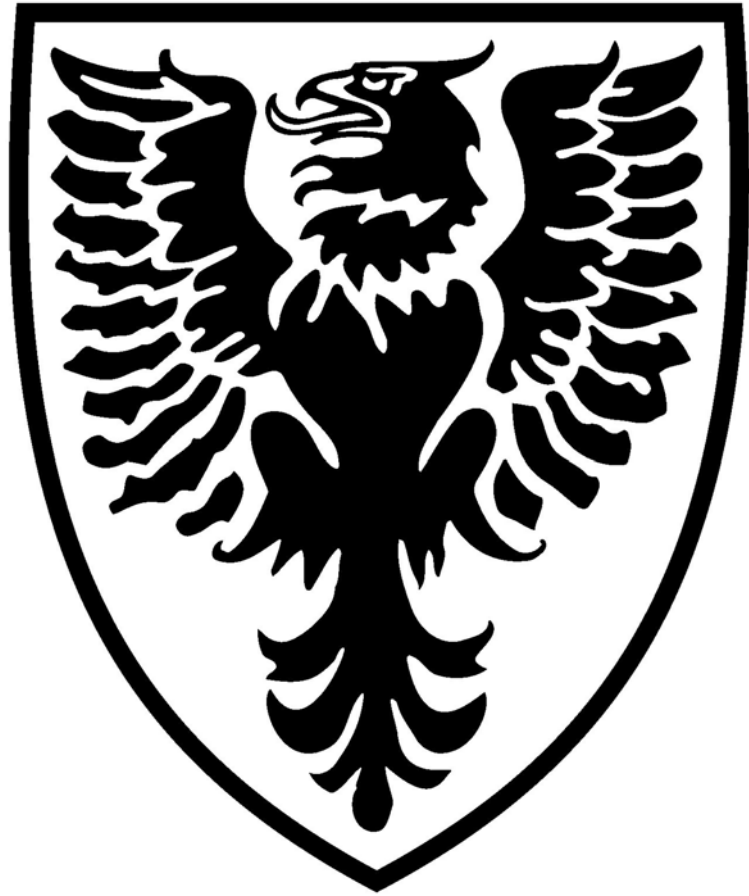


Sust 3502

Campus as a Living Lab



Dalhousie Bookstore Textbook Buyback Program Research Project

April 13, 2011

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- Participants of our surveys

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Executive Summary

The Dalhousie University Bookstore's Buyback program provides students with the opportunity to sell their previously owned textbooks back to the bookstore. This offers students the opportunity to receive money for their textbooks while lowering their ecological footprint. Through participating in the buyback program, students are ensuring the reuse of books and reducing the amount of books the bookstore has to order for the following semester. The buyback program in turn will, thus, lower the demand for brand new books and the production of brand new books.

The buyback program relies on both student and professor participation and this is an area the bookstore is seeking to improve upon. This project conducted a survey to determine student and professor participation within Dalhousie University Bookstore's Textbook Buyback program to ascertain how to increase and improve professor participation within the program.

Results of the data demonstrate that students are primarily concerned with the cost of textbooks rather than environmental impact. The results also revealed that professors are unaware of the role they play in the program. Therefore it is recommended that further studies be executed in order to determine how to create incentives to increase student and professor participation within the buyback program.

Introduction

Dalhousie University stands committed to the notion of sustainability as it seeks to integrate concepts of sustainability into the policies and operations within the university. Dalhousie has developed seven key goals with regards to sustainability on campus. The bookstore's sustainability initiative applies three of these goals; they include: enhancing the values, knowledge, skills, and social norms that support sustainability; encouraging and supporting organizational behaviors and physical systems that enhance sustainability; and decreasing waste, natural resource use, toxins and air emissions (Office of Sustainability, 2010). The bookstore has committed to selling more "green" products, as well as promoting programs with respect to sustainability.

One of the programs the Dalhousie Bookstore facilitates is a used textbook buyback program. The buyback program's purpose is to purchase students' used books and resell them with a reduced price to students for the following semester. If the bookstore has not received an order for a textbook from a professor, the bookstore may purchase that textbook on behalf of the wholesaler. Those textbooks are then sold by the wholesalers to other higher education institutes that require them.

Book buybacks are held at the beginning and end of each semester and every Friday throughout the school year (Dalhousie Bookstore, 2011). The buyback program relies on professors submitting their requisitions on time for each semester. These requisitions provide the bookstore with information regarding which textbooks will be needed for the following term. If a textbook is requested by a professor, students are able to return that textbook for up to 50 percent of its original cost.

The bookstore seeks to increase the participation of students and professors in their textbook buyback program. The bookstore recognizes the book buyback program's potential to decrease Dalhousie University's ecological footprint and benefit students by providing an alternative to buying new books. For this reason, research was primarily focused on identifying the key proponents affecting students' and professors' roles of participation in the program. Thus, the research question is as follows: "how can we encourage and promote student and professors participation in the bookstore's buyback program?"

The Bookstore is correct in assuming that a university's use of textbooks can have an enormous impact on the environment. Previous studies on the life-cycle of a textbook report that a printed book can last up to 400 years (Wang, Malennikova, & Shin, 2008). Therefore, textbooks should be recycled efficiently. The effect of student buying used textbooks even 50 percent of the time can reduce material use, energy expenditure, water inputs, air emissions, and solid waste by one-third (Wang et al.,

2008). By reusing books, students have the opportunity to reduce costs, pollution, and materials in our landfills.

The bookstore identified professors as key to the buyback program's efficiency and other previous studies of similar nature have confirmed the same. A report executed by the Nebraska Book Company (2006) found that professors were key decision makers for course materials. The professors surveyed select textbooks according to how well the textbooks information fits into their course materials (Devito & Rempe, 2006). According to this survey, the vast majority of professors believe that newer editions contain minor changes from previous editions, yet students continue to pay higher prices for these changes. However, less than half of the professors were interested in the cost of the textbook for students and 86 percent of professors did not understand that costs of textbooks related to their bookstore orders (Devito & Rempe, 2006). Therefore, it seemed of interest to gain professors thoughts on older textbook editions and the time periods for reuse. Future research questions would have to be designed to not only ask about the textbooks, but identify whether Dalhousie professors understand their role in the buyback program.

In other surveys of students regarding their campuses' book buyback programs, many expressed dissatisfaction, mainly because of the buyback price (Devito & Rempe, 2006). Students stated that they wanted to know the buyback price in advance, and were discouraged by the inconvenience in selling their books (Devito & Rempe, 2006). Based on these studies, further research should be inquired to see if Dalhousie University's students are similarly unsatisfied with buyback programs, and what their motives are to sell their textbooks.

This project included conducting professor and student surveys to gather information from each undergraduate Dalhousie University faculty on the book buyback program. The survey solicited qualitative and quantitative responses from the research subjects. The aim is to provide information to help offer solutions to the bookstore that may increase the amount of used books that students bring in and buy. In addition, the research hopes to provide understanding of professors' interests in the book buyback program.

Research Methods

Due to the lack of published pre-existing research in the promotion of book buyback programs, this study uses primarily qualitative research to answer the research question. Through the use of online surveys, the study aims to generate practical information of the key issues faced by the Dalhousie Bookstore buyback program. Future studies may then use some of the ideas found in this study to generate and test more specific recommendations and solutions. Although the smaller sample sizes used may not be able to yield significant statistical findings, the qualitative nature of the study should provide a more detailed look at each individual's viewpoints. The study also includes some select quantitative questions, but mostly to support and strengthen the qualitative information gathered.

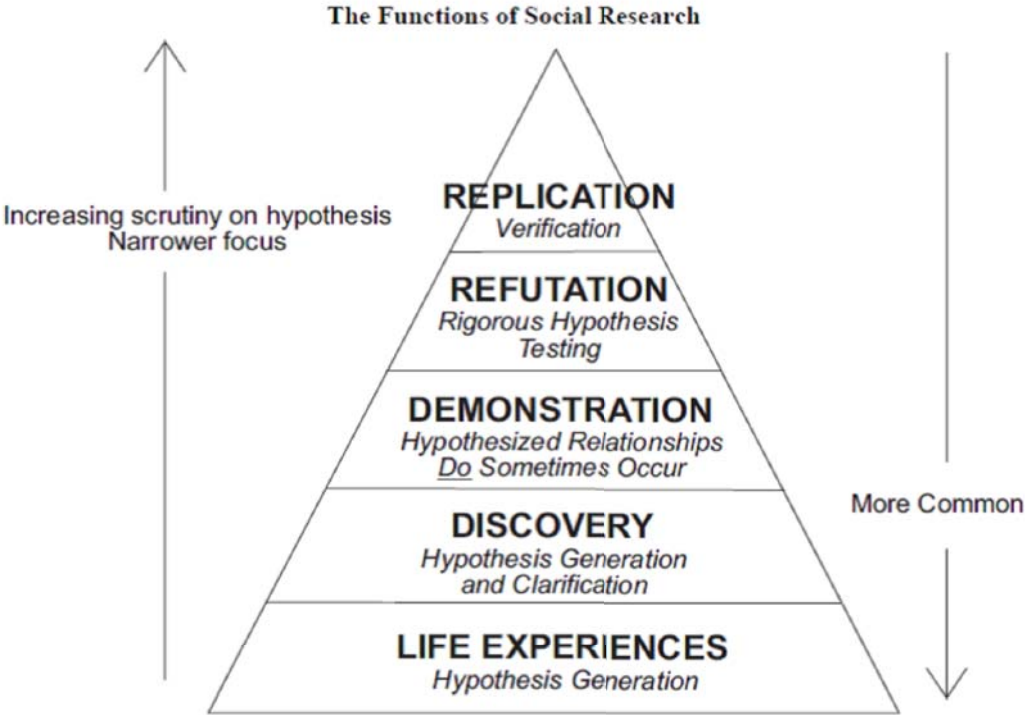


Figure 1. Pyramid diagram demonstrating levels of inquiry in Social Research (Haggard 1998, Pg. 7).

Figure 1 depicts a pyramid diagram to illustrate different levels of scientific inquiry. The current study focuses primarily on the discovery level of the pyramid, which is concerned with theory and hypothesis generation. The online surveys therefore aim to give insight and generate hypotheses regarding certain fundamental issues. The analysis of the student surveys consisted of the following major questions: Why are/ aren't students returning their books? Are there common characteristics among the individuals who are/are not returning their books? What could improve the

effectiveness of this program? The analysis of the professor surveys consisted of more textbook-selection oriented questions such as: Are professors encouraging or discouraging the buyback program through their textbook selection or completion of textbook orders? Are there similarities between the professors/courses which are and are not reusing textbooks? Lastly, the analysis will involve an examination of any possible initiatives that could improve the buyback program for both the professors and the students.

Description of Study Design (i.e. sampling, instrumentation, etc.)

The study was designed to incorporate and gain insight on all of the overarching questions listed above. From the request of the Dalhousie Bookstore, the initial aim was to sample the professors and students from first and fourth year classes in the Department of Management, as they were one of the lowest participants in the buyback program. Due to the lack of responses achieved from these individuals, however, the study was extended to all students and professors. The final sample population therefore consisted of both professors and students from all departments at Dalhousie University. The intention was to also conduct personal interviews with professors in order to gather a larger amount of information from the relatively small number of professors. However, due to time constraints following a possible professor strike, interviews became much more difficult to coordinate and therefore the study used online surveys to sample professors in addition to students. The survey was chosen to be conducted online as it is the most effective way to distribute surveys and the most convenient for respondents to participate. On this database, a separate survey was created for both professors and for students.

Procedures

A link to both surveys was included in an email, which was sent to every departmental advisor at Dalhousie University. This message politely requested that an email including the survey links be sent out to all students and professors in their respective departments. The survey was also promoted through different social media databases. Each Dalhousie Facebook Sustainability page was notified about the survey, and individual Dalhousie undergraduate students were asked to do the survey through Facebook chat and messages. To provide incentive potential participants, the survey advertised the chance to win \$100 towards ones Dal Card. A week after the survey was distributed, another email was sent to each department to encourage further response. The Management faculty surveys were open from March 16th until April 12th, which initially received little. Surveys were then opened to all faculties to solicit further response and remained open from March 23rd until April 12th. The results were then downloaded from the survey database and analyzed after a three week period.

Discussion of Research Procedures (reliability, validity, and/or trustworthiness)

There are some inherent threats to internal validity present in the research methods of this study. The relatively small sample size of professors may not present an accurate representation of the Dalhousie professor community. This issue is not as limiting as it would have been with solely quantitative research because the current study is not attempting to draw regressions or correlations from the data.

Email response bias can also limit internal validity due to the fact that only the students who responded to the emails were sampled. This is not as significant of an issue as it would have been if predictive data was collected, rather than opinion-based surveys.

Lastly, this project's surveys and interviews did not produce significant hard numbers or predictive regressions. As stated earlier, however, this study can aid the generation of theories and hypotheses, which may then be tested by future studies.

Limitations (restrictions in the study over which you have no control, i.e. not enough time, not able to get a full list of students)

Over the course of the study, a few significant limitations were faced. The client had initially hoped for a survey based solely on the Management Department. The study then aimed at sampling first and fourth year Management students in order to point out possible trends between more experienced students. However, approximately a week into the survey, only 9 students had responded leaving an unacceptably small sample. At this point the survey was amended to include a question asking which department and which year each individual is currently in. The survey was then extended to all departments. This provided a way that the survey could still make distinctions between different student departments and experience levels, while also increasing the sample size to an appropriate number.

Another main limitation in the research occurred when the Dalhousie Faculty Association announced the possibility of an indefinite strike beginning at the same time as the proposed survey/interview period. This presented a hurdle, especially towards gathering interviews from a reasonable amount of professors. Since the initial plan was to interview approximately twenty professors over the 3 week research period, it became evident that surveys were a more realistic option.

Delimitations (limitations the research design that you have deliberately imposed)

The study also has some advantages in their delimitations. The primarily qualitative nature of the study allows for more freedom to interpret subjects' opinions and

generate hypotheses. Although the study examines some guiding questions, there is no null hypothesis and it allows room to examine different angles of the buyback issue. The relatively broad nature of the survey questions themselves will enable an examination of a wider range of issues and opinions to do with the buyback program. This will also give the client a wide base of functional information along with some basic statistics to work with.

Results

The surveys were extended to the entire undergraduate faculty and generated a total of 136 responses, 8 of which were professors.

Student Responses

A total of 136 students responded to the online survey. When asked what they did with their textbooks the respondents could select more than one answer. The most common responses were 50 percent of students would keep their books, 52 percent either sold their books or gave them to peers, and 35 percent would resell their book to the bookstore. 13 percent of the sample sold their textbooks over the Dal classifieds system, while 20 percent sold their books back using the buyback program. 83 percent of respondents favoured used books over new books and 95 percent of these respondents referenced price as the reason for this preference. Of the students that prefer used books, 16 percent referenced environmental issues in their reasoning.

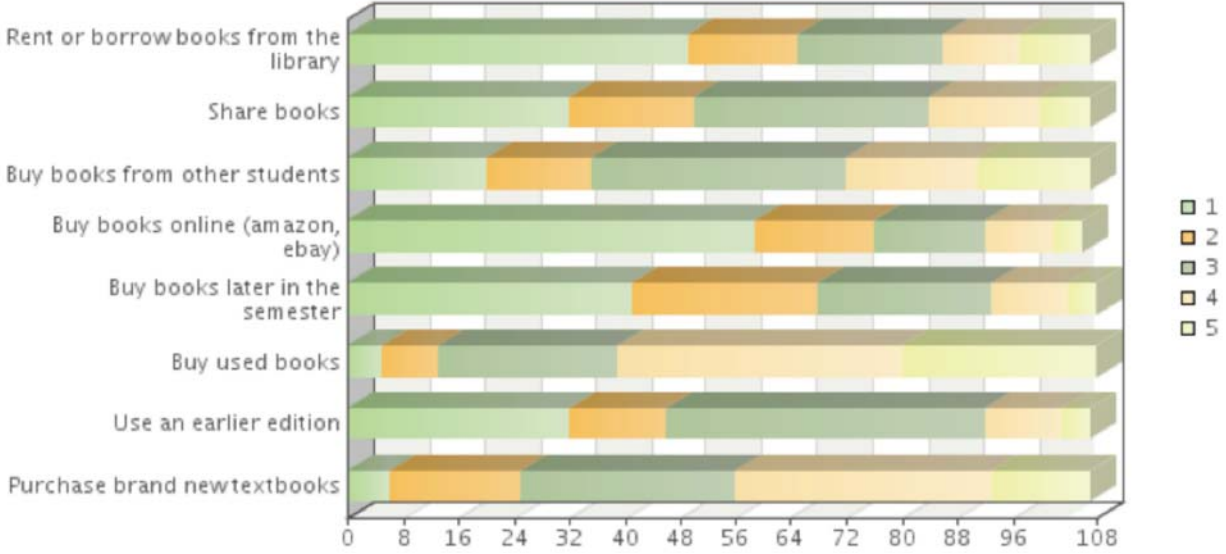


Figure 2. Student responses to a rating-scale question about how often each practice is used (5 being always, 1 being never).

Figure 2 demonstrates student responses to a question asking them to rate how often each practice was used. From this chart it seems that many respondents always buy either new or used books. Buying books from other students is a relatively common practice and a large number of respondents never borrow books from the library or buy books online.

Only 10 percent of participants claimed not to be aware of the Buyback program. Of the individuals who were aware of the program 42 percent found out about it directly from the bookstore, while 18 percent learned about it from posters and 17 percent found out from friends or family members. Despite the level of awareness around the program, 62% of respondents claim to have never participated in it. Of the individuals who responded that they have participated in the program, 67 percent state that they only participate occasionally.

65 percent of respondents rated the buyback program at 2 or less on a scale of 1 to 5 (1 being dissatisfied and 5 being extremely satisfied). Of these respondents, 74 percent referenced the compensation they receive for textbooks as the major reason for this. 12 percent stated that their dissatisfaction had to do with the fact that their books were not bought back by the program. When asked what they considered to be a fair buyback price for used books, the average response among respondents was 60 percent of the new value of the book. Participants were asked their opinions on ways to improve upon the current buyback program. While 73 percent referenced a higher buyback price, 13 percent thought there should be more information provided on the program. Also, 10 percent thought the program should buy back a wider array of books and 4.4 percent thought it could be more convenient (in terms of times and locations). When asked how accessible used books are at the bookstore, 40 percent of respondents said yes while 34 percent said no and 26 percent were somewhere in between. 25.5 percent of respondents claimed not to know the location of the buyback program, and of the individuals who knew the location 96 percent stated that it was conveniently located. 52 percent of student participants stated that the current location of the program is the most convenient, while 31 percent thought the Killam Library would be more convenient.

Professor Responses

The Respondents:

A total of eight professors began the survey, but only five of the respondents fully completed it. Three of the respondents teach within the Faculty of Arts and Social Sciences, four teach within the Faculty of Science, and one did not specify. The respondents' experience ranged from having taught one class to having taught a total of 65 classes at Dalhousie University. None of the respondents had authored or co-authored a textbook.

Respondents Perspectives on new vs. used-books:

75 percent of professors stated that they assign textbooks to their classes. 33 percent of respondents rarely try to provide online readings as a substitute for paper readings, while 17 percent of professors always do. 60 percent of the respondents stated that they would use a previous edition of a textbook for two years after a new edition has been published. 20 percent of respondents stated that they would reuse a

previous edition for a timespan of one year, while 20 percent of respondents would use old editions indefinitely. Each respondent recognized the environmental benefits of used books.

Perspectives on the buyback program:

50 percent of respondents were aware of the buyback program, while 13 percent were unaware of the buyback program and 37 percent did not answer. Each respondent recognized the financial benefit of used books for students, and two recognized the environmental benefits of the program. Each respondent stated that they placed their textbook orders in March. However, only 60 percent were aware that placing their textbook orders by the deadline enables the bookstore to purchase more used books from students and other sources. One respondent expressed concern for time restraints when placing orders, and one stated it was helpful to have reminders from the bookstore. Only two respondents made recommendations to increase the effectiveness of the book buyback program. One professor suggested promoting the buyback program in classes and one other respondent suggested the bookstore should pay students more money for their textbooks.

Discussion

Summary of the research (question/purpose)

The research goal is to survey professors and students to gain insight into ways the bookstore can tailor and promote their textbook buyback program. The question was written broadly to avoid limitations and to generate a diverse array of responses from the research subjects. The broadness of the question was aimed at creating a larger knowledge base on the issue. The purpose of the research was to raise awareness and gain perspective on potential means of promoting the book buyback program. The information gained from the survey analysis will provide the client with potential solutions to increasing student and professor participation in the book buyback program.

Overview of Significant Findings

Surveying a broad based sample of students and professors from a variety of faculties created feedback from multiple perspectives.

Regarding Students:

Survey data showed that most students [90 percent] were aware of the buyback program and just under half [42 percent] found out about it through the bookstore itself. While posters and word of mouth brought awareness to a fair number of students [18 and 17 percent, respectively], they are not the most effective form of advertising for students. Dalhousie University campus hallways are bombarded with posters for campus events, so students may not be as responsive to this form of advertising. This data indicates that there is a significant opportunity to influence the way students find out about the buyback program. Creating further promotions of the book buyback program in-store may be an area of interest for further advertising campaigns.

Despite the respondents' awareness of the book buyback program, a high number [62 percent] of students have never participated in the program and of those who do participate in the buyback program, [67 percent] do not participate often. The lack of participation is resoundingly high, with only one-third of student respondents participating frequently. Interestingly, a similar proportion of students [65 percent] rated being dissatisfied with the book buyback program. The causes for their discontentment was buyback or used book prices and the insufficiency of books the bookstore buys back. Money and cost is understandably a primary issue for students who already pay a lot for their university tuition and textbooks. While used books facilitate cost reduction for students, they obviously feel the program could offer them more incentive in terms of savings.

Most students [83 percent] stated they would overall prefer to buy used textbooks. Student data shows they regularly buy used books from the bookstore but almost as frequently were still buying new books. Another common way of obtaining books was to buy them from other students. The least common way of buying books were online, renting books, or using earlier editions. The data says that students are interested in owning the required book for their courses as stated by their professors and less often seek other options. Students possibly do not want to spend time tracking down books or risk compromising their education by having older books.

Almost all of the students who prefer used books over new ones said it was because of the cheaper cost, where only a fraction of the respondents mentioned they preferred used books because of the environment. Therefore, the general student population considers the monetary benefit of purchasing used-books over the environment.

Respondents were mixed in their analysis of whether they found used books to be readily accessible. Less than half said they did find used books to generally be available, but about one-third said no. Since the students were of varied faculties and years, the opportunities for used books could likely depend on what program and year they were in.

Almost half of the students stated they were satisfied with the current buyback location, while one-third said they would prefer the buyback program to be located at the Dalhousie Killam Library. This may be because the Dalhousie Killam Library is a central student hub on campus that receives a lot of student traffic and interaction. Having the location at the Dalhousie Killam Library may increase participation in the buyback program by the convenience of the location.

Regarding Professors:

The survey was intended to reach as many professors in each undergraduate department at Dalhousie University as possible. There are a total of 1,012 professors who teach at the University (Dalhousie University, 2009). Yet only five professors members who entirely completed the survey. This low respondent rate parallels the concerns the bookstore staff members have with professors failing to comply with their textbook requests and following through on email correspondence. Thus, through the low respondent rate in the survey, it is evident that Dalhousie professors are generally disinterested in fully supporting the buyback program.

It is important to note that the professors who did complete the survey were generally aware of the financial and environmental benefits of the Dalhousie bookstore buyback program, but did not understand their important role in fulfilling textbook order deadlines in order for the program to fully succeed.

A consideration of the findings in light of existing research studies

The results of this study correspond with the observations and results of the existing research studies reviewed for the purpose of this project. These studies were conducted by California State University, The Nebraska Book Company, and the U.S Department of Education's Advisory Committee on Student Financial Assistance. These studies demonstrate similar themes to ours including: professors play a large role in the buyback process, demand for used textbooks exceeds the supply and textbooks are expensive for students.

As aforementioned, a common theme found within the studies is that professors play a significant role in the buyback process. Professors make the decisions on which textbooks and course materials are required for each course they teach. Thus they are key decision makers in the bookstore process. However, the cost of textbooks is a secondary concern for professors and they "rarely consider the ability of the student to buy a used version or previous editions or to sell the textbook back at the end of the course" (Nebraska Book Company, 2001, p. 5). In order for students to receive a fair price for their textbooks, professors must return their textbook requisitions in on time. Therefore it is essential that the bookstore educate and work with professors in order to ensure that requisitions are returned promptly. The Advisory Committee on Student Financial Assistance revealed that the San Mateo County Community College District Bookstore sends weekly emails to professors, set on reminding, updating and providing information to professors about the ordering process. As a result, used textbook sales increased by 27 percent in two years because 90 percent of professors submitted their requisitions in on time (Advisory Committee on Student Financial Assistance, 2007, p. 12).

The financial incentive of purchasing used textbooks is another common theme amongst the studies as well as our results. According to the Nebraska Book company, 85% of the 823 students interviewed believe that new textbooks cost too much, while 28% believe used textbooks cost too much. Our results revealed, that 95% that preferred used textbooks, preferred them because they are cheaper. Therefore it is important to increase the amount of used books available to students in order to alleviate the financial burden imposed by costly newer copies. The problem revealed by the studies, is the demand for used textbook often exceeding the supply. One of the reasons the demand is not met is because "students are not fully satisfied with their experiences when selling textbooks back" (Nebraska Book Company, 2001, p. 9). According to their survey, 81% of students said that they would sell their textbooks back if they received more money for the textbooks. Our results concluded that 72.8% of students suggest a higher buyback price.

In regards to the environment, none of the studies reviewed mentioned the environmental aspect of used textbooks. The benefits of used textbooks recognized by students, in all studies including our own, is that they are a less expensive alternative to brand new books. Thus it can be deduced that the environment is not the student's primary objective, but rather students are seeking to alleviate the financial burden imposed upon them by universities.

The California State University (2007) suggests that increasing visibility of the book buyback is essential to strengthening the program. They have multi-location buyback initiatives during high season buybacks in order to increase availability to students. The University of British Columbia (2012) has buyback locations in five residential halls on campus in order to increase first year participation in the program. They also provide students with an incentive to participate by having a gift card draw. Students are also able to look up buyback prices online. Both universities have received a gold rating in the Sustainability, Tracking, Assessment & Rating System (STARS). This system assesses sustainability achievements in higher education institutes. In 2011, Dalhousie University has a silver seal from STARS but this will change as the University continues to work towards achieving their goals of sustainability.

Implications for Theory and/or Practice

There has been limited research conducted on ways to improve student and professor participation in buyback programs at universities. Thus the results and recommendations of this report add to the literature of improving participation in buyback programs. This report provides a foundation for future projects conducted on buyback programs. If the study were to be built upon next year, students may want to investigate what incentives would increase student participation in the program as this study demonstrates the reasons why students and professors do not participate in the program.

The implications also have potential benefits for the environment. As students and professors increase their participation in the buyback program, more used books will be made available. Therefore more textbooks will be recycled, thus reducing the bookstores and students impact on the environment.

In deductive work, an examination of findings that failed to support your hypothesis

The findings of this research were expected to provide the Dalhousie Bookstore with ways to promote the buyback program, thereby encouraging a reduction in the

environmental impact of students on campus. Findings that did not necessarily benefit this hypothesis were that students had an overwhelming interest in the buyback program's prices. In preliminary discussions with the bookstore, they stressed their commitment to ensuring the best prices possible for students and that the lower end of buyback prices for textbooks are due to the reduced price set by wholesalers. Therefore, it is difficult for our research to comment on students' expression of strong need for more monetary compensation when the bookstore is unable to determine these prices.

The area in which the bookstore can compromise is in making more used books available, which would be aided by professors' aligning their practices with the buyback program's needs. This research project had hoped to gain insight into professors' practices and thoughts on the buyback program, however their response was insufficient. While the responses received were informative and interesting, without a significant sample size it is difficult to determine conclusive results that would support a hypothesis. However, the benefit of our qualitative survey design is the opinion-based data was still inevitably helpful in gaining some ideas for further studies and practices.

Conclusion

Recommendations for Action

The bookstore expressed the concern that many professors do not submit their textbook orders before the deadline. This inhibits the bookstore knowing which books are required for subsequent classes. As previously stated, 60 percent of professors who participated in the survey were unaware that their acute participation is required for an effective buyback program. Thus, this report firstly suggests that the bookstore promotes the deadlines of textbooks in an angle which informs professors of the importance of their participation, and to perhaps make the textbook order deadline earlier.

One professor suggested that the book buyback program should be promoted in the classroom. If the bookstore has the resources, it is suggested that this recommendation is followed through and that a bookstore staff member makes an announcement, explaining the details of the buyback hours and potential price range, to classes they know have required textbooks that can be resold, each semester. The bookstore could also approach the head of departments or Deans to make the bookstore order forms a priority as it would be a top down request. In supplying the head of departments with a write-up about the buyback program, this information could be included in class syllabi.

Another suggestion is to build on the current iPhone Dal Bookstore app to make it available for Blackberry and Android users. Perhaps another way to help promote the program would be a web application where students could type the book title or ISBN to find out if the Bookstore is buying a title.

In terms of promotion and advertising the bookstore could take advantage of the "Green" aspect of the buyback program by using facts about the environment. For example, the bookstore could incorporate some of the book Life Cycle Assessment facts discussed in "Textbooks on Paper or E-Reader: A Comparative Life Cycle Assessment" report (Wang et al., 2008). This will encourage student participation because it will increase awareness of the environmental benefits of participating in the buyback program.

Another recommendation is to follow the University of British Columbia's lead and open temporary buyback locations in residences to promote the buyback program to first year students. Even though the survey did not specifically identify location as a problem it still would be beneficial to expand the locations because it increases visibility and accessibility.

Students and professor should be given an incentive to participate in the program. For example students who actively participate in the program should get first priority on the purchase of used textbooks. This will encourage students to return their books if they want access to purchasing used books.

Recommendations for Further Research

If further studies are to be done at Dalhousie a prominent recommendation is to create incentives to increase professors getting their requisitions in on time. Subsequent surveys would benefit the currently minimal research base on book buyback programs. Other innovative ideas for advertising, buyback locations, and incentive campaigns should be explored in further research.

Specifically for Dalhousie University's buyback program, further investigation could involve surveying more professors' to gain conclusive results on their perspectives of the buyback program. Recommendations for achieving a better response from professors would be to sit down and interview them in person, as email surveys were too readily ignored.

Students could be surveyed further as well, to see whether the availability of used books could be improved depending on what year or faculty they were specifically in. Also, students could be presented environmental facts in a focus group setting to better determine whether students do respond positively to environmental facts or if price is definitely the ultimate incentive to participate in the buyback program.

References and Appendices

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Appendix 1 - Ethics Form

ENVIRONMENTAL SCIENCE PROGRAM
FACULTY OF SCIENCE
DALHOUSIE UNIVERSITY
(version 2010)

APPLICATION FOR ETHICS REVIEW OF RESEARCH INVOLVING HUMAN
PARTICIPANTS
UNDERGRADUATE THESES AND IN NON-THESIS COURSE PROJECTS

GENERAL INFORMATION

1. Title of Project: Reused Books
Faculty Supervisor(s) Rachele Owen

Department Sustainability e-mail: rjowen@dal.ca

3. Student Investigator(s) Elsa Barnes-Philp, Carolyn McDonald, Simon Webb,
Simone Massoud, Carolyn Inglis
Department ENVS/ SUST e-mail: el460487@dal.ca

4. Level of Project: Non-thesis Course Project [] Undergraduate [X] Graduate
[]

Specify course and number: 3502 ENVS/SUST Campus as a Living Lab

5. a. Indicate the anticipated commencement date for this project: March 3, 2012
b. Indicate the anticipated completion date for this project: April 13, 2012

SUMMARY OF PROPOSED RESEARCH

1. Purpose and Rationale for Proposed Research: Briefly describe the purpose (objectives) and rationale of the proposed project and include any hypothesis(es)/ research questions to be investigated

The purpose of the project is to examine the current participation within textbook buy back program at Dalhousie University bookstore. The project seeks to examine the first and fourth year classes of the management program as well as the faculty members to gain insight into how the program can be promoted. The project will include a separate set of survey questions for the students and faculty. The information the surveys provide will aid in generating results that will provide insights

unto how the program can be improved. The literature review remains a crucial component of the project. Using pre-existing research is beneficial as it provides context and direction to the project at hand.

2. Methodology/Procedures

a. Which of the following procedures will be used? Provide a copy of all materials to be used in this study.

- Survey(s) or questionnaire(s) (mail-back)
 - Survey(s) or questionnaire(s) (in person)
 - Computer-administered task(s) or survey(s)]
 - Interview(s) (in person)
 - Interview(s) (by telephone)
 - Focus group(s)
 - Audio taping
 - Videotaping
 - Analysis of secondary data (no involvement with human participants)
 - Unobtrusive observations
 - Other, specify
-

Materials for the study will be the use of email for contacting potential participants and for distributing the surveys to students. Professors will be interviewed to get their responses so the use of printed surveys will be necessary. As well there is a draw prize to encourage participation.

b. Provide a brief, sequential description of the procedures to be used in this study. For studies involving multiple procedures or sessions, the use of a flow chart is recommended.

The Management faculty Advisor will distribute the surveys via email to students and professors.

Interviews will be completed and results compiled.

Data will be analyzed.

A summary of findings will be written into a report for the client

3. Participants Involved in the Study:

a. Indicate who will be recruited as potential participants in this study.

Dalhousie Participants:

- Undergraduate students
- Graduate students
- Faculty and/or staff

Non-Dal Participants:

- Adolescents
- Adults
- Seniors
- Vulnerable population* (e.g. Nursing Homes, Correctional Facilities)

* Applicant will be required to submit ethics application to appropriate Dalhousie Research Ethics Board

b. Describe the potential participants in this study including group affiliation, gender, age range and any other special characteristics. If only one gender is to be recruited, provide a justification for this.

The potential participants in this study include faculty and students at Dalhousie University from the first and fourth year Management program.

c. How many participants are expected to be involved in this study?

An estimated 450 participants

4. Recruitment Process and Study Location

a. From what source(s) will the potential participants be recruited?

- Dalhousie University undergraduate and/or graduate classes
- Other Dalhousie sources (specify) _____
- Local School Boards*
- Halifax Community
- Agencies
- Businesses, Industries, Professions
- Health care settings*

Other, specify (e.g. mailing lists) Dalhousie Professors * Applicant may also require ethics approval from relevant authority, e.g. school board, hospital administration, etc.

b. Identify who will recruit potential participants and describe the recruitment process.

A survey will be distributed by the academic advisor of the Management department to all professors and the first and fourth year students in the department.

5. Compensation of Participants: Will participants receive compensation (financial or otherwise) for participation?

Yes [X] No [] If Yes, provide details:

In order to increase participation in the survey, participants will be entered in a draw to win a prize.

6. Feedback to Participants

Briefly describe the plans for provision of feedback and attach a copy of the feedback letter to be used.

Wherever possible, written feedback should be provided to study participants including a statement of appreciation, details about the purpose and predictions of the study, contact information for the researchers, and the ethics review and clearance statement. Note: When available, a copy of an executive summary of the study outcomes also should be provided to participants.

POTENTIAL BENEFITS FROM THE STUDY

1. Identify and describe any known or anticipated direct benefits to the participants from their involvement in the project.

Students and professors will have a chance to express their opinions on the book buyback program. The dialogue between the buyback program and students/professors might improve as a result. A more efficient book buyback program would mean cheaper books for students and a reduced number of required new books to purchase each year at Dalhousie. As well, the draw prize will be a reward for participating.

2. Identify and describe any known or anticipated benefits to society from this study.

Less new textbooks means less resource use and less emissions. This aids air quality, reduces deforestation (paper), and reduces contributions to climate change.

POTENTIAL RISKS TO PARTICIPANTS FROM THE STUDY

1. For each procedure used in this study, provide a description of any known or anticipated risks/stressors to the participants. Consider physiological, psychological, emotional, social, economic, legal, etc. risks/stressors and burdens.

No known or anticipated risks Explain why no risks are anticipated: This survey is not of any intense personal nature. The questions openly ask their opinions and are non-judgemental in nature.

Minimal risk * Description of risks:

Greater than minimal risk** Description of risks:

* This is the level of risk associated with everyday life. ** This level of risk will require ethics review by appropriate Dalhousie Research Ethics Board

2. Describe the procedures or safeguards in place to protect the physical and psychological health of the participants in light of the risks/stresses identified in Question 1.

Participants will remain anonymous and open ended questions allow for their opinions to be heard without judgement or recourse.

INFORMED CONSENT PROCESS

Refer to: <http://pre.ethics.gc.ca/english/policystatement/section2.cfm>;

1. What process will be used to inform the potential participants about the study details and to obtain their consent for participation?

Information letter with written consent form; provide a copy

Information letter with verbal consent; provide a copy

Information/cover letter; provide a copy

Other (specify) Information email from the Management head to inform them of the study. Students will give consent via email correspondence, while Professors may give verbal consent as the interviews will be in person.

2. If written consent cannot be obtained from the potential participants, provide a justification.

ANONYMITY OF PARTICIPANTS AND CONFIDENTIALITY OF DATA

1. Explain the procedures to be used to ensure anonymity of participants and confidentiality of data both during the research and in the release of the findings.

1. Describe the procedures for securing written records, questionnaires, video/audio tapes and electronic data, etc.

Professors' questionnaires will be done in person so a list may be kept with their names, but the survey itself will not list their name. Student surveys will not ask for names, student emails will not be forwarded, and once the surveys are received the emails will not be stored for more than 30 days. The surveys for students are done on a website so they will only be asked for their information to compete in the raffle draw and such information will be used for those purposes only.

2. Indicate how long the data will be securely stored as well as the storage location over the duration of the study. Also indicate the method to be used for final disposition of the data.

- Paper Records
 - Confidential shredding after _____
 - Data will be retained until completion of specific course.
 - Audio/Video Recordings
 - Erasing of audio/video tapes after _____
 - Data will be retained until completion of specific course.
 - Electronic
 - Erasing of electronic data after _____
 - Data will be retained until completion of specific course.
 - Other
-

(Provide details on type, retention period and final disposition, if applicable)

Specify storage location: A website will have student survey results. Emails will remain with a chosen team member. Word documents containing survey results will be on each team member's computer for the survey data analysis.

Appendices: ATTACHMENTS Please check below all appendices that are attached as part of your application package:

- Recruitment Materials: A copy of any poster(s), flyer(s), advertisement(s), letter(s), telephone or other verbal script(s) used to recruit/gain access to participants.
- Information Letter and Consent Form(s). Used in studies involving interaction with participants (e.g. interviews, testing, etc.)
- Information/Cover Letter(s). Used in studies involving surveys or questionnaires.
- Materials: A copy of all survey(s), questionnaire(s), interview questions, interview themes/sample questions for open-ended interviews, focus group questions, or any standardized tests used to collect data.

SIGNATURES OF RESEARCHERS

Signature of Student Investigator(s)

Carolyn Inglis

Date ___March 3, 2012_____

Signature of Student Investigator(s)

Carolyn McDonald

Date __March 3, 2012_____

Signature of Student Investigator(s)

Elsa Barnes Philp

Date _March 3, 2012_____

Signature of Student Investigator(s)

Simon Webb

Date _March 3, 2012_____

Signature of Student Investigator(s)

Simone Massoud

Date __March 3, 2012_____

FOR ENVIRONMENTAL SCIENCE PROGRAM USE ONLY: Ethics proposal been checked for eligibility according to the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans

Signature Date

Signature Date

Appendix 2 - Student General Survey Results

Comment report

Lists all the questions in the survey and displays all the comments made to these questions, if applicable.

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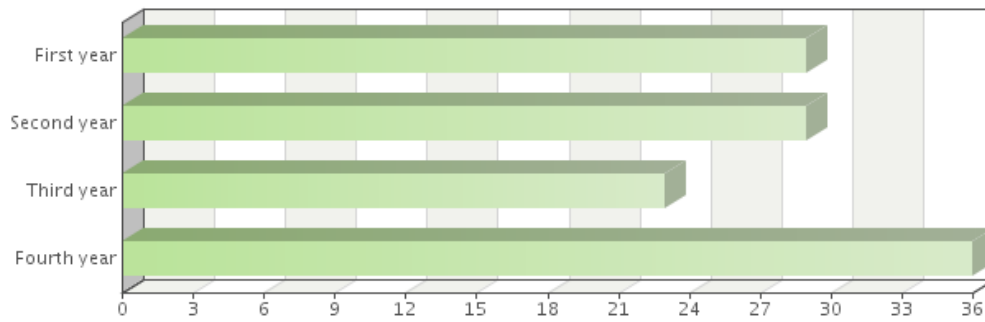
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Report info

Report date:	Monday, April 9, 2012 9:23:41 PM ADT
Start date:	Friday, March 23, 2012 8:00:00 AM ADT
Stop date:	Thursday, April 12, 2012 12:00:00 PM ADT
Stored responses:	118
Number of completed responses:	102

Question 1

What year of your program are you in?



Frequency table

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
First year	29	24.58%	24.79%
Second year	29	24.58%	24.79%
Third year	23	19.49%	19.66%
Fourth year	36	30.51%	30.77%
Sum:	117	99.15%	100%
Not answered:	1	0.85%	-
Total answered: 117			

Question 2

What faculty are you in?

Text input

Bachelor of Arts

Science

Faculty of Science

Science

Science

Science

Science

Science

Science

Science

Science

Science

science

Science

Arts

Science

science

Science

arts and social sciences

Science

Biology

Science

B.Sc.

Faculty of Science

Faculty of Science

Arts and Social Sciences

bachelor of arts

BSc: Psychology

Arts (International Development Studies)

IDS and political science

Arts and Social Sciences

International Development studies

IDS / Anthropology

IDS and History

International Development and Sustainability

International Development Studies

FASS

Arts

International Development and Business Minor

International Development and Business Minor

Science

ess

Arts

Science

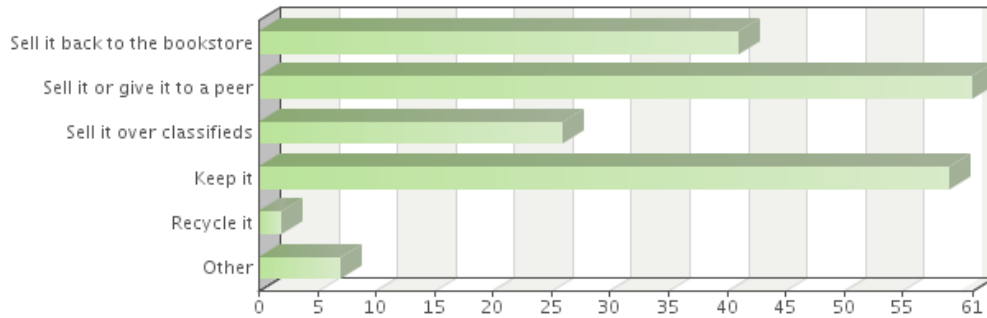
Arts and Social Sciences

IDS
Management - Commerce
Management
engineering
Graduate Studies in Faculty of Medicine
Social Anthropology and Religious Studies
Arts
Arts
Marine Biology and Sustainability
sustainability and IDS
Health and Human Performance
Sustainability and International Development Studies
arts and science
Science
FASS
ids and economics
Poli Sci
Biology and Sustainability
Management/ Sust
Management
Arts
sust
Environmental Science
Science
Arts and Social Sciences
Arts & Social Sciences
English
Arts
Science
Science
Science
International Development
FASS
Environmental Science
statistic
Science
Environmental Science (Faculty of Science)
Biology and ESS
Science
h
Architecture
science
Theatre
Science
Political Science
Arts and Social Sciences
environmental science
Arts and Science
Contemporary Studies/English

Science
Arts and Social Sciences
Arts and Social Sciences
School of Health and Human Performance
Sustainability and Environmental Science, but switching to Sustainability and International Development Studies
Arts
Science
Arts
IDS
Arts
FASS
arts / social sciences
Science
Commerce
IDS/Region
asdf
Science
Environmental Science
Environmental Science and Gender and Women Studies
Commerce
Management
Commerce

Question 3

What do you do with a textbook after you are done with it?



Frequency table

Choices	Absolute frequency	Relative frequency by choice	Relative frequency	Adjusted relative frequency
Sell it back to the bookstore	41	20.92%	34.75%	37.96%
Sell it or give it to a peer	61	31.12%	51.69%	56.48%
Sell it over classifieds	26	13.27%	22.03%	24.07%
Keep it	59	30.1%	50%	54.63%
Recycle it	2	1.02%	1.69%	1.85%
Other	7	3.57%	5.93%	6.48%
Sum:	196	100%	-	-
Not answered:	10	-	8.47%	-

Total answered: 108

Text input

Donate to programs sending books abroad to developing countries

don't buy books

Some I keep, some I sell back to the bookstore

Try to sell it

sell over amazon

Toss it

Sell it to a friend or keep it

Question 4

Do you prefer new or used textbooks? Please explain why:

Text input

used. because they will most likely have the same information covered in the classes and because they are MUCH cheaper.

I used to prefer new textbooks. But now I realize that used books are just as good (they're cheaper too).

I prefer used textbooks because they are much cheaper than brand new textbooks, in most cases less than half as pricey as new textbooks.

Used textbooks for pricing but new textbooks without highlighting

It depends on the condition of the used and if the editions are almost the same/

New, it is a personal preference of mine

used because they're cheaper

Used, because they are both cheaper and are more environmentally friendly.

Used textbooks because they have the same information but are cheaper.

Doesn't matter because it's all the same information.

Used, because they are way cheaper. Spending 200 dollars on a new text book is ridiculous. They are hardly used in class so I find it a waste of money.

Used textbooks as their depreciation value does not go down as much as new books do.

new. used probably has germs

Used textbooks are better. They are cheaper and as long as it is the same edition it provides the same information.

I like the quality of new, but will always pick used as it is less expensive.

Used textbooks if they are in good condition, because it saves me money.

New

I used the Books in Rez program so I did not use any used books this year, but I plan to buy used textbooks next year to save some money

doesn't matter

It doesn't really matter, as long as the used textbook is up to date for the class and is in relatively good shape.

I prefer used because they're usually cheaper.

I prefer new texts because it is possible that the used edition is not in optimal shape, the content is in a different order compared to the order that the prof would have us read since they always use the new book. As every edition gets older, the material becomes less reliable. Finally, it is very possible that the previous owner highlighted much more than needed so that the pages that are not important so that the ink leaks onto the next page.

I prefer used because they are cheaper.

I prefer used textbooks for the simple reason of saving money. That is the main priority. I would love to have brand new textbook, but the cost is always first consideration.

New books, I just like to use new things, not books that might be worn out!

I prefer new textbooks. Using textbooks that already have highlighted font in them distract me from forming what I think is important, as opposed to what the person before me might have thought. I will buy used textbooks if there is little to no highlighting or hand writing in the book.

Used because they're cheaper

I prefer used textbooks simply because they are cheaper!

Generally, new textbooks. I find other people's highlighting/notes distracting.

That being said, I have been fortunate in that my parents have purchased my textbooks for me. If money was a concern, I would have no problem buying used textbooks.

Used, they are cheaper

Used textbooks. They're cheaper.

Used if I can get it, it's cheaper

Used, because it is better for the environment and it is fun to see what other people have highlighted/noted it often helps with readings and classes!

Used textbooks, because often the new textbooks are over priced and rarely referred to in the class. It makes more sense to share or take them out from the library.

Used, cheaper cost.

Used, because of the price difference

Used books, because they are cheaper and it is a way to recycle!

New textbooks because then I know that there is no damage to it. For example, past students highlighting or scribbling in the textbook to death.

used, because it is a huge extra expense added to my already small budget having already paid high tuition for a Canadian University.

I prefer used because of the cheaper price, however appreciate used books without markings

Buying used textbooks just makes more sense to me. Usually the the used editions are just as current as the new ones, plus used are cheaper, and hopefully help to save a tree!

I prefer used books since they are not as expensive. However in some cases its better to buy the new one if a CD or online login password comes with it.

Used - they are cheaper.

Used - cheaper, baybee!!

Used because the price is lower. I only buy new if the text book is not available used. I never buy the 'used' books from the bookstore because their mark-down seems low. I might as well have a shiny new book for \$10 - 20 more. Used books bought externally are often sold at a 50 - 75% mark down.

Used books in good condition - better for my budget

Used if possible. They are less expensive and there is no need to dispose of perfectly usable and relevant materials. It irks me when there is a "new edition" of a text each year that is fundamentally unchanged from previous versions. Often other than changed page numbers and formatting they are still fine!

Used because they are usually cheaper.

Used, they are cheaper

I prefer used textbooks, because they are usually cheaper and it reduces the amount of books that get discarded/recycled. It also can help reduce some student debt.

Used, because they'r cheaper

Used-Cheaper

I prefer used textbooks because they function just as well as as new ones. There is no need for a new book to be created just for my short term use of it.

used - Same information, cheaper price.

I don't really have a preference. If the book is used and is cheaper, I will get the used book.

I prefer used textbooks. Largely because they are cheaper but I find used textbooks are usually in great shape. Also, seems more environmentally friendly. Recycle!

Prefer used because they are cheaper but it can sometimes be a hassle to get used text books

Used, they're cheaper

used, cheaper and sometimes have interesting annotations

Used - cheaper. But if I can't find a used version of the textbook, sometimes I will be forced to buy a new book

I prefer used textbooks because they are often significantly cheaper.
The only time that I buy new is when used textbooks are out of date or in poor condition.

Used because the price is usually half of a new book.

I prefer used textbooks because they are cheaper

Used, if they're in decent condition, why pay twice as much?

Used. They are much cheaper (if you buy from a peer) and no worse than new ones.

Used textbooks because they have the same content but are not so expensive

Used, it is cheaper and usually in good condition.
If it is a novel, like most of my "textbooks" are, I tend to keep them.

I prefer used textbooks because they are less expensive to purchase.

Used because it saves paper and the environment

used, they are cheaper

used, they are cheaper

I prefer used textbooks, because they are cheaper.

Used, cheaper. What else would you expect asking students?

used. because it's cheaper.

Used, because of the price

Prefer used. I like to recycle... try not to buy 'new' things if they're available used.

Equally as important is cost. New books are WAY expensive!!

I only buy a new book if a used isn't available.

Used, because they are a bit cheaper. Full priced books are rediculously priced!

Don't mind used if price and condition ratio are reasonable.

Either is fine. New are nice because it's easier to follow along with class readings, old is nice too because they're cheaper and more enviro

I prefer used current textbooks because it is cheaper to acquire.

Used, often just to save a couple dollars

Used, because they are cheaper and because I don't use them as much as I should, the quality doesn't bother me.

Used textbooks because they are cheaper.

I prefer new textbooks because I hate reading a book that someone else has highlighted or marked up.

Used if they are in decent condition because they are less expensive. If I really want a new edition of something I will buy it new.

Used, cheaper and more sustainable

I prefer used textbooks because they are recycled and cheaper or free. Some classes (i.e. Spanish 1000) require you to buy a new textbook because it comes with a lesson guide that you cannot buy separately from the book. It is frustrating to have to buy a new book when there are plenty to buy from past students.

no preference

New textbooks; they're nicer and there is no chance of them being ruined

Used because they are cheaper

Used because they are cheaper.

Both. I like new books because they are in perfect condition, but at the same time I like used because they are cheaper.

New. Don't have to worry about missing pages, etc.

Used

They are cheaper- sometimes have good notes.

Used because they are cheaper to buy!

used, recycling!

used

because its cheaper

Used, they are cheaper

used because the important parts are already highlighted so doing the readings take less time

I used to prefer new because I hated other people's notes. You never knew if a highlighted or circled portion was important and it may have kept you focused on a section you didn't need. Now I have to buy used books. It is the only thing I can afford.

asdf

Doesn't really matter, I wouldn't mind used if I could find them but usually i will just get them new.

used book. cheaper

I use used textbooks from Amazon.com or thriftbooks.com. I only buy new if I have to.

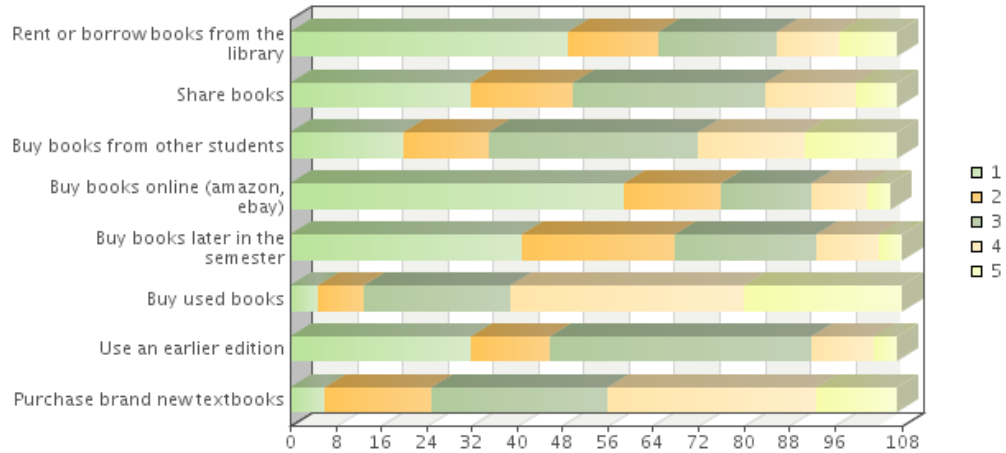
Used, because they are quite a bit cheaper in general

I prefer used textbooks because they're cheaper

Question 5

On a scale from 1-5 (5 being you always use that practice, 3 being sometimes, 1 being rarely/never)

Levels



	1	2	3	4	5	Sum
Rent or borrow books from the library	49 45.79% 5.72%	16 14.95% 1.87%	21 19.63% 2.45%	11 10.28% 1.28%	10 9.35% 1.17%	107 100% 12.49%
Share books	32 29.91% 3.73%	18 16.82% 2.1%	34 31.78% 3.97%	16 14.95% 1.87%	7 6.54% 0.82%	107 100% 12.49%
Buy books from other students	20 18.69% 2.33%	15 14.02% 1.75%	37 34.58% 4.32%	19 17.76% 2.22%	16 14.95% 1.87%	107 100% 12.49%
Buy books online (amazon, ebay)	59 55.66% 6.88%	17 16.04% 1.98%	16 15.09% 1.87%	10 9.43% 1.17%	4 3.77% 0.47%	106 100% 12.37%
Buy books later in the semester	41 37.96% 4.78%	27 25% 3.15%	25 23.15% 2.92%	11 10.19% 1.28%	4 3.7% 0.47%	108 100% 12.6%
Buy used books	5 4.63% 0.58%	8 7.41% 0.93%	26 24.07% 3.03%	41 37.96% 4.78%	28 25.93% 3.27%	108 100% 12.6%
Use an earlier edition	32 29.91% 3.73%	14 13.08% 1.63%	46 42.99% 5.37%	11 10.28% 1.28%	4 3.74% 0.47%	107 100% 12.49%
Purchase brand new textbooks	6 5.61% 0.7%	19 17.76% 2.22%	31 28.97% 3.62%	37 34.58% 4.32%	14 13.08% 1.63%	107 100% 12.49%
Sum	244 - 28.47%	134 - 15.64%	236 - 27.54%	156 - 18.2%	87 - 10.15%	857 - 100%

*Sequence of numbers in a cell

Absolute frequency

Relative frequency row

Relative frequency

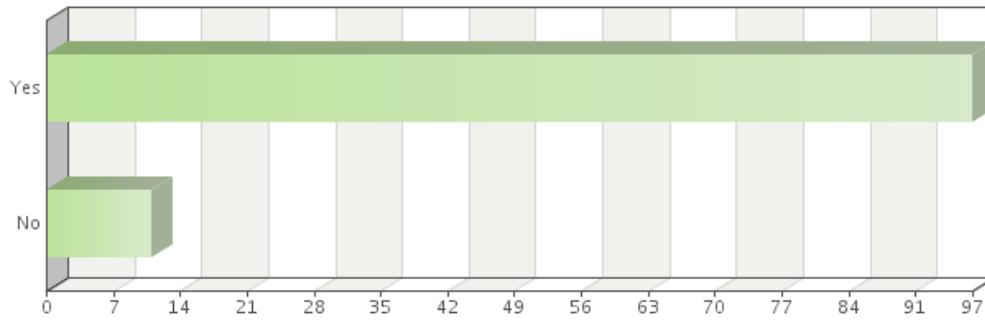
Question 6

What do you think is a fair buy back price for your used textbook?

Average:	60.46	Minimum:	20
Maximum:	95	Total answered:	108

Question 7

Are you aware of the Dalhousies bookstore buy-back program?

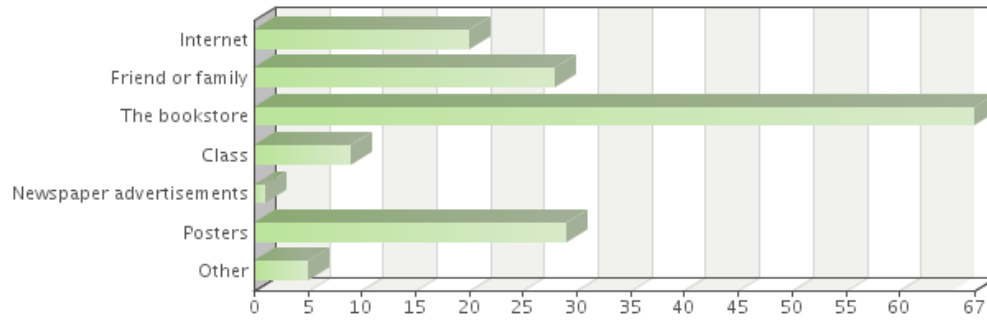


Frequency table

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Yes	97	82.2%	89.81%
No	11	9.32%	10.19%
Sum:	108	91.53%	100%
Not answered:	10	8.47%	-
Total answered: 108			

Question 8

If yes, where did you hear about the program?



Frequency table

Choices	Absolute frequency	Relative frequency by choice	Relative frequency	Adjusted relative frequency
Internet	20	12.58%	16.95%	21.05%
Friend or family	28	17.61%	23.73%	29.47%
The bookstore	67	42.14%	56.78%	70.53%
Class	9	5.66%	7.63%	9.47%
Newspaper advertisements	1	0.63%	0.85%	1.05%
Posters	29	18.24%	24.58%	30.53%
Other	5	3.14%	4.24%	5.26%
Sum:	159	100%	-	-
Not answered:	23	-	19.49%	-
Total answered: 95				

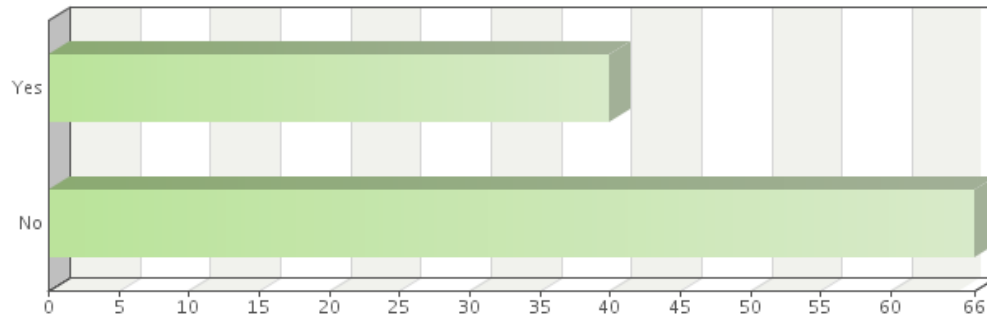
Text input

Res

e-mail notifications

Question 9

Have you ever participated in the buyback program?

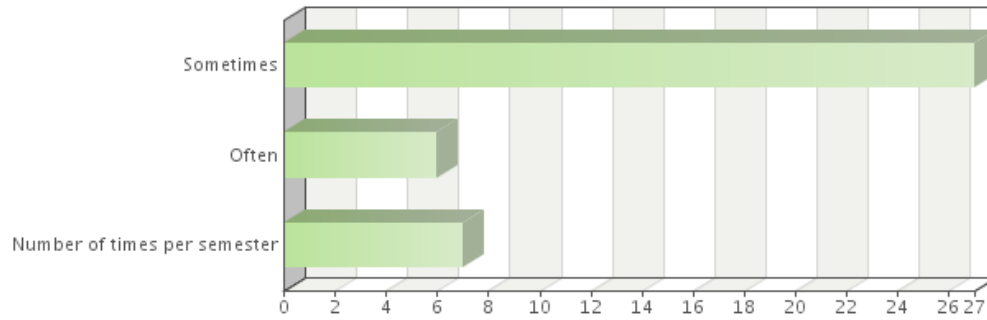


Frequency table

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Yes	40	33.9%	37.74%
No	66	55.93%	62.26%
Sum:	106	89.83%	100%
Not answered:	12	10.17%	-
Total answered: 106			

Question 10

If yes, please tell us how often you participate in the buy back program?



Frequency table

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Sometimes	27	22.88%	67.5%
Often	6	5.08%	15%
Number of times per semester	7	5.93%	17.5%
Sum:	40	33.9%	100%
Not answered:	78	66.1%	-

Total answered: 40

Text input

1

maybe 1

at the end of semester

one a semester

1-2

1

once

Question 11

If no, please tell us why not

Text input

It is very unfair. When I tried to buyback my chemistry book, I was rejected right away because there is a "new edition" coming out this year. Who cares? Just buy the book back and allow other students a chance to buy a used edition which is much better for their wallets!

I wasn't satisfied with the amount of money they offered.

I don't know where the book buyback takes place. I also heard that they buy the books cheap from you and sell them for a profit.

You buy the books for literally nothing! We can sell it for more to other people!

the buybacks worth very little in compared to the money spent when i first bought the books, and used books are still expensive even though the bookstore buys the used books from us at much lower price

New to Dalousie, other university experience tells me its not as cost effective as selling directly.

I'm first year, haven't needed to yet.

The bookstore buys used books from students for a very low value and sells it at a higher value than what was purchased. This is not fair, thats why I sell my books directly to other students!!

I as in first year and have not sold any textbooks yet.

I haven't gotten around to it.

It's my first year and most of my textbooks were bought used, are the wrong edition, or cannot be sold back to the bookstore (ex: Concepts in Chemistry).

I could make more money selling my textbooks to another student via facebook, than what the bookstore offered me

Never been informed of this before

I'm only in first year and all my classes are year round, so I still need my books.

I plan to in the future, I just haven't gotten to it yet. Also I wonder if I can get more if I sell it.

Because the buy back prices offered are absurdly low, you are much more likely to get more money for your books selling them to others directly, even if it is more work for you.

I am in first year and haven't had books to have bought bak yet.

I don't know about it

They hardly offer ANY money, for books that cost so much. And then they sell them back at practically an equivalent new price.

They would not accept my books

I've generally been able to sell my books to students, or didn't want to get rid of my textbooks. Sometimes the edition also changed and it wouldn't have been possible to begin with.

The books I have would be more beneficial if I kept them

They don't want any of my textbooks for the buy back program

I tried once and was told I needed my receipt

I am a transfer student and have only been at Dal for one year. I plan to sell them back this summer/September though!

Not convenient / not enough money back to make it worth it

The time frame is too short, and I often miss the buy back period. Or the book is not on 'the list'. This is annoying when I see the professors using the same book the next term.

I can get a higher return selling directly to a student. It is much simpler for both of us as well, much more convenient.

Haven't gotten around to it yet.

I felt like I would be able to get more money back by selling the book myself. This have proven true in many situations.

Don't offer a fair price. Can sell for 50% or more on Tigerbooks.

I will need most of my books to study for my MCAT.

If I want to sell books I can get a more fair price from the classifieds.

Not enough money back

don't buy books

I can sell them for more next year when people really need them. This way I make most of my money back.

I could get way more money selling it myself

I put my books up for sale on Tiger sales because I can make a better profit.

I haven't gotten rid of any books yet

The program has a fairly rough reputation in having limited hours and not giving a fair price back for the books.

the price is too cheap

Wanted to keep most of my textbooks. I also heard they have a bad buyback price from a friend.

Did not feel it was a good deal for what amount you get back.

I had to give the textbook i wanted to sell to a peer who take the class after i was done with the textbook.

I find I can sell by book to other students at a higher price than I would get at the book store. Also I rarely buy new textbooks from the bookstore.

I didn't know about it.

I can make more money by selling it to people I know.

I have traded/sold books to people I know but I haven't gotten around to using this program. When I leave Halifax I probably will sell back a bunch of my books.

I'm a first year student and I haven't had the opportunity to

It's not worth it. I had a brand new book I hadn't even opened that was \$210 new, and when I went to sell it back they were going to give me \$28 for it. I was furious and it is so ridiculous. The store doesn't need to make \$180 dollars profit on a book that is like new.

I heard that the buy back prices aren't very fair.

I heard that you don't receive much money back.

First year with X/Y courses. Plan to use at the end of year.

Have just never really looked into it.

Usually keep them

I have not had a chance to do so, I have kept my textbooks from first semester.

not aware

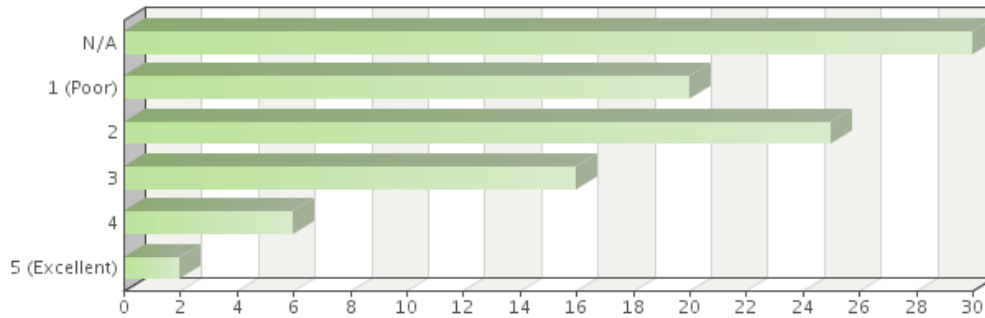
For the quality of my textbooks (ie: no highlighter/pencil marks, no torn pages, no creased covers etc) I do not receive adequate compensation.

Really inconvenient lines which makes it not worth the maybe \$45 you get for 5 textbooks that cost you around \$500

I am completing first year so I haven't used the bookstore before.

Question 12

On a scale from 1-5 how satisfied are you with this program and explain why



Frequency table

Levels	Absolute frequency	Relative frequency	Adjusted relative frequency
N/A	30	25.42%	30.3%
1 (Poor)	20	16.95%	20.2%
2	25	21.19%	25.25%
3	16	13.56%	16.16%
4	6	5.08%	6.06%
5 (Excellent)	2	1.69%	2.02%
Sum:	99	83.9%	100%
Not answered:	19	16.1%	-

Total answered: 99

Text input

It is not fair AT ALL!

Does not give enough money back in comparison to what I get through Dal classifieds

Seems okay but haven't tried it yet.

These textbooks are so expensive and we get like 50 dollars back and then they sell them as used books for like 150 when they have already made profit on them. I do not think it is fair. Also a lot of the textbooks come out with new editions and then they won't buy back your brand new book that you just got that semester. Even though professors say you can use the old addition. Something needs to change!

Most of my books were not bought back, and those that were, I was offered less than three dollars for.

The buy back prices are not worth it, selling them to students would be a more profitable way.

It's and awesome initiative, but not attractive due to low return prices.

They do not pay near enough for books!

Disappointed by how little money I got back, considering the pristine condition of some of my textbooks. I was also surprised by how often Dalhousie classes change the textbook edition they use - this doesn't seem very efficient.

Not enough money given back

They don't give very much money and lots of books they don't want

Dont think we get enough back.

Haven't really participated in it, but was discouraged by my only experience when I was unable to actually sell my book back.

The university really doesn't offer much in return for a gently used textbook. They were only going to offer me \$10 for a book that I spent \$70 on. That does not seem fair to me.

They don't buy books back for enough money.

I cannot rate this programme a 1 because I'm not entirely sure how it works, however, they often don't buy many books back at all. Last semester I went to sell about 6 textbooks back. Each had cost between \$50-100 at the beginning of the semester. Of the 2 they were willing to buy back, they offered me \$2 each! (Again not entirely sure how this programme works...)

Its not a very good option because even if my books look still as new, the price you get for them is too low compared to how much you paid for them.

You get almost nothing back, even if your textbook is in mint condition.

I've had two experiences where I've had a book declined because of a small amount of writing and/or highlighting on very few pages. The expectations of textbook condition are too high.

not enough money back

They don't offer enough cash back to make it worth while, especially when I can find a student willing to pay more for it elsewhere.

Its kind of a rip off.

Do not offer a fair or realistic price. If I buy a book for 100\$ I am not going to sell it back to the bookstore for 5\$ so they can then sell it again for 80\$. I'll sell it myself to classmates or via tigerbooks.

I received a pitiful amount back. Maybe 30 bucks for a series of books that I spend well over 250 for.

They also would only take certain books back.

They rarely seem to be interested in the books I am returning and if by chance they are interested they offer me about 10% of the price. WTF?!?!?!?

I don't use it so I do not have an opinion.

The buy back prices are too low

IT is satisfactory, later editions should be bought back as well to be sold to students. Buy back program could be used as used book data base, rather than just data base for publishers

they make so much money off of students it doesnt feel right

I like that the program exists, but I only get a fraction of what I paid for it...

The last time I tried to use the program they would not take back my books even though they were the latest editions. It is my understanding that they will not take a book back or pay significantly less for it if the course is not being offered in the following semester. This is very annoying. Also, they pay less than what I could earn by selling it to another student.

No enough incentive to sell back to Dal over selling for more to other peers

I only used it once, and then quickly realized I could just cut out the middleman and sell to someone else directly for much more money.

Could have a higher buyback percentage

There are never enough used books for sale, the used books are still relatively expensive and you usually do not get a desirable price for the book you are selling in comparison to the price I originally purchased.

Could get a bit more percent back

Hate it.

Program is good, buy back prices are a joke. I buy a brand new book for 180\$ at the start of fall semester, by the end of the winter semester its worth 50\$ or "outdated" and not worth a penny.

The pay such little money to buy back the textbooks but sell them at much higher prices. I understand that they need to make money but 10-30% of the original price is way too low.

It's ok, only used it like twice

It should be better advertised

The buyback price should be at least 50%

The prices at which the books are bought back is TOO LOW

I never get any real money back, one time i got 3 dollars for a book i payed 60 for

I am not satisfied with the amount of money they give back for a near-perfect quality book.

I sold back several books in near mint condition and got almost nothing for them.

would have liked to sell back more of my textbooks/workbooks, as some texts were not useful to keep after finishing the course.

We should get more money back than what we do if they're still in good condition

See above

Haven't used yet.

-buy back prices are to low

Seems like they're doing a good job!

great idea, but would like more money back

rip off

you guys profit too much. other schools sell the books for no profit for students to HELP them as they know every penny counts

There is no value when they buy the books back from us, but used books are sold at only a few dollars less.

asdf

The bookstore buys back textbooks for a fraction of the cost, then resells them for close to full price. The bookstore should be helping the student by keeping cost as low as possible.

People end up getting maybe 10% of what they paid for so its not really worth standing in line forever. And then when the bookstore sells the used book the next year they sell it around 75% of the original price. HUGE ripoff

It seems like a decent system.

Question 13

How could you be encouraged to use the buy back program?

Text input

If they buy back ANY book(s) you buy from the bookstore. It is only fair that way- some people don't like to sell it themselves because they do not want to leave their information on public boards for fear of predators.

More information on where it is located.
Sell books at no profit after purchasing them from students.

Give students more money back

If you gave out a resonable price for the books!

Increase buyback percentage and make it more visible.

High buy back price

High percentage of buy back and to buy books regardless if there is a new edition.

If the bookstore would buy the books from me at the same price they sell their used books. Not way less just so they can make profit.

if the book is in really good condition you should get it for full price

If the buy back price was similar to offers received in classifieds then I would use the buy back program.

If more money was offered for the books.

Offering a greater amount for the textbooks

If I knew what it was earlier this year I would use it

A price that would compete with selling to other students.

If I could actually sell mybooks back and get a little more money for them.

if the buy back prices increased to accomodate poor full-time working students

If you got more money back,

increased buy abck prices for books, there is simply not enough money being offered

I will.

Have info about it

A significant increase in the amount paid for books would 100% lead me to use the program.

Better price for students, purchase old editions as well.

More fair prices

Prize incentives, or better buyback prices. THe money students get back isn't a ton, which is unfortunate especially if the textbook is in perfect condition and the exact one that's being used next year.

to get more money back

If they gave more money and took back more books

If the buy back rate was higher, example: purchased a book for \$100 new and brought it to the buyback to find out its value was \$15.

More fair price

If I knew I could get just as much money for my old textbooks as I could by selling it through Dal Classifieds or Tigerbooks

If they actually gave you a decent price for the books you are selling back - it is highway robbery!

If the university offered more for gently used books, then I would be encouraged to use the buy back program. I'm able to sell my used textbooks to students for a far higher price and yet it is still a decent price for them. I'll offer them the book for half the price that I bought it for.

Students receive an increased percentage

If they offered fairer buy back prices.

Increase the buy back price.

If they gave more back on the basis of how 'new' your textbook is. It's very frustrating when I am asked to buy a textbook by a professor that they then assign next to no readings from. I end up with a barely or not-at-all used textbook and I only get about 10% of my money back for it.

If it paid more / it took book with highlighter / they didn't get new editions to textbooks every two years.

I do not know what the buy-back value is, but I know I can sell a book for at least 70% of its value used. Unless the buy back offers at least that much, then it is not worth my time.

Better price for a buyback - I got \$16 for a \$130 book.

The buy back price must increase.

If we were sent emails from the Bookstore reminding us that this is an option.

More money for books

Greater incentives, or cash back on the book.

It'd also be nice if the textbooks weren't updated every year (which I've found to be a ploy by publishers to get more money out of students).

if the return was higher

If the pricing was different.

More money.

no money, less problems

A higher buy-back rate.

If the price is more fair.

offered more money for books

by giving a much larger percentage, and providing an effective exchange program with good monetary benefits.

better prices

If I got back a higher fraction of the price of the book

I would use the buy back program more if they paid more for books.

cheaper books

If the seller received a fair value for the book right now you can get easily twice as much selling to a peer directly.

More money back!

If the program were more accessible. I wish more used books were available for sale, usually they are all out.

If the program was simple to set up

better prices

If it was easier to know how much my book was going to cost before I brought it in. I live really far away.

It would be could to know right away when I buy the book that it will be bought for a certain price back.

Give students a fair deal. Crazy the buyback price you guys give to students, then up-sale it again for an outrageous price. Very frustrated with you guys.

i can save money

I use it whenever possible (unless I specifically want to keep the textbook)

Hearing from others that it buys back at a good price.. seeing a list somewhere (poster, online, in dalnews, facebook, etc) of classes/books they'll buy back and at which price.

More money back.

Better pay

Better rates for students reselling books. Better rates for those buying the books from the bookstore

If the buy back percentage is increased.

Increase the buy back amount

if i knew i would get more money back, if i lived closer to school i wouldn't buy text books and just use the ones on reserve at the killiam

If I was paid more for my book.

If the percentage you get from the buy back program increased.

Not very, I could probably get more money if I sold them myself.

I get to know it

If they paid more for the books

If the percentage was higher than it is. It doesn't seem worth it to sell back a book for less than 50% of the regular price. I would rather keep it.

advertising through the bookstore/Student Union Building

If we did get more of our money back.

The program be fair and give students a reasonable price based on condition and price new

If they advertised better prices.

If operating hours are more convenient.

give sellers a higher percentage

Be more aware of what it offers.

more reminders/marketing, and buy back all books rather than select books

if they gave the student a better rate

Better advertising and better buy back prices

if you gave us more money and had more regular buy back times

A fair price and less edition changes.

asdf

More information on it and given rough prices.

if it is cheaper

Higher return for my good quality textbooks and lower resale on used books.

If we were to get a higher percent of the cost back. And if there were more dates available to bring the books back

If it had a high return rate

Question 14

Do you find that used textbooks are accessible at the bookstore?

Text input

NOT AT ALL!

No

No.

Yes

Some what.

sometimes there are many, some other courses have limited textbooks that are used

N/A, only been to the kings bookstore.

no

No, they were always sold out, and even those used ones were pretty expensive. I'd rather buy one from a student for way less or just borrow one from my friend.

Yes

yes

For the most part yes.

Not nearly enough.

No, I was not aware the bookstore sold used books when I bought my books this year.

They sell fast so it is sometimes hard to get them

Im not sure

I have no idea where they are.

Yes.

absolutely not

For the most part.

absolutely, very well done.

Yes.

yes

Yes, but they obviously sell out quite quickly. As well, they are sold for a significant amount more than they were bought for which I do not completely agree with.

Yes, generally.

No, they are few and far between

yup.

not really, I always miss them if they are.

Sometimes.

There are never many copies.

yes

For certain classes, yes.

Somewhat - Once there is a new edition though, they no longer accept older editions in their buyback program.

Used textbooks are not always accessible at the bookstore, and if they are, they are still rather expensive considering that they are used.

Yes

Not really. They have a very limited supply at the beginning of the semester, and after that there are basically none available. I think for many classes you would actually have to buy your textbooks before the semester begins if you would like the option to buy a used book.

They are often taken really fast.

Yes, assuming that you go fairly early in the semester

no

They are normally right beside the new, and so they seem fairly accessible.

Yes

Yes, but the prices they charge for books are too high, especially given what they buy them back for. Instead I go directly to other students to purchase needed texts.

They are usually never there.

No

Not really.

sometimes

not really.

yes

for certain credits

Yes.

It depends on the subject but some times.

Not really

sometimes

no

Yes, but there are only a couple and they sell fast

No. I hardly ever find used versions of what I am looking for at the bookstore. In my four years I have probably bought 1 used book from the bookstore.

For the most part yes.

go to the bookstore to check them in person

If you go early enough.

Sometimes. Not usually for upper year courses but more often for lower-level ones.

"

Sometimes

sometimes

Somewhat. If you get to the bookstore early enough in the season.

Nope, they're typically gone right away. This is because you don't purchase enough back because you rip off the students, its true.

yes.

I often find that there are not enough

Sometimes

Most of the time.

not really, and if, prices are unreasonable for the condition they are in!

There are not often many of them.

yes, but they mostly exhausted quickly due to high demand.

yes

Yes.

I have not looked.

Sometimes, this year was the first year that I have found used books for my classes. Usually there are only new ones.

I didn't know there were any.

Depends, I've had bad experiences with them not having books in stock for months

No, rarely.

yes

Sometimes

Sometimes

Not as much as they should be.

Yes.

Yes.

sometimes, availability of used books is an issue

Sometimes.

yes

not in the middle of the semester

there are not usually that many of them

yes

For the first few days of school.

asdf

Not really.

yes

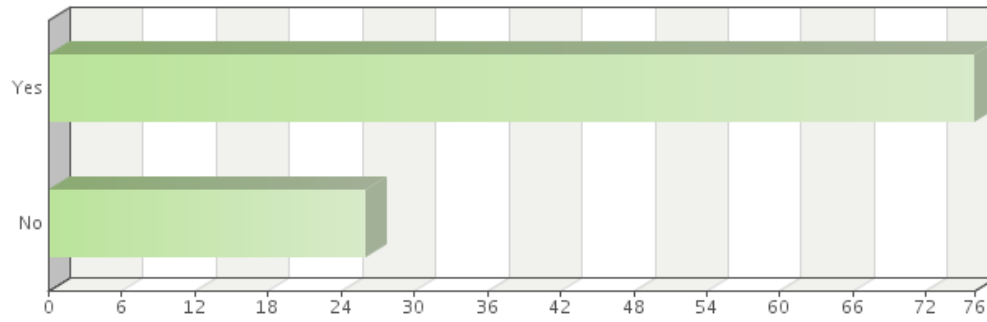
Yes. The bookstore, on a whole, carries all the necessary material per course.

no.

not really, they get bought up pretty fast

Question 15

Are you aware of the location of the Book Buyback?

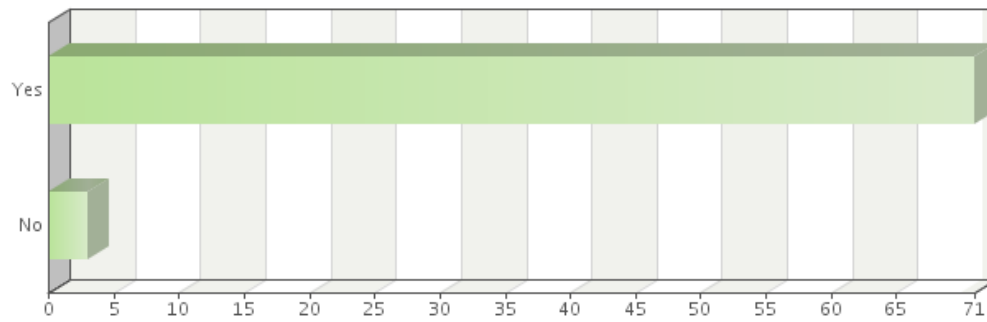


Frequency table

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Yes	76	64.41%	74.51%
No	26	22.03%	25.49%
Sum:	102	86.44%	100%
Not answered:	16	13.56%	-
Total answered: 102			

Question 16

If yes, is this location convenient for you?

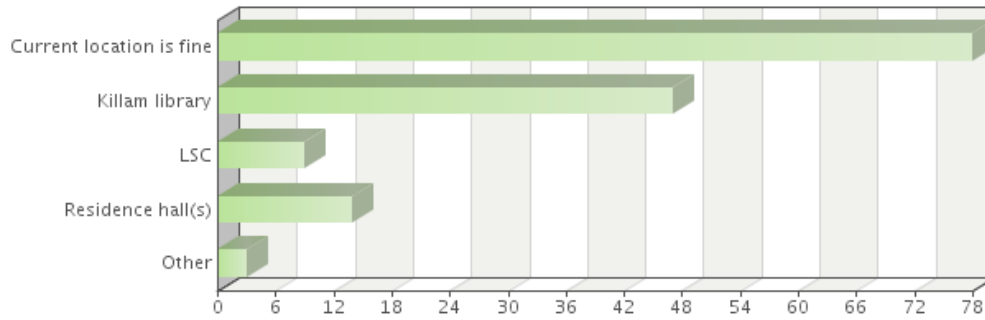


Frequency table

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Yes	71	60.17%	95.95%
No	3	2.54%	4.05%
Sum:	74	62.71%	100%
Not answered:	44	37.29%	-
Total answered: 74			

Question 17

If you were to choose the most convenient location(s) for the buyback would it be (can choose more than one)



Frequency table

Choices	Absolute frequency	Relative frequency by choice	Relative frequency	Adjusted relative frequency
Current location is fine	78	51.66%	66.1%	78%
Killam library	47	31.13%	39.83%	47%
LSC	9	5.96%	7.63%	9%
Residence hall(s)	14	9.27%	11.86%	14%
Other	3	1.99%	2.54%	3%
Sum:	151	100%	-	-
Not answered:	18	-	15.25%	-

Total answered: 100

Text input

Health Sciences Bookstore

Carleton and Sexton Libraries

buildings correlated to the books subject

Appendix 3 - Faculty General Survey Results

Comment report

Lists all the questions in the survey and displays all the comments made to these questions, if applicable.

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Report info

Report date:	Monday, April 9, 2012 9:21:00 PM ADT
Start date:	Friday, March 23, 2012 8:00:00 AM ADT
Stop date:	Thursday, April 12, 2012 12:00:00 PM ADT
Stored responses:	8
Number of completed responses:	5

Question 1

How many years have you been teaching at Dalhousie University? >

In-text element Years

Text input

3

1

3

15

8

4

26

10

Question 2

What faculty do you teach?

Text input

Science

???

Science

Science - Biology

Science

fass

FASS

FASS

Question 3

Please estimate how many classes you have taught at Dalhousie University >

In-text element years

Text input
12
1
1
40
30
18
65
60

Question 4

Please specify which classes you are currently teaching

Text input

ENVS 1000
ENVS 3001

Physics 1100 / 1280 / 1290

BIOL 3078, BIOL 3079, MARI 3074, MARI 3076

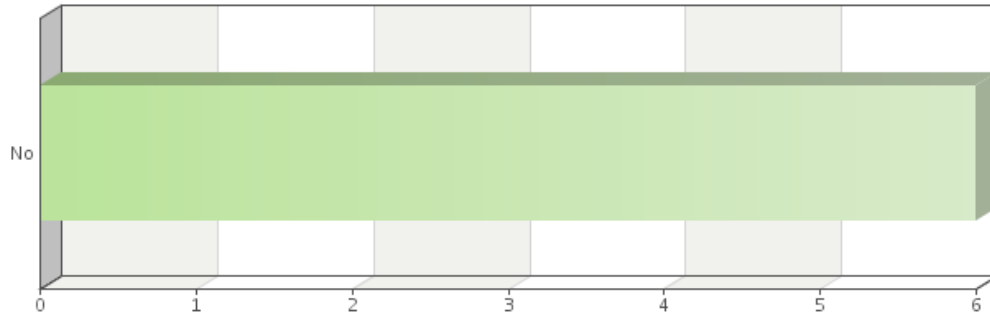
Italian 1010, 2010, 3200, 3600

Phil 4120/5120

THEA 3301
THEA 2012
THEA 4931

Question 5

Have you authored or co-authored a textbook?

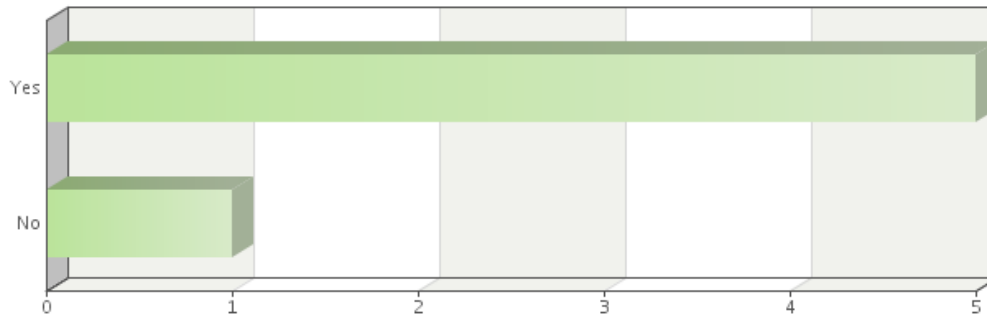


Frequency table

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
No	6	75%	100%
Sum:	6	75%	100%
Not answered:	2	25%	-
Total answered: 6			

Question 6

Do the courses you teach generally require textbooks?

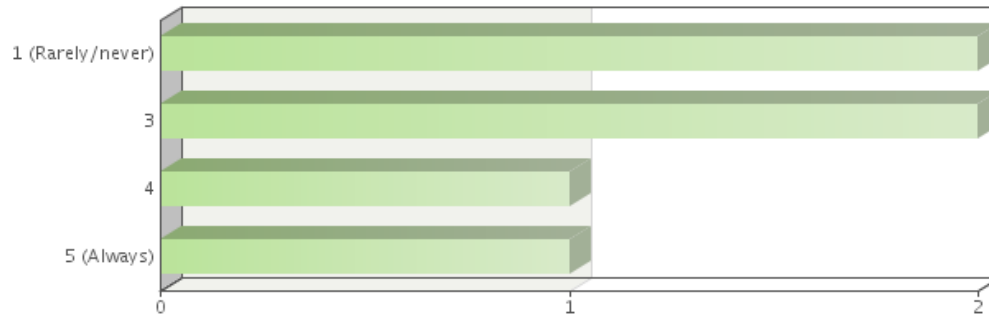


Frequency table

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Yes	5	62.5%	83.33%
No	1	12.5%	16.67%
Sum:	6	75%	100%
Not answered:	2	25%	-
Total answered: 6			

Question 7

How often do you try to provide online readings as a substitute for paper?



Frequency table

Levels	Absolute frequency	Relative frequency	Adjusted relative frequency
1 (Rarely/never)	2	25%	33.33%
3	2	25%	33.33%
4	1	12.5%	16.67%
5 (Always)	1	12.5%	16.67%
Sum:	6	75%	100%
Not answered:	2	25%	-
Total answered: 6			

Question 8

How many of your courses instead or in addition to texts offer a course print pack?

Instead >

In addition >

In-text element number

Text input

1

0

0

0

1

2

In-text element number1

Text input

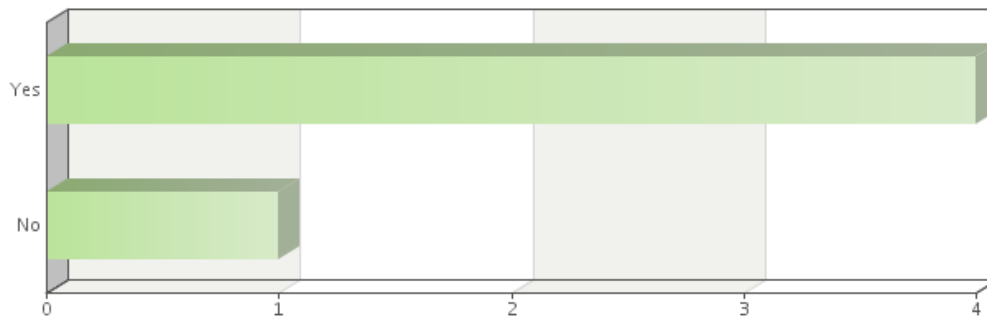
0

0

0

Question 9

Are you aware of Dalhousie's student book buyback/resell program?



Frequency table

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Yes	4	50%	80%
No	1	12.5%	20%
Sum:	5	62.5%	100%
Not answered:	3	37.5%	-
Total answered: 5			

Question 10

What do you see as the pros and cons of having used textbooks available for students?

Text input

Students save money
reuse books saves paper/ink/shipping

Pros - cheaper books
Cannot think of any cons

pros: students can save money; less paper
cons: some online packages can/must be purchased separately
cheaper for them.

PRO - save money!
CON - risk of students getting out of date info (e.g. the Film History textbooks are not useful on modern developments such as 3D if they're a few years old)

Question 11

What do you see as the social and environmental impact of used textbooks?

Text input

Same as above

Less material going to landfills and less trees cut to provide paper.

positive impact, reducing paper usage

better for the environment

Less paper being printed?

Question 12

How many years after a new edition publishes would you support using the previous edition in your class? >

In-text element Yearss

Text input

2

1

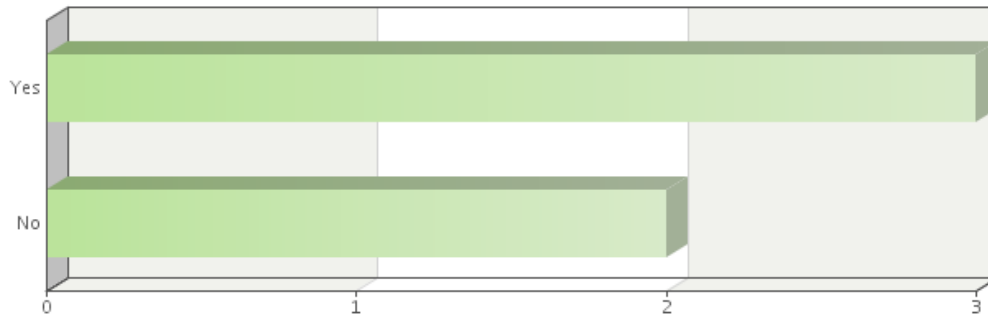
2

indefinitely

2 for film

Question 13

Have you ever had any discussions with colleagues or students about used textbooks? Comments?



Frequency table

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Yes	3	37.5%	60%
No	2	25%	40%
Sum:	5	62.5%	100%
Not answered:	3	37.5%	-

Total answered: 5

Text input

I always encourage students to buy used textbooks and i post ads from students in previous years trying to sell the class textbook

I recommend them as a good alternative.

questions about the usability of previous editions

Question 14

When do you usually place your textbook orders (ie. for September)?

Text input

by the deadline, can't remember when that is

March/April

end of previous term (eg march for september)

March

April if I'm good, May if not

Question 15

Are you aware that placing your textbook order by the bookstores deadline enables them to purchase more used books from students and other sources?

Text input

no

No

yes

No

Yes

Question 16

What factors usually influence when you place your book orders? Are there any ways the University could assist you to provide your book orders for the next term sooner?

Text input

I usually do it when the reminder comes from the bookstore

Don't know

not needed

-availability of text
-needs of colleagues with whom I may be splitting a class
-usefulness of texts

The main problem is always the demand for professors to choose textbooks while still in the midst of finishing the previous term. No-one has time. A solution to this timing problem is the most pressing need.

Question 17

What recommendations do you have for increasing the effectiveness of the book buyback program?

Text input

Get professors to announce in class that students can find the used books in the book store.

Pay them more

none

none

Appendix 4 - Management Student Survey Results

Comment report

Lists all the questions in the survey and displays all the comments made to these questions, if applicable.

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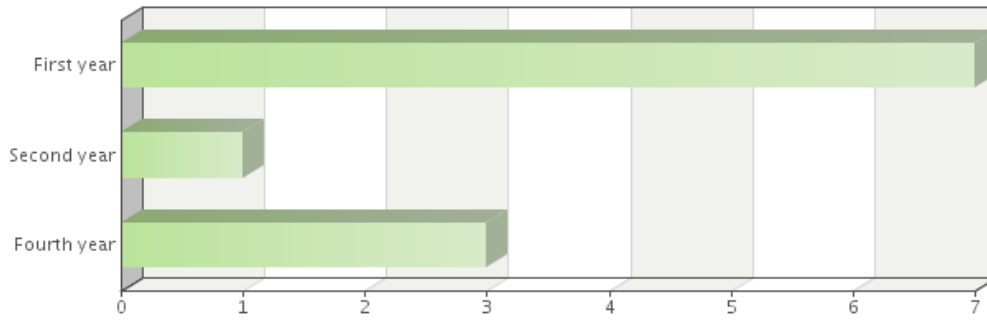
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Report info

Report date:	Monday, April 9, 2012 9:27:17 PM ADT
Start date:	Friday, March 16, 2012 8:00:00 AM ADT
Stop date:	Thursday, April 12, 2012 12:00:00 PM ADT
Stored responses:	11
Number of completed responses:	10

Question 1

What year of your program are you in?



Frequency table

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
First year	7	63.64%	63.64%
Second year	1	9.09%	9.09%
Fourth year	3	27.27%	27.27%
Sum:	11	100%	100%
Not answered:	0	0%	-

Total answered: 11

Question 2

What is your major:

Text input

Management

management

Management

BMGMT major in ESS

None yet

Management

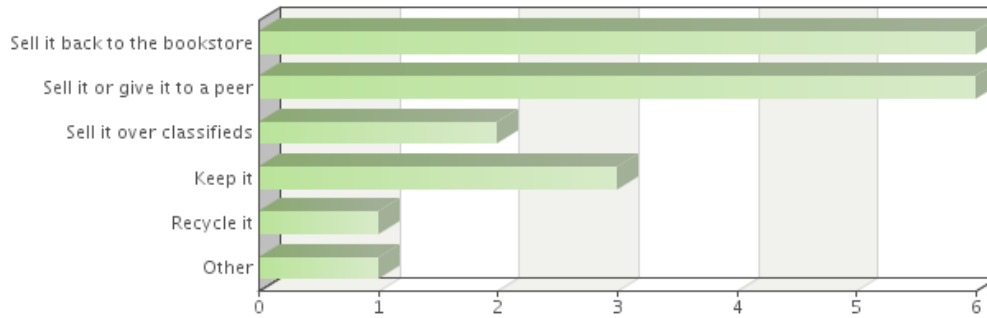
management

Environmental Mgmt

Bachelor of Management.

Question 3

What do you do with a textbook after you are done with it?



Frequency table

Choices	Absolute frequency	Relative frequency by choice	Relative frequency	Adjusted relative frequency
Sell it back to the bookstore	6	31.58%	54.55%	54.55%
Sell it or give it to a peer	6	31.58%	54.55%	54.55%
Sell it over classifieds	2	10.53%	18.18%	18.18%
Keep it	3	15.79%	27.27%	27.27%
Recycle it	1	5.26%	9.09%	9.09%
Other	1	5.26%	9.09%	9.09%
Sum:	19	100%	-	-
Not answered:	0	-	0%	-

Total answered: 11

Text input

Donate it.

Question 4

Do you prefer new or used textbooks? Please explain why:

Text input

Used, because they cost less

new. because they are the right copy

New because of the better quality and better condition.

I would prefer a used textbook because it has the same knowledge, is cheaper and uses up less paper

Used if there is not a lot of highlighting. If not new

Used. Because they are much cheaper.

yes

used, cheaper

New, I dont like when books are highlighted in or written in. I like to make my own notes and it can be confusing when someone else has already had their hands on them

Used textbooks.

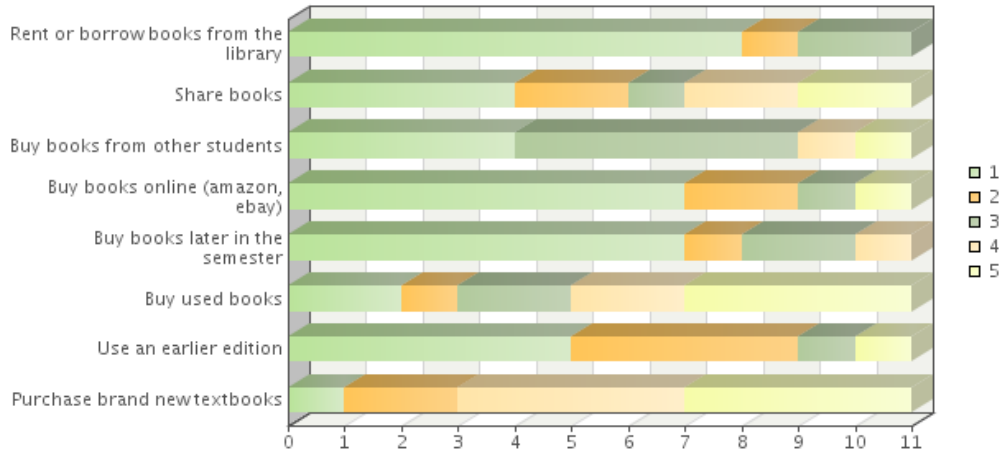
- I usually do not need them after the semester.
- Some books have no resale value after the semester.
- The content is the same as the new book (provided they are the same generation)

Used. Couldn't care less for a book I rarely use.

Question 5

On a scale from 1-5 (5 being you always use that practice, 3 being sometimes, 1 being rarely/never)

Levels



	1	2	3	4	5	Sum
Rent or borrow books from the library	8 72.73% 9.09%	1 9.09% 1.14%	2 18.18% 2.27%	0 0% 0%	0 0% 0%	11 100% 12.5%
Share books	4 36.36% 4.55%	2 18.18% 2.27%	1 9.09% 1.14%	2 18.18% 2.27%	2 18.18% 2.27%	11 100% 12.5%
Buy books from other students	4 36.36% 4.55%	0 0% 0%	5 45.45% 5.68%	1 9.09% 1.14%	1 9.09% 1.14%	11 100% 12.5%
Buy books online (amazon, ebay)	7 63.64% 7.95%	2 18.18% 2.27%	1 9.09% 1.14%	0 0% 0%	1 9.09% 1.14%	11 100% 12.5%
Buy books later in the semester	7 63.64% 7.95%	1 9.09% 1.14%	2 18.18% 2.27%	1 9.09% 1.14%	0 0% 0%	11 100% 12.5%
Buy used books	2 18.18% 2.27%	1 9.09% 1.14%	2 18.18% 2.27%	2 18.18% 2.27%	4 36.36% 4.55%	11 100% 12.5%
Use an earlier edition	5 45.45% 5.68%	4 36.36% 4.55%	1 9.09% 1.14%	0 0% 0%	1 9.09% 1.14%	11 100% 12.5%
Purchase brand new textbooks	1 9.09% 1.14%	2 18.18% 2.27%	0 0% 0%	4 36.36% 4.55%	4 36.36% 4.55%	11 100% 12.5%
Sum	38 -	13 -	14 -	10 -	13 -	88 100%

*Sequence of numbers in a cell

Absolute frequency

Relative frequency row

Relative frequency

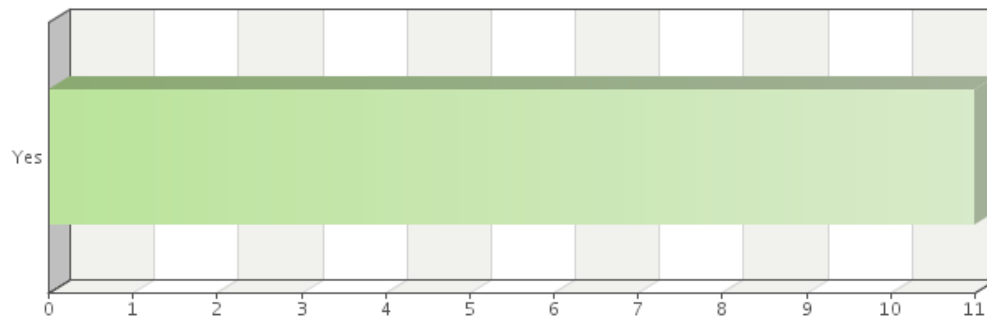
Question 6

What do you think is a fair buy back price for your used textbook?

Average:	52	Minimum:	30
Maximum:	70	Total answered:	10

Question 7

Are you aware of the Dalhousies bookstore buy-back program?

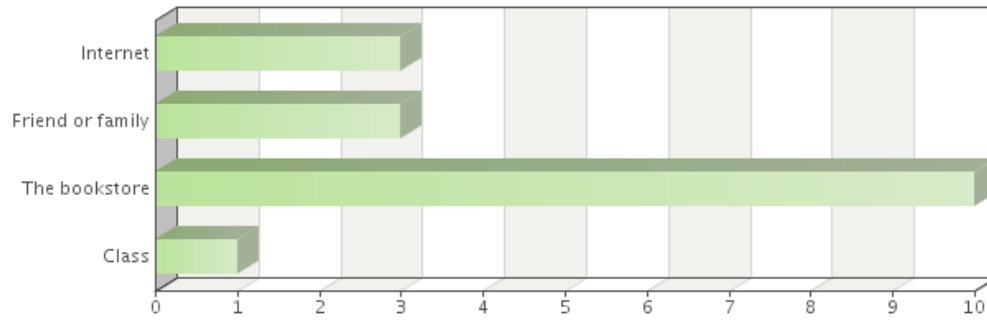


Frequency table

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Yes	11	100%	100%
Sum:	11	100%	100%
Not answered:	0	0%	-
Total answered: 11			

Question 8

If yes, where did you hear about the program?



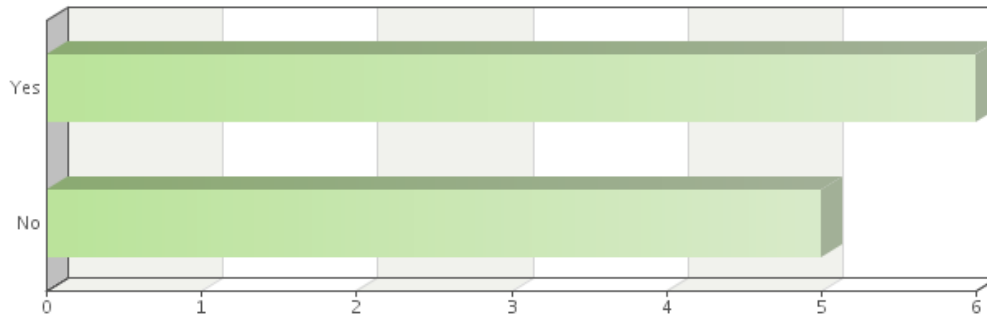
Frequency table

Choices	Absolute frequency	Relative frequency by choice	Relative frequency	Adjusted relative frequency
Internet	3	17.65%	27.27%	27.27%
Friend or family	3	17.65%	27.27%	27.27%
The bookstore	10	58.82%	90.91%	90.91%
Class	1	5.88%	9.09%	9.09%
Sum:	17	100%	-	-
Not answered:	0	-	0%	-

Total answered: 11

Question 9

Have you ever participated in the buyback program?

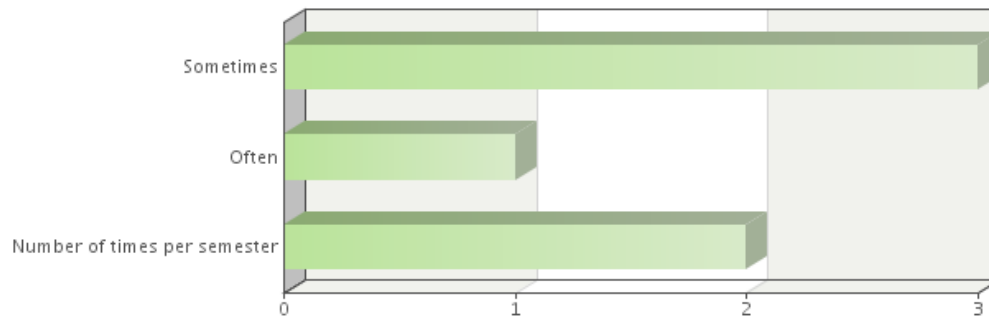


Frequency table

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Yes	6	54.55%	54.55%
No	5	45.45%	45.45%
Sum:	11	100%	100%
Not answered:	0	0%	-
Total answered: 11			

Question 10

If yes, please tell us how often you participate in the buy back program?



Frequency table

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Sometimes	3	27.27%	50%
Often	1	9.09%	16.67%
Number of times per semester	2	18.18%	33.33%
Sum:	6	54.55%	100%
Not answered:	5	45.45%	-

Total answered: 6

Text input

2

1

Question 11

If no, please tell us why not

Text input

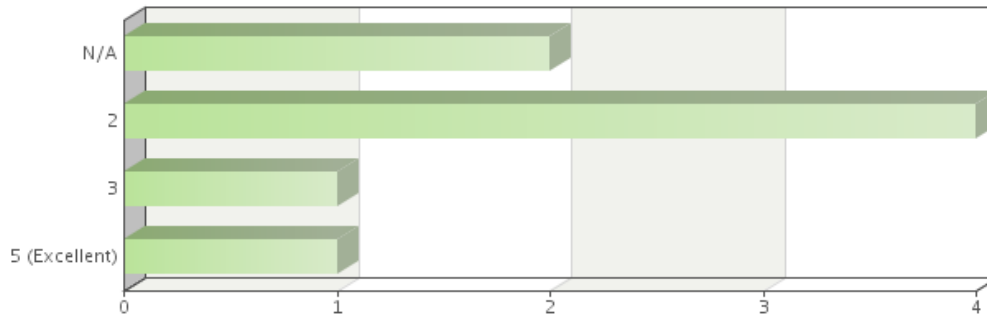
They will not buy my books back because they are printing new editions. Also i am not finished with them

i dont know

First year.

Question 12

On a scale from 1-5 how satisfied are you with this program and explain why



Frequency table

Levels	Absolute frequency	Relative frequency	Adjusted relative frequency
N/A	2	18.18%	25%
2	4	36.36%	50%
3	1	9.09%	12.5%
5 (Excellent)	1	9.09%	12.5%
Sum:	8	72.73%	100%
Not answered:	3	27.27%	-

Total answered: 8

Text input

They don't accept books that aren't being used that term. And a lot of the time, you hardly get any money back.

doesn't buy back at a fair price

I don't believe that they give a fair price for a buyback because the book may still be in mint condition, but the price given does not reflect this.

Don't give a lot of money and dont accept many books

The program itself is great, however I wish there was another way to receive money for books that are no longer being used.

Question 13

How could you be encouraged to use the buy back program?

Text input

If they accepted all books. Not just ones from the current semester.

better price

Pay more for the books that are bought back.

To increase the exchange rate on the textbook to get more for it considering the astronomical amount that i paid for new textbooks.

Pay more

more info

Ensuing that all of my books from the current semester can be bought back.

Social Media.

Question 14

Do you find that used textbooks are accessible at the bookstore?

Text input

Sometimes.

yes

Yes the ones present were next to the new ones.

They sell out too quickly and i have never been able to find any i need.

Yes

yes

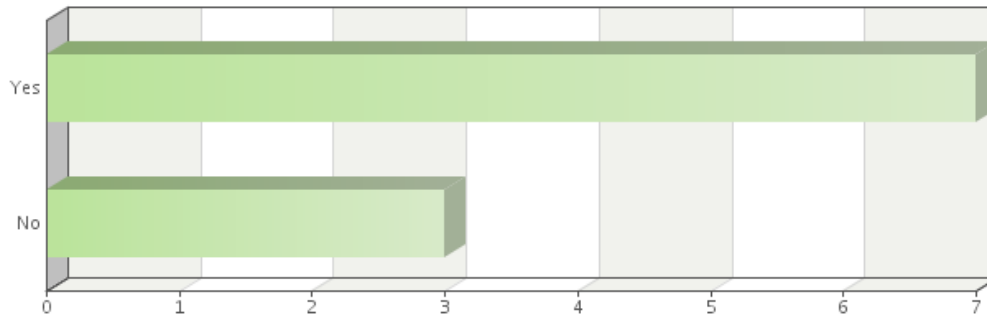
yes

Sometimes, depending on the course.

No.

Question 15

Are you aware of the location of the Book Buyback?

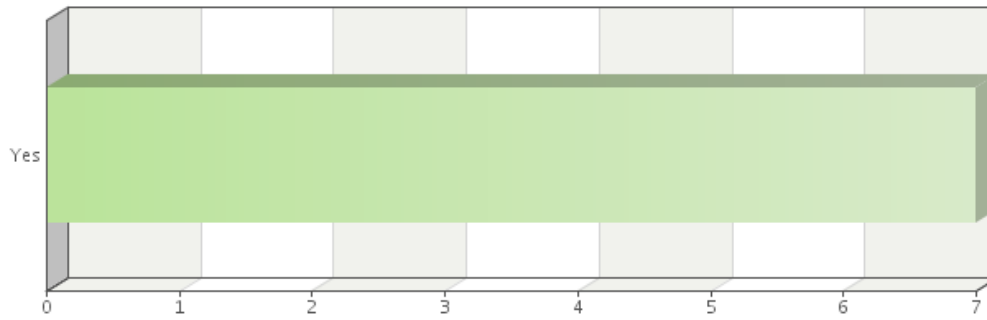


Frequency table

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Yes	7	63.64%	70%
No	3	27.27%	30%
Sum:	10	90.91%	100%
Not answered:	1	9.09%	-
Total answered: 10			

Question 16

If yes, is this location convenient for you?

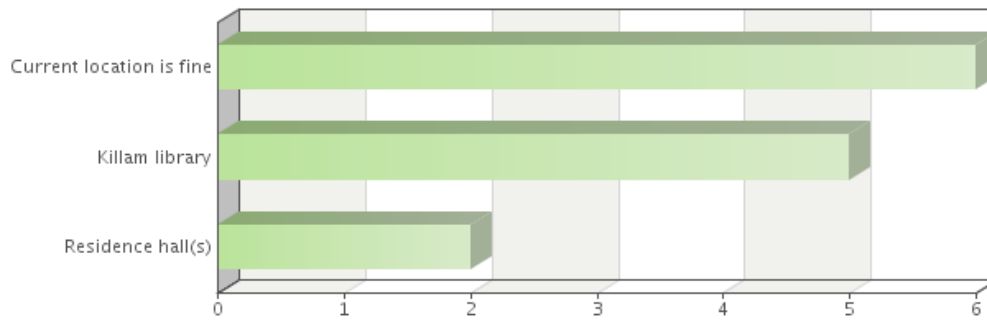


Frequency table

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Yes	7	63.64%	100%
Sum:	7	63.64%	100%
Not answered:	4	36.36%	-
Total answered: 7			

Question 17

If you were to choose the most convenient location(s) for the buyback would it be (can choose more than one)



Frequency table

Choices	Absolute frequency	Relative frequency by choice	Relative frequency	Adjusted relative frequency
Current location is fine	6	46.15%	54.55%	60%
Killam library	5	38.46%	45.45%	50%
Residence hall(s)	2	15.38%	18.18%	20%
Sum:	13	100%	-	-
Not answered:	1	-	9.09%	-

Total answered: 10