

“Life Preserver or Anchor?: Implementing a Textbooks on Reserve Program in the Library”



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PURPOSE AND TARGET AUDIENCE

Our goal is to assist students who are unable to afford their textbooks or whose financial aid situation prevents them from making the purchases until several weeks into the semester. We are also giving all students an opportunity to make use of their required texts while on campus (i.e., to work on assignments between classes). The program can also assist students who add a course late in the semester and need the textbook in a hurry to catch up on assignments. This pilot project is intended to make these materials for learning as widely available as possible, which is certainly a part of the library's mission.

THE PLANNING PROCESS

1. Who should participate in the actual planning?

At the Hamilton Campus, the initial meeting to describe the program and gauge support for it on campus included representatives from Rentschler Library, Department of Learning Assistance, campus bookstore, Student Services Department, Academic Advising and Retention, and Financial Aid Department. The faculty were represented by a member of the Campus's Academic Council. We met separately with the Student Government Association. After broad support for the initiative was confirmed, the planning committee was reduced to three members, one each from the library, Campus Bookstore and Department of Learning Assistance.

At the Middletown Campus, an exploratory meeting was held with representatives from the Student Services and Student Affairs departments, the campus bookstore, and several academic department chairs and coordinators. The generally positive reaction from this group (and the Associate Dean for Academic Affairs) led the library to pursue the project. Criteria for the inclusion of courses were established with assistance from the Hamilton Campus library and its planning committee. A later meeting with Miami Middletown Student Government secured additional funding for the program and assistance in marketing it.

2. How were decisions made throughout the process?

At the Hamilton Campus, decisions about which courses and texts to include in the pilot program were made by the planning committee after brainstorming and discussion sessions. After initial guidelines were agreed upon, the program was presented to various campus committees for their input.

At the Middletown Campus, once criteria were established for course inclusion, library staff assessed available courses and arrived at a list of courses and textbooks. Prior to each succeeding semester, a similar assessment is made to add new courses to the program and to ensure that there have been no changes in the textbooks for existing courses. General feedback on the program was sought through marketing efforts.

3. Where does the money come from for the purchase of textbooks in the pilot?

Most textbooks included in the Hamilton Campus pilot were donated to the library by faculty or the Campus Bookstore. The remaining titles were purchased with library funds. The Student Government Association expressed an interest in contributing funds for the program. These funds may be used to expand the program in the future.

The Middletown Campus library purchased the majority of its texts from the Campus Bookstore using library funds. The remainder were either purchased with funds donated by Miami Middletown Student Government or donated by faculty members and students.

4. What were the criteria for a course's inclusion in the program?

- **Nature of the course** (Miami Plan course or other introductory level course)
- Significant **projected student enrollment** as determined by the number of sections offered and maximum enrollment limits in each section
- Use of a **single textbook for all or most sections** offered for the course
- **Nature of the texts** (only required texts will be purchased; no study guides, lab manuals, workbooks or other related materials included)
- Publication of a **new edition of the text is not immediately pending**

IMPLEMENTATION OF THE PILOT

1. How were copies of the texts procured?

At the Hamilton Campus, a variety of procurement methods were utilized. We sought donations of review copies of the texts directly from the publishers as well as from campus faculty. The majority of the texts were obtained in this manner. The remaining titles on the pilot list were purchased from the campus bookstore using library budget dollars.

At the Middletown Campus, all of the titles on the initial pilot list were purchased from the campus bookstore. Clean used copies were purchased when available in order to stretch budget dollars. Following a campus-wide publicity campaign, both faculty and students approached the library about donating additional materials for the collection. The following semester, the program was expanded through these donations and the library purchase of additional texts.

2. What type of reserve and what loan period should be used for the texts?

It was decided that a 2-hour closed reserve would work best for this program. A shorter loan period and in-house use only policy ensures maximum availability of materials to all students enrolled in the included courses. This loan policy also reduces the risk of materials being checked out and kept overdue for the entire semester.

3. How should materials donated to the Textbooks on Reserve collection be handled?

Faculty are asked whether materials designated for the Textbooks on Reserve program are intended to be permanently donated to the library collection or placed on a temporary, semester-long reserve. Items permanently donated to the collection are cataloged. They are also bookplated on the donor's

request. Library staff will verify with the bookstore that student-donated copies of used textbooks will still be in use the following semester before adding them to the collection.

4. What type of marketing or PR effort was undertaken in support of the program?

- Web page for the program
- Posters across campus
- Bookmarks distributed at each checkout and to all attendees at library instruction sessions
- Announcement on the library's blog
- Email to various campus-wide listservs
- Attended various campus committee meetings to promote the program
- Student and faculty word of mouth

5. How should materials be organized on the reserve shelf?

Since these texts may be used by multiple instructors, they must be arranged on the reserve shelf by course name and number. Both libraries opted to integrate the Textbooks on Reserve materials with the traditional reserve items on the shelf rather than having a separate area for each type of reserve. This arrangement has proved useful in light of the fact that many students do not know whether the item they need is part of the Textbooks on Reserve collection.

6. How should we track use of these items?

Circulation statistics are tracked for all items in the Textbooks on Reserve program regardless of whether they were donated or purchased with library funds. We found that the easiest way to track total usage of all materials in the program was to list all of the texts under a single course name such as "Textbooks on Reserve". Copies of texts placed on temporary semester-long reserve are listed in promotional materials, but their circulations are not counted toward the pilot program assessment.

7. Are there copyright issues to be considered with this program?

To date, we have not identified any copyright issues related to a textbooks on reserve program. The textbooks are owned by the libraries and placed on reserve for use by students enrolled in the included courses.

8. How can students make use of supplemental materials on CD-ROM if your library's public PC's are "locked down"?

The textbook on reserve programs at our two campuses have attempted to avoid including supplemental CD-ROMs. However, if CD-ROMs are included with textbooks, we do make them available. On the Middletown campus, library staff will assist students in installing CD-ROMs on our public workstations.

LIST OF COURSES IN THE PILOT

MIDDLETOWN CAMPUS

ART 187	Stokstad: <i>Art History, Vol 1</i>
ART 188	Stokstad: <i>Art History, Vol 2</i>
ATH 175	Robbins: <i>Cultural Anthropology</i>
ATH 175	Saitoti: <i>The Worlds of a Maasai Warrior</i>
ATH 175	Yoder: <i>Rosanna of the Amish</i>
BOT 131	Rost: <i>Plant Biology</i>
CHM 131	Timberlake: <i>Chemistry</i>
CHM 137/141	Ebbing: <i>General Chemistry</i>
COM 135	Beebe: <i>Public Speaking</i>
COM 143	Campbell: <i>Media & Culture</i>
CSA 151	Decker: <i>Analytical Engine</i>
ECO 201	Colander: <i>Microeconomics</i>
ECO 202	Parkin: <i>Macroeconomics</i>
EDL 100	<i>Choices and Challenges</i>
GLG 111	Marshak: <i>Essentials of Geology</i>
GLG 121	Montgomery: <i>Environmental Geology</i>
GLG 141	Harris: <i>Geology and National Parks</i>
HST 121	Spielvogel: <i>Western Civilization, Vol. 1</i>
HST 121	Perry: <i>Sources of Western Tradition, Vol. 1</i>
MBI 111/161	Cowan: <i>Microbiology</i>
MTH 007E	Martin-Gay: <i>Basic College Mathematics</i>
MTH 007P	Martin-Gay: <i>Prealgebra</i>
MTH 101/102	Lial: <i>Beginning and Intermediate Algebra</i>
MUS 185	Titon: <i>Worlds of Music</i>
MUS 189	Yudkin: <i>Understanding Music</i>
PSY 111	Myers: <i>Psychology</i>
PSY 111	Santrock: <i>Psychology Essentials</i>
SPN 101/102	Blanco: <i>Panorama (all materials)</i>
SPN 201/202	Blanco: <i>Enfoques</i>
ZOO 161	Mader: <i>Human Biology</i>
ZOO 171/172	Shier: <i>Hole's Human Anatomy & Physiology</i>

LIST OF COURSES IN THE PILOT

HAMILTON CAMPUS

ATH 175	Robbins: <i>Cultural Anthropology</i>
BTE 105	Kerin, et. al.: <i>Marketing</i>
BTE 286	Miller: <i>Google-pedia</i>
CIT 101	Zimmerman: <i>Microsoft Office Word 2003</i>
CIT/CSA 151	Decker and Hirschfield: <i>The Analytical Search Engine</i>
COM 135	Bebee: <i>Public Speaking Custom</i>
EDT 002	Goshgarian: <i>What Matters in America</i>
ENG 007-HA	Brandon: <i>From Self to Sources</i>
ENG 007-HG	Vesterman: <i>Celebrity Writing in America</i> Keene and Adams: <i>Easy Access</i>
ENG 007/111	Hacker: <i>Writer's Reference</i>
GEO 111	Rowntree: <i>Diversity Amid Globalization</i>
GLG 111	Smith: <i>How Does the Earth Work?</i>
GLG 121	Montgomery: <i>Environmental Geology</i>
MBI 161	Cowan: <i>Microbiology</i>
MTH 001/002	Aufmann: <i>Basic College Math</i>
MTH 101/102	Lial: <i>Beginning and Intermediate Algebra</i>
MTH 125	Barnett: <i>Precalculus</i>
MTH 151	Stewart: <i>Single Variable Calculus, Early Trans.</i>
SPN 102/111	Blanco: <i>Panorama</i>
THE 191	Jacobus: <i>Compact Bedford Intro to Drama</i>
ZOO 121	Kaufman: <i>Biosphere</i>
ENG 007/111	Hacker: <i>Writer's Reference</i>

PRELIMINARY RESULTS

After two semesters at the Middletown campus and one semester at the Hamilton campus, the Textbooks on Reserve pilot program has been successful. Both campus libraries have received broad support from faculty and benefited from positive PR as a result of the program. Use of traditional reserve services have increased at both campuses. Implementation of the pilot has generated discussion among other Ohio regional and two-year campuses as well. Basic usage statistics from each campus follow (through March 16, 2007):

Hamilton

Spring Semester 2007 – 22 items on reserve - 45 circulations

Middletown

Fall Semester 2006 – 37 items on reserve – 40 circulations

Spring Semester 2007 – 47 items on reserve – 72 circulations

OTHER RESOURCES

Existing Textbook on Reserve Collections

Ohio State University (www.osu.edu/features/2006/books/)

University of Oregon (www.uobookstore.com/coursebooks/savings.cfm)

University of Cincinnati – Clermont (library.clc.uc.edu)

University of Illinois at Urbana-Champaign

(www.library.uiuc.edu/announce/textbooks.html)

Delaware County Community College (www.dccc.edu/library/textbooks.html)

Miami University Hamilton

(www.ham.muohio.edu/library/texts_on_reserve.htm)

Miami University Middletown (www.mid.muohio.edu/library/textbooks.cfm)

Hudson Valley Community College (<https://www.hvcc.edu/imc/textbooks.html>)

Related Publications

Hsieh, C.; Runner R. (2005). Textbooks, leisure reading, and the academic library. *Library collections, acquisitions & technical services*, 29 (2), 192-204.

Pekow, C (2007). Did you know? Textbooks join tuition on list of rising costs for students. *Grants for Libraries Hotline*. 7, 7.

Pollitz, J. H., & Christie, A. (2006). The high cost of textbooks: A convergence of academic libraries, campus bookstores, publishers?. *Electronic Journal of Academic and Special Librarianship*, 7. Retrieved January 28, 2007, from <http://southernlibrarianship.icaap.org/index.html>

Rosenbush, S (2007, January 17). Web sites challenge the textbook goliaths. *BusinessWeek.com*. Retrieved January 18, 2007, from http://www.businessweek.com/technology/content/jan2007/tc20070117_348380.htm?chan=top+news_top+news+index_technology

Rube, K. (2005). *Ripoff 101: 2nd edition: how the publishing Industry's practices needlessly drive up textbook costs: A national survey of textbook prices*. State Public Interest Research Groups. Retrieved February 14, 2007, from <http://www.maketextbooksaffordable.com/newsroom.asp?id2=15618>