

*2018–2019 CARLI Collection Management Committee:
Annual Report of Activities and Annual Projects*

Overview

The Collection Management Committee focused on one continuing project: an Open Access eBook Pilot Project as well as two new projects: the Statistics Project, and the Textbook Reserve & Curriculum Material Survey Project. The Open Access eBook Pilot Project, with the goal of enhancing the statewide collection of books, identified open access eBook collections to add to I-Share. The intent of the Statistics Project was to identify statistics that could be used to inform local collection development and share them with the consortium. The Textbook Reserve & Curriculum Material Survey Project gathered data on the current trends and procedures used for textbooks and to purchase curriculum material in CARLI in order to share the resulting information with the consortium and inform current and possibly future projects.

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Open Access eBook Collection Pilot Project

In 2017-2018, the Committee created a consortial collection development policy for open access materials. This year the committee developed a pilot project using that policy to identify open access collections to add to I-Share. The pilot project goal was to develop the workflows needed by the committee and CARLI staff to add identified collections to a curated and shared open access collection.

To publicize the pilot project to the CARLI membership, CARLI staff using the information from the Committee's 2017-2018 project, created a webpage that outlined the project with the criteria for the CARLI Open Access Materials Collection and the list of collections that the Collection Management Committee identified as ones to be included in this new open access curated collection. The webpage can be found at: https://www.carli.illinois.edu/products-services/collections-management/OA_eBooks. The Committee invited I-Share libraries to opt in to have the CARLI Open Access Materials collection available in their local VuFind collection, and 48 members chose to opt in. The list of collections has grown over the past year as the committee reviewed a

variety of open access collections listed in OCLC WorldShare Collection Manager Knowledge Base for possible selection for this collection.

Evaluation

The Committee developed a subgroup on this topic. Members of the OA subcommittee began the process by evaluating OA collections rather than individual OA titles. As a starting point, subcommittee members compiled a list of potential collections that were included from OCLC WorldShare Collection Manager Knowledge:

https://help.oclc.org/Metadata_Services/WorldShare_Collection_Manager/WorldCat_knowledge_base_data_updates/Collections_available_in_the_WorldCat_knowledge_base.

Subcommittee members reviewed potential collections on the following, but not limited to, criteria:

- Desirable Characteristics:
 - Scholarly subjects
 - Published by a scholarly or university/academic press
 - Stable URL
 - English language
 - Broad academic audience appeal
 - Lasting academic value
- Undesirable Characteristics:
 - Self-published
 - Highly specialized
 - Widely available in other areas for CARLI members

After review by the subcommittee, recommendations were forwarded to the full committee and the decision to add individual collections was put to a vote.

At this time, the following OA eBook collections have been selected to be added to the I-Share catalog:

- JSTOR Open Access (added to collection)
- Luminos Open Access University of California Press
- Project Muse Open Access
- Springer Nature open Access

CARLI Staff Workflow

CARLI Staff developed an internal workflow to ensure each collection would be added in the same manner. As part of the process, CARLI staff reviewed the collection's MARC records received from the OCLC Knowledgebase and then developed specifications for improving the MARC records via a batch process. Once the batch process was completed, the edited records were loaded into the CARLI Resource Database (RESdb) and then scripted by CARLI staff to appear in the local VuFind instances of the 48 I-Share members that opted in to the project as well as in the I-Share Union Catalog. CARLI staff use Smartsheet to manage the process for each collection to be added.

Statistics Project

The Collection Management Committee worked with the Resource Sharing Committee to develop a list of statistics that could be used to inform local collection development. This list combines suggested local collection statistics and interlibrary loan statistics. The committees decided to share this information via a webinar series entitled “There’s a Report That Does That? Using Statistics to Inform Collection Development.”

The first Webinar, “Your Collection, Data, and How to Use It - Statistics for Items in Your Local Collection” was divided into two parts. The first part would discuss what data collection developers can use and where to find it in a general sense for all libraries. It would discuss various datasets one can look for in subject areas as well as ways of assessing the success of collection development choices. The second part would discuss reports available in Voyager that can inform collection development for I-Share libraries. Statistics included various conspectus reports that gather a variety of statistics in specific subject areas as well as various inventory and circulation queries.

The second webinar, “Your Collection, Data, and How to Use It - Statistics for items Outside Your Local Collection” was also divided into two parts. The first part would discuss in general terms for all members various types of Interlibrary Loan statistics one can look for and how to use them to inform collection development. Part two would discuss statistics that could be gathered from Illiad/Tipasa, OCLC, and I-Share specifically.

However, once the date of migration from Ex Libris Voyager to Ex Libris Alma was announced as June 24, 2020, the group decided to postpone the webinars until Spring of 2021 so that data from Alma could be incorporated into the webinars instead of data from Voyager. The committee plans to record the webinars for future reference, and it felt the topics would be more valuable to the CARLI membership after the migration.

In order to utilize Ex Libris Voyager statistics assembled for these webinars, the committee is creating a webpage on CARLI’s website with the identified statistics to be used until the conversion to Alma. The page is entitled: “Collection Related Reports Available from Your Voyager Data.” When available, the webpage will be announced in the CARLI newsletter.

Textbook Reserves & Curriculum Materials Survey Project

Executive Summary

The CARLI Collection Management Committee identified two topics of interest to the CARLI membership that warranted further study: course textbook reserves and education curriculum collections. A survey was sent to the directors of CARLI institutions, asking for information regarding their institutions' methods of handling these specific collections. The responses were examined in order to understand what libraries are doing and to formulate conclusions.

As expected, situations vary at all institutions: what libraries are doing, the expectations as to what students and libraries should separately be responsible for, and the role of campus bookstores. The nature and role of these items mean that current editions are usually not available for loan to other institutions. The overarching concern, both now and for the future, is the rational expenditure of limited institutional financial resources in order to achieve the best results. It is hoped that this report will provide some understanding of how Illinois academic libraries deal with these situations and provide help for those libraries looking to modify a current operation or establish a new one.

Introduction

An integral part of library operations is how to best allocate limited resources to meet various responsibilities and patron demands. The strained financial situation for both institutions and students has been a hot topic of concern around the country. In the Fall of 2018, the CARLI Collection Management Committee identified two related areas in which academic libraries have been facing these concerns: textbook reserves and curriculum materials collections. In both instances the focus was on traditional print materials.

Both of these areas directly relate to the following issues:

1. Financial resources and expenditures by both students and libraries.
2. Students need for and use of libraries and library resources.
3. The purpose and role of the collections and the library.

The topic of student success is considered very important by academic faculty and relates to all three topics listed above. The *2019 Textbook Affordability Survey*, released in May 2019, stated that the "issue of textbook affordability is not an idle one: if students are unable to afford textbooks and other required materials, they are likely to underperform or fail to graduate, which can have a negative effect both on the students' ability to succeed and the academic institution" (New York: Library Journal, 2019, p.2). While this report is focused on digital or OER textbook alternatives, some of its observations can apply to print books as well.

In order to address this concern for student success, many libraries have created textbook reserves and curriculum collections in order to provide options for students that might not be able to afford course materials and address the students' educational needs.

The role of teaching faculty in supporting these collections is very important. "While faculty broadly do not rely substantially on the library in designing their undergraduate courses, many faculty have indicated the importance of the library's value towards student success at their college or university. Half of faculty indicated librarians and library staff as highly important in contributing to student success" (Melissa Blankstein and Christine Wolff-Eisenberg, *Ithaca S+R US Faculty Survey 2018* (NY: Ithaca S+R, 2019), p.62. <https://sr.ithaka.org/wp-content/uploads/2019/03/SR-Report-US-Faculty-Survey-2018-04122019.pdf>). So, providing these two collections does directly support student success, although it cannot be quantified.

To try to understand how Illinois academic libraries are handling these issues, the committee surveyed CARLI members. The responses highlighted how different the situations were at all institutions, with various factors having differing importance for each institution. High prices were the most common factor that impacted a library's decision regarding textbook reserve programs.

Methodology

After identification of the two topics and the decision to use one survey to gather information on both topics, the Committee formulated questions and discussed survey logic progression. The SurveyMonkey platform was used to build the survey.

The survey was sent to 128 CARLI governing members, and 68 responses were received (53%). In some cases, the lack of response may be attributed to the fact that some CARLI members have neither collection because they are more research than academic focused; however, the survey introduction did ask all members to reply regardless of institution type. Duplicate responses were removed. The entire survey responses are included in the appendices to this report with all institutional identifiable information removed.

After reviewing the responses, the committee observed that there seemed to be some confusion among the respondents about the textbook portion of the survey. With the advantage of hindsight, the Committee felt that better explanation of the purpose of the survey and definition of terms was needed. Some of the questions needed more clarity and explicitly in order to get more complete answers.

Textbook Reserves

For the purposes of this project, textbooks are books on specific subject matter that are required for academic courses. They are not something that people commonly own or which libraries commonly purchase for general

circulation. The focus of this survey was on print materials; eTextbooks may help alleviate costs for students and libraries, but pose a different set of questions for libraries, and, therefore, were not included.

The Committee was interested in learning what systematic process libraries had for running a textbook reserves program, but realized, belatedly, that this was not fully explained in the survey. A majority of the respondents have some kind of system in place (40 out of 68, 58%), but most operations are not as formalized as the Committee imagined with many programs depending on faculty donations for these collections.

When CARLI libraries add textbooks to reserve collections, the most common way that texts were identified was information provided from their faculty (n=29, 73%), other methods to gather this data was information from their campus bookstore, and in some cases via academic services or another administrative department.

The aforementioned *2019 Textbook Affordability Survey Report* from Library Journal, on the other hand, does not even mention textbook reserves as a possible alternative and further reports that the majority of faculty apparently do not work with their libraries to reduce textbook costs (p.4). This discrepancy leads one to wonder if other institutions who do not use faculty as a resource for textbook selection should reach out to their faculty and build these relationships to further improve this service provided for students.

As mentioned earlier, at some institutions, the campus bookstore provides the library a list of required textbooks, and the library then selects which items to acquire. However, cooperative arrangements with bookstores were associated with a minority of the respondents with 12 out of 39 respondents (30%) noting this arrangement. The survey indicates that some libraries must have staff determine the required texts from various campus information sources, and then decide what to acquire. This labor-intensive process might explain why some libraries responded that insufficient staff resources were a reason that they did not have a textbook reserve program.

A majority of libraries (n=22, 56%) indicated that they purchase textbooks from their general monographic fund, 4 libraries use a dedicated fund, while the rest use other methods. 26 out of 37 respondents (70%) indicated that there is no price limit for purchasing textbooks, which would imply that those institutions feel that providing a textbook is very important. While this is directly supporting students, it does negatively impact other parts of the collection budget. What is not known is if those institutions acquire every required textbook or if they only get those textbooks that are judged to be the most important (the latter process would seem to be the most logical use of funds). 28 out of 37 respondents (76%) indicated that they are selective as to what they acquire for textbook reserves. As textbook prices increase, utilizing funds for this purpose means that there are less funds available for purchasing a wider variety of materials that would support a wider variety of courses and student needs.

One issue that libraries have to consider is the fact that many textbooks now come with a unique electronic access code that provides an individual student with access to online content that are directly utilized within a course (assignments, tests and quizzes, readings). If a library acquires such a textbook, only one user could have access to

that online content; for some libraries, this would be a reason not to acquire the textbook. On the other hand, some libraries may decide that at least having the textbook available - minus the electronic access code - is still a useful service to provide for students.

The primary reason noted for either not having a textbook reserves operation or having a limited operation is the cost of textbooks (as expected). The second main reason for not having a textbook reserves operation was the lack of space to house this type of collection. Most libraries that have a textbook reserves section locate it behind or very close to the access services/circulation desk (n=36, 90%), but this specific area can be small, cramped, and busy with staff trying to perform multiple services at the same time in the same space. A few libraries have reserve books available for easy, open access by patrons (n=3, 8%). The third reason mentioned for not having a Textbook Reserves operation is that the process it is complex and time consuming, and that there is not enough staff available to handle it. This could also explain why some libraries operate a very limited textbook reserve program.

Additional Observations

- For those libraries that indicated that their library did not have a textbook reserve program when asked if they were planning to or wanted to establish such a program, 28 libraries responded with 17 (61%) indicating that they did not and 11 (39%) indicated that they were planning to or would like to create a textbook reserve program.
- Some libraries do have a textbook reserves section separate from a course reserves section (13 out of 40 responses, 33%), while most (n=27, 67%) do not make a special distinction and, instead, incorporate the textbooks with the other materials on reserve for courses.
- Most academic institutions consider it the responsibility of students to purchase their textbooks. Some institutions have a textbook rental program, which does cut down on student costs. Some institutions automatically include the textbook purchases into the tuition cost of each course, which somewhat obscures the cost of the textbooks. These two options do make it easier for students to get their required textbooks and decrease the demand for a library to have course textbooks on reserve. But, there are always students who, for whatever reason, do not have a print textbook available when they need to use it. These students often look to the library for help, which is why some kind of textbook reserves program is so valuable.
- The role of the campus bookstore is very important in such operations. Of those libraries that do purchase course textbooks, many of them purchase directly from the campus bookstore as this is frequently faster than going to an outside source.
- Some library collection development policies may not address the issue of course textbooks as 14 out of the 40 responses to this question indicated their policy did not (35%), while 20 libraries (50%) did say that their

policy did include information specific to textbooks. While not vital to library operations, the libraries that do not mention textbooks might address this issue within their policy, so the library's collection development priorities are clear for all.

- Because the use of course textbooks is intended for the students of one specific institution, resource sharing of current textbooks among libraries is not a viable option except for older editions in the circulating collections. This fact makes OER or consortial textbook editions attractive for all institutions.
- Most institutions allow textbooks to be checked out for a limited time (e.g., two hours) (n=21, 55%) to allow access to the content to the greatest number of students.
- Relatively few libraries had textbooks for every course (n=13, 32%) or multiple copies.

Curriculum Materials

Many institutions previously had separate curriculum materials collections (sometimes called educational resources laboratories or instructional materials collections or centers), but demand for these specialized materials has decreased, primarily as more materials are made available online. Some libraries have discontinued this special collection - discarding some items and incorporating others into the general circulating or course reserves collections. Unfortunately, a question asking if a library had a separate location for curriculum materials was not included in our survey.

Of the total 67 respondents to the curriculum materials portion of the survey, 34 reported having curriculum materials such as K-12 textbooks, manipulatives, and/or student activity manuals. Of these, 9 institutions indicated they have a dedicated budget for these materials. 7 respondents indicated a budget between \$1 - \$4,999, while 2 respondents have budgets of \$10,000+ for these materials. Based on this, we can conclude that the majority of libraries purchase curriculum materials from a general collection fund.

Over half of the respondents (n=21) are still actively adding curriculum materials to their collections, however, one of these institutions plans to discontinue this practice in the near future. Of the 15 respondents that are no longer adding these materials or are planning to stop, there were a number of reasons indicated. These reasons included usage of open educational resources, budget restraints, and decreased usage of the materials. Although many respondents indicated that these materials are being used less frequently, an interesting outlier indicated that "curriculum materials are one of the most utilized sections of our library collection by undergraduates in the traditional and adult degree completion education programs." Librarians wanting to rejuvenate their curriculum materials center may want to review the article by Melissa Correll and Jodi Bornstein, "Collaboration at the Center:

Librarian, Faculty, and Students Partner to Revive Their Curriculum Lab”, *Pennsylvania Libraries: Research & Practice*, Spring 2017, Vol. 6 Issue 1, p39-48.

Users of curriculum materials are largely reported as undergraduate and graduate students in education related programs. Nearly half of respondents (15 of 32) indicated that these materials are used for lesson and curriculum planning. Though the target patrons of these materials are education students and faculty, several respondents noted that these collections are available to any patron groups including community members. There was a range of answers on the circulating policies of these materials, including availability through in-library use only, local circulation, and interlibrary loan. There was also a variety of notes on loan periods, ranging from 2-hour and overnight to consistency with loan periods of general stacks items. In retrospect, a question clearly asking about lending policies regarding loan periods and interlibrary loan would have been helpful addition to the survey. The question addressing usage was an open response field, and some respondents addressed some of these topics, but not all.

There are challenges to lending curriculum materials, of which respondents noted that the multi-part nature of these materials being the most consistent barrier. Issues discussed in the survey included the time-consuming nature of tracking the parts and having a “knowledgeable person” count returned items. Another issue is that multiple individuals might need access to the same materials for course use. Other concerns included:

- Knowledge of what local school districts are using for curriculum materials
- Restricted access to these materials (e.g. items in locked cabinets)
- Local practices regarding call numbering systems for these materials
- Challenges of the format (e.g. fragility of boxed kits going through interlibrary loan).

Unlike the survey questions on textbook reserve programs, respondents seemed clear on what comprised curriculum materials in this survey. In FY2016, the Committee began work on collaborative purchasing for curriculum materials that continued for two annual projects. In this survey, a respondent noted their participation in a collaborative purchase proved there was some interest and need for these materials after an instructor asked about one of the purchased titles. The committee found that there were challenges in getting consortial participation in the purchasing of the identified titles. This could be attributed to the high cost of these materials, but also could be due to a decline in the acquisitions of curriculum materials as evidenced by responses to this survey. One respondent to the survey noted that a possible having a list of required curricula used by public schools that could be available online as a LibGuide or other resource would be beneficial. However, creating a list of possible collaborative curriculum material purchases during the past two annual projects proved challenging for committee members involved in that project. Many schools did not reply to email requests for curriculum information, others changed their curriculum regularly, and some reported online resources are not friendly formats for collaborative library purchase. Despite these challenges, this could be an area for a future group to investigate.

Conclusion

This survey provided an overview of how some Illinois academic libraries are dealing with the issues of Textbook Reserves and Curriculum Materials collections. Providing textbook support has become a library issue because of their expense and the broader, immediate student demand for these materials. For traditional educational curriculum materials collection with specialized content, many libraries have changed their collection focus due to changes in the use of the collection. Administrators and teaching faculty need to understand the importance of these collections for their institutional and departmental goals and objectives; their support is vital for libraries to offer these important resources to students.

The role, size, and nature of both the textbook reserves and curriculum materials collections will continue to evolve over time. The balancing of financial, personnel, and spatial resources within specific institutional constraints is a complicated process. But the role and responsibility of the library to support student retention and academic success by providing access to needed information in various formats remains constant. Therefore, this committee strongly recommends the maintenance of these two kinds of programs wherever possible.

Future Considerations

To ease the strain on collection budgets, libraries need to investigate alternative ways of acquiring these specialized materials. One library noted that they get textbooks for reserve from the academic divisions.

Academic libraries need to establish good relationships with campus bookstores so that the bookstore can keep the libraries informed of the various materials that professors want their students to purchase for a course. This can help the libraries determine if an item needs to be acquired for its collection. Better relations could also lead to improved processes for the library to purchase materials from the bookstore.

Those libraries thinking about establishing a textbook reserves program should review this article: Renee LeBeau-Ford and Joanna Ewing, "The Good and the Bad: Implementing a Textbook Reserve Program." *Textbooks in Academic Libraries: Selection, Circulation, and Assessment*, ed. Chris Diaz (Chicago: American Library Association, 2017), pp.33-47. Other articles in that book are useful as well. The committee will consider if some sort of guide to best practices and procedures would be useful for CARLI institutions.

The survey results indicated that there are libraries that do not have a collection development policy. A possible item for future action by this committee is to identify how many CARLI libraries do not have a collection development policy or need to update their policy. If the number is significant, the committee may want to consider providing resources to help these libraries develop or update such a policy.

The Committee may want to study how eTextbooks are being managed within academic libraries, as the use of this particular format should grow in the future.

CARLI does have an Open Educational Resources (OER) initiative (https://www.carli.illinois.edu/governance/committee-directory/comm?comm_id=57&constit=no&dates=no). There were comments that libraries are hoping for an expansion of OER to replace the expensive textbooks or curriculum materials that they purchase to support their students. Some institutions are investigating on their own how to approach this issue. Again, faculty are vital to the success of this alternative. CARLI should continue to encourage Illinois academic institutions to develop or make available such resources, as well as make sure that full bibliographic records for these items are in the I-SHARE catalog. Librarians may also benefit from reviewing the chapters in *Affordable Course Materials: Electronic Textbooks and Open Educational Resources*, ed. Chris Diaz (Chicago: American Library Association, 2017).

It might be useful to conduct a similar survey in five years time, to evaluate how things have changed for CARLI institutions in the intervening period with regard to these two issues.

The Committee thanks the CARLI members who responded to the survey and encourages Illinois libraries to do what they can to help students meet their continuing needs for textbooks and curriculum materials.

Suggested Future Projects

Open Access eBook Collection Pilot Project

During the 2019-2020 committee year, the OA subcommittee will consider evaluating additional OA collections to add to the consortial catalog. The number and timeline of such additions will be dependent on CARLI staff's ability to do so in light of the Alma implementation process.

Statistics for Collection Development Webinar Series

In Spring 2021 the committee will present webinars series entitled: "There's a Report That Does That? Using Statistics to Inform Collection Development." These webinars will provide information on how to collect and use statistics that can inform the collection development process. These webinars will include basic information that all CARLI libraries can use as well as data that can be gathered from Alma and various ILL platforms.

Textbooks

The committee might investigate how eTextbooks are handled in libraries and what CARLI might be able to do concerning consortial purchases of eTextbooks and preparing a webpage of best practices for establishing and operating a textbook reserves program.

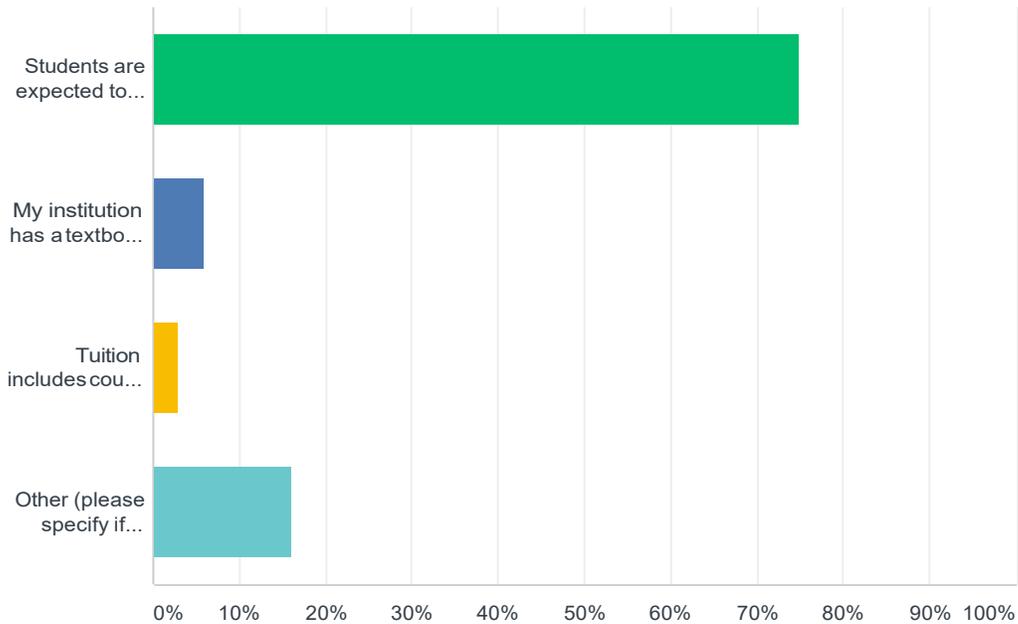
Collection Development Policy

The committee could survey the consortium about usage of a formal collection development policy. Depending on results, the committee will consider developing a webpage of best practices for creating or updating a formal collection development policy.

Appendix 1: 2019 Textbook Reserves Survey and Responses

Q: Outside of library programs, how do students acquire textbooks at your institution?

Answered: 68 Skipped: 0



ANSWER CHOICES	RESPONSES	
Students are expected to obtain via purchase or private rental all textbooks/course materials that are required.	75.00%	51
My institution has a textbook loan or rental program (student pays a fee and all materials are provided by the institution).	5.88%	4
Tuition includes course materials/textbooks.	2.94%	2
Other (please specify if other method or combined methods are used):	16.18%	11
TOTAL		68

Other (please specify if other method or combined methods are used):

- Students are expected to obtain (purchase or rent) textbooks and required course materials. Select classes are piloting inclusive options, where course fees pay for digital access provided inside a course shell. The College also offers a textbook loan program, but only to income/program qualifying students.

Several options (for question 3 too): 1 - Students can obtain via purchase or rental textbooks/course materials that are required. 2 - The bookstore gives us some textbooks for our reserves. The bookstore selects expensive books from courses with high enrollment, and books without a PIN/Password for a supplemental online component. 3 - Faculty may put their personal copies of textbooks on

2 reserve.

Students are expected to obtain their textbooks via purchase or rental. There is a small collection of donated textbooks that can be checked out to students for the semester. This collection was originally housed in the Student Success Center. It

3 has now been moved to the library.

4 Not applicable

5 Library purchases all textbooks that cost \$40.00 or more

Right now, students purchase or rent textbooks via a private bookstore. However, beginning in Fall 2019, tuition will include course materials/textbooks.

6

Students can purchase or rent textbooks at our bookstore. They can also purchase textbooks via services like Amazon. We will put textbooks on reserve if faculty request. We also have a growing interest in Open Educational Resources and many courses use those.

7

Students are largely expected to obtain their textbooks; however, faculty often donate textbooks and we keep them on 2 hour reserve. This is for, at maximum,

8 10% of courses.

Most students are expected to obtain via purchase or private rental/course materials that are required, however, Adult Degree Completion-- Textbook loan or rental (student pays a fee and all materials are provided by the institution)

9

Students are expected to obtain via purchase or private rental all textbooks/course materials that are required. However, we do maintain a Course Text Collection for (1) previously purchased materials we own that have since been declared textbooks, and (2) a copy of donated student textbooks. We have approximately

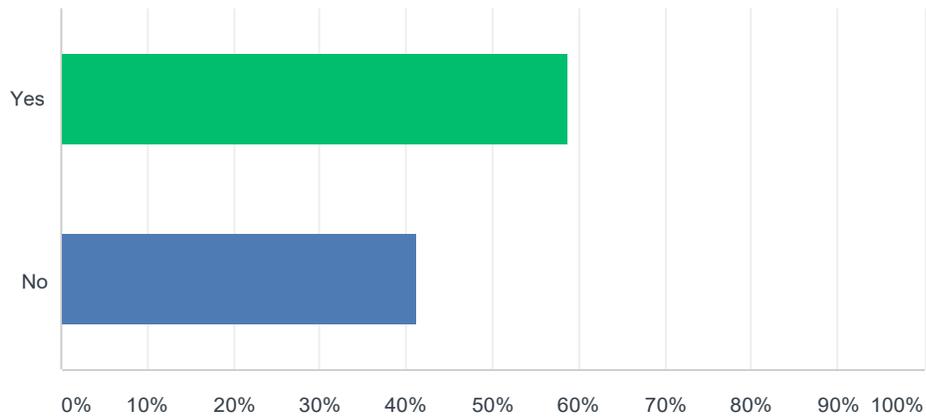
10 30% of the required titles in this way.

We have both: "Students are expected to obtain via purchase or private rental all textbooks/course materials that are required" and "Tuition includes course

11 materials/textbooks" for various courses.

Q: Does your library have a reserve program for textbooks

Answered: 68 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	58.82%	40
No	41.18%	28
TOTAL		68

[If a response indicated that they do not have a textbook reserve program, then they were asked the following two questions.]

Q: Why does your library not have a textbook reserve program?

Answered: 27 Skipped: 41

Responses:

We don't have a program, but certainly some textbooks are put on reserve by the instructors, and some are purchased by the library as need is perceived. I can't say why we don't have an explicit program, though one perennial objection is the impact on the library's budget; settling how much of the burden should be met by the library itself is an unresolved issue.

1

2 Cost of updating textbooks each year

3 Cost, space, and staff to manage the collection.

We do not have the budget to purchase all textbooks. We do put textbooks on reserve that we already own, or that are temporarily loaned from a professor's collection.

4

The University Library does not have a textbook program for multiple reasons. We had a pilot print collection model and determined that it was not financially viable for the University Library to collection textbooks, let alone in sufficient numbers to fulfill all student needs. We will put textbooks on reserve at the request of professors, but it is not a comprehensive program.

5

6 We cannot afford to purchase textbooks every year.

We do have an occasional textbook on reserve, but not a formal program. Cost of textbooks is prohibitive.

7

8 Funding mostly, but also space.

There is a policy in the administrative procedures manual for the college, under Collection Development, that states "Textbooks for classes are not purchased."

9

10 Cost

Mostly because of cost. Some faculty have a personal textbook they place on reserve. We have some testing guides and nursing kits also on reserve.

11

12 Too difficult and costly to keep up with the most current edition of textbooks

Primarily expense and budget reasons. Our collection development policy directs selection as supporting the curriculum.

13

14 No

The bookstore provides textbooks. Course reserves is available for supplementary course items.

15

We only place textbooks on reserve at the request of the faculty member. We do not purchase textbooks for each course and place them on reserve.

16

17 It would be impossible to afford to purchase every textbook.

17

18 We will put a textbook on reserve if requested and provided by faculty.

We do purchase required and recommended course readings and place them on reserve, but we exclude traditional textbooks because they are quickly out of date and keeping up all of the new editions would tax our budget, and many now have accompanying electronic material that requires an individual log in that students need to purchase for themselves as they are single-user access. . Also, we are a graduate school and our faculty use purpose-published textbooks less often than they would for undergrads.

19

20 Too expensive; too labor-intensive; not enough space

For some or all of the various reasons: profs have not raised the issue, the cost would be very significant if the library purchased textbooks, student government

21 has not raised the issue

22 Cost

1. Insufficient budget to purchase all but a very few textbooks. 2. Insufficient staff time/resources.

23

Students pay a textbook rental fee and receive their textbooks through the rental system on campus, so there isn't a need for most textbooks to be placed on library reserve. The teaching faculty place supplemental readings on reserve, and the occasional textbook if desired.

24

25 Cost prohibitive

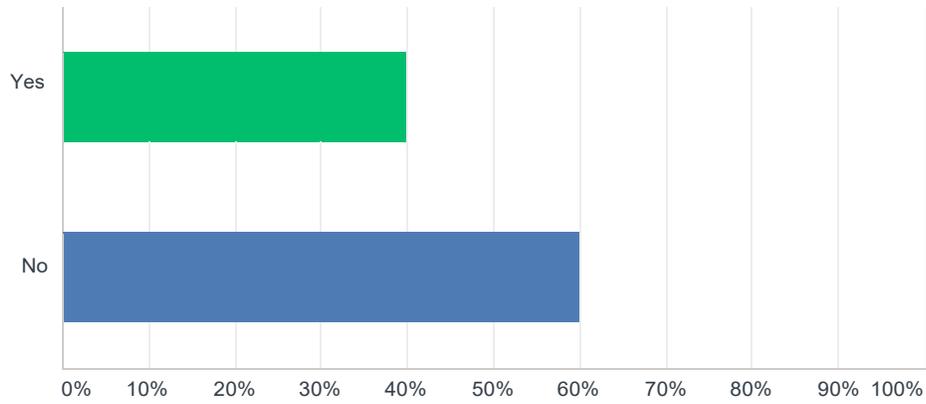
26 All textbooks are provided to students as a part of their tuition.

We used to purchase quite a few textbooks and put them on reserve. Beginning fall 2018, textbooks are included in tuition, so all students receive their textbooks at the beginning of the semester. This has helped the library since we no longer spend part of the book budget on textbooks.

27

Q: Are you planning to/would you like to start a textbook reserve program at your library?

Answered: 28 Skipped: 40

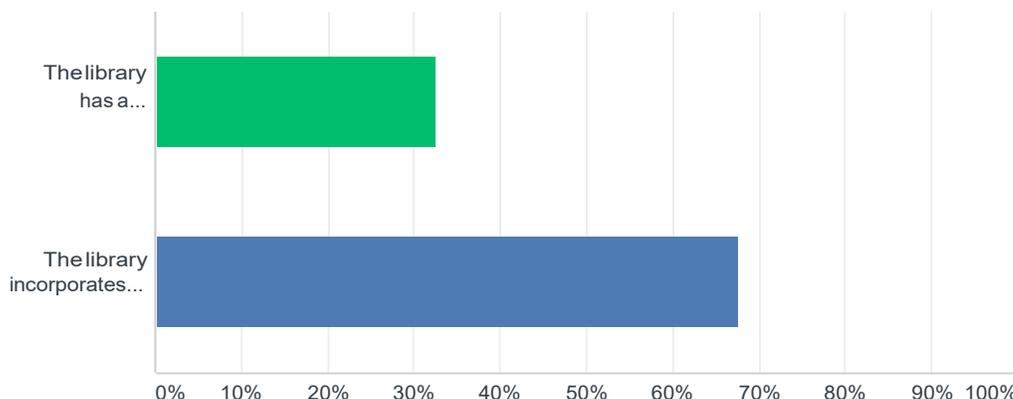


ANSWER CHOICES	RESPONSES	
Yes	39.29%	11
No	60.71%	17
TOTAL		28

[If a response indicated that they did have a textbook reserve program, the following questions were asked about that program.]

Q: Do you have a separate/special textbook reserve collection, or do you incorporate them into the larger course reserve collection (which usually includes many items that are not considered traditional “textbooks”)?

Answered: 40 Skipped: 28



ANSWER CHOICES	RESPONSES
The library has a separate/special textbook reserve collection.	32.50% 13
The library incorporates textbooks into its course reserve collection.	67.50% 27
TOTAL	40

Please describe:

We generally don't purchase textbooks, but if we have the book or the faculty/department provides one we will put it on reserve, so the textbooks tend to be shelved separately as they are personal copies without call numbers. But when we have the textbook it is shelved by call number with the rest of the reserve items.

Our “general” course reserves collection includes a number of textbooks that professors place on reserve. These titles consist of instructor-owned copies, copies that the Libraries already own, and rush order acquisitions requests from instructors. Additionally, we have a Common Course Textbook program, where we purchase required textbooks for “top 75 enrollment” courses in a given semester. All sections of a top 50 enrollment course need to require the textbook. Traditionally, we purchase one copy for every 500 students enrolled in a course. We now judiciously purchase additional texts based on identifying areas of need.

3 Any course materials may be in our reserves collection, from textbooks, to supplementary texts, to calculators, to electronics breadboards.

4 We physically have a space for reserve books from the bookstore, and another space for personal copies from faculty. (Personal copies are not all textbooks however).

5 Classroom Faculty is responsible for selection of textbooks and other material placed in library reserve collection.

6 We only put textbooks on reserve if they are provided by the faculty, such as an examination copy.

7 Personal copies are kept separately from the textbook reserve collection, though both may contain textbooks.

8 Whenever possible, we try to put the course textbooks on reserve along with any faculty requested reserve items so that students who cannot afford to buy the textbooks still have access via the library.

9 All Reserve materials are kept in the Reserve Room behind the Circulation Desk. The Reserves are arranged by class. Students come to the desk to request Reserve materials and check it out for 2 hour blocks.

10 Textbooks are not purchased by the library. The faculty will obtain a copy for the library to place on reserve.

11 We encourage instructors to provide the library with a copy of textbooks for reserves. The library does not purchase copies of required textbooks.

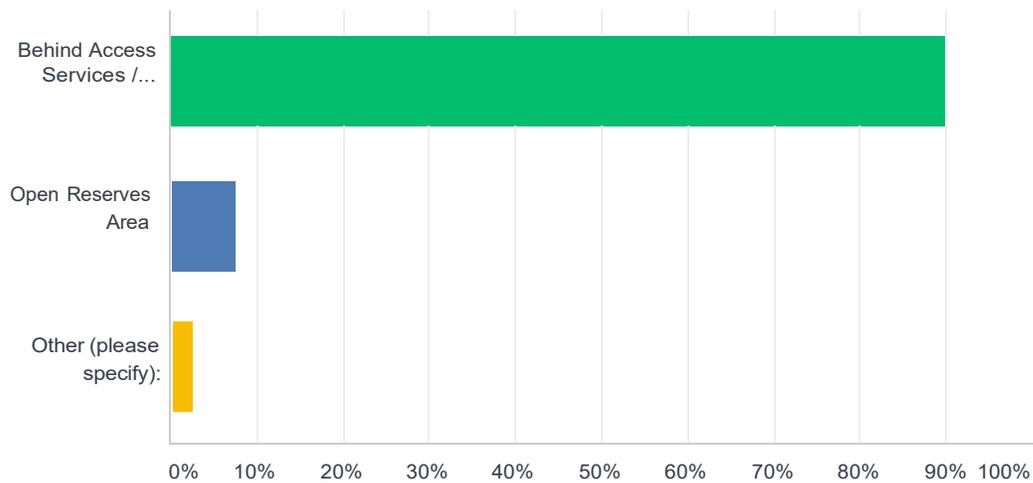
12 we have both: we have one copy of every required text on the reserve shelf, and they are 2 Hr library use only. We also have a separate self-service section where we shelve additional copies of required texts (if we have them, we don't necessarily seek to acquire them) and these circulate for 30 days.

13 Donated copies are added to the collection but placed in the small Course Text Collection.

14 All textbooks/reserves are currently faculty-supplied unless we happened to own a copy already, or decide the item is something the library would continue to use after coming off reserve. Our collection development policy states that we do not purchase course texts. We literally decided Monday to investigate revising this policy; your timing is incredible.

Q: Where are these materials located?

Answered: 40 Skipped: 28



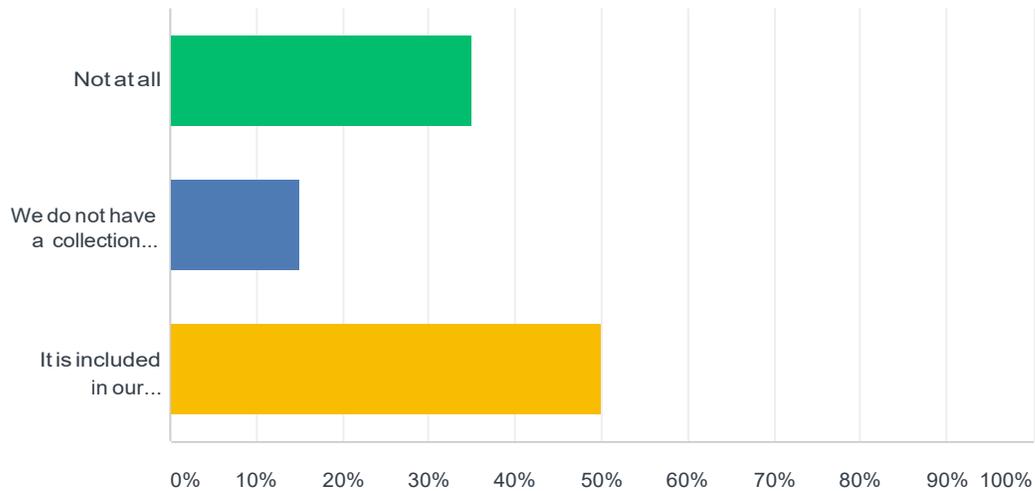
ANSWER CHOICES	RESPONSES	
Behind Access Services / Circulation	90.00%	36
Open Reserves Area	7.50%	3
Other (please specify):	2.50%	1
TOTAL		40

Other (please specify):

We have multiple locations, both options are used depending on which library. Our [library name removed] libraries use a mix of open and closed reserves, our main library uses closed
1 reserves.

Q: How are textbooks addressed in your library's collection development policy?

Answered: 40 Skipped: 28



ANSWER CHOICES	RESPONSES	
Not at all	35.00%	14
We do not have a collection development policy.	15.00%	6
It is included in our collection development policy. Please provide the link if it is online:	50.00%	20
TOTAL		40

It is included in our collection development policy. Please provide the link if it is online:

1 URL removed

2 URL removed

3 Our Collection Development Policy states we do not purchase require course textbooks. The contents of our collection is provided by the academic departments or divisions.

4 URL removed

5 The link is not open to the public right now.

6 yes, the textbooks are included in our collection development policy.

I. Textbooks The term “textbook” is used to describe a variety of publications. Most textbooks do not present new information about a topic but are rather designed to present summaries, surveys, or introductions. As the library’s focus is on collecting texts which present new and original research or primary source material, the library does not normally collect textbooks except for: 1. primary and secondary school textbooks for the Curriculum Collection 2.

7 textbooks recognized as "classics" in a field (with proven value outside of the classroom) or as the only source of information on a particular topic

8 It is not online.

9 Textbook purchases are made at the discretion of subject selectors. These are not normally selected due to budgetary constraints.

10 URL removed

11 If faculty donate a textbook, or we are able to acquire a used copy, we will add it to the general collection. We do not purchase textbooks as such.

12 We purchase textbooks for our textbook reserve collection as follows: If 3 or more sections of a class are using the textbook, and it costs \$75+, we will purchase for our [name removed] campus. For our [name removed] campus it's 2 sections or more. We purchase all textbooks for our Developmental Courses (English), regardless of cost. Some textbooks are donated by faculty.

13 URL removed

14 It's online, but only on our intranet site. Happy to send a copy if anyone wants to see it.

15 Our CDP states that the library does not purchase textbooks unless it is the only reliable source in the specific discipline. The faculty may place a textbook on reserve in the library.

16 Link is pending board of directors' approval. Policy states that no textbooks will be purchased with library funds excepting books that have other broad appeal (fiction, contemporary nonfiction, etc).

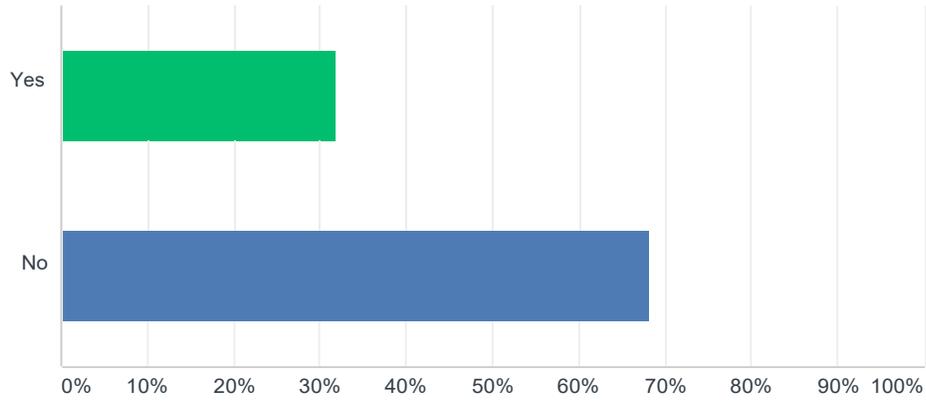
17 URL removed

18 URL removed

19 Document as it currently exists is designed for internal use only (though a publicly-available one sure would be a good idea!). Here's what it says about textbooks: “The library does not purchase textbooks, workbooks, or study guides (with the exception of text prep guides in the Career Collection). If an instructor wishes to place a copy of materials being used as a text on reserve, the instructor is responsible for acquiring said material.”

Q: Do you acquire all required textbooks for all courses?

Answered: 41 Skipped: 27



ANSWER CHOICES	RESPONSES	
Yes	31.71%	13
No	68.29%	28
TOTAL		41

Q: What is your methodology for selecting which courses or textbooks are available in your textbook reserve program (for example, all undergraduate books are available, etc.)?

Answered: 27 Skipped: 41

1 We will purchase them on faculty request. We make no effort to purchase the current textbook -- in some disciplines, we will purchase textbooks to provide an alternate view of the material that will sometimes turn into the current textbook. Calling it a textbook reserve program would not be accurate.

2 Our textbook reserve program is not a formal program but a more casual one with the faculty. An instructor may put a textbook on reserve for the semester if they feel it is necessary or want to provide an extra copy for students. Faculty can purchase textbooks using their departmental budget. These books are added to the general collection and put on reserve at the faculty member's discretion. It is not an all-encompassing program.

3 For our Common Course textbook program, please see answer to #4. For "general" course reserves, we select titles based on demand (both instructor requests and circulation patterns).

4 High cost book for high enrollment courses.

5 We do not purchase textbooks. We request desk copies from the faculty. If a desk copy is not available and it is a textbook that is highly used for a core class and there are funds available, the library may consider purchasing a copy for reserve.

6 most undergraduate. Not including some items, like workbooks.

7 The Library does not purchase required course textbooks. Divisions and Departments and individual faculty provide us with copies of required texts. These departments are requesting extra reading copies from vendors for office and library use.

8 Bookstore gifts the "most used textbooks" to the library, instructors place copies on reserve, liaison librarians will sometimes choose to use their discipline funds to purchase textbooks - this is done on a case by case basis, relying on their professional judgement and willingness to devote subject research resource funds to course materials.

9 Please see answers to earlier questions.

10 We do not purchase textbooks for Reserves. Faculty may place a textbook on Reserve if they or their department owns a copy to which they wish to give their students access.

11 Undergrads: We purchase textbooks for 100 and 200 level classes for materials that exceed \$100 in cost at the bookstore. Health Sciences grad programs: We try to have one copy of all required texts and if we have the funds will oftentimes acquire recommended texts, as well.

12 n/a

13 Price point. Anything \$40 or greater

The institution as a whole (not just the library) encourages faculty and divisions to try and acquire textbooks for the reserve collection. Not all do. Often if we contact a specific instructor and inform them we've had requests, they will subsequently provide one. Very, very occasionally we will buy one that is high-demand and the instructor is unable to get a copy for us.

15 Faculty provide the textbook, so it is up to them if they want a copy on reserve.

16 If a faculty member requests a textbook be put on reserve, we will put his/her copy on reserve OR purchase a copy and put it on textbook reserve.

17 We purchase textbooks for our textbook reserve collection as follows: If 3 or more sections of a class are using the textbook, and it costs \$75+, we will purchase for our [name removed] campus. For our [name removed] campus it's 2 sections or more. We purchase all textbooks for our Developmental Courses (English), regardless of cost. Some textbooks are donated by faculty. We also purchase textbooks if a faculty member requests them.

18 The library does not select textbooks, we only add donated copies.

19 We only get textbooks that are donated.

20 n/a

21 Faculty supplied/faculty request; Request by students

22 Must be provided by instructor. We do not purchase textbooks

23 Only what books are donated, mostly gen ed.

24 We encourage all instructors to provide copies to the library. Also, the Student Government Association has sometimes provided copies of required textbooks for the most popular basic courses, ENG101/103, SPH131, etc.

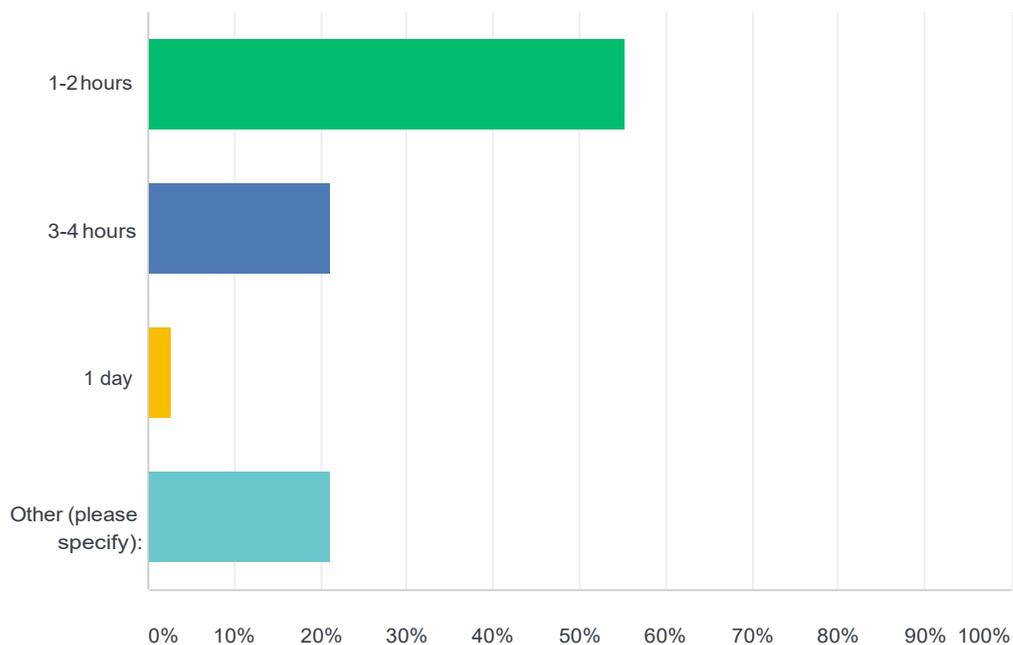
25 Rarely, and only upon special consideration and conversation with the Director. See [URL removed]

26 Right now, it's up to the instructor to contact us and provide us with a copy. We have JUST started looking into providing some/all textbooks. Cost and demand are going to be the deciding factors.

27 Maximum 2 textbooks per course. No workbooks, no lab manuals.

Q: What is the average loan period?

Answered: 38 Skipped: 30



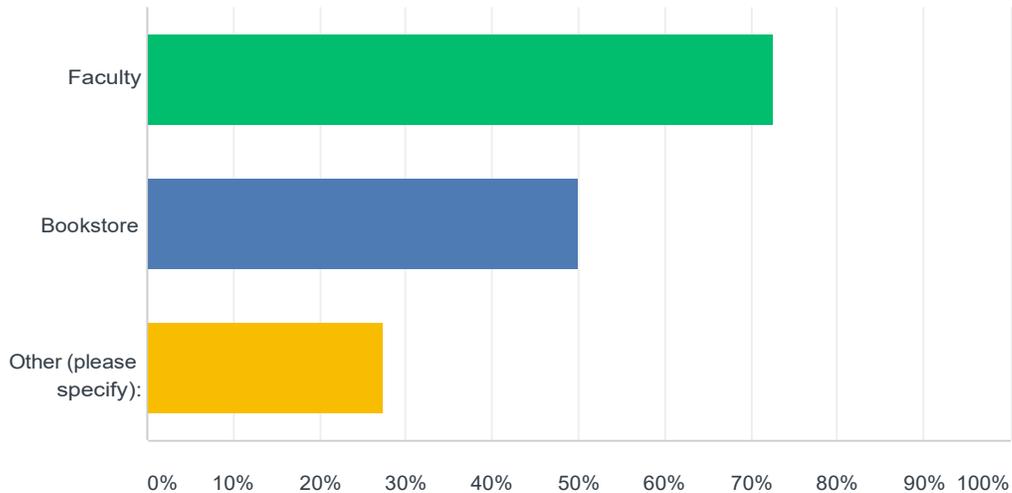
ANSWER CHOICES	RESPONSES	
1-2 hours	55.26%	21
3-4 hours	21.05%	8
1 day	2.63%	1
Other (please specify):	21.05%	8
TOTAL		38

Other (please, specify):

- 1 2 weeks
- 2 varies: 2 hour (in Library use); 24 hour (overnight); 3 day; 1 week
- 3 No hourly loan limit--students must return all textbooks before the library closes.
- 4 it depends on the subject and the faculty's request
- 5 either 2 hours or 30 days (renewable)
- 6 In house use only (for the day) but not overnight
- 7 Open Reserve
- 8 1 week

Q: How do you find out what books are considered textbooks for a course? Check all that apply.

Answered: 40 Skipped: 28



ANSWER CHOICES	RESPONSES
Faculty	72.50% 29
Bookstore	50.00% 20
Other (please specify):	27.50% 11
Total Respondents: 40	

Other (please specify):

1 Students enrolled in the courses

2 textbooks regularly requested on ILL.

3 I ask the Provost's assistant for a spreadsheet.

Students continually ask if we have textbooks for their classes. We can find out required

4 books by looking at a course on the bookstore website.

5 Contact the division administrative assistants for a list.

6 We get the book list from Academic Services.

Solicit info via email and check the university intranet site/course management system for

7 syllabi.

8 Dean of Curriculum

As a very small college, I am responsible for communicating with faculty what textbooks they want for their courses. I then let the bookstore know what those are. We do not have a

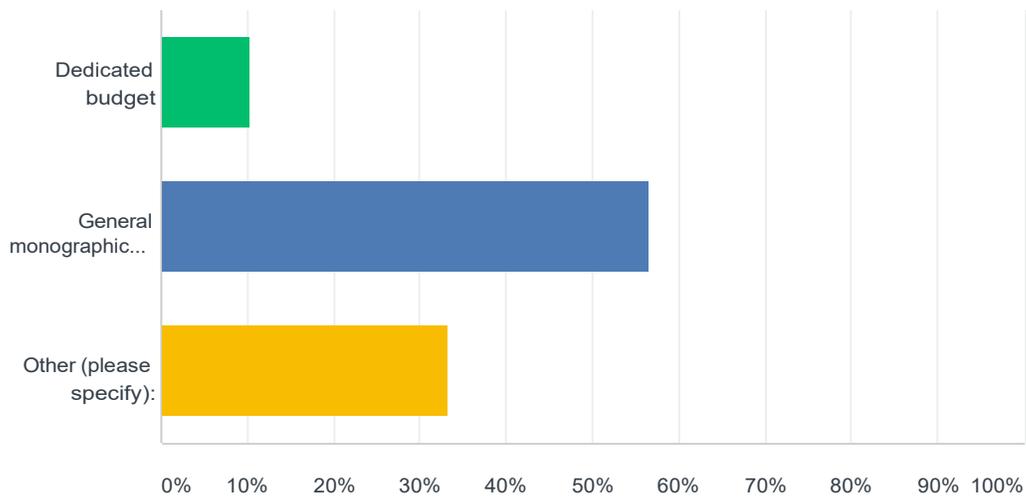
9 bookstore on our campus we consult with another college in our town.

10 We have access to the syllabi on a server.

11 student requests

Q: How do you budget for these acquisitions?

Answered: 39 Skipped: 29



ANSWER CHOICES	RESPONSES	
Dedicated budget	10.26%	4
General monographic budget	56.41%	22
Other (please specify):	33.33%	13
TOTAL		39

Other (please specify):

1 The Library does not budget for any textbook purchases.

We do not pay for textbooks received from the bookstore, this is a free arrangement. (We only get one book, not multiple copies). We do not buy textbooks out of any budget. So

2 Question # does not apply.

3 There is no budget

4 We have a textbook fund within the general monograph budget.

5 Not generally purchased, but if we do buy it's from the general monograph budget.

6 Textbooks are donated by faculty or students.

7 Library Fee budget

8 Not budgeted

9 Unfortunately, there is no budget for this.

10 We do not purchase textbooks. They must be provided by the instructor.

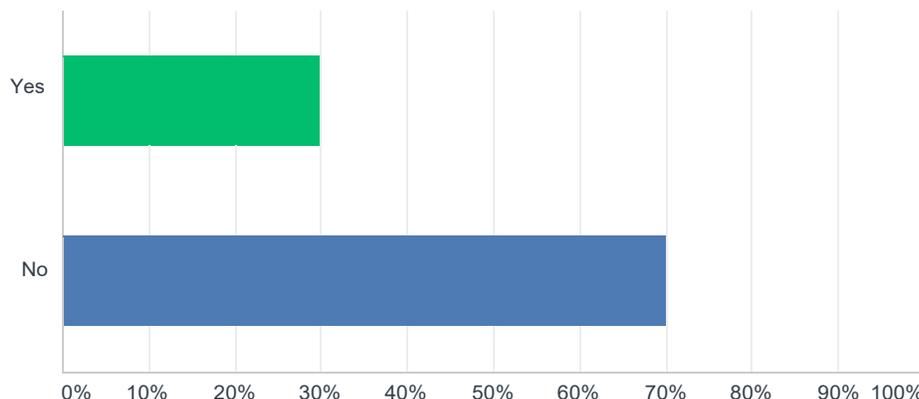
11 No purchases

12 The library doesn't purchase required textbooks.

13 We do not buy them, only through donation.

Q: Is there a price limit to purchases for materials in this collection?

Answered: 37 Skipped: 31



ANSWER CHOICES	RESPONSES	
Yes	29.73%	11
No	70.27%	26
TOTAL		37

Q15 Do you have a policy that indicates the price limits? Please describe how this is determined.

Answered: 11 Skipped: 57

Responses:

- 1 I hate this question as well -- the individual librarians can purchase up to \$200 purchases above that the director of collections must sign off. This is for all the materials. Also, this is an internal policy.
- 2 It is handled on a case by case basis. Factors include the department and library budgets, use of the item, alternative access, etc.
- 3 No, but we generally avoid lower cost textbooks or other types of required readings, like novels or workbooks, where course reserves is not effective.
- 4 We do not buy textbooks.
- 5 We keep purchase to under \$100 per title because our overall book budget is \$30,000 per year.

We purchase textbooks for our textbook reserve collection as follows: If 3 or more sections of a class are using the textbook, and it costs \$75+, we will purchase for our [name removed] campus. For our [name removed] campus it's 2 sections or more. We purchase all textbooks for our Developmental Courses (English), regardless of cost. We also purchase textbooks if a faculty member requests them even if under \$75. Sometimes we are flexible, and the need of the book outweighs the price. Faculty don't

6 usually request books over \$75.

7 Our price limit is \$1. We only accept donations to our textbook reserves.

8 Do not purchase textbooks

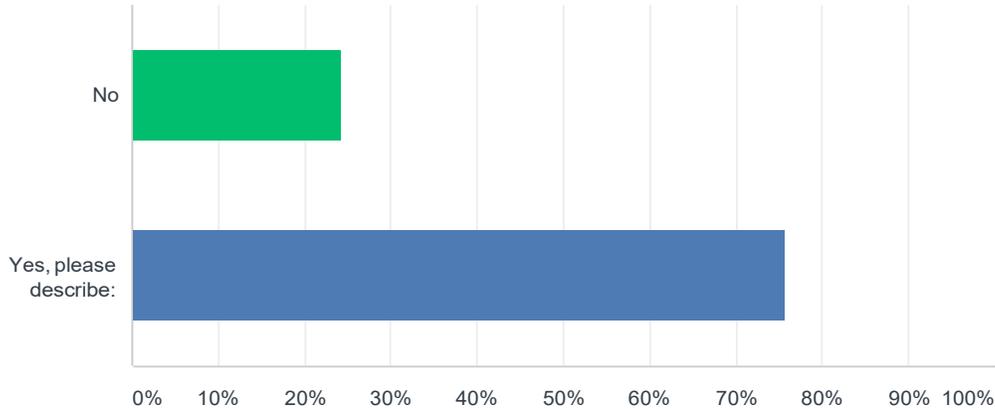
9 No

10 n/a

11 On special occasion, we discuss such criteria with individual faculty.

Q: Are there any types of materials that the library does not purchase for the textbook collection (workbooks, eBooks, etc)?

Answered: 37 Skipped: 31



ANSWER CHOICES	RESPONSES	
No	24.32%	9
Yes, please describe:	75.68%	28
TOTAL		37

Yes, please describe:

Although it is handled on a case by case basis, we sometimes do not purchased more disposable items

1 like work books, and we do not purchase ebooks for reserves.

2 Workbooks, loose leaf, spiral bound, and may not buy if only 1 edition removed from library copy.

3 We will not purchase certain workbooks and try to avoid purchasing titles with code access-based content. Our determinations are on a title-by-title level and there is no overarching rule.

4 Workbooks, novels, e-books.

5 workbooks, some ebooks with accompanying single user online accounts.

6 Streaming audio/video

7 We do not buy required textbooks, per the Collection Development policy.

8 workbooks, ebooks

9 We do not buy any textbooks.

10 Consumables

11 Manuals, loose-leaf bundles or copies, wire-bound materials, workbooks

12 Workbooks are excluded. We've also declined some fashion studies books that require affixing fabric swatches to pages.

13 Workbooks, computer keys

Workbooks Lab manuals Spiral bound (too easy to rip out pages, though we do have a few) I don't like to purchase looseleaf books, but our bookstore binds them inexpensively, so if that's the only format

14 available, I will buy it.

15 We online accept donations of print resources

16 I draw the line at videos and workbook/manuals.

17 We do not buy workbooks, etc. that would be considered as consumables. Also, we do not pay for any added online material that come with textbooks.

18 Workbooks and "pocket guide" type things - anything that is designed to be consumable/for individual use.

19 We don't purchase anything.

20 Workbooks, lab manuals, ebooks

21 Do not purchase textbooks

22 We do not purchase most items.

23 Ebooks

24 No "required" items. Supplemental materials we will purchase.

25 Consumables...e.g. a survey or forms for a psychological test/measure

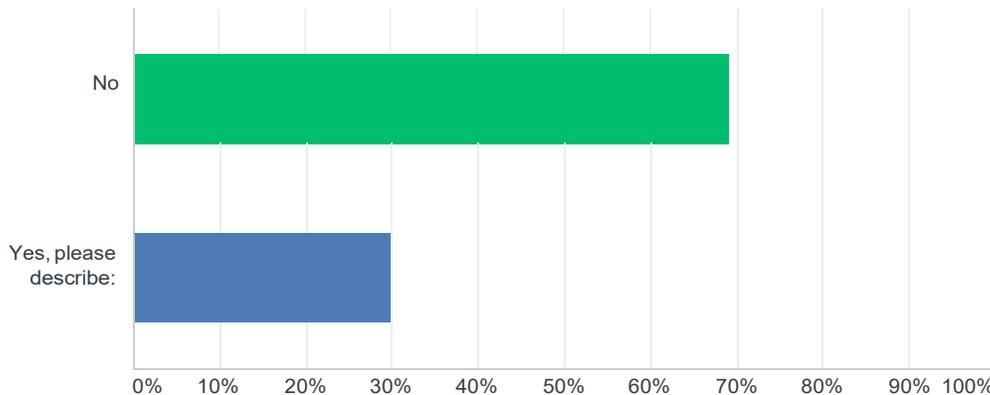
26 Online course codes which often supplement the textbook.

27 We will definitely not buy workbooks, perishables, study guides.

28 workbooks, course packs, lab manuals, etextbooks

Q: Do you have any cooperative arrangements with your institution's bookstore to assist in your textbook reserve program?

Answered: 39 Skipped: 29



ANSWER CHOICES	RESPONSES
No	69.23% 27
Yes, please describe:	30.77% 12
TOTAL	39

Yes, please describe:

1 We are given a list of textbooks from the bookstore and buy many of the books from the bookstore.

2 Yes, in a sense. Our institution's bookstore has agreed to provide us with semester textbook lists. The bookstore has a campus requirement to help students defray textbook costs through open educational resources (OERs) and other means, so their cooperation with us helps address this requirement.

3 They send us the list of books ordered for undergraduate classes and we confirm which will be purchased and do purchasing through them.

4 Follett provides the Library with copies of the most purchased textbooks each year (25-100 titles) to be put on reserve.

5 Please see earlier answers.

6 We work with the Assistant Director for course materials at the [institution's name removed] Bookstore to identify needed textbooks

7 Somewhat. They don't always have what we want or need.

8 They supply us with the list of titles, and we purchase the majority of them from the store instead of our usual vendors.

9 We do get a discount (10%) but that's it. We don't work together on this project.

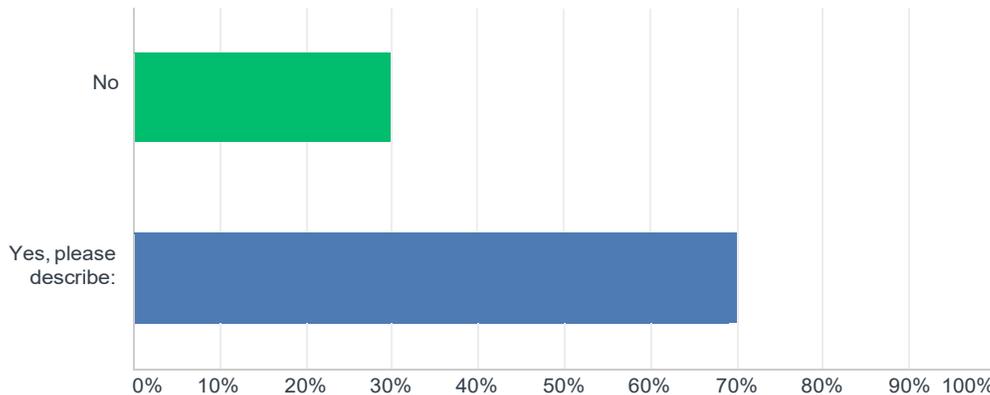
10 Yes, but only in that our university bookstore no longer carries physical books. Students are provided with information for ordering online.

11 They give us a list every semester, and we highlight what we own.

12 Our bookstore is campus owned. We get textbooks at cost.

Q: Do you analyze any data about the circulation of these materials?

Answered: 39 Skipped: 29



ANSWER CHOICES	RESPONSES	
No	30.77%	12
Yes, please describe:	69.23%	27
TOTAL		39

Yes, please describe:

1 In the general context of the circulation of our reserve materials.

2 We just track the aggregate circulation statistics of the collection as a whole.

We track per-month and per-fiscal year loan activity for these titles. We also track loan activity at a per-item level to determine which titles circulate often, and which do not.

4 We determine use of the collection, impact on ILL volume, cost per use.

5 I run a monthly report on the number of reserves checked out.

We look at general reserve statistics. We will consider putting additional books on reserve if there is high demand.

7 Circulation of these materials is included in accreditation reports.

Circulation data is provided to departments as part of the regular Program Review process.

9 Semester and annual reports of reserve circulation are distributed to discipline selectors for evaluation.

10 Not yet.

11 statistics of usage

12 We tabulate reserve circ data on a monthly basis.

Varies by site. In general, we keep track of monographs per course and the cost and we look at circulation data for those materials. At this point, however, it does

13 not impact the purchasing decisions.

14 We keep quarterly circulation statistics.

15 We collect stats on Reserves use. I don't believe we analyze deeper than that.

This is a we will be answer, because we have decided to start tracking use now that it is in the Course Reserves module as well as tracking no-fill requests for material

16 not provided by division/faculty

17 A few of our librarians look at circulation data on a regular basis.

18 Not at this time.

19 Circulation

20 We monitor circulation patterns for Reserves.

We track usage of all reserve items closely. Superseded editions are moved to the circulating collection. Anything that hasn't been used in a year or so also gets moved. Sometimes we reach out to the faculty member, but it's really easy to bring a book back and change its status if it starts getting requested again, so we usually

21 just move it and see if anyone notices and move on to the new title(s).

22 Through Check Out Stats.

We run reports on usage, but this generally does not affect any decisions, since we don't spend money on textbooks. We mostly report back to faculty so they can

23 decide if it is worth having a book on reserve.

They have a separate item type so we can parse out reserve and textbook

24 circulations from other item types.

We review our small closed reserve collection for use, but our Open Reserve collection is analyzed by how often and recently the books have been placed in the bookstore. Two years or older are removed from the collection.

25

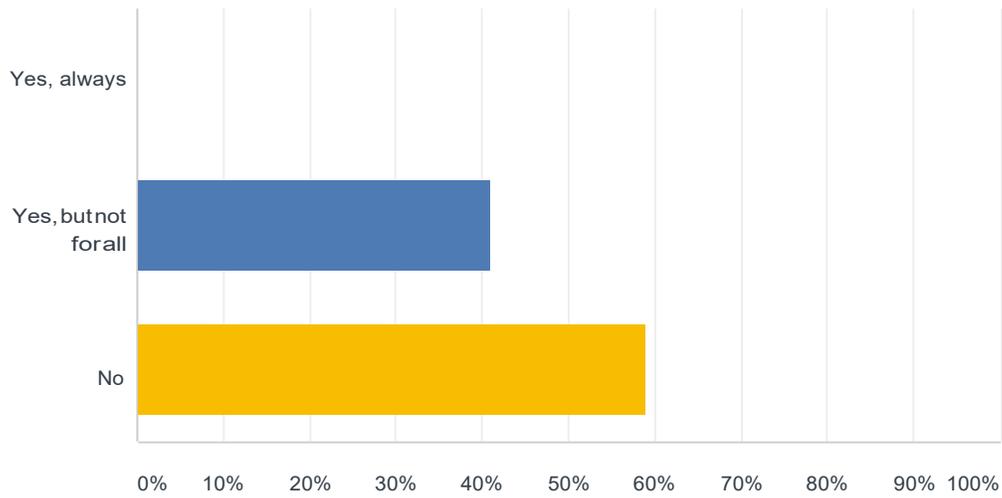
Just starting: items that circulate from our current reserves location, plus a

26 separate spreadsheet for items that are requested but NOT available on reserve.

27 We provide statistics of usage per term to instructors.

Q: Do you purchase multiple copies of an individual textbook?

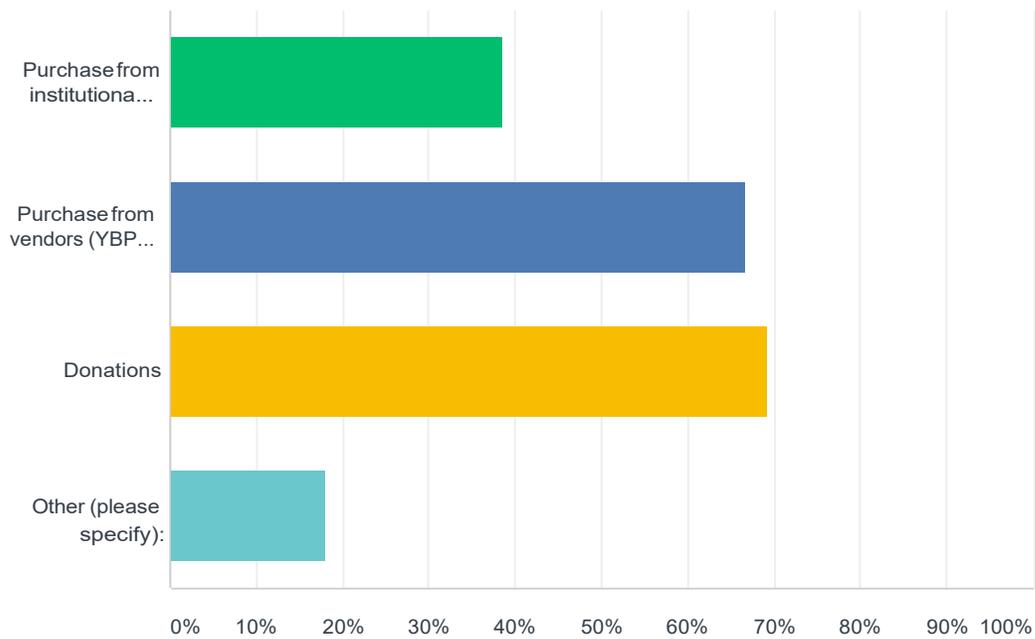
Answered: 39 Skipped: 29



ANSWER CHOICES	RESPONSES
Yes, always	0.00% 0
Yes, but not for all	41.03% 16
No	58.97% 23
TOTAL	39

Q: How do you acquire these materials? Check all that apply.

Answered: 39 Skipped: 29



ANSWER CHOICES	RESPONSES
Purchase from institutional bookstore.	38.46% 15
Purchase from vendors (YBP, etc.)	66.67% 26
Donations	69.23% 27
Other (please specify):	17.95% 7
Total Respondents: 39	

Other (Please specify):

- 1 Amazon....
- 2 Donation from our bookstore.
- 3 <https://www.amazon.com/>
- 4 Amazon
- 5 Faculty often loan us personal copies to put on reserve.
- 6 For some material, we will rent it.
- 7 Faculty

Q: Who does the ordering for these materials / Which department does the ordering?

Answered: 37 Skipped: 31

Responses:

1 Acquisitions staff in library technical services.

2 Acquisitions

3 Our Collection department

4 Monographic Acquisitions and Cataloging does the ordering. Access Services is responsible for identifying and selecting titles.

5 Acquisitions.

6 I am a solo librarian so the Director does it all.

7 Technical services does the ordering with input from a collections committee.

8 Reference librarian gathers titles each semester; library director orders them

The head of access services/circulations contacts the bookstore each semester to obtain the master list of required texts. Then present reserves items are reviewed for currency. If we are missing textbooks or if editions have changed and we have not already received a new copy, the head of access services/circulation contacts academic deans, divisions and departments to request copies.

10 Library acquisitions; some departments will purchase copies to be put on reserve.

11 Our dean arranged the program with the bookstore. The bookstore does the selection.

12 Head librarian

13 Library director

14 Each site selects materials to be ordered. Our Acquisitions department does the actual ordering.

15 Library

16 n/a

17 Access Services coordinates the list of titles and Technical Services orders them

18 Reference librarian (small institution)

19 One of the librarians, there are only two on staff, order materials.

20 Coordinator of Access Services

21 Collection development librarian.

22 n/a

23 Acquisitions

24 Me. The library department.

25 The materials are ordered through the Technical Services Department. Currently, the Head of Technical Services will go through the bookstore list and order material we do not own.

26 The Administrative Director.

27	N/A
28	Faculty
29	Library Director
30	Do not purchase textbooks.
31	n/a for textbooks; generally the director does the ordering, based on librarian recommendations
32	n/a
33	we only have 3 full-time staff so as the director I do all the purchasing.
34	One person library, so the Library.
35	donations, no ordering
36	Right now, teaching faculty are responsible for providing us with copies. Our collection developer purchases a few items out of the general book budget (items that we would add to the collection anyway, items already in the collection, replacements for damaged items).
37	Circulation

Q: What else is your library doing to help students access required course materials?

Answered: 31 Skipped: 37

Responses:

1 We have a big OER initiative that we are trying to support whenever possible.

Trying to help them discover alternative options, including interlibrary loan or
2 possible online options.

3 We will try to obtain through ILL/IShare

Selecting/ordering titles for "general" and Common Course reserves is primarily
how we help students access required course materials. We support the principle
4 of OERs, but have not formally incorporated them into our selection process.

5 Provide ILL. Find like materials in our local collections. Provide e-reserves.

6 LibGuides, Curriculum Builder

We are promoting OER with faculty. We recently recorded a video interviewing
7 faculty about their use of OER to promote their use

Purchasing ebook versions whenever possible so commuter students can access
8 from home.

The Library's Reference & Instruction Librarians are working closely with the
bookstore to evaluate strategies and implement pilots for reduced costs to
9 students. Several open access texts have been adopted.

Liaisons work with faculty to create links to library resources designated as course
10 materials within the Blackboard course shell.

11 See if textbooks are available through I-Share or interlibrary loan.

Our students are increasingly online. Identifying vendors who carry course
materials in ebook format can be a challenge. It doesn't make sense to purchase
12 physical books if students are enrolled in online classes.

Encouraging faculty to adopt OERs through a faculty incentive program: [URL
removed]; in the health sciences we rent textbooks through databases such as
13 Clinical Key, Access Medicine, etc.

If we are able to purchase an Ebook of the textbook, we email the URL of that
textbook to the faculty member to embed in his or her syllabus so that the
14 students have access to it. We also add these to our library catalog.

We participate in open textbook network, CARLI ebooks, EBSCO ebook collection,
15 Google Books and Google Scholar.

We use I-Share when possible. Efforts are also underway to better inform faculty
16 of OERs.

Actively involved in encouraging faculty to use OERs. Encouraging students to use ILL, but that doesn't always work with textbooks. We provide a handout of alternatives to purchasing from the bookstore, where they can find the book(s) at lower cost.

18 I-Share ILL, educating faculty about OER resources

We don't have a lot of what might be called classic textbooks because we are a graduate institution. On the other hand, we take full advantage of I-Share to help students get required course materials from other libraries.

We always keep previous editions of textbooks and move them to the circulation collection so they can be checked out. If we have a required textbook that is also an accessible ebook, the link to that book is sent out to the course roster.

21 As a member of CARLI, our students can request material from other libraries.

Persistent links for anything available in electronic format. And we acquire required books in eBook format whenever possible. Sometimes we get print as well. It all depends on the book/usage. It's a case-by-case basis.

23 N/A

24 We are applying as much pressure as we can for OER

Purchased 12 graphing calculators for a semester loan - piloting this. The calculators are required and used in class. Some students will only take one math class and try to get by, but it affects success and retention.

We print one copy of OER and keep it on reserve for students who would like to use a paper copy without carrying it around.

27 Nothing

We are starting to also acquire ebook versions of required texts when available. That happens about 30% of the time. We then add this info to Blackboard where it lists required texts. The license terms are problematic...1 SU licenses are sub-optimal for a class with 80 people in it.

29 OER Challenge: to migrate commercial textbooks to alternative OER materials.

? We've noticed a seeming uptick in students ILLing their course texts rather than purchasing. Better than not having access at all, but not ideal (often the wrong edition, loan period likely to end before the end of the semester, etc.). We seem to have gotten the message across that we're a go-to place for course materials; now we want to increase the percentage of course materials actually available.

Affordable Course Materials Committee. Asking faculty to use Low cost, no cost items.

Q: Do you have suggestions for what might be done at the consortial level to make textbooks more available?

Answered: 23 Skipped: 45

Responses

The OER efforts seem to me to be the solution to this problem as I believe that it would be harder to get the publishers to participate with CARLI on these types of materials given their reluctance to allow for sharing of other ebooks. Possibly a consortial project to encourage the creation of needed textbooks -- that is create the textbooks needed and share as OER. Possibly create a repository of OER

1 objects created and shared by the consortial institutions.

2 I think the work being done to advocate for open textbooks is helpful.

OERs are a great consortial strategy for supporting textbook availability and affordability. We would also support consortial licensing of common required

3 textbooks.

System-wide ebooks? But every school has different textbooks. Maybe a

4 purchasing discount?

5 Scholarships for OER programs (money for faculty to adopt OERs, for example)

6 That would be great but not sure how that might work.

7 Sharing or borrowing online books with other libraries.

Publishers need to be more willing to make their books available online. Consortial

8 groups have more leverage than individual libraries.

Greater volume of electronically available textbooks with unlimited access (yes

9 pipe dream)

10 Better pricing and agreements with Ebook vendors such as GOBI and R2.

11 Group purchases might be helpful, especially with ebook collections

12 no

Not sure. My library is so specialized ([areas of study removed] programs) that textbooks for a consortia level may not help us since we are an upper division

13 university that does not have general education courses.

I have no idea unless our faculty start coordinating textbooks. If all CARLI libraries are showing their textbook holdings in the Universal Catalog, I find there is not a great deal of overlap between schools. Our students borrow items that a faculty member uses as a textbook, but libraries do not consider a textbook. This happens more often in the humanities, e.g. Frankenstein, Frederick Douglas's

14 Autobiography.

It's all about eBook/electronic materials for us these days, since so much of our

15 curriculum takes place off campus, but we're a special case.

16 Provide a budget for them.

Yes. In Maryland there was some law that once a textbook was asked for by a student, the library was obligated to put one on reserve. The law had something to do with the college receiving state or federal funds and equitable access. There was a dedicated line for textbook purchases in the library budget. I can't find a similar situation in Illinois unless it is something I overlooked. I believe OER is resolving of the issues with textbook access. However, I do not think it is a complete solution nor should it be. Some CARLI libraries seem to have an abundance of texts in their collections even if one edition earlier. We are grateful for that. Maybe we could adopt a 15 week across the board circulation policy for textbooks so as not to disrupt learning with renewals. In addition, we could encourage members to purchase one consortial copy in addition to an institutional copy (if it matches a list) and have members agree in lending/borrowing that

17 textbooks be quid pro quo.

I don't think that this is something the consortium needs to facilitate in any way. Textbooks are so expensive and benefit so few students, as they are hard to share with other schools without tying it up for one person. I'm very sympathetic to the students' plight, but local collections with limited reserve windows are the only

18 way for this to be fair to students.

19 No

20 ebooks with UNL license terms.

21 Advocate for OER instead of commercial textbooks.

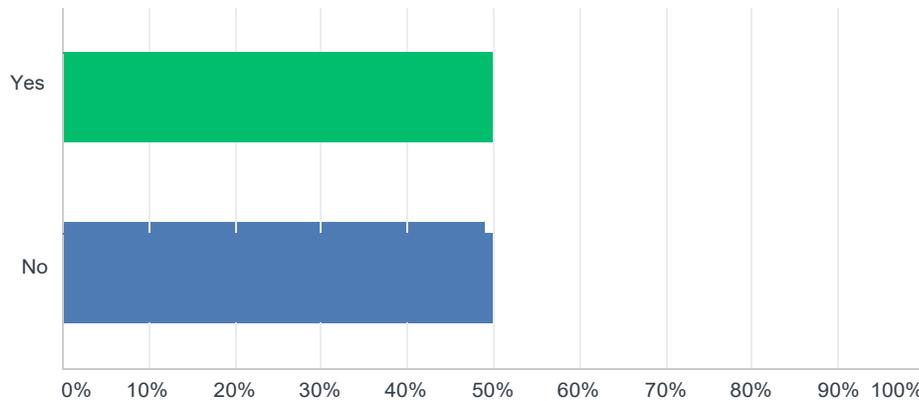
If it's possible to determine highly popular course texts (at least X classes across Y

22 institutions use), purchase those as consortial Ebooks?
A shared platform for hosting textbooks that students can easily access and search
23 by course/institution.

Appendix 2: 2019 Curriculum Materials Survey and Responses

Q: Does your library have K-12 textbooks, manipulatives, student activity manuals (curriculum materials)?

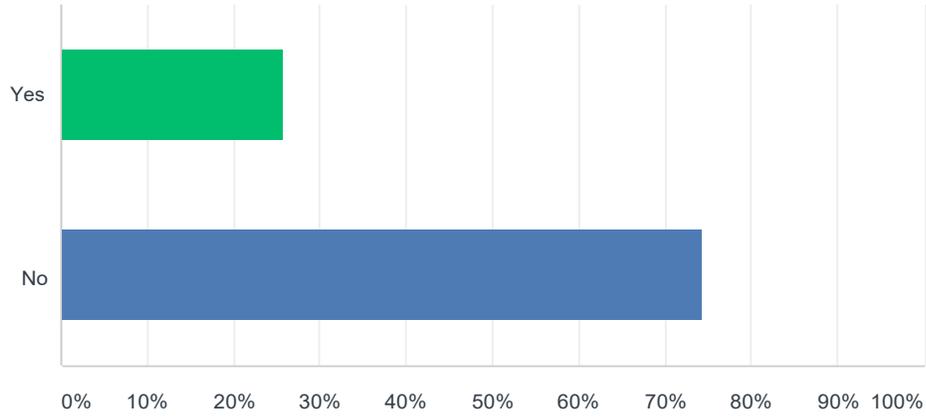
Answered: 67 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	50.75%	34
No	49.25%	33
TOTAL		67

Q: Does your institution have a dedicated budget for these materials?

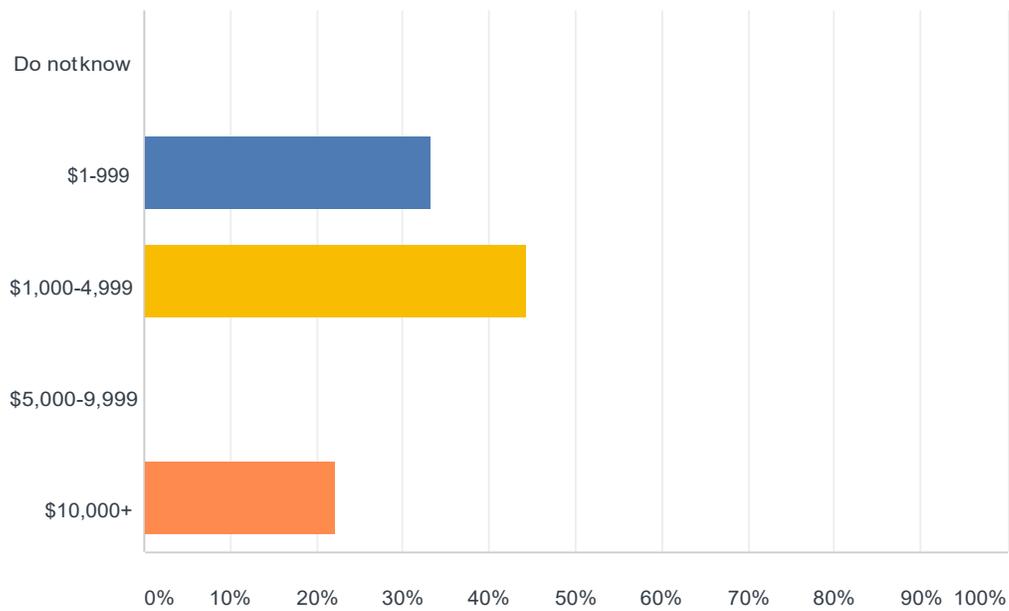
Answered: 35 Skipped: 33



ANSWER CHOICES	RESPONSES	
Yes	25.71%	9
No	74.29%	26
TOTAL		35

Q: What is your institutions budget for curriculum materials?

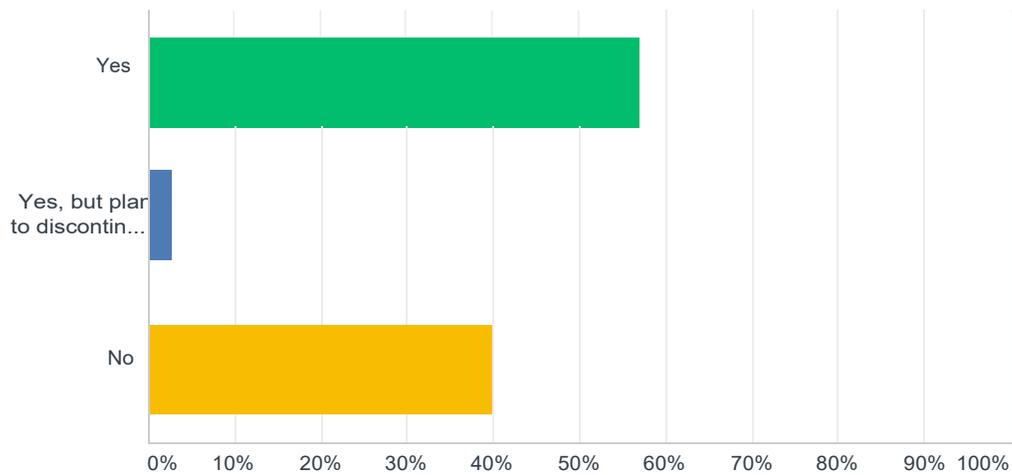
Answered: 9 Skipped: 59



ANSWER CHOICES	RESPONSES
Do not know	0.00% 0
\$1-999	33.33% 3
\$1,000-4,999	44.44% 4
\$5,000-9,999	0.00% 0
\$10,000+	22.22% 2
TOTAL	9

Q: Is your library actively adding curriculum materials to your collection?

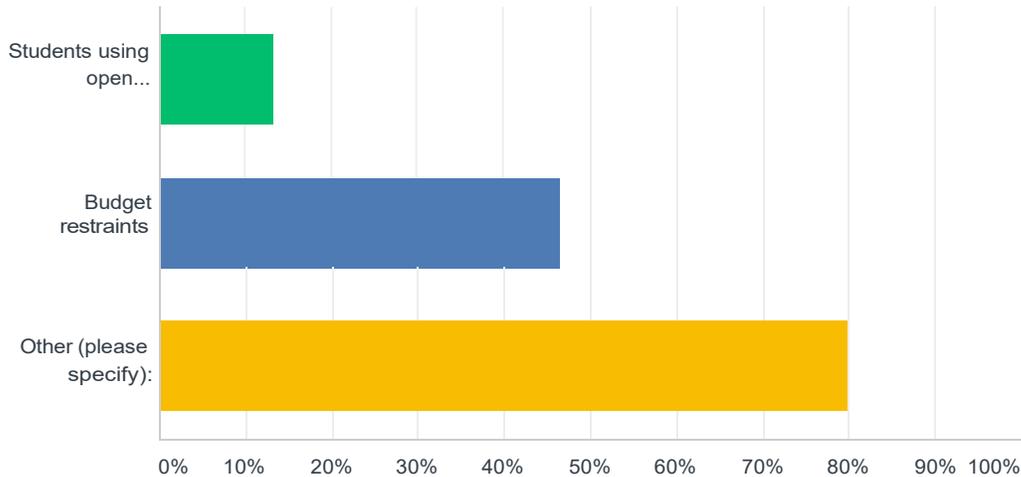
Answered: 35 Skipped: 33



ANSWER CHOICES	RESPONSES	
Yes	57.14%	20
Yes, but plan to discontinue in the near future	2.86%	1
No	40.00%	14
TOTAL		35

Q: Why is your library no longer collecting curriculum materials (or planning on discontinuing collecting in the near future)? Check all that apply.

Answered: 15 Skipped: 53



ANSWER CHOICES	RESPONSES	
Students using open educational resources (OER)	13.33%	2
Budget restraints	46.67%	7
Other (please specify):	80.00%	12
Total Respondents: 15		

Responses:

Our collection was mostly donated, and at this point is very outdated. We will add resources to the collection that are donated, but we do not purchase for this collection.

1

Lack of interest at the present. We have a very small collection, barely two dozen, books in support of curriculum. All are old and none are being replaced. Reduction in early childhood education program.

2

I think we'd like to continue adding, but we would need to develop donation partnerships or have our budget restored.

3

We inherited the curriculum collection from the education department's former media center. We provide housing more than actual collection development.

4

Lack of demand from faculty/students

5

6 We collect sparingly - there is not a lot of demand for these items via the library.

Will continue adding a few resource/activity books, and children's literature.

However not as much as we used to get when we had the separate center. Budget for curriculum materials is part of the budget for all Division of Education

7 purchases.

In terms of supporting teaching and learning of education department, we do add materials to the curriculum collection, but have focused on children's literature, especially in the areas of multicultural and award-winning children's books. Other curriculum materials have not been requested in recent years and this has not

8 been a priority highlighted by the College of Education.

Our curriculum collection is out of date and most students can get sample copies from the [name removed] or the publisher for the [name removed] which are much more up to date than anything we have. Besides, church curriculum materials change rapidly, and are under utilized by students.

9

We only collect what faculty members provide or request. There is not robust enrollment to warrant additional expenditures

10

Our collection was donated by a grant-funded project on campus that ended. At some point they will become outdated and we'll probably weed them.

11

College used to run a children's school and have a larger education focus. The children's school closed several years ago, we have fewer Ed courses, and the K-12 curriculum items in our collection aren't being used. Most are outdated are only still on the shelf because of our limited capacity to weed (staff time, space to store weeded materials prior to booksales, etc).

12

Q: Briefly describe the usage of the collection (e.g. in-library use by undergraduates in lesson planning)

Answered: 32 Skipped: 36

Responses:

Undergraduates or students in the Master of Ed program - can borrow similar to other books (circulates, same length of time, etc). Used primarily by undergrad education majors for lesson
1 planning or curriculum reviews.

Undergraduates in early childhood education, for lesson planning. Items are checked out for
2 two days.

Used by Education undergrads for curriculum planning. Collection circulates, so students can
3 take them out of the library. Also actively used in Interlibrary Loan.

4 library use by undergraduates or graduates in lesson planning

Somewhat unsure since I am still somewhat new. I believe faculty bring their students down to
5 use the collection but have not actually seen a class down there.

The collection is used by students in the teacher education programs to gain understanding and familiarity with actual resources used in the k-12 classroom. Many use the curriculum guides as examples or models of lessons they are supposed to develop as part of their student teaching program. Instructors use the collection to point out successful (or not so successful) classroom material, and help students understand what works and why. We also have
6 occasional parents or tutors who check out material to assist k-12 students.

We have a curriculum room that includes these materials, but they circulate like other library
7 books.

8 Overnight or in-library use by education students for lesson planning.

Primarily used by undergraduates and graduates in our Teacher Preparation and Curriculum & Instruction programs, but there are no use restrictions for other students, faculty, staff or
9 alumni.

10 Used as examples, and often by non-campus users

11 Circulating collection primarily used by students in the College of Education.

Doesn't seem like a lot of usage. However, some items seem to be used when looking at circulation staging area - children's literature and activity books. K-12 textbooks too, (even
12 though they are old). I haven't seen usage or circulation statistics recently.

Students, particularly in the children's literature classes, check out the juvenile literature. The
13 sample textbooks and other curriculum materials see less use.

These materials support our Education students. They are available for either in-house use or for local circulation. The loan period is one week, and they are eligible for 3 renewals
14 (students).

There are assignments that require students to utilize children's literature, for these they
15 check out materials and peruse the curriculum collection.

16 in library use by students assigned projects

Used by undergraduate students in lesson planning, also supports Children's and Young Adult literature classes.

Materials circulate to on-campus users, which are mainly undergraduates in Teacher Education/Leadership in Education degree programs.

Used by undergraduates in lesson planning.

In-library use only by anyone

the materials are used by our students majoring in Education.

Our collection circulates widely both through student check-out and consortial borrowing such as I-Share. However, given the age of the curriculum collection it never leaves the library.

Used primarily by education students, student teachers, faculty, and in-service teachers as aids in the teaching process, including lesson planning.

Our students use the material when a classroom assignment requires them to use it. Some student teachers will use some of the materials to develop ideas to use in their classrooms. Parts of the collection are available for inter-library loan and we will loan those materials to outside patrons.

Early Childhood Education students may borrow children's literature, kits, and reserve books for lesson planning. These are not restricted to in-library use but many of the reserve books are the personal property of the instructor and are not available for consortial lending. Our children's literature however is.

Same checkout rules as general collection. No special timeframe.

Curriculum Materials are one of the most utilized sections of our library collection by undergraduates in the traditional and adult degree completion education programs.

We call this collection the "Juvenile Collection" and it circulates. The usage is not very good, and I don't think a lot of our Education majors know it exists. That statement also extends to some of the Education faculty.

graduate students in comparing curricular approaches to teaching math...each publisher tends to have an approach so the comparative aspect is what's important.

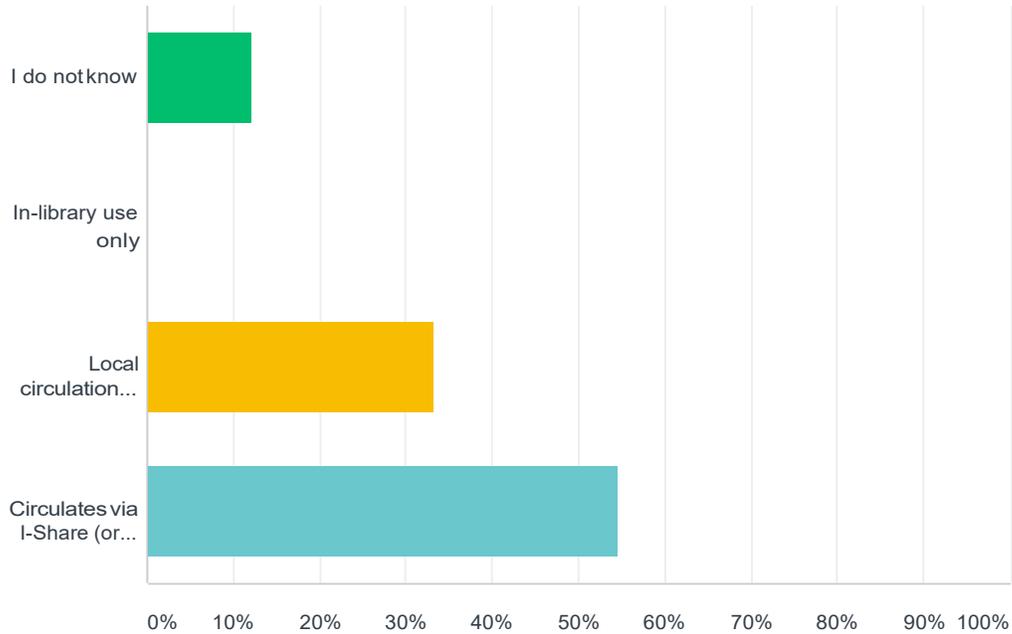
The curriculum material we have is aging but is still used by some students. The lesson plans available on the web have reduced the use of the curriculum collection.

Far as we can tell, they're not used by anyone for any purpose. Curriculum items are shelved in the general stacks.

Kits are able to be checked out for personal exploration and class use.

Q: What are your current lending policies for the majority of your curriculum materials?

Answered: 33 Skipped: 35



ANSWER CHOICES	RESPONSES	
I do not know	12.12%	4
In-library use only	0.00%	0
Local circulation only	33.33%	11
Circulates via I-Share (or through interlibrary loan)	54.55%	18
TOTAL		33

Q: Briefly describe challenges that limit lending of curriculum materials (if applicable):

Answered: 19 Skipped: 49

Responses:

Each "curriculum material" is often actually a collection of many smaller pieces. Keeping track of all the pieces is time consuming. Additionally, replacement costs for these items, if lost, can be prohibitively expensive. Passing that cost on to our users is a concern - items get lost or damaged all the time, but that is a lot of money to ask our students to come up with.

1

We keep the few that we have available on two-day check-out so that all students in the class using the books can access them. Right now, we are not offering early childhood education classes and the items are not being used at all. Usage has dropped significantly the past two years.

2

3 Currently it is just our call numbering system (invented by an earlier librarian).

4 boxed kits present some minor problems as they are not designed

We do lend curriculum material through I-Share and interlibrary loan. Because the local loan period is only two weeks, however, that can be a disadvantage to local borrowers when outside borrowers get a longer loan period. We have occasionally had to refuse to lend kit or game material due to size or fragility. We also have a historical collection going back to 1800, so 19th century material and very early 20th century material is only for in-library use.

5

6 An entire class may need the same 6 books at various times during the semester.

Major challenges are keeping up with what curriculum materials are actually used in local schools (CPS); keeping materials up-to-date; and dealing with publisher's hesitancy to sell these materials to libraries.

7

8 Books circulate in I-Share but manipulatives are local circulation only.

We no longer have a separate curriculum center in the library. The new space is shelving mainly for K-12 textbooks, activity, lesson books etc., and children's literature. Some materials, but older and outdated. During the past several years, the budget had to go to other books.

9

We do not lend our curriculum materials via I-Share request or interlibrary loan. Given the size of our collection, we feel that it is important to keep the materials available for our students' class requirements.

10

No challenges for most of the materials. We do have a few older kits or reference books that do not circulate.

11

12 Some of our things are in locked cabinets, which sometimes limits access.

13 Multiple parts, cost of materials

I-Share lending is selective for curriculum items, depending on the material. Music textbooks and new books in the curriculum collection don't go out on I-Share because our collection is limited, and there is high demand from our own students. Kits don't circulate via I-Share due to the number of pieces, and puppets because they don't ship well.

14

The bulk of our collection was given to us by our Education Department in 2004. They requested that we do not interlibrary loan it. Materials purchased since then using library funds is available for interlibrary loan. Our main problem is making sure that we do not loan any material limited to local circulation only. The only other challenge is items, e.g. kits with

15 multiple pieces is making sure that all the pieces are returned.

16 see above

Our collection is not the most robust and is based largely on donations, so we don't see a ton of usage from other schools, although we are happy to send them along. We've had no

17 complaints about this policy.

18 None.

Multi-part materials in bags tend to be lost if they are not counted upon return by a

19 knowledgeable person.

Appendix 3: 2019 Surveys - Additional Comments

Q: Do you have any additional comments about either textbook reserves or curriculum materials?

Answered: 18 Skipped: 50

Responses:

- 1 Campus-wide, there's increasing emphasis on identifying open-source materials. But even that is not yet backed by strong institutional commitment. We also have a book loan program funded by Perkins grant money.
 - 2 Our library lacks the space to keep textbooks for reserve, and unless the bookstore donates them, we cannot afford to purchase them. We do have about five books that were placed by instructors who purchased the textbooks, but that is it. The cost of textbooks hurts our students, many of whom are poor. A reserve collection would help them, but when the library's total book budget is \$5000, I cannot purchase copies of textbooks. We also cover a large geographic area and many of our students attend extension centers or have work schedules that make visiting the library challenging or impossible. Downloadable textbooks would be helpful for many students. Online textbooks requiring internet access can be problematic; rural areas mean that internet service can be poor or so bad as to be nearly worthless.
 - 3 No.
 - 4 No -- wasn't sure how to answer #14 and #15 -- we would not wholesale reject any type of material for reserves but would look unfavorably on spiral bound, workbooks, etc. #15 the only arrangement we have with the bookstore is that they will provide us with a list of books provided to the by faculty.
 - 5 When possible, we participate in the collaborative CARLI program of purchasing curriculum material to make sure there are sets available throughout the state. Last year we purchased the [name removed] starter kit, and just last week I had a local instructor ask if we had that specific title or similar material in our collection. That confirms that there is a need and interest in these materials.
 - 6 We are considering a textbook reserve program for items over a certain amount of money (may be \$100, \$150.) We would work with our Student Senate on this for funding. Our bookstore is on board with this proposal.
 - 7 Our reserve collections include textbooks but numerous collections of specialized equipment that we make available to students enrolled in specific sections; equipment for physics, astronomy, hearing aid dispensary, English language learning, etc.
-

As far as the question about would we like to, or starting a textbook program, we have talked about having a textbook reserve program but at this time do not have the funds, and perhaps staffing, to fund it.

9 The education department has its own library of curriculum materials.

It would be useful to have a master list of what is used/required in public schools and what is available online, perhaps in the form of a lib-guide that Illinois librarians could consult for OER.

11 We have a collection of materials to support our Pre-K students in the early childhood education program. These include curriculum and manipulative.

12 N/A

We have been thinking about implementing textbook reserves for the past year or two. We feel it would be very beneficial to our students. We have also received feedback from the students suggesting we do it.

Textbook reserves are very popular with our students. The first year the cost was high. Since then the maintenance cost for the collection has been fairly stable. Some publishers are moving to only releasing their material as a digital rental. We will not be able to support those titles due to cost. The publisher would require an annual licensing fee which are usually prohibitive for our size school. Our Curriculum Collection needs to be updated. We have mostly added children's fiction and non-fiction, e.g. biographies. Also, we have purchased books that we call teacher resources. The books contain ideas for creating lesson plans, e.g. Designing meaningful STEM lessons.

15 The best thing we can do to solve this problem is to help faculty discover OER and vendors like Flat Earth. It's extremely hard to fairly share textbooks in a meaningful way that doesn't benefit only a select few students. A two hour reserve window is the best solution we've found so the books don't just benefit a small number of students, but that's not always an adequate amount of time.

Though we have a curriculum materials/juvenile collection, we are not significantly adding to it at this point. This is a function of budgets, lack of use, and the Education students and faculty using more and more resources which are free and online. Though we're not planning to muck about with the collection in the near future, it is mostly a spent force at this point.

We don't love textbook reserves because in many instances we are spending resources on things that will be outdated faster than a traditional monograph might. BUT, for those students who can't afford to buy their own books, it's invaluable. And that's frustrating...because it seems like faculty are vaguely sympathetic to these issues, but not enough to actually choose different books that are cheaper or adopt an OER. It feels like what's behind their inertia is more a lack of creativity on their part to this problem than any strong academic freedom/pedagogical 'this is the only book that does this' reason. Which I attribute to time. They just do not have the time it would take to rethink their courses to the degree it would take to switch from whatever they are doing now to an OER or some other option. I feel so negative thinking about this, chalk it up to the winter we are having?

Really interested in the results of the textbook reserves portion! We think we see a need (like I said, just started formally tracking this week), and we'd like to fill it... but we'd like to not go broke doing so.
