

Appendix

Case Studies: Task Force on the Integration of E-books OCLC Member's Council Report, October 21, 2007

As part of its effort to understand the current e-book landscape, the task force collected case studies from libraries and consortia with significant experience with e-books. The libraries and consortia providing case studies for this report were:

- **Robert W. Woodruff Library, Atlanta University Center**
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- **Douglas County Libraries (Colorado)**
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- **Joint Information Systems Committee (JISC), United Kingdom**
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- **Marion County Internet Library, Indianapolis Library Partners**
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- **Nationwide Library, Nationwide Mutual Insurance Company**
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- **OhioLINK**
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- **Library and Information Center, Online Computer Library Center (OCLC)**
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- **Parkway Central High Library, Parkway School District (Missouri)**
(Appendix Page 41)
- **TexShare, Texas State Library and Archives Commission**
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- **University Libraries, University of Alberta**
(Appendix Page 51)
- **University of Hong Kong and Columbia University Experiences**
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These institutions were asked to provide the following information:

1. Your library's/organization's motivation for collecting e-Books?
2. When did you begin? Provide a brief chronological development.
3. Description of collecting activities (examples of collections purchased, local digitization efforts if any, etc.)
4. Nature of bibliographic access provided.
5. Nature of training, promotional activities.
6. How financed, e.g., Regular? Special funds? Other?
7. User reactions and statistics – the results.
8. Probable future directions.

E-Books at the Robert W. Woodruff Library of the Atlanta University Center

Michael Chromey

Collection Development Coordinator

Robert W. Woodruff Library - AUC

January 30, 2007

The Atlanta University Center (AUC) is a consortium of independent historically black institutions of higher learning. The AUC institutions engage in academic, administrative and cultural cooperation to enhance their individual resources and promote economy and efficiency. As part of this cooperative arrangement, the member institutions of the AUC all share the Robert W. Woodruff Library as their central information and research center. The member institutions of the AUC include Clark Atlanta University, Morehouse College, Spelman College, and The Interdenominational Theological Center.

The motivation for collecting e-books at the Robert W. Woodruff Library was the need to keep pace with evolving technologies in the field of information delivery and the opportunity to diversify our collection in terms of the variety of formats available to our user population. Our current e-book collection was initiated in 2002 and began with the purchase of the NetLibrary Shared Collection I offered through the Southeastern Library Network (SOLINET). The Library has continued to purchase the various NetLibrary Shared Collections and now boasts a total of 42,193 e-books in our NetLibrary collection. In addition to the titles offered through the NetLibrary Shared Collections, subject bibliographers also have the option of ordering individual titles through NetLibrary's TitleSelect service.

Bibliographic access to the NetLibrary shared collections is maintained by loading the OCLC-MARC data into our local system. Library users have the ability to search the local Online Public Access Catalog (OPAC) for e-books. All bibliographic records for e-books within the OPAC allow the user to link directly to the title by including a persistent URL for the e-book in the 856 MARC field. Users can also link to the NetLibrary search interface through another section of the Library's webpage. In addition to the NetLibrary collections, the Library also maintains a webpage that provides users with links to websites with e-books in the public domain. Currently, the Library does not catalog e-books in the public domain.

The collection Development Coordinator is responsible for overseeing and coordinating training for all resources within the Library's

growing collection. Initial training on the NetLibrary interface was offered through SOLINET and NetLibrary. In the fall of 2006, the Library embarked upon an aggressive training and promotional campaign to raise awareness of the Library's electronic resources and provide users with the instruction necessary to fully exploit the potential of these resources. NetLibrary was chosen as the initial "E-Resource of the Month" and the Library offered three training sessions for faculty, students, and staff throughout the month of October.

Funding for the Library's NetLibrary Shared Collections comes from the regular acquisitions budget. Subject bibliographers who opt to purchase individual e-book titles through NetLibrary's TitleSelect program are expected to use funds allocated to their specific subject areas. Since an e-book purchase represents a "one-time" cost as opposed to an on-going subscription fee, the Library prefers to purchase the larger shared collections when they become available through SOLINET.

User reaction to the Library's e-book collection has been muted yet positive. Users need more training opportunities with the NetLibrary interface and more aggressive marketing of the e-book collection to the faculty and students of the AUC institutions is required. From the questions received at the Reference Desk, it is clear that students are willing to experiment with the resource and are eager to familiarize themselves with the various features within NetLibrary. Faculty are also interested in the features of the NetLibrary interface and recognize the potential the resource offers, but are hesitant to adopt the new technology as a research tool. The onus is on the Library to make sure our users are aware of what is available and how to use it.

The e-book collection of the Robert W. Woodruff Library will continue to grow as the demand for information in electronic format grows. The library is committed to expanding information formats and recognizes the potential of the e-book as an information delivery platform. We are pleased with our current e-book collection, but need to work harder to insure that our users recognize worth of our e-book collection in relation to their research needs and possess the skills needed to utilize the resource to its full potential.

1/30/2007

Douglas County Libraries, a public library district in Douglas County, Colorado

James LaRue
Director, Douglas County Libraries

Background

Douglas County Libraries is a county-wide library district on the Front Range of the Rockies. Our community is highly educated, and has among the highest average incomes in the United States. It is also technologically savvy. Over 97% of the homes have computers; over 85% have Internet access.

We believed that ebooks would be a good fit for our patrons. We were wrong.

History of the Project

June 1999 -- placed an initial order of 300 titles from netLibrary (mostly travel, computer, history, business, health, sports, gardening). netLibrary lowered the contract to 300 titles for us. The original contract was for 500 titles, but we believed that almost half of them would be of limited interest to our patrons.

October 1999 -- Library Director writes newspaper column promoting netLibrary

2000 -- first year usage 145

2001 -- eBooks added to OPAC - link directly to netLibrary -- usage increases to 1417

2002 -- 500 Cliffs Notes titles added to collection -- increases usage to 3,388

2003 -- usage 1430

2004 -- usage 305 -- weed all but Cliff's Notes late in 2004

2005 -- usage 355

2006 -- usage 458

Observations on the Use of the Collection

On the one hand, how could they fail to be popular? Electronic books (ebooks) would seem to have clear advantages over paper. No more dog ears or gum wrappers -- just create an electronic bookmark, or search the whole book for some phrase.

Some of the ebook readers -- whether the now vanished RocketBook or Sony's new entry into the market -- can hold a dozen titles or more. So in one paperback size package, it might be possible to contain, for instance, a whole summer's worth of light reading.

For the businessman, an ereader might contain a traveling professional tool chest of manuals; for the student, a semester's worth of textbooks. This would be far preferable to the 30 pound backpack my middle school-age son carries around.

Yet ebooks are regarded, in the general consumer or public library market, as a failure. They have never taken off. Why?

There are several factors.

First, most ebooks are currently accessed through computer monitors. I have yet to meet anyone who has read an entire book this way. Onscreen resolution is far "dottier" than print on paper. Moreover, backlit text tends to hypnotize the eye. People blink less, which leads to eye fatigue. Good posture at a computer isn't as comfortable as slouching on the couch with a paperback.

Second, there is no ubiquitous, cost-effective reader. The Sony reader, featuring "electronic ink," seems to have solved the resolution issue. Its text is clear, legible, and with one button, jumps up to large print.

But the Sony ebook reader also costs between \$350-\$500. My own experiments with the reader indicate that it is "adequate." I did read an entire book, and found the experience relatively comfortable, provided that there was good ambient light. However, the contrast between the electronic ink and the screen was not as distinct as that of ink on paper. The ability to increase the screen font size is a plus for older readers; but the price of the reader probably restricts it to older readers.

Third, the publishing industry continues to struggle with "digital rights management." Such schemes add inconvenience to a process that already involves computers, cables, and battery rechargers.

Because of these factors, ebooks tend to serve as online reference tools. Public library patrons use them more the way scholars and researchers do -- as always available, searchable storehouses of text snippets.

But this raises a fourth barrier to adoption: the search interface. For the average public library patron, it is far easier to search Google than to log into some ebook website, select a title, then search it.

The greatest bump in the use of our ebook collection was our integration of titles into our SirSiDynix catalog. However, a single publisher seemed to account for most of our ebook activity: Cliff's Notes. I'm guessing that our audience was high school students, the night before the big test on a book they had never gotten around to reading. If the other titles were print, we would have "weeded" them from our collection after the first year. They didn't appeal to our patrons.

We added other packages of ebooks, in particular, a collection of titles by the Gale publishing company. It had two compelling features: a good collection of authoritative reference titles, and an interface that allowed searching of the whole collection at once. I think of it as Google on steroids: focused and reliable. It is used, though, mostly by our own staff.

Conclusion

It is clear that the digital book content most in demand by public library patrons is not text, but audio. It is also clear that the most desired audio format is that used by the Apple iPod, which *has* captured significant market share.

And it is clear that the ebook, for the general public, is still a good idea that has yet to translate into a compelling product.

JISC Collections and the UK higher and further education community: A case study of e-books

Joint Information Systems Committee (JISC), United Kingdom (UK)

JISC Collections

The JISC Collections undertakes national licensing for online resources that support education. It provides higher education (HE) and further education (FE) with a collection of free and subscription-based online resources such as full text databases, e-books, digital images, e-journals, online film, learning materials and geospatial data.

Core to the service provided by JISC Collections is central negotiation and national licensing for online resources. These services support the key aims of JISC Collections:

- to support education by offering an affordable, relevant and sustainable collection of online resources
- to widen accessibility to online resources
- to save higher education institutions time and money

JISC Collections is supported by working groups that represent the education community. The e-books working group is chaired by Dr Hazel Woodward - University Librarian and Director of Cranfield University Press at Cranfield University. Further details on the group can be found at: <http://www.jisc-collections.ac.uk/workinggroups/ebooks.aspx>

The e-books working group advises and guides JISC Collections in providing the UK HE and FE with secure cost-effective access to a comprehensive and relevant collection of e-books. The group also keeps a watching brief on the e-books industry to ensure that the JISC Model Licence keeps abreast of standards and new technologies.

Motivation for collecting e-books

In 2001 the JISC e-books working group commissioned an overview study of the e-books industry. The study highlighted that e-books were seen as good target for investment and predictions for the future looked favourable but that there were many issues surrounding the supply chain and the business and licensing models. The members of the group advised JISC that despite these issues there was a demand for e-books and JISC should take the lead in negotiating access to collections, starting

with e-reference. JISC therefore started to investigate demand for e-book collections within the community. In addition, JISC and the working group commissioned four further studies to explore the academic e-books market to ensure appropriate collection building:

- **The e-Book Mapping Exercise**

This study investigated perceptions and attitudes to e-books and explored acquisition, licensing and pricing models that were being deployed. It focused on business and management, engineering, and health and medicine subject areas. The study concluded that the preferred format for delivery was online PDFs and that undergraduate textbooks together with reference books would constitute the primary purchasing areas. The study also found that there was marked concern about the proliferation of existing licensing and costing models.

http://www.jisc-collections.ac.uk/workinggroups/ebooks/coll_ebookstudy1_emapping.aspx

- **Promoting the Uptake of E-books in Higher and Further Education**

This report highlights how some of the barriers to the uptake of e-books can be removed and how e-books can be promoted more fully by a wider range of institutions and individuals. The study has developed a series of case studies, including examples of best practice.

http://www.jisc-collections.ac.uk/workinggroups/ebooks/coll_ebookstudy2_hefe.aspx

- **E-Books in FE and HE Strategy Study**

This study aims to define the business and market context for electronic textbooks for UK further and higher education, to shape the work and role of the Working Group and a vision for the future (up to 10 years ahead) of electronic textbooks.

http://www.jisc-collections.ac.uk/workinggroups/ebooks/coll_ebookstudy3_hefe.aspx

- **An Investigation into Free E-books**

The main focus of the study was on resources for the arts and humanities subject area, to reflect the expertise and knowledge of the authors, and to complement the related projects. A survey of formats found that free e-books are available in a variety of different formats and a lack of formally marked-up structure is a barrier to their being aggregated into collections, searched or meaningfully preserved. The report makes a number of recommendations in order to promote the uptake of free e-books.

http://www.jisc-collections.ac.uk/workinggroups/ebooks/coll_ebookstudy4a_free.aspx

Chronological development of collections licensed

JISC Collections has licensed a number of e-book collections since 2002 as detailed below.

2002

- **Know UK and European Sources Online** provides online access to over 100 reference publications on the people, institutions and organisations that influence, govern and make up the UK. European Sources Online offers integrated access to a range of information about the European Union and wider Europe. This includes the institutions and organisations, policy initiatives and legislative activities, and the people and nations of Europe.
- **Xreferplus** is an online reference library, offering access to the full text of 235+ top reference books from 55 of the world's most respected reference publishers. It contains over three million entries, 60,000 images, 90,000 interactive maps and 180,000 audio pronunciation files. It includes all types of reference books including dictionaries, encyclopaedias, thesauri, books of quotations and atlases, together with subject-specific titles covering everything from the arts to astronomy and science to Shakespeare.
- **Oxford Reference Online** is a comprehensive and authoritative online library which brings together a vast range of language and subject reference works into a fully cross-searchable resource.
- **Elsevier Major Reference Works** offers authoritative, validated content, edited by international teams of experts. Content for reference works contains substantial internal cross-referencing and links to external sources. All provide the reader with structured

overviews of each topic, together with key references leading to primary and review journal, and book, sources for more in-depth study. Professional indexing, supplementary biographies, glossaries and appendices, add to the resource.

2003

- **Taylor & Francis eBook store** has over 15,000 titles available providing a wealth of material for librarians, academics and students at all levels. With an eBook, students can interact with their research materials - highlighting, annotating, creating their own notes and bookmarks, according to their own needs. This comprehensive collection includes the leading titles published by Taylor & Francis, Routledge, RoutledgeFalmer, RoutledgeCurzon, Martin Dunitz and Spon Press.
- **Wiley Interscience Online Books** offers subscriptions to the electronic versions of science, technology and medical monographs delivered online via the Wiley InterScience interface.
- **Britannica Online** is the complete encyclopedia, as well as Merriam-Webster's Collegiate Dictionary and Thesaurus, Britannica Student Encyclopedia and the Britannica Book of the Year.
- **The Oxford English Dictionary Online** is the world's leading authority on the history and evolution of the English language since 1150.
- **Literature Online** and **Lion for Colleges** is a fully searchable library of more than 349,000 works of English and American poetry, drama and prose from the 8th to the 21st century, with thousands critical articles, essays, biographies and encyclopaedia entries.

2004

- **Gale Virtual Reference Library** comprises of 21 electronic reference titles - including several multi-volume sets - covering a variety of subjects from arts to environmental studies, to psychology to fashion.
- **Oxford Dictionary of National Biography** offers fast desktop access to the complete text of the new 60-volume Oxford Dictionary of National Biography - 50,000 specially-written biographies (62 million words) and 10,000 portrait illustrations as well as the complete text of the first 33-volume Dictionary of National Biography - another 33 million words of text.

- **Oxford Scholarship Online** makes available online scholarly books published by Oxford University Press in the humanities and social sciences. It has four subject modules - Philosophy, Religion, Economics and Finance, and Political Science - and offers over 700 complete and fully searchable books, with at least 200 titles to be added each year.
- **Early English Books Online (EEBO)** makes available online more than 125,000 titles published between 1473 and 1700, starting with the earliest printed works in the English language. It reproduces the works listed in the Short-Title Catalogue I (Pollard & Redgrave, 1475-1640); the Short-Title Catalogue II (Wing, 1641-1700); the Thomason Tracts, a compendium of broadsides on the English Civil War printed between 1640 and 1661; and the Early English Books Tract Supplements. The works can be searched by author, title, printer, publication date, type of illustration, LC subject headings and other fields. Bibliographic records are linked to high-resolution facsimile images of the works, downloadable in Adobe PDF format.
- **The Academic Library** has over 500 e-book titles from publishers Pluto Press, earthscan, United Nations University Press and the Electronic Book Company and covers subjects from anthropology to international relations to politics.

2005

- **ACLS History E-books Project** is a collection of 1,230 fully searchable text books in the field of history. They are recommended and reviewed by historians based on their relevance to the study of subject.
- **Grove Music Online** comprises the full text of The New Grove Dictionary of Music and Musicians, second edition, edited by Stanley Sadie and John Tyrrell (London, 2001), The New Grove Dictionary of Opera, edited by Stanley Sadie (London, 1992), and The New Grove Dictionary of Jazz, second edition, edited by Barry Kernfeld (London, 2002).
- **Grove Art Online** is the recognised authority on all aspects of the visual arts from prehistory to the present day - from art and architecture to ceramics and photography. It provides online access to the entire text of over 50,000 articles from the acclaimed 34-volume Dictionary of Art and the Oxford Companion to Western Art.

- **The Stanford Encyclopedia of Philosophy** is integral to philosophy teaching and research in the UK and is authoritative and updated regularly with new articles.
- **Eighteenth Century Collections Online (ECCO)** includes a variety of materials - from books and directories, Bibles, sheet music and sermons to advertisements - and works by many well-known and lesser-known authors, all providing a diverse collection of material for the researcher of the eighteenth century.
- **The Shakespeare Collection** is a research environment for Shakespeare, Renaissance, Early Modern, Literary, and Performance Studies and Theatre History. The collection contains the complete series of Arden Shakespeare texts, 29 quartos, the First Folio, 17th - 19th Century editions and adaptations, 200 prompt books, over 500 performance accounts by Gordon Crosse, 400 performance related biographies, 70-100 full text-journals, reference works, images and illustrations.

2006

- **The Literary Encyclopedia** is a state-of-the-art reference work focused on literature originally written in English or translated into English. All entries since 1999 have been written by a network of over 1200 scholars and experts and edited by a distinguished scholarly board.
- **The Routledge Reference Resources Online** gives online access to the best of Routledge's (including Garland and Fitzroy Dearborn under the Routledge Imprint) reference titles on Religion and on Politics and International Relations in a single fully searchable and extensively cross-referenced resource. New works, updated editions and revisions will all be added on a regular basis.

2007

Launch of JISC national e-books observatory project

Potential agreements currently under consultation with education community:

- Knovel
- Royal Society of Chemistry
- Elsevier - Books on ScienceDirect
- Blackwell Reference Online

Description of the collecting activities

JISC Collections always uses the JISC Model Licence as the starting point for all negotiations with content providers. The Model Licence was originally developed in consultation with the PALS (Publisher and Library/Learning Solutions), a working group of publishers and the library community. However, over the years JISC Collections has developed and amended the license in response to user needs, changes in technology and development in standards.

The Model Licence aims to ensure that:

- Agreements are open to all UK higher and further education institutions and where possible the research councils
- Once an institution takes out a licence agreement all staff and students in that institution have unlimited, simultaneous access, whether working from campus or from home
- Staff and students of the institution can incorporate extracts from the licensed resources in all types of teaching and learning materials whether electronic or paper. This includes course packs, PowerPoint presentations, VLEs (Virtual Learning Environments), dissertations, project work, etc. The only requirement for such use is usually that the material is properly cited.
- Staff can adapt materials to meet the special needs of students – e.g. in Braille format
- Where possible, institutions have archival rights to the material post-cancellation

The type of business model that JISC Collections applies to each licence agreement varies. The declining subsidy model (where subscription fees are subsidised / a service is funded by JISC) is reserved for innovative and specialist e-book agreements where the content is innovative or niche and the community require time to embed the use of the e-books into their teaching and learning practices. This model was applied to many of the early e-book agreements such as Oxford Reference Online. This was often necessary as the market was immature and libraries had limited funding available to spend specifically on e-books. Once the agreement has been embedded within the institutions, the usage verifies value and the subscription cost.

Now that the e-reference market is well established, the ‘endorsement model’ is preferred. This is where JISC Collections licenses the e-book content and then sub-licenses it to the institutions. JISC Collections carries out all the administration for agreement managing the sub-licence agreement forms and the invoicing and also promotes the agreement to the community. This model has been used on the majority of agreements such as Oxford Reference Online, Xreferplus, Taylor and Francis e-books

store and is applied when a preciously subsidised agreement reaches its renewal date.

In some cases, JISC Collections acquires funding from the Higher and Further education Funding Councils in the UK to purchase e-book content in perpetuity on behalf of the education community. This model is usually only applied to static content such as archives and backfiles that are of high value to education and research. JISC Collections negotiates a perpetual licence to the content on a national level and pays the content owner a one-off payment. In effect, JISC Collections is purchasing and making the content free to all institutions. This type of funding was acquired for EEBO and ECCO and saves the education community in excess of £1.5 million every year. A similar agreement was undertaken for the Gale Virtual Reference Library which was purchased specifically for the FE community to stimulate their use of e-books. A slightly different model was adopted for the Stanford Encyclopedia of Philosophy where JISC funding of membership on behalf of the UK HE and FE community contributes to the permanent operating fund to keep SEP open access and quality assured.

Each UK HE and FE institution has the option to subscribe to any of the collections licensed through JISC Collections. Some of the e-book collections require institutions to pay a discounted subscription fee and some only require institutions to pay an access fee as JISC has paid for the content. For example, the Gale Virtual Reference Library only costs an FE institution an annual access fee of £65 where as in hard copy, this collection would cost £4,900.

User reactions and statistics - the results

JISC Collections and the e-books working group have successfully identified and negotiated agreements for a number of reference e-book collections, the take up of which is high:

Resource	Number of subscribers
Gale Virtual Reference Library	230
Oxford Reference Online	226
Know UK & Europe	149
Britannica Online	141
Oxford English Dictionary	131
Grove Art Online	121
Grove Music Online	103
Xreferplus	89

Lion for Colleges	80
Oxford Dictionary of National Biography	77
Early English Books Online	66
Eighteenth Century Collections Online	53
Literature Online	50
Taylor & Francis Online e-book Library	45
Oxford Scholarship Online	25
ACLS History E-book Project Collection	19
Wiley InterScience e-books *	15
Academic Library (expired and not renewed)	13
The Literary Encyclopaedia (new)	10
Shakespeare Collection	8
Routledge Reference Resources (new)	2

The e-book agreements with low subscription rates are relatively new and will require time to become embedded within teaching and learning. The subscription rates clearly indicate the demand for e-reference collections, which are often easier for libraries to justify spending on as they cover such broad ranges of subjects.

* Due to low take up of the initial agreement JISC Collections and Wiley InterScience renegotiated the Wiley e-books offering in April 2004 to add in further options for subscription and purchasing.

Future Directions

Since the inception of the e-books working group in 2002 core monographs and e-textbooks have been the centre of many discussions and the request from libraries for subscription agreements has been ongoing. In 2005 to 2006 JISC Collections and the e-books working group held a number of meetings with publishers. The aim of the meetings were to discover what publishers were thinking with regards to the e-textbook market and what activities were taking place in house; were they converting their core texts, how much was this costing, were they offering subject collections or were they offering title by title selection, what business models were they looking at, how were they pricing titles, what were they thinking about the future....

The discussions were extremely interesting and without divulging any confidential information, it is safe to say that publishers were in very different stages of converting their core texts into e-versions and adopting an e-textbook policy. It was evident from the discussions that the reluctance to push forward with policy was due to uncertainty about what licensing and business models to apply, not just from the publishers but from the library community too.

In order to progress, JISC Collections and the e-books working group commissioned a report to analyse the current status of the e-textbook and monograph market among higher education libraries and to recommend potential roles for JISC Collections in support of the market. The '*Feasibility Study on the Acquisition of e-Books by HE Libraries and the Role of JISC*' is available at:
http://www.jisc-collections.ac.uk/projects_and_reports.aspx.

In September 2006, the e-books working group met to discuss the findings of the Feasibility report and to create a vision for the future of e-books in UK education and research.

The Feasibility report identified eight issues that need to be addressed and the possible roles for JISC and JISC Collections:

	Issue to Address	Possible Role for JISC
1.	Ignorance in the HE sector about what e-books are available	Taking the lead in international discussions of the options for developing a standard catalogue of e-books
2.	Low awareness in HEIs of the relevance and value of e-books	Development of support for internal awareness raising in collaboration with the HE Academy and other intermediaries
3.	Poor understanding by publishers and library staff of each other's needs	Promotion of understanding through JISC co-ordination of regular meetings
4.	Complexity of some access routes to publishers' or aggregators' platforms deters users	JISC encourages or develops a common platform based on its data centres or seeks tenders for providing a standard platform
5.	Too few e-textbooks and core monographs	JISC negotiates with aggregator(s) to provide sector access to a large

	are available	general collection and subject collections
6.	The available e-books are not up to date or relevant to UK users	JISC takes the lead in establishing a National e-Book Collection (NeBColl)
7.	Pricing models for e-books are not appropriate	JISC ensures that suppliers are aware of the pricing models that the HE market wishes to have (through the meetings at item 3) and regularly updates its model licence and relevant agreements accordingly
8	Publishers are not making the right textbooks available electronically on the right terms	JISC pilots a system of supported development of key texts available to multiple users

Taking these issues into account, the e-books working group identified core themes for their Vision:

- Promoting e-book standards to ensure accessibility, robust metadata, flexible licensing and functionality.
- Facilitating relationships between publishers and libraries to provide better understanding of needs and sharing of knowledge to enhance access to e-book information
- Creating flexible business and licensing models that take into account the rise of the institutional repository
- Supporting the growing demand for e-textbooks by undertaking a national project
- Holding forums for raising awareness regarding best practice for FE and HE

The full vision is available at:

http://www.jisc-collections.ac.uk/workinggroups/ebooks/wg_ebooks_vision.aspx

The Feasibility report and the Vision both suggested that a catalyst was required to stimulate publishers and e-book aggregators into making the core reading e-books demanded by students available.

Steps towards realising the 'Vision' - The JISC national e-books observatory project - www.jiscebooksproject.org

JISC Collections, in association with UK Higher Education, has launched a significant e-book project that will assess the impacts, observe behaviours and develop new models to stimulate the UK higher education e-books market. The **national e-books observatory project** aims to fund and license a collection of e-books that are highly relevant to UK higher education taught course students in four disciplines and evaluate the use of the e-books through deep log analysis. Knowledge acquired during the project will be shared with publishers, aggregators and libraries to help encourage an e-books market that has appropriate business and licensing models.

The four subject areas are:

1. Business and Management studies
2. Engineering
3. Medicine (not mental health or nursing)
4. Media Studies

The project plan

The project commenced at the beginning of January 2007 and will be formed of the following stages.

- January 2007 to September 2007: E-book selection and licensing
The first section of the project will begin by issuing tenders to the publishing industry, inviting bidders to submit lists of e-books that form part of core reading for taught course students in the four subject areas. The e-book titles submitted will be evaluated by the higher education community and titles selected according. Therefore each of the four subject collections will not be limited to any one specific publisher, but will include titles from a variety of publishers.

JISC Collections will fund two year licenses for the e-books (from September 2007 to August 2009). The selected e-books will be made freely available to higher education institutions on the publisher platforms and / or e-books aggregator platforms. Where the e-books are made available through aggregator platforms, current institutional subscribers will access the e-books as part of their standard access fee. Institutions that wish to access the materials on an aggregator platform for the first time may be required to pay the aggregator a standard access fee.

In September 2007 bidders are expected to deliver and make available the e-books. The e-books will be made available on the terms and conditions of the JISC Model Licence for e-books available at:

http://www.jisc-collections.ac.uk/model_licence/coll_model_licence.aspx

JISC Collections will not centrally fund a renewal of these licences when they terminate.

- September 2007 to December 2007: Embedding and integration. Institutions require time to integrate the e-books into their catalogues, Virtual Learning Environments (VLEs) and reading lists. This period will focus on the promotion and integration. JISC Collections will fund and organise nation wide road shows and provide promotional tools to help librarians.
- January 2008 to December 2008: Deep log analysis. In order to further assess the impacts and the usage of the e-books, JISC Collections will fund a deep log analysis study. This study will start in January 2008 and will run for a full year ending on the 31st December 2008. The deep log data will provide quantitative information about users in the four discipline areas, their behaviours and patterns of use. This will be augmented by qualitative survey data that will provide information about the patterns of use and any barriers experienced by users. This information will be freely given to the successful bidders and it is hoped that they will use it to inform the development of e-books and effective promotion.
- January 2009 to March 2009: Deep log analysis report. The deep log analysis study team will be allowed three months to analyse the results and write the final report.
- April 2009 to August 2009: Review of materials licensed and future actions. The e-book licences end on the 31st August 2009. The period between April 2009 and August 2009 will allow all parties the opportunity to assess the future licensing options in light of the project and to do this in sufficient time before the JISC funded licences terminate.

Benefits of the project

This project is about change, stimulation and exploring the impacts and effects of licensing core reading list e-books for UK higher education taught course students. It is envisaged that this project will:

1. Provide an in-depth understanding of how e-books that support UK higher education taught course students are actually used in teaching and learning rather than just providing statistics on the number of downloads, pages printed etc. This information will be invaluable to

publishers and higher education as it will inform the online creation, format and promotion of core reading materials.

2. Enable publishers, libraries and aggregators to assess the demand for core reading list e-books.
3. Enable all parties to measure the effect of 'free at the point' of use e-books on the buying behaviours of students.
4. Enable libraries to measure the benefits and potential costs of providing core reading list e-books to students
5. Inform the creation of appropriate business and licensing models
6. Raise awareness generally of e-books throughout the academic community
7. Stimulate the e-books market in a managed environment

The Marion County Internet Library and E-Books: The Experience of a Multi-type Library Consortium

David W. Lewis
Dean of the IUPUI University Library

Background

The Marion County Internet Library is a project of the Indianapolis Library Partners funded by the Indianapolis Foundation Library Fund. Indianapolis acquired a unique resource in 1989 when an anonymous bequest of nearly \$15 million was made to create an endowment to support the public, high school, and academic libraries in Marion County.¹ The fund has grown over the years and now provides approximately \$1.5 million a year for programs that support the Indianapolis Library Partners.²

The largest current program of the Indianapolis Library Partners is the Marion County Internet Library that began in June of 1998 with a two-year grant. The project has continued on a series of grants. It purchases and supports the use of electronic resources for all of the public, school, and academic libraries in Marion County. The annual budget for the project has varied, but has been approximately \$500,000 per year.³ The project was managed by a steering committee of librarians and has hired a part-time consultant for training and support. Most of the content purchased for the Marion County Internet Library is standard databases.

History of the Project

In the spring of 1999 at the ARCL conference in Detroit one of the members of the steering committee visited the netLibrary booth. He was convinced that e-books would be a good addition to the Marion County Internet Library's collection, but the purchase model initially offered did

¹ The City of Indianapolis and Marion County are technically not exactly the same, but for the purposes of the projects describe in this article they are equivalent and the names will be used interchangeably.

² For background on the Indianapolis Library Partners see: Champlin, Connie, Carole Gall and David W. Lewis, "The Indianapolis Foundation Library Partners," *Indiana Libraries* 23(1):11-15 2004.

³ For a description of the project see: Bevilacqua, Ann, Lynn Hobbs and David W. Lewis, "The Marion County Internet Library," *Indiana Libraries*, 18 (Supplement 1):33-35, 1999.

not work. The Marion County Internet Library had no staff that could select titles and because the project was funded by grants it could not make long-term commitments. In addition, even though at this time netLibrary was trying to make e-books act just like printed books, it did not seem to make sense to purchase e-books in anticipation of use when it was technically possible to purchase them only when then the e-book was actually being used. Since it has long been understood that most of the use of a book collections is generated by a small percentage of the collection — the 80/20 rule — and that the best predictor of the future use of a title is past use, the ability to purchase only needed books at the time of need should be more efficient than selecting titles in the traditional manner.⁴

It was hoped that by providing a collection of mostly scholarly e-books to all the libraries in the county that we could efficiently add high quality content, particularly to the high school libraries.

Negotiations between netLibrary and the Marion County Internet Library lead to a user-driven purchase model, what netLibrary now calls a PDA or Patron Driven Acquisitions model. In the beginning the whole netLibrary collection was available to the libraries in Marion County but a title would be purchased only when it was used. In exchange for the ability to purchase only with use, the Marion County Internet Library committed to purchase a set dollar amount, and to set up a deposit account to simplify the accounting. The arrangement began in September 1999. The Marion County Internet Library was among netLibrary's first customers and may have been the first to use the user-driven purchase model. At this time access to the collection was only through the netLibrary interface.

One early side benefit of our netLibrary arrangement was that they were convinced to add the *Encyclopedia of Indianapolis* to their collection. The Marion County Internet Library project had been investigating ways of making the content in this title available electronically to our membership. All of the available alternatives would have cost at least \$50,000. We were able to purchase several copies in netLibrary for less than \$200. This is our most used book with over 800 accesses.⁵

⁴ The classic studies on book use that demonstrate these points include: Herman H. Fussler and Julian Simon, *Patterns in the Use of Books in Large research Libraries*, Chicago: University of Chicago Press, 1961; Michael K. Buckland, *Book Availability and the Library User*, New York: Pergamon Press, Inc., 1975, and Daniel Gore, editor, *Farewell to Alexandria: Solutions to Space, Growth, and Performance Problems of Libraries*, Westport, CT: Greenwood Press, 1976 particularly Richard Trueswell's chapter, "Growing Libraries: Who Needs Them? A Statistical Basis for the No-Growth Collection."

⁵Unless otherwise indicated use statistics are for September 1999 through December 2006.

Statistics for the project are shown below.

	Accesses	Titles Purchased	Cost	Cost per Access
September 1999 - June 2000	1,217	767	\$41,753	\$34.31
July 2000 - June 2001	3,311	2,139	\$113,309	\$34.22
July 2001 - June 2002	16,255	2,193	\$122,845	\$7.56
July 2002 - June 2003	26,585	2,181	\$110,700	\$4.16
July 2003 - June 2004	29,403	2,065	\$113,497	\$3.86
July 2004 - June 2005	38,610	2,021	\$100,000	\$2.59
July 2005 - June 2006	50,069	1,913	\$106,100	\$2.12
July 2006 - December 2006	21,359	0	\$0	\$0.00
Total	186,809	13,279	\$708,204	\$3.79

In the first year and a half use was not impressive. In the spring of 2001 we loaded bibliographic records for the collection into the catalog of the Indianapolis Marion County Library (IMCPL). Use increase significantly. Unfortunately, so did the number of purchases and we ran out of money. In June and July of 2001 we made no purchases and had a large number of bibliographic records that included dead links in the IMCPL catalog. This caused a large number of user complaints. In the next year, we renegotiated with netLibrary for multiple trigger purchasing and adjusted our profile. For the next several years, use increased and we managed to stay within our budget with some tweaking of the profile. In two years the full deposit account was not spent and titles that had some use, but had not reached the purchase trigger were selected for the collection to fill out our expenditure obligation. We also loaded the bibliographic records for the titles we had purchased into the catalogs of several of the other libraries. In essences we purchased from one catalog and then all of the libraries benefited from these purchases. Unfortunately, the high school libraries who had the most to gain were not among those who loaded records as it turned out that this was more difficult than had been anticipated. In the spring of 2004 we once again ran out of money and the profile was modified. Because of the demands of record management, in July of 2005 the management of the project was moved from the IMCPL to the University Library at Indiana University Purdue University Indianapolis (IUPUI). The profile was modified towards a more academic collection and the bibliographic records were loaded into the

IUPUI catalog. It should be noted that managing records in a user-driven purchase model is both critical to the success of the model and can be complex.

In 2006 netLibrary, because of pressure from publishers, changed their policies concerning consortium purchases. They moved from the common purchase of single books, which could be shared, to a model that required the purchase of multiple copies of books with the multiple being determined by the size of the consortium. We could not reach an acceptable arrangement with netLibrary based on this policy and we ended our purchase of netLibrary titles at the end of June of 2006. However, as noted in the chart above, the consortium still owns 13,279 titles and in the last six months of 2006 they received considerable use.

Throughout the project training on the collection was provided as part of the training on the whole database package offered by the Marion County Internet Library. While we cannot be certain, it appears though that most of the use was driven of the records in catalogs.

Observations on the Use of the Collection

It is difficult to summarize other experience, but several things stand out:

1. The use of the collection nearly followed the standard 80/20 rule. In fact, 10% of the collection generated about 53% of the accesses and 70% of the accesses were generated by 20% of the collection.
2. What is different with a user driven purchase model with a multiple purchase trigger is that not all the used titles are purchased. In our case only approximately 50% of the 27, 688 used titles were purchased. The purchased titles generated approximately 90% of the use. If we had purchased all of the used titles our expenditures would have approximately doubled. While our profile changed over the years, it generally included about 50,000 titles. Our users had potential access to 50,000 titles of which half were used and only a quarter were purchased. This shows the clear efficiency of this type of arrangement and the potential of electronic content when it is used in a way that takes advantage of the fact that it can be delivered differently from print.
3. The use of e-books was substantive. Special statistics run for us by netLibrary indicated that over the period from July 2002 to March 2005 the average access generated nearly 15 page views.

4. The purchased titles were heavily used even after the purchase program ceased. From July to December 2006 there were 21,359 accesses. While this was about 14% less than the same period in 2005, it still represents an average use per title of 1.6 accesses. Five titles were accessed 100 or more times and 408 were accessed ten or more times.
5. At the beginning much of the use of the collection was for computer and technology titles. As time went on the use was balanced across a wide variety of disciplines. A closer look at use reveals several surprising findings:
 - a. The “other” category, which contains about 2% of the titles accounted for 7% of the accesses. “Other” primarily consists of romance novels. We stopped purchasing these titles half way through the project, but they continue to among the most used titles in the collection. This would seem to indicate that at least some people will read novels on computers
 - b. The project purchased 355 “Complete Idiots Guides”. This 1% of the collection generated a little less than 4% of the accesses. This is an example of the strong use of reference materials.
 - c. A similar example was that about 20 titles in the “medical” category were accessed over 100 times. These were primarily study guides for medical students. Similarly several “library science” titles were among the most used titles in the collection. They were probably being used for distance education courses offered at IUPUI.

Conclusion

The e-book experience of the Marion County Internet Library, particularly the use of a user-drive purchase model with a multiple trigger, demonstrates that e-book content can be delivered effectively and at a reasonable cost. This can be done in a way that takes advantage of the nature of electronic content — it can be purchased and delivered instantaneously. Unfortunately, the current netLibrary treatment of consortiums makes this significantly less economical. In the future, it will be important for libraries, publishers, and intermediaries to explore different models so that a balanced model can be found that maximizes the benefit that e-books can provide to library users.

The trick of managing a user-driven purchase model is to balance the exposure of the collection, which generates use and thus purchases, with the amount of money that is available. This places the risk on the library or consortium. If you generate too many purchases you either have to cut off access, and potentially remove records from your catalog, or find more money. While this can be tricky the Marion County Internet Library experience indicates that with practice it can be done.

E-books case study: Nationwide Library

John Holtzclaw, Library Services Manager

Organizational Background

Nationwide was organized as Farm Bureau Mutual Automobile Insurance Company in 1926. The first surviving catalog of the Farm Bureau Library, or Nationwide Library as known now, is dated 1938. It was organized to meet the business needs of Nationwide employees as well as provide a measure of recreational reading. Today, it exists solely to provide secondary business research and information resources to Nationwide employees and agents.

Nationwide Library serves several dozen regional locations in the United States and hundreds of individual offices. Information requests are taken on an as needed basis by a staff of seven as well as all corporate book and subscription purchasing. It does not charge fees for reference services or purchasing services. Nationwide Library serves 36,000 employees with a collection of 11,500 volumes, 175 serials, numerous online databases, industry-specific electronic resources, and a growing corporate archives.

Motivation for Collecting e-books

Nationwide Library spends a considerable amount of filling remote requests for books that are shipped UPS to the requester's desk. About 40% of all books circulate to remote borrowers. Earlier ebook vendors were considered and one specializing in Information Technology (IT) titles tried, but ultimately that business model was not suited to the needs of Nationwide IT employees. In an effort to reduce costs and provide better service, especially to remote users, NetLibrary was chosen as having books compatible with the library's collection, IT among them. The idea of having electronic books with their inherent advantages especially for remote users fit neatly as a supplement to the main book collection. Having no direct costs, such as return shipping for employees who use e-books, also fit with our conventional book collection aims.

Nationwide Library was contacted by an OCLC representative in 2005 and titles were first added the same year after the stability of NetLibrary was established.

Description of Collecting Activities and Bibliographic Access

Nationwide Library's collection parameters focus on IT, insurance and financial services, and general business and management. From the beginning, it was quickly found that relatively few titles fit those parameters, especially in IT as Nationwide, like most large corporations, uses only selected IT applications and programming languages. General business and management titles continue to be more plentiful, while insurance and financial services titles are less so due their nature. Some books have corresponding e-book editions and with especially popular titles those have been added.

Employees can access the selected NetLibrary titles and the free titles as well through the SirsiDynix Horizon OPAC. NetLibrary titles are fully integrated into the OPAC, but employees can also search for ebooks through a custom search link on the OPAC that brings up all e-books at once. E-book titles appear in the OPAC exactly the same as print or any other titles which facilitates their use. In the case of duplicate print and e-book titles, two bibliographic records are displayed with the 856 field a live link to the NetLibrary edition. Bibliographic records for e-books are downloaded in separate batches from print items through OCLC's CatExpress service.

Training and Promotional Activities

NetLibrary supplied some very useful materials for promoting e-books, which are displayed in the library itself and are used regularly in weekly new employee orientation sessions. E-book awareness messages have also appeared irregularly in the Nationwide intranet.

How Financed

NetLibrary books have been purchased as part of the regular book budget.

User Reactions and Statistics

NetLibrary reporting is easy to generate and of great utility. 236 users have signed up for the service since established in 2005. Fifty two percent (122) of all users are not located in Nationwide’s home office complex. Accesses are as follows:

	Accesses
2005 (partial year)	741
2006:	1,118
2007 (partial year)	120
Total	1,979

Nationwide Library has only complete usage data for 2006, which limits analysis, but with 231 titles ever bought and 49 deleted due to non-use, overall usage is very good on such a small number of 182 titles. Accesses are increasing and can be assumed to stay on that path with additional titles added as they appear in the subject areas selected.

The top four subject areas that mirror usage of the print collection are:

	Accesses	Percentage
Business, Economics, and Management	1011	54%
Computer Science	634	34%
Psychology	116	6%
Home Economics	100	5%

There are few surprises in the above table except Home Economics, which has a few home buying books. Business books are more general than IT books, which may account for their greater use. Psychology books are always popular, particularly self-improvement titles.

Possible future directions

NetLibrary is the only provider of e-books to Nationwide Library, and there are no plans to change this. NetLibrary's business model of closely following the traditional model of physical book circulation is easy for patrons to understand and use. We are continually looking for more titles in our core collection areas to add, but this will be a slow process, especially in IT. As NetLibrary's holdings grow, suitable titles will be added.

There have been no negative comments to the NetLibrary service except for a few access issues that have been relatively easy to fix. The ability to determine exactly who and from what location employees are using the service is of great value to answer to what extent Nationwide locations outside home office are using the service. NetLibrary is a positive asset and helps bridge circulation barriers at Nationwide Library.



1. Motivation for collecting e-books

OhioLINK's motivation for collecting e-books is identical to its motivation for its group collecting and licensing activities in any format, be it journals, books, audio, video, or otherwise:

- Leverage our buying power over that of single libraries. We seek to increase dramatically, not modestly, the amount of information purchased per dollar spent. Failure to accomplish this economic principle dooms libraries to falling behind rapidly in a world of expanding information.
- Control the cost of information purchases. Prices continue to rise above library budget increases adding to the erosion in collections. We seek to reduce if not arrest the increases in prices simultaneously as we buy more per dollar spent.
- Make more information as accessible to our users as their needs and expectations rise. Instruction and research are more information intensive. Ohio students and faculty must have more information

To do this we cannot look separately at different formats for the same content. The issues of access, archiving and preservation must be looked at in combination relative to available funds and the ability as a group to leverage our buying power.

2. When did you begin, chronological development

OhioLINK began e-book licensing with pre-release discussions with netLibrary in 1998 along with other consortia. A series of license arrangements began in 1999 changing over time as netLibrary evolved its pricing structure. We also licensed in succession IT books from ITKnowledge (2000), Books24x7(2002), and Safari (2003-present). OhioLINK also has direct licenses with ABC-Clio (2003-), Oxford University Press(2006-), and Springer(2007-).

3. Description of the collecting activities (collections purchased, local digitization, etc.)

After initial trials OhioLINK expanded its program with netLibrary in 2000 to make available all of their books but buy a book only if our patrons opened a book several times. We found that over time almost all books would be opened and bought. Given that many of the books were often back list this meant we were buying books we already bought in print with no ability to compensate by reducing the number of print copies held by consortium libraries. netLibrary was unable to provide advance front lists so that print and electronic copies could be considered in combination. netLibrary could not evolve into a more acceptable long term pricing program and one that dealt with the limitations of one copy-one simultaneous user. By 2003 we froze the collection and ultimately dropped those titles which had not yet been purchased. It currently remains a closed collection.

Our priority focus for the development of e-book licenses has shifted away from aggregators, like netLibrary, to direct negotiations with major book publishers. In so doing our objectives are these:

- Foremost we want to focus on front list purchases in an ongoing, comprehensive manner rather than an uncertain and unpredictable sporadic mixed bag of back and front list titles. The foundation of any e-book program should be how it will address multiple future years' book production on a sustainable basis. The re-purchase in electronic form of books already invested in print form is secondary
- Construct a single consortium business model that accounts for both print and electronic book purchases. This is what the library and journal publishers have done. Why not books in parallel? There is only one book budget and it is the purchase, in combination, of electronic and print which must be optimized. We cannot afford to buy print books as group at historical levels and then buy or rent again for electronic access.
- Like with journals, we envision the broadest book access being provided electronically with print being the secondary and selective medium. Similar to our e-journal big deal approach, we see an opportunity to deliver a much broader array of books in electronic form complemented by selective print copies. The rearrangement of the economics to accomplish has not been possible via intermediaries.
- We want to own e-books not rent them. Direct negotiation with publishers is the only sure means to ensure it is properly done. In particular, electronic rental may mean traditional print purchase levels must be maintained for preservation and assured long term

access. This proves so far to be mostly unaffordable. The economics of electronic book ownership are only affordable on a sustained basis if coordinated with the economics of print purchases.

- What we own we want to possess and manage access to across publishers. In parallel with OhioLINK's multi-publisher Electronic Journal Center, we are constructing an Electronic Book Center. Direct negotiation is the only means to obtain these rights and arrange for the data delivery.

OhioLINK has a direct license with ABC-Clio and has bought the complete annual set of electronic reference titles since 2003. We are purchasing the Digital Reference Shelf and Oxford Scholarship Online from Oxford University Press beginning in 2006 and the complete set of ongoing Springer e-books beginning with imprint year 2007. All these are or will be loaded into the OhioLINK Electronic Book Center. Discussions with other book publishers for the same are ongoing.

Special cases exist where different approaches are specifically warranted. IT books are such a case. As rapidly as this field changes a rental approach such as Safari or Books24x7 is acceptable. Historically we were unable to address this subject area in print. It is too vast, too dynamic, and too popular.

4. Nature of bibliographic access provided

Through vendor supplied and consortium library modified or consortium library created, catalog records with links are available for all e-books in the OhioLINK central catalog and in the local catalogs of members at their discretion.

5. Nature of training, promotional activities

Promotion and training are at the discretion of each library for their campus. Promotional notices and new menu choices are posted on the OhioLINK and library web sites. OhioLINK provides to members artwork and promotional pieces periodically for its services, e-books among them. Of course, new e-books collections automatically show up in searches of the OhioLINK central catalog and are automatically added to the EBC and show up in retrieval sets.

6. How financed, e.g., regular funds? Special funds? Other?

The conceptual financial starting point to OhioLINK e-book deals is the same as it is for e-journals or other media. We need to first understand

our current level of spending with a publisher. Our current investment level as a group acts to establish a realistic point of departure for new group license. With journals we simply take a census of current subscriptions. With books it is more complex with variances in annual production levels and library purchases. To address this we extract from the OhioLINK central catalog a multi-year history of holdings by copyright year for that publisher's book imprints. If needed we then refine that extraction to eliminate imprints or categories of books that do not correspond with the types of books being offered electronically.

The net result is a history of group and individual library purchase behavior that mirrors the scope of electronic collection being offered by the publisher. With past and expected future average production and price levels we can examine a number of key relationships that help establish the parameters of an ongoing group purchase program. With annual variances in book production, two variables become cornerstones to our analysis. What percentage of books produced each year do we actually buy as a group? How many average copies per book bought do we buy? We need to examine these measures of purchase that will be relevant regardless of changes in annual book production level.

With the analysis in hand we can examine if our historical aggregate group unit and dollar purchases of each annual set of books going up, down, or steady? Are our percentages and copies of bought titles going up, down or steady? Are these trends consistent across years of production or is our behavior erratic? How does this breakdown by library? If we do nothing other than the status quo what will our group business likely be over the next several years? If we seek to buy an electronic book collection from the publisher in similar fashion to group electronic journal licenses wherein we "deep discount" the purchase of print copies, what will be the combined cost at projected discounted prices and print purchases? Our history provides trends and averages over time. At the library level, these averages can be used to divide a group electronic license fee.

With this data we develop a customized set of tables for each publisher that tracks the past 5 years and projects expected high, medium and low outcomes for the future several years. From this we model a fee acceptable to the publisher and us for the local load (unlimited access) of the entire annual electronic collection being offered, in combination with locally bought print copies bought at discounted prices. We cannot be certain of the amount of print that will be bought but we model with a reasonable range of expectations. Depending on the specific amounts agreed to, this arrangement provides more access for per dollar spent and a more stable and predictable income stream for the publisher. More

or less money may be spent by the consortium depending on our expected trends, but if our current trend in print purchases is weak, it may result in less money being spent by the consortium but still a better outcome for the publisher than the status quo..

We have found that this analytical approach does provide histories that allow us to ground our funding in realistic historical spending levels with an accurate assessment of how much more or less, and the most and the least we will spend depending on our future print copy purchases. Likewise the publisher sees the range of outcomes from their side relative to history and status quo trends.

Each history and projected profile varies by publisher based on the size and nature of its material, such as popular reference versus scholarly monographs. We have found that our histories provide a consistent enough historical behavior pattern with each publisher on which to construct a multi-year relationship.

7. User reactions and statistics - the results

The verdict is still out. We have had consistently steady access to the now static collection of over 15,000 netLibrary books of over 160,000 accesses per year with a very high percentage of titles accessed in any one year. Notwithstanding this collection and those developing directly with publishers, we do not yet have critical mass in e-books. Nor do we have the combination of technology that yet makes e-book utility what users will find attractive across all book types. We are only partially there. The ABC-Clio books collection is only a little over 500 books. We see the annual full text sections accessed at over 50,000 and growing at over 20% per year. The access to the other collections is too recent to comment on. All these will be loaded to a new improved locally mounted e-book platform in summer 2007. We feel we are building for the future as technology improvements will make e-book use more acceptable.

8. Probable future directions

We have a number of discussions underway with other book publishers. These all use our historical purchase patterns as a base. These all require a strategic expansion of content to the group via the e-book format and pricing coordinated with print book purchase. We will continue to pursue this approach as the only affordable and effective approach.

E-books case study: The Online Computer Library Center (OCLC) Library

Lawrence Olszewski, Director

Organizational Background

The OCLC Library was founded in 1977 to serve the information needs of OCLC management and staff in Dublin and in regional locations. Its mission is “to provide OCLC management and staff with the information necessary to accomplish corporate objectives. Information will be accessible when it is needed and where the individual works.” With a staff of five, it is a fully functional library operation, providing services to over 1200 staff in over 20 locations around the world and using as many OCLC products and services as feasible on a complimentary basis. The Library collects and maintains over 800 serial titles (mostly ejournals), a monographic collection in excess of 15,000 titles, and an extensive archival collection of Dewey Decimal Classification materials and other documents relating to the history of OCLC.

Motivation for Collecting e-books

As a special library in a high-tech company, it seemed natural that the Library embrace the acquisition of e-books, much as it had done earlier with ejournals. In 2001 the Library began looking at possible e-book vendors, including NetLibrary, but none of them had the specific subject coverage that seemed compatible with our collection. So at this point the motivation was looking for additional, affordable resources to supplement the print collection.

Then opportunity knocked when OCLC acquired NetLibrary in 2002. As a result, and in keeping with the policy of allowing the Library complimentary access to OCLC products, the Library was authorized to provide access to all OCLC staff to three copies of **every** title in the NetLibrary catalog.

Description of Collecting Activities and Bibliographic Access

Unlike other libraries, the OCLC Library did not have to observe collection parameters since it had access to every title. Users have three points of access to the NetLibrary collection: the library website (which linked to the NetLibrary site), the NetLibrary website directly (both accessible from the corporate intranet), and the Library OPAC.

Library staff decided to regularly monitor usage of titles accessed directly from the NetLibrary site. The bibliographic records for accessed titles that fit into the Library's four collection parameters (management, computer science, technology, and library science) were exported from WorldCat into the Library's ILS, with the implicit assumption that if one person wanted it, others might also. This policy is in keeping with the Library's user-driven collection development policy (direct user requests account for 85% of the materials added each year). This model is slightly different from most user-driven ones in that it affected not which titles to buy, as is usually the case, but rather which titles to **add** to the collection. In those cases in which the title was a duplicate of one in paper, the Library added the second item to the print item record with a link to the full text of the book, with the addition of EB at the end of the call number to readily identify its "e" status. This policy worked well at first, but slowed down considerably by 2004 as fewer new relevant titles were being accessed. To date over 600 titles NetLibrary titles have been added to the collection through the OPAC.

Training and Promotional Activities

NetLibrary supplied some very useful materials for promoting e-books, which we downloaded from the website to use as marketing tools. Other promotions included spotlights on the library website, training sessions, group visits, all-staff orientations and an open house.

How Financed

The manner in which the OCLC Library uses e-books is somewhat of an anomaly in that since it has complimentary access, it doesn't have to worry about the normal concerns of how much money to spend on titles.

User Reactions and Statistics

One of the very useful features of NetLibrary is the robust detailed usage reports. Since 2002, when access to NetLibrary titles was first established, usage has been as follows:

2002: 2,019 titles, 3,685 total accesses

2003: 2,101 titles, 4,153 total accesses

2004: 3,827 titles, 8,146 total accesses

2005: 2,351 titles, 4,205 total accesses

2006: 2,285 titles, 3,778 total accesses

As these statistics show, usage follows a regular pattern except for a blip in 2004 (with almost double the normal accesses), which defies satisfactory explanation, since no other factors (more titles available, more OCLC staff) come immediately into play.

A corollary to the above data, however, is the subject matter of titles accessed. Granted, for some titles, especially those in the business and management arena, it is often difficult to determine if a certain title was accessed for work or for other circumstances; a case in point is the most highly accessed title for three years in a row (2002-2004): *International Business Ethics: Challenges and Approaches*; without further review, it is unclear how users were putting this work to use.

The estimated percentage of work-related vs. non-work-related titles for the top 25 titles for each year is as follows:

2002: 68% work-related

2003: 68%

2004: 20% (A side note: this year had the most number of titles accessed and the fewest number of work-related titles accessed)

2005: 24%

2006: 36%

Reasons for accessing non work-related titles are not available, but one can conjecture that they were for pleasure, hobbies, schoolwork, or general interest.

This widespread use of the NetLibrary collection for non-work related motives validated our initial belief that the total NetLibrary inventory did not match the Library's collection focus and that, as the above figure for the number of records that were downloaded into the catalog shows, only very specific subject items may in fact be appropriate for a special library. Its widespread usage is more likely a result of its availability as one of the perquisites of working for the parent company.

As these statistics show, the need to export bibliographic records into the OPAC was becoming less critical, probably based on two trends: 1) more non-work related searching was taking place, and 2) the titles needed for work had previously been accessed and were already part of the collection accessible through the OPAC.

No user satisfaction survey has been taken to assess user reaction to e-books, but it is felt that access to an extensive collection of e-books is of particular significance to regional staff, for whom access to electronic counterparts of print titles has now been greatly facilitated. Furthermore, anecdotal evidence suggests that technical staff, whose requests drive most of the acquisitions in the technology area, prefer print volumes to e-books.

Possible future directions

NetLibrary is the sole provider of e-books for the OCLC Library, and, based on its relationship with OCLC, is likely to remain so. Among future projects, however, would be the ability to determine the IP range of incoming users, so that Library staff might be able to discern where the users are coming from and, based on that, what their particular information needs are; it would also help validate the belief that regional staff take fuller advantage of the e-book offering. Also in the works is a user satisfaction survey that will address user responses and reactions to e-books. However, as so many other studies show, it is felt that e-book adoption has been slow and deliberate, even though the ready availability of e-information, as witnessed by the adoption of ejournals, web

documents, and other e-resources, has been widely and gladly accepted, embraced, and demanded by our users.

E- books - The Parkway High School Libraries Experiences

Linda P. d'Avignon

Parkway Central High Library

District

The Parkway School District is one of the largest (18,787 students) in St. Louis County, Missouri and has a well-deserved academic reputation for being among the best in Missouri and the nation. As a total group, on average, Parkway students consistently score above all available comparison groups (state, national, comparable districts) on all available test results. (Stanford, MAP, PLAN, ACT, SAT). There are 4 high schools, 5 middle schools, 18 elementary schools, one non-traditional high school and an early childhood center.

Parkway Central High

The library serves a school population of approximately 1390 students (grades 9-12) and 100 teachers, 80% of who hold postgraduate degrees. Our students reflect a wide economic and cultural diversity – the resident population is ethnically diverse, with sizable Asian, Indian, Middle Eastern and Jewish communities. The district participates in the St. Louis City/County Voluntary Transfer Program, which brings approximately 150 African-American students from the city of St. Louis to our school. In addition, Central is the site for the district ESL program with an enrollment of 130 students from about 30 foreign countries. We also have a large Special Education department. The college preparatory curriculum includes advanced placement courses and college credit through several colleges. Over 90% of our graduates continue their formal education beyond high school.

District Libraries

The district has a Library Services Department that provides the library programs with a wide range of support; including materials processing, maintenance of online resources, including the catalog, budget supervision, coordination of purchasing and many other services. The libraries have had the uncommon advantage (among public school systems) of 11 years with an integrated automated circulation and OPAC system; 9 years with DRA and an upgrade in fall 2005 to the SIRSIDynix Horizon Integrated Library System, <http://panda.pkwy.k12.mo.us/html/central/welcome.html>. Being in a large metropolitan area, our district has the advantage of participating in two regional library cooperatives, The St. Louis Regional Library Network (SLRLN - www.slrln.org), I presently serve on the board for public schools, and the Missouri Library Network Corporation (MLNC - www.mlnc.org), a provider of OCLC based information services.

Motivation for Collecting E-books

The shared resources of our district high school libraries positioned us to take advantage of shared access to an e-book collection. In the spring of 2003, I attended a Technology Fair sponsored by SLRLN. A librarian from MLNC demonstrated accessing the new MLNC Collection from netLibrary. At that time just a few, mostly academic libraries, had begun a subscription to this collection. MLNC had negotiated extremely attractive pricing with netLibrary, especially for high schools - .50 per student for five years of access. Our district high school librarians all felt that it was well worth trying this emerging technology. Most of us saw it as parallel to the same transition that our patrons had already experienced in moving from print to electronic periodical subscriptions. We have had access to *EBSCOhost*, provided by the state of Missouri, and our own subscription to *ProQuest Platinum* for 8 years. We also knew that our clients, teenagers, are comfortable with electronic access. Significantly when we previewed the content of MLNC Collection One, we knew that the content would greatly enhance our support of the curriculum, especially in some timely areas such as careers, technology information and professional development. Many of these titles are in “Dewey Sensitive” areas. All public school libraries in the state of Missouri submit an annual report to our state department of education about the currency (last 12 years) of their library holdings; <http://dese.mo.gov/divimprove/curriculum/standards/copyrightyears.htm>. We realized that if we could count these new electronic acquisitions that it would greatly impact the currency of our holdings in some important Dewey areas. All of the high school librarians felt that given the bargain pricing, the potential positive impact on our state report and the desire to bring emerging technologies to our users that a subscription to Collection One would be most beneficial, and we placed an order in the summer of 2003.

Description of Collecting Activities and Bibliographic Access

Collection One, valued at over \$210,000.00, contains 7,465 e books, 4,060 copyright titles and 3,405 publicly accessible. Most of the copyright titles are imprints from 2000 forward. 52 Missouri and 27 Illinois libraries purchased this collection. In addition to Parkway, one other St. Louis County school district and 3 high schools in Illinois joined. The MARC records were added to our DRA web-based catalog in early fall of 2003. We soon, however, encountered some access issues, the major one being that because of the limitations of this version of DRA we could not scope the e-book collection to just the high school collections. One of our elementary librarians pointed out that her students now had access to *The Complete Idiot’s Guide to Tantric Sex!* For this and some other technical interface issues, we made the decision to pull these records out of our online catalog and to put a link to netLibrary electronic books directly below the online catalog link. That fall we began

introducing our faculty and students to this new resource. At Central and West High an e-book exercise was included in the freshman instruction workbook. A major access issue quickly emerged as a result of being a district that is primarily MAC based; we support both platforms in the library. The MAC IE browser could not handle pdf files correctly, nor could the Apple browser, Safari. This problem virtually halted our ability to promote e-books with our users. The e-books were developed and are used by the vast majority of libraries on a PC platform. I contacted MLNC, who in turn contacted netLibrary, about trying to resolve this issue. netLibrary on their was not able to offer a solution. I was disappointed, as was our MLNC representative, that they did not seem very interested in solving our MAC problem – too small of a market to be concerned with. It is only because I was extremely persistent that with the help of district technology we were able to finally, late Feb. 2004, to resolve the problem, and I informed MLNC of the resolution. This access problem coincided with Microsoft's decision to no longer upgrade their IE browser for the MAC. This was also about the time that Mozilla was launching their newest browser, Firefox. We found that by using Firefox as the default browser on our MACs, along with installing the "PDF Browser plug-in version 2.1", that the MACs handled reading e-books seamlessly. I was frustrated by the lack of interest that netLibrary showed in trying to help us to find a solution to this access issue. We certainly could not be the only library that might be using MACs and/or be a potential netLibrary customer. (I have not looked on their site recently to see if they now offer technical assistance to MAC users, hopefully they do.)

We confirmed with DESE that our electronic books could be counted in the state report, both in the Dewey sensitive areas and in general counts. The collection had a significant impact on our statistics, for instance at West High in 370-379 (Education) without ebooks, only 29% of the collection was countable, while 70% was countable with Collection One. Similarly in 610-619 (Medicine), 36% were countable without and 63.5% were countable with ebooks. So although we had experienced some real limitations on accessing the collection; i.e. browser issues and not being able to integrate ebooks in our DRA system, when MLNC's Collection Two was opened in the spring of 2004, at the same bargain price of .50 per student for five years of access, we all agree to purchase it. These MARC records were also not added to our DRA OPAC. Collection II provided access to almost an additional 2000 copyright titles. In November of 2005, we were able to load both collections into our new integrated system, SirsiDynix Horizon. With this new system we were able to have the e-book collection appear only in the high school library collections.

Training and Promotional Activities

We found the promotion of our ebook collection was in reality quite similar to promoting our print collection – the more the librarian knows the collection’s content the better job we do of utilizing it to its fullest. Each of the four high schools promoted the ebook collections with faculty and students through bibliographic instruction sessions and during Professional Development days. A librarian from MLNC also spent time with us on several occasions. I participated in the netLibrary MLNC Nov. 19th (2004) Web Conference. This fall was really the first time at Central and West High that we were able to truly integrate the introduction of ebooks with catalog exercises in our freshmen workbook. In February of 2004 Mary Ann McFarland (West High) and I were asked to present our experiences with integrating ebooks into the high school curriculum at the Midwest Education Technology Conference. Mary Ann and I also presented at the Missouri Association of School Librarians spring conference in 2004 and 2005. (I am attaching the powerpoint we used at the 2005 MASL presentation as it provides detail of our objectives.) I also conducted a “mini workshop” for some area private school high school librarians in the fall of 2005.

Late in the spring of 2005, MLNC decided to develop with netLibrary a School Library Media ebook Collection, which we were understandably quite excited about, but decided not to purchase. The initial title list was, as are all shared collections, selected by collection development librarians at netLibrary, who seemingly knew very little about the curriculum needs of high schools. Because of our established relationship with MLNC, we were given the opportunity to do selection for this new collection. We divided areas of selection responsibility among the 8 high school librarians, but this activity came late in the school year and coincided with the beginning of a leave for the MLNC librarian with whom we had primarily worked. Selection on this scale proved to be pretty tedious and the process kind of fell apart. We had to decide about subscribing to this new collection by mid-summer, and most of us were still not impressed enough with the content to subscribe.. This process, however, opened a discussion among the high school librarians about possibly creating our own shared ebook consortium, particularly with regard to reference titles. Follett, our principal book jobber, began in 2005 to add more ebooks to their stock, which has proven to be a great selection aid when considering titles either in print or electronic format.

How Financed

It must be emphasized again that the reasonable pricing, .50 per student for five years of access, that MLNC was able to offer high schools was the major factor that made “experimenting” with e-books an attractive option for the Parkway schools. And because we had shared access through our catalog meant that each of the four high schools was charged one fourth

of \$3211.00 for the MLNC Collection One (July 2003) and one fourth of \$3210.00 for MLNC Collection Two (July 2004). Additionally Library Services eased the impact on our budgets by taking just \$160.00 out of each high school's budgets distributed over three years. In actuality, Library Services paid the cost of the second collection, and did not take money from our individual budgets.

User Reactions and Statistics

Unquestionably the higher level of content provided by the ebook collections has been greatly appreciated by a number of our users, especially among AP students and teachers pursuing continuing education. Teenagers, our principal clients, like and are comfortable with electronic access to anything. Taking the initiative to provide quality 24/7 e content has helped in keeping the library relevant to our users. Overall our usage statistics are quite varied and reflect the depth and range of the holdings. Surprisingly the collection yields some unexpected strengths in literary criticism and anthologies. (Again, the attached powerpoint provides some meaningful usage statistics.) Most recently, when I looked at usage reports, the following titles were among the most popular: *The Complete Idiot's Guide to College Survival*; *The Bear: Notes*; *Rainbow Soup*; *Adventures in Poetry*; *Bloom's Notes on Romeo & Juliet*; *Creating the Future School*; *As Koufax Said...Baseball*; *Cliff Notes for To Kill a Mockingbird*; *Fast Food Nation* and *Banned in the U.S.A.* The usage of this collection has increased considerably since the titles have been fully integrated into our web catalog. Because of the currency of many of the ebooks they are often the first entries.

Probable Future Directions

Our libraries have access to The MLNC Collection One through 2008 and Collection Two through 2009. I am hopeful that MLNC again will be able to offer new quality titles for shared accessed with affordable pricing for school libraries. Otherwise, we may want to move towards more cooperative access to shared e titles among the district high schools or perhaps with area high schools. Alternatively, we are already providing additional access to ebooks through several database subscriptions; i.e. Gales's *Opposing Viewpoints*, which includes Greenhaven Press imprints and Gales's *Discovering Collection*, with titles such as *Gale Encyclopedia of Science* and the *Encyclopedia of World Biography*. Recently, we also added Project Gutenberg to our PANDA page as the interface for using this collection has improved. At this time, I am not inclined, (not sure about our other librarians), to purchase single titles in electronic format for our general collection. The next e content that we are more likely to start acquiring will probably is in the area of audio book collections. I serve on a district e content committee that has been exploring audio formats. MLNC is presently offering at a very affordable price a new K-12

School Collection of audiobooks from netLibrary (Recorded Books). This would greatly enhance the collection of audio books we have already purchased in support of our special education students. Audio books also have the potential to reach teenagers who may be more inclined to listen to a book rather than to read one.

TexShare's Ebook Collection: A brief history

Motivation for Collecting ebooks

In order to understand the motivation to add ebooks to TexShare's electronic resources you need to understand the mission of TexShare.

TexShare, a statewide consortium of academic libraries, public libraries, and libraries of clinical medicine administered by the Texas State Library and Archives Commission, employs traditional and innovative strategies to resource sharing. TexShare is founded on the belief of Texas State officials and librarians that citizen health and well being is furthered by efficient information exchange in all communities and institutions where quality teaching, research excellence, and lifelong learning are valued. TexShare maximizes the effectiveness of library expenditures by enabling libraries to:

- Share staff expertise.
- Share library resources in print and electronic formats, including books, journals, technical reports, and databases.
- Pursue joint purchasing agreements for information services.
- Encourage cooperative development and deployment of information resources and technologies.

TexShare programs contribute to the intellectual productivity of Texans at the participating institutions by emphasizing access to rather than ownership of documents and other information sources.

TexShare was motivated to begin the purchase of ebooks when it received a significant infusion of funds from the Telecommunication Infrastructure Fund (TIF) in 2001. This large infusion of grant money into the program enabled TexShare to subscribe to a robust collection of electronic resources for its member institutions; this included an initial significant purchase of ebooks from NetLibrary for TexShare.

Chronological Development

For the 2000 set of NetLibrary ebooks 5018 ebooks were purchased.

For the 2001 set of NetLibrary ebooks there were 2 purchases:
The first was for 17,496 ebooks.
The second was for 758 ebooks.

For the 2002 set of NetLibrary ebooks 4594 ebooks were purchased.

For the 2003 set of NetLibrary ebooks 1664 ebooks were purchased.

For the 2004 set of NetLibrary ebooks 2945 ebooks were purchased.

For 2005 16 ebooks added by donation from Society of Plastics Engineers

For the 2005 set of NetLibrary ebooks 808 ebooks were purchased.

Collection Activities

The selection of ebooks was guided by the suggestions and decisions made by members of the Electronic Information Working Group (EIWG). Group members decided to focus the initial collection on the following subjects:

(not ranked in order of importance)

- Purchase all available Texana titles
- Concentrate collection to current titles in these subject areas:
 - Religion
 - Cooking
 - Literature
 - American History
 - Biography
 - Library Science
 - Psychology
 - Computer Science
 - Economics/Business
 - Health/Medicine
 - Travel
- Purchase all available Cliff Notes
- Purchase all current titles available from the following publishers limited by publication date
 - Complete Idiots Guides (MacMillan)
 - Blue Poppy Press (Health)
 - NTC Contemporary
 - People's Medical Society
 - Eakin Press (Texana)
 - Rosen Publishing
 - MacMillan (computer books)
 - O'Reilly (computer books)
 - Nolo Press (consumer law)
 - McGraw Hill
 - Chelsea House
 - Learning Express
 - Dearborn
 - Career Press

- Health Communications Publications
- All books available to consortia in the "Books that Walk" collection

This collection development plan has been followed basically throughout the history of purchasing ebooks for TexShare. In 2003 we made an extra purchase of medical titles for TexShare in response to an expressed need for medical information for our member libraries. In 2004 the purchase concentrated more on the purchase of social sciences and humanities since those areas were lacking in the collection. You also will find a few hundred titles in fiction but, for the most part the TexShare collection has focused on the areas listed above.

Our work has also been guided by the Electronic Collection Development Policy that the EIWG developed to explain what the criteria is that guides TexShare when making decisions for content inclusion when purchasing ebooks.

The Collection Development Policy

(<http://www.texshare.edu/programs/academicdb/collectionpolicy.html>)

states:

The TexShare collection of ebooks is selected through recommendations of the Electronic Information Working Group (EIWG), which reviews products for the TexShare program, and solicits and reviews input from member libraries. Ebook purchases are made on a subject basis and not title-by-title. Reconsiderations are governed by local library policy and practice. Ebook selection guidelines are developed each year based on:

- Usage statistics
- Areas of subject need not met by other electronic resources
- Established subject areas of collection strength
- Titles available for consortial purchase from publishers

Bibliographic Access and Training

TexShare provides free MARC records for the NetLibrary ebooks to our member institutions.

Member institutions of TexShare are strongly encouraged to download these MARC records into their online catalogs. Libraries in TexShare discovered that the use of ebooks increased dramatically once MARC records for ebooks were loaded onto their ILS.

Training for ebooks has been included in the regular training and outreach TexShare conducts for its members. Use of NetLibrary ebooks is also highlighted in the "Bridge to TexShare for Small and Rural Libraries"

([The Bridge to TexShare](#)), a teaching initiative developed in partnership with the University of Texas iSchool. TexShare has promoted its NetLibrary collection whenever it promotes its electronic resources, including title count information in the TexShare participation summaries that are mailed annually to each TexShare library (<http://www.texshare.edu/reports/TPSreport06/tpsIntro.php>) and write-ups about the NetLibrary Collection in the Library Developments Newsletter.

Funding

Purchase of NetLibrary ebooks originally came from state-funded telecommunications infrastructure fund grant money. As our funding sources changed with time, the funding base for NetLibrary changed to a combination of state funds and federal (LSTA) funds. TexShare also has benefited from an innovative partnership. In 2005 a professional society donated funds for the purchase of ebooks in its subject area for the TexShare consortia. TexShare would like to pursue other donor opportunities such as this in the future.

Statistics

Use of the NetLibrary ebooks has fluctuated over the years. Some year's use has been higher than other years. Complete statistics for TexShare use can be found here:

<http://www.texshare.edu/statistics/databases/index.html>

Future

In accordance with the recommendations of the Electronic Information Working Group, FY2006 database purchases did not include NetLibrary ebooks. The publishers with which NetLibrary contracts have determined that library consortia must buy multiple copies of each ebook title purchased. TexShare usage does not warrant expenditures on multiple copies of ebook titles. While we recognize the importance of adding fresh content to the ebook collection, a purchasing model of this kind would quickly drain the TexShare budget. Texas State Library director, Peggy Rudd, and members of the Library Resource Sharing staff met with Rich Rosy, Vice President of OCLC in charge of NetLibrary content, to discuss the new NetLibrary purchasing model. Mr. Rosy is willing to work with us, but we have not been able to identify an affordable option for adding NetLibrary books to our collection at this time.

E-books: The University of Alberta Experience

Denise Koufogiannakis, Collections & Acquisitions Coordinator
University of Alberta Libraries

Motivation for Collecting E-books

As e-books began to emerge in academic disciplines, the University of Alberta started buying e-book titles in selected fields. Areas such as Medicine and Computer Science were some of the first to embrace e-books, particularly when they could be updated quickly and contain more current information than print versions of the same title. Our Collection Development Committee decided to support e-books as an emerging format and something that we should be exploring for our collection. In the early days, NetLibrary was one of the only options and it was the platform we began with and is one we still use today. E-book purchases remained small until approximately 2004, when we began a more concerted effort to add e-book titles to our collection and determine whether or not they would be used. We believed that our users would support e-books, and LibQual+ results showed us that there was increased demand for electronic resources. We decided to move ahead with ebook purchases to satisfy this demand, and included assessment efforts whenever possible so that we could determine success of these collections.

Description of Collecting Activities and Bibliographic Access

The University of Alberta purchases e-books via several different methods:

1. Aggregators – we have used NetLibrary since 2000; we also have packages in specific subject areas such as SafariTech Books, Books 24x7, Stat!Ref, Books@OVID and many others. Since 2005 we have subscribed to ebrary’s Academic Complete package as well as purchased books from the Canadian Electronic Library on the ebrary platform. Since 2006, we have purchased content on the MyiLibrary platform from Coutts, targeting publishers and buying large amounts of targeted content. In all cases, the ebooks from these collections will have MARC records loaded into our catalogue, as a major point of access. We appreciate that the aggregators provide availability of content across a wide range of publishers. Costs and pricing models vary depending upon the provider.
2. Direct from Publisher – we purchase most of our reference books directly from the publisher. Some of these include the Elsevier

Major Reference Works, Oxford Reference collection, and the Gale reference titles. These are mainly encyclopedias and dictionaries, and have a larger cost per title due to their nature as a reference book.

3. In 2006 we initiated the purchase of NetLibrary titles via our major English language monograph vendor, YBP. We also now have a similar arrangement with Coutts for purchasing individual ebooks on the MyiLibrary platform. This method allows for our ebook selection to be integrated with other print book selection. Titles are tied together so that the selector can see alternate versions available and select the ebook or print books as they see fit. We only recently put this process in place, so it remains to be seen if it affects our e-book purchasing in any major way; this is our main attempt at integrating ebook selection with that of print book selection.

4. Finally, we participate in consortial e-book purchases via COPPUL (Council of Prairie and Pacific University Libraries). COPPUL has focused its efforts on NetLibrary shared collections up to this point (3 shared collections to date). The consortial model has had to change in the face of Publisher pressures, and many publishers are not allowing their content to be purchased by consortia. This lessens our collective buying power and reduces the total number of e-books titles that we may have available, particularly for the smaller libraries in the consortia.

One major e-book initiative we have implemented over the past few years is what we call Patron Selected Acquisition (PSA) with NetLibrary. We first ran this program in 2004, with subsequent purchases in the following two years. With the PSA, we developed criteria for the content that would be included (based on publishers, date of publication, etc). We loaded MARC records for the titles that met our criteria into our library catalogue and allowed our users to access all titles. When a title was accessed two times, it triggered a purchase of that book (users did not know they were helping with purchase decisions). We dedicated a set amount of money to this type of e-book purchasing, and when the money was spent (generally within 6 weeks), NetLibrary stopped the purchases and we removed the MARC records from our catalogue, replacing them with MARC records of the books we did purchase. The following chart gives an overview of our purchases with this project:

Project Summary	2006 Project	2005 Project	2004 Project
Number of project records loaded into	3956	6384	11625

catalogue			
Total list price of all project titles	\$302,121 US	\$489,040 US	\$622,811 US
Total number of titles purchased	410 x 2 copies (820)	673	1029
Titles eligible for consortia access (COPPUL collection)	410	302 (\$32,675)	924 (\$83,709 US)
Titles restricted by publisher to UofA access only	0	371 (\$48,515 US)	108 (\$10,837 US)
Total expenditure	\$83,000 US	\$81,190 US	\$94,546 US
Average book cost	\$101.22 US	\$120 US	\$91 US
Additional titles accessed once (not purchased)	509	871	N/A

We have always contributed books purchased from this project to the COPPUL consortium. In 2006, with a new purchase model for consortia-shared titles, we decided to include only those publishers which allowed e-books to be shared with consortium members. This resulted in fewer titles loaded into our catalogue, and we had to purchase two copies of each title that was triggered for purchase.

We view the PSA project as a success, primarily because we were able to purchase e-book titles that we know were 100% used. In 2005, the books we purchased through the PSA were used an average of 8 times each within the Fall term alone! This approach to e-book acquisitions also allowed us to customize the content we would include, while allowing our users to make the final selections, simply via their catalogue searching interest. We tailored the profile for the content that would be included, and so we did have a certain amount of control over the types of materials that would be selected. We could exclude popular, non-academic type titles, for example.

We were also able to explore and meet user demand in a new way. It allowed us to build upon the results of user feedback surveys such as LibQual, and became a method to determine what users really want, allowing us to take an evidence-based approach to our purchase of e-books. When we first started this we had no idea about the usage of e-books, and whether users would find these titles in the catalogue, then take the next step to click on them and enter into reading the e-book. We discovered very quickly that they did discover these titles via our catalogue, and that they did want to use the e-book versions of those texts. We were surprised at how quickly our money was spent!

The rise in e-book availability and purchasing, paired with the concern over duplication, led us to develop “Guidelines for the selection of electronic books”. These guidelines were developed by three members of our Collection Development Committee, with input from bibliographic services as well. The document refers to e-books which are non-serial in nature, and there is recognition that the e-book environment is currently not stable enough to apply an all encompassing policy on their acquisition.

In the last half of 2006, we have made an effort to buy multiple titles from one publisher, via the MyLibrary platform. Springer, Cambridge and Oxford are three publishers we began with, and we foresee that we will continue to make such purchases in 2007. We were able to secure better pricing for these titles by buying numerous titles at the same time, and could also have unlimited simultaneous user access rather than the more limiting one book/one user model used by NetLibrary.

Training and Promotional Activities

We have not really had any targeted training efforts or promotional activities for e-books. Where appropriate, ebook products would be mentioned within subject instruction by liaison librarians. Our effort has been in ensuring that the e-books are catalogued and accessible to our users. We do also list the various aggregator databases of ebooks on our library website.

How Financed

In 2006 we added a specific ebook line to our budget and each unit library was given an estimated amount for ebooks. We are tracking spending to ensure that our allocated amounts are appropriate. We fund the majority of e-book packages (whether subscription or purchase) from a central fund where there is joint decision making by our Collection Development Committee. Over the past couple of years, e-books have emerged as a priority across campus, and much funding has been targeted towards e-book acquisition. In past years, ebooks were purchased from both the serial and monograph budgets, but now they are solely purchased from monograph funds.

User Reactions and Statistics

In April 2005, all UofA registered NetLibrary users that had used their account over the previous eight month period were sent an e-mail invitation to participate in a web-based user satisfaction survey. The

survey resulted in a 21% response rate (185 completed surveys / 864 potential participants). The results challenged our thinking on a number of fronts. For example, half of the respondents indicated that they had read *“more than one chapter of a single e-book”* when prevailing thought at the time was that e-books were primarily used for quick-dip, reference type uses. The majority of survey respondents also indicated that they would use e-books again and that additional e-books should be added to the library collection. It was also made quite clear that barriers to access, such as restrictive DRM policies and printing options were viewed very unfavorably and respondents were able to name, make comparisons, and indicate preference for other electronic products that did not have such restrictions.

While the U of A is moving forward with new initiatives for e-book purchasing, it has meant huge changes in the way we select materials for our collection. We generally view title-by-title selection as the best possible method, so initiatives that deviate from this are scrutinized very carefully. Leaving selection entirely up to the end-user, as in the case of our PSA initiative, is not something that we step lightly into, and it has been a cause of concern for some collection librarians at our University.

However, following the PSA implementation, staff were actually quite pleased with the content that was selected. The first time around, there were a handful of titles that were deemed “too public library like”. The second and third time around, we were able to address some of these concerns by tailoring our profiles more specifically. The biggest concern raised was the duplication of content. In 2004 we had 49% duplication with print, and in 2005 we had 43% duplication. As a general policy, we try not to duplicate print monographs or serials in our library system. So, when collections librarians were faced with obvious duplication of content, they were concerned, and this led to a lot of questions and debate.

The PSA project titles that duplicated content that we already had in print do fall within the guidelines for books where both formats are preferred, since as part of the PSA there was a demonstrable preference for e-format for these titles. Looking at our gathered data, most of the print books that were duplicated in electronic format via the PSA project, were popular titles that were signed out on a graduate student or term loan. Providing an e-book copy, which we know was used an average of 8 times, is an important service that broadens access to those titles within our collection. As well, some of the duplication actually updated an older version of a title, so that we have a more recent copy available.

While we often question why we should spend our collection dollars on an ebook version of something we already have available in print, we are starting to change our thinking about this in light of our most recent experiences and the desire to drive some collections decision with data. When we know that there is a print book that is being heavily used or that has multiple holds placed on it, it makes sense to try and acquire an ebook version of the same title.

Probable Future Directions

The University of Alberta Libraries will continue to purchase e-books across all subject areas. We currently both subscribe to packages of ebooks and purchase either packages or individual titles. As a large academic library, our focus is moving towards the purchase of titles so that we will have long term access to those books. We are purchasing more and more publisher packages of ebooks and this method works for our wide variety of subject disciplines and often allows us to obtain more favorable pricing. We also favor models where our users can have unlimited simultaneous access. We like to support consortial efforts for shared collections whenever possible.

The PSA model of e-book acquisition has worked well for us, however, we will not necessarily continue with this model in the future. It was particularly useful as we began to build ebook collections and sought to determine which areas of books would be most useful to our users. However, we may be able to purchase more books and at a better value via other methods, making more content available to our users.

We will continue to move forward and adapt our views as e-book models change. Our focus will continue to be ensuring that we meet the needs of our users.

E-books. The University of Hong Kong and Columbia University Experiences

Anthony W. Ferguson
University of Hong Kong

Motivation for Collecting E-books

While the impetus for writing this brief case study is to describe the University of Hong Kong's (HKU) experiences with e-books, given that experiences at Columbia significantly colored my e-book vision, I have found it useful to describe Columbia's early case as well.

The University of Hong Kong's efforts to collect e-books at a very intense level is probably the result of one part vision and two or more parts opportunity. The vision element, although the use of the "vision" word seems a bit grand, grew bit by bit out of the positive experiences that I had with e-books when I was at Columbia University. The early to mid 1990's when e-books began to appear on the scene were the initial "digital-content in libraries" years and the quick acceptance of e-journals, because of they were fairly easy to use and available 24X7 by our readers, encouraged me and others to be optimistic about the ultimate patron acceptance of e-books.

Attending conferences and learning about the experience of the universities in Texas who were working together successfully to buy large numbers of e-books suggested two more elements to the e-book vision: First, buying a critical mass of e-books was important. Unless you have sufficient e-books to make it worth the extra effort to use them and to make them visible, library patrons would ignore them. Second, it was cheaper to buy e-books and you could get more e-books if you bought them consortially.

At Columbia I decided to find out if there were other libraries who might be interested in sharing in the cost of purchasing e-books. I sent emails to other libraries in the northeast and to a collection development list serve in search of partners. At that point in time there was insufficient interest within NERL, a consortium in which Columbia was a participant, to make it an official NERL project, but eventually three NERL libraries plus another academic library joined together in what became known as the CCDM (Columbia, Cornell, Dartmouth, and Middlebury) e-book consortium. CCDM became the proving ground for demonstrating that patrons would read e-books, that having a lot of e-books was important, and that fiscally it was better to share costs than go it on one's own - the e-book vision.

Description of Collecting Activities and Bibliographic Access

In CCDM, ours was a NetLibrary-only effort. We initially circulated lists of all the books that were available and each library bought several thousand dollars worth of titles and agreed to share access to the result of these separate efforts. We intentionally avoided duplicating each other's purchases. Since these were the days of buying simultaneous log-ons to access databases, we knew that for many materials several libraries could share a single access capability. However, we did not always use this librarian centric selection method. Upon hearing of the success of other consortia which allowed users themselves to select e-books we moved to that selection model. In this model you load bibliographic records for all or most of the vendor's titles into your online catalogue and with the third access/click the consortium is required to buy the title.

While CCDM was moving forward, not all of those involved were equally convinced of the need for e-books generally, nor were they all in favor of user-initiated title selection specifically. Many had philosophical and practical doubts about the need to get involved with this new format:

- Philosophical problem. Libraries like Columbia and Cornell had fought long and hard to avoid purchasing duplicates. Since nearly all of NetLibrary's e-books duplicated what was already in the larger collections, some librarians seemed to be worried that buying duplicate e-books might erode the library's ability to deny those crying for duplicates.
- Philosophical problem. The user initiated selection methodology was a problem for some librarians. It seemed to them that user-initiated purchasing was an abrogation of the library selector's responsibility to select only the best materials for his/her students and faculty. Indeed, users seemed to like the purchase of all sorts of books that would NEVER be selected by a librarian at a library of the likes of Cornell, e.g., the Dummy how to play a guitar books, etc., or the Cliff Notes books.
- Practical problem. The user-initiated selection model made it nearly impossible for libraries to correctly budget how many dollars would be needed to support their purchases. This was a significant problem for libraries whose funds were mostly, if not entirely, allocated on an academic departmental basis. In such cases it seemed that if you allowed a reader to spend money on an e-book they wanted you were also deciding to not allow a faculty member to buy another title which he or she felt was important and should be acquired.

While some of these problems were gnawing away at the resolve of some CCDM librarians to continue, at the point I left for Hong Kong CCDM was still thriving. When my attempts to reinvent CCDM in Hong Kong failed, the opportunity for HKU to join CCDM presented itself and so HKU greatly expanded its e-book holdings quickly with the group being renamed CCDMHK. However, in the aftermath of 9/11 and tightened budgets all around, within a couple of years the user-initiated selection methodology was set aside and CCDMHK went into semi-hibernation, the condition in which it finds itself currently.

The e-book environment of Hong Kong and China, to which I went, however, was and is very different from that of North America. In China, individual large libraries as well as commercial companies have long been in the e-book creation business. HKU had also been digitizing Hong Kong related materials. Since my colleague Angela Ko and I have elsewhere discussed the details of the China situation at that point in time⁶, I will only summarize it as follows: There were three major commercial e-book providers in China, each growing their lists of titles by the tens of thousands annually, Currently, in the case of Superstar e-books, they have nearly one-million titles for sale. Additionally there were multiple e-thesis providers competing with each other and several specialty e-book publishers producing collections of classical e-books, etc. In this environment HKU had many opportunities to increase its e-book holdings.

Consequently, beginning in 2004 HKU began to buy huge numbers of Chinese e-books in addition to western collections like eBrary, EEBO, NetLibrary, Safari, and publisher specific collections like those from Springer. Generally, we tended to buy such collections based upon our knowledge of what topics were popular at HKU. However, when you buy 200,000 titles at a time, any thought that you will strictly follow some sort of title by title selection model had to be quickly discarded.

For Chinese e-books our bibliographer would begin by reviewing lists of titles from each vendor, sorting them by call number, and then deciding what call number ranges would be acquired. She might exclude some types of books or publishers that were deemed inappropriate for our academic setting but the emphasis was on buying blocks of titles in order to get to critical mass. However, buying large blocks of books at one time had all sorts of other implications including our request for significant discounts and how to make each title bibliographically accessible. In the latter case we have developed a cottage industry of

⁶ *E-books in China*, with Angela Ko, [Against the Grain](#), 16 (November 2004): 42-50. Also published in Chinese [http://www.library.hkust.edu.hk/2005/09/06/96-98](#).

sorts by taking whatever information we can obtain from the vendors, from our own library in the case of duplicates, and anywhere else we can find a record and upgrading these records for our own use and for the use of others since we upload our records into OCLC (this year we added more original records to OCLC than any other individual library in the world). Yet, we still have about one-half million un-catalogued e-books.

What was missing from the full e-book vision, however, was the opportunity to split the costs of buying e-books in the context of a consortium. This was remedied in 2005-6 when HKU was able to join what has been called the Taiwan Super E-Book Consortium. Prior to 2005 a number of academic libraries in Taiwan had banded together to buy collections of e-books. Collections of potential purchases from a vendor like NetLibrary would be assembled and libraries would be polled to see who wanted to buy into the collection. Some libraries participated in the purchase of all of these collections and others did not. While many librarians were involved in gathering the funds in Taiwan, one library director named Steve Ching, initially at Fung Chia University and later at Hong Kong City University, was the person with the vision of what could be done by pulling groups of libraries together to purchase e-books. Ching, originally an economist, was at least partially attracted to the financial benefits afforded by e-books. Unlike printed books that could only be in one place at a time, e-books could be used by patrons at multiple libraries with only occasional competition for access to the same title so it made great sense to join together to buy them.

The 2006 Taiwan Super E-Book Consortium, although built upon the earlier efforts in Taiwan, was special on two counts: First, Steve managed to line up support from Taiwan's Ministry of Education which agreed to provide up to US \$1.0 million dollars if the participating libraries would match these funds dollar for dollar. Second, since he was now working in Hong Kong, Steve got Taiwan's government to agree that Hong Kong's academic libraries might also participate. While participants had to come up with US \$50,000 each, this was a nearly irresistible offer: libraries got to split the cost of each book 40+ ways and every dollar they spent was matched both by the government. Interestingly, however, one library which easily had the resources to participate refused indicating that buying blocks of titles not specifically suited to their needs was wrong – an echo of earlier sentiments expressed by some of the CCDM librarians in North America. Again in 2006, Steve Ching led an effort to apply for government monies but this time in Hong Kong. Our eight libraries have since received a pledge of another US\$1.0 million in matching funds from Hong Kong's University Grants Committee to buy e-books over the course of the next several years.

Training and Promotional Activities

At HKU we have tended to use a mixture of traditional sorts of training and promotional techniques to facilitate the use of e-books. We offer separate classes for western and Chinese e-books. We also integrate e-book exercises within our Foundations of Information Technology course which most new students take as a class or which they take an examination to demonstrate they understand how to do research on the WEB. We have, however, supplemented these efforts with e-book exhibitions, sponsored an E-Book Week during which series of collection or genre specific presentations are offered, have online games with prizes for those who demonstrate their e-book finding and navigating proficiencies, and we try to take advantage of any visiting publisher representatives to get them to offer a workshop for the Libraries' patrons.

How Financed

At Columbia, beginning in the early 1990's we had made a conscious decision to annually increase the proportion and amount of funds spent on electronic forms of information. These were mainly the funds used to purchase more and more e-books during these years. At HKU, beginning in 2002-3, we made the same sort of commitment but these funds have been mostly been used for databases and e-journal collections. Consequently, we have used a combination of regularly allocated and soft funds with which to buy our e-books, e.g., endowment income; unspent funds carried over from previous years, library use fees, Circle of Friends donations, etc.

User Reactions and Statistics

At HKU, users have been gradually warming to e-book use but it still cannot be said that e-books enjoy anything like the same level of enthusiasm our patrons express toward our e-journal collections. Annually we ask users to a variety of questions to help us decide how to better meet their needs. In 2004 and 2005 we asked them how many preferred printed books over electronic books. Those indicating a preference for printed books fell from 71.8% in 2004 to 67.2% in 2005 (We didn't ask this same question in 2006 but will in 2007). While our use statistics are abysmally inadequate, our EZProxy 'hit' statistics show increased use of e-books. For example, if we look at the annual statistics for NetLibrary, we find that its use is growing: 2003-4 with 62,199 hits; 2004-5 with 62,082 hits; and 2005-6 with 87,234 hits. Similarly, for eBrary the growth has gone from 2003-4 with 30,581 hits; 2004-5 with

38,939 hits; and 2005-6 with 56,851 hits. Clearly more content results in more use.

Probable Future Directions

With the advent of the opportunity to purchase significant numbers of e-books with other libraries in Hong Kong, HKU will undoubtedly continue to increase its holdings although not as fast as it has in the past when over the course of 4+ years it purchased more than one million titles including e-theses. In terms of western language books, however, the amount of e-book publishing is increasing annually. Our goal will be to try and keep up with this growth in new academic e-book imprints in all subjects of use to our patrons. By the time we add our third millionth printed volume in 2010 we expect we will also be adding our second millionth e-book. Of course by that time the full impact of the Google and Microsoft multi million e-book efforts should be much clearer. I expect that library patrons everywhere will demand new e-books to compliment their easy to access collections of old e-books.