



# Ebook Collection Development in Academic Libraries: Examining Preference, Management, and Purchasing Patterns

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As a publishing unit of the Association of College and Research Librarians, Choice supports the work and professional development of academic librarians by providing tools and services that help them become more effective advocates for their patrons. Through its over fifty-year history, it has established itself as an authoritative source for the evaluation of scholarly resources and as the publisher of trusted research in areas of interest to a changing academic library community. Today, Choice works to bring librarians, scholars, publishers, and the reading public together, facilitating a shared concern for the discovery, management, and preservation of scholarly information.

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Choice White Paper: Ebook Collection Development in Academic Libraries: Examining Preference, Management, and Purchasing Patterns.

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## ABOUT CHOICE WHITE PAPERS

With this study, "Ebook Collection Development in Academic Libraries: Examining Preference, Management, and Purchasing Patterns," Choice, a publishing unit at the Association of College and Research Libraries, presents the seventh in a series of research papers designed to provide actionable intelligence around topics of importance to the academic library community. Researched and written by industry experts and published with underwriting from academic publishers and other parties, these papers are part of a continuing effort by Choice to extend its services to a broad cross-section of library-related professions.

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# Ebook Collection Development in Academic Libraries: Examining Preference, Management, and Purchasing Patterns

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## EXECUTIVE SUMMARY

The practice of acquiring ebooks and managing them within the collection is complex. Through survey results and a review of the literature, this report attempts to measure the significance of the ebook format within the collection, the procedures and preferences academic libraries have for acquiring ebooks, and the perceptions librarians have of the acquisition and management workflows. This survey and white paper aim to provide empirical context around the factors that are having the most influence on the way academic libraries acquire and integrate ebooks into their collections.

### KEY FINDINGS:

- Electronic books are now an established part of academic library collections, and many libraries report planned future expenditures in this format. On average, ebooks constitute approximately one-third of a library's monograph collection.
- Patron convenience and need are the main motivators for libraries' investment in ebooks. The top four advantages of ebooks identified by institutions are all user-related: anywhere access, anytime access, enhancement of distance/online education, and allowance for multi-user access. As this survey was conducted during the beginning of the COVID-19 pandemic, many respondents emphasized the benefits of access. Typical responses included "perfect for COVID-19," "these are the only books our students can access right now because of COVID-19," and "serving college programs and courses now being taught remotely due to pandemic."
- Librarians believe that patrons are increasingly format agnostic when it comes to monographs, and as a result they are purchasing a mix of print and electronic books dictated by availability, cost, and collecting scope rather than assumptions about patron preferences.
- The ebook acquisition landscape is complex with multiple vendors, platforms, and purchase models to navigate. Despite this complexity and the inherent frustrations that it brings, libraries are effectively handling the challenges and do not see them as insurmountable barriers to acquiring ebook content.
- The ebook format has not transformed the collecting scopes and strategies of academic libraries. Libraries are purchasing the same types of content in ebook format as they purchase in print, focusing on the relevance of the content and not the format.

## INTRODUCTION

For nearly all academic libraries, it is no longer a question of if but how many electronic books (ebooks) constitute a library's holdings (ebooks would include trade and academic titles, from mainstream fiction and nonfiction to university presses, as well as study and reference aids and language learning titles). Data from the National Center for Education Statistics (NCES) confirms this growth, for “the number of E-books in academic libraries increased from 20,021,312 in 2008 to 52,738,755 four years later” (Blummer and Kenton). In the NCES survey from 2016–17, that upward trajectory continued as the total number of ebooks in academic libraries was 85,220,800 (Snyder et al.) Yet for all the growth of ebooks, it has not kept pace with the growth and adoption of its scholarly communication counterpart, electronic journals (Blummer and Kenton). As Roger Schonfeld states, “compared with journals, the possibility of a format transition [from print to electronic] for books presents a different set of opportunities, and far greater complexity, for academic libraries and publishers alike” (Schonfeld).

This survey, conducted in March and April of 2020, captures the most recent state of ebooks in academic libraries in an effort to document and understand the opportunities and complexities of complementing print monographic library collections with ebooks. Paraphrasing a definition from Bailey et al, this report defines ebooks as digital objects designed to be accessible online and read—either online or offline—on a handheld device or a personal computer (Bailey et al.). The authors hope that the results of this survey will help readers understand the benefits, limitations, and hurdles of using ebooks within the academic community and their libraries. That said, the survey was conducted just as the COVID-19 pandemic erupted and higher education was forced to shift to online teaching and learning. As they filled out their surveys, many of the respondents were themselves in the midst of that shift as academic libraries closed their physical collections, library personnel began working from home, and support for online teaching led many libraries to offer digital research materials as alternatives to physical collections. Accordingly, the authors conducted a short follow-up survey in late June 2020 with respondents from the main survey who agreed to answer new questions. The second survey attempted to measure the effects, if any, institutional responses to COVID-19 had on ebook acquisition practices.

Before analyzing the surveys, a brief summary of the past two decades of library literature on ebooks in academic libraries will be helpful. As ebooks developed in the marketplace and became an increasing part of academic library collections, the literature has documented the challenges and successes of acquiring and utilizing monographs in an electronic format. The survey results, however, show that attitudes and procedures are diverging in key ways from some of the historical research. In particular, past hurdles that might have hindered wider adoption—such as DRM, pricing, print preference, and discovery—are becoming less obstructive.

## RELATED LITERATURE

### PATRON PERSPECTIVE ON EBOOKS

Patrons, in general, recognize the many benefits and conveniences of ebooks. In patron surveys, respondents give positive marks for the 24/7 availability of ebooks, which allow libraries to meet

patron demands at their place and point of need. This situation is especially true for distance learners, many of whom never physically visit their campus, let alone their campus library. Ebooks are portable, allowing users to carry and store multiple copies of books conveniently, and digital formats often permit highlighting, bookmarking, and keyword searching across thousands of books. For those with disabilities, many ebooks can be accessed through on-screen readers with assistive technology software or even be read aloud.

Saving money is an oft-cited benefit of ebooks for patrons as well. The push for libraries to invest in etextbooks and open educational resources are movements to help offset the growing expense of higher education for students. When libraries invest in these options, they save students thousands of dollars. Ebooks also avoid punitive late fees and fines for books, since they are never overdue or damaged; ebooks are either downloaded and stored on a patron's computer or access to the content expires.

Despite these benefits, ebook adoption in academia has been slower than its counterpart, the electronic journal. There are many reasons why ebooks are not as popular as electronic journals. In surveys and anecdotes, many patrons are still attached to print material and prefer deep reading in this format over its electronic counterpart (Blummer and Kenton; Rod-Welch et al.). Ebooks exist on different platforms, meaning that users must learn how to use a platform's specific features to successfully get information. And many patrons are simply unaware of the ebooks their library purchases for them. In other words, patrons do not use ebooks when they do not know they are available.

Digital Rights Management (DRM) is often seen as another barrier to ebook adoption. When applied to ebooks, DRM limits the ways patrons can engage with and use an ebook. Publishers use DRM to protect the copyright and integrity of their work. It allows copyrighted material to be widely available across different devices and controls use to ensure appropriate compensation for authors and publishers. But this sometimes comes at the expense of user convenience on some reading platforms. For example, DRM may “render pages one at a time, limit the speed with which pages can be ‘turned,’ limit the number of pages that can be copied or printed, prevent downloading for offline reading, [and] restrict the device(s) on which the content can be read, or the duration for which it can be read” (Bucknell). In some cases, DRM prevents ebooks from working on “screen-reader software for visually-impaired students” (Bucknell). If downloads of DRM ebooks are permitted, they are restricted to specific readers such as Adobe Digital Editions and often lack features DRM-free ebooks have.

## **BENEFITS AND DRAWBACKS OF EBOOKS FOR LIBRARIES**

For libraries, the digital nature of ebooks presents numerous advantages over their print counterpart. Ebooks do not take up physical space, which eases the strain of space-challenged libraries as well as minimizes the cost associated with maintaining physical collections. Reducing a collection's footprint enables libraries to reduce and repurpose physical spaces, such as creating more areas for students to collaborate and study (Bailey et al.; Bucknell). Ebooks also do not have to be reshelved, they do not go missing, and since they do not deteriorate, they do not have preservation or replacement costs. Unlike print, “an e-book can never be lost, marked-up, or worn out” (Ward et al.). And the ability to license and provide access to thousands of ebooks enables the library to provide content to their patrons at their point of need.

The main drawbacks of ebooks for academic libraries are cost and patron preference for print. As mentioned in the previous section, many patrons still prefer to read monographs in print. Since most libraries' collection budgets are strained, they do not duplicate monographic content between different formats. Instead, libraries will purchase print copies on request or purchase print materials in lieu of the electronic version for disciplines they perceive as preferring print (like the Arts and Humanities or areas of medicine relating to anatomy). An additional drawback is that, in general, the electronic version of books costs more than the print version for libraries. In a 2012 comparison of electronic versus print book prices, Bailey, Scott, and Best found that for a sample of titles, ebooks in general cost \$19.17 more per book. More recent research conducted by the Association for Library Collections & Technical Services (ALCTS) and published in 2020 indicates that the average price of academic ebooks still exceeds print (Aulisio). According to the report, a best-case scenario may show single-user license models matching print pricing, but multi-user models are “far more expensive” than print. In 2019, the average price of an academic ebook was \$114.95 while print was \$82.37. However, this pricing does not take into account the hidden fees that may be associated with academic print books, such as processing, shelving, and storing physical materials. Even so, purchasing electronic copies can put further strain on an already tight academic library's monograph budget.

## ACQUISITION MODELS AND WORKFLOWS

Libraries have had to rethink how to purchase monographs in light of the multitudinous ways to obtain electronic books. There are typically seven ways a library can add ebooks to their collections: 1. Firm order ebooks; 2. Firm order ebook collections; 3. Approval order ebooks; 4. Demand-driven ebooks; 5. Evidence-based ebooks; 6. Standing order ebooks, and; 7. Subscription ebook database (Lewis and Kennedy). Each path requires a different workflow to add ebooks to the collection, creating a complex and fragmented environment for acquisitions, cataloging, metadata, discovery, and e-resource teams. Acquiring and providing access to ebooks is complex, and though libraries have established workflows to manage the lifecycle of electronic journal holdings and packages, “e-books do not fit neatly into those models” (Beisler and Kurt). This environment and the changing landscape of ebooks create challenges for technical service units and have led to workflow changes to address them.

Every library addresses ebook management challenges in its own way, with solutions and workflow models varying due to the “different types, sizes and staffing of libraries” (Lewis and Kennedy). Smaller libraries, with shrinking technical services departments, may find navigating the ebook acquisition landscape particularly challenging (Lukes et al.). The challenge, for the most part, is having staff with the required skill set to manage the lifecycle of ebooks. For larger libraries, these skills can be distributed among several staff members or even across departments. For smaller libraries, these skills and knowledge rest with only a few staff members or in one department, which demands additional work for them and makes smaller libraries vulnerable to losing this knowledge when turnovers occur.

Complexity exists not only between the different ebook workflows, but within a workflow as well. For example, firm ordering of ebooks is more challenging than it at first appears. Similar to print, ebooks acquired on a title-by-title basis require more work from staff to review and update the ebook

collection depending on whether that content is purchased directly from the publisher or through a book supplier, and how the publisher makes the metadata supporting discovery for the book available (Bucknell 2018). There are also additional reasons for why purchasing ebooks can be more difficult than print books. First, some publishers “release eBooks well after the publication date” to encourage the purchase of print first (Levine-Clark, 188), making it more difficult for libraries to deduplicate between formats and forcing them to wait months for the content in electronic format when the print version is already available. Second, it can be difficult for acquisition departments to discover the existence of an ebook copy for libraries, particularly if a content provider does not have a model for selling ebooks to libraries and instead wants to sell individual copies directly for download, the way commercial trade ebook sellers do. Though book vendors are improving the discovery of print and electronic versions of monographs, there is no complete system where for discovering the electronic versions of monographs available to libraries (Levine-Clark, 188). Extra staff attention is also required for those libraries that want to avoid purchasing the same content twice across multiple platforms. Before purchasing a copy, many acquisitions staff now have an additional duplication check to make sure the firm-ordered ebook is not already available from another ebook package, database, DDA/EBA program, or ebook subscription.

To provide clarity to staff and patrons, many libraries have addressed ebooks in their collection development policies. These policies include the following elements: a stated preference for the electronic or print version of a monograph; whether and under what conditions a library will purchase duplicate formats of books or purchase multiple use copies versus single use copies of ebooks; whether a library prefers to license or own an ebook; and a preference for DRM-free ebooks (even though most copyrighted books require it). Once these decision points are made explicit in a policy, library staff can refer to it when they discuss ebooks with their patrons.

## DISCOVERY AND USE

Discovery of ebooks is not only an issue for acquisition staff; the same is true for patrons as well. In several studies, it was determined that “many patrons were unaware of [an ebook’s] availability in institutions’ libraries” (Blummer 82). Libraries, then, have an additional challenge beyond acquisition that extends to the promotion, support, and utilization of ebooks for their patrons. Some have created *YouTube* videos to support usage, web pages have been developed to detail the use of ebooks, and liaisons have sent emails to faculty and students advertising ebooks. Email notifications are important, as demonstrated by one survey that discovered that “more than half, 65%, learned about the [electronic] format through email notifications from their college librarian” (Blummer 89).

This situation is most evident in the library catalog, where librarians have devoted most of their time to making ebooks available. MARC records are imported, but it is challenging to bring them in. They must either be cleaned up or created alongside the print record, which is confusing for patrons. Libraries do this because it is efficient to batch upload and batch delete records, an especially important case if ebooks are leased or available through a DDA/EBA program and may be added or deleted from a collection. Sometimes a book can also be accessed from multiple platforms, only adding to the confusion.

## ENABLING DATA-INFORMED DECISIONS

Due to their digital nature, ebooks enable libraries to gain a deeper insight into patron usage and behavior than their print counterpart. For print books, most of the data comes from the catalog or the library management system (LMS). This data is limited to the number of checkouts, recency of checkouts, renewals, and the status of the patron (faculty, graduate, staff, et al.). With ebooks, libraries have the potential to harvest data about ebook usage at a granular level. Typical statistics provided by ebook platforms include download numbers at the book or chapter level and turnaways. In some instances, platforms can provide information on the status of the patron and the usage of functions such as highlighting, printing, copying, and pasting, as well as keyword searching, bookmarking, changing fonts, and downloading (Blummer and Kenton).

Libraries use these statistics to inform and justify their data-driven decisions. Libraries can use reports from ebook vendors to determine costs per ebook package and across various disciplines. Cost-per-use analysis can identify value among various ebook packages from publishers as well as compare values of different purchase models (e.g., demand-driven acquisition versus evidenced-based acquisition). Costs-per-use data is also the basis of return on investment (ROI) reports as libraries are increasingly asked to provide examples of the impact of collection expenditures. Turnaway reports, which show how often a reader is not allowed to access a book if it is in use by another patron, also identify which subject areas are in high use or where more copies are needed. Taken together, ebook statistics inform future collection management and development decisions for libraries (Conyers et al.).

## SURVEY RESULTS: NOTABLE DATA POINTS

### METHODOLOGY

The original distribution was sent to 8,412 members of Choice's audience contact list. This round of recipients received an advisory email with a link to the survey hosted on SurveyMonkey on March 9, 2020. The survey was closed on April 13, 2020. Of a total of 8,412 recipients, the survey closed with 253 viable responses, for a 3% response rate. Because respondents were allowed to skip any question and leave the survey at any time, the number of responses for any question may be lower than 253. Response rates for any question are calculated at the number of responses for that question, so the numbers that represent 100% may vary slightly question by question.

### RESULTS

#### Demographics

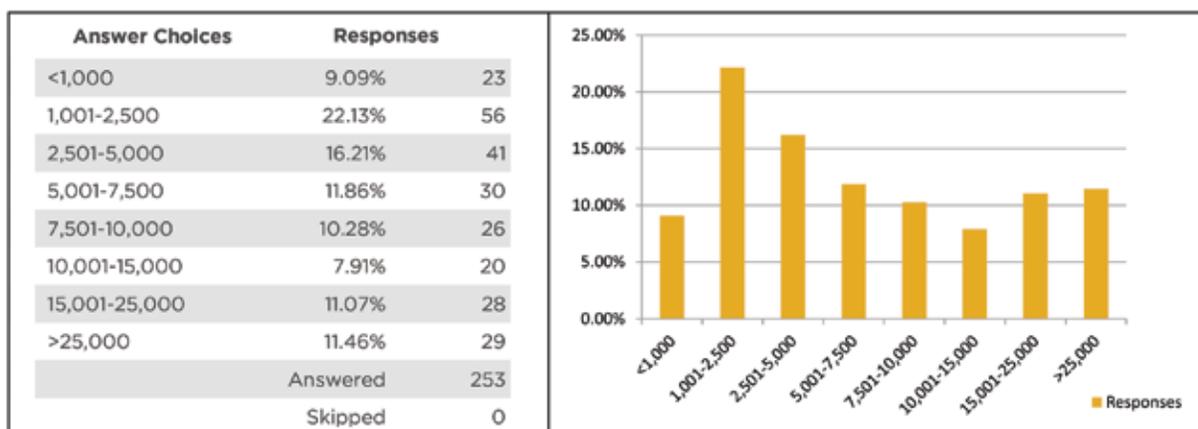
The table below compares the Carnegie class of respondents' institutions with the overall breakdown of Carnegie institutions.

My institution is a(n)		
Answer Choices	Responses	
Doctoral university	35.97%	91
Master's college/university	26.48%	67
Baccalaureate college	18.97%	48
Associate's/Community college	16.60%	42
Special-focus institution	1.98%	5
Answered	253	
Skipped	0	

The majority of survey respondents were from public and private institutions; less than 3% of respondents were from for-profit institutions. Public institutions were the largest segment of the survey population. Slightly over 56% of respondents belong to this group (Question 2), and 62.45% of responses came from Masters and Doctoral granting institutions (Question 1).

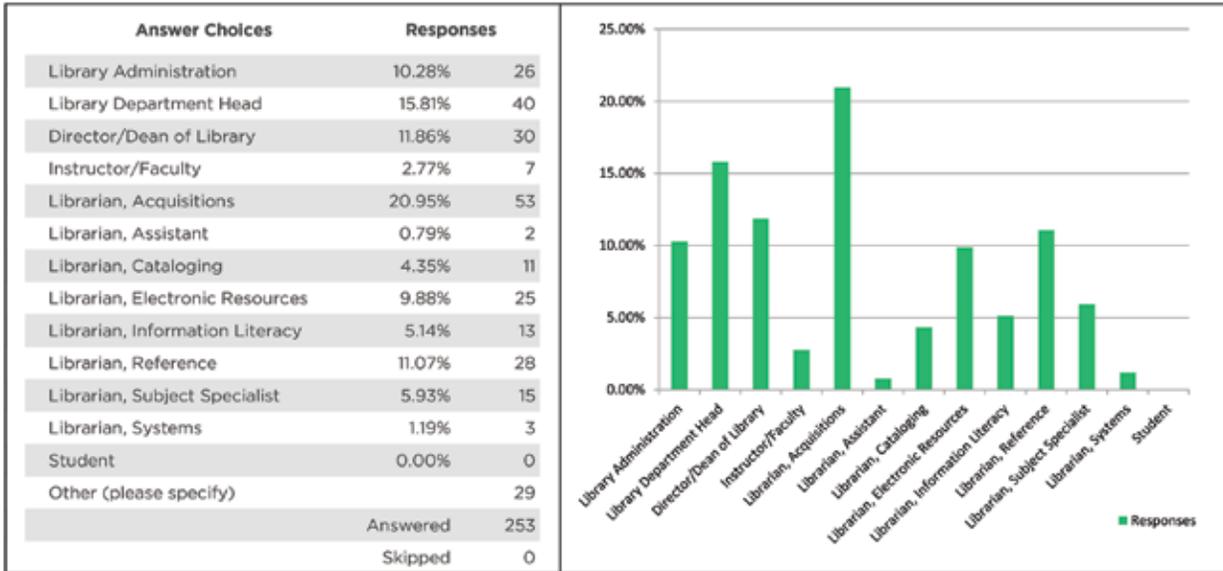
In terms of institution size, 5,000 FTE was a benchmark point that divided respondents into two nearly equal categories: 46.6% of respondents were from institutions with fewer than 5,000 FTE, while 53.4% of respondents were from institutions with more than 5,000 FTE.

**Question 3: Enrollment (FTEs) at my institution is**



Those who completed the survey for their institution come mainly from technical services areas such

Question 5: My primary job function is:



as acquisitions, electronic resources, and cataloging, or are at the administrative level such as dean, department head, or library administrator.

### State of Ebook Collections

The survey responses clearly show that libraries have established ebooks as part of their collections. Almost all of the respondents (98.45%) indicated that there are ebook collections in their institutions (Question 6). Ebooks constitute approximately one-third of a library’s monograph collection (Questions 7 and 8), although whether the ebooks are owned or leased through subscriptions is not known.

Libraries’ investment in ebooks is growing: 82.08% of respondents reported that their expenditures on ebooks had increased compared to three years ago (Question 25), and 61.05% of libraries anticipate increasing their ebook budget in the coming year (Question 26). Despite the increase in expenditure, the ebook format does not unduly dominate the collections budget, with 64.81% of libraries reporting that ebook spending is 25% or less of their total collections budget (Question 23).

### Ebook Acquisition: What Are Libraries Acquiring?

Libraries are building their ebook collections to support the teaching and research mission of their institutions (Question 12) and are most interested in purchasing academic content (Question 18). Respondents indicate that they are buying materials across the full range of academic disciplines (Question 13).

Libraries continue to devote a small portion of their collections to pleasure/fiction titles. The vast majority of respondents (90.91%) answered that 10% or less of their ebook collections are purchased for pleasure

reading (Question 10). This mirrors print collections: 91.94% of libraries report that 10% or less of print collections are for pleasure reading (Question 11).

Libraries are not establishing separate collection development policies for ebooks (Question 31). The majority (70.11%) of respondents do not have a formal ebook collection development policy. Of those that do, this seems to be a fairly recent undertaking, in that 60.82% of respondents state that they did not have such a policy in place three years ago (Question 32). Instead, the consensus (91.48%) among respondents is that they view ebook collection development as part of overall collection development rather than a separate strategy (Question 34).

Appropriateness of content is the single most important factor (67.07%) for libraries when making purchasing decisions (Question 21). Price (10.06%) and availability (15.66%) of an ebook are the next most important determining factors in purchase decisions. DRM restrictions (4.24%), DDA (1.18%), and type of lending model (5.99%) do not seem to be major considerations in purchasing decisions.

Regarding lending models (Question 22), respondents from all institution types overwhelmingly report employing both simultaneous use (93.10%) and single use (85.63%) lending models. According to this survey, metered access and cost-per-circulation are not used widely.

### **Ebook Acquisition: How Are Libraries Acquiring Ebooks?**

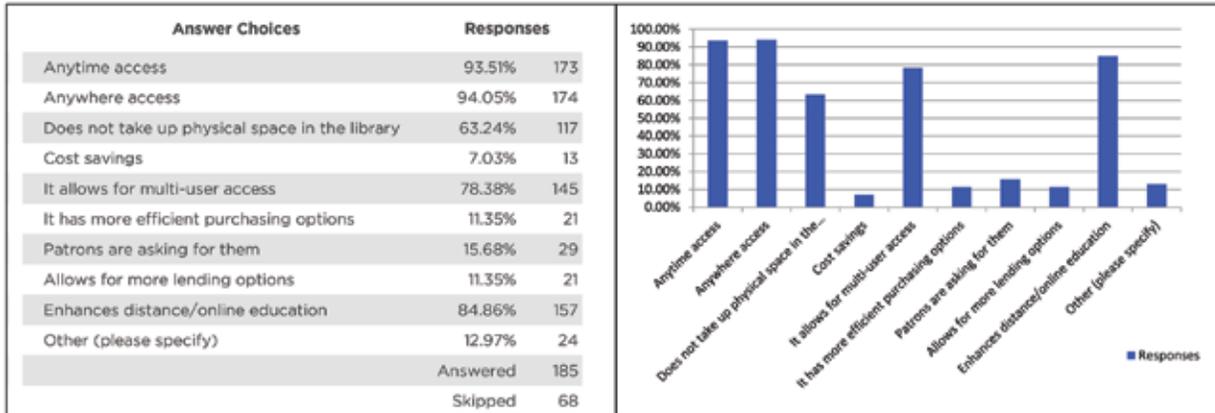
Libraries utilize multiple approaches to identifying and acquiring ebook content (Question 28). Title-by-title purchases are the most widely used primary acquisition method (81.14%), and aggregator subscriptions, publisher packages, and demand-driven/patron-driven methods also well utilized. Generally, libraries indicated that it is their preference to use this mix of acquisition methods (Question 29). The data also showed that when asked for preference, libraries select acquisition models that purchase content as opposed to leasing/subscribing.

The majority of libraries (56.5%) do not feel that their overarching acquisition model has become more focused on ebooks over print books (Question 19). Of those that feel they have shifted their acquisition work to be more ebook focused, there was no clarity as to whether this was a benefit—60.53% answered that they were unsure if this has given their library a better ROI over print books (Question 20).

### **Ebook Collection Management: Challenges and Opportunities**

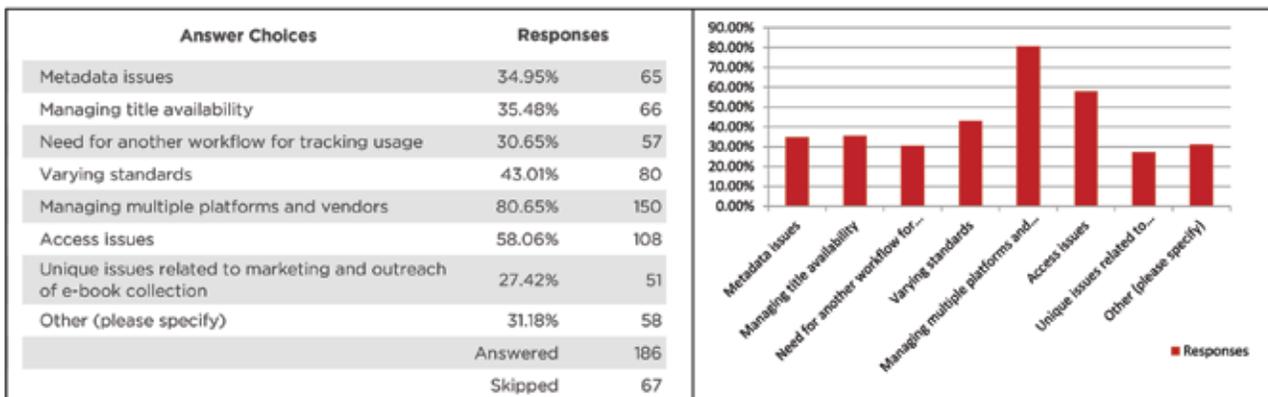
Survey respondents almost unanimously agree that the key advantages of ebooks (Question 15) are the anytime (93.51%) and anywhere (94.05%) access that they provide. There is also strong consensus that ebooks enhance distance/online education (84.86%), and that the multi-user access models (78.38%) available for ebooks are beneficial. Libraries also recognized the physical space savings (63.24%) that can be gained by growing the collection in online formats.

Question 15: What are the key advantages for offering the ebook format? (check all that apply)



When asked about frustrations with ebooks (Question 16), there was clear consensus that managing multiple platforms and vendors is a significant frustration (80.65%). Access issues (58.06%) and varying standards (43.01%) followed as other top frustrations. Other frustrations centered on “workflow” challenges such as metadata issues (34.95%), managing title availability (35.48%), and different workflows for tracking usage (30.65%). Of least overall concern to respondents across all institutions were challenges with advertising or outreach about ebook collections (27.42%). There were also a high number of responses in the “other” section (31.18%). Consistent frustrations cited in these responses were cost/pricing and digital rights management.

Question 16: What are the main frustrations with ebooks? (check all that apply)

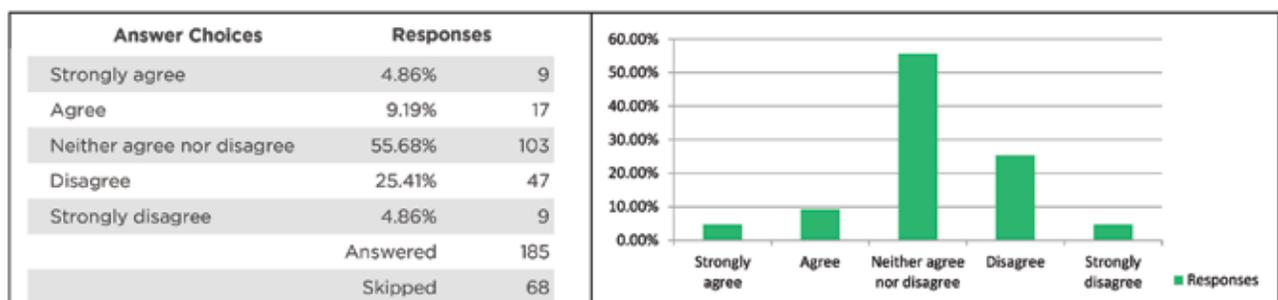


Libraries seem unsure as to whether ebook collection management is more efficient for library staff (Question 30)—40.57% neither agree or disagree that it is more efficient, 26.29% agree or strongly agree that it is, and 27.43% disagree or strongly disagree.

## Ebooks and Patrons

The survey results show that libraries view the key advantages of ebooks as those that benefit the patron (Question 15). Anytime (93.51%) and anywhere (94.05%) access, support for distance/online education (84.86%) and multi-user access models (78.38%) were the top advantages identified by respondents. The ebook format clearly provides benefits to patrons, but do they prefer the ebook format to print? The perceptions of the survey respondents indicate that their patrons are neutral on the question of format preference (Question 14). Among respondents, 55.68% stated that they neither agree nor disagree with the statement, “My library community prefers to use ebooks over print books.”

**Question 14: My library community prefers to use ebooks over print books**



Online instruction and learning are increasingly prevalent. As students navigate online education, how do they find and use the ebook content provided by their libraries? Libraries utilize their discovery layer (82.18%), catalog (81.61%), and library guides (71.26%) as the primary methods for connecting patrons to ebooks (Question 35). Patrons seem to be confident in finding (Question 36) and using ebooks (Question 37) in that respondents indicated that they sometimes get asked for help, but few respondents noted a regular need for patron assistance.

## Promotion of Ebooks

The majority of libraries (60.23%) do not promote their ebooks as a standalone resource (question 39). Of those that do undertake active promotion, the main methods are the library website, liaison work, and reference and instructional sessions. (Question 40).

## DISCUSSION OF SURVEY RESULTS

The survey was sent to libraries and completed by librarians and library staff, and therefore can only provide insight into what libraries perceive as important factors in ebook acquisition and use. To gain a fuller view of ebook preferences and use patterns, and to derive more utility and understanding from these results, the authors recommend a companion patron survey.

Ebooks constitute a significant portion of any library's monographic collection, and libraries have increased expenditure on them over the past few years. This would indicate a near universal acceptance of the format, but why? Patron convenience and need are the main motivator for libraries' investment in ebooks. The top four advantages of ebooks identified by institutions are all user-related: anywhere access, anytime access, enhancement of distance/online education, and allowance for multi-user access.

Although patrons may not specifically be asking their libraries to buy ebooks, they are increasingly immersed in a digital environment, with growing assumptions that service and content needs can be met virtually. The prevalence of students who reported in the survey that they are undertaking at least one online course highlights a clear comfort level with virtual instruction and virtual interactions. Libraries are responding to this in a variety of ways, and ebooks are one such response.

Patrons are often noted in the literature as a barrier to ebook adoption, with patron preference and nostalgia for print curtailing a shift to online formats. This survey does not fully align with that theory, since more than 50% of institutions believe that patrons are neutral when it comes to their preference for electronic or print. These results suggest patrons are increasingly format agnostic, and as a result the majority of institutions have grown comfortable providing electronic access to books for their patrons.

Although libraries are actively building ebook collections, the survey indicates several challenges and concerns. Ebooks generally cost more than their print counterparts. A single-user ebook is more expensive than its print version and the survey findings show that librarians recognize the immediate cost impact on their collections budgets. Additionally, there are hidden costs in staff time. Skill and knowledge development are needed to manage the complexities of acquiring ebooks via multiple acquisition methods, as well as discovery, metadata, access, and DRM issues. This leads libraries to characterize ebooks as a cost burden, but the survey also shows that when viewed through a longer-term lens, libraries see ebooks as providing savings. The survey captured that respondents recognized the savings in physical space that ebooks offer. Implicit in physical space savings is all the work libraries do to maintain their physical collections, such as reshelving and managing repair, missing, lost, and replacement procedures. Ebook collections do not need this type of maintenance and so the immediate costs of ebook expenditures are somewhat counterbalanced by these downstream savings. This cost-burden/cost-saving balance may explain why the majority of respondents were unsure about the ROI of ebooks over print.

Libraries report managing multiple platforms and vendors as a significant frustration in the ebook landscape. The survey is not granular enough to provide more detail on the specific aspects that are causing frustration and difficulty. The authors will assume it includes both "front-end" and "back-end" issues for librarians. This would include supporting patrons as they navigate different interfaces for ebook content through to the more technical services related frustrations such as the differences in platform functionality for acquiring and managing content, licensing issues, lack of standards for measuring usage, and ensuring content is not purchased in duplicate across platforms.

In this landscape of multiple platforms and vendors, there are also multiple acquisition methods available. The same vendor and platform may offer title by title selection, demand-driven acquisition, evidence-based acquisition, and subscription/leased packages. It is a confusing landscape, but it seems that libraries are growing accustomed, or at least resigned, to it. The survey shows that librarians seem

largely ambivalent about whether ebook collection management is more efficient for their library staff, indicating that despite the negatives described above, libraries do not feel that ebook acquisition is overwhelmingly burdensome. Additionally the survey shows that libraries, when given a choice, will continue with multiple methods of ebook acquisition. The survey does not provide insight into why libraries may prefer multiple methods, but the authors conjecture that this response does not indicate preference, but rather necessity. All content is not available from all vendors, and budget considerations and collecting scope will factor into whether libraries will purchase just-in-case, just-in-time (demand-driven), or lease/subscribe. Libraries must manage multiple acquisition models across multiple vendors and platforms in order to provide all relevant content for their patrons in the most cost-effective ways available. While some vendors have tools to help smooth out the multi-acquisition model paradigm, libraries are accepting the complicated ebook acquisition landscape despite their articulated frustrations because they have no alternative but to do so if they wish to be effective collection managers and judicious stewards of the collections budget.

The survey data indicates, from a librarian perspective, that patrons seem relatively able to find and use ebooks successfully. Respondents report that they sometimes have to help patrons find and use ebooks, but not on a regular basis. This would indicate that librarians' concerns about multiple platforms and access issues are not reflective of the majority of patrons' experience, and likely speak more to their own experiences of managing ebooks. It seems reasonable to conclude that most library patrons are comfortable with using different platforms for content.

The ebook format has brought nothing new to transform collecting scope and strategies. Libraries are purchasing the same types of content in ebook format as they purchase in print, focusing on the relevance of the content and not the format. Content trumps any other concerns for libraries around purchasing decisions. The literature would indicate that DRM and licensing issues are major factors in ebook purchasing, but the survey shows that libraries believe having the content is most important. Even if users experience some frustration due to DRM restrictions or turnaways, libraries feel it is more important to be able to provide the content than an optimal user experience. And as described above, most patrons seem able to effectively navigate the differences of ebook platforms to access content, supporting libraries' decisions to heavily prioritize content and not platform features or lending models when acquiring ebooks.

Libraries typically rely on their general collection development policy to guide ebook collecting decisions. For most libraries, ebooks have been successfully integrated into general collections activities and workflows, meaning ebook budgets are part of the general collections budgets, ebook collection development is guided by the general collection development policy, and discovery is enabled through the catalog and discovery layer, negating the need to advertise and promote ebooks as a standalone resource.

## **FOLLOW-UP SURVEY**

The original ebook survey was distributed to libraries in the beginning of March 2020 in order to capture and document the current trends and status of ebook acquisition and usage in academic libraries.

However, during this and the following months, the state of academic libraries was in flux. Nearly all academic libraries and their home institutions instituted stay-at-home orders to prevent the spread of COVID-19. With campuses closed, access to physical books through a library’s holdings or interlibrary loan was limited to non-existent. Libraries and their patrons looked to digital research objects such as ebooks to support research and instructional needs from a distance. In addition to using a library’s existing ebook collections, patrons also utilized open access ebooks, ebooks from the Internet Archive, and ebooks from the Hathi Trust Emergency Temporary Access Service (for participating libraries).

The first half of 2020 is a unique moment in the time of academia, and the authors created this follow-up survey to document the effects, if any, the pandemic has had on the acquisition and promotion of ebooks at their institution.

## METHODOLOGY

The authors crafted a 10-question survey that was conducted via Google Forms. Of the 253 respondents to the original survey, 85 agreed to be contacted to answer follow-up questions. The authors emailed the 85 respondents on June 26, 2020, to fill out the survey. The deadline for responses was July 10th. In total, 27 of the 85 respondents filled out the survey, a 31% response rate.

Except for the last question, which requested the respondent’s email address, all questions were required to be answered.

## DEMOGRAPHICS

The following is a demographic breakdown of the respondents by Carnegie classification:

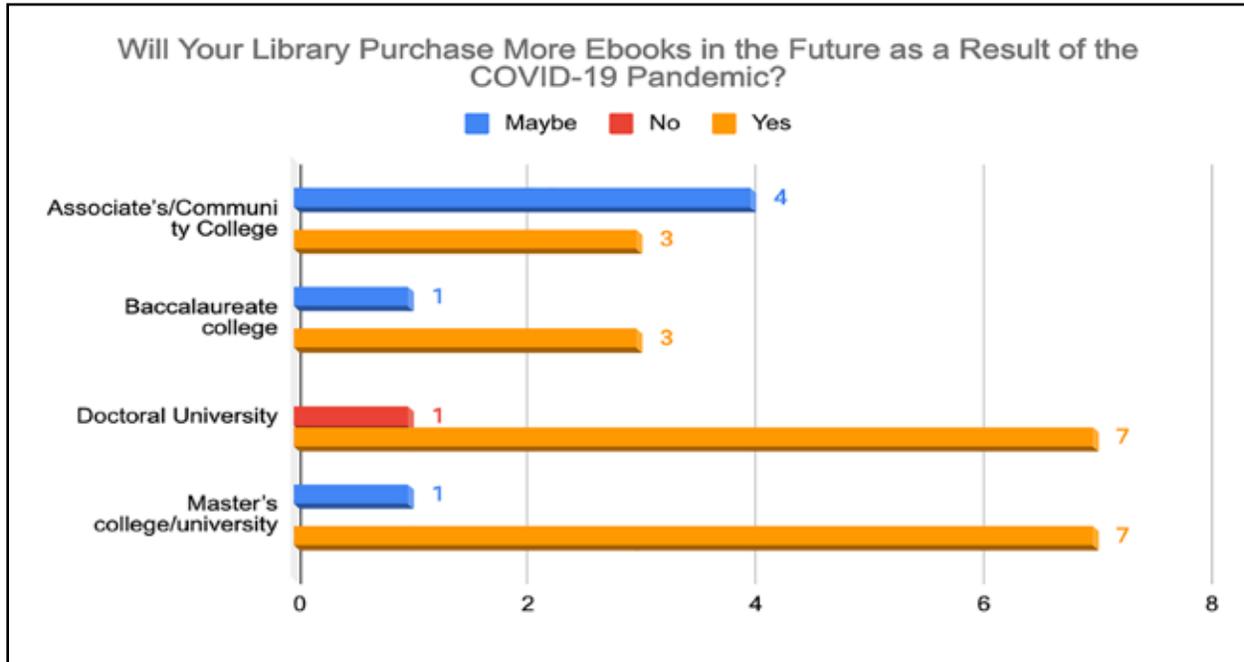
Institution	Number of Follow-up Respondents	% of respondents from follow-up survey	Percentage in the original survey of respondents
Baccalaureate College	4	14.8%	19%
Master’s College/University	8	29.6%	25.9%
Doctoral University	8	29.6%	36.8%
Associate’s/Communi-ty College	7	26%	17%

In the follow up survey, more respondents from Associate’s/Community College and Master’s College/University answered, while fewer respondents from Doctoral Universities and Baccalaureate Colleges responded. No respondents from special-focus institutions participated in the follow-up survey.

## ANALYSIS

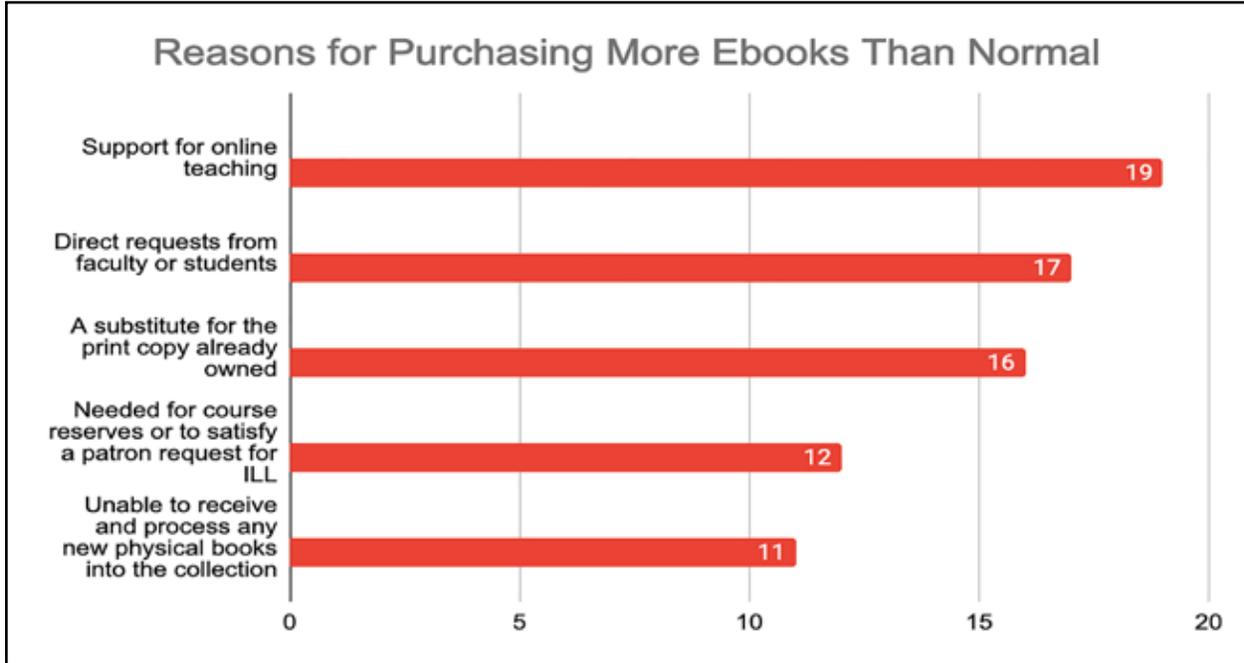
Though the respondents represent a small sample of academic libraries, their responses indicate that the COVID-19 pandemic may be creating an environment for libraries and patrons to increasingly adopt the electronic format of books. The results of this follow-up survey finds that libraries are spending more of their budget on electronic content, advertising their ebook holdings more, and that the shift to online learning environments is leading libraries to purchase more ebooks. This trend will continue for these respondents for the next school year (2020–21), as a majority indicated that their college or university planned to offer courses in a hybrid environment with a mixture of in-person and online learning. Some institutions are planning to go fully online for the next academic year. As colleges and universities commit to devoting resources toward online learning for 2020–21, the authors would expect to see greater expenditure and promotion of ebooks during this time.

### Increased Ebook Purchasing



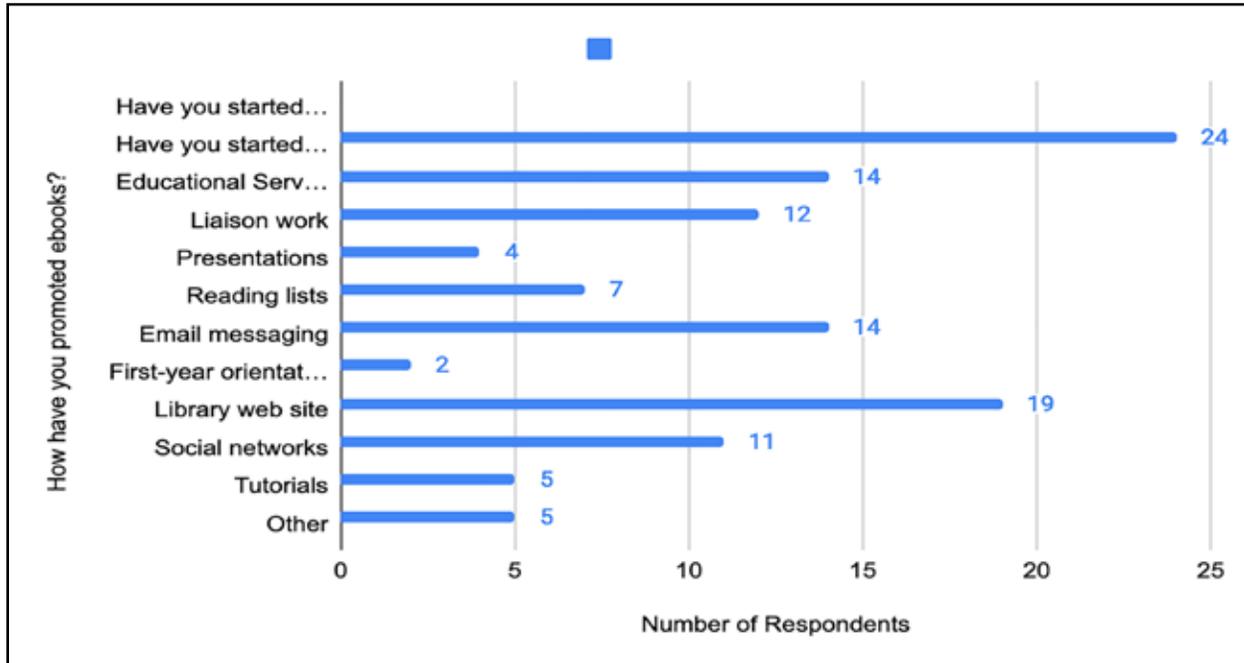
As a whole, the majority of respondents (74%) indicated that they will be purchasing more ebooks in the future as a result of the COVID-19 pandemic. This is especially true for the respondents from Doctoral universities and Master's colleges. For the other two Carnegie institutions, it is split between purchasing more and maybe spending more. Only one respondent stated that they will not be purchasing more ebooks.

## Reasons for Purchasing More Ebooks



The next question asked the 20 institutions that will be purchasing more ebooks why they would be doing so, and 95% of respondents said they are purchasing more ebooks to support online teaching, while 85% are acquiring ebooks to satisfy direct requests from faculty or students. The third most popular reason is that respondents are purchasing ebooks they already own in print. This is a break from normal practice, but it's presumably to make these copies accessible to users if the library is physically closed.

## Promotion of Ebooks



In the library literature and previous surveys, one of the main obstacles of ebook adoption by patrons is their lack of awareness of the ebooks their library offers. One method to drive up usage is to promote the ebooks on campus, yet in the original survey, 60% of respondents said that they do not promote their ebooks as a standalone resource.

During the pandemic, this number has completely changed, with 89% (24 out of 27) of the respondents currently promoting their ebook collection to patrons. While librarians are still advertising their holdings via the Library Website and through educational services (reference and instruction), there has been a sharp increase in the percentage of librarians using emails to promote their service.

### Final Thoughts on the Follow Up Survey

The 27 respondents represent a small sample of the entire academic library landscape. That being said, the majority of respondents will be purchasing more ebooks and advertising them to their patrons than in years past. This follow-up survey does indicate that the closure of physical libraries, coupled with higher education's focus on online teaching, may accelerate the adoption of ebooks by academic libraries and their patrons. It is too soon to tell how long-lasting the effects, if any, the COVID-19 pandemic will have on ebook expenditures and usage; instead, this survey provides a snapshot in time of how some academic libraries are being affected by the COVID-19 pandemic.

## CONCLUSIONS

Ebooks are a major, established component of academic library collections aligned with the collecting scope and collection development policy of the general collection. Despite the complexity of the ebook acquisitions landscape, libraries expect to grow their ebook collections and increase their expenditures on this format in the future.

Libraries' investment in ebooks is a response to a patron base that is growing more accustomed to digital modes of learning and increasingly participating in remote and distance education. The survey reports patrons to be increasingly format agnostic, and the survey challenges perceptions cited in the literature that patrons prefer the print medium because it affords a deeper reading experience.

Overall it is clear that both libraries and patrons have fully integrated ebooks into their workflows and practices, overcoming any frustrations and challenges the format presents.

Finally, it remains to be seen what long-lasting effects, if any, the COVID-19 pandemic will have on ebooks in academic libraries. In the short term, it appears that libraries are spending more on ebooks to take advantage of their off-campus availability. The authors wonder if this will cause a seismic shift in ebook adoption among academic libraries. The follow-up survey presented in this report can act as a baseline for a future analysis of ebook expenditures post COVID-19.

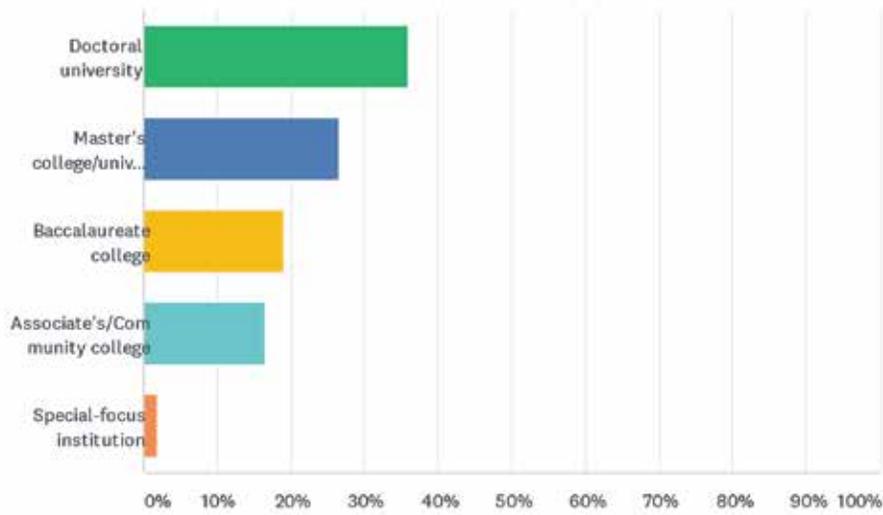
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## APPENDIX A: INCORPORATING EBOOKS INTO THE COLLECTION DEVELOPMENT WORKFLOW

### Q1 My institution is a(n)

Answered: 253 Skipped: 0

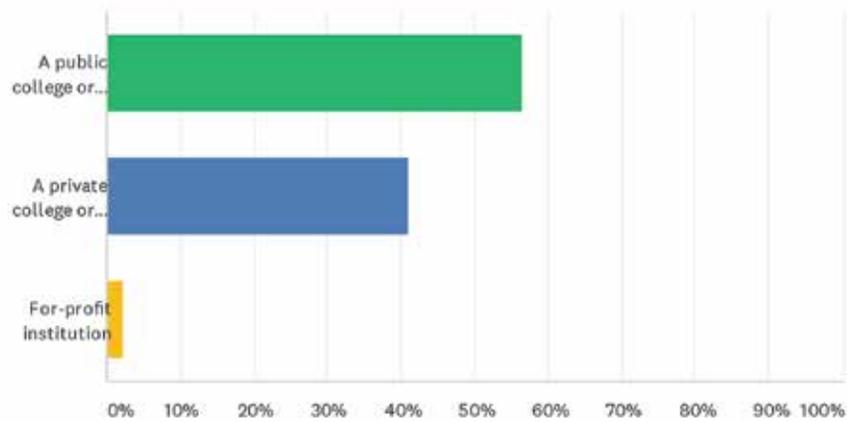


ANSWER CHOICES	RESPONSES	
Doctoral university	35.97%	91
Master's college/university	26.48%	67
Baccalaureate college	18.97%	48
Associate's/Community college	16.60%	42
Special-focus institution	1.98%	5
<b>TOTAL</b>		<b>253</b>

## APPENDIX A: INCORPORATING EBOOKS INTO THE COLLECTION DEVELOPMENT WORKFLOW

### Q2 My institution is

Answered: 253 Skipped: 0

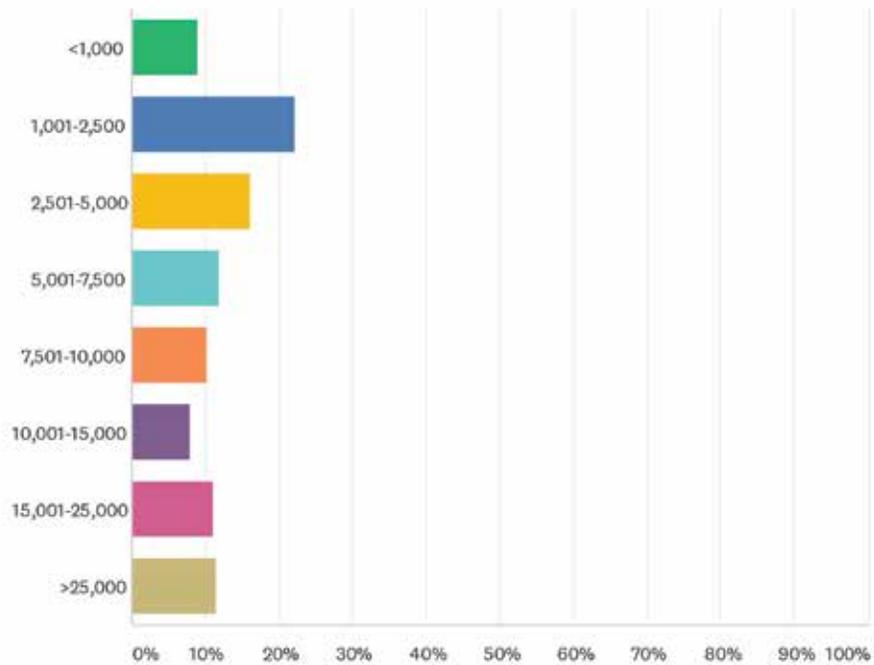


ANSWER CHOICES	RESPONSES
A public college or university	56.52% 143
A private college or university	41.11% 104
For-profit institution	2.37% 6
TOTAL	253

## APPENDIX A: INCORPORATING EBOOKS INTO THE COLLECTION DEVELOPMENT WORKFLOW

### Q3 Enrollment (FTEs) at my institution is

Answered: 253 Skipped: 0

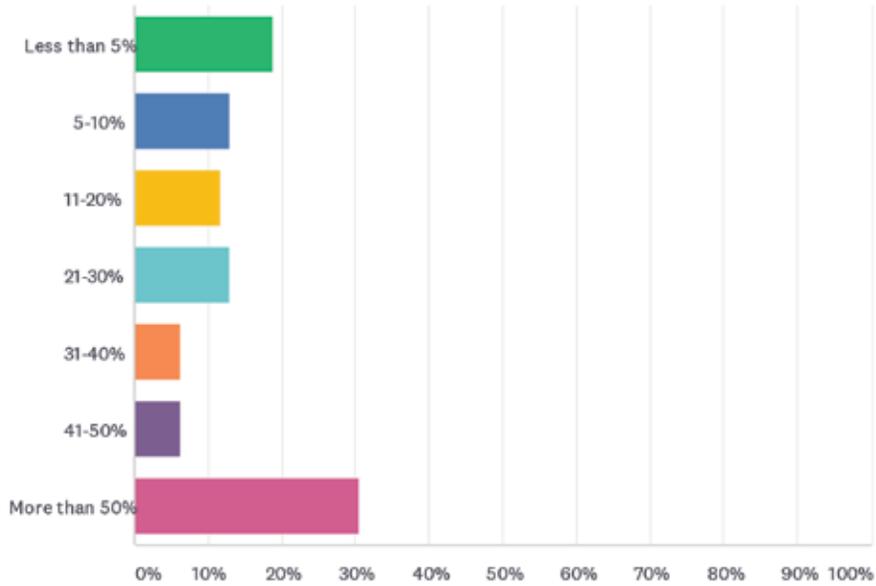


ANSWER CHOICES	RESPONSES	
<1,000	9.09%	23
1,001-2,500	22.13%	56
2,501-5,000	16.21%	41
5,001-7,500	11.86%	30
7,501-10,000	10.28%	26
10,001-15,000	7.91%	20
15,001-25,000	11.07%	28
>25,000	11.46%	29
<b>TOTAL</b>		<b>253</b>

## APPENDIX A: INCORPORATING EBOOKS INTO THE COLLECTION DEVELOPMENT WORKFLOW

**Q4 What is the percentage of students who are taking at least one online or distance learning course?**

Answered: 222 Skipped: 31

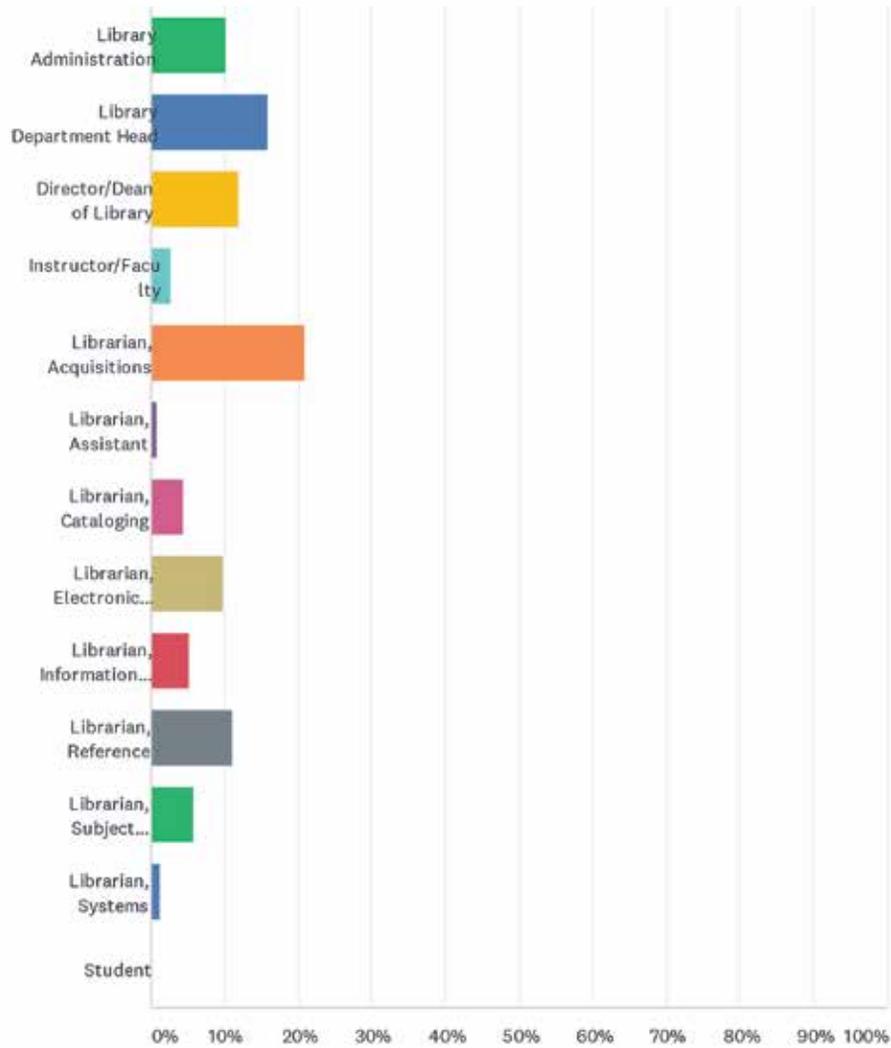


ANSWER CHOICES	RESPONSES	
Less than 5%	18.92%	42
5-10%	13.06%	29
11-20%	11.71%	26
21-30%	13.06%	29
31-40%	6.31%	14
41-50%	6.31%	14
More than 50%	30.63%	68
<b>TOTAL</b>		<b>222</b>

## APPENDIX A: INCORPORATING EBOOKS INTO THE COLLECTION DEVELOPMENT WORKFLOW

### Q5 My primary job function is:

Answered: 253 Skipped: 0

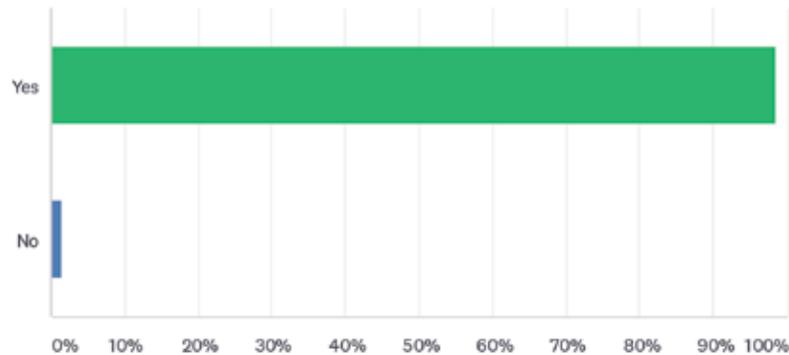


## APPENDIX A: INCORPORATING EBOOKS INTO THE COLLECTION DEVELOPMENT WORKFLOW

ANSWER CHOICES	RESPONSES	
Library Administration	10.28%	26
Library Department Head	15.81%	40
Director/Dean of Library	11.86%	30
Instructor/Faculty	2.77%	7
Librarian, Acquisitions	20.95%	53
Librarian, Assistant	0.79%	2
Librarian, Cataloging	4.35%	11
Librarian, Electronic Resources	9.88%	25
Librarian, Information Literacy	5.14%	13
Librarian, Reference	11.07%	28
Librarian, Subject Specialist	5.93%	15
Librarian, Systems	1.19%	3
Student	0.00%	0
<b>TOTAL</b>		<b>253</b>

**Q6 Does your institution currently have an ebook collection? (Answering “no” to this question will end the survey after you click the “next” button at the bottom of this page.)**

Answered: 193 Skipped: 60

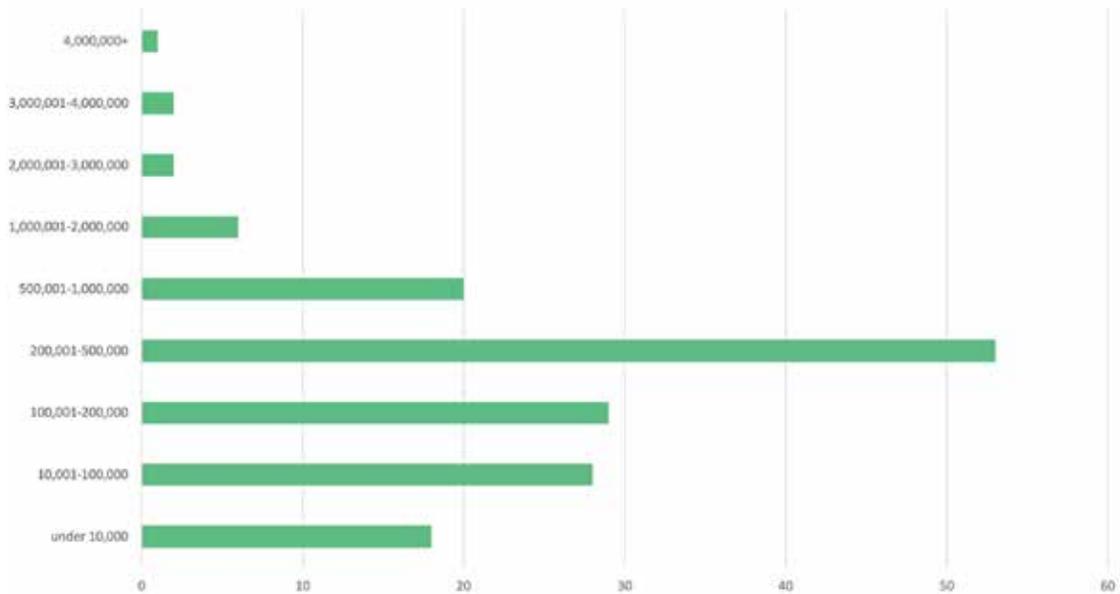


ANSWER CHOICES	RESPONSES	
Yes	98.45%	190
No	1.55%	3
<b>TOTAL</b>		<b>193</b>

## APPENDIX A: INCORPORATING EBOOKS INTO THE COLLECTION DEVELOPMENT WORKFLOW

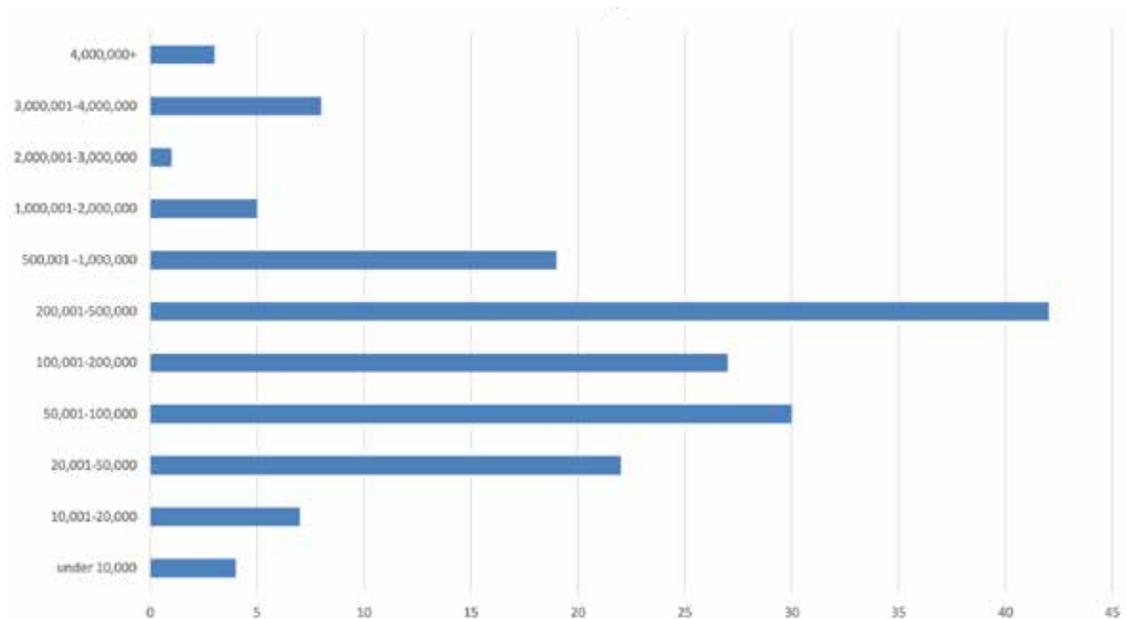
### Q7 How many ebooks are available in your collection?

Answered: 174 Skipped: 79



### Q8 How many print books do you have in your collection?

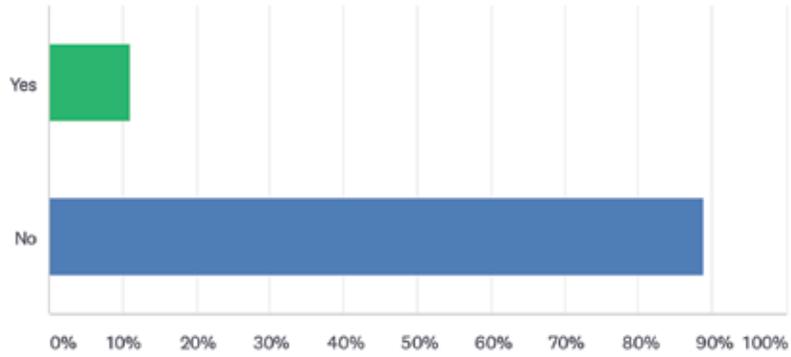
Answered: 176 Skipped: 77



## APPENDIX A: INCORPORATING EBOOKS INTO THE COLLECTION DEVELOPMENT WORKFLOW

### Q9 Do alumni have access to your ebook collection?

Answered: 188 Skipped: 65

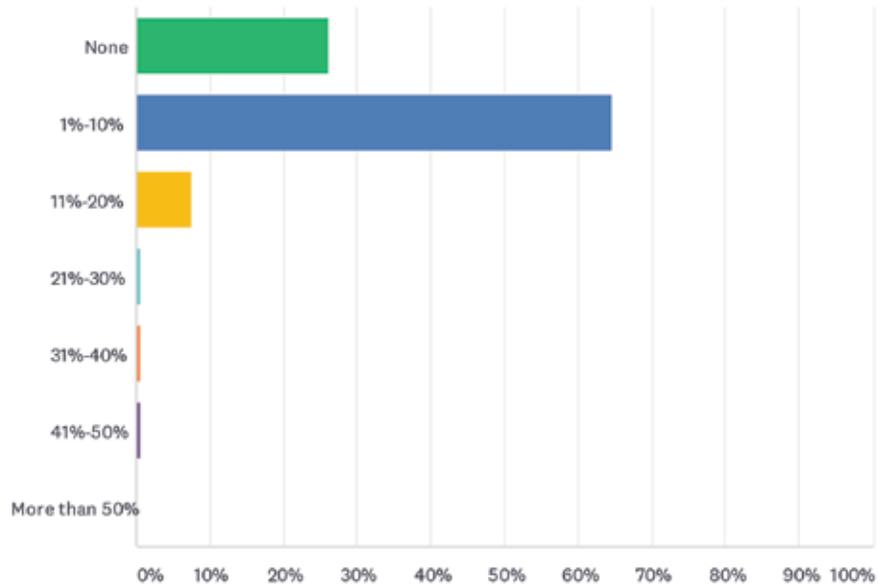


ANSWER CHOICES	RESPONSES	
Yes	11.17%	21
No	88.83%	167
TOTAL		188

## APPENDIX A: INCORPORATING EBOOKS INTO THE COLLECTION DEVELOPMENT WORKFLOW

Q10 How many of your ebooks are for pleasure reading (trade-oriented)?

Answered: 187 Skipped: 66

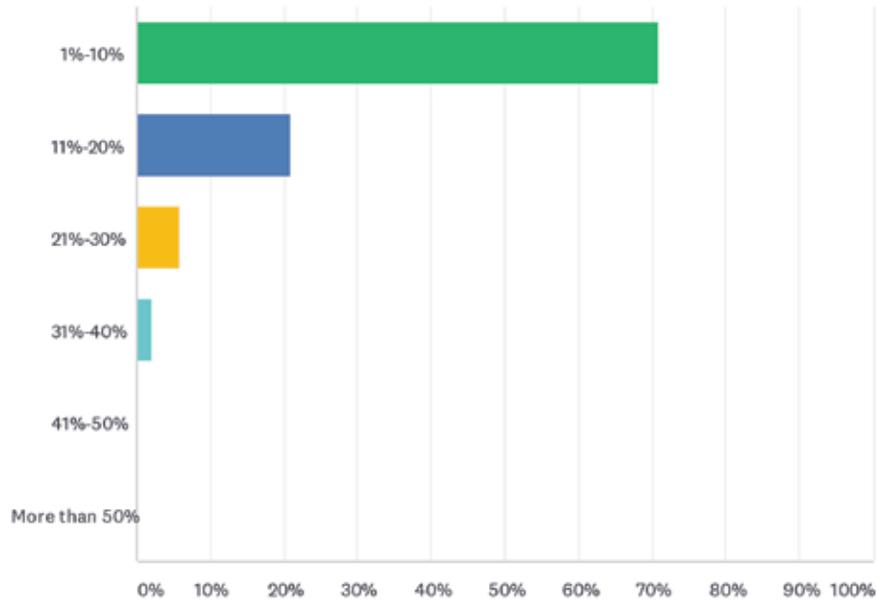


ANSWER CHOICES	RESPONSES	
None	26.20%	49
1%-10%	64.71%	121
11%-20%	7.49%	14
21%-30%	0.53%	1
31%-40%	0.53%	1
41%-50%	0.53%	1
More than 50%	0.00%	0
<b>TOTAL</b>		<b>187</b>

## APPENDIX A: INCORPORATING EBOOKS INTO THE COLLECTION DEVELOPMENT WORKFLOW

**Q11 How many of your print books are for pleasure reading (trade-oriented)?**

Answered: 186 Skipped: 67

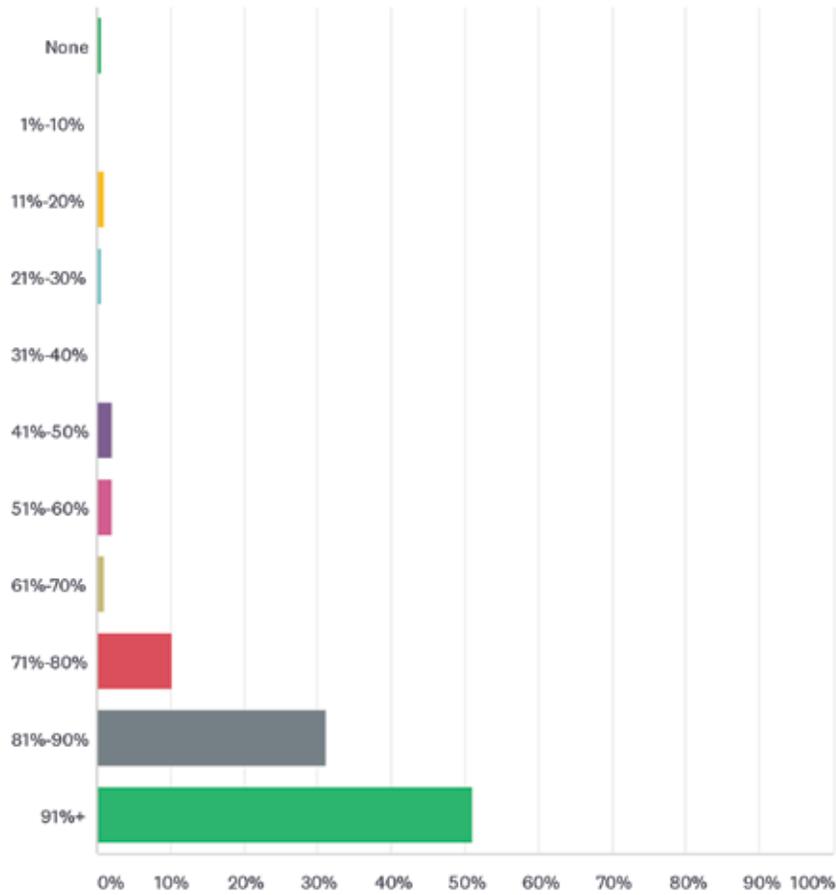


ANSWER CHOICES	RESPONSES	
1%-10%	70.97%	132
11%-20%	20.97%	39
21%-30%	5.91%	11
31%-40%	2.15%	4
41%-50%	0.00%	0
More than 50%	0.00%	0
<b>TOTAL</b>		<b>186</b>

## APPENDIX A: INCORPORATING EBOOKS INTO THE COLLECTION DEVELOPMENT WORKFLOW

### Q12 How many of your ebooks are for research and/or course materials?

Answered: 186 Skipped: 67

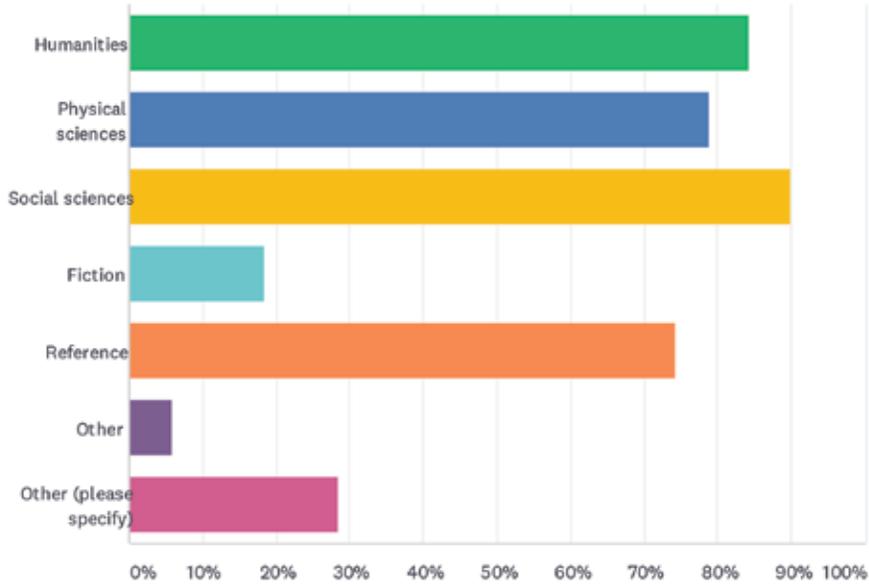


ANSWER CHOICES	RESPONSES	
None	0.54%	1
1%-10%	0.00%	0
11%-20%	1.08%	2
21%-30%	0.54%	1
31%-40%	0.00%	0
41%-50%	2.15%	4
51%-60%	2.15%	4
61%-70%	1.08%	2
71%-80%	10.22%	19
81%-90%	31.18%	58
91%+	51.08%	95
<b>TOTAL</b>		<b>186</b>

## APPENDIX A: INCORPORATING EBOOKS INTO THE COLLECTION DEVELOPMENT WORKFLOW

**Q13 What primary subject categories do you offer your ebooks in? (check all that apply)**

Answered: 190 Skipped: 63

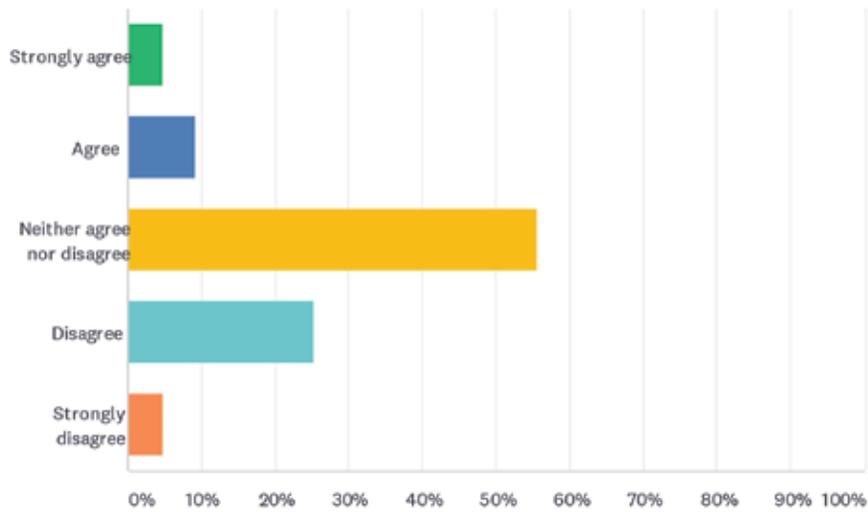


ANSWER CHOICES	RESPONSES
Humanities	84.21% 160
Physical sciences	78.95% 150
Social sciences	90.00% 171
Fiction	18.42% 35
Reference	74.21% 141
Other	5.79% 11
Other (please specify)	28.42% 54
Total Respondents: 190	

## APPENDIX A: INCORPORATING EBOOKS INTO THE COLLECTION DEVELOPMENT WORKFLOW

### Q14 My library community prefers to use ebooks over print books

Answered: 185 Skipped: 68

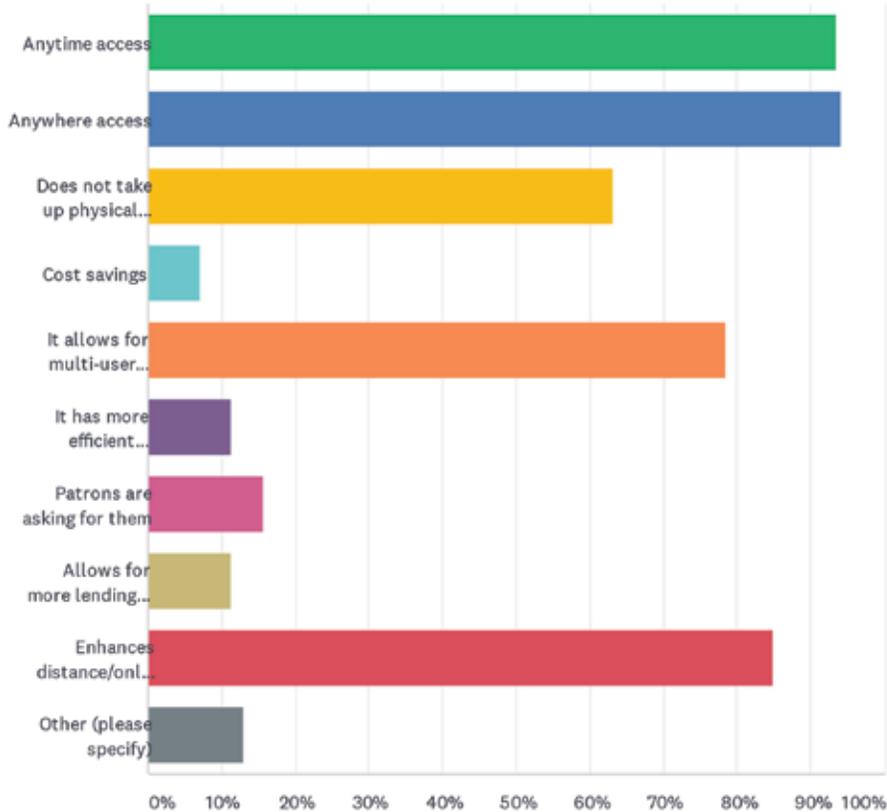


ANSWER CHOICES	RESPONSES	
Strongly agree	4.86%	9
Agree	9.19%	17
Neither agree nor disagree	55.68%	103
Disagree	25.41%	47
Strongly disagree	4.86%	9
<b>TOTAL</b>		<b>185</b>

## APPENDIX A: INCORPORATING EBOOKS INTO THE COLLECTION DEVELOPMENT WORKFLOW

**Q15 What are the key advantages for offering the ebook format? (check all that apply)**

Answered: 185 Skipped: 68

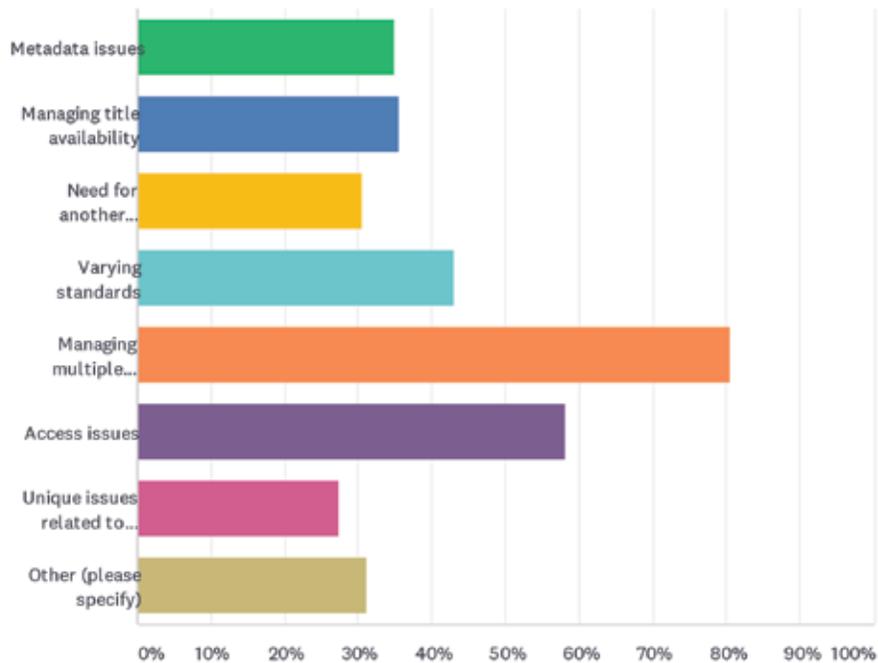


ANSWER CHOICES	RESPONSES	
Anytime access	93.51%	173
Anywhere access	94.05%	174
Does not take up physical space in the library	63.24%	117
Cost savings	7.03%	13
It allows for multi-user access	78.38%	145
It has more efficient purchasing options	11.35%	21
Patrons are asking for them	15.68%	29
Allows for more lending options	11.35%	21
Enhances distance/online education	84.86%	157
Other (please specify)	12.97%	24
<b>Total Respondents: 185</b>		

## APPENDIX A: INCORPORATING EBOOKS INTO THE COLLECTION DEVELOPMENT WORKFLOW

Q16 What are the main frustrations with ebooks? (check all that apply)

Answered: 186 Skipped: 67



ANSWER CHOICES	RESPONSES
Metadata issues	34.95% 65
Managing title availability	35.48% 66
Need for another workflow for tracking usage	30.65% 57
Varying standards	43.01% 80
Managing multiple platforms and vendors	80.65% 150
Access issues	58.06% 108
Unique issues related to marketing and outreach of e-book collection	27.42% 51
Other (please specify)	31.18% 58
Total Respondents: 186	

## APPENDIX A: INCORPORATING EBOOKS INTO THE COLLECTION DEVELOPMENT WORKFLOW

Q17 Rank how useful your students and faculty perceive ebooks to be in  
the following scenarios:

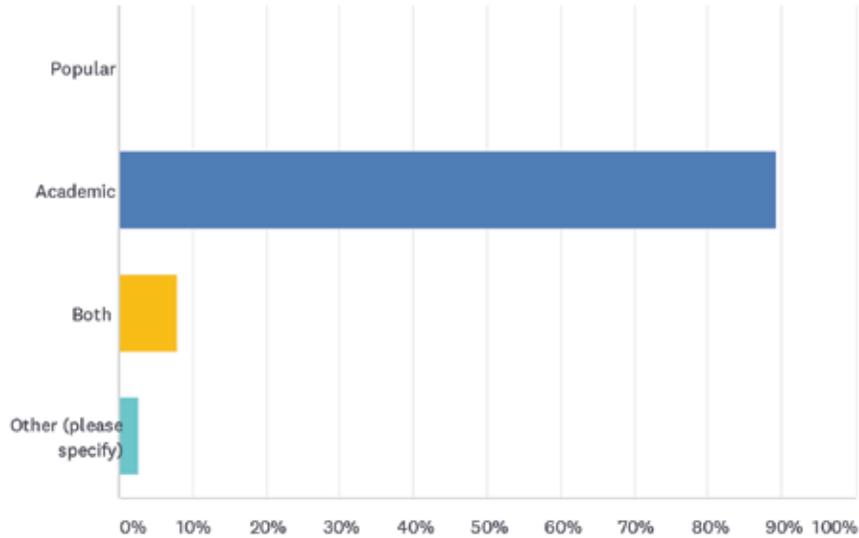
Answered: 185    Skipped: 68

	USELESS	SOMEWHAT USEFUL	USEFUL	VERY USEFUL	EXTREMELY USEFUL	N/A	TOTAL	WEIGHTED AVERAGE
LibGuides	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
Coursework	0.00% 0	12.92% 23	31.46% 56	34.83% 62	19.10% 34	1.69% 3	178	3.61
Recreational reading	23.50% 43	36.61% 67	10.38% 19	3.83% 7	1.64% 3	24.04% 44	183	1.99
Research	0.00% 0	8.38% 15	27.93% 50	42.46% 76	20.11% 36	1.12% 2	179	3.75
Long-form reading	13.19% 24	52.75% 96	21.43% 39	5.49% 10	1.10% 2	6.04% 11	182	2.24
Chapter-based or short-form reading	1.08% 2	7.57% 14	26.49% 49	41.62% 77	20.00% 37	3.24% 6	185	3.74
We don't use	0.72% 1	1.45% 2	0.72% 1	0.72% 1	0.00% 0	96.38% 133	138	2.40
Kopernio (Clarivate)	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
Scopus	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
Web of Science	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
None of these	0.00% 0	0.00% 0	0.00% 0	0.76% 1	0.00% 0	99.24% 130	131	4.00

## APPENDIX A: INCORPORATING EBOOKS INTO THE COLLECTION DEVELOPMENT WORKFLOW

**Q18 On an ongoing basis, what type of ebook content are you most interested in purchasing?**

Answered: 178 Skipped: 75

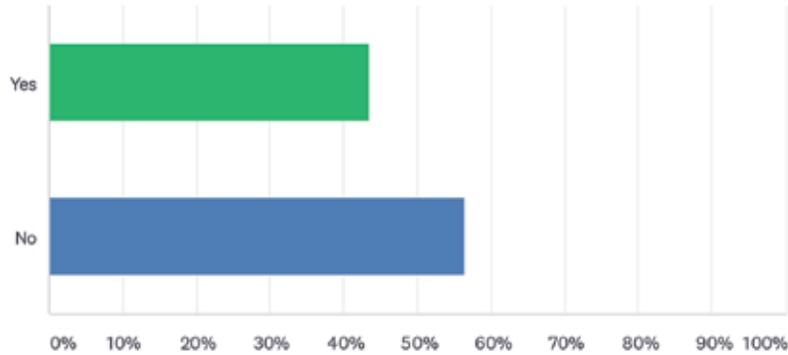


ANSWER CHOICES	RESPONSES	
Popular	0.00%	0
Academic	89.33%	159
Both	7.87%	14
Other (please specify)	2.81%	5
<b>TOTAL</b>		<b>178</b>

## APPENDIX A: INCORPORATING EBOOKS INTO THE COLLECTION DEVELOPMENT WORKFLOW

**Q19 Does your overarching acquisition model favor ebooks over print books?**

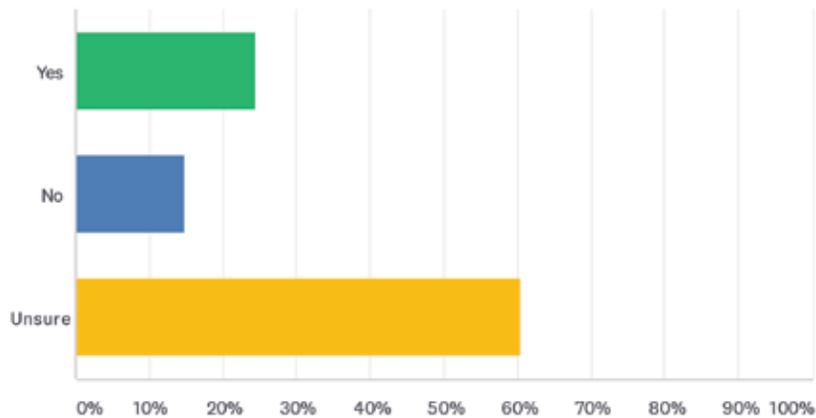
Answered: 177 Skipped: 76



ANSWER CHOICES	RESPONSES	
Yes	43.50%	77
No	56.50%	100
<b>TOTAL</b>		<b>177</b>

**Q20 If you answered yes to question #20, has the ebook acquisition focus given your library a better ROI over print books?**

Answered: 114 Skipped: 139

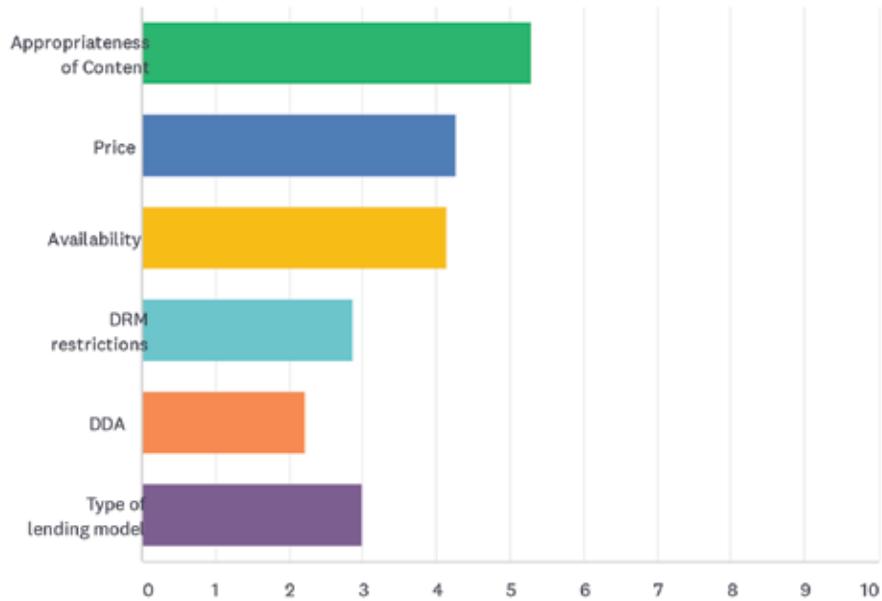


ANSWER CHOICES	RESPONSES	
Yes	24.56%	28
No	14.91%	17
Unsure	60.53%	69
<b>TOTAL</b>		<b>114</b>

## APPENDIX A: INCORPORATING EBOOKS INTO THE COLLECTION DEVELOPMENT WORKFLOW

Q21 Please rank the importance of the following factors when making purchasing decisions, with 1 being most important and 6 being least.

Answered: 177   Skipped: 76

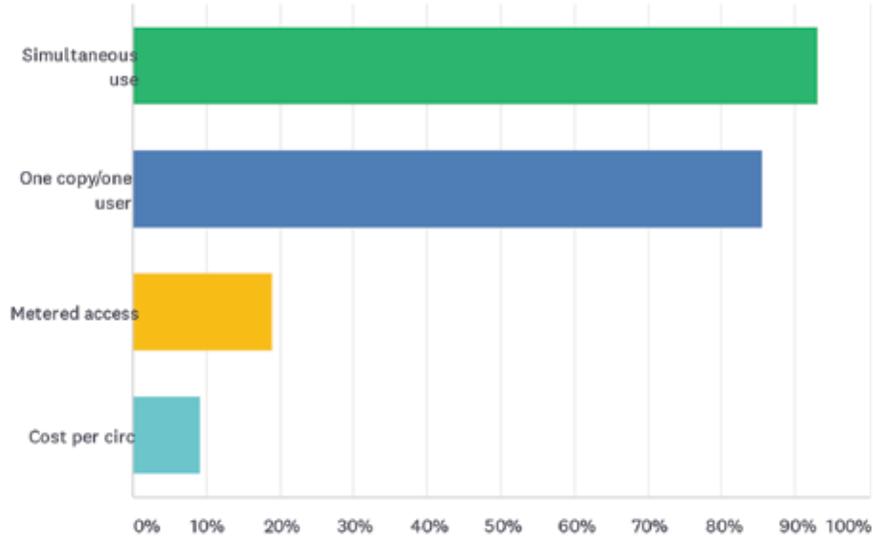


	1	2	3	4	5	6	N/A	TOTAL	SCORE
Appropriateness of Content	67.07% 112	10.18% 17	10.18% 17	4.79% 8	3.59% 6	1.80% 3	2.40% 4	167	5.30
Price	10.06% 17	41.42% 70	23.08% 39	17.75% 30	5.92% 10	1.78% 3	0.00% 0	169	4.27
Availability	15.66% 26	24.70% 41	30.12% 50	17.47% 29	6.63% 11	3.61% 6	1.81% 3	166	4.15
DRM restrictions	4.24% 7	5.45% 9	16.97% 28	24.24% 40	24.85% 41	13.94% 23	10.30% 17	165	2.86
DDA	1.18% 2	7.69% 13	5.92% 10	8.88% 15	22.49% 38	31.36% 53	22.49% 38	169	2.22
Type of lending model	5.99% 10	11.98% 20	16.17% 27	20.96% 35	19.76% 33	19.16% 32	5.99% 10	167	3.00

## APPENDIX A: INCORPORATING EBOOKS INTO THE COLLECTION DEVELOPMENT WORKFLOW

Q22 What types of lending models has your library used? (Select all that apply.)

Answered: 174 Skipped: 79

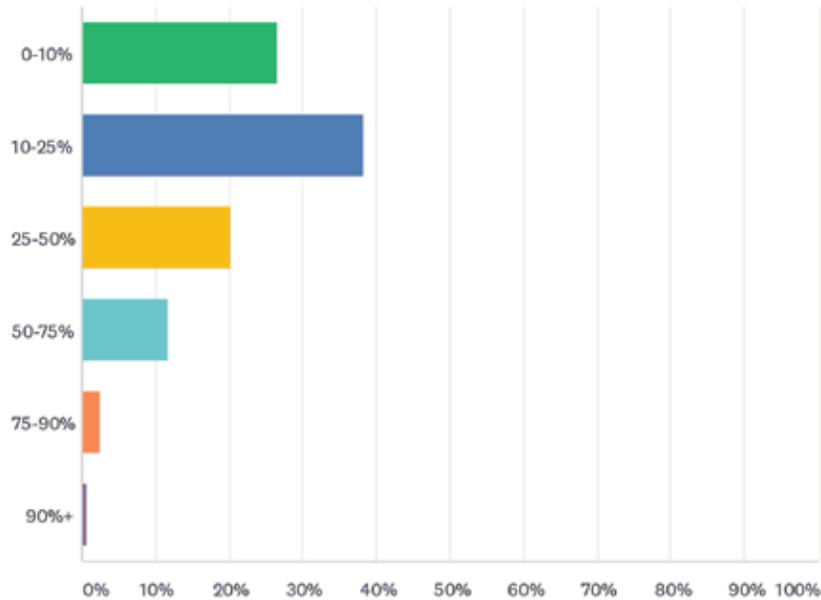


ANSWER CHOICES	RESPONSES
Simultaneous use	93.10% 162
One copy/one user	85.63% 149
Metered access	18.97% 33
Cost per circ	9.20% 16
Total Respondents: 174	

## APPENDIX A: INCORPORATING EBOOKS INTO THE COLLECTION DEVELOPMENT WORKFLOW

**Q23 What percentage of your overall collection budget is allocated to ebook purchases?**

Answered: 162 Skipped: 91

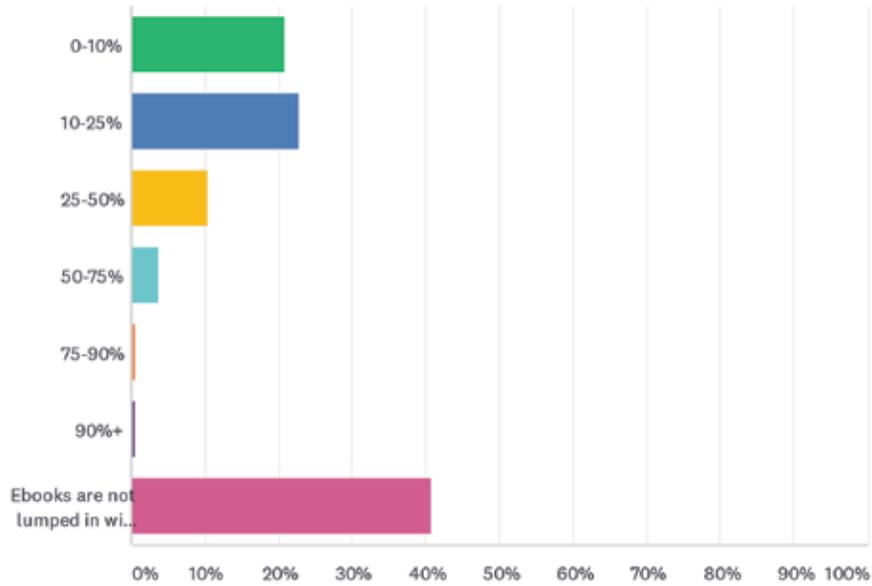


ANSWER CHOICES	RESPONSES	
0-10%	26.54%	43
10-25%	38.27%	62
25-50%	20.37%	33
50-75%	11.73%	19
75-90%	2.47%	4
90%+	0.62%	1
<b>TOTAL</b>		<b>162</b>

## APPENDIX A: INCORPORATING EBOOKS INTO THE COLLECTION DEVELOPMENT WORKFLOW

**Q24 If ebooks are considered part of your overall e-resource spending, what is their percentage of that budget?**

Answered: 162    Skipped: 91

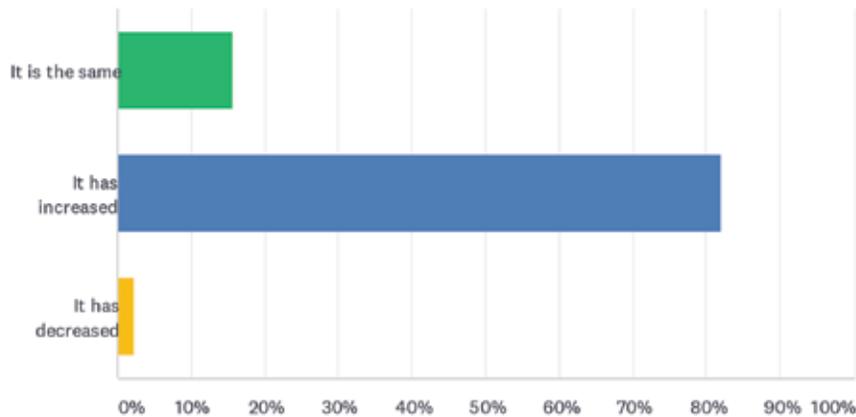


ANSWER CHOICES	RESPONSES	
0-10%	20.99%	34
10-25%	22.84%	37
25-50%	10.49%	17
50-75%	3.70%	6
75-90%	0.62%	1
90%+	0.62%	1
Ebooks are not lumped in with our general e-resource spending	40.74%	66
<b>TOTAL</b>		<b>162</b>

## APPENDIX A: INCORPORATING EBOOKS INTO THE COLLECTION DEVELOPMENT WORKFLOW

### Q25 How does your ebook spending compare to three years ago?

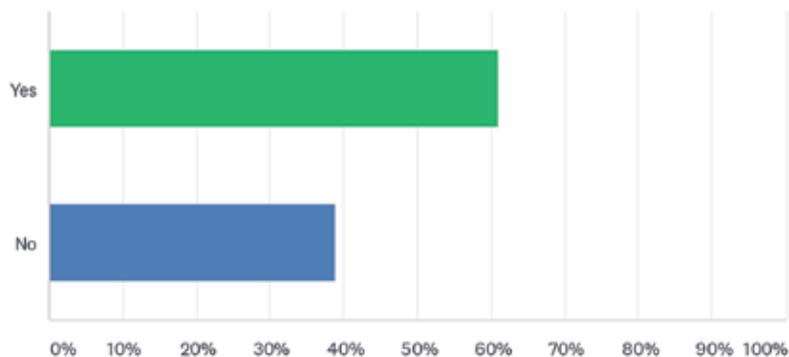
Answered: 173 Skipped: 80



ANSWER CHOICES	RESPONSES	
It is the same	15.61%	27
It has increased	82.08%	142
It has decreased	2.31%	4
TOTAL		173

### Q26 Are you planning to increase your ebook purchasing budget in the coming year?

Answered: 172 Skipped: 81

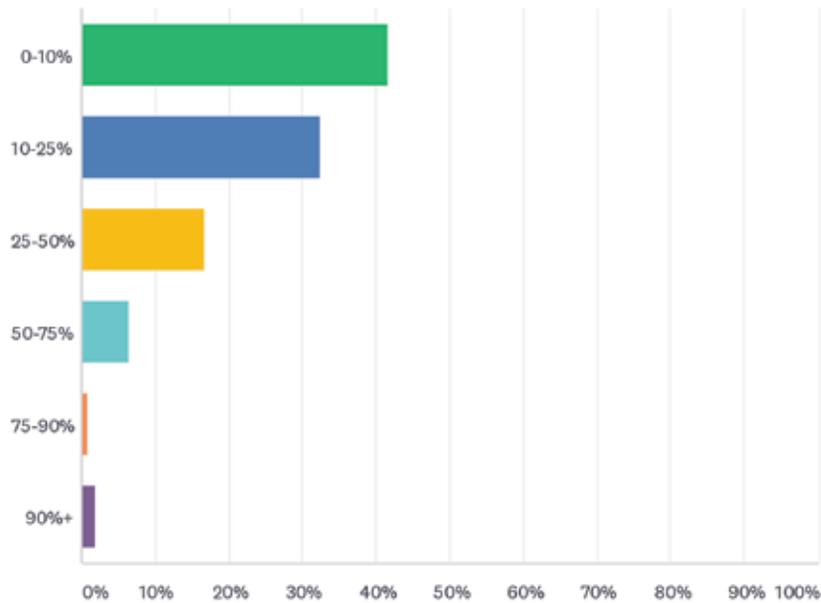


ANSWER CHOICES	RESPONSES	
Yes	61.05%	105
No	38.95%	67
TOTAL		172

## APPENDIX A: INCORPORATING EBOOKS INTO THE COLLECTION DEVELOPMENT WORKFLOW

Q27 If yes, what is your planned percent increase in the coming year?

Answered: 108 Skipped: 145

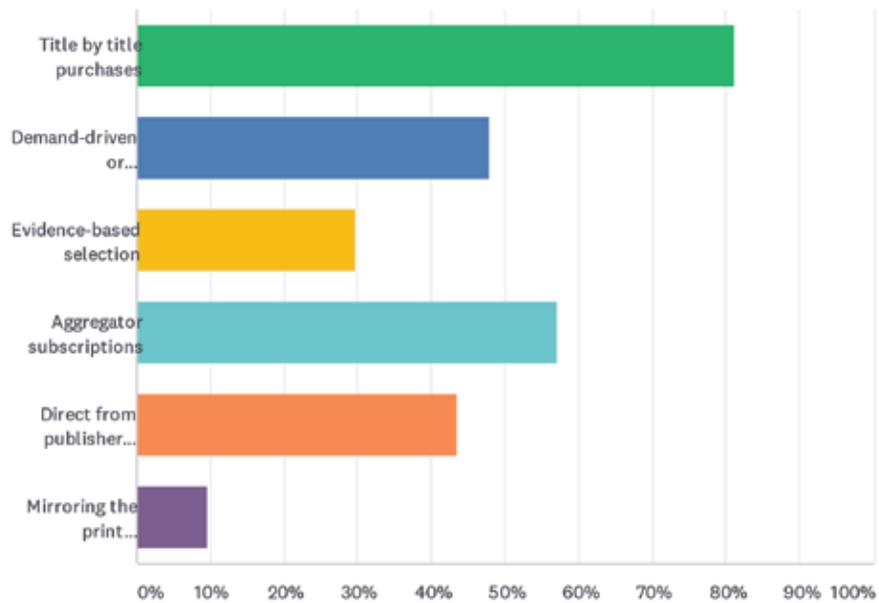


ANSWER CHOICES	RESPONSES	
0-10%	41.67%	45
10-25%	32.41%	35
25-50%	16.67%	18
50-75%	6.48%	7
75-90%	0.93%	1
90%+	1.85%	2
<b>TOTAL</b>		<b>108</b>

## APPENDIX A: INCORPORATING EBOOKS INTO THE COLLECTION DEVELOPMENT WORKFLOW

Q28 What is your current primary method of acquiring ebook content?  
(check all that apply)

Answered: 175 Skipped: 78

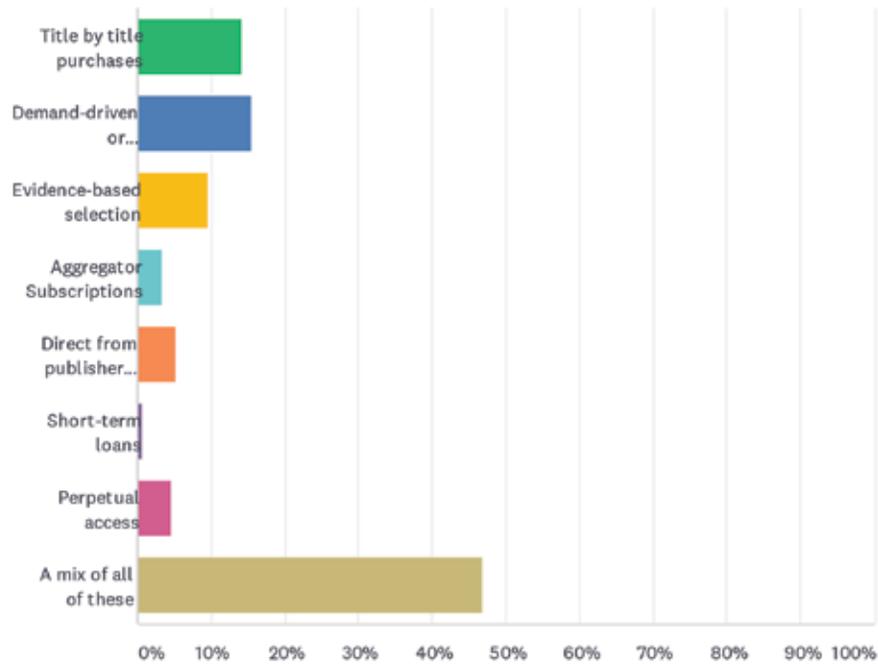


ANSWER CHOICES	RESPONSES	
Title by title purchases	81.14%	142
Demand-driven or patron-driven acquisition	48.00%	84
Evidence-based selection	29.71%	52
Aggregator subscriptions	57.14%	100
Direct from publisher packages	43.43%	76
Mirroring the print collection	9.71%	17
<b>Total Respondents: 175</b>		

## APPENDIX A: INCORPORATING EBOOKS INTO THE COLLECTION DEVELOPMENT WORKFLOW

**Q29 If you had the choice, what would be your preferred method for acquiring ebooks?**

Answered: 175 Skipped: 78

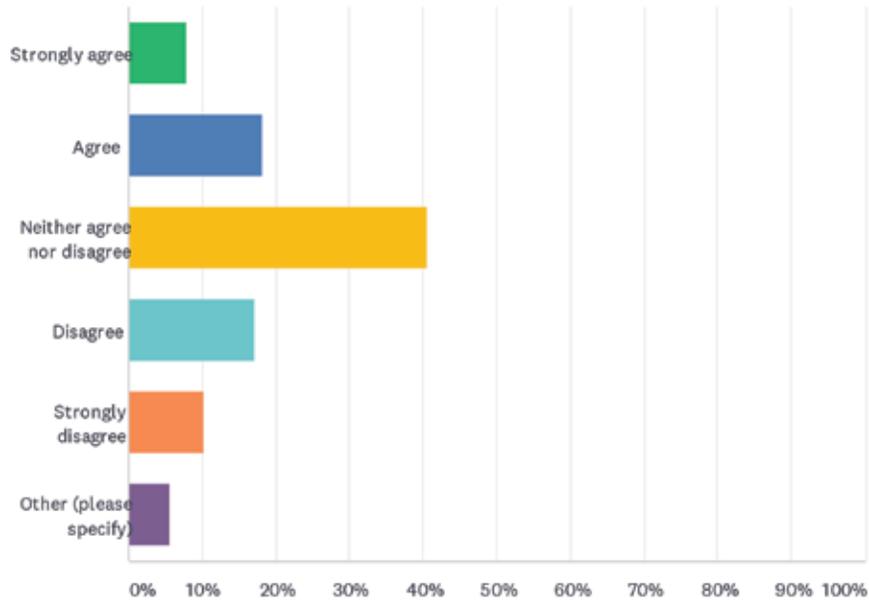


ANSWER CHOICES	RESPONSES	
Title by title purchases	14.29%	25
Demand-driven or patron-driven acquisition	15.43%	27
Evidence-based selection	9.71%	17
Aggregator Subscriptions	3.43%	6
Direct from publisher packages	5.14%	9
Short-term loans	0.57%	1
Perpetual access	4.57%	8
A mix of all of these	46.86%	82
<b>TOTAL</b>		<b>175</b>

## APPENDIX A: INCORPORATING EBOOKS INTO THE COLLECTION DEVELOPMENT WORKFLOW

**Q30 How much do you agree with this statement: Ebook collection management is more efficient for the library staff**

Answered: 175 Skipped: 78

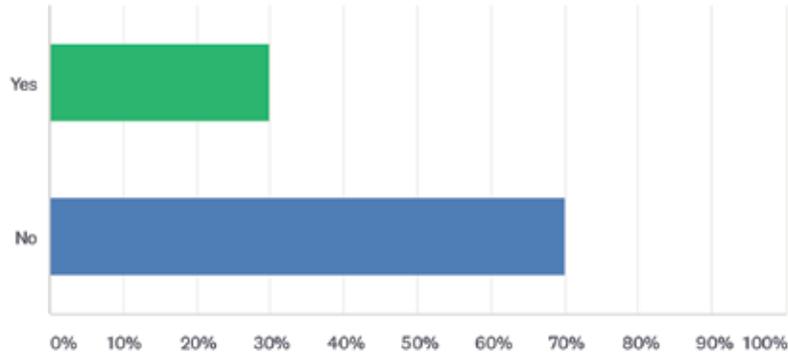


ANSWER CHOICES	RESPONSES	
Strongly agree	8.00%	14
Agree	18.29%	32
Neither agree nor disagree	40.57%	71
Disagree	17.14%	30
Strongly disagree	10.29%	18
Other (please specify)	5.71%	10
<b>TOTAL</b>		<b>175</b>

## APPENDIX A: INCORPORATING EBOOKS INTO THE COLLECTION DEVELOPMENT WORKFLOW

**Q31 Does your library currently have a formal ebook collection development policy?**

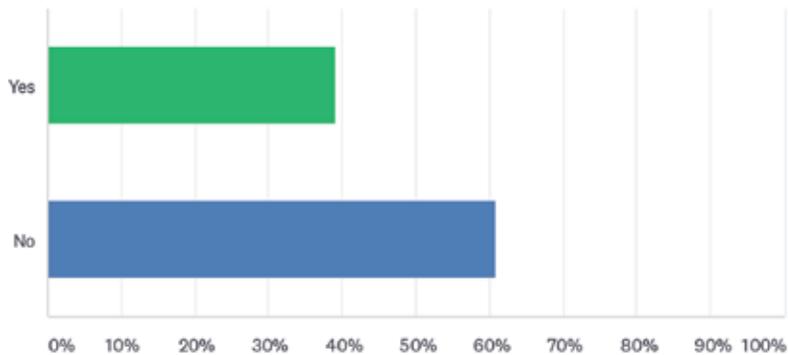
Answered: 174 Skipped: 79



ANSWER CHOICES	RESPONSES	
Yes	29.89%	52
No	70.11%	122
<b>TOTAL</b>		<b>174</b>

**Q32 If yes, did you have one three years ago?**

Answered: 97 Skipped: 156

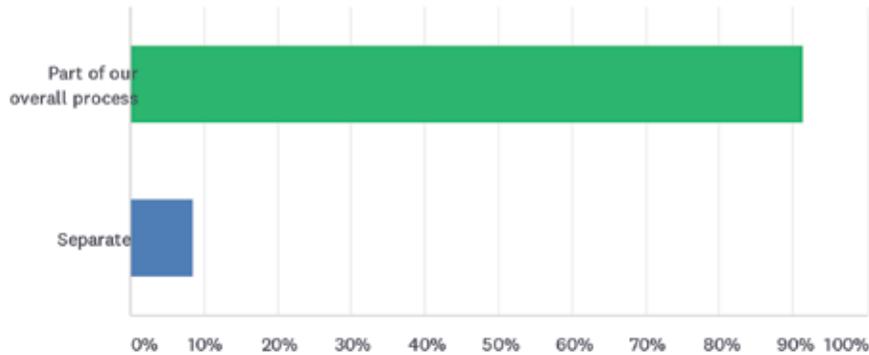


ANSWER CHOICES	RESPONSES	
Yes	39.18%	38
No	60.82%	59
<b>TOTAL</b>		<b>97</b>

## APPENDIX A: INCORPORATING EBOOKS INTO THE COLLECTION DEVELOPMENT WORKFLOW

Q33 Are your ebook collection development practices considered part of your overall collection development process or separate?

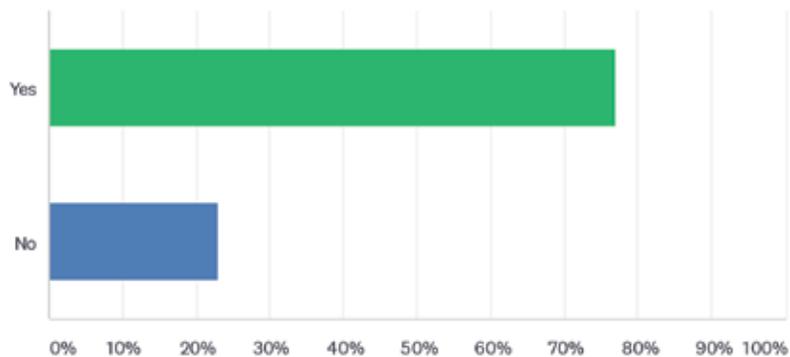
Answered: 176 Skipped: 77



ANSWER CHOICES	RESPONSES	
Part of our overall process	91.48%	161
Separate	8.52%	15
TOTAL		176

Q34 Does your ebook selection criteria match that of your print resources?

Answered: 174 Skipped: 79

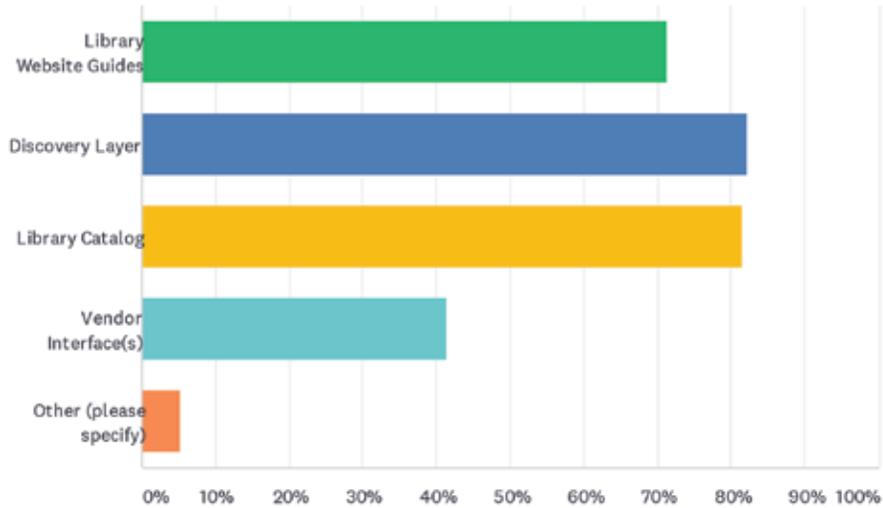


ANSWER CHOICES	RESPONSES	
Yes	77.01%	134
No	22.99%	40
TOTAL		174

## APPENDIX A: INCORPORATING EBOOKS INTO THE COLLECTION DEVELOPMENT WORKFLOW

**Q35 How does your library help readers find specific ebooks? (Check all that apply.)**

Answered: 174 Skipped: 79

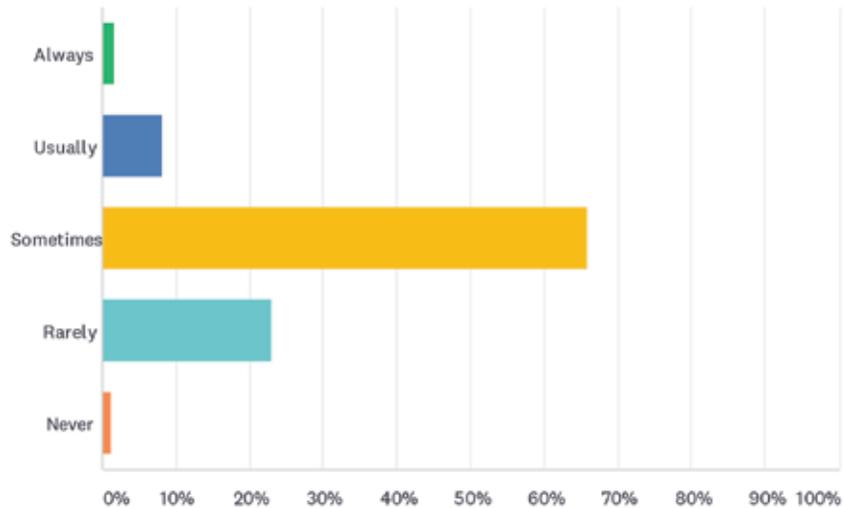


ANSWER CHOICES	RESPONSES	
Library Website Guides	71.26%	124
Discovery Layer	82.18%	143
Library Catalog	81.61%	142
Vendor Interface(s)	41.38%	72
Other (please specify)	5.17%	9
<b>Total Respondents: 174</b>		

## APPENDIX A: INCORPORATING EBOOKS INTO THE COLLECTION DEVELOPMENT WORKFLOW

Q36 How often do users ask for help finding ebooks? (in person and/or online)

Answered: 170 Skipped: 83

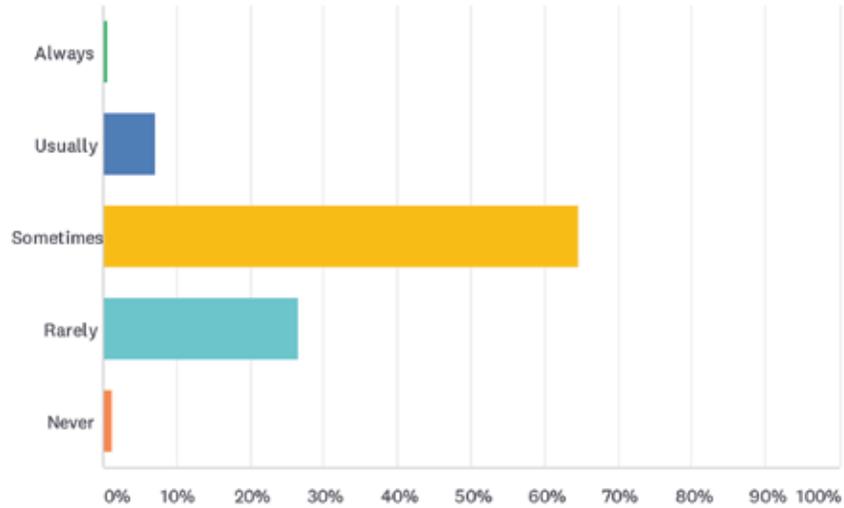


ANSWER CHOICES	RESPONSES	
Always	1.76%	3
Usually	8.24%	14
Sometimes	65.88%	112
Rarely	22.94%	39
Never	1.18%	2
<b>TOTAL</b>		<b>170</b>

## APPENDIX A: INCORPORATING EBOOKS INTO THE COLLECTION DEVELOPMENT WORKFLOW

Q37 How often do users ask for help using e-books? (in person and/or online)

Answered: 170 Skipped: 83

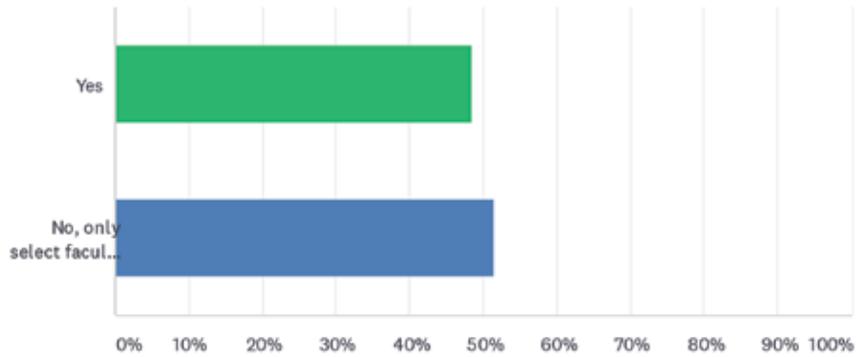


ANSWER CHOICES	RESPONSES	
Always	0.59%	1
Usually	7.06%	12
Sometimes	64.71%	110
Rarely	26.47%	45
Never	1.18%	2
<b>TOTAL</b>		<b>170</b>

## APPENDIX A: INCORPORATING EBOOKS INTO THE COLLECTION DEVELOPMENT WORKFLOW

**Q38 If you use a DDA model, are you promoting it to the entire library community?**

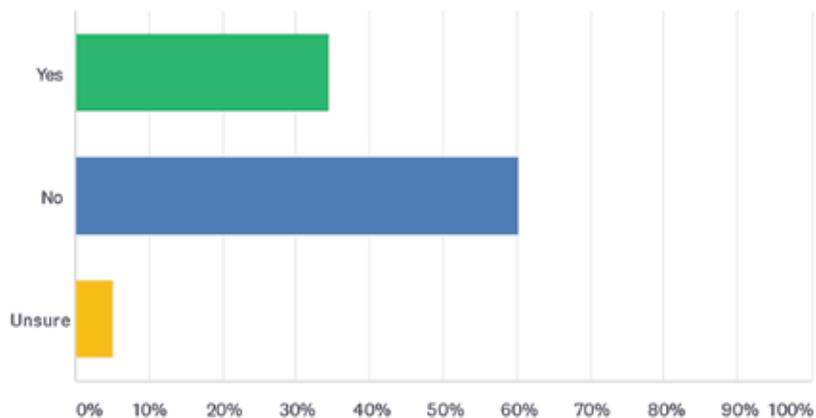
Answered: 107 Skipped: 146



ANSWER CHOICES	RESPONSES	
Yes	48.60%	52
No, only select faculty and/or programs	51.40%	55
<b>TOTAL</b>		<b>107</b>

**Q39 Do you actively promote your ebook collection as a standalone resource?**

Answered: 171 Skipped: 82

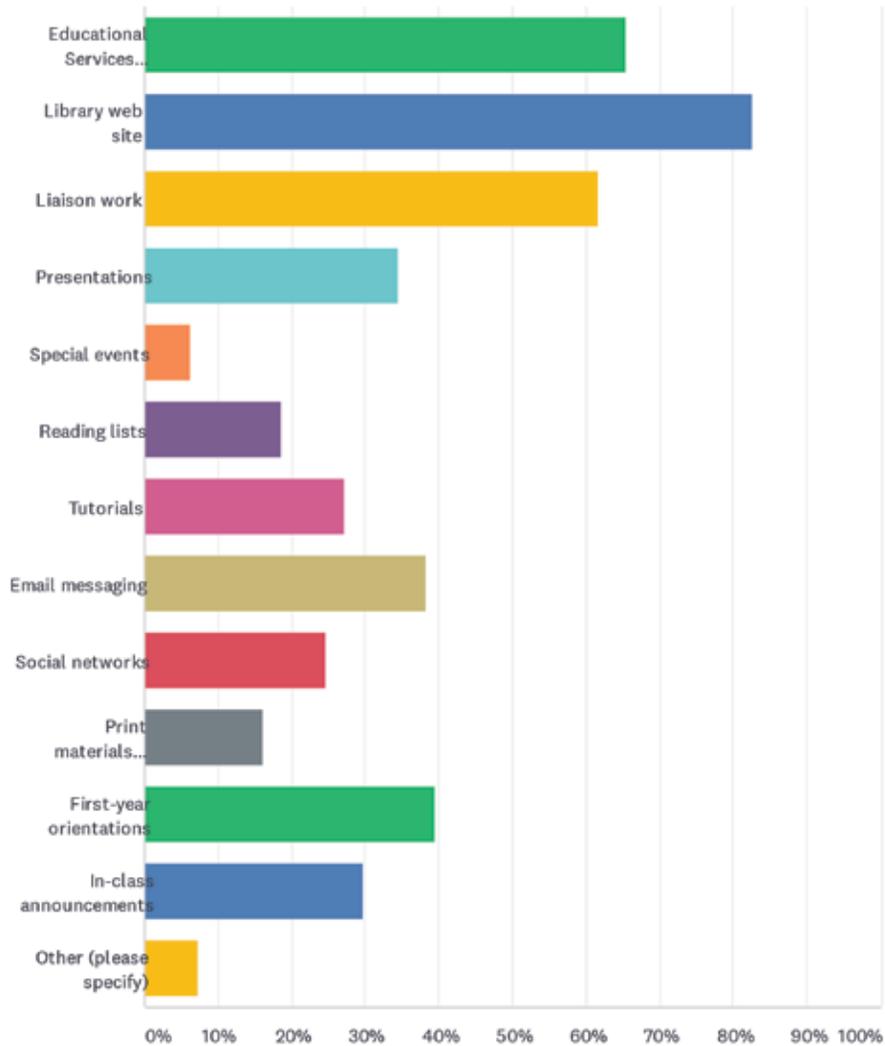


ANSWER CHOICES	RESPONSES	
Yes	34.50%	59
No	60.23%	103
Unsure	5.26%	9
<b>TOTAL</b>		<b>171</b>

## APPENDIX A: INCORPORATING EBOOKS INTO THE COLLECTION DEVELOPMENT WORKFLOW

Q40 If yes, what promotional tactics and programs do you use (check all that apply)?

Answered: 81 Skipped: 172



## APPENDIX A: INCORPORATING EBOOKS INTO THE COLLECTION DEVELOPMENT WORKFLOW

ANSWER CHOICES	RESPONSES	
Educational Services (reference/instructional sessions)	65.43%	53
Library web site	82.72%	67
Liaison work	61.73%	50
Presentations	34.57%	28
Special events	6.17%	5
Reading lists	18.52%	15
Tutorials	27.16%	22
Email messaging	38.27%	31
Social networks	24.69%	20
Print materials (booklets, brochures, posters, flyers, etc.)	16.05%	13
First-year orientations	39.51%	32
In-class announcements	29.63%	24
Other (please specify)	7.41%	6
Total Respondents: 81		

# APPENDIX A: INCORPORATING EBOOKS INTO THE COLLECTION DEVELOPMENT WORKFLOW

## Q41 Your name

Answered: 103 Skipped: 150

## Q42 Your institution

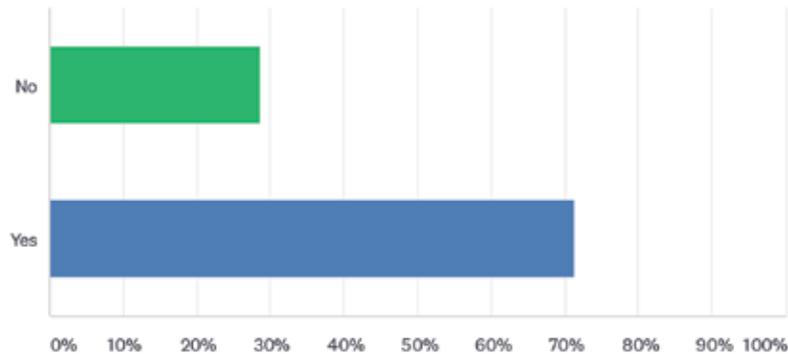
Answered: 101 Skipped: 152

## Q43 Your email address

Answered: 102 Skipped: 151

## Q44 May we contact you with any questions we might have regarding your responses?

Answered: 122 Skipped: 131



ANSWER CHOICES	RESPONSES	
No	28.69%	35
Yes	71.31%	87
TOTAL		122

## APPENDIX B: INCORPORATING EBOOKS INTO THE COLLECTION DEVELOPMENT WORKFLOW (FOLLOW-UP SURVEY)

Q1: Has your library purchased more ebooks than normal because your academic campus shut down and shifted to online classes in response to the COVID-19 pandemic between March through June 2020?

Responses	
Yes	22
No	5
Total	27

Q2: If yes, what is the reason for buying more ebooks (choose all that apply)?

Responses	
Support for online teaching	19
Direct requests from faculty or students	17
A substitute for the print copy already owned while the physical collections were unavailable to the public	16
Needed for course reserves or to satisfy a patron request for ILL in lieu of the print copy	12
Unable to receive and process any new physical books into the collection	9
Other	7

Q3: Have you started promoting your ebook collections more as a result of the COVID-19 pandemic?

Responses	
Yes	24
No	3
Total	27

## APPENDIX B: INCORPORATING EBOOKS INTO THE COLLECTION DEVELOPMENT WORKFLOW (FOLLOW-UP SURVEY)

Q4: If yes, what promotional tactics and programs do you use (check all that apply)?

Responses	
Educational Services (reference/instructional sessions)	15
Library web site	19
Liaison work	14
Presentations	4
Special events	4
Reading lists	7
Tutorials	3
Email messaging	14
Social networks	11
Print materials (booklets, brochures, posters, flyers, etc.)	0
First-year orientations	2
In-class announcements	4
Other	3

Q5: For the Fall 2020 semester, has your academic institution committed to:

Responses	
Full in person classes	1
A blend of virtual and in person classes	18
Full online classes	3
Has not decided or has not announced a decision yet	5

Q6: Will your library purchase more ebooks in the future as a result of the COVID-19 pandemic?

Responses	
Yes	20
No	1
Maybe	6
Total	27

## APPENDIX B: INCORPORATING EBOOKS INTO THE COLLECTION DEVELOPMENT WORKFLOW (FOLLOW-UP SURVEY)

Q7: My institution is a(n):

Responses	
Doctoral University	8
Master's college/university	8
Baccalaureate college	4
Associate's/Community College	7
Special-focus institution	0
Total	27

Q8: My institution is a(n):

Responses	
A public college or university	15
A private college or university	12
For-profit institution	0
Total	27

Q9: Enrollment (FTEs) at my institution is:

Responses	
<1,000	4
1,001-2,500	4
2,501-5,000	6
5,001-7,500	3
7,501-10,000	4
10,001-15,000	0
15,001-25,000	4
>25,000	2
Total	27



Choice White Paper: Ebook Collection Development in Academic  
Libraries: Examining Preference, Management, and Purchasing Patterns

