011; Rittenour & Booth-Butterfield, 2006), have utilized this conceptual framework in order to design survey protocol. This study used the conceptual framework of the Theory of Planned Behavior in order to inform the construction of both the survey and interview protocol, as well as to interpret the findings of this study.



*Note.* Adapted from Ajzen (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50, 179-211

*Figure 2.* Adapted Theory of Planned Behavior

Critics of the Theory of Planned Behavior have suggested that the framework does not adequately account for social factors, and may ignore the role of moderating factors and interaction effects (Manstead, 2011). In addition, some critiques of the theory have questioned the construct of perceived behavioral control, and others have argued that behaviors labeled as planned may actually be habitual, falling outside of the model (Manstead, 2011). For the purposes of this study, the conceptual categories (attitude toward the behavior, subjective norms, perceived behavioral control, behavioral intention, and

behavior) that form the basis of this framework have been used to aid in the design of the research protocol. Potential factors that may have been neglected in this theoretical framework, and thus neglected in the design of the research protocol, may be mitigated by the fact that open-ended interview responses may help uncover those overlooked factors. In other words, although the research protocol was informed by the theoretical framework, faculty may offer responses that paint a more descriptive picture of their actual experiences and behaviors, regardless of the potential limitations of the framework.

### Research Questions

This study utilized a qualitative approach in order to best understand faculty perceptions, experiences, opinions, and efforts regarding textbook cost-lowering initiatives and sought to answer the following research questions:

1. How do individual faculty members interpret and respond to textbook cost-lowering initiatives?
2. How do individual faculty members interpret and respond to subjective norms related to textbook cost-lowering initiatives such as pressure from (a) students, (b) colleagues, (c) other institutional sources, (d) media, (e) professional organizations, and (f) interest groups and other national movements?
3. How do individual faculty members perceive their ability to comply with textbook cost-lowering initiatives?



Table 1 illustrates the relationship between the theoretical framework and the research questions.

Table 1

*Relationship between Theoretical Framework and Research Questions*

| Research Question   | Theoretical Framework   |
|---|---|
| 1. How do individual faculty members interpret and respond to textbook cost-lowering initiatives?   | Attitude toward the behavior: What are the faculty opinions and responses to this issue? What is their level of awareness?  |
| 2. How do individual faculty members interpret and respond to subjective norms related to textbook cost-lowering initiatives such as pressure from (a) students, (b) colleagues, (c) other institutional sources, (d) government, (e) professional organizations, and (f) interest groups and other national movements? | Subjective norms: How do faculty members respond to pressures from external sources, such as their colleagues, students, and legislators?   |
| 3. How do individual faculty members perceive their ability to comply with textbook cost-lowering initiatives?  | Perceived behavioral control: Do faculty members feel capable of complying with these initiatives? What are their resource and opportunity needs with respect to ensuring compliance? |

### Positionality

My interest in the topic of textbook costs originated when I was an undergraduate student at the University of Central Florida. Although I never attended a two-year institution, I was nevertheless astounded by the high cost of many of my course textbooks, especially as compared to my tuition expenses. Per term, the total cost of my textbooks rarely seemed to amount to less than 60% of my estimated tuition. Especially expensive were the textbooks selected for my general education classes. As a scholarship recipient, the cost of my tuition and fees was mitigated by my scholarships; however, I was still left to pay for my textbooks out-of-pocket. Without a part-time job, I may not have been able to afford my textbooks on my own.

Upon joining Valencia College as a full-time employee in 2008, it became apparent that many of our students also struggled with textbook expenses. In slightly less than a decade since I had been a student, textbook costs had risen even more. For those of us who work in the community college system and interact with students regularly, it is obvious that many of our students struggle greatly with textbook affordability. Some students seek out ways to mitigate textbook costs by finding alternative means by which to obtain the selected texts, but others forego purchasing their textbooks entirely. Undoubtedly, those who make the decision to forego their textbook purchases put themselves in danger of poor academic performance.

After a department colleague retired in 2011, I was temporarily assigned some of that colleague's extra duties until a replacement could be hired. These duties included liaising with the publisher representatives who serviced our campus. Through my interactions with these publisher representatives, I became aware of some of the federal legislative changes that were being implemented as a result of the 2008 Higher Education Opportunity Act. To me, it seemed as though this Act, along with the accompanying state and institutional changes furthering this movement, might prove to have broad, long-term and far-reaching impacts on colleges. The recent textbook cost-lowering initiatives, I realized, had the potential to significantly impact faculty processes and practices. Because I work primarily with faculty, this study was concerned with the faculty experience with respect to textbook cost-lowering initiatives.

The phenomenon of textbook cost-lowering initiatives is relatively new, and little research has emerged that addresses the faculty experience with such initiatives. This study was intended to be exploratory in nature, examining faculty experiences and behaviors with respect to these initiatives. Ultimately, such insights may help guide future policies and procedures that address textbook selection and cost-lowering efforts at institutional, state, and federal levels.

## Definitions of Terms

Bundled textbooks: Textbooks sold with supplemental materials, such as DVDs, software CDs, workbooks, study guides, and/or software access codes.

Materials are sold together, not available for separate purchase.

Community Colleges: Institutions that primarily grant two-year associate of arts and associate of sciences degrees. In the state of Florida, several community colleges have, in the past decade, begun to offer limited four-year programs. Some of these institutions have dropped the word “community” from their name, replacing it with “state college.”

Cost-lowering initiatives: Efforts and programs aimed at lowering the costs of higher education. Specifically, this study was concerned with initiatives that focus on lowering the costs of educational materials; also referred to as cost-lowering efforts, affordability initiatives, and affordability efforts.

E-reader: Electronic devices that allow users to read books, including textbooks, on a thin, tablet-like surface. E-readers vary in complexity and may include features that allow users to highlight text, create bookmarks, and make annotations.

E-textbooks: Electronic copies of textbooks, sometimes available in pdf format, web browser-based format, or formatted for specific e-reader platforms. Some are very basic and appear as pdf copies of their print counterparts, but others are media-enhanced, with embedded content; also called digital textbooks, etextbooks, electronic textbooks, or e-texts.

Massive Open Online Course (or MOOC): Online courses, typically no- or low-cost, that range in complexity from simple document repositories to extensive multimedia, interactive experiences. MOOCs have high enrollments and may enroll as many as 100,000 or more users. MOOCs typically do not confer college credit, and they do not require formal application to the hosting institution.

Open Educational Resources (OER): Includes a variety of open-license (or near open) high-quality electronic resources such as syllabi, textbooks, assessments, and reading selections available at little to no cost

Textbook Buy-back: Programs facilitated by bookstores that pay students for selling their used textbooks back to the bookstore. Buy-back may be contingent on continued use of that textbook (and edition) by the institution(s) that the bookstore serves.

Textbook rental programs: Programs that allow students to rent a physical or digital copy of a textbook for a specified period of time for a fee typically lower than the full cost of purchasing the resource

Used textbook market: Allows students to purchase used copies of the selected course textbook at a lower cost than purchase of a brand-new book.

### Summary

Since the 1980s, the costs of college attendance have risen significantly. Increases in the cost of higher education threaten affordability, and thus access. Lawmakers and institutions of higher education have recognized that access to

higher education is threatened when costs increase as dramatically as they have, and efforts have been initiated to contain these costs. Some of these efforts have focused on managing the rising costs of educational materials.

Efforts aimed at controlling the costs of higher education, including efforts specifically focused on educational materials, both directly and indirectly, affect faculty. Faculty impacted by such efforts may be required to adjust their preparation, course materials, curriculum, and teaching strategies in order to cope with the requirements of cost-lowering initiatives. Consequently, the experiences and opinions of faculty may lend insight into the success and challenges of the efforts thus far and may aid in the refinement of existing and creation of future cost-lowering initiatives.

Chapter 2 provides a broad picture of the issues of textbook affordability and efforts and policies aimed at controlling textbook costs. In addition, literature and research related to cost-mitigating solutions that are being investigated and implemented within some institutions are reviewed. Exploring these issues provides a solid background for understanding many of the possible factors that may affect faculty experiences with textbook cost-lowering initiatives.

## CHAPTER 2 LITERATURE REVIEW

### Introduction

The purpose of this literature review was to provide a background with respect to the issues surrounding textbook affordability, federal and state action aimed at mitigating textbook costs, and the efforts of other stakeholders, i.e., interest groups and students, to lower textbook costs. In addition, this literature review provides an overview of the numerous textbook cost-mitigating strategies that have emerged in response to rapidly increasing textbook prices.

### The Role of the Theoretical Framework in the Literature Review

Originally, the researcher intended to organize five literature review sections to parallel the five segments of the theoretical framework, the Theory of Planned Behavior. This presented numerous problems, however, as there was much crossover within sections. For example, the section dealing with acceptance and use of textbook alternatives by faculty may be included in theoretical framework-guided sections addressing perceived behavioral control, attitude toward the behavior, behavioral intention, and behavior. This is because the use of textbook alternatives by faculty is a multifaceted issue that involves the faculty's perceived control over the use of textbook alternatives, their attitudes towards those alternatives, their intent to use or not use alternatives, and their actual behavior with respect to use of textbook alternatives. One might also

argue that subjective norms play a role in this section as well, as influence from colleagues and students, as well as pressure to comply with policy, might impact use of textbook alternatives by faculty.

An alternate organization was, therefore, selected for the literature review. Table 2 details the relationship between theoretical framework categories and the literature review headings and subheadings. The intersection of the literature review sections and the theoretical framework was considered through the lens of the faculty experience. Consequently, the literature review was organized to address policy efforts and stakeholder influences, and potential mechanisms that may be employed to mitigate textbook costs. This chapter moves from policy and stakeholder action to discussions of textbook cost-lowering actions and solutions.



Table 2

*Relationship Between Theoretical Framework and Literature Review Sections*

| Literature Review Sections  | Theoretical Framework Categories |       |         |           |          |
|---|----------------------------------|-------|---------|-----------|----------|
|   | Attitudes                        | Norms | Control | Intention | Behavior |
| Markets, Pricing, Profit and the Rising Cost of Textbooks             | X                                |       |         |           |          |
| Legislative Efforts to Lower the Cost of Textbooks                    | X                                | X     | X       |           |          |
| Federal Efforts   | X                                | X     | X       |           |          |
| State of Florida Efforts  | X                                | X     | X       |           |          |
| Action in Other States  | X                                | X     | X       |           |          |
| Interest Groups/Research Centers Contribute to Textbook Debate        |                                  | X     |         |           |          |
| Florida-based Public Interest Research Group Action                   |                                  | X     |         |           |          |
| Higher Education Professional Associations and Textbook Affordability |                                  | X     |         |           |          |
| National Associations   |                                  | X     |         |           |          |
| Florida-based Higher Education Professional Associations              |                                  | X     |         |           |          |
| Student Consumer Efforts to Mitigate Traditional Textbook Costs       | X                                | X     | X       | X         | X        |
| Library Course Reserves and Textbook Affordability                    | X                                | X     | X       | X         | X        |
| Textbook Alternatives and Cost Savings                                | X                                | X     | X       | X         | X        |
| Textbook Alternative Formats: Electronic Textbooks                    | X                                | X     | X       | X         | X        |
| Textbook Alternative Formats: Open Educational Resources              | X                                | X     | X       | X         | X        |
| Acceptance of Textbook Alternatives by Students                       | X                                | X     | X       |           |          |
| Student Acceptance of Electronic Textbooks                            | X                                | X     | X       |           |          |
| Student Acceptance of Open Educational Resources                      | X                                | X     | X       |           |          |
| Impact of Digital Textbook Formats on Student Learning                |                                  |       | X       |           |          |
| Problems with Digital Resources                                       | X                                | X     | X       | X         | X        |
| Acceptance and Use of Textbook Alternatives by Faculty                | X                                | X     | X       | X         | X        |
| Faculty Acceptance of Electronic Textbooks                            | X                                | X     | X       | X         | X        |
| Faculty Acceptance of Open Educational Resources                      | X                                | X     | X       | X         | X        |
| The Future of Textbook Alternatives                                   | X                                | X     | X       | X         |          |
| Publishers' Perspective on Textbook Alternatives                      | X                                | X     |         |           |          |

### Markets, Pricing, Profit, and the Rising Cost of Textbooks

According to Carbaugh and Ghosh (2004), over the last few years, the market for college textbooks has experienced “increasing market concentration” (p. 96) as the result of the domination of three largest publishers. In the 1980s, there were a number of publishers competing in the market for textbook sales (Carbaugh & Ghosh, 2004). Since then, however, three large publishers (Pearson Education, Thomson Learning, and McGraw-Hill) have come to dominate the majority of college textbook sales (Carbaugh & Ghosh, 2004). Carbaugh and Ghosh explained that these three publishing giants came to dominate the market through a series of mergers and acquisitions, absorbing smaller firms as they increased their share of the market.

Textbook prices have risen significantly since the 1980s. The consolidation of textbook publishers is only one of many factors that have driven price increases. Other factors that affect the prices of all textbooks include author royalties, cost of production, licensing, and cost of materials to produce the textbooks (Mize, 2004).

College bookstores have reported that the average mark-up for textbooks is approximately 25% (Mize, 2004). Although gross profit on the sale of textbooks has been significant, profit is further reduced by the obligation to cover certain associated costs. The general costs of operation, such as the cost of facilities, equipment, personnel, and insurance, greatly affect the profit margin

(Mize, 2004). In addition, bookstores must pay for shipping on the return of any unsold textbooks, and they lose further monies on textbook returns and store credits (Mize, 2004). The net profit, before taxes, comes to just under 4% (Mize, 2004).

In 2005, the United States Government Accountability Office [GAO] conducted a study on the increase in college textbook prices. The study was born out of the U.S. Congress' increasing interest in college affordability, including the issue of textbook cost (GAO, 2005). Specifically, Congress was concerned with how textbook costs contribute to the overall rising costs of college attendance (GAO, 2005). The findings were summarized in a report exploring several possible explanations for the rise in textbook prices.

The GAO (2005) found that over an 18-year period, between December 1986 and December 2004, the cost of textbooks almost tripled. According to the GAO report (2005), "The primary factor contributing to increases in the price of textbooks has been the increased investment publishers have made in new products to enhance instruction and learning" (p. 11). These enhancements included special supplements associated with textbooks, such as websites, CDs and instructional materials (GAO, 2005). The publishers cited the increase in reliance on part-time faculty who require more instructional support as one of the main reasons for the greater emphasis on textbook supplements (GAO, 2005). Some supplements, including online homework and quizzes, can be graded instantly and reduce some of the instructional burden (GAO, 2005).

Despite the advantages of these enhancements, “wholesalers, retailers and others. . . have expressed concern that the publishers’ practice of packaging supplements with a textbook to sell as one unit limits the opportunity students have to purchase less expensive used books” (GAO, 2005, p. 11). In addition, frequent edition revisions and the increased use of custom publishing have affected instructors’ ability “to help students save money by providing used textbooks and buyback services” (GAO, 2005, p. 11).

### Legislative Efforts to Lower the Cost of Textbooks

#### *Federal Efforts*

The first major piece of federal legislation aimed at helping to control textbook costs was the Higher Education Opportunity Act (HEOA) enacted in 2008. A reauthorization of the Higher Education Act of 1965, HEOA addressed, among other things, tuition rates, financial aid including Pell Grants, TRIO programs, loan programs, accreditation, teacher professional development, international education, and college costs (American Council on Education, 2008).

Included in the concerns surrounding college costs was the interest in lowering the costs of course materials. Section 133 of the Higher Education Opportunity Act specifically addressed course materials. According to HEOA (2008), the intent of section 133 was to “ensure that students have access to

affordable course materials by decreasing costs to students and enhancing transparency and disclosure with respect to the selection, purchase, sale, and use of course materials” and to encourage all parties, college administrators, faculty, institutions, publishers, and bookstores “to work together to identify ways to decrease the cost of college textbooks and supplemental materials for students while supporting the academic freedom of faculty members to select high quality course materials for student” (HEOA, 2008, para. 1).

The new law outlined specific requirements for both publishers and institutions of higher education that receive public funding. The requirements took effect on July 1, 2010. In addition, part “g” of section 133 required that the United States Government Accountability Office submit a report no later than July 1, 2013 detailing the progress of these requirements (HEOA, 2008). The main requirements outlined in section 133 addressed separately institutions of higher education receiving federal financial assistance and publishers.

According to section 133, part “c” of the HEOA (2008), publishers were required to provide in writing: (a) the price of the textbook or supplemental material (cost to bookstore and, if available, retail price), (b) copyright dates of the three previous editions for a textbook, (c) details of the changes and revisions from a previous edition to a newer current edition, (d) information that details other available formats (ex. unbound, paperback) for that textbook or supplemental material, and (e) the price at which these other formats are available (HEOA, 2008).

In addition, publishers often sell their materials, textbook and supplemental materials, bundled at a single price. Section 133 required that publishers offer textbooks and their associated supplemental materials unbundled so that these items could be purchased separately (HEOA, 2008). Also, section 133 required that publishers provide faculty and institutions with information regarding the creation of custom textbooks (HEOA, 2008).

Requirements for institutions of higher education included a requirement to publish college textbook details, i.e., ISBN numbers and retail prices, on the course schedule (HEOA, 2008). Institutions were required to provide affiliated bookstores with course schedule information, maximum course capacity, and details on the required textbooks and/or supplemental materials (HEOA, 2008). Institutions were also encouraged to inform students about textbook rental programs, used textbook options, textbook buy-back programs, alternative content delivery programs, and other cost-saving strategies implemented or recommended by the institution (HEOA, 2008).

The primary focus of the provisions in section 133 related to facilitating information flow between students, faculty, administrators, publishers, and bookstores. The goal was to ensure that students, faculty, and administrators would be better informed about publisher materials and options. Additionally, students would be informed about textbook alternatives and programs, such as buy-back, that might help them lower the costs of their educational materials.

### *State of Florida Efforts*

Following the enactment of the HEOA (2008), also known as Public Law 110-315, the state of Florida took further action in order to ensure textbook affordability. Fla. Stat. §1004.085 (2008) is titled “Textbook Affordability.” Much of this statute reinforced the provisions of the HEOA; however, some portions of the Florida statute compelled colleges and universities to further action. The State Board of Education authored Rule 6A-14.092 in order to implement Fla. Stat. §1004.085 (2008). Extending beyond the requirements of the HEOA, Rule 6A-14.092 (see Appendix E) specified that Florida College System members must adopt textbooks at least 45 days prior to the start of the term and, for classes added within 30 days of the start of the term, publish textbook information on the website as soon as it becomes available (Florida Department of Education [FLDOE], 2009).

The most significant provision that directly impacted faculty was found in part 3 of Rule 6A-14.092. Part 3 stated that institutions must keep records pertaining to the instructor’s choice of text, including attestations by the instructor(s) that all materials ordered would be used and that each new adoption differed substantially from the earlier version, thus justifying the adoption (FLDOE, 2009).

Rule 6A-14.092 also mandated the creation of a textbook affordability workgroup composed of members from representative Florida College System institutions (FLDOE, 2009). In particular, the membership of the workgroup was

designed to ensure representation across enrollment size, geographical location, and proportion of need-based aid students (FLDOE, 2009). According to Rule 6A-14.092, the culmination of the group's work was to be a report submitted by December of 2009 to the State Board of Education that contained recommendations for "policies and strategies that address the availability of required textbooks to students otherwise unable to afford the cost" (FLDOE, 2009, Rule 6A-14.092, para. 4).

The Textbook Affordability Workgroup submitted its final report on December 1, 2009. The committee was composed of 10 members, including a chairperson. The following institutions were represented: Broward College, Daytona State College, Miami Dade College, Palm Beach Community College (2 members including the chairperson), Polk State College, Santa Fe College (2 members), Seminole State College, and Tallahassee Community College (Textbook Affordability Workgroup, 2009). The names and affiliations of the Textbook Affordability Workgroup members are displayed in Appendix F.

The taskforce report included several recommendations for textbook selection. These recommendations, according to the Textbook Affordability Workgroup (2009), should be included in policies aimed at textbook affordability. Specifically related to mitigating textbook cost were the following policy suggestions:

1. Institutions shall address, in policy, matters of additional texts and other selections beyond the primary course textbook.



2. Selected textbooks shall be used for no fewer than two academic years; deviations from the two year cycle will require administrative approval.
3. Policy regarding textbook changes shall address changes made before the end of the two year cycle and shall require documentation of compelling reasons for the change.
4. Bundled materials should only be used if all items in the bundle will be used; students should not be required to purchase bundled texts if all items will not be used within the course.
5. Textbook affordability committees, composed of members of the student body, faculty, student affairs, the bookstore, and other relevant constituents, shall be assembled to monitor changes within the publishing industry that may impact or lower student costs.

(Textbook Affordability Workgroup, 2009, pp. 13-14)

The Textbook Affordability Workgroup (2009) also recommended that institutions adopt the following procedures in order to execute the policy recommendations made by the committee:

1. Maintain documentation demonstrating faculty commitment to using the selected text and any supplemental materials for a given course.
2. Require departments to work collaboratively to ensure that textbook information is easily accessible to students.

3. Promote awareness of textbook adoption and cost matters among stakeholders in the selection process.
4. Ensure that departments and faculty investigate all options, including alternative textbook formats, in order to ensure that low cost of materials.
5. Encourage financial aid programs that would allow students waiting on financial aid awards to purchase textbooks on a line of credit.
6. Establish a mechanism by which students with extenuating circumstances may gain access to emergency funds for the purchase of textbooks.

(Textbook Affordability Workgroup, 2009, pp. 13-14)

Finally, the Textbook Affordability Workgroup (2009) further recommended that six strategies be executed by the respective constituents:

1. State Board of Education investigate the possibility of open access textbooks.
2. Division of Florida Colleges promote textbook rental awareness.
3. Florida College System members work collaboratively to establish a statewide purchasing agreement for the purpose of securing e-textbook licenses at lower cost than would be possible if institutions were individually negotiating such licenses.
4. Member institutions within the Florida College System design procedures and policies for the adoption of textbooks.

5. Student government associations work to raise awareness of textbook cost issues and cost mitigating strategies.
6. Florida Legislature consider a sales tax exemption for textbooks.

(Textbook Affordability Workgroup, 2009, pp. 14-16)

In 2008, the Florida legislature asked the Office of Program Policy Analysis & Government Accountability (OPPAGA) to research textbook and course material costs at Florida's public colleges and universities. OPPAGA (2008) approached the task by asking two questions: (a) What do students at Florida's public institutions pay for their textbooks? and (b) What strategies help to reduce textbook costs and which institutions are using them?

OPPAGA (2008) found that, on average per course, students spent approximately \$120 on textbooks and other required materials and that on average, community college students spent only slightly less (\$117.18) than university students (\$126.37). In addition, textbook prices were slightly lower at local bookstores and through online retailers than at campus bookstores (OPPAGA, 2008).

In terms of cost-mitigating strategies, OPPAGA (2008) uncovered several strategies which they classified into six categories: guidelines for faculty textbook selections; textbook access through libraries or internet; buyback programs; publisher price and edition revision disclosure requirements; publisher bundling requirements; use of customized editions; and textbook rental and financing

programs. Table 3 details the utilization of the cost-saving strategies by institution type.

In response to the 2008 report, the Florida Legislature took action on the issue of textbook affordability, passing Ch. 2008-78, *Laws of Florida*, which led to the creation of Fla. Stat. §1004.085 (OPPAGA, 2010). The 2010 OPPAGA Report Number 10-49 detailed textbook affordability legislative action and ensuing activity, such as the creation of Florida Rule 6A-14.092 and the establishment of the Textbook Affordability Workgroup, as well as textbook cost-mitigating action taken by agencies such as the Board of Governors.

Table 3

*Use of Potential Cost Saving Mechanisms by Institution Type*

| Potential Cost-saving Mechanisms  | Community Colleges<br>(N = 28) | State Universities<br>(N = 11) |
|---|--------------------------------|--------------------------------|
| Providing faculty guidelines for textbook selection.  | 27                             | 7                              |
| Providing library or online access to textbooks.  | 28                             | 11                             |
| Sponsoring book buyback programs.   | 26                             | 11                             |
| Requiring publishers to disclose prices and revisions and/or unbundled instructional materials. | 22                             | 8                              |
| Using customized texts.   | 8                              | 1                              |
| Offering textbook rental or financing.  | 4                              | 1                              |

*Source:* Office of Program Policy Analysis & Government Accountability (2008, April).

According to OPPAGA (2010), the Board of Governors established a textbook affordability taskforce to investigate and recommend specific cost-reduction strategies for state universities. As a result, the Board of Governors required that each university adopt a regulation to establish procedures for textbook selection, provide a mechanism by which students who cannot afford textbooks may obtain them, and facilitate textbook purchases for students waiting on financial aid disbursements (OPPAGA, 2010). By June 2010, all state universities had adopted the regulation.

In addition, OPPAGA (2010) reported on an open access textbook program, called Orange Grove Texts Plus, developed by the Florida Distance Learning Consortium in partnership with the Orange Grove Digital Repository and the University Press of Florida. In 2010, the program, Orange Grove Texts Plus, hosted over 150 open access textbooks and provided funding opportunities to help expand its open access textbook offerings (OPPAGA, 2010).

#### *Action in Other States*

Since 2004, approximately 21 states, including Florida, have enacted legislation aimed at controlling the cost of college textbooks at public colleges and universities. The enacted legislation has addressed a broad range of cost-lowering mechanisms ranging from publisher actions and requirements to faculty-specific guidelines. A summary of this legislation may be found in Appendix C.

Although some of the legislation preceded the Higher Education Opportunity Act of 2008, in many cases, the provisions have been similar. At least 12 states have enacted legislation requiring publishers to disclose prices (wholesale, retail, or both) of their products to faculty; nine states required that publishers allow for the purchase of bundled items separately; and nine states also required that publishers disclose edition revision dates and details to faculty.

Other legislation has been directed at the efforts of faculty and institutions. At least nine states have required that faculty make efforts to choose affordable materials and/or provide textbook adoption information by a specified date. At least seven states have prohibited college staff, including faculty, from receiving inducements in exchange for the adoption of specific textbooks. Approximately 15 states enacted legislation requiring that public higher education institutions take steps to control textbook costs. Examples of some of the actions required by institutions include: (a) publishing textbook information on college websites within a specified timeframe, (b) encouraging faculty to adopt cost-conscious textbook adoption practices, (c) facilitating the use of financial aid for the purchase of required textbooks, (d) establishing deadlines for textbook adoption, and (e) promoting textbook buy-back and rental programs.

In addition, at least three states enacted legislation aimed at encouraging the development of state-wide online open-source libraries for higher education materials. In California, the Open Education Resources Council was established to create free open textbooks for the 50 most common lower-division

undergraduate courses offered at public institutions of higher education. Also, State Bill 1053 (2012) established the Digital Open Source Library where students in selected undergraduate courses had access to electronic educational materials at no cost for digital formats and less than \$20 for hard copy formats. House Bill 2488 (2009) in Texas encouraged public institutions of higher education to develop open source materials (Cisneros, 2009). In Colorado, House Bill 06-1024 (2009) encouraged the governing boards of each of the public higher education institutions to consider creating an online open textbook library that would facilitate reduced textbook costs.

#### Interest Groups and Research Centers: The Textbook Debate

Several interest groups and research organizations have taken aim at the rising cost of textbooks. Among the several organizations concerned were student-interest organizations such as the Student Public Interest Research Groups (Student PIRGs) and higher education professional organizations such as the Center for College Affordability and Productivity.

The Student Public Interest Research Groups (Student PIRGs) is an association comprised of various campus chapters across several states that have been organized to bring attention to problems and solutions for various public problems (Student PIRGs, 2012). Among the many focuses of the Student PIRGs is the issue of affordable higher education with a heavy emphasis on textbook costs (Student PIRGs, 2012). Their national textbook affordability

campaign has sought to lower textbook costs by promoting awareness and cost-lowering solutions and by addressing the practices of the publishing industry that tend to drive textbook price increases. Student PIRGs have claimed that the textbook market is unfair because it does not operate like a normal market, i.e., the student consumers are a captive market and there is little competition to help keep prices at more reasonable levels (Student PIRGs, 2012).

In order to combat rising textbook costs, the Student PIRGs have promoted alternatives such as open textbooks which they believe will force publishers to lower their prices (Student PIRGs, 2012). Student PIRGs have also been actively supporting textbook cost-lowering legislation. Several state-based Student PIRGs generated petitions in support of the Higher Education Opportunity Act textbook provisions, and actively supported new legislation, such as the Open College Textbook Act (Student PIRGs, 2012). In addition, Student PIRGs have concentrated efforts on studies that expose the problem of rising textbook prices which have, in turn, been addressed by the media (Student PIRGs, 2012). This organization's Make Textbooks Affordable campaign website has an open letter of intent that faculty may sign, affirming their commitment to using no- or low-cost educational materials whenever feasible (Student PIRGs, 2012).

In one of its early initiatives in January of 2004, the California-based Student PIRG released *Ripoff 101: How the Current Practices of the Textbook Industry Drive Up the Cost of College Textbooks*. A second updated edition was



released the following year (Rube & Fairchild, 2005). The report detailed the findings of a survey of faculty and students at 10 public institutions in Oregon and California conducted jointly between CALPIRG, the Oregon Student Public Interest Research Group (OSPIRG) and the OSPIRG Foundation (Fairchild, 2004). The survey results indicated that students, on average, paid almost \$900 per year in 2003-04 for textbooks (Fairchild, 2004). Surveyed students reported that almost half of their textbooks were bundled with other items such as software and workbooks, and yet 65% of the faculty who were surveyed reported that they “rarely or never used the bundled supplemental materials” (Fairchild, 2004, p. 4).

Students and faculty were also polled about the edition revision cycle. Most faculty (76%) believed that edition changes were justified “never”, “rarely, or only “half the time;” for students. New editions were reported, on average, almost 60% more expensive than the average used textbook (Fairchild, 2004, p. 4). Most faculty reported their support for providing their classes with new textbook information in a supplement rather than in an entirely new edition. Another finding was that most students sought to mitigate high costs through textbook resale, used textbook purchases, and online book swaps (Fairchild, 2004).

Fairchild (2004) also recommended several policy changes, many of which were aimed at the publishing industry, to help reduce rising textbook costs. Among the recommendations were that publishers should disclose the prices of

textbooks and associated supplements as separately priced items and as bundled sets, and should sell materials unbundled so that students were not forced to buy unnecessary materials. It was also recommended that publishers increase efforts to inform faculty and students of the details of edition revisions and wherever possible, to keep editions on the market for longer periods of time. The report encouraged faculty to use the least expensive textbook options when all other content was similar (Fairchild, 2004). Institutions were encouraged to foster textbook rental, used textbook markets, and online book swaps (Fairchild, 2004).

The issue of higher education affordability has been central to the work of the Center for College Affordability and Productivity (CCAP) which describes itself as an independent, non-profit research center “dedicated to researching public policy and economic issues relating to postsecondary education” (Center for College Affordability and Productivity [CCAP], 2010, p. ii). In 2010, funded by a Lumina Foundation for Education grant, CCAP published a policy paper focusing on reducing the costs of college. Each of 25 recommendations were made in 25 separate chapters which included specific recommendations ranging from three-year bachelor’s degree programs to increasing online course offerings. The recommendations were offered under the umbrella of five broad categories: (a) use lower cost alternatives, (b) use fewer resources, (c) efficiently use resources, (d) exploit technology to reduce costs, and (e) improve competition (CCAP, 2010).

One of the 25 recommendations directly addressed the rising cost of textbooks. According to CCAP (2010), textbook and supplies increased in price at an average rate of 8.2% annually between 2000 and 2010. In order to combat rising textbook prices, CCAP (2010) advanced two strategies: (a) promoting online textbook markets and (b) adopting electronic textbook formats. Online textbook markets encourage competition, thereby increasing the number of textbook procurement options and competitiveness in pricing (CCAP, 2010). The promotion of electronic textbooks included a broad range of options. In the CCAP (2010) report, the use of the term, electronic textbook, encompassed both electronic versions of print textbooks produced through publishing houses and open-source textbooks. CCAP encouraged both as cost-lowering strategies. Electronic textbooks produced through publishers have been recognized as being generally less expensive than their print counterparts, and they have also provided some opportunity for customization and consolidation of material (CCAP, 2010). Open-source electronic textbooks are typically free, and may be hosted by emerging publishers who support open-source agendas such as Flat World Knowledge, specifically named in the CAPP report.

The recommendations were not without limitations. Technological barriers, resistance to moving away from print materials, and legal considerations were among some of the challenges that electronic textbooks face (CCAP, 2010). Students, for example, have become accustomed to annotating and highlighting print textbooks and may find electronic textbooks less user-friendly;

the learning curve associated with using electronic textbooks presents yet another challenge (CCAP, 2010). CCAP (2010) suggested that low utilization of electronic textbooks in college courses indicated that faculty either preferred the present paradigm of the print textbook or that they were unaware of the availability and cost-savings associated with electronic textbooks. Legal and logistical challenges, such as ADA compliance of electronic textbooks across platforms, devices, publishers, and formats, present yet another challenge to the widespread adoption of electronic textbooks (CCAP, 2010).

In light of the continued integration of technology into higher education, CCAP (2010) asserted that online textbook markets and electronic textbooks will likely increase in importance and use. CCAP (2010) recommended that colleges and universities promote electronic textbooks as a cost-saving alternative. Technology, according to CCAP (2010), will “ultimately lead to heightened competition, reduced costs, and customizable course materials” (p. 149).

#### *Florida-based Public Interest Research Group Action*

The Florida Student Public Interest Research Group is a chapter within the larger Student PIRG organization. The Florida PIRG Students website provides links to the nation-wide Make Textbooks Affordable project, as well as opportunities for students to become involved by signing the Textbook Rebellion Petition, the goal of which is to support alternatives to high-cost textbooks and

raise awareness of lower-cost options such as open textbooks (Florida PIRG Students, 2012).

According to the Make Textbooks Affordable campaign, students spend over \$1,100 per year on textbooks and course materials while publishing companies take in huge profits (Florida PIRG Students, 2012). Although publishers have continued to engage in practices such as frequent edition revisions that drive up textbook costs, students have little choice but to purchase the necessary textbooks at high prices (Florida PIRG Students, 2012). The Make Textbooks Affordable campaign encourages students to seek out alternatives such as textbook rental programs and book swaps and promotes long-term solutions such as open-source textbooks (Florida PIRG Students, 2012).

The Florida Public Interest Research Group is a member of U.S. PIRG: the Federation of State PIRGs (U.S. PIRG, 2012). Among the education-related causes spearheaded by U.S. PIRG has been the Affordable Higher Education Project, which seeks to increase student aid, promote affordable interest rates on student loans, and maintain the affordability of textbooks (U.S. PIRG, 2012). U.S. PIRG has sought an end to the perceived unfair practices of the publishing industry by promoting lower-cost alternatives such as open educational resources (U.S. PIRG, 2012).

## Higher Education Professional Associations and Textbook Affordability

### *National Associations*

College affordability, in general, seems to be a great concern among national higher education associations. The National Education Association (NEA) hosts a College Affordability section on its website which links visitors to student debt and financial management resources (NEA, n.d.). The National Association of Student Financial Aid Administrators (NASFAA) also hosts a College Affordability and Transparency section on its website dedicated to affordability. This section of the NASFAA website links students to the U.S. Department of Education's College Affordability and Transparency Center (NASFAA, 2012).

College and textbook affordability is a concern among community college-based organizations as well. In April of 2012, the American Association of Community Colleges (AACC) released a position statement regarding open access to educational resources. Recognizing that institutions face a variety of challenges, such as concern over rising textbook costs as well as the desire of faculty to shape the resources they use in their courses, AACC supported discourse and active engagement regarding the use of open educational resources within its member community (AACC, 2012). According to its website, AACC (2012) supports appropriate use of these resources in order to facilitate student success. In addition, AACC supports the use of digital repositories for

the creation of curriculum materials, as well as the creation of a model for equitable access to such content (AACCC, 2012).

### *Florida-based Higher Education Professional Associations*

In 2008, the Council of Presidents of Florida Association of Community Colleges' [FACC] (now known as the Association of Florida Colleges [AFC]) developed five guidelines aimed at stemming the rising cost of textbooks for Florida's community college students (OPPAGA, 2008). The recommendations, which closely mirrored some of those found in the Higher Education Opportunity Act of 2008, included: (a) forbidding faculty from accepting compensation for choosing a specific textbook; (b) recommending the adoption of textbook buy-back programs; (c) recommending a two-year textbook edition adoption cycle as a standard across colleges; (d) requiring institutions to make textbook information available to students; and (e) requiring that publishers divulge textbook revision changes, availability, and pricing (OPPAGA, 2008).

### Student Consumer Efforts to Mitigate Traditional Textbook Costs

As suggested by campaigns such as Make Textbooks Affordable, students seeking to lower their textbook costs must often look for alternatives to the traditional college bookstore. Comparison shopping, textbook rental, and used textbooks are some ways in which students can lower their textbook costs. Some students have developed their own creative ways to further their efforts to

mitigate the rising cost of textbooks. Many of these strategies have been researched and reported by state organizations.

In 2008, the New York Office of the State Comptroller examined textbook prices for students in their freshman and junior years at both the State University of New York (SUNY) and City University of New York (CUNY) (DiNapoli, 2008). It was found that students could save almost 40% over college bookstore prices by purchasing their textbooks from online retailers. The Office of the State Comptroller indicated in 2012 that although no further research had been conducted on this issue, it remained a priority for Comptroller DiNapoli (Blackmon, personal communication, June 20, 2012). The New York State Office of the State Comptroller sponsored a website, Your Money New York, which included a section for college-bound residents with a page specifically addressing textbook costs (New York State Office of the State Comptroller, 2012). This page referred students to the 2005 GAO study mentioned previously and briefly summarized the findings of DiNapoli's 2008 study that examined textbook prices within SUNY and CUNY institutions (New York State Office of the State Comptroller, 2012).

Some students have taken the search for lower cost textbooks into their own hands by creating websites designed to search out the least expensive textbook outlets. Ruiz (2012) reported on a Yale University student, Sean Haufler, who designed books@yale, a site designed to search retailers online and find the least expensive options for users. Ruiz indicated that using



Haufler's books@yale returned prices that were 60% lower than the retail price at the university bookstore. Haufler's books@yale inspired at least one other student, Matthew Ellis, who credits Haufler's idea as his inspiration for launching books@umd, a website that provides a similar service for University of Maryland students (Ruiz, 2012).

Another textbook cost-saving strategy has been to rent rather than purchase selected course textbooks. According to the Illinois Board of Higher Education (2007), approximately 25% of colleges and universities across the nation facilitate some type of textbook rental program for their students. Although most rental programs are operated by a college bookstore, that responsibility occasionally (fewer than 10% of institutions) falls to the college library (IBHE, 2007). Within the institutions studied by the IBHE, students typically paid less than half of what they would have expected to pay at institutions without rental programs.

Used textbook purchasing is a third strategy that students may use to help reduce textbook costs. According to the Advisory Committee on Student Financial Assistance [ACSFA] (2007), used textbooks may be the most "direct way" (p. 7) for students to save money on their textbook purchases. Used textbooks are preferred by many students and save students around 25% of the textbook cost (ACSFA, 2007). The used textbook market has expanded dramatically to include both traditional retailers, such as college and local

bookstores, and online retailers, such as Amazon.com, eBay, and others (ACSFA, 2007).

A secondary aspect of used textbook programs, guaranteed buy-back, further facilitates textbook cost savings for students as well as availability of used textbooks for other student consumers. According to the ACSFA (2007), over 60% of students sell at least one textbook back to their campus bookstore. At community colleges, many opt to sell all of their books back to the bookstore (ACSFA, 2007). Students may receive up to 50% of the retail price for a textbook that will be used in a future term, and between 5% and 35% for a textbook that will not be used again but can be sold to a wholesaler (ACSFA, 2007). If a textbook will not be used again at a given institution and the bookstore believes the book cannot be sold to a wholesaler, the bookstore may refuse to buy back the particular text (ACSFA, 2007).

Cost-mitigating strategies such as textbook rental, used textbooks, and comparison shopping may result in significant savings for savvy student consumers. Programs such as used textbook purchase may provide dual benefit, allowing students to purchase textbooks at a reduced price and receive compensation for the resale of these materials to college bookstores. Although some strategies have traditionally relied on institutional support, several new options, such as comparison shopping websites and online used textbook retailers, have increased availability and access to such programs.

### Library Course Reserves and Textbook Affordability

OPPAGA (2008) discussed a number of textbook cost-mitigating strategies undertaken by institutions in the state of Florida. Among these strategies was providing library access to textbooks. The use of library course reserves as a cost-mitigating option has been mentioned by several state and national organizations including the ACSFA, the IBHE, and the University of Wisconsin (Pollitz, Christie, & Middleton, 2009). The organizations failed, however, to take into account the potentially prohibitive cost of providing the reserve services (Pollitz et al., 2009). The authors noted that there is little literature in which the feasibility and sustainability of maintaining physical course reserves has been explored. Consequently, Pollitz et al. (2009) conducted a survey in order to determine the current state of course reserves and potential for libraries to offer increased student access to textbook reserves. Approximately 190 institutions were asked to complete the survey, and 84 responded. All institutions served undergraduate populations equal to or greater than 10,000 students (Pollitz et al., 2009).

The surveyed institutions reported implementing a variety of strategies in order to facilitate student access to increased course reserves (Pollitz et al., 2009). Among the strategies were: (a) increasing the number of reserve textbooks, (b) purchasing textbooks in response to student and faculty requests, (c) placing textbooks on reserve even if not requested by faculty, and (d) purchasing textbooks using funds from academic departments (Pollitz et al.,

2009). Electronic textbooks had been investigated by many of the surveyed libraries. However, few institutions had implemented this option (Pollitz et al., 2009).

Although some institutions affirmed their efforts toward increasing access to textbooks among the library reserves, others noted hesitation, citing “pressure from the campus bookstore. . . competition with the private sector” (Pollitz et al., 2009, p. 469) and concerns over violating contract provisions between the institution and their associated textbook vendors.

### Textbook Alternatives and Cost Savings

#### *Textbook Alternative Formats: Electronic Textbooks*

Electronic textbooks, also known as eTextbooks, e-textbooks or digital textbooks, encompass a variety of products with varying levels of technological sophistication. Chesser (2011) identified four main types of electronic textbooks: (a) page-fidelity, (b) reflowable, (c) interactive/media-rich, and (d) open.

Page-fidelity e-textbooks represent the most common form of electronic textbooks and are also the easiest to produce. They are typically designed as PDF exports of the publisher’s print text (Chesser, 2011). Although this approach to e-textbook creation is cost-effective, the product is static with limited media enhancement capabilities. Furthermore, this format is often inaccessible for the disabled (Chesser, 2011).

Reflowable electronic textbooks rely on XML coding to format the text of the book into fluid pages with text wrap and page breaks (Chesser, 2011). Users may adjust the size of the font, resize viewing windows, and often have their choice of contrasting text and background colors (Chesser, 2011). The XML-based coding enhances users experience accessing their textbooks on small screen devices such as smart phones. This has proven advantageous with respect to accessibility for the disabled, as XML is compatible with screen reader software (Chesser, 2011). Although reflowable textbooks are more expensive to produce, they convey many advantages over page-fidelity textbooks (Chesser, 2011).

Media-rich interactive textbooks are relatively new to the e-textbook market. This newer digital textbook product is characterized by the presence of embedded media and increased interactivity such as embedded quizzes or simulations (Chesser, 2011). Several of the major publishing companies have begun to design interactive digital textbook products; examples include Pearson's MyLabs, Cengage Brain, WileyPLUS, and Elsevier Health Pageburst (Chesser, 2011). This particular type of digital text may be costly to produce (Chesser, 2011).

Finally, open e-textbooks represent part of a growing movement to provide freely available, often customizable, educational materials to a broad range of users (Chesser, 2011). Open e-textbooks, with their characteristic broad accessibility and low cost, present a significant threat to the publishing industry.

Not surprisingly, the publishing industry has been particularly critical of open electronic textbooks, viewing them as “unregulated products of primarily amateur or vanity publishing rank” and citing their lack of peer review (Chesser, 2011, p. 38).

From a broader perspective, open educational resources, which include open textbooks and other open learning resources, present yet another type of textbook alternative that is increasingly utilized in college-level courses. Several new movements, such as the Community College Open Textbooks Collaborative and the Washington State Student Completion Initiative’s Open Course Library, have aimed to lower textbook costs by providing students with an affordable option designed to increase accessibility to high-quality educational materials while providing faculty with flexible resources that can be modified and enhanced to meet instructional goals (Washington State Board for Community and Technical Colleges, 2009; Petrides, Jimes, Middleton-Detzner, Walling, & Weiss, 2011).

#### *Textbook Alternative Formats: Open Educational Resources*

The open educational resources (OER) movement is perhaps the most promising movement to lower educational material costs independent of state and federal efforts. The term “Open Educational Resources” was coined by UNESCO in 2002 and refers to the “open provision of educational resources enabled by information and communication technologies, for consultation, use

and adaptation by a community of users for non-commercial purposes” (Geith & Vignare, 2008, p. 106). According to Geith and Vignare, OER can take many forms and may include syllabi, lesson plans, assignments, textbooks, videos and images, lectures, and even entire formal courses.

Perhaps the best known open educational resource repository is Massachusetts Institute of Technology’s OpenCourse Ware which became available in 2002. OpenCourse Ware houses materials that can be used for over 1,800 different courses (Atkins, Brown, & Hammond, 2007). In addition, other sources for open educational resources have recently emerged. Ovadia (2011) provided a brief review of some of these sources which include the following: (a) Flat World Knowledge, an open-access textbook publisher; (b) Wikibooks, part of the Wikimedia Foundation; (c) the Connexions Repository, an initiative of Rice University; (d) the Community College Open Textbook Project; and (e) Merlot, an open-access textbook project developed by California State University. Ovadia noted that faculty have access to a variety of options that have been further enhanced by the wide range of new and emerging e-reader technologies.

Implementation of OER has not been entirely smooth or simple. Browne, Holding, Howell, and Rodway-Dyer (2010) discussed several of the challenges in implementing OER at the University of Exeter, England. Among the challenges identified were issues with faculty motivation, lack of reward, and recognition; difficulty with copyright; defining and standardizing quality; and support issues, including funding support (Browne et al., 2010). Faculty investment, in terms of

interest, time and effort, and institutional investment, in terms of financial and legal, seems to be at the root of most issues with OER implementation at the University of Exeter.

One recent movement poised to impact the popularity and use of OER is that of the massive open online course (MOOC). MOOCs are usually offered for free and may range in complexity from repositories of reading lists and lecture notes to interactive online experiences that include quizzes, assignments, videos, and other media enhancements (Gose, 2012).

MOOCs are a relatively new movement and began being offered by institutions like Stanford and Massachusetts Institute of Technology around 2011 (Snyder, 2012). By definition, MOOCs have very high enrollments, often measured in the tens of thousands (Gose, 2012). Given their popularity and potential for large enrollments, several start-up companies have formed around the idea of commodifying and delivering MOOCs (Snyder, 2012).

Since MOOCs are so new, issues of credentialing have only just begun to be determined. Some students choose MOOCs for personal enrichment and seek no verification of course completion or mastery. However, according to Snyder (2012), most students will eventually want certification of their completion of a course. Although MOOCs typically confer no college credit, some institutions have begun to examine ways in which students might be awarded credit for their successful completion of a MOOC (Snyder, 2012). For example, in fall 2012, Colorado State University's online global campus declared that it



would accept transfer credits from an introductory computer science course offered by Udacity, a for-profit MOOC provider, provided that the student also passed a proctored exam (Mangan, 2012).

Several other issues surrounding the concept of MOOCs must be addressed before MOOCs may be considered a viable option for legitimate credentialing within higher education. Identity verification of enrolled students is one major obstacle to the institutionalization of college-credit bearing MOOCs (Snyder, 2012). Additionally, on-site testing, one possible solution for identity fraud, may prove an expensive and burdensome option (Snyder, 2012).

As the MOOC movement evolves, the impact on the availability and popularity of OER will also likely evolve, especially as it pertains to the use of OER in credit-bearing college courses. The popularity and future of MOOCs may propel OER into a position where it becomes a significant source of competition for textbook publishers.

#### Acceptance of Textbook Alternatives by Students

Student acceptance and use of textbook alternatives is a significant factor that will impact widespread adoption. As Weisberg (2011) and Paxhia (2011) have suggested, acceptance of alternatives such as electronic textbooks may gradually improve as the associated technology improves. In addition, implementation of such resources in courses will depend on faculty acceptance and use of such alternatives. As Nicholas and Lewis (2010) noted, few studies

have been conducted to examine faculty satisfaction with the use of digital resources in courses.

### *Student Acceptance of Open Educational Resources*

Petrides et al. (2011) examined student acceptance of open textbooks as part of their broader study examining faculty and student factors that influence the adoption, use, and potential benefit of open textbooks. The authors chose courses in which a single common textbook, *Collaborative Statistics*, had been implemented (Petrides et al., 2011). Among the students surveyed, cost savings was the most frequently reported benefit of open textbooks (Petrides et al., 2011). In terms of use, almost three-quarters of those surveyed reported using the book online (Petrides et al., 2011). Approximately 65% of students reported that they would use open textbooks in the future because of open textbooks' ease of use. Better organization of material and portability were the two primary factors cited (Petrides et al., 2011).

Students reported that the use of open textbooks was congruent with their current learning habits, especially with respect to the use of learning technology (Petrides et al., 2011). Some students specifically noted their preference for working online.

The open textbook was not without its drawbacks. The surveyed students highlighted several areas in need of improvement. Specifically, students desired enhanced annotation and highlighting capabilities and increased audio-visual

elements (Petrides et al., 2011). In addition, with respect to the studied text, students desired more step-by-step explanations of example problems and explanations for incorrect answers (Petrides et al., 2011).

### *Student Acceptance of Electronic Textbooks*

Since 2010, student opinion of electronic textbook formats has evolved rapidly. Shepperd et al. (2008) found that students who had purchased an electronic textbook for the studied course did not rate the electronic textbook favorably. They found the format inconvenient and were not likely to recommend it to others. Even when presented with a significant cost-savings, students chose the more expensive paper textbook format over the electronic format (Shepperd et al., 2008). A study conducted in 2009 by Woody, Daniel, and Baker (2010) showed that even among students who had previously used an electronic textbook, the paper format text was preferred in their subsequent course purchases.

Paxhia (2011) posited that the limited features characteristic of the first generation of electronic textbooks, coupled with the perceived limited value, was primarily responsible for their limited popularity and adoption. Paxhia (2011) noted that these first generation electronic textbooks were often merely PDF versions of the printed texts accompanied by a few enhanced functions or features. In terms of electronic textbook devices, Weisberg (2011) echoed this

finding, suggesting that the limited capabilities of first generation of textbooks and associated electronic textbook devices inhibited their reception by students.

Paxhia (2011) suggested that the next generation of digital textbooks and learning suites were likely to offer students both greater value and greater functionality. As the technology continues to evolve, some experts believe that the ideal learning device has not yet been designed. Devices such as Apple's iPad are closest to ideal, but most students do not yet own such a device (Paxhia, 2011). Better designed learning hardware and software, however, will eventually lead to greater adoption and widespread use of electronic learning products (Paxhia, 2011). Studies of student behavior and perception of electronic textbooks have revealed shifting opinions and increased acceptance of digital formats as time passes and technology advances (Weisberg, 2011).

A two-year study at the Suffolk University's Sawyer Business School was conducted to examine student acceptance, behavior, perceptions, and academic performance with respect to alternative textbook formats (Weisberg, 2011). Students in the study were divided into groups. One group was assigned a traditional paper textbook, and the remaining groups were assigned an electronic textbook technology (Weisberg, 2011). The technologies used in the study included eReaders (Amazon Kindle, Sony eReader Touch), tablet devices (Apple iPad, enTourage eDGe), and web access eTextbooks (CourseSmart).

According to Weisberg (2011, students "are on the cusp of expecting technology to be integrated seamlessly into most experiences of the personal,

professional, and social aspects of their life” (p. 190) and thus are eager to “integrate technology into their academic life as much as possible” (p. 190). Findings revealed that as time passed, students became more receptive to and interested in eTextbook technology (Weisberg, 2011). During the first year of the study, surveyed students believed that eTextbooks and associated devices were ideally suited for students in elementary school and not yet ready for use in college classrooms (Weisberg, 2011).

In the second year of the study, Weisberg (2011) found that students’ interest in and acceptance of eTextbook technology increased. Between the first and second years of the study, improvements in eReader technology allowed for annotation, highlighting, note sharing, and text searching. In addition, students’ awareness of eTextbooks and associated devices increased. Over the two-year study, Weisberg (2011) found that most students viewed having an eTextbook available on their computers useful as a second textbook. However, few saw their computers or laptops as replacements for physical textbooks. Students who accessed eTextbooks on their eReaders or tablets were more willing to use such devices as their primary textbooks (29%), and over half of all students indicated that they would use the device as a secondary textbook (Weisberg, 2011, p. 192). Moreover, students who reported unwillingness to use an eReader device for textbooks decreased by over 50%, representing less than 10% of students in the second year of the study (Weisberg, 2011).

Students were also surveyed as to their perceptions of eTextbooks. Overall, students believed that eTextbooks provided cost savings, ease of access, convenience, and enhanced features such as text searching and media capabilities (Weisberg, 2011). Alternately, students expressed that traditional paper textbooks were accompanied by fewer distractions and were, therefore, a personal preference for some students (Weisberg, 2011). Students determined that eTextbook formats neither enhanced nor decreased their quality of learning. Some students did indicate that the enhanced features endemic to eTextbooks and eReaders, such as search capabilities, provided greater efficiency with respect to completion of course-related work (Weisberg, 2011). Weisberg's findings supported Paxhia's (2011) suggestion that better learning technology will facilitate the acceptance and use of electronic learning products.

#### *Impact of Digital Textbook Formats on Student Learning*

Another aspect of the student textbook experience is the ability to comprehend material from whichever medium is selected to access textbook content. Taylor (2011) conducted a study to determine whether comprehension differences existed between a group of students reading paper textbooks and a group of students reading a digital version of the same text. In this study, 74 students were selected to participate. Two different economics textbooks, each with paper and digital formats, were selected. A chapter on supply and demand was chosen from each of the two textbooks for study (Taylor, 2011). Students

were divided into four groups, and each was assigned a text and format. Thus, two groups existed for each textbook, one for the paper version and the other for the digital version (Taylor, 2011). The groups were assigned to individual testing rooms, where they (a) received a paper version of the text or (b) were given instructions on how to navigate the digital version. Some students were told to annotate and highlight in their respective digital or paper textbooks, and other students were specifically told not to highlight or annotate. After one week, students reading the same text (digital or paper) were given identical quizzes that contained questions derived from their textbook's test bank (Taylor, 2011).

Taylor (2011) found no significant differences in comprehension between the digital and paper textbook readers. In addition, Taylor found no difference in material retention over time between the digital and paper textbook readers. Interestingly, Taylor also found no difference in quiz performance between those who were permitted to annotate and highlight their respective textbooks and those who were not. Taylor concluded that delivery method did not matter if students actually read their textbooks and that there was no pedagogical reason to avoid the use of electronic textbook formats.

In an earlier study conducted in 2008, Shepperd et al. examined academic outcomes of students using electronic textbooks and paper textbooks in the same psychology class. Students were given the option of purchasing the paper text (at a cost of \$81.25 new) or electronic textbook (at \$40). Of those who purchased one of the two options, 90% (330 students) chose the paper textbook

and only 10% (37 students) chose the electronic textbook (Shepperd et al., 2008). The students who purchased the paper textbook reported studying 2.3 hours per week, and the students who purchased the electronic textbook reported studying only 2.0 hours per week (Shepperd et al., 2008). Regardless of the fact that electronic textbook users reported studying for less time than paper textbook users, the authors found no significant difference in final grades between the two groups of students. This led Shepperd et al. (2008) to speculate that electronic textbook allowed students to achieve similar grades in less time.

### *Problems with Digital Resources*

Young (2012) discussed some of the logistical issues associated with electronic textbooks and other digital accompaniments that impact students' use of these resources. One major limiting factor is the inability of students to share electronic resources. For example, students who purchase a textbook with accompanying electronic access to digital resources is most often unable to share those digital resources as might occur with a physical textbook due to the limitations placed on users through digital codes (Young, 2012). Students who purchase used copies or attempt to borrow the required text from the library may run into a similar problem if the associated electronic resources require an access code (Young, 2012). Students may be forced to purchase an online



access code separately in order to gain access to electronic content (Young, 2012).

Shepperd et al. (2008) discussed other disadvantages of digital resources, such as digital textbooks. Such resources require students to have reliable access to a computer or e-reader and thus may be inconvenient to use during or between classes (Shepperd et al., 2008). In addition, computer software or hardware failures may prove disastrous to students with no other means to access their textbooks (Shepperd et al., 2008).

In their study of electronic and paper textbook choices in one psychology class, Shepperd et al. (2008) found that students rated the electronic textbook as “somewhat convenient” (p. 4). Only one-third indicated, if given the opportunity, that they would purchase the e-textbook again. In fact, of the students surveyed, none of those who had used an electronic textbook for a previous class chose to do so for the class in Shepperd et al.’s study. The authors expressed some surprise given the significant cost savings (over 50%) accrued for those students who chose the electronic textbook over a new paper copy of the same textbook (Shepperd et al., 2008).

Shepperd et al. (2008) hinted that the future of electronic textbooks may be brighter than their study suggested. Technological improvements, opportunities for interactive graphics and tutorials, search capabilities, and production efficiency may help endear electronic textbooks to future users (Shepperd et al., 2008). Furthermore, after an adjustment period, reluctance

towards such technologies is likely to dissipate, especially given the significant potential cost savings and technological benefits that electronic textbooks are poised to deliver (Shepperd et al., 2008).

### Acceptance and Use of Textbook Alternatives by Faculty

#### *Faculty Acceptance of Electronic Textbooks*

According to Nicholas and Lewis (2010), there are few studies that have been conducted to examine faculty contentment with electronic textbooks. A case study conducted by Nicholas and Lewis (2010) revealed that 83% of faculty claimed no plans to use e-textbooks in their courses within the year following the study. With e-textbooks growing in popularity, as evidenced by rising sales, the authors suggested that future research may yield different findings (Nicholas & Lewis, 2010). In addition, further research may reveal personality type, gender, and age-related differences in faculty preference towards e-textbooks (Nicholas & Lewis, 2010).

Carlock and Perry (2008) conducted faculty focus groups in order to explore faculty experiences with e-books. One major concern cited by focus group participants was the issue of reliability. One professor judged e-books to be too unreliable and indicated that her students often complained about the difficulties using the e-books. Another faculty participant suggested that such difficulties would be problematic for high enrollment courses (Carlock & Perry,

2008). Others suggested that e-books might lend themselves better to upper division and graduate courses (Carlock & Perry, 2008). At least two participants believed that over time, student expertise and proficiency with e-books would increase, especially as e-books become more common in K-12 settings (Carlock & Perry, 2008).

Future research into faculty acceptance of e-textbook usage may focus on early adopters and selection criteria (Nicholas & Lewis, 2010). Furthermore, according to Nicholas and Lewis, future research might focus on improvements in student performance and engagement with respect to e-textbook usage. Research into this topic, according to these authors, is likely increase as e-textbook use becomes more prevalent.

### *Faculty Acceptance of Open Educational Resources*

As previously mentioned, Petrides et al. (2011) studied student and faculty perceptions and acceptance of open textbooks in selected courses. In terms of adoption of open textbooks, faculty participants cited cost, quality of content, and ease of use as the primary factors that influenced their choice (Petrides et al., 2011). The most significant factor cited, which elicited strong responses from the participants, was cost reduction. One participant reported that textbooks sometimes exceeded the cost of tuition and significantly hindered access to college (Petrides et al., 2011). Perception of quality, gained through first-hand examination of the open textbook content, recommendations from colleagues,

and personal connections to the author also influenced faculty adoption of open textbooks (Petrides et al., 2011). Finally, participants cited the perceived ease of use (including portability of the resource and ease of material integration into existing course structures) as a third important factor in the choice to adopt an open textbook (Petrides et al., 2011).

Petrides et al. (2011) found that faculty integrated the open textbook in ways congruent to their respective comfort levels with technology. Faculty with limited prior experience using web-based materials in classrooms tended to implement open textbooks in a fashion similar to that which they used with traditional textbooks, e.g., announcing the assignments orally in class (Petrides et al., 2011). Faculty with greater familiarity in using interactive, web-based materials tended to implement the textbook in ways congruent with their existing technology-driven classroom practices such as posting materials and links online (Petrides et al., 2011).

All faculty participants surveyed in this study expressed a desire to further develop their skills with respect to open textbook tools, technology, and pedagogy (Petrides et al., 2011). Faculty participants believed that open textbooks have the potential to enhance pedagogy and may facilitate content collaboration and innovation (Petrides et al., 2011). Overall, participants reported that the implementation of the open textbook “positively impacted both teaching and learning” (Petrides et al., 2011, p. 45).

### The Future of Textbook Alternatives

Reynolds (2011) examined the growth and future of electronic textbooks in the U.S. higher education textbook market. He posited that the sale of electronic textbooks would be influenced by a variety of factors including the cost of traditional textbooks and materials, student consumer trends, growth of for-profit education, increasing prevalence of open digital resources, textbook rental programs, and tablet device and smartphone technology and trends, among others. Although electronic textbooks occupied less than 2% of the market share in 2011, sales trends indicate strong and faster than expected growth (Reynolds, 2011).

According to Reynolds (2011), electronic textbooks are quickly emerging as a lower-cost alternative, especially as the cost of traditional textbooks continues to increase and places pressure on students' purchase decisions. Although there is little likelihood of a price drop in traditional textbooks, Reynolds suggested that the average price in digital textbooks would likely decline, given the fact that digital textbooks are less expensive to produce and increasingly are being produced by digital-first initiatives, e.g., Flat World Knowledge, which champions affordability.

Reynolds (2011) also spoke to the availability of electronic textbook titles. He posited that availability would continue to increase. As student consumers seek out lower cost digital alternatives, publishers will be forced to meet their demands. Reynolds predicted that publishers will expand digital offerings in

order to stem used book sales which threaten profits from sales of traditional textbooks. In addition, publishers may adopt electronic textbooks as an alternative to textbook rental programs which negatively impact revenue. Electronic textbooks themselves may be packaged as digital rentals, thereby allowing publishers to capture more profit from a title (Reynolds, 2011).

Finally, the growth of open textbook movements, digital first publishers, and for-profit and online education, in which there has been an increased focus on digital content, will propel electronic textbooks into the mainstream (Reynolds, 2011). In addition, the continuing evolution and adoption of smartphone and tablet technology will facilitate the trend towards electronic textbooks. The growth of online retail options, ideally suited to electronic textbook distribution, will also influence this trend (Reynolds, 2011). Reynolds (2011) predicted that by 2018, digital textbooks will become the “dominant form factor in higher education textbooks” (p. 178).

#### Publishers' Perspective on Textbook Alternatives

In *Etextbooks Just Make Sense*, Hull and Lennie (2010) claimed that electronic textbooks would benefit stakeholders on both sides of the textbook equation. Students benefit in terms of cheaper cost and lighter backpack load, and for publishers and authors, digital textbooks “virtually eliminate the unfair and relentless competition from used-book sellers” (p. 60). Hull and Lennie reported that used textbook sellers capture approximately 50% of the profit generated

from textbook sales and represent lost author royalties and publisher revenues. Consequently, these authors estimated that authors and publishers must recover their costs and generate their profits during the first two academic terms post-publication. For this reason, the used-book market “forces publishers to prematurely publish expensive revised editions” (Hull & Lennie, 2010, p. 60) so that they may stem losses from the sale of used textbooks.

Electronic textbooks may provide significant revenue benefits to publishers by decreasing the factors that drag down profits. Digital textbooks can be programmed to be time limited so that they expire after a certain date and cannot be resold or transferred. This can lead to increased profit exclusivity (Hull & Lennie, 2010). Revenue generated from digital textbooks cannot be compromised by used book sales, and this leads to increased profits and less impetus to shorten revision cycles to stem the competing used book market (Hull & Lennie, 2010). Additionally, the cost of textbook production is greatly decreased when printing, marketing, distribution, and other costs associated with physical textbooks is eliminated (Hull & Lennie, 2010).

In terms of delivering up-to-date content, certain electronic textbooks will allow instructors and institutions to customize their materials. That content can be updated easily for currency by publishers is another positive feature of the electronic textbook (Hull & Lennie, 2010).

## Summary

As has been discussed in this chapter, there are a multitude of factors that may have an impact on the overall experience of faculty with respect to textbook cost-lowering initiatives. These factors include formal policy efforts, informal influences such as those from colleagues, students, and professional organizations, and opportunities and resources including available alternatives to high cost textbooks.

Policy efforts may be considered formal subjective norms as they are norms imposed by federal, state, and local institutions and take the form of formal policy statements with guidelines for action. Policy efforts undertaken at federal and state levels have a direct impact on all institutions that fall within the jurisdiction of such entities. Furthermore, pressure to comply with federal and state efforts has led institutions to develop policies and procedures that satisfy imposed requirements and further their own efforts towards the goal of lowering textbook costs. Institutional response may be varied in terms of degree of action depending on the imposition of federal and state policies and the institution's desire to go beyond the minimal requirements dictated by these policies. Due to the potential for direct influence on textbook selection by faculty, institutional responses may be considered the most proximate source of formal pressure to comply with textbook cost-lowering initiatives.

Informal influences related to textbook cost-lowering initiatives encompass a variety of forms. Informal influences may take the shape of subjective norms



such as surrounding influences from students and colleagues or forces which influence attitude towards the behavior, such as knowledge and perception of textbook cost-lowering mechanisms. Higher education professional associations and public interest research groups may influence faculty only as far as faculty are aware of and susceptible to such pressures. Faculty may choose to ignore conversations and movements as they feel inclined. Pressure from students and colleagues may have a more immediate impact on faculty attitudes and behaviors with respect to textbook cost-lowering initiatives in that these voices may be more conspicuous. In addition, the availability, ease of use, and overall reception to cost-lowering alternatives to textbooks play a large role not only in faculty attitude towards adoption but in perceived control over the implementation of alternatives as well.

The aforementioned factors may influence behavioral intention and ultimately the performance of a behavior. Examining these factors may add to the understanding of many, if not most, of the potential influences that may be cited by faculty during the qualitative research collection portion of this study. Additionally, understanding these influences within the theoretical framework will aid in the analysis and findings of this qualitative study.

Chapter 3 provides an overview of the methodology used to conduct the study and the methodological considerations. The research instrument, designed to examine the factors related to textbook cost-lowering initiatives and

alternatives, is discussed in detail and in light of the framework of the theoretical paradigm used to guide the study.

## CHAPTER 3 METHODOLOGY

### Introduction

This study focused on community colleges because of their tradition of increasing access to higher education through maintaining their commitment to affordability. Nationally, community colleges have accounted for about 40% of higher education enrollments, and students who choose community colleges have been more likely to come from low income backgrounds and underrepresented ethnic minority groups (National Center for Public Policy and Higher Education, 2011). Textbooks have also been a large contributing factor to the overall cost of attendance at community colleges, accounting for greater than 70% of the cost of tuition and fees according to a 2003-2004 study (GAO, 2005). Thus, understanding the experiences of faculty as they confront textbook cost-lowering efforts at federal, state, and institutional levels will help community college leaders in further policy and efforts aimed at such ends.

This chapter provides an overview of the methodology used to study faculty perceptions of textbook cost-lowering initiatives. Included is a description of the research design and rationale. The theoretical framework, which informed the design of the interview protocol, is also discussed, and the sampling and selection processes used to identify participants for interviews are explained. The chapter concludes with a description of the procedures used to collect and analyze data and the ethical considerations of the study.

## Research Design and Rationale

### *Qualitative Research Methods*

This exploratory study utilized qualitative research methods in order to gain a rich understanding of community college faculty experiences with respect to textbook cost-lowering initiatives. A qualitative research methodology is ideal for studying faculty experiences as qualitative research is suited to studying social phenomena (Marshall & Rossman, 2006). According to Marshall and Rossman (2006), qualitative research is “pragmatic, interpretative, and grounded in the lived experiences of people” (p. 2). According to Hatch (2002), qualitative research attempts to “understand the world from the perspectives of those living in it” (p. 7). The perspectives of the key actors foster insight into behavioral actions in specific settings (Hatch, 2002). Moustakas (1994) considered the “data of experience as imperative in understanding human behavior” (p. 21). Thus, the qualitative approach undertaken by this study aided in providing an in-depth picture of the experiences, attitudes, motivations, intentions, and behaviors of faculty with respect to textbook cost-lowering initiatives.

Marshall and Rossman (2006) suggested that a study which focuses on the lived experiences of individuals “typically relies on an in-depth interview strategy” (p. 55). Lincoln and Guba (1985) indicated that interviews aid in capturing “here-and-now constructions” of persons, feelings, and motivations, “reconstructions of such entities as experienced in the past,” and “projections of

such entities as they are expected to be experienced in the future” (p. 268). Massarik (as cited in Lincoln & Guba, 1985) described an interview typology called “depth interview” (p. 269) in which the interviewer and interviewee behave and view each other as peers. By contrast, according to Massarik (as cited in Lincoln & Guba, 1985), “hostile interviews” treat the interviewer as “enemy” and interviewer-interviewee relationship as “combat” (p. 269). According to Lincoln and Guba (1985), the type of interview utilized in naturalistic inquiry is typically a depth interview. For the purposes of this study, the use of depth interviews proved ideal for establishing mutual respect and cooperation in order to gain insight into the attitudes, perceptions, influences, behavioral intentions, and behaviors of faculty with respect to textbook cost-lowering initiatives.

### Design of the Study

This study was designed as a qualitative research study that employed the use of depth interviews to facilitate insight into the experiences, perceptions, and behaviors of community college faculty as they confront textbook cost-lowering initiatives. In order to gain a broad range of perspectives, nine faculty from three institutions were interviewed regarding their experiences with textbook cost-lowering initiatives.

Data from an exploratory survey of Florida community college faculty on their experiences with textbook cost-lowering initiatives facilitated the interpretation and analysis of qualitative data collected for this study. This survey

was initiated and conducted by the author as part of a professional development project in her role as a full-time employee at Valencia College. The purpose of survey was to gather general information regarding faculty and textbook cost-lowering efforts. The instrument used for this survey was designed to gain insight into faculty knowledge of federal, state, and institutional efforts to lower textbook costs as well as faculty experience and attitudes regarding such efforts. The survey was reviewed and approved by the Valencia College Institutional Review Board in October 2013. The survey aided in informing, triangulating, and providing richness to the qualitative data collected for this study.

The survey instrument (Appendix G) was adapted from a survey instrument used in a study conducted at the University of Michigan in 2009. Permission to use the adapted survey is contained in Appendix H. The aforementioned study was designed to research “faculty views on rising textbook costs, attitudes and motives in the selection of textbooks, and willingness to consider adopting, contributing to and authoring alternatives to mainstream commercial textbooks” (Nicholls, 2009, p. 36). In addition, the adapted survey instrument used in this study was carefully designed to explore the three factors (attitude towards the behavior, perceived behavioral control, and subjective norms) that, according to Ajzen (1991), influence behavioral intention. Descriptive statistics are used to summarize basic information regarding faculty awareness of, experience with, and attitudes toward, textbook cost-lowering efforts.

Regarding survey implementation, Dillman, Smyth, and Christian (2007) suggested several guidelines for achieving high response rates for web-based surveys. Contact via email should be timed appropriately, keeping the participant population in mind; and follow-up reminders should be sent only after an adequate response period has lapsed (Dillman et al., 2007). Dillman et al. (2007) indicated that the “tempo of web surveys tends to be quicker than the tempo of mail surveys” (p. 279) Ideally, the researcher will send multiple e-mail contacts with varied messages; email contacts regarding the survey should be purposeful and concise. The researcher may also take steps to ensure that email contacts are filtered as spam or junk mail by the recipient’s mail server; eliminating the use of carbon-copy and blind-copy email features and avoiding the use of certain words, such as “prize”, “cash”, and “win”, will help to ensure that email reaches the intended recipients (Dillman et al., 2007, p. 285). These researchers also suggested that the researcher must establish procedures for handling returned email contacts and participant inquiries, as well as design a method by which progress and completion may be monitored.

The email contacts for the survey described in this study were designed in accordance with Dillman et al.’s (2007) suggestions. Three email invitations with varied messages were written for distribution at three points during the survey period. The initial invitation was the longest and most descriptive. Two follow-up emails invited faculty to take part in the survey before the survey closed. All three emails emphasized appreciation for voluntary participation in the study.

Emails were sent via institutional email to full-time faculty only. In order to minimize the potential for emails to be filtered by spam filters, emails were sent from institutional email accounts. Within Valencia College, emails were sent directly from the researcher's institutional email account. At Seminole State College and Lake-Sumter State College, email messages written by this researcher were forwarded by a college administrator.

The data collection portion of this study consisted of depth interviews with faculty volunteer participants. The interview protocol (Appendix I) for this study was designed using the Ajzen's (1991) adapted theoretical framework as a guide. Each interview question fit into one of five categories: (a) attitude towards the behavior, (b) subjective norms, (c) perceived behavioral control, (d) behavioral intention, and (e) behavior.

### Research Questions

This study sought to answer the following research questions:

1. How do individual faculty members interpret and respond to textbook cost-lowering initiatives?
2. How do individual faculty members interpret and respond to subjective norms related to textbook cost-lowering initiatives such as pressure from (a) students, (b) colleagues, (c) other institutional sources, (d) media, (e) professional organizations, and (f) interest groups and other national movements?



3. How do individual faculty members perceive their ability to comply with textbook cost-lowering initiatives?

Table 4 describes the relationship between the primary research questions and the adapted theoretical framework employed in this study. This is accomplished by linking the research questions and interview protocol items.

Table 4

*Relationship Between Research Questions and Interview Protocol Items*

| Research Question   | Interview Protocol items                                     |
|---|--|
| 1. How do individual faculty members interpret and respond to textbook cost-lowering initiatives?   | 1, 1a, 1b, 1c, 2, 2a, 2b, 15, 15a, 15ai, 15b, 16a, 16ai, 16b |
| 2. How do individual faculty members interpret and respond to subjective norms related to textbook cost-lowering initiatives such as pressure from (a) students, (b) colleagues, (c) other institutional sources, (d) government, (e) professional organizations, and (f) interest groups and other national movements? | 3, 4, 4a, 5, 6, 7, 8, 9, 9a                                  |
| 3. How do individual faculty members perceive their ability to comply with textbook cost-lowering initiatives?  | 10, 10a, 10b, 11, 12, 13, 14                                 |

In addition, the faculty interviews were triangulated with data from a survey of faculty on textbook cost-lowering initiatives gathered prior to commencement of this study. The survey data added depth to the qualitative

research analysis. As previously mentioned, the survey protocol was adapted from a University of Michigan study conducted by Nicholls in 2009. The survey protocol (Appendix G) was divided into three sections. The first section addressed faculty background and included three questions about faculty status, length of service, and teaching discipline. The second section was focused on faculty awareness of textbook policies and addressed faculty awareness of federal, state, and institutional textbook cost-lowering efforts. The third section investigated faculty attitudes and experience and addressed faculty perceptions of and experience with textbook cost-lowering initiatives and alternatives. This survey was designed within the adapted planned behavior theoretical framework that was utilized in the study. Table 5 illustrates the relationships between the survey protocol questions, question categories, and, if applicable, their connection to the theoretical framework.

Table 5

*Relationship Between Survey Protocol and Theoretical Framework*

| Survey Item Category  | Survey Protocol Items                   |
|---|---|
| General background and awareness of textbook cost-lowering efforts. |   |
| Faculty status and background.                                      | 26, 27, 28, 29, 30                      |
| General awareness of textbook cost-lowering efforts.                | 2*, 3, 4, 5, 6, 7, 8, 9, 10a, 11, 12    |
| Theoretical framework   |   |
| Attitude towards the behavior.                                      | 13, 14a, 14b, 15, 19, 20a, 21*, 23*, 24 |
| Subjective norms.   | 16*, 20b, 22*                           |
| Perceived behavioral control.                                       | 10b, 17*, 18*, 25*                      |

*Note.* \* indicates multi-part survey question.

The interview protocol questions were designed to facilitate a richer, more complete picture of faculty experiences, attitudes and behavioral intentions with respect to textbook cost-lowering initiatives. The interview protocol (Appendix I) consisted of 16 questions divided into four sections: (a) attitude towards the behavior, (b) subjective norms, (c) perceived behavioral control, and (d) behavior/intention. The categories were based on the adapted planned behavior theory framework. The first three categories (a) attitude towards the behavior, (b) subjective norms, and (c) perceived behavioral control addressed the factors that lead to behavioral intention and possibly to actual behavior. The final category of interview questions, behavior/intention, addressed actual behavior

and/or intention to commit a behavior. Table 6 shows the interview question theoretical framework categories and corresponding interview protocol items.

Table 6

*Relationship Between Interview Protocol and Theoretical Framework*

| Theoretical Framework Category | Interview Protocol Item                |
|--------------------------------|--|
| Attitude towards the behavior  | 1, 1a, 1b, 1c, 2, 2a, 2b               |
| Subjective norms               | 3, 4, 4a, 5, 6, 7, 8, 9, 9a            |
| Perceived behavioral control   | 10, 10a, 10b, 11, 12, 13, 14           |
| Behavior/Intention             | 15, 15a, 15ai, 15b, 16, 16a, 16ai, 16b |

Interview questions were structured to allow for open responses. It was assumed that respondents had some prior knowledge of textbook cost-lowering initiatives and textbook alternatives. However, most of the questions addressed experience, attitudes, and behaviors regarding these issues rather than factual knowledge of textbook cost-lowering initiatives and textbook alternatives.

Sample Institutions

At the time of the study, the Florida College System (FCS) consisted of 28 public community and state colleges across the state of Florida (Florida College System, 2012). FCS institutions are primarily 2-year degree granting institutions, though several FCS institutions were granted the authority to offer certain

baccalaureate degree programs as a result of state legislation enacted in 2008 (Floyd, Falconetti, & Hrabak, 2009). Consequently, several such institutions have transitioned to calling themselves “state colleges” or “colleges,” thus dropping “community” from their names. FCS institutions range in size from approximately 2,500 students to over 140,000 students (Florida Department of Education, 2012). The present study was designed to gain an understanding of the textbook affordability effort-related experiences of faculty from institutions representative of a broad range of institution sizes.

Annual, unduplicated student headcount enrollment was used to select institutions representative of the varying sizes of Florida College System institutions. Institution enrollment data were obtained from *The Report for the Florida College System: Fact Book 2012* (FLDOE, 2012). The data contained in this report reflect the annual, unduplicated student enrollment headcount reported for the 2010-2011 academic year (FLDOE, 2012). Using these enrollment data, the 28 Florida College System institutions were divided approximately equally into three categories: small, medium, and large. Due to the fact that the Florida College System included 28 institutions, two categories (small and large) contained nine institutions, and a third category (medium) contained 10 institutions. According to this classification, the small institution category contained institutions that ranged in annual, unduplicated student enrollment headcount from 2,498 to 15,063. The medium institution category contained institutions that ranged in annual, unduplicated student enrollment

headcount from 16,594 to 32,275. Finally, the large institution category contained institutions that ranged in annual, unduplicated student enrollment headcount from 36,020 to 143,845. Of interest is that the highest enrolled institution, Miami Dade College, included more than twice the annual, unduplicated student enrollment headcount of the next largest institution, Valencia College, in the large institution category. Table 7 shows the annual, unduplicated student enrollment headcount for the 28 Florida College System institutions.

As evidenced in Table 7, Florida College System institutions vary greatly in overall student enrollment headcount. In order to examine a variety of faculty perspectives from institutions of varying size, one institution from each category was selected for participation in this study. The institutions were selected as follows: (a) Lake-Sumter State College, small; (b) Seminole State College, medium; and (c) Valencia College, large. Within each of the three categories, these specific institutions were selected in order facilitate the interview process, as each of these institutions was located within 90 minutes' drive of the researcher's location.

Table 7

*Annual Unduplicated Student Enrollment Headcount for Florida College System Institutions, 2010-2011*

| College                                    | Headcount |
|--|-----------|
| Small                                      |           |
| North Florida Community College            | 2,498     |
| Florida Keys Community College             | 2,914     |
| Chipola College                            | 3,682     |
| Florida Gateway College                    | 5,666     |
| Lake-Sumter State College                  | 8,024     |
| South Florida State College                | 8,534     |
| St. Johns River State College              | 10,854    |
| Gulf Coast State College                   | 13,429    |
| Northwest Florida State College            | 15,063    |
| Medium                                     |           |
| Polk State College                         | 16,594    |
| College of Central Florida                 | 16,816    |
| Pasco-Hernando Community College           | 17,501    |
| State College of Florida, Manatee-Sarasota | 21,904    |
| Pensacola State College                    | 21,934    |
| Santa Fe College                           | 25,113    |
| Edison State College                       | 25,156    |
| Brevard Community College                  | 28,502    |
| Indian River State College                 | 32,137    |
| Seminole State College of Florida          | 32,275    |
| Large                                      |           |
| Daytona State College                      | 36,020    |
| Tallahassee Community College              | 38,876    |
| Hillsborough Community College             | 46,102    |
| Palm Beach State College                   | 49,363    |
| St. Petersburg College                     | 58,297    |
| Broward College                            | 64,075    |
| Valencia College                           | 65,467    |
| Florida State College at Jacksonville      | 75,978    |
| Miami Dade College                         | 143,845   |

Additionally, these institutions are all located within the same geographical region (Central Florida). Although the surrounding populations and student body may vary from institution to institution, they are assumed to be more similar to each other than to populations around other parts of the state. Two of the institutions have campuses that are within minutes of each other, and are thus likely to share similar population bases. The similarity and possible overlap in populations provide one method for controlling for socioeconomic and demographic differences between student populations that may impact faculty perceptions and responses.

#### Participant Selection

In order to introduce the study, contact was established with a leader at each of the selected institutions. The initial contact correspondence included a description of the potential benefits of this research, the plan for the research phase, and a copy of the UCF Institutional Review Board (IRB) approval to conduct the study (Appendix J). Once cooperation with each of the selected institutions was established, data collection commenced.

Participants included in this study identified as full-time teaching faculty at the selected institutions. Due to the often limited and variable nature of adjunct participation in the decision-making processes of the institution, contingent (or adjunct) faculty were not included in this study.



Faculty volunteers were identified in one of two ways. First, eight of the volunteers self-referred via the initial survey of faculty experiences with textbook cost-lowering initiatives conducted as part of my employment at Valencia College. Second, one faculty volunteer was referred by an institution contact established in the initial outreach phase of this research. This referral was necessary after I was unable to obtain a third volunteer via the self-referral option from one of the surveyed institutions. In order to gain a variety of perspectives, I interviewed three faculty volunteers from each institution.

### Interviews in Qualitative Research

The use of interviews in qualitative research is a key research tool for examining the individual lived experiences of those being studied (Marshall & Rossman, 2006). Lincoln and Guba (1985) determined that interviews in qualitative research may serve a variety of purposes. According to these researchers, interviews may help to obtain “here-and-now constructions” of phenomena, “reconstructions” of past phenomena, and “projections” of how various phenomena are “expected to be experienced” (p. 268).

In-depth interviews are typically conversational and allow participants to express their views and structure their responses as they perceive the phenomenon and not as the researcher perceives it (Marshall & Rossman, 2006). When combined with other techniques, such as observations described in field notes, interviews allow the researcher to “understand the meanings that

everyday activities hold for people” (Marshall & Rossman, 2006, p. 102). One specific in-depth interview technique, phenomenological interviewing, allows researchers to study “lived experiences and the ways we understand those experiences to develop a world view” (Marshall & Rossman, 2006, p. 104).

Before the interview process begins, this researcher conducted a self-examination of her own experiences or “*epoche*,” as suggested by Marshall and Rossman (2006), in order to separate her preconceptions from the research. Moustakas (1994) described *epoche* as a “process of setting aside predilections, prejudices, predispositions” (p. 85). The challenge, according to Moustakas (1994), is in being “transparent to ourselves” (p. 86) and in allowing the researcher to approach the phenomenon in a completely open-minded fashion. Moustakas (1994) acknowledged that it is difficult to achieve perfect *epoche*, completely freeing oneself from all predispositions; however the intention behind the process helps to significantly reduce the influence of such biases on the research.

Once the interviews were conducted, a process called phenomenological reduction took place. Phenomenological reduction involves a careful identification and examination of the most basic elements of the data captured in the interview process. Later, these basic elements are grouped into themes (Marshall & Rossman, 2006). Finally, themes are carefully examined for connections, meanings, and perspectives, such that the analysis of themes helps

to create an overall synthesis and deeper understanding of the phenomenon under study (Marshall & Rossman, 2006).

Phenomenological interviewing is an advantageous research technique as it allows for consideration of the researcher's and participants' experiences, beliefs, motivations, and attitudes surrounding the phenomenon being studied. Phenomenological interviewing focuses on deep meanings as perceived by the individuals under study and assumes that these deep meanings play a significant role in guiding behavior and interactions (Marshall & Rossman, 2006). Although this technique requires significant reflection on the part of the researcher, it may be fruitful in yielding rich data.

### *Trustworthiness*

According to Lincoln and Guba (1985), a researcher must convince the audience that the study and its findings are credible and worthy of consideration. In doing so, the researcher establishes trustworthiness. Trustworthiness consists of four elements: internal validity, external validity, reliability, and objectivity (Lincoln & Guba, 1985).

Internal validity was defined by Lincoln and Guba (1985) as the "extent to which variations in an outcome (dependent) variable can be attributed to controlled variation in an independent variable" (p. 290). A number of factors may influence internal validity in a qualitative study including: (a) instrumentation (changes in the observers or rating system used), (b) experimental mortality (loss

of members of a research group such that previously comparable groups are no longer comparable), and (c) differential selection (selection and comparison of non-comparable groups) (Lincoln & Guba, 1985). All factors that pose a potential threat to the internal validity of a study must be neutralized in order for the study to maintain its trustworthiness (Lincoln & Guba, 1985).

External validity refers to the ability of the researchers to generalize the findings of a study to other groups and situations (Lincoln & Guba, 1985).

Selection effects, setting effects, history effects, and construct effects are factors that may affect external validity (Lincoln & Guba, 1985). Selection effects may occur when researchers test a construct that is specific to the studied group or when the researchers inadvertently select a group in which constructs cannot be found or tested (Lincoln & Guba, 1985). Setting effects refer to the possibility that the “results may be a function of the context under investigation” (Lincoln & Guba, 1985, p. 291). History effects occur when historical experiences peculiar to the group under study render comparisons to other groups difficult (Lincoln & Guba, 1985). Finally, construct effects refer to the possibility that a study’s findings may be specific to the subject or group being studied (Lincoln & Guba, 1985).

According to Lincoln and Guba (1985), reliability is tested by repetition. In order to maintain reliability, the research process must be approached consistently and accurately. Reliability may be jeopardized by a variety of threats

including careless measurements, lengthy or intense assessments, and “by ambiguities of various sorts” (Lincoln & Guba, 1985, p. 292), among others.

The final element imperative to establishing trustworthiness is objectivity. Objectivity may be established by achieving “intersubjective agreement,” when “multiple observers can agree on a phenomenon” (Lincoln & Guba, 1985, p. 292). Lincoln and Guba (1985) posited that objectivity can also be achieved through the adoption of a careful methodology in which the methods used, by their very design, discourage human error. Objectivity is jeopardized when the agenda of the researcher drives or influences the findings of the study.

### Data Collection

Data collected for this study consisted of audio recorded interviews and accompanying researcher-generated notes that detailed interview observations. Prior to commencing the in-person interviews, a pilot study was conducted to aid in the refinement of the interview methodology and to help identify potential research issues that may be of concern.

### *Pilot Study*

Marshall and Rossman (2006) suggested conducting a pilot study in order to identify potential problems and questions, gaps in data collection, and broader issues such as validity and ethics. In addition, conducting pilot interviews may

aid the researcher in eliminating barriers to successful interviews, such as apprehension over audio recording (Marshall & Rossman, 2006).

Prior to commencing the interview process, I conducted a pilot study with two faculty participants in order to facilitate the identification of potential problems or obstacles and to determine an estimated time for interview length. As a result of the pilot study, I was able to determine an approximate average interview length of approximately 45 minutes, learning that it would be helpful to provide an overview of the order of the questions. I was also able to test my recording equipment and determined the optimal settings for audio recording.

### *Interview Process*

Once identified, study participants were contacted to schedule convenient times for the interview. Prior to meeting with interview candidates in person, details of the research study, the IRB approval, and an informed consent notice (Appendix K) were forwarded to candidates for review. Only after the participants had been informed of all of their rights as participants, and all questions and concerns had been answered satisfactorily, did the actual interviews begin.

The interviews began with a brief overview of the nature and purpose of the study and research questions. However, in order to mitigate potential bias, specific examples of textbook cost-lowering strategies and initiatives were not discussed as part of the pre-interview briefing discussion. Next, the interview

process was explained, and a copy of the interview protocol was provided for the participant to follow and refer to as needed. Interviews were recorded, and permission to record was secured verbally prior to commencing the interviews. Although an interview protocol was utilized, I conducted conversational, semi-structured interviews, improvising follow-up questions as needed in order to probe topics of interest and ensure clarity of the discussion. The interview candidates were given the option to omit any questions that they did not feel comfortable answering; however, none of the participants exercised this option. Once the interview ended, interview candidates were provided with a brief explanation of the remaining steps in the research process.

Moustakas (1994) advocated that research participants be given the option to review interview data so that they may confirm or suggest revisions consistent with their perceptions of their experiences. This process is sometimes referred to as member checking. Member checking helps to establish credibility by ensuring that the reported data is consistent with the experiences of the informants and also allows participants to challenge incorrect interpretations of the data and ensure that intentionality is properly reflected (Lincoln & Guba, 1985). Following Lincoln and Guba's (1985) suggestion, once interview data were transcribed, participants were contacted with the option of reviewing, for confirmation or alteration, their interview data so that they could be assured that their perceptions of their experiences were accurately reflected in the study data documentation, analysis, and findings.

During the interview data collection process, I made detailed field notes that added context to the interviews (Appendix L). Field notes may describe the interview participants, including their body language and expressions, the interview setting, and patterns of interaction between the interviewer and participant, among other things (Ivey, 2012). According to Marshall and Rossman (2006), observations described in field notes may range from highly detailed descriptions of interactions, events, and behavior guided by rubric or checklist-like criteria to broader, holistic accounts of these phenomena. Observer commentary may serve as a “fruitful source of analytic insights and clues that focus data collection more tightly” (Marshall & Rossman, 2006, p. 99).

### Thematic Analysis of Data

Once transcribed, the interviews were analyzed for patterns and recurring ideas. Braun and Clarke (2006) called this process “thematic analysis” (p. 79). They described thematic analysis as a “method for identifying, analyzing and reporting patterns (themes) within the data” (p. 79). Discovering themes among the data tells researchers that a concept or idea is meaningful to the research question that it addresses (Braun & Clarke, 2006).

Braun and Clarke (2006) have recommended a six-step process for thematic analysis that employs the generation of thematic maps to facilitate data interpretation. Researchers must first familiarize themselves with the data by transcribing, carefully reviewing, and recording initial thoughts regarding the data



(Braun & Clarke, 2006). Next, they must generate the initial codes by systematically reviewing the data set and identifying the basic elements of interest. Braun and Clarke (2006) recommended coding for as many elements and patterns as possible, as it is difficult to predict what may be important further along in the process of analysis.

Third, once the data have been coded, researchers focus on broader level themes and sort the smaller elements into larger potential themes. Braun and Clarke (2006) recommended the use of thematic maps to assist with this step. Some elements will form themes, others will form sub-themes, and some may be discarded.

In the fourth step, researchers begin to review and refine the themes generated in the third step. They review the themes generated for coherency. If a theme or the elements contained within the theme appear problematic, they may choose to revise the theme, create a new theme, or reorganize the elements that do not appear to fit with the existing theme (Braun & Clarke, 2006). They also consider the relationship of the themes to the entire data set, carefully considering the placement of themes within the entire set of data (Braun & Clarke, 2006).

Fifth, according to Braun and Clarke (2006), researchers should define and analyze each theme within the context of the theme's contents (elements contained within each theme) and within the context of the entire data set. At this

time, researchers determine whether a theme contains sub-themes and define these as well (Braun & Clarke, 2006).

Finally, in the sixth step, researchers produce written reports of the thematic analysis (Braun & Clarke, 2006). Braun and Clarke (2006) have recommended that the written analysis go beyond merely describing the data. The written analysis should help to form or support an argument related to the study's research question. A detailed description of this study's thematic analysis is described in Chapter 5.

### Ethical Considerations

According to Moustakas (1994), researchers must be guided by ethical principles regarding research that involves human participants. Necessary ethical standards include respecting the “necessity of confidentiality and informed consent” (p. 109), establishing transparent and unambiguous agreements with participants, and designing research protocol that ensure “full disclosure of the nature, purpose, and requirements of the research project” (p. 109). Additionally, Moustakas suggested that participants should be free to withdraw from the study, as necessary, at any time.

This study proposed the use of human subjects and thus IRB approval was obtained before commencing the research. Throughout the study, participation was voluntary and identities of participants were kept confidential. Complete details of this research study and associated IRB approval

documentation were furnished to potential participants prior to obtaining their informed consent. Although this study was approved for a waiver of written documentation of consent, all interview candidates were asked to review the informed consent notice. This informed consent form provided a descriptive overview of the nature of the study, the purpose and potential uses of the data collected during the interview process, and the requirements of research participants. Interview candidates were informed of their right to withdraw from the interview at any time during the process. If, at any time during this study, participants chose to exit the study, they were able to do so freely and without penalty.

Confidentiality of interview participants was further ensured through the use of pseudonyms selected by the participants for use in the study. Once interview data were transcribed, interview responses that contained personally identifying information, such as the names of other colleagues, were omitted. Original interview recordings and interview transcripts were maintained in a secured location. Documentation that linked participants' names with their chosen pseudonym was kept confidential and secured in a location separate from the original interview transcriptions.

### Triangulation

In qualitative research, multiple data sources are often sought in order to provide depth and richness to the research in question as well as to strengthen

the study's overall findings. This technique is termed triangulation (Marshall & Rossman, 2006). According to Lincoln and Guba (1985), triangulation improves the "probability that findings and interpretations will be found credible" (p. 305). The use of different methods for triangulation implies that the researcher will use different data gathering methods which may include interviews, surveys, and observations. For the purposes of this study, multiple sources of data, including interviews, field notes, and survey data from a prior study were used in order to triangulate the research analysis and findings. In Chapters 4 and 5, observations of emotion, voice inflection, and nonverbal behaviors noted in the field notes are woven into the interview descriptions and data analysis and interpretation. These behaviors lend support to opinions, perceptions, and beliefs conveyed by the interview participants. In Chapter 5, survey data is used to triangulate the interview findings. Survey findings are integral within the interpretation of the interview data throughout the chapter as themes are described and findings are reviewed in light of the theoretical framework and the research questions.

#### Originality Score

As per the University of Central Florida's College of Graduate Studies' guidelines, all dissertations must be submitted to Turnitin.com through the graduate student's advisor (College of Graduate Studies, 2013). Advisors are responsible for reporting the results of the turnitin.com submission to the student's committee. The Higher Education & Policy Studies Program has

designated an originality score of 10% or less as required for dissertation submissions.

The initial submission of this dissertation to TurnItIn.com yielded an originality score of 5%. Direct quotations accounted for 1% of this score. After subtracting 1% for direct quotations, the final originality score was determined to be 4%.

### Summary

This chapter included an overview of the research design and selection of a qualitative methodology in order to study the experiences of faculty as they confront textbook cost-lowering initiatives. The value of interviews in gaining insight into attitudes, beliefs, perceptions, and behaviors was integral to this study and was discussed. In addition, this chapter provided a description of the sampling methodology, participant selection, and data collection procedures followed by an overview of the thematic analysis methodology that was employed in the data analysis. Finally, ethical considerations, including considerations of research involving human subjects, such as informed consent, participant confidentiality, and IRB approval, were discussed.

## CHAPTER 4 THE LIVED EXPERIENCES OF NINE COMMUNITY COLLEGE FACULTY

### Introduction

The purpose of this study was to examine faculty experiences, attitudes, perceptions, behaviors, and beliefs surrounding textbook affordability initiatives. A qualitative approach utilizing an in-depth interview method was employed in order to gain insight into these issues. This chapter provides an overview of the data collection process. The interview participants are described individually within the context of the interview responses and discussion that ensued during the interview appointments.

### Data Collection Process

The interview process took place over a period of approximately one month. All but one of the participants were self-referred through the survey, Faculty Experiences with Textbook Cost-Lowering Initiatives, conducted by the researcher as an employee of her institution. Because Lake-Sumter State College yielded only two faculty participants who were available for interviews, the author contacted the Executive Director for Planning and Institutional Effectiveness for additional referrals. Of the three individuals referred, the first contacted for an interview, Diana Kress, accepted.

A total of nine faculty, three per institution, were interviewed. Five participants were male, and four participants were female. All participants were

confirmed full-time faculty at their respective institutions. The primary teaching disciplines of the participating faculty were diverse and included health information technology, English, humanities, psychology, science, and speech. Two disciplines were represented more than once: three participants were English faculty and two participants were science faculty. Each of the English faculty hailed from a different institution. One of the science faculty participants taught at Valencia College and the second at Lake-Sumter State College.

Participants were contacted via email with details of the study and asked to confirm their interest in participating in in-depth interviews on the topic of textbook cost-lowering initiatives and textbook alternatives. Each participant was given the option of being interviewed face-to-face at a location of their convenience, or conducting their interview over the video conferencing software Skype. All nine interview participants were asked to select a time convenient for their schedules. Six of the interviews took place in a face-to-face setting, and three took place over Skype.

Prior to commencing each of the interviews, the participants were furnished with a copy of the UCF IRB Approval of Exempt Human Research (Appendix J), a brief explanation of the research, and the interview protocol (Appendix I). Although participants were notified during the interview scheduling process that their interviews would be recorded, they were reminded and asked to re-confirm their willingness to be recorded prior to commencing the interview. Face-to-face interviews were recorded using a basic, smart phone audio

recording application. Interviews conducted over Skype were audio recorded using a Skype-compatible recording program. One hour was allotted for each interview, though actual interview times ranged from approximately 26 minutes to 45 minutes with the average interview time of approximately 40 minutes.

The theoretical framework informed the structure of the interview protocol. Questions focused on attitudes, subjective norms, perceived behavioral control, and behavioral intention. Early items addressed broad issues of attitudes and subjective norms regarding textbook affordability initiatives and textbook alternatives. Later in the interviews, participants were asked about their perceived control over their behavior with respect to compliance with textbook cost-lowering initiatives and implementation of textbook alternatives. Finally, participants were asked about their intentions to comply with affordability initiatives and intentions to implement the use of textbook alternatives. By design, the protocol items progressed from a broad to a narrower focus. Protocol items were designed to be open-ended, allowing for follow-up questions that aided in clarifying perceptions and uncovering greater detail and depth of meaning.

During the interview process, I made field notes, recording reactions, gestures, and specific behaviors that informed the research findings. Through observational data, I was able to record emotions (such as excitement and frustration), gestures, and other reactions that provided additional context to the spoken responses.



### Participant Voices

Each participant contributed rich, thoughtful commentary on their experiences, attitudes, perceptions, and beliefs surrounding textbook cost-lowering initiatives and textbook alternatives. Their perceptions and experiences regarding the topic ranged widely and provided rich data on their lived experiences as well as their expectations for the future. Although they were not specifically asked about their professional backgrounds, several offered insight into the depth of their experience and career as faculty.

In order to protect their identities, faculty participants were permitted to choose pseudonyms, by which they have been identified in this study. In addition, to further protect their anonymity, their specific campus locations have been given pseudonyms. The participants and their contributions to the study are described herein.

#### *Professor Hollister*

Professor Hollister was an English faculty member at the W campus of Valencia College. The W Campus is one of Valencia College's five campuses; it is one of the smaller two campuses in the Valencia College system. Professor Hollister was the lead English faculty member at his campus. He taught online, face-to-face, and hybrid (mix of face-to-face meetings and online work) modality courses.

Professor Hollister and I conducted his interview in the reception area of his office. He shared an office with approximately three other faculty who taught in disciplines other than English. The reception space, which consisted of three brightly colored green chairs surrounding a small, low round table, was lined with bookshelves on two sides. Professor Hollister leaned back in his chair, and appeared comfortable and relaxed throughout the interview, yet his responses and tone conveyed a sense of concern over faculty autonomy and his continued ability to save students money with his textbook choices. At one point during our conversation, the fire alarm sounded, and we were directed to leave. I paused the recording and we exited quickly. It was explained to us that smoke in the elevator shaft triggered the alarm. The source of the smoke was found, and the elevator was shut down for maintenance. Once the building was deemed clear of hazards, we were allowed back into the building where we resumed our conversation. The disruption hardly deterred Professor Hollister. He continued with the same interest and intensity with which he had begun our discussion. Professor Hollister's concerns over general affordability and faculty autonomy in textbook choice were clearly communicated throughout our meeting. Regarding faculty and textbook affordability initiatives, Professor Hollister described a sense of general encouragement from the administration and faculty governance. He indicated that such initiatives raise awareness of textbook costs, something that he believes that publishers often attempt to obfuscate but which can seem coercive if a faculty member is already pleased with a textbook. He expressed

that the drive to make textbooks cheaper sometimes leads to devaluing the idea of having a quality textbook. This, he expressed emphatically, may lead to pressure to abandon a textbook over price when “in fact, it’s better than all the other alternatives” (TR 4, p. 1).

Despite his general concerns over some of the potential pitfalls of textbook affordability initiatives, Professor Hollister has led efforts to lower textbook costs for students at his campus. Professor Hollister drove an initiative to adopt a custom reader that was almost 40% less expensive than the previous textbook used for all sections of Freshman Composition I at the W Campus. For his American Literature course, he adopted a custom textbook priced at \$35, less than half the cost of the previous textbook for the course. For his film course, he has eliminated the use of a textbook, instead supplanting it with readings and resources available free online. Many of the materials are fair use, public domain works. Professor Hollister noted that the caveat of choosing electronic resources is that annotation becomes more difficult. Despite this limitation, he indicated that his students loved the idea of utilizing public domain free online readings in lieu of an expensive hardcopy textbook.

Professor Hollister described his awareness of institutional textbook affordability efforts and his concerns over affordability considerations. According to him, the Faculty Council at Valencia College has designated a subcommittee charged with working on textbook affordability and textbook issues. To some extent, he indicated, they will work to ensure that they are protecting academic

freedom while encouraging those who can adopt lower cost alternatives to do so. He indicated that he believes that it is important to protect the right of those faculty who use expensive textbooks, especially since it is difficult, in some disciplines, to find a lower cost alternative.

According to Professor Hollister, general efforts at the college seem to be trending towards uniform textbook selections across campuses. The effort would necessitate selecting and adopting one textbook (or set of materials) for use across all sections of a given course. The alternative to the chosen selection would be to opt-out of using a textbook for one's assigned course section.

Professor Hollister described some of the influences and pressures he experiences surrounding textbook affordability. First, he cited awareness of student financial struggles, especially with respect to students' general lack of available funds and complications caused by delays in financial aid disbursement. He empathized with students' financial struggles, citing his own experience as a college student. He cautioned, though, that sometimes conflicting priorities, rather than a genuine lack of funds to purchase textbooks, led to students' choices to decline purchasing the course textbook. Second, he cited pressure from administrators to adopt cheaper textbooks. The pressure, in his opinion, was political, originating from the Board of Trustees, and at least partly influenced by members' political persuasion. He shared that the general paradigm is that "everything has to be cheaper for students and cheaper for government at the same time" (TR 4, p. 4). Consequently, faculty are caught in

the middle. Additionally, it creates a paradox wherein the government-backed drive for lower textbook costs is carried out in the name of protecting students; however, students are left unprotected when the state government refuses to adequately fund institutions. Furthermore, the state government expresses a desire to keep tuition and textbook costs low, refuses to adequately fund institutions, and critiques institutions for raising tuition to cover the resultant funding shortfalls. Despite his frustration over the politics of the situation, he indicated that the overall pressure was relatively mild at present. In the near future, though, his department may be asked to standardize selections with a larger campus. Should this come to fruition, he feared being “rolled under the much larger weight of 20-some full-time faculty” at a larger sister campus. Additionally, he cited concerns over collaborating with numerous faculty on the selection of a textbook, suggesting that such decisions are exceedingly difficult when faculty members have their own individual wish lists for a textbook.

With respect to textbook selection considerations, Professor Hollister indicated that he values affordability, inclusiveness and diversity (in terms of ethnicities, nationalities, and eras), content that matches curriculum and includes a mix of “old chestnuts” and new material. He noted that he strives to select something that other faculty at his campus would want to use as well. He has occasionally solicited input from adjunct faculty. Professor Hollister found frequent edition revisions frustrating and indicated that this practice was the impetus for him to select a less expensive reader for Freshman Composition I.

For him, publisher ancillaries and enhancements hold no sway over his choice of texts.

*Professor Smith*

Professor Smith was a non-tenured, full-time Professor of Humanities at the W Campus of Valencia College. She was one of two full-time humanities faculty members at the W Campus and has been active in numerous professional development programs (as a facilitator and participant), both as an adjunct prior to her full-time employment, and as a full-time employee. Educated in Chicago and influenced by the philosophy of John Dewey, she described her background as “anti-textbook” (TR 7, p. 13). She recently completed a second master’s degree online through a public institution in North Carolina. She teaches online, face-to-face, and hybrid courses.

Professor Smith arrived early for her interview which we conducted in my office. We sat at a round table, our chairs turned towards each other, with the recorder on the table between us. Professor Smith radiated enthusiasm for the humanities. Her outfit befitted a humanities professor; her dress was uniquely patterned and her earrings unusual, yet attractive, lending to an overall appearance of “artsy-ness.” Throughout the conversation, Professor Smith alternated her position in her chair, from leaning forward, especially when excitedly discussing some of the solutions she has implemented, to leaning back,

such as when she described her frustrations with textbook prices. She gestured with her hands and spoke quickly.

After our initial interview ended, and the recording was stopped, Professor Smith quickly remembered other important points that she had failed to mention. I offered to resume recording, and so we resumed for another few minutes so that Professor Smith had an opportunity to express the additional information that she felt was important to the interview.

Professor Smith described her awareness of general efforts to lower textbook costs at her institution. She indicated that her college president encourages such efforts in order to help offset tuition increases. She shared her belief that rising textbook costs are an obstacle to affordable education, as some textbooks are nearly as expensive as the course tuition.

Professor Smith indicated that she was aware of a variety of textbook affordability efforts underway at Valencia College. She described general encouragement from the campus administration, including the college president and her campus dean. Among the college-wide faculty, concerns over textbook costs led to the creation of a committee dedicated to examining issues of textbook affordability and textbook alternatives. The committee, according to Professor Smith, drafted recommendations for faculty. Other general efforts she described included making changes that entail posting the cost of the textbooks on the course schedule so that students are aware of the costs as they register. This, she believed, would help align the institution with state initiatives

encouraging textbook affordability. Furthermore, educating other faculty on textbook costs might help drive efforts to lower textbook costs. Although there has been little discourse surrounding textbook affordability within her discipline college-wide, she indicated that it was a topic of interest among the multi-disciplinary faculty at her home campus.

Within her discipline, Professor Smith described a division between the traditionalists and non-traditionalists who she described as more global thinkers. The traditionalists, she believed, prefer western-centric curriculum and traditional hardcopy textbooks. By contrast, the non-traditionalists have been open to more current ideas and multiple perspectives. She described her desire for materials that contain multiple perspectives, noting several times during the interview that she found most textbooks to be biased and limiting. From her expression and tone, I could tell that this was a source of frustration for her. In her view, open source materials allow for greater flexibility and accommodate multiple perspectives.

Her preference for open source options led her to design an electronic textbook for one of her online humanities courses. This effort was a significant undertaking, though it is one with which she seemed thoroughly satisfied. Regarding the assembly of the electronic textbook, Professor Smith cautioned that resources must be vetted on a case-by-case basis, and consequently, the process can be time consuming. The payoff is a dynamic, customizable



resource that is free. Overall, she indicated that technical issues were typically few and easily remedied.

In a cohort course Professor Smith taught in fall 2013, she collaborated with a colleague to select a textbook that could be used for both her class and the class taught by her colleague. Thus, students were expected to purchase only one text which was used by both instructors for both courses. Furthermore, the textbook was priced at a reasonable \$35.

Despite her clear facility with utilizing electronic resources, she reported that, in her opinion, it would be inappropriate to implement a fully online textbook in her face-to-face sections. She reasoned that students who choose such a modality are likely to do so because they are not fully comfortable with online work.

In terms of selecting her course textbooks, Professor Smith noted that she looked for relevant, high-quality readings that were inclusive of multiple perspectives. She professed a preference for resources with a “global approach” (TR 7, p. 10). In addition, cost was a significant factor for her. She stated that she found frequent edition revisions frustrating and often unnecessary in her discipline. She expressed her dissatisfaction with large publishing companies in that their profit-driven practices hinder affordability and faculty flexibility.

She thought that the optimal textbook selection scenario was one in which faculty members would have the flexibility to select their own textbooks; however, she acknowledged that the paradigm at her institution was that several faculty

must agree on one textbook. Doing so, she said, was very limiting. If faced with using a textbook she did not like, she would opt-out of using a textbook altogether in favor of assembling her own free electronic resource. Her extensive use of electronic resources and ability to teach without a formal textbook, something that would often unnerve even seasoned faculty, were a reflection of her confidence and comfort as a facilitator of online learning.

### *Professor Rowe*

Professor Rowe was a member of the science faculty at E campus, one of the largest of five campuses at Valencia College. She was a tenured, full-time faculty member who participated in early efforts that focused on students and electronic resources. Although she was not using an electronic textbook for any of her classes, she expressed excitement over the wide range of electronic alternatives to traditional textbooks.

Professor Rowe arrived on time to her interview, having come from an earlier meeting elsewhere on campus. We met in my office. We sat across from each other at a small round table. Prior to the interview, we briefly discussed our positions and length of time working for Valencia College. The conversation flowed easily with Professor Rowe. Our discussion about positions within the college quickly turned to a conversation about my young daughter, whose framed picture was on my desk. We chatted a bit about the difficulties of being a full-time working mother of a young child and discovered we shared a commitment to

supporting breastfeeding. She spoke about her daughter and grandchild, and I briefly discussed my experiences breastfeeding my daughter.

As we transitioned to discussing her experiences with textbook affordability and textbook alternatives, I gleaned that Professor Rowe's experience with the issue spanned many years. During her interview, she often leaned forward, her eyes wide and intense, especially as she described her efforts to negotiate lower cost options with publishers. Professor Rowe spoke passionately about affordability.

Professor Rowe described early efforts at Valencia College surrounding textbook alternatives. She participated in a task force charged with investigating student perceptions of electronic and print textbooks. The task force designed and deployed a survey of student perceptions and preferences. The task force found that many students cited cost as a factor in their choice of formats and would consider an electronic textbook if it presented a cost-savings. Overall, however, students surveyed expressed an overall preference for print over electronic books.

Regarding current efforts, Professor Rowe was excited about the discourse surrounding textbook affordability initiatives because she believed that it encouraged faculty to be proactive about reducing student textbook costs. Within her own department, faculty have been looking at ways to increase affordability while standardizing the textbooks across campuses. Specifically, her discipline was considering the possibility of selecting one textbook option per

course, college-wide. This, she believed, would make it easier for both students and faculty.

Professor Rowe expressed her belief that faculty can and should be empowered to negotiate with publishers over prices and options. By doing so, according to her, faculty could negotiate better prices and increased options for their selected course textbooks. Furthermore, if faculty achieve consistency college-wide in their selection of a specific textbook option per course, they might gain greater bargaining power when negotiating with publishers over prices.

In selecting textbooks, she viewed content as paramount. Affordability is important; however, the choice cannot necessitate trading content for a lower price tag. Online materials and ancillaries that accompany the textbook are also important. She has sought user-friendly platforms and reliable online support from publishing companies. Although she was aware of open educational resources, she had not employed their use in any of the courses that she taught. Like other participants, she was frustrated by frequent edition revisions. Unlike other participants, Professor Rowe identified one caveat of the oft-lauded custom textbook option. In her experience, custom textbooks, and also bundled textbooks, were often not eligible for textbook buyback or resale. Therefore, students, she said, can only sell custom textbooks back to Valencia bookstores, because the books are indeed custom, and designed around the specific needs of the faculty. Students who have purchased bundles were often unable to sell any of the components back because the bookstore would only sell bundles with

the complete, unused materials included. Because bundles often have software that is not reusable, students cannot participate in buyback and are forced to keep all of the bundle components.

Professor Rowe posited that the bookstore is positioned to play a large role in hindering or furthering efforts to maintain affordable textbook options for students. Presently, she thought that the bookstore hinders efforts by limiting the use of older editions by faculty. She indicated that her bookstore claims to be unable to obtain enough of the used textbook editions necessary for all students needing to purchase books. Furthermore, she thought that financial aid complicates matters because instructors must use the campus bookstores due to the fact that students using financial aid purchase textbooks through the campus bookstores using their aid. Thus, bookstores are positioned to play a large role in supporting affordability efforts. Specifically, she shared her belief that bookstore personnel could aid in initiating negotiations with publishers for better textbook prices and options. Additionally, Professor Rowe suggested that bookstores could help faculty tremendously by proactively seeking options and pricing to present to faculty in order to facilitate the textbook selection decision.

Professor Rowe communicated an enthusiasm regarding affordable textbook options and described her role in negotiating prices and options with publishers. She wished that more faculty realized that negotiation is an option that should be exercised if they hope to obtain the best possible price for their selected text. Professor Rowe also suggested that faculty and students would

benefit from a staff position, such as a coordinator of textbook affordability, whose job it would be to research and disseminate information about textbook costs and options.

### *Professor George*

Professor George was a member of the speech faculty on the main campus of Seminole State College. He was a tenured, full-time faculty member who worked as an adjunct at the same institution prior to securing his full-time position. He taught face-to-face classes and had recently begun teaching hybrid modality courses. I met with Professor George in his office at the main campus. Professor George welcomed me with a broad smile. I sat in his small but inviting, windowless office; his walls were lined with books; and his L-shaped desk was lightly cluttered with student papers, textbooks, and other paperwork. In the distance, I could hear the band practicing in the rehearsal hall, located in the same building. The music students, on their way to and from practice, could occasionally be heard chatting loudly in the hallway. Professor George seemed accustomed to the slight inconvenience and indicated that he enjoyed hearing music throughout the day.

During our conversation, we shared a brief exchange about our spouses, both artists, and their predilection for messy work spaces. He said that his wife called her home office a studio, thus allowing it a “license to be messy” (TR 1, p. 3).

Professor George was easy to talk to and genuinely interested in the topic of textbook affordability. From our discussions, I gleaned that he was driven by concern for his students and their academic and financial struggles. He eagerly shared his experiences surrounding the selection of the newest departmental textbook.

According to Professor George, Seminole State College promotes textbook affordability efforts, encouraging faculty to consider lower cost textbook options, but has not forced any textbook changes on the faculty. The selection of the latest speech textbook was guided by his associate dean, who asked the speech faculty if they were interested in adopting a new textbook. He indicated that faculty were not pressured and emphasized that the administration was very careful “not to threaten academic freedom” (TR 1, p. 6).

Several times during our discussion, Professor George empathized with his students' financial struggles. Occasionally, he reported, he has discovered a student in his class who has not purchased the text because of financial aid complications or other financial troubles. It is his personal belief that textbooks are often priced outrageously and he understands that they are out of reach of many of the institution's students. He said that at community colleges, in particular, we “have to be somewhat sensitive to our demography,” that many students select a community college because they can't afford going to a four-year institution or have other financial obligations, like families to support (TR 1, p. 2).

With respect to textbook selection, Professor George thought that affordability was extremely important, but that quality should not be sacrificed for a lower price tag. He found the search capabilities of electronic textbooks extremely helpful and indicated that he assigns students to online resources such as videos of speeches through the textbook's companion website.

In the course of selecting the latest department textbook, all eight full-time speech faculty convened to discuss their options and meet with publishers. The textbook they chose was less expensive than the previous textbook and had an eBook option that may save students even more money. The new textbook was narrower in scope, a feature Professor George found desirable, and was accompanied by a companion website. Just weeks prior to our interview, Professor George had the opportunity to meet with the authors of the newly selected textbook and was thoroughly impressed. Professor George appeared to be very pleased with the selection which seems to have met all of his wish list criteria while providing a more affordable option for students.

#### *Professor Kent*

Professor Kent was a full-time, non-tenured member of the English faculty at the O Campus of Seminole State College. Professor Kent has taught for other institutions as an adjunct and was looking forward to a future adjunct appointment at Valencia College while continuing his full-time employment at Seminole State College. Professor Kent taught face-to-face sections of



Freshman Composition I and II at Seminole State College and was preparing a hybrid course for his adjunct appointment at Valencia College.

I met with Professor Kent in his office on the second floor of the O Campus of Seminole State College. Professor Kent shared an office space with what appeared to be two or three other faculty who came and went throughout our interview. Though his office space was a cubicle, he had the benefit of a moderate-sized window with a partial view of wooded areas surrounding the campus. Professor Kent sat at a long desk, his packed bookshelf behind him, and discussed his experiences as a full-time, non-tenured member of the English faculty. Several times during our conversation, he gestured toward his bookshelf, occasionally pulling a text off of the shelf to demonstrate a point or to show me something specific. Though his participation within the college governance structure was limited, he generously shared with me his perspectives and experiences.

Professor Kent was familiar with some of the state initiatives related to textbook affordability, including the requirement to adopt and post required textbooks ahead of the term, the advantage of which he believed was that students could better budget their finances. For his own classes, he was given two options. He pulled both options from his shelf to show me. Part-time faculty have been mandated to use a bundle that consists of a handbook and a document-style guide. The document-style guide looked rather substantial, perhaps something that students could reference throughout their educational

careers. The cost of this bundle, he indicated, was between \$80 and \$90. Full-time faculty were able to choose between using the bundle and using a document-style guide along with a second pre-selected textbook. Professor Kent had chosen the latter option.

Professor Kent recently joined the Technology-Enhanced Learning Committee, a college-wide committee. The committee reviews learning technology, trends, and options for the institution. At the first meeting he attended, just two weeks prior to our interview, the committee hosted a presentation by Pearson Education. At this presentation, the Pearson representatives demonstrated one of their latest e-learning products. Although the committee had no plans to specifically recommend adoption, he indicated their role was to gather information that would aid future decisions. In the course of discussing the Pearson software, Professor Kent discussed some of its more desirable features, such as viewing students' online activity, multimedia integration, annotation capabilities (for electronic Textbooks), and electronic textbook search capabilities. One of the big drawbacks, he found, was that the software does not integrate with Seminole State College's Learning Management System, Sakai. This, Professor Kent believed, would be extremely important if the institution were to ever seriously consider adoption of this software.

Although Professor Kent has taught primarily in the face-to-face modality, he was no stranger to incorporating online resources into his courses. He regularly used public domain readings and even referenced open source

websites, such as Shakespeare.org, in class. He opened Shakespeare.org in a browser window on his computer to show me how he uses the website in his course. Professor Kent viewed publisher online companion website resources as less important.

Professor Kent indicated a preference for a textbook that is narrower in scope, and was mindful of maintaining affordability, though he admitted that he did not play a role in the selection of his current options. He expressed interest in participating in future efforts, but understands that his ability to participate may be limited by his temporary employment status.

#### *Professor Vandalay*

Professor Vandalay was a full-time tenured professor of psychology at Seminole State College. Prior to obtaining his full-time position at Seminole State College almost three years ago, Professor Vandalay spent many years employed as an adjunct at multiple institutions, including Valencia College and Seminole State College simultaneously, while also running a part-time practice as a licensed mental health counselor. Professor Vandalay has taught in the hybrid modality but prefers teaching face-to-face.

I met with Professor Vandalay in my office at Valencia College. Professor Vandalay arrived early and appeared very professorial in a corduroy jacket with elbow patches. He greeted me with a warm smile and expressed delight in taking part in this research project. We sat at a small round table where

Professor Vandalay excitedly discussed his experiences and frustration with textbooks and textbook selection. Professor Vandalay spoke earnestly regarding his limited experience with online resources. He admitted that despite his age (late 30s) he was not entirely comfortable or familiar with most electronic and online textbook options. Professor Vandalay also expressed his frustration over the current textbook revision and pricing paradigms.

Professor Vandalay admitted that he was unaware of specific textbook affordability initiatives but was keenly aware of the overall concern over maintaining affordability of higher education. He shared his belief that textbooks often become “the most expensive paperweight” that students have (TR 5, p. 1). He indicated that many of the textbooks he has adopted have a less expensive electronic option; however, for his own purposes, he prefers the hard copy text.

Professor Vandalay’s department consisted of four full-time faculty. Everyone within the department, part-time and full-time, has used the same textbook for all sections of a given course. In his view, this makes it easier for students and for faculty. The full-time faculty most often have convened to review textbook options when prompted by the release of a new edition of the text they presently use. During the review process, the faculty consider several options in terms of their value affordability, robust online companion website tools, quality media, and publisher support. Professor Vandalay specifically noted that he often uses publisher-produced videos in some of his face-to-face classes. To him, the textbook is less important. His philosophy was that the

textbook is merely a supplement, and that it is up to “whoever is teaching the course to bring it to life” (TR 5, p. 7).

Regarding textbook purchases, Professor Vandalay said that students often purchase their books from sources other than the campus bookstore, e.g., websites like half.com and amazon.com. Others, he fears, refuse to buy the textbook altogether. He has allowed students to use older editions of his textbook but expressed some reservations about the currency of the material.

In general, Professor Vandalay reported that future affordability efforts might be best received by faculty if they were streamlined so as to communicate a consistent philosophy and set of goals. It was his belief that such efforts were often complicated by institutional politics and that some faculty get hung up on getting their way. The clash of preferences, according to him, can stall important work. Despite the potential for conflicting interests, he thought that skyrocketing prices should prompt his fellow colleagues to get involved in moving this issue forward.

#### *Professor Kress*

Professor Kress was a full-time tenured member of the English department at the S Campus, one of three campuses that comprise Lake-Sumter State College. Professor Kress has also served as Chair of the English Department. Professor Kress spoke eagerly about her experiences with textbook alternatives and affordability initiatives.

Professor Kress and I conducted her interview over Skype as we sat in our respective offices. Professor Kress sat in front of a mostly blank wall, facing her computer's webcam, as she detailed her experiences and beliefs regarding textbook affordability and obstacles she has encountered at her institution. After I asked each of my questions, she would pause briefly as she crafted her response in her head. She appeared to hold back slightly on some of her responses, suggesting that she may have encountered resistance within her department, and perhaps at the college-level, with regard to some of her ideas regarding textbook selection and affordability.

According to Professor Kress, Lake-Sumter State College's Distance Learning Department has led the push towards awareness of the need for affordable textbooks. Prior to this push, according to her, faculty were unaware of student textbook costs. Overall, she believed that initiatives lead to positive results; however, related school policy can stifle flexibility to choose materials. Within her department, all faculty who teach sections of a given course have been required to use the same textbook. This, she lamented, prevents an instructor from choosing a lower cost alternative to the selected textbook. The advantage to this policy is that students who retake a class, or switch sections before the start of a term, will not need to exchange their textbooks. Despite the obvious advantage for repeat students, she seemed disappointed at the restrictive nature of this textbook policy.

Despite this requirement, Professor Kress had the opportunity to develop her own textbook for her American Literature course. Because she was one of only three instructors who teach the course, gaining a consensus on materials was easier. In place of a traditional textbook, she worked with the eLearning Director to assemble electronic resources and readings that served as the course's primary text. Most of the readings, she indicated, were in the public domain. Although the process was time consuming, she was pleased with the results. She intimated that a similar endeavor would be much more difficult for a class like Composition I, with 10 full-time faculty who regularly teach the course and would necessarily be participants in the material selection process.

Within Professor Kress's department, textbook selection reviews have often been prompted by edition revisions. Although content was the primary concern, cost was also a factor, and sometimes concerns over cost have trumped satisfaction with content in the decision. She cited a recent decision to adopt a certain handbook due to its lower cost. She also shared that faculty, having implemented the new handbook in their courses, were finding that they were not as satisfied with it as they were with the previous one. In addition to price and content, she and her colleagues also considered whether a textbook was accompanied by features such as rental options, electronic versions, and web-based resources.

She expressed significant frustration over her own institution's bookstore. She mentioned scenarios in the past where she has attempted to allow students

to use an older edition of a textbook, only to be rebuffed by the bookstore. The bookstore representatives, unable to stock enough used copies of the edition she selected, suggested that she must move to the new edition, emphasizing that students with financial aid must purchase their textbooks through the institution's bookstore and thus her selection must be compatible with the bookstore's inventory.

Professor Kress suggested affordability may be furthered if the requirement to adopt the same textbook across a given course were removed. She indicated that she has been vocal about her dissatisfaction with this policy. She expressed the belief that some faculty would be inspired to further their efforts to implement a more affordable textbook option. Although she found that creating an electronic textbook for her American Literature course was a time consuming venture, in her opinion, it is a viable option for other courses that she teaches.

#### *Professor Fishman*

Professor Fishman was a member of the science faculty at the L Campus of Lake-Sumter State College. Professor Fishman taught biology courses in hybrid and online modalities. He was a member of a subcommittee that was charged with working on issues surrounding textbook affordability.

Professor Fishman's interview was conducted via Skype. Professor Fishman sat in front of a blue wall in what appeared to be his office. Although his



face appeared rather serious, he took a relaxed position, leaning back in his desk chair throughout most of the interview, Occasionally, he leaned back so far that the camera only caught the top half of his face. He answered the questions thoughtfully and succinctly. His responses were direct, and I suspected that he was not prone to tangents or wandering conversations. Occasionally, he motioned with his hands to emphasize a point.

Professor Fishman clearly communicated his dissatisfaction with Lake-Sumter State College's bookstore which charges \$200 for a textbook he uses while, he said, Amazon sells it for half that price. He emphatically asserted that students would save money if the textbook market was a more competitive open marketplace. Despite his desire to lower costs for his students, he was apprehensive about exploring alternatives as he fears that quality control and rigor may become greater issues.

Some of his students, he said, have found ways around hefty textbook price tags. He has found some of them using a paperback version of the selected text, while others have obtained copies from the library. He reported that some of his students have been able to purchase electronic copies of chapters in the textbook through websites like Inkling.com.

Frequent edition revisions, according to Professor Fishman, have inspired him to review his textbook options and have occasionally prompted a switch of selected textbooks. He noted that content, quality, and rigor were extremely important and that he has searched for robust electronic resources. He

appreciates the fact that, within his department, he has not been forced into a specific selection, though he acknowledged that is not the case in other departments, such as the English Department.

Overall, Professor Fishman expressed openness to the idea of exploring cost-lowering alternatives; however, he emphasized the importance of not sacrificing quality and rigor. He shared his belief that textbook affordability initiatives help to bring the issue of rising textbook costs to the forefront of his colleagues' minds, and that affordability is an important consideration in textbook selection.

#### *Professor Gorcey*

Professor Gorcey was a full-time professor in the Health Information Technology Program at the L campus of Lake-Sumter State College. She spoke enthusiastically about textbook affordability initiatives and was well informed of new and ongoing drives to lower textbook costs at her institution.

Professor Gorcey and I conducted her interview over Skype. Professor Gorcey appeared to be sitting in her campus office. She and I enjoyed a few minutes of conversation before launching into the interview protocol. Professor Gorcey seemed easy going, knowledgeable about departmental textbook issues, and very excited to be discussing textbook affordability. Professor Gorcey used her smart phone to conduct her Skype interview. Consequently, I often had a view of her ear as she placed her speaker closer in order to hear my questions

better. When she answered, she pulled the phone away from her ear and aimed her camera toward her face. I also noticed that she often motioned with her free hand, gesturing to emphasize her point.

Professor Gorcey was the first and only interview participant to mention awareness of federal efforts to lower textbook costs. Specifically, she cited legislation introduced in 2013 called the Affordable College Textbook Act. In terms of course textbook state initiatives, she was aware of the specific requirement to post textbook selections 45 days prior the start of a term. At her institution, she was aware of a subcommittee of the Teaching and Learning Committee that has been charged with raising faculty awareness of affordable textbook options and resources. Additionally, she indicated that the college's eLearning director encourages and assists affordability efforts.

Professor Gorcey was familiar with a range of cost-lowering alternatives to traditional textbooks, having explored many for possible implementation in her courses. She has found that while some options, such as custom textbooks and stripped-down textbooks, may generate cost savings, others, such as electronic textbooks, may be as expensive as the hard copy textbook itself. Her department was fortunate to have a grant that allowed them to purchase textbooks in order to keep the institution's library current; thus, students have had access to reserved copies via the library, if needed. Professor Gorcey has explored the implementation of open educational resources in her courses. However, materials that are available through her professional organization are

limited to activities. Ideally, she would prefer to have access to an open source textbook that is current. One issue with open resources, she has found, is that the materials are often not kept current, and it is too time consuming to update these for use in her courses.

Professor Gorcey's ability to implement some cost-lowering strategies, such as allowing the use of older editions of a text, has been limited by the nature of her field. Some of her textbooks have been revised each year with hundreds of changes. This is particularly true for her medical coding courses. For certain courses, she has been able to use older editions. She expressed frustration, however, over the fact that she has often been told by the bookstore that it cannot stock enough copies of the used edition in order to keep that edition as the course selection. In addition, Professor Gorcey shared her opinion that financial aid policies sometimes hinder textbook affordability efforts. Students using financial aid, she said, believe that they must purchase their textbooks through the bookstore. According to Professor Gorcey, this is not necessarily true; students may purchase their textbooks elsewhere, but must advance the money and wait for financial aid reimbursement.

Professor Gorcey happily reported that her college administrators have been very supportive of faculty efforts to seek out affordable alternatives for students. She also reported that administrators occasionally contact faculty to share information and strategies. In addition, faculty often informally discuss

strategies and alternatives, and, according to Professor Gorcey, are generally frustrated with rising textbook costs.

### Summary

This chapter began with an overview of the data collection process. The interview contact and invitation process were also discussed. In addition, the pre-interview disclosures and consent verification were described. Each of the interview participants was described, individually, within the context of their interview responses.

## CHAPTER 5 RESEARCH RESULTS: MAJOR AND MINOR THEMES AND INTERPRETATION

### Introduction

This chapter presents the findings of the study. Data used to triangulate the research are described, and the thematic analysis process is detailed. Major and minor themes generated by the thematic analysis are thoroughly explored. The research questions that guided the design of the study are reviewed in light of the results of the research findings along with the data used to triangulate the findings. Finally, the conceptual framework described at the beginning of the study is revisited and reviewed in light of the data collected.

### Data Triangulation

Observational field notes were made in order to inform the depth and context of the interview responses. Specific observations that provided further relevant context to interview responses have been incorporated into the descriptions and interpretations of the participant interview data presented in Chapter 4.

Additionally, survey data gathered from a related survey of faculty experiences with textbook affordability initiatives and textbook alternatives were used to aid the researcher in interpreting the results of the interview data. The aggregate results of the survey appear in Appendix M. The survey data are

summarized in the following section and provide a context for the thematic findings.

### *Survey Background*

In fall 2013, the researcher, as part of professional development-based project at a Florida-based community college, surveyed faculty at three Florida-based community colleges regarding their experiences with textbook cost-lowering initiatives and textbook alternatives. The three institutions each administered the survey in three-week periods during the mid- to late fall semester.

The aggregate survey results are discussed in this section. The institutions selected for the survey were the same institutions from which the interview participants were chosen for this study.

### Survey Sampling

For each institution surveyed, invitation emails were distributed only to full-time faculty. Valencia College was the first institution to administer the survey, administering it from October 11 to November 1, and yielding 108 respondents of approximately 486 full-time faculty (Valencia College, 2013). Lake-Sumter State College was the second institution to administer the survey, administering it from November 1 to November 22, and yielding 29 respondents of approximately 78 full-time faculty (Lake-Sumter State College, 2013). Seminole State College was

the third institution to administer the survey, administering it from November 12 to December 2, and yielding nine respondents of approximately 238 full-time faculty (Seminole State College, 2013).

The response rates for Valencia College and Lake-Sumter State College were approximately 22% and 37%, respectively. The response rate for Seminole State College was approximately 4%, significantly lower than the response rates for Valencia College and Lake-Sumter State College. The lower response rate was likely due to lack of survey invitation follow-up. At Valencia College and Lake-Sumter State College, three email invitations were sent during the survey period. The first email, which was distributed upon the opening of the survey period, contained the initial invitation. A second email, sent approximately mid-way through the survey period, served as a reminder to complete the survey by the close date. A third email, sent two days before the close of the survey, served as a final reminder to complete the survey. At Valencia College, the researcher's home institution, I was personally responsible for all survey communication. At Lake-Sumter State College, I worked closely with the Executive Director for Planning and Institutional Effectiveness, Dr. Lisle, on survey communications; Dr. Lisle distributed the survey on the dates requested by me in accordance with the established email communication schedule. At Seminole State College, I was unable to confirm that follow-up emails were sent in accordance with my request. Based on the low response rate and fact that the survey administration dates were clustered immediately after the initial invitation



was distributed, it is likely that the initial communication was the only communication distributed at that institution.

### Respondent Characteristics

Almost half of faculty respondents reported their employment status to be tenured full-time. Of the remaining faculty, 29% were tenure-track full-time and 22% reported non-tenured full-time. In terms of years teaching in higher education, only 1% reported one year or less of teaching experience, 15% reported 2-5 years, 30% reported 6-10 years, 27% reported 11-20 years, and 26% reported 21 more years.

Primary teaching disciplines varied greatly, however 21% of respondents identified disciplines in the area of Communications, such as English, reading, and speech. Approximately 18% of survey respondents reported their primary teaching discipline as mathematics. Additionally, 10% identified allied health and another 10% identified humanities. Other disciplines identified include adult education, architecture, arts and entertainment, business administration, computer science and/or engineering, criminal justice and/or public safety, education, life sciences, physical sciences, social sciences, and vocational/work force education.

## *Survey Findings*

### Awareness of Textbook Cost-Lowering Initiatives

In terms of general awareness of textbook cost lowering initiatives, an overwhelming majority of faculty reported being somewhat informed or aware (49%) or fully informed or aware (47%) about escalating textbook costs; however, 47% reported being unaware of federal efforts addressing textbook affordability. Only 17% of faculty reported being fully informed or aware of federal efforts addressing textbook affordability.

With respect to awareness of state-level legislative efforts addressing textbook affordability, 38% reported being unaware, 34% claimed to be somewhat informed or aware, and 24% claimed to be fully informed or aware. In terms of the specific state legislation, Fla. Stat. § 1004.085, only 19% of faculty claimed to be fully aware, and over half (56%) claimed to be unaware. Similarly, almost half of faculty surveyed (46%) claimed to be unaware of rules governing textbook adoption within the Florida College System, and only 22% claimed to be fully informed or aware. Approximately 60% of faculty reported being unaware of the work of the statewide Textbook Affordability Work Group established by the Florida Department of Education. Conversely, when polled about institutional efforts to lower textbook costs, 86% of faculty reported awareness of efforts at their institutions to maintain the affordability of textbooks for their students. The

results of the questions addressing general awareness of textbook prices and cost-lowering initiatives are detailed in Table 8.

Table 8

*Level of Awareness of Textbook Prices and Cost-Lowering Initiatives*

| Faculty Level of Awareness of:  | Fully Informed or Aware | Somewhat Informed or Aware | Don't Know or Unaware |
|---|-------------------------|----------------------------|-----------------------|
| Escalating Textbook Prices<br>(N = 146)   | 69 (47%)                | 72 (49%)                   | 5 (3%)                |
| Federal Efforts Addressing Textbook Affordability<br>(N = 144)                            | 24 (17%)                | 52 (36%)                   | 68 (47%)              |
| State-level Legislative Efforts<br>(N = 143)  | 35 (24%)                | 53 (37%)                   | 55 (38%)              |
| Florida Statute 1004.085<br>(N = 144)   | 27 (19%)                | 36 (25%)                   | 81 (56%)              |
| Rules Governing Textbook Adoption within Florida College System Institutions<br>(N = 145) | 32 (22%)                | 47 (32%)                   | 66 (46%)              |
| Work of the Textbook Affordability Work Group<br>(N = 144)                                | 19 (13%)                | 39 (27%)                   | 86 (60%)              |

When asked whether they wished to know more about these issues, approximately 60% of faculty responded “yes,” affirming their interest in knowing more about federal efforts to address textbook affordability (62%); state-level legislative efforts addressing textbook affordability (63%); Florida Statute 1004.085 (66%); textbook adoption rules for Florida College System institutions

(59%); and the work of the Textbook Affordability Work Group (61%). The results are detailed in Table 9.

Table 9

*Desire to Know More About Textbook Prices and Cost-Lowering Initiatives*

| Desire to Know More About:   | Yes      | No       | Unsure or Undecided |
|--|----------|----------|---------------------|
| Escalating Textbook Prices<br>(N = 86)   | 43 (50%) | 27 (31%) | 16 (19%)            |
| Federal Efforts Addressing Textbook Affordability<br>(N = 89)                            | 55 (62%) | 20 (22%) | 14 (16%)            |
| State-level Legislative Efforts<br>(N = 88)  | 55 (63%) | 21 (24%) | 12 (14%)            |
| Florida Statute 1004.085<br>(N = 89)   | 58 (65%) | 19 (21%) | 12 (13%)            |
| Rules Governing Textbook Adoption within Florida College System Institutions<br>(N = 83) | 49 (59%) | 21 (25%) | 13 (16%)            |
| Work of the Textbook Affordability Work Group<br>(N = 88)                                | 54 (61%) | 22 (25%) | 12 (14%)            |

Almost all faculty (97%) reported that they were aware of the cost of their course textbooks. Among those who answered “yes,” 10% reported that their textbooks (and other required course materials) cost less than \$50, 45% reported costs between \$51 and \$100, 28% reported costs between \$101 and \$150, and 16% reported that their books and other required materials cost more than \$151.

Over 80% of faculty reported that textbook prices affected their choice of textbooks.

### Familiarity with Textbook Alternatives

Faculty respondents were polled on their familiarity with textbook cost-lowering alternatives. The results are presented in Table 10. A large majority of faculty (94%) reported that they were familiar with electronic or digital textbooks, and almost 90% of faculty claimed to have explored the use of such alternatives in their courses. Approximately two-thirds of faculty reported their familiarity with custom textbook editions, and 57% reported exploring the use of custom textbooks in their courses. Just over half of faculty reported that they were familiar with open textbooks and stripped down textbooks. Only 36% reported actually exploring the use of open textbooks in their courses, but 50% reported exploring the use of stripped-down textbooks in their courses. Print-on-demand textbooks were least familiar to faculty, with close to one-third of faculty reporting familiarity with this alternative and less than 20% reporting that they had explored the use of such an alternative in their courses.

Table 10

*Familiarity with Textbook Cost-Lowering Alternatives*

| Cost-Lowering Alternatives      | Familiarity<br>(N = 135) |
|---------------------------------|--------------------------|
| Electronic or Digital Textbooks | 127 (94%)                |
| Open Textbooks                  | 74 (55%)                 |
| Custom Textbook Editions        | 91 (67%)                 |
| “Stripped-Down” Textbooks       | 80 (59%)                 |
| Print-on-Demand Textbooks       | 43 (32%)                 |

Textbook Selection Perceptions and Behaviors

When asked to rate factors considered when choosing textbooks, faculty rated content as most important, with 97% of respondents rating this factor as important or very important. Price was the second most important factor, with 86% of respondents rating price as important or very important. Faculty rated availability of lower cost versions of the text as a very close third (85% of respondents rating this as important to very important). Approximately 77% of respondents rated availability in alternative formats as important to very important. Slightly less important to faculty was year of publication, which 60% of faculty rated as important to very important, and 30% rated as neither important nor unimportant. These results are described in Table 11.

Table 11

*Importance of Factors in Textbook Selection*

| Factor   | Very Unimportant | Unimportant | Neither Important nor Unimportant | Important | Very Important |
|--|------------------|-------------|-----------------------------------|-----------|----------------|
| Content<br>(N = 135)   | 1 (<1%)          | 0 (0%)      | 2 (1%)                            | 10 (7%)   | 122 (90%)      |
| Price<br>(N = 135)   | 0 (0%)           | 2 (1%)      | 17 (13%)                          | 62 (46%)  | 54 (40%)       |
| Year of Publication<br>(N = 135)                             | 2 (1%)           | 12 (9%)     | 40 (30%)                          | 57 (42%)  | 24 (18%)       |
| Availability Online<br>(N = 135)                             | 3 (2%)           | 4 (3%)      | 39 (29%)                          | 56 (41%)  | 33 (24%)       |
| Availability in Alternative Formats<br>(N = 136)             | 1 (<1%)          | 3 (2%)      | 28 (21%)                          | 57 (42%)  | 47 (35%)       |
| Availability of Lower Cost Versions of the Text<br>(N = 136) | 0 (0%)           | 1 (<1%)     | 19 (14%)                          | 61 (45%)  | 55 (40%)       |

Respondents were also given the opportunity to list any additional factors they considered important when choosing a textbook. A total of 50 faculty provided feedback on this question. Faculty mentioned factors such as instructor resources and supplements (9 respondents), online homework activities (7 respondents), currency (5 respondents), and organization of the text (5 respondents). Several faculty mentioned cost-related factors. One faculty member considered finding a book including online component for less than \$100 to be important. Another faculty member noted that difficulty of acquiring the textbook with financial aid was a consideration. Other factors faculty considered

important included accessibility, universal design, non-biased and inclusive content, acknowledgement by the academic community, relevant real-world problems and situations, and academic freedom.

When asked about the impact of textbook cost lowering initiatives on their choice of textbooks, faculty were most likely to be influenced by students and fellow colleagues, and least likely to be influenced by state-driven efforts. Faculty were split on the likelihood of state-driven efforts to influence their choices. Approximately 34% of faculty were undecided on whether state-driven efforts were likely to influence their textbook choices, but 27% of faculty found it very unlikely or unlikely, and 39% found it likely or very likely. Faculty were more confident about the likelihood of institutionally-driven efforts to impact their choice of materials; approximately 61% of faculty responded likely or very likely, 19% were undecided, and 20% responded unlikely or very unlikely. A total of 70% of faculty believed that the opinions of their colleagues were likely or very likely to influence their choice of materials. Among the most significant factors listed was student concern over cost. Almost 80% of faculty reported that their choice of textbooks was likely or very likely to be influenced by student concerns over cost. Table 12 illustrates the likelihood of the various factors discussed to impact textbook selection choices.



Table 12

*Likelihood of Factors to Impact Textbook Selection Choices*

| Factor  | Very Unlikely | Unlikely | Undecided | Likely   | Very Likely |
|---|---------------|----------|-----------|----------|-------------|
| State-Driven Textbook Affordability Efforts (N = 137)           | 14 (10%)      | 23 (17%) | 46 (34%)  | 36 (26%) | 18 (13%)    |
| Institutionally-Driven Textbook Affordability Efforts (N = 139) | 8 (6%)        | 19 (14%) | 27 (19%)  | 51 (37%) | 34 (24%)    |
| Professional Association-Driven Efforts (N = 139)               | 22 (16%)      | 28 (20%) | 38 (27%)  | 38 (27%) | 13 (9%)     |
| Colleague Opinions Regarding Textbook Affordability (N = 139)   | 8 (6%)        | 12 (9%)  | 12 (17%)  | 73 (53%) | 23 (17%)    |
| Student Concerns Over Cost (N = 139)                            | 4 (3%)        | 11 (8%)  | 17 (12%)  | 54 (40%) | 53 (38%)    |

Faculty respondents were also asked to rate their perceived ability to comply with state- and institutionally-driven textbook affordability mandates. These results are detailed in Table 13. Regarding state-driven efforts, 50% of faculty were neutral regarding their perceived ability to comply; 36% responded easy or very easy; and 14% responded very difficult or difficult. Faculty were slightly more confident about their ability to comply with institutionally-driven efforts. Approximately 41% of faculty responded that they perceived that it would

be easy or very easy to comply with institutionally-driven efforts; 45% of faculty were neutral, and only 13% responded difficult or very difficult.

Table 13

*Perceived Ability to Comply with State- and Institutionally-Driven Textbook Affordability Mandates*

| Factor   | Low Control | Somewhat Low Control | Neutral  | Somewhat High Control | High Control |
|--|-------------|----------------------|----------|-----------------------|--------------|
| State-Driven Textbook Affordability Mandates (N = 134)           | 21 (16%)    | 13 (10%)             | 73 (54%) | 21 (16%)              | 6 (4%)       |
| Institutionally-Driven Textbook Affordability Mandates (N = 134) | 21 (16%)    | 14 (10%)             | 65 (49%) | 26 (19%)              | 8 (6%)       |

Faculty were surveyed on the likelihood of various sources of influence on their decisions to adopt textbook alternatives. According to the survey, the strongest influence came from colleagues' experiences and opinions, with 74% of faculty reporting that students were likely or very likely to influence their choice in the adoption of an alternative to a traditional textbook. Students' opinions and experiences were found to be just slightly less influential, with 66% of faculty reporting that students were likely or very likely to influence their decision to adopt a textbook alternative. A total of 57% of faculty believed that institutionally-driven efforts were likely to influence their decision to adopt a textbook alternative. With respect to state-driven efforts, faculty respondents were split.

Approximately 33% of faculty felt that state-driven efforts were likely to influence this decision. Conversely, almost the same percentage (32%) of faculty felt that state-driven efforts were unlikely to influence the decision to adopt a textbook alternative. These results are displayed in Table 14.

Table 14

*Likelihood of Factors to Influence Decision to Adopt a Textbook Alternative*

| Factor  | Very Unlikely | Unlikely | Undecided | Likely   | Very Likely |
|---|---------------|----------|-----------|----------|-------------|
| State-Driven Efforts<br>(N = 137)                 | 13 (9%)       | 31 (23%) | 47 (34%)  | 32 (23%) | 14 (10%)    |
| Institutionally-Driven Efforts<br>(N = 137)       | 9 (7%)        | 19 (14%) | 31 (23%)  | 49 (36%) | 29 (21%)    |
| Professional Association Initiatives<br>(N = 137) | 14 (10%)      | 33 (24%) | 45 (33%)  | 36 (26%) | 9 (7%)      |
| Colleague Opinions and Experiences<br>(N = 136)   | 3 (2%)        | 9 (7%)   | 24 (18%)  | 76 (56%) | 24 (18%)    |
| Student Opinions and Experiences<br>(N = 135)     | 3 (2%)        | 12 (9%)  | 30 (22%)  | 56 (41%) | 34 (25%)    |

When asked to rate their perceived ability to implement textbook alternatives in their courses, faculty indicated they were most comfortable with electronic textbooks and custom textbooks, with 70% and 67% (respectively) rating their ability to implement as easy or very easy. Faculty were only slightly

less comfortable with stripped-down and open textbooks. Faculty were most unsure about print-on-demand textbooks; over half of respondents were neutral with respect to their perceived ability to implement that alternative in their course. The results are detailed in Table 15.

Table 15

*Perceived Ability to Implement Textbook Alternatives in Courses*

| Textbook Alternative                         | Very Difficult | Difficult | Neutral  | Easy     | Very Easy |
|--|----------------|-----------|----------|----------|-----------|
| Electronic or digital textbooks<br>(N = 136) | 5 (4%)         | 13 (10%)  | 23 (17%) | 39 (29%) | 56 (41%)  |
| Open textbooks<br>(N = 135)                  | 16 (12%)       | 18 (13%)  | 38 (28%) | 29 (21%) | 34 (25%)  |
| Custom textbook editions<br>(N = 136)        | 3 (2%)         | 13 (10%)  | 29 (21%) | 44 (32%) | 47 (35%)  |
| “Stripped-down” textbooks<br>(N = 134)       | 8 (6%)         | 9 (7%)    | 39 (30%) | 40 (30%) | 38 (28%)  |
| Print-on-demand textbooks<br>(N = 133)       | 9 (7%)         | 9 (7%)    | 70 (53%) | 24 (18%) | 21 (16%)  |

Thematic Analysis

Interview recordings were transcribed by a professional transcriptionist. Interview transcripts were reviewed against the audio recordings for accuracy prior to being transmitted to the participants for review. Interviewees received a copy of the interview transcript from their specific session and were given the opportunity to review and confirm the accuracy of the data. In response to this request, I received a few corrections related to specific wording that was

misinterpreted or misheard during the transcription process. No changes were requested that altered the meaning or intent of the interview responses.

Following the six-step thematic analysis process described by Braun and Clarke (2006), I first carefully reviewed each of the interview transcripts, recording ideas and initial observations. In order to quickly distinguish one transcript from another, I chose a different color pen for each participant's transcript. I used the pen to underline, circle, and annotate in the margins of the transcripts. I used the same color for each participant throughout the thematic analysis process.

Next, I generated initial codes by reviewing the data and identifying elements and patterns of interest. The patterns and elements of interest were then plotted on a large thematic map. My thematic map was plotted on an oversized sheet (approximately 36 inches wide by 24 inches long) of artist's newsprint paper. As previously mentioned, each element recorded on the thematic map was color coded to the appropriate participant responsible for that element of data. In order to better organize the data, as patterns emerged, I wrote related key words in bold, black print on the map around which I plotted related elements. A photograph of the thematic map can be found in Appendix N.

As a result of this effort, multiple themes emerged. As the themes emerged from the map, I lightly (in pencil) traced around the elements included in the themes in order to visually group them and facilitate the analysis. Themes

were then reanalyzed within the context of their elements. Major and minor themes emerged from this analysis of the data.

### Major Themes

After reviewing, revising, reanalyzing, and reorganizing elements of data, five major themes emerged. Major themes were ideas or phenomena discussed by at least two-thirds of the interview participants and often more than once. The major themes which emerged were as follows:

- Campus administrators support, but do not mandate, efforts.
- Frequent edition revisions frustrate faculty.
- Departmental approaches to textbook selection vary.
- Content, then affordability, drive selection choices.
- Faculty have mixed feelings about textbook alternatives.

Each of the themes is discussed in this section. There is no significance to the order in which they have been listed and described.

#### *Major Theme 1*

*Campus administrators support, but do not mandate, efforts.*

Support for affordability initiatives came from a variety of sources, but especially from campus administrators. Faculty participants reported that they were encouraged, but not required, to explore options that might lower student textbook costs. At Valencia College and Lake-Sumter State College, faculty

governing bodies have taken up the issue, forming committees to examine the issue of textbook affordability.

At Valencia College, the issue of textbook affordability was promoted by the college president, campus presidents, deans, and faculty council. Professor Smith recounted hearing her college president appeal to the faculty, asking them to “Consider, in light of all the tuition increases, offsetting that tuition increase by considering textbook alternative usage” (TR 7, p. 1). Support for initiatives seemed to permeate all levels of college governance. According to Professor Rowe, “Our campus president is instituting these conversations across discipline areas” (TR 8, p. 9). Within the disciplines, Professor Rowe stated, “It’s our deans that are leading the way” (TR 8, p. 4). Professor Smith also believed she was supported by her dean, stating that her dean “has passed on information about textbook affordability” and has “responded positively” regarding Professor Smith’s efforts create an electronic textbook (TR 7, p. 9). Professor Hollister also recalled encouragement from administrators and the faculty council, stating that “The faculty council has a subteam that has been working on textbook affordability and textbook issues” (TR 4, p. 3). She also suggested that faculty council involvement also helps to ensure that academic freedom is protected.

Efforts at Seminole State College were promoted by associate deans and department chairs. Professor George reported that the recent adoption of a less expensive speech textbook originated with an open invitation from the associate dean to consider selecting a less expensive textbook. Professor Vandalay

indicated that textbook affordability was promoted by his assistant dean and department chair, but that both were careful not to impinge on academic freedom. Professor George agreed with this sentiment, stating that “having at least a modicum of academic freedom” is something that he believed helped faculty move forward with efforts (TR 1, p. 9). Professor Kent was less aware of the specific sources or individuals driving the efforts at Seminole State College but was aware of efforts to lower textbook costs through his membership on the Technology-Enhanced Learning Committee.

At Lake-Sumter State College, the Distance Learning Department and eLearning Director have led efforts to raise awareness of rising textbook costs and alternatives to expensive textbooks. According to Professor Kress, encouragement was widespread, coming from the administration, Textbook Affordability Subcommittee, Distance Learning Department, and the bookstore. Professor Gorcey indicated that the push was strongest from the college’s e-Learning Director, “a real proponent of any kind of savings that we can generate,” sharing tools and options with faculty in an effort to “help faculty select more reasonable textbooks” (TR 3, p. 1). Professor Fishman was a member of the Textbook Affordability Subcommittee, which, he said, was working to bring the issue of textbook affordability to all faculty, so that it is something they consider when they do engage in textbook selection.



## *Major Theme 2*

### *Frequent edition revisions frustrate faculty.*

Seven of the nine interview participants expressed their frustration over frequent edition revisions. Several discussed the often unnecessary revisions and arbitrary additions and deletions. In some cases, frequent revisions inspired faculty to seek out new alternatives.

Professor Vandalay was particularly disgusted with frequent edition revisions, which he believed lead to cost increases. Aside from a few differences between editions, he thought that frequent revisions were unnecessary, and exclaimed “It drives me nuts!” Professor Smith also expressed frustration over the updates, which she said were “not crucial. . . not significant” while shaking her head. Professor Gorcey expressed similar distress. “I get furious when they make edition changes,” she said. She continued, “. . . nine times out of ten, you can put on one page what the new changes are.” Professor Fishman also found revisions unnecessary and indicated that frequent revisions impacted his adoption decisions.

Professor Gorcey raised another issue surrounding frequent edition revisions. She said that publishers often refused to support student resources that accompany older editions, thereby forcing the edition change upon the faculty. Her irritation was further compounded by the fact that the last few updates to her textbook were “really minimal” (TR 3, p. 6)

Frequent edition revisions prompted Professor Hollister to change textbooks. He called the revisions “arbitrary at best” and said that often, the publishers have removed readings that he favored, which disappoints him (TR 4, p. 6). In addition, he thought that the text “is expensive for no good reason” and suggested that he may abandon requiring a textbook altogether, replacing it with public domain materials and readings that he and his students can access online for free (TR 4, p. 6).

### *Major Theme 3*

*Departmental approaches to textbook selection vary.*

Approaches to textbook selection varied widely between the colleges. Based on the interview data, three different paradigms emerged: textbook selections as a personal choice made by an individual faculty member; textbook selections as discipline-based decisions among faculty at a single campus; and textbook selections as college-wide, discipline-based decisions.

At Seminole State College, each of the three participants taught in different disciplines, English, psychology, and speech, yet their accounts of textbook selection procedures painted a consistent picture. They described a scenario wherein faculty within a discipline work together, across campuses, to select one or two textbooks per course offered. Professor George described the collaboration between the eight full-time speech faculty that spanned three campuses to achieve consensus on a single textbook selection for the

introductory speech courses. Professor Vandalay indicated that the four full-time psychology faculty have selected one textbook option per course. Professor Kent described a similar scenario, wherein English faculty achieved consensus on the selection of two options, one mandated for use by part-time faculty, the other choice an option for full-time faculty who chose not to use the text mandated for part-time faculty use.

By contrast, Valencia College's participants described a campus-based approach to textbook selection procedures. However, all three indicated that their selection procedure may change in the near future as they may be asked to collaborate with discipline faculty on a larger campus. This was a cause for concern for Professors Hollister and Smith. Professor Hollister believed that the voices of the three full-time faculty within his small English department on the W Campus may soon be "rolled under the much larger weight" of the many voices at a larger sister campus (TR 4, p. 7). Professor Rowe, who works at one of the largest of Valencia College's campuses, described a scenario wherein the department faculty at her campus collaborated on their selection choices. She believed that expanding the selection process to be a college-wide discipline-based decision would help to increase the college's buying and bargaining power in negotiating with publishers over textbook prices.

The faculty at Lake-Sumter State College described a variety of textbook selection scenarios. Professor Fishman indicated that his textbook selections were his own decisions, whereas Professor Gorcey implied that decisions were

strongly influenced by her field, Health Information Technology, and the professional organizations associated with her field. Professor Kress expressed frustration over the fact that her department selected one textbook per course to be used by all faculty, full- and part-time. Aside from the frustration that she experienced over dissatisfaction with the selected texts, she believed that such policies hinder, rather than help, textbook affordability efforts. Professor Kress suggested that allowing faculty greater flexibility in their textbook selection choices would lead to increased affordability as, according to her, many faculty would “push for a more affordable book or e-book” (TR 9, p. 8). Professor Fishman, reflecting on the paradigm that exists within the English department, said he disagreed with it but thinks that within his field, sciences, it would not be much of an issue.

Selection paradigms varied widely; however, regardless of the paradigm, faculty agreed that maintaining affordability was a very important goal. Though Professor Rowe suggested that college-wide consistency may lead to increased opportunities for increasing affordability, Professor Kress suggested that the opposite was true. For faculty who rejected the selected text, such as Professor Smith and Professor Hollister, increased affordability was a by-product of their choice to opt-out.

#### *Major Theme 4*

*Content, then affordability, drive selection choices.*

Content was the chief concern of faculty when faced with selecting a new textbook, though price was a close second. According to the “Survey of Faculty Experiences with Textbook Affordability Initiatives,” nearly 90% of faculty rated price as an important or very important factor to consider when selecting a text.

Professor Smith said that she looks at content first, then cost:

I want relevant readings that fit the course curriculum, first of all. That has to come first. Second, I do look at cost and if a textbook costs \$150 or more, I look at it as a very expensive textbook. So if there is something that is more affordable, I will look into that. (TR 7, p. 10)

High textbook costs led Professor Smith to create her own electronic textbook for one of the humanities courses that she teaches. This has allowed her to ensure that she is using relevant high quality readings while maintaining affordability.

Professor Fishman cited price and content as his top considerations; he indicated that he looks for interactive textbook features because he teaches hybrid and online courses. It was his opinion that textbook selections must strike a balance between affordability, accuracy, and rigor.

Professor Vandalay observed that affordability was a huge consideration in the textbook selection process. He was satisfied with the current quality of his department’s textbook selections and thought that decisions about textbooks should be framed around maintaining consistency in quality while achieving the best price point for students.

Professor George also ranked cost and content as most important factors impacting his textbook selection choices. He viewed cost and quality of content as tandem goals, with quality remaining primary in importance. Professor George reasoned “the cheaper we can make the thing and maintain the quality, the better” (TR 1, p. 7).

Professor Rowe indicated that content and cost were both important factors but thought it was crucial that faculty not sacrifice quality of content for affordability. She suggested that faculty should aim to get the best product for the best price and that this could be accomplished by joining together and adopting a common textbook for use college-wide, thereby giving faculty better bargaining power.

Professor Hollister considered content and affordability but cautioned that legislators and administrators sometimes become so excited about the idea of making textbooks cheaper that they “devalue the importance of having a quality text” (TR 4, p. 1). He saw potential problems arising from the possibility that some faculty have expensive textbooks that truly are better than all other alternatives; however, those faculty may feel pressured not to use it due to the high price tag alone.

### *Major Theme 5*

*Faculty have mixed feelings about textbook alternatives.*

During each interview, participants discussed their perceptions and experiences with various alternatives to traditional textbooks. Opinions varied widely, especially on the topic of open educational resources. The types of textbook alternatives mentioned most often were electronic textbooks, custom textbooks, open educational resources, and stripped-down textbooks.

Electronic textbooks were viewed as either neutral or positive. Only two concerns arose regarding electronic textbooks. One concern, noted by Professor Gorcey, was that electronic textbooks often cost as much as the traditional hardcopy text. The second concern, expressed by Professor Kent, was that annotations made to an electronic textbook may not carry over to a newer edition of that electronic textbook, something he learned during a conversation with a publishing company representative.

Despite these concerns, other faculty held more favorable perceptions of electronic textbooks. According to the survey, 70% of faculty believed that it would be easy or very easy to implement an electronic textbook in their courses. Professor Fishman utilized an electronic textbook and was able to annotate and highlight sections of the electronic textbook for students. Professor Vandalay suggested that the portability of electronic textbooks makes them very attractive for students who might otherwise be faced with carrying multiple hardcopy textbooks from class to class. The availability of an electronic option was a

significant factor in the selection of the newest speech textbook, according to Professor George.

Overall, faculty spoke favorably regarding the option of custom textbooks. Several participants indicated that they had used or were currently using custom textbooks. Professor Hollister helped design a custom textbook for his campus's sections of Freshman Composition I. The custom textbook presented a significant cost savings, priced at approximately half the cost of the previous textbook. Almost 70% of surveyed faculty believed that implementing the use of a custom textbook would be easy or very easy. Professor Rowe also believed that custom textbooks would present a considerable cost savings but noted that custom editions come with a significant caveat for students. Though presenting an initial cost savings, custom editions have a limited buyback market. Often, custom editions can only be sold to bookstores at the college or on the campus from which they were initially purchased. If the custom textbook moves into a newer edition, the bookstore may be unable to offer buyback options.

The topic of open educational resources elicited the most mixed opinions, ranging from apprehension and frustration to satisfaction and hope. According to the survey, approximately 25% of faculty thought that implementing open textbooks in their course would be difficult or very difficult, compared to 28% who were neutral, and 21% and 25%, respectively, who indicated it would be easy and very easy.



Professor Rowe discussed open educational resources, indicating that she believed that the availability of open educational resources varied by discipline and that resources for science courses were scarce. Professor Fishman, who taught biology, had reviewed open laboratory exercises and open textbooks. His opinions on the quality of these resources were mixed and he had yet to implement any in his courses, though he was hopeful that one day he might. By contrast, Professor Smith had found some open educational resources helpful to her assembly of materials for her courses.

Several faculty participants reported that they had used stripped-down textbooks. Opinion regarding this option was favorable, though it appeared as though not all faculty were familiar with this alternative. Professor Gorcey discussed inexpensive custom stripped-down editions, which she had not been able to find for her own discipline but which she might consider if they were available. Professor Fishman found that some of his students sought out stripped-down editions on their own and suggested that it was one way for students to mitigate the high cost of their science textbooks. Professor Rowe reported that she was able to save her students over \$50 by adopting a stripped-down, binder-ready laboratory manual.

Among the survey respondents, stripped-down textbooks were viewed mostly favorably. Approximately 58% of respondents rated their perceived ability to implement stripped-down textbooks as easy or very easy. Only 13% of respondents rated their perceived ability to implement stripped-down textbooks

as difficult or very difficult. Approximately 30% of respondents expressed neutrality regarding this option.

Overall, faculty were receptive to the implementation of textbook alternatives in their courses. As noted by Professor Gorcey, although most alternatives help to mitigate textbook costs, at times, that is not the case. According to the interviews and survey findings, faculty were most receptive to implementing electronic versions of traditional textbooks. Faculty also responded favorably towards custom textbooks, which they believed would lower costs for students while satisfying content requirements. Open educational resources and open textbooks elicited mixed reactions with resource quality being the greatest concern.

### Minor Themes

In addition, three minor themes were identified. Minor themes emerged from ideas or phenomena mentioned by at least one-third of the interview participants. The minor themes were as follows:

- Faculty efforts to save students money are thwarted by campus bookstores and financial aid policies.
- English faculty benefit from public domain readings.
- More faculty participating in textbook selection means more difficulty deciding on a text.

### *Minor Theme 1*

*Faculty efforts to save students money are thwarted by campus bookstores and financial aid policies.*

Interviewed faculty occasionally noted their frustrations with college bookstores. Some faculty believed that bookstore policies thwarted their efforts to provide affordable solutions for students by limiting or disallowing faculty from using older textbook editions. Other faculty noted the bookstore mark-up as an obstacle to affordability.

Three faculty reported that their efforts to mitigate textbook costs by allowing students to use older editions were rebuffed by their campus bookstores. Professor Kress reported that she had tried to continue with older editions after a new edition was published. The bookstore, she said, would sometimes allow her one more semester using the older edition and then would require that she switch editions for the following term. Bookstore reasoning, she indicated, was that they could not stock enough copies of the used edition to meet student demand. Professor Gorcey reported the same issue. She shared that because some editions vary so little from newer iterations, she was not compelled to require the newer edition; however, the bookstore forced the edition change when they indicated that they could not obtain enough copies of the older edition to sell.

Professor Rowe, who also encountered this issue with her bookstore, said that edition changes are forced because financial aid restrictions force faculty to

make their textbooks available through their campus bookstores. When the campus bookstore is unable to stock enough copies of the desired older edition, faculty must switch. Professor Gorcey reported that financial aid policies restricted students to shopping at the campus bookstore, suggesting that financial aid policies were an obstacle to students' ability to comparison shop multiple outlets for the best prices.

Some survey respondents also reported their opinions that their bookstores thwarted textbook affordability efforts. One respondent expressed frustration over bookstore actions, indicating that efforts to negotiate lower prices with textbook publishers were negated by the bookstore's significant mark-up. Another respondent expressed frustration over a bookstore's inability to acquire and stock copies of an older textbook edition, thus forcing an edition change.

Faculty who expressed frustration with their bookstores most often mentioned the issue of allowing the use of older editions. Bookstores, however, were usually unable to obtain stock of older textbook editions from publishers, and needed to turn to buyback and used textbooks in order to replenish their stock. When they were unable to obtain an adequate number of textbooks to satisfy student demand, they essentially forced an edition change. Because faculty have been expected to use campus bookstores, due to financial aid policies that facilitate textbook buying, they have also been forced to switch editions.

## *Minor Theme 2*

### *English faculty benefit from public domain readings.*

Each of the three English faculty interviewed reported benefiting from the use of public domain readings. Public domain works were used to supplement and, in some cases, supplant course textbooks. In addition, Professor Smith, the only humanities instructor interviewed, also reported using public domain readings in her courses.

Professor Hollister and Professor Kress both reported that they have used an assembly of public domain readings and other online materials to completely supplant the use of a textbook for at least one of their courses. Professor Hollister moved away from using a textbook for his Introduction to Film course because he thought the textbook, priced at around \$80, was not necessary. According to him, "So much of what I could use was available online" (TR 4, p. 2). Professor Kress worked with colleagues to create an electronic textbook composed of public domain readings for her American literature course. She was pleased with the results and said that she would do the same for other courses that she teaches, one-by-one. Professor Smith also benefited from public domain works, sometimes incorporating them into the online assembly of materials she had organized for her textbook-free humanities course.

Professor Kent's use of public domain readings was limited to mostly classroom use. In the example he gave, Professor Kent indicated that he

sometimes accessed public domain works on the internet to display on a classroom projection screen.

Public domain readings can be used to supplement or replace textbooks in literature-based courses in a variety of scenarios, depending on the focus of the course. In addition, public domain readings are helpful for non-literature based courses, such as in the humanities, where literature is one mode of human expression that is studied.

### *Minor Theme 3*

*More faculty participating in textbook selection complicates the decision process.*

A few of the interview participants discussed their concerns over the collective textbook decision-making process, suggesting that decisions become more difficult as the number of faculty participating increases. This can be potentially problematic, as some institutions seem to be encouraging uniform textbook selection across course sections.

Professor Hollister expressed his concern over the selection of textbooks for English courses. His department used a custom textbook. He indicated that if he were asked to re-select a textbook with a much larger number of faculty, reaching a consensus might be difficult. "The more people you add, the more they have that one story or poem they can't live without, and they will fight to the death to make sure it's included," he said (TR 4, p. 7). Professor Kress agreed,

noting that this difficulty was the primary reason that she had not undertaken an effort to create an electronic textbook for the freshman composition course.

According to Professor Kress, “Accommodating everybody’s wants and wishes in a pdf would be a lot more consuming and more laborious” (TR 9, p. 3).

In regard to psychology, Professor Vandalay also saw a potential problem with faculty textbook selection. He suggested that competing interests, such as content and affordability, might make reaching a consensus very difficult.

Professor Smith saw a similar conflict in humanities. She suggested that collaborating with dozens of other humanities faculty on the selection of a single textbook option for a course would likely be very difficult.

During the discussions on faculty textbook selection, two faculty, Professor Kress (TR 9, p. 3) and Professor Vandalay (TR 5, p.6), both used the phrase “too many cooks in the kitchen” to describe the difficulty of collaborating with numerous colleagues on the selection of a single textbook. Competing interests make reaching a consensus difficult. Furthermore, Professor Kress suggested that even though a decision was eventually reached, some faculty may never be satisfied totally with the outcome.

### Review of Research Questions and Findings

This research study was guided by three research questions. The following discussion of the findings has been organized around these questions, each of which is addressed individually.

### *Research Question 1*

*How do individual faculty members interpret and respond to textbook cost-lowering initiatives?*

Interview and survey data collected for this study paint a rich picture of faculty interpretations and responses to textbook cost-lowering initiatives. The thematic analysis of the interview data reveals that faculty believe they are supported and sometimes pressured, but not forced, to comply with textbook cost-lowering initiatives and the implementation of lower-cost alternatives. Two of the interview participants, Professors Hollister and Vandalay, referred to the pressure as a general push, with no specific policies or key individuals driving the effort. Professors Gorcey and Kress described receiving encouragement from their eLearning Director, but suggested that faculty efforts have been kept voluntary and that the role played by the eLearning Director was supportive and informational rather than authoritative.

Several of the interview participants suggested that faculty, themselves, have taken ownership of affordability initiatives in an effort to help lower textbook costs for students while protecting their own interests. Professor Hollister believed that the Faculty Council took up the cause in part to protect academic freedom. His own efforts, he indicated, were also strongly guided by a desire to adopt affordable textbook options for students. Professor Fishman described the efforts of a faculty-based sub-committee, which, he reported, had undertaken some textbook cost-lowering initiatives.



Others described less formalized efforts to further affordable textbook options. Professor Rowe described her experience exploring options and negotiating with publishing representatives over prices and packages. She indicated her belief that faculty should not accept publisher prices at face value and should attempt to negotiate better prices and packages. Professor George suggested that his department faculty, inspired by having the option of selecting a new textbook opened to them by their assistant dean, collaborated to select a high quality, low-cost textbook to replace their older textbook. Their effort, he indicated, was entirely voluntary and partly motivated by their concerns about the cost of the previous textbook.

Two of the interview participants hinted at a shifting paradigm with respect to the selection of textbooks. The Valencia faculty suggested that the textbook selection process, previously a campus-based decision, might be transitioned such that campus-based faculty would be expected to collaborate with faculty at other campuses or within their discipline college-wide. Professors Hollister and Smith suggested that they expected to be urged to collaborate with discipline faculty at a larger campus. This possibility, Professor Hollister feared, would lead to his department of three faculty losing their voice among a sea of 20+ faculty who comprised the English Department at the larger campus. Professor Smith's concerns centered on her apprehension over reaching a consensus with a large number of faculty expected to participate in the decision; the greater the number of faculty participating, the harder it would be to agree on a textbook. Professor

Kress, whose department has already implemented a paradigm similar to the one described by Professors Hollister and Smith, suggested that one of the challenges of collaborating with such a large group of faculty was the difficulty in reaching a decision on a single text given the individual lists of faculty wants and wishes.

As discussed earlier in this chapter, data from the Faculty Experiences with Textbook Affordability Initiatives survey revealed that faculty were most likely to respond to formal initiatives that were driven by institutions. Approximately 61% of faculty were likely or very likely to have their textbook materials selection decisions influenced by institutionally-driven textbook affordability efforts. By contrast, only 39% of faculty responded that they were likely or very likely to have their choice of textbook materials influenced by state-driven textbook affordability efforts. Professional organizations were even less likely to influence faculty choice of textbook materials. Only 36% of faculty indicated that professional association-driven textbook affordability efforts were likely or very likely to influence their choice of textbook materials. An almost equal number of faculty responded that professional association-driven efforts were unlikely to very unlikely to influence their choice of textbook materials.

When asked about the influence of state-driven, institutionally-driven, and professional association-driven efforts on their decision to adopt a textbook alternative, faculty reported being most swayed by institutionally driven efforts (57% reporting likely or very likely). State-driven efforts and professional

association initiatives were approximately as likely (33% reporting likely or very likely) to influence their decision to adopt a textbook alternative.

Faculty responded that they were heavily influenced by institutional cost-lowering initiatives and efforts. The survey data revealed that faculty were most likely to be influenced by institutionally-driven efforts, and the interview data revealed that faculty were encouraged, but not mandated, to further textbook affordability efforts. As suggested by the interview responses, faculty confronted with textbook cost-lowering initiatives desired support from the administration but also wished to maintain a degree of freedom that allowed them to balance affordability against other factors such as content and quality.

## *Research Question 2*

*How do individual faculty members interpret and respond to subjective norms related to textbook cost-lowering initiatives such as pressure from (a) students, (b) colleagues, (c) other institutional sources, (d) media, (e) professional organizations, and (f) interest groups and other national movements?*

Throughout the course of the data collection process, faculty discussed various subjective norms that impacted their textbook selection behaviors and affordability efforts. The strongest sources of influence came from students and other colleagues. Institutions also played a significant role in influencing behaviors and opinions. Other sources of influence, such as professional organizations, were less influential, and for some faculty, not at all influential. Potential sources of influence, such as the media and interest groups, were not mentioned during the course of data collection. Each of the subjective norms outlined in Research Question 2 is discussed individually in the following sections.

### Students

Student concerns over textbook costs were a motivating factor for faculty affordability efforts. Each of the faculty interview participants discussed students' concerns over cost as they described their own faculty-based efforts to lower textbook costs and seek out affordable alternatives. Professor Hollister seemed

to capture the general sentiment expressed by the faculty interview participants: “I’m very aware of how pressured for cash a lot of our students are. . . they don’t necessarily have the kind of easy money that they can go out and spend on textbooks without difficulty” (TR 4, p. 4).

Unique efforts by faculty to lower textbook costs for their students seemed to be well-received, thus further encouraging faculty efforts. Regarding the electronic resources Professor Hollister assembled (in lieu of using a textbook) for his Introduction to Film course, he described his students’ general appreciation.

They all loved it being online and universally, they loved the idea. There is no \$80 textbook in this class. There is no fee. They basically pay for the course and that is it. There is no textbook at all, so of course, they liked that. (TR 4, p. 9).

Professors Kress and Smith undertook similar efforts in some of their own classes. Both faculty participants indicated that their efforts were well received and appreciated by students. Professor Smith expressed a continued interest in attempting to implement lower-cost solutions for her students: “I think when it comes down to it, the textbook should not be an obstacle to succeeding in the class” (TR 7, p. 15).

Professor George indicated that his perception of students’ financial struggles motivated him to look for an affordable textbook. Similarly, Professor Rowe indicated that students’ financial difficulties motivated her to attempt to

negotiate textbook prices with publishers. Professor Vandalay also suggested that his knowledge of his students' financial struggles influenced his perception and choice of textbook materials.

According to the results of the Faculty Experiences with Textbook Affordability Initiatives survey, 78% of faculty described being likely or very likely to be influenced in their choice of textbook materials by student concerns over textbook costs. In addition, regarding the decision to adopt a textbook alternative, 66% of faculty indicated they were likely or very likely to be influenced by student opinions. Thus, the survey data indicated that student concerns and opinions were significant factors in faculty textbook selection decisions.

Overall, concern over students and their financial struggles was one of the greatest motivating factors for faculty. Several faculty described their specific efforts and positive student responses to these efforts. The faculty participants indicated that students seemed to appreciate their efforts. Faculty were gratified and motivated by their students' general appreciation.

### Colleagues

The role of colleagues in textbook selection behaviors seemed to be less influential than that of students. Colleague interactions were described as informational and collaborative. Occasionally, where institutional policies forced

collaborative decision-making on textbook selections, colleague interactions were perceived as obstacles to affordability.

Discussions among colleagues regarding textbook affordability initiatives and strategies, as described by the interview participants, tended to be casual and supportive. Professor Hollister indicated that at his institution, faculty discussed and encouraged textbook affordability, sharing strategies. Professor Fishman described similar conversations as informal but frequent. He indicated that colleagues shared ideas and kept each other informed by email in the event that someone found something that might be particularly helpful to others. Similar casual conversations took place at Seminole State College. Professor Vandalay described having conversations with colleagues within and outside of his department.

This is definitely the conversation, at least, I have had with colleagues in the department, outside the department, students even. How expensive textbooks are. So there is always a discussion about that regarding what to do or how to fix it. Even with publishers I have talked with about what they are doing to try to keep the affordability or keep price down and still keep everything consistent. Those are the discussions that are always there. (TR 5, p. 3).

Casual conversations may turn more contentious, however, when competing interests clash over the selection of textbook materials for department usage, especially where the autonomy to make one's own decision regarding a

textbook selection is non-existent. Professor Vandalay described possible struggles with multiple colleagues with respect to textbook selection and competing interests.

It's hard when you get a lot of cooks in the kitchen regarding other colleagues who like this textbook, and they like that textbook, and then trying to kind of. . . but this costs so much more, and then, you know, having those discussions. Not that my colleagues do but I have heard around here that some people might not care as much about price rather than content. Which, of course, is always going to be important. But I always want to consider that stuff as well as the price, and the content, and materials. . . all of that stuff. (TR 5, p. 6).

As previously discussed, Professors Hollister and Kress expressed similar concerns about collaborating with multiple colleagues over the selection of textbooks. Both believed that an increase in the number of individuals weighing in on a selection would increase the difficulty of making the selection as competing interests clashed.

According to the results of the Faculty Experiences with Textbook Affordability Initiatives survey, colleague opinions were a significant factor influencing faculty decisions to adopt textbook alternatives. Approximately 74% of faculty thought that they were likely or very likely to be influenced by their colleagues with respect to their decision to adopt a textbook alternative. In



addition, 70% of faculty believed that their selection of textbooks was likely or very likely to be influenced by colleague opinions.

Overall, colleague opinions seemed to be highly influential with respect to faculty affordability efforts. According to the survey data, faculty opinions were slightly more likely than student opinions to influence the selection of course textbooks; however, they were slightly less likely to influence decisions to adopt textbook alternatives. Interview data revealed that colleague opinions and collaborations were mostly helpful except where specific selection policies forced collaborative decision-making within restricted parameters. In cases such as these, competing interests made decision-making more difficult and led some faculty to consider opting out of using the departmental textbook selection.

### Institutional Sources

In general, institutional efforts were described as general and supportive. None of the faculty interviewed described a scenario wherein they were forced to participate in textbook affordability efforts; however, a few of the faculty participants described departmental textbook selection policies that greatly impacted their autonomy to select a textbook of their choice.

At Valencia College, faculty participants believed that college efforts were aimed at raising awareness but were not yet directed toward specific solutions. Professor Rowe perceived that her campus administration was attempting to bring the issue of textbook affordability to the consciousness of the faculty.

According to Professor Rowe, “I’m pretty sure our campus president is instituting these conversations across discipline areas. . . the level of awareness is increasing throughout the college” (TR 8, p. 9). Professor Hollister described institutional pressure he had experienced: “There is a certain amount of pressure to make things cheaper, but at the same time, that’s a mild kind of pressure” (TR 4, p. 7). He suggested that the paradigm might change if his department was asked to “standardize with other campuses,” which, he feared, might result in a greater struggle to maintain affordability as his colleagues fought to ensure that their favorite readings were included, whatever text was selected or created to serve the larger group (TR 4, p. 3). Later, Professor Hollister offered that he “might be overly concerned about something that may not happen,” and returned to the suggestion that the overall institutional pressure to make textbooks more affordable had been mild and positive, indicating that “the college has been supportive of whatever we want to do” (TR 4, pg. 7). Professor Smith, who believed she was supported by her campus dean in her efforts to increase textbook affordability, also speculated that collaboration across campuses within her discipline might make textbook selection a more difficult process, mostly due to competing interests. Professor Rowe, on the other hand, viewed discipline-wide collaboration positively, indicating that the selection of a single textbook or set of materials for a course might increase bargaining power in terms of negotiating with publishers over textbook pricing. She welcomed possible collaboration across campuses.

Professor George indicated that pressure from his institution, Seminole State College, had been mild, and that faculty had been given the choice to comply. According to Professor George, “There is a general attitude amongst the higher ups that we need to keep our costs down” (TR 1, p. 6). As a result of being presented with an option to select a lower cost textbook, his department decided to review the options. Ultimately, faculty selected a lower cost textbook they believed to also better meet students’ academic needs. Collaboration, he indicated, occurred across campuses within the same discipline, among the eight full-time speech faculty employed at the college. Professors Vandalay and Kent described similar scenarios for the textbook selections within their discipline. Selections were made across campuses and within the discipline. For each course offered, departments have settled on only one or two possible selections.

Professor Gorcey indicated that at Lake-Sumter State College, pressure to lower textbook costs, which she described as supportive and helpful, has come from the eLearning department. Additionally, she noted that college deans were proactive in sharing information about textbook alternatives and strategies that have been implemented at other institutions. Professor Gorcey suggested that the selection of textbooks for her was highly dependent on the requirements and changes within her discipline on a national level. Professor Kress also indicated that the college’s eLearning department supported efforts to increase textbook affordability.

Professor Kress described the institutional push to lower textbook costs as a general push that comes from the administration, including deans and presidents, as well as a textbook affordability committee and even the college's bookstore. Within the English Department at Lake-Sumter State College, Professor Kress indicated her textbook selection behaviors were highly influenced by departmental policies. She viewed the textbook selection parameters in her department as being more restrictive than within other departments in the college. The selection paradigm she described was similar to the one that Professor Hollister suggested may occur in the future within his discipline at Valencia College. Professor Kress perceived that her flexibility to choose a lower cost alternative was stymied by the departmental requirement for faculty to collaborate on the selection of a single textbook for all sections of a given course. Consequently, for her American literature course, which only she and two other faculty members taught, she believed she had greater flexibility to select materials. She exercised this flexibility by opting-out of a traditional textbook in favor of a faculty-created electronic textbook.

Across the three institutions, faculty participants had similar experiences with their colleges' bookstores. Bookstores played a slightly different role with respect to the subjective norms that may influence faculty behavior or behavioral intention. Several faculty noted issues with their campus bookstores that left them discouraged or frustrated. According to Professor Gorcey, she thought that her college's bookstore forced edition changes because it was unable to stock

enough used copies of an older edition to satisfy demand. Professor Rowe indicated that she had experienced a similar problem at her college's bookstore. Professor Fishman expressed a general dissatisfaction with college bookstores and the lack of competitive pricing. Professor Kress described specifically being discouraged from directing students to alternate textbook outlets, such as Amazon.com, where students were likely to find less expensive textbooks. The bookstore's reasoning, she indicated, was related to student aid requirements.

According to the Faculty Experiences with Textbook Affordability Initiatives survey, faculty were slightly less likely to be influenced by institutional initiatives than they were to be influenced by students and other colleagues. Still, institutional efforts were likely to influence faculty behaviors, according to the survey responses. Of responding faculty, 61% indicated that their choice of textbook materials was likely or very likely to be influenced by institutionally-driven textbook affordability; likewise, 57% of faculty indicated that their decision to adopt a textbook alternative was likely or very likely to be influenced by institutionally-driven efforts.

Overall, institutional pressures were likely to impact faculty behaviors surrounding textbook selection and the use of textbook alternatives. Although the general push for affordability was not overt, specific policies within departments forcing collaboration over materials led to frustration. In such cases, faculty participants suggested that they might attempt to create their own

electronic collection of resources to avoid using a less desirable departmental selection.

### Media

Influence or pressure from the media was not a topic that any of the faculty participants raised other than to say that they sometimes learned of lower-cost textbook options from articles they received from other colleagues or college administrators. Aside from passing references to articles, regarding which no specific ideas were mentioned, media influences seemed to be a non-issue for faculty participants.

### Professional Organizations

With the exception of Professor Gorcey, professional organizations were not mentioned during the interview conversations. Professor Gorcey, whose discipline was Health and Information Technology, indicated that her department's textbook selections were highly dependent on changes within her field on the national level. For example, changes to medical coding standards on a national level necessitated frequent edition revisions to the textbook used for the medical coding course.

Despite the fact that her department's textbook selections were somewhat dependent on national changes within her field, Professor Gorcey indicated an interest in seeking out lower cost alternatives to some of the higher cost

traditional textbooks. She briefly discussed an open educational resource website that has been maintained by a professional organization to which she belongs. She indicated that the organization hosts a website with activities for faculty to use in the classroom; however, she indicated that the website lacks more substantial resources such as full textbooks that could be used to supplant traditional textbooks. Although she found the website to be of limited use, she liked the idea that her professional organization was involved in promoting free educational resources for use in the classroom. She indicated that an open source textbook would be particularly useful because all Health and Information Technology degree programs follow the same student learning outcomes, as dictated by the national accreditation agency.

According to the results of the survey, faculty were as likely to be influenced by professional association initiatives to adopt a textbook alternative as they were unlikely to be influenced by such initiatives. Approximately 33% of respondents reported that they were likely or very likely to be influenced by professional association initiatives; whereas 34% reported that they were unlikely or very unlikely to be influenced by professional association initiatives. Additionally, 33% of respondents reported themselves to be undecided regarding the influence of professional association initiatives on their decisions to adopt textbook alternatives. With respect to the likelihood of professional association-driven efforts to influence faculty choice of textbook materials, approximately as many faculty responded that they would be likely to be influenced as did respond

that they would be unlikely to be influenced. Approximately 36% of respondents indicated that they were likely or very likely to be influenced by professional association-driven efforts. In contrast, 36% of respondents reported that they were unlikely or very unlikely to be influenced by such initiatives. Approximately 27% of respondents were undecided regarding this source of influence.

### Interest Groups and Other National Movements

Faculty interview participants did not mention influence or pressure from interest groups or other national movements during the course of the interviews. When asked about textbook affordability and textbook alternatives in general, faculty described various sources of awareness, such as colleagues, administrators, and professional organizations, but did not specifically mention other outside entities such as interest groups. Thus, although the possibility exists that these entities may have influenced overall affordability efforts, their specific impacts cannot be described in relation to the data collected on behalf of this study.

### *Research Question 3*

*How do individual faculty members perceive their ability to comply with textbook cost-lowering initiatives?*

Overall, faculty were fairly confident, in the absence of restrictive policies, about their ability to comply with the textbook cost-lowering initiatives with which



they were familiar. The initiatives that faculty specifically discussed were related to institutionally-driven efforts. With respect to specific factors that might facilitate compliance, faculty responded that cooperative college administrators, bookstores, and publishers were key. Conversely, several participants suggested that uncooperative administrators and difficulty with publishers and bookstores could hinder their compliance with such initiatives.

Regarding their overall ability to comply with textbook affordability initiatives, most of the interview participants indicated feeling confident in their abilities to select and utilize lower-cost alternatives. Professors Kress, Hollister, and Smith were each successful in designing, or co-designing, collections of free electronic resources that supplanted the use of a traditional textbook in at least one of their courses. Professor Rowe described her own successful efforts to negotiate lower prices for textbooks used within her department. Professor George described successful collaborative efforts with colleagues within his own department to select a lower-cost textbook to replace the previously selected text.

Professor Kent, who was not a part of his department's initial selection of textbook options, was able to select between two textbook options and indicated that he was aware of other faculty within his department who eschewed the textbook all together, in favor of public domain readings. Although he had not gone so far as to refuse to use a textbook, he indicated that he chose the lower cost of the two options.

Several faculty participants mentioned that college administrators, campus bookstores, and textbook publishers played a role in their perceived ability to comply with textbook affordability initiatives. Regarding campus administrators, Professor Kent believed that timely notifications and clear communication were necessary to compliance. Professor Vandalay similarly indicated that clear communication, parameters for selection, and a consistent philosophy regarding textbook selections, would facilitate his ability to comply with affordability initiatives. Other faculty believed that maintaining academic freedom was necessary to compliance. Professors George and Hollister each specifically mentioned the maintenance of academic freedom as a necessary condition for compliance.

Professors Gorcey and Kress described the role that bookstores might play in facilitating compliance with textbook affordability initiatives. Professor Kress suggested that additional efforts on the part of the bookstore to stock an adequate supply of used textbooks would help her stay with an older edition longer, thus allowing students to experience cost saving. Professor Rowe suggested that bookstores were perfectly positioned to facilitate textbook affordability efforts. She thought that faculty would benefit from a bookstore staff position that served as a liaison between faculty and publishers, someone to communicate textbook changes and options to faculty and facilitate price negotiations with publishers.

Professor Gorcey saw publishers as being in a unique position to facilitate or hinder faculty affordability efforts. She described her frustration over lack of publisher support for the student resources that accompanied older editions of her selected textbooks. Their lack of support had forced Professor Gorcey to move to a newer edition, a result Professor Gorcey was sure was intentional. Professor Kent indicated that publishers might hinder efforts to adopt more affordable textbooks if those textbooks were accompanied by student resources that were not compatible with the college's chosen learning management system. During a review of one publisher's product, Professor Kent noted that the obvious obstacle to implementing such a product was the product's lack of integration with Seminole State College's chosen learning management system, Sakai. Conversely, Professor George indicated that the availability of alternative formats of the chosen speech textbook facilitated his department's decision to select a specific lower-cost textbook.

According to the survey findings, many faculty were neutral regarding their perceived choice of compliance with institutionally-driven textbook affordability mandates. Faculty were asked to rate their perceived level of control on a scale that ranged from low control to high control. Approximately 49% of faculty were neutral regarding their perceived choice of compliance with institutionally-driven mandates. Approximately 25% of respondents believed that they had somewhat high control or high control over their choice to comply with institutionally driven-textbook affordability mandates. Conversely, slightly more respondents,

approximately 26%, indicated they had somewhat low control or low control regarding their perceived choice of compliance.

The survey revealed split opinions over perceived choice of compliance in that several of the interview participants were positive regarding their level of control when their efforts to comply were facilitated by administrators, the bookstore, and publishers. An uncooperative administration was viewed as presenting a significant obstacle to compliance. Similarly, obstacles encountered with the bookstore, such as difficulty stocking an adequate supply of used textbooks and problems with the textbook publishers, were viewed as potential hindrances to compliance. The frequency with which such obstacles and hindrances were encountered was not clearly delineated in the interview responses. Therefore, it cannot be determined whether such issues were more often encountered than not.

#### Intersection of the Study Findings and the Theoretical Framework

The theoretical framework which was adopted for this study and which guided the design of the research questions and the interview protocol, was the Theory of Planned Behavior. The choice of theoretical framework was validated by the findings of this study. Each aspect of the framework, the determinants of behavioral intention (subjective norms, perceived behavioral control, and attitudes toward the behavior), behavioral intention, and behavior, are reviewed in light of the research findings.

### *Attitude Toward the Behavior*

Within this study's adapted theoretical framework, as presented in Figure 1, attitude toward the behavior was defined as the "knowledge and perception of textbook affordability policies and efforts, and cost-saving alternatives." Both the interview and survey findings yielded rich data regarding faculty attitudes toward textbook affordability and cost-saving alternatives.

According to the survey data, over 80% of faculty indicated that textbook prices had affected their choice of textbooks and required supplements, and 86% indicated that they considered price to be an important or very important factor when choosing a textbook. The interview data substantiated this finding; two of the faculty participants suggested that rising textbook prices prompted their departments to re-evaluate their selections. As previously discussed, both the interview and survey data strongly suggested that textbook cost was a primary concern.

Regarding textbook alternatives, faculty attitudes leaned toward a desire to accommodate or implement a wide range of alternatives including used textbooks, electronic textbooks, custom textbooks, and to a lesser extent, open educational resources. According to the survey, over 90% of faculty respondents permitted the use of used textbooks often or all of the time. Regarding familiarity with alternative formats, most faculty survey respondents were familiar with multiple alternative formats, including electronic textbooks, open textbooks, custom textbooks, and stripped-down textbooks. Almost 90% of surveyed faculty

had explored electronic textbooks and over half had explored custom and stripped-down textbooks. Survey respondents were also asked to rate their likelihood of considering the use of textbook alternatives in their courses. More than half indicated that they were likely to consider the use of stripped-down textbooks. Over 60% of respondents indicated that they were likely to consider the use of custom textbooks. Similarly, just over 60% of respondents indicated that they were likely to consider the use of open textbooks. Opinion regarding electronic textbooks was most favorable; almost 80% of respondents indicated that they were likely to consider the use of this alternative in their courses.

Interview data revealed generally positive opinions toward most textbook alternatives. Electronic textbooks were viewed favorably. Specific features associated with electronic textbooks such as search capability, annotation and highlighting capabilities, and portability, were touted. Additionally, custom textbooks generally were viewed favorably; however, Professor Rowe cautioned that customizing textbooks could limit their buyback/re-sale potential. Though open educational resources generally were viewed favorably, some participants, such as Professor Fishman, suggested that concerns over consistent quality resulted in hesitation to adopt.

### *Subjective Norms*

Within this study's adapted theoretical framework, as presented in Figure 1, subjective norms were defined as the "pressure to conform with state and

institutional policies, influence from colleagues, influence from students.”

Sources of influence varied, as indicated by survey and interview data. The degree of influence also varied.

Across both data sets, student voices were the most significant factor influencing textbook choices. Several interview participants cited student concerns over cost as a primary motive for seeking affordable textbook alternatives and provided examples of interactions with students with respect to affordability. Survey data indicated that nearly 80% of respondents were likely or very likely to be influenced by student concerns over textbook costs. In addition, approximately two-thirds of respondents indicated that student opinions and experiences were likely or very likely to influence their decisions to adopt a textbook alternative

Colleague voices were also influential. Approximately 70% of faculty survey respondents indicated that colleague opinions were likely or very likely to influence their choice of textbook materials. Interview respondents also indicated that colleague voices were likely to influence their choice of textbook materials; however, that influence was not consistently positive. Professor Kress suggested that some of her textbook adoptions were dependent on a collective departmental decision, and that the final selection was not always the preferred choice for certain faculty. Professor Hollister expressed anxiety over upcoming changes to his department’s textbook selection processes. He suggested that collaboration with a much larger department would inevitably lead to difficult and

possibly less-than-satisfying selections. In terms of decisions to adopt textbook alternatives, colleague voices were highly influential. Approximately 74% of faculty respondents indicated that colleague opinions and experiences were likely or highly likely to influence their decision to adopt an alternative.

Institutions were just slightly less influential than colleague voices. Approximately 61% of faculty indicated that institutionally-driven initiatives were likely or very likely to influence textbook choices. Interview responses also indicated that institutional influences had some impact on textbook choices and affordability efforts. Interview participants generally indicated that campus administrators were supportive of affordability efforts. In terms of textbook alternatives, 57% of survey respondents indicated that institutionally-driven efforts were likely or very likely to influence their decisions to adopt a textbook alternative.

Data regarding the influence of state-driven affordability efforts were mixed. The interview participants rarely mentioned state-driven efforts other than when discussing their general awareness of affordability initiatives. Survey data indicated that respondents held mixed opinions regarding the likelihood of state-driven efforts to influence their textbook selections. Approximately 39% indicated that state-driven efforts were likely or very likely to influence their textbook choices, and approximately 34% were undecided. The remaining 27% indicated that state-driven efforts were unlikely or very unlikely to influence their textbook choices. Faculty respondents were as mixed regarding the influence of state-



driven affordability efforts on their decisions to adopt textbook alternatives. Just under one-third of faculty indicated that state-driven efforts were unlikely or very unlikely to influence their decision to adopt a textbook alternative, whereas just over one-third indicated that they were undecided on this issue. The remaining third indicated that they were likely or very likely to be influenced by state-driven efforts.

Similarly, faculty surveyed indicated that professional organization-driven affordability efforts were about as likely as they were unlikely to influence textbook selection choices. The same was true for textbook alternatives. One third of respondents indicated that they were unlikely to be influenced by professional organization-driven efforts; one-third indicated that they were undecided; and one-third indicated that they were likely to be influenced by professional organization-driven efforts. None of the interview respondents described any influence or pressure from professional organizations regarding affordability or alternatives. Professor Gorcey described the impact of her professional organization on changes in her field and expressed interest in the possibility of her professional organization undertaking an effort to create and maintain relevant open resources that might supplant the use of hard-copy textbooks. This effort, she indicated, had not been initiated.

### *Perceived Behavioral Control*

According to the adapted framework, as presented in Figure 1, perceived behavior control was described as the “ease or difficulty of complying with policies; ease or difficulty of implementing cost-saving alternatives; presence of opportunity and resources.” Faculty interview participants and survey respondents rated their perceived behavioral control with respect to compliance with textbook affordability mandates and the implementation of textbook alternatives. In addition, interview participants described opportunities and resources that impacted their perceived choice of compliance.

Regarding the ease of complying with policies surrounding textbook affordability, interview respondents suggested that they would have no difficulty complying with policies but that policies were not always favorable. In contrast, survey responses were mixed. Approximately 36% of faculty indicated that it would be easy to comply with state-drive textbook-affordability mandates, and 50% were neutral regarding this possibility. Approximately 14% believed that compliance would be difficult.

Faculty respondents were more confident regarding their perceived ability to comply with institutionally-driven mandates. Approximately 41% of faculty thought that it would be easy to comply with institutionally-driven mandates, and 45% were neutral regarding their perceived ability to comply. Finally, 13% responded that it would be difficult to comply with institutionally-driven mandates.

Also, survey respondents were asked about their perceived choice of compliance with initiatives. Again, overall, opinion was mixed. Most survey respondents (54%) indicated that they were neutral regarding their perceived choice of compliance with state-driven textbook affordability mandates. Approximately 26% shared that they had low control or somewhat low control regarding choice of compliance with state-driven textbook affordability mandates. The remaining 20% indicated a perception of high control or somewhat high control. Similar to perceived choice of compliance with state-driven mandates, just under half of respondents were neutral regarding their perceived choice of compliance with institutionally-driven mandates. The remaining faculty respondents were close to evenly split between low control and high control in terms of their perceived choice of compliance with institutionally-driven mandates.

Interview respondents were much more confident regarding the ease of implementing cost-saving alternatives. Almost all of the interview respondents had utilized or implemented a cost-saving alternative such as an electronic textbook, open educational resource, custom textbook, or stripped-down textbook, thus suggesting that perceived behavioral control was high.

Survey respondents were also fairly confident regarding the ease of implementing textbook alternatives in their courses. Approximately 70% described their perceived ability to implement electronic textbooks as easy or very easy. Approximately 67% described their perceived ability to implement

custom textbooks as easy or very easy. Faculty respondents were also confident about the use of stripped-down textbooks; approximately 58% described their perceived ability to implement stripped-down textbooks as easy or very easy. Faculty were slightly less confident about open textbooks, with just under half rating their perceived ability to implement open textbooks as easy or very easy.

### *Behavioral Intention and Behavior*

The interview responses yielded the richest data regarding actual behaviors surrounding textbook affordability efforts and textbook alternatives. Several of the interview participants described their participation in affordability efforts and exploration textbook alternatives. In general, institutional encouragement, colleague efforts, and student voices seemed to hold the greatest influence over actual faculty behaviors surrounding textbook affordability and textbook alternatives. Participation in affordability conversations was often attributed to mild encouragement from institutional administrators and colleagues as well as a general sense of concern over student financial struggles. The exploration and implementation of textbook alternatives was often attributed to concerns over affordability and student financial struggles and, to a lesser degree, encouragement from administrators and others.

In general, faculty interview participants described an active interest in the exploration of affordable textbook alternatives. Of those interviewed, most described having implemented one or more alternatives in their courses. Even

among those who had not yet implemented a specific alternative, such as Professor Vandelay, textbook alternatives were generally viewed positively. Furthermore, several participants indicated an interest in the further exploration and implementation of textbook alternatives in order to further affordability efforts as well as to satisfy their own desires with respect to choice of materials.

In reflecting on the chosen conceptual framework in light of the survey data collected, the framework appears to have accurately described the determinants of behavior. The single most influential determinants appear to have been student opinions and concerns over textbook costs. Surveyed faculty were most concerned over student financial struggles but were also highly influenced by colleague opinions. Additionally, according to the survey and interview data, faculty knowledge of, and experiences with, textbook affordability efforts and textbook alternatives helped to shape faculty members' opinions regarding these issues. Their own attitudes toward these issues were influential in determining behavioral outcomes. Thus, subjective norms and attitudes toward the behaviors were highly influential determinants of behavioral intention and behavior.

Perceived behavioral control seemed to be less concerning to most of the interview respondents. The interview respondents generally indicated that they had few concerns over their perceived abilities to comply with textbook affordability efforts and implementation of textbook alternatives. This suggested that they believed they had relatively high control over their behaviors

surrounding these issues. The ease of their actual behaviors surrounding textbook affordability efforts and textbook alternatives corroborates their lack of concern over perceived behavioral control.

### Summary

This chapter included a brief summary of the data collected by the researcher in a study that aided in the triangulation of the data collected as a part of this study. Also described was the thematic analysis process leading to the discovery of major and minor themes, and these themes were discussed. Triangulating data were incorporated into the discussion and supported the findings of the collected interview data. Each research question was discussed in light of the findings of the study, and the findings were linked to the conceptual framework. The choice of theoretical framework appeared to have been validated by the research findings.

CHAPTER 6  
LOOKING FORWARD:  
SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

Introduction

This chapter provides a restatement of the purpose of the study and a summary of the research findings. Implications and recommendations for community college leaders, campus bookstores, and publishers are discussed, and limitations and considerations of the research are presented. Finally, recommendations for future research on the topic of faculty and textbook cost-lowering initiatives are offered.

Purpose of the Study

This study was conducted to investigate faculty experiences, perceptions, opinions, and efforts regarding textbook cost-lowering initiatives in order to gain a better understanding of the impact of textbook cost-lowering initiatives on faculty behaviors and practices. The analysis of the collected data revealed five major themes and three minor themes regarding faculty perceptions, attitudes, influences, and behaviors surrounding textbook cost-lowering efforts and textbook alternatives.

Summary of the Findings

Overall, both the interview and survey data revealed that faculty considered affordability of college textbooks to be an important priority in the

selection of their textbook materials. Affordability was a major consideration of each of the nine faculty interviewed for this study. Maintaining the affordability of college textbooks was important enough to motivate three of the interviewed faculty to create their own no-cost textbook solutions, and at least two others to seek out more affordable formats of their departments' chosen textbooks. Furthermore, several of the faculty interviewed emphasized the important role that affordability plays in textbook selection at the individual and departmental levels.

Although some interviewed faculty were uncertain about several of the textbook alternatives available for use, they were fairly confident about implementing the use of custom and electronic textbooks in their courses. The relative comfort with electronic textbooks (as evidenced by the survey and interview findings) represents a shift from previous literature surrounding faculty and electronic textbook implementation. Though Nicholas and Lewis found in 2010 that over 80% of faculty had no plans to implement the use of electronic textbooks in their classes, at least four of the nine faculty interviewed had used electronic textbooks in their classes. In addition, among those surveyed, 89% indicated that they had explored the use of electronic textbooks and 78% indicated that they were likely or very likely to use electronic textbooks in their courses. Aside from minor potential enhancements such as electronic annotation capabilities, none of those interviewed described significant obstacles or differences in the use of electronic and hardcopy textbooks. As Weisburg



(2011) and Paxhia (2011) predicted, electronic textbooks seem to be rising in acceptance among faculty.

The faculty interviewed suggested that affordability efforts promoted by campus leaders were best received when faculty were supported and encouraged, but not coerced. The interview data suggested that faculty were satisfied when they were given the freedom to explore affordable alternatives and cost-lowering options and make their own decisions regarding their selections. Professor Kress extended that thought further, suggesting that scrapping restrictive departmental policies that limit textbook selections to one choice per course would encourage creative solutions and increase cost-savings.

Several of the faculty participants also suggested that they benefited from and utilized free resources such as public domain literature and open educational resources. Professors Gorcey and Fishman both expressed a desire for greater availability of high-quality open educational resources that they could use in their courses. One of the greatest obstacles to implementing open educational resources seemed to be that such resources range widely in quality and were sometimes not kept current. For Professor Gorcey, currency was vital as her field updates codes and standards each year.

All nine of the faculty interview participants expressed a willingness to explore cost-saving strategies and alternatives and a desire to increase the overall affordability of their textbooks. Each of the nine participants indicated that they had explored, to varying depths, textbook cost-saving mechanisms and

lower-cost solutions. Of the nine, three had implemented no-cost alternatives in at least one of their courses, and two had selected textbooks that were more affordable than previous selections.

In light of these discoveries, college leaders can better understand and support faculty textbook selection efforts, especially faculty efforts to increase textbook affordability. Despite facing occasional obstacles, such as restrictive departmental textbook selection policies and used textbook stock shortages in bookstores, the faculty participants seemed optimistic and enthusiastic about their potential to lower textbook costs. This enthusiasm may be channeled into furthering affordability efforts through the development of creative alternatives and the continuing quest for low-cost, high-quality materials.

### Implications and Recommendations

#### *Implications and Recommendations for Community College Leaders*

Most faculty empathize with students' financial struggles and desire to maintain the affordability of textbooks. Affordable alternatives are easier to implement in some disciplines than others. Of the faculty interviewed, four (three English and one humanities) suggested that they have benefited from the availability of copyright-free no-cost internet-based readings in the public domain. In the sciences, however, lower-cost solutions were more difficult to find and implement. The majority of open educational resources that faculty explored

have not achieved the level of consistent quality that faculty desire, and often, these resources are not kept current.

Community college leaders should consider tackling the “low hanging fruit” first. In disciplines where high quality, no- and low-cost resources are readily available, community college leaders should encourage faculty to explore utilizing these resources. In English, for example, Professor Kress suggested that creating her own electronic textbook from a compilation of free readings she located on the internet allowed her to circumvent selecting a high-cost traditional textbook while allowing her to customize the course reading materials to her taste. Professor Hollister similarly designed a collection of free resources for his ‘Introduction to Film’ course. Both collections were well-received by students.

Second, community college leaders should examine policies related to textbook selection to determine whether these policies hinder affordability efforts. Several of the faculty suggested that, when required to collaborate with multiple discipline faculty on textbook choices, settling on a single textbook selection was very difficult. Professor Kress went further, suggesting that such policies hinder the adoption of lower-cost alternatives. According to Professors Kress and Hollister, this was particularly true for disciplines such as English. Their colleagues, they suggested, would fight to ensure that their favorite short stories and poems were included in the final textbook selection. This has the potential for driving up the price, thereby mitigating any potential cost-savings.

Third, community college leaders should encourage the continued exploration and development of lower-cost alternatives to traditional textbooks. The demand for high-quality no- and low-cost alternatives exists. Over time, innovative educators will fill the void with creative, high-quality resources. Community college leaders should incentivize faculty to create affordable, high-quality materials that can be used to replace high-cost textbooks. Such materials can be shared across the college and outside as well. Customizable resources can be adapted to fit a wide variety of needs and tastes. Aside from their own satisfaction, faculty are not often formally incentivized by their colleges to create affordable textbook solutions. By increasing and promoting rewards for faculty innovation in the area of textbook affordability, community colleges may inspire an increase in textbook cost-savings as well as an increase in the diversity and quality of no- and low-cost resources.

To summarize, community college leaders are well positioned to facilitate textbook affordability efforts by implementing policies and practices that encourage faculty innovation of affordable alternatives to traditional textbooks.

The three recommendations are as follows:

1. Recognize that in certain disciplines, such as English and the humanities, no and low-cost materials are more readily available. Encourage faculty to explore the use of these resources.
2. Reexamine restrictive textbook selection policies that may hinder textbook affordability efforts.

3. Provide incentives that encourage faculty innovation of affordable high-quality alternatives to traditional textbooks.

### *Implications and Recommendations for Campus Bookstores*

College bookstores are also well-positioned to facilitate faculty textbook affordability efforts. Many of the interviewed faculty expressed frustration with bookstore policies and their seeming inability to stock an adequate supply of used textbooks. Such issues may be better received by faculty if they were better understood.

First, bookstores should assist faculty in understanding policies such as those related to student financial aid textbook purchases. Doing so might provide faculty with a better understanding of the limitations and restrictions that some students and college bookstores face. Frustration may give way to empathy, and faculty may be able to offer alternatives or solutions to mitigate some of the issues that arise from financial aid restrictions.

Second, bookstores should assist faculty in better understanding their limitations, especially with respect to stocking used textbooks. A few of the faculty interviewed expressed frustration over the fact that their colleges' bookstores seemed incapable of stocking an adequate supply of used textbooks, thus forcing them into adopting a new edition of a textbook. These limitations may cause faculty to perceive their bookstores as uncooperative and as presenting obstacles to affordability efforts. Illuminating the background and full

scope of the limitations may help faculty understand better why their campus bookstores are not always capable of facilitating faculty efforts in the way faculty desire. Furthermore, achieving a better understanding of the full scope of bookstore policies and limitations may assist faculty in seeing the bookstore as a partner in facilitating affordability efforts rather than an adversary.

Third, campus bookstores should make an effort to assist faculty in exploring and understanding the full range of textbook options available to them through publishers. Because bookstores work directly with publishers and have a birds-eye view of the range of college textbook options, they are better able to decode the wide variety of options and formats available for faculty use. As Professor Rowe suggested, bookstores might best aid faculty by employing an individual to negotiate with publishers and present faculty with thoroughly researched options and alternatives that may further affordability efforts.

To summarize, campus bookstores are sometimes perceived as adversaries in affordability efforts. By educating faculty on bookstore policies and limitations, campus bookstores may clear up misperceptions and gain faculty support. Furthermore, campus bookstores may take steps that may aid faculty in furthering textbook affordability efforts. The three recommendations for campus bookstores are as follows:

1. Assist faculty in understanding campus bookstore policies such as those related to financial aid restrictions.

2. Assist faculty in understanding campus bookstore limitations such as difficulties stocking used textbooks.
3. Assist faculty in exploring and understanding the full range of textbook options and formats available to them.

### *Implications and Recommendations for Publishers*

Publishers may stand to lose when faculty turn to no- and low-cost alternatives to traditional textbooks. Publishers may be able to maintain or increase sales of some textbooks by providing options that appeal to faculty while supporting their affordability efforts. Taking into account the profit-driven motives of publishing companies, faculty might best benefit from increased availability of lower-cost textbook formats and increased publisher support.

Some of the faculty interview participants expressed an interest in the range of available textbook formats, especially when these formats correspond to varying price-points. Faculty seeking to provide their students with affordable alternatives to traditional hard cover textbooks may seek out textbook titles that have loose-leaf or electronic format options. Professor George indicated that his department sought to adopt an affordable textbook that had a corresponding electronic textbook option, and Professor Rowe indicated that she selected a laboratory manual that came in a loose-leaf format. Other faculty, such as Professor Hollister, indicated they worked with publishers to create custom

textbooks that offer savings while tailoring content to the specific tastes of the faculty.

Publisher support was another issue mentioned by faculty during the interviews. Professor Vandalay suggested that proper training on the use of textbook resources would be necessary if he were to implement an electronic format textbook in his class. Professor Kent stated that he had encountered publisher products that were attractive but incompatible with his college's learning management system, thus rendering them useless. Increased training and support, especially with respect to ensuring compatibility with existing college systems, may facilitate faculty textbook choices.

To summarize, publishers may increase business by meeting faculty demands for a variety of textbook formats and comprehensive technical support. The recommendations for publishers are as follows:

1. Provide faculty with a wide range of format options and pricing.
2. Provide comprehensive technical support to faculty and institutions.

### Limitations and Considerations

This study was conducted to capture the textbook affordability-related experiences, beliefs, and behaviors of community college faculty. Nine faculty participants shared their perspectives on a multitude of issues related to textbook cost-lowering initiatives and textbook alternatives. These perspectives and accounts painted a rich picture of the lived experiences of nine different faculty in



different disciplines at three different institutions. Because this study captured only the perspectives and lived experiences of these nine individuals, one must understand that the results may not be generalizable to the general population. Rather, the results of this study were intended to suggest possible strategies for community college leaders, bookstores, and publishers as they attempt to support the faculty efforts to adopt affordable textbook materials.

Furthermore, this researcher made every attempt to eliminate bias from the study. However, as with most studies, the reporting and interpretation of results are vulnerable to some degree of subjectivity. To combat this, prior to each interview, I spent a few moments reviewing my own preconceptions and beliefs surrounding the issues of textbook affordability and textbook alternatives, bearing in mind that as I conducted the interview and asked probing questions, my own beliefs had the potential to direct the interview responses. As a result, I attempted to set aside all prior experience and perspectives so that probing questions were asked only in reaction to interview participant responses.

I conducted a similar epoche process prior to reviewing the interview transcripts and interpreting the data. After all of the interview responses had been coded, I created a thematic map, placing all of the coded responses on the map. Themes generated from this thematic map emerged from frequently discussed phenomena. Phenomena mentioned at least three times were designated as minor themes, while those mentioned at six or more times were designated as major themes. By using frequency of mentions to generate

themes, rather than my own personal beliefs regarding what may constitute an important issue, I hoped to mitigate subjectivity in the thematic analysis.

### Recommendations for Future Research

The attention paid to the issue of textbook affordability is growing. In November 2013, U.S. Senator Richard Durbin (Illinois) introduced Senate Bill 1704 called the “Affordable College Textbook Act.” The Affordable College Textbook Act proposed the creation of competitive grants that could be used to increase the efforts to develop, evaluate, and adapt open educational resources, and especially open textbooks. Projects considered for funding should achieve high cost savings for students and result in highly adaptable open textbooks designed for high enrollment courses. Although at the time of the study, the bill had not yet passed the Senate, the effort is proof that the issue of textbook affordability continues to gain attention at federal government level. A list of legislation mentioned in this study that addresses higher education and textbook affordability appears in Appendix O. Consequently, future research into the topic of textbook affordability and its intersection with community college faculty is particularly relevant moving forward.

The first recommendation is to increase research into the impact and use of open educational resources, especially as use of open educational resources increases. As previously discussed, Petrides et al. (2011) studied the use of open educational resources among faculty and students and noted that one of

the greatest drawbacks was inconsistent quality and ease of use. These issues also surfaced during the study interviews. Professor Fishman, who had explored some open educational resources for his courses, believed that inconsistent quality was one of his greatest reservations. Regardless, interview participants seemed hopeful regarding the potential of open educational resources.

Professor Smith indicated that she had used open educational resources in her courses and supplemented them with readings to go textbook-free for one of her humanities courses. According to Wiley et al. (2012), open educational resources are beginning to gain popularity, especially among the general public with websites like the Khan Academy. The increase in popularity and acceptance among the general public is likely to lead to increased use by practitioners. Consequently, the use of these resources should be studied so that practitioners can learn how most effectively to adapt and implement OER for use in higher education.

The second recommendation is to study the impact of open educational resources on student learning. According to Petrides et al. (2011), student opinion regarding open textbooks has been favorable. As open educational resources become more common and availability increases, the potential for their use in the classroom increases. Thus, educational practitioners must concern themselves with understanding the effect of these resources on student learning and potential differences between the use of open educational resources and traditional textbooks. Furthermore, they must understand what barriers exist with

respect to the implementation of OER so that OER may be fully accessible and beneficial for all.

The third recommendation is to continue to study the impact of institutional initiatives and mandates on the textbook selection behaviors of faculty. Three of the participants discussed undergoing or facing paradigm shifts in the textbook selection processes within their departments. They suggested that these shifts have been designed to aid in creating consistency in the selection of textbooks across their colleges' campuses. Professor Kress, whose department has already adopted such a paradigm, expressed the belief that the new selection requirements stifled affordability efforts. In contrast, Professor Rowe thought that this paradigm would help further affordability efforts. Conflicting opinions regarding textbook selection paradigms are likely to range widely and may impact efforts to implement changes to the process.

The fourth recommendation is to study the impact of institutional textbook-related initiatives and mandates on faculty members' sense of academic freedom. A few of the interview participants mentioned the issue of academic freedom during their discussions on changes to their departments' textbook selection processes. Whether institutional initiatives and mandates have a clear impact on faculty sense of academic freedom was not clear in this study and may be a topic for future research. Changes to textbook selection paradigms are certain to challenge some faculty members' sense of academic freedom. The

overall impact these changes in paradigms will have on the community college professoriate remains to be understood.

The fifth recommendation is to replicate this study at other institutions both within and outside of the state of Florida. Responses given may reflect specific consistencies between institutions within the central Florida area that may not be representative of the state or of community college faculty in other states. The faculty interviewed did not often describe the impact of state-mandated initiatives on their experiences, and they did not imply that state actions had impacted their perspectives or behaviors. The possibility exists, however, that the higher education environment within the state is highly unique and that this may impact faculty perceptions, experiences, and behaviors. Consequently, additional similar studies will help to validate or refute the findings of this study and may provide further insight into the experiences of faculty outside of the state of Florida.

To summarize, the recommendations for future research are as follows:

1. Increase research into the impact and use of open educational resources.
2. Study the impact of open educational resources on student learning.
3. Study the impact of institutional initiatives and mandates on the textbook selection behaviors of faculty.
4. Study the impact of institutional textbook-related initiatives and mandates on faculty members' sense of academic freedom.

5. Replicate this study using other institutions both within and outside of the state of Florida.

As attention to the issue of textbook affordability continues to grow, research into the impact of low- and no-cost resources will help practitioners to better understand how and where to most effectively implement these resources. Furthermore, affordability efforts have been shown to impact faculty behavior and perceptions; thus, further studies into the impact of these perceptions and behaviors may provide a more accurate picture of the changing community college professoriate as well as aid college leaders in designing and implementing policy that impacts faculty.

### Summary

This chapter provided a review of the purpose of the study and a summary of the findings of the study. Implications and recommendations for community college leaders, campus bookstores, and publishers were discussed, and limitations and considerations were discussed. Finally, recommendations for future research were discussed.

APPENDIX A  
HIGHER EDUCATION OPPORTUNITY ACT OF 2008 – SEC. 133

## **“SEC. 133. TEXTBOOK INFORMATION.**

“(a) Purpose and Intent.--The purpose of this section is to ensure that students have access to affordable course materials by decreasing costs to students and enhancing transparency and disclosure with respect to the selection, purchase, sale, and use of course materials. It is the intent of this section to encourage all of the involved parties, including faculty, students, administrators, institutions of higher education, bookstores, distributors, and publishers, to work together to identify ways to decrease the cost of college textbooks and supplemental materials for students while supporting the academic freedom of faculty members to select high quality course materials for students.

“(b) Definitions.--In this section:

“(1) Bundle.--The term ‘bundle’ means one or more college textbooks or other supplemental materials that may be packaged together to be sold as course materials for one price.

“(2) College textbook.--The term ‘college textbook’ means a textbook or a set of textbooks, used for, or in conjunction with, a course in postsecondary education at an institution of higher education.

“(3) Course schedule.--The term ‘course schedule’ means a listing of the courses or classes offered by an institution of higher education for an academic period, as defined by the institution.

“(4) Custom textbook.--The term ‘custom textbook’--

“(A) means a college textbook that is compiled by a publisher at the direction of a faculty member or other person or adopting entity in charge of selecting course materials at an institution of higher education; and

“(B) may include, alone or in combination, items such as selections from original instructor materials, previously copyrighted publisher materials, copyrighted third-party works, and elements unique to a specific institution, such as commemorative editions.

“(5) Institution of higher education.--The term ‘institution of higher education’ has the meaning given the term in section 102.

“(6) Integrated textbook.--The term ‘integrated textbook’ means a college textbook that is--

“(A) combined with materials developed by a third party and that, by third-party contractual agreement, may not be offered by publishers separately from the college textbook with which the materials are combined;



or

“(B) combined with other materials that are so interrelated with the content of the college textbook that the separation of the college textbook from the other materials would render the college textbook unusable for its intended purpose.

“(7) Publisher.--The term ‘publisher’ means a publisher of college textbooks or supplemental materials involved in or affecting interstate commerce.

“(8) Substantial content.--The term ‘substantial content’ means parts of a college textbook such as new chapters, new material covering additional eras of time, new themes, or new subject matter.

“(9) Supplemental material.--The term ‘supplemental Material’ means educational material developed to accompany a college textbook that--

“(A) may include printed materials, computer disks, website access, and electronically distributed materials; and

“(B) is not being used as a component of an integrated textbook.

“(c) Publisher Requirements.--

“(1) College textbook pricing information.--When a publisher provides a faculty member or other person or adopting entity in charge of selecting course materials at an institution of higher education receiving Federal financial assistance with information regarding a college textbook or supplemental material, the publisher shall include, with any such information and in writing (which may include electronic communications), the following:

“(A) The price at which the publisher would make the college textbook or supplemental material available to the bookstore on the campus of, or otherwise associated with, such institution of higher education and, if available, the price at which the publisher makes the college textbook or supplemental material available to the public.

“(B) The copyright dates of the three previous editions of such college textbook, if any.

“(C) A description of the substantial content revisions made between the current edition of the college textbook or supplemental material and the previous edition, if any.

“(D)(i) Whether the college textbook or supplemental material is available in any other format, including paperback and unbound; and

“(ii) for each other format of the college textbook or supplemental material, the price at which the publisher would make the college textbook or supplemental material in the other format available to the bookstore on the campus of, or otherwise associated with, such institution of higher education and, if available, the price at which the publisher makes such other format of the college textbook or supplemental material available to the public.

“(2) Unbundling of college textbooks from supplemental materials.--A publisher that sells a college textbook and any supplemental material accompanying such college textbook as a single bundle shall also make available the college textbook and each supplemental material as separate and unbundled items, each separately priced.

“(3) Custom textbooks.--To the maximum extent practicable, a publisher shall provide the information required under this subsection with respect to the development and provision of custom textbooks.

“(d) Provision of ISBN College Textbook Information in Course Schedules.--To the maximum extent practicable, each institution of higher education receiving Federal financial assistance shall--

“(1) disclose, on the institution's Internet course schedule and in a manner of the institution's choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution's course schedule used for preregistration and registration purposes, except that--

“(A) if the International Standard Book Number is not available for such college textbook or supplemental material, then the institution shall include in the Internet course schedule the author, title, publisher, and copyright date for such college textbook or supplemental material; and

“(B) if the institution determines that the disclosure of the information described in this subsection is not practicable for a college textbook or supplemental material, then the institution shall so indicate by placing the designation 'To Be Determined' in lieu of the information required under this

subsection; and

“(2) if applicable, include on the institution's written course schedule a notice that textbook information is available on the institution's Internet course schedule, and the Internet address for such schedule.

“(e) Availability of Information for College Bookstores.--An institution of higher education receiving Federal financial assistance shall make available to a college bookstore that is operated by, or in a contractual relationship or otherwise affiliated with, the institution, as soon as is practicable upon the request of such college bookstore, the most accurate information available regarding--

“(1) the institution's course schedule for the subsequent academic period; and

“(2) for each course or class offered by the institution for the subsequent academic period--

“(A) the information required by subsection (d)(1) for each college textbook or supplemental material required or recommended for such course or class;

“(B) the number of students enrolled in such course or class; and

“(C) the maximum student enrollment for such course or class.

“(f) Additional Information.--An institution disclosing the information required by subsection (d)(1) is encouraged to disseminate to students information regarding--

“(1) available institutional programs for renting textbooks or for purchasing used textbooks;

“(2) available institutional guaranteed textbook buy-back programs;

“(3) available institutional alternative content delivery programs; or

“(4) other available institutional cost-saving strategies.

“(g) GAO Report.--Not later than July 1, 2013, the Comptroller General of the United States shall report to the authorizing committees on the implementation of this section by institutions of higher education, college bookstores, and publishers. The report shall particularly examine--

“(1) the availability of college textbook information on course schedules;

“(2) the provision of pricing information to faculty of institutions of higher education by publishers;

“(3) the use of bundled and unbundled material in the college textbook marketplace, including the adoption of

unbundled materials by faculty and the use of integrated textbooks by publishers; and

“(4) the implementation of this section by institutions of higher education, including the costs and benefits to such institutions and to students.

“(h) Rule of Construction.--Nothing in this section shall be construed to supercede the institutional autonomy or academic freedom of instructors involved in the selection of college textbooks, supplemental materials, and other classroom materials.

“(i) No Regulatory Authority.--The Secretary shall not promulgate regulations with respect to this section.”.

(b) Effective Date.--The amendment made by subsection (a) shall take effect on July 1, 2010.

APPENDIX B  
FLORIDA STATUTE 1004.085

**Fla. Stat §1004.085 Textbook affordability.—**

(1) No employee of a Florida College System institution or state university may demand or receive any payment, loan, subscription, advance, deposit of money, service, or anything of value, present or promised, in exchange for requiring students to purchase a specific textbook for coursework or instruction.

(2) An employee may receive:

(a) Sample copies, instructor copies, or instructional materials. These materials may not be sold for any type of compensation if they are specifically marked as free samples not for resale.

(b) Royalties or other compensation from sales of textbooks that include the instructor's own writing or work.

(c) Honoraria for academic peer review of course materials.

(d) Fees associated with activities such as reviewing, critiquing, or preparing support materials for textbooks pursuant to guidelines adopted by the State Board of Education or the Board of Governors.

(e) Training in the use of course materials and learning technologies.

(3) Florida College System institutions and state universities shall post on their websites, as early as is feasible, but not less than 30 days prior to the first day of class for each term, a list of each textbook required for each course offered at the institution during the upcoming term. The posted list must include the International Standard Book Number (ISBN) for each required textbook or other identifying information, which must include, at a minimum, all of the following: the title, all authors listed, publishers, edition number, copyright date, published date, and other relevant information necessary to identify the specific textbook or textbooks required for each course. The State Board of Education and the Board of Governors shall include in the policies, procedures, and guidelines adopted under subsection (4) certain limited exceptions to this notification requirement for classes added after the notification deadline.

(4) The State Board of Education and the Board of Governors each shall adopt policies, procedures, and guidelines for implementation by Florida College System institutions and state universities, respectively, that further efforts to minimize the cost of textbooks for students attending such institutions while maintaining the quality of education and academic freedom. The policies, procedures, and guidelines shall provide for the following:

(a) That textbook adoptions are made with sufficient lead time to bookstores so as to confirm availability of the requested materials and, where possible, ensure maximum availability of used books.

(b) That, in the textbook adoption process, the intent to use all items ordered, particularly each individual item sold as part of a bundled package, is confirmed by the course instructor or the academic department offering the course before the adoption is finalized.

(c) That a course instructor or the academic department offering the course determines, before a textbook is adopted, the extent to which a new edition

differs significantly and substantively from earlier versions and the value of changing to a new edition or the extent to which an open-access textbook may exist and be used.

(d) That the establishment of policies shall address the availability of required textbooks to students otherwise unable to afford the cost, including consideration of the extent to which an open-access textbook may be used.

(e) That course instructors and academic departments are encouraged to participate in the development, adaptation, and review of open-access textbooks and, in particular, open-access textbooks for high-demand general education courses.

**History.**—s. 1, ch. 2008-78; s. 4, ch. 2010-155; s. 45, ch. 2011-5.

APPENDIX C  
SUMMARY OF ENACTED STATE LEGISLATION:  
TEXTBOOK AFFORDABILITY EFFORTS



| State    | Year | Act/Bill/Statute Number | Act/Bill Name (if applicable)   | Description   |
|----------|------|-------------------------|---|---|
| Arizona  | 2008 | HB 2230                 | College Textbook Information Disclosure   | Requires publishers to disclose to faculty and college staff responsible for textbook selection the estimated retail and wholesale prices of textbook products, previous edition dates, synopsis of content changes between editions, and availability of bundled/unbundled materials. Encourages faculty at public institutions to request such information from publishers and prohibits faculty from financial gain associated with the selection of certain course materials. |
| Arkansas | 2007 | SB 27 (Act 105)         | An Act to Regulate State-supported Institution of Higher Education Textbook Sales and to Prohibit Inducements to Require Specific Textbooks | Prohibits faculty from receiving financial benefits or other inducements for selecting and requiring certain textbooks and associated materials   |

| State      | Year | Act/Bill/Statute Number | Act/Bill Name (if applicable)  | Description  |
|------------|------|-------------------------|--|--|
| Arkansas   | 2007 | SB 24 (Act 175)         | An Act to Regulate State-supported Institution of Higher Education Textbook Sales and to Require Prompt Notification of the Adoption of Textbooks and Course Materials | Requires that state institutions publish required textbook and course material information on the institution's website and posting at the bookstore by specified dates for each semester (April 1 for following Fall semester; November 1 for following Spring semester, and April 1 for summer sessions).  |
| California | 2004 | AB 2477                 |  | Requires that governing boards in the state systems of higher education work with the academic senates of their respective segments in order to promote among faculty "least costly practices" in textbook selection, disclosure of edition content changes, and cost to students. Encourages faculty to collaborate with publishers and institution bookstores in order to design bundles that deliver cost savings to students. Requires that institutions work closely with faculty in order to promote the aforementioned goals. |

| State      | Year | Act/Bill/Statute Number | Act/Bill Name (if applicable)   | Description   |
|------------|------|-------------------------|---|---|
| California | 2012 | SB 1052                 | Public postsecondary education: California Open Education Resources Council | Establishes an "Open Education Resources Council" to select and design free digital textbooks for a list of 50 common lower-division undergraduate courses at public institutions   |
| California | 2012 | SB 1053                 | Public postsecondary education: California Digital Open Source Library      | Provides for the establishment of a Digital Open Source Library; offers students in selected lower-division courses access to high-quality resources electronically at no cost and at no more than \$20 for hardcopy.   |
| Colorado   | 2006 | HB 06-1024              |   | Requires that the governing board of each state institution of higher education consider creating an online textbook library at their institution in order to facilitate reduced textbook costs for students.   |
| Colorado   | 2009 | SB 08-073               | College Textbook Information Disclosure                                     | Requires that textbook publishers make available to faculty members at state institutions via the publishers' websites information regarding textbook pricing, revisions, estimated length of market life; publishers must offer students the option of purchasing bundled materials separately |

| State       | Year | Act/Bill/Statute Number       | Act/Bill Name (if applicable)            | Description   |
|-------------|------|-------------------------------|--|---|
| Connecticut | 2006 | HB 5527/Public Act No. 06-103 | An Act Concerning Textbook Affordability | Requires that publishers disclose to faculty the estimated retail prices of their textbooks as well as the history of edition revisions for their products; also requires that public institutions provide some mechanism by which students who receive financial aid and meet all imposed requirements be permitted to use aid that has not yet been disbursed at campus/college stores in order to purchase required textbooks  |
| Florida     | 2008 | Fla. Stat §1004.085           | Textbook affordability                   | Prohibits employees of public colleges and universities from receiving inducements in exchange for the adoption of specific textbooks. Requires public institutions to post their textbook adoption lists at least 30 days prior to the first day of the term. Requires that faculty confirm their intent to use all items ordered as part of a bundled package. Requires that the State Board of Education and Board of Governors adopt policies for public colleges and universities that will guide further textbook cost-lowering efforts at the institutional level. |

| State    | Year | Act/Bill/Statute Number         | Act/Bill Name (if applicable)                                   | Description   |
|----------|------|---------------------------------|---|---|
| Illinois | 2010 | 110 ILCS 78/Public Act 096-0359 | Transparency in College Textbook Publishing Practices Act       | Requires that publishers disclose to faculty the previous 3 edition dates of a specified textbook, a synopsis of relevant content changes between editions, and the existence and pricing of alternative textbook formats and/or supplemental materials. Also requires that publishers of bundled materials allow for the purchase of items separately (unbundled).   |
| Kentucky | 2009 | HB 226                          | An act relating to college textbooks and declaring an emergency | Requires that institutions implement policies establishing deadlines for faculty textbook adoption and dissemination of textbook information, including ISBN numbers; requires that publishers of bundled materials allow for purchase of items separately; requires that publishers provide details of content revisions between editions; requires that public institutions of higher education adopt ethical guidelines regarding textbook adoption; requires that public institutions of higher education provide students with timely information regarding available textbook alternatives. |

| State     | Year | Act/Bill/Statute Number | Act/Bill Name (if applicable) | Description   |
|-----------|------|-------------------------|-------------------------------|---|
| Louisiana | 2011 | SB 165/Act No 308       |                               | Requires the Board of Supervisors of Community and Technical Colleges to ensure the availability of electronic versions for all required textbooks; requires the Board to develop a program to facilitate the sale of such materials; requires institutions under the Board's management to encourage publishers to make available electronic versions of their print products; limits the amount of money that the Board can charge students for electronic textbook materials to an amount that does not exceed the actual cost |

| State     | Year | Act/Bill/Statute Number | Act/Bill Name (if applicable)                              | Description   |
|-----------|------|-------------------------|--|---|
| Maryland  | 2009 | SB 183                  | College Textbook Competition and Affordability Act of 2009 | Requires that institutions of higher education report to the state on efforts to lower textbook costs and best practices designed to accomplish this task; requires that institutions develop informational campaigns aimed at educating and assisting faculty with respect to textbook-related issues; requires that publishers and campus bookstores provide textbook information in a timely manner; requires that textbook information for selected textbooks be posted on the college website no fewer than 3 weeks following the faculty's finalization of the selection. |
| Minnesota | 2007 | 135A.25                 | Textbook Disclosure, Pricing, and Access Act               | Requires that publishers make easily accessible the title, edition, author, and ISBN for all textbooks, wholesale pricing information, availability of bundled and unbundled materials, and summaries of textbook content changes between editions; public institutions of higher education must consider the recommendations of the Minnesota Office of Higher Education and participate in meetings at which strategies for course material cost reduction will be considered.  |

| State    | Year | Act/Bill/Statute Number | Act/Bill Name (if applicable) | Description  |
|----------|------|-------------------------|-------------------------------|--|
| Missouri | 2008 | HB 2048                 | Textbook Transparency Act     | Requires that publishers provide pricing, revision information including content changes, copyright dates for previous editions within past ten years, and availability of alternative formats to faculty members or textbook adopters at public institutions of higher education; requires that publishers of bundled materials allow for the purchase of items separately (unbundled); encourages timely adoption of textbooks; requires that institutions adopt policies to facilitate the use of financial aid for the purchase of required textbooks. |
| New York | 2007 | Bill S03063A            | Textbook Access Act           | Requires that higher education institutions funded by the state of New York identify ways to facilitate the lowering of the cost of educational materials for students. The act calls for transparency in the pricing of educational materials and options for purchasing materials unbundled. Also, the act prohibits faculty from receiving compensation for selecting a specific textbook.  |



| State    | Year | Act/Bill/Statute Number | Act/Bill Name (if applicable)            | Description   |
|----------|------|-------------------------|--|---|
| Oklahoma | 2007 | HB 2103                 | An act relating to schools (short title) | Prohibits employees of public higher education institutions from receiving inducements for selecting a specific textbook; prohibits employees from selling sample copies provided by publishers; encourages the unbundling of textbook materials; encourages faculty to seek out the least costly option for students without sacrificing content.  |
| Oregon   | 2007 | SB 365                  | An act relating to textbooks             | Requires that publishers provide prospective textbook adopters with a list of all of the different versions of a textbook, a list of all supplemental materials, the date of the previous edition, and the price at which the textbook would be sold to bookstores for resale to students; requires that publishers disclose the availability of bundled and unbundled materials and make each item in a bundled package available for purchase separately. |

| State        | Year | Act/Bill/Statute Number | Act/Bill Name (if applicable)  | Description  |
|--------------|------|-------------------------|--|--|
| Oregon       | 2012 | HB 4058                 |  | Purpose is to "examine and recommend adoption of strategies for making textbooks more affordable for students at all postsecondary institutions in this state;" convened a workgroup in July 2012 to accomplish this task (Higher Education Coordinating Commission Textbook Affordability Work Group, 2012)   |
| Pennsylvania | 2010 | SB 929                  | College Textbook Affordability, Accountability and Accessibility Act | Requires that faculty choose the least expensive textbooks and supplements that are still educationally sound; requires institutions to promote textbook buy-back and rental programs. Requires that publishers provide wholesale and suggested retail pricing information, publication dates and details of revisions for the past three editions of a textbook, and availability and pricing of alternative formats for textbooks and supplements. Requires that publishers make available textbooks in digital form by 2020. Requires universities to notify bookstores of upcoming courses, enrollments, and required textbooks. |

| State     | Year | Act/Bill/Statute Number | Act/Bill Name (if applicable) | Description  |
|-----------|------|-------------------------|-------------------------------|--|
| Tennessee | 2007 | HB 1257                 |                               | Requires that faculty members submit textbook adoption information to the campus bookstore in a timely fashion. Requires that campus bookstores disclose textbook sale prices to faculty. Urges faculty to consider cost-conscious practices with respect to textbook adoption. Requires that publishers make bundled items available for purchase separately. Requires that campus bookstores promote buy-back programs. Urges libraries and academic departments to make reserve copies of textbooks available to students at no cost. |
| Texas     | 2009 | HB 2488                 |                               | Authorizes eligible higher education institutions or the state of Texas to develop open source materials for use in classrooms (Cisneros, 2009).   |
| Texas     | 2009 | HB 4149                 |                               | Authorizes an electronic textbook pilot study to be conducted at the University of Texas - Austin. Policy recommendations must address strategies for promoting the use of electronic textbooks at higher institutions within the state (Cisneros, 2009).  |

| State    | Year | Act/Bill/Statute Number | Act/Bill Name (if applicable)                   | Description   |
|----------|------|-------------------------|---|---|
| Virginia | 2005 | HB 1726                 | Higher education; textbook sales and bookstores | Prohibits employees of public higher education institutions from receiving inducements for selecting a specific textbook. Requires that the governing boards design procedures for making textbook lists available in a central location for students. Requires that campus bookstores post listing of selected course textbooks once identified by the instructor or department. |

| State    | Year | Act/Bill/Statute Number | Act/Bill Name (if applicable)                             | Description   |
|----------|------|-------------------------|---|---|
| Virginia | 2006 | HB 1478                 | Textbook sales at public institutions of higher education | Requires that the governing boards of public higher education institutions design policies that encourage efforts to lower textbook costs for students. The policies must ensure that textbook adoptions are made early enough to ensure sufficient time to maximize the availability of used textbooks. In addition, if bundled packages are selected, the faculty member must verify that he/she plans to use each item in the bundle. Faculty must also acknowledge the quoted retail price of the textbooks they select. In addition, faculty are encouraged to limit the adoption of new editions when the previous editions do not differ substantially. Finally, the governing boards must establish policies that address availability of textbooks for students unable to afford the cost. |

| State      | Year | Act/Bill/Statute Number | Act/Bill Name (if applicable) | Description   |
|------------|------|-------------------------|-------------------------------|---|
| Washington | 2006 | HB 3087                 |                               | Requires that campus bookstores allow for the purchase of bundled materials as separate items. Requires that campus bookstores disclose to college staff the retail price of materials and how new editions vary from the previous editions. Requires campus bookstores to promote buy-back programs. Requires that faculty and staff consider cost when assigning course materials and, when possible, adopt the least expensive edition when content is comparable. Also urges faculty and staff to work with publishers and bookstores to offer bundles if doing so delivers a cost savings to students. |

| State      | Year | Act/Bill/Statute Number | Act/Bill Name (if applicable)   | Description  |
|------------|------|-------------------------|---|--|
| Washington | 2007 | HB 2300                 | An act relating to college textbooks  | Requires that publishers provide faculty with wholesale prices and the history of revisions of their textbooks.  |
| Washington | 2009 | HB 1025                 | Requiring disclosure of certain information relating to higher education course materials | Requires that the governing boards of the public higher education institutions adopt rules that require affiliated bookstores to disclose to faculty and staff the costs of course materials, as well as provide the option to purchase bundled materials separately and actively promote buy-back programs. Requires that institutions disseminate textbook details (title, authors, ISBN, et cetera) at least 4 weeks prior to the start of the term. Requires that faculty and staff consider cost when assigning course materials and, when possible, adopt free, open textbooks and collaborate with college librarians to organize collections of free web-based and library resources for students, provided that such resources are deemed comparable to quality of the textbook content they replace. |

| State         | Year | Act/Bill/Statute Number | Act/Bill Name (if applicable) | Description   |
|---------------|------|-------------------------|-------------------------------|---|
| West Virginia | 2005 | SB 674                  |                               | Requires that the campus bookstores (of public colleges and universities) minimize costs to students by adopting policies that encourage buy-back and used textbook sales. Requires that a portion of bookstore profits be deposited in an institutional account to be used for nonathletic scholarships. Prohibits campus employees from receiving inducements for requiring the purchase of specific textbooks. |



APPENDIX D  
PERMISSION TO USE ADAPTED THEORETICAL FRAMEWORK

**From:** [Icek Aizen](#)  
**To:** [Susan Dunn](#)  
**Subject:** RE: Permission to use adapted TBP Model  
**Date:** Monday, April 01, 2013 5:40:33 PM

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Dear Ms. Dunn,

The theory of planned behavior is in the public domain. No permission is needed to use the theory in research, to construct a TPB questionnaire, or to include an ORIGINAL drawing of the model in a thesis, dissertation, presentation, poster, article, or book. If you would like to reproduce a published drawing of the model, you need to get permission from the publisher who holds the copyright. You may use the drawing on my website (<http://www.people.umass.edu/aizen/tpb.diag.html>) for non-commercial purposes so long as you retain the copyright notice.

Best regards,

Icek Ajzen, Professor Emeritus  
University of Massachusetts  
Amherst, MA 01003  
<http://www.people.umass.edu/aizen>

---

**From:** Susan Dunn [<mailto:sdunn18@valenciacollege.edu>]  
**Sent:** Monday, April 01, 2013 2:02 PM  
**To:** [aizen@psych.umass.edu](mailto:aizen@psych.umass.edu)  
**Subject:** Permission to use adapted TBP Model

Greetings Dr. Ajzen:

I am a doctoral student in the Higher Education and Policy Studies department at the University of Central Florida. I am presently in the dissertation writing phase. I would like to use the Theory of Planned Behavior as my theoretical framework for my study which focuses on faculty behavior surrounding the recent push at federal, state, and institutional levels to lower textbook costs for students.

I'm attaching a copy of the model adapted to my theoretical framework and was hoping to obtain your permission to use this adapted model in my dissertation. Your confirmation, if provided, would be included in the appendices of my dissertation.

Thank you for your consideration,

Susan C. Dunn  
Manager, Credit Programs  
Winter Park Campus  
407-582-6871

APPENDIX E  
FLORIDA RULE 6A-14.092

### **6A-14.092 Textbook Affordability.**

Pursuant to Section 1004.085, F.S., institutions within the Florida College System shall:

(1) Adopt textbooks no later than forty-five (45) days prior to the first day of classes to allow sufficient lead time to bookstores to work with publishers so as to confirm availability of the requested materials and to ensure maximum availability of used books. Where courses are added after this forty-five (45) day deadline, textbooks for such courses shall be adopted as soon as is feasible to ensure sufficient lead time.

(2) Pursuant to Section 1004.085(3), F.S., for those classes added after the thirty (30) day notification deadline, institutions shall post textbook information on their websites immediately as such information becomes available.

(3) Collect and maintain, before textbook adoption is finalized, written or electronically transmitted certifications from course instructors attesting:

(a) That all textbooks and other instructional items ordered will be used, particularly each individual item sold as part of a bundled package, and

(b) The extent to which a new edition differs significantly and substantively from earlier versions, and the value of changing to a new edition.

(4) Provide assistance as requested by the statewide textbook affordability workgroup established by the Department of Education to recommend policies and strategies that address the availability of required textbooks to students otherwise unable to afford the cost. The workgroup shall consist of nine representatives from institutions within the Florida College System chosen based on variable student enrollment (small and large student populations), geographic location (north, central and south) and economic status of student body (high population receiving need-based financial aid). A report shall be submitted by the workgroup to the State Board of Education by December 1, 2009, that identifies the policies.

*Specific Authority 1004.085(3), (4) FS. Law Implemented 1004.085 FS. History—New 2-25-09.*

APPENDIX F  
FLORIDA TEXTBOOK AFFORDABILITY WORKGROUP MEMBERSHIP

## **Textbook Affordability Workgroup Members**

The Florida College System:

Ginger Pedersen, Chair, Palm Beach Community College

Russ Adkins, Broward College

Edward Bonahue, Santa Fe College

Patry English, Seminole State College of Florida

Monte Finkelstein, Tallahassee Community College

Brian Kelley, Palm Beach Community College

Charles Lyle, Polk State College

Beverly Moore-Garcia, Miami Dade College

Michael Vitale, Daytona State College

David Yonutas, Santa Fe College

Staff to the Workgroup:

Division of Florida Colleges

Amy Albee

Julie Alexander

Additional Participants:

Carole Hayes, Office of the Florida Board of Governors

Susie Henderson, Florida Distance Learning Consortium

APPENDIX G  
SURVEY PROTOCOL

## Faculty Experiences with Textbook Affordability Initiatives

Q1 Welcome to the survey on Faculty Experiences with Textbook Affordability Initiatives.

This survey addresses faculty experiences with textbook cost-lowering initiatives. The purpose of this survey is to gather general information regarding faculty awareness of- and experiences, opinions, and beliefs regarding textbook cost-lowering initiatives. No prior knowledge of specific textbook cost-lowering initiatives is necessary. Please answer each question to the best of your ability. This survey should take approximately 15 minutes to complete. Your responses are anonymous; however, you will have the option to provide your contact information for follow-up participation at the end of the survey.

Your assistance is greatly appreciated.

<Valencia IRB approval statement to be included>

For questions regarding this survey, please contact Susan Dunn, Manager of Credit programs, Valencia College, at [sdunn18@valenciacollege.edu](mailto:sdunn18@valenciacollege.edu).



Q2 Please rate your level of awareness on the following initiatives below.

|   | Level of Awareness          |                                |                           | Do you wish to know more? |                       |                         |
|---|-----------------------------|--------------------------------|---------------------------|---------------------------|-----------------------|-------------------------|
|   | Fully Informed or Aware (1) | Somewhat Informed or Aware (2) | Don't Know or Unaware (3) | Yes (1)                   | No (2)                | Unsure or Undecided (3) |
| In a 2005 study, the Government Accountability Office (GAO) found that college textbook prices have risen at twice the rate of annual inflation over the past two decades. How would you describe your level of awareness escalating college textbook prices? (1) | <input type="radio"/>       | <input type="radio"/>          | <input type="radio"/>     | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>   |
| Are you aware of federal efforts addressing textbook affordability? (2)   | <input type="radio"/>       | <input type="radio"/>          | <input type="radio"/>     | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>   |
| Are you aware of state-level legislative efforts addressing textbook affordability? (3)   | <input type="radio"/>       | <input type="radio"/>          | <input type="radio"/>     | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>   |
| Are you aware of Florida Statute  | <input type="radio"/>       | <input type="radio"/>          | <input type="radio"/>     | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>   |

|  |                       |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1004.085<br>titled<br>"Textbook<br>Affordability?"<br>(4)  |                       |                       |                       |                       |                       |                       |
| Are you aware<br>of Florida Rule<br>6A-14.092<br>titled<br>"Textbook<br>Affordability?"<br>(5)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Are you aware<br>of the rules<br>that govern<br>deadlines for<br>textbook<br>adoption at<br>institutions<br>within the<br>Florida<br>College<br>System? (6)        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Are you aware<br>of the work of<br>the statewide<br>Textbook<br>Affordability<br>Work Group<br>established by<br>the Florida<br>Department<br>of Education?<br>(7) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q3 Are you aware that institutions within the Florida College System must adopt textbooks no later than 45 days prior to the first day of classes?

- Yes (1)
- No (2)

Q4 Are you aware that institutions within the Florida College System must post textbook information on their websites?

- Yes (1)
- No (2)

Q5 Have you provided assistance or been asked to provide assistance to the statewide Textbook Affordability Work Group established by the Florida Department of Education?

- Yes (1)
- No (2)

Q6 Does your institution post textbook information for students on the institution's website?

- Yes (1)
- No (2)
- Don't know (3)

Q7 Are you aware that institutions are responsible for documenting textbook adoption records?

- Yes (1)
- No (2)

Q8 Have you ever been asked to verify that you plan to use all textbooks and instructional materials ordered for student purchase for your class?

- Yes (1)
- No (2)

Q9 Are you aware that Florida College System institutions must collect and maintain attestations from instructors that document intent to use all textbooks and materials ordered for student purchase for a given course?

- Yes (1)
- No (2)

Q10a Have you ever been asked to describe or justify the adoption of a newer edition of a textbook for your course(s)?

- Yes (1)
- No (2)

Q10b How often does the release of a new edition cause you to change textbooks?

- Every year (1)
- Every 2-3 years (2)
- Every 3-5 years (3)
- Every 5-8 years (4)
- Uncertain (5)

Q11 Are you aware that Florida College System institution must collect and maintain documentation of textbook edition change justifications?

- Yes (1)
- No (2)

Q12 Are you aware of efforts at your institution to help maintain the affordability of textbooks for your students?

- Yes (1)
- No (2)

Q13 How often have you allowed the use of used textbooks in your classes?

- All of the Time (1)
- Often (2)
- Sometimes (3)
- Rarely (4)
- Never (5)

Q14a Do you know (approximately) how much the textbook(s) and other required materials for your course(s) cost?

- Yes (1)
- No (2)

Q14b Approximately how much do the textbook(s) and other required materials for your course(s) cost, on average, per course?

- \$0-\$50 (1)
- \$51-\$100 (2)
- \$101-\$150 (3)
- \$151-\$200 (4)
- \$200+ (5)

Q15 Have textbook prices affected your choice of textbooks and other required supplements?

- Yes (1)
- No (2)

Q16 On a scale of "1" to "5" - with "1" representing "Very Unlikely" and "5" representing "Very Likely," please rate your opinion on the following items:

|  | Very Unlikely (1)     | Unlikely (2)          | Undecided (3)         | Likely (4)            | Very Likely (5)       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| How likely are state-driven textbook affordability efforts to influence your choice of textbook materials? (1)           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How likely are institutionally-driven textbook affordability efforts to influence your choice of textbook materials? (2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How likely are professional association-driven textbook efforts to influence your choice of textbook materials? (3)      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How likely are colleague opinions regarding textbook affordability to influence your choice of textbook materials? (4)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How likely are student concerns regarding cost   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| to influence your choice of textbook materials? (5) |  |  |  |  |  |
|---|--|--|--|--|--|

Q17 On a scale of "1" to "5" - with "1" representing "Very Difficult" and "5" representing "Very Easy," please rate your opinion on the following items:

|  | Very Difficult (1)    | Difficult (2)         | Neutral (3)           | Easy (4)              | Very Easy (5)         |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| How would you rate your perceived ability to comply with state-driven textbook affordability mandates? (1)           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How would you rate your perceived ability to comply with institutionally driven textbook affordability mandates? (2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



Q18 On a scale of "1" to "5" - with "1" representing "Low Control" and "5" representing "High Control," please rate your opinion on the following items:

|  | Low Control<br>(1)    | Somewhat Low<br>Control (2) | Neutral (3)           | Somewhat<br>High Control<br>(4) | High Control<br>(5)   |
|--|-----------------------|-----------------------------|-----------------------|---------------------------------|-----------------------|
| How would you rate your perceived choice of compliance (choice as to whether or not to comply) with state-driven textbook affordability mandates? (1)                  | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> |
| How would you rate your perceived choice of compliance (choice as to whether or not you must comply) with institutionally-driven textbook affordability mandates)? (2) | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> |

Q19 Which textbook cost-lowering alternatives are most familiar to you? (Select all that apply)

- Electronic or digital textbooks (1)
- Open textbooks (available freely on the Internet) (2)
- Custom textbook editions (3)
- "Stripped down" textbooks (loose-leaf, black and white printing, sometimes with fewer images) (4)
- Print-on-demand textbooks (5)

Q20a Have you ever explored the use of any of the following in your course(s)?

(Select all that apply)

- Electronic or digital textbooks (1)
- Open textbooks (available freely on the Internet) (2)
- Custom textbook editions (3)
- "Stripped down" textbooks (loose-leaf, black and white printing, sometimes with fewer images) (4)
- Print-on-demand textbooks (5)

Q20b From which source(s) do you most often find out about new textbook materials available to you (Select all that apply)

- Your own research on available materials (1)
- Publishing companies (2)
- Colleagues (3)
- Campus administrators (4)
- Professional organizations (5)

Q21 On a scale of "1" to "5" - with "1" representing "Very Unlikely" and "5" representing "Very Likely," how likely are you to consider using the following textbook alternatives in your course(s)?

|   | Very Unlikely (1)     | Unlikely (2)          | Undecided (3)         | Likely (4)            | Very Likely (5)       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Electronic or digital textbooks (1)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Open textbooks (available freely on the Internet) (2)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Custom textbook editions (3)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| "Stripped down" textbooks (loose-leaf, black and white printing, sometimes with fewer images) (4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Print-on-demand textbooks (5)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q22 On a scale of "1" to "5" - with "1" representing "Very Unlikely" and "5" representing "Very Likely," please rate your opinion on the following items:

|   | Very Unlikely (1)     | Unlikely (2)          | Undecided (3)         | Likely (4)            | Very Likely (5)       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| How likely are state-driven efforts to influence your decision to adopt a textbook alternative? (1)                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How likely are institutionally-driven efforts to influence your decision to adopt a textbook alternative? (2)       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How likely are professional association initiatives to influence your decision to adopt a textbook alternative? (3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How likely are colleague opinions and experiences to influence your decision to adopt a textbook alternative? (4)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How likely are student opinions and experiences to influence your decision to adopt a                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

|                           |  |  |  |  |  |
|---------------------------|--|--|--|--|--|
| textbook alternative? (5) |  |  |  |  |  |
|---------------------------|--|--|--|--|--|

Q23 On a scale of "1" to "5" - with "1" representing "Very Unimportant" and "5" representing "Very Important," how important do you consider the following factors when choosing textbooks?

|   | Very Unimportant (1)  | Unimportant (2)       | Neither Important nor Unimportant (3) | Important (4)         | Very Important (5)    |
|---|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Content (1)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                 | <input type="radio"/> | <input type="radio"/> |
| Price (2)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                 | <input type="radio"/> | <input type="radio"/> |
| Year of publication (3)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                 | <input type="radio"/> | <input type="radio"/> |
| Availability online (free/low cost legal copy) (4)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                 | <input type="radio"/> | <input type="radio"/> |
| Availability in alternative formats (ex: electronic text) (5)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                 | <input type="radio"/> | <input type="radio"/> |
| Availability of lower cost versions of the text (ex: soft cover vs. hard cover; electronic text; "stripped down" version) (6) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                 | <input type="radio"/> | <input type="radio"/> |

Q24 Please list any other factors that you consider important when choosing a textbook:

Q25 On a scale of "1" to "5" - with "1" representing "Very Difficult" and "5" representing "Very Easy," how would you rate your perceived ability to implement the following textbook alternatives in your course(s)?

|   | Very Difficult (1)    | Difficult (2)         | Neutral (3)           | Easy (4)              | Very Easy (5)         |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Electronic or digital textbooks (1)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Open textbooks (available freely on the Internet) (2)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Custom textbook editions (3)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| "Stripped down" textbooks (loose-leaf, black and white printing, sometimes with fewer images) (4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Print-on-demand textbooks (5)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q26 What is your faculty member employment status?

- Part-time (adjunct) (1)
- Non-tenured full-time (2)
- Tenure-track full-time (3)
- Tenured full-time (4)
- Emeritus (5)

Q27 How long have you been teaching in higher education?

- 1 year or less (1)
- 2-5 years (2)
- 6-10 years (3)
- 11-20 years (4)
- 21-30 years (5)
- More than 30 years (6)

Q28 What is your primary teaching discipline?

- Adult Education (Adult Basic Education, ESOL, GED Preparation, ...) (1)
- Allied Health (ex. Dental Hygiene, Nursing, Respiratory Therapy, ...) (2)
- Arts and/or Entertainment (ex. Art, Dance, Digital Media, Film, Music, Theater, ...) (3)
- Business Administration (Accounting, Business, Marketing, ...) (4)
- Communications (ex. Communications, English, Reading, Speech, ...) (5)
- Computer Science and/or Engineering (6)
- Criminal Justice and/or Public Safety (ex. Paralegal Studies, Law Enforcement, Emergency Services, ...) (7)
- Education (8)
- Humanities (ex. History, Humanities, Foreign Languages, Philosophy, Religious Studies, ...) (9)
- Life Sciences (ex. Anatomy, Biology, Botany, ...) (10)
- Mathematics (11)
- Physical Sciences (ex. Astronomy, Chemistry, Earth Science, Physics, ...) (12)
- Social Sciences (ex. Anthropology, Economics, Political Science, Psychology, Sociology, ...) (13)
- Vocational/Work Force Education (14)
- Other (please describe): (15) \_\_\_\_\_

Q29 Are you willing to be interviewed about your views and experiences

regarding textbooks?

- Yes (1)
- No (2)



Q30 If you are willing to be interviewed about your views and experiences regarding textbooks, please provide your contact information below (name, email address, phone number). Thank you!

Name (1)

Email Address (2)

Contact Phone Number (3)

Preferred Method of Contact (Phone or Email)? (4)

Survey protocol adapted\* from  
Nicholls, N. (2009). Rising textbook expenses and a search for solutions: survey and interview results from Michigan faculty. Retrieved from  
<http://deepblue.lib.umich.edu/bitstream/2027.42/78552/1/SPOTextbookStudy.pdf>

APPENDIX H  
PERMISSION TO USE ADAPTED SURVEY

**From:** [Natsuko Nicholls](#)  
**To:** [Susan Dunn](#)  
**Subject:** Re: Permission to use Adapted Survey  
**Date:** Tuesday, April 02, 2013 10:01:05 PM

---

Dear Susan,

I am writing to let you know that you have my permission to adopt the survey and interview protocol used by the University of Michigan Library textbook study for which I, Natsuko H. Nicholls, in responsible.

Best,

Natsuko

On Apr 1, 2013, at 2:13 PM, Susan Dunn <[sdunn18@valenciacollege.edu](mailto:sdunn18@valenciacollege.edu)> wrote:

> Hello Dr. Nicholls:  
>  
> You may recall our correspondence below from Fall term (below). I appreciate all of the help that you provided back then!  
>  
> I'm writing you again to obtain your permission to use an adapted version of your faculty survey for my own research. I've included a copy of my survey protocol attached to this email. This survey will be administered using Qualtrics and the attached file was exported from Qualtrics...you'll notice that some questions, due to length, extend two pages or more.  
>  
> If approved, I would include your permission in any written or published work based on my research. Specifically, besides informing my own work at Valencia College, the findings of my research may be used to support my dissertation research.  
>  
> Thank you, in advance, for your assistance!  
>  
>  
> Susan C. Dunn  
> Manager, Credit Programs  
> Associate Faculty Certified - Anthropology  
> Winter Park Campus  
> 407-582-6871  
> 407-582-6170 (fax)  
> Room 244D  
>

APPENDIX I  
INTERVIEW PROTOCOL

## INTERVIEW PROTOCOL

### Attitude towards the behavior

1. Describe your familiarity with textbook affordability initiatives, whether at federal, state, or institutional levels?
  - a. Of which initiatives are you aware?
  - b. What do you see as advantages of textbook affordability initiatives?
  - c. What do you see as disadvantages of textbook affordability initiatives?
2. Describe your familiarity with alternatives to traditional textbooks?
  - a. In light of the range of textbook alternatives (such as electronic textbooks, print on demand textbooks, custom textbook editions, “stripped-down” editions, and open source textbooks), what do you see as advantages of textbook alternatives?
  - b. What do you see as disadvantages of textbook alternatives, if any?

### Subjective norms

3. Are there any initiatives or discussions within your department or institution regarding textbook affordability issues?
4. Are there any initiatives or discussions within your department or institution regarding textbook alternatives?
  - a. Are you aware of any effort by your institution’s library to maintain copies of current textbooks on reserve for student use?

5. Are there any discussions among your colleagues regarding textbook affordability?
6. Are there any discussions among your colleagues regarding textbook alternatives?
7. Who are the individuals or groups that encourage participation textbook affordability efforts?
8. Who are the individuals or groups that encourage exploration or adoption of textbook alternatives?
9. Are you aware of efforts by students to help mitigate textbook costs?
  - a. What are some of the ways in which students attempt to mitigate textbook costs?

**Perceived behavioral control**

10. What are some of the factors that currently impact your textbook selection choices?
  - a. Do publisher behaviors, such as frequent edition revisions, impact your choice of textbooks?
  - b. Do publisher enhancements, such as interactive websites, test banks, multimedia CDs, and other ancillary materials impact your choice of textbooks?
11. What factors would make it easier for you to comply with textbook affordability initiatives?

12. What factors would make it difficult for you to comply with textbook affordability initiatives?
13. What factors would make it easier for you to adopt textbook alternatives?
14. What factors would make it difficult for you to adopt textbook alternatives?

**Intention/Behavior**

15. What is your experience with alternatives to traditional textbooks, such as digital/electronic textbooks, open textbooks, custom textbooks, print-on-demand textbooks, and stripped-down textbooks?
- a. Have you implemented the use of one or more of these alternatives in your course(s)? (If no, 15b) (Behavior)
    - i. Are you likely to implement other alternatives in your course(s)?
  - b. If you have not already, are you likely to implement the use of one or more of these alternatives in your course(s)? (Behavioral Intention)
16. What is your experience with participation in or compliance with textbook affordability initiatives?
- a. Have you been asked to participate in or comply with textbook affordability initiatives? (If no, 16b) (Behavior)
    - i. Did you participate in or comply with the initiatives? (Behavior)

- b. If you have not been asked already, are you likely to comply with textbook affordability initiatives? (Behavioral Intention)



APPENDIX J  
UNIVERSITY OF CENTRAL FLORIDA  
INSTITUTIONAL REVIEW BOARD APPROVAL



University of Central Florida Institutional Review Board  
Office of Research & Commercialization  
12201 Research Parkway, Suite 501  
Orlando, Florida 32826-3246  
Telephone: 407-823-2901 or 407-882-2276  
[www.research.ucf.edu/compliance/irb.html](http://www.research.ucf.edu/compliance/irb.html)

### Approval of Exempt Human Research

From: **UCF Institutional Review Board #1  
FWA00000351, IRB00001138**

To: **Susan Dunn**

Date: **November 19, 2013**

Dear Researcher:

On 11/19/2013, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review: Exempt Determination  
Project Title: TEXTBOOK COST-LOWERING INITIATIVES: AN  
EXPLORATION OF COMMUNITY COLLEGE FACULTY  
EXPERIENCES  
Investigator: Susan Dunn  
IRB Number: SBE-13-09754  
Funding Agency:  
Grant Title:  
Research ID: N/A

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in IRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Sophia Dziegielewska, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

Signature applied by Joanne Muratori on 11/19/2013 11:29:11 AM EST

IRB Coordinator

APPENDIX K  
PARTICIPANTS' INFORMED CONSENT



## EXPLANATION OF RESEARCH

Title of Project: *TEXTBOOK COST-LOWERING INITIATIVES: AN EXPLORATION OF COMMUNITY COLLEGE FACULTY EXPERIENCES*

Principal Investigator: Susan Dunn, M.A.

Faculty Supervisor: Dr. Tom Owens, Department of Child, Family, and Community Sciences, College of Education and Human Performance

You are being invited to take part in a research study. Whether you take part is up to you.

- The purpose of this research is to explore faculty attitudes, beliefs, perceptions, and behaviors regarding textbook cost-lowering initiatives at 2 year public institutions within the state of Florida. The data generated will add to the growing body of knowledge on the topic of faculty and textbooks and may help inform future efforts to facilitate textbook cost-lowering initiatives.
- You are being asked to participate in an interview regarding textbook cost-lowering initiatives. This interview may take place at a public location mutually agreed upon between the participant and the researcher. Participation in this study will entail:
  - Participating in an interview regarding textbook cost-lowering initiatives which will require a time investment of approximately 45-60 minutes.
  - Reviewing the interview transcripts for accuracy and consistency (once transcribed and no later than one month after the interview takes place). You will be given the opportunity to alter or amend your transcript data (if necessary) so that it reflects your meaning and intended response.
- Participation in this study will require two contacts: (1) the initial interview and (2) the follow-up contact regarding transcript data review. Your participation in the interview will require approximately 45-60 minutes. Within one month following the interview, you will be contacted by the researcher to review your interview transcripts. The time required for this step may vary based on the amount of data to be reviewed (length of the transcript) and the number of possible edits/amendments to the transcript data.

You must be 18 years of age or older to take part in this research study.

**Study contact for questions about the study or to report a problem:** If you have questions, concerns, or complaints, please contact Susan Dunn, Ed.D. Candidate, Department of Child, Family, and Community Sciences, College of Education and Human Performance at (321) 331-8000 or by email at [sdunn18@valenciacollege.edu](mailto:sdunn18@valenciacollege.edu) OR contact Dr. Tom Owens, Faculty Supervisor, Department of Child, Family, and Community Sciences, College of Education and Human Performance at (407) 823-4280 or by email at [tom.owens@ucf.edu](mailto:tom.owens@ucf.edu).

**IRB contact about your rights in the study or to report a complaint:** Research at the University of Central Florida involving human participants is carried out under the oversight of the Institutional Review Board (UCF IRB). This research has been reviewed and approved by the IRB. For information about the rights of people who take part in research, please contact: Institutional Review Board, University of Central Florida, Office of Research & Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 or by telephone at (407) 823-2901.

APPENDIX L  
FIELD NOTES SAMPLE FORM

## Field Observation Form

|                          |                 |
|--------------------------|-----------------|
| <b>Subject:</b>          | <b>Date:</b>    |
| <b>Meeting location:</b> | <b>Time:</b>    |
| Observation              | <i>Comments</i> |

APPENDIX M  
RESULTS FROM THE SURVEY OF FACULTY EXPERIENCES WITH  
TEXTBOOK AFFORDABILITY INITIATIVES

Q2 Please rate your level of awareness on the following initiatives below.

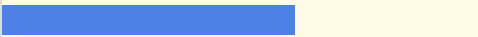

| # | Question  | Fully Informed or Aware | Somewhat Informed or Aware | Don't Know or Unaware |
|---|---|-------------------------|----------------------------|-----------------------|
| 1 | In a 2005 study, the Government Accountability Office (GAO) found that college textbook prices have risen at twice the rate of annual inflation over the past two decades. How would you describe your level of awareness escalating college textbook prices? | 47%                     | 49%                        | 3%                    |
| 2 | Are you aware of federal efforts addressing textbook affordability?   | 17%                     | 36%                        | 47%                   |
| 3 | Are you aware of state-level legislative efforts addressing textbook affordability?   | 24%                     | 37%                        | 38%                   |
| 4 | Are you aware of Florida Statute 1004.085 titled "Textbook Affordability?"  | 19%                     | 25%                        | 56%                   |
| 5 | Are you aware of Florida Rule 6A-14.092 titled "Textbook Affordability?"  | 17%                     | 23%                        | 60%                   |
| 6 | Are you aware of the rules that govern deadlines for textbook adoption at institutions within the Florida College System?   | 22%                     | 32%                        | 46%                   |
| 7 | Are you aware of the work of the statewide Textbook Affordability Work Group established by the Florida Department of Education?  | 13%                     | 27%                        | 60%                   |

Q2 (continued) Do you wish to know more?





| # | Question  | Yes | No  | Unsure or Undecided |
|---|---|-----|-----|---------------------|
| 1 | In a 2005 study, the Government Accountability Office (GAO) found that college textbook prices have risen at twice the rate of annual inflation over the past two decades. How would you describe your level of awareness escalating college textbook prices? | 50% | 31% | 19%                 |
| 2 | Are you aware of federal efforts addressing textbook affordability?   | 62% | 22% | 16%                 |
| 3 | Are you aware of state-level legislative efforts addressing textbook affordability?   | 63% | 24% | 14%                 |
| 4 | Are you aware of Florida Statute 1004.085 titled "Textbook Affordability?"  | 65% | 21% | 13%                 |
| 5 | Are you aware of Florida Rule 6A-14.092 titled "Textbook Affordability?"  | 66% | 20% | 14%                 |
| 6 | Are you aware of the rules that govern deadlines for textbook adoption at institutions within the Florida College System?   | 59% | 25% | 16%                 |
| 7 | Are you aware of the work of the statewide Textbook Affordability Work Group established by the Florida Department of Education?  | 61% | 25% | 14%                 |


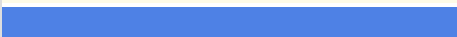
Q3 Are you aware that institutions within the Florida College System must adopt textbooks no later than 45 days prior to the first day of classes?

| # | Answer |  | %    |
|---|--------|--|------|
| 1 | Yes    |  | 62%  |
| 2 | No     |   | 38%  |
|   | Total  |  | 100% |




Q4 Are you aware that institutions within the Florida College System must post textbook information on their websites?

| # | Answer |  | %    |
|---|--------|--|------|
| 1 | Yes    |  | 57%  |
| 2 | No     |   | 43%  |
|   | Total  |  | 100% |



Q5 Have you provided assistance or been asked to provide assistance to the statewide Textbook Affordability Work Group established by the Florida Department of Education?

| # | Answer |  | %    |
|---|--------|--|------|
| 1 | Yes    |   | 4%   |
| 2 | No     |  | 96%  |
|   | Total  |  | 100% |



Q6 Does your institution post textbook information for students on the institution's website?

| # | Answer     |   | %    |
|---|------------|---|------|
| 1 | Yes        |  | 53%  |
| 2 | No         |  | 4%   |
| 3 | Don't know |  | 43%  |
|   | Total      |   | 100% |

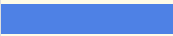

Q7 Are you aware that institutions are responsible for documenting textbook adoption records?

| # | Answer |  | %    |
|---|--------|--|------|
| 1 | Yes    |  | 55%  |
| 2 | No     |   | 45%  |
|   | Total  |  | 100% |

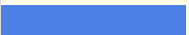
Q8 Have you ever been asked to verify that you plan to use all textbooks and instructional materials ordered for student purchase for your class?

| # | Answer |  | %    |
|---|--------|--|------|
| 1 | Yes    |  | 60%  |
| 2 | No     |   | 40%  |
|   | Total  |  | 100% |



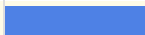


Q9 Are you aware that Florida College System institutions must collect and maintain attestations from instructors that document intent to use all textbooks and materials ordered for student purchase for a given course?

| # | Answer |  | %    |
|---|--------|--|------|
| 1 | Yes    |   | 36%  |
| 2 | No     |  | 64%  |
|   | Total  |  | 100% |

Q10a Have you ever been asked to describe or justify the adoption of a newer edition of a textbook for your course(s)?



| # | Answer |  | %    |
|---|--------|--|------|
| 1 | Yes    |   | 39%  |
| 2 | No     |  | 61%  |
|   | Total  |  | 100% |

Q10b How often does the release of a new edition cause you to change textbooks?



| # | Answer          |   | %   |
|---|-----------------|---|-----|
| 1 | Every year      |  | 3%  |
| 2 | Every 2-3 years |  | 50% |
| 3 | Every 3-5 years |  | 29% |
| 4 | Every 5-8 years |  | 4%  |
| 5 | Uncertain       |  | 14% |

|  |       |  |      |
|--|-------|--|------|
|  | Total |  | 100% |
|--|-------|--|------|






Q11 Are you aware that Florida College System institution must collect and maintain documentation of textbook edition change justifications?

| # | Answer |  | %    |
|---|--------|--|------|
| 1 | Yes    |   | 32%  |
| 2 | No     |  | 68%  |
|   | Total  |  | 100% |



Q12 Are you aware of efforts at your institution to help maintain the affordability of textbooks for your students?

| # | Answer |  | %    |
|---|--------|--|------|
| 1 | Yes    |  | 88%  |
| 2 | No     |  | 12%  |
|   | Total  |  | 100% |






Q13 How often have you allowed the use of used textbooks in your classes?

| # | Answer          |  | %    |
|---|-----------------|--|------|
| 1 | All of the Time |  | 81%  |
| 2 | Often           |   | 11%  |
| 3 | Sometimes       |   | 6%   |
| 4 | Rarely          |   | 1%   |
| 5 | Never           |   | 2%   |
|   | Total           |  | 100% |



Q14a Do you know (approximately) how much the textbook(s) and other required materials for your course(s) cost?

| # | Answer |  | %    |
|---|--------|--|------|
| 1 | Yes    |  | 97%  |
| 2 | No     |   | 3%   |
|   | Total  |  | 100% |

Q14b Approximately how much do the textbook(s) and other required materials for your course(s) cost, on average, per course?

| # | Answer      |   | %    |
|---|-------------|---|------|
| 1 | \$0-\$50    |    | 10%  |
| 2 | \$51-100    |    | 45%  |
| 3 | \$101-\$150 |    | 28%  |
| 4 | \$151-\$200 |   | 9%   |
| 5 | \$200+      |  | 7%   |
|   | Total       |   | 100% |

Q15 Have textbook prices affected your choice of textbooks and other required supplements?

| # | Answer |  | %    |
|---|--------|--|------|
| 1 | Yes    |  | 82%  |
| 2 | No     |   | 18%  |
|   | Total  |  | 100% |

Q16 On a scale of "1" to "5" - with "1" representing "Very Unlikely" and "5" representing "Very Likely," please rate your opinion on the following items:

| # | Question   | Very Unlikely | Unlikely | Undecided | Likely | Very Likely |
|---|--|---------------|----------|-----------|--------|-------------|
| 1 | How likely are state-driven textbook affordability efforts to influence your choice of textbook materials?           | 10%           | 17%      | 34%       | 26%    | 13%         |
| 2 | How likely are institutionally-driven textbook affordability efforts to influence your choice of textbook materials? | 6%            | 14%      | 19%       | 37%    | 24%         |
| 3 | How likely are professional association-driven textbook efforts to influence your choice of textbook materials?      | 16%           | 20%      | 27%       | 27%    | 9%          |
| 4 | How likely are colleague opinions regarding textbook affordability to influence your choice of textbook materials?   | 6%            | 9%       | 17%       | 53%    | 17%         |
| 5 | How likely would your choice of textbook materials be influenced by  | 3%            | 8%       | 12%       | 39%    | 38%         |

|                             |  |  |  |  |  |  |
|-----------------------------|--|--|--|--|--|--|
| student concerns over cost? |  |  |  |  |  |  |
|-----------------------------|--|--|--|--|--|--|

Q17 On a scale of "1" to "5" - with "1" representing "Very Difficult" and "5" representing "Very Easy," please rate your opinion on the following items:

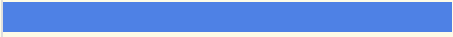



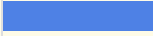
| # | Question   | Very Difficult | Difficult | Neutral | Easy | Very Easy |
|---|--|----------------|-----------|---------|------|-----------|
| 1 | How would you rate your perceived ability to comply with state-driven textbook affordability mandates?           | 2%             | 12%       | 50%     | 27%  | 9%        |
| 2 | How would you rate your perceived ability to comply with institutionally driven textbook affordability mandates? | 2%             | 11%       | 45%     | 31%  | 11%       |



Q18 On a scale of "1" to "5" - with "1" representing "Low Control" and "5" representing "High Control," please rate your opinion on the following items:

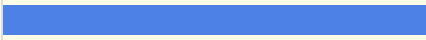




| # | Question   | Low Control | Somewhat Low Control | Neutral | Somewhat High Control | High Control |
|---|--|-------------|----------------------|---------|-----------------------|--------------|
| 1 | How would you rate your perceived choice of compliance (choice as to whether or not to comply) with state-driven textbook affordability mandates?                  | 16%         | 10%                  | 54%     | 16%                   | 4%           |
| 2 | How would you rate your perceived choice of compliance (choice as to whether or not you must comply) with institutionally-driven textbook affordability mandates)? | 16%         | 10%                  | 49%     | 19%                   | 6%           |

Q19 Which textbook cost-lowering alternatives are most familiar to you? (Select all that apply)

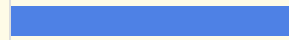
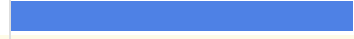



| # | Answer  |  | %   |
|---|---|--|-----|
| 1 | Electronic or digital textbooks   |  | 94% |
| 2 | Open textbooks (available freely on the Internet)   |  | 55% |
| 3 | Custom textbook editions  |  | 67% |
| 4 | "Stripped down" textbooks (loose-leaf, black and white printing, sometimes with fewer images) |  | 59% |
| 5 | Print-on-demand textbooks   |   | 32% |

Q20a Have you ever explored the use of any of the following in your course(s)?

(Select all that apply)

| # | Answer  |  | %   |
|---|---|--|-----|
| 1 | Electronic or digital textbooks   |  | 89% |
| 2 | Open textbooks (available freely on the Internet)   |   | 36% |
| 3 | Custom textbook editions  |  | 57% |
| 4 | "Stripped down" textbooks (loose-leaf, black and white printing, sometimes with fewer images) |   | 50% |
| 5 | Print-on-demand textbooks   |   | 17% |

Q20b From which source(s) do you most often find out about new textbook materials available to you (Select all that apply)

| # | Answer                                   |  | %   |
|---|--|--|-----|
| 1 | Your own research on available materials |  | 59% |
| 2 | Publishing companies                     |  | 72% |
| 3 | Colleagues                               |  | 67% |
| 4 | Campus administrators                    |   | 14% |
| 5 | Professional organizations               |   | 23% |

Q21 On a scale of "1" to "5" - with "1" representing "Very Unlikely" and "5" representing "Very Likely," how likely are you to consider using the following textbook alternatives in your course(s)?

| # | Question  | Very Unlikely | Unlikely | Undecided | Likely | Very Likely |
|---|---|---------------|----------|-----------|--------|-------------|
| 1 | Electronic or digital textbooks   | 5%            | 8%       | 8%        | 24%    | 54%         |
| 2 | Open textbooks (available freely on the Internet)   | 5%            | 14%      | 20%       | 26%    | 35%         |
| 3 | Custom textbook editions  | 5%            | 14%      | 18%       | 29%    | 35%         |
| 4 | "Stripped down" textbooks (loose-leaf, black and white printing, sometimes with fewer images) | 11%           | 12%      | 18%       | 33%    | 26%         |
| 5 | Print-on-demand textbooks   | 8%            | 11%      | 43%       | 19%    | 18%         |

Q22 On a scale of "1" to "5" - with "1" representing "Very Unlikely" and "5" representing "Very Likely," please rate your opinion on the following items:

| # | Question  | Very Unlikely | Unlikely | Undecided | Likely | Very Likely |
|---|---|---------------|----------|-----------|--------|-------------|
| 1 | How likely are state-driven efforts to influence your decision to adopt a textbook alternative?                 | 9%            | 23%      | 34%       | 23%    | 10%         |
| 2 | How likely are institutionally-driven efforts to influence your decision to adopt a textbook alternative?       | 7%            | 14%      | 23%       | 36%    | 21%         |
| 3 | How likely are professional association initiatives to influence your decision to adopt a textbook alternative? | 10%           | 24%      | 33%       | 26%    | 7%          |
| 4 | How likely are colleague opinions and experiences to influence your decision to adopt a textbook alternative?   | 2%            | 7%       | 18%       | 56%    | 18%         |
| 5 | How likely are student opinions and experiences to influence your decision to adopt a textbook alternative?     | 2%            | 9%       | 22%       | 41%    | 25%         |

Q23 On a scale of "1" to "5" - with "1" representing "Very Unimportant" and "5" representing "Very Important," how important do you consider the following factors when choosing textbooks?

| # | Question  | Very Unimportant | Unimportant | Neither Important nor Unimportant | Important | Very Important |
|---|---|------------------|-------------|-----------------------------------|-----------|----------------|
| 1 | Content   | 1%               | 0%          | 1%                                | 7%        | 90%            |
| 2 | Price   | 0%               | 1%          | 13%                               | 46%       | 40%            |
| 3 | Year of publication   | 1%               | 9%          | 30%                               | 42%       | 18%            |
| 4 | Availability on-line (free/low cost legal copy)   | 2%               | 3%          | 29%                               | 41%       | 24%            |
| 5 | Availability in alternative formats (ex: electronic text)   | 1%               | 2%          | 21%                               | 42%       | 35%            |
| 6 | Availability of lower cost versions of the text (ex: soft cover vs. hard cover; electronic text; "stripped down" version) | 0%               | 1%          | 14%                               | 45%       | 40%            |

Q24 Please list any other factors that you consider important when choosing a textbook:

| Text Response   |
|---|
| <p>First, I am constantly trying to find the best book for the price; negotiate with vendors; encourage students to find the books online instead of at the markup at the bookstore etc. It's extremely frustrating because 1 company charges the exact same for the ebook as for the regular hard copy. If I don't think a new edition has enough changes to justify new I order the current edition for the next semester and invariably am told by the Bookstore that they can't get enough of the old editions even though students find dozens of them when they shop on their own at halfprice.com, amazon etc for new or used of the current version after a new version is released. Compound this with the fact that my discipline (health info) is constantly changing and vendors take advantage of that with annual revisions and costly academic software. The question about year depends on how often that content changes. The questions about my willingness to use lower cost options depends on availability</p> |
| <p>The publisher of the textbook should provide extensive online activities including such as examinations and assignments. These activities should vary in depth of coverage and make use of several different types of media (video, interactive, text, etc.). Online assignments should be available that utilize adaptive learning techniques which pose questions based upon student's perceived and actual levels of competency (e.g. McGraw-Hill's "LearnSmart" modules).</p>  |
| <p>Can the same text be used for a sequence course. Can one book do the job for SPN 1120 and SPN 1121, so they do not have to buy as many books?</p>  |
| <p>For computer technology based classes, the content MUST be up to date and MUST cover the software programs we have available.</p>  |
| <p>My course is fully online and 1 credit. I don't use a text book because the ones available are too expensive to justify. I would consider an open source or under \$20 textbook if it were available.</p>  |
| <p>Instructor and lab support materials</p>   |
| <p>Book including online component for less than \$100. Appropriate, relevant real-world problems and situations.</p>   |
| <p>usefulness, price, quality.</p>  |
| <p>Is there an online homework program available with the textbook? / If so, is there an e-book that comes with the program? / What is the quality and ease of use of the online homework program?</p>  |
| <p>Pedagogy, up-to-date research, quality of writing, and instructor's resources are what drive my decisions on textbooks. I would greatly resent the state imposing any rules on how I choose my textbooks. It flies in the face of academic freedom, and does not allow me to be a quality teacher. I believe the teachers should choose their books, not</p>   |

|  |
|--|
| politicians or administrators.   |
| Reading level, comprehensiveness, ancillary materials, suitability of use in online environment.   |
| What and how subject material is covered .   |
| I think content and course objectives are more important than cost.  |
| Presentation of the content/Reputation of the author/Wide acknowledgement by the academic community  |
| Digital textbook with publisher ancillary is a good choice in my opinion especially when high adjunct population. Also, it provides a way to ensure outcomes and yet provides the professor with opportunity to create own projects, etc.  |
| I am my department's textbook chair. I have to know all of this.   |
| available to ship  |
| You have all these questions about state and institution regulations regarding textbook affordability but fail to recognize that our institution is in many cases driving the higher cost of textbooks through our bookstore. Our department negotiates a low price for our textbooks and then Valencia negates that savings by marking up the price 30-50%.   |
| myMathLab or online hoemwork/quizzes   |
| Whether or not it will be difficult for students to get with their financial aid. An example would be using an electronic coursebook through a site like Lynda.com, which in the past has required the entire block of people buying with FA to complete their purchases before opening up access to the book, whereas the out-of-pocket students pay for access and receive it immediately.   |
| CONTENT AND CONCEPTS / The content is aligned with Valencia Course Outline and UCF Curriculum Alignment. / The textbook has thorough coverage/explanations of General Chemistry/core concepts (Lewis structures, resonance, mechanisms). / Textbook contains thorough explanations (of the reasons why). / Textbook covers multi-step synthesis. / Textbook contains information relevant to MCAT/PCAT. / Textbook is accurate. / Textbook covers relevant/current reactions. / The content builds on each sequential chapter and scaffolds known information throughout. / Textbook contains a range of end-of-chapter problems: easy to challenging. / Problem Construction (i.e. single concept coverage verse multiple concept coverage within a single problem) / ORGANIZATION & PRESENTATION / Textbook is readable (clear and concise). / The textbook is organized well into appropriate chapters/units and in a logical order / Each concept has representative practice problems. / INSTRUCTIONAL DESIGN / Textbook is interesting/contain |
| Must cover the course outcomes or have available supplemental materials to cover them. A big plus to have instructor editions with quizzes. Online component for lab work also a big plus.   |
| current events, themes for literature and historical contexts. universal design for all student access, material delivered in various modalities in addition to print (videos, documentaries, audio files)   |



|  |
|--|
| MOST IMPORTANT: CONTENT  |
| Non-biased and inclusive   |
| Must consider whether the online format is viable as many publishing companies charge just as much or more for the online books. / Content and its accessibility as far as reading level and scope are also quite important.   |
| Support materials, especially online instructional videos and quizzes.   |
| The quality of the content and of the test banks   |
| none   |
| Currency   |
| books written in such way that the students can understand their content   |
| Supplemental materials   |
| How it will impact student learning.   |
| By the way - content!!, and readability. I am a science person and our books have tons of graphics and are more expensive in general than other.   |
| I think we should promote and encourage faculty to write their own books. There are not many incentives or support for the idea.   |
| Pedagogy and academic freedom are most important to me in choosing a textbook. I am extremely unhappy that the state administrators, who are not educators, have a voice in this matter. I do my best to keep costs down for students, but many courses have limited options for books and so I must make difficult choices. The choices are easier in survey courses which have a plethora of textbooks. I very much resent the state being involved in textbook decisions.                                       |
| I teach introductory classes, so the choice is already made for me.  |
| Relevance to the course, that the information contained is still accurate, How much of the text book I'm likely to use.  |
| Need to have a "Learning Management System" that comes with the text. This is a program that the publisher provides and student use to complete homework and utilize additional learning tools such as flashcards, videos and tutorials.   |
| Textbooks are the bedrock of student learning, and the most important factors are readability and whether the textbooks are interesting and engage the students. I have found that students do not mind paying a bit more for textbooks, which thoroughly cover the material, which makes their lives so much easier and facilitates their learning. I have also found that the vast majority of my students prefer hard copy books to electronic books. They are much easier to study from and to bring to class. |
| The textbooks we use in my class are workbooks. Students are required to annotate and record their answers in the textbook. / That means that students can't sell their texts back to the bookstore.   |
| How much of its material can be found free online due to expiration of copyright.  |
| Cost, and whether or not the textbook facilitates learning (!)   |
| None   |

|  |
|--|
| Readability and simplicity   |
| I'm unclear on questions including "institutionally driven".   |
| Price is the number one factor. I assign outside material and make it available to students through the course website. The textbook aids the class, but I could teach effectively without a textbook. |
| I often don't have the choice to select my textbook. The department uses a specific book or two that all sections have to use, so I often have no say in textbook selection.                           |
| The online homework system associated with the text.   |
| Content is the most important factor by far  |

Q25 On a scale of "1" to "5" - with "1" representing "Very Difficult" and "5" representing "Very Easy," how would you rate your perceived ability to implement the following textbook alternatives in your course(s)?

| # | Question  | Very Difficult | Difficult | Neutral | Easy | Very Easy |
|---|---|----------------|-----------|---------|------|-----------|
| 1 | Electronic or digital textbooks   | 4%             | 10%       | 17%     | 29%  | 41%       |
| 2 | Open textbooks (available freely on the Internet)   | 12%            | 13%       | 28%     | 21%  | 25%       |
| 3 | Custom textbook editions  | 2%             | 10%       | 21%     | 32%  | 35%       |
| 4 | "Stripped down" textbooks (loose-leaf, black and white printing, sometimes with fewer images) | 6%             | 7%        | 29%     | 30%  | 28%       |
| 5 | Print-on-demand textbooks   | 7%             | 7%        | 53%     | 18%  | 16%       |














Q26 What is your faculty member employment status?


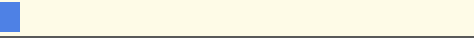
| Answer                 |  | %    |
|------------------------|--|------|
| Part-time (adjunct)    |  | 1%   |
| Non-tenured full-time  |  | 22%  |
| Tenure-track full-time |  | 29%  |
| Tenured full-time      |  | 47%  |
| Emeritus               |  | 0%   |
| Total                  |  | 100% |

Q27 How long have you been teaching in higher education?



| # | Answer             |  | %    |
|---|--------------------|--|------|
| 2 | 2-5 years          |  | 15%  |
| 3 | 6-10 years         |  | 30%  |
| 4 | 11-20 years        |  | 27%  |
| 5 | 21-30 years        |  | 22%  |
| 6 | More than 30 years |  | 4%   |
|   | Total              |  | 100% |

Q28 What is your primary teaching discipline?

| Answer  |   | %   |
|---|---|-----|
| Adult Education (Adult Basic Education, ESOL, GED Preparation, ...)                                     |    | 1%  |
| Allied Health (ex. Dental Hygiene, Nursing, Respiratory Therapy, ...)                                   |    | 9%  |
| Arts and/or Entertainment (ex. Art, Dance, Digital Media, Film, Music, Theater, ...)                    |    | 4%  |
| Business Administration (Accounting, Business, Marketing, ...)  |    | 4%  |
| Communications (ex. Communications, English, Reading, Speech, ...)                                      |    | 21% |
| Computer Science and/or Engineering   |  | 5%  |
| Criminal Justice and/or Public Safety (ex. Paralegal Studies, Law Enforcement, Emergency Services, ...) |  | 1%  |
| Education   |  | 4%  |
| Humanities (ex. History, Humanities, Foreign Languages, Philosophy, Religious Studies, ...)             |  | 10% |
| Life Sciences (ex. Anatomy, Biology, Botany, ...)   |  | 9%  |
| Mathematics   |  | 18% |
| Physical Sciences (ex. Astronomy, Chemistry, Earth Science, Physics, ...)                               |  | 4%  |
| Social Sciences (ex. Anthropology, Economics, Political Science,  |  | 7%  |

|                                 |  |      |
|---------------------------------|--|------|
| Psychology, Sociology, ...)     |  |      |
| Vocational/Work Force Education |  | 1%   |
| Other (please describe):        |  | 4%   |
| Total                           |  | 100% |

Q29 Are you willing to be interviewed about your views and experiences regarding textbooks?

| Answer |  | %    |
|--------|--|------|
| Yes    |  | 28%  |
| No     |  | 72%  |
| Total  |  | 100% |

APPENDIX N  
THEMATIC MAP



APPENDIX O  
LEGAL CITATIONS, DECISIONS,  
STATUTES, CODES, AND OTHER LEGAL FORMATS



2006 Conn. Pub. Acts No. 06-103.

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A.B. 2477, 2003-2004 Reg. Sess., (Ca. 2004).

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H.B. 06-1024, 65<sup>th</sup> Gen. Assem., 2d Reg. Sess. (Co. 2006).

H.B. 226, 2009 Reg. Sess. (Ky. 2009).

H.B. 1025, 61<sup>st</sup> Leg., Reg. Sess. (Wa. 2009).

H.B. 1257, Gen. Assem., (Tenn. 2007).

H.B. 1478, Gen Assem., 2006 Sess. (Va. 2006).

H.B. 1726. Gen Assem., 2005 Sess. (Va. 2005).

H.B. 2048, 94<sup>th</sup> Gen. Assem., 2d Reg. Sess., (Mo. 2008).

H.B. 2103, 2007 Reg. Sess., (Ok. 2007).

H.B. 2230, 48<sup>th</sup> Leg., 2d Reg. Sess., (Az. 2008).

H.B. 2300, 60<sup>th</sup> Leg., Reg. Sess. (Wa. 2007).

H.B. 2488, 81<sup>st</sup> Leg., Reg. Sess. (Tx. 2009).

H.B. 3087, 59<sup>th</sup> Leg., Reg. Sess. (Wa. 2006).

H.B. 4058, 76<sup>th</sup> Leg. Assem., Reg. Sess. (Or. 2012).

H.B. 4149, 81<sup>st</sup> Leg., Reg. Sess. (Tx. 2009).

Minn. Stat. § 135A.25 (2007).

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S.B. 08-073, 66th Gen. Assem., 2d Reg. Sess. (Co. 2009).

S.B. 27, 86<sup>th</sup> Gen. Assem., Reg. Sess., (Az. 2007).

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S.B. 183, 2009 Reg. Sess., (Md. 2009).

S.B. 365, 74<sup>th</sup> Leg. Assem., Reg. Sess., (Or. 2007).

S.B. 929, Gen. Assem., (Pa. 2010).

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