

**Morning Session, Track A: Impact of Digitization on ILL & Reserves
Facilitator: Michael Cook (Cornell)**

Q: What impact is digitization having on reserves?

A: Patron asked if we could purchase all reserve texts in digital form. Got the course list and not all texts were available in e-format, but director is in contact with student and faculty member to assist as much as possible. Students did not want to access print; they wanted access to all texts from home or from wherever they are.

A: Libraries are missing the boat again. Amazon is renting e-textbooks and publishers are enabling students to get content outside of the library. We are once again playing catch-up. Princeton is trying to find e-textbooks through vendors or consortially, but libraries should have been the leaders in providing access to these e-textbooks.

Q: What is everyone's policies about textbooks (print or e)? Do you even buy them?

A: Depends on the library. At Dartmouth some libraries buy the textbooks and others do not. It's getting harder and harder for students to pay for their books and I would like to move to offer more textbooks throughout the library system.

A: I was on an e-reserves, e-textbook taskforce to try to proactively deal with acquisition of e-textbooks. When we looked at lists of textbooks requested and list of textbooks available, the ones available are only a small subset of what is requested. At the beginning of the semester we have a crush of faculty putting something on reserve; as soon as we get a request for an e-copy it takes a lot longer to look for that copy and acquire that copy - because it's not as readily available.

Q: How could we have gotten on that boat?

A: Work with your general counsel office. Fairly loose interpretation of fair use - so that if the copy is not available from publisher/vendor in e then we could digitize our print copy. This involves general counsel.

Q: Students didn't want to use e-readers for their reserves or texts, correct?

A: Yes, at the time students did not like the experience of e-readers. The Kindle allowed only one book at a time and did not handle PDFs well and no note-taking. If we were to do the program now we would use iPads and I suspect with different results.

We just started an iPad lending program. iPads are determined to be the only accessible device for all patrons (even disabled).

Q: How many institutions have a copyright librarian on staff?

(several hands raised, but small portion of whole group)

One library has a copyright services group that includes counsel and librarians, IT services, etc., and they try to provide a consistent approach to copyright across campus.

A: We had an e-committee that was set up to try to get communications and consistent message out about copyright, but that hasn't really gone anywhere.

A: We have an intellectual property staff person within the library who works with legal counsel specifically about e-reserves policies, works with grad students about dissertation copyright issues, and ILL staff go to them to talk about interlibrary loan copyright issues.

Q: With course management systems like Blackboard, instructors have the ability to put things into their course website on their own instead of coming to the library. We in the library don't have a way of gauging how much of that is going on. Do you suspect that this has an impact on reserves in library - less print on reserve?

A: Yes, that is one of the main reasons counsel encourages anyone using copyrighted material to use the library to make e-copy so that the library can handle the copyright questions.

A: We don't care if they put up e-copies on blackboard or through the library. IT services would always do quick scans of blackboard to do quick scan of terrabytes of PDFs up on blackboard. So they know that this is happening and that a lot of classes are posting w/out use of reserves.

A: The only professors using e-reserves are the ancient ones who still had the workflow in mind of going to the library to check out materials. The other faculty are just posting things to the course website. Students use blackboard for everything; they don't even check their email anymore (learned by trying to email student workers w/out response).

A: We have no sense of how many faculty are bypassing the library to use and post on blackboard directly.

A: One of the reference librarians does all the faculty websites and makes sure that things work and that what is supposed to be there is there, but she doesn't check or follow up with faculty about what is posted or if they have followed copyright.

A: We can't care about it, in a way. We didn't get on the copyright e-reserves bandwagon right away and so the horse is out of the barn. We can't get it back. It is now the university's problem, not the library's problem. The library cannot be responsible for what the faculty do now.

Q: How many departments use paper coursepacks?

(a few hands go up)

A: Older faculty have pushback about students having laptops in classroom so e-coursepacks are difficult for our students.

A: E-books have multi-user restrictions and faculty want all students to be able to access books @ same time, but that is not possible. One professor contacted the author of a book he wanted to put on reserve and got permission to scan the whole book and put it up on the course site; this way the students had simultaneous access to an e-copy of the book.

A: How about an e-reserves supermarket? We can just go shopping at the market and the authors make their content available in the supermarket for us to be able to purchase/access. It would involve a conversation between authors and publishers.

Q: Are scan & deliver functions being used for e-reserves?

A: Yes, but we have no concrete numbers. Anecdotally, we know that faculty makes requests through scan & deliver services so that they can put the PDF up on their course websites.

A: Blackboard allows you to clone a page so that the PDFs posted will copy over. No need to rescan any item.

A: Colorado independent publishers association is working with libraries to make e-books available to the library constituents outside of the traditional vendor model. There are a lot of issues to work out, which is why most of us aren't doing this, but there is this one model that exists that more of us could look at to adopt.

Q: How important will print reserve items be - or not?

A: We still get a very large volume of requests for print books - not course packets or articles, but print books. We have over 300 books on print reserve and they are still being used. Some students like the print better, but others like e-reserves. We have to please everyone.

Q: What kind of relationship do you have with your campus bookstore? Getting list of coursepacks being sold, getting lists of syllabi that they are getting from the faculty?

A: Really no relationship w/Barnes & Noble stores.

A: Bookstores aren't stocking many of the books anymore; students come to complain that they cannot get the books at the bookstore and so they have to come to the library to get the books.

A: In Canada, coursepacks are a big deal. Some libraries are taking the coursepack materials and putting them on reserve, then charging the students to get access to those coursepacks. They consider it simply another part of student fees.

A: There are two libraries @ Harvard that will be using exclusively electronic coursepacks.

A: Undergraduate resources group (group of students) wanted the libraries to grow their reserves offerings to include electronic coursepacks. The students want to save money and want greener coursepacks, and they can leverage university resources more than the library. The students know that when they buy print coursepacks they are paying for things that they could access for free through the e-resources links at the school.

A: @Penn, the only library that deals with coursepacks is the Business School - other libraries do not put them on reserve. Business library puts all textbooks on physical reserve, and they are one of the few libraries on campus that do that.

A: The library runs blackboard for the campus. We have not seen a reduction in e-reserves because the requests come to the library for their whole set-up; the faculty come to the library for whatever goes onto the website - PDFs and e-reserves, too.

Q: Does anyone have open stacks book reserves? How does that work for you?

A: @Penn, yes, but we have no idea about usage of the print materials. We have no concrete way to figure out how much people use the materials.

A: @Penn, we have reserves in a 24-hour facility and we do a lot of video reserves. Reserve video collection is in the 24-hour facility away from the rest of the video collection, but why are we physically moving these things down to the reserve collection? What about streaming?

A: @Harvard, two libraries have open reserves, but the use room is near the circ desk so that the staff keeps an eye on the materials. It is a maintenance issue, though, because you have to constantly reshelve and straighten them.

A: @Yale, we have reserve books integrated in the regular stacks. We use stickers to show that it's a reserve item. We also have some items behind the desk.

Q: Streaming videos for reserves? Anyone doing this?

A: @Princeton, general counsel is very open about access to this, so if the reserves DVD is available commercially through a streaming service they get access to the streaming service, otherwise they digitize the entire film and restrict where on campus the video can be accessed (these are the films that are not commercially available) - like classrooms and the library. The films are available in the blackboard page so that students can view them through the blackboard page if they login (and

are enrolled in the class). Blackboard access is still restricted to designated locations. Fair use is still in place because video usage is for classroom/instructional purposes and is protected by restricted access.

A: Fair use loophole: The fair use guideline document that just came out could transform things in future.

Q: What about ILL? How is digitization affecting ILL? It seems that the more things are discoverable via the Internet the more ILL has increased - because people want access to these things that they never knew about before. Do we find that in the process of processing these ILL requests are we redirecting patrons to copies that are available electronically through things like HathiTrust?

A: We give patrons access to PDF not a link to something in HathiTrust - links frequently don't work. Because patrons can find now anything on Internet, our staff is not necessarily trained properly to find these obscure texts that patrons are seeing referenced or listed. Patron requests are getting more exotic and staff training needs to catch up to this.

Q: At what point do you say in ILL "we are done looking - we have put in enough effort and have not found it" ?

A: It varies, depending on how long the user has said they can wait. A lot of students and faculty understand that they may have asked for something difficult to find. We play it by ear. If we are not finding something we may involve our subject librarian liaisons who may have connections w/in that subject area.

Q: What is your workflow for these difficult-to-find items? How do you decide who does what to find these items?

A: It's mostly one person who does the searching and decides when to pass off to subject librarian or when to stop search. Illiad is being used to forward requests to subject librarians and a custom email is used, too, so that we can track the requests w/in Illiad.

A: Atlas has a request to enhance the system (Illiad) so that Illiad will push a notice to the customer to let them know the stage that their request is in, how it's moving through the queue. This could be optional so that the patron can decide if they want these notifications.

A: We have Borrow Direct, and patrons get bombarded with these emails from the BD system, so if they are getting messages from Illiad they would be getting too many messages from too many different systems. Where is the balance?

Q: How do we manage the practical and legal implications of digital or born-digital items to lend to other institutions?

Q: Is there a mechanism to save these digital files? How do we manage the digital files? If you are buying rights to a digital file can you add it to your repository?

A: Depends on rights of vendor/agreement.

Q: Are other libraries using other staff from throughout the system to do different functions - reserves, resource sharing, ILL, etc., or is this all done within one unit?

A: Separate staffs for reserves and resource sharing, but they are often doing same type of tasks and have opposite busy periods, so could probably handle both processes/work.

A: Reserves are directly coordinated with ILL and goal is to do more intermingling between activities.

A: Same is true @ Princeton. How to move further in that direction? Put the reserves and resource sharing staff in the same space. The service pieces can happen at the service desk, but the processing would happen in the same place behind the scenes. This is because the type of work that is involved in both processes is so similar, so can be done in same space.

Q: How do we market our services to our users? Has anyone figured a way to get instructors to submit reserve requests before the start of the semester?
(laughter)

A: @Yale Divinity we send out emails to faculty to remind them to put in their requests by a certain date.

A: @Dartmouth we also send out letters to faculty that outlines dates that need to be followed to have items guaranteed on reserve by beginning of term.

END