SURVEY RESULTS

A note about the survey:

The beauty of the SPEC survey format is that the questions provide solid quantifiable data while the comments sections make those data real. Many of the concerns that libraries have about the e-book industry turn up again and again in comments in the various sections of the survey. These issues, named and nuanced in the comments, are at the heart of developing changes in the library world.

The term e-book itself shows up in the survey responses and documents in a variety of forms indicating a lack of standardization: e-book, e-Book, E-Book, E-book, ebook, eBook, Ebook, electronic book. The more accepted the term, the more stable the format of the term. For the purposes of this survey, the term e-book was defined as an electronic text publication, excluding journal publications and textbooks, made available for any device (handheld or desk-bound) which includes a screen.*

This SPEC Kit does not address the e-textbook movement on college campuses and only marginally touches on library-digitized works.

*Modified from the definition proposed by Chris Armstrong, Louise Edwards, and Ray Lonsdale in "Virtually There? E-books in UK Academic Libraries," *Program—Electronic Library and Information Systems* 36, no. 4 (2002): 216–27. E-version: http://eprints.rclis.org/5987/ p 2.

EXECUTIVE SUMMARY

Introduction

"Still a relatively new format. Still mixing individual purchases with collections. Still trying to sort out appropriate mix of print vs electronic. Stay tuned."

The above quote from one of the survey responses sums up the state of academic library e-book collections. The survey captures strong enthusiasm for e-books tempered by frustration with publisher policies, staff resistance to a changing model, and confusion over multiple interfaces and platform access. Some libraries have purchased e-books in packages and on an individual title basis while others are not yet engaged in title-by-title selection. Even those libraries which are furthest along acknowledge that the situation is evolving, is subject to forces outside the institution, and will continue to necessitate internal change at the institution. The treatment of e-books in many ways reflects the changing library landscape and points to a new business model of acquisition and service which, to succeed, must come to terms with the needs of libraries, vendors, and clients.

The survey was distributed to the 123 ARL member libraries in March 2009. Seventy-five libraries completed the survey by the deadline of May 8 for a 61% response rate.

According to survey responses, most institutions entered the e-book arena as part of a consortium that purchased an e-book package. The earliest forays occurred in the 1990s with a package purchase like netLibrary. The majority of libraries (56 out of 65) started e-book collections between 1999 and 2004 with individual titles lagging a little behind (46 out of 62 libraries began acquiring single titles in that same time period). Early adopters acknowledge that the reasons for the original entry into the e-book field differ from current drivers. While the 24/7 access remains a constant, early entry was also driven by the opportunity to pilot new and innovative technology and the access provided by consortial agreements.

Purchasing at the collection level allowed libraries to acquire a mass of titles with a common interface, reducing some of the transition pains to the new format. Since most of the early collections contained born-print titles, they offered direct comparisons to their paper counterparts. The downside of collections is that libraries find they are often saddled with titles they would not have selected in print; also, each collection might have a different interface, adding to user frustration. Having found that usage of online titles tends to be higher than the same titles in print, libraries are now eager to obtain new online content. Certain subject areas have proved good candidates to e-book transition for their reliance on current content or books read in segments. These include reference items, medicine, law, health sciences, engineering, computer science, and many business areas. The medical profession was an early adopter of e-books which were downloaded to PDAs for easy and frequent access.

Those libraries reporting success with individually selected e-book titles cope with additional sets of problems; lag time between print and electronic publication (with electronic the lagging format), restrictive digital rights management, loss of access by ILL, and limited printing top the list of concerns. However, responses indicate a preference for title-by-title selection as a more efficient use of funds.

Libraries are frustrated with the lack of standard practice among providers of e-books. At the same time, some librarians appear to be having more difficulty in adopting e-books than they had with e-journals. Several references were made to the electronic journal model. For example, "Currently, we are very frustrated in much of our e-book buying …We work very hard to replicate the e-journal environment: unlimited users, ability to ILL, ability to download and print entire chapters if not more, and ownership models without access fees." The American Chemical Society's recent decision to downsize their print format signals clearly that e-journals are the norm; e-books are far from that level of acceptance and seem destined to repeat some of the growth pains libraries coped with in adopting e-journals. Many libraries are unprepared for the challenges in adopting, integrating, and maintaining e-books. An e-book strategy will stretch and change libraries' intrinsic thinking about collections.

Collection Development Policies

The majority of respondents (82%) indicated there is no specific mention of e-books in their Collection Development policies. For many, this is because a Collection Development policy is content driven. The comments for this selection, though, indicate that libraries are either considering altering their policy or adding layers of procedures to deal with selecting, negotiating, and acquiring e-books since they act neither entirely like print books nor entirely like e-journals.

Some policies do recognize the changing e-book field. The University of Alberta's guidelines state, "The electronic books environment is too unstable and unpredictable for us to apply an all encompassing policy." The Electronic Resources collection development policy of the Library of Congress states, "Given the rapid evolution of electronic resources, the Library will review the following guidelines annually to ensure that the Library's current and future research needs are met." (See pages 79 and 83 of the Representative Documents section for these policies.)

Several libraries without specific e-book policies indicated that they are in the process of developing those. In addition to a draft e-book policy, McMaster University has an appendix to its main Collection Development policy to deal with electronic resources in general. Titled Selection Factors for Electronic Products, this appendix addresses access and licensing, product quality, technological characteristics, and service support from the vendor, all issues that need to be addressed for e-books.

A few libraries utilized task forces to develop policies, procedures, and in effect a new business model for e-book selection, acquisition, and use with representation from several library departments. Most notable are those at the University of California, San Diego, Harvard University, and the University at Buffalo, SUNY. Buffalo has an E-Books Task Force and an e-Reference Packages Task Force. Both of these committees offer reports, training materials, and recommendations.

The UCSD task force developed a "Product Evaluation Criteria" check-list for determining e-book vendor suitability. The series of questions and preferences include "Do you allow ILL?" "Is a proprietary reader or piece of software required to view your eBooks?" "If you offer MARC records, are they OCLC records?" and "Can users print portions of the eBook?" with library preferences ranging from none to deal-breaker. Rajiv Nariani of York University has compiled a comparison table of content aggregators and publishers. (See "Web Links to Additional Representative Documents" for both documents.) Other libraries may have similar documents developed as internal guidelines for appropriate departments. Some libraries referenced the use of wikis or other intranet sites accessible to library staff to provide ongoing guidance, policy, and procedure updates.

Selection

On the question "Who selects e-books?" 70 of 72 respondents reported that any selector who selects books can also choose individual e-book titles and 40 (of 73) reported that any selector who selects books can also choose e-book collections. The comments flesh out these responses in a way that indicates a somewhat less straightforward line of responsibility here. Collections of e-books, with their higher associated cost and sometimes ongoing commitments for new content, appear to be treated more as electronic resources in the decision-making process.

Unlike print monographs, the e-book selection process is closely tied to vendor options. Adding to the content decision process (e.g., is this title a good fit for our collection), many factors can impact the ultimate e-book purchase decision (e.g., the ability to put chapters on course reserve, DRM restrictions, cost of title, cost of hosting). With the lack of a standard purchase agreement for e-books, each vendor contract must be reviewed carefully. As one respondent put it, "Any selector can select an e-book, but if the [vendor] model is inappropriate the purchase will not happen."

In addition to anytime, anywhere access, e-books offer libraries an opportunity to experiment with patron-initiated selection in a relatively controlled environment. In one scenario, patrons choose the e-books by selecting links that have been loaded into the catalog. After a pre-determined number of uses, the items are automatically purchased and retained in the catalog. The links for items not "touched" are then deleted. Many libraries value the immediate delivery aspect of this arrangement while finding that their usage statistics for these materials tend to be higher than usage of those selected by traditional means.

Deselection does not figure as much of an issue at this time, largely because e-books are relatively young and require no shelf space. Some collections offer a set percentage of front-line titles, automatically dropping the older, less used titles to make room for the new. This process helps to alleviate the issue of old editions cluttering the results and possibly confusing or misleading the patron.

With regard to acquisition methods, 63 respondents (86%) bought collections/bundles direct from publishers. Sixty-two (85%) made title-by-title purchases from an aggregator while 62 bought title-by-title from a publisher. On the other end of the spectrum, only 29 libraries buy e-books through approval plans.

More libraries prefer to own content than to lease it, with the exceptions being titles that are frequently updated or with rapidly changing subject matter. One concern surfacing in this section of the survey is that e-book collections might turn into serial purchases with budget ramifications in future years. Libraries also prefer to link to content hosted elsewhere rather than to build and maintain the infrastructure to mount it locally. The greatest concern expressed in this section is perpetual access to the content bought, followed by licensing issues.

In the section asking specifically what issues would present a deal breaker in buying e-books, the most common answer was, again, no long term access or preservation measures, followed by restrictive licensing or DRM issues. Sub-par MARC records, proprietary software, excessive cost/high hosting fees, individual user registration, restrictions on printing, and ILL were also listed.

Budget

According to data on e-book holdings from the 2007–2008 ARL supplementary statistics survey, the average e-book collection at the 110 reporting libraries contains 294,000 e-books. At the 94 libraries that track separate statistics, the average e-book expenditures ($321,458) per library for 2007–2008 represent approximately 11% of monograph expenditures ($3,047,171). This percentage shows the relatively cautious approach to e-books in the past ten years.

Only 12% of our survey respondents (8 of 67) indicated that the library has a separate budget line dedicated to e-book purchases and all but one of those indicates using re-allocated funds rather than new monies for e-books. Most e-books hosted off-site carry a continuing hosting fee in addition to the cost of the item, creating a further impact on budgets and budget planning. Where print monograph purchases were a one-time disbursement of funds, Acquisitions departments must now also track the continuation of the hosting fees from year to year.

Discovery and Educational Activities

Most of the responding libraries include e-books in their catalogs and also provide Web pages dedicated to finding e-books. Many have enabled search filtering by e-book in their OPACs. In addition, more than half of the libraries provide cross linking from licensed resources.

To promote e-books to patrons, 48% of the respondents have featured e-books in their newsletters. Others have news announcements, new title lists, or blogs that highlight new e-book acquisitions. Comments indicate that e-book education is part of bibliographer outreach activities and regular reference

interviews. Others comment that e-books tend to be found regardless of library efforts.

The survey indicates there is considerable activity in training library staff to use and promote e-books. Sixty-six percent of those responding engage in activities to educate library workers. Much of this took the form of in-house training sessions, either by librarians or by vendors. Internal newsletters, discussions at staff meetings, and brown bag lunches are other methods used to raise staff awareness. One Head of Acquisitions arranged for visits by each major e-book publisher and vendor as an "e-book college" for selectors.

For a look at specific selector concerns, see "Ebooks Experience Assessment Questionnaire Results" conducted by the University of Alberta Libraries on page 156 of the Representative Documents section. One of the reasons listed for not selecting e-books is that "the process of purchasing ebooks is not sufficiently straightforward or convenient."

E-Book Reader Devices

The survey asked what types of equipment can be used to read the e-books in the library's collections. A wide range of responses was given, including desktop, laptop, or tablet computers, PDAs, mobile phones, and MP3 players. Only 10 libraries reported they are lending mobile e-book readers, though. The North Carolina State University library, for example, has a well-established program with 12 Kindles and two Sony Readers available for loan. Other libraries have just a few devices available for loan, and some have recently purchased a device that is not yet in circulation pending policy and marketing plans. Most libraries, however, do not offer device loans and are not considering them.

When available, the devices often fall in with other equipment loans at the library such as a laptop lending program. The devices are pre-loaded by the library, generally with popular titles. Some libraries allow patrons to request a specific title; the library purchases the title, loads it on the reader, and makes that particular device available to the patron.

See the Representative Documents section under E-book Reader Loan Policies for links to device policies and the Selected Resources section under

Additional Library E-book Sites to see what titles are being loaded on the e-book devices.

Usage Tracking

Eighty-three percent of the responding libraries (60 of 72) reported tracking or monitoring usage of e-books while 17% do neither. Most libraries rely on statistics provided by the e-book vendor/publisher; however these statistics vary in quality. (See the Representative Documents section for sample reports.) The frequently collected data is the number of downloads, but other controls include pages viewed, copied, and printed; number of successful searches; and number of searches turned away. One respondent commented that the e-book statistics "are a good indicator of use and allow for very revealing comparisons to printed book usage." However, the lack of consistent presentation by vendors and publishers not using COUNTER statistics makes for a work-intensive project.

Benefits and Challenges

One of the most interesting sections of the survey contains the Benefits and Challenges responses shown by individual respondent (see survey questions 29 and 30). Sixty-eight respondents commented on e-book benefits. The responses are, for the most part, listed one per box in simple phrases. By far, the most listed benefit is anytime, anywhere access, sometimes broken down into two parts: 24/7 access and remote access. See Table 1 for a summary of the top benefits.

Sixty-seven respondents listed challenges. These comments range from single words to whole paragraphs, and the issues run the gamut from library growing pains to serious vendor problems to industry level issues. Taken together, they provide a snapshot of hopes and disappointments with the developing format. As indicated in Table 1, the challenges present more complex and diverse issues compared to the benefits but this should not be taken to indicate that the challenges outweigh the benefits.

At the library level, the main challenges are personnel and the changing workflow. One library rather tactfully lists not having internal consensus on e-books as a challenge. Other responses show more frustration in naming librarian resistance as a real problem in moving forward. Evolving workflow is

a problem libraries have faced many times and is helped along by the sharing of ideas and best practices at local and national meetings.

Vendor/publisher level frustrations center on cost, platform diversity, printing and downloading, accurate statistics, and standard licensing. One respondent makes a plea for a comprehensive list of format neutral titles in print.

E-books present challenges at the industry level in the timing of publication and in issues of preservation. It is counter-intuitive that the electronic format should lag behind the print format as it currently does. It almost seems as though publishers favor print purchases or that decisions on an electronic release are being made on the basis of print sales; however, in the current economy, libraries cannot afford to buy the same content twice. The survey indicates that e-book purchases would increase if the e-format was available at the same time as the print version.

In the print world, libraries provided preservation for books and journals. In the electronic world, librarians want assurance that the electronic format will continue to exist. The industry must come to grips with electronic as a viable independent format and bring out electronic publications simultaneously with, if not sooner than, print. Libraries would prefer to see their vendors handle both print and electronic without having multiple contracts.

Going Forward

E-books have far from reached their potential, hampered by internal and external factors such as inadequate workflow processes, various rights restrictions, delays in publication, and high cost. Even so, the libraries surveyed overwhelmingly agree that they will be spending more on e-books in the near future. How quickly e-book expenditures grow will be tied closely to whether those issues are resolved. Several of the early collection purchases were for titles previously published in print. The current economic crisis has made libraries far less interested in duplicating content and, in fact, eager to get new, timely content online.

Libraries with the greatest enthusiasm for e-books are the ones with the most to say, including voicing their frustration. Well-developed policies can lead the way to a new internal working model combining selection with acquisition methods. Public service librarians also have an interest in vendor selection as

Table 1: Top Benefits and Challenges of E-books

Benefits	Challenges
Anytime, anywhere access	Platform diversity
Multiple simultaneous users	Lack of cross-platform searching
Support for distance education	Cost: electronic more expensive
Patron-driven acquisitions	Cost for long-term access
Instantaneous access upon purchase	Lack of standardized licensing
Better searching of text	Getting internal consensus on e-books
Space savings	Bibliographic control (good catalog records)
Eliminates theft	Getting records into catalog in a timely fashion
Reduces weeding for physical space	Ability to use in Course Management or E-Reserves
	Ability to ILL
	User education
	Advertising titles
	Lending outside campus
	Duplication
	Adapting workflow ("Keeping track of it all!")
	Need for a high-quality non-proprietary reader
	Electronic format availability lags behind print
	Model licensing & standardized content management

it affects the access of the material. The use of a task force provides a strong basis of policy and procedure creation which would lead to a change in practice. A task force could also provide a forum to hear e-book frustrations offered by representatives from library administration, collection development, acquisitions, services, and the library clientele. If e-book format figures in the strategic plan, library administrators should clarify the e-book plan and take steps to ensure staff acceptance. This change in workflow is being addressed at conferences, and library administrators could target their limited travel funds to specific purposes such as the exploration of solutions for workflow issues. The use of a wiki or an internal website accessible to all library staff may also aid dissemination of information and transition to new and cross-departmental work processes. It should be recognized that there is a learning curve demanded by the e-book selection and acquisition process.

External factors likewise represent challenges. Librarians can only do so much with internal issues until vendors establish a stable and consistent business model industry-wide. As Carolyn Morris states, "At this point in time, there is relatively little difference among print vendors…. This is not true with eBooks. The stakes are higher, the issues more complex, and the differences among suppliers are immense. It would be unwise to minimize these differences merely to preserve workflows" (Part I, 87). As strongly indicated in the survey, library e-book purchases would increase under the following conditions:

- The e-book is published before the print edition.
- The e-book costs less than the print edition.
- Multiple users and remote access for authorized users is allowed.
- Ability to print at least sections of the work is allowed.
- Individual selection of titles can occur rather than the forced purchase of a vendor-determined collection.
- The decision to purchase or subscribe is content driven.
- Quality MARC records are available and can be easily loaded into the catalog.

- Remote storage rather than storage on a local server is offered; safeguards for access and backup for archival purposes are in place.
- Model licensing and standardized content management occurs industry-wide.
- One selection tool is available listing both print and electronic titles, regardless of publisher.

A combination of other factors can be added to this mix. Some of these are deal breakers; others remain part of a perfect plan.

Libraries will continue to form policies on what they find acceptable for an e-book purchase and will soon limit their purchases to vendors who will meet their conditions. Publishers or vendors who are difficult to deal with will be avoided. Sara Lloyd, of Pan Macmillan, states "Publishers…will need to increasingly accept huge cultural, social, economic, and educational changes and to respond to these in a positive and creative way. We will need to think much less about products and much more about content; we will need to think of "the book" as a core or base structure but perhaps one with more porous edges than it has before" (Lloyd 31). Now is an optimum time for libraries and vendors to work together to form a new and successful business model for the purchase of e-books, one that satisfies all stakeholders: library, publishers/vendors/aggregators, and users.

One success story along these lines is the development and implementation of the eBook Loan Service Project. The Canada Institute for Scientific and Technical Information (CISTI) collaborated with aggregator MyiLibrary to provide e-book loans from the CISTI catalog to outside patrons for a specified period at a reasonable cost. Obstacles to the implementation included obtaining publisher licenses, fear of unauthorized access and subsequent loss of income, agreement on print allowances, and a new easy-to-use access and client platform. Partnering a non-profit institution with a for-profit enterprise, the goal of this new business model was to advance "the overall cause of making scholarly literature seamlessly available for libraries and users" (Woods 113).

Conclusion

Libraries are changing. The publishing industry is changing. Patrons are changing and expecting more and different things from their libraries. "The Global Reading Room: Libraries in the Digital Age" states "the role of libraries is becoming more important and more far-reaching than ever" and "though their mission remains unchanged, libraries are rethinking their collections, services, spaces, and opportunities for pooling resources." The line between collection development and acquisitions is blurring. Librarians are communicating with patrons through instant messaging and twittering. Some libraries provide print-on-demand machines. Budgets are decreasing with the current economic crisis and libraries are looking at ways to maximize their collection development funds. And while the Library of Congress reports that their Copyright Office currently defines print as the "best edition format," this is being revisited.

Libraries are facing both internal and external factors in developing and maintaining e-book collections. With change, however, comes denial and pockets of resistance. Librarians and library staff can lobby for new policies and procedures and increase communication among departments. Library administrators can leverage internal change by encouraging new workflows and can significantly impact the building of a new business model with publishers and aggregators to manage external factors.

The last comment of the survey sums up the overall conclusion of this SPEC Kit:

> *Well, good luck with all of this. It seems libraries are all over place with e-books and some are very aggressively trying to acquire while others appear to be sticking their heads in the sand and pretending it doesn't exist. Libraries, librarians, and publishers should all be working harder in this place to help shape the model and the future of all of this. Honestly it makes my skin crawl when libraries suggest that e-books should be purchased and/or operate like print models. If we are just trying to recreate the print model here, then I'm not sure I understand the point. The reality is that nothing in academic libraries is going to be what it used to be, and so many libraries are clinging to that without realizing that the war has already been lost.*

SURVEY QUESTIONS AND RESPONSES

The SPEC survey on E-book Collections was designed by **Catherine Anson**, Director of Sponsored Research, and **Ruth R. Connell**, Head, Collection Management and Systems Administration, John Carroll University. These results are based on data submitted by 75 of the 123 ARL member libraries (61%) by the deadline of May 8, 2009. The survey's introductory text and questions are reproduced below, followed by the response data and selected comments from the respondents.

Several factors are coming together heralding a wider acceptance of e-books in an academic setting. The open access journal movement, Google Scholar, Project Gutenberg, and increasingly competitive e-book prices may encourage many libraries and their users to adopt e-books. According to a 2008 article in the *Chronicle of Higher Education*, 69% of university research libraries plan to increase spending on e-books over the next two years with a higher rate for non-US libraries. Comments to the article highlight some of the obstacles faced by libraries: user unfamiliarity with e-books, an anti e-book sentiment, and a fear of library obsolescence. This discussion reflects the debate on Amazon's Kindle Forum and other Internet boards over e-books versus print books, the best e-reader/format, and publishers' digital rights management. However, users are increasingly accustomed to and expect immediate access to materials and are comfortable with electronic formats thus making an e-book collection attractive to an academic library and its clientele.

In addition to traditionally printed matter, publishers have been offering a variety of formats to libraries throughout the years: microcard, microfiche, compact discs. E-books may be more than just the next step in formats that mimic but can't compare to print materials. Usability statistics may recognize that e-books are being used differently than print book collections, with separate and distinct use, users, and management issues as compared to the physical print collection. However, restrictive and non-standard vendor agreements may make it difficult for academic libraries to build e-book collections.

For the purposes of this survey, the term e-book is defined as: An electronic text publication, excluding journal publications and textbooks, made available for any device (handheld or desk-bound) that includes a screen.*Modified from the definition proposed by Chris Armstrong, Louise Edwards, and Ray Lonsdale in "Virtually There? E-books in UK Academic Libraries," *Program—Electronic Library and Information Systems* 36, no. 4 (2002): 216–27. E-version: http://eprints.rclis.org/5987/ p 2.

Therefore, e-books can be read online or downloaded in various formats (epub, pdf, mobi, etc.) to be read on various devices (cell phones, PDAs, dedicated readers, tablet PCs, laptops, etc.). Works can be born digital, turned digital from print, released simultaneously in digital and print, or any similar combination. E-books can be free, purchased singly, purchased as a package, or leased.

This survey is designed to examine the current use of e-books in ARL member libraries; their plans for implementing, increasing, or decreasing access to e-books; purchasing, cataloging, and collection management issues; and issues in marketing to and in usage by library clientele.

BACKGROUND

1. Do your library collections include e-books as defined above? N=75

Yes	73	97%
No	2	3%

2. Is your library acquiring e-books this year? N=73

Yes	73	100%
No	—	

3. Do you expect to acquire e-books next year? N=73

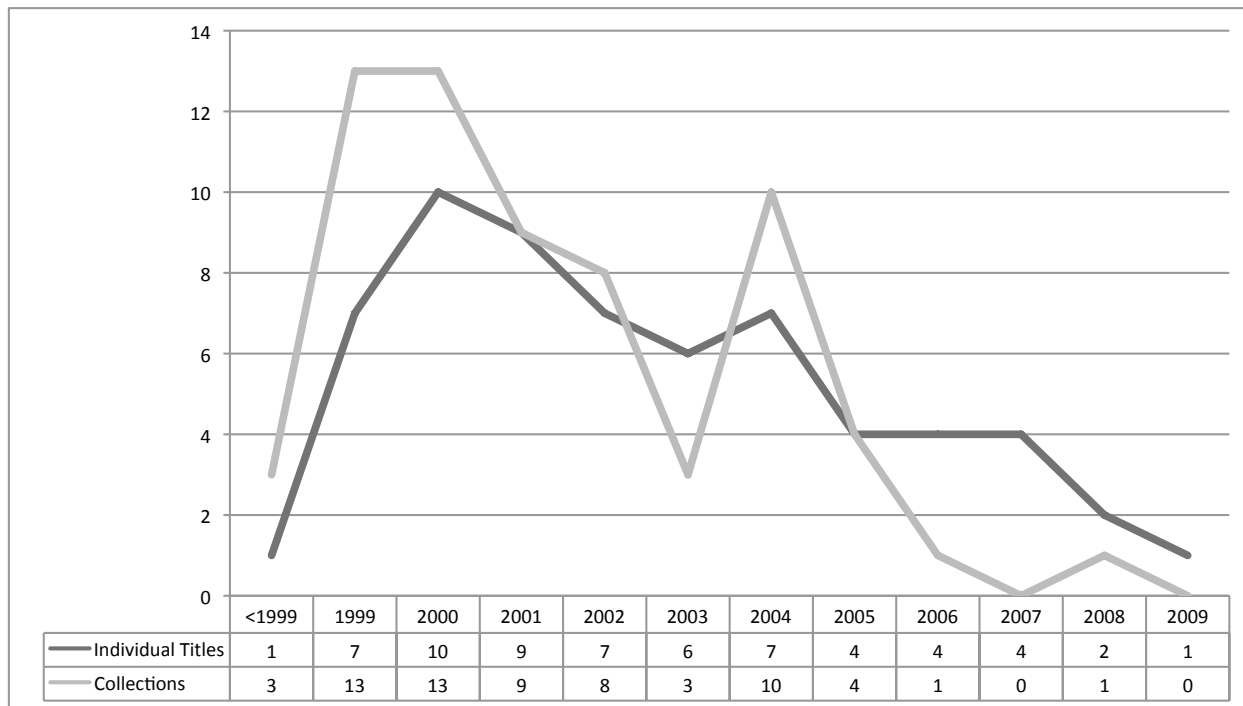 | | | |
    |---|---|---|
    | **Yes** | 72 | 99% |
    | **No** | 1 | 1% |

4. When did your library first begin acquiring e-books? N=68

    First year individual titles acquired N=62
    Range: 1991–2009

    First year collections of titles acquired N=65
    Range: 1990–2008

	<1999	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Individual Titles	1	7	10	9	7	6	7	4	4	4	2	1
Collections	3	13	13	9	8	3	10	4	1	0	1	0

5. What were the main drivers for the decision to acquire the first e-books? Check all that apply.
    N=71

e-book format provides anywhere, anytime access	62	87%
Appropriate content for our collection became available	56	79%
Acceptable purchase/subscription cost for the content	48	68%
e-book format offers searching book contents	47	66%
e-book format offers multiple simultaneous users	33	47%
Vendor supplies MARC records	26	37%
Vendor permits acceptable uses of the content	23	32%
Users requested books in electronic format	20	28%
Reduced demand on physical storage space	17	24%
Vendor provides COUNTER compliant statistics	10	14%
Acceptable e-book reader became available	6	9%
Other	21	30%

Please describe other driver. N=21

A need for resources to support distance learning and off-campus programs.

Ability to share books within our consortium.

Book was only available online.

Consortial arrangement.

Consortial initiatives.

Consortium purchase.

Desire to experiment with e-books; we weren't particularly pleased with authorized uses that came with our first exploration (for ex., only 1 user at a time allowed) but we wanted to partner with 3 other institutions to explore a patron-driver model for our e-book collection.

Early e-book collections would form a foundation for subsequent collections.

E-books were seen as innovative at the time we began collecting in 2000.

Features such as bookmarking, saving searches, personal bookshelf, highlighting, integrated reference tools, etc.

First purchases were made as an experiment to see how they were received.

I would check more of the above, but the question was for main drivers when we first acquired e-books.

Initiative of statewide Academic Library Consortium.

Initiative within consortia to collect e-Books.

It is quite difficult to answer questions now about purchases made so long ago. We purchased some NetLibrary titles early on after a subsidized collection was provided to us consortially. However, knowing now what we know about e-books our purchasing decisions are driven quite differently in the current environment.

Pilot for new technology and new directions for resources. Consortium offer.

Receive free net library package via SOLINET.

Supporting commuting students and programs taught at both main and regional campuses were key drivers since e-book vendors were willing to treat our university as one site.

Things were MUCH different in 1999 than they are now. Our consortium decided to try NetLibrary e-books. We would have had different priorities if we had been selecting individual titles, if we had bought at a later time, or if we had purchased e-books as an individual institution.

We knew we needed to be a 24/7 library, so e-books were a normal response once the Web took off in the late 90s.

We participated in a shared purchase/patron driven experiment via a consortium but ceased when vender raised price.

Please enter any comments about the adoption of e-books into collections at your library. N=27

A real issue that has impeded faster progress is the fact that the print book and the e-version are not released, in most cases, simultaneously, leading to a real fear of double buying.

At first, the struggle was that we had to have a special reader for e-books. Users had to wait 24 hours for access. There were lots of bugs to work out. Single and multi-user models did not work. Indexing was not available at the time.

At the beginning, multiple simultaneous uses were not always available, even though that was a highly desired feature. Also, most of the content was older imprints and not the most current monographs.

Currently, we are very frustrated in much of our e-book buying. We would love more, but it's a struggle to find acceptable models in the current environment. We work very hard to replicate the e-journal environment: unlimited users, ability to ILL, ability to download and print entire chapters if not more, and ownership models without access fees. We remain very concerned about purchases from third parties and prefer to purchase content directly from the publisher. It is also tremendously difficult to work around an approval plan to purchase the content. We literally need to shut down the print to buy the electronic and this is a tremendous amount of work and, moreover, it requires a great deal of work to repurpose print monograph money for purchases as well as making up pricing gaps.

Early on, we saw benefits if we could put an e-book title on course reserve when faculty requested a title. Access staff searched each requested reserve book for an e-version; very few were found to be in e-format but if they were, we'd purchase and make available.

The university offers a wide variety of distance education opportunities, for which digital online access to monograph content is significant. Not including primary source materials such as EEBO and ECCO, which are extensions of previous microform collections, we began adopting e-books in small packages (made up of titles of our choice) such as Safari Technical Books and Gale Virtual Reference Books a few years ago. During the last year or two we have evaluated the major platforms that support title-by-title selection, acquisition and display.

Occurred simultaneously with the "Transition to online" program for e-journals.

Our 1st e-books were for classic encyclopedias and handbooks, some requested by Chemical Engineering faculty and students, such as Perry's Handbook and Kirk-Othmer.

Our acceptance of individual e-books has been slowed because of the cost/economic model for purchasing individual books.

Our first e-book collections came as part of a consortial purchase for the state university system. We might not have pursued them on our own at such an early date.

Our first e-books came with printing and simultaneous user restrictions and we received negative user feedback. We still receive some negative feedback regarding platform usability but since printing and access issues have for the most part been alleviated, our users are expressing appreciation for the anytime anywhere access.

Our first major purchase was a block of University of Hawaii Press books purchased for both anywhere access and as a preservation format.

Selection has been done at the collection/package level to this point. Aside from encyclopedias and other minor reference works (and occasional user requests for PDFs) we are not currently engaged in individual title selection yet.

Staff and users are enthusiastic about the potential of these collections.

The first year dates are approximate.

The first e-book collection acquired was from NetLibrary, which does not allow multiple simultaneous users. This restriction was a major factor in selecting e-book platforms for subsequent individual title and collection purchases.

The first package we got was via the consortium NCLive in 2001. Our first package purchased as a library was Safari

in 2003. The individual purchase date is a guess.

The vast majority of e-books in our collection have been acquired as collections or large aggregations (NetLibrary batches offered through consortia, EEBO, etc.)

We mostly bought aggregate groups of e-Books until 2008-09, when individual purchases began more intensively.

We acquired e-books at the same time as e-journals. It seemed like a normal course of action to take to meet user needs for a 24/7 library. When we did our first formal evaluations in 2000 we discovered that e-book usage was sky high and it has remained that way ever since — so we never looked back.

We could check or not the 3rd driver since one of our earlier contracts was with NetLlibrary (allowing only one simultaneous user). Other vendors clearly provide/d multiple simultaneous use. This was and still is an important feature. This question was difficult to answer; the drivers are questionable (though checked above); that is, we don't have clear documentation re: our decision-making during the e-book's nascent stage. We would say that drivers 1–5 and 7 were key in the earliest of stages. Other drivers have been and are increasingly important.

We found we could acquire a large number of titles for a comparatively small price.

We have been proceeding cautiously knowing that e-books will be accepted more readily in some disciplines; we have not been happy that we must employ multiple interfaces and most of them are poor. Also disappointed with shortcomings in digital content management constraints. We have acquired e-book collections through consortial purchases at deep discounts, taking us further in this area faster that we might have on our own.

We have numerous issues to resolve—lease versus purchase, collecting in multiple formats (print and electronic), determining whether we'll need to have multiple platforms for different e-book packages, integrating free e-books (Project Gutenberg, Google Books, etc.) into our collection.

We purchased a NetLibrary collection as a pilot project in relevant subject areas.

We started out very early with a large NetLibrary collection. All of the NetLibrary records were loaded into our catalog, and patrons initiated the purchases. This was highly experimental and quickly went awry. Unfortunately, the experience caused many of our bibliographers to be resistant to purchasing e-books, though that has faded with time. We are now enabling title-by-title purchasing through other major aggregators.

We started with some NetLibrary titles and some subscription packages, but there was not widespread acceptance until we did a patron-initiated purchase project and e-books were chosen across all disciplines, and our allocated funds were quickly expended.

E-BOOK SELECTION

6. Does your library have collection development policies that specifically address e-books? N=73

Yes	13	18%
No	60	82%

Please enter any comments about collection development policies for e-books at your library.
N=30

Have a specific e-book policy

In addition to the usual criteria for book selection (authority, relevance, usage), there are licensing and technical issues that had to be taken into account.

In general, we would view e-books as being encompassed by our general collection policy. However, we do have guidelines for selectors given that e-books are a newer format and there are many questions around their acquisition.

Our collection development policies generally explicitly include materials in electronic format. However, the term "e-books" is not used.

Our policies address e-books, but usually only in a general way. An example from formats collected statement: Electronic Format: Electronic resources include indexes, databases, reference tools, e-books, and so forth. Networked electronic access is preferred for full text journal literature and for indexing and abstracting.

The collection development policy for e-books includes most of the same criteria that we use when considering e-journals.

We are currently working under a draft e-book collection development policy. The policy is now under review by our e-book Working Group.

Do not have a specific e-book policy

E-books are included under the Internet Materials Policy, in the Collections Acquisitions and Preservation Manual.

Format is not as important as content.

In progress.

No, we currently do not have policies regarding purchases of e-books, but we do have some guidelines and strong feelings about what we want from e-books. Therefore, all purchases are individually scrutinized (this is quite labor intensive) and some purchases ultimately do not happen as the purchasing model does not meet what we are looking for.

Our collection development policies are format neutral.

Our collection development policies tend to concentrate on content rather than format. There is a section on digital materials, but nothing specific to e-books.

Our collection development policy, adopted in 2008, is format agnostic. The goal in formulating it was to focus on the appropriateness of content in meeting teaching and research needs.

Our collection policies deal with content, not so much format.

Our Collection Policy Statements have supplementary guidelines for electronic resources which include e-books.

Our policies address electronic resources in general, but not e-books specifically.

Our policies do not yet reflect e-books, it is expected that they will be updated soon

Some types of content don't work very well in print, but since print was the only option, that content ended up in books. We keep tabs on publishers, subjects, and content type that gets low usage in print and try to move that content to patron driven e-book models or pay-per-view. This has reduced costs and increased usage. Plus it's a lot less work for everyone, i.e., reduced staff costs.

Specific policies and procedures are in development, driven in large measure by current pilot projects and instigated through a task force devoted to e-books. Right now e-books are covered under the aegis of both monograph and e-resources policies.

There is a section on electronic resources in our policy, some of which is relevant to e-books, but there is nothing specific to e-books alone.

There is a task force currently preparing a formal e-book policy.

There is nothing formally written in collection policy. By practice from experience we try now to purchases multi-user access rather than single user license, and prefer to purchase perpetual access rather than to subscribe to dynamic collections.

We are currently working on one.

We are in the process of developing policies. It is critical that we acquire interlibrary loan rights.

We encourage acquiring e-books over print where appropriate, particularly for reference and textbook titles, but no formal policy as of yet.

We have accepted practices; we consider navigation, ability to print and download, simultaneous users, adequate images, price, ability to purchase, interlibrary loan.

We have an understanding, but not a written policy. We have a task force that reviews e-books package offerings and makes recommendations to the Collection Development Council. This is not integrated into any individual collection development policies.

We plan to develop a policy.

7. **Who selects e-books? Check all that apply. N=73**

	N	Individual Titles N=72	Collections N=73
Any selector who selects books	72	70	40
Any selector who selects electronic resources	54	51	38
A consortium committee	25	7	24
An e-resources working group/team/committee	22	3	21
A special e-books working group/team/committee	5	2	5
Dedicated selector(s) for e-books	1	—	1
Other	18	3	18

Please describe other selector. N=19

Collections

Administrator

Associate University Librarian in consultation with the individual selectors.

Collection Development Council

Collection development librarians

Collections Committee

Dean and Associate Dean of Library

Director of collection development acquires collections in consultation with individual selectors

If an ongoing subscription, the committee which approves subscriptions.

Informal consultation between the heads of science and social science/humanities collections, the university librarian, and the head of acquisitions/serials.

Large digital purchases are routinely reviewed by a committee of collection development librarians: this has been true for indexes and databases for a long time, and is being extended for e-books in the sense of general oversight (such as platform selection).

Selectors recommend collections to an Allocations Committee which approves all purchases over a set amount (not just e-resources).

The collection evaluation committee (selectors representing each of the 3 subject areas, head of collection development, electronic services coordinator)

We decide as a collection development group on larger packages/collections.

We discuss big-ticket collections in a general meeting of all selectors.

We prefer the user's to select what books we purchases. E-books packages suitable for patron-driven pay-per-view or purchase are selected by our Collection Development department

Both individual titles and collections

E-resources working group — selection of platforms.

Our Collection Management Committee is responsible for choosing collections.

We are a selective depository library for government documents.

Please enter any additional comments about who selects e-books for your library. N=22

A general information resources committee includes department heads who consult with selectors to inform collection purchase decisions.

Any selector can select an e-book, but if the model is inappropriate the purchase will not happen.

Any subject specialist may choose an e-book format for a title.

Bibliographers (who collect in all formats) often agree to jointly purchase or subscribe.

Collections are primarily evaluated by the collection development department, but bibliographers are always consulted in the process. Individual bibliographers can select individual e-book titles.

Collections Development decided on which e-Book groups to purchase in the first several years; individual selectors order single titles increasingly now.

Collections level: for final decision making, Collections Advisory Committee makes some decisions in some cases. Consortium level: for ratification/participation, polling.

E-books working group is currently investigating options for individual title purchases

For collections like Ebrary or large archival collections that include "monographs," decisions to purchase have been made at the administrative level.

For ten years e-book titles have been selected by individual selectors of our consortia each month. We also subscribe to packaged collections and let users select. Package-based collections get the lowest usage, patron selected titles are the most cost-effective.

In some cases, the Head of Collection Development approves a purchase.

Individual selectors (approximately 36 individuals) can select e-books. We primarily purchase them for the reference collection, so the reference subject librarian selects the most e-books. E-book packages must be approved by Collections Council, a group of library representatives who approve any ongoing commitments and large purchases made for the collection.

Many times, selectors will work together in either social sciences, humanities, or social sciences clusters.

On occasion, ad-hoc groups of selectors select e-book collections.

Ontario Council of University Libraries' Information Resources group is a consortium committee which negotiates e-book agreements with vendors on behalf of the provincial university libraries.

Requests can come from any selector. Since e-resource vendor ordering interfaces are complicated, only a few staff do the ordering and they, in practice, do the bulk of the selection as well.

Selection is largely done by subject specialists, but for more expensive collections, e.g., Knovel, the selector will submit a proposal to a central committee whose main function is to purchase large/expensive e-resource packages/titles.

The library does not have separate selectors/recommending officers to choose e-books. Many of the selectors/recommending officers who recommend print material could potentially recommend e-books.

Title-by-title purchases are by subject bibliographers or by patron request. Collection purchases tend to be collective decisions either within a divisional library or by the university library collections committee.

We get most e-books via consortial collections.

We had a special task force to select e-book collections at one time, but that was very short term. Most of our selectors select all media.

We will soon begin adding individual titles, but are not doing so at this time.

8. **Under what circumstances is an electronic format preferred over a print format? N=53**

1) Handbooks and other reference works in general where patrons would not read the entire text in a linear fashion. 2) Call number ranges and physical locations where there is an especially severe shortage of space. 3) Certain subject disciplines: IT and Engineering for current titles. 4) Digitized copies of early or historic works physically held elsewhere.

Among others, when the title is a reference work, when users are more likely to read individual chapters than an entire book, when searchable text is desirable, when the title is in a field whose users generally prefer electronic access to printed books, or when a title is likely to be frequently used (assuming multiple simultaneous users are permitted).

As best we can, we try to tailor our selections (including selection of formats) to fit the needs of our users. Some examples: distance education and other programs that enroll a higher proportion of non-traditional students can often be better served with e-books; students and faculty in some disciplines (e.g., engineering) like the convenience of e-books; humanities scholars often love e-books if they provide enhanced searching capabilities (especially if the alternative is microfilm or traveling to use special collections). E-books are often preferred for high-use items that are quickly outdated (e.g., reference books, and particularly IT handbooks). In all cases, of course, price and licensing terms need to be reasonable as well.

As long as the price of the e-version is not more than 50-60% print retail the e-version is preferred.

Assumed demand for the title by multiple and remote users.

At present, mostly for reference books, encyclopedias, and technical books.

At the request of a faculty member or if the selector believes that the e-format will be more appropriate.

Currently LC's Copyright Office's policy is that "best edition format" is print. However, this is being revisited.

Disciplines that put a premium on current content and quickly become outdated(many sciences), disciplines where researchers prefer electronic format (e.g., computer science), books that might be needed by many patrons at once, books that are needed by multiple campus locations (saving us from duplicating copies across campuses.)

Electronic is preferred for reference books and instances where multiple users want/need access to the text.

Electronic is preferred when model and pricing meet our requirements.

For reference materials.

For reference materials and others that are frequently updated particularly in health, life sciences, IT, multi-subject books, in support of course reserves.

Frequently updated books.

Heavily used reference titles are selected in electronic format when funds are available. When we learned that the amount to buy a certain publisher's collection of e-books for a single year was approximately what we paid for a

much smaller number of their print titles from our approval plan for the previous year, we decided that we could get "more bang for the buck" with the electronic collection.

Highly used title.

If by patron request, or where it would benefit reserve access to have a book electronically. In some disciplines, notably STM, it is emerging as a default format of choice, not yet in the humanities.

In disciplines where users prefer e-format (i.e., sciences); multi-disciplinary areas that span more than one campus; reference sources.

In many cases an electronic format would be preferred, but often the print is already ordered before we know about the electronic offering, which leads to duplicate orders. Very frustrating.

In some cases having multiple simultaneous users for 1 book is better than having only 1 copy of the book.

It is often faculty-specific as decentralized faculties and early adopters such as engineering and medicine frequently have a preference for electronic over print.

It is up to the individual subject librarian, but many choose e-books for heavily used titles, missing titles, and sometimes for reserve items. Also certain formats such as computer manuals are preferred in e-book format.

Large archival collections, very much preferred for reference material.

Meets reference needs; can be used in multiple sites; disciplinary preferences; perpetual rights; trusted archive.

Often reference, and some textbooks. Technical manuals.

On occasion, a title in high demand may be made available in electronic format to allow simultaneous access.

Only if it is the only format available.

Our Engineering librarian stopped buying print versions of books covering software applications; e-only is the preference in those cases. That's about it.

Patron requester preference; access at a distance required or multiple use (to support distance programs or a high use area); occasionally because the print is already owned, may show very high use, may have multiple holds, etc.; to support STM and/or lower division undergraduates — esp. core curriculum subjects (i.e., user profile indicates adoption of e-book use); searchability is important or even key; cover to cover readability less important; gain more with online and lose nothing (e.g., images if included are the same as the print or even better, citation linking, or other enhancements offered, etc.); likely use is a portion — a chapter or a section rather than the entire item or more for reference.

Reader demand for electronic vs. print.

Reasons vary. If numerous libraries need a copy of a title then electronic is preferred. If a reference title is available electronically then it is preferred because the electronic format can increase access through key-word searches.

Reference books. Multi-volume sets.

Reference materials (encyclopedias, dictionaries, etc.).

Reference materials also we are moving towards a policy of preferring electronic.

The content includes historic and primary resources not otherwise available. Titles are needed for use off our main campus (e.g., foreign study programs). Occasionally, only the e-book is available.

This is the trend for reference books; for example handbooks.

Timely materials that are frequently updated — technical manuals for example. Areas where we have "gone electronic," like some of the sciences.

Traditional reference books like encyclopedias and handbooks are purchased e-only when possible. Individual titles are purchased as e-books if duplicate copies are required and for replacing highly used books when possible.

Varies by subject and coverage. In progress.

We are emphasizing reference-type titles, including technical and software manuals.

We are moving to e-books because the total cost of ownership is much lower than print and because usage is much higher. I would turn this question around and say that we prefer print whenever a user requests that a title be acquired specifically in print, and when it offers advantages (color plates, etc.) that don't translate well into the digital world.

We have experimented on a small scale with reference e-books. For the general collections our starting point for preferring e-books has been multi-author collections such as symposium proceedings or collections of loosely connected research articles. The rationale is that most users will be interested in only a small section or chapter of the book, and in that sense the e-book functions more like e-journals, which have met greater acceptance at our institution. We have also acquired e-books as part of e-journal packages, not because we prefer the e-book format but because it came with the package and we're not going to purchase the same content in two formats.

We prefer electronic for reference tools and to support classroom needs (versus print reserves).

We prefer electronic format for the support of distance education courses.

We prefer electronic formats for collections of essays or other works that most users will use only in segments. We prefer e-books as added copies of titles that already circulate heavily or can be expected to circulate heavily in print. We prefer e-books for subjects like business, nursing and education that are taught at multiple campuses to largely non-resident students. We prefer e-books for computer and software related manuals.

We use e-books instead of paper when replacing lost books if they are priced better and have multi-simultaneous user capability.

When it is cheaper, when multiple simultaneous access is desired, and when anytime/anywhere accessibility is a priority (as with reference titles). When a collection of titles is desirable because of the ability to cross-search and have the content in electronic format (particularly with collections such as EEBO and ECCO).

When it is not duplicated in the collection.

When multiple users need to use the same material. Linking to other Web resources. When the electronic format is significantly less expensive or provides increased functionality, as in searching.

When remote access and currency are the main factors. Also, when reference works in e-format can save space.

When there is the potential for high use, when e-format is needed for visually impaired reader, when material is appropriate for quick access such as a statistical methods handbook.

9. Does your library have a policy on deselecting e-books? N=73

Yes	3	4%
No	70	96%

If yes, which of the criteria below provide the basis for deselection? Check all that apply. N=3

	N	Individual Titles N=3	Collections N=3
Publication date	2	2	1
Usage statistics	2	2	2
Currency of content	3	3	2
Subject focus	2	2	2
No longer collect in this subject	1	1	1
Cost/value return on investment	1	1	1
Other	—	—	—

Please enter any additional comments about deselection of e-books at your library. N=23

Again, de-selection is covered in our collection development policy and is not aimed toward e-books per se.

Again, these criteria are not policy as such, but rather accepted practice.

At the present time, our e-book collections are so young that we have not been deselecting as a general policy. Many of the historic online book collections are also either all or nothing. We won't be deselecting individual titles from those. The most obvious criterion for deselection would be cost — if a particular set of e-books or a particular reference work were just too expensive to maintain on a subscription basis. The rational for deselecting e-books that are purchased via one-time funds seems far less clear.

Deselection only seems likely under a subscription model.

For Safari we have the opportunity to look at usage of titles and swap titles in and out.

For some collections, we choose to receive the newest edition (to replace the older edition).

I don't know why you would deselect a Web-based e-book. Even if it is never used it doesn't incur storage, heating, or re-shelving costs like a printed book. If we had groups of e-books that are used at the same rate as printed books, we would become concerned and wonder what was wrong with them but ,except for specific titles, usage is high enough that a few years ago we also began acquiring e-books in non-English languages.

In some cases, the content became unavailable (after records had been added to the catalog).

No policy on deselection. Decisions differ, based on pricing, ongoing costs, currency of content. Have not deselected many e-books, but as budgets tighten subscribed collections will be subject to review.

Our only de-selection of e-books has been a part of a pilot project where a large number of e-book titles were loaded into the ILS as available — patrons clicking on and entering an e-book twice purchased the book. At the end of the pilot project we de-selected all of the e-books not purchased.

Technical e-Books have been de-selected when subject specialist deems the subject matter obsolete, or a new edition has been released.

The Discarding of Library Materials policy does not mention e-books specifically but it applies to the de-selection of all library materials. Generally, the same principles apply as with the discarding of print books, though with e-books acquired through the participation in a consortium the needs of the consortium members will also be taken under consideration.

The kinds of things we take into consideration in de-selecting e-books don't differ greatly from our considerations in de-selecting print materials, so why would we need to have a separate policy? And in the case of e-books and e-book collections that we rent rather than own, we're making a decision at the point of selection that we don't intend to retain these titles beyond the point where we're getting a good return on investment.

The only e-book collection we have where active deselecting is taking place is Safari Tech Books. We swap new/requested titles for low-use titles in our collection.

The only product we currently have involving deselection is Safari tech books and deselection is performed by the subject selector for that particular content.

There is no policy but the software collection permits replacement of titles and the selector responsible does this and responds to suggestions from colleagues for new content to add. We have some ABC-Clio titles on a 7-year lease. We expect to go looking for the others when the first link is reported dead.

We do not have an explicit policy for e-books. We have one for print books and some of the same factors would apply. Since this is relatively new, we have not paid much attention to deselection of this format. However, if a collection is not used and it is a subscription model, we would most likely cancel.

We don't have a policy or formal process for deselection.

We endeavor to maintain long-term access so we have not been concerned about deselection.

We have no written policy on deselection of e-books, but with current budget problems, we have looked at usage data for subscription collections and have cancelled a lower use collection.

We tend not to deselect any titles in our collection, print or electronic. As an extension of that, we don't deselect e-books.

Weeding materials, regardless of format, is part of the collection development responsibilities of all selectors.

We haven't had enough titles or had them for long enough to be deselecting.

E-BOOK ACQUISITION METHODS

10. Which acquisition methods does your library (or a consortium on behalf of the library) use to build e-book collections? Check all that apply. N=73

	N	Library N=73	Consortium N=50
Acquire collections/bundles direct from publishers	67	63	40
Acquire title-by-title from an aggregator	64	62	14
Acquire title-by-title direct from publishers	62	62	8
Acquire collections/bundles from an aggregator	58	54	36
Create new e-books in-house by digitizing print versions	43	41	6
Create new e-books with external partners (e.g., Google, Microsoft) by digitizing print versions	31	26	13
Acquire title-by-title through an approval plan	29	29	1
Create new "born-digital" e-books in-house	18	17	1
Acquire collections/bundles through an approval plan	10	8	4
Other acquisition method	6	5	1

Please describe other acquisition method(s). N=6

A few e-books have been acquired as gifts. LC also provides access to Open Access e-books.

Addition of open-access e-books from other libraries by bibliographer selection and/or metadata harvesting.

Link to open access books currently available online, when and as discovered by selectors.

One of our consortia is exploring a patron-driven model and would like to base it on an approval plan model.

Patron driven purchase plan.

Patron-driven selection.

Please enter any comments on methods used to build e-book collections for your library. N=17

At the present time it is mostly (in terms of numbers) done via large packages directly from publishers (Books 24x7, Knovel, Referex, etc.) or large historic digitization projects (EEBO, Wright, etc.). Individual titles are selected via NetLibrary, but these can still be counted in the dozens (such individual title selection only began this fiscal year). This spring, some series (Lecture Notes in Mathematics, for instance) have been turned over to e-copies only, again via the publisher.

Born digital books created in-house are electronic theses.

By far the vast majority of our over 460,000 e-books were purchased as collections or bundles. Only in the last two years have title-by-title purchases become more frequent. We anticipate that to accelerate in the near future.

Consortia participation.

Many of the library's recommending officers can recommend e-books.

Our institutional repository contains both born-digital and digitized print versions of theses.

Re: acquire title-by-title through an approval plan — we do firm orders via our major book vendors and have e-books integrated into out electronic slips, but we do not currently get any e-books "on approval."

Replacement for brittle books. Content needed for classroom use. Archival project work on special collections.

Some digitization efforts of library-owned materials have been underway for the last few years.

Vendors lack selections in the arts, math, and engineering. The concern is the quality of the graphics, which must be very sharp for these disciplines.

We are currently investigating title-by-title selection of e-books and implementing this into our normal collecting processes.

We are investigating approval and other subject-based plans and packages as well as the various consortial opportunities. In addition, certain areas are being prioritized for possible in-house digitization efforts. Theses and dissertations are now born digital.

We are participating in the Open Content Alliance by digitizing books from our collection (pre-1923 imprints).

We prefer aggregator collections since they use one platform for multiple publishers and we then have more control over the content and can get a better feel for what our users want i.e. we spend several hundred thousand dollars a year on aggregator e-books.

We receive notification of e-book titles from our Approval Plan vendors but not the e-book itself. We plan to do more mass digitization in the future. This includes creating e-books from analog collections.

We strongly prefer to "select" our own content rather than acquire publisher-defined packages, but there have been examples of the latter offerings where the combination of price and content was too good to ignore.

We've done some work with OCA, and will be part of the CIC Google project but they have not yet begun work on our collections.

11. **If there is a choice, does the library have a preference for owning vs licensing e-book content? Check all that apply. N=69**

	N	Individual Titles N=69	Collections N=64
Prefer to purchase digital copies	55	52	44
Prefer to license/subscribe to content	15	7	14
No preference	14	14	10

Please enter any comments about owning vs licensing e-books for your library. N=29

Both actually. Some things, like things that go out of date quickly, we may prefer only to license them. But for some things, we would prefer perpetual access.

Choice depends to some extent on the subject: the Humanities may prefer to purchase in some cases; the Sciences may prefer to license/subscribe to receive the most current edition.

Depends upon licensing options and long-term need for the particular title.

E-books working group is reviewing this as part of its work.

I have indicated "no preference" but the real answer is that our preference depends on the title or collections. For example, we are not very interested in owning old editions of computer manuals so leasing those is our preference. Ditto for some old reference books. However, we do want to own, rather than lease, e-books on historical topics.

In general, we prefer to own rather than lease access to online content. In some cases where older material is not useful (such as computer science manuals) we do "rent" content on a temporary basis.

In general, we prefer to purchase. There are some collections that make sense to subscribe, and several where subscription is the only option.

It depends on the subject matter of the content.

It would depend on the title. Why purchase a computer manual that is soon to be outdated? In that case, we would rather subscribe to the latest edition. On the other hand, if it is a title that we wish to keep in the collection, we would prefer to own.

Like many other libraries, we are concerned by the increasingly large proportion of our materials budget being dedicated to serials purchases.

Not being able to purchase perpetual access would be a major negative factor.

Policies are still being developed with regard to purchase of individual titles.

Prefer to purchase, when cost-effective, licensed subscribed content that we will not lose if we cancel.

Preference based on content and licensing/pricing models.

Purchase usually more balanced to one time costs.

Some purchased titles are available as perpetual access and not available for local loading other than an archival copy.

The preference for owning or licensing individual titles is going depend upon what we're buying (subject, treatment, etc.) and why (or for whom) we're buying it.

There is not a clearly enunciated policy for our library. The preferences stated above are my own. Other selectors may disagree.

Varies by discipline. For instance, in some fields or types of books such as computer handbooks that have short life span of usefulness, leasing is OK but in other areas where there is a longer life span we prefer the outright purchase.

We assume that by "ownership" you mean "perpetual rights."

We generally prefer to own materials, but pricing generally leads to us leasing collections.

We have preference for both. We wanted to own the UH Press e-books, but we only wanted to license the Safari computer books so we could swap as new titles came out. There are titles we want to own but there are those we just want to use for a while.

We prefer permanent ownership and title-by-title selection. In comparing our title-by-title selections with pre-packaged collections, the title-by-title selections receive much higher usage.

We prefer to purchase content whenever we can afford it.

We try to purchase archival rights in perpetuity for individual titles.

We want perpetual access however we can get it.

We will lease/subscribe depending on content.

We, like others, are still in an exploratory stage. We have purchased many e-books but do subscribe to other collections. Ownership vs access is still an ongoing debate.

12. **If there is a choice, does the library have a preference for the location of the e-book content? Check all that apply. N=70**

	N	Individual Titles N=68	Collections N=67
Prefer to mount content on local site (library or consortium)	14	11	11
Prefer to link to content on publisher's/aggregator's site	51	49	47
No preference	12	11	11

Please enter any comments about the preferred location of e-books for your library. N=23

Again, the preference depends upon the specific situation.

At present publisher provided titles have been hosted by the publishers. For works we are digitizing ourselves or with partners, we are moving toward hosting on a consortium shared digital repository.

Consortium is planning an e-book solution which will mount member libraries' e-book content in a single e-book platform. Currently, most of our e-book content is hosted on the publisher/aggregator's site.

Essentially all of our e-book content is linked to, rather than hosted.

Future shared digital collections through shared digital repository Hathi Trust.

I don't know. I would have to say that it depends.

If locally mounted, rights to migrate and reformat as necessary to preserve content need to be defined.

Mounting materials locally is a drain on systems resources. We prefer to outsource that work.

No infrastructure to mount locally. To address security, it might be preferable to mount locally. The issue is

sustainability. Local site: Institutional Repository. Exception: e.g., eTheses in the Institutional Repository (cIRCLE).

Obviously the ability to load content locally or consortially allows for increased experimentation in search and discovery, and/or data mining, but individual libraries, and probably many consortia, are not necessarily equipped to host and serve this content up to users, yet.

One of the main pluses for e-books is that they provide tremendous financial savings, they start to lose that budgetary advantage if the library has to devote hardware/software/staff to the care and feeding of e-books 24 hours a day.

Our consortia attempt to negotiate local loading.

Policies are under development.

Prefer to have the right to archive e-books, and prefer LOCKSS.

Resources that are born digital at this university are mounted locally.

Scholar's Portal is our consortial provider of e-books.

So far, we only mount digital content from our own collections on local site (our institutional repository).

The library currently does not have an e-book repository.

We are currently exploring local hosting/loading.

We do not want to deal with the technical aspects of holding e-books on our own servers.

We have moved through several views on this and seem to be settled on off-site access now with encouragement to vendors to be actively involved in third party archives.

We have one collection, of materials we digitized from print, that we mount locally. All purchased collections we access from publisher/aggregator sites.

We prefer single site, single interface. At the consortium, we use the CDL e-book platform.

13. On a scale of 1 to 5, where 1 is Not Important and 5 is Very Important, how important are the following criteria in deciding to acquire e-books? N=73

	N	1-Not N=30	2 N=26	3-Somewhat N=58	4 N=59	5-Very N=65
Allows for multiple simultaneous users	73	—	1	11	15	46
Ability to print content	73	2	—	5	21	45
COUNTER compliant statistics	73	2	3	15	24	29
Ability to lend e-book to other libraries (ILL)	73	13	10	20	13	17
MARC records	72	—	—	9	21	42
Ability to include e-book in course management system or e-reserves	72	—	4	6	25	37
Ability to download to reader	72	7	10	19	24	12
Allows for sharing in a consortium	72	20	8	26	9	9

Please briefly describe any other criteria that are very important to an acquisition decision. N=22

Ability to download whole e-books or portions of e-books on varying storage devices, for example, flash drive, etc.

Ability to purchase perpetual access.

Ability to download is important period. I'm unclear if this question refers to downloading to a mobile device (we still need lots of format work there) or just the use of PDF reader, where most of our current e-books are most highly utilized. I would appreciate seeing much less reliance on MARC records in the purchases as most libraries should be openly admitting that our users are relying less and less on the catalog for many things and have begun very reliant on e-resource A-Z lists, federated searching, and openURL for access to e-content. We should be pushing all e-resource access in the same direction.

Affordability; preservation.

Again, the relative importance of the criteria above can vary greatly, depending on the specific situation. For example, provision of MARC records is very important when we're buying a large collection, not very important for acquiring individual titles.

Cost is of course always a factor. Availability of the e-book at the same time the print is published is another factor — if the e-book is delayed we will likely purchase print to get the book to the faculty or patron who wants it now, rather than waiting 6 months to get it electronically.

Currency of e-book availability. Print often precedes e publication, often precluding purchase of e.

Download to reader will likely grow in importance in coming years.

E-books are not available for interlibrary loan yet. Perpetual access is an issue. Deletes from the catalogue are necessary because content is removed from a given platform — we prefer to avoid adds and drops. The content should be compatible with alternative format readers, e.g. Kurtzweil.

Expected to serve many users.

Few of our e-book purchases are related to consortial purchases. The individual titles we have purchased permit only one simultaneous user. The aggregator states their research shows there is little need for multiple simultaneous users.

Lacking a policy currently, selection criteria have not been applied consistently.

Persistent links, perpetual access, portability, currency (electronic versions as current as the print version)

Price is a factor, of course. So is demonstrated consistent online access (we have, for example, held up on some deals because of awkward plug-in software).

Purchase model with small or no ongoing costs.

Reflects need for portability, interoperability and non-proprietary file formats Does not require additional plug-ins, or reader software.

Subject content & interface.

The cost and the license model are always important criteria.

The DRM restrictions are key; if they are set, a la NetLibary, to the least common denominator/ strictest publisher, there will be a bias against buying on that platform.

The way ILL is permitted is important. Currently ILL is based on the way articles are used, not on monograph type of use.

We believe heavily in patron-driven rent-to-own or pay-per-view models with automatic purchase options. We like to achieve $3 to $5 cost-per-use numbers for our e-books, and look for the type of business models and books that will allow us to hit those targets. Faculty have been using our e-books for reserves and course readings for the last decade, so a permanent URL that can be posted on a class Website or course management system is important.

We would be more open to a model that allows us to share e-books within a consortium but have not experimented with that yet. Going forward, though, it will be critical to be able to lend e-books via ILL.

14. How many of your current e-book agreements allow for the following? N=70

	N	None N=36	Some N=64	Most N=66	All N=28
Multiple simultaneous users	70	—	25	38	7
Ability to print content	69	1	9	41	18
Ability to include e-book in course management system or e-reserves	69	2	32	32	3
COUNTER compliant statistics	68	4	44	19	1
MARC records	67	—	20	35	8
Sharing in a consortium	67	23	31	10	—
Ability to download to reader	64	15	25	22	2
Ability to lend e-book to other libraries (ILL)	63	17	37	8	1

15. Please describe any usage rights or other issue (e.g., perpetual access) you consider a deal breaker in an e-book acquisition decision. N=33

Acceptable MARC records is a deal breaker.

Adverse liability and indemnity clauses are deal breakers.

Allow access to all campus sites under a single payment.

Consortial sharing and ILL are rare but do exist.

Deal breakers are proprietary software and a checkout process for users.

Excessive cost; Usage may not warrant renewal; Under utilization of e-book resource.

For individual titles: Prohibitions on printing and copying and lack of perpetual access.

Getting a definition of perpetual access from aggregators difficult. Publishers offering only subject level collection purchases are problematic (Stringer, Elsevier).

I am unable to answer this completely without pulling out all of our e-book agreements and I can't do that now. I don't think you want me guessing so I'm leaving most of the above unanswered.

If no permission for long-term access or preservation or rpm restrictions that prevent reasonable printing and downloading.

In almost all instances the lack of perpetual access would be a deal breaker.

It depends on the collection; perpetual access rights are always preferred. Limitations on number of users, limitations on which campuses may use (not the full university). Printing permissions vary considerably.

Lack of perpetual access is definitely a deal breaker along with lack of multiple simultaneous user access and governing law.

License to allow access to remote users through our proxy server is essential.

Limitations on number of pages that can be printed. ILL restrictions. Availability of MARC records.

Our technical service people have observed that the quality of e-book MARC records is considerably inferior to their print counterparts.

Over the top DRM is deal breaker. Period. Annual access fees are becoming very problematic — not a deal breaker yet, but have the potential to become one. Ownership is also a big deal for us, as well as licensing directly with the publisher for content we are purchasing.

Perpetual access (in some cases), printing functionality, access via course reserves, ILL (in some cases).

Perpetual access is important only for titles that do not have a limited shelf life or "expiration date."

Perpetual access is very important.

Perpetual access may be a deal-breaker in some fields (e.g., literature) but not others (e.g., computer science).

Perpetual access rights are important unless we intentionally plan to drop outdated content. We strongly prefer use of a trusted third party to archive content. Access for "walk-in" users is a deal-breaker, in line with our land grant status and mission as a public state university.

Proprietary reader that needs to be loaded on individual computers.

Requirement for users to register allowing licensor to track specific user data; walk in use by unaffiliated not permitted.

Restrictions against possible uses of content which we can't control, prohibitions against walk-in use, no access if we cancel, requirement to destroy all downloads if we cancel.

Restrictions on fair use.

The annual hosting fees are carefully considered when purchasing content outright.

The most important thing as that any fees be paid at the time of purchase, so that titles can be treated as "fire and forget" monographic purchases. A fee in a subsequent year triggers all sorts of issues.

The provision of MARC records is becoming the standard and any agreement should include them.

We don't expect that our licensed books will be available to our entire consortium and would never ask for this, hence the answer to the top question above, "none."

We honestly haven't purchased enough to need a deal breaker. As we buy more, the ILL component is likely to be far more important as is ability to print.

We need to acquire interlibrary loan, e-reserve, display copy in print, and online perpetual access in our licenses.

We try to assure archival rights and perpetual access rights for our patrons to any materials we lease or purchase. We try to impress upon the companies that solid backup of archival rights at a trusted depository is very important.

16. For your current e-book collections please indicate the relative percentage of content in each of the following subject areas. An approximation is acceptable. N=54

Science N=53

Minimum	Maximum	Mean	Median	Std Dev
2%	75%	18.1%	15%	12.25

Literature/humanities N=51

Minimum	Maximum	Mean	Median	Std Dev
0	84%	25.2%	20%	20.34

Social Sciences N=50

Minimum	Maximum	Mean	Median	Std Dev
2%	45%	16.7%	15%	11.25

Reference N=50

Minimum	Maximum	Mean	Median	Std Dev
0	100%	15.3%	10%	16.91

Engineering N=49

Minimum	Maximum	Mean	Median	Std Dev
0	100%	14.9%	12%	14.85

Biomedicine and allied health sciences N=46

Minimum	Maximum	Mean	Median	Std Dev
0	75%	12.5%	10%	12.36

Law N=37

Minimum	Maximum	Mean	Median	Std Dev
0	15%	2.9%	2%	3.52

Popular/recreational reading N=32

Minimum	Maximum	Mean	Median	Std Dev
1	10%	2.5%	0	3.26

Other subject area N=16

1%	General works, parapsychology, occult sciences
2%	Applied computing/technical books (HTML, operating systems, PC/Mac applications, etc.)
2%	Business
3%	Education
5%	
5%	e-government docs, monographs, applies to all subjects (% unknown, but probably much higher than 5%)
5%	
12%	Other subject area includes Agriculture, Education, Human Ecology and Music
15%	
15%	Social Science includes law; computer science
15%	This is really the Safari computer books which are more used by popular/ recreational reading but are more than that.
15%	Computer Science
25%	Government Information
25%	Business
40%	Computer science
50%	Business

17. Is there a specific budget allocation for e-books? N=67

Yes, there is a line in the budget for e-books	8	12%
No, e-book funds are included in one or more other budget lines for one-time purchases	40	60%
No, e-book funds are included in one or more other budget lines for continuations	18	27%
No, we use one-time funds only	1	2%

If yes, are those funds new monies or reallocated from another part of the materials budget? N=7

New monies	There are new monies allocated to e-books, but money has also been reallocated from other funds.
Reallocated funds	E-books can be bought with standard subject allocations.
Reallocated funds	In the early days of e-book collecting, new monies were sometimes available to purchase e-book collections. Currently, funds are reallocated to purchase e-books.
Reallocated funds	Specific funds were created and populated to encourage the purchase of discrete titles so selectors wouldn't feel that the print funds was adversely affected.
Reallocated funds	We chose to have a separate line in order to better track spending in this area--specifically for ARL statistics.
Reallocated funds	We have a general e-book budget but selectors also use their own budgets to make title-by-title purchases.
Reallocated funds	

Please enter any additional comments on the allocation or source of funds for e-books at your library.

One-time Purchases

Answer should be both no, e-book funds are included in one or more other budget lines for one-time purchases and e-book funds are included in one or more other budget lines for continuations.

Because some e-books have both one-time and ongoing costs associated with purchase and continued access the budget must accommodate both of these demands, making the e-book like a monograph and a serial.

Both second and third choices above apply, but Survey Monkey will not allow checking more than one choice.

E-book funds are also included in one or more other budget lines for continuations.

E-books are included in both one-time and continuation lines depending on the subscription in some cases or

purchase model in others. We are considering creating a new fund or a separate budget line for e-books for the next fiscal year.

E-books are not differentiated from paper books in our collections budget. We acquire e-books both as one-time purchases and as continuations.

I checked that the funds are included on lines for one-time purchases, since I needed to make a single choice. Some are also on continuation funds.

Individual titles via NetLibrary are from one-time budget lines, but several e-book collections (Books 24x7) are from continuations. Your survey should have allowed for multiple selections in the question about budget allocations — those categories are not mutually exclusive.

Most e-book packages are purchased with unbudgeted money, either end-of-year money or special funding requests. Title-by-title purchases are generally done from subject allocations for monographs, competing with print purchases in the same subject.

We actually use both monographic funds and continuation funds to fund e-book collections.

We allow selectors to move their book funds to e-book funds (one-time purchase) or, if they wish, "e-book ongoing" funds to pay for collections such as Books 24x7.com.

We are growing e-books based on usage on costs and decreasing print for the same reasons. We're trying to determine which type of content needs to be in print, which work well in both formats, and which work best as e-books.

We are working very hard to convert existing print monies to electronic. We do not have a separate pot of money to devote to e-books per se, and will not be able to make up for huge differentials in pricing from print books to e-books.

We have access to e-books both by subscription and purchase; the money has come from both our serials and monographic budgets.

Continuations

Clarification of above: e-books can be purchased in one or more budget lines for one-time purchases, or for continuations, or for both. Two budget models: As above and reallocated one-time funds.

We do not have a separate budget specifically for e-books. Selectors have both monograph and continuations fund lines available for purchasing in print or electronic format in their subject area(s), and they use the fund lines appropriate to the situation. For example, one-time funds would be used for the initial purchase of a large e-book collection, but the continuing access fee would then be paid from continuations funds.

We have subscriptions to some e-book collections and purchase others. We use both one-time and continuation funds.

We reallocated some monies for experimentation.

You should have allowed respondents to have more than one choice on this question. Most of our large purchases of e-books have come from end-of-year money that was not originally part of our budget or from private funds. It is reallocated in the sense that in the past we might have spent it on microfilm or indexing databases, but it is not reallocated from regular funds that we would have spent on print books. It is new money in that it is not part of

our original and expected budget, but it is not new money in the sense of a permanent increase intended to build a collection of e-books. Once spent, it may be recorded as one-time or continuation purchases, not exclusively one or the other.

Other

Individual one-time titles can be purchased from print monograph funds; collections are purchased from contingency funds which are moved to the recurring e-book line in subsequent FYs. For both of these questions, there are 2 appropriate answers. E-book funds are included in one or more other budget lines for one-time purchases and for continuations. And those funds are new monies as well as reallocated funds. Individual one-time titles can be purchased from print monograph funds; collections are purchased from contingency funds which are moved to the recurring e-book line in the subsequent fiscal years.

No specific budget line is available for e-books. We carve out funds BOTH out of one-time funds and continuations budgets (usually achieved through print cancellations).

Some of our e-book funds are part of one-time purchase lines and others come from continuations.

We do not separate e-books from other e-resources for allocation purposes. When it is clear, e-book payments are recorded as such. The lines are fuzzy.

E-BOOK ACCESS AND DISCOVERY

18. How can users find e-books that are in your library collections? Check all that apply. N=71

Library Web page lists and provides links to e-book collections	60	85%
e-books are separate items in the online catalog	59	83%
OPAC allows searching or filtering by e-book format	49	69%
WorldCat search	42	59%
Cross links from licensed resources (e.g., PsychInfo)	39	55%
e-books are added items in the online catalog record	38	54%
Web search engines (e.g., Google, Yahoo)	37	52%
Library Web page lists and provides links to individual e-book titles	21	30%
Records for e-books are integrated into a course management system	20	28%
Other	11	15%

Please describe other ways users can find e-books that are in your library collections.

Currently the library has a vendor who provides e-books which allows readers to browse top-level hierarchies of LC classification.

ERM also manages e-books and makes them available via the e-resource portal.

Google Scholar.

Librarians include e-books on course guides they prepare.

Library generated CourseLib pages tailored to individual courses (some associated with actual CMS).

Most notably, Springer e-books and Google books are targets in our in-house metasearch engine.

Some of our electronic resources are searchable in WorldCat —primarily where we've purchased OCLC record sets. We'd like to see this improve. At present, we would need to add an OCLC number to each e-book record — a very staff time intensive process.

Subject experts' Web pages and liaison communications.

We are revising the library Web pages; the subject guides will incorporate more e-books.

Will soon be available through Scholar's Portal search.

WorldCat Local.

Please enter any additional comments about how users can find e-books. N=15

All not equal.

Also available in aggregators such as SpringerLink.

E-book searching in the library catalog is part of an e-resources search, not specifically just e-books.

Findability of e-books is an issue as identified by our users (LibQUAL= data). Access is via a mix of methods as above. Most of our "free" (government) e-books are not accessible except through Web page guides and links. See: Browse for Ebooks and eBook Collections http://toby.library.ubc.ca/resources/ebooklist.cfm Science and Engineering Ebooks http://www.library.ubc.ca/scieng/ebooks.html Government docs - e-books - GovInfo http://toby.library.ubc.ca/govinfo/govinfo.cfm Government docs - British Columbia http://toby.library.ubc.ca/govinfo/govdisplay.cfm?rid=27&ref=list Research Guides http://www.library.ubc.ca/govpubs/ResearchGuides.html Government Statistical Sources Online http://www.library.ubc.ca/govpubs/GovStatSourceOnline.html

Given the variety of e-book platforms, providing effective discovery and management of titles is a challenge. Each platform offers varying levels of functionality but an effective system for collecting titles from different platforms into one space to create a working research collection for an individual is not apparent at the moment.

Library Web page lists and provides links to individual e-book titles—this applies to reference works only.

Only a very small number of records/links to e-books are integrated directly into CMS course pages at this point, but this is gaining.

OPAC allows filtering at online resources level, but not specifically "e-book" level.

OPAC allows for limiting by e-books

OPAC does NOT allow searching and filtering by e-book format across all e-book packages. Library Web page provides access to a few titles through its e-resource gateway.

Our subject librarians are adding links to virtual subject pages they have created.

re: Worldcat: our licenses prevent sharing e-book records.

Some collections and individual titles are federated or in process to be federated (we currently subscribe to 360 Search). We are working on adding e-book links to our new books tab and listing and other possible access points (e.g., a tab on our subject guides template for e-books).

They are getting to the via openURL (and we really need to work with the commercial providers on this as our link resolver received almost 500,000 openURL requests for books in 2008) and probably also getting to them in ways we haven't thought of yet. We had significant usage of Springer e-book content without ANY library provided access points. We assume users found them via Google book search but we honestly don't know.

We don't send our free MARC records from publishers to OCLC.

EDUCATIONAL ACTIVITIES

19. Besides online discovery methods, how else does your library educate users about the availability and use of the library's e-book collections? N=62

Instruction sessions discuss e-books	56	90%
Online/print research guides identify subject appropriate e-books	49	79%
Periodic new title alerts include e-books	34	55%
Library newsletter includes articles about e-books	30	48%
Blog highlights new e-book acquisitions	27	44%
Promotional printed material	14	23%
Web tutorials describe how to find and use e-books	9	15%
Other method	11	18%

Please describe other method.

Any of this activity would come from selectors to their specific campus constituencies or interactions via reference activities such as reference desk, IM, chat, etc. There hasn't been any strong cohesive library educational effort for e-books over any other library material. That said, however, our e-book content is heavily used, much like our other e-resources.

Bibliographer outreach.

It is just additional content.

Plan in the near future to add e-books to a number of new title alerts sent to library selectors.

Queries at reference desks may lead to discussion on e-books.

Reference interactions, meetings with individual faculty and students, e-book collections highlighted on library Web site.

RSS feed of new e-books.

Sometimes we have exhibits on e-books in our display cases.

Subject specialists sometimes e-mail their departments.

We mention e-books in library instruction sessions and we have also offered specialized sessions just about e-books and e-book platforms.

Web site has prominent link that includes link to e-books collections and our e-research tools also has e-book collections integrated. If appropriate, e-books are discussed in instructional sessions, but it is not always appropriate.

Please enter any additional comments about how the library educates users about e-books. N=9

Our e-book usage has always been between very high and we've never done much of anything to promote e-books. Students and faculty just expect that there will be e-books available —- so word of mouth has been our best means of getting the word out.

Part of instructional efforts of librarians.

Several marketing initiatives are currently underway, including additional training materials like video and other tutorials, additional workshops, and promotional material. A recent campus newspaper article focused on e-books and more should follow. Blog highlights have thus far been driven mainly by subject selectors, many of whom maintain blogs; some select to push new titles via e-mail and other means. Other initiatives are in the queue to be prioritized given limited staff time; these could include fairs, competitions, and more; even a print press rollout — briefly for last spring and likely to be developed more for full fall rollout.

Subject specialists who are liaisons to academic departments promote these resources to their respective departments. E-books will be included in the list of new resources that's provided on the library's Web page.

The library currently does not have a method to educate users about e-books.

The new search engine for our online catalog will be able to include new e-books in RSS feeds.

We are working on Web tutorial, Web pages.

We have done nothing to promote e-books, per se. We do promote the collections which happen to have e-books.

We host a Vendor Fair each October. While it focuses primarily on science and engineering content and providers, companies that visited last year included Books24x7.

20. **Has your library engaged in any activities to educate librarians and/or other library staff about the use and development of e-book collections? N=70**

Yes	46	66%
No	24	34%

If yes, please briefly describe those activities. N=43

An e-book FAQ has been written for the library's Web site. New e-books and collection development strategies for e-books are discussed at liaison librarian meetings. Posts in Library News blogs alert both staff and users to new content.

Announcements at department head meetings, which are communicated to members of the departments.

But not recently.

Current e-book working group is doing regular updates on its work and has arranged for vendor trials for library staff.

Demo on ordering from our primary vendor.

Demonstrations were given to library staff by e-book aggregators.

Discussion at collection development meetings (i.e., groups of selectors). Demonstrations at collection development and public service meetings. Demonstrations by publisher/vendor reps.

E-book trends have been discussed in staff meetings and publisher representatives have described their products' features and use.

E-books are discussed at collection development meetings. Announcements are made library-side for vendor demonstrations. Regular updates are sent to public services by our digital access librarian.

Head of acquisitions arranged for visit by each major publisher and e-book vendor, in order to create an "e-book" college so that selectors could be informed.

In-house training sessions.

Informal meeting to go over new platforms and functionality, includes vendor supplied training sessions.

Information sessions, presentations, meetings, committees, vendor demos, conference attendance.

Internal newsletter.

LibGuide creation highlighting current major e-book collections and their associated properties (printing, concurrent users, etc.)

Librarians were notified when we were ready to begin ordering individual titles. They are kept updated when the e-book platform software changes.

Library staff groups have explored e-books and written reports. Attendance at meetings about e-books has been supported by the library. We engaged in a pilot project about e-book collection building which will form the basis of future acquisitions workflow and collection development.

Mainly workshop and online training materials and several brown bags devoted to various e-book sub-topics (e.g.,

finding free e-books; collecting and analyzing statistics, marketing to constituents, hand held devices, and selection/collection management of e-books).

Most of this activity has centered on education regarding purchasing e-books. As we try very hard to mimic the e-journal environment in our e-book purchases, this is already well trodden ground for most of our staff.

New e-book collections are routinely announced and demonstrated in Collection Development and Public Services meetings.

One-day retreat on trends and logistical concerns, best practices, etc.

Presentations at Library Council meetings.

Presentations by vendors and/or by library staff.

Regular discussion in collection development meetings.

Staff meetings.

Staff training sessions on the selection of e-books.

Training sessions for selectors including vendor training.

Vendor presentations and librarian presentations in staff meetings.

Vendor training; library forums.

Vendor visits, webinars.

Vendors provide updates and training.

We have had working groups to develop workflows for e- and print books and present their documentation to the rest of library staff.

We currently have an E-books Task Force that is engaging librarians and other library staff in e-book issues.

We have an e-book study group that has been investigating e-book collection development.

We have done a workshop in the past, and we include information about e-books in our monthly "What's New in Electronic Resources" e-mail newsletter. We also have a fairly new e-books task force that will eventually address the issues of internal education as well as promotion.

We have had discussions in collection meetings.

We have had instructional presentations by many of our e-books providers.

We have had several meetings/demos on different publisher/vendor platforms.

We would discuss e-books as an agenda item in staff meetings.

We've done a few staff education sessions over the years, but it's been pretty minimal. The main drivers have always been the users. The users ask librarians for help and then librarians learn how to use the books. It's not unusual for students to ask for e-books, saying that printed books are just too heavy and cumbersome and their backpacks are already full.

We've held informational sessions and hosted a webinar about Springer content.

We've invited publisher trainers to provide overviews of their products and one reference librarian provides highlights

of products for librarians.

Webinars or on-site training for e-book platforms, demos of reader functionality.

Please enter any additional comments about educating librarians/library staff about e-books. N=8

Enthusiasm for e-books varies widely among librarians here. There is a lot of uncertainty about their necessity, functionality, content ownership, etc.

Library committee work on science e-books in 2008/2009.

More training and additional online materials are being developed. For the latter, time is being devoted to creating a librarian portal that may include relevant policies, procedures, training materials, checklists, etc.

Some librarians, especially those in branches, fear that e-books will mean that users will no longer have a reason to visit their branch libraries.

Subject specialists need to be involved — the old theory of having specialists look only at monographs in print just doesn't work; they cannot have the option of not being educated about e-books. That's tough politically.

Varies by unit library: Informal review with staff on an as-needed basis. Staff are alerted to useful new e-book titles.

We also host a Vendor Fair each October. While it focuses primarily on science and engineering content and providers, companies that visited last year included Books24x7 — this event is primarily for patrons, but librarians are also welcome to attend.

We plan to speak with users within 3 to 6 months to get their feedback and plan renewals and future purchases accordingly.

EQUIPMENT FOR READING E-BOOKS

21. **Which of the following types of equipment can be used to read the e-books in your collections? Check all that apply. N=70**

Computer (laptop, desktop, or tablet)	70	100%
PDA	17	24%
Mobile phone	14	20%
Proprietary e-book reader (e.g., Kindle)	12	17%
MP3 player	3	4%
Other	8	11%

Please describe other device.

> A few of our collections may be accessible by PDAs but we do not know to what extent.

> iPod Touch (e.g., EBL).

> Obviously, Google has 1.5 million e-books that are available free to mobile devices and we have APIs in our OPAC that guide users to this type of content. But, in general, our users have indicated a preference for us to spend money on content of permanent value rather than devices.

> Only a small number are PDA or mobile accessible.

> Other possible equipment depends on the particular resource.

> Our systems group just acquired two Kindle readers and we'll experiment with those.

> Some books are available on some mobile devices, but this isn't ubiquitous.

> We have evaluated Kindle, but have not purchased any for checkout.

22. **Does your library lend out any mobile e-book readers or provide other equipment to facilitate e-book reading? N=72**

Yes	10	14%
No	62	86%

If yes, please identify **up to three** types of equipment the library lends/provides, how many the library makes available, and the loan period. N=8

Type/model of reader	Number	Loan period
iPod loaded with specific content		
Kindle	2	1 week
Kindle	1	2 weeks
Kindle 1	18	1 week
Kindle 2	12	1 week
Sony E-Book reader	2	1 week
Laptops	44	3 hours in library
PDA	3	3 days
Sony E-Book reader	10	2 weeks
Sony E-Book reader	4	3 weeks

Please enter any additional comments on e-book reading equipment at your library. N=10

At this time we are still at the mercy of suppliers as far as format for e-books, so we are not going to try to make the content available on all devices unless that is supported by the publishers.

Considering lending out some Kindles.

Our plan is to collect e-books that don't require special readers or other equipment. We plan to get items that can readily be used from one's personal computer.

Studying this as a possible future service.

The type of equipment used is largely determined by the abilities of the individual product. Our only requirement is that it be usable on a standard PC/laptop via a Web browser.

Through a partnership with Cleveland Public Library, they supply leisure reading materials to Kelvin Smith Library. Included in this collection are Playaway digital audio books that are self-playing, portable, and pre-loaded.

We currently are experimenting with an in-house Kindle and are looking at additional devices. Consideration is being given to purchasing some for loan.

We do check out laptops that can be used to access our e-book collection.

We have a Kindle now, but we are not at the point of actively lending them yet.

We would love to be able to loan Kindles; we are highly annoyed that two major interfaces, ebrary and NetLibrary, do not work well with MACS or handhelds.

23. Have users expressed any preferences for type of e-book reading equipment? N=59

Yes	9	15%
No	50	85%

If yes, please explain.

For our medical students and users in related or other areas, access via PDA or other handhelds is key.

I have heard that a few have asked about e-books for Kindle readers.

If I may broaden the definition of 'equipment,' the vast majority of our e-books are accessed from computer workstations (either in the library or personal machines). The expressions we have heard are not about hardware but the various e-book reader platforms. NetLibrary is widely reviled by students — almost certainly because of the inconvenience for printing from that platform — and the single-user limitation on NetLibrary collection titles (a consortial purchase limitation, and some of our earliest purchases).

Mobile.

Preferences vary with the individual and the pace of technology.

Some have said it should not be a proprietary format or require special software for reading materials.

There has been great demand for the Kindles.

They want to be able to read books on their iPhones, or check out Kindle readers (which the current licensing does not allow.

Want to download to Kindle and iPhone.

No preference

In a recent e-book survey performed at our campus, both the Kindle and Sony readers were mentioned by users in open comment sections — the survey did not specifically ask users about readers.

No, but a majority of our users seem to have mobile phones, which suggests that we could target efforts in that direction rather than independent mobile devices such as Sony, Kindle, Irex, etc.

No feedback from readers yet.

Not to my knowledge.

We have not asked about this on our user surveys.

E-BOOK USAGE MONITORING/TRACKING

24 Has your library monitored/tracked the use of e-book collections? N=72

Yes	60	83%
No	12	17%

If yes, what data has been collected? Check all that apply. N=61

Number of downloads	48	79%
Number of sessions	45	74%
Number of hits	40	66%
Number of searches	38	62%
Number of turn aways	37	61%
Number of hits within specified time period	31	51%
Number of title requests	27	44%
Subject area	20	33%

| User category | 6 | 10% |
| Other data | 14 | 23% |

Please describe other data.

Credo — search terms and most popular titles.

Currently, we are trying to focus on COUNTER data where it is available, but as some providers still don't have those stats we are just keeping an eye on what they offer.

Currently, we mainly track use via vendor/platform, which is naturally inconsistent in many cases (not all of our vendors are COUNTER compliant or the COUNTER statistics don't give us what we need; or the vendor may provide some of the above data but not all). Some effort may be given to analyzing collective use by subject and user type at the close of the next fiscal year upon completion of a major pilot project.

Data not analyzed systematically, nor complete.

In the future, we will be using 360 Counter to gather data.

Number of pages

Obtain from COUNTER reports and other usage reports available from the vendor. I would like to have use by subject from COUNTER reports.

Pages viewed, pages copied, pages printed.

Statistics are difficult to standardize across platforms. Not all vendors are COUNTER compliant.

The type of data provided varies with the vendor.

We collect a multitude of data by publisher and by date — both of which are a good indicator of use and allow for very revealing comparisons to printed book usage.

We rely on data distributed by providers. It comes in COUNTER and non- COUNTER compliant format.

We track sporadically.

We're just now about to look at our e-book use data and so I can't really answer this question yet. I imagine our data will cover most of the measures above.

25. If your library monitors/tracks the subject area of the e-books that are used, what subject areas have the most use? N=29

After 11 years of intense data collection, I no longer try to guess. I am always surprised at what gets used. Some of our biggest use back in 1999 when we started was for Women's Studies and History. Librarians always think that it will be computer books that get the most usage, but if you have a balanced collection, than your usage will be balanced also.

Biology and medicine are off the charts.

Biomed, practical books (test prep, job searching), regional interest.

Books related to Hawaii & Asia — I think this might be attributed in part to the UH Press books being available to all UH-system campuses and include assigned reading.

Business & economics; computer science; science — it varies by platform.

Business and computer science.

Computer manuals.

Computer science and engineering.

Computer science, reference.

Computer science; software manuals; business; social science methods; historical primary source material.

Humanities — but this subject constitutes the majority of the collection.

It varies with the e-book collection, but business/economics and technology books tend to get higher usage.

Literature and engineering.

Literature, history, engineering.

No centralized statistics have been collected to date. The largest subject areas are engineering and science.

Only our ebrary collection has been tracked by subject. E-books in the sciences are the most heavily used.

Psychology, pure and applied sciences, life sciences, English literature, humanities. That is: PsycBooks, Springer/CRC NetBase, Books 24x7, Books@OVID, CPS, AccessMedicine, MD Consult, Early English Books Online, Oxford Digital Reference.

Reference, computer sciences, health sciences, economics.

Science.

Science and Engineering but that's because most of the content are in those areas.

Science material is heavily used, but so are the titles in the humanities and social sciences. We suspect, but have no studies to support this suspicion, that many of the uses in humanities/social sciences result in the user retrieving the actual book from the stacks, while uses in the sciences do not.

Science, and undergrad use across many areas.

Social sciences and sciences.

Social sciences and sciences are about even.

Social sciences, some engineering, esp. computer science manuals.

Varies depending on the collections.

We don't monitor by subject yet, but anticipate doing so in the future.

We have not analyzed this.

We have selectively looked at usage data to evaluate the purchase of additional content (e.g., additional years of Springer e-book content).

26. If your library tracks the use of e-book collections, has the trend in use over the past three years increased, decreased, or stayed about the same? N=52

Increased	46	88%
Decreased	2	4%
Stayed about the same	4	8%

Please enter any additional comments on e-book collections usage monitoring/tracking at your library. N=23

Increased

Anecdotal evidence from staff observation and patron comments. We have not done systematic analysis of use statistics.

I'm not sure we've been tracking this long enough to determine a trend. But because offerings of e-books have increased over time, I think we can safely assume that use has increased as well.

It is clear the presence of MARC records in the catalog drives a significant amount of our usage.

Our usage has always been high and our increase in usage in recent years has almost all been related to an increase in the amount of e-book content.

Slight increase in use for NetLibrary e-books, but need more data for other collections.

This is also a bit misleading. Collections where we have significant DRM, e.g., Safari and NetLibrary, are seeing a decrease in use. However, we do not know if this is because this content is older (in the case of NetLibrary) or needs to be exchanged for newer editions (in the case of Safari). Or if users are looking to our content with less intrusive DRM as it is just easier for them to use. Usage on some of our other content is frankly going through the roof, but then again, usage also increases as we provide more e-books for them to use.

Usage doubled in last two years.

Use is still a work in progress, however indicators clearly show increased use,

We do not track subject areas per se, but we purchase the most e-books in health sciences, and these do get high use. We have found that since COUNTER-compliant e-book statistics are not available for may vendors, we get what we can. However, this makes it difficult to do fruitful analysis, especially for resources like Books 24x7 and NetLibrary.

We have been tracking usage in collections, but so far have not made a concerted effort to track them for individually purchased e-books.

We have only started to evaluate usage. Have not tracked this over time, but plan to do more evaluation in the future.

We only monitor what we get from publishers or aggregators. Trend isn't real clear because we don't have good enough data.

We're continually offering more content, obviously usage will increase.

Decreased

We have only two years of e-book data thus far, so we can't really determine a trend.

Stayed about the same

We expect increase as we purchase more.

USER SATISFACTION

27. Has your library conducted any studies about users' satisfaction with the e-books in your collections? N=72

Yes	12	17%
No	60	83%

If yes, please briefly describe what elements of satisfaction (e.g., subjects, ease of discovery, ease of use, etc.) were studied and what was discovered about users' impressions of e-books.

As part of a library satisfaction survey, users were asked to rate 2 general elements in relation to e-books: importance of e-books to the user's work as well as their satisfaction with e-books overall.

Briefly, of those who answered the survey (1,547 of approximately 47,000 mailed) a majority were aware we had e-books, a majority of those who had used them liked them, and wanted MORE. The major reason stated for not using e-books was unawareness that the library offered them. Respondents indicated that they appreciated 24/7 access, portability, and the ability to search full text. Most users indicated that they relied on the library gateway or search engines such as Google for discovering content.

During the early days of e-books, we had some classes that used e-books for their assignments and the instructor and students were surveyed as to their satisfaction, which at the beginning (2001) was not very favorable. Comments included: Lack of mobility, Ergonomic concerns, Rigidity of checkout periods, Need to print out for future reference, Not knowing how to use all e-book features.

Features preferred; how much of the e-book read in one sitting; how long spent reading online; which books used.

In general, users like the ease of use and availability from any location at any time, but they don't trust e-book reliability. Users want standard platforms as well as unlimited printing and downloading capabilities.

Informal survey of user experience with the short-term loan program available through Ebook Library (EBL). Survey revealed that users' impressions of e-books preferences regarding e-books vs. print varied widely.

Nothing formal except for actual usage studies. We get LibQUAL+ and suggestion box comments and lots of faculty requests to buy e-books for courses, plus student comments and thanks, etc.

There is a regular question in on more general user survey that asks about general satisfaction with e-books. Response was mixed; much less positive than for e-journals or e-reference materials.

We did a survey in 2005, so it is now outdated.

We have not studied users' satisfaction, but we have conducted several surveys regarding preferences for format. Interest in acquiring more e-journals is very high; interest in e-books is tepid by comparison, though beginning to grow.

Answered No

A task force devoted to e-books may take on user satisfaction surveying over the next fiscal year. Thus far, feedback is collected on an ad hoc basis or anecdotally by subject selectors and others.

However, respondents to the LibQUAL+ survey ask for more e-books in general and comment on the difficulty of discovering e-books and navigating to same.

No formal studies, but certainly anecdotal evidence has accumulated.

Our user surveys have focused on whether users prefer paper or electronic, not specifically on whether they are satisfied with e-books.

We did a survey to see if they would be interested in experimenting in e-books.

EXPECTATIONS FOR THE FUTURE

28. Please indicate whether you think the trends below will increase, decrease, or stay about the same at your library in the next three years. N=71

	N	Increase N=68	Decrease N=1	Stay about the same N=48
Growth of e-book collections content	71	67	—	4
Educational efforts for librarians/library staff	71	43	1	27
The proportion of the budget spent on e-books relative to print monographs	70	64	—	6
Educational/promotional efforts for users	70	49	—	21
Number of library mobile e-book readers	62	31	—	31

Comments N=8

As of yet we have no e-books that use readers and we do not anticipate such acquisitions in the near future.

I have no idea about the use/future use of mobile e-book readers.

I say I expect the mobile e-book readers to increase — it would be hard not to since we only have one. But what the platform will be is not at all clear. The experience with the Kindle does not lead me to believe that will be an effective platform for library purposes, it is clearly designed for individual users.

Our library doesn't want to get into the purchase of devices. We prefer to buy content and encourage the content providers to make this content suitable for numerous devices via the Internet.

The number of library mobile e-book readers has stayed the same because we do not have mobile e-book readers.

We are definitely starting to see a resurgence of use of e-book readers (devices).

We do not offer mobile e-book readers.

We will probably acquire more e-books as stacks space continues to decrease and publishers have more limited print runs.

BENEFITS OF E-BOOK COLLECTIONS

29. Please list **up to three** benefits of including e-books in the library's collections. N=68

Benefit 1	Benefit 2	Benefit 3
24/7 access	Multiple Users/Any location	Full text searching and user preference (for many users)
24/7 access	Home desktop delivery — ability to download	Searchability
24/7 access	Space decreases	
24/7 access	Multiple or unlimited simultaneous access	Saves space
24/7 access	More than one user at a time	Ability to use on mobile devices
24/7 and remote access		
24/7 multi-user access	Physical space saving	Searchability of content
24x7 access to library resources	Searchable content	Multiple simultaneous user access to individual titles.
Ability to not purchase title until user wants it, but then supply it immediately (patron driven acquisitions)	Provide 24/7 remote access	Assure rapid access to heavily used books
Ability to search text.	Provides users with immediate access.	
Access 24/7	Access by multiple users	Searchability
Access books from anywhere - home/ dorm/computer	24 access	
Access for multiple users	Convenience	Searchability
Access to authorized users regardless of their location.	Allows for multiple simultaneous users.	Latest versions of certain books, such as computer software texts, which are difficult to keep up-to-date.

Benefit 1	Benefit 2	Benefit 3
Access to materials 24/7	Lower overhead on acquisitions (e.g., no costs for replacements, binding, shelving, etc.)	Multiple simultaneous users possible
Any time/anywhere user access.	Multiple uses in most or many cases.	Instantaneous access upon purchase (we try to purchase requests same day if during normal business week).
Anytime, anywhere access.	Multiple simultaneous use.	Flexibility in quickly adding content to and customizing collections (esp. in the case of Safari).
Anywhere, anytime access to content for users.	Ability to link content to learning management system courses.	Ability for users to print, highlight text — basically, the personalization features.
Availability anywhere	Increases university research visibility	Limited space in the stack
Availability at any time, from any place.	Multiple simultaneous users, especially reserve content	Good for discovery; can search text. Therefore there is the possibility of new types of uses.
Availability of resources for off-campus, distance learning students.		
Convenience for users.	It could help with physical storage space, but at this point in time e-books don't seem to be a viable replacement for print.	
Convenience of searching	Saves cost of shelving and storage-particularly if you have a space problem.	Increased use
Ease of access from user's desktop.	Full-text searching within a book or across multiple titles within one platform.	
Ease of searching within text.	Convenience of use anytime/anywhere.	Space savings.
Ease of use	Simultaneous use	Space
Easy access to content from anywhere with a network connection	Provide extra copy/copies of high-use titles	Ability to search within collections of e-books
Expanded 24/7 access	Take up no physical shelf space	
Have remote access to content	Simultaneous user of material	Allows us to reduce print duplication across University Libraries
Immediate access by the user wherever they are.	Full text indexing of the contents.	Savings associated with processing and housing print. Not the ONLY reason, but a good reason in those cases where the e-book serves as well (or better) than the print.
Increased access to content.	Lower unit cost.	Improved ability to monitor and assess usage.

Benefit 1	Benefit 2	Benefit 3
Increased discoverability and usability, as well as faster access times, e.g., Less library processing, of monographic content to a larger group of users 24/7. They just save the users loads of time and energy when they work right.	The ability to purchase a publisher's entire monographic output and save the time and energy of cherry picking lists and individual processing. Libraries could NEVER do this in the print environment!! It is a great assistance in moving "digital" libraries to where they ought to be.	Saves space, shelving, efforts to save paper and binding!
It makes available historic and primary texts which we would otherwise not be able to obtain.	Savings of maintenance costs: shelves, reshelving; replacing lost books.	Preservation benefits--the book will not become brittle.
More easily updated and kept up to date, replacing some reference books. For users: increases 24/7 access to scholarly materials in disciplines that are book heavy.	Easier to search and discover useful information; online browsability.	Possible integration with course instruction.
Multiple sim. Users for high use items.	Ability to connect to content in courseware.	Access to reference materials from remote locations
Multiple simultaneous users	Remote use (we have a large campus with few branch libraries)	Less physical processing and space required
Multiple users	Saves shelf space (at a premium at our location)	Cost effective
Multiple users allowed	Less staff time on processing titles,	No shelf space needed for these items
Multiple users at a time	Remote access	Searchable content
Multiple users.	Remote access from faculty office or off campus.	Savings in physical processing.
No need to purchase multiple copies of a title.	Frees up shelf space	E-Content is more accessible to users.
Offers deeper searching than MARC subject headings	Provides enhanced multimedia options	Keeps the library relevant for online-savvy users.
Online accessibility across all campuses	Available 24/7	User searchability
Patron Driven Acquisition model	Remote access	
Patrons/users want e-books,	24/7 access	Physical space constraints
Physical space savings. Enhanced functionality beyond print (Knovel for instance)	Available to simultaneous users. Adopting collection to patron needs (on demand purchases)	Availability to patrons without visiting to the library. New opportunities for university publishing.
Portability	Cross searchability-where platforms are compatible	Mashup, copy/paste, cite

Benefit 1	Benefit 2	Benefit 3
Provides content to users who no longer want to use print.	Provides anywhere anytime access.	Allows for savings by providing system wide access for one cost; don't go lost or missing or need to be reshelved or repaired.
Reach a wider audience than print - use of print monograph collections has been declining	Meet user demand for online content	Potential for inclusion in course management systems
Remote 24/7 access.	Simultaneous users.	Searching text.
Remote access	Multi-user	Lower cost per title
Remote access	Instant access	Ability to search full-text
Remote access	Searchability	Multiple users
Remote access	Multiple simultaneous users	Features including searchability and personal bookshelf
Remote access.	Searchable text.	Space savings.
Remote usage.	Searchable content.	Space savings.
Save space	Serve distance education	Accessible to multiple users at same time
Saves cost on staff, saves construction/shelving costs, saves cataloging costs.	Usage is very high	Makes the library more relevant to our user's lives because our content is available 24/7 and fits into their lifestyle.
Saves space in the stacks.	Can have multiple simultaneous users which cuts down on recall wars.	Can be used anytime, including when the library is closed.
Simultaneous usage irrespective of user location.	Full-text searching exposed more content to the user.	Conserves physical space.
Space and storage considerations	Popularity and usage	Accessibility
Space savings	No processing charges	Cross-searchable and discoverable
Support for distance education and remote users in general.	Access to multiple copies of e-books.	Eliminates theft of books in high demand.
They can be found and used when the building isn't open and when it's just not easy for the user to get here.	Space for storing large collections is not a problem!	Enhanced searching capabilities can be great for users.
Users (faculty & students) can access the content from any place at any time.	Ability to make e-books available for course reserves greatly extends our service to students.	Ability to search the content online.
Vendor-supplied MARC records decrease the costs of processing.	Buying collections of e-books from quality publishers usually result in a lover average cost per title.	The ability to access an e-book anytime and anywhere is very important.
Wider access to content	Saves shelf space	Multiple users
Wider access, available to students and patrons off-campus.	Immediate gratification for user — full-text available on discovery of title.	Searchability of full-text of the book.

CHALLENGES OF E-BOOK COLLECTIONS

30. Please list **up to three** challenges of including e-books in the library's collections. N=67

Challenge 1	Challenge 2	Challenge 3
Acceptable archival access	Convincing old school staff	Inadequate vendor support
Acquiring catalog records	Getting records into the catalog in a timely fashion	Ordering e-books requires a separate pathway than ordering print books
Acquisitions workflow	Acceptance of new format (mostly problem for older librarians)	Making sure user can access - e.g., can download readers, do they have a good enough connection, do they know how to access
Acquisitions: no single portal or resource for selectors to view availability (no equivalent to BIP for e-books, for example)	Usage: ability to integrate with course management systems (for marketing, ease of access, etc.)	Developing policies and guidelines for collections development, e.g., proportion of e to print; browsability; accessibility, findability
Advertising titles.	Paying extra charges for perpetual access.	Keeping track of updated editions.
Aggregators' constraints on printing/ copying and other platform eccentricities	No single source ("Books in Print") identifying if a book is available electronically	Library does not have internal consensus on e-books.
Bibliographic control	User education	Technological challenges
Budget limitations restrict growth.	Books get removed by the publisher/ aggregator without due notice.	The latter causes record maintenance misfires.
Competition for funds from other resources. Library and personal printing costs are increasing.	Content is incomplete. Images and charts in the health sciences are missing at times. Navigation of screens makes for difficult reading.	Rental access, with updates, deprives users of earlier data.
Cost, especially in today's economic climate and especially when the e-book costs more that the print format.	The lack of standardized and satisfactory licensing agreements.	Lack of significant demand from our users compared with e-journals.

Challenge 1	Challenge 2	Challenge 3
Cost: mark up by some publishers or platforms for electronic over print-associated fees like maintenance, platform, processing. Some titles are only available in bundles - rather than just paying for what we want we end up (or could end up) paying for less needed titles to gain access to some or a few highly needed titles.	Multiple workflows: in general due to e-books and specifically due to multiple lending or purchasing models. Questions on handling packages (treated more like databases) and ala carte purchases handled by monographs dept. That somehow now may need to grapple with licensing.	Lending outside our campus: since such a large number of vendors and publishes prohibit lending of e-texts, this makes it difficult for consortia that wish to purchase only one "copy of record" to be shared by a few of the members (as we often do for print). Subsequently, the more we purchase in e-book over print, the less we have to offer to our other institutional partners. And, consortial purchasing options are of course not available for every platform/vendor.
Cost. Aggregations are expensive, budgets are decreasing. Title-by-title costs are higher than print, so it is not a completely neutral decision, more electronic means relatively fewer titles purchased.	Platform diversity. We must have dozens of e-book platforms and interfaces. Very difficult to instruct patrons on how to use all of them.	Perpetual access guarantees. We have yet to see those tested, though CLOCKSS and Portico seem to be growing options that are well trusted.
Different platforms and features/abilities of each, such as the ability to download, print, and navigate through a title	Technology for e-books is still lagging behind the rest of the world	Workflow is difficult to manage
Difficult to get interlibrary loan rights.	No standardization among delivery platforms.	Need for a non-proprietary high quality reader.
Discovery: Cataloging some materials, particularly e-standing orders, can be challenging; without a physical item, it is hard to know when a new volume is available.	Duplication: Selection of e-format over print is a hard decision, and we have seen duplication across formats.	Delivery: Should we focus our purchasing on one platform/vendor to provide users with a consistent experience? What is the best platform to deliver our e-book content?
Dismantling monolithic print operations -- how do we change print operations to accommodate e-models from soup to nuts. What do we do with the approval plan? How do we convert print money to e-money? How do we find the extra money for the e-versions of books when so much money is tied up in serials?	Too many crazy purchasing models. Publishers who don't understand the realities of monographic purchasing, nor library budget realities. Librarians with poor understanding of licensing and copyright.	Similar to the challenges of e-resources in general, we need new ways for providing access to this content, better search and discoverability methods.
DRM	Business Model/Archiving	Librarian acceptance
DRM is a constant problem.	Printing	Our users have been accepting of e-books, but not all of our librarians have been.

Challenge 1	Challenge 2	Challenge 3
E-book reading interfaces/clients/ etc are problematic	Licensing for services such as Kindle	The old guard still things we should have books in print, but that number is declining.
Fiscal constraints.	Multiplicity of platforms and interfaces.	Scarcity of acceptable portable readers.
Funding for multiple formats for identical content	Split user group - some with strong preference for print, some appreciating the advantages of electronic	Selection workflow disruptions for both individual titles and collections
Getting catalog records	User education	
Getting MARC records routinely and keeping track of what is available. Poor quality of many MARC records supplied by the publishers	Some faculty/student complaints when the print is available before the e-version. In some cases it is not available, in other cases it is but it appears that we don't have access since we haven't yet loaded the MARC record.	
Getting publishers to follow the same licensing model as journals - (printing and downloading restrictions stricter with e-books)	Title availability	Making users aware of these resources
Getting vendors to allow consortial sharing and ILL	Promotion of use	Obsolescence of titles
Inconsistency in usability	Print vs e-version publishing time lag — sometimes the e version is available long after the print has been bought	ILL
Keeping track of it all! Did we get MARC records? Did we get them loaded? Do they work? If we didn't get records, have we cataloged the items and do the links work? We are now working to generate a list of ISBNs to load into our book vendor's database so that we have a record of everything we bought in their database. This will keep us from having to search our catalog before we order something from our vendor's database.	Platforms. The proliferation of platforms is problematic for patrons and librarians alike.	Funding. We were willing to pay extra for e-books when they were rare and wonderful because we wanted to support a fledgling effort and get it underway. Now that e-books are established, it is time to see their cost match that of print.
Lack of access from single platform (too little cross-searching)	Pricing too high with respect to list price (for multiple users)	Too few "frontlist" titles for scholarly books
Lack of access standards varies widely by platform.	Some business models preclude multiple users.	Technical difficulties--getting locked out of a book when reading too many pages

Challenge 1	Challenge 2	Challenge 3
Lack of realistic Inter Library Loan procedures.	Higher cost for some titles compared to purchase of a single print copy.	Technical changes by the publisher or platform provider that cause problems in access on our campus network due to authentication or the need to download plugins.
Lack of use by readers who have to find e-book in the catalog. There is currently no way to search the catalog by e-book format.	Lack of search functionality provided by vendor / aggregator.	Difficulty accessing and downloading e-book content.
Licenses	Add-ons, readers	Cost (often higher than print)
Maintaining consistent content. One of the most frustrating things for us with subscription packages is that publishers can decide to pull content at any time with no notice whatsoever. This makes this an unreliable alternative for many of our users, including both instructors and researchers.	Confidence in the long-term access of e-book content. Organizations like Portico and LOCKKS are useful to some degree, but when determining what should be purchased, the concern over a viable platform and what the costs will be over the long-term for platform access (and future retrieval) is a major concern.	Cataloging records. They vary a great deal in quality and consistency. They are also difficult to manage, especially for subscription packages when content changes constantly.
Management of access	PR/raising awareness of collections	Usage tracking/monitoring - creating reports
Monitoring access electronically by platform and by title	Increased cost of purchasing	Collection maintenance
Multiple e-book platforms and acquisitions processes lead to confusion for both Library users and staff.	Individual platforms have different limits on printing, copy and paste, download. Some require individual accounts or the installation of browser plug-ins for advanced features.	Turn-aways from single-user access titles create access problems for larger courses.
Multiple platforms; badly designed platforms.	Discoverability is uneven. Lag time between publication of print and appearance of electronic. Timely MARC record availability.	Often restricted to single user.
Multiple platforms.		
Multiple platforms/setup	Limitations on printing- patrons get really frustrated by this!	Promotion.
Not everything is digitized nor do publishers provide print and e simultaneously.	Some areas still prefer print for type of use. Not easy to read extensive text not check out for long periods.	ILL is a problem-can't provide access to whole book electronically.
Obtaining metadata	Ability to download	

Challenge 1	Challenge 2	Challenge 3
Platforms vary and none are great.	License agreements can be difficult.	Pricing is a huge problem - paying 100% for print & 100% for e-version is often expected and isn't sustainable. Also, many publishers are trying to push collections (either publication year or subject or both) - we wish to stick with title-by-title selection for the bulk of e-books and we also want the choice of platform.
Potential use by patrons is speculative.	Preservation and continued access.	Different pricing models pose some challenges to the budget.
Pricing business model	Licensing restrictions (e.g., preventing ILL, lack of simultaneous users, etc.)	Incomplete content due to lack of copyright permissions (e.g., lack of images, image rights not obtainable)
Pricing models	Usability	Internal workflow issues
Pricing models. We do not want subscriptions to e-books	User discovery	Ownership vs access issues and long-term preservation of e-books as digital objects
Printing and downloading are deliberately limited by publishers.	Users must master multiple confusing interfaces.	Proliferation of publishers trying to cut out the aggregators and sell direct is greatly increasing our labor to discover, select and order e-book titles.
Promotion -- getting ROI seems to take a great deal of work. There are still barriers to adoption of e-books.	Processes for selecting/ordering are still largely manual. We need to see e-books included in approval plans from vendors such as Blackwell.	
Proprietary readers - these can be troublesome to deal with and confusing to users.	Counter compliant statistics - not all vendors are providing these at a time when they should. This makes one suspicious about use.	Quality of MARC records or lack of them. Quite honestly many libraries no longer have the staff to create bibliographic records on a title-by-title basis.
Providing quality federated searching without MARC subject headings	Maintaining accurate URLs as titles move or die	Maintaining "versions" for historian research as new materials is incorporated
Purchasing process is not straightforward or convenient - too many differences in pricing and access models.	Selectors are confused about what we might have access to or what the best route is for purchase.	The limits around printing, downloading, use for reserve, multiple users, etc is confusing and varies from vendor to vendor.
Records availability	Access and "findability"	Cost -sometimes 1.5 x print cost.
Selection	Management	Access
Shifting workflow for tech processing	Licensing	

Challenge 1	Challenge 2	Challenge 3
Simultaneous users	Loading MARC records in library catalog	Need for standardized access
Single point of access to browse e-books from multiple platforms	What does ownership mean over the long term — 5 years, 10, longer? — and overall costs for maintaining a collection.	User adoption of e-books despite DRM restrictions, varying functionality of platforms
Some publishers still release print versions far ahead of the e-version. If we've already purchased the print we will not by the e-version unless its very high use (or as a replacement copy).	Variety of purchase models; same title offered as part of different collections	Marketing to users
Sorting out access after a vendor abandons a product (Dekker e-books)	Directing users to proper access path	Disappearing content
State budget	Digital rights restrictions on printing copy/paste	Multiple platforms from multiple publishers
Technical support	Budget	Budget
The economic model for individual titles: costs (often 150% of the cost of a paper book), there are no discounts	Ordering an e-book is more complex and time consuming than ordering a paper book.	Collections of current imprints in an e-book format contain too many titles that do not interest my library.
Usability (interfaces, printing, Section 508, etc.)	Discoverability (no good equivalent to physical browsing)	Licensing - initially more complicated to acquire than print books. User education -> how to incorporate e-books into course management systems Costs
User acceptance of e-book format.	Timely availability of front list titles.	Selection, acquisition, and cataloging require new workflow design, and workflows vary by publisher and vendor. Challenge 4: Digital rights management restricting usage.
Varies by discipline. In-hand print monographs still preferred by many, especially in the humanities and social sciences.	Limitations on printing and downloading.	Paying for content and losing it if we cancel our subscription; paying twice for content (paper and then print).
Vendors that require loading plug-ins.	Types and quality of collections available; we can't cover all subject areas, particularly the arts, math, engineering.	Ease of use (or lack thereof) for our users.
When there are restrictions on sharing.	Impermanence when we don't have archival rights.	Proprietary readers make it difficult to implement on public stations.
Working with vendor-supplied MARC records. Some do not follow standards. Some records are not available for existing e-books.	Educating the faculty about using e-books in courses. Many are not aware of the fact that some e-books may only be accessed by one person at a time.	Determining which platform to use for acquiring individual e-books through our primary book vendor.

ADDITIONAL COMMENTS

31. Please enter any additional information about e-book collection building and use at your library that may assist the authors in accurately analyzing the results of this survey. N=20

Additional concern about e-books is the problem of accessing multiple platforms.

Although we have acquired a fairly large number of e-books, we have been relatively passive about this; e-books are happening to us rather than being actively or systematically pursued. If budgets had not been so tight in recent years, and especially now, we might have done more experimenting with e-books to see if a greater supply would produce a greater demand. But as things stand now, we're going to direct any spare money we have towards acquisitions that users have consistently and loudly demanded, which is not e-books at present. Our e-book collecting will continue to be incidental, piecemeal, and sporadic until we have a stronger mandate from our users and the money to carry it out. This may not be as proactive as libraries like to think of themselves as being, but there is such a thing as being too far ahead of the curve, especially when your pockets are empty!

Except for a few study abroad programs/classes, all students at my university are on one of two campuses (medical and non-medical) which are three miles apart. We do not have the off-site learning programs that many universities have. Thus, we have been able to ignore individual e-books.

I regularly communicate to publishers and aggregators that the business model that assumes buying big batches of books and a 'steep discount', but nevertheless costs more than we would normally spend for books from that publisher or in that subject, is not a model we can easily support. They are reluctant, still, to make all of the e-books easily available for title-by-title purchase. Both options need to be fully available.

I'm not seeing much of an increase in the number of publishers who are offering their content electronically. Simultaneous release is still more of a promise than a reality. Many publishers have unrealistic expectations for what their content should be worth online.

Many new reference materials are being purchased as e-only; we entered into an agreement with our monograph vendor to order Sage and NetLibrary books individually in the last six months.

Our comments reflect, for the most part, e-books in context of trade/scholarly publications; however, our library is a full depository library for government publications, and most of these (perhaps over 90%) e-books are not listed in the catalogue. We have approx. 300,000 e-books in the catalogue but this represents a fraction of what we own/ license. The rest are accessible through various means, including a separate site for e-books/e-books Collections, branch/unit Web pages, finding lists, etc. Often this accessibility is a barrier, requiring users' expert knowledge and/or librarians' ability to educate through Outreach programs, instruction programs, and wherever possible, via reference activities.

Our efforts have focused on reference materials over monographs.

Readers such as the Kindle are going to, in my opinion, create 3 categories of books: print, online, and device books. We currently offer print and online, but are very week in device. E-book really means online book. And online collections may not be so valuable in the future if readers catch on and our online collections are not portable to readers.

Still a relatively new format. Still mixing individual purchases with collections. Still trying to sort out appropriate mix of print vs electronic. Stay tuned.

The demand for remote access as expressed in the university curriculum (especially the growth of distance education) forces the library to pursue the use of e-books, although frankly at this time the available offerings or platforms are not yet fully reliable, and do not cover enough content.

The key points is that the vendors need to make their content readable on handhelds and publishers need to grant rational licensing terms so people can use these services. That's the only way forward. Print publishing is a declining industry — so sense in being ungracious about it, they should accept it and move on.

The subject area distribution shown in Q. 7 is exclusive of most US government documents. Approximately 68% of our e-book collection consists of government documents for which subject analysis is not readily available.

There is still some concern about secure archiving of the purchased content. Downloads to portable devices are in the future especially if technology makes it easy to do and easy for the user to read from the device.

We are about to embark on a purchase on demand e-book buying trial. With titles matching a profile we will load MARC records into the catalog. The only other comment is that we chose to not load MARC records for our Safari titles because we were swapping titles so often — the result was extremely low usage as so limited discovery. Big increase when we added Serials Solution e-book option to our A-Z list. Way better if titles are in OPAC.

We are currently evaluating print approval plans regarding which publishers and subjects might move towards patron-driven purchase options.

We are relatively new in acquiring individual e-book titles.

We are still working on the workflow for processing e-books with the increase in their availability and the various options for acquiring them.

We spend anywhere from $600,000 to a million dollars a year on e-books and have been heavy purchasers for years. Our goal is to pay a fee for the content, and then pay another small fee every time that content is rendered into existence whether on a computer screen, mobile device, or print on demand. We believe this provides sustainable revenue for suppliers and would help reduce the overall cost of e-books. We would like to go entirely to a variation of a patron-driven rent-to-own model where the library pays every time a user clicks on a book until the purchase price is reached and that the purchase price allows for multiple users — though we would be willing to reward publishers for books that are constantly used (via the rendering fee) as long as the initial content fees are substantially lower than current printed book purchase prices.

Well, good luck with all of this. It seems libraries are all over place with e-books and some are very aggressively trying to acquire while others appear to be sticking their heads in the sand and pretending it doesn't exist. Libraries, librarians, and publishers should all be working harder in this place to help shape the model and the future of all of this. Honestly it makes my skin crawl when libraries suggest that e-books should be purchased and/or operate like print models. If we are just trying to recreate the print model here, then I'm not sure I understand the point. The reality is that nothing in academic libraries is going to be what it used to be, and so many libraries are clinging to that without realizing that the war has already been lost.

RESPONDING INSTITUTIONS

University at Albany, SUNY

University of Alberta

University of Arizona

Arizona State University

Boston College

Brigham Young University

University of British Columbia

Brown University

University at Buffalo, SUNY

University of California, Irvine

University of California, San Diego

Canada Institute for Scientific and Technical Information

Case Western Reserve University

University of Chicago

University of Colorado at Boulder

Colorado State University

Columbia University

University of Connecticut

Cornell University

Duke University

University of Florida

George Washington University

Georgetown University

University of Georgia

University of Hawaii at Manoa

University of Houston

University of Illinois at Chicago

University of Illinois at Urbana-Champaign

University of Iowa

Iowa State University

Johns Hopkins University

University of Kansas

Kent State University

University of Kentucky

Library of Congress

University of Louisville

McMaster University

University of Manitoba

University of Massachusetts, Amherst

Massachusetts Institute of Technology

University of Miami

Michigan State University

University of Minnesota

University of Missouri

National Agricultural Library

University of Nebraska–Lincoln

University of North Carolina at Chapel Hill

North Carolina State University

Northwestern University

Ohio University

University of Oklahoma

University of Oregon

University of Pennsylvania

Pennsylvania State University

Purdue University

Rice University

University of Rochester

Rutgers University

University of South Carolina

Southern Illinois University Carbondale

Syracuse University

University of Tennessee

University of Texas at Austin

Texas Tech University

University of Utah

Vanderbilt University

University of Virginia

Virginia Tech

Washington State University

Washington University in St. Louis

University of Waterloo

University of Western Ontario

University of Wisconsin–Madison

Yale University

York University