TABLE OF CONTENTS

Application Page 1
Testimonials Page 53
Appendix Page 59

Financial Statement
Employee Handbook
Customer Service
Policies & Procedures
Rush Calendar
The CU Book Store at the University of Colorado Boulder has been a leader in collegiate retailing for many years and we are proud to submit our application for the NACS Collegiate Retailer of the Year award for 2013-2014.

Although this year has been one of our most successful, we have been a customer-focused, innovative bookstore by consistently delivering value to the University of Colorado. Among our many accomplishments this year are the implementation of electronic shelf tags and the $2.78 million we’ve saved students through our in-store textbook rental program.

The University of Colorado Boulder recently initiated a rebranding campaign titled “Be Boulder.” The campaign is meant to embrace the spirit of the town where the University resides, but is also meant to promote forward-thinking ideas and a “bolder” spirit. The key elements of the campaign are “Be innovative,” “Be successful,” “Be driven,” and “Be together.” The CU Book Store is a key player in promoting campus culture and the values of the University. We are all the things promoted in the campaign: innovative, successful, driven, and together. (http://www.colorado.edu/brand/be-boulder)

We also have something of a motto to remind us to strive to continually improve, and it is embodied in a sign that hangs in employee spaces. It has the words “We’ve always done it that way” with a circle around it and a red line through it, reminding employees that we should never remain complacent just because change can be difficult.

The CU Book Store consistently pursues new ways to do things and always asks how something can be better even when we may be doing something 99% right. We strive to improve that extra 1%. That dedication to continual improvement and the embrace of change has defined our success.

Please accept this application on behalf of the staff of the CU Book Store at the University of Colorado Boulder. We take great pride in being part of the collegiate retailing industry and the National Association of College Stores.
CUSTOMER COMMITMENT

“Customer commitment” is at the core of everything we do. Our main accomplishments during 2013-2014 include the following:

- A customer-focused revised return policy
- Rental price decreases
- Easy book list kiosk
- Flood and fire assistance
- Buff OneCard (University ID) swipe rate increase to 84.63%
- Buff Blow-Outs (our clearance area)
- Textbook floor remodel
- Improved textbook adoption rate by 44.9% (over two years)
- 90% in-store rental titles
- Student tuition and fee billing
- All-time low of 8.8% non-returned rentals in spring 2014
- Access code table solution
- Problems list via store intranet
- In-store pick-up transition
- Store uniforms
- Increased pre-orders

Self-Run Rental Program

One of the biggest pieces of our customer commitment is our in-store, self-run rental program. It allows us to rent approximately 90% of our titles and dramatically increase savings to students, not only over new and used purchasing options, but also year-over-year as the program has expanded. During 2013-2014 students saved $2.78 million over the cost of new books, which was up from $1.19 million the previous year. According to Verba, out of their 500+ clients the CU Book Store ranks second in the number of rental titles offered.

When renting textbooks became a competitive necessity some number of years ago, the CU Book Store decided that it wanted to pursue an aggressive path in order to maximize savings on textbooks, but that meant accepting all the risk of owning returning rental inventory.

We realized there was another challenge: running a successful textbook rental program based on a single turn. At the time, models for a successful rental program were predicated on more than one turn in addition to turning over the customer to a third-party, which meant that some of the customer experience would be out of our control. When the CU Book Store ran the analysis of our title offerings, we discovered that faculty only used about 450 out of 3,800 in consecutive semesters and only about 800 in one fall or spring semester and then again in the next fall or spring semester. This meant, that in order to be successful, we had to be able to cover our costs by renting a textbook at less than 50% of new list price, regardless of whether it was new or used, from just one semester of sales.

We solved the rental conundrum from the back-end rather than the front-end, determining that in order to be able to rent textbooks successfully, we had to be able to dispose of them successfully, which meant selling textbooks online very efficiently.
Increasing disposal efficiency meant updating and changing logistics in our shipping department. We analyzed how companies like Follett and Amazon shipped so many books in so little time and attempted to mimic them. We re-organized our shipping department to maximize efficiency. We purchased programs like Shipping Manager and Endicia. We designed our own shipping boxes to speed up shipping times and placed an initial order of 40,000 boxes based on our sales estimates (we went through all the boxes in a year-and-a-half).

In 2010, we shipped approximately 161 rental disposal orders in the entire month of August (this does not include our regular online orders). By 2012, we increased our efficiency to the point where we could ship 600 orders in a single day. Once we went to 90% rentals in the fall of 2013, we needed to increase this capacity even further. The changes we made allowed us to increase that number to 1,500 in a single day and over 7,000 in a month. We achieved this improvement while all other order types increased as well. In fact, normal online orders (orders placed on our web site and fulfilled in our store) increased over a similar period from 2,900/month to 5,800/month. We did this without adding any physical space or additional staff. In fact, we reduced the number of FTE’s in shipping by one.

What this increase in shipping efficiency allowed us to do was maximize our return on disposed rental inventory. When we first started selling books on the Internet, we did so throughout the year, all year long. However, everyone in the textbook industry knows that demand for textbooks is lowest April through May. As a consequence, prices are also low. We realized that we were selling our textbooks for less than we could if we waited to sell them in August, when demand was highest. Efficiencies allowed us to shut off internet sales over the summer and at other times of low demand and turn them on only when demand was high.

Monsoon was the final piece of the disposal puzzle. Monsoon is an inventory control program that allows us to sell textbooks on multiple internet sites as well as create strategies to maximize prices. This program has been invaluable in helping make our rental program succeed and increase the discounts we can offer to students.

Ultimately, this all comes back to our customer commitment. These programs allow us to offer more titles for rent at a lower price. We complete online orders faster and satisfy customer demand. We have the flexibility to do a lot for our customers and save them millions of dollars over the cost of new books because of the success of our in-store rental program.

**Store Uniforms**

Any store manager who has transitioned from an attire free-for-all to an institutional uniform policy knows how difficult that can be. Although the CU Book Store has had a dress policy for some time, compelling college students toward uniformity is not always easy.
Despite the challenges, the CU Book Store recognized that our customers benefitted from a store where sales floor associates could be easily identified and distinguished from non-employees. Learning from prior experiences, we picked a uniform that was attractive and included school colors. The CU Book Store initially pays for two pieces for every employee and each employee receives an additional uniform piece for each semester worked at no additional cost. The new uniforms greatly enhance the professionalism of our store.

Uniform presents a sleek, professional look for all staff.

Revised Customer-Centric Return Policy

The idea for a customer-focused, revised return policy originated with a speech given during ICBA in 2014. The speaker was an executive with a third-party software provider and began his speech by describing certain things about the average college bookstore.
One of those things was the characterization that most college bookstores had return policies that customers found extremely frustrating and restrictive.

This presented a challenge. How could we make our return policy better? How could we make the best return policy for our customers yet still keep certain restrictions that allowed us to continue to thrive? In other words, how do you have a customer-centric return policy without allowing customers to use your store as a library? Amazon and Target have created a customer who expects to be able to return anything at any time.

Our return policy for general merchandise was 14 days for both web orders and in-store purchases. Unfortunately, this fell short of our competition, who offered a 30-day return policy. We changed our return policy to 30 days to match our competition and made ourselves more competitive.

We also had a restrictive return policy on course materials, a reaction to the perceived threat of customers buying books from us and then finding cheaper versions online and returning our books when their online orders arrived. Customers who purchased textbooks from us had only one week at the beginning of the semester to return those books to us for a full refund provided they were returned in their original condition. After that, students had to provide proof that they dropped the course. After the drop/add period was over, all sales were final.

The new policy is much more customer-friendly and was the result of numerous meetings and student-employee polling. The new policy was intended to be easier to understand and as customer-friendly as possible – a win-win.

| SEMESTER WEEK 1: | 100% refund with receipt |
| SEMESTER WEEKS 2-4: | 100% refund with drop documentation and receipt<br>100% in-store credit otherwise |
| ALL OTHER TIMES: | Returns within 2 CU Book Store business days of purchase receive in-store credit less a 25% restocking fee. |

The addition of a return option during all times of the year allowed our customers who might have made an error in their purchase or just needed to use a book to study for a test to make a return. It also reduced negative customer interactions thereby improving the customer experience.

**Buff Blow-Outs (our clearance section)**

We created Buff Blow-Outs during the beginning of fiscal year 2013-14 as recognition that a clearance destination area could enhance the customer experience and redirect traffic within the bookstore.
The previous bargain section was in a strange section of the store – near the main stairwell that led down from the ground floor area where we sell logo apparel to the basement floor where our market, supplies, and textbooks are located. Customers did not have to travel far to get there and could do so without seeing a considerable portion of the store.

Our idea for the area was to expand it and create an improved customer experience. We did that by relocating the area to a larger part of the store where general books used to be stocked. Historically, this area has been all but impossible to merchandise because it is the farthest from the front entrance.

As general books had become impulse items rather than destination items, we realized the location was no longer serving a purpose. Relocating general books and replacing that area with clearance items created a destination area that compelled customers to walk through the entire store, exposing them to textbooks, supplies, gift items, and general books where they had not been exposed to these things before.

The area has been very successful and well-shopped.

**Student Tuition & Fee Billing**

Almost two decades ago, the CU Book Store offered customers the ability to charge their textbooks to their tuition and fee bill. The University discontinued the program after one semester because of the threat of litigation by a private sector bookstore competitor.

Ever since, the CU Book Store has been fighting to restore the program, particularly since state law governs the operation of the program and our colleagues at Colorado State University have been allowing their customers to charge to their tuition and fee bill for years.

We convinced the administration of the importance of the program and in fall of 2013 students were able to charge up to $750 in textbooks to their tuition and fee bill, thrilling parents and students who had been requesting the ability for years.

The program proved so successful during fiscal 2013-2014, that the CU Book Store, in conjunction with the Bursar, raised the maximum charge to $1250 and added supplies and technology accessories to the list of items that could be put on the bill.

**Flood and Fire Assistance**

During September 2013, heavy rains ravaged the Boulder area in what many called a “1,000-year flood”. The damaging flood waters affected many students. In conjunction with University officials, the CU Book Store worked to help those students recover when many of their belongings, including their class materials, were destroyed.

The CU Book Store provided considerable logistical resources to help coordinate efforts to get students textbooks. Tables were set up in the bookstore where students could come to verify their claims and receive their materials. When books needed to be special ordered,
they were, and with express shipping at the bookstore’s expense so that students received their materials in a timely manner.

Additionally, a fire broke out at a local condominium complex this same year. The CU Book Store worked with other departments at the University to make sure affected students received course materials to continue their studies.

**Access Code Table Solution**

Prior to fall of 2013, students who needed to purchase an access code or other supplemental materials had to take their receipt and walk from the cashier over to a table near the bookstore exit, show their receipt, and then receive their access materials, including I-Clickers.

The purpose of this table was fairly simple: to secure materials and have them in one location so that the customer experience was consistent. However, the CU Book Store recognized that the access code table was not the best solution to this problem. For one, it was inconvenient for the customer. It was also a bad use of labor as an employee had to sit at the table all day, every day, for weeks.

Our solution came in the form of security boxes, the same kind of security boxes places like Target use to secure their DVDs. Thus, we put the access codes in the boxes and put them on the shelves like regular books, allowing customers to look at them and know what they were getting before they paid. The boxes are also clearly tagged to allow customers to know that the items are non-returnable if the codes are opened. This has dramatically reduced the number of opened codes customers try to return and improved customer satisfaction and communication.

**Easy Book List Kiosk**

When the CU Book Store switched its textbook floor from being arranged by course to being arranged by author (discussed in the Shopping Experience section), we had an important problem to solve: how to get students their book list in alphabetical order by author quickly.

Many other schools used laser printers, but we were told that the slow printing often produced lines and required four or more printers. Our IT department worked on a solution and came up with the “Easy Book List Kiosk”, which is a stand-alone computer with a touch screen that prints a student’s book list with only a swipe of their student ID. The list is printed using a register printer and prints in less than 5 seconds.
Not surprisingly, customers were thrilled with the results. The printers were so fast that no lines ever developed and the four kiosks we originally put on the sales floor shrank to two. We overheard customers urging their friends to try the new kiosks because they were “so cool”. We have happily shared our program with several other stores.

90% In-Store Rentals

The most common complaint we received at the end of spring semester 2013 when we asked students why they were selling back books was “because I couldn’t rent it”. This created a challenge for us. Prior to that moment, it was assumed that a store could not rent everything and run its own rental program. However, we were having success with the number of titles we were renting and had to decide what we wanted to do.

The result was that we decided to commit to our customers and do what they asked by renting everything we could. So, with a few exceptions in the fall of 2013, we began renting most titles, even some custom titles, loose-leaves, and quite a number of packages including software and access codes. Ultimately, of the 3,300 titles we had available, only about 330 or so were not rentable. The vast majority of these non-rentable titles are usually custom titles, foreign publications, and workbooks – titles that are not rented anywhere. On many of our titles, we are the only source in the nation for a rental copy.

Rental Price Decreases

Our rental program approach has allowed us to increase gross margin percentage and maintain gross margin dollars while lowering rental prices.

Over the past 12-18 months our rental inventory has increased so dramatically we are finding that we own a large percentage of the books that are used repeatedly by professors. We have been able to take those titles and reduce the rental prices rather significantly. In fact, on any book that shows multiple use, we lower the rental price after the first turn and begin passing on significant savings to our customers while also making ourselves more competitive.

8.8% non-returned rentals in spring 2014

Spring 2014 saw our lowest rental non-return rate since we have been renting textbooks. In previous semesters, this had been a source of frustration for us because, while there are non-return fees that more than make up for the hassle of having to replace non-returned books, we realize that charging customers for this represents a threat to their satisfaction. We want our customers to return our books on time and they do not want to be charged for failing to return them. This compelled us to develop a strategy to lower our non-return rate, which during one semester, was more than 20%.
During 2013-2014, the CU Book Store implemented this new strategy, which first included significant extra communications for the fall semester. During the last two weeks of class, we sent customers six emails and those customers who signed up for text messages received three text messages. This resulted in a decline of the non-return rate from the previous fall even though customers rented significantly more books. In the spring, the CU Book Store was able to add the incentive of putting the non-return fine on a student’s tuition and fee bill, which lowered the rate to an all-time low.

While a non-return fine and the associated strategies used to get rental books back is a stick and not a carrot, the ultimate result is a service to our customers and also allows us to control expenses and continue to lower prices.

**Improving Textbook Adoption Rate**

The following chart shows our textbook adoption rate for the last three fall semesters.
We have made great strides improving our adoption rate over the last three years. The improvement from June 20, 2012 to June 20, 2014 is 2276 adoptions to 3299 adoptions, which is an increase of 44.9%. There are many factors that contributed to this including our use of Verba Collect and the increased awareness of HEOA.

However, we have also improved our messaging on the importance of early textbook information, highlighting how late adoptions increase costs to students. We have made phone calls, used direct mail, posted fliers around campus and in department buildings, sent out candy bars for on-time adoptions, and conducted faculty appreciation days. We have discovered, for instance, that shorter emails with an emphasis on the financial repercussions of late adoptions improves our response rate. We have also had student employees email faculty from their personal email and found that personalization has a positive impact. Since increased adoptions result in more used books and thus, reduced student expenses, we are very happy with the results.

In-Store Pick-up Transition

The CU Book Store is always looking for great ideas from other stores. In the case of our in-store pick-up process, we took our current incarnation from BYU, who does an amazing job with self-service, in-store pick-up. Students can print boarding passes (the document that identifies them and their order), pick their own box, and are scanned out to verify that their boarding pass matches the box they have selected.

Because we did not yet have the ability to authenticate our customers, we had to create a hybrid in-store pick-up, though we fully expect to convert to self-service in-store pick-up in the spring of 2015. This involved having the customer print a boarding pass, handing it to a sales associate, and having the sales associate pull the order and verify it against the boarding pass.

The process involves assigning each order a system-generated sequential pickup number instead of shelving the orders alphabetically by last name or order number. This allows for consolidation of orders as they are pulled and scanning the first and last order on each rolling cart so that the orders take up the least amount of space possible.

Ultimately, this shelving process proved extremely positive for both the store and our customers. The orders took up much less space than before and were much easier to find and pull. This created an efficient system that produced virtually no lines even though the customer count increased by 30%. Lines went from an average of 15 minutes to 3 minutes.

University ID swipe rate increase to 84.63%

In order to track customer purchases and use our Customer Relationship Management (“CRM”) features effectively, it is necessary for us to swipe a customer’s identification card (“Buff OneCard”). This past year we achieved our highest Buff OneCard swipe rate: 84.63%. Such a high swipe rate helps in numerous ways. It helps us communicate with our customers and it helps us serve customers during customer service issues. It also helps us look up customer receipts when they have lost theirs, which can happen a lot with students.
Problems list via store intranet

Although most of our store intranet use involves strictly internal issues, intranet use also has a very important customer service function. We use our store intranet as an internal messaging system that directs messages to those who need the information using SharePoint. As an example, we came up with two customer service functions for the system this year (in addition to numerous other functions established in previous years): rental return extensions and problem book notifications.

Rental extensions allow us to inform all customer service staff about customers who have requested extensions so that those customers are not charged non-return fees and are dealt with appropriately at customer service.

The Academic Resources department uses problem book notifications to inform customer service associates about problem books that may require special attention, like when a professor cancels a book and a return is authorized after the return date. The store intranet has helped us better communicate with our customers and get them the correct information the first time we engage them.

Increased Pre-Orders & Web Orders

The CU Book Store saw a dramatic rise in pre-orders and web orders leading up to the 2014 fall semester. While the trend from in-store sales to web sales is increasing across the industry, the CU Book Store has gone to great lengths to make these experiences unparalleled and we believe the changes that we have made have been a crucial factor contributing to the dramatic increases.

The difference between these two types of orders is that, while they are both fulfilled through our web site, a pre-order (or “textbook reservation” as it is also known) is an order made mostly by freshmen during orientation. When they attend orientation, we encourage them to place a pre-order to make the process as convenient as possible. By pre-ordering their books, the CU Book Store does all the work for them, readying their books for pick-up when they move into the dorms, before classes begin. All students do is authenticate their University identity and then our system populates their book list by accessing their course schedule. A web order is any order placed directly through our web site by any customer.

In 2013, we had a total of 1,407 pre-orders. In 2014, we had a total of 2,466 pre-orders for an increase of 75.2%. Our web order increases for the weeks preceding rush are also impressive:
These weekly changes represent increases of 34%, 40%, 44%, and 32%. Despite these dramatic gains, the fulfillment staff was able to process these orders with reduced staffing through increases in efficiency.

We made several changes to increase the satisfaction in the overall customer experience. The beginning of the process is now much quicker. Where customers entered data manually, the system now brings in their information after authentication, which speeds up the process and improves accuracy. With our adoption increases and earlier textbook ordering, pre-orders could be filled much sooner and many more customers received their orders earlier than ever. Finally, our in-store pick-up process during both years was very quick and easy, which encouraged previous customers to return and complete pre-orders again.

Customer Service Training

Because so many of our customers are students, we have shifted over the years from using permanent and temporary labor to using students (a chart is provided in the “Profitability” section), as we have discovered that peer interactions provide an excellent customer service experience. Although this has been a positive change for our store, it has also meant the development of extensive customer service training programs for our staff, many who are working in a retail environment for the first time. Those student workers provide us with an excellent barometer for many of our proposed changes and help us design programs, order merchandise, and deliver service that will benefit our customers.

Once hired in general merchandise or as a sales associate in the cashiering area, every student receives customer service expectations. There is also a mandatory training every semester where we focus on one major customer service topic: customer secret shopper evaluation, how to greet and recognize customers; etc. We have created numerous customer service videos which employees must watch and review so that they can understand what kind of service is expected from them.

In Academic Resources, all new hires meet with a customer service lead student one-on-one to go over our customer service standards and policies. Each new hire is then trained on frequently asked questions, goes through scenarios with a trainer, and takes a final test to see what they have learned. Based on that test, we retrain new hires on any items they missed. A week later, we test each new hire again to ensure information retention.
The customer services standards are the same for each area and the supervisors of each team meet frequently to discuss continuity of customer service, but since the areas have vastly different duties, the training is slightly different, but equally thorough.

**Secret Shopper and Customer Satisfaction Surveys**

We constantly monitor our customer service through a secret shopper program and regular customer satisfaction surveys. It is not enough to say or to think that we are giving good customer service, so it is important that we are monitored, both on our web site and in our store.

We participate in a secret shopper program for both our in-store customer experience and our website experience. The company we use is AboutFace. Both the store and the website receive four secret shops each year. We have been using the secret shopper program since 2011. Since we began, we have seen an increase in our store scores and we have made changes as a result of the secret shops. Examples of changes include how the sales floor staff answers the phones and the wording of the web order emails customers receive as their order goes through the fulfillment process.

Each fall we conduct a customer satisfaction survey with the help of OnCampus research and compare our results to previous years looking both success and areas we can continue to improve upon. We benchmark against the industry data and have participated as a store/campus for the Indico Student Watch Survey for the past two years. We are also pleased to be working with them on the “Mapping the New Digital Content Ecosystem on Campus” study in the fall of 2014.

**Free Popcorn**

While it is not something with grand scope, we did buy a popcorn machine this year and have it going daily in our convenience store. Customers can get a bag of free popcorn whenever they want (as can employees). It adds a sense of fun and a pleasant aroma to our store!
ACADEMIC SUPPORT

The CU Book Store provides a wide array of services that help support the academic mission of the University and academic departments on campus. We operate our own printing services operation, providing custom publications for many classes and clearing copyrights to make the sales of those custom publications legal. In conjunction with our self-run printing center, Imaging Services, the CU Book Store publishes approximately 100 custom publications per semester.

Custom Chemistry Manuals

Prior to the 2013-2014 academic year, we saw our relationship with our most important customer, the Chemistry department, threatened to the point where the Chemistry department was considering moving all their custom publications to a vendor outside of the University.

The first step in planning an approach to solving this problem was to recognize there was a problem (we still had a lot of the department’s business) and then calling a meeting. Thus, the director, assistant director for academic resources, and the manager of Imaging Services, met with faculty members of the Chemistry department and listened carefully to their concerns. As a result, we made sure they understood how we valued them as a customer and that they would get the attention that they needed.

However, we did not stop there. The CU Book Store did not just make a commitment to make sure our communication was sufficient, but to improve the process of producing a custom publication from inception to final product. We began looking at our custom publications and asking what we could do to improve them. Where we used to use plain covers and cheap paper, we created custom covers with campus pictures and started using higher quality paper. We did this at little additional cost to the customer and improved the customers’ perceived value of the materials.

Over the course of the year, the Chemistry department noticed the improvements. Faculty members in Chemistry began coming to us asking for the improved custom publications. Finally, at the end of the year, the CU Book Store regained a custom publication that we had lost many years prior: Organic Chemistry. The Organic Chemistry department used Hayden McNeil to do their chemistry manuals, but due to the improved quality and price of our custom manuals, the department decided to switch back. The change compelled even the Hayden McNeil representative, who admitted that the quality of our manuals was so high and the price so good, that nobody could compete with us and they made no effort to offer a counterproposal.
HEOA Support

The University designated the CU Book Store as the single, central point for all textbook information in order to adhere to the requirements of the Higher Education Opportunity Act of 2008. We inform the faculty of this requirement from time-to-time, but we try to be more proactive about the benefits of on-time adoptions. However, when issues arise, as it did this year with regard to access for students with disabilities, the CU Book Store plays a major role providing information about the adoption process. We also work closely with the Disability Services office and the Veterans Affairs office, among others, to make sure that the University meets the needs of all students.

Donations and Scholarships

In addition to reinvesting our net profits into the University of Colorado Boulder, the CU Book Store provides donations and sponsorships, in the form of both money and merchandise, to campus departments and student organizations. A few examples include:

- University Recruitment: Annual financial and merchandise support to campus recruitment and orientation events.
- Annual sponsorship of New Faculty Orientation, Buffalo Bike Classic, RHA initiatives, Alumni Association, the Athletic Department and more.
- Tradition and Spirit Events: Homecoming, Family Weekend, Senior Send-off, and commencement events.
- We support student clubs and organizations, administration events and initiatives with merchandise donations or funding. Many times our support is conducted quietly, “behind the scenes,” in order to focus attention on the initiatives on campus.
- Morgan Scholarship Program book scholarships.

Information Hub

The Academic Resources department is a vital resource of information for faculty seeking to make the best course materials selection. The department frequently performs an advisory role for many faculty, particularly with regard to format, but often does research to replace out-of-print editions and to search out less expensive alternatives. Professors often ask if older editions can be utilized and we will always research and source old editions and provide faculty with information about their availability.

We also provide a wide range of study aids, including Bar Charts, solutions manuals, and study guides.
Special Orders

Like many bookstores, the CU Book Store used to place special orders for academic materials when some materials had gone out-of-stock using a piece of paper. However, we now utilize our online ordering system for this purpose, creating a dual function. First, it serves as our special order system. Second, it allows us to plan for order volume. We use reports to determine re-order candidates and also use QR codes on our electronic shelf tags to allow customers to place orders directly on our web site. Our special order system provides an extra layer of service that creates additional convenience to meet our customers’ needs.

Inventory Reclassification

Why is an inventory reclassification listed in the “Academic Support” section of the application? Because we realized that if we wanted to be the campus leader in digital materials and knowledge and lead the way in the University’s shift from print to digital, we needed to have the proper data to present to the administration. Most bookstores do not effectively track their digital material sales and we realized we had to in order to make an impact on campus.

We must credit the University of Missouri for the classification scheme we are now using to track textbook materials (but hey, we gave them our Easy Book Printing program!). For some time, the CU Book Store and most of the college bookstore industry has tracked only new, used, custom, and eBooks, each as a separate classification. However, much more tracking is necessary and we recently reclassified all of our inventory so that things like “print with a digital component” and “access codes” can be tracked to give us a better picture of just how much of our sales include digital parts. This will help us mold our digital strategy and allow us to better help our customers and our campus.

<table>
<thead>
<tr>
<th>PREVIOUS CLASSIFICATION</th>
<th>NEW CLASSIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 – New Textbooks</td>
<td>100 – New Textbooks</td>
</tr>
<tr>
<td>102 – Ebooks</td>
<td>103 – i-Clickers</td>
</tr>
<tr>
<td>150 – Used Textbooks</td>
<td>104 – Custom from Publishers</td>
</tr>
<tr>
<td>160 – Custom Publications</td>
<td>105 – Non-returnable POD</td>
</tr>
<tr>
<td>170 – Rental Textbooks</td>
<td>120 – Electronic Textbook – Traditional Digital (CourseSmart)</td>
</tr>
<tr>
<td></td>
<td>121 – Access Code Stand-alone</td>
</tr>
<tr>
<td></td>
<td>122 – Publisher Bundles (including a digital component)</td>
</tr>
<tr>
<td></td>
<td>123 – Advanced Custom Digital Text (Native Digital)</td>
</tr>
<tr>
<td></td>
<td>124 – Custom Bundles (including a digital component)</td>
</tr>
<tr>
<td></td>
<td>150 – Used Textbooks</td>
</tr>
<tr>
<td></td>
<td>160 – University Custom Publications</td>
</tr>
<tr>
<td></td>
<td>162 – Non-University Custom</td>
</tr>
<tr>
<td></td>
<td>171 – New Rental Textbooks</td>
</tr>
<tr>
<td></td>
<td>172 – Used Rental Textbooks</td>
</tr>
<tr>
<td></td>
<td>173 – Text Rental (including a digital component)</td>
</tr>
</tbody>
</table>
CAMPUS CONNECTION

Alumni Relationships and Support

Our relationship with students does not end when they pick up their cap and gown. We offer incentives and discounts to CU Alumni Association members to support membership efforts, as well as sell officially licensed merchandise and host special events to connect alumni and fans to the campus experience. The alumni partnership offers exclusivity to the bookstore as the online and brick and mortar retail source, as well as increased publicity and knowledge regarding alumni programs. This partnership also gives us an opportunity to send periodic e-mail communications to a targeted CU Alumni Association e-mail group of over 125,000 members.

Orientation Support

The CU Book Store provides financial support to Orientation programs in the form of financial assistance and logistical assistance. We work closely with Orientation to create the best possible experience for incoming students and their parents. For many years, we have presented a session with the Office of Information Technology. Our session includes a presentation from a CU staff member along with a video produced by our student employees. Following that is a Q&A for the parents in the audience. We have worked hard to make this presentation entertaining and not the usual, boring, by-the-numbers orientation fare. Although it is anecdotal, we have received many compliments about the entertaining nature of the presentation. Data suggests that the presentation is very effective as pre-orders have risen steadily year-over-year as noted earlier in this application.

Buffalo Bicycle Classic

The Buffalo Bicycle Classic has been a campus institution since 2003, having raised over 2 million dollars in support of student scholarships at CU Boulder. Through the generous support of its sponsors, volunteers, and riders, the Classic has been able to make a difference in the lives of over 360 students in the last twelve years. The CU Book Store has been a continual supporter of the BBC over the years. In 2013-2014, we contributed $20,000 to the event and allowed the event to use our concessions trailers.

Athletic Concessions

The CU Book Store serves as the brick-and-mortar merchandise concessionaire for the Athletic department at all athletic events. We sell merchandise at football
and basketball games as well as all other sports, regardless of profitability, to support the student experience. We also travel to away games for the football and basketball teams. In order to fully implement this program and maintain consistency across events, we have a full-time concessions manager.

**Faculty Author Section**

The CU Book Store has an extensive faculty authors section, which it has maintained despite the decline in general book sales. We are regularly solicited by faculty to carry their authored works and have an open door policy about those requests and fill them enthusiastically. In addition, we recently completed an online faculty authors section on our web page that mirrors our in-store offerings. The in-store offerings are enhanced on this web page as it features pictures of the authors along with descriptions of their accomplishments.

The URL for our faculty author section is: http://www.cubookstore.com/c-231-cu-authors.aspx

**Customer Relationship Management**

We are fortunate that we have a robust customer relationship management system through our point-of-sale system and that we use it extensively. We put the system to good use and are constantly figuring out ways to gather and manipulate more data in order to enhance the customer experience.

On the very simple side, we use our customer relationship database to identify customers who have purchased specific kinds of merchandise from us and email them when we are having a sale that might interest them. We also design emails around specific events like student sellback. The CRM system has been instrumental in communicating with our rental customers and lowering our non-return rates.

**E-Commerce**

There are two main improvements: an increase of our Ecommerce conversion rate over the previous year by 14.68% and the improvements we have made to our “pre-order” system. Our Ecommerce conversion rate is basically a measurement of our effectiveness in getting our customers to purchase goods through our web site.

The pre-order system was designed by CU Book Store staff in conjunction with the University of Kansas and the University of British Columbia. The previous system required considerable work-arounds. The new system is much more stream-lined and has helped us increase our efficiency dramatically.

Pre-orders are a critical part of many bookstore’s customer service offerings. We have been working hard to constantly improve this experience year after year. We increased our pre-orders in the fall of 2013 to 1400 from 1000 the previous fall. We are on pace in fall of 2014 to exceed that and have already broken our record for number of pre-orders taken in a single day.
Online Presence

Like most college bookstores, our online sales have grown dramatically. We have an extensive web site that integrates with our inventory management system, allowing us to fulfill orders quickly and accurately. Below is a chart showing the dramatic growth in online sales.

Although the chart flattens between 2011 and 2014, the change in the increases as a percentage reflects the decrease in textbook prices as a result of customers renting more books and the store lowering its prices. For instance the percentage increase in sales between 2013 and 2014 is 4.8%. However, the percentage increase in units during the same period is 12.68% as shown in the chart below.

All course materials and a large selection of general merchandise can be purchased through our web site. In addition, our web site is the main channel for students to purchase computers at an academic discount.

One recent use of our web site that enhanced our campus connection was as a repository for important online homework information. One of the most frustrating things for our customers over the years has been the inability to get help with online access codes. To assist them, we created a reference page that gives students most of the information they need to access a wide variety of online homework managers.

That page can be found here: http://www.cubookstore.com/c-464-access-code-help.aspx
Social Media

Our store maintains an active and interactive social media presence. We have active Facebook, Twitter, Pinterest, and Instagram accounts to help disseminate information to students, alumni, and fans. Social media also enhances our campus connection. Campus departments and groups often share our social media information on their sites through re-tweets and shares and we do the same for them. The university has a social media list serve in which we participate to help each group disseminate their information and communicate among the various social media managers on campus.

Our campus connection is further enhanced through social media in the various ways we use it. Not only do we post store and campus current information, we create interaction through contests where fans have to guess where a photos was taken on campus and we post historical photos of campus for throw back Thursday’s to name a few. As social media continually evolves, we work to implement the latest trends and technologies around it. Examples include the use of Vine and Hyperlapse videos. Our current fan base on Facebook exceeds 7,000.

We manage these account via HootSuite Dashboard and monitor metrics such as posts, likes, fans, re-tweets, and clicks.

Find us on:  

Targeted Advertising

Here are some examples of targeted ads during the last year that we have run in-store, in print, and on social media sites that highlight our campus connection as well as the fine work of our marketing department. We analyze the success of any advertising campaign and then make changes to maximize its effectiveness based on the data.
BILL IT!

EASY - Charge your textbooks, school supplies, and technology accessories directly to your Student Tuition & Fee Bill when you purchase at the CU Book Store!

CONVENIENT - Every student registered on the CU Boulder main campus is eligible. (Excludes Continuing Education students)

SIMPLE - $1250 limit (Per semester, fall and spring)

AVAILABLE:

FALL - August 1, 2014 to September 30, 2014
SPRING - December 1, 2014 to February 15, 2015

Visit: cubookstore.com/bill for more information.

Tradition Starts Here.

www.cubookstore.com

University Memorial Center 303.492.6411 800.235.3968
Textbooks Your Way!

RENT RALPHIE RENT

- Highlight & make notes in our rental books!

BILL IT!

- Textbooks
- School supplies
- Technology accessories
  Bill it to your tuition & fee bill!
  cubookstore.com/bill

Quality Products

SCHOOL SUPPLIES

Checkout the Textbook Department remodel!

Tradition Starts Here.

www.cubookstore.com
University Memorial Center 303.492.6411 800.255.9168
Celebrate Be Boulder. Week
April 21-26

Tradition Starts Here.

www.cubookstore.com
University Memorial Center 303-492-6411 800-255-9168
Flood Relief Tee!
A portion of the proceeds to benefit flood relief!

$15.00
S-XXL

Tradition Starts Here.
www.CUBookStore.com
University Memorial Center 303.492.6411 800.255.9168
WHAT’S SPENT ON CAMPUS
STAYS ON CAMPUS

Your independent non-profit auxiliary organization - 100%
of surpluses is reinvested in the campus community.

University support of over $1.9 million last year.

Student employer paying over $668,000 in student wages.

Major sponsor of the athletics department and various
student organizations.

Academic pricing on computer hardware and software.

Rented out 70,000 books and saved students an estimated
$2.8 million last year.

Tradition Starts Here.
www.cubookstore.com
University Memorial Center 303.492.6411 800.255.9168
Support of Student Employment

Prior to 2013-2014, the CU Book Store relied heavily on professional temporary employees and professional temp agencies to supply the 100 to 160 extra employees we needed for rush. However, last year we realized the value of transitioning from adult temporary workers to student temporary workers. Instead of having unmotivated, sometimes difficult, adult workers who could not identify with our customers, we filled our entire need with students. It is a decision that has been one of the best we have ever made.

Although the process of interviewing and hiring student employees for a myriad of jobs and for a very limited time (3-4 weeks usually), can be difficult, it is also been very rewarding and productive. We have found that having students work here during rush allows us to better identify with our customers, the students. It also allows us to teach those students about our processes and they understand the many difficulties of running a college bookstore. Finally, many of our temporary student employees have gone on to become permanent student employees, highlighting the importance of utilizing our many rush student employees to identify top performers, offer them jobs, and improve the customer experience by maintaining the high quality of our staff.
Text Floor Remodel

The CU Book Store had been operating its textbook sales from the same space for approximately the last 20 years. It was not an attractive space. In fact, the space sits in a location formerly occupied by the old textbook stocking area. The ceilings are full of piping and conduit. The floors are worn. The walls are a combination of drywall and cinder block. There are columns throughout that support the entire student union building.

This year, we invested in a remodel to the textbook floor in order to give our customers an atmosphere they deserve. Prior to the update, it was clear from our research that students found the appearance and atmosphere of the textbook floor less than desirable and we targeted the area for improvement. We realized that in order to truly complete our commitment to our customers, the textbook floor needed to reflect that dedication.

The object of the remodel was to make the space much more appealing. To that end, we wanted the color scheme to represent the University instead of being a mish-mash of colors. We refinished the floor using our school’s official silver color combined with flakes of gold and black. We sealed a sticker of our mascot, Ralphie, in three different places to show our school spirit. The ceiling, which was white and revealed every pipe and piece of conduit, was painted black (an official school color) to cover these things. We redid the aisle end caps and textbook information desk to mirror the style in other parts of the store. We repositioned the aisles, which went in many different direction, so that the textbooks flowed logically using our alphabetical by author arrangement. We also modernized the floor by adding video monitors that display important information including a customized out-of-stock list.

The next page features before and after pictures of the remodel to compare the differences.
BEFORE AND AFTER PICTURES

Pink floor, blue end caps.

School colors. Accessible shopping baskets. Simple signage.
BEFORE AND AFTER PICTURES

Multiple colors. Inconsistent signage.

Clean look. Video monitors with important information.
BEFORE AND AFTER PICTURES

Ceiling with various pipes and conduit.

Black paint hides ceiling distractions.
BEFORE AND AFTER PICTURES

Aisle featuring multi-colored support columns.

Clean look with aisle break for additional traffic flow.
Store Layout and Organization

The CU Book Store has been in the same retail space for many years. However, we constantly analyze traffic flow and store layout to improve the shopping experience for our customers. While a small portion of our store is above ground with windows, the majority is in the basement, which can make merchandising challenging. However, we have overcome this obstacle with an emphasis on professional merchandising and layout.

The main entrance to the store is the atrium of the student union building.
The area just to the left of the entrance highlights our concept shop strategy. The CU Book Store has partnered with individual vendors to improve the appearance and shop ability of the store. Participating vendors include Champion, Gear, UnderArmour, and Nike.

This is the main stairwell down to the largest part of the store including textbooks. It took a lot of effort to get the design of this right and we are very proud of the result. The signage is simple and easy to read. Suffice it to say that it was not as easy as it looks.
The alumni section is down the stairs, through the market, on the left.

Supplies is past the alumni section, also on the left. It is well-organized and has a clean look.
Our stuffed buffalo sits in our transition area, which is on the opposite side from the supply area. This area houses rotating displays throughout the season including football, dorm room, spring break, graduation, regalia and sports specific displays. During rush, we add 27 cashiering stations. The life-sized buffalo was purchased almost twenty years ago from an FAO Schwarz in Chicago. There are only three of this buffalo in the entire world.

**Shelving by Author**

We were certainly not the first college bookstore to shelve by author. Although it is not a common practice, several other schools have touted the advantages for years including San Diego State University, so we credit them for pushing us on the idea. BYU also implemented this shortly before we did it, so we heard the positives from them as well.

In addition to the advice of our colleagues, we found that as our orders shifted from being pulled by our customers who came into the store to being pulled by us as a result of online orders, our own employees would have difficulty finding books, particularly when they were shelved in multiple locations. This resulted in numerous order pulling errors.

In terms of customer service with regard to shelving, we noticed that customers who did not find their book in a certain location when multiple locations were used would not look in the other location, resulting in lost sales and customers who did not get the books they needed. And sometimes when books were shelved in multiple locations, used books would be entirely in one location while new books were in another.

All these reasons led us to begin shelving by author in the fall of 2013. The results have been impressive and have allowed us to innovate even further because shelving by author reduces the amount of shelf space needed by up to 30% along with the number of shelf tags, which made the implementation of electronic shelf tags more cost-effective. The space savings increased the number of books that could be put on the shelves, reducing the number of special orders. Back stock was also reduced. Overall, this resulted in increased customer satisfaction.
Industry-first Electronic Shelf Tag Implementation (dynamic pricing)

The ability to be the first college bookstore (as far as we know) to implement electronic shelf tags was partly due to our switch from shelving by course to shelving by author since it reduced the number of tags we needed from approximately 5200 to 3800, thus cutting the start-up costs.

However, the most significant factor in moving to electronic shelf tags had to do with our need and ability to dynamically price our textbooks in a way that was satisfying to our customers.

As most people in the college bookstore industry know, Amazon dynamically prices their textbooks as often as needed, changing prices according to supply and demand. The college bookstore industry has talked a lot about the need to price dynamically, but little has been done to make that happen. At the very least, paper shelf tags make it very difficult.

Whether it was dynamically-priced books or simple price changes, one of the most common complaints from our customers during rush concerned differences between the price at the register and the price on the shelf – an unavoidable problem during rush that required signs that read “the price at the register is correct.” This problem was solved with electronic shelf tags. Electronic shelf tags have completely eliminated a huge customer complaint and a problem that created a negative perception of our store.

Electronic shelf tags have also changed our ability to offer superior customer service. Because the tags display both provide and live inventory information on the first screen as well as course information on alternative screens, our sales associates are able to answer questions without needing to be at a terminal. In other words, they can get out from behind the barrier separating them from the customers and provide more personal customer service.

The electronic shelf tags have allowed us to provide our customers with additional information about their textbooks and easily identify textbooks that may not be selling and lower their prices accordingly. Tags for textbooks that have gone out-of-stock automatically change from black print on a white background to white type on a black background and display a message with an expected arrival date if the book has been re-ordered. Because the tags look differently depending on whether the textbook is in stock or not, we are able to easily identify problem titles and make sure inventoried items are on the shelf in a timely manner.
The implementation of electronic shelf tags has been a big success for us. It has improved the customer experience and brought positive attention to our store. As the leader in this implementation, we have also consulted with several other bookstores (at their request) who are considering using electronic shelf labels and provided them with extensive information.

3-D Printing

The CU Book Store purchased a 3-D printer in December of 2013. The initial reasons for this were to support departments who had a need for 3-D printing, but also to create a wow factor in our store. We were one of the first places on campus where students could go to see one of these printers in action.

As our IT staff became more familiar with the printer, we have found an increasing number of uses for it. We started selling products produced on the printer and had some success with that, not because that was ever an intention of ours, but because customers kept asking if they could buy the things we were displaying.

However, with the remodel of our textbook floor, we ran into an unusual situation. We wanted to use our electronic shelf labels to show customers what the first book and last book was in any given aisle, which meant adhering them in some way to the end of each aisle. The problem? Nobody made a holder like the one we needed. Enter the 3-D printer. The IT staff measured the specs of the holder and designed it to print on the 3-D printer. Problem solved.

But the story does not stop there. While we had the mold for the holder, we needed a lot of them. We sent out the job for bid and the cheapest bid we got was for $13/tag. Suddenly, it became cheaper for us to print them ourselves by buying a second 3-D printer rather than farming it out. Now we have two 3-D printers in the store and the final cost of doing the job (not including the printer) is $2/holder.
Timed Warehouse Deliveries During Rush

Like many college bookstores, we devoted a certain amount of our floor space to overstock. There were end caps featuring overstock as well as stacks of books in various locations.

Over time, we recognized that this diminished the customer experience by stocking items in visible locations that do not match shelf organization. Customers frequently get confused and sometimes buy items by mistake. As a result, we have moved to a floor presentation system that does not feature any overstock and only items that are in their proper location.

Because we have a small sales floor, this has forced us to store more inventory at our warehouse and come up with innovative ideas for delivering that inventory to the store so that we have inventory for sale without having overstock.

As a result, we compiled data on our daily sales for the last several semesters and used it to plan out a delivery schedule for our larger titles. A limited number come over to the main store upon receipt while all excess stays at the warehouse. As these titles sell down, specific amounts are delivered to the store so that the titles never sell out. We are also able to make requests of our warehouse on demand and have needed inventory delivered, usually within the day.

Integration of Retail Standards

In April of 2012, the CU Book Store hired a new sales and merchandising manager. Prior to this, the CU Book Store recognized that despite years of experience, we really did not have anyone with professional merchandising experience and that if we wanted to compete as a professional retailer in addition to a collegiate retailer, we needed somebody on our staff with this experience. Our candidate came to us with 13 years of experience at Williams Sonoma and was exactly the kind of person we needed. Although there is much she brings to the job, one of her focuses is telling stories through merchandising – using our products as a focus and then telling a story around it. This philosophy creates excitement, rotates product, and keeps things fresh. By doing so, we have reached a new level of customer interaction that helps us create experiences and sell products.
Front entrance travel-themed window display for summer.

Exit stairwell travel-themed window display for summer.

Dorm display for orientation.
WORKPLACE CULTURE

Textbook Rental Loaner Program to Student Employees

One of our proudest accomplishments this year was the finalization of our student employee scholarship program that allows our student employees to rent textbooks from us at no charge. Based on a combination of an average of their weekly worked hours and their course load, we award employees the scholarship at one of three levels. Basically, the higher a student’s hours worked and course load, the larger the scholarship. We designed the scholarship this way so as not to penalize student-employees who may be taking a heavy course load and thus, not able to work as many hours. While we are an employer and like good employees who work a lot, we understand the main reason they are here is to get an education and we did not want our program to discourage that.

Wheel of Recognition

The CU Book Store has worked hard to find ways to reward employees for outstanding contributions. During this year, we created an additional method of reward called the “Wheel of Recognition”. Employees who are identified as being special contributors through the GOTCHA award program (employees are encouraged to nominate others when they see something outstanding happen), whether it be for a specific customer interaction or for working a couple of grueling night shifts prior to the start of classes, are given the opportunity to spin the wheel. They are rewarded with a variety of prizes, mostly gift cards to various restaurants. The wheel brings an added level of excitement to employee rewards and a general sense of fun.

Green Initiatives

Being that Boulder, Colorado is considered an epicenter of environmentalism and that the University of Colorado focuses, both academically and institutionally, on green initiatives, the CU Book Store takes its efforts on this front very seriously. Below are some of our accomplishments with regard to conservation.
CU Boulder Green Office Program Certification, Score 90%.
Innovations/Reduction of Waste/Recycling:

- Lost & Found items donated to Goodwill after waiting period.
- Shipping department reuses packing material and uses natural non-bleached self-sealing boxes.
- All Custom Course Packages are printed on 100% recycled paper.
- Shopping bags are biodegradable and made from recycled materials.
- Use of SharePoint (CU Book Store Intranet) to digitize office documents, utilize paperless work-flow, and reduce unnecessary printing. (e.g. electronic timekeeping, service requests, handbooks, policies/procedures, travel requests, purchase requests, etc.)
- Old letterhead and single-side used paper converted into note pads for office use.
- All copiers defaulted to double-sided black/white printing.
- Recycle toners for printers and copiers.
- Participation in Dual-Stream Recycling and compost program on campus.
- Monitor junk mail and request removal from unwanted mailing lists.
- Graduation Caps & Gowns made from recycled material.

Energy Conservation:

- All computer monitors on programmed timers for stand-by/sleep mode.
- All computers programmed for mandatory shut down/hibernation after business hours.
- Utilization of multi-function copiers and power strips within offices.
- Light sensors installed in offices and signs posted on all light switches to turn them off.

Transportation:

- 70% of staff bike, walk, carpool, or use public transportation to get to work.
- All fleet vehicles have capability to operate using biodiesel.

Purchasing:

- Purchase green office products containing post-consumer recycled content when available.
- Elimination of non-recycled copy paper, all copy paper 100% recycled content for both office use and retail sales.
- Engage in trade opportunities with local vendors and on-campus departments when available.
- Purchase of used textbooks from students (sellback) and used book wholesalers.
- Sale of digital textbooks.
- Acceptance of donations of used books for Boulder Public Library System, Colorado.
- We donate to Prisons and Operation Paperback which provides books for American soldiers.
Employee Events/Celebrations

Over the course of the last two years, the CU Book Store has made extra effort to improve our workplace culture and have done so by paying attention to detail, consulting our employees, and holding events that employees actually want to attend.

In the past, events were generally held in the store with food catered by the building’s food service. While the building’s food service has improved over the last few years, the events were not well-attended nor did they have any “wow” factor. Employees found them dull and got the impression that the store was not putting much effort into the planning of the events. Store morale suffered.

Events this past year included a yearly summer picnic at Boulder Reservoir, a holiday party at an official CU “watch-party” restaurant, and a bowling event. The quality of the events has risen dramatically, which is reflected in both the attendance and happiness of the staff. Each staff member is allowed to bring a guest.

Additional events are held within departments as well. Departments are encouraged to do their own team-building events. For instance, Academic Resources held a trip to the zoo that was attended by 100% of eligible staff (it was not mandatory) as well as some past employees.

This past year we celebrated National Student Employee Appreciation Week with a catered lunch for all student employees. This last year also saw the continuation of our “Breakfast with Brian” (our store director) event, an opportunity for employees to have breakfast and an informal chat with him about whatever topics the group would like to discuss.

Employee Sporting Events

In the past two years, the camaraderie among the CU Book Store staff has grown. A demonstration of that lies in our interest in participating in after-hours sporting events together. Employees have played together in a citywide kickball league and intramural sports including dodge ball, soccer, volleyball, broom ball, and ultimate Frisbee.

Photo Roster

With the increase in the number of student employees, the CU Book Store realized that we needed to help employees learn the names of other employees whom they might not see very often. Thus, we created an employee photo roster to help us learn the names of our fellow employees. The roster is available through our store intranet.

Progressive Gift Cards for Returning Students

With the increasing number of student employees, particularly during rush,
retention has become a bigger issue. Getting back students for rush help who have already been trained saves us substantial training time. This year, we have created a progressive gift card system that rewards students who return during rush periods to work for us again.

Warehouse Improvements

The CU Book Store has operated an off-site warehouse for five years, but over the past 12-18 months, has made significant advances in the operation. Despite being off-site, approximately, two miles from the main store, management tasked the warehouse with providing seamless service. Part of the challenge in doing so was changing the logistics patterns the store had fallen into over the years when all stocked inventory and merchandise fixtures were located on-site.

The change began with reorganizing the entire warehouse and changing expectations among the staff. The store had not appreciated the need to prioritize and appropriately utilize the warehouse space and it was initially highly disorganized. Old records, dated merchandise, and fixtures were routinely sent there. Outdated records (beyond University retention requirements) took up almost 25% of the space. Warehouse staff organized all of these records and were able to shred enough to reduce 35 pallets of records down to 2. Everything in the warehouse, all goods for re-sale and inventoried fixtures/records, were catalogued and given a location code, allowing store personnel easily to identify what non-resale items were not needed and have them removed.

We utilized the store intranet to increase communication between the warehouse and the store and also between warehouse employees themselves. The goal of a 24-hour turnaround for merchandise going to the store after a request was made was reduced to 3-6 hours.

The most recent development in the continuing warehouse improvements is a program written by IT that allows store personnel to see a real-time list of all purchase orders being worked on at the warehouse so that delivery expectations can be established.

Partnerships with Verba, Sidewalk, Rafter

The CU Book Store has been on the cutting edge of technology by partnering with some of the leading companies helping college bookstores to succeed.

We use several products from Verba including Collect and Compete. Verba Collect has been instrumental in helping us improve our adoption rates and communicating with faculty. Verba Compare has helped us in formulating our dynamic-pricing strategies as well as sourcing used books.

Sidewalk’s Marketplace has been a great addition to our set of tools and we have sourced a number of used books with their new tool. Rafter is similar to Sidewalk in their sourcing abilities and we have used them as well.

Attendance at First-Ever Verba Boot Camp

Verba held their first-ever “Verba Boot Camp” in New Orleans at ICBA in February 2014. Jason Katzman, CCR Assistant Director for Academic Resources attended, another demonstration of our commitment to improving our sourcing abilities and lowering prices for our customers.
Industry Support and Leadership

The CU Book Store believes that being a great college store does not just mean being great in isolation from the industry, which is why we demonstrate a strong dedication to the collegiate bookstore industry through our many commitments. Our management team is dedicated to the notion that helping our industry colleagues is an important learning experience that is also an investment in ourselves. While we are recognized as a leader in the college bookstore industry, we also benefit greatly from the many great ideas we get from our colleagues when we work together toward a common goal. We pass this dedication on to our staff who are encouraged to participate in a variety of professional events and opportunities.

We are one of only a few stores in the country that have two members of their staff with the CCR accreditation. In addition to demonstrating our professional expertise, the CCR designation demonstrates our commitment to the industry and the degree to which we value NACS and its professional accreditation. Our store also commits considerable resources each year to attend various industry events to increase the professional development of our staff. Our store employees regularly attend and have given numerous presentations over the years at gatherings such as CAMEX, RMSBA, ICBA, and the Collegiate Retail Alliance/Ratex Users Group (“CRA/RUG”) in order to share our expertise with the college bookstore industry.

Director Brian Groves, CCR, has committed much of his time to industry causes and is a proven leader in both his store and throughout the industry – a voice that is highly sought for both advice and guidance. Having been the first college bookstore in the country to use electronic shelf labels, Brian has given our store’s time to providing guidance to other stores looking to use ESL’s including giving a presentation at ICBA. Brian and his staff are regularly consulted by numerous other stores and even suppliers about our unique rental program. Additionally, Brian has served on numerous committees and the RUG Board of Directors as a member-at-large, Vice President, President, and Past President, the ICBA Future Focus Group, and is currently on the NACSCORP Board of Directors, and the CRA Board of Directors as Vice-Chairperson. Brian regularly attends CAMEX, ICBA, and RMSBA in an effort to both learn and contribute.

Assistant Director for Academic Resources Jason Katzman, CCR, is a twenty-four year bookstore veteran who has given much of his time to various industry projects. For the Collegiate Retail Alliance (CRA), he currently manages the metrics group, which involves a yearly presentation of participating stores and collecting all necessary metrics. He has served in this position for more than five years. He also attended their annual conference in 2013-2014 and gave a presentation. For NACS, he has served on the Course Materials Committee and the CCR Committee. He has given numerous presentations at CAMEX. For the Rocky Mountain Skyline Bookstore Association, he has given numerous presentations at their annual meeting over the years, including a presentation on Change Management in 2013-2014.
Assistant Director for Marketing and Outreach, Allison Hartel, has continuously served our regional organization in many capacities, including as the RMSBA President-Elect in 2009. She served as President for two more years and Past President for two years after that. In 2013-14 she chaired the NACS Leadership and Human Resources council and participated on the NACS education committee. During 2014-2015 she is volunteering for NACS on the College Store Leadership & Operations Council and chairing the 20/30 Club Advisory group. She is also currently volunteering for NACSCORP on the NACSCORP Store Advisory Group. Allison has also presented at CAMEX and RMSBA and served on several CRA committees.
PROFITABILITY

The CU Book Store has a proven track record of fiscal responsibility. For many years we have provided significant revenue to the University of Colorado Boulder, while delivering quality products and services to our Students, Faculty and Staff (at market competitive prices!). All of our profits are retained by the University and we have continued to build our fund balance to levels nearing $5,000,000. Here is a breakdown of our revenue by department for the FY ended 6/30/2014:

![CU Book Store 2014 Departmental Sales](image)

We provide periodic reporting to the Vice Chancellor for Administration’s office to ensure transparency and continuity in our relationship with the Administration, which becomes the basis for our planning and defining goals for future periods. Our annual financial review and strategic planning event assures that we are making the right decisions to meet these mission-critical goals.

The college bookstore industry is comprised of 4,500 stores that serve over 19 million college students (National Center for Education Statistics and the National Association of College store [NACS]). As part of this professional network, we utilize a variety of industry resources to enhance our efficiency and profitability.
FY2014 Snapshot

- An independent non-profit auxiliary organization - 100% of cumulative profits are kept in the campus community.
- University support of over $1.9 million last year (including a General Administrative & Infrastructure Recharge or “GAIR”)
- Student employer paying over $667,000 in student wages.
- Major sponsor of the Athletics department and various student organizations.
- Academic pricing on computer hardware and software.
- Rented 69,500+ Textbooks and saved students an estimated $2.8 million last year.
- 2009-14 Total GAIR contributions in excess of $7.1 million.

Through innovation, leadership, and business acumen, the CU Book Store can demonstrate that we have managed to do two very difficult things simultaneously: increase savings for our students while also increasing profitability and contributions to the University. These achievements are particularly noteworthy in the college bookstore industry because for most stores, revenue for academic materials has been declining due to increased competition. The first chart demonstrates what we have achieved in this area.

![Annual Revenues relative to Gross Margin](image)

Many schools have enhanced gross margins due to their successful athletic programs and apparel sales. It is worth pointing out that, while we have great respect for our football team’s rebuilding efforts, we do not currently have such a luxury, though we have improved our
apparel selection, presentation, and sales. Further, the CU Book Store also contributes funds to the University in the form of GAIR (defined above), which is essentially a tax we pay to the University on any expense, including cost of goods sold. Not all bookstores have such a tax and it is an additional challenge for us. That tax currently sits at about 6.5% and impacts some of the decisions we make.

One such decision involved Apple in 2011. We made the determination that it was no longer financially responsible to stock Apple computers and we shifted to the Affiliate model where we received a commission for directing online sales. While this had a dramatic downward effect on our top-line revenue, it improved our bottom line.

This Affiliate commission represented approximately 4%-5% of sales referred to Apple’s website via or Affiliate link. As Apple’s margins for in-store sales had shrunk to 8%, it became obvious to us that the Affiliate route was a better business model when compared to paying approximately 5.9 points of gross margin to the University and 1.5 points or more to the credit card companies, leaving us with just .6 points of margin and all the costs of buying, risks of inventorying, and selling these products.

While many schools tout their Apple in-store reseller program, it does tend to inflate top-line revenue. We still continue to sell Apple computers in a relationship that is much healthier for our business. Although it is anecdotal, we feel we were on the forefront of this type of decision and the topic of Apple as a profitable business partner has come up much more with our colleagues lately.

Here is another important chart, demonstrating our impact with the University.

![Contributions to University Departments $'s (excluding GAIR)](chart.png)
Combined with the previous chart, this chart shows a demonstrated commitment to increasing our contribution to the University of Colorado despite relatively flat gross margin dollars.

But what has this meant for the students? As we have pointed out, if a store’s profitability comes at the expense of the students in the form of higher prices, then it is no accomplishment at all.

As mentioned, these savings to our customers are combined with an increase in gross margin relative to top-line revenue due to our business model: self-run rental program and maximum textbook disposal efficiency. Based on our success during FY 2014, we are confident that student savings will continue to increase significantly.
TESTIMONIALS

“The management team at the CU Book Store is always fully engaged in industry association matters including education, industry research, and federal and state legislation. Additionally, CU Book Store personnel have taken on leadership roles with the national association and other industry related groups serving on multiple Boards and committees.” - Todd Summer, CCR, Director, Campus Stores Division, Aztec Shops LTD

“The CU Book Store is a vital part of the services provided at the University Memorial Center to the university community. Our great partnership with the CU Book Store allows us to fulfill our mission of offering excellent learning opportunities for students.” - Carlos Garcia, M.A. CASP, Director, University Memorial Center, University of Colorado Boulder

“There are so many places to sell your textbooks in Boulder, but not one of them has ever beat the prices I get at the CU Book Store.” - Benjamin Kraus, Sophomore, Film Studies

“The CU Book Store’s staff have worked tirelessly with my group, year after year, to provide students with the most varied and cost-effective classroom materials possible. CU Book Store staff members have come to meet with individual faculty members within my group, have courteously and swiftly dealt with last-minute changes and challenges of custom textbooks, been flexible and willing to explore more effective and low-cost ways of offering class materials (e.g. – rental textbooks, custom textbooks, and e-textbooks), and in general have supported me and my colleagues in getting the right product available to students at a fair price.” - Lorna Christoff, JD, Instructor, Center for Education on Social Responsibility (CESR), Leeds School of Business

“The CU Book Store is a strategic partner in the success of the Buffalo Bicycle Classic which supports dozens of academic scholarships for the College of Arts and Sciences each year. They are also valuable partners in meeting the educational needs of the students that I teach. The store is integral to many aspects of campus life for students, faculty and staff and I am pleased to be able to work with them.” - Todd T. Gleeson, Professor, Integrative Physiology and former Dean of Arts and Sciences, Director, Health Professions Residential Academic Program

“I’m always humbled by the operation that you and the rest of the CU Book Store have built. When compared to the industry at large, you really seem to have your finger on the pulse! I didn’t realize until now, how well you are running that ship compared to what I surmised while I was competing against your operation. So for whatever type of pat on the back can be delivered in an email, good work!” - Mike Clear, Sales Engineer, Sidewalk
“Among the hundreds of campus stores we work with daily, the CU Book Store stands out as one of the most innovative, and most committed to providing the best possible experience to their students. We appreciate that they were early adopters of the Verba application suite, and that they’re now taking the lead on digital shelf tags to make the store more efficient and dynamic. On top of that, both leadership and staff have always been friendly, gracious, and fun when we have the privilege of hanging out with them across the country. We love working with the CU Book Store, and look forward to many years of partnership ahead.” - Jared Pearlman, Founder & CEO, Verba Software

“I’m the longest-serving employee at the CU Book Store, having worked here for just over 24 years. I tell people frequently how much I enjoy my job, which is great because usually people who’ve worked at one place that long are worn out and bitter. The job is always challenging. However, the last few years have been especially so as the store has risen to the challenge of the unique problems presented by the changes in the industry. We’re just not a store that complains about challenges and difficulties. We solve problems. We’re dynamic and innovative. It’s just a fun place to work with lots of great people.” – Jason Katzman, Assistant Director, Academic Resources.

“I have had the pleasure of engaging and visiting hundreds of stores since joining the industry in 2007. During that time I have worked with several of the CU Book Store team members on industry committees/boards, store visits and trade shows. In each case, I witness first-hand the team’s passion/commitment to drive customer value through innovation, vendor partnerships and campus engagement.

This passion and commitment can be observed first hand when you tour the customer facing and behind the scenes operations of the store – from the digital shelf tags and self-service textbook pick up process to the streamlined pick, pack, ship operation; every team member is focused on delivering customer value daily. The passion/commitment to driving customer value can also be seen as you partner with CU Boulder in bringing new solutions to the marketplace. The team’s commitment to ignore conventional wisdom and partner with vendors to swim upstream is second to none and truly appreciated by many (CU Boulder is always first on our list of stores to engage with new solutions).

I truly believe that this type of team commitment can only be achieved through strong leadership that truly engages and listens to each and every team member. Brian, Chris, Jason and the rest of the management team should be commended for developing this environment which, based on my travels/store visits, is one of the best in the collegiate store industry.” – Sean O’Donnell, Campus Relations Manager, Rafter

“The CU Book Store stands apart in the college store industry as “home of best practices”. It is widely lauded for its principled leadership and outstanding commitment to customer and campus stakeholders motivating an impressive stream of innovation extending from creative vendor partnerships to rapid technological innovation. One notable recent example is launching the industry’s electronic shelf tags.” – Richard McDaniel, Vice President emeritus, Cornell University, Chairman and cofounder, Collegiate Retail Alliance
“The CU Book Store is one of the most innovative organizations in the college store industry. The CU Book Store’s team have shown leadership in developing and implementing IT solutions to improve customer service and customer experience. For example their expanded website, utilization of electronic shelf tags and innovative course material sourcing programs have brought new thinking to the industry. The CU Book Store team are industry leaders who share their learning with colleagues.” - Debbie Harvie, Managing Director | University Community Services, The University of British Columbia

“We have been fortunate to have the CU Book Store embrace Sidewalk Marketplace as one of our early adopters. We can see their desire to not only help their own students save money on textbooks through alternative sourcing, but their desire to help other stores throughout the industry as well. Their insight has been beneficial in the ongoing development of the product and we appreciate their support.” - Mike Crouch, VP Business Development, Sidewalk

“RATEX Business Solutions (RBS) is very fortunate to have provided service and software technology to the CU Book Store for over 25 years. We have come to rely on the partnership that has developed with the CU Book Store. Their willingness to contribute time and effort to serve as early adopters for the majority of our new software and service programs has allowed our company to grow and succeed in the collegiate bookstore industry while benefiting all of our client stores. We value their innovation and leadership as they not only contribute to new RBS projects and programs but also share new ideas for us to pursue. In a rapidly changing market, these ideas help ensure the success of the collegiate bookstore. Under the current direction of Brian Groves, his expert team has assisted us in leading industry committees, piloting new programs, and providing valuable feedback and direction. Brian and his team are highly focused on improving the services they provide to students and creating efficiencies in the store. We consider CU Book Store a prominent leader in the industry and are proud to consider them a client, partner, and collaborator.” - Jere Warner, President, Ratex Business Solutions

“I think that the workplace culture at the CU Book Store is overly positive. The work we do is held to an noticeable degree of importance and I feel that most employees consider the work they are doing to matter and that employees desire to do a job well done, something that is not always found in college-student employment. I think that the changes we have made since I started working have been progressive; the introduction of the CU Book Store employee rental book scholarship was a huge bonus for student employees and I think this change has positively incentivized students employed by the CU Book Store to work hard and appreciate their job perks. I think overall the CU Book Store does an outstanding job preparing students for working in a professional, post-undergraduate job position, allowing sufficient schedule flexibility to maintain a balance between school and work, and incentivizing students with rewards that demonstrate the benefits of working at the CU Book Store.” – Erica Winter, Student Lead
“I have been working here at the CU Book Store since the summer of 2013 and I am planning on staying here throughout my entire College Career due to the fact that the workplace culture is so beneficial and inviting. I not only appreciate the friendly family feeling provided in the workplace between co-workers, but I appreciate how we are all willing to work together in order to create a strong positive impression on our customers. The scheduling is more flexible than any other job one could ask for on the CU Campus: staff is more than willing to work with students schedules in order to make them fit around class nicely, there is leeway coming to and from class, enough hours offered to get paid enough and they always offer requested time off. When I first started working here there were not as many benefits for the student workers, but now this fall there is the reward of free rental textbooks. Not only does this provide incentive for other students to join our team here at the CU Book Store, but it also provides me with incentives to stay and work hard in order to utilize that opportunity while I am able to. I love the fact that the place where I work is enabling me to put school in front of it at all times, because that is why we are all here as college students.

I feel like I have not only met great friends and had a ton of fun, but I have prepared myself for the career path that I would like to take after this job. Working here at the CU Book Store has given me the experience and knowledge with programs, technology, training, with customers, co-workers and superiors that I will take with me to any career path I go to. I feel like I have been given one of the best opportunities I could have been given working here at the CU Book Store, and I wouldn’t have it any other way. My sister and my sister’s boyfriend all work here, and we all love it and appreciate all that the CU Book Store and its staff does to make us feel at home always! I wouldn’t change the experiences I have had for the world. I am very thankful to be a proud employee of the CU Book Store! – Chelsea Herbertson, Student Lead

The following testimonials came from a campus-wide prioritization project where respondents were asked to rate various campus departments. We are perhaps most proud of these comments as they were submitted anonymously and not at our request. Overall, the store did very well in the survey. It is possible that each quote is from either faculty, students, or staff.

“The Book Store is an important resource that provides students and staff a convenient place to order and buy academic materials that are critical to support the academic process. It is the place all visitors what to stop by and is critical to the permeation of our brand to all internal and external constituents.”

“The CU Book Store is one of the single most important assets on the campus. This area deals with parents, students, faculty, and staff. Beyond the campus population, this area also deals with visitors, alumni and potential students. These populations are in the bookstore daily.”

“The CU Book Store stages one of the most efficient book rush periods I have ever seen.”

“The Book Store is the main source of course materials used by faculty and students. The importance of this function cannot be overstated and they are key to the continued branding of our institution. Beyond the academic considerations, the Book Store has been creative, resourceful and innovative in managing the changing delivery methods of textbooks. This unit is a high performing area that is one of the best models in the nation. The leadership is strong, visionary and perhaps most importantly committed to providing an outstanding experience for all visitors to the campus.”
Employee Handbook
Our Mission
The CU Book Store is a self-supporting, auxiliary enterprise, owned and operated by the University of Colorado. The CU Book Store exists to serve the University Community by delivering service, products and educational opportunities in an environment that reflects the excellence of the University of Colorado and supports its mission in a financially responsible manner. The employees at the CU Book Store are comprised of dedicated individuals working together, to provide exemplary service to all customers.

Our Vision
The CU Book Store’s vision is to become an indispensable resource for the faculty, staff, students, alumni, and visitors of the University of Colorado.

Our Commitment
The CU Book Store is an integral part of the University of Colorado. We strive to connect the many complex facets of this growing university through our commitment to its people.

Customer Service
Our goal is to consistently surpass the expectations of our customers. Woven into the fabric of the university, CUBS and its employees shall strive to effectively and efficiently anticipate and deliver superb service.

Faculty – Realizing the unique needs of faculty as clients of the store as well as customers, we continue to expand services to support those special needs. We will be proactive in offering support and every request will be met with a sincere effort to comply.

Students – As the campus store, we shall seek input and anticipate the needs, both personal and academic, of our students. We shall strive to offer a wide variety of merchandise and services at reasonable and fair prices.

Staff – CUBS will continue to offer a selection of products meeting staff requirements. In addition, we recognize that special attention must be given to those services that will enhance staff productivity.

Alumni – Recognizing the desire to stay in contact with CU, we offer a wide assortment of products and services designed for our graduates. We will respond to any request and will proactively look for ways to reach out and stay in touch with these life-long customers.
Equal Opportunity/ Affirmative Action Policy:
The University of Colorado Boulder does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. The University takes affirmative action to increase ethnic, cultural, and gender diversity; to employ qualified disabled individuals; and to provide equal opportunity to all students and employees. The CU Boulder Equal Opportunity/Affirmative Action Policy can be found at: http://www.colorado.edu/policies/aaeop.html.

FERPA-Family Educational Rights and Privacy Act:
FERPA is a federal law designed to protect the privacy of educational records, to establish the right of students to inspect and review their education records, and to provide guidelines for the protection of inaccurate and misleading data through informal and formal hearings.

Student employees are protected by FERPA guidelines. Keep issues regarding a student employee private, just as you would for a permanent employee. For further clarification of FERPA guidelines, please see the CU Boulder FERPA website at: http://registrar.colorado.edu/regulations/ferpa_guide.html.

Employment Privacy Policy
This policy is intended to safeguard the privacy of job applicants, employees, and former employees. The CU Book Store recognizes the individual’s right to privacy and conducts its business in such a way that the rights and privacy of all individuals are protected. To achieve this goal, the Book Store:

- Will request and retain only that information required for business or legal purposes.
- Will protect the confidentiality of all personal information in its records and files.
- Will limit the availability of personal information to those with a valid work-related reason.
- Will not release information to outside sources without the employee’s written approval.
- Will provide employees with accurate access to personal information in their own file. Each employee is guaranteed the right to request the correction of allegedly inaccurate information or express disagreement with information in his or her personal record.
- Will require each employee involved in record keeping to adhere to these policies.
POLICIES and PROCEDURES

Social Security Cards
The Payroll Liaison must view the original social security card to ensure that they enter the name exactly as it appears on the card into HRMS. Employees are required to provide the University with their original social security card and no copies will be accepted. If employees do not have social security cards, they can contact the nearest social security office, or visit http://www.socialsecurity.gov/ssnumber/ and complete the appropriate paperwork to get replacement social security cards.

Employment Eligibility Verification Form (I-9)
In accordance with the Immigration Reform and Control Act of 1986, the University of Colorado Boulder must verify employment eligibility of employees. Employment eligibility must be documented using the federal Employment Eligibility Verification (I-9) Form. The University of Colorado Boulder is responsible for the completion of an I-9 Form for each employee hired by the University within 3 business days of the date of hire.

Compensation
Employees of the CU Book Store are employees of the University of Colorado and as such are subject to personnel rules and regulations of the University.

The University standard work week is Sunday through Saturday.

Overtime- The federal Fair Labor Standards Act (FLSA) applies to all employees and cannot be waived. Overtime is any time worked by eligible employees in excess of maximum hours allowed in a standard workweek, which is 40 hours. An eligible employee is paid in cash or compensatory time off at a rate of one and one-half times for overtime hours. Your supervisor may adjust leave requests or schedule the use of comp time to manage overtime liability.

If you are not eligible for overtime, you will not receive pay or comp time for hours worked in excess of 40 hours in a week. If FLSA exempt, you may be required to work beyond 40 hours if needed to accomplish the work, including evenings, weekends, and, if necessary, holidays.

Failure to get prior approval for overtime will result in disciplinary action and/or termination.

Multiple Jobs- Please notify your supervisor if you hold any additional jobs on campus. If you are working multiple jobs on campus, it is your responsibility to monitor the total hours worked in a given week across all jobs. If the total hours worked in the week are greater than forty hours (40) then the department where the employee works the 41st hours is required to pay the overtime. Please see our policy above regarding overtime.
Paychecks- All students and university-temps are paid on a bi-weekly cycle. Paychecks are directly deposited on Fridays. Bi-weekly paychecks will reflect hours worked for the pay period ending two weeks prior to the payday.

All other employees are paid monthly. Monthly paychecks are directly deposited on the last business day of each month. Monthly paychecks reflect the employee’s monthly appointment. If eligible, any extra hours worked each month are paid the following month. Also, all leave usage is recorded in the following month’s pay advice.

Direct Deposit- Direct deposit is mandatory for all university employees.

Student Retirement- TIAA-CREF- TIAA-CREF is the investment funds carrier for the Student Retirement Plan. Participation in this plan is determined by the student’s enrollment status with the University. Students enrolled in the program will contribute 7.5% of their gross wages for the retirement deduction and 1.45% for the meditax deduction. If the student’s enrollment status requires that they contribute into the student retirement fund, the student must complete a TIAA/CREF Student Retirement Application Form [https://www.cusys.edu/pbs/forms/#s]. Participation in this plan is mandatory if a student’s enrollment status with the University falls below full-time. (I.e. undergraduates enrolled in less than 6 academic credit hours during the academic year or summer term.)

Work Schedules
Work schedules are determined by your supervisor and must be adhered to. Separate work schedules may be developed for each of the following periods:

- RUSH (typically August & January)
- Finals & Commencement Week
- Summer Break

Students- Student employees are required to be registered students of the University of Colorado.

International & Graduate Students- International & Graduate students are allowed to work a maximum of 20 hours per week during the academic year. Exceptions to this policy can only be made during breaks and summer session, when a 40-hour week is the maximum.

Time Reporting Systems
The CU Book Store uses two time reporting systems for tracking hours worked: My.Leave and TimeClock Plus. All students are required to use TimeClock Plus. All overtime eligible staff using MyLeave must record their time worked to the nearest quarter hour.

TimeClock Plus Users- All TimeClock Plus users MUST verify their shifts worked (i.e. in/out punches) prior to their supervisor approval.
Breaks
Breaks are not mandatory and, if granted, count as work time and cannot be used at the beginning or end of the workday, combined, or added to a lunch break. Breaks are scheduled by your supervisor. A 15-minute break is allowed for every four hours worked. You are paid for breaks and, therefore, are expected to adhere to the time limit. Please take breaks out of your work area to avoid interruptions and ensure you are completely free of work.

Lunch Break
Lunch breaks will be scheduled by your supervisor and are either 30 minutes or 60 minutes. Employees working more than 5 hours are entitled to a 30 minute lunch break without pay. All lunch breaks are unpaid and all employees using the TimeClock system are required to clock out for their lunch break.

Absenteeism and Illness
For all unforeseeable absences, you must notify your supervisor prior to the start of your shift via email or phone. If you call in via phone, you must also submit a written notification by email or through My.Leave. If you cannot reach your supervisor, call the Administration Office and leave a message at 303-492-2506.

All requests for time off must be approved by your supervisor. Leave requests should be submitted at least two weeks in advance for all foreseeable absences. Leave requests not submitted at least two weeks in advance may be denied. You may be expected to find a substitute to work your scheduled shift. All employees must inform their supervisor if they trade shifts with another employee. Traded shifts must be approved.

All employees that accrue vacation and sick time are required to document their time out of the office using the Leave Calendar on the CUBS Portal at: http://portal/Lists/Leave%20Calendar/calendar.aspx. This tool is meant to help with scheduling conflicts and to inform other employees when you will be out of the office.

Repeated tardiness and unexcused absences are grounds for termination. Tardiness or absenteeism is a hardship on fellow employees and is not allowed. Any employee who displays frequent or habitual tardiness or absenteeism will have the matter brought to their attention in a meeting with their supervisor. Written records of time lost are maintained in personnel files.

Personal Belongings
Employee’s personal belongings and backpacks are not allowed on the sales floor or in the stockroom for security reasons. All employees have the option to use a locker in the employee break room to keep their belongings. Employees who would like to use a locker in the employee break room must get prior approval from the Administration Office. A lock will be provided, if needed.
Lost & Found
Any non-security sensitive personal items found in the store should be stored in the appropriate cabinet next to the Accounting Department. All security sensitive personal items should be given to the Accounting Department to be kept in the safe. Any non-security sensitive item not claimed within 30 days can be claimed by the employee who turned it in. Please date and initial such items. Items not claimed within six weeks are donated.

Office Equipment
Incidental use of office equipment by employees and non-employees should be limited to special circumstances, with the supervisor’s approval, and under the direct control of the requesting employee. Check with your supervisor before use.

Purchases
All purchases must be taken directly to a register and paid for. Student purchases must be made with a regular staff member present. Purchases should be accompanied by a receipt. Management reserves the right to inspect any package an employee carries from the store. Employees may not hold merchandise at their workstations that have not been paid for. Merchandise may be held in the holding cabinet at the Customer Service Desk for up to five working days.

Dress Standards
As a representative of the CU Book Store, you are expected to portray a well-groomed image. The following guidelines are mandatory for all employees:

- Name tags must be worn and be visible when working on the sales floor
- Clothing must be clean, neat and not tattered or torn
- Good personal hygiene is expected at all times
- No inappropriately tight or revealing clothing, including: yoga pants, stretch pants, pajama pants, sweat pants, leggings, short shirts, tank tops with less than 1” strap, no showing undergarments, and short shorts – must be finger length
- No profanity, inappropriate images, or partisan politics, including violence or alcohol, may appear on shirts or buttons
- No borrowing store merchandise to wear while working
- For safety reasons, anyone working on the sales floor or working in stockrooms cannot wear open-toed shoes, including flip-flops

The supervisor reserves the right to determine appropriate dress standards for a department or task and will address situations as they arise.
Employee Etiquette

- No food or drinks allowed on the sales floor except water
- No cell phones on the sales floor or in the stockroom
- No personal belongings on the sales floor
- No reading on the sales floor or in the stockroom- including magazines, books, and study materials
- No using parking sticker validations for employees
- No drugs or alcohol
- No profane language
- No harassment of any kind
- No shopping on the clock or ringing up your own purchases
- No falsifying of time records
- No theft
- No releasing of restricted information
- No unauthorized or fraudulent use of equipment and/or property
- No violating UCB policies and procedures

Employee Advertising Program

At the CU Book Store, we believe that our employees offer us some of the best advertising opportunities. We’ve developed a program that will allow both employees and the Book Store to benefit. It is meant to encourage our employees to become more familiar with our products and then showcase them to the public. In addition, employees will be able to share valuable information about our products with customers.

Benefit- Upon completion of each semester worked, including the summer, employees are eligible to purchase one regular priced CU apparel item 45% off with the provision that they understand and market the attributes of the item.

How it works:
Upon completion of each semester worked, including the summer, students will be issued a 45% off coupon from their supervisor. Staff will utilize a tracking sheet to be kept on file.
- Select item to purchase. Discount ONLY applies to CU apparel.
- Present your 45% off coupon at the register in order to receive the discount, or tracking sheet for staff.
- Coupons will not be reissued if lost.
- Coupons are only redeemable by current employees whose name appears on the coupon.
- Coupons expire when employment ends with the CU Book Store.
- **Staff can only carry a balance of 6 discounts**
- **Coupon Code: E**
- **Promote the CU Book Store and its merchandise!**
Sale Extensions to Employees
Throughout the year the CU Book Store will have various sales and promotion events. Because we do not allow employees to shop on the clock, the CU Book Store will extend sales and promotional offers to employees through the end of the month in which the sale or promotion occurs. Exceptions may apply for sales and promotions occurring on or near the end of the month.

Mandatory Loss Prevention Training
All employees are required to attend Loss Prevention Training. Regular staff are required to attend one Loss Prevention Training session each year. Student employees are required to attend one Loss Prevention Training session in the Spring and one in the Fall. The supervisor, with permission from the appointing authority, reserves the right to decide if attendance requirements can be adjusted for extenuating circumstances. Training sessions being held are published on the CUBS Portal Conference Room Reservations Calendar. View upcoming sessions here: http://portal/Lists/Conference%20Room/calendar.aspx.
Contact the LP Coordinator or Administration for details or questions regarding this training.

CUBS Policies on the CUBS Employee Portal
All employees are required to read, understand, and agree to CUBS Policies available on the CUBS Employee Portal at http://portal.cubookstore.com/Docs/Policies. Upon completion of reading CUBS policies employees must sign the Employee Acceptance Form, which should be turned in to Administration to be kept on file.

Safety
As members of the CUBS Team, we are sincerely concerned with the general welfare and safety of you and our customers. We need everyone’s help in making this a safe and pleasant working and shopping environment.

- Keep the sales floor, high traffic areas and emergency exits clear of all obstructions and garbage. When stocking the sales floor, please make sure you immediately clear all boxes and carts from these areas.
- Be aware of loose cords or electrical outlets, which may become potential fire hazards and report these to your supervisor.
- Tools and equipment should only be used after proper training. Contact your supervisor if you need assistance.
- Be careful when lifting. Do not lift more than you can handle and always lift with your legs. Ask for assistance when moving large objects.
- Do not allow customers in stockrooms, accounting offices or card swipe controlled areas.
- Locate all emergency exits in case evacuation procedures are necessary.
Discrimination and Harassment (ODH) - All employees must complete the mandatory discrimination and harassment training within 30 days of hire, provided by the Office of Discrimination and Harassment. If the employee has already completed this training for another department on campus, they do not have to complete another training. However, every employee will need to complete the training again every 5 years. Faculty, staff, and student employees can all take the training online, either for their initial Discrimination and Harassment training as a new employee or for their five year refresher training. Please follow instructions on the ODH website to complete training online: http://hr.colorado.edu/dh/Pages/Training.aspx.

For more information on discrimination and harassment please see the ODH website at http://www.colorado.edu/odh/index.html.

Background Checks— The Office of Employment Services within Human Resources has assumed responsibility for the campus background checks. Employees whose duties/responsibilities fall in the policy outlined in Section II of the policy (http://www.colorado.edu/policies/backgroundcheck.html) are required to have a background check.

Campus Closing Policy— Under extreme weather conditions or general emergency, the Chancellor may decide to close the campus early or not to open campus offices and departments, provided that “essential services” will be maintained. Such a decision will occur before 5:30 a.m. on the emergency day. University Communications will notify those who have signed up for emergency alerts of campus closures via the text messaging service. Individuals may sign up for this service at www.colorado.edu/alerts. In case of emergency, please go to www.colorado.edu for detailed information. The CU-Boulder Emergency Information Line is 303-492-4636.

If the Chancellor decides to close the campus early, all employees must leave as soon as possible. In the event of a campus closure, the decision to re-open the campus will be made by the Chancellor and announced to the campus community and general public.

CU Policy on Drugs and Alcohol— Per University policy, "It is a violation of University policy for any member of the faculty, staff, or student body to jeopardize the operation or interests of the University of Colorado through the use of alcohol or drugs. Sanctions that will be imposed by the University of Colorado for employees who are found to be in violation of this policy may include expulsion and/or termination of employment. Compliance with this policy is a condition of employment for all employees."

The CU-Boulder Drug & Alcohol Policy is available in its entirety here: http://hr.colorado.edu/Pages/Alcohol-and-Drug-Policy.aspx
**On the Job Injury**- Employees who are injured on the job are covered under the University’s Worker’s Compensation Plan. Employees need to notify their supervisors as soon as possible about on-the-job injuries. All accidents/injuries that cause an employee to miss work must be reported to the University Risk Management Office within 24 hours. Any injuries while performing employment related duties require the completion of an Employee Injury Report Form. The designated Medical providers for on-the-job injuries are Arbor Occupational Medicine in Boulder and Workwell Occupational Medicine in Longmont. You may **not** substitute your own physician for treatment if you are claiming worker’s compensation for an on-the-job injury; you will not be reimbursed if you see a private physician for treatment. Worker’s compensation covers expenses for medical care and certain benefits for loss of pay resulting from injuries or disabilities incurred on the job. All accidents/injuries that cause an employee to miss work must be reported to the University Risk Management Office within 24 hours. Any injuries while performing employment related duties require the completion of an Incident Report Form.

*A list of all CU-Boulder Policies can be found at:* [http://www.colorado.edu/about/policies](http://www.colorado.edu/about/policies)

**CUBS Emergency Procedures**

**Emergencies**

For an emergency that is life threatening, dial 2-6666 for the University Police Dispatch or dial 911. When calling in an emergency, remember the following tips:

1. Remain calm
2. Provide the person receiving the emergency call with exact details of the emergency:
   a. State your name
   b. Building and room location
   c. Nature of the emergency
   d. If there are known injuries at the time
   e. Hazards that will affect first responders
   f. Telephone number from where you are calling

3. Stay on the line until the person on the telephone tells you what to do. You may need to provide information to help the police. You will be told what to do until help arrives.

**Evacuation Procedure**

1. At the sound of an alarm, stop, and listen for the Public Address that will follow. If it is not announced as a test, immediately leave the store via the nearest available exit. You may proceed through an alarmed emergency exit if that is the nearest exit available.
2. Employees will direct customers to leave unpaid purchases behind and will then direct them to the nearest exit.
3. All employees are to proceed directly to our staging area – east of the UMC near the CU Bike Station. Employees are to remain at the staging area until cleared to return to the store by the Loss Prevention Coordinator or their designee.
4. The Loss Prevention Coordinator or their designee will follow our published Emergency Evacuation Plan to ensure that all customers and employees have exited the store and secure the store upon their exit.

5. Upon clearance to re-enter the store all employees will ONLY enter through the loading dock door near the Chemistry Building. No other entrances should be used to re-enter the store.

**Power Failure**

If the lights go out, the Operations Manager or Associate Director will make every attempt to determine the reason and duration of the power failure. Employees should locate flashlights. When the reason for the power failure is known, the director will make the decision regarding the closing of the store.

If customers are permitted to complete their business, consideration must be given to the fact that the cash registers will not operate without electricity for an indefinite amount of time. All personnel should be alert to customer’s actions and make every effort to prevent them from walking out without paying for merchandise.

1. Move up and down the aisles with flashlights locating customers.
2. Encourage them to leave purchases and come back when the store reopens.
3. Escort customers to front exit.
4. Turn off all computers and cash registers.
5. After power is restored, the registers should not be turned back on until a supervisor indicates it is okay.
6. Do not leave the store until you know the status of the closing/reopening of the store.

**Security**

All retail businesses experience theft/shoplifting problems and the Book Store is no exception. The prevention of shoplifting is the responsibility of ALL employees. Some things you can do include:

- Greeting customers make them aware of your presence. Potential shoplifters are not as likely to attempt theft if an alert sales clerk is standing close by.
- Always wear your name tag to make your presence known.
- Watch for customers who loiter, especially in out-of-the-way locations. If you are uneasy or suspicious about the behavior of a customer, inform your supervisor.
- Be alert to customers exiting the store who bypass the cash registers.
- Customers are allowed to bring backpacks in to the store, but please keep a watchful eye for any suspects. Request that they keep their backpack closed and on their back.
- Never use the Shipping/Receiving door in the stockroom for customer or employee entrance nor exist.
- Concealment is “shoplifting” if you see anyone place an item out of sight anywhere.

If you ever suspect someone of theft, call the Loss Prevention office at 5-1609. Do not attempt to stop the person yourself. More detailed tips and instructions will be presented at the mandatory Loss Prevention Training Sessions.
Employee Agreement

Date: ___________________, 20____

I, ________________________________ (print name), have received a copy of the Book Store’s Employee Handbook and have read and agree to abide by the policies and procedures listed in it. If I have questions, I agree to contact my supervisor with my concerns.

Signed___________________________________________________

Please sign and date this page and return to the Administration Office in the Book Store.

Thank you!
CUSTOMER SERVICE
Customer Service Training Manual
2014 Version

Note: This customer service training manual is used in Academic Resources to enhance service and more effectively address challenges faced in textbooks and order fulfillment. Spacing has been edited for this application.
Requirements and Expectations

Working at the CU Book Store

As an employee of the CU Book Store, it is your job to provide excellent customer service that is reflective of the store’s mission as well as the standards of the University. No matter what area you work in, you are the face of the Book Store as well as the University in many cases. Our store is frequented by not only students, but visitors, faculty, and community members as well. This is why it is extremely important that all customers are treated equally and provided with superior customer service throughout the entire store.

Expectations

Regardless of which team you are a part of we expect that the textbook department will work cohesively to provide customers with what they need. This means that we expect communication across all teams as you encounter customer problems in order to resolve them fully. If you do not know how to fix something, it is completely okay to find another staff member who does. However, we expect that you will learn over time how to do these things on your own. We expect all employees to know the basics of customer service and that you will develop customer service skills specific to your area as you are trained.

Responsibilities

In addition to all of your daily tasks on each team, we also expect you to complete customer service tasks regularly. This means

- Answering the phone whenever it rings (both on the floor and the ones in the office)
- Answering customer emails that come to your team
- Greeting customers as they enter the text floor
- Assisting customers at the text desk/on the sales floor
- Keeping the floor tidy and maintained
- Communicating customer problems effectively to other team/staff members

Customer Service Overview

When it comes to customer service we expect all employees to be respectful and polite. We want the Book Store to maintain an open and positive environment and this starts with our employees. You may be the only person a customer interacts with on their visit to the University, so aim for positive interactions. The following is the CU Book Store’s Customer Service Mission Statement. This is what you should strive to meet with all customer service.

Customer Service: Our goal is to consistently surpass the expectations of our customers. Woven into the fabric of the university, CUBS and its employees shall strive to effectively and efficiently anticipate and deliver superb service.

Faculty: Realizing the unique needs of faculty as clients of the store as well as customers, we continue to expand services to support those special needs. We will be proactive in offering support and every request will be met with a sincere effort to comply.

Students: As the campus store, we shall seek input and anticipate the needs, both personal and academic, of our students. We shall strive to offer a wide variety of merchandise and services at reasonable and fair prices.
Staff: CUBS will continue to offer a selection of products meeting staff requirements. In addition, we recognize that special attention must be given to those services that will enhance staff productivity.

Alumni: Recognizing the desire to stay in contact with CU, we offer a wide assortment of products and services designed for our graduates. We will respond to any request and will proactively look for ways to reach out and stay in touch with these life-long customers.

**In-Person Customer Service**

No matter which team you are a part of, we expect that you know the basics of providing excellent customer service. For in-person customer service we expect the following:

- **Smile and greet customers as they walk into the textbook department.**
- **Make sure that every customer that has entered the text floor has been acknowledged.** This means if you see a customer on the floor make eye contact with them, smile, and say “Hi!” or “How are you doing” if the opportunity presents itself. This opens up dialogue and makes you easier to approach if a customer has any questions.
- **Use open body language.** If you are on the sales floor, we ask that you refrain from slouching on counters, sitting, or having arms crossed. While it may be subconscious, it makes you harder to approach for some customers.
- **Use an elevated tone of voice in conversations.** Once again this may be subconscious, but it gives the interaction a positive tone. However, try to avoid sounding insincere.
- **When customers approach you with inquiries, make sure you are friendly and polite. Following through and investigating their problem thoroughly is also expected.**
- **Communicate effectively!** Try to get to the root of what the customer is asking and aim to understand this as well as you can so you can find the best solution that meets their expectations.

- **Talk to the customers, not your friends/coworkers.** Customers are your priority and any other conversations happening when they approach you should end immediately. Along with this all conversations should be kept work appropriate.
- **Misinformation is worse than no information at all.** We strive to give customers the most accurate information we have at all times to reduce frustrations down the road. Don’t be afraid to say “I don’t know” as long as you follow it up by finding someone who would.

**Phone Etiquette**

Phone etiquette is extremely important in the textbook department because this is the main way that customers contact us with questions or with their problems. We expect that all of our employees know how to operate the phones in the office as well as on the floor. This means know how to place a customer on hold as well as transfer them to a different person/department.

We aim to answer the office phone(s) and text desk phones every time they ring. Not answering the phone is the equivalent of ignoring a customer as they walk up to you. When you answer the phone, it should be with “CU Book Store, this is (your name) how may I help you?” Once again these conversations should have an elevated tone used. A common trick for this is smiling while you talk on the phone.
The key with phone interactions is to not make them too lengthy. This is especially true when a customer is being placed on hold. If you are going to keep them on hold for extended periods of time (longer than two minutes) you should always ask them if this is okay or if they would prefer you to get their contact information and call them when you have more answers to their inquiry. Keep in mind you should always be alerting a customer that you are placing them on hold before doing so. The other goal with phone calls is to understand exactly what the customer is asking and making sure you can find the answers they need. As with all customer inquiries and problems, we expect that you are investigating each one thoroughly before responding. If at all possible, try to avoid transferring problems from person to person. This can be a big source of frustration for the customer, so even if you do not know the answer place them on hold and find out. This also holds you accountable for the information you are giving out, so make sure it is as accurate as possible. Misinforming customers is worse than giving them no information at all.

**General Email Etiquette**

Depending on the area you work in, email may be the primary form of communication between us and the customer. This is why before you respond to even the most seemingly simple emails, we ask that you investigate what the customer is inquiring about as thoroughly as possible. The key in these situations too is to research what other communication the customer may have already received by searching for prior emails or notes in Ratex regarding any phone conversations. We want to ensure that the customer is not receiving multiple emails each telling them something different. For Web Orders, emails may already have a template that you should follow for each specific situation. Emma will train you further on which template to use for what or if you must write the email yourself. For Monsoon, emails don’t generally follow any sort of template but, a lot of the emails we receive warrant similar responses. For all emails in any area we expect that you sign your name to every one you send. We also expect that you are spell checking the email before you send it. With all emails start with saying “Hi” or “Hello” and the customer’s name. If they are being inconvenienced for something begin with “We are very sorry for the inconvenience” and proceed to answer their questions and provide information about their problem/inquiry. Be sure to explain how you are going to solve their problem, or if you cannot solve it, explain why. Always end the email inviting them to contact us if they have any further questions or concerns.

**Customer Service Evaluations**

Over the course of each semester you will be observed and evaluated by your customer service lead. These observations can happen at any time and you usually won’t know when they are taking place. These observations along with emails are evaluated to determine what level of customer service you are giving. All of the above information are the guidelines upon which you are being evaluated. If you are given a “Needs Improvement” mark on your evaluation, you have the next semester to improve in that area. Failure to improve in these areas will factor in to your overall semester review given by Matt. Satisfactory means that you are meeting the criteria we expect. Exceeds Expectations means that you have gone above and beyond continually to provide excellent customer service. Once you are given a mark of Exceeds Expectations, you have raised the bar for yourself and we will expect to continue to see this behavior going forward. Customer service evaluations are given to you by your customer service lead and Matt is also present for these meetings. Once we have gone over the evaluation with you, the document is signed by both you and Matt. Your signature on this evaluation means that you are accountable for the behaviors noted on the document and that you will improve on areas that fall at Needs Improvement and/or Satisfactory in your next review.
**Textbook Desk Customer Service FAQ Sheet**

*Note: One of the hardest things for temporary staff to do is answer questions at the textbook desk during rush. To make this as easy as possible, we created this document, which is the 44 most frequently asked customer questions. It has been edited for spacing for this application.*

**At the end of this training you should be able to:**
1. Answer all common questions you will get at the textbook desk correctly.

**Frequently Asked Questions**
1. What are the different ways I can find my books? (List as many ways as you know).

2. If I have my course schedule, how can I find my books?

3. Are you able to look up my books for me? ________________
   a. What if I don’t know the author or title? ________________
   b. What if I don’t know the class? ________________

4. Can you help me find my books? ________________

5. Where do I purchase my books?

6. How can you tell if a book is rentable?

7. Why aren’t some books rentable?

8. Where are the cashiers?

9. Do I have to wait in that line? ________________

10. Why is the textbook floor no longer organized by department?

11. Where can I find the Chemistry supplies? ________________

12. Can you show me where all of the math books are located?

13. If I have an old iClicker do I need to purchase a new one?

14. Where can I find the iClickers? ________________

15. I pre-ordered my books last night, can I pick them up now?

16. If I pre-ordered my books, where are they?

18. When must I return my rental book?


20. Am I able to sell my books back now?

21. The shelf-tag says the textbook I need is out of stock. When are more coming back in?

22. My textbook isn’t on the shelf, should I special order it?

23. Can you hold my textbooks for me while I go to class? __________________

24. Can I turn my textbook adoption in here?

25. How do I put these books on my bursar’s account?

26. Does it matter whether I rent a new or used textbook?

27. How can I purchase an eBook?

28. I’m an athlete. Where do I go to pick up my books?

29. Where can I find a blue book?

30. Where can I return my web order?

31. Where are the used books?

32. How long do I have to return my books if I don’t end up needing them?

33. Where can I return my books?

34. Can I reserve a textbook?

35. Can I buy a rental book if I decide I want to keep it?

36. Can I cancel books off my web order or cancel my web order?

37. Why are there no books listed under my recitation?

38. When can I pick up my books?
39. There is a textbook listed on my book list, but there is no shelf-tag for it. Did it sell out? What happened?

40. Will you be getting any of these books used?

41. Is this available as an eBook?

42. How soon will this book be back in stock?

43. Are there more books in the back?

44. My roommate paid less for this book than I’m being charged. Can I get it for the lower price?
Customer Service Quiz

*Note: this quiz is given to customer service staff in Academic Resources to continue training and test the effectiveness of previous training. Spacing has been adjusted for the purposes of this application.*

What is your number one priority while working here at the book store?

What demographic of customers do we see in the store (hint: there are four main groups)

A customer approaches the text book desk inquiring about a custom publishing book that is not on the sales floor. You don’t know how to answer their question. Please explain what you would say to the customer and how you would proceed.

What are your daily customer service responsibilities? (6 total)

What is a main factor that determines the bookstore environment?

What should you do when a customer enters the textbook department?

When giving customers information what do we strive for and what should we avoid doing?

Who is your priority when you are at work?

Saying “I don’t know” is only okay if...

A customer calls and you receive the phone call in shipping. They are demanding to speak to your manager (Matt). How do you transfer the phone call?

A customer calls and asks you if you have a sweatshirt in stock that’s on clearance. Ratex seems a little off so you must go back and check if it is back in the clearance section. How do you place the customer on hold and how do you resume the call?

What do you say when you answer the phone?

Not answering the phone is the equivalent of...

What are the main goals with phone interactions?

Before putting a customer on hold what should you do?
What is a trick we suggest for achieving a positive, elevated tone of voice when you talk to customers on the phone?

How should you begin any email that is being sent to a customer?

What should you do before sending an email?

Name three things that factor into your customer service evaluation.

When do you receive a customer service evaluation?

If you are given a “Needs Improvement” mark on your evaluation, how long do you have to improve in that area?

What mark should you strive for in all areas of your customer service evaluations?
BOOK STORE

POLICIES AND PROCEDURES
1.0 Purpose
To prevent tarnishing the public image of the CU Book Store and the University of Colorado. When email goes out from the CU Book Store the general public will tend to view that message as an official statement from the CU Book Store and/or University.

2.0 Scope
This policy covers appropriate use of any email sent from a CU Book Store email address and applies to all employees, vendors, and agents operating on behalf of the CU Book Store.

3.0 Policy
3.1 Prohibited Use. The CU Book Store and University email system shall not to be used for the creation or distribution of any disruptive or offensive messages, including offensive comments about race, gender, disabilities, age, sexual orientation, pornography, religious beliefs and practice, political beliefs, or national origin. Employees who receive any emails with this content from any CU Book Store employee should report the matter to their supervisor immediately.

3.2 Personal Use.
For personal use, refer to the University policy: https://www.cusys.edu/policies/policies/IT_Email.html. Sending chain letters or joke emails from a CU Book Store email account is prohibited. Virus or other malware warnings and external mass mailings from the CU Book Store shall be approved by the CU Book Store IT Manager before sending. These restrictions also apply to the forwarding of mail received by a CU Book Store employee.

3.3 Monitoring
CU Book Store employees shall have no expectation of privacy in anything they store, send or receive on the company’s email system. CU Book Store may monitor messages without prior notice. CU Book Store is not obliged to monitor email messages.

3.4 Use Blind Carbon Copy (BCC) instead of Carbon Copy (CC)
Using the BCC field provides a way of addressing messages to more than one person so that everyone's address is not displayed for all to see. Using BCC protects your recipients' private email addresses from being spread to strangers and from being released into the public domain. Book Store employees should use the BCC field instead of the CC field whenever the email recipients do not need to know who the other recipients are, or when a ‘Reply-To-All’ response is not needed or expected.

4.0 Enforcement
Any employee found to have violated this policy may be subject to disciplinary action, up to and including termination of employment.
5.0 Definitions

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td>The electronic transmission of information through a mail protocol such as SMTP or IMAP. Typical email clients include Entourage and Microsoft Outlook.</td>
</tr>
<tr>
<td>Forwarded email</td>
<td>Email resent from an internal network to an outside point.</td>
</tr>
<tr>
<td>Chain email or letter</td>
<td>Email sent to successive people. Typically the body of the note has direction to send out multiple copies of the note and promises good luck or money if the direction is followed.</td>
</tr>
<tr>
<td>Sensitive information</td>
<td>Information is considered sensitive if it can be damaging to CU Book Store or its customers' reputation or market standing.</td>
</tr>
<tr>
<td>Virus warning</td>
<td>Email containing warnings about virus or malware. The overwhelming majority of these emails turn out to be a hoax and contain bogus information usually intent only on frightening or misleading users.</td>
</tr>
<tr>
<td>Unauthorized Disclosure</td>
<td>The intentional or unintentional revealing of restricted information to people, both inside and outside CU Book Store, who do not have a need to know that information.</td>
</tr>
</tbody>
</table>

6.0 Revision History

a. Original issue date: 09/11/08, Brian Groves  
b. Document revised: 09/25/09, Brian Groves  
c. Document revised: 11/11/10, Charles Fischer
1.0 Purpose
The Information Sensitivity Policy is intended to help employees determine what information can be disclosed to non-employees, as well as the relative sensitivity of information that should not be disclosed outside of the CU Book Store without proper authorization.

The information covered in these guidelines includes, but is not limited to, information that is either stored or shared via any means. This includes: electronic information, information on paper, and information shared orally or visually (such as telephone and video conferencing).

All employees should familiarize themselves with the information labeling and handling guidelines that follow this introduction. It should be noted that the sensitivity level definitions were created as guidelines and to emphasize common sense steps that you can take to protect the CU Book Store Confidential information (e.g., the CU Book Store Confidential information should not be left unattended in conference rooms).

Please Note: The impact of these guidelines on daily activity should be minimal.

Questions about the proper classification of a specific piece of information should be addressed to your manager. Questions about these guidelines should be addressed to CU Book Store IT.

2.0 Scope
All the CU Book Store information is categorized into two main classifications:
- the CU Book Store Public
- the CU Book Store Confidential

The CU Book Store Public information is information that has been declared public knowledge by someone with the authority to do so, and can freely be given to anyone without any possible damage. This is information that has been designed to be public.

The CU Book Store Confidential contains all other information. It is a continuum, in that it is understood that some information is more sensitive than other information, and should be protected in a more secure manner. Included is information that should be protected very closely, such as trade secrets, development programs, potential acquisition targets, and other information integral to the success of our company. Also included in the CU Book Store Confidential is information that is less critical, such as telephone directories, general corporate information, personnel information, etc., which does not require as stringent a degree of protection.
A subset of the CU Book Store Confidential information is "CU Book Store Third Party Confidential" information. This is confidential information belonging or pertaining to another corporation which has been entrusted to the CU Book Store by that company under non-disclosure agreements and other contracts. Examples of this type of information include everything from joint development efforts to vendor lists, customer orders, and supplier information. Information in this category ranges from extremely sensitive to information about the fact that we've connected a supplier / vendor into the CU Book Store's network to support our operations.

CU Book Store personnel are encouraged to use common sense judgment in securing CU Book Store Confidential information to the proper extent. If an employee is uncertain of the sensitivity of a particular piece of information, they should contact their supervisor or manager.

3.0 Policy
The Sensitivity Guidelines below provides details on how to protect information at varying sensitivity levels. Use these guidelines as a reference only, as the CU Book Store Confidential information in each column may necessitate more or less stringent measures of protection depending upon the circumstances and the nature of the CU Book Store Confidential information in question.

3.1 Minimal Sensitivity: General corporate information; some personnel and technical information

Marking guidelines for information in hardcopy or electronic form:
Marking is at the discretion of the owner or custodian of the information. If marking is desired, the words "CU Book Store Confidential" may be written or designated in a conspicuous place on or in the information in question. If no marking is present, CU Book Store information is presumed to be "CU Book Store Confidential" unless expressly determined to be CU Book Store Public information by a CU Book Store employee with authority to do so.

Access: CU Book Store employees, contractors, people with a business need to know.

Distribution within the CU Book Store: Standard interoffice mail, approved electronic mail and electronic file transmission methods.

Distribution outside of the CU Book Store internal mail: Arrange for special pickup and delivery.

Electronic distribution: No restrictions except that it be sent to only approved recipients.
Storage: Keep from view of unauthorized people; erase whiteboards, do not leave in view on tabletop. Machines should be administered with security in mind. Protect from loss; electronic information should have individual access controls where possible and appropriate.

Disposal/Destruction: Deposit outdated paper information in specially marked disposal bins on the CU Book Store premises; electronic data should be expunged or cleared. Reliably erase or physically destroy media. If unsure, contact CU Book Store ITS to have data or media securely erased. Additional information may be found in the CU Book Store Policy “IT Equipment Disposal Policy”.

Penalty for deliberate or inadvertent disclosure: Up to and including termination, possible civil and/or criminal prosecution to the full extent of the law.

3.2 More Sensitive: Business, financial, technical, and most personnel information

Marking guidelines for information in hardcopy or electronic form: Marking is at the discretion of the owner or custodian of the information. If marking is desired, the words "CU Book Store Confidential" may be written or designated in a conspicuous place on or in the information in question. If no marking is present, CU Book Store information is presumed to be "CU Book Store Confidential" unless expressly determined to be CU Book Store Public information by a CU Book Store employee with authority to do so.

Access: CU Book Store employees and non-employees with signed non-disclosure agreements who have a business need to know.

Distribution within the CU Book Store: Standard interoffice mail, approved electronic mail and electronic file transmission methods.

Electronic distribution: No restrictions to approved recipients within the CU Book Store, but should be encrypted or sent via a private link to approved recipients outside of the CU Book Store premises.

Storage: Individual access controls are highly recommended for electronic information.
Disposal/Destruction: Deposit outdated paper information in specially marked disposal bins on the CU Book Store premises; electronic data should be expunged or cleared. Reliably erase or physically destroy media. If unsure, contact CU Book Store ITS to have data or media securely erased. Additional information may be found in the CU Book Store “IT Equipment Disposal Policy”.

Penalty for deliberate or inadvertent disclosure: Up to and including termination, possible civil and/or criminal prosecution to the full extent of the law.

3.3 Most Sensitive: Trade secrets & marketing, operational, personnel, financial, source code, & technical information integral to the success of our company.

Marking guidelines for information in hardcopy or electronic form:
Marking is at the discretion of the owner or custodian of the information. If marking is desired, the words "CU Book Store Confidential" may be written or designated in a conspicuous place on or in the information in question. If no marking is present, CU Book Store information is presumed to be "CU Book Store Confidential" unless expressly determined to be CU Book Store Public information by a CU Book Store employee with authority to do so.

Access: Only those individuals (CU Book Store employees and non-employees) designated with approved access and signed non-disclosure agreements.

Distribution within the CU Book Store: Delivered direct - signature required, envelopes stamped confidential, or approved electronic file transmission methods.

Electronic distribution: No restrictions to approved recipients within the CU Book Store, but it is highly recommended that all information be strongly encrypted.

Storage: Individual access controls are very highly recommended for electronic information. Physical security is generally used, and information should be stored in a physically secured computer.

Disposal/Destruction: Deposit outdated paper information in specially marked disposal bins on the CU Book Store premises; electronic data should be expunged or cleared. Reliably erase or physically destroy media. If unsure, contact CU Book Store ITS to have data or media securely erased. Additional information may be found in the CU Book Store Policy “IT Equipment Disposal Policy”.
Penalty for deliberate or inadvertent disclosure: Up to and including termination, possible civil and/or criminal prosecution to the full extent of the law.

4.0 Enforcement
Any employee found to have violated this policy may be subject to disciplinary action, up to and including termination of employment.

5.0 Definitions
Terms and Definitions

Appropriate measures
To minimize risk to the CU Book Store from an outside business connection CU Book Store computer use by competitors and unauthorized personnel must be restricted so that in the event of an attempt to access the CU Book Store corporate information the amount of information at risk is minimized.

Configuration of the CU Book Store to other business connections
Connections shall be set up to allow other businesses to see only what they need to see. This involves setting up both applications and network configurations to allow access to only what is necessary.

Approved Electronic File Transmission Methods
Includes supported FTP clients and Web browsers.

Envelopes Stamped Confidential
You are not required to use a special envelope. Put your document(s) into an interoffice envelope, seal it, address it, and stamp it confidential.

Approved Electronic Mail
Includes all mail systems supported by the CU Book Store or University of Colorado IT departments. These include, but are not necessarily limited to, CRM. If you have a business need to use other mailers contact the appropriate support organization.

Approved Encrypted email and files
Techniques include the use of DES and PGP. DES encryption is available via many different public domain packages on all platforms. PGP use within the CU Book Store is done via a license. Please contact the appropriate support organization if you require a license.
Company Information System Resources
Company Information System Resources include, but are not limited to, all computers, their data and programs, as well as all paper information and any information at the Internal Use Only level and above.

Expunge
To reliably erase or expunge data on a PC or Mac you must use a separate program to overwrite data, 3rd party solutions are available from your IT department. A workstation’s normal erasure routine keeps the data intact until overwritten.

Individual Access Controls
Individual Access Controls are methods of electronically protecting files from being accessed by people other than those specifically designated by the owner.

Insecure Internet Links
Insecure Internet Links are all network links that originate from a locale or travel over lines that are not totally under the control of the CU Book Store.

Encryption
Secure the CU Book Store Sensitive information in accordance with CU’s encryption policies. International issues regarding encryption are complex. Follow corporate guidelines on export controls on cryptography, and consult your manager and/or corporate legal services for further guidance.

One Time Password Authentication
One Time Password Authentication on Internet connections is accomplished by using a one-time password token to connect to the CU Book Store's internal network over the Internet via a remote control program such as LogMeIn. Contact CU Book Store ITS for more information on how to set this up.

Physical Security
Physical security means either having actual possession of a computer at all times, or locking the computer in an unusable state to an object that is immovable. Methods of accomplishing this include having a special key to unlock the computer so it can be used, thereby ensuring that the computer cannot be simply rebooted to get around the protection. If it is a laptop or other portable computer, never leave it alone in a conference room, hotel room or on an airplane seat, etc. Make arrangements to lock the device in a hotel safe, or take it with you. In the office, always use a lockdown cable. When leaving the office for the day, secure the laptop and any other sensitive material in a locked drawer or cabinet. Security devices are available through your IT department.
Private Link
A Private Link is an electronic communications path that the CU Book Store has control over its entire distance. For example, use of the LogMeIn or CU VPN application to connect to the CU Book Store creates a Private Link.

6.0 Revision History
a. Original issue date: 09/11/08, Brian Groves
b. Document revised: 09/25/09, Brian Groves
c. Document revised: 11/11/10, Charles Fischer
1.0 Purpose
The purpose of this policy is to define standards for systems that monitor and limit web use from any host within the CU Book Store’s network. These standards are designed to ensure employees use the Internet in a safe and responsible manner, and ensure that employee web use can be monitored or researched during an incident.

2.0 Scope
This policy applies to all the CU Book Store employees, contractors, vendors and agents with a CU Book Store-owned or personally-owned computer or workstation connected to the CU Book Store network. This policy applies to all end user initiated communications between the CU Book Store’s network and the Internet, including web browsing, instant messaging, file transfer, file sharing, and other standard and proprietary protocols. Server to Server communications, such as SMTP traffic, backups, automated data transfers or database communications are excluded from this policy.

3.0 Policy
3.1 Web Site Monitoring
The CU Book Store IT Department may monitor Internet use from all computers and devices connected to the corporate network. For all traffic the monitoring system must record the source IP Address, the date, the time, the protocol, and the destination site or server. Where possible, the system should record the User ID of the person or account initiating the traffic. Internet Use records may be preserved for 180 days.

3.2 Access to Web Site Monitoring Reports
General trending and activity reports will be made available to any manager as needed upon request to the CU Book Store IT Department. The CU Boulder ITS Department may access all reports and data if necessary to respond to a security incident. Internet Use reports that identify specific users, sites, teams, or devices will only be made available to associates outside the CU Boulder ITS Department upon written or email request to CUBS IT from a Human Resources Representative or Law Enforcement Agency.

3.3 Internet Use Filtering System
The CU Book Store IT Department shall block access to Internet websites and protocols that are deemed inappropriate for the CU Book Store’s corporate environment. The following protocols and categories of websites may be blocked:

- Adult/Sexually Explicit Material
- Advertisements & Pop-Ups
- Gambling
- Hacking
- Illegal Drugs
- Peer to Peer File Sharing
• Personals and Dating
• Social Network Services
• SPAM, Phishing and Fraud
• Spyware
• Tasteless and Offensive Content
• Violence, Intolerance and Hate

Note that there may be exceptions to the above for specific business requirements, such as marketing. Also note that there are public use computers available throughout campus that allow an employee to ‘surf’ some of the above listed website categories should they wish to do so on their own time, such as outside of business hours or on a break.

3.4 Internet Use Filtering Rule Changes
The CU Book Store IT Department shall periodically review and recommend changes to web and protocol filtering rules. The Director of the CU Book Store shall review these recommendations and decide if any changes are to be made. Changes to web and protocol filtering rules will be recorded in the Employee Internet Use Monitoring and Filtering Policy (this policy).

3.5 Internet Use Filtering Exceptions
If a site is mis-categorized, employees may request the site be un-blocked by submitting a service request to the CU Book Store IT Department via the portal system. The CU Book Store IT Department Manager will review the request and an IT employee will un-block the site if it is mis-categorized.

Employees may access blocked sites with permission if appropriate and necessary for business purposes. If an employee needs access to a site that is blocked and appropriately categorized, they must submit a request to their supervisor. The supervisor will present all approved exception requests to CUBS IT in writing or by email. CUBS IT will unblock that site or category for that associate only. CUBS IT will track approved exceptions and report on them upon request.

4.0 Enforcement
The CU Book Store IT Manager will periodically review Internet use monitoring and filtering systems and processes to ensure they are in compliance with this policy. Any employee found to have violated this policy may be subject to disciplinary action, up to and including termination of employment.

5.0 Definitions
Term - Definition
Internet Filtering – Using technology that monitors each instance of communication between devices on the corporate network and the Internet and blocks traffic that matches specific rules.
User ID – User Name or other identifier used when an associate logs into the corporate network.

IP Address – Unique network address assigned to each device to allow it to communicate with other devices on the network or Internet.

SMTP – Simple Mail Transfer Protocol. The Internet Protocol that facilitates the exchange of mail messages between Internet mail servers.

Peer to Peer File Sharing – Services or protocols such as BitTorrent and Kazaa that allow Internet connected hosts to make files available to or download files from other hosts.

Social Networking Services – Internet sites such as Myspace and Facebook that allow users to post content, chat, and interact in online communities.

SPAM – Unsolicited Internet Email. SPAM sites are websites link to from unsolicited Internet mail messages.

Phishing – attempting to fraudulently acquire sensitive information by masquerading as a trusted entity in an electronic communication.

Hacking – Sites that provide content about breaking or subverting computer security controls.

6.0 Revision History
   a. Original issue date: 11/12/10, Charles Fischer
Rush Textbook Buying Procedures or
(What to do if your textbook buyer goes missing during rush)

Introduction

Although it's likely other bookstores do it differently, the Academic Resource department at the CU Book Store has a single textbook buyer whose main responsibility during rush (August 1 – September 15, Dec. 1 – Jan. 15) is sourcing books and making sure every book that's been requested for a class is on order. Getting those books here and in a timely manner is of utmost importance. Therefore, we generally ship everything Fed Ex 2-day collect from about one week prior to classes starting to approximately two weeks after classes start. Usually, we have something set up with Follett, our main used wholesaler, called TextExpress that upgrades our shipping to 2-day for free (we can also request 1-day at the 2-day rate). Nebraska, our other main used wholesaler, is only two days from us via UPS, so no shipping upgrade is needed. When we discover mistakes that are our fault, we will ship overnite Fedex.

Worksheets

Printing the buyer worksheets is the main way the textbook buyer knows what titles have been requested and how to determine how many to order. Printing the buyer worksheets is done via TEXT – WORKING THE BUY – BUYER WORKSHEETS. This process takes the user to this screen:

![Image of buyer worksheets screen]
The only thing that needs to be done here, provided the term and campus are correct, is to change the “Set Work-Buy Flags” to “Y”. This will print only the new requests (the titles that haven’t been worked and given provide numbers). If the option is set to “N”, all the sheets will be printed. Please note that this will not print sheets for Continuing Ed courses. That can either be done by selecting the campus or by printing a report I’ll describe below (which I think is easier).

Determining Quantities

When “working the buy”, as this process is called, is done, the user must enter a “to provide” number, which is the number of books the user wants to have in inventory. The user should not be concerned about what’s already in inventory or on order. When a wantlist is created, the system will take all that into account. The main concern here is to select a number that represents an appropriate inventory level for the course. The user can either click on the “term data” tab to see historical sales and determine an appropriate percentage of requested for the course based on that data or by using the guidelines below:

Custom book: 90-100% of enrollment

1000-2000 level: 60-70%

3000 level: 60-65%
4000 level: 50-60%

5000+ level: 20-50%

It should be noted that sell-through rates are lower in the spring than in the fall, so generally fewer books are ordered for the same classes. Also, user should try to make buying decisions utilizing all data at hand. The above percentages are just for general reference and can be used when there is no other data.

Wantlisting

Wantlisting is the means by which VR takes the decisions the user has made regarding stock levels above and produces an order list taking into consideration current stock levels and on order quantities and any other factors. Thus, the system subtracts all that stuff and comes up with the number you need to order to meet your provide number. Wantlisting is useful up until about the time classes start, though sometimes wantlisting can stop even before then if orders are just trickling in. The reason wantlisting becomes less useful the closer to classes starting has to do with inventory becoming less reliable. Because inventory becomes less reliable, books end up on the wantlist that we don’t want to order and the time it takes to go through all those titles doesn’t justify running the wantlist. Instead, it’s more useful to begin printing snapshots and using a pile of snapshots to place orders. However, for data recording, it is useful to continue entering provide quantities, otherwise those titles will remain unworked. This is the wantlist screen. (TEXT-ORDERING-WANT LISTS – GENERATE/RUN)
The wantlist can be named anything, but I usually use stuff like “Fall1” because you can have multiple wantlists. Until you delete a wantlist, that wantlist affects other wantlists and any auto-generating. In other words, books on an existing wantlist will not get ordered.

On the above, enter the want list name, store 1. Under “Select All Texts”, click “no”. New stock and used stock should be clicked “yes” as should ‘rental stock on-hand” and “rental stock assigned”. You will then see multiple terms. Everything should be “N” except for the term you want analyzed. Analyze, Total on Order, and Sales should be “Y”.

Producing a wantlist can provide an easy-to-use list to use to call the publishers for orders. A wantlist can be turned into a purchase order easily and sent to Follett via EDI, but generally we don’t do this because we want to rush ship most stuff at this point and Follett gives us three weeks of express shipping for free that is only available on orders less than 100.

Whenever a wantlist is produced, the savvy buyer will ALWAYS check a random assortment of those titles for accuracy. There have been many times when I have checked titles to find that there was a bug in the system. Those bugs can cost the store hundreds of thousands of dollars.

NOTE: “Rental Assigned” has become an important flag in the wantlisting and order processing process. If there are significant rentals assigned (like, for instance, toward the end of the fall semester), the rental assigned flag needs to be “Y” so that the system takes those books into account (otherwise everything out for rent will be ordered). The “Y” is turned on in the term being worked. However, when generating purchase orders automatically (without a wantlist – allowing the system to simply generate orders based on need), the “Y” needs to be analyzed in the previous term and both terms need to be turned on for analysis with a “Y”. Thus, if you’re working term 132, term 131 is turned on for analysis and the only box with a “Y” is the “rental assigned” box. Term 132 would then have the normal analysis occurring as indicated above.

Understanding Buyback

The buying process has an additional wrinkle between the fall and spring semesters as any quantities put in the “estimated buyback” (EBB) field in the work-the-buy screen will affect order quantities. Prior to buyback, when wantlisting is done, a number is put in the “estimated buyback term” in the wantlising screen to tell the system to take into account all books that are expected to be purchased during buyback (this expected number is entered when individual titles are worked in the “enter buy decisions” screen above in the “est b/b” box for the appropriate buyback term (which would be 131 for term 132).

Because we do not get everything we expect during buyback, once buyback is over and stock quantities from buyback have been updated, wantlisting needs to occur without entering the “estimated buyback term”. Generally this produces a much longer wantlist than the previous wantlist because it will include any quantities that were not purchased during buyback. The user should not be surprised if their wantlist goes from 200 titles to 600 titles right after buyback ends.

Titles Not Worked Report

The titles not worked report is located via this menu path: Report>Retrieve Reports>TEXT>TX.CRF>110 Titles Not Worked. It should be run on a fairly consistent basis throughout the semester, but becomes more important to run often the closer to the start of class to avoid missed adoptions. This report is particularly useful for listing the books that need to be worked for all Continuing Education courses as those worksheets will not print under standard circumstances (as indicated above). This is the easiest way to get all the listings for
unworked Continuing Ed. Courses. However, this report is also useful for catching missed regular adoptions. Sometimes worksheets are simply missed or sometimes the printer malfunctions during printing and the worksheets cannot be recovered. Whatever the reason, this report lists everything that hasn’t been worked.

**Danger Stock Report**

The Danger Stock Report is located via this menu path: Report>Retrieve Reports>TEXT>TX.SWF>106 Danger Stock Report. The Danger Stock Report is possibly the most critical and most useful report we have during rush. It shows every title that is running out or has run out completely and should be used every day for two to three weeks once the first day of class has started to place orders. The buyer runs the report and reviews the report, printing snapshots for books that are selling fast or have already sold out in order to place more orders for those books.

**What a Rush Day Looks Like for a Textbook Buyer**

- Runs work-the-buy sheets for any new adoptions and makes provide determinations
- Runs Danger Stock Report and prints snapshots for any fast-selling or out-of-stock titles
- Checks Titles Not Worked Report for any titles missed
- Gathers all snapshots and worksheets together and calls Follett to order
- Buyer calls Nebraska to order any titles not provided by Follett
- After used sources are exhausted, buyer turns to ordering from publishers
- Determines which books can be ordered from NACSCORP in an effort to consolidate
- Pends order to NACSCORP
- Pends all other orders to vendors as appropriate
- Some smaller orders may need to be consolidated from Amazon (single copies or 2 copies from smaller publishers that make more sense to consolidate from Amazon)
- Generates and prints all orders and gives to the appropriate team member for phone ordering the next day (calls should be made in the morning for maximum shipping efficiency)

**Solutions to Potential Problems**

This part of the guide covers ideas mostly and past problems as a means to solve mysteries that may be involved in future problems. It’s meant to give the user some insight into how other problems were solved because each problem is generally unique.

- Understanding how to calculate the proper order quantity by subtracting the on order quantity, on-hand quantity, rental assigned quantity, estimated buyback quantity, and rental on-hand quantity (which should usually be 0), is critical in determining if there is a wantlisting problem.
- Always review a few orders before calling them in or sending them in electronically. If the calculation for 3-5 books are correct, generally all the calculations will be correct.
- If we have taken an update to VR recently (or within the period of time between last rush and the current rush), that’s almost always the source of the problem.
- If you suspect a wantlisting problem (you’ve run the wantlist and the order quantities are wrong), always delete the wantlist and run it again. Frequently, the source of the problem is that the user didn’t tab past a required analysis field and the system didn’t
recognize something. Make sure when you enter “Y” or “N” you hit return so that the system recognizes the entry.

- A common issue among books that were ordered but did not arrive is the publisher never receiving the order or claiming to not having received the order or the book being on back-order or out-of-print and the publisher not notifying us. We usually have a person (currently Doug) devoted to reviewing the open order file and calling publishers for books that seem late. Sometimes we order the book from the wrong publisher and those orders will remain out there forever until discovered.

- Lost orders almost always show up. Don’t immediately panic and re-order everything until sufficient time has been given for the shipper or publisher to figure out where a lost shipment is. Checking the Colorado Bookstore is always a good first step (sometimes stuff gets sent over there by accident).

- The publisher substituting one ISBN for another can be the source of a lot of problems if the substituted ISBN isn’t shut off and all provide quantities cancelled. Otherwise, an order will continue to go out for that book and the substituted book will be sent continuously and an overstock situation will arise.
RUSH CALENDAR
<table>
<thead>
<tr>
<th>SUNDAY</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Bursar Billing Active</td>
<td>Textfloor Setup Complete</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Buy Back</td>
<td>Buy Back</td>
<td>Buy Back</td>
<td>Buy Back</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>Buy Back</td>
<td>Buy Back</td>
<td>Buy Back</td>
<td>Buy Back</td>
<td></td>
<td>International Student Move-In</td>
<td>Sales Floor Setup Complete</td>
</tr>
<tr>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>Begin Fall Academic Term Payroll for Bi-Weekly</td>
<td>Transfer Student Move-In</td>
<td>Early Reg. Arrivals Move-In</td>
<td>Move-In Cont...</td>
<td>New Student Move-In</td>
<td>Welcome Fest &amp; Global Jam</td>
<td>Break Room Snacks Start</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
<tr>
<td>Buy Back</td>
<td>First Day Classes</td>
<td>Buy Back</td>
<td>Buy Back</td>
<td></td>
<td>CU vs. CSU Denver 7pm</td>
<td>Buy Back</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>1 Labor Day</td>
<td>Campus Closed</td>
<td>Tuition Due</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- **CU @ Mass. 1pm**
- **CUBS OPEN!!! 10a-5p**