

**Bedford, Freeman & Worth
Publishing Group**

Tom Scotty

President, Sales & Operations

Bedford, Freeman & Worth Publishing



The screenshot shows the Bedford/St. Martin's website homepage. At the top, a blue navigation bar contains the text "Bedford / St. Martin's" on the left and three icons with labels: "Support", "Contact Your Rep", and "Book Bag". On the right side of the navigation bar, there is a dropdown menu titled "Your Bedford/St. Martin's" with two options: "about you" and "order status".

The main content area features a central graphic with various educational icons and text. The icons include a speaker for "communication", a book for "english", a calendar for "history", a musical note for "music", and a person in a meditative pose for "philosophy & religion". Below these icons, the text "TAILORED LEARNING SOLUTIONS" is written in a smaller font, followed by "custom publishing" in a larger, bold font. The background of this section includes line-art illustrations of a laptop, a stack of books, a pen, a coffee cup, and a mobile phone.

On the right side of the page, there is a light blue sidebar with three sections:

- Tell Us What You Think**: Includes a link "[Tell Us What You Think](#)".
- Announcing Your Bedford/St. Martin's**: Includes the text "Anytime access to order information, advance materials and resources." and a link "[Sign Up or Log In Now](#)".
- Welcome College Instructors**: Includes the text "If you are not a college instructor, click a link below."

Bedford, Freeman & Worth Publishing

A screenshot of the W. H. Freeman website interface. The top navigation bar is dark blue with the W. H. Freeman logo and text on the left, and links for Support, Contact Your Rep, Book Bag, and Your W. H. FREEMAN on the right. Below the navigation bar is a search bar. The main content area features a list of subject categories with arrows pointing to the right: astronomy & physics, biochemistry, biology, chemistry, geography, geology, mathematics, and statistics. Below this list is the text "TAILORED LEARNING SOLUTIONS" and "custom publishing" with a small icon. On the right side, there are three promotional sections: "Tell Us What You Think" with a link, "Announcing Your W.H. Freeman" with a sub-headline and a link, and "Not a College Instructor, Who Are You?" with three links for Bookstore, High School / AP Teacher, and Career or Technical College.

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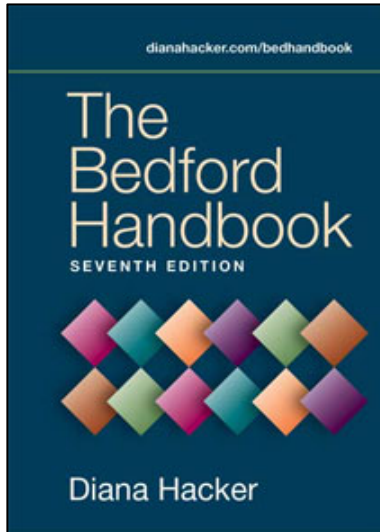
worth publishers

The screenshot shows the website's navigation bar with the logo 'worth publishers' on the left and links for 'Support', 'Contact Your Rep', 'Book Bag', and 'Your Worth Publishers' on the right. A search bar is located below the navigation. The main content area features three category links: 'psychology', 'economics', and 'sociology', each with a right-pointing arrow icon. Below these are three circular images: a classical bust profile, a close-up of a clock face, and a glowing sphere. At the bottom of this section is the text 'TAILORED LEARNING SOLUTIONS' and 'custom publishing' with a small icon. The right sidebar contains three promotional sections: 'WORTH eBooks' with a description and a link to the eBooks home page; 'i-clicker Radio Frequency Response System' with a description and a link to the i-clicker web site; and 'Announcing Your Worth Publishers' with links for 'The Worth Story' and 'Sign Up or Log In Now'. At the bottom of the sidebar is a section titled 'Not a College Instructor, Who Are You?' with a link to the 'Bookstore'.

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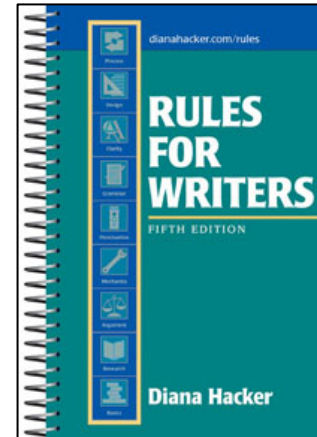
By Diana Hacker

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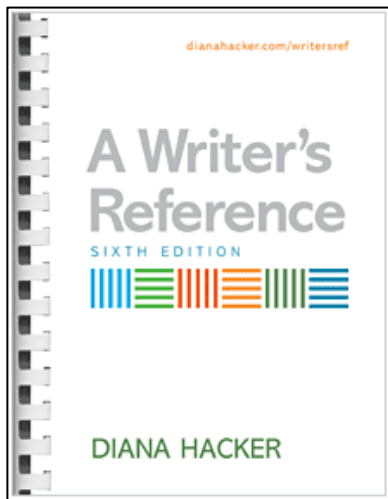
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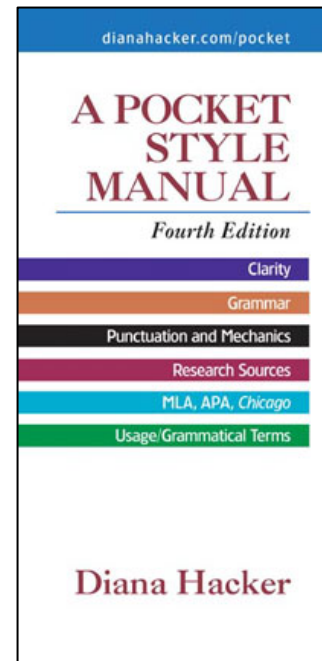
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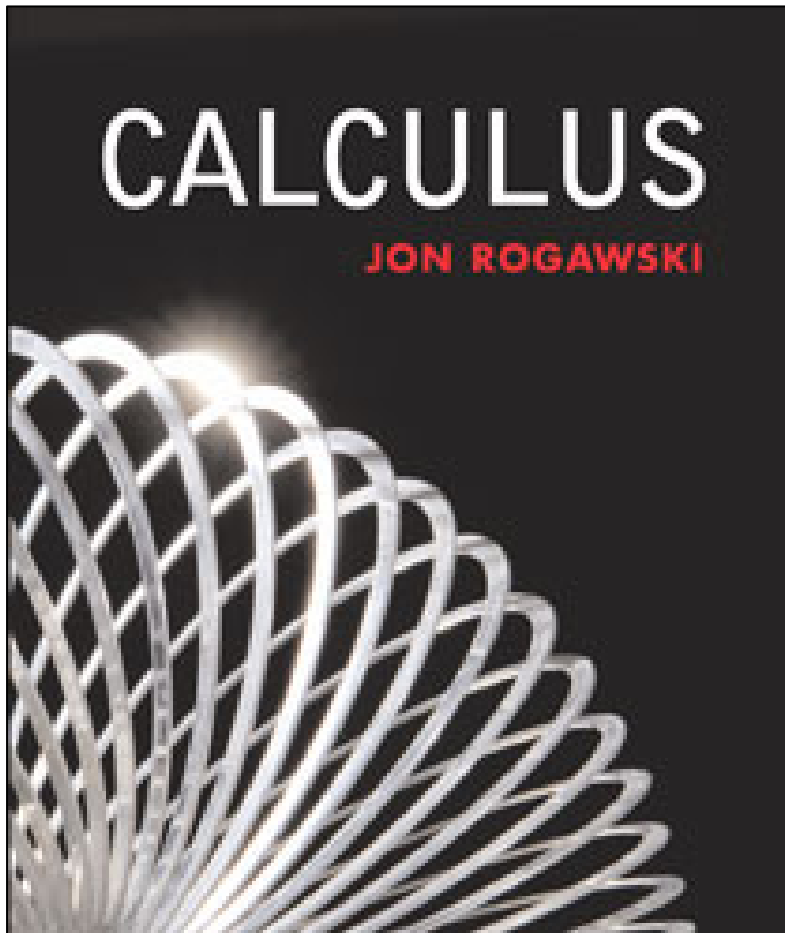


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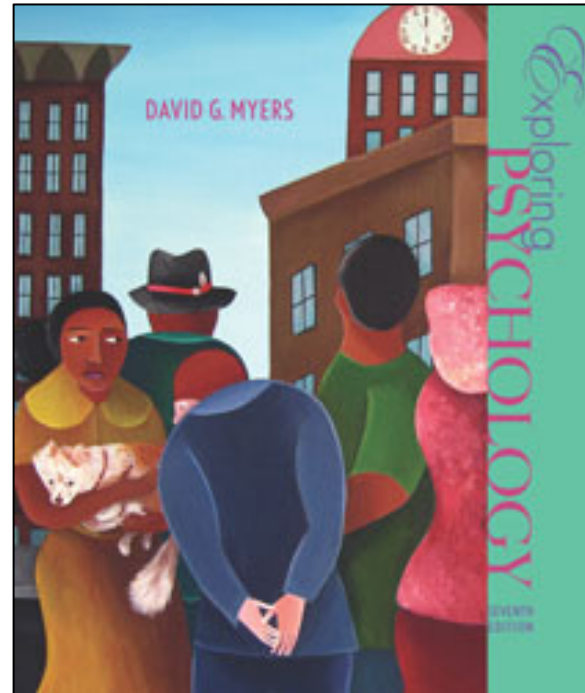
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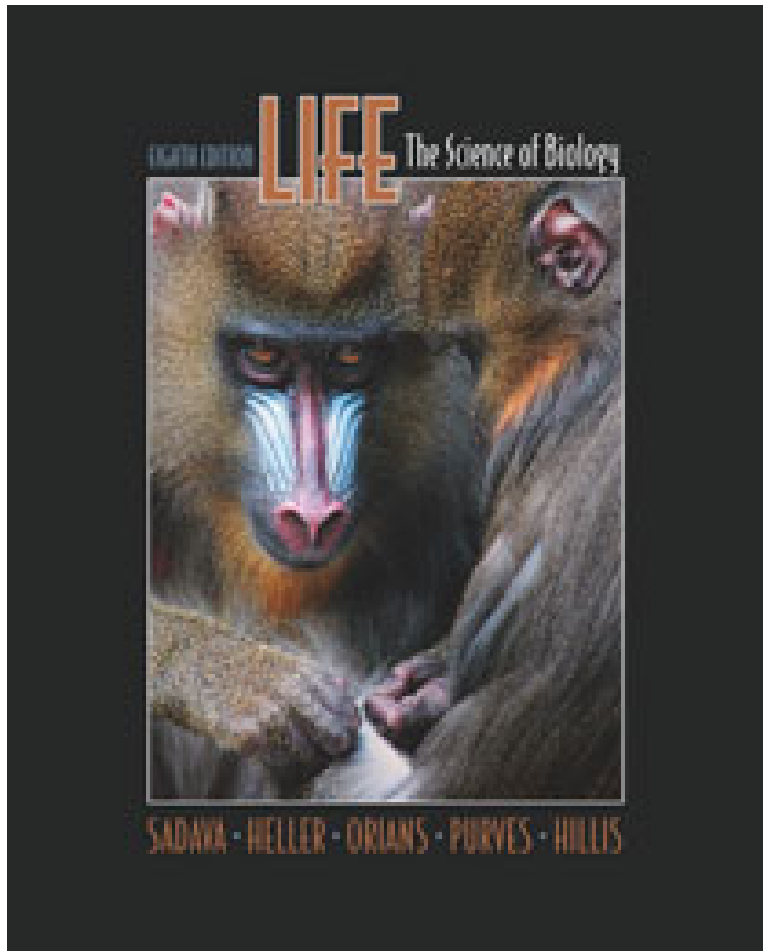


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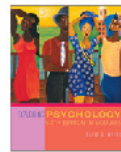
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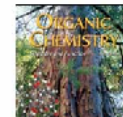
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Section 7.4 Go to page: Go to chapter ? Bookmarks

Printed Page 159 [Notes/Highlighting]

7-4 The Jovian planets are made of lighter elements than the terrestrial planets (1/2)

Spectroscopic observations from Earth and spacecraft show that the outer layers of the Jovian planets are composed primarily of the lightest gases, hydrogen and helium (see **Box 5-5**). In contrast, chemical analysis of soil samples from Venus, Earth, and Mars demonstrate that the terrestrial planets are made mostly of heavier elements, such as iron, oxygen, silicon, magnesium, nickel, and sulfur. Spacecraft images such as **Figure 7-5** and **Figure 7-6** only hint at these striking differences in chemical composition, which are summarized in **Table 7-3**.

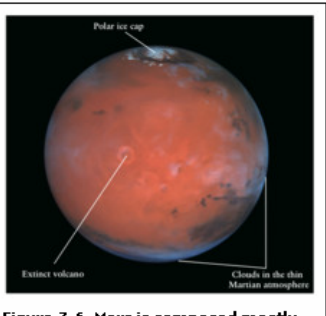
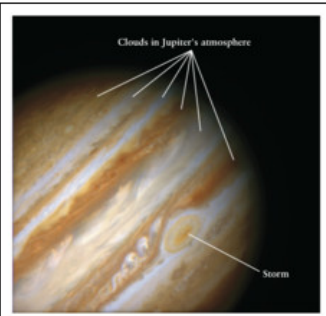


Figure 7-5 This Hubble Space Telescope image gives a detailed view of Jupiter's cloudtops. Jupiter is composed mostly of the lightest elements, hydrogen and helium, which are colorless; the colors in the atmosphere are caused by trace amounts of other substances. The giant storm at lower right, called the Great Red Spot, has been raging for more than 300 years. R I V U X G (Space Telescope Science Institute/JPL/NASA)

Figure 7-6 Mars is composed mostly of heavy elements such as iron, oxygen, silicon, magnesium, nickel, and sulfur. The planet's red surface can be seen clearly in this Hubble Space Telescope image because the Martian atmosphere is thin and nearly cloudless. Olympus Mons, the extinct volcano to the left of center, is nearly 3 times the height of Mount Everest. R I V U X G (Space Telescope Science Institute/JPL/NASA)

Web Link 7.5 **Web Link 7.6** Temperature plays a major role in determining whether the materials of which planets are made exist as solids, liquids, or gases. Hydrogen (H₂) and helium (He) are gaseous except at extremely low temperatures and

Differences in distance from the Sun, and hence in temperature, explain many distinctions between terrestrial and Jovian planets

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7-2 Seven large satellites are almost as big as the terrestrial planets
» Video 7.1
7-3 Spectroscopy reveals the chemical composition of the planets
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7-4 The Jovian planets are made of lighter elements than the terrestrial planets
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» Box 7-2 Kinetic Energy, Temperature, and Whether Planets Have Atmospheres
7-5 Small chunks of rock and ice also orbit the Sun
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7-6 Cratering on planets and satellites is the result of impacts from interplanetary debris
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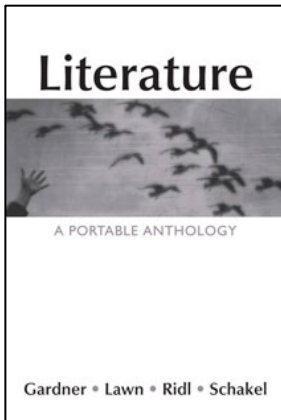
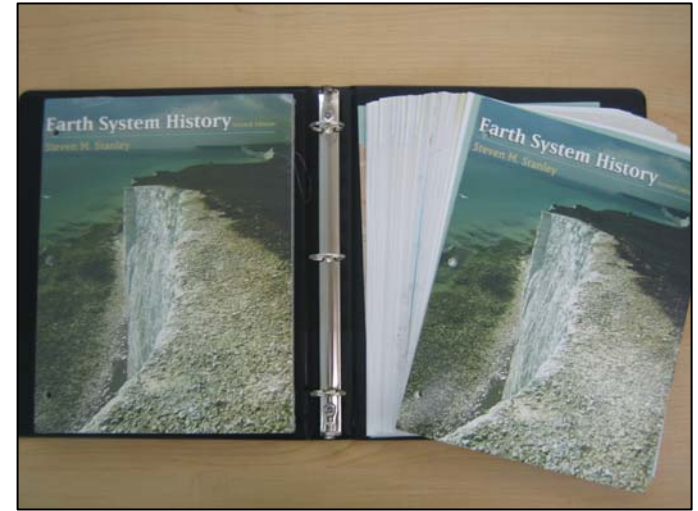
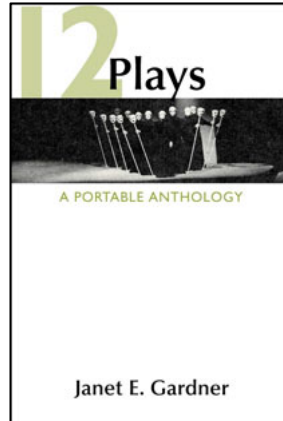
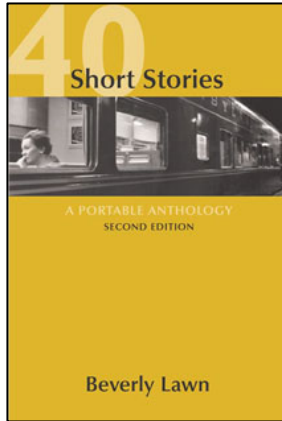
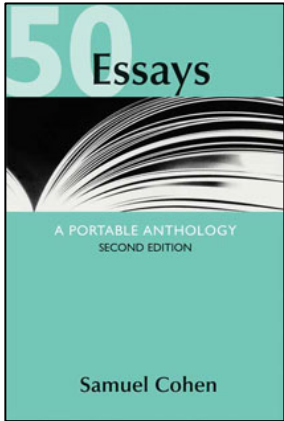
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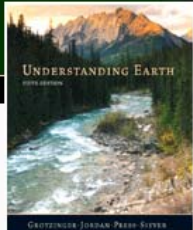
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David S. Moore

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Thursday, January 18, 2007

- Study section for the next exam will be held Tuesday at 9:00

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**Bedford, Freeman & Worth
Publishing Group**

Thank You

My name is Tom Scotty. I am President of Sales and Operations for the Bedford, Freeman, and Worth Publishing Group, a college publishing organization dedicated to the creation of high quality college course materials.

Thank you for inviting me to participate in this important hearing today and for giving me the opportunity to share with you some of the many ways in which Bedford, Freeman, and Worth, like many other college publishers in our industry, is helping to create highly effective college teaching and learning materials at prices that are more affordable to students.

BEDFORD, FREEMAN, AND WORTH

Let me begin by telling you just a little about the Bedford, Freeman, and Worth Publishing Group. BFW is a confederation of three unique publishing houses, each of which pursues its own publishing programs in a very limited number of specific course markets. Of the thousands of publishers that create textbooks for use in college courses, we are considered a mid-sized company, publishing in just 16 specific academic disciplines:

Bedford/St. Martin's concentrates on the Humanities and is the leading publisher for college English courses;

W.H. Freeman and Company is a premier publisher in the hard sciences such as biology, chemistry, and statistics;

Worth Publishers' expertise is in the social sciences, publishing market leading textbooks and media in psychology and economics.

The clear focus across the BFW Group is one of quality over quantity – fewer products in fewer core disciplines with very high levels of editorial integrity. Our success in this very competitive industry depends on two things:

1. Understanding the evolving teaching and learning needs of our end users, college instructors and students; and
2. Serving the academic disciplines in which we publish by successfully responding with the content and tools that will most effectively achieve classroom performance goals, in formats and delivery methods that are most effective for our instructors' and students' teaching and learning styles.

It is important to recognize that post-secondary publishing is not static, and that one-of-a-kind products do not fit everyone's needs. Teaching and learning needs vary incredibly from school to school, department to department, instructor to instructor, student to student, and from year to year. Our mission is to provide solutions to this wide variety of teaching and learning considerations, regardless of how a course is structured and delivered. These considerations include, but are certainly not limited to:

- The desired level of academic difficulty based on student preparedness;
- The desired course content and means of delivery;
- The desired approach based on advances in educational research;
- The desired combination of media tools based on advances in technology; and, of course,
- The desired cost of course materials to students.

Successful publishers cannot operate in a vacuum. Our authors, editors, and sales and marketing professionals consult very closely every day with professors, administrators, and college instructors across North America. Teachers, in turn, work with and listen to their students every day to address their challenges and frustrations. So in addition to level, content, student readiness, delivery method, approach, educational research, and technology, we understand at BFW, as do all college publishers, that the price of textbooks and related course materials has always been a major factor.

The cost of course materials has of course received much wider attention in recent years, and I'd like to share with you some of the ways in which we at BFW are addressing these concerns.

ALTERNATIVE VERSIONS

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 - And finally, A Pocket Style Manual, our briefest and least expensive Hacker handbook option, is sold to the bookstore for \$16.00.
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- Many of our titles are also available in cloth hardback as well as paperback options, and have been for many years. In this example, our Calculus textbook by Jon Rogawski at UCLA, is \$10.00 less expensive to the bookstore in paperback format; \$90.00 cloth vs. \$80 paperback, a savings of about 11%.
- We also offer concise or briefer, less expensive versions of many of our core textbooks. David Myers' market leading Psychology textbooks are good examples.

Central New Mexico Community College's Psychology Department chose Myers' Psychology, based on its comprehensiveness for their introductory survey courses, but they became concerned about student cost. We listened and made them aware of the briefer version, Exploring Psychology, which combines some chapters and sacrifices depth of coverage, but still matched up well with their course goals and outcomes. They adopted the briefer version of the textbook at an approximate savings of \$38 for each student.

- In many math, science, and history courses, there is a lot of ground to cover, often over the course of two or three consecutive semesters, and many students may not enroll in each course in the sequence. So in addition to a single hardback that provides all of the course content in one text, we also provide, as a matter of course, what we refer to as "split" versions that separate the course content based on how it is most often covered in the course sequence.
 - For example, our General Biology text, David Sadava's, Life: The Science of Biology, costs \$108.50 to the bookstore, but the three split volumes run \$39.00 each, a 64% savings for those students taking just one course in the sequence.
- We also offer electronic versions of our textbooks, or eBooks. The term eBooks means different things to different people and publishers, but our eBooks are accessible online and they combine the complete content of the text with direct and immediate access to the electronic study aids and learning tools that accompany our books, and they are available to students at roughly half the price of a new print textbook. eBooks, for various reasons, have yet to really take off, but we are getting more and more traction among students and teachers who find that the benefits of lower price and the integration of course content and rich learning tools, outweighs the relative inconvenience of reading on a screen. After all, it's a little more difficult to lay down under a tree with an eBook, but that's not to say you wouldn't learn any less effectively.
 - At nearby U.C. Santa Barbara, Physics professor and BFW author Roger Freedman decided to require all students in his astronomy course to purchase and exclusively use the eBook version of his textbook, Universe. His goal was to provide a more interactive experience for his students while saving them some money. The e-book allowed both he and his students to make maximum use of technology and interactivity, while enabling him to customize and tailor the available content to closely complement his lectures with additional student readings and homework assignments.

The students ordered their eBooks on line directly from the BFW website, paying \$45 and saving them approximately 50% off the price of a hard copy in the bookstore (BFW price to bookstore is \$74.20, and does not include additional bookstore markup). At the end of the course, the Freedman polled his class for feedback on their eBook experience, and the large majority expressed a positive experience with the eBook and an appreciation for the money saved.

- We also produce “no frills” versions of our textbooks, and we provide them in two categories. The first is exemplified by Bedford/St. Martin’s “Portable Series” in English. Students and instructors tell us that essay and literature anthologies are too expensive and too large. “Why should we pay so much for more selections than we will ever have to read in one course?” At Miami-Dade Community College, the English department had been using The Bedford Introduction to Literature for all adjunct faculty members. The department was very concerned about the cost to the students, which was \$59.50 to the bookstore, so we introduced an alternative from our value line of titles, Gardner's Literature: A Portable Anthology which was just \$25 to the bookstore. The textbook committee reviewed their options and decided to adopt our Literature “Portable,” at a savings of more than \$40 per student. We have similar “Portable” editions across genres in English, and in history and psychology as well.

The other “no frills” category is loose-leaf editions, which are unbound, 3-hole punched pages that can be fit into a binder. Essentially, the content is identical, but a sturdy binding is sacrificed to keep the price to students more affordable. The example you see here is our Earth System History loose-leaf edition, which costs \$49 to the bookstore, which offers a 45% savings when compared with \$88.50 for the standard text. This particular loose-leaf version for the Historical Geology course has been used at over 42 colleges and universities since we began the program.

CONSULTATIVE APPROACH

Our second cost cutting approach is to consult carefully with individual faculty or entire departments on their teaching and learning challenges, and work with them to design unique solutions to their specific situations. Every circumstance is different. In many cases, price is a primary concern. In other situations, price may not be the priority issue, and faculty may be more interested in other possibilities, such as having us develop customized software to accompany their core text, or provide faculty training on the use of our adopted course materials, and more and more, to consult on instructional design and curriculum change. These collaborative efforts are invaluable to both parties. But where price is the core issue, we do provide specific options and solutions. For example...

- At Colorado State University, Worth Publisher’s Student Study Guide to accompany David Myers’ Psychology Eighth Edition in Modules was provided free of charge to every student enrolled in CSU’s General Psychology course. To improve the instructional experience while keeping the cost to students limited to the price of the textbook, copies of the supplement were not packaged with the textbook, but rather given directly to the department for distribution to students. The lead professor indicated that the free study guide, when used from day one of the class, enhances student performance by one-half to a full grade point. The total savings was approximately \$30.00 per student.
- At Pikes Peak Community College, the English Department adopted Bedford/St. Martin’s The Everyday Writer for use as a required handbook in their freshman writing sequence. To support the rich, “free and open resources” that accompany the

textbook, BFW provided two faculty in-services for training on related technology. Additionally, we brought in an expert for a faculty seminar on teaching techniques specific to Pikes Peak's goals, and this spring, BFW author Andrea Lunsford's will visit to lecture to their students, and to provide additional in-service training for instructors. Finally, because a percentage of students simply could not afford the cost of course materials, we provided "scholarship" copies of the print text for needy students to be distributed at the discretion of the department.

- These mutually beneficial solutions are of course specific to these schools and situations, and may not be appropriate or possible everywhere. But BFW's "free and open" policy on web resources makes a wide variety of additional learning tools available to anyone, anywhere, at any time. Two of many such examples are *Re:Writing*, which supports our composition textbooks, and the Companion Web site for *Understanding Earth*, our introductory Physical Geology text. For these standard web offerings, designed to enhance the performance of the students using our books, there are no access codes required, meaning that students who purchased a new text, a used book, or no textbook at all, can access exercises, quizzes, flash cards, tutorials, sample documents, research advice, link libraries, simulations, chapter reviews, and much more anytime at no charge.

CUSTOM PUBLISHING

Custom publishing is a third way to potentially reduce students' costs and increase the perceived value of the course materials instructors require their students to purchase. I can provide many, many examples where BFW has been able to enrich the teaching and learning experience by customizing content to exactly match the course syllabus, while often reducing the overall cost to students in the process. I'd like to share a few examples from our rapidly growing custom publishing program...

- I spoke a minute ago about student and instructor frustration over essay and literature anthologies that include far more readings than could ever be covered in a single course. In addition to our value line, **Bedford Select**, our custom database, allows English instructors to create a customized anthology for their course that includes only the selections they plan to assign, meaning their students pay only for the specific readings included in the syllabus. I have two examples:
 - Alternative Voices in American Literature for English 135 at Penn State University, Hazelton, just \$17 to the bookstore; and
 - Transcendentalism to Language for a course in American poetry and prose, just \$25 to the bookstore.

Our mainstream custom publishing program across disciplines at BFW, which we refer to as **Tailored Learning Solutions**, allows instructors and departments to tailor the content they need in the sequence they prefer, very often at a reduced cost to students. The customized textbook can include content from various sources: content from one or more of our existing textbooks, content available from third party sources, or content that they themselves create. Often, our custom textbooks are created in conjunction with a

customized media component to fully integrate all available learning tools into the classroom learning experience.

- At Rutgers University, all Organic Chemistry students are now using a customized version of our *Organic Chemistry* textbook. By consulting with faculty to match our print and digital content with Rutgers' course syllabus and objectives, customized course materials were created that included a custom print version of the textbook, our eBook and an online homework service, the accompanying Study Guide/Solutions Manual, an i>Clicker student response system remote, a Student Molecular Modeling Kit, as well as access to BFW's full suite of supplementary materials. We were able to reduce the price of the textbook to bookstores by \$32 and created a tailored course pack that saved students 37% on what they had originally been paying.
- For New Mexico State University and Boise State University, we provided an abridged version of our best-selling text by Kathleen Berger, *The Developing Person Through the Life Span*. They teach a course on Adolescence, Adulthood, and Aging that is unusual in its scope and would ordinarily require either a single, very long text covering unnecessary topics, or two separate textbooks with more depth than they wanted. Our customized, abridged life span text included just the coverage they needed in an easy, portable format, and with the right depth of coverage. Students realized savings of nearly 30% over the full book price and a much larger savings over what two in-depth texts would have cost.
- At the University of Tennessee-Knoxville, the English department was looking for course materials to perfectly match their English 102 syllabus. Struggling for solutions because they had very specific needs and price expectations, we worked closely with the Tennessee faculty to identify and pull together content from five different BFW textbooks to match their course design, that together would have cost a total of over \$130.00 to the bookstore. This semester, their students are using this text, *Rhetoric of Inquiry*, which cost \$41.00 to the bookstore.

CHALLENGES

I hope these specific examples help shed light on the many different ways we and other college publishers are working carefully with educators to help make our content and learning tools more effective and more affordable to students. Despite our best efforts, as well as those of instructors who are trying to do best by their students, and our bookstore partners on campus that make our textbooks and customized solutions readily available to students, there are definitely challenges we face in our industry. For example, the many options we make available to instructors are not necessarily transparent to the students that pay for and use our products.

There is a bit of an unfortunate disconnect between faculty and student awareness in terms of the decision making process and the choice of options and formats we make available. Faculty are the decision makers interested in optimizing student performance through the use of teaching and learning tools specific to their own courses, teaching style, students' skill sets, and desired outcomes. These faculty often have hundreds of

choices before them and must balance price, content, quality, level, and effectiveness, as well as the method of delivery, which could include a printed textbook, CD-based material, an online version, plus various additional supplements depending on the discipline. In contrast, the students' decision is usually limited to buy new, used, or no book at all. Believe me when I say that we hear and see the market pressure for students to be able to choose, in fact we study this daily.

In general, publishers are agnostic about the method of delivery, but local stores cannot possibly stock all of the possible options I've outlined because of space and inventory limitations. Ideally, a student ought to be able to enter a bookstore and choose between hardback, paperback, loose-leaf, split versions, or an eBook, but it is not realistic for every store on every campus to have every option available for every one of the hundreds of their campus's courses available on their shelves. And of course to be fully effective, faculty must be able to depend on each of their students studying from the same books and media for their class, so what happens is that a thoughtful professor's careful decision made from many options to identify the most appropriate content delivered in the most appropriate format often, unfortunately, takes place without students being aware of or appreciating the process.

THE FUTURE

So how will we address these challenges, and what will the future hold, particularly with the continued advances in technology we can surely expect? I, like all of you I'm sure, wish I knew for sure. In the ten years I've been with BFW and involved in college publishing, I've spent a lot of time on campus and I've seen dramatic changes. The Internet and new digital technologies have vastly expanded the possibilities for creating, presenting, and delivering educational content. As an industry, we need to work toward more transparency into the options that are available to students, and provide more flexible means of delivering our course materials to them.

At BFW, we have developed and will continue to develop integrated learning systems that provide rich digital options for instructors and students that wish to augment, or even replace, their print textbooks.

Our latest example is *StatsPortal*, the digital gateway to our bestselling *The Basic Practice of Statistics*. An online course management and homework system, StatsPortal houses the entire textbook content, and is designed to enhance students' study skills and performance through a rich collection of fully-integrated web-based tools specifically designed for teaching and learning statistics. While containing standard course management features such as course announcements, a syllabus manager, and a calendar, StatsPortal is organized around three main teaching and learning components: a complete interactive eBook, our Statistics Resource Center, and an Assignment Center, all of which are fully customizable by the instructor. This platform allows instructors to easily integrate all of our resources, easily assign content, easily customize the content according their own course requirements, and most importantly, offer their students a solution that is easy to afford.

At Brigham Young University this semester, over 1800 students are relying on StatsPortal for their statistics course delivery and assignments. Two-thirds of these students are also relying exclusively on StatsPortal for all of the textbook content in eBook format, while the other third just weren't ready to go completely digital and purchased StatsPortal along with the our printed textbook. The options were made available, but those students that purchased StatsPortal alone, which we sold to the bookstore for \$37, spent 56% less than those students that purchased the textbook/StatsPortal bundle, which was \$84.30.

We at BFW feel that this type of learning program capitalizes well on existing technology to provide an extremely effective solution for today and into the future, and we will continue to consult carefully with instructors and learn from their experiences with students, as we adapt the model for use in each of our core disciplines. It is a solution that pulls together all of our rich teaching and learning content and tools in a single digital environment. It is a solution that allows for complete customization and flexibility in delivery mechanisms. And most importantly for the purposes of today's discussion, it provides all this at a price that is considerably more affordable to students.

Thanks very much for your time today, and for your consideration and understanding of our initiatives and goals as college publishers.