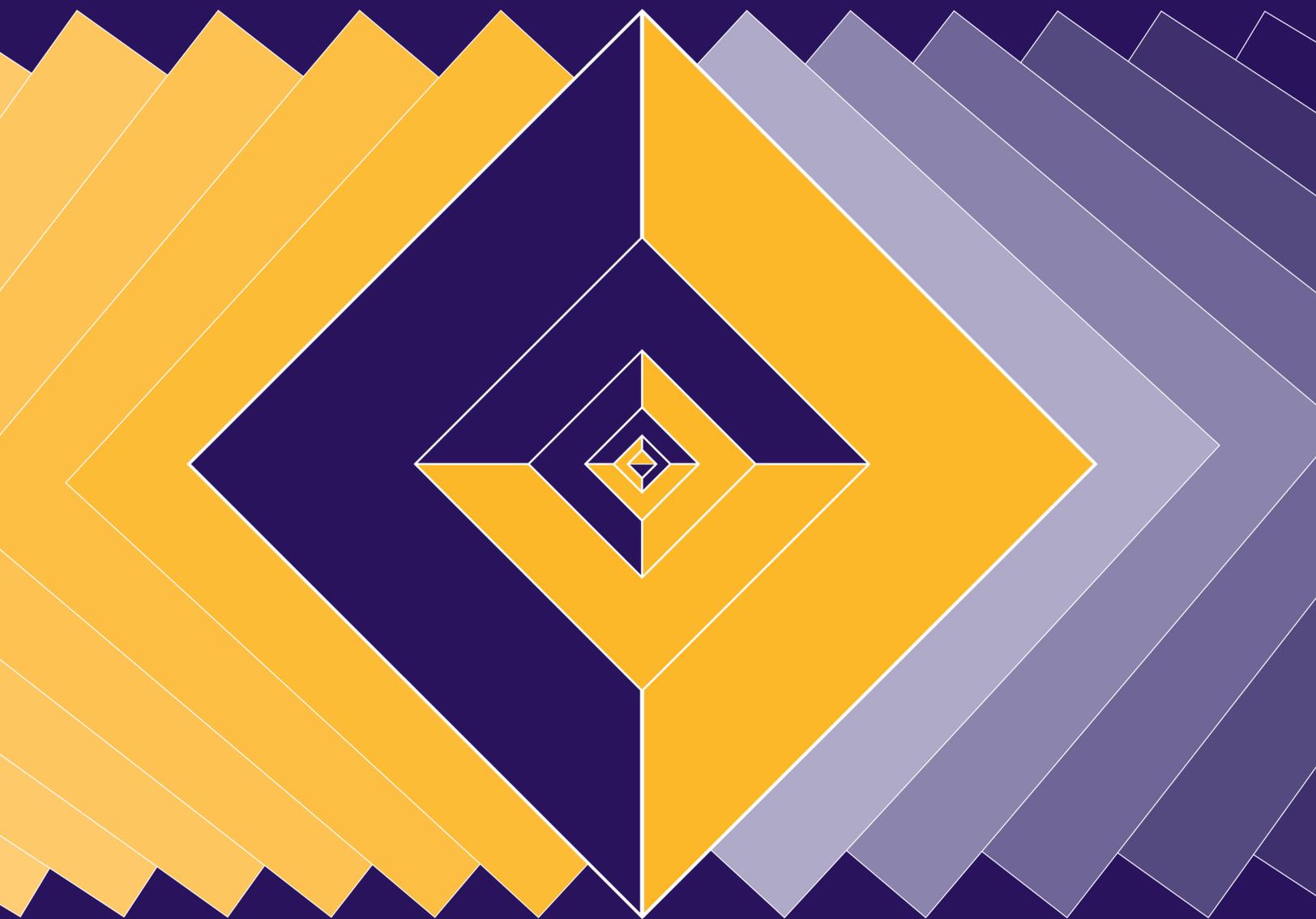




Kit 313

E-book Collections
October 2009



ASSOCIATION OF RESEARCH LIBRARIES

SPEC KITS

Supporting Effective Library Management for Over Thirty-five Years

Committed to assisting research and academic libraries in the continuous improvement of management systems, ARL has worked since 1970 to gather and disseminate the best practices for library needs. As part of its commitment, ARL maintains an active publications program best known for its SPEC Kits. Through the Collaborative Research/Writing Program, librarians work with ARL staff to design SPEC surveys and write publications. Originally established as an information source for ARL member libraries, the SPEC Kit series has grown to serve the needs of the library community worldwide.

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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 Multiple simultaneous users Support for distance education Patron-driven acquisitions Instantaneous access upon purchase Better searching of text Space savings Eliminates theft Reduces weeding for physical space	Platform diversity Lack of cross-platform searching Cost: electronic more expensive Cost for long-term access Lack of standardized licensing Getting internal consensus on e-books Bibliographic control (good catalog records) Getting records into catalog in a timely fashion 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 e-books. 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/59871> 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%

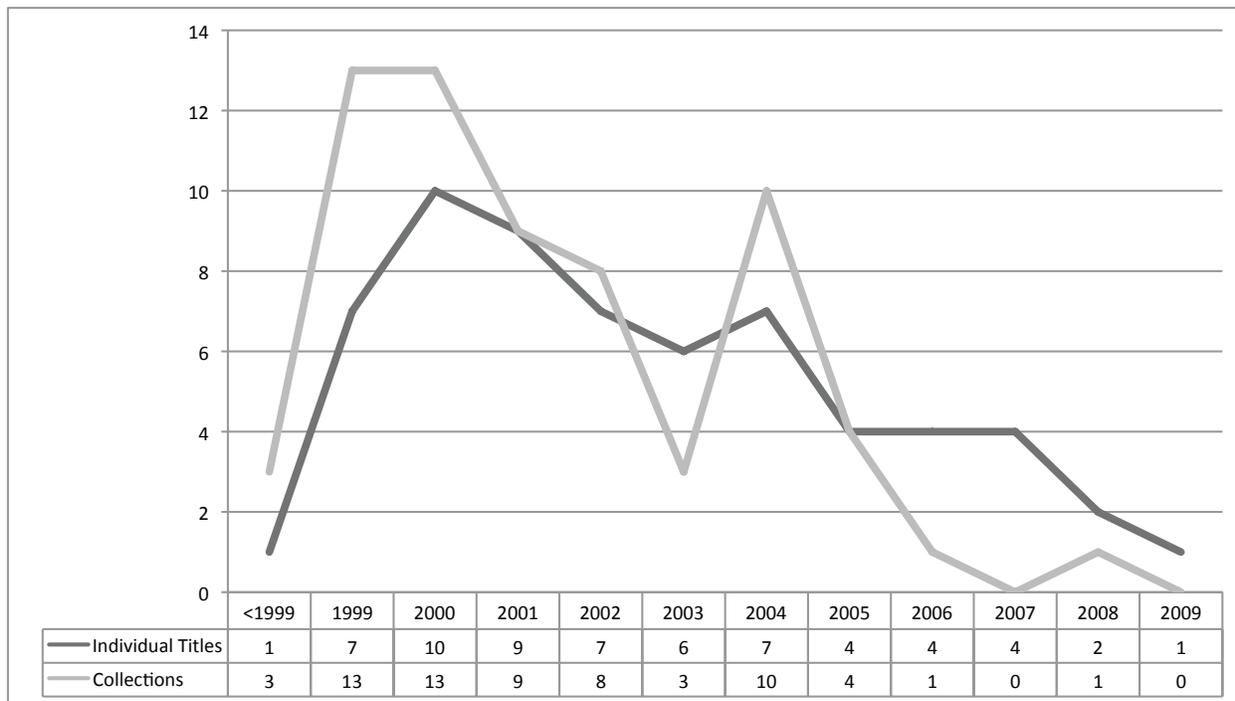
4. When did your library first begin acquiring e-books? N=68

First year individual titles acquired N=62

Range: 1991–2009

First year collections of titles acquired N=65

Range: 1990–2008



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 NetLibrary (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 than 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 purchase 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.

E-BOOK DESELECTION

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 rationale 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 deselection 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 deselectioning.

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 these.

Re: acquire title-by-title through an approval plan — we do firm orders via our major book vendors and have e-books integrated into our 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.

E-BOOK ACQUISITION CRITERIA

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 NetLibrary, 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 is 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.

SUBJECT AREAS OF E-BOOK COLLECTIONS

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

BUDGET FOR E-BOOK COLLECTIONS

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 many 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 lower 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 than 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 buy 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 weak 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

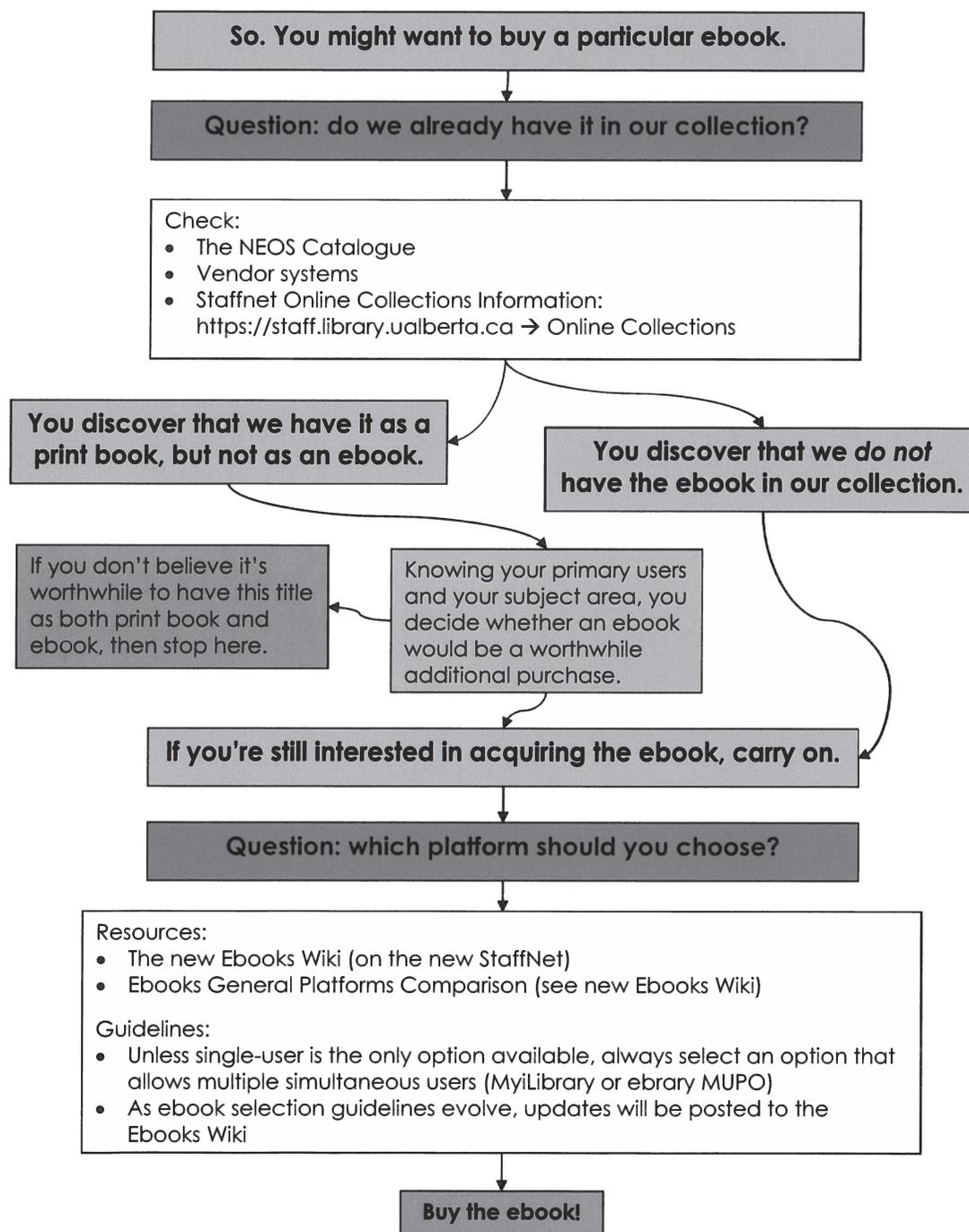
University at Albany, SUNY	University of Massachusetts, Amherst
University of Alberta	Massachusetts Institute of Technology
University of Arizona	University of Miami
Arizona State University	Michigan State University
Boston College	University of Minnesota
Brigham Young University	University of Missouri
University of British Columbia	National Agricultural Library
Brown University	University of Nebraska–Lincoln
University at Buffalo, SUNY	University of North Carolina at Chapel Hill
University of California, Irvine	North Carolina State University
University of California, San Diego	Northwestern University
Canada Institute for Scientific and Technical Information	Ohio University
Case Western Reserve University	University of Oklahoma
University of Chicago	University of Oregon
University of Colorado at Boulder	University of Pennsylvania
Colorado State University	Pennsylvania State University
Columbia University	Purdue University
University of Connecticut	Rice University
Cornell University	University of Rochester
Duke University	Rutgers University
University of Florida	University of South Carolina
George Washington University	Southern Illinois University Carbondale
Georgetown University	Syracuse University
University of Georgia	University of Tennessee
University of Hawaii at Manoa	University of Texas at Austin
University of Houston	Texas Tech University
University of Illinois at Chicago	University of Utah
University of Illinois at Urbana-Champaign	Vanderbilt University
University of Iowa	University of Virginia
Iowa State University	Virginia Tech
Johns Hopkins University	Washington State University
University of Kansas	Washington University in St. Louis
Kent State University	University of Waterloo
University of Kentucky	University of Western Ontario
Library of Congress	University of Wisconsin–Madison
University of Louisville	Yale University
McMaster University	York University
University of Manitoba	



REPRESENTATIVE DOCUMENTS

Collection Development Policies

The Ebooks Selection Process: A Broad Overview



April 23, 2008

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Guidelines for the Selection of Electronic Books

Preamble

Electronic books for the purposes of this document are defined as non-serial publications in electronic format regardless of price or publisher. These may be purchased individually, purchased as a package, or subscribed to as a package.

The electronic books environment is too unstable and unpredictable for us to apply an all encompassing policy on their acquisition. However, we do recommend the following guidelines recognizing that the decision to choose to acquire monographs in electronic or print format or both is at the selector's discretion, guided by the needs of our users and budgetary constraints.

Books for which both formats would be preferred:

- Books for which there is a demonstrable preference for e-format within the University of Alberta, but also are a part of the canon, which we must make available permanently (may include reference works)
- Books which have mutually exclusive utilities in both formats
e.g.: literary texts that are read cover-to-cover in print, but analyzed electronically
- Books published in Alberta, the Canadian West and the Canadian North
- Books available from temporary or unstable websites
- Books which have been selected in print, but arrive later in electronic format as part of a package
- Books which we choose in one format, for which the alternative format is available to us without extra cost
- Essential books for which the electronic version is preferable, but is published much later than the print version

Books for which electronic format would be preferred:

- Reference books
- Books with added utility in the electronic format
- Undergraduate books for which there is one print copy but which will be used by multiple students
- Texts which frequently undergo revisions
- Books which are available from a stable website and cover a narrow subject area and are used like journals
- Books for which the disciplinary preference is clearly for electronic format
- Books for which we would like to duplicate, but don't have the funds to do so and are highly likely to arrive in the future as print donations

Books for which print format would be preferred:

- Books which are used primarily as objects
 - (art books, touch books, etc)
- Books which are not usable in the electronic format
 - art books which cannot be accurately reproduced on a screen

- books which cannot be printed or downloaded easily
- Archival books
- Legal materials which the courts require in print format

NOTE: examples are not definitive lists

Practical Considerations

Individual ebook purchases can be made via YBP's GOBI system (ebrary and NetLibrary) or Coult's OASIS system (MyLibrary). MARC records will be included as part of purchases made via these systems. We recommend purchasing at the multiple user option whenever possible.

When purchasing or subscribing to a package of ebooks, use the New Serial Order Request form on StaffNet, and send to BibHelp, who will liaise with the Electronic Access Coordinator to ensure licensing and access is feasible. When considering a collection or a sizeable number of titles from a single source, part of the selection process is to determine the availability, quality and cost of MARC records. If acceptable records are available, it is our policy to acquire them. BibServices staff will provide an assessment to determine if records are acceptable.

Please refer to the *Ebook Wiki* on StaffNet for further information on Ebook collections/packages and selector tools.

Use the *eCat form* for cataloguing requests when requesting an e-only free title or adding e-access for a print title.

*Guidelines developed April 2005.
Last revised, June 2008
Approved by CDC June 17, 2008*

Document on Electronic Book Acquisition at UConn

August 2004

Why acquire e-books?

- Ebooks are available to all our registered users 24x7 wherever they are.
- Limited circulation periods means greater accessibility.
- Titles don't get lost, stolen or misplaced.
- We can support similar course work at multiple sites without buying duplicate copies.

What kinds of titles make the best e-books?

- Titles that can be easily browsed to locate a subset of relevant content
 - reference books
 - handbooks, manuals, companions
 - textbooks
 - collections of articles or essays
- Titles that are regularly assigned or treat topics of widespread interest

What are the drawbacks of e-books?

- E-books are generally more expensive (sometimes 50% more than hardback editions).
- E-books generally have limitations on printing and downloading.
- E-books generally appear 4 months to 2 years after print editions.
- Only a relatively small subset of publishers offers significant content for monographic purchase
- The possibility of a subsequent electronic edition is extremely difficult to factor into new book review.

What kinds of e-book offerings are of greatest interest?

- Offerings that allow us to select the titles we want rather than accept a predetermined package.

Cornell University Collection Development Policy (excerpt)

E-Book Selection Guidelines

How to Order e-books

1. In the exploratory stages of considering e-book packages or to find out whether a title is available as an e-book and it cannot be found in WorldCat, contact erlm-l@cornell.edu for further information.
2. Selectors should use the online Networked Electronic Resource Form (NERF) when submitting orders for e-books. Acquisitions staff will contact the selector if further decisions need to be made regarding the platform, license.

Things to Consider

- When e-books represent a duplicate copy of a title (whether in print or in another medium) that is already held by CUL, selectors should be cautious about paying high annual subscription fees or high purchase price for these duplicates.
- When considering the acquisition of e-books, selectors should determine the presence or absence of user-friendly features, such as: Flexibility in copying and printing.
- Whenever possible, patrons should be able to print out substantial sections of a resource (e.g., a chapter).
- Solutions that allow users to print only one page at a time should be avoided.
- Multiple simultaneous users in the Cornell IP range.
- A purchase price that is substantially less than the price of the original (when we already own a print copy).
- The ability to either point to, or extract, chapters needed for course reserve (especially important if there cannot be simultaneous users).
- Individual catalog records for aggregated resources.
- Federated searching across full-text resources.
- Usage reports for networked resources.
- Whenever practical, only e-books that come with cataloging records for the individual titles should be purchased.
- Selectors should consider acquiring e-only monographs only when the library maintains perpetual access rights and a copy of the e-book is available in a qualified archive.
- When possible, selectors should convey this set of priorities to vendors.

Electronic Resources, Selection Guidelines (2004)

[Acquisitions Home](#) | [Frequently Asked Questions](#) | [Donations/Exchange of Books, Other Materials](#) | [Overseas Operations, Cooperative Acquisitions](#) | [Surplus Books Program](#) | [Transfers from Federal Agencies](#) | [Collection Development, Policies](#)

[Collection Policy Statement Index](#)

Note: This document updates and replaces the [Collections Policy Statement on Electronic Resources](#) dated 1999.

Preface: 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. This document is general by design and does not address questions of levels of cataloging (LCR 411) or cataloging priority (LCR 411-2).

I. Introduction

Electronic resources form one of many formats that the Library collects to support its universal collections. The Recommending Officer responsible for the appropriate subject, language, geographic area or format is responsible for recommending electronic resources. The increased production of and reliance on electronic resources demands sustained effort to identify and acquire them. It is the Library's policy with electronic resources, as with all others, to obtain them through copyright unless they are not subject to deposit under sections 407 or 408 of the copyright law.

The Library is committed to preserving its electronic resources just as it is to ensuring permanent access to its collections in other formats. When the Library collects both electronic and analog versions of a resource, both versions are retained as permanent holdings of the Library. For both direct and remote access resources, the Library will endeavor to archive these resources following standard practices, guidelines and legal requirements. Furthermore, the Library will negotiate permission to archive electronic resources either upon collecting or for future archiving should the content provider no longer be able to provide access to the resource. For remote access resources, when permission to archive them is unattainable, the Library will only provide a link to the resource.

Examples of electronic resources include, but are not limited to: web sites, online databases, e-journals, e-books, electronic integrating resources, CD-ROMs, and DVD-ROMs, whether free or fee-based, required to support research in the subject covered.

These guidelines are intentionally general in order not to restrict the collecting of needed materials and to allow the Library to make these resources available as technology changes.

II. Definitions

An "**electronic resource**" is defined as any work encoded and made available for access through the use of a computer. It includes electronic data available by (1) remote access and (2) direct access (fixed media). In other words: Remote access (electronic resources) refers to the use of electronic resources via computer networks. (AACR2, 2002 edition; glossary). Direct Access (electronic resources) refers to the use of electronic resources via carriers (e.g., discs/disks, cassettes, cartridges) designed to be inserted into a computerized device or its auxiliary equipment.

"**Acquire**" refers to any electronic resource, remote or direct access, which (1), the Library provides access to through official contractual, licensed, or other agreements (any of these electronic resources may or may not be owned by or housed at the Library) or (2), the Library receives through its acquisitions processes (purchase, gift, exchange, copyright deposit and transfer).

"**Collect**" refers to electronic resources owned by the Library and selected for the permanent collections. It may also include resources stored elsewhere for which the Library has permanent ownership rights.

"**Link**" refers to pointers from the Library's web resources or bibliographic records to remote access data.

"**Archive**" refers to that process of maintenance in a secure and permanent digital repository managed by the Library or for the benefit of the Library.

(NOTE: **This terminology is currently under review and subject to change.**)

III. General Guidelines

The criteria used to evaluate the research value of electronic resources do not greatly differ from those used for other formats. As with traditional formats, the cost of the work and the requirements of cataloging, storing, serving and preserving must be considered in the evaluation process. However, particular emphasis should be placed on materials of contemporary interest which provide unique testimony of the social, cultural, and political issues underrepresented in mainstream publishing.

The Library acquires electronic resources which rank high on the following list of criteria:

- ▶ usefulness in serving the current or future informational needs of Congress and researchers
- ▶ reputation of the information provider
- ▶ amount of unique information provided
- ▶ scholarly content
- ▶ content is available only in digital form
- ▶ at risk (possible accidental or deliberate removal of resource)
- ▶ fugitive resource (e.g., grey or underground literature)

IV. Specific Guidelines

Consider the following when making the decision to recommend or select electronic resources.

Content. The resource should meet its stated goals and present a platform of robust coverage of apparent research value.

Added Value. The ability to make the resource available campus wide and accessible for the Library's teleworking staff is a high priority.

Accessibility. Consider the following:

- ▶ server reliability
- ▶ judicious use of multimedia
- ▶ adherence to copyright and fair use guidelines
- ▶ if registration is required, it should be judged appropriate and be accompanied by a privacy notice
- ▶ provision of links to sources for the plug-in software should be provided, if needed

Design, User Interface and Navigability. Consider the following:

- ▶ organization and ease of navigation
- ▶ presence of search and help features, and site maps
- ▶ fully functioning design elements
- ▶ interactive features that facilitate use

Standards. Fee-based resources should conform to prevailing technical standards and computing equipment.

Permanent Retention. Electronic resources are part of the Library of Congress collections and subject to the same criteria for retention decisions as other media, based on the mission of the Library to satisfy the research needs of Congress and the research community. The commitment to provide permanent access to electronic resources of long term research value is made, when possible, at the time resources are acquired or created by the Library. This commitment extends to the retention of associated bibliographic, administrative and preservation metadata. Assured access will be achieved by the development of the Library's digital repository and through contractual arrangements with other trusted digital repositories.

Of high priority for retention:

- ▶ Electronic resources created by the Library for which no other versions exist, Examples: American Memory, web archives, Portals to the World, etc.
- ▶ Digital reproductions of resources reformatted by the Library
- ▶ Unique electronic resources acquired by the Library
- ▶ Electronic equivalents with added value
- ▶ Resources existing only in electronic form
- ▶ Computer programs. The Library will select a representative sample of software for its permanent collection to document the history and development of computing technology. In addition, the Library will obtain copies and permissions to archive software needed to utilize remote and direct resources.

December 2004

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Collections Services

- Licensing Requirements
- Electronic Products - No Walk-In Use
- Collection Development Policies

+ Larger Text

- Smaller Text

Print

eBooks

Posted on September 23, 2008 - 17:00

General Purpose:

The ebook market is still in a state of flux but the University Library's eBook Working Group is monitoring developments and purchasing ebooks selectively.

Purpose of Collecting eBooks

- respond to evolving user needs
- potentially useful for reserve
- provide current editions
- part of an innovative approach to service

November 2004; updated October 5, 2005

Languages:

- primarily English
- reference books in other languages, as appropriate (e.g. dictionaries)

Chronological Limits :

none

Types of Materials Acquired:

- eBooks readable with a web browser or Adobe reader
- eBooks from vendors which:
 - supply MARC records
 - permit walk-in users, e-reserves, integration with course management software (WebCT, Learnlink) [keeping a watch on ILL]
 - COUNTER compliant (<http://www.projectCounter.org>)

Types of Materials Excluded:

eBooks which require proprietary software and/or hardware devices

Subject and Collecting Levels:

- Reference - all areas
- Social Sciences
- Humanities
- Business
- Science
- Engineering

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Home > About > Collections Services > Collection Development Policies

Electronic Resources

Posted on September 23, 2008 17:13.

General Purpose:
Electronic resources in support of teaching, learning and research include all the varied forms of digital, optical and magnetic technologies. The electronic resources policy, which addresses the expenditure of the Library system's Data budget, is one element of the Library's overall collection development policy. The selection of electronic resources for the Libraries' collections poses service, legal, economic and technical issues.

Selection Factors
The Library will give first priority to collecting those electronic products that will have a demonstrable impact on McMaster's credibility as a leading educational research institution. It follows that those electronic products will be collected that support the subject areas and disciplines where the University maintains graduate level research (designated as "A" collection level) or where other academic strength has been identified as, for example, in the creation of a "Centre of Excellence" or a major educational programme.

The primary focus of the electronic collection will include the major tools that will be useful to a broad spectrum of users in those subject areas or that offer important in-depth coverage for one or more subjects.

Within these parameters, the electronic collection will include locally-owned and controlled resources, resources available through consortial arrangements, remote Internet subscriptions, and some freely available Internet resources. A high priority will be given to providing electronic reference tools and Metadata and to complementing these resources with services such as document delivery, inter-lending services, and electronic full-text products and services.

Specific factors in the selection of electronic resources are described in the Appendix below.

Appendix: Selection Factors for Electronic Products

Service Support Factors
There are several factors which must be considered in the selection of electronic products for the Library, including access and licensing levels for use, product quality and ease of use, technological characteristics, and product support by the vendor. The following standards are preferred in the acquisition of available products. However it is recognized that judgement will be exercised and that some good and useful products will be acquired that do not meet all or most of the standards.

Access and Licensing:

- user definition includes all McMaster community without restriction
- product will be made available in campus libraries
- allows for walk-in patrons (non-McMaster library users)
- remote access permitted for McMaster community campus-wide and off-campus
- security standards and obligations mutually acceptable
- authentication requirements reasonable and achievable
- user rights and restrictions appropriate (eg. saving, downloading, printing, inter-lending, etc)
- price, specifics of access options and price-related guarantees acceptable

- access warranties from supplier included if applicable (eg, Internet access)
- data ownership, software ownership and rights acceptable
- credit toward updated technological format (eg. CD to WEB)
- provision for reasonable replacement of data damaged in use

Product Quality:

- positive external review and/or internal assessment
- service is reliable and current
- product functions as expected
- product testable through trial or demo access
- mature interface appropriate to the application
- adequate customer aids (manuals, online, user guides, templates)
- reasonable response times to system queries

Technological Characteristics:

- portable and standards-based data formats (Z39.50, HTML, MARC, SGML, ASCII ...)
- usage levels can be routinely monitored
- campus compatibility of access platform and network environment requirements
- ability to secure data, public search software and station operating system
- access not limited to proprietary client(s)
- distributable client, or browser access possible
- can be used with campus fee-charging mechanisms where so licensed
- storage requirements known and projectable

Service Support from Vendor:

- ease of loading and maintenance
- ability to prepare access, orientation, patron supports
- vendor training or training site available
- required ancillary services feasible (printing, downloading, ftp, manipulation software...)
- no requirement for service-specific account management
- no requirement for stand-alone installation
- good troubleshooting support from vendor

Additional Factors:

The following additional factors will be evaluated in the consideration of the acquisition of electronic products:

- an effort will be made to start online subscription services in January or July if possible
- electronic resources are subject to a regular review cycle and assessment
- in cases where only electronic format will be retained, subscription overlap with print will not normally exceed twelve months
- electronic products which replace discontinued print products get priority consideration
- to displace print, electronic tools must be cost-effective or result in a significant improvement to service
- faculty-requested tradeoffs against other formats are always considered
- electronic resources are normally added to the Library Catalogue in the same way as print

Electronic Selection Criteria : Guiding Principles

From MSU Libraries Training Wiki

Electronic Selection Criteria: Guiding Principles

As with all library formats, electronic resources should meet the same subject, chronological, geographical, language, and other guidelines as outlined in the Libraries' various subject collection development policies [1]. They should possess the same standards of excellence, comprehensiveness, and authority that the Libraries expects from all of its acquisitions. The Libraries recognizes that different disciplines utilize different formats and different types of information in different ways, and that no one solution is appropriate for every subject or area of study. The ultimate goal of the Libraries, however, is to provide seamless cross-linkages between all electronic resources, whether commercially licensed or locally created, whether locally or remotely mounted, and whether free or purchased. See the specific policy statement for electronic materials.

Priorities:

Priority should be given to those electronic resources that offer significant added value over similar materials in traditional formats (such as print or microfilm) for the support of teaching and research; that offer significant opportunities for cost containment; and that include license agreements reflecting current library and academic values. Measures of added value might include: additional content, greater functionality, greater accessibility, improved resource sharing ability, improved linkages with other information tools, ease of archiving, and the enabling of more efficient uses of limited faculty and student time and resources. Licenses should allow the Libraries the flexibility to develop collections that match the University's needs without contractually forcing entangling ties to unwanted products, and without restricting the rights of fair use (e.g. interlibrary loan), or the values of academic inquiry. License terms should also be financially sustainable and address archival rights to the resources in question.

Selection Responsibilities:

Primary responsibility for the selection of all electronic materials (including trial offers) rests with the assigned subject selector. For electronic resources that are intended primarily for reference use, i.e., indexes, directories, the subject selector coordinates selection with the Head of Main Library Reference and/or relevant branch library supervisors. If the resource is multidisciplinary, the initiating selector may also want to consult with other bibliographers and/or subject coordinators to reach consensus on the need for the product, particularly if funding is being sought from multiple sources, i.e. shared funds.

The subject selector contacts the Electronic Resources Coordinator for help in discovering pricing,

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contractual rights, for arranging for trials of products, and/or for determining minimum software and hardware specifications for networking. The Electronic Resources Coordinator (in concert with the AD for Collections Management) can help verify licensing requirements and any license or maintenance fees with the vendor. In any discussions with vendors, selectors need to communicate that they are only requesting information and that final purchase authority rests with the AD for Collections Management with the advice of the Subject/Area Coordinators. If the item is approved for purchase, the Electronic Resources Coordinator arranges for the subscription or purchase.

Selectors desirous of purchasing/licensing an electronic product are expected to fill out an electronic resources request form ([n]), and submit it to their subject coordinator. If the form is incomplete, it may be returned to the selector for completion. The subject coordinator will signoff (or not) on the order and forward it to the Electronic Resources Coordinator for review. The Electronic Resources Coordinator will advise the AD for Collections Management on the request and it will be brought up for review at the biweekly Subject Coordinators meetings.

Exceptions: CD-ROM or software purchases under \$100 may be purchased directly by subject selectors, unless there are networking/licensing issues.

Selectors are responsible for reviewing products coming up for renewal to reassess the product's relevance to the collections, currency, ease of use, and cost. When a product no longer has value as part of the collections, it should deselected. Selectors have the same responsibility for ongoing evaluation and deselection of electronic resources as appropriate, just as for print subscriptions. Deselection of serial titles (most journals and databases are treated as serials) should be done on a blue Serials Cancellation Form (currently there is no electronic form for this procedure) or, for single-purchase item, the Monograph Transfer/Withdrawal Form (electronic form does not yet exist).

Once a new electronic resource has been cataloged and is available to the public, the selector will assist in promoting the resource to relevant faculty, students, and library staff. If staff training is needed, the subject selector should coordinate with the Head of Main Library Reference and/or First Hour Coordinators.

Although the Electronic Resources Coordinator often adds initial entries to the Electronic Resources pages, each selector should review all entries in their area on a regular basis to make sure that descriptions are up-to-date and that links work. This should be done for all areas of responsibility at least once a year.

Collection Development Policies: [http://www.lib.msu.edu/coll_man/policy/]

ERASMUS Guidelines: [<http://intranet.lib.msu.edu/collmgt/ERASMUSGuidelines03.htm>]

Order Forms for Electronic Resources: [<http://www.lib.msu.edu/warnerd/staff/ordering/orderforms.htm>]

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Collection Development Policy for electronic resources and statement of best practices

From MSU Libraries Training Wiki

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 - 2.3 Selection factors that remain valid:
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Introduction

This document is intended primarily for staff involved in the selection, purchase and management of “electronic” resources, especially resources that are networked and used under license.

Those resources include indexing and abstracting tools, periodicals in electronic format, databases (numeric, directories, etc.), e-books, online newspapers, digitized manuscripts, and a growing list of full text, sound and image products.

Staff involved in these decisions include bibliographers, collection coordinators, the head of collections, the electronic resources officer, and (in consultative roles) staff from Tech Services and IT/Systems. Unlike most Collection Development Policies, this one emphasizes format rather than subject content. At this time, typical electronic resources come to us via Web sites (licensed or free, and including images as well as print text) and CD-ROMs (networked or stand-alone), with streaming media as a likely future addition. These guidelines are not meant to apply to music CD-ROMs and feature film DVDs, for which networking and licensing are not factors.

Electronic collections are a recent innovation. Library staff used the OCLC database for internal purposes since 1974, and used Innovacq software in technical services since 1983. The first significant digital tool for library users was the online MAGIC catalog, launched in Notis format in 1989 and migrated to a Web-based InnoPAC version in 1999. Since the mid-1990s, electronic resources have expanded from Integrated Library Systems to patron-oriented products, beginning with a few tape-loaded files attached to the Notis system (ERIC, Agricola and ACAD), and CD-ROM indexes and databases from Infotrac (replacing microfilm) and Wilson, and a few hypertext products. Indexing and abstracting tools made up the first wave of products aimed at library patrons, followed by full text in aggregated databases, then full text journals (alone or in packages, with the 2002 electronic-only contract for Elsevier journals as a landmark), with e-books as the current growth area of vendor activity. Significant (often expensive) resources are now available in virtually every discipline area, with the Google Library Project pointing to vast new options. After a decade, almost half of the library materials budget is now spent on content in electronic form.

Overall Statement of MSU Policy

There are strong arguments in favor of electronic formats, often heightened by the nature of MSU with its 44,000 students, large campus, and significant overseas study/virtual university curriculum. At the same time, significant questions must be answered before purchase of any one electronic resource can be justified. At base, electronic resources should be “as good as paper” if not better.

Factors in favor of electronic collections:

- Available on a 24/7 basis
- Available to multiple simultaneous users (usually)
- Text is not lost, mutilated, defaced or otherwise missing
- Available remotely across campus, the state and the globe (international study)
- Supports virtual university participants who never come to East Lansing

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- Greater capabilities to search, find, capture, export, manipulate content
- Meets current trends in student preferences and faculty research style
- Potential savings in processing and shelving

Factors requiring scrutiny (for which see also succeeding sections):

- Increased cost to subscribe to, maintain, deliver content
- Licensing, copyright and Fair Use
- Questions about permanency and archiving
- Ability to manage images and illustrations
- Ease of use, including connecting, searching and printing

Selection factors that remain valid:

- Relevance to university curriculum and library mission
- Reliability, accuracy, recency, authoritativeness of content
- Favorable cost/value (priority-setting)

General preferences for MSU electronic collections:

- Electronic versions of indexes and periodicals are preferred (but exceptions are valid when justified by costs, licensing terms, and user acceptance)
- Electronic versions of primary sources are often the only available format
- Electronic versions of books are not yet widely indicated, but serve certain user needs: for reference books, technical manuals, virtual university classes, and collections or texts that are otherwise difficult to acquire
- Ownership is preferred to rent/lease (but exceptions are valid in the case of convenient aggregated content for undergraduate/introductory coverage or reference purposes, or as a result of price/license)
- Balance in the collection across disciplines is a goal, subject to what is on the market
- Balance in suitability across classes of users (from introductory to advanced) is a goal
- Permanency and archiving of electronic materials in the collection matters to us as a research library: to be addressed flexibly through contracts, print repositories, dark archives, third parties (Portico and LOCKSS), Open Access, and local efforts
- OpenURL compliance for interaction with WebBridge
- Compliance with COUNTER and SUSI for usage statistics

Selection responsibility for digital resources remains principally in the hands of the bibliographers – who are acquainted with campus needs, trends and products in their assigned disciplines, and competing products – but is subject to review. Coordinators will bring proposals to the attention of the head of collections and the electronic resources officer. The review process allows consideration of other factors such as consortial offers and discounts, ongoing parallel negotiations, technical/systems issues, and license terms. These factors – especially license and technical issues – sometimes outweigh traditional factors. Because of the critical importance of these factors, bibliographers should bring the electronic resources officer into the loop at the time of any vendor discussion that involves terms, prices or trials. The head of collections signs off on electronic selection decisions, in part due to price. In many cases, especially for very expensive products, purchase will involve additional funds (such as ERE, contingency reserves, or TLE money).

Summary of Needs for Electronic Content

To be “as good as print,” electronic content should meet these tests:

- Cover to cover content
- Corrections and retractions are identified
- No delay or embargo on content, compared to print issues
- PDF as well as HTML versions of text
- Ease of use to search, print, download, manipulate content
- Legible to read or print, including symbols, illustrations and photographs
- Reliable access to content and to support
- Archiving assurances and arrangements via LOCKSS, Portico or other third parties
- Video and audio functionality if appropriate
- OpenURL compatible
- Proxy server compatible for remote access

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Failure to meet any of these tests requires serious consideration as an exceptional case. See also the sections on technical and license issues, below. See the Appendix for related resources, statements and standards.

Technical Issues

Electronic resources should meet normal standards and function on common platforms. Tests of a technical nature revolve around local systems needs, and include:

- Compatible with MSU systems and resources, including delivery options such as Web delivery, networked or stand-alone CD-ROM, Citrix server
- Functional with both PC or Apple computers
- IP address authentication or other secure mechanism provided by the vendor (individual passwords generally are unsatisfactory)
- Local administrative rights
- Ease of use with OpenURL products

Failure to meet any of these tests requires serious consideration as an exceptional case.

License Issues

Most significant electronic content is distributed under licensed terms of use. Because of the importance of these terms, negotiation of licenses is handled centrally by the head of collections and the electronic resources officer, except when we are participating in a consortial deal (when negotiation is delegated to someone at the consortium).

The following factors are critical, and need to be examined in each negotiated license or renewal. While no single factor is a deal-breaker, problems with more than one or two factors generally will lead us to refuse the offer. The most important factors (or those that are most likely to be the subject of negotiation) appear first.

- Acceptable pricing, including future costs (may include multi-year options with reduced caps on annual price increases) relative to value and usage
- Right to use content to fill ILL requests, with electronic means preferred (ILL rights come very close to being deal-breakers but there are still exceptions)
- Access rights for all campus users
- Access rights for "walk-ins" as Authorized Users
- Right to use content for reserves, course packs, ANGEL
- Right for remote use, such as via proxy server
- Privacy and confidentiality of user information
- Perpetual access rights (including continued access to owned years after any cancellation of future subscriptions)
- Third party archival storage options such as LOCKSS or Portico
- Fair Use rights for campus users to save and use content
- Provision of usage statistics (COUNTER and SUSHI compliant)
- Ability to modify journal packages to cancel or swap underused journals
- Purchase options as well as lease options
- Our right to negotiate and manage content through a consortium
- Our right to use agents to manage titles and payment
- No nondisclosure clause in contract (not valid under FOIA)
- Titles available individually or in a bundled packages
- Acquisition options either with or without print subscriptions (optional print copies should be available at a deep discount)
- Mutual indemnification clauses (indemnification rights for the vendor only is unacceptable)
- Provision for pro-rated refunds if the product is inaccessible for extended periods
- Acceptable handling of takeover titles, or titles that leave a package
- OpenURL compliance with content that is both analyzed in an available indexing tool and available easily as a target
- Ease of use of native search capability within the product
- Co-branding to highlight MSU Libraries as content provider to our users

In rare instances, other campus units consult with the library about licensed purchases of highly specialized content that cannot be made generally available on campus (examples include commercial marketing databases). The library is willing to offer suggestions and to point to such resources using Web guides, but does not pay for materials with limited users, sign such contracts, or enter item records in the library catalog.

Payment and Cost Issues

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The true cost of an electronic resource is harder to estimate than the cost of a book, because of standing order costs (either for subscriptions year by year, or for smaller annual fees even in the case of purchase options), and costs for staff time in IT/Systems for maintenance and technical support, in Tech Services to manage titles (and/or payments to an agent), and in Electronic Resources to monitor access to the server, troubleshoot problems and work with usage statistics. When we arrange access through a consortium, time typically is required to take part in consortial decision making, and a fee may be involved.

Payment for a one-time purchase of an electronic resource may be drawn from a single discipline-based fund, or may be covered by contributions from multiple funds (sometimes after fund transfers to a single fund for simpler bookkeeping), or paid from ERE, or paid from a contingency fund or TLE money.

Annual continuing payments for an electronic resource (including smaller annual fees after a purchase) may be assigned to a single fund by discipline, or may be covered by commitments from multiple funds (noted in the OPAC record to show recurring annual costs to each fund, or transfer to a single fund for simpler bookkeeping), or may be paid from ERE.

In general, electronic resources of multi-disciplinary interest tend to be paid for out of the ERE account (part of the Main Library Reference account). Especially in the case of the branch libraries, specific funds by discipline may contain the funds for payment when an electronic resource is of interest to a single discipline or related set of disciplines on campus (or is the descendant of an earlier printed index that was located in a branch).

The provost's TLE money has been available annually for one-time expenditures toward electronic resources. Suggested titles are evaluated at the collection coordinators meeting on technical, cost/value and licensing grounds. The decision to spend TLE money rests with the head of collections. An effort is made to achieve a consensus and to balance expenditure across the curriculum in line with the overall materials budget.

Post Acquisition Issues

The following factors are not usually deal-killers, but bear watching for any electronic materials. In some cases, these are factors that need to be considered every year until resolved, or indefinitely.

Without bibliographic control to inform users about availability, our "ownership" of text is incomplete:

- Are MARC records available to describe the material completely (title by title if possible) in the OPAC?
- Does Serials Solutions provide coverage data in the OPAC for content, especially for titles in aggregated databases?
- Content needs to be adequately described in local Web pages as well: Erasmus, pathfinders and subject/course guides are options
- Are proper subject headings assigned, in the OPAC and/or Erasmus?
- Is content for a journal analyzed in one or more indexes, and if so, are there OpenURL links direct to content, preferably at the article level?
- Will users understand the relationship between records for print and online versions?

Users of course will rely on other search methods too:

- If the product has a native search option, is it adequate? Does it need to be taught to campus users?
- Can users find MSU-licensed content through Google or Google Scholar, and (if accessing from a valid IP) can they reach the content?
- For free unlicensed Web site material of high interest, is bibliographic control and user education appropriate through Erasmus, research guide Web pages, or OPAC records?

De-Selection

Bibliographers also will be involved in de-selection of electronic materials, often in circumstances coordinated by the head of collections:

- Electronic material may drop out of an aggregator's available content or be transferred from one journal publisher bundle to another
- Annual review of usage statistics for a title may indicate that it should be dropped, or exchanged ("swapped") for another title within a package, when use is compared to cost
- When we are still receiving print copies as well as online access, this choice should be reviewed annually to watch for increased costs
- For free Web sites, URL maintenance may demonstrate that the material is no longer available
- When permanent access to an online version is assured by contract, it may be decided to withdraw hard copy versions of some

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journals or other materials, provided that the online version meets certain tests (including presentation and printing of visual material)

Larger Issues Related To Electronic Collections

The trend to electronic library collections involves consensus-building and education of user groups across the campus. Library staff should make good use of opportunities to engage in listening and discussion of these issues.

- Faculty as researchers have special interests in the areas of author rights, Open Access publication models, scholarly communication, pricing models set by editorial boards and publishers, and self-archiving of articles
- Faculty as instructors have special interests in the issue of copyright when it comes to linking to licensed content, ANGEL, course packs, reserves, and Fair Use for classroom situations
- Students have special interests in having easy access to materials licensed and paid on their behalf, in information literacy, and in learning to find, evaluate and use online information, and in consumer issues of copyright, plagiarism and piracy

Appendix: Additional Resources

This document is based in part on observations from the following useful texts:

- Association of Research Libraries, et al. "Principles for Licensing Electronic Resources" (July 15, 1997): [1]
- American Society for Engineering Education, Engineering Library Division, "Punch List of Best Practices for Electronic Resources" (Revised May 2005): [2]
- California Digital Library, "Acquiring Digital Resources: The Licensing Process" (2006): [3]
- Campbell, Sandy. "Converting to e-journals? When do we need to keep print?" Charleston Conference Proceedings 2003 (Westport, Conn.: Libraries Unlimited, 2003) pp. 88-92
- Committee on Institutional Cooperation (CIC), Center for Library Initiatives, Best Practices, "Preferred Practices for CIC Licensing of Electronic Journals" (July 1, 1998): [4]
- Committee on Institutional Cooperation (CIC), Center for Library Initiatives, Best Practices, "Standardized Agreement Language (Most recent revision: December 2002): [5]
- Dartmouth College Library, Collection Management & Development Program, Collection Development Policy, "Information in Electronic Format" (1999): [6]
- International Coalition of Library Consortia (ICOLC), "Statement of Current Perspective and Preferred Practices for Selection and Purchase of Electronic Information" (Update No. 2, Pricing and Economics, October, 2004): [7]
- Massachusetts Institute of Technology Libraries, Guidelines posted on the NERD (Networked Electronic Resources Decision) Group Web site: [8]
- Michigan Library Consortium, "Principles for Electronic Journal Licenses" (March 30, 2005): not available online.
- Michigan State University Libraries, "Draft collection development policy for electronic materials" (September 1998): not available online.
- University of California Libraries, Collection Development Committee, "Principles for Acquiring and Licensing Information in Digital Formats" (July 2006): [9]
- Yale University Library, "Guidelines for Shifting Journals from Print to Electronic-only Access" (December 18, 2002): [10]

revised 2/16/07

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Retrieved from

["http://msulibtrain.lib.msu.edu/index.php/Collection_Development_Policy_for_electronic_resources_and_statement_of_best_practices"](http://msulibtrain.lib.msu.edu/index.php/Collection_Development_Policy_for_electronic_resources_and_statement_of_best_practices)

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Types of Electronic Resources : Online Books/Collections (Purchased)

From MSU Libraries Training Wiki

(5) Online Books/Collections (Purchased):

Goals: To contract with vendors for online digital rights to selected current academic and trade books.

Observations: Online books are a relatively new development and the verdict on their utility is still open for debate. University libraries purchase online books to serve as reserves, backups for high circulating items, and convenient substitutes for reference books that are frequently consulted, but not pondered at length nor read in depth.

Qualifications:

- NetLibrary: The MSU Libraries contributed both to the Michigan Library Consortium (MLC) purchase of a shared e-book collection for various (academic) libraries within the state, and the Library of Michigan purchase of a collection of NetLibrary e-books for the Michigan Electronic Library or MeL. These e-books are now available to public and academic libraries in the state.
- The Michigan Health Sciences Library Association obtained a grant to provide access to a number of additional NetLibrary ebooks.
- The MSU Engineering Library has purchased a rotating collection of computer software books (Safari).
- The MSU Gast Business Library also purchased a rotating collection of Safari books in 2008.
- The Engineering, Chemistry, and Physics-Astronomy bibliographers cooperate to acquire a few online reference books, the *Chemical Properties Handbook*, *Lange's Chemical Engineers' Handbook*, *Perry's Chemical Engineers' Handbook*, and the *CRC Handbook of Chemistry and Physics*.
- The Health Sciences team recommended *MDConsult* and *StatRef: The Electronic Medical Library*, both of which contain numerous medical textbooks.
- Main Library Reference has subscribed to *Oxford Reference Online*, which provides access to a number of online reference books, and has also initiated a trial of *Xrefer*.
- The ACLS History E-Book Project (now called ACLS Humanities E-Book Project)[1] "On September 1, 2002, the ACLS History E-Book (HEB) Project launched on its website over 500 books of high quality in the field of history. Currently the total number of titles stands at nearly 800. These are works of major importance to historical studies—books that remain vital to both scholars and advanced students, and are frequently cited in the literature. Over the next few years, the History E-Book Project plans to add approximately 250 books annually to the collection, as well as the balance of 85 new electronic titles that have the potential to use web-based technologies to communicate the results of scholarship in new ways." These history e-books are accessible to students and scholars through subscribing libraries (The MSU Libraries subscribes through the "Big Ten" consortium, the Committee for Institutional Cooperation [CIC]) and learned societies.
- In 2008, the MSU Libraries purchased through a CIC consortium agreement a Springer eBook package including (1) Architecture, Design, and Arts; (2) Behavioral Sciences; (3) Biomedical and Life Sciences; (4) Business and Economics; (5) Chemistry and Materials Science; (6) Computer Science; (7) Earth and Environmental Science; (8) Engineering; (9) Humanities, Social Sciences, and Law; (10) Mathematics; (11) Medicine; and (12) Physics and Astronomy collections -- with

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- Bibliographers can help identify other collections for possible addition to the MSU online catalog.

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Description	xii, 82 p. : ill. ; 28 cm.
Series	ACLS Humanities E-Book.
Note	Cover title: 100 years.
System Req	Mode of access: World Wide Web.
Subject	American Folklore Society -- History. Folklore -- United States -- History.
Additional Author	Clements, William M., 1945- Stanley, David, 1942- Weigle, Marta.
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- **Antologia della Letteratura Italiana** <http://www.crs4.it/HTML/Literature.html>
- **CETH: Center for Electronic Texts in the Humanities** <http://www.ceth.rutgers.edu/>
- **Digital Scriptorium** <http://www.scriptorium.columbia.edu/>
- **Early English Books Online** <http://eebo.chadwyck.com/home>
- **Humanities Text Initiative** <http://www.hti.umich.edu/>
- **Internet Classics Archive** <http://classics.mit.edu/>
- **Library of Southern Literature** <http://docsouth.unc.edu/southlit/>
- **Luminarium** <http://www.luminarium.org/medlit/index.html>
- **North American Women's Letters and Diaries** <http://www.alexanderstreet2.com/NWLDLive/index.html>
- **Online Medieval & Classical Library** <http://omacl.org/>
- **Perseus Digital Library** <http://www.perseus.tufts.edu>
- **Project Runeberg** <http://www.lysator.liu.se/runeberg/>
- **Project Wittenberg** <http://www.iclnet.org/pub/resources/text/wittenberg/wittenberg-home.html>
- **Wright American Fiction Collection 1851 - 1875**

COMMERCIAL SITES

- **Amazon** <http://www.amazon.com/exec/obidos/tg/browse/-/551440>
- **Audible.com** <http://www.audible.com/>
- **Dorrance Publishing** <http://www.dorrancebookstore.com/>
- **Ebooks On The Net** <http://www.ebooksonthe.net/>
- **ebrary** <http://shop.ebrary.com>
Specializing in business and economics
- **ereader** <http://www.ereader.com/>
- **Fictionwise** <http://www.fictionwise.com/>
- **AuthorHouse** <http://www.authorhouse.com/BookStore/>
- **MemoWare** <http://www.memoware.com/>
- **Page-By-Page Books** <http://www.pagebypagebooks.com>
- **Questia** <http://www.questia.com>

GUIDES

- **UF Libraries' Fast Internet Reference Sources** at <http://www.uflib.ufl.edu/hss/ref/readyref.html>
- **UF Libraries' Subject Guide for English** at <http://web.uflib.ufl.edu/cm/english/>
- **Publication of Archival Library and Museum Materials** at <http://palmm.fcla.edu/collection.html>

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- [AKAMAC E-texts](#)

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- [Early American Imprints, Series I](#) Funded by UGA Libraries

Virtually every book, pamphlet and broadside published in early America, covering all aspects of American life in the 17th and 18th centuries.
- [Early American Imprints, Series II](#) Funded by UGA Libraries

Books, pamphlets, and broadsides published in America during the first two decades of the 19th century, along with federal, state, and territorial government papers and the works of many European authors reprinted for the American public.
- [Early English Books Online \(EEBO\)](#) Funded by UGA Libraries

Early English Books Online (EEBO) contains digital facsimile page images of virtually every work printed in England, Ireland, Scotland, Wales and British North America and works in English printed elsewhere from 1473-1700.
- [Eighteenth Century Collections Online](#) Funded by the UGA Law Library

Eighteenth Century Collections Online is a searchable full-text database of 138,000 digitized titles and editions published between 1701 and 1800, based on the English Short Title Catalogue (ESTC) and drawn from the holdings of the British Library, as well as those from more than 1,500 university, private, and public libraries worldwide. The collection includes virtually every significant English-language and foreign-language title printed in the United Kingdom, along with thousands of important works from the Americas.
- [Electronic Text Center: University of Virginia](#)

Over 2,100 publicly-available ebooks from the University of Virginia Library's Etext Center, including classic British and American fiction, children's literature, American history, African-American documents, the Bible, and much more. Scroll down to search or browse.
- [Electronic Theses and Dissertations \(UGA\)](#)

University of Georgia Electronic Theses and Dissertations is a collection of the theses and dissertations submitted electronically to the Graduate School at the University of Georgia since the summer of 1999. Some dissertations may not be viewable from off campus. The author of a dissertation or thesis, in conjunction with his or her major professor, makes the determination if the work will be publicly available.
- [Gallica](#)

The digital library of the Bibliothèque Nationale de France. Gallica currently offers approximately 90,000 volumes in image format (digital photographs of pages), 1,200 volumes in searchable text format, 500 sound recordings, and 80,000 still images. In French.
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a few sample pages. If it is out of copyright, you will be able to page through the entire book. Check 'full view books' to limit to books available in full text.

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<http://www.libs.uga.edu/ebooks/index.html>

The screenshot shows the Kent State University Libraries website. At the top, there is a header with the university logo and the text "UNIVERSITY LIBRARIES". Below the header is a navigation menu with links for Home, Research, Services, About Us, Help, Contact Us, Search, Site Index, and Personal. A "Quick jump to..." search box and an "ASK A LIBRARIAN" button are also visible. The main content area is titled "Electronic Books" and features a "VPN is Off" notification. The "Research Databases" section lists several options: Research Databases by Subject, Alphabetical List of Research Databases, Keep track of your articles with RefWorks, and Connect from off campus. The "Electronic Books" section includes descriptions for Annual Reviews, ebrary: Nursing Books, Electronic Book Center (OhioLINK), Electronic Reference Books (ABC-CLIO), Freetechbooks.com, and FullBooks.com.

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Contains critical reviews of significant primary literature in the areas of biology, biomedicine, chemistry, physics, sociology, and related disciplines. Published yearly, this is the online, full-text version of the printed Annual Review of...series. (1998 - present)

ebrary: Nursing Books
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This is a collection of over 1,200 current, electronic books in nursing from a variety of publishers. Initial use requires the downloading of a small software file--go to the ebrary homepage and click on the "Get ebrary Reader" button.

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Freetechbooks.com
This site lists free online computer science, engineering and programming books, text books and lecture notes, all of which are legally and freely available over the internet.

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A Web site that provides access to thousands of literary works by well know authors such as Austen, Bronte, Shakespeare, Twain, and Wharton. Also available are a selection of poems and plays, compilations, and other

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Humanities E-book

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Produced by the American Council of Learned Societies, the Humanities E-book is a digital collection of over 1500 full-text titles, including most humanities disciplines and area studies. This is an online, fully searchable collection of high-quality books in the Humanities, recommended and reviewed by scholars and featuring unlimited multi-user access available 24/7.

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Critical Decisions in Periodontology
Critical Thinking: Understanding and Evaluating Dental Research
Diet and Nutrition in Oral Health

Dermatology

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Clinical Dermatology
Electronic Textbook of Dermatology (publicly accessible)



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ACLS Humanities E-Book Project (American Council of Learned Societies)	Humanities	2,079	Subscription	<ul style="list-style-type: none"> • Total as of March 2009 • ACLS History E-Book Project became ACLS Humanities E-Book (HEB) on Jan 1/07 • Alerts are sent when new titles/MARC records are available
Alexander Street Press Collection	Humanities Social	6,131		<ul style="list-style-type: none"> • Some urls incorrect. SQL used to



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CHEMnetBASE ⓘ	✓	
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CICA Standards & Guidance Collection ⓘ	✓	
Classical Scores Library ⓘ	✓	
Conference Board of Canada e-Library ⓘ	✓	

The screenshot shows the top navigation bar of the University of Massachusetts Amherst Libraries website. It includes the university name, a site search box, the date 'Friday July 24th', and complete hours for three libraries: W.E.B. Du Bois Library (8:00 am - 5:00 pm), Integrated Sciences and Engineering Library (ISEL) (8:00 am - 5:00 pm), and Learning Commons (8:00 am - 5:00 pm). There is an 'Ask a Librarian' button with phone, email, and chat icons. Below the navigation bar are tabs for 'Library Catalog', 'Databases', 'My Library Accounts', 'RefWorks', and 'E-Journals'. A 'Quick Search' box contains the words 'Find', 'How Do I', 'Services', 'Collections', and 'About Us'. The main heading is 'Research Databases', with a link for 'Not Sure Where to Start? Connection Problems?'. The section is titled 'Databases in E-book Collections' and lists several databases: 'Books 24x7', 'Early English Books Online', 'ebrary', 'Eighteenth Century Collections Online', 'Gale Virtual Reference Library', 'Humanities E-Book: HEB', 'Lexicons of Early Modern English', 'NetLibrary', and 'Oxford Reference Online'. Each database entry includes a brief description and a 'More About Use' link.

University of Massachusetts Amherst

Friday July 24th | Complete Hours

W.E.B. Du Bois Library • 8:00 am – 5:00 pm
Integrated Sciences and Engineering Library (ISEL) • 8:00 am – 5:00 pm
Learning Commons • 8:00 am – 5:00 pm

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Early English Books Online
The 125,000 earliest books published in English, as listed in Short Title Catalogs of Pollard & Redgrave (Ref Z 2002 P77) and Wing (Ref Z 2002 U587), 1475-1700.
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Scholarly and popular books online in full text, from 1990 to present.
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Eighteenth Century Collections Online
Every significant book or pamphlet printed in the UK, and English-language titles printing in America, between 1701 and 1800.
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[More About Use](#)

Gale Virtual Reference Library
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Humanities E-Book: HEB
A growing collection of the most important English-language history books, as chosen by the American Council of Learned Societies. Ancient to present day.
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Lexicons of Early Modern English
A collection of dictionaries and other word lists printed in English before 1700. Useful for etymologies.
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Scholarly and popular books online, in full text, various dates.
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[More About Use](#)

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<p>Engineering and scientific handbooks</p> <ul style="list-style-type: none"> <i>Marks' Standard Handbook for Mechanical Engineers</i> <i>Perry's Chemical Engineers Handbook</i> <i>Lange's Handbook of Chemistry</i> <i>Yaws Chemical Properties Handbook</i> many more... 	Knovel
<p>English and American literature</p> <p>A library of over 250,000 early and modern works of</p>	Literature Online (LION)

	<p>English and American literature, including poetry, fiction, drama, and various bible editions.</p>	
	<p>French books</p> <p>A selection of thousands of French-language digitized documents from the National Library of France.</p>	<p>Gallica*</p>
	<p>General collections/mega-sites</p> <p>Links to thousands of online books, covering many date ranges and genres; strongest in the classics of humanities, social sciences, and literature.</p>	<ul style="list-style-type: none"> • Online Books Page* • Internet Public Library Books* • Metronet E-Book Project* • Universal Library*
	<p>General reference</p> <p>Oxford Reference Online includes dictionaries on a variety of subjects including art, architecture, economics, business, history, law, literature, modern languages, politics, social sciences, quotations, science, etc.</p> <p>Britannica Online includes fulltext of the Encyclopaedia Britannica and Merriam-Webster's Collegiate Dictionary.</p>	<ul style="list-style-type: none"> • Oxford Reference Online • Britannica Online
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	<p>MIT technical reports</p>	<p>Online Technical Reports at MIT</p>
	<p>The National Academies Press</p> <p>NAP publishes the reports issued by the National Academy of Sciences, the National Academy of Engineering, the Institute of Medicine, and the National Research Council.</p> <p>It also publishes over 200 books a year on a wide range of topics in science, engineering, and health. Over 2,500 available free online.</p> <p>John Henry Press, an imprint of NAP, publishes books on a broad range of topics, from modern physics and frontiers of medicine to scientific biography and early childhood development for general public.</p>	<p>National Academies Press*</p> <p>John Henry Press*</p>

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[Women Writers Project](#)

* Free resource on the internet.

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Vera: databases & e-journals

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-- Quick Links --



The screenshot shows the UNC University Libraries website interface. At the top, there is a navigation bar with links for UNC HOME, LIBRARIES, COLLECTIONS & HOURS, E-RESEARCH TOOLS, E-JOURNAL FINDER, CATALOG, MYLIBRARY ACCOUNT, and CONTACT US. Below the navigation bar, the page is titled "full view".

The main content area is divided into two columns. The left column lists several e-book collections with their descriptions and coverage:

- Access Individual E-Book Collections:**
 - African American Poetry (1750-1900) - Contains Full Text**

Nearly 3,000 poems written by African-American poets in the late eighteenth and nineteenth centuries. [info]

Coverage: 1760-1900
 - American Civil War: Letters and Diaries - Contains Full Text**

The American Civil War: Letters and Diaries brings together more than 400 diaries, letters, and memoirs written by Northerners, Southerners, and foreign observers that reveal thousands of views on almost every aspect of the war. [info]
 - American Drama - Contains Full Text**

When complete, this collection will contain more than 2,000 plays by American dramatists from the colonial period to the present day. [info]

Coverage: From Colonial Period to Present
 - American Poetry (1600-1900) - Contains Full Text**

The American Poetry database brings together, in a single database, the complete poetic works of more than 200 American writers from the Colonial Period to the early twentieth century, along with "six landmark anthologies of American poetry." It contains more than 40,000 poems, including the works of major poets such as Emily Dickinson, Henry Wadsworth Longfellow, Phillis Wheatley, Walt Whitman and John Greenleaf Whittier. [info]

Coverage: From Colonial Period to early 20th century
 - American Slavery: A Composite Autobiography - Contains Full Text**

This is a collection of nearly 4,000 interviews with former slaves in the United States. [info]

Note(s): Not included in Quick E-Book Search

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 - Annals of the New York Academy of Sciences - Contains Full Text**

[info]

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 - Annual Reviews - Contains Full Text**

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The right column contains several utility boxes:

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Articles on the PDA Ebook Model

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ACLS Humanities E-Book The American Council of Learned Societies' History E-Book website contains over 1500 books of major importance to historical studies. Approximately 250 titles will be added annually.

African American Experience African American Experience contains hundreds of articles from Greenwood Press, Negro University Press, and many other sources covering all aspects of the African American experience. The database includes articles, audio clips, images, primary source documents, maps, monographs, and government documents.

African American Women Writers of the 19th Century A digital collection of some 52 published works by 19th-century black women writers. A part of the Digital Schomburg, this collection provides access to the thought, perspectives and creative abilities of black women as captured in books and pamphlets published prior to 1920. (*Free E-Book --open to all users*)

African Studies Companion, 4th edition Lists general, multidisciplinary sources of information in African studies. Covers both print and electronic resources.

Alex Catalogue of Electronic Texts The collection includes items from American literature, English literature, and Western philosophy. (*Free E-Book --open to all users*)

The American Colonist's Library The site describes itself as a collection of historical works which contributed to the formation of American politics, culture, and ideals, but it includes works written from the classical period through the eighteenth century. Also included are works by Franklin, Adams, Washington, Jefferson, Madison, and Paine. (*Free E-Book --open to all users*)

American Memory American Memory provides free and open access to written and spoken words, sound recordings, still and moving images, prints, maps, and sheet music that document the American experience. It is a digital record of American history and creativity. These materials, from the collections of the Library of Congress and other institutions, chronicle historical events, people, places, and ideas that continue to shape America, serving the public as a resource for education and lifelong learning. (*Free E-Book --open to all users*)

ARTFL: Project for American and French Research on the Treasury of the French Language Nearly 2,000 texts in French literature. Emphasis is on the eighteenth, nineteenth and twentieth centuries, with a smaller selection of seventeenth century, medieval and Renaissance texts. Genres include novels, verse, theater, journalism, essays, correspondence, and treatises. Subjects include literary criticism, biology, history, economics, and philosophy.

Avalon Project (Yale Law School) Provides digital documents, including ebooks, relevant to the fields of law, history, economics, politics, diplomacy and government. (*Free E-Book --open to all users*)

Bartleby Library -- Great Books On-line A comprehensive, searchable database of reference, verse and classic literature. Includes thousands of works by hundreds of authors (*Free E-Book --open to all users*)

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Amazon Kindle

Thirty Kindles are available for a user-selected popular reading collection. Features and specifications for the Amazon Kindle 1 and Kindle 2 can be found [here](#).

[Kindle Titles Available](#)

Sony Reader

Two Sony Readers are available for borrowing. Each contains 100 classic titles.

To see the titles available, display the Table of Contents in the catalog records:

- [Sony Portable E-Book Reader 1](#)
- [Sony Portable E-Book Reader 2](#)

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University Libraries Sony Reader Pilot Project



The Penn State University Libraries are working in collaboration with Sony Electronics, Inc. to investigate ways the Sony Reader Digital Book works in the academic library and university environments.

As part of this project, the [Leisure Reading Collection](#) is making Sony Readers available for borrowing in the Libraries' Course Reserve Reading Room, 113 Pattee Library, west. Stop by and check one out today!

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4. Ajax : The Complete Reference by Thomas Powell (Kindle Edition - 2008)
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9. The Digital Photography Book, Volume 1 by Scott Kelby (Kindle Edition - 2008)
10. Professional LAMP: Linux, Apache, MySQL and PHP5 Web Development (Wrox Professional Guides) by Jason Gerner et al (Kindle Edition - 2005)
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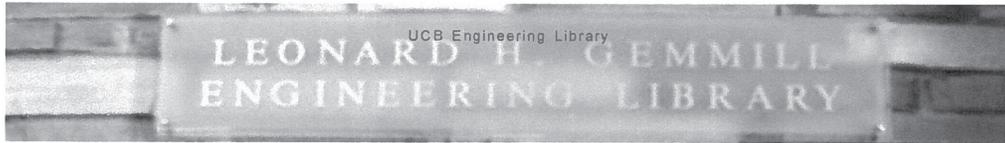
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WEDNESDAY, APRIL 15, 2009

Trial of ASM Handbooks Online

We have arranged a brief trial (through the 22nd of April) to ASM Handbooks Online. The resource includes the full 21 volume ASM Handbook collection (which we also have in print) plus the Metals Handbook Desk Edition and the Engineered Materials Handbook Desk Edition.

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Ebooks Archives

» JULY 20, 2009

Books in the Ebrary Database Added to BISON

Fourteen (14) new titles in the Ebrary database have been added to BISON.

Posted by Electronic Resources on July 20, 2009 8:46 AM | [Permalink](#) | [TrackBacks \(0\)](#)

» JULY 17, 2009

LLMC Digital Collection Added to BISON

One thousand seven hundred and forty-six (1746) new LLMC Digital (Law Library Microform Consortium) titles have been added to BISON.

Posted by Electronic Resources on July 17, 2009 2:45 PM | [Permalink](#) | [TrackBacks \(0\)](#)

Ebooks in the Ebook Library (EBL) Added to BISON

Three (3) new titles in the Ebook Library (EBL) collection have been added to BISON.

Posted by Electronic Resources on July 17, 2009 8:29 AM | [Permalink](#) | [TrackBacks \(0\)](#)

» JULY 16, 2009

Coutts/MyiLibrary Ebook Records added to BISON

Four (4) new records for Coutts ebooks (available on the MyiLibrary platform) have been added to BISON.

Posted by Electronic Resources on July 16, 2009 2:51 PM | [Permalink](#) | [TrackBacks \(0\)](#)

Books in the Ebrary Database Added to BISON

Ten (10) new titles in the Ebrary collection have been added to BISON.

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Knoval Ebook Records added to BISON

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SpringerLink Ebook Records Added to BISON

Fourteen thousand one hundred and eighty (14180) new records for SpringerLink ebooks (no longer available on the MyiLibrary platform) were added to BISON.

Posted by Electronic Resources on July 10, 2009 9:19 AM | [Permalink](#) | [TrackBacks \(0\)](#)

JULY 3, 2009

New Royal Society of Chemistry ebooks added to BISON

Forty-seven (47) new Royal Society of Chemistry (RSC) titles have been added to BISON.

Posted by Electronic Resources on July 3, 2009 11:16 AM | [Permalink](#) | [TrackBacks \(0\)](#)

JUNE 29, 2009

Changes to Springer E-book Access through BISON

In an effort to provide better access to Springer e-books, we have ordered new records from OCLC, rather than continuing access through the MyiLibrary platform. As a result, there will no longer be access to Springer E-books through a MyiLibrary link.

Over the next couple of weeks, the old Springer e-book records will be globally deleted from the catalogue and new records will be loaded.

Posted by Electronic Resources on June 29, 2009 1:50 PM | [Permalink](#) | [TrackBacks \(0\)](#)

Ebooks in the Ebrary Database added to BISON

One (1) new title in the Ebrary collection has been added to BISON.

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JUNE 26, 2009

New Canadian Electronic Library titles added to BISON

Two hundred and forty-nine (249) new CEL records have been added to BISON.

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JUNE 25, 2009

Adam Matthew E-books in Defining Gender Added to BISON

One hundred and fifty-five (155) new titles in Defining Gender, 1450-1910 have been added to BISON.

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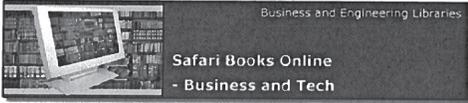
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The MSU Libraries recently entered into a consortial agreement that gives us online access to more than 10,000 e-books published by Springer-Verlag between 2005 and 2007. The 2008 Springer e-books will become accessible as they are published. Springer is one of the leading scholarly publishers in the areas of computer science, engineering, and technology.

Because all Springer book titles will now be available online, we will no longer purchase print copies of new Springer books. Records with links to the full text of these online books are now appearing in the library's catalog: <http://magic.msu.edu/> . The e-books are also searchable through SpringerLink: <http://springerlink.metapress.com/home/main.mpx> .

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<http://magic.msu.edu/record=b5592919~S8a>

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<http://magic.msu.edu/record=b5598713~S8a>

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Variational problems in materials science:
<http://magic.msu.edu/record=b5594598~S8a>

Springer Handbook of Experimental Fluid Mechanics:
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Mechanical Engineering Library News

What's new for Mechanical Engineers at UMN's Libraries. Authored by the Mechanical Engineering Librarian, Jon Jeffryes. Questions or comments? Email: jeffryes@umn.edu. Chat: [umjonlib](#)

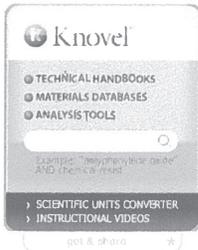


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Knovel University Challenge

The online reference book website Knovel is putting on a contest, the [Knovel University Challenge](#).

The contest begins today and goes through November 7th. It's open to all UMN students. All you have to do is enter via the widget below and get three answers correct using Knovel Ebooks.



If you get three correct answers you will be eligible for Knovel's drawing. They plan to give away 2 Nintendo Wiis, 3 iPod Nanos, and 6 iTunes Gift Cards.

You'll be able to familiarize yourself with this great reference resource and may just win a prize. For more information about rules and regulations, click [here](#).

Posted by jeffryes on September 29, 2008 10:55 AM | [Permalink](#)

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Questions?

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Health Sciences, Biology, Kinesiology, Nursing

- **Anatomy Study Guide (through Primal Pictures)**

Primal Pictures provides a dynamic interactive multimedia overview of human anatomy from head to toe. It features three-dimensional animations that illustrate function, and biomechanics. It covers a detailed anatomy study guide and includes detailed notes and figures of the skeletal, muscular, cardiovascular, nervous, digestive, reproductive and endocrine system.

- **Books@Ovid (Health)**

Description: *Ovid* delivers key medical, nursing, sports science and pharmacy texts from a variety of publishers to clinicians' desktops through the *Books@Ovid* database. YUL provides access to 71 full text online handbooks, drug guides, nursing care plans, diagnostic tests, clinical procedures and more.

- **Canadian Health Research Collection**

This is a collection of monograph publications from Canadian research institutes, government agencies and university centres working in the area of health and medical research. The publications included are of a specialized clinical or technical nature.

- **Cognet**

An interdisciplinary online collection in cognitive and brain sciences includes 7 MIT Press e-journals, over 400 online books, the MIT Encyclopedia of Cognitive Sciences and other reference sources. Covers areas of cognitive science such as psychology, linguistics, computational intelligence, philosophy, and neuroscience. Browse books by *Title*, *Author* or *Topic* in [MITCogNet Library](#).

- **Ebrary**

As a member of the Ontario Council of University Libraries (OCUL), YUL has unlimited access to a growing selection of thousands of e-books as part of the Scholars Portal services. Powered by Ebrary, this site offers a number of powerful tools for finding and using information in a range of subject areas available from multiple publishers. Some of the subjects include: Law, medicine, technology, social science, education, language and literature and much more. Requires eBray Reader. Download [here](#). **Firefox 3** users [alternate download & install procedure](#)

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New Books -- February 2008

Springer E-books Now Available

The University of Chicago Library is pleased to provide electronic access to most Springer-Verlag books published 2005-2007 and new 2008 titles as they become available online.

We are planning to include records for these books in the Library's on-line catalog. However, we are experiencing some problems with loading the records. In the meantime, you can access these titles directly on the [Springer search page](#). On that page, you can search by keyword; then limit your search results by choosing books in the right hand column under Content Type. If we have full text access to the book, you will see a green box just to the left of the entry.

Please send any comments or questions to [Brenda Rice](#).

HG4515.3 .R66 2004

Roman, Steven.

Introduction to the mathematics of finance: from risk management to options pricing.

New York: Springer, c2004.

Undergraduate texts in mathematics.

QA3. H389 v.3

Hausdorff, Felix.

Gesammelte Werke: einschliesslich der unter dem Pseudonym Paul Mongre erschienenen philosophischen und literarischen Schriften und ausgewahlter Texte aus dem Nachlass / Felix Hausdorff; verantwortlich fur die gesamte Edition: Egbert Breiskorn, Friedrich Hirzebruch, Walter Purkert, Reinhold Remmert und Erhard Scholz.

Berlin: Springer, 2008.

QA9.54 .C48 2008

Chartrand, Gary.

Mathematical proofs: a transition to advanced mathematics / Gary Chartrand, Albert D. Polimeni, Ping Zhang.
2nd ed.

Boston: Pearson/Addison Wesley, c2008.

QA19 .C45 K35 2005

KAIST International Symposium on Teaching (1st: 2005: Korea Advanced Institute of Science and Technology)
Enhancing university mathematics: proceedings of the First KAIST International Symposium on Teaching / Ki Hyoung Ko, Deane Arganbright, editors.

Providence, RI: American Mathematical Society; Washington, D.C.: Mathematical Association of America, c2007.

Issues in mathematics education; 14.

QA76.5 .I839 2007

Italian Conference on Theoretical Computer Science (10th: 2007: Rome, Italy)

Proceedings of the 10th Italian Conference on Theoretical Computer Science: ICTCS'07, Rome, Italy 3-5 October, 2007 / Giuseppe F. Italiano, Eugenio Moggi, Luigi Laura (eds.).

Singapore; Hackensack, NJ: World Scientific, c2007.

QA76.58 .B37 2008

Bahi, Jacques Mohcine.

Parallel iterative algorithms: from sequential to grid computing / Jacques Mohcine Bahi, Sylvain Contassot-Vivier, Raphael Couturier.

Boca Raton: Chapman & Hall/CRC, c2008.

Chapman & Hall/CRC numerical analysis and scientific computing.

QA76.64 .O456 2008

Olsen, Russ.

The screenshot shows the McMaster University library website. At the top left is the McMaster University logo with the tagline "Inspiring Innovation and Discovery". To the right are navigation links for "MUGSI" and "Faculty & Staff Directory". A search bar is present with a "GO" button and radio buttons for "McMaster" and "Library website". Below this is a dark navigation bar with links: "McMaster Home", "Research", "Using the Libraries", "Collections", "Teaching Support", "About", and "Help".

The main content area features the "library.mcmaster.ca" logo and a search bar containing "e-book type library_news". Below the search bar are options for "Larger Text", "Smaller Text", and "Print". The search results are titled "Search results" and list several articles:

- Springer STM e-Book Collections Now Available**
Springer, the world's largest international publisher of scientific books introduces the world's most comprehensive digitized scientific, technical and medical (STM) book collection. The Springer eBook Collection offers the first online book collection ...
Library News - debble - Sep 14 2008 - 16:00 - 0 comments - 0 attachments
- Short of time? Use an e-book!**
The Library continues to add to its ebook collections, available 24/7 from the library catalogue. Recent additions include 14,000 ebooks in the humanities and social sciences from Oxford, Cambridge, and Taylor & Francis, the 2007 Sage E- ...
Library News - adling - Mar 20 2009 - 17:06 - 0 comments - 0 attachments
- ACLS History e-Book Project now available**
On September 1, 2002, the ACLS History E-Book (HEB) Project launched its website. Currently the total number of titles stands at over 1000 books of high quality in the field of history. These are works of major importance to historical ...
Library News - debble - Sep 14 2008 - 16:00 - 0 comments - 0 attachments
- ACLS History e-Book Project on trial to March 31st**
On September 1, 2002, the ACLS History E-Book (HEB) Project launched its website. Currently the total number of titles stands at over 1000 books of high quality in the field of history. These are works of major importance to historical studies, bo ...
Library News - debble - Sep 14 2008 - 16:00 - 0 comments - 0 attachments
- Student E-Book Survey**
The library is working with an e-book publisher called "ebrary" to better understand e-book usage and needs among college and university students. We (e-Resources, Endeca Content Spotlighting, Health Sciences, Innis, Mills, Thode) ...
Library News - debble - Sep 14 2008 - 16:01 - 0 comments - 0 attachments

At the bottom of the list is a link for **Library Reviews an e-Book Pilot Project**.

E-book Promotion: Newsletter Articles

FALL08

UCI LIBRARIES update

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- Your Campus ID is Your Copy Card
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Vol 27 | No 1 | Fall 08

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Electronic Books Arrive at UCI

The Libraries have purchased collections of electronic books that span numerous disciplines, adding more digital content to our continually expanding collections.

Conducting research in the UCI Libraries becomes more exciting all the time as we continue to expand the formats in which we acquire digital materials: the latest is electronic monographs, or ebooks.

Ebooks have been published for several years. Initially, the emphasis was on historical collections such as the landmark *Early English Books Online* and the *Eighteenth Century Collections Online* databases. With the development of sophisticated ebook software ("readers" for short), the focus has shifted to the publishing of current academic texts in electronic format.

This spring, the UCI Libraries launched a new ebook collecting initiative. The software behind our ebooks, MyLibrary (www.mylibrary.com/browse/open.asp), allows users to search the full text of ebooks as we do with journals, provides for simultaneous multi-user access, allows users to create their own personal "libraries" and even bookmark individual pages or chapters in books.



As we build our digital collections, our goal is to continue offering the best resources we can to our patrons while respecting the diverse needs of faculty.

The Libraries recently acquired *Oxford Scholarship Online* (www.oxfordscholarship.com), an ebook library from Oxford University Press containing hundreds of titles in diverse disciplines: Philosophy, Economics, Classics, History, Literature, Physics, Music and Mathematics. We also added valuable reference books by purchasing the *Gale Virtual Reference Library*, a collection of over 1,500 electronic reference titles and *Sage eReference*, a collection of reference books published by SAGE.

As we build our digital collections, our goal is to continue offering the best resources we can to our patrons while respecting the diverse needs of faculty. Ebooks are not a replacement for our print collections; physical

and electronic books are read in very different ways. Ebooks are, however, rapidly becoming a vital part of every research collection as the power of searching thousand of books' full-text simultaneously is realized.

Each ebook title can be searched on Antpac via the usual author, title, and subject searches. The MyLibrary platform and *Oxford Scholarship Online* are available via the Libraries' Online Resources (www.lib.uci.edu/online/resources/eresources.php) page.

For more information contact Lorelei Tanji, Associate University Librarian for Collections (ltanji@uci.edu or x45612).

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Libraries

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Apr	May	Jun
Jul	Aug	Sep
Oct	Nov	Dec
Jul 27, 2009		

Library books on your computer screen - U of M Libraries adds access to Springer Ebooks

Posted Tuesday, January 15, 2008 9:39 AM

The U of M Libraries now has online access to over 8,000 English language books published by Springer Verlag from 2005 to 2007 and some book series before 2005. New titles published in 2008 will also be accessible.

Some of the book series available include:

- *Advances in Experimental Medicine and Biology*
- *Developments in Cardiovascular Medicine*
- *Handbook of Environmental Chemistry*
- *Lecture Notes in Computer Science*
- *Lecture Notes in Physics*
- *Structure and Bonding*
- *Studies in Economic Theory*
- *Topics in Current Chemistry*

Over 5,600 records have already been added to the Bison catalogue. It is possible that a book is available in SpringerLink, but does not appear in BISON yet – in this case you can search for it directly in SpringerLink.

Springer Ebooks in BISON
Springer ebooks listed in the BISON catalogue usually have two access links, one for MyLibrary and the other for SpringerLink. Clicking on MyLibrary will take you directly to the ebook. It is easy to browse through the book using MyLibrary but printing must be done one page at a time. SpringerLink allows you to print entire chapters at once but links in the BISON catalogue do not always go directly to the book.

Searching for Book Titles in SpringerLink
SpringerLink is accessible from the E-Library on the U of M Libraries' web site. You can search for book titles or chapters directly, or browse by subject. Use a quick 'find content by keyword' search or the more advanced 'more options' search. You can limit your search by selecting Books under "Content Type" on the right hand side menu.

A green page icon will appear beside books that can be accessed by U of M faculty, staff and students. To view the book or chapter, look for the PDF or HTML link.

For more information, contact:
Jan Horner
Coordinator
Collections Management
jan_horner@umanitoba.ca
Phone: (204) 474-9962

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York University Libraries

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Library Newsletter for York U Faculty, Spring 2006

What's News

Collections & Resources

Collections & Resources

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Jumping On the eBook Bandwagon

As the University Librarian notes in her contribution to this newsletter, print books will always be dear to our hearts and will remain a crucial element of a research library collection. And we will continue to devote a significant proportion of our budget to developing and maintaining that collection. At the same time, it is undeniable that the users of our library collections are demanding that books be available to them electronically. More and more, the community wishes to have access to content at any time and any place. eBooks can respond to a multitude of needs: those of the distance user or a night-owl student (or prof!) providing more choices for library users with disabilities, and augmenting the e-reserve collection.

In fact, the Libraries jumped on the eBook bandwagon a number of years ago. At first, eBooks might have focussed on the usual suspects – computing science via *Safari*, recent academic books in a variety of disciplines offered via *Netlibrary* and of course, we mustn't forget about government publications. Steadily, the numbers of these eBook resources have grown such that now, if you were to search the York Libraries catalogue for the "electronic book" format, you'd get a results list of more than 150,000! Some of this large increase can be attributed to important acquisitions like *Early English Books Online* (reported in a [previous issue](#) of *News You Can Use* and *Eighteenth Century Collections Online* (described in depth in [this issue](#)).

But progress doesn't stop there! The eBook industry continues to gain momentum as publishers and vendors respond to growing demand from libraries – both public and academic. They experiment with different access and pricing models – some want to treat eBooks like eJournals and ask us to subscribe, while others are willing to permit perpetual access. Some have restrictions about printing and downloading; most offer some ability to annotate and highlight content. One thing they share, however, is the recognition that eBooks are here to stay. We know that too, as we observe more and more of you and your students jumping on that same bandwagon.

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E-book Information for Staff

Ebooks Experience Assessment Questionnaire Results
February 22 – March 14, 2008
University of Alberta Libraries
Total number of respondents: 45

1
Questions? Please contact
Sarah Polkinghorne (sarah.polkinghorne@ualberta.ca)
Denise Koufogiannakis (denise.koufogiannakis@ualberta.ca)

QUESTION ONE: Do you currently purchase ebooks as part of your regular selection work?

Answer Options	Response Percent	Response Count
Yes	63.6%	28
No	36.4%	16
<i>answered question</i>		44
<i>skipped question</i>		1

QUESTION TWO: If you answered Yes above: what, in your view, is the primary reason or reasons that you purchase ebooks?

Answer Options	Response Percent	Response Count
I believe ebooks are convenient for users	50.0%	14
New and important content in my subject area is published in ebook format	32.1%	9
There is demand for ebooks among faculty	17.9%	5
There is demand for ebooks among students	39.3%	11
Other (please specify)	28.6%	8
<i>answered question</i>		28
<i>skipped question</i>		17

Other (please specify)

1	Many remote, off-site, distance and out-of-town users in this library : E-books are most convenient for them
2	on occasion I bought e-books to supplement demand for print
3	reference works and course reserves in e-format are more convenient to use; other books are preferred in print format
4	There is a belief among management that we should be offering something called "ebooks" despite not having a definition of what constitutes an ebook.
5	I believe some emails are convenient for users but many pose more limitations and, in some cases, paper is still preferable.
6	A fast way to spend money
7	good to have titles in more than one format
8	In some instances ebooks serve users and the library optimally. One example is conference proceedings.

The plan for this study has been reviewed for its adherence to ethical guidelines and approved by the Faculties of Education, Extension and Augustana Research Ethics Board (EEA REB) at the University of Alberta. For questions regarding participant rights and ethical conduct of research, contact the Chair of the EEA REB at (780) 492-3751.

Ebooks Experience Assessment Questionnaire Results

2

QUESTION THREE: If you answered No above: what, in your view, is the primary reason or reasons that you do not purchase ebooks?

Answer Options	Response Percent	Response Count
I believe ebooks are inconvenient for users	31.3%	5
There is little new or important content in my subject area in ebook format	31.3%	5
There is insufficient demand for ebooks among faculty members	12.5%	2
There is insufficient demand for ebooks among students	12.5%	2
The process of purchasing ebooks is not sufficiently straightforward or convenient	37.5%	6
Other (please specify)	31.3%	5
	<i>answered question</i>	16
	<i>skipped question</i>	29

Other (please specify)	
1	There is not enough ebook content in French available through the regular channels.
2	Temporarily no funding for individual subject librarians to purchase e-books. My area as a whole has purchased e-book packages, however.
3	I do purchase some reference works in e-book form, but so far our users seem to prefer that subject monographs be in paper format for this particular discipline.
4	Many of the relevant, university-level e-books in my area that are currently available are actually databases (i.e. online dictionaries, etc.) so these are purchased via subscriptions and our acquisitions assistant takes care of this in conjunction with Ernie Howe or Bilservices staff.
5	our dept. does not do purchases. We need to copy articles.

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Ebooks Experience Assessment Questionnaire Results

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QUESTION FOUR: Below is a list of actions involved in purchasing an ebook.
Considering your own experiences, are there points in the process of purchasing an ebook when you frequently have questions, or wish for clarification?
Please place a check mark beside any of the following options where this is true for you.

Answer Options	Response Percent	Response Count
Determining whether or not the U of A Libraries already owns the ebook	55.3%	21
Determining, when we already own a print-format copy, whether to also purchase the ebook	63.2%	24
Determining whether or not we have purchased a large package that includes the ebook	76.3%	29
Determining which platform to choose (e.g., MyLibrary versus ebrary)	65.8%	25
Determining which licensing options to choose (e.g., multiple versus single user)	47.4%	18
Determining what the total cost of the ebook will be	44.7%	17
Determining when the ebook will be available to patrons	42.1%	16
Determining when the ebook will appear in the NEOS catalogue	47.4%	18
Other (please specify)	13.2%	5
<i>answered question</i>		38
<i>skipped question</i>		7

Other (please specify)
1 determining how to get the book in other than ebrary or mylibrary; determining that the book can be multiple users--variations on your actual questions (ebrary and MyLibrary and single-user ebooks are a severe pain!
2 if it is in a format / platform convenient for use
3 Determining most efficient way to be alerted about new e-titles
4 Our main vendor does not include the e-book platforms listed above. We are just starting to order via Coultts so some of these platforms are new to us. Also, there has always been a limited selection of (good quality) e-books that are available in French to individual selectors. To date, many have been available as large packages or databases so again, the purchasing is not done at the selector level.
5 determining if it will work in e-format

The plan for this study has been reviewed for its adherence to ethical guidelines and approved by the Faculties of Education, Extension and Augustana Research Ethics Board (EEA REB) at the University of Alberta. For questions regarding participant rights and ethical conduct of research, contact the Chair of the EEA REB at (780) 492-3751.

Ebooks Experience Assessment Questionnaire Results

QUESTION FIVE: Considering the options above, and any other options that come to mind, at what point in the ebook selection process would you say you MOST frequently have questions or wish for clarification?		Response Count
Answer Options		23
	answered question	23
	skipped question	22

	Response Text
1	Technical processing
2	When I notice a title is in e-book format, I wonder of course if the Library already owns a copy. I also look at the price, because often ebooks bear a higher cost. If the ebook is higher in price than its print counterpart, I discard it almost immediately. I might wonder if the format justifies paying more and often it doesn't, because my faculty still accepts traditional books quite readily. A reference title might be worth having in ebook format, however. If the price is identical to the print, I will ask myself if patrons will prefer using the title in e format or print. This is a difficult question to answer. I like the robustness of the print, but I like the flexibility and, perhaps, the accessibility of the e format. The answer, it seems, is often a toss-up. I still am uncertain about the permanency of books selected in e format: will access to them outlast or, at least, equal the lifetime of the print version?
3	When I first encounter the title in YBP or at a publisher website.
4	Determining whether or not we have purchased a large package that includes the ebook
5	If U of A already owns the title
6	determining the platform to choose
7	at point of selection
8	Determining whether or not we have purchased a large package that includes the ebook
9	which platform to choose
10	determining whether we already have the ebook either because it is in a package that we don't catalog the titles, or its in a package with considerable lag getting cat record. Would really prefer for Profiles to know which ebks we already have and either note that we already have title, or, not show title at all in slip notifications
11	All of these points need clarification.
12	With the issue of packages or consortial purchases and keeping up with platform pros/cons.
13	Determining whether or not the title is included in a package
14	Do we already own this book (no matter what the format is)?
15	At the point of purchase.
16	Determining whether or not we have purchased a large package that includes the ebook.
17	whether or not the UAL will get the book as part of an e-package deal
18	when e-book slips are sent through YBP, what is the platform?
19	All of the above
20	determining whether or not we have purchased a large package that includes the book
21	determining whether or not it is already in a package -- and what type of platform to choose
22	what the copyright laws are? is each individual book a question.
23	I need to know the moment I decide to buy the book. If I'm in an online vendor, I need to be able to click out to see where else that book might be and I need to know the purchase options (automatic multiple copies, platform for usability, etc.)

The plan for this study has been reviewed for its adherence to ethical guidelines and approved by the Faculties of Education, Extension and Augustana Research Ethics Board (EEA REB) at the University of Alberta. For questions regarding participant rights and ethical conduct of research, contact the Chair of the EEA REB at (780) 492-3751.

Ebooks Experience Assessment Questionnaire Results

5

Please share any other comments about any of the points listed in Question Three [Note: this was a typo: it should have read "Question Five," not "Question Three."]

Answer Options	Response Count
<i>answered question</i>	7
<i>skipped question</i>	38

Response Text

- I think the ideal is to purchase both formats of the book when available, with exceptions such as reference books that can be most easily used in e-format.
- I think ebooks are inconvenient for users. A lot of our patrons still prefer to read from a book rather than from the monitor.
- E-books are a fantastic resource if they are available to multiple users and if they are not restrictive in the number of pages that can be printed (the more the 20 pages in ebrary was a step in the right direction, albeit a small step). Having a book in e-format should never preclude having it in paper--it all depends on the book and the use to which it will be put.
- Our unit library has just begun to purchase these titles therefore we are still unclear about the most effective procedures regarding e-books.
- Selectors fail to ask the relevant question: is the ebook available for local load, and can it be purchased in an inperpetuity mode.
- As we being to order in more areas via Coumts, we will likely have a better idea of where we need clarification.
- I need all this info to be in one place - which packages do we own/lease? What years are covered? Is it a rental or owned? Are we likely to buy the next year's package eg: Springer 2009? Anything that feeds into "should I buy this book"?

QUESTION SEVEN: When you have questions or need clarification during the process of selecting an ebook, which resource or person would you say you consult most often?

Answer Options	Response Percent	Response Count
my library's Collection Manager	41.2%	14
colleagues at the U of A Libraries (other selectors)	20.6%	7
the Collections and Acquisitions Coordinator (Denise Koufogiannakis)	17.6%	6
a consultant with one of our vendors	0.0%	0
Other (please specify)	20.6%	7
<i>answered question</i>		34
<i>skipped question</i>		11

Other (please specify)

- I don't usually ask questions about ebooks, because I don't have time and the ebook format doesn't warrant the time I would spend asking and waiting for the answer.
- I would ask my colleagues first and then the collections manager - or whomever is available at that moment is probably most accurate
- E-book cataloguing assistant, Lil Tychowsky, in Bibliographic Services, i.e. BITS
- as a collection manager, I don't have info on individual titles. My info is limited to "packages we have purchased" I basically wing it. Don't have time to sweat over individual purchases.
- check the existing e-book collections
- I would also prefer to ask clients who regularly use e-books
- none of the above because as mentioned I rarely select ebooks because they are rarely available

The plan for this study has been reviewed for its adherence to ethical guidelines and approved by the Faculties of Education, Extension and Augustana Research Ethics Board (EEA REB) at the University of Alberta. For questions regarding participant rights and ethical conduct of research, contact the Chair of the EEA REB at (780) 492-3751.

Ebooks Experience Assessment Questionnaire Results

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QUESTION EIGHT: Considering your experiences with ebooks, which of the following would be most helpful in making your ebook purchasing go more smoothly? Please rank in order of usefulness to you, with 1 being the most useful option. You may assign each ranking only once, for one resource.

Answer Options	1	2	3	4	5	Rating Average	Response Count
a refresher session giving an overview of the main general-interest platforms, pricing models, and purchasing procedures	13	4	2	6	3	2.357143	28
an overview (e.g., in a spreadsheet or chart) of ebook platform features	7	10	6	6	0	2.37931	29
an overview (e.g., in a flowchart or map) of the steps involved in purchasing an ebook	4	11	10	4	2	2.645161	31
a central ebook selection policy to consult	6	5	8	10	1	2.833333	30
other	4	0	1	1	7	3.538461	13
Other (please specify)							9
<i>answered question</i>							35
<i>skipped question</i>							10

1	Other (please specify)
2 others:	
1. Having all e-books catalogued as soon as they become available in packages or individually (same model as with e-journals)	
2. Having a central inventory of all individually ordered titles, which can be the vendor's online ordering system - this requires one vendor to be used across the Library system, not two	
2	1. current catalog record of all ebk holdings
	2. comprehensive list of packages and/or standing orders
3	A place on the staff net that can be trusted is kept up to date. Training is good but one can never remember all the nuances, current documentation of expected current practice is required.
4	I marked the last one the highest but they all come with the burden on someone and the hope from me that someone centrally maintain this information.
5	knowing if a title which has been published in print will also be published online, either at the same time as the print publication, or shortly thereafter, or not at all
6	include pricing models in the spreadsheet on platform features
7	My personal experience using the platforms and knowing how much the ebook cost would help a lot - having a 24-hour trial period to sample the platform ourselves.
8	Developing an alert system
9	This is probably beyond the scope of this survey but I am very interested in having the same type of information available for Audio books.

The plan for this study has been reviewed for its adherence to ethical guidelines and approved by the Faculties of Education, Extension and Augustana Research Ethics Board (EEA REB) at the University of Alberta. For questions regarding participant rights and ethical conduct of research, contact the Chair of the EEA REB at (780) 492-3751.

Ebooks Experience Assessment Questionnaire Results

QUESTION NINE: You have reached the end of the questionnaire.	
Is there anything else you'd like to say about ebooks?	
Answer Options	Response Count
	13
<i>answered question</i>	13
<i>skipped question</i>	32

Response Text
1 Prefer purchase to subscription : one or two major platforms : multiple access : ability to search to chapter level : ability to print part of text, bookmark, annotate : need statistics on usage, length of user visits, turnaways
2 I would like to see a survey of staff, grad students and undergrad students across all unit libraries to collect their perspectives on e-books. There appears to be many assumptions being made (both pro and con) regarding e-books. Some see the e-book format as complex and a barrier to access while others view the print book as a barrier because it is not available online. Considering the large amount of money being spent on these resources we should really have some solid evidence (based on local responses) that our users want and do/would value e-books.
3 help needs to be available at point of need, I shouldn't have to wait and ask someone
4 would like to see time spent on selection process minimized as we have currently done with print books; package deals and profiles with automatic purchase (according to parameters) for publishers not picked up as packages.
5 I know there have been improvements, but I think the e-book vendors still have some strides to make. My experience at the reference desk is that students want to be able to treat an e-book the same way they treat online articles -- with options for downloading, emailing, printing, sharing, etc. that most vendors do not allow. Any requirement to create a personal account, "sign out", "put on bookshelf", download a plugin, or restrictions on printing to only a few pages at a time are barriers to access. I also think access will improve when we have better version-control in our catalogue, so that patrons can easily identify all versions that are available and select accordingly. I recently had the experience of a young patron who wanted to do a catalogue search and exclude all e-books from her catalogue search because she preferred print, and another patron who wanted to read a significant portion of an e-book and was frustrated by the format and printing restrictions.
6 I love using them.
7 In talking with students and faculty, I have determined that in the health sciences, where e-books are in searchable sets and generally are used for reference and with no silly page printing restrictions or single-user limits, e-books are really appreciated. In humanities and social sciences and other monograph-based disciplines, e-books are roundly hated--probably because of the ebrary and mylibriary restrictions. I sympathize with these users--these are not user-friendly resources!
8 I love Safari. Books 24/7 is a pain to log into...
9 We are primarily interested in French electronic materials and they seem to be very few available and mostly government documents.
10 Great survey! I look forward to seeing the results.
11 I think they are a wonderful resource and I know the English 100 students get really excited about them when I show them in classes.
12 Your first two questions are not mutually exclusive situations, so the data should not be represented in that way. My answer is "Yes" and "No". Like everything else with e-books, it isn't a neat package. Sometimes I choose to buy the e-book, sometimes I don't. You didn't give me the opportunity to tell you why I don't buy when I don't buy. It is usually because I really think we need the print copy - for a variety of reasons, but adding the price of the e-format isn't worth the money.
13 An overview of platforms etc, is not going to help me. There is so much information around these decisions, I can't remember it. I need a comprehensive look-up table. Selectors shouldn't have to know what the purchase processes are. They should be able to just make their decisions and the purchase process should just kick in and do the job without them knowing how it works. Otherwise it's too complicated and people will make mistakes - or just not know what they're supposed to do. In consulting with our long term users -- faculty and graduate students -- there are times when an ebook is an acceptable format and times when it isn't. There are also categories where it would be useful to have one electronic and one print copy. These distinctions require knowledge of the client group and the literature.

The plan for this study has been reviewed for its adherence to ethical guidelines and approved by the Faculties of Education, Extension and Augustana Research Ethics Board (EEA REB) at the University of Alberta. For questions regarding participant rights and ethical conduct of research, contact the Chair of the EEA REB at (780) 492-3751.

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Update on the E-Book Summit

Last week, at the CD/Resource Sharing Conference in Tallahassee, a four-person team created content, presented, and facilitated a full-day preconference. The team consisted of Claire Dygert (FCLA), Cecilia Botero (HSCL), Paul Lightcap and myself. Here is the short summary of the program taken off the web site: "This two-part program will begin with a series of focused exploratory discussions on the positive and negative aspects of E-Books, with the goal of developing a collaborative E-Book purchasing model that could effectively be employed by the college and academic libraries in the state of Florida. Topics and issues to be covered include E-Book selection, marketing, and discovery, as well as the training needed to create a successful E-Book program. In the second part of our program, we'll meet with an E-Book aggregator, an E-Book publisher, and a Book Services Vendor to discuss how they could work with the model(s) developed in our earlier session."

My thoughts on the preconference:

Summary Point Taken from the E-Books Summit

- (1) Usability is key. Accessibility is still not there. At the very least, e-books should be as good as print but really should be better.
- (2) Pricing models are not clear to either vendors or the library community. Both need to work together to come up with models that are acceptable to both.
- (3) It is clear that libraries want to move to cooperative e-book purchasing; libraries do not want the e-book pricing models to be like the e-journals (i.e. each library buys a copy of the same title so 5 libraries in the consortia hold the same resource); instead, libraries want 5 different titles shared by all. Access needs to be through a state-wide license not on the simultaneous users model). E-Books should be shared throughout the SUL, specialized libraries, like Law, Health, CCLA, CLA, or even drilled down to specified disciplines like business or psychology.
- (4) In order to do an efficient job of cooperative collection development, libraries need to identify the usage habits of different groups; for example, medical students might use e-books differently than LAS students; graduate students might use e-books differently than 2-year community college students.

Posted on April 1, 2009 by Steve Carrico
Filed under [Uncategorized](#) | 1

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- > December 2008
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LIBRARY STAFF NEWS

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Search Results for 'e-books'

Research Services Committee minutes

Posted in [meetings](#) on May 20th, 2009 No Comments »

Minutes from the May Research Services Committee meeting have been posted to the wiki: <http://wiki.library.vanderbilt.edu/committees/pmwiki.php/RSC/11May2009>

Highlights include:

Approved the activation of e-books in the SFX knowledgebase, which will make possible the fulltext FindIt@VU display for e-books found via SFX-enabled databases
Agreed upon Advanced Search as the default for InfoTrac platform databases

COUNTER Webinar Offered - Part 2: New Applications of Usage Data

Posted in [Web Conferences](#), [announcements](#) on May 13th, 2009 No Comments »

You are invited to attend the following webinar which will be held at 12 - 1:30 pm on Wednesday, May 13 in the Electronic Classroom in the GLB.

The second part of a two-session series on COUNTER, this web seminar will explore broad issues surrounding usage data reports, the transfer of usage data via SUSHI, and developing issues [...]

Collections Committee Meeting Monday, March 10

Posted in [meetings](#) on March 5th, 2009 No Comments »

The March Collections Committee meeting will be next Monday at 10 am, in the Electronic Classroom of the GLB.

Agenda Items:

1. Show and tell about Worldcat Collections Analysis
2. EBSCO Digital Archives - beta release
3. PalgraveConnect - ebook platform - trial offered
4. Updates about MyLibrary and Duke University Press e-books
5. SourceOECD Trial
6. Foundation Directory Online proposal

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E-book Information for Users

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2. When connecting from off campus, you must be using one of the remote access methods provided by the UF Libraries

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The link to create an account should be located on the right side of the NetLibrary screen.

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Reading NetLibrary ebooks

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Checking Out NetLibrary ebooks

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When you are properly connected to access to the UF Libraries' NetLibrary ebooks, you will see "**University of Florida eBook Collection**" indicated near the top of the screen.

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Mechanical Engineering Library News

What's new for Mechanical Engineers at UMN's Libraries. Authored by the Mechanical Engineering Librarian, Jon Jeffryes. Questions or comments? Email: jeffryes@umn.edu. Chat: [umjonlib](#)



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E-book Usage Statistics

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COLLECTION & USAGE REPORTS

Report: Activity by Subject

Selected Collection(s): MINITEX Library Information Network, MINITEX Shared Academic Collection 2006, MINITEX Shared Academic Collection 2007, MINITEX Shared Collection IV, MINITEX Shared Reference Collection 2004, MINITEX Shared Reference Collection 2005, MINITEX Shared Reference Collection 2006, MINITEX Shared Reference Collection 2007, University of Minnesota - Twin Cities, University of Minnesota Librarians

Interval: Lifetime

Selected Members(s): University of Minnesota - Twin Cities

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Page 1 of 2 - Total Records Returned: 31

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Subject	Accesses	Content Type
Agriculture	221	eBook
Arts	1460	eBook
Biology and Life Sciences	1276	eBook
Business, Economics and Management	12754	eBook
Chemistry	568	eBook
Computer Science	3462	eBook
Earth Sciences	154	eBook
Education	4550	eBook
General Works and Reference	571	eBook
History: United States	738	eBook
History: World and General	1492	eBook
Home Economics	510	eBook
Language and Linguistics	1044	eBook
Law	999	eBook
Library Science and Publishing	366	eBook
Literature	2696	eBook
Mathematics and Statistics	815	eBook
Medicine	4606	eBook
Networking and Telecommunications	240	eBook
Other	144	eBook
Philosophy	1300	eBook
Physics	464	eBook
Political Science	1331	eBook
Psychology	2422	eBook
Religion	530	eBook

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Total Accesses: 58,998

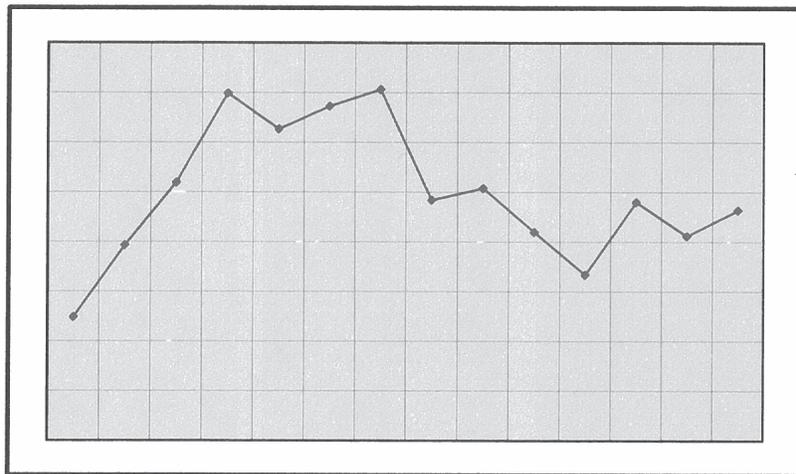
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Accession/Title	Subject	LEC	Days	Authors	Publisher	ISBN	Year	Content ID	Content Type
616 Urban Problems and Community Development	Social Sciences: General	M90.C6U74 1999b	307.1 /4 /0973	Ferguson, Ronald F.	Brookings Institution Press	9780818718763	1999	4942	eBook
544 Nova's GRE Prep Course	Education	L82367.4.K6 2004eb	378.1 /62	Kolby, Jeff.; Thornburg, Scott.	Nova Press	9781889057101	2004	117699	eBook
354 Recreating Japanese Women, 1600-1945	Social Sciences: General	HQ1762.R4 1991eb	305.42 /0952	Bernstein, Gail Lee.	University of California Press,	9780520070172	1991	9970	eBook
307 The Leadership Challenge : How to Keep Getting Extraordinary Things Done in Organizations Jossey-Bass Management Series	Business, Economics and Management	HD57.7.K68 1997eb	658.4 /092	Kouzes, James M.; Posner, Barry Z.	Jossey-Bass,	9780787902698	1997	26067	eBook
287 Freakonomics : A Rogue Economist Explores the Hidden Side of Everything Revised and Expanded Ed.	Business, Econom and Management	HB74.P8L479 2006eb	330	Levitt, Steven D.; Dubnar, Stephen J.	HarperCollins e-books	9780061334002		1	
222 SPSS for Intermediate Statistics : Use and Interpretation	Computer Science	HA32.L444 2005eb	005.5 /5	Leach, Nancy L.; Barnett, Karen Caplovitz.; Morgan, George A.	Lawrence Erlbaum	9780805847981		119264	
216 Numerical Methods in Economics	Business, Econom and Management	HB137.J83 1998eb	330 /01 /8195	Judd, Kenneth L.	MIT Press,	9780262100717		9	e
201 Reframing Organizations : Artistry, Choice, and Leadership Jossey-Bass Higher and Adult Education Series	Business, Economics and Management	HD31.86135 1997eb	658.4 /063	Bolman, Lee G.; Deal, Terrence E.	Jossey-Bass Publishers,	9780787908218		26080	
193 Econometric Analysis of Cross Section and Panel Data	Business, Econom and Management	HB139.W663 2002eb	330 /01 /5195	Wooldridge, Jeffrey M.	MIT Press	9780262232197		7	
179 Reinventing Leadership : Making the Connection between Politics and Business SUREY Series in Leadership Studies	Business, Economics and Management	HD57.7.K448 1999eb	658.4 /092	Kellerman, Barbara.	State University of New York Press,	9780791440728		8	e
175 An Introduction to Partial Differential Equations Texts in Applied Mathematics ; 13; 2nd Ed.	Mathematic and Statistics	QA374.R4244 2004eb	515 /353	Ranardy, Michael Robert C.	Springer	9780387004440		1	e
156 SPSS for Introductory Statistics : Use and Interpretation	Social Sciences: General	HA32.S572 2004eb	300 /295 /553	Morgan, George A.	Lawrence Erlbaum	9780805847893		1	
154 Unbearable Weight : Feminism, Western Culture, and the Body.	Social Sciences: General	HQ1220.US867 1993eb	305.42	Bordo, Susan.	University of California Press	9780520088832		1	4
154 Non-Western Educational Traditions : Indigenous Approaches to Educational Thought and Practice Sociocultural, Political, and Historical Studies in Education	Education	LB43.R43 2005eb	370.9	Reagan, Timothy G.	Lawrence Erlbaum	9 80		2005	
152 Practical Applied Mathematics : Modelling, Analysis, Approximation Cambridge Texts in Applied Mathematics	Physics	QC20.7.D5H7 2009eb	530.15 /835	Howison, Sam.	Cambridge University Press	9780521842747		2005	12934
151 The Protein Protocols Handbook	Biology and Life Sciences	QP551.P697512 2002eb	572 /6	Walker, John M.	Humana Press,	9780896039407		2002	67685
148 The Burdens of Disease : Epidemics and Human Response in Western History	Medicine	R4649.H29 1998eb	614.4 /9	Hays, J. H.	Rutgers University Press	9780813525273		1998	1827
142 Sams Teach Yourself Microsoft Access 2000 in 24 Hours	Computer Science	QA76.9.D3E29 1999eb	005.7565	Eddy, Craig.; Buchanon, Timothy.	Sams,	9780672312892		1999	12275
141 Management Barron's Business Review Series	Business, Economics and Management	HD31.M618 2000eb	658	Montana, Patrick J.; Chamov, Bruce H.	Barron's,	9780764132768		2000	92271
137 Leading Change	Business, Economics and Management	HD58.8.K65 1996eb	658.4 /06	Kotter, John P.	Harvard Business School Press,	9780875847474		1996	35052
136 Being There : Putting Brain, Body, and World Together Again	Psychology	BD418.3.C93 1997eb	153	Clark, Andy.	MIT Press	9780262032407		1997	1466
136 Latent Variable Models : An Introduction to Factor, Path, and Structural Equation Analysis	Mathematics and Statistics	QA278.6.L64 2004eb	519.5 /35	Loehlin, John C.	L. Erlbaum Associates	9780805849027		2004	109913
134 Nova's GMAT Prep Course	Business, Economics and Management	HF1118.K65 2004eb	650.076	Kolby, Jeff.; Thornburg, Scott.	Nova Press	9781889057272		2004	11770
132 How Children Learn the Meanings of Words	Language and Linguistics	P118.B623 2000eb	401 /93	Bloom, Paul.	MIT Press,	9780262024692		2000	32638
130 Financial Modeling	Business, Economics and Management	HB173.B46 1997eb	332 /01	Benninga, Simon.; Czapkes, Benjamin.	MIT Press	9780262024372		1997	1365

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Springer eBook Usage Stats

	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
1	Number of Successful Section Requests by																	
2	Month and Title																	
3	All publications																	
4	Subject Collection:																	
5	All Collections																	
6	Publisher	Platform	ISBN	ISSN	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	YTD Tot	
		MetaPress			3419	2724	4259	5126	3662	6601	2276	2313	3207	3208	3769	7398	47902	
7	Springer	MetaPress		0302-9743	0	46	1	26	20	0	0	3	94	76	5	4	275	
8	Springer	MetaPress	978-9-551-15974-2		0	1	0	1	0	228	0	0	1	0	1	0	292	
9	Springer	MetaPress	978-9-211-78598-6		1	86	0	11	16	1	0	2	9	81	45	23	225	
10	Springer	MetaPress	978-0-987-26125-6		0	51	1	7	15	1	4	5	7	59	44	20	214	
11	Springer	MetaPress	978-1-84800-349-1	1571-5035	5	36	0	12	13	1	4	6	70	48	6	6	207	
12	Springer	MetaPress	978-3-531-34776-9		0	76	0	7	5	1	1	3	6	53	31	22	205	
13	Springer	MetaPress	978-3-531-15706-1		0	1	116	0	0	76	0	0	3	0	3	1	200	
14	Springer	MetaPress	978-3-540-09563-7	0075-8434	0	12	0	6	49	10	9	28	0	29	2	29	174	
15	Springer	MetaPress	978-1-59059-386-8		0	47	0	9	8	0	3	2	4	14	53	26	166	
16	Springer	MetaPress	978-1-59059-669-2		0	0	0	0	0	164	0	0	0	0	0	0	164	
17	Springer	MetaPress	978-1-59059-663-0		82	17	0	0	0	0	0	0	28	7	0	3	137	
18	Springer	MetaPress	978-9-540-10262-5	1616-6961	0	0	122	0	0	0	1	1	0	0	6	0	130	
19	Springer	MetaPress	978-1-4020-8228-3		0	0	0	0	1	0	0	0	3	31	7	66	108	
20	Springer	MetaPress	978-9-540-07416-8	0302-9743	0	0	51	0	0	0	0	0	0	0	0	51	102	
21	Springer	MetaPress	978-9-540-07534-9	0075-8434	0	0	0	99	0	0	0	0	0	0	0	0	99	
22	Springer	MetaPress	978-3-540-07533-2	0075-8434	0	0	49	0	0	0	0	0	0	0	0	49	98	
23	Springer	MetaPress	978-3-540-06184-7	0075-8434	0	0	33	3	2	40	0	10	0	1	5	2	96	
24	Springer	MetaPress	978-3-211-33619-9		0	0	0	0	0	0	0	0	0	0	0	93	93	
25	Springer	MetaPress	978-1-56898-460-5		12	12	13	0	0	3	0	12	28	0	12	0	92	
26	Springer	MetaPress	978-3-531-15807-5		0	24	0	53	1	1	3	0	0	1	0	0	83	
27	Springer	MetaPress	978-3-540-06495-0	0075-8434	0	0	0	0	0	0	0	71	12	0	0	0	83	
28	Springer	MetaPress	978-9-540-50213-5	1616-6961	0	0	0	1	28	25	0	0	0	0	0	28	82	

University of Virginia Library Statistics Report 2007/2008



Prepared by
Management Information Services
December 2008

James Self, Director
Lynda S. White, Associate Director
David Griles, Programmer
Megan Swanson, Intern

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Use and Cost of Electronic Resources

Electronic Books

Note: Reported here are ebook sets for which usage statistics are available. The number of titles differs from the ARL numbers, which include only titles available in the catalog.

<i>Provider</i>	<i>Number of Titles Provided</i>	<i>Retrievals at UVA</i>	<i>FY08 Cost</i>	<i>Per Retrieval Cost</i>
Vendor A	1,408	1392	\$2,000	\$2.33
Vendor B	221	3,285	\$3,250	\$0.99
Vendor C	398	349	\$2,575	\$7.38
Vendor D	207	3,892	\$460	\$0.12
Vendor E	70,925	2,235	\$2,893	\$1.29
Vendor F	36,003	14,865	\$33,880	\$2.28
Vendor G	125,283	12,999	\$5,000	\$0.38
Vendor H	14,482	691	\$0	
Vendor I	148	9,959	\$895	\$0.09
Vendor J	1,963	4,629	\$7,160	\$1.55
Vendor K	1,000,000	12,419	\$26,025	\$2.10
Vendor L	627	33,298	\$33,760	\$1.01
Total	1,251,665	100,013	\$115,898	\$1.16

¹ Purchased previously; there are no ongoing costs.

² Electronic theses and dissertations are not included in ARL's count of ebooks.



SELECTED RESOURCES

Books and Journal Articles

E-book Publishing

"Alliances & Deals." *Online* 33, no. 3 (May 2009): 12. Academic Search Complete, EBSCOhost (accessed June 18, 2009).

Brown, Paul. "Ebooks Battle for Next Chapter: Publishers Are Now Willing to Embrace Ebooks - But Are They Ready to Head Off the Threat of a Format War?" *The Guardian* (London) - Final Edition April 23, 2009, Section: Guardian Technology Pages; p. 6.

Lloyd, Sara. "A Book Publisher's Manifesto for the Twenty-first Century: How Traditional Publishers Can Position Themselves in the Changing Media Flows of a Networked Era." *Library Trends* 57, no. 1 (Summer 2008): 30–42. Academic Search Complete, EBSCOhost (accessed June 18, 2009).

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Tracy, Toni. "What about E-books?" *Against the Grain* 20, no. 4 (2008): 40–44.

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"Best Practices: E-book Collection Development." *INFOCUS Library Product News and Best Practices* (July 2009) http://www.libraryworks.com/infocus/0709/bestpractices/BP_E-Book_Coll_Dev.htm

Busby, Lorraine. "Turning Pages: Reflections on eBook Acquisitions & Access Challenges." *Against the Grain* 19, no. 2 (2007): 28–32.

Dada, Kamil. "Faculty Weigh Pros and Cons of E-books." *The Stanford Daily* May 27 (2008) <http://daily.stanford.edu/article/2008/5/27/facultyWeighProsAndConsOfEbooks>

Dinkelman, Andrea, and Kristine Stacy-Bates. "Accessing E-books through Academic Library Web Sites." *College & Research Libraries* (January 2007): 45–58.

Darnton, Robert. "The Library in the New Age." *New York Review of Books* 55, no. 10 (June 12, 2008): 72–80. Academic Search Complete, EBSCOhost (accessed June 18, 2009).

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<http://chronicle.com/wiredcampus/article/3047/research-libraries-embracing-e-books>

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Welborn, Aaron. "The Global Reading Room: Libraries in the Digital Age." *Off the Shelf: A Publication of the Washington University Libraries* Spring (2007): 4–9.
<http://library.wustl.edu/offtheshelf/OTSspr07.pdf>

Woods, Bronwen, and Michael Ireland. "eBook Loans: An E-twist on a Classic Interlending Service." *Interlending & Document Supply* 36, no. 2 (2008): 105–15.

Library Views on Digital vs Print

Fialkoff, Francine. "Editorial: The Book Is Not Dead. The Content, Not the Container, Resonates at BEA." *Library Journal* 6/15/2009
<http://www.libraryjournal.com/article/CA6663684.html>

Gregory, Cynthia L. "'But I Want a Real Book': An Investigation of Undergraduates' Usage and Attitudes toward Electronic Books." *Reference & User Services Quarterly* 47, no. 3 (Spring 2008): 266–73. Academic Search Complete, EBSCOhost (accessed June 18, 2009).

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<http://chronicle.com/wiredcampus/article/3768/library-protesters-to-ohio-state-u-digitals-okay-but-save-our-books>

Web Sites

Additional Library E-book Sites

Case Western Reserve University
eBooks
<http://library.case.edu/ksl/researchtools/ebooks/index.html>

Massachusetts Institute of Technology
Advance Search of Electronic Resources
http://library.mit.edu/F/?func=file&file_name=find-a&local_base=ELECRS

North Carolina State University

Kindle Titles Available

<http://www2.lib.ncsu.edu/catalog/?view=full&No=0&Ntt=kindle&Ntk=Keyword&N=4294911395>

Sony portable e-book reader 1: titles available

<http://www2.lib.ncsu.edu/catalog/record/NCSU2125529#contents>

Sony portable e-book reader 2: titles available

<http://www2.lib.ncsu.edu/catalog/record/NCSU2123567#contents>

Texas A&M University.

Borrow a Kindle

<http://library.tamu.edu/services/audio-video-services-collections/borrow-a-kindle>

University of British Columbia.

Information Resources. Ebooks and Ebook Collections

<http://toby.library.ubc.ca/resources/ebooklist.cfm>

University of California, Irvine

Electronic Texts Licensed to University of California and Selected Electronic Text Centers & Projects

<http://www.lib.uci.edu/online/ebooks.html>

University of Hawaii at Manoa.

Research Tools

<http://library.manoa.hawaii.edu/research.html>

University of Iowa

Resources by Type – E-Book Collections

<http://www.lib.uiowa.edu/eresources/reftype-results.asp?ref=E-Book+Collections>

University of Minnesota Libraries

Electronic Texts

http://www.lib.umn.edu/libdata/page.phtml?page_id=1299

University of North Carolina

Access Individual E-Book Collections

<http://eresources.lib.unc.edu/ebook/>

University of Pennsylvania

E-Resources search page

<http://www.library.upenn.edu/cgi-bin/res/sr.cgi>

University of Utah

Database Search Page

<http://db3-sql.staff.library.utah.edu/databaseOfDatabases/>

Digital Storage

Hathi Trust, a shared digital repository

<http://www.hathitrust.org>

E-readers/Device Forum

Mobile Reads

<http://www.mobileread.com/>

Library-themed E-book Blogs

“Against the Grain”

<http://www.against-the-grain.com/>

EduKindle’s “Kindle in the Library”

<http://www.edukindle.com/category/kindle-in-the-library/>

“The Handheld Librarian”

<http://handheldlib.blogspot.com>

“No Shelf Required”

<http://www.libraries.wright.edu/noshelfrequired/>

Selected Public Domain E-book Sites

Alex Catalogue of Electronic Texts

<http://infomotions.com/alex/>

Bartleby: Great Books Online

<http://www.bartleby.com/>

Bibliomania

<http://www.bibliomania.com>

Feedbooks

<http://www.feedbooks.com/>

Internet Classics Archive

<http://classics.mit.edu/index.html>

Internet Public Library

<http://ipl.org/>

Luminarium: Anthology of English Literature

<http://www.luminarium.org/>

Manybooks

<http://manybooks.net/>

MemoWare

<http://memoware.net/>

MUNSEYS

<http://www.munseys.com/>

Project Gutenberg
<http://www.gutenberg.org>

University of Pennsylvania
The Online Books Page
<http://digital.library.upenn.edu/books/>

Web Links to Additional Representative Documents: E-book Task Forces

University of Buffalo Libraries
E-Books Task Force
<http://libweb.lib.buffalo.edu/sw/committees/ebtf/about-ebtf.htm>

California Digital Library
Ebook Task Force Final Report: March 2001
<http://www.cdlib.org/inside/groups/jsc/ebooks/>

University of California San Diego Libraries
Collections Coordinators Group
<https://libnet.ucsd.edu/collections/ccg/>

Report of the UCSD Ebook Task Force: Recommendation for 2007–2008
<https://libnet.ucsd.edu/collections/ccg/policies/ebookreport.pdf>

Product Evaluation Criteria
<https://libnet.ucsd.edu/collections/ccg/policies/append.pdf>

McMaster University
e-Book Working Group
<http://library.mcmaster.ca/committees/e-books>

York University.
E-Books Chart: Some features provided by Content Aggregators & Publishers by Rajiv Nariani
<http://pi.library.yorku.ca/dspace/handle/10315/2693?/show+full>