

# Recommendations for Enhancing Textbook Support at Cornell University Library

Prepared and submitted by the Textbook Task Force:

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## Executive Summary

### Textbook Task Force Charge

Whenever possible, CUL aims to provide required textbooks for any course taught at Cornell through the library reserve system. We plan to meet this goal over a manageable timeframe. Over the next six months, the CUL Textbook task force will

- draw lessons from current CUL programs that provide textbooks in print or electronic forms;
- learn from other libraries that provide and sustain such a service;
- consult campus partners who play a role in supporting this service;
- and suggest options to LEG on piloting, scaling, and developing this into a CUL service offering over time by describing approaches, timeframes, and associated staffing, materials, systems, or any other costs.

### Key Recommendations

- Establish a permanent textbook reserve collection to be housed across CUL unit libraries
- If funding is limited, focus textbook collection development on high-enrollment, high-impact courses, i.e. starting with Gateway Courses and expanding to 1000 and 2000 level courses
- If more funding is available, focus textbook collection development on all undergraduate courses, beginning with high-cost textbooks (over \$200)
- Textbooks selected/purchased for reserves should be kept in the collection for a minimum of two years; items will be evaluated and deselected if usage is low and item has not been selected for a course within the last two academic years
- Develop a new workflow with Library Technical Services (LTS) for processing course reserves using the automated data feed of course material adoptions from the Cornell Store; phase out faculty-initiated textbook reserves
- Continue to provide multiple copies of textbooks for high enrollment courses and prioritize e-book format when unlimited user, DRM-free licenses are available or when price is comparable to print version
- Purchase print copies from the Cornell Store when available to improve processing time for textbook reserves
- Continue student-initiated textbook requests to address gaps in current data collection practices
- Establish new workflow with student-run Cornell Lending Library for collecting used textbook donations
- Build outreach program to educate Cornell students on textbook options, e.g. revise LibGuide, develop workshop/instruction, etc.
- Build outreach program to Cornell faculty to generate discussion and awareness around the financial burden to students of high-cost textbooks and publishing practices of commercial textbook producers; advocate for sustainable textbook practices and advise on openly licensed alternatives (OER)

### Cost Estimates

The task force prepared cost estimates for four tiers of service:

1. providing textbooks for the Gateway Courses;
2. providing textbooks priced over \$200;

3. providing all titles on the Cornell Store’s listing of adopted course materials;
4. and providing all textbooks for all courses at Cornell.

For each of these tiers, we calculated several costs based on varying levels of textbook access provided to students. These estimates were formulated using data received from the Cornell Store for course material adoptions (textbooks selected by faculty for their courses) for fall 2018, so all estimates except the Gateway Courses represent the costs for one academic semester only. For the estimates where we calculated the cost for multiple copies based on course enrollment, we recommend purchasing a minimum of one copy per 50 students.

	1 copy of each textbook for each course	Multiple copies based on enrollment per course	Multiple copies based on combined enrollment across courses	Same scenario as previous column, capped at 5 copies
Gateway Courses	\$2,700	\$24,000	NA	\$13,200
Textbooks over \$200	\$47,000	\$69,200	\$55,400	\$50,000
Cornell Store adopted course materials	\$193,000	\$260,500	\$180,500	\$165,000
All textbooks for all courses	\$202,650*	\$273,525*	\$189,525*	\$173,250*

\*The Cornell Store data does not represent all undergraduate courses. To estimate the cost of all textbooks for all courses, we have added a 5% contingency to accommodate for the missing courses.

#### Additional costs

- \$10,000 annually to continue student-initiated textbook requests to address gaps in current data collection practices, particularly for graduate-level courses
- \$10,000 annually to continue to support digital media content requests from faculty

#### Staffing Considerations

- An implementation team, overseen by the new Director of Access Services, should include the Head of CUL Reserves and the Head of Acquisitions and E-Resource Licensing
- CUL-IT developer time will need to be allocated to help develop systems solutions for identifying textbooks held by CUL, automating e-book usage upgrades, batch-changing locations of print books for reserves, and automatically ordering new print titles for the textbook collection
- The new proposed workflow for LTS will require more staff time while it is still a very manual process; we suggest having one dedicated FTE for course reserves processing
- Expanding the textbook reserve program would have the largest impact on Olin & Uris Library Reserves Coordinators; by our estimation, we are currently supporting 36% of courses with textbook adoptions in the College of Arts & Sciences with two dedicated FTEs, so to increase our

offerings to include all A&S course textbooks, we estimate an additional two FTEs would be needed during the busy processing time before the beginning of the semester

### Implementation

The following is a proposed implementation plan for our recommendation to expand the textbook reserves collection to include high-cost (over \$200) textbooks for all undergraduate courses over a reasonable timeframe.

#### *Phase 1*

Timeframe: 1 semester

- Use automated data feed from the Cornell Store to identify course materials that should remain on reserve from previous semester
- Incorporate all Gateway Course materials into permanent textbook reserve collection
- Continue student-initiated textbook requests to address gaps in current data collection practices
- Purchase print copies from the Cornell Store when available to improve processing time for textbook reserves
- Establish new workflow with Cornell Lending Library for collecting used textbook donations
- Build outreach program to educate Cornell students on textbook options, e.g. revise LibGuide, develop workshop/instruction, etc.

#### *Phase 2*

Timeframe: 1 year

- LTS and CUL Reserves Coordinators establish new workflow using Cornell Store data feed
- Establish a permanent textbook reserve collection to be housed across CUL unit libraries
- Expand textbook reserve collection to include high-cost textbooks for all 1000 and 2000 level courses

#### *Phase 3*

Timeframe: 2 years

- Expand textbook reserve collection to include all high-cost textbooks for all undergraduate courses
- Develop deselection procedure; items are evaluated and deselected if usage is low and item has not been selected for a course within the last two academic years
- Discontinue practice of faculty-initiated course reserves; with new model, CUL Reserve Coordinators contact faculty to let them know which textbooks will be available on reserve for their courses
- Build outreach program to Cornell faculty to generate discussion and awareness around the financial burden to students of high-cost textbooks and publishing practices of commercial textbook producers; advocate for sustainable textbook practices and advise on openly licensed alternatives (OER)

## Assessment

- Collection usage (checkouts for print and views/downloads for e-reserves) should be assessed at the end of each semester and trends should be tracked over time to help make decisions regarding textbook collection development
- Work with CUL Assessment to develop survey after textbook reserve program has been expanded to gauge impact on students
- Library Technical Services manual workflows should be assessed and revised each semester; LTS should continue working closely with CUL-IT to identify potential areas/processes for automation

## Topics for Further Review

- Space considerations/shelving capacity (Uris and Mann specifically) – work closely with CUL Facilities and stacks management staff to identify potential solutions as textbook collection grows over time; consider alternate locations on campus for textbooks collection (e.g. Tatkon Center on North Campus)
- Explore better options for e-books, including potential solutions like Bibliotech, an online platform that negotiates licenses with major publishers and provides core textbook packages; pricing model is based on the number of students/course at approximately \$25-35 per student
- E-books with supplemental online resources/software that are registered to a single user (e.g. Instant Access program materials)
- Improve our understanding of student textbook access behavior – one idea to explore further would be adding a question about textbook purchasing to course evaluations
- Textbook reserves for graduate-level courses – if we want to eventually include graduate course materials in the textbook reserve collection, Reserves Coordinators would need to solicit syllabi and textbook information directly from faculty and departments

## Methodology

The task force consulted a range of professional literature to learn more about textbook collection practices at peer institutions to inform our recommendations. In October 2018, we distributed a survey to the email list of the Chief Collection Development Officers at Large Research Libraries interest group and received five responses (included in Appendix B: Peer Institution Textbook Programs).

We had numerous meetings with colleagues from across CUL to improve our own understanding of the textbook landscape at the Library. We met with Heather Shipman from Library Technical Service to learn more about e-book licenses and CUL acquisitions procedures for course reserves. We consulted with Gaby Castro Gessner from Library Assessment to review relevant findings from the undergraduate student survey. We also had several meetings with CUL Reserves Coordinators to learn more about how course reserves procedures vary across unit libraries and to solicit feedback on our proposed program changes. Ashley Shea, the Mann librarian working on a SUNY OER grant, shared her experiences working with CALS faculty to adopt open educational resources for general education courses.

We met with many campus partners across Cornell throughout this process, including:

- Gary Fines and Heidi Eckerson, librarians at Durland Alternatives Library
- Dominic Grasso and Terrill Malone, students on the Cornell Lending Library executive board
- Clady Alexandra Corona and Jaelle Sanon, President and Treasurer of the First Generation Student Union
- The Student Library Advisory Council
- Evelyn Ambriz, Assistant Dean of Students for Student Development Diversity Initiatives and the primary advisor in the University Administration to the First Generation Student Union
- Shakima Clency, the new Associate Dean and Director of First-Generation/Low-Income Student Support
- William Horning, Senior Associate Director of the Office of Academic Diversity Initiatives including; Trey Waller, Director of Student Success Programs (position now held by Kristin Dade); Marla Love, Senior Associate Dean for Diversity and Equity in the Dean of Students Office
- Amy Godert, Director of the Learning Strategies Center and Executive Director for Academic Student Success Programs
- Chris Cave, Assistant Director of Retail Operations for the Cornell Store

The task force would like to thank the following CUL staff for their help in providing data for this report: Ezra Delaney, Michelle Hubbell, Matthew Kibbee, and Joanne Leary.



## Context and Recommendations

### Background

The rising cost of textbooks is a major financial obstacle for many Cornell students. Responding to student feedback, the Library Executive Committee (LEG) began discussing textbook access in fall 2017. In January 2018, Oya Rieger convened a meeting of Cornell University Library (CUL) colleagues interested in the program domain to exchange information and ideas, build a shared understanding of CUL's current textbook support, and begin to consider options for expanding it.

Following this informal meeting, LEG reviewed the objective of providing textbooks and identified this service area as an important one for the Library to explore. Xin Li and Oya Rieger developed a charge and in March 2018 appointed a small task force to develop plans and cost estimates to provide access to textbooks through the course reserve system and to review pilot efforts and best practices.

### *What is a textbook?*

In addressing issues surrounding “textbooks,” we have to account for at least two major categories of publications, each with variants that require different approaches to providing access. *Textbooks in the strict sense* make up one category. These are books developed and published specifically for classroom use, targeted for learning in a particular field at a particular level. These books are distinguishable by inclusion of study questions, learning exercises, practice tests, etc. They tend to be high-priced and frequently updated in new editions. The other major category is comprised of *trade books, scholarly monographs, and edited volumes adopted for classroom use*. Both of these main categories of course materials may be available in both print and electronic formats. In this report, we use the term “textbook” unmodified to refer to the general class of books, whether print or electronic, assigned in college courses; when we need to distinguish between categories or format, we make the distinction explicit.

### *Does CUL collect textbooks?*

While some of the CUL unit libraries (e.g., Veterinary Medicine) have done so, up until now CUL has not systematically collected textbooks in the first, stricter sense defined above. Historically, textbooks have been excluded from collection development primarily due to the cost of these books and their “planned obsolescence.” In addition to these considerations, in recent years there are often supplementary online materials associated with these texts, access to which is licensed to a single, individual purchaser, making library provision of these texts more problematic if not impossible. In contrast, textbooks (print and/or electronic) in the trade and monographic category are often acquired for the general collection as part of our existing collection development practice (books acquired on selector funds or central approval or made accessible via various e-book platforms).

There is currently a dedicated fund allocated from the Library materials budget for the purchase of reserve materials for Uris Library (current allocation is approximately \$20,000/year). This dedicated allocation is fully expended each year on CUL's limited program for supporting new course reserve acquisitions based on faculty requests. In fall 2018, CUL piloted a student-initiated reserve program, which enabled students to place textbook requests via a form on the Library website. The funding for this pilot came out of the dedicated course reserves fund, and the Library spent approximately \$5,400 this semester (see Current State of CUL Course Reserves, Student-Initiated Textbook Reserves Pilot).

### Task Force Recommendations

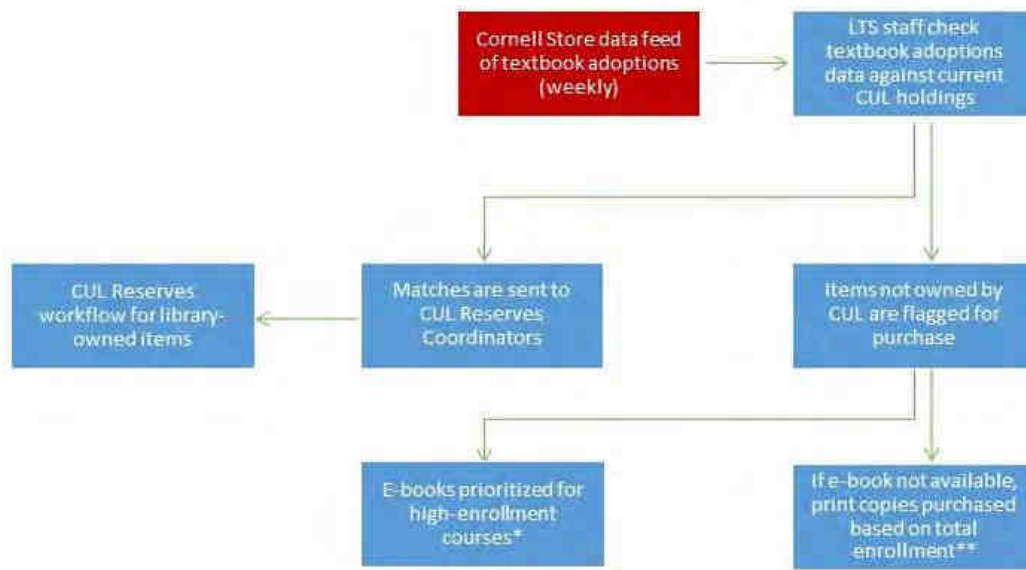
We recommend a scaled approach to providing dedicated Library access to high-cost (over \$200) textbooks required for undergraduate courses (4000-level and below) taught at Cornell University. Whenever cost considerations and licenses make it feasible, textbooks should be provided in e-book format; for print copies, CUL should establish a permanent textbook reserve collection that will be housed across the unit libraries. Although it is not known at this time the impact this would have on space for Uris and Mann Libraries – the two units that will be most affected by these changes – we recommend working closely with CUL Facilities to identify spaces to house this collection (see Topics for Further Review).

Relying on an automated data feed from the Cornell Store, CUL will identify textbooks required for undergraduate courses each semester and compare the required titles to the CUL catalogue to determine which are already available in the collection in print or electronic format. When books required for undergraduate courses are already held by CUL (in print or electronic format), provision of the books for registered students in the respective courses should be prioritized:

- For textbooks that are already accessible on an e-book platform licensed by the Library, it must be determined whether the license allows simultaneous uses sufficient to accommodate course use. E-books that permit suitable usage levels should be made available via electronic reserves.
- For textbooks held by CUL in print, the location of the titles should be changed to the permanent textbook reserve collection.

Textbooks in the Cornell Store data feed that do not match holdings in the CUL catalogue should be acquired in the appropriate format for textbook reserve; for e-books that are in the CUL catalogue but too restrictive in their use, licenses should be upgraded, if possible, to accommodate class use. However, we recommend for the inauguration of the program that new acquisitions be limited to Cornell's Gateway Courses and books requested via the recently established student-initiated textbook reserves program – and expanded in coming years to include high-cost textbooks (over \$200) for all undergraduate courses as funding becomes available.

Figure 1. Textbook reserves acquisition workflow



Providing access to supplemental online materials associated with some textbooks is an unsolved challenge that will require further study (see Topics for Further Review).

We also recommend developing new workflows with LTS and CUL Reserves Coordinators for processing course reserves using the automated data feed of course material adoptions from the Cornell Store. Though this process will be manual and time-intensive initially, we recommend working with CUL-IT to develop and/or adopt a systems solution for identifying textbooks held by CUL, automating e-book usage upgrades, batch-changing locations of print books, automatically ordering new titles for the textbook reserve collection, and updating course textbook holdings each semester. CUL should tap into emerging capacities in LTS for bringing together collections data and materials acquisition.

Textbooks selected or purchased for reserves should be kept in the collection for a minimum of two years. This will allow us to account for courses that are not offered every year. After two years, items will be evaluated and deselected if usage is low and the item has not been selected for a course within the last two academic years. At that point, decisions can be made regarding whether the item should be retained and returned to the general circulating collection, or deaccessioned and donated to the Cornell Lending Library.

Figure 2. Revised Reserves Coordinators workflow for library-owned items

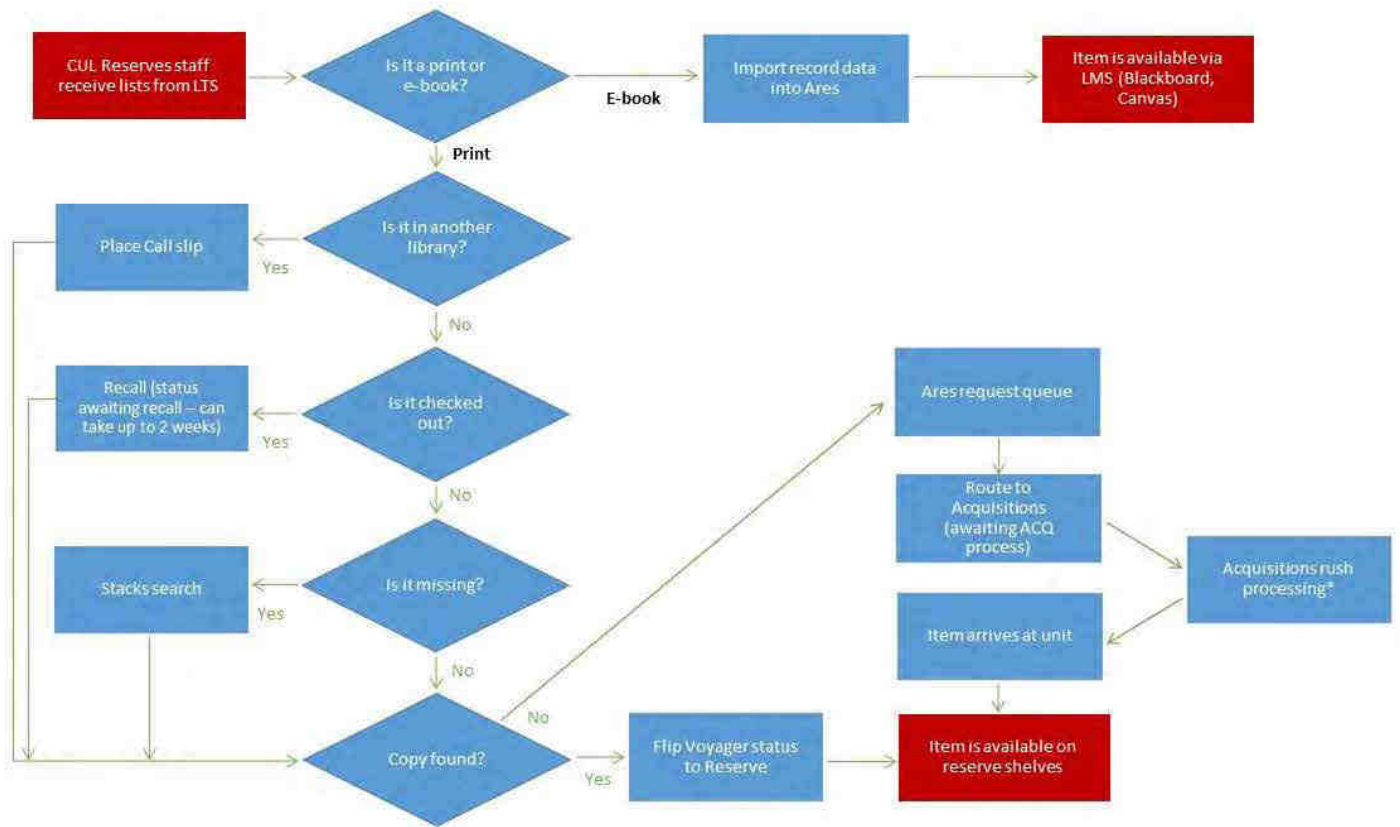
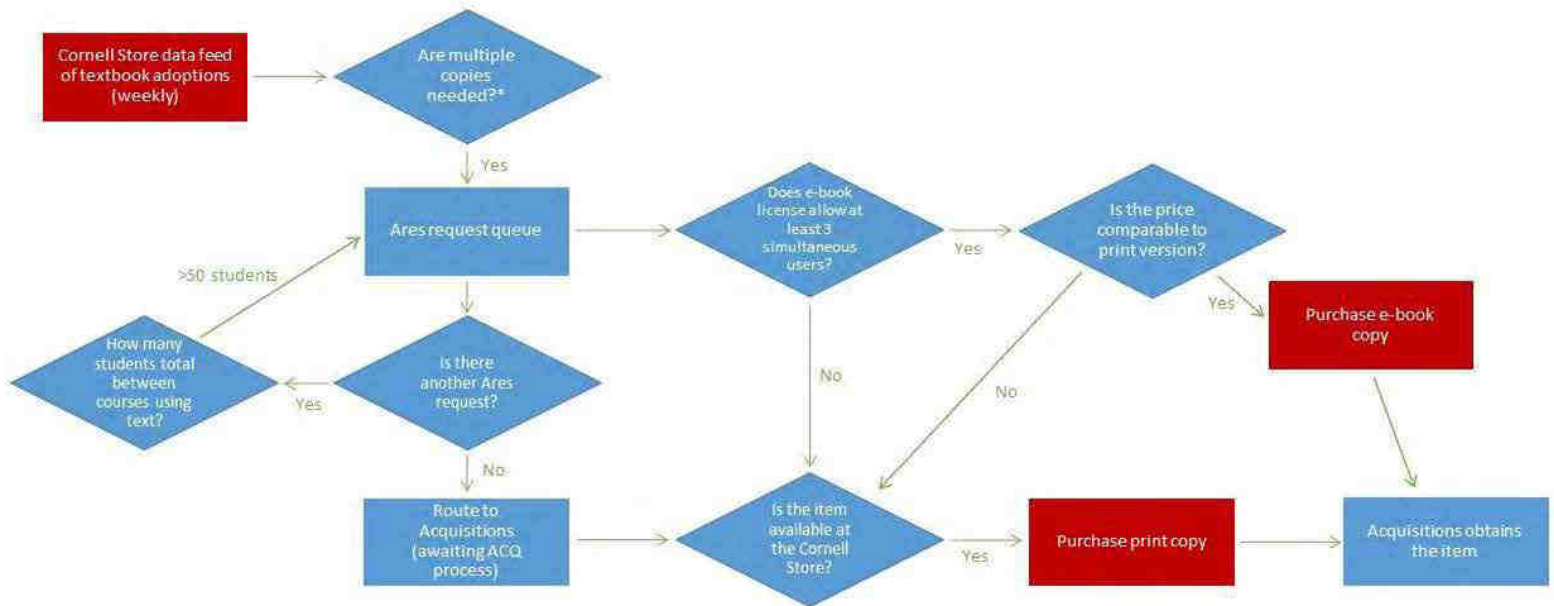


Figure 3. Revised LTS acquisitions workflow for textbook reserves



We would recommend continuing CUL’s current program of faculty-initiated reserves in the medium term, but should review the program with the goal of increasing the value and efficiency of course reserves. Currently, some instructors place both required and recommended texts on reserve. As CUL moves toward full and systematic representation of required undergraduate textbooks on reserve, the need for faculty-initiated reserve requests for required books will diminish; we recommend consultation with the faculty about options for limiting or eliminating course reserves for non-required print books (which present space and staffing concerns).

Increasing outreach to both students and faculty are other key areas for the Library to pursue. We recommend building an outreach program to educate Cornell students on textbook options, which could include revising the CUL textbook LibGuide and developing workshops around textbook access. An outreach program to Cornell faculty to generate discussion and awareness around the financial burden to students of high-cost textbooks and publishing practices of commercial textbook producers would also be extremely beneficial. The Library should advocate for sustainable textbook practices, advise on open alternatives (OER), and draw on the Library’s years of advocacy around open access and scholarly communications issues.

### Cost Estimates

The task force prepared cost estimates for four tiers of service:

5. providing textbooks for the Gateway Courses;
6. providing textbooks priced over \$200;
7. providing all titles on the Cornell Store’s listing of adopted course materials;
8. and providing all textbooks for all courses at Cornell.

For each of these tiers, we calculated several costs based on varying levels of textbook access provided to students. These estimates were formulated using data received from the Cornell Store for course material adoptions (textbooks selected by faculty for their courses) for fall 2018, so all estimates except the Gateway Courses represent the costs for one academic semester only. For the estimates where we calculated the cost for multiple copies based on course enrollment, we recommend purchasing a minimum of one copy per 50 students.

	1 copy of each textbook for each course	Multiple copies based on enrollment per course	Multiple copies based on combined enrollment across courses	Same scenario as previous column, capped at 5 copies
Gateway Courses	\$2,700 annually	\$24,000 annually	NA	\$13,200 annually
Textbooks over \$200	\$47,000	\$69,200	\$55,400	\$50,000
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All textbooks for all courses	\$202,650*	\$273,525*	\$189,525*	\$173,250*

\*The Cornell Store data does not represent all undergraduate courses. To estimate the cost of all textbooks for all courses, we have added a 5% contingency to accommodate for the missing courses.

#### *Additional costs*

- \$10,000 annually to continue student-initiated textbook requests to address gaps in current data collection practices, particularly for graduate-level courses
- \$10,000 annually to continue to support digital media content requests from faculty

The data from the Cornell Store includes course numbers, instructors, adopted textbooks, book prices, ISBNs, and course enrollment. Though it does not include all courses, it is estimated that 95% of undergraduate courses that have required textbooks order through the Cornell Store.

#### *Gateway Courses*

Gateway courses are defined as “courses that enroll more than 200 students and are required for a major, concentration or pathway (pathway is a grouping of courses that must be taken sequentially). At least 75% of the enrollment is freshmen and sophomores, and no more than 75% of the enrollment is from a single college.” There are currently 33 Cornell courses with this designation. Approximately 84% of incoming students at Cornell take one of these courses, which is why they are considered high impact.

Using the Cornell Store data, we estimate the cost of providing one copy of each required textbook for each of the 33 Gateway Courses to be \$2,700 annually. If we scale our purchases according to anticipated enrollment, the cost would be \$24,000 annually. If we aim for somewhere in between these two levels of support and cap the number of copies provided, the total would be \$13,200 annually.

### *All Textbooks for All Courses*

The Cornell Store maintains the most comprehensive available record of adopted textbooks on campus. For the purposes of providing an estimate, we have added a 5% contingency to the cost estimates for the Cornell Store adopted course materials. However, in order to provide all textbooks for all courses, we would need to supplement the Cornell Store's data by soliciting syllabi and textbook information directly from faculty and departments.

### Current State of CUL Course Reserves

Historically, CUL has employed two models for supporting course reserves: faculty-initiated and library-initiated. A third model – student-initiated course reserves – was piloted in fall 2018. Each CUL unit library handles course reserves differently; this is due to the size of the departments/colleges they support. Generally, textbooks are provided comprehensively via the Library's course reserve service for courses offered in the Law School, the ILR School, the College of Veterinary Medicine, the College of Business, the College of Architecture, Art and Planning, the Music Department, and the Mathematics Department. Courses in the College of Arts & Sciences (outside of Math and Music), the College of Engineering, the College of Agriculture & Life Sciences, and the College of Human Ecology are the primary areas where the Library would need to expand textbook support. It should be noted that expanding print reserves materials would have implications for space at Mann, Olin, and Uris Libraries.

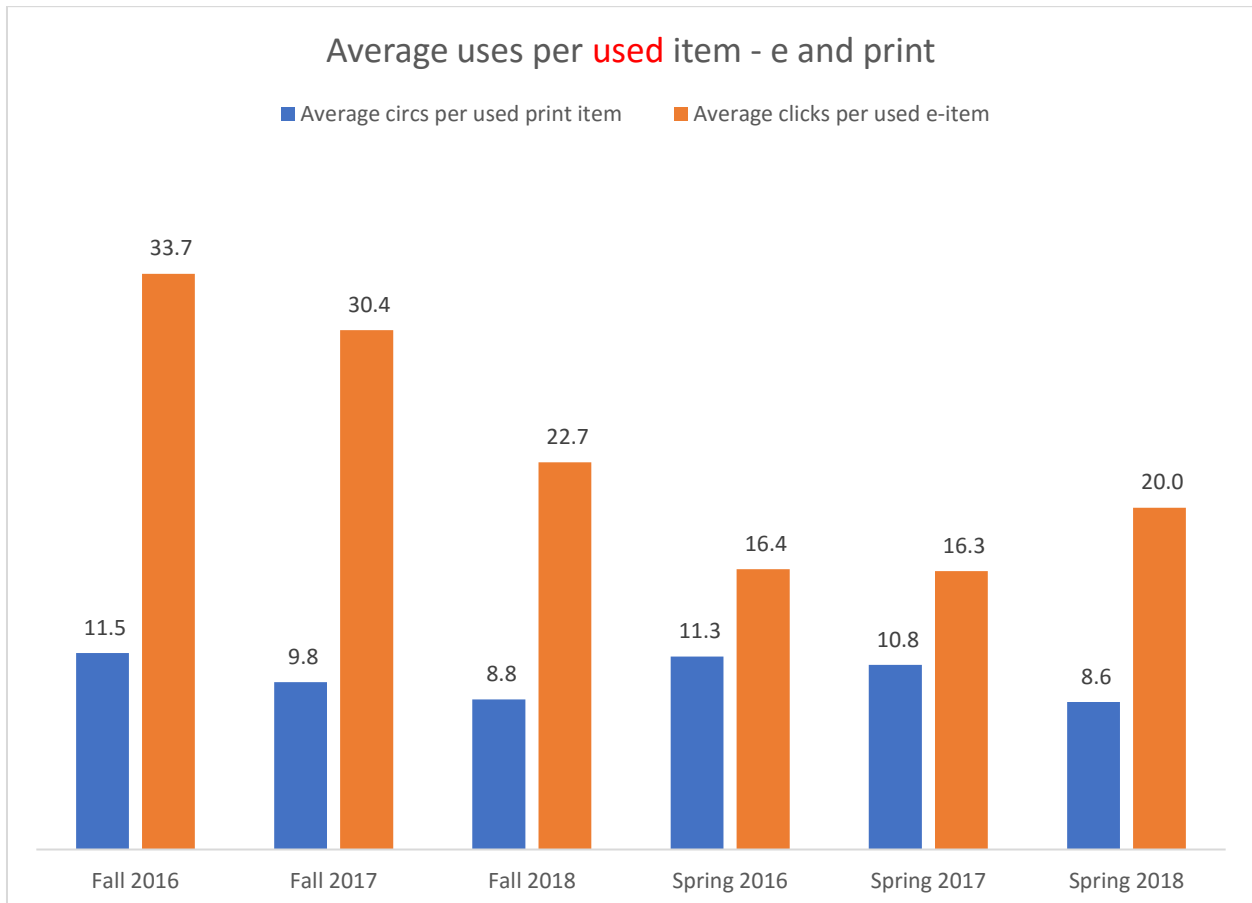
For details on the current course reserve workflows and approaches at each unit library, see Appendix A.

### CUL Course Reserve Statistics

We pull reserve statistics each semester to keep track of trends for both print and e-reserve usage. For the purposes of these reports, "e-items" includes e-books as well as articles and book chapters that the library makes available for course reserves via the learning management system (Blackboard or Canvas). Though we put far fewer e-items on reserve each semester than we do print items, the usage of the e-items is significantly higher, which leads us to believe that investing in e-books would help more students access this service.

**Reserve Usage Summary - Spring 2016 - Fall 2018**

	as of 11-28-18			Spring 2016	Spring 2017	Spring 2018
	Fall 2016	Fall 2017	Fall 2018			
<b>Items marked "available"</b>						
<b>Number of print items</b>	5,195	5,412	5,238	6,003	4,358	4,712
Number of print items used	2,543	2,224	2,187	2,975	2,033	2,113
Number of print items not used	2,652	3,188	3,051	3,028	2,325	2,599
<b>Total print circs</b>	<b>29,210</b>	<b>21,737</b>	<b>19,189</b>	<b>33,740</b>	<b>21,885</b>	<b>18,246</b>
% Print items used	49.0%	41.0%	41.8%	49.6%	46.6%	44.8%
% Print items not used	51.0%	59.0%	58.2%	50.4%	53.4%	55.2%
Average circs per item - overall	5.6	4.0	3.7	5.6	5.0	3.9
Average circs per used print item	11.5	9.8	8.8	11.3	10.8	8.6
<b>Items marked "not available"</b>						
<b>Number of e-items</b>	1,983	2,183	2,178	1,705	1,854	2,090
Number of e-items used	1,554	1,686	1,496	842	1,525	1,308
Number of e-items not used	429	497	682	863	329	782
<b>Total clicks</b>	<b>52,357</b>	<b>51,201</b>	<b>33,898</b>	<b>13,802</b>	<b>24,932</b>	<b>26,173</b>
% e-items used	78.4%	77.0%	68.7%	49.4%	82.3%	62.6%
% e-items not used	21.6%	23.0%	31.3%	50.6%	17.7%	37.4%
Average clicks per item - overall	26.4	23.5	15.6	8.1	13.4	12.5
Average clicks per used e-item	33.7	30.4	22.7	16.4	16.3	20.0
<b>Total Courses</b>	826	823	828	724	768	759
<b>Total Items (print &amp; e)</b>	7,178	7,595	7,416	7,708	6,212	6,802
<b>Total used items (print &amp; e)</b>	4,097	3,910	3,683	3,817	3,558	3,421
<b>Total Usage (circs + clicks)</b>	81,567	72,938	53,087	47,542	46,817	44,419
<b>Avg uses per item - overall</b>	11.4	9.6	7.2	6.2	7.5	6.5
<b>Avg uses per used item</b>	19.9	18.7	14.4	12.5	13.2	13.0





## Student-Initiated Textbook Reserves Pilot

In the summer of 2018, the task force approached Xin Li (initial AUL sponsor for the Textbook Task Force) with a proposal to address the issues that we were hearing from students regarding the provision of textbooks at Cornell. Xin Li and Kizer Walker (Director of Collections and task force member) agreed to fund a pilot allowing students to request textbooks for course reserve at the library, rather than only relying on faculty to initiate the requests for course reserves. While we recognize that this service cannot be the only solution for providing textbooks on reserve, we recognized that we needed a better and more timely avenue for getting high-demand and costly course materials for students in need. By piloting this service, we can continue to support students during the interim period while the Library works to designate a funding stream for purchasing all textbooks.

In fall 2018, the task force received 91 requests from students for course reserves (21 additional requests were received from faculty; clearly some appreciated the reserve request form implemented for the new service, which is simpler). Below is additional information on the student-initiated textbook reserves pilot:

- We spent \$5,400 ordering textbooks for the fall 2018 pilot.
- Twenty-one requests were for textbooks that the library did not currently own; 13 requests were duplicate requests (more than one student requested the same textbook).
- We received requests from 57 undergraduates and 34 graduate students.
- Fifty-eight requests were for courses that had no reserves initiated by faculty. We believe this is a critical measure of success since students were expressing a need for materials that faculty did not identify.
- We purchased 42 textbooks for this pilot. Although we received requests for only 21 titles that the library did not own, half of the textbooks we purchased were for second, and sometimes, third copies of the book. Of the 42 textbooks we purchased, only three were in e-book format (which demonstrates how difficult it is to procure digital versions of textbooks for course reserve).
- We analyzed the circulation statistics for the student-initiated textbook reserves. Of the 76 unique items purchased, 52 of those items circulated at least once, and the average number of checkouts for those items was 16.

## Campus Partners in Providing Textbook Support

The Library is not alone in recognizing the crisis in textbook pricing and identifying ways to alleviate the financial burden of these costs for Cornell students. The task force spoke with a number of campus organizations about their work in this area and how the Library might collaborate on future initiatives.

### The Cornell Store

Last fall, the Library received the list of adopted textbooks for fall 2018. This data included course numbers, instructors, adopted textbooks, book prices, ISBNs, and course enrollment. This data is the basis for a number of the cost estimates we provide in the Cost Estimates section of the report.

We had also inquired about getting access to historical textbook ordering data in an effort to determine a more precise cost estimate for providing copies of all textbooks for all Cornell courses. However, we learned that the data we had requested is either difficult to obtain or simply does not exist because the

Cornell Store has implemented a new system, Verba Connect, to streamline the textbook ordering process. This new system is able to connect with the University Registrar feed to access the comprehensive course roster at Cornell University (approximately 14,000 course records every year). Verba Connect also provides “affordability scores” for each textbook selected by faculty based on the availability of used copies, rentals, and e-books. This is just one way the Cornell Store is attempting to raise awareness amongst faculty about the textbook affordability issue. Feeding the course roster data into the bookstore system, they are able to automate their communication with faculty to ensure that faculty are regularly pinged by the system until they either submit their textbook adoptions or notify the Cornell Store that the course does not require a textbook. Although the Cornell Store did indicate that the biggest challenge to providing affordable course materials is the timely reporting of textbook adoptions by faculty, they are aware that there is no mandate for reporting at the University level.

The bookstore does not order all adopted textbooks. They clean up data from the University Registrar to eliminate courses that are unlikely to have required textbooks, such as discussion sections, physical education courses, and studio art classes. They also do not always purchase “optional” textbooks if they are prohibitively expensive. Additionally, the Cornell Store does not solicit textbook adoptions for graduate-level courses, though they do fulfill purchase requests if faculty initiate a request.

The Cornell Store’s biggest growth area in terms of providing lower-cost materials is in digital textbooks delivered via the Instant Access Program (<https://www.cornellstore.com/instant-access-program>). Using RedShelf (a publisher agnostic, cloud-based e-reader), they have been able to offer e-book rentals for 26 courses since the service launched in fall 2016, reaching over 6,500 students. Theoretically, the cost of these e-materials is lower since all enrolled students automatically receive and are billed for the content (students can opt-out of the program within the first two weeks of the semester). Enrolled students are also able to purchase a low-cost print copy (typically \$15-20) of the e-book if they choose. The Cornell Store has primarily targeted faculty of Gateway Courses as well as faculty known to utilize fee-based software in their courses. While the bookstore does not have data on the actual costs of the Instant Access materials, they estimate that the opt-out rate is about 20%.

Most gratifying was to hear that the Cornell Store is equally committed to providing affordable textbook options for Cornell students: “The Cornell Store is trying to get it to you as cheap as we can possibly get it.” Their philosophy is that providing textbooks for Cornellians was a service rather than a profit-generator for the store. The Cornell Store is very eager to collaborate with the Library to make it easier to provide textbooks on reserve at our libraries. One tangible outcome from our meeting with Chris Cave is that we are now receiving weekly, automated reports on course material adoptions. The Cornell Store also indicated that they have found it hard to do outreach to faculty on textbook costs, and that this seems like an important role the Library can fill.

#### Cornell University Registrar

The task force submitted a request for data from the Cornell University Registrar for three years of data on courses offered at Cornell University (AY15-16, AY16-17, AY17-18), including the actual enrollment for each course. We also requested information on whether the Registrar had syllabi filled by the instructor, which unfortunately, they do not.

The purpose for requesting this data was to conduct a gap analysis between textbook adoptions via the Cornell Store and total courses offered via the Registrar. We felt that understanding the percentage of

courses captured by the Cornell Store would assist us in understanding how representative their data is for all textbooks utilized in all courses. We were able to compare the fall 2018 semester data of the Cornell Store to the Registrar data and our Ares record in the table below.

College	Number of Registrar Courses; Fall 2018 (including graduate courses)	Number of Cornell Store Courses with Adopted Textbooks; Fall 2018	Number of courses in Ares (library reserves software); Fall 2018	Percentage of Courses with Adopted Textbooks (as part of total courses offered)	Percentage of Courses with Adopted Textbooks AND Library Reserves
Agriculture & Life Sciences	516	105	74	20.3%	70.5%
Architecture, Art & Planning	165	19	24*	11.5%	126.3%
Arts & Sciences	1399	926	333	66.2%	36%
Business	341	145	126	42.5%	86.9%
Engineering	617	142	70	23%	49.3%
Human Ecology	212	71	49	33.5%	69%
ILR	135	55	51	33.5%	92.7%
Law	140	75	65	53.6%	86.7%
Veterinary Medicine	91	2	1*	2.2%	50%
Total	3,616	1,540	793		

\*The fall 2018 Ares course number may not reflect the actual courses supported by library course reserves

The data above shows the gap in coverage between the courses the library is currently supporting for course reserves, the textbook titles submitted to the Cornell Store, and the total number of classes available in the course roster via the Registrar. There is a significant gap between the Registrar listing of courses and the courses with adopted textbooks through the bookstore, though as mentioned earlier, we do know that the bookstore filters out a significant number of courses that are unlikely to require textbooks – labs, discussion sessions, physical education courses, etc.

#### Cornell Lending Library at Durland Alternatives Library

The Lending Library was first organized in 2016 by students in the First in Class Program, an initiative for first-generation students sponsored by the Office of Academic Diversity Initiatives. They collaborated with Durland Alternatives Library to offer free, semester-long loans of textbooks and other course-related items to students who struggle to afford them (<https://blogs.cornell.edu/cornelllendinglibrary>).

Initially, the project had a small budget and worked with the Cornell Store to identify high-demand textbooks. Current textbook holdings fill about half a large storage closet and include several dozen copies of particular titles. The books are cataloged within the Finger Lakes Public Library system, of

which the Alternatives Library is a part. As books fall out of current editions or are no longer in demand, they are deaccessioned and made available for the Books Through Bars program that sends books to prisoners.

The program was developed in response to an identified student need and they have sought to keep the program student-organized and managed. Students are able to borrow textbooks for the entire semester; materials are available on a first come, first served basis. The collection is primarily donations-based, and the Executive Board recently sponsored donation drives via the Greek system that were quite successful. Students borrowing from the Lending Library must register for library card (Cornell ID will not work) and receive a Finger Lakes Library System borrowing card. The Lending Library also circulates equipment, primarily iClickers. Awareness of the Cornell Lending Library is spread via social media (their GroupMe app is extremely popular) and through participation in events geared toward underrepresented minority students and the First Generation Student Union.

We believe there may be an opportunity to work with the Lending Library moving forward, and to donate materials from the CUL Textbook Collection to Durland when they are weeded from our collection. We also recommend having CUL help host donation drives of used textbooks to add to the Lending Library's collection. Having established the connection with Heidi Eckerson, we have agreed to keep in contact regarding the issue of textbook affordability.

#### First Generation Student Union

This organization helps foster a strong network and community of first generation college students. Their presentation, "Finessing Cornell University Resources", includes detailed information on the resources and services available at the Library to supplement their course materials. We will continue to maintain communication channels with student representatives from the First Generation Student Union to ensure their information on Library resources is up-to-date and accurate. We also recommend that CUL develop outreach materials and workshops to educate Cornell students on their options for accessing course materials.

#### Learning Strategies Center (LSC)

Support for diversity initiatives falls under two reporting structures; Julia Thom-Levy, Vice Provost for Academic Innovation, oversees the Center for Teaching Innovation (CTI) and the University-wide Active Learning Initiative (as well as other areas). These offices are focused on improving the learning environment for students, which includes enhancing the classroom environment for all types of students. Lisa Nishii, Vice Provost for Undergraduate Education, oversees the Office of Academic Diversity Initiatives (OADI) and the Learning Strategies Center (as well as other areas). These two offices focus on student success initiatives targeting groups such as first generation students, veterans, and underrepresented minorities (URM).

Information that came up during our meeting that relates to the provision of textbooks on campus includes:

- Gateway Courses are defined as "courses that enroll more than 200 students and are required for a major, concentration or pathway; at least 75% of the enrollment is freshmen and sophomores, and no more than 75% of the enrollment is from a single college."

- The above definition is important because it is estimated that 84% of incoming Cornell students enroll in at least one Gateway course. When thinking about how students transition to Cornell and what kind of experience they have, these courses are a key target area.
- LSC operates a number of programs and academic support services including academic success skills courses; a 2-credit course on critical thinking and reading; peer workshop series (topics include exam preparation, growth mindset); consultations with professionals (study skills support, individual consultations); tutoring for Gateway Courses as well as 1-credit supplemental courses (pre-statistics or pre-calculus); and the Prefreshman Summer Program (the Library makes Uris laptops available for overnight checkout to these students during the summer).
- LSC also provides copies of some of the Gateway Courses textbooks that may be used on-site in the LSC tutoring rooms. They do not track usage and the materials are only available during the hours the office is open.
- Textbooks for students who participate in the Prefreshman Summer Program (approximately 200) are funded entirely by the LSC.
- There is a lack of understanding among students about textbook funding as part of the financial aid package.

Amy Godert suggested a potential collaboration between the Library and LSC to gain a better understanding of how many students are purchasing (or not purchasing) the required textbooks for their courses, and suggested course evaluation forms as the possible tool for acquiring this information. Adding a question to evaluation forms about students' textbook purchasing habits would give us greater insight into this issue, and she thought it may be easiest to start with the College of Agriculture and Life Sciences, since they use a common evaluation form for student feedback.

#### Office of Academic Diversity Initiatives (OADI) and Diversity & Equity in the Office of the Dean of Students

Many of our conversations with OADI staff was about student textbook need, and how students fall through the cracks of financial aid. We also discussed the possibility of a faculty senate resolution regarding textbooks and the importance of educating faculty on expensive textbook alternatives. They also identified other potential areas the Library might be able to assist with, such as reduced prices for poster printing and increasing our long-term laptop lending capacity.

#### Topics for Further Review

##### Space considerations

As noted earlier, we estimate that Olin & Uris Libraries and Mann Library will be most impacted by expanding the textbook reserve program, and there are concerns about shelving capacity. An additional issue is the accessibility of course reserves at Uris Library, which is open 24/7 but not staffed by Library employees after 2:00 am, which limits student access to these materials. We recommend working closely with CUL Facilities and stacks management staff to identify potential space solutions as the textbook collection grows over time. We also think it is worth noting that many of the campus partners and student groups we met with throughout this process noted the inconvenience of library/course reserve locations, and encouraged us to consider alternate locations on campus for textbooks collection (e.g. Tatkon Center on North Campus).

### Enterprise solution for e-books

As we continue to prioritize e-books for textbook reserves, we recommend exploring better options for pricing and improving the user experience. Solutions like Bibliotech, an online platform that negotiates licenses with major publishers and provides core textbook packages, may be one way to cut costs and provide a more seamless user experience for students. Typical pricing models for products like this are often based on the number of students per course (this is very similar to the pricing model for RedShelf, the product used by the Cornell Store). Chris Cave, Assistant Director of Retail Operations for the Cornell Store, has reached out to his contacts at RedShelf to inquire about an enterprise or library model for a license approach to e-content, which they do not currently support. However, he has also informed us that they are interested in building out new product offerings and are open to discussions about developing a solution for the Library. Chris has assured us that these conversations will continue in 2019, and he will keep us updated as they progress.

### Access to supplemental online resources

A remaining challenge for the Library is the trend of faculty selecting e-textbooks with supplemental online resources/software that are registered to a single user (e.g. Instant Access program materials). At this time, the task force has not been able to determine how we can help provide students with access to these materials, and a number of the Gateway Courses are currently using such resources. We recommend having further discussions with contacts at RedShelf and the Cornell Store.

### Student textbook purchase habits

To improve our understanding of student need, we need to improve our understanding of student textbook purchase habits. The task force spend a great deal of time speaking with students who are very concerned about textbook affordability (First Generation Student Union, Cornell Lending Library, Student Library Advisory Council, etc.), but we do not know whether the experiences of these students reflect the experiences of the majority of Cornell undergraduates. As noted earlier in the report, one idea to explore further would be adding a question about textbook purchasing to course evaluations, and Amy Godert from the Learning Strategies Center has indicated her interest in helping the Library advocate for this with the colleges.

### Graduate-level courses

The biggest gap in the textbook data we receive from the Cornell Stores is the lack of data on course materials adoptions for graduate-level courses. We have recommended continuing the student-initiated textbook request program to help address the gap, but that is not a systematic or comprehensive approach. If we want to eventually include graduate course materials in the textbook reserve collection, Reserves Coordinators would need to solicit syllabi and textbook information directly from faculty and departments, which could be a very time-consuming process each semester. We recommend further investigation into how this process could become more streamlined.

## Appendix A: Course Reserves at Cornell Libraries

### Africana Library

Africana Library course reserve staff support the Africana Studies & Research Center. All course reserves in Africana Library are faculty-initiated course reserves. Course reserve staff solicit syllabi from faculty and process both physical and digital reserves for the courses.

### Fine Arts Library

The Fine Arts Library maintains an extensive collection of permanent reserves. The reserve collection at Fine Arts supports courses in the College of AAP including art, art history, architecture, and city and regional planning. Course reserve staff coordinate with Department Chairs and individual faculty in the College to acquire course syllabi for all courses in the College.

### Hotel Library

Course reserves at the Hotel Library are coordinated by staff at the ILR Library. Course reserves at the Hotel Library are comprehensive; staff coordinate with all faculty in the Hotel School to provide all course readings and textbooks on reserve.

### ILR Library

Course reserves at the ILR Library are comprehensive. Staff coordinate with all faculty in the Industrial & Labor Relations School to provide all course readings and textbooks on reserve.

### Management Library

Course reserves at the Management Library are comprehensive. Staff coordinate with the Johnson School of Business to ensure that all course readings and textbooks for all Business School courses are available on reserve.

### Law Library

Course reserves at the Law Library are comprehensive. This library-initiated model involves staff coordinating with the Cornell Store and administrative staff in the Law School to ensure that all course readings and textbooks for all law courses are available on reserve.

### Mann Library

Mann Library course reserve staff support the College of Agriculture and Life Sciences and the College of Human Ecology. All course reserves in Mann Library are faculty-initiated course reserves. Course reserve staff solicit syllabi from faculty who have previously utilized the course reserve service. Materials not owned by the library are requested for purchase via the Mann Library Collection Development Team; unfortunately, not all materials will be purchased for course reserves. Therefore, Mann Library relies heavily on faculty-provided desk copies which are placed on reserve in the library and returned to the faculty at the end of the term.

### Math Library

The Math Library supports course reserves for the following departments: Astronomy, Chemistry, Math, and Physics (College of Arts & Sciences) and Math for Engineering and Applied Engineering Physics (Engineering College). While the Math Library does contact the Math Department and receive a comprehensive list of courses and textbooks for math courses, the remaining courses are supported with faculty-initiated course reserves.

## Music Library

In the Music Department, only the lowest level music courses use textbooks; these standard textbooks are on permanent reserve at the Music Library. For music courses above the 2000 level, Music Library course reserve staff support course readings (primarily articles) using the traditional faculty-initiated course reserve model.

## Olin & Uris Libraries

Olin & Uris Library course reserve staff support the College of Arts & Sciences and the College of Engineering as well as any courses relying on the Kroch Asia Collections. All course reserves in Olin & Uris Libraries as well as Kroch Asia are faculty-initiated course reserves. Course reserve staff solicit syllabi from faculty who have previously utilized the course reserve service. Olin & Uris Libraries are somewhat unique in that the Reserves Department has a separate fund to purchase materials requested by faculty that are not owned by the library. This endowed fund for undergraduate course materials generates about \$20,000 annually and the reserve department regularly spends the entirety of the funds. Historically, about 40-50% of the funds were utilized to purchase media for course reserves. All requested materials are purchased for reserves. Engineering course textbooks are funded by engineering funds.

## Vet Library

The Flower-Sprecher Veterinary Library maintains a considerable textbook collection relating to all four years of the professional program. Many veterinary textbooks are consulted across the entirety of the curriculum, but the pace at which new editions are published makes student ownership of current titles difficult. The entirety of the Core Collection (which includes textbooks as well as other required resources) is housed on shelves that are always accessible to students. Many students use Core Collection books while in the library without checking them out. When students do opt to check Core titles out, the loan time is five hours. As the library purchases newer editions, earlier editions are cycled to the general collection then to the Annex (such that Core holds the most recent edition, the circulating collection holds all copies of the most immediate previous edition, and the Annex maintains one copy of all other earlier editions). In an effort to increase availability without overwhelming our physical space, we now opt for fewer print copies when e-books are available.

The Veterinary library also supports the Master of Public Health (MPH) program that was implemented in the fall 2017 semester. MPH faculty and administrators have been enthusiastic about working with the library to strengthen the public health collection, providing course lists, required texts, and title recommendations. MPH texts are handled similarly to the veterinary texts; we plan to build a Core Collection for this program along the same lines as the Veterinary Core Collection.

## Library Technical Services

A critical factor in providing textbook support for students via the library course reserves is making the material available in a timely manner. We know that students-in-need make course enrollment decisions based on textbook pricing and availability. Ideally, students will have information on the availability of textbooks on reserve before adding or dropping courses. Yet, we know that most libraries are currently operating a faculty-initiated course reserve model and are dependent on faculty submitting their textbook requests before we can begin to order or pull items from our collection for course reserves.



As we look to expand our textbook reserve program we needed to understand the workflows associated with purchasing textbooks for course reserves currently in place. Jesse Koennecke, Director of Acquisitions and E-Resource Licensing Services, was able to give us a timeline of the processing of reserve materials:

1. Textbook orders are submitted via Poof2 by course reserve staff or selectors; textbooks are marked as a RUSH, reserve item
2. Every morning, Poof2 orders from the previous day (as well as OASIS orders) get fed into the ITSO matrix (ITSO picks initial vendor to order materials); reserve orders are kicked out and put into RUSH queue
3. RUSH queue is managed by a staff person, every day
  - a. All reserves are run through e-book review; criteria for purchasing the e-book: at least 3 seats or unlimited simultaneous users copy for no more than 2 times print cost
  - b. Purchase e-book if criteria are met
  - c. Books not available in digital format are then submitted to Amazon for immediate turn-around; generally shipped via standard prime shipping which is slightly more expensive than two-day shipping
  - d. If not available via Amazon, use other sources but they are slower
4. Amazon books are received in LTS 2-3 days after order placed (variance due to UPS and CUL shipping).
5. Books are unboxed and processed; if book is “fastcatable” it is immediately moved to physical processing; if book is not “fastcatable” it is delivered to a cataloger for immediate cataloging (RUSH materials get best record for quick turnaround).
6. After cataloging, material is placed on RUSH shelf for physical processing (ownership stamp, call number label)
  - a. If stiffening required, decision made by physical processing
7. After physical processing, items put on cart with directions (RUSH, Reserve, patron request); stacks management takes Olin & Uris materials from the cart; all other libraries are placed in shipping bins

Looking at this current process for rush reserve materials, we estimate it will take 5-7 days as a best-case scenario from order to receiving high demand materials. Library Technical Services did express willingness to coordinate with Access Services to streamline this process to receive and process RUSH materials faster.

#### *E-Textbooks for Course Reserve*

A pilot program was initiated several years ago to prioritize purchasing e-books for course reserves when digital content is available. Following the pilot, the program was mainstreamed and now LTS has integrated this into their ordering workflow for course reserve material.

The following are issues relevant to the purchase of e-textbooks for course reserve:

- The biggest advantage of e-book versions of textbooks over print is simultaneous usage. The library typically does not purchase content with fewer than three simultaneous users. So, while the upfront cost is usually greater for e-books, access is enhanced through the digital platform.

- There are unlimited user models (Science Direct, Wiley, Cambridge) that have all the features we would want for course reserves; the average cost \$150, but that can vary based on length of text and "importance"
- Single-user licenses and three-user licenses (price goes up with number of users at a time) are also available; if you cannot get unlimited access, three-user access is usually enough
- When LTS receives a course reserve request, they first determine if a multi-user e-book license exists (will default to e-book unless instructor requests otherwise).
- The library also utilizes a back-end process to catch when there's more use than expected; this allows for automated upgrades so the fourth user is not kicked out.
- Most licenses are "in perpetuity" - but what does forever really mean? What if something happens to these companies?
- STEM fields are in the lead with e-books, but Humanities have popped up on Taylor & Francis and Palgrave
- Most publishers (besides Springer) allow you to buy on title-by-title basis rather than huge packages.
- There are two big aggregators, EbscoHost and ProQuest E-book Central (now includes e-brary subscriptions), that provide e-books. While the aggregators have more restrictions, they host smaller publishers.

## Appendix B: Peer Institution Textbook Programs

### Concordia University

The task force spoke with three individuals at Concordia College: Andrea Harland, Head of Access Services, Kirsten Huhn, Head of Acquisitions and Serials, and Luigina Vileno, Head of the Vanier Library. Concordia University runs a hybrid model for textbook reserves. In addition to offering traditional faculty-initiated course reserves, all undergraduate course textbooks adopted through the bookstore will automatically be placed in the course reserve room at the appropriate library.

The library receives weekly adopted textbooks and course packs from the bookstore throughout the year. Staff in Acquisitions place orders for material not owned by the library. Course packs are ordered each year, regardless of whether they have changed (they are plastic-spiral bound so usually only last a semester before they need to be replaced). Once the new material is ordered, the lists are passed to Access Services in order to recall or pull the remaining items from the circulating collection. If faculty do not submit their textbook adoptions to the bookstore, those materials are not automatically ordered.

As a general rule of thumb, if a class/section hits 175, a second copy is ordered. A class with 290 students would get three copies. Additional copies are ordered for even higher enrollment numbers at the discretion of Acquisitions staff. The threshold for all undergraduate Business, Engineering, and Sciences courses: If a class/section hits 75, a second copy is ordered. A third copy is ordered if class/sections are 175 or above. Fourth copy at 275 and fifth copy at 375. Additional copies are ordered for even higher enrollment numbers at the discretion of Acquisitions staff.

Graduate-level course textbooks will not be automatically be purchased but faculty can request that the library place those materials on reserve through the course reserve system. Funding for graduate-level course materials is funded from another account.

The LSFC (Library Services Fund Committee) oversees the spending of money in support of undergraduate textbook reserves. While there is no funding cap for the textbooks, annual spending for the program is about CAD 90,000.

The library houses course reserves in separate rooms within the three libraries at Concordia. Access to the collection is unmediated and students can locate and checkout the reserve material using a self-checkout machine.

At the end of the semester, all personal copies of books will be removed from the course reserves room. Library books placed on reserve per faculty request will be returned to the circulating library collection. Textbooks placed on reserve through the student funding initiative will remain in the Course Reserves Room for 2 years or until the instructor for the course requests that they be removed.

The implementation of the textbook program at Concordia University is streamlined by the bookstore-provided course lists. They estimate that without this, the program would be too staff-intensive to implement. Even with the help of the bookstore, the checking, ordering and recalling process is time-intensive. Ideally, they would like an automated process for feeding the bookstore lists into the library ordering and reserve processing systems.

## University of Alberta

The University of Alberta allocates funding for the purchase of textbooks. The annual cost is in the range of \$100,000 with no cap. This amount represents less than half of 1% of the total collections budget. UA uses the following criteria in determining what textbooks will be ordered.

- Textbook is required for the course (not recommended or optional)
- Cost is \$50 or more
- 1 textbook per 125 students enrolled, to a maximum of 5 copies
- A small percentage of the budget is set aside to respond to student requests for textbooks that fall outside these priorities

Lists of required texts are supplied to the library by the UA Bookstore. Staff compare the lists to current holdings and to the baseline criteria to determine which titles need to be purchased and how many copies are required. The monograph acquisitions team checks to see if unlimited e-book versions are available for purchase and if not, submits the order to the bookstore. Textbook reserves are available for a 2 hour loan period.

Textbooks are on a 2 hour loan and are placed on reserve at the reserve room at the affiliated library that supports the department. Reserve rooms have a self-service checkout machine to streamline access to the collection. Faculty can add reserve material to the reserve rooms.

Challenges for the textbook program at the University of Alberta involve the staff time involved in reviewing lists and matching to current holdings as well as turnaround times -- faculty are slow to get their requests to the bookstore; the bookstore is out of stock of needed titles, so items must be ordered via Amazon.

The University of Alberta hired a Digital Initiatives Projects Librarian whose role is to build awareness and infrastructure for library support of OER. The librarian initiated an OER interest group, and has been collaborating with select faculty on pilot projects to produce OER using PressBooks and Omeka platforms. The library is also offering an OER bootcamp for librarians and contributes funds/awards for OER projects.

## University of Pittsburg

The University of Pittsburg provides varied support for textbook reserves in its libraries. The departmental science libraries rigorously place textbooks on reserve, yet the Main Library does not. In addition, UPitt is piloting a project to see if purchasing multiple copies of textbooks is helpful for students. The pilot features four courses, with multiple sections in each course. Multiple copies of the course texts are purchased and the library is coordinating with the book center to alert students to this, and working with the faculty in those classes. They are monitoring textbook usage throughout the term and survey students at the end of the year.

The science libraries have used their allocated budget to purchase textbooks, buying one copy of each book. The pilot is funded by gift money and book budget matching.

The greatest challenge for the library's textbook support is spreading the word to students so they do not buy the books and anticipating the number of copies to purchase. Finally, if the pilot is successful, it will not be sustainable without gift support.

### North Carolina State University

North Carolina State University provides at least one copy of every required textbook for every course. The program has been in place since 2009 and costs range from \$30,000-\$40,000 annually (this represents less than 1% of the annual allocation for monographs). The textbooks are identified as required by the instructors when they submit their textbook lists to the campus bookstore. The bookstore works with the NCSU Libraries to distribute the adopted textbooks. The library reviews the list in comparison with their holdings and either pulls from existing holdings or makes new purchases. New purchases are funding from the collections budget.

A big challenge is meeting the demand which is variable from course to course, getting the lists of new textbook adoptions from the bookstore in time for the first day of each semester, which leaves us with a big push usually right at the beginning of each semester to identify any e-books that we can upgrade or purchase to fulfill demand for these textbooks.

NCSU has an active OER program called the AltTextbook Project. This project awards grants to faculty to adopt, adapt, or create free or low-cost alternatives to expensive textbooks.

In addition to the Library, the NCSU bookstore is working with some courses to adopt "inclusive access models" for some textbooks and the statewide consortium, NC LIVE, just launched a new OER initiative.

### Michigan State University

The MSU Libraries initiated a course reserve textbook pilot in fall 2018 for some, not all, MSU courses. Courses are identified via data requests through the Registrar and focus on high-enrollment 100 and 200 level courses that use the same textbook(s) across all/most sections. Courses with "expensive" textbooks (\$200-300) are prioritized, but high-enrollment courses using less expensive textbooks are also considered. Spending for the pilot in fall 2018 was \$6808, which is 0.035% of the overall budget.

Books are purchased via campus bookstore; 1 copy per 150/200 students in a course. Books can be checked out for 2 hours and renewed but must remain in the building.

Some of the challenges MSU has experienced with the pilot include:

1. Theft: thefts of chapters from loose-leaf textbooks in 3-ring binders.
2. Online access codes/required online homework solutions: if students are required to buy online access code for homework, etc. that comes with access code for an e-textbook and therefore, the print textbook in the library is not getting used.
3. Promotion to students: they are not certain that students are even aware that their textbook is on reserve at the Library.
4. Not all colleges/departments updated "copy on reserve at main library?" field of student information system via Registrar's office.
5. New editions come out so frequently.
6. Custom "MSU" textbooks mean buying from bookstore is often only option and results in frequent new editions.
7. Faculty turn-over/rotation: different faculty will choose different books for the same course from semester to semester.

8. Accessibility – we may need to obtain or create accessible electronic copies if we received an accommodation request – creating accessible electronic copies of STEM textbooks is especially challenging/time consuming.

MSU's Undergraduate Student Government (ASMSU) and another student group, Spartans.4.Spartans started a small textbook program where they donated some students' personal course textbooks to the Libraries for checkout. These books are not on reserve – they are on a special ASMSU textbook shelf and can be checked out for 180 days. They have minimal cataloging. Some editions are older/not what courses are currently using. Program is loosely organized and the MSU Libraries does not actively pursue these donated textbooks.

MSU Libraries worked with another campus unit on an OER micro-grant program and will also be joining the Open Textbook Network.

Open/Alternative Textbook Initiatives

*Wise OSU Library Open Textbook Initiative*

<https://info.library.okstate.edu/wiseinitiative>

The goal of the Oklahoma State University Open Textbook Initiatives is to encourage faculty to consider open textbooks for their courses. To encourage faculty to develop or adopt alternatives to traditional textbooks, the initiative offers a stipend of up to \$5,000. The initial funding for the program came from a donation from Dr. James Wise.

*Kansas State Open/Alternative Textbook Initiative*

<https://www.lib.k-state.edu/open-textbook>

This initiative is a grant program that provides funding to Kansas State University faculty and instructors to develop or adopt free alternatives to traditional print textbooks. The development or adoption of open or alternative resources may include using an existing open access textbook, using library resources, high quality OER, and faculty-authored materials. All Kansas State faculty who teach at K State can apply for an award ranging from \$2,000-\$5,000 to create or implement an open/alternative textbook.

*The Textbook Affordability Project at Temple Libraries*

<http://guides.temple.edu/textbookaffordability>

Temple University Libraries have provided awards to faculty to incentivize the elimination of existing commercial textbooks since 2011. It is estimated that the project has saved Temple University students over \$750,000. The project supports the replacement of commercially published textbooks with alternative learning materials, customized by faculty, as well as the adoption of existing OER.

*Affordable Learning through OhioLINK*

<https://affordablelearning.ohiolink.edu/Guide/Initiatives>

OhioLINK is taking a mixed methods approach to textbook support, including OER/alternative textbooks, library materials, and inclusive access.

## Resources

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