Content for Courses: Welcome to our Special Issue!

by Heather Staines (Director, Publisher and Content Strategy, ProQuest, 14 Raynor Ave., Trumbull, CT 06611; Phone: 203-400-1716) <heather.staines@proquest.com> www.proquest.com

I’m very excited to bring you this special issue on the role of libraries in facilitating access to content for courses. Librarians have a long record of working with faculty to ensure that the best resources are available to students, from negotiating the licenses for the most needed journals, databases, and eBooks, to managing e-reserves or course reader initiatives. Now, with new and varying types of content, ranging from multimedia to student generated content to maker-spaces, librarians have a wider role than ever before. Jessica Clemons and Roger Schonfeld look at trends demonstrating growing commitments to student retention, progression, and lifelong learning outcomes and offer their take on the subject in “Why should librarians be involved in facilitating access to content needed for courses?”

Two years ago, the November 2014 issue on electronic textbooks, edited by Charles Lyons, introduced a number of projects on alternative textbooks and Open Educational Resources. Wherever possible, I wanted to revisit these projects. In “Momentum Building: Progress Towards a National Library OER Movement,” Nicole Allen, Steven Bell, and Marilyn Billings weigh in about growth indicators and new practical strategies on the OER front overall. In “High Textbook Costs: The Battle Continues,” Crista Bailey and Ann Agee update us on the Affordable Learning Solutions (ALS) project at San Jose State University, including the popular Textbooks Available as eBooks in the Library (TABL) list and the Textbook Alternative Project (TAP) Grants for faculty. In “TextSelect revisited: The evolution and success of the textbook reserves program at George Mason University,” Jessica Bowdoin and Madeline Kelly detail new developments in the university’s textbook reserve initiative in coopera-

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If Rumors Were Horses

My first shout out goes to the little guy on the front page — Carter Mungin and his family. Carter just turned two years old. He had a stroke when he was barely six months old. Between the MUSC doctors and a “Berlin heart” he is doing very well. Carter is Sharna Williams grand-nephew and he is a sweetheart. This picture is from the heart walk by the American Heart Association Team Carter here in Charleston a few weeks ago. And read all about the Berlin heart which was founded in 1996. I was lucky to be able to ask my son-in-law who is a cardiovascular surgeon about it all, and he tried to answer my crazy questions. Carter no longer needs the Berlin heart and is doing well. https://en.wikipedia.org/wiki/Berlin_Heart

Another picture in this issue. Big news from the John and Gloria Dove world. A few weeks ago in San Francisco they greeted the birth of their first grandchild provided by son Matthew and his wife, Jodi. Elijah William Dove arrived at 7 pounds 7 ounces on the 7th of September (talk about synchronicity). As you can see from the photos, everyone is happy, healthy, and the grandparents are “Over the Moon” (p.30).

Speaking of Matthew. Yes, we survived Hurricane Matthew! It was nothing like Hurricane Hugo but Matthew took its toll especially on Beaufort and Edisto Island and Myrtle Beach. The scary thing about all hurricanes, and especially this one, was its total unpredictability! Here’s hoping we avoid another hurricane for a few more years (how about decades?)! Fingers crossed.

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ISSUES, NEWS, & GOINGS ON

Against the Grain

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CHARLESTON CONFERENCE ISSUE

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I will never forget Hurricane Hugo. It was September 19, 1989. I had just started Against the Grain in March with Steve Johnson’s (Clemson) beer newsletter experience. My husband Bruce and I banded computers and floppy discs (remember those?), children, dogs, all our belongings that would fit in the car and headed inland until we found a hotel that would take dogs. The news from Charleston was grim. Do not come back yet, Mayor Riley told us. Wait. We finally headed back to Charleston three days later. There were downed trees and power lines everywhere. And we were kept in the cocoon of The Citadel since we didn’t get power for several weeks! The landscape had changed and the usual landmarks were gone. I remember walking to the Mills House Hotel (the conference headquarters that year) because the roads were not passable. But the Charleston Conference took place. It had taken six weeks and Charleston had survived. Whew!

And, so, this issue of Against the Grain has survived! The awesome Heather Staines has guest edited this issue on the role of libraries in facilitating content for courses. We have many papers about library involvement, the national OER movement, high textbook costs, collaborative textbook affordability, media in the classroom, creative curricular services, moving from analog to digital, media literacy instruction, student attitudes about it all. We have created an expanded profiles encouraged section in this issue which we hope to continue. You will notice this is one of our longest issues ever (112 pages). We had to expand the table of contents section so we will have to wait till our Dec 16-Jan 17 issue for the letters to the editor, but do not fear, we have interviews, meeting reports, many book reviews and lots of other stuff too.

We are back in Charleston after another evacuation for Hurricane Matthew! Gosh! Were we surprised that it made landfall here in Charleston! Thank goodness the storm had downgraded considerably.

Thanks to everyone who helped to put this issue together despite uncertainties! See many of you in Charleston in a few weeks! Love, Yr. Ed. 🐳

From Your (hurricane-fearing) Editor:

BOOKSELLING AND VENDING (con’t)

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AGAINST THE GRAIN DEADLINES

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Rumors
from page 1

Now on to library and book business!
I was excited to see the latest CEO Forum (the quarterly publication by CEOs for CEOs) which includes an interview with our own Mary Ann Liebert. What a woman! As a classical music lover, I was especially intrigued by the fact that Mary Ann conducted the first movement of Tchaikovsky’s Fourth Symphony with the Westchester Philharmonic Orchestra. I can’t imagine! Only Mary Ann! We at ATG interviewed Mary Ann on July 16, 2012. (v.24#3) http://www.against-the-grain.com/2012/07/v24-3-atg-interviews-mary-ann-liebert/

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All of you know Toni Nix, my incredible assistant with both Against the Grain, the Charleston Conference Vendor Showcase, ads manager for ATG and many other publications. I could not do without her! Toni and her husband Dean are real pioneers! They live on the banks of the Edisto River. They deal with flooding all the time but especially after big rains and hurricanes. But not to be daunted, continued on page 8

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Electronic Reserves at Pepperdine University by Sally Bryant and Gan Ye. Ensuring that library resources and open content are visible in faculty workflows translates into more transparency on content use, costs, and other metrics that help support the teaching and learning environment.

In investigating topics on which to commission articles for this issue, it became quickly apparent that the role of the librarian in content provision goes well beyond books and journals — electronic or otherwise — and into the wild world of multimedia. In “Media in the Classroom — Connecting, Collaborating, Creating,” Lori Widzinski (SUNY Buffalo), Debra Mandel (Northeastern University), Andrew Weaver (University of Washington), and Andy Horbal (University of Maryland) detail the variety of ways that libraries have moved from the storage of knowledge to the creation of knowledge in support of classroom learning. And in “Multimedia Creation in the Small Campus Library,” Alyson Gamble, Assistant Librarian, Sciences at the New College of Florida and the University of South Florida Sarasota-Manatee, explains her library’s focus on metaliteracy and active learning through a case study in the use of videos in the flipped classroom.

Publisher and vendor initiatives offer another view into ways that content can be adapted for use in courses. In “Does there need to be a distinction between ‘content for courses’ and ‘content for libraries’?” Liz Ma-
Important Critical Analyses of the World’s Most-Studied Literature

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Column Editor: Bruce Strauch (The Citadel)

Editor's Note: Hey, are y'all reading this? If you know of an article that should be called to Against the Grain's attention ... send an email to <kstrauch@comcast.net>. We’re listening! — KS

ENDURING QUOTABILITY by Bruce Strauch (The Citadel)

In 1919, Yeats wrote his chilling poem “The Second Coming.” And yes, you know it because someone is constantly quoting from it. “And what rought beast, its hour come round at last, Slouches towards Bethlehem to be born?” “The centre cannot hold.” “Things fall apart.” “The best lack conviction while the worst are full of passionate intensity.”

Terroist attacks, press freedom in South Africa, income inegality in Nigeria, the Brexit vote — whatever. In 2016, Yeats has been tweeted and retweeted ad infinitum.


BOOK DEFICIT GUILT by Bruce Strauch (The Citadel)

Of course no one’s actually read Ulysses. It just sits on the shelf. But you feel bad about it. What to do?

Curtis Sittenfeld wrote the 2016 best-selling Eligible — a retelling of Austen’s Pride and Prejudice. People sheepishly ask if they should read Austen first. She gives them a school-marmish mix of forgiveness and tough love.

Elda Rotor, VP of Penguin Classics suggests small bites without obsessing on finishing. Middlemarch is 800 pages after all. I personally always swore by Classics Comics.


CAMBRIDGE SPIES – PRIVILEGE & TREACHERY by Bruce Strauch (The Citadel)

Let’s read about Cambridge spies. (1) Cyril Connolly, The Missing Diplomats (1952); (2) Tom Driberg, Gay Burgess (1956) (while Burgess and Maclean waited for the night boat to defect, they read Jane Austen); (3) Coronwy Rees, A Chapter of Accidents (1972) (Rees was recruited but broke from the Reds after the Hitler-Stalin pact. Out of fear of exposure, Burgess considered killing him.); (4) Andrew Boyle, The Climate of Treason (1979); (5) Tim Milne, Kim Philby (2014) (nephew of A.A. Milne [Winnie the Pooh] In MI6 with Philby who accused him of being a double agent to deflect attention from himself.)

And there’s a Citadel element in the story. Burgess was working at the embassy in DC when he was warned by Philby he was about to be interrogated by MI5. He had to get sent home so he could defect.

As chance would have it, he was sent to the Citadel to participate in an international relations conference. There was no I-95. He blew through small towns collecting speeding tickets and talking down to hick cops in a plummy voice, insisting he had diplomatic immunity.

At the Citadel he got blind drunk and passed out at the banquet. Next day had to bum money off cadets to pay his bill at the Ft. Sumter. Blew back through small towns collecting more tickets.

And was sent home.


EVERYONE LOVES A GOOD SCANDAL by Bruce Strauch (The Citadel)


TOP FOOD BLOG by Bruce Strauch (The Citadel)

Mimi Thorisson is French and Chinese, married to an Icelander. They live in the Médoc which is Bordeaux country. Her food blog has a huge following. Husband is a photographer by trade so the pictures are perfect. Ancient stone farm house, fox terriers, children. And of course the food.


SILK ROAD CUISINE by Bruce Strauch (The Citadel)

Cook books that are also travelogues.

(1) Carolyn Phillips, All Under Heaven — Recipes from the 35 Cuisines of China; (2) Caroline Eden and Eleanor Ford, Samar-kand — Recipes & Stories from Central Asia & the Caucasus; (3) Naomi Duguid, Taste of Perisa — A Cook’s Travels Through Armenia, Azerbaijan, Georgia, Iran, and Kurdistan.


Future Dates for Charleston Conferences

Preconferences and Vendor Showcase

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Table #65 at the November meeting

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Why Should Librarians Be Involved in Facilitating Access to Content Needed for Courses?

by Jessica Clemons (Interim Director of College Libraries, SUNY College of Environmental Science and Forestry, 1 Forestry Drive, Syracuse, NY 13210) <jclemons@esf.edu>

and Roger C. Schonfeld (Director, Library and Scholarly Communications Program, Ithaka S+R, 2 Rector Street, New York, NY 10006) <roger.schonfeld@ithaka.org>

In a survey of academic library directors in fall 2013, Ithaka S+R found that nearly every respondent believes it is important that the library support undergraduate learning. By contrast, a smaller share of respondents—about two-thirds—said that they believe it is important that their library support faculty research. These responses indicate that fewer library leaders nationally are focusing on research support, and more would like to focus on contributing to student success. They are driven by increasing institutional commitments to student retention, progression, and lifelong learning outcomes.

Libraries have long contributed to student success by building appropriate collections, ensuring students have sufficient information literacy skills, offering reference services, providing spaces for quiet contemplation and collaboration, as well as a variety of other ways. In recent years, there have been substantial discussions in the profession about information literacy, among other important initiatives to correlate library usage with student success. In fact, libraries provide a broad array of services that can contribute to undergraduate success, and it is reasonable to think of them as a more integrated service portfolio for the student. However, libraries rarely organize their work systematically around teaching and learning or student success. More often, the work of a library is organized functionally.

With a limited materials budget, course content is often not the top priority. In some cases, libraries have intentionally excluded textbooks in particular from their collection development activities. Librarians have sometimes sought to avoid acquiring textbooks on the argument that they could not possibly afford to provide them for all students, for financial as well as for space reasons (Anderson, 2016). At most a small number of copies is made available through the reserves system, obtained from copies owned by the library, loaned by faculty members, or sometimes even borrowed from other libraries. These practices seem to run counter to the notion that actively acquiring highly utilized items to support the curriculum directly in these targeted collections can form the foundation to support student success. As many libraries work to strengthen their support of teaching and learning, ideally with a more integrated portfolio of services, facilitating content for courses is emerging as a greater priority than ever before.

For libraries with constrained materials budgets, there are sound reasons to think about course content as a guiding principle. A large portion of library collections are purchased with a reasoning that items “might” be important to library users. Content related directly to courses, especially items that are listed on the syllabus, are surely going to be checked out particularly by the savvy juniors and seniors. If we assess monograph usage in a similar fashion as database usage, such as cost per download or in the case of monographs cost per checkout, then taking a more course-oriented focus may be sound. It is, in a sense, a form of demand-driven acquisition. If a textbook or monograph is heavily used for a full year or two, that is similar to a library ordering a bestseller; it is popular now for our users. Compare that with a book selected because the library “ought” to have it, but that ultimately is little used. If libraries truly want to provide these services to our patrons, then we can readily make the case, as far as services go, for student savings, and possibly even for student recruitment and retention. Assessing the impact of these collections is sure to be important, albeit tangled, in the future (Okerson & Conway, 2001).

One significant contribution that librarians make in facilitating access to course content is through the reserves/e-reserves system. We serve in a trusted advisory role to help faculty, who specifically request these items be made available, lawfully distribute course materials for students. In a sense, this service is not dissimilar from institutional repository services. As we have seen in the GSU Library Copyright Lawsuit, libraries are striking an appropriate balance in this arena (Association of Research Libraries, 2016).

Even in situations where libraries forego formal e-reserves collections made available through the learning management system (LMS), they will share with faculty how to incorporate link resolvers, permanent links, and fair use guidelines for course content. Without librarians’ involvement, there is a risk that faculty will scan entire works and (rightly or wrongly) feel safe behind a password-protected LMS. Alternately, there are risks in ignoring the readily available black market for textbooks and journal articles. Students already see the insanity that has become too commonplace in academic textbook pricing models and have instead opted for illegal downloading for convenience and cost effectiveness (Strauss, 2014). Facilitating access to content for courses through the LMS and using models that link together licensed e-resources with the interfaces and service models needed for the LMS will be a huge consideration moving forward. What type of resource is most compatible for newer blended and online classes? Unfortunately print and electronic are not mutually exclusive, as more students claim to want access to both.

It is important to note that coordinated collection development may become more complex if the focus shifts significantly towards content related to courses. As libraries work together in systems or consortia, they may find that their respective curricula do not align all that well. In addition, there will certainly be strains on collective purchasing, challenges during periods of high demand, and also for tangible materials the cost of storing these items in the long term. Collection development and liaison librarians should play a key role in making these decisions to determine how what is best for “right now” can be balanced with what has long-term usage potential.

What would the model look like for moving more of our budget dollars to direct support of teaching, learning, and course offerings? If publishers were willing to provide libraries with reasonable purchase or subscription models for course materials, especially the kinds of content that experiences a high revision rate, there would be compelling reasons to partner. If affordable print-on-demand materials become the norm, then libraries wouldn’t have to be as concerned with processing and providing space for these items. There could be opportunities as well to work in partnership to transition from print models to digital models, and potentially from today’s ownership or rental models towards subscription models that, particularly as publishers move from static texts towards interactive learning modules, work well for all parties.

The librarian’s role in assisting faculty with identifying high-quality course content should certainly not be underestimated. As we take more active roles partnering with faculty members on their current course content, over time this may open up additional opportunities to move the needle in more community and open directions. Library-as-Publisher initiatives and an increasing role of Open Educational Resources (OERs) in higher education allow librarians to move beyond the purchase and delivery services into that of a publishing partner and intellectual property proponent. These close working relationships might allow for the substitution of OERs for traditional textbooks over time. Emerging research is being performed on the use of OERs and how they contribute positively to student success (Robinson et al., 2014). As more research is completed on OERs continued on page 14
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and linking cost-effective course content with student success, including initiatives from Lumen Learning (http://lumenlearning.com/) and Robinson et al., librarians may be able to create assessment programs for our collections that directly impact curricular goals. Building library assessment around courses, such as explicitly serving the needs of specific courses, can be a measure of how we serve the community. E-textbooks could be the gateway to more direct support of library collections as part of the curriculum. Perhaps we would not need to be as concerned with storing multiple editions of the same text, which can take up feet of space on our shelves, and could thus be more involved in ensuring easy access to affordable print-on-demand and electronic resources.

In a similar vein, what if librarians should facilitate access to course content that results from the course itself, i.e., student outputs from their course experience? How would students learn from and experience content generated by their peers over the evolution of the course? Utilizing institutional repositories as content hubs, as they already are, for these types of collections, is complementary in nature to open educational resources and demonstrates how the library plays a role in all areas of student learning.

Of course, there are tradeoffs. Finding that sweet spot of balancing the information needs of current courses with long term library collection goals to continue to serve our community is likely to be very complex. Libraries should not aim to create a comprehensive textbook collection of every textbook used for every course but should instead discern where the budget allocation will have the most significant impact on student learning outcomes and other aspects of student success. Textbooks are certainly having their moment in the spotlight with regards to the cost burden on students, and libraries can definitely play a greater role to alleviate that burden. Increasing discoverability of course content, promoting faculty adoption of affordable resources of high quality, and best serving the teaching and learning needs of our campuses are key areas where librarians can take a greater role.

References


Our thinking that progress is achieved in greater numbers and with the power of collaboration is being put into practice with growing numbers of textbook affordability projects. For example, we recently joined dozens of colleagues from across the nation at the Open Textbook Network Summit to discuss, plan, and strategize for better ways to promote open textbook adoptions at our institutions, how to help faculty publish or modify open textbooks, and most importantly, what we can do to share and customize our own content for communicating the value of OER.

In this update to our original article we share those most recent developments, which to our way of thinking generate high enthusiasm for even greater progress towards higher education’s transition to a culture of openness.

Five Signs of Progress

1) OER Librarians: Over the past two years, it has become increasingly clear that OER have a place within the modern academic library. It is now common for libraries to have at least one member of staff who is considered the OER point person, whether that person is officially designated or simply someone who has taken an interest in the topic. Campuses are frequently adding OER to job titles and descriptions and seeking candidates with OER experience. In many cases, OER is housed within scholarly communications, taking advantage of the natural connections with Open Access. However, OER initiatives are also housed within access services, technical services, collections development, digital initiatives, or departmental liaisons — all of which intersect with OER in one way or another. As this space matures, it will be interesting to see whether a role for an “OER librarian” becomes fixed, the way it did for scholarly communications, or if OER simply becomes part of what the entire library does.

2) Open Textbook Publishing: Among the most positive indicators is the continuing growth of open textbooks and the number of organizations supporting their publication. While the exact number of open textbooks is un-

Momentum Building: Progress Towards a National OER Movement

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Two years ago we were privileged to share our individual and collective experience with Open Education Resources (OER) with ATG readers. We also shared a vision inspired by our observation of a movement in which a growing number of academic and K-12 librarians were choosing to advocate for the adoption of affordable learning materials at their institutions.

Similar to the advances made towards the growing acceptance of open access publishing options and data sharing, educators are slowly gaining awareness of OER as learning materials. OER include open textbooks, open courseware, and other educational materials that carry an open license permitting their free use and repurposing by others. Although a recent Babson Survey showed only about a quarter of U.S. faculty are familiar with OER, we believe this will change as the power of academic librarians to support and increase faculty adoption of OER continues to grow into a national movement.

Our thinking that progress is achieved in greater numbers and with the power of collaboration is being put into practice with growing numbers of textbook affordability projects. For example, we recently joined dozens of colleagues from across the nation at the Open Textbook Network Summit to discuss, plan, and strategize for better ways to promote open textbook adoptions at our institutions, how to help faculty publish or modify open textbooks, and most importantly, what we can do to share and customize our own content for communicating the value of OER.
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known, as new books become available regularly, the Open Textbook Library has identified more than 260 titles from a variety of sources, many of which have been reviewed by faculty. Leading the charge is the Open Textbook Network (OTN), which is an alliance of nearly 250 colleges and universities across the country. The Open Textbook Network’s growth in the last two years is nothing short of astounding and speaks volumes about academic libraries getting serious about achieving progress through collaboration. By sharing their resources to promote open textbooks, look for more institutions to report significant savings to students through open textbook adoptions.

3) Community Growth: In our 2014 article, we mentioned that we had identified librarians at 40 institutions who had an interest in OER. Since then, we have organized this group through a discussion list, which now comprises more than 450 participants from at least 150 institutions and more than a thousand posts. The good news is that faculty and other academic support colleagues, such as instructional designers, are joining our community and working with librarians to advocate for and advance OER adoption. The Open Textbook Network is facilitating this process by recruiting faculty members to both conduct research on the use of open textbooks and participate in open textbook workshops targeted to other faculty to increase adoptions. Librarians who have had faculty from other institutions speak to their own faculty confirm that it is a more powerful and persuasive approach to engaging faculty on OER issues. While many faculty have long-term creators and advocates for OER, we can do more when librarians and faculty work together.

4) Visibility at Conferences: Librarians have become an increasingly large constituency at OER-related conferences and events. Shortly after our 2014 article was published, we coordinated the first-ever daylong track for libraries and OER as part of the Open Education Conference, which is the OER community’s main annual event. The track achieved what we had hoped: not only did it draw a significant number of librarians to the conference, but it also introduced the OER community to the importance of librarians as partners. The track has remained a part of the programs in 2015, 2016, and librarians have contributed at least in part to the growing size of the conference. The topic of OER has become more visible at library events, too. OER sessions have been on the program of many of the large library conferences, including ALA, ACRL, Greater West Library Association, Library Publishing Coalition, Special Library Association, Charleston Conference, and others. We expect this trend to continue to grow as more libraries expand their work on OER.

5) Evolving Relationship with College Stores: Librarians report that when advocating for textbook affordability on campus, faculty and administrators will sometimes ask how OER adoption will impact sales at the bookstore. In the past it was thought that there would be a contentious relationship between the college store and libraries advocating for OER adoption. It was assumed the college store would fight textbook affordability efforts as a threat to revenue. If the National Association of College Store’s Learning Content Ecosystem Web site is an indicator, then college stores have grown to embrace the value of affordable learning material. This trend recognizes that the path forward in an increasing “open” world is to partner with faculty, administrators, IT, and librarians to achieve a better model for the delivery of learning content.

Libraries and the Evolving OER Ecosystem

Alongside the growing momentum of OER in the library community, the broader OER ecosystem has been gaining momentum as well — and opportunities for library leadership abound. OER has gained support at the highest levels of government, with an explicit commitment from the White House to advance Open Education in the U.S. Open Government National Action Plan and the Department of Education’s “GoOpen” Campaign, which seeks to expand OER in K-12 schools. This support has translated into policy changes, as more agencies add open licensing requirements to federal grants to ensure educational materials produced by grantees are shared as OER with the public. As these policies begin to become more common, academic libraries can play a role in supporting and educating grant recipients on campus — the same way that libraries have stepped up to support their campuses’ implementation of public access policies for federally funded research. Similarly, there are developments at the state and system levels. In the last two years alone, OER-related legislation has been introduced in more than 20 states, and budget appropriations for OER programs have been approved in California, Connecticut, North Dakota, and Oregon. Statewide OER programs have emerged at the Board of Regents level in Georgia and Louisiana, and a national consortium of 38 community colleges recently launched an initiative to build OER-supported degree programs. Academic librarians have critical roles to play in these initiatives as experts who can help craft successful plans and support their implementation.

Five Ways to Advance OER Right Now

As an academic librarian concerned about textbook affordability at your institution, what next steps can you take to become part of the emerging OER ecosystem? Here are a few ways to help your library become a campus leader in promoting OER and textbook affordability:

1) Plan an Institutional Strategy: While the library could go it alone, you will make more progress more quickly by assembling a campus coalition involving multiple concerned partners, such as the campus store, teaching and learning center, academic affairs, disability services, faculty, students and others. Together an institutional textbook affordability task-force can identify multiple strategies to implement and work together to support faculty to adopt affordable learning content.

2) Know the Data: Making a case for textbook affordability can benefit from presenting the latest research results and survey data to demonstrate the efficacy of OER and the latest trends in faculty awareness, faculty adoption, costs to students, etc. Bell’s OER Diigo Resource List includes links to many of these resources and adds new ones regularly.

3) Join the Network: Whether you become a part of the informal SPARC OER Forum that meets regularly to discuss OER issues or share knowledge about OER resources on the discussion list or the more formal Open Textbook Network, you will learn more and develop more rapidly as your campus OER advocacy.

4) Show ‘Em the Goods: Consider buying a set of OpenStax open textbooks in hardcopy and turn it into a portable display for your own campus OER roadway. Take it to student and faculty events. Use it during Open Access and Open Ed weeks. Display it in the Library the first week of class when students are spending a fortune on textbooks. When they see and feel the open textbooks, it makes a difference and is a great way to start conversations about textbook affordability.

5) Be Positive — Don’t Demonize: It helps to have a message that keeps you focused when talking to campus colleagues about textbook affordability. Make it an affirming, positive message that speaks to the social good accomplished by a campus textbook affordability initiative. Avoid speaking negatively about commercial textbook publishers, faculty who assign expensive textbooks or the college store. It’s about creating partners, not making enemies.

When it comes to promoting the value of OER, it really does make a difference to “Think Global and Act Local.” While each of us can make considerable progress as local OER advocates to create change at our own institutions, joining together as a national or global coalition to form an OER movement will bring about widespread change in the way educators think about learning materials. Despite the amazing progress made in the last two years, there is still much to accomplish in establishing a true culture of openness in education.

Endnotes

9. Find Steven Bell’s OER Diigo list at https://www.diigo.com/user/blendedlibrarian/OER.
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High Textbook Costs: The Battle Continues

by Christa Bailey (Academic Liaison Librarian, San Jose State University) <christa.bailey@sjsu.edu>

and Ann Agee (Academic Liaison Librarian, San Jose State University) <ann.agee@sjsu.edu>

In a 2014 ATG article, the authors quoted a San Jose State University (SJSU) student who wrote, “I didn’t have enough money to buy textbooks, so my GPA dropped drastically from a 3.4 to a 2.9.”1 In 2016, the California State University (CSU) system released a report on the prevalence of homelessness, displacement, and food insecurity among CSU students. It found that an estimated 8.7% of students lack stable housing and 21% have limited or uncertain access to adequate food.2 These figures underscore the continued need for Affordable Learning Solutions (ALS), an initiative that reduces the cost of a college education by promoting the adoption by CSU faculty of free and low-cost classroom materials as alternatives to expensive textbooks. Following is a quick update of how ALS has evolved at SJSU.

Textbooks Available as eBooks in the Library (TABL) List

At SJSU, the ALS initiative is administered by the University Library. One of its most popular ALS programs is the Textbooks Available as eBooks in the Library (TABL) list. TABL is created by matching the list of textbooks ordered by faculty (provided by campus partner, the Spartan Bookstore, a Barnes & Noble outlet) with the library’s collection of multiple-use eBooks, which are freely available to students. Each semester, 120-210 textbook titles are matched and posted to the library Website. Google Analytics shows that this list — now in its ninth semester — is the sixth most visited Web page on the site with over 8,500 pageviews in the past academic year. The most popular title on the Spring 2016 list received over 6,556 uses by 88 students. At a retail cost of $60, this single title demonstrates the significant savings this list provides.

eBook Accessibility Project

When considering library eBooks for use in the classroom, faculty express anxiety about the books’ accessibility. To address these concerns, ALS librarians analyzed sixteen major academic ebook platforms to provide a detailed list of each platform’s accessibility features and Section 508 compliance. This analysis is available online and can be used by faculty and librarians when making decisions on which eBooks to use or acquire.3

Textbook Alternatives Project (TAP) Grants

Between 2013 and 2015, 32 faculty members at SJSU received $1,000 TAP grants to redesign their courses to include free or lower-cost classroom materials. Together, the estimated savings for students from these redesigned classes was $1,460,315.4 The TAP grant program shows how even a small number of faculty can have a big impact on student costs. With over 2,000 faculty teaching at SJSU, there is a lot of room for growth; and another faculty grants project was planned. This project, however, was overtaken by an initiative created by the California State Senate: Assembly Bill 798.

AB-798 College Textbook Affordability Act of 2015

AB-798 earmarks $2 million for the CSU and California Community College systems to help ease textbook costs for students: “The College Textbook Affordability Act of 2015 is hereby established to reduce costs for college students by encouraging faculty to accelerate the adoption of lower cost, high-quality, open educational resources.”5 Applicants were invited to apply for 100 awards of up to $50,000 per institution. SJSU submitted an application requesting $49,000. There are specific stipulations that come with AB-798 funds. To obtain the entire $50,000, an institution must restructure 50 class sections to include open educational resources (OER); each section qualifies for $1,000 in funds. Also, students must see an average savings of 30% on their course textbooks.

All applicants were required to submit a very detailed plan as to how these funds would be distributed. SJSU’s plan allocates funds across a variety of efforts to support adoption of OER by faculty. In partnership with the Center for Faculty Development, five faculty professional development workshops and support sessions are planned. Each faculty member will receive $250 in professional development funds for attending the workshop with an additional $1,250 for redesigning their course and implementing an OER to replace the textbook that students would typically purchase. Faculty mentors will be present at some of the workshops. Mentors are individuals who have already adopted OER materials in their classes and can share their expertise and support with others who are in the process of revising their teaching materials.

An initiative like this demands quite a bit of campus coordination. AB-798 required the University’s Academic Senate to pass a resolution supporting the effort to reduce student textbook costs. Additionally, the Academic Senate had to approve the final version of the grant proposal before it was submitted.

It is exciting that the state is interested in supporting legislation to tackle the high cost of textbooks, and 19 of the 23 CSU campuses applied for AB-798 funds. Award winners will be notified no later than September 30, 2016. Funds from AB-798 will represent a victory for SJSU students in the ongoing battle to reduce textbook costs. 

Endnotes
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TextSelect Revisited: The Evolution and Success of the Textbook Reserves Program at George Mason University

by Jessica Bowdoin (Head, Access Services, George Mason University Libraries, Fairfax, VA 22030) <jbowdoin@gmu.edu>

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The textbook reserve program at George Mason University Libraries — introduced in a 2014 article in Against the Grain — began in 2009 as a pilot focusing on textbooks for the School of Engineering. Following a 2012 campus-wide initiative to investigate textbook affordability for students, the program was expanded to include additional courses in fall 2013 and spring 2014. TextSelect was born.

Under the current TextSelect program, Mason Libraries provide (via physical reserves) one copy of every required textbook over $50 for general education courses and courses required for undergraduate majors in business, conflict resolution, economics, science, technology, engineering, mathematics, and health sciences. The program also includes textbooks under $50 for these courses if the University Libraries already own a copy, as well as graduate-level textbooks (funded separately) at the discretion of the subject librarian. This has amounted to as many as 850 titles added to our physical reserves per semester and has resulted in thousands of circulations (see Figure 1).

**Fig. 1: Titles Purchased and Usage**

<table>
<thead>
<tr>
<th>Year</th>
<th>Titles Purchased*</th>
<th>Titles Already in Collection</th>
<th>Average Cost/Title*</th>
<th>Total Uses**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>222</td>
<td>No data</td>
<td>$76</td>
<td>1,047</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>213</td>
<td>No data</td>
<td>$97</td>
<td>1,164</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>211</td>
<td>543</td>
<td>$110</td>
<td>4,666</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>186</td>
<td>672</td>
<td>$64</td>
<td>6,351</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>132</td>
<td>419</td>
<td>$132</td>
<td>8,002</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>67</td>
<td>573</td>
<td>$117</td>
<td>6,677</td>
</tr>
</tbody>
</table>

* Excludes titles already owned by the library.
** Includes titles already owned by the library.

**On-Campus Partnership**

Since fall 2013, the campus bookstore (operated by Barnes & Noble College) has been a strong partner in our program, which has been central to TextSelect’s success. For starters, bookstore staff generate and provide the lists of books required for classes that qualify for the program each semester. When possible, they provide us with the best-condition used copy, which costs less than list price and allows our collection budgets to stretch further. Perhaps most crucially, they provided the Libraries with funding for the program’s early years, allowing TextSelect to weather state and local budget reductions without a loss of service to Mason’s students.

**Acquisitions Workflow**

Our workflow for processing titles in the program has remained essentially the same since Spring 2014 (see Fig. 2). Internal processes have improved, including a refinement of program criteria; implementation of a relational database to help shepherd title lists through the selection process; and the establishment of an outreach campaign directed at the faculty with courses included in the program. As the program has matured, record-keeping has improved, but one of the major remaining workflow challenges is accurately tracking title counts and expenditures, since the Libraries often place orders that are never filled (or are filled a semester or two late) or make last-minute orders for titles that have gone missing.

**Fig. 2: Workflow**

**Ongoing Challenges**

Though TextSelect has been largely successful, it has not been without its challenges. For instance, since 2009, we have discovered that titles taken off reserve between semesters often go missing and must be reordered. To combat this, we now keep items on reserve for two years after they are last required for a course. Since we are keeping more titles on reserve for longer, space quickly became another concern. Fortunately, reorganizing the shelving and other space behind the library desk has allowed us to create enough room to house these items (at least for now) without costing the library money for new shelving or renovations.

Since TextSelect’s inception, we have also had difficulty collecting accurate usage data, an issue that caused us to change how we place these items on reserve. In the beginning, we used the reserve module of Ex Libris’ Voyager ILS, and we attached each title to a faculty name and course number. This process gave students more options for searching and identifying these titles. However, it also limited our ability to generate accurate statistics and to run historical reports, as course deletion at term end also deleted the data we would need for reporting. We ultimately decided that collecting accurate usage statistics was more important to us than the enhanced search options allowed by attaching faculty and course information, and now we instead assign temporary locations to these books which enables us to run reports whenever we need to. Students now need to know the exact title they are looking for, but since usage has continued to rise, we believe this change has not negatively impacted access to the titles.

Over the past three years, we have also identified a small percentage of students who view TextSelect as a “rental” service. For the cost of the maximum overdue fine ($25), they check out the items at the beginning of the semester, keep them for the entire period, and then return the book and pay their fine. To combat this issue — which includes a very small number of users — we implemented a number of circulation policy changes, including increasing the replacement cost of these items

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from the standard $67 replacement cost to $300 and billing users for replacements costs once the item is 24 hours overdue. After emailing and calling the student for seven days overdue, we now work with the Assistant Dean of Students and the Director of the Office of Student Conduct to help resolve the issue. Having this extra level of University involvement has helped us resolve all but one of these rare situations. Finally, awareness continues to be a challenge. As mentioned previously, we have instituted a more proactive outreach program, issuing title lists to the subject librarians well in advance of the semester so that they can reach out directly to affected faculty. Reaching out to faculty directly remains our top marketing strategy, since faculty can then notify students in their syllabus or during the first week of class. That said, we also refer students to the program when they ask at a library service desk if the library has their textbooks.

Evaluating Success

Thus far, the Libraries have assessed our success in terms of overall usage numbers, which have steadily increased over time. We are also pleased to hear anecdotal reports of TextSelect being used and valued, for example in “Top 3 Reasons I Can’t Live without My Library!” video submissions from a 2016 University Libraries contest. Beyond this kind of assessment, in the past year our Assessment & Planning Officer has begun analyzing the data more completely, looking more comprehensively at usage and expenditure trends, and the value offered by this program. As part of her initial assessment, she identified the highest usage by STEM and School of Business courses, and mostly during the first four weeks of the semester. She plans to continue examining data from additional terms and may even survey TextSelect users directly. This in-depth analysis, combined with our ongoing efforts to streamline workflows and maintain the highest levels of service, will help the Libraries develop strategies to continue and improve the TextSelect program.

TextSelect Revisited ... from page 20

Textbook Affordability: An Update

by Monica Metz-Wiseman (Director, Academic Resources, University of South Florida Libraries, University of South Florida, LIB122, 4202 E. Fowler Ave., Tampa, FL 33620; Phone: 813-974-9854; Fax: 813-974-2296) <monica@usf.edu> lib.usf.edu

Over the past six years, the University of South Florida (USF) Libraries have been working to address the issue of textbook affordability for USF students and faculty. As textbook and course material costs continue to rise exponentially, students struggle to afford these materials. Students are making tough choices between textbooks and essentials such as food and prescription medicine. The rising cost of textbooks is also contributing to student debt in the U.S., which has now reached record levels. USF also has the distinction of having a high percentage of students (42%) with need-based Pell Grants. With heightened attention placed on the issue by the Florida legislature, USF administration is also taking notice of this issue. At USF, our work with textbook affordability is more highly valued now than ever. Back in November of 2014, USF reported in The Charleston Advisor on the year-long Internet2/EDUCAUSE E-Textbook Pilots. These three semester-long pilots laid out a road map for USF based on surveys of students and faculty that analyzed whether etextbooks could equal or surpass the value of print textbooks within the context of teaching and learning. That answer was yes, but price point was key to that acceptance. Participation in the pilots also resulted in direct savings of over $553,000 for students. But what is USF doing now to help support students and faculty with the affordability of course materials, and where is this work headed?

The Textbook Affordability Project (TAP) at USF is the umbrella for any initiative that supports textbook affordability on behalf of our students. As our primary means of communication, we have a website (http://tap.usf.edu) that provides information on services, news, tools, and collections. Social media, in-person outreach at campus events, multi-media presentations, book marks, and brochures all serve to spread the word on how we are trying to help our students. Direct access to affordable materials comes by way of four initiatives. These initiatives are: Online Course Reserve, Print Textbooks on Reserve program, Ebooks in the Classroom, and our Open Textbook Initiative.

Based on a survey of our faculty that resulted in a response of 424 out of 2,090 faculty, we learned that faculty place a high value on a robust online course reserve system that integrates with the course management system. To that end, we acquired ARES to ensure a user-friendly online course reserve environment, and we have continued to fund it over the past four years. The result? More USF faculty are using Online Course Reserve, and more content is being added than ever before. The USF Libraries also funded three years of the Copyright Clearance Center Academic License to help to ensure copyright compliance. The aim of this work is to provide scaffolding for faculty that would allow them to shed textbook requirements in favor of course readings on Online Course Reserve.

The aim of the Print Textbooks on Reserve program is to acquire at least two textbooks for courses with a combined enrollment of over 100 students. These textbooks can be loaned for three hours. With funding from the University to acquire textbooks, we are now supporting a combined enrollment of 59,000 students in over 2,300 course sections with access to more than 1,100 textbooks. These textbooks were used more than 35,000 times in the past year. Supplemented by donations from publishers and faculty, the current value of this collection is over $140,000 with an investment of $30,000.

Ebooks in the Classroom is another cost-savings program for our students. Faculty submit requests to the USF Libraries to acquire ebooks adopted either as recommended or required reading for courses. Eligible courses can be at the undergraduate or graduate level. A great deal of attention is paid to acquiring ebooks with the least restrictive digital rights. To date, the USF Libraries have saved students over $1.4 million in textbook costs by making the ebooks that serve as textbooks accessible online at no cost to the students.

Within the past year, the USF Libraries and USF Innovative Education have partnered to fully fund and publish our first open access textbook. Working with a faculty member, J enifer Schneider from the College of Education, The Inside, Outside, and Upside Downs of Children’s Literature: From Poets and Pop-ups to Princesses and Porridge was published in the spring of 2016. While Jennifer was certainly mindful of saving students’ money, she also wanted to create something innovative and interactive. Making an imaginative use of multi-media to help the reader understand this content, there are twelve videos that accompany each chapter. As Jennifer teaches large sections of a popular Children’s Literature course, the potential savings over the span of three semesters will be $180,600 for USF students. Published under a Creative Commons license, this textbook is now open to the world. The USF Libraries also host on our institutional repository, Scholar Commons, twelve open textbooks authored by USF faculty. The textbook Social Science Research: Principles, Methods, and Practices by Anol Bhattacherjee it the most downloaded publication on Scholar continued on page 24

Endnotes

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Libraries have long been leaders of collaboration in higher education. Librarians frequently jump into a leadership role and act as catalysts for their colleges and universities, nimblly adopting, and then helping faculty and students adapt to new ideas and processes for improving how they access, compile, and use information. At no time has this knowledge of the variety of content and formats been more critical than today, as technology fuels the proliferation of options, and increasing costs push higher-education institutions to evaluate how learning content is sourced, selected and priced, and how it ultimately contributes to student success. John Naisbitt’s populist quote increasingly rings true; the students of today are “...drowning in information but starved for knowledge.”

It’s a tall order, finding the sweet spot that upholds faculty requirements while meeting the cost expectations and learning preferences of students. Options that run the gamut from print and electronic textbooks to digital media to course packs and Open Educational Resources (OER) must be considered through a lens of other issues that include publishing costs, content licensing, and budget constraints. While technology offers many options, today’s faculty span several generations of teaching styles. The intersections of pedagogy and technology strategy are inconsistent and frequently inelegant. Librarians and other campus stakeholders stand in the center of an increasingly complex challenge.

Fortunately, no single department has to shoulder this alone. Forward-thinking groups at campuses across the country are forming partnerships to pool their ideas and resources. They’re developing solutions to satisfy students and faculty, as well as administrators, as they improve quality and availability of learning content while working within budget limitations and even reducing costs.

Libraries and Bookstores Lead the Charge

Who is leading these successful collaborations? In many cases, it’s libraries and campus bookstores. As a lifelong librarian and now an advocate for the college store, I believe that these two core functions in higher education share many of the same goals and challenges. These groups are finding that, working together, they are well positioned to engage stakeholders, particularly faculty and the administration, to take a holistic approach to textbook affordability.

While much opportunity presents itself, these collaborations are still the exception rather than the norm at most campuses. Traditionally, libraries and bookstores have worked independently of each other. In part this has been due to organizational boundaries reflective of separate reporting lines, with libraries reporting through the core academic program and stores through auxiliary or enterprise/business services. The issue of licensing often has stood between these two groups as well, with some disagreement as to whether licensing costs should be absorbed by the library or passed along to the student through the bookstore. Until recently, many librarians simply didn’t think to reach out to the bookstore as a collaborative partner.

“Mapping the Learning Content Ecosystem,” a research project led by The National Association of College Stores (NACS) last year, bears this out. When asked to name the key players in the evolution of course materials, librarians seldom mentioned the campus store. If they had no prior working relationship with the campus store, the potential for partnership didn’t even occur to them. However, campus librarians who had engaged with their institution’s store said they were open to, and enthusiastic about, future joint ventures.

As these librarians share their experiences, others are following suit, pushing organizational boundaries aside and letting go of restrictive historical models to identify and implement textbook affordability programs.

Case Study: University of Kansas

A great example of a collaborative effort led by the library and bookstore comes from the University of Kansas (KU), Lawrence. Roughly six years ago, as budget cuts were becoming increasingly common in higher education, KU formed a digital content collaboration committee including representatives of the library, campus bookstore, IT, and instructional learning. The committee’s goal was to develop and implement a program for providing course materials that would reduce costs by leveraging each entity’s resources and capabilities.

One issue the committee addressed was determining whether the money paid by the library to secure copyrights for its e-reserves program was well spent. In other words, should the library continue to spend a limited budget on e-reserves that were requested by faculty in place of or to supplement course materials? Without metrics to determine whether or how many students were accessing the e-reserve content, the library had difficulty assessing whether the cost of buying copyrights was justified.

Following careful analysis, the library determined that it should save the money spent on faculty requested e-reserve copyrights. Instead, the bookstore would create custom course packs, incorporating the content previously requested as an e-reserve. This solution shifted the payment of copyright fees for course-specific e-reserves from the library to the bookstore but only when a course pack was purchased by a student.

Committee members worked out a process between the library and bookstore to help them transition from e-reserves to course packs, and put a system in place to identify copyrights already held, thus eliminating duplicate purchases. Additionally, they communicated this change to faculty members, helping them understand and support the change.

Case Study: Simon Fraser University

At Simon Fraser University in British Columbia, collaborative efforts between the library and bookstore began about five years ago, as a task force of representatives responsible for classroom support and curriculum development began exploring the options and issues surrounding the delivery of course materials.

Commons with 336,806 downloads to date. We are now in the midst of creating our second fully funded open textbook which focuses on probability and statistics, with faculty member Kingsley Reeves from the College of Engineering. He is participating in this program as he too wants to create an interactive textbook with multi-media that helps students understand the concepts of probability and statistics, but also students around the world.

Where are we headed next in our attempt to help our students better afford classroom materials? We are exploring the development of programs similar to Affordable Georgia and Temple University’s Alternate Textbook Project where financial incentives are awarded to faculty who move to an open access textbook or adopt library content in lieu of a commercially published textbook. We will join the Open Textbook Network through the University of Minnesota and develop a database of ebooks similar to the one created at UNC Charlotte for possible adoption. Finally, we are currently analyzing how best to negotiate of ebooks similar to the one created at UNC Charlotte and develop a database through the Open Textbook Library Project where financial incentives are awarded to faculty who create textbooks or adopt library content in lieu of a commercial textbook.

Collaboration Is Key to Innovative Textbook Affordability Solutions

by Robert A. Walton (CEO, National Association of College Stores, Oberlin, OH 44074) <rwalton@nacs.org>
The bookstore and library were challenged with reexamining their copyright policies. An analysis supported by campus legal representatives and IT Services revealed that the bookstore was often unknowingly purchasing licenses for course-pack content that had already been purchased by the library. To eliminate these double payments, the collaboration enabled bookstore representatives to use a portal on the library Website to check the licensing status of materials prior to redistributing them.

More recently, SFU library and bookstore representatives began collaborating with the Teaching and Learning Centre, IT Services, and several other departments on a series of efforts, including pilot programs, to determine how to best serve students and faculty in the delivery of OER and commercial course materials. Among the issues being addressed are how to transition from traditional commercial textbooks to digital and how to provide students with easy access through a single platform.

This collaboration has brought a number of questions to the fore, including whether changes to the policies governing how content is collected and made available to students should be considered, and possibly standardized, across universities. It has garnered the attention of higher-education institutions across the province; 25 of these have joined the collaboration to work toward broader change.

Starting the Discussion

Building a collaborative team to address issues related to course material affordability and availability begins by including the campus store. I encourage librarians to initiate this process by seeking out the entrepreneurial college store leader. Compare notes with the store director about your respective goals and challenges. Discuss your commitment to students and faculty and any ideas you might have for supporting their success.

Next, identify and engage other stakeholders on your campus. Consider including representatives from IT and instructional design/content management (or whatever group manages your LMS), disability support services, and the appropriate academic leader (e.g., provost or dean of instruction).

At your first meeting with this cross-functional team of collaborators, begin by discussing:

• Your common goals in supporting the needs of the two core content users, students and faculty
• The challenges you face, individually and collectively, in striving to achieve these goals
• What constitutes student success and affordability at your campus
• What resources each of you brings to the table, and ideas for pooling those resources to resolve issues and launch new ideas
• Which faculty members you should invite to join the group

Keep in mind when you are recruiting faculty members that they already juggle many competing demands in both time and priorities with the greatest priority on academic student success. With this in mind, focus on faculty members who are either very passionate and self-motivated, or incentivized to take on such an initiative. At your first meeting, you might discuss ideas for making the discovery and adoption process easier or ways to fund potential incentives.

Subsequent committee meetings will give you the opportunity to begin forming an action plan and timeline. You might consider activities such as conducting research among students to collect data on their content and learning preferences; developing a communication plan to keep faculty and other stakeholders informed of course-materials options and opportunities for pilot program participation; and capturing data from pilot programs to measure success.

Partnerships for the Future

As the challenges of higher education continue to grow in scope and sophistication, institutions that have a strong culture of collaboration among functional areas will be the ones that thrive. There is an opportunity for libraries and bookstores to work together to lead this transformation on their campuses. In so doing, you will not only help your students, faculty and institutions, but also increase your relevance to them.

Research Examines How Students and Faculty View the Library and Bookstore

Recent NACS research examines student and faculty perspectives and uncovers opportunities for strengthening their perceptions about the library and bookstore.

Student Perspectives

In early summer 2016, NACS surveyed a panel of college students about their relationships with the campus library and, to a lesser degree, with the campus bookstore. With 1,655 students responding, the survey uncovered a variety of interesting perspectives, summarized below.

When asked how they feel about the campus library, 89 percent of respondents said they feel that the library is extremely, very, or moderately valuable in helping them achieve academic success. They value the assistance of librarians as well, with nearly half saying they consult a librarian when seeking information for coursework or research.

As they research course materials prior to purchase, 30 percent of students said that the library is among their resources; 66 percent mentioned the bookstore. A question about accessing or acquiring materials revealed a similar pattern, with 26 percent saying they access or acquire materials through the library; 69 percent utilize the bookstore.

The survey also revealed some areas where libraries have the opportunity to improve student awareness. For example, only half of students believe that the library is working collaboratively with the university to provide them with access to affordable course materials, and nearly a third don’t know whether their library offers course materials via reserved print copies or digital access. Many of those who do know feel that the library could improve access to these resources.

Also, libraries are perceived to be more innovative in their implementation of learning/study spaces (7.47 on a 10-point scale, with 10 being “Cutting Edge”) than either digital books/references (6.98) or new technologies (6.75). There is an opportunity to raise students’ awareness of the library’s proactive efforts to incorporate state-of-the-art technology into research and learning.

Faculty Perspectives

In examining faculty perceptions of their relationships with the library and bookstore, as well as their role in course-material collaborations, data collected through the 2015 NACS faculty survey for the “Mapping the Learning Content Ecosystem” research project reflects a need for libraries and bookstores to keep faculty members apprised of new options in affordable course materials and to help them better understand issues of affordability, technology and licensing.

While they don’t see themselves as out of touch or unconcerned about the cost of course materials, many faculty members do admit to not knowing what’s going on with OER in their disciplines. They do anticipate a trend toward digital materials, although 82 percent said they still specify print textbooks as part of their assigned course materials.

In terms of how they view the campus library and bookstore, 80 percent of those who advise students on where to acquire course materials refer them to the campus bookstore; 34 percent direct them to the campus library. They consider the library among their advisors for course materials, though to a lesser extent than their academic colleagues. Both libraries and bookstores have the opportunity to raise their profile as knowledgeable consultants in this area.
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Two Views on E-Reserves

Current Trends, Challenges, and Opportunities for Electronic Reserves Services at Santa Clara University

by Elizabeth McKeigue (Associate University Librarian for Learning & Engagement, Santa Clara University; Phone: 408-554-6927) <emckeigue@scu.edu>

Introduction

Over the last several years, the nearly universal adoption of learning management systems has presented both new opportunities and new challenges for libraries that provide electronic reserves as a core service. In response, the Santa Clara University Library (SCU Library) has been conducting a comprehensive review of its course reserves services that has been focused on reviewing workflows, identifying challenges, and discovering best practices that better serve faculty and students.

Background

Santa Clara University is a comprehensive Jesuit, Catholic university with more than 8,800 students located in the heart of Silicon Valley. Founded in 1851 as the first institution of higher education in California, Santa Clara offers a rigorous undergraduate curriculum in arts and sciences, business, and engineering, plus graduate and professional programs in business, law, engineering, education, counseling psychology, pastoral ministries, and theology. The SCU Library enhances those curriculums through the delivery of course reserves services for all programs except law and theology.

The migration to electronic reserves in the 1990s had an illustrious start at Santa Clara. In 1995, Santa Clara University professor Phil Kesten and library student employee Slaven Zivkovic developed ERes, the flagship product for the company they founded, Docutek Information Systems Inc.1 But by 2012, the SCU Library began phasing out its use of Docutek ERes. ERes ceased to be supported as of June 2013, as the University moved towards a model of unmediated electronic reserves practices.

Today, the University supports electronic reserves entirely through Canvas, branded at Santa Clara as Camino. The Library encourages instructors to use their Camino sites to provide course readings that comply with fair-use guidelines. Most instructors distribute readings that they determine to favor fair-use by posting scanned pdfs of articles and book chapters to Camino. Upon request, library staff will review reserves lists to identify library-licensed content. Library staff will also scan print sources and post pdfs to Camino for instructors, but only after the instructor signs a copyright compliance statement. Some instructors still take advantage of course pack services that are supplied by the bookstore.

Challenges

The SCU Library’s current electronic reserves practices present four significant challenges.

First, with unmediated e-reserves, instructors may not be as aware of how best to interpret fair-use guidelines as they should be. Additionally, some instructors are under the impression that sharing materials for a course is always fair-use since readings are put behind a password-protected system where only the members of that course can see them, which is not true.

Second, lack of understanding of best practices adversely impacts both the University and students financially. Course packs are very costly for students and likely include articles the Library has licensed, effectively having the student pay for content that is already available to them. A study of a sample of Spring 2016 courses revealed a number of cases where instructors uploaded articles as pdf files rather than embedding links to library-licensed content.

Third, current practices may not be as efficient as they could be. With unmediated e-reserves, the burden of finding and linking to library-licensed content is placed on the instructor. Both instructors and library staff need a faster and easier way to manage copyright permissions and to set up course readings.

Fourth, without deep links to library-licensed content from Camino pages, the Library has no metrics on which collections are used for course readings. There is no way for the Library to know that expensive journals and other content are getting use.

Trends and Opportunities

Instructors are more empowered than ever to take responsibility for providing electronic course readings to their students, reducing the role of libraries in providing electronic reserves. While this has allowed staff to take on other tasks, it has had the consequence of reducing communication between library staff and instructors, diminishing understanding of best practices. Libraries need to get back in the game of providing robust electronic reserves.

Instructors need help from library staff to understand copyright compliance and manage the risk of unintentional misuse of copyrighted material. Students need libraries to acquire and facilitate access to electronic collections via course pages to reduce the high cost of their course materials. Libraries need more and better metrics on e-reserves to support collection development decisions.

Here’s what the SCU Library is doing to address these challenges and opportunities:

1. The SCU Library is launching an initiative to better inform and educate instructors about the options they have for their course reading lists to make sure they are distributing materials legally and ethically, and at the lowest possible cost to their students.

2. The Library can be proactive about reducing the cost of course packs for students by finding new technological solutions that facilitate e-reserves, such as SIPX. In summer 2016, the SCU Library contracted with SIPX and will be implementing the service in the fall.

Although instructors bear the responsibility for compliance with fair-use guidelines, libraries also bear a responsibility to provide outreach and structures that assist instructors with compliance. Libraries and campus units must also work together to find ways to reduce the cost of course materials for students. This is an area where libraries can and should take the lead.

SIPX Electronic Reserves at Pepperdine University

by Sally Bryant (Head of Access Services, Pepperdine University, Payson Library; Phone: 310-506-4262) <sally.bryant@pepperdine.edu>

and Gan (Grace) Ye (Digital Systems Librarian, Pepperdine University Libraries, Malibu, CA 90263; Phone: 310-506-7655) <gan.ye@pepperdine.edu>

Pepperdine University is a medium-sized, private university with 12 different campuses, each of which has a library presence. In total, the university libraries have one million books and journals and around 40 staff members, including librarians. Pepperdine University Libraries launched OCLC WorldCat Local as its online catalog public interface in fall 2009 and migrated all Integrated Library System...
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Two Views on E-Reserves
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(IFS) functions to the OCLC WorldShare Management Services system at the end of 2010. The libraries have continued to add web-based applications to eliminate local server maintenance fees and staff time. Early in 2014, the need to upgrade the server hosting the libraries Docutek ERe e-reserve system accelerated an existing desire to reshape the libraries’ workflows and better integrate the e-reserves service with other campus technologies, including the Learning Management System (LMS) Sakai. Library staff wanted to easily set up and distribute course readings without worrying about copyright challenges.

In the summer of 2014, the Pepperdine University Libraries selected SIPX as their new e-reserves system. The initial SIPX implementation was a stand-alone service. The SIPX implementation team acquired Pepperdine’s holdings data from OCLC and loaded it into SIPX. At the same time the team provided training for the library staff. SIPX was used successfully throughout fall semester 2014.

One barrier to easy use remained: students had to create their own SIPX accounts in order to access their course reading lists. Additionally, the reading list links on the Sakai LMS to access their course reading lists. Addition-ally, the reading list links on the Sakai LMS could not direct students to the reading materials. To alleviate this friction, the library wished to connect SIPX directly with Sakai. At the end of 2014 the Sakai system was upgraded and Pepperdine installed a SIPX plugin along with a set of validation keys that allowed the Sakai system to pass student and course information to the SIPX system, permitting the creation of user accounts in SIPX and letting users have direct access to their course reading list materials. In parallel with the technology integration process, the library worked with the Sakai team to get custom roles set up for library staff within Sakai and to train library staff. The library staff can now edit some course content at the SIPX site and send the SIPX reading list links back to Sakai.

In January 2015, library staff began using the SIPX-Sakai integration for e-reserves. First, the staff member accesses the Sakai course to create a course reading list, selects the “Add SIPX” readings tool which directs them to the SIPX site with all the course information. The SIPX search interface returns information about the libraries’ holdings as well as availability through public domain, the SIPX collection, and a copyright agent. Results from the library’s subscriptions and public domain have no costs, while results from the SIPX collection or via the copyright agent have varying costs. For other items, the library can easily see what is subscribed and what requires a payment which helps in determining if they are in compliance with copyright restrictions. After all the reading materials are found and added to the course at the SIPX site, the library staff can easily inject the reading list into the Sakai course list where instructors and students can easily access readings without any additional sign-on. Because the SIPX software is located in the cloud, library staff can efficiently add new reserves from any computer, anytime, anywhere — even from home.

Some challenges still exist for library staff. Although the school and course box is automatically completed, the library staff had to input a book or journal title or an ISBN/ISSN/DOI number and add the article or chapter title to reduce the amount of search results. This issue should soon be solved, as we are currently transitioning to the new SIPX interface which integrates Summon as search engine and uses one search box. Also, in cases where clearance cannot happen automatically, such as special orders for which rightsholders must be contacted directly by the SIPX team, the wait time for copyright permissions can be exorbitantly long and the article cannot be made available until the permission is received.

Pepperdine faculty and staff anecdotally have been most appreciative of SIPX and like the fact it is integrated into the LMS Sakai system. Professor Ron Batchelder, says, “I believe students should be connected to the library — I used to use the original system of non-electronic reserves as well. In the world of copyright protection, I feel more protected in distributing articles through the library system.” The user interface is very intuitive and easy to use. Electronic reserves are highly accessible and eliminate the need to visit the library to retrieve physical reserves for articles and book chapters. Putting materials on SIPX saves Pepperdine students’ money because they do not have to purchase or copy the materials (the library picks up the copyright tab). The library benefits from greater interaction with faculty under the newly-designed joint workflow that extends the library’s participation into the LMS. Additionally, both instructors and the library have deeper insight into student engagement with SIPX readings, and the library has access to a broader view of content usage and cost levels on course materials across the campuses with advanced SIPX analytics data.

Looking towards the future, circulation services have been relocated to a smaller footprint as the main undergraduate library is undergoing an extensive renovation during the upcoming academic year. We anticipate more faculty will become aware of and utilize electronic reserves, as available study spaces will be reduced. Distance learning, especially at the graduate level, is increasing in scope, and electronic reserves are a good fit for these programs. Documents accessed on SIPX via Sakai are mobile friendly and can be read on a tablet or mobile phone using a mobile web browser. SIPX is very intent on constantly evolving their product, and this fall they have scheduled a series of changes to the workflow around search and license selection plus changes to make the plugin with Sakai more robust.

Rumors
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new branding will be implemented across the company’s products and services, beginning in early 2017. Clarivate.com

Be sure and bookmark the ATG NewsChannel website! Did you see Erin Gallagher’s hot topics post about Banned Books Week and why it is important in academic libraries? Erin says it was a huge success in her library (Rollins College). And we also had a successful Banned Books week at the College of Charleston! Speaking of banned books, I was intrigued by a recent article in Elsevier’s Library Connect called, “A risky proposition: when Elsevier began its academic publishing with banned books” by Colleen DeLory. “In the years preceding World War II, as the Nazis rose to power in Germany, Elsevier Director J.P. Klautz acquired some of the back catalogues and new manuscripts of authors who had been blacklisted by the German government because of their Jewish heritage or affiliations that did not align with Nazi ideology.” Apparently Sjors de Heuvel is currently working on a history of the Elsevier company supposed to be out soon. Personally, I wish there was more interest in publishing histories than there currently is. Don’t you? http://www.against-the-grain.com/2016/09/atg-hot-topics-of-the-week-so-hot-they-should-be-banned-93016/

Congratulations to John and Gloria Dove who were in San Francisco to greet their first granson. Elijah William Dove arrived at 7 pounds 7 ounces on the 7th of September.

Nancy Herther is tireless. She has many posts on the ATG NewsChannel and the next one coming up will be about Personal digital archiving. I just read the draft. Look for it on the ATG NewsChannel.

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Media in the Classroom — Connecting, Collaborating, Creating

by Lori Widzinski (Head, Multimedia and Music Collections and Services, University Libraries, University at Buffalo, State University of New York; Phone: 716-645-7785) <widz@buffalo.edu>

Beginning with a bird’s-eye view, “Northeastern University Libraries’ Digital Media Commons Delivers Creative and Curricular Services to All” authored by Debra Mandel, Digital Media Specialist, with help from Patrick Yott, Associate Dean, Digital Strategies and Mark Sivak, 3D Printing Studio Managing Director, exemplifies a prime example of the library collaborating with other campus entities to create a dynamic suite of multimedia services. The array of cutting edge creation technologies and the training support available, all within the confines of the library, is most impressive.

“Bridging the Analog to the Digital: The University of Washington’s ‘mediArcade’” by Andrew Weaver, Digital and Archival Media Technician for the University of Washington Libraries Media Center, demonstrates the connection between older and newer multimedia materials. Highlighting the strengths of the University of Washington’s media collections, particularly their legacy formats, one can clearly see the value to classroom instruction as well as research. Projects from their mediArcade encapsulate digital outcomes from analog content, further strengthening the relationship between the library and the teaching faculty.

The creation of video essays is one way the Mckeldin Library at the University of Maryland is engaging students in a fun and interesting way while at the same time using media collections to full advantage. Andy Horbal, Head of Learning Commons at the Mckeldin Library, in his article, “Toward A New Vision for Media Literacy Instruction” eloquently describes the evolution of the video essay into library literacy efforts, eventually leading to interest from non-library instructors.

Northeastern University Libraries’ Digital Media Commons Delivers Creative and Curricular Services to All

by Debra Mandel (Head, DMC Recording Studios, Northeastern University Libraries; Phone: 617-373-4902) <d.mandel@northeastern.edu>

Renovated in 2012, the library’s Digital Media Commons (DMC) is a vibrant interdisciplinary hub for scholarly inquiry, creativity, and collaboration. In addition to a wide array of reconfigurable furniture and study space, technology-rich collaboration rooms, and high-end workstations, the 10,000 sq. ft. facility offers the campus community cutting-edge resources for audio and video production, 3D modeling and editing, game design, animation, GIS (Geographical Information System), Data Visualization and CAD (Computer-aided Design). These services augment and complement services previously available only in specialized campus facilities with access restricted to faculty, staff, and students associated with specific departments and classes. To provide service to the broadest community and encourage innovative uses of the facilities, the Library staffs these centers with a range of professional staff, coops (interns) and student workers, and also offers a variety of workshops and tutorials.

The DMC Studios is a suite of recording studios designed to produce videos, record music, podcasts and learning objects. It includes a Control Room for recording, tracking and mixing audio sources using an Avid c/24 control surface, as well as technology for switching cameras and controlling studio lighting scenes. The Audio Studio offers a wide range of speakers, microphones and monitors, drums, a keyboard, guitar and bass guitar. The Video/Photography Studio has a green screen and other color backdrops and a range of cameras and microphones for shooting broadcast quality video. Two sound proofed Media Creation Studios support basic audio and video recording and post-production editing.

Workshops on all aspects of recording, production and editing are held throughout the year. Studios’ staff team with faculty and librarians to provide instruction for media-based assignments across the curriculum. Last spring, for example, the Studios’ Digital Media Specialist collaborated with an English professor, English Department library liaison, Archivist and GIS Specialist to produce video oral histories of Boston community members for a new Writing and Community Engagement class. Studios also hold workshops in video and audio recording and editing, sometimes cooperatively with music clubs.

The 3D Printing Studio provides a full suite of digital 3D fabrication and modeling technologies, individual and group consultation, and instruction, and facilitates project creation using a range of software, such as: AutoCAD, SolidWorks, Maya, Rhino, ZBrush, Google Sketchup, MatLab, and others. Technology includes laser cutting, 3D scanners and 3D printing methods, including Fused Deposition Modeling (FDM), Stereolithography (SLA), Polymer Jetting, and Powder Printing. Workshops available to all students range from introduction to 3D printing to scanning and laser-cutting, with opportunities for attendees to create their own 3D objects, such as notebooks and holiday items. All colleges have integrated the technology in the space with course work and curricula. Examples include printed models from a Computer Graphics in Computer Science course, scale models from studio courses in architecture, production of type fonts in an English class, device prototypes from engineering and business courses, and cross-sectional anatomy models for Physical Therapy Department courses.

For more information about the DMC, visit the library’s Website at: http://library.northeastern.edu or contact Debra Mandel, Digital Media Specialist, at <d.mandel@northeastern.edu>.

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