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Spring 2023

### On the Same Team: Technical Services and Student Success Tackle Textbook Affordability

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#### Recommended Citation

Jallas, Mallory; Murphy, Julie A.; Park, Rachel; Scott, Rachel E.; and Shelley, Anne, "On the Same Team: Technical Services and Student Success Tackle Textbook Affordability" (2023). *Faculty and Staff Publications – Milner Library*. 166.

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# On the Same Team: Technical Services and Student Success Tackle Textbook Affordability

Mallory Jallas, Julie Murphy, Rachel Park, Rachel E. Scott, & Anne Shelley\*

Association of College and Research Libraries 2023 Conference Proceedings

## Abstract

During the ongoing COVID-19 pandemic, student textbook access and affordability have emerged as areas of focus for academic libraries to support student success. Librarians across departments at a public four-year institution developed a program to leverage campus information about textbook selection to inform library e-book purchases. The resulting eTextbook collection became an invaluable resource for students during the pandemic and created a direct connection between the work of Technical Services and Student Success. This presentation provides an overview of the project, discusses assessment elements, and highlights the vital aspects of collaboration within an academic library for student success.

## Introduction and Background

During the ongoing COVID-19 pandemic, student textbook access and affordability have emerged as critical areas of focus for academic libraries to support student success. Often, barriers to textbooks compound additional hurdles to student belonging, success, and persistence at colleges and universities. Librarians from various departments at Illinois State University (ISU) developed a program to leverage campus information about faculty textbook selection to inform library e-book purchases. The resulting eTextbook collection became an essential resource for students during the pandemic and created a direct connection between the work of Technical Services and Student Success.

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Milner Library is the single library at Illinois State University, a public four-year institution with 20,683 students (18,055 undergraduate and 2,628 graduate) located in Normal, Illinois.<sup>1</sup> The large undergraduate population has elevated the focus on student success for the institution, specifically spotlighting the importance of undergraduate persistence and retention. One challenge identified as a barrier for students is affordability, which internal data indicates is a common reason for students leaving the institution. In 2020, the library hired a Student Success Librarian to connect the library's current initiatives and focus on building new opportunities to contribute to campus-wide student success efforts. Among the existing efforts at Milner was support for Open Educational Resource adoption and affordable course materials access that the library's Scholarly Communication Librarian spearheaded. When the COVID-19 pandemic began and student financial needs and access challenges were amplified, the library sought additional opportunities to bolster their support.

In the fall of 2020, the Collection Assessment Librarian at Milner Library participated in a program assisting librarians in researching academic library connections to student success through the Consortium of Academic and Research Libraries in Illinois (CARLI), called CARLI Counts. As part of the program, the librarian connected with several Milner colleagues to develop a project idea that considered how to address student affordability concerns to support overall student success. These colleagues formed a team that represented the various library units that would collaborate on such an initiative: Administration, Collection Development, Scholarly Communications, Student Success, and Technical Services. With this team gathered, conversations emerged about how the library could support student access to course-assigned texts. ISU's Office of the Registrar aggregates information about course-assigned texts for each semester, and the librarian team used this list to explore potential access options through library vendors. The goal of the team emerged to save students as much money as possible by licensing course assigned texts.

## Development, Creation, and Sustainability of the eTextbook Collection

Over the years, librarians have grappled with a number of concerns about and challenges to collecting texts. Many of the reasons are obvious: traditional textbooks are expensive, frequently updated, too basic or too specific to meaningfully contribute to the collection, and sometimes perceived as ephemeral in their relevance and appeal.<sup>2</sup> A recent study documents the strong preferences faculty hold with respect to format and student ownership. Some faculty reported

that students benefit from owning a print copy “travel with the student into their professional life” and indicated that digital texts, whether provided by the library or not, were not acceptable.<sup>3</sup>

Librarians’ concerns have largely been assuaged by shifts in understanding of textbook affordability as an equity issue. In recent years, the Association of College & Research Libraries (ACRL) has advocated for and reported increasing activity in library provision of assigned texts. In 2016, the ACRL Research Planning and Review Committee articulated “an increasing need to establish more holistic and agile approaches (both qualitative and quantitative) to manage budgetary constraints while ensuring that collections are ‘responsive’ and committed to institutional research and curricular requirements and needs.”<sup>4</sup> Librarians indicated that their support for textbook affordability initiatives was the second highest activity related to equity, diversity, and inclusion (EDI) in the 2020 ACRL Academic Library Trends and Statistics Survey.<sup>5</sup> The benefits of adding assigned texts to library collections are manifold. Our team has found that beyond their substantial impact on potential savings to students (over \$200,000 per semester): they have higher usage than other e-books, even beyond the semester in which they are assigned; they facilitate in-class activities and literally get everyone on the same page; and the titles available for licensing are of good quality (in our analysis they included more Outstanding Academic Titles than those acquired via demand-driven acquisitions).<sup>6</sup>

The challenges related to acquiring e-book versions of assigned texts, however, have become more complex. Textbook costs have escalated for students and have similarly increased for librarians seeking to license them for their institution. One of the biggest challenges librarians face, however, is that only a small percentage of assigned textbooks—around one-third in our experience—may be available to license. Publishers and vendors are expanding access models that effectively cut librarians out of the equation, whether promoting inclusive access, student subscriptions or other direct-to-student models. Campus bookstores have also added access models, allowing students to buy used or new books, rent for the semester, or purchase whatever digital rights the publisher allows. Even when content is available for librarians to license in some way, the terms may not be ideal. Librarian Karen Kohn raised the alarm on Twitter when Wiley titles in a ProQuest subscription package were unexpectedly pulled and not available to license perpetually.<sup>7</sup> This confirmed what librarians suspected: subscriptions cannot be relied upon as a textbook replacement. In addition to perpetual access, a license that is unlimited and preferably DRM-free is optimal for supporting synchronous use by students and instructor.

Licenses that limit simultaneous users or have a set number of access sessions present challenges to users when they cannot be upgraded at the point of need.

As a team, we are invested in working toward solutions to the burdensome costs our students experience. In the face of these considerable challenges, exceptions, and opportunities, however, we quickly learned that we would need to develop and continually revise a workflow. This workflow-in-progress enables us to establish deadlines, set expectations, explain terms, integrate data, monitor turnaways and other usage, upgrade licenses when possible, communicate decisions and updates transparently and consistently, and span the gap that can exist between students, faculty, and librarians, or even public services and technical services librarians.

## Iterative Workflow Development for the eTextbook Collection

The eTextbook collection has benefitted students, and it could not have come to be without a significant amount of work from Milner's Technical Services and Collection Development departments. Our team could identify the need and define its importance, but without the practical work of identifying, selecting, acquiring, and activating titles, making this content discoverable, and communicating its availability to campus constituents, there would be no materials for students to use.

In the fall of 2020, we made our first attempt at creating an eTextbook collection for the spring semester 2021. As with any first attempt, there were many problems that arose throughout. Our biggest issue was time; none of us anticipated how time consuming the process of identifying, purchasing, and making these titles available would be. We wanted the textbooks to be available to students by the first day of classes, and preferably before, but several factors made that goal difficult to achieve. We were constrained first by the availability of the spring semester textbook list, which is typically posted to the Registrar's website when registration opens; without the list of assigned textbooks, we could not begin to identify what titles to purchase. Additionally, we wanted to take a measured approach and incorporate research into the structure of the project by conducting focus groups and surveys with participants of the study. This necessitated Institutional Review Board approval for the project and recruitment of faculty members teaching courses with assigned texts available to license; we wanted to ensure their participation in our surveys and focus groups ahead of purchasing the eTextbooks. Our Collection Assessment Librarian devised a process for determining the return on investment of purchasing an eTextbook which allowed us to make purchases that would be the most impactful

in terms of cost savings for the students; however, this analysis took considerable labor and time to accomplish.

Due to these factors, our team did not have our first round of orders for the eTextbook collection selected for purchase until December 18, 2020. The spring semester began on January 11, 2021, and the university was closed for winter break from December 24 to January 3. This meant that Technical Services had to process a large order of eTextbooks in a very short amount of time to have them available for students by the start of the semester. This quick timeline was burdensome to staff, as routine work had to be set aside to process these orders. As if this was not difficult enough, complications within the Technical Services department heightened an already stressful situation. The Head of Acquisitions was out on unexpected, extended leave. In addition to being short-staffed, unit personnel did not have guidance from their coordinator on how to manage these changes. On top of this, Milner had recently migrated to Alma after many years of working in Voyager and employees were still adapting workflows for the new system. We should also acknowledge that dealing with a global pandemic continued to be a source of anxiety and difficulty in most people's lives during this time. Adding a large e-book order and unprecedented project to this already fraught landscape compounded the strain to the department staff as we scrambled to complete this project on short notice.

Once the eTextbook team was able to secure additional funds to continue licensing course assigned texts for subsequent semesters, we were eager to make the process run much more smoothly. We decided to create a workflow that would consider the needs of the many different stakeholders involved in this process, reducing stress for staff and ensuring that eTextbooks were licensed in a timely manner for students.<sup>8</sup>



Figure 1. Analysis

Our workflow begins with an Analysis Phase. In this phase, the Collection Assessment Librarian acquires the list of textbooks assigned for the upcoming semester from the Registrar's office. She then completes an initial review of the list to determine which titles are available for purchase as e-books and their respective license options and prices. We prefer unlimited user licenses, since we want to avoid turnaways when multiple students in the same class attempt to access the eTextbook simultaneously, but we do consider licenses that allow for multiple concurrent users. The Collection Assessment Librarian also identifies titles that will have the greatest return on investment by calculating the benefit/cost ratio (current student enrollment multiplied by the cost to students to purchase text / cost for the library to license the text).

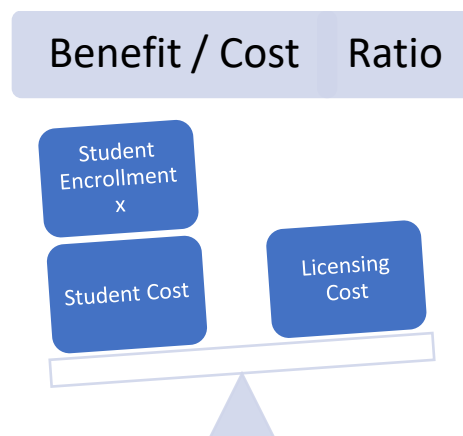


Figure 2. Benefit / Cost Ratio

The textbook list from the Registrar often changes after the Collection Assessment Librarian does her initial review, so she completes a second review to catch any of these changes. Then eTextbook team members determine which titles are the best candidates for purchase. If the eTextbook team has funding, then we will select and purchase the titles; if not, we recommend titles that liaison librarians may select using their own collection development funds. Finally, the Collection Assessment Librarian finalizes a spreadsheet that includes specific data fields to facilitate the ordering process. Consistency in the data included in this spreadsheet is important because it makes it easier for Technical Services to process the purchases and easier for the team to conduct ongoing assessment of the project's impact. Since this analysis phase of work takes a significant amount of dedicated work from the Collection Assessment Librarian, two weeks is allocated for this in the workflow timeline.

Selection (5 Weeks Out)		
Titles selected in GOBI; Technical Services notified	Spreadsheet updated with licensing terms and costs	Course Reserves staff add additional requests

Figure 3. Selection

After the spreadsheet is created, the eTextbook team begins the Selection Phase. The Associate Dean for Information Assets searches and selects the desired texts in EBSCO’s GOBI, consulting the price and license information in the spreadsheet and noting any changes. Milner uses GOBI for all e-book purchases, so it makes sense to replicate that process when ordering eTextbooks. Before selecting titles, the Associate Dean provides a general estimate of the number of items to be purchased for the semester with Acquisitions staff to give them advance notice of a forthcoming large order. At this stage, we solicit additional licensed eTextbooks from our Course Reserves staff to incorporate into the spreadsheet. Once the entire spreadsheet has been updated, it is shared with Electronic Resources, Cataloging, Acquisitions, and Course Reserves to move the process forward into the next phase.

Processing (4 Weeks Out)		
Titles are purchased	Titles are activated	Faculty are notified

Figure 4. Processing

In the Processing Phase, the eTextbook team and Technical Services department purchase, activate, make the titles available, and notify faculty. The process of purchasing eTextbook titles follows the standard Technical Services workflows for firm order purchases. If titles need to be upgraded, for example from an existing single- or three-user license to an



unlimited-user license, the Collection Assessment Librarian works with the e-book vendor or uses self-service options, for example in ProQuest’s Ebook Central, to complete this work. In addition to the normal work of activating purchased titles, which indicates that the e-books are available in our library catalog and link resolver, the Electronic Resources Specialist adds a URL to access the e-book into the spreadsheet; this is helpful for the Collection Assessment Librarian in the later step of updating the eTextbook LibGuide, which is a list of all library-provided eTextbooks, updated each semester, and notifying faculty members.

The Collection Assessment Librarian notifies the faculty of the eTextbooks we have purchased so that they can update their syllabus notify students that an eTextbook will be provided by the library. Notifying students about the availability of the eTextbook prior to the start of the semester allows those who would prefer not to purchase the textbook that opportunity. Additionally, the Electronic Resources Specialist double checks that all titles have been ordered and received by notifying the eTextbook team of any titles for which we do not receive a notification of access. The eTextbook Team member that is selecting items in GOBI will alert Electronic Resources when the last items have been ordered so they can stop checking the spreadsheet for updates. This step takes about two weeks to complete but varies depending on how long e-book vendors take to provide access to the purchased content.

Finalization (2 Weeks Out)		
URLs added to LMS	List of texts shared with public services librarians	LibGuide updated with the semester's titles

Figure 5. Finalization

The next step in the process, Finalization, makes the work more visible. When the Collection Assessment Librarian notifies faculty members that an eTextbook is available for their course, she also asks if they would like it embedded in their course site within the learning management system. If given their permission, the Collection Assessment Librarian adds the URL at this time. She also updates the eTextbook LibGuide and she, or another eTextbook team

member, sends a finalized list of purchased eTextbooks to liaison librarians and those who provide reference services. This phase takes one week.

The workflow creation process was iterative. We focused first on documenting the steps that we took during the first round of textbook licensing and used that work as a guide to estimate how long each part of the process would take. We focused first on timelines and were as generous as we could be, preferring to overestimate the amount of time a step in the process might take so that we would have ample time to deal with any complications that might arise. We then tentatively assigned each step in the process to a certain position's responsibilities so there were clear expectations about who was accountable for what in the workflow.

The next step was to involve stakeholders outside of the team; we identified colleagues in Acquisitions, Cataloging, and Course Reserves, and invited them to a meeting to revise the draft workflow. With their input, we made revisions that better leveraged existing workflows to process and catalog the eTextbook orders. We also recognized that some eTextbooks were already being purchased by Course Reserves staff and devised a method by which these purchases could be included in the process. Finally, we solidified timelines and responsibilities for each step in the process and decided to implement this workflow for the fall 2021 semester.

Having the workflow in place did help the process for ordering the textbooks for fall 2021 go more smoothly. It was helpful to know who was responsible for each part of the process; if there were questions or problems at any stage, we knew exactly who was responsible for addressing them. We were able to stick to the timeline we devised to a certain extent, though not exactly. Last-minute changes to course assignments caused delays in preparing the list of eTextbooks to be ordered. Additionally, Technical Services staff were dealing with staffing changes and a migration to a new authentication platform while eTextbook orders were being processed. This led once again to a scramble at the beginning of the semester; helpfully, other members of the eTextbook Working Group volunteered their time to help take some of the workload off Technical Services Staff and the project was completed successfully.

Given the experience of ordering for the fall 2021 semester, the team knew that improvements to the process could still be made and in response, we took the opportunity to reflect on and improve upon our created workflow. The eTextbook Working Group dedicated time to refining the workflow document and reached out to library stakeholders outside the team to provide feedback on how to improve the process. Two examples of further refinement that

emerged from the process were to limit the number of orders to about twenty, twice a day so that Acquisitions personnel would not be overwhelmed, and to increase communication throughout the process so that everyone is aware of how work is progressing.

We have continued to refine this workflow as semesters have progressed; it is a living document that evolves as our process evolves, and over the semesters it has grown to be more and more successful. This success is due to several factors, including involving all stakeholders in the workflow creation process, integrating the work into existing workflows, and gaining buy-in into the process from Library Administration. Involving all stakeholders in the workflow creation process not only ensures that their expertise and wishes are included, and it also cultivates a sense of ownership for stakeholders external to the team. At the very least, it has helped to manage expectations and kept each person involved informed of the work. A corollary effect of this is that stakeholders know what to expect from the process and can plan their work accordingly; we will not undertake an authentication system migration at the same time as our eTextbook ordering again! Additionally, our practice of attempting to integrate eTextbook ordering into existing workflows as much as possible helped contribute to our success by minimizing disruption and capitalizing on the existing expertise of staff. Finally, gaining buy-in from Library Administration certainly contributed to the success of this project. One of the eTextbook Working Group members is an Associate Dean; her presence in the team gives it inherent approval and importance. It is hard to say what the workflow creation process would have looked like without her involvement, but it is possible that it would have been more difficult to get buy-in from so many different library units.

We will continue to revise our workflow as we navigate the challenges and opportunities presented to us in licensing assigned course texts for our students. This process of ongoing assessment has served us well; it has helped to cultivate an intentional mindset toward our work and workflows, which fosters collaboration and across different library units and coalesces around a shared goal of student success.

## Assessment

From the beginning of this project, we have attempted to assess our eTextbook program and document its value and impacts in a variety of ways, conducting surveys and focus groups with both students and faculty members, gathering usage statistics, investigating the quality of eTextbooks, and assessing textbook persistence at Illinois State University. We knew both that

the key to gaining buy-in and maintaining support would be demonstrating the program's value to the university community with thorough evidence, and that assessment would inform our practices and workflows, allowing us to improve the service we are providing. We have found that assessment is also an iterative process for us, as much of this project has been.

In the spring semester of 2021, we purchased fifty-seven titles and upgraded the licenses of eight more, providing a total of sixty-five electronic textbooks that were used by 135 total sections across sixty-eight courses. We invited the eighty-six instructors of these 135 sections to participate in our pilot study prior to the start of the semester, and fifty-two of them agreed. If all invited professors notified their students of the text's availability, this project just in that first semester had the potential to reach 3,535 students and save them a total of \$238,729.10. We know that we reached the 2,029 students whose instructors actively participated, giving them the opportunity to save the \$143,880.50 that would have been spent had each student ultimately purchased the book rather than using the provided electronic copy. We spent \$7,858.37 purchasing and upgrading the electronic textbooks, meaning that our return on investment was at least 1,831 percent, and had the potential to be higher.

Toward the end of the first semester in the spring of 2021 we surveyed 426 students, representing approximately 20 percent of the students in participating sections, and twenty-three instructors of classes that had received an electronic textbook, representing about 40 percent of participating instructors. We also conducted separate focus groups, with fifteen students and eleven faculty members participating respectively.<sup>9</sup> Student survey respondents overwhelmingly liked the electronic textbooks, indicating that the most appreciated benefits were the fact that it was free (81 percent), easy to use (61 percent) and allowed keyword searches (49 percent). Faculty survey respondents' opinions were very similar, also saying that the most liked benefits were that it was free (76 percent), easy to use (71 percent) and allowed keyword searches (38 percent).<sup>10</sup> We altered our selection criteria going forward based on this result, because all eTextbook options offer these features and the features specific to platforms like ProQuest and EBSCO were deemed less important by respondents. Almost all student participants indicated that they would be very likely (62 percent) or somewhat likely (34 percent) to register for a future course that used a library-provided e-book. Similarly, most faculty participants indicated that they would be very likely (56.5 percent) or somewhat likely (30.4 percent) to seek out an

online textbook for future courses.<sup>11</sup> Notably, students reported expecting an average final grade of 90.2 percent.

Several common themes emerged from the free response questions in the survey and the student and faculty focus groups. Overwhelmingly, both students and faculty appreciated the savings. Both groups also highlighted that textbook affordability is an equity issue and making textbooks freely available ensures that less advantaged groups have equal access. While faculty were unsure whether the electronic textbooks had any impact on student reading or learning, the students reported having read more, learned more, and believing they understood the material better. Other themes that emerged included less stress for both students and faculty, that accessibility and portability facilitate learning on the go, ease of use for both students and faculty, that keyword searching made study and coursework more efficient, and that student goodwill was generated for the university, the library, and the participating professors. Overwhelmingly, both groups wanted the program to continue in future semesters.<sup>12</sup> These findings were critically important in securing support from the Provost's Office, which has led to continuing funding for several semesters.

In spring 2022 we analyzed the usage, quality, and persistence of the electronic textbooks purchased to date. We found that the eTextbooks being used by participating course sections saw a monthly average of forty-four unique title requests, compared to 0.5 for e-books that were not assigned in a course. The electronic textbooks that were purchased for classes where the instructor chose not to participate also saw a monthly average of 2.2 title requests, 4.4 times greater use than our non-assigned e-books. We then compared the assigned titles against the *Resources for College Libraries (RCL)* Core Titles list as a measurement of quality. We found that 13 percent of the assigned texts over spring 2021, fall 2021 and spring 2022 were included in RCL, with 1 percent designated as Outstanding Academic Titles (OATs). We then analyzed all e-book titles purchased through our Demand Driven Acquisitions (DDA) program during the 2020 and 2021 fiscal years, and found that only 7 percent of these titles were included in RCL, with 0.6 percent designated as OATs. Finally, we examined the persistence of the titles licensed in spring 2021, fall 2021, and spring 2022. We found that of the 298 unique titles, fifty-three (18 percent) were assigned at least twice when matched by ISBN. When all assigned texts at ISU were examined over those three semesters, we found that of 3,877 titles, 1,258 (32 percent) were assigned at least twice when matched by ISBN.<sup>13</sup>

In fall of 2022 we obtained twenty-two semesters of ISU's historical textbook data spanning 2015–2022 and analyzed it for textbook persistence. After significant manual cleaning and matching of titles by work and edition, we found that approximately 10,092 unique editions of 8,487 unique works were assigned over the covered semesters. Approximately 55 percent of unique textbook editions were used for multiple semesters. If an edition was assigned for more than one semester, it was used for an average of 4.6 semesters. As we continue to analyze this dataset, we plan to examine the specific historical assignment of titles that were later selected for the eTextbook program and look for trends that might be useful in predicting which titles are most likely to be reassigned. If such trends exist, it may allow us to use our funding more efficiently by focusing on titles likely to make a high impact over time.

## Conclusion and Next Steps

This project reflects several objectives in our library's strategic plan, such as increasing our capacity to support online courses, growing instructor use of affordable and open educational resources, and developing partnerships to support student success and retention. In particular, the relationships between the team members and stakeholders in other campus units have had a significant impact on the success of this project. Our connections with student-focused leadership in the Provost's Office and work on the campus Textbook Affordability Committee have helped the library advocate for and receive funding to grow the number of eTextbook licenses each semester.

There are also evolving and potential partnerships with this project that could particularly benefit from Technical Services expertise. Recently the Director of Campus Technology End-User Support approached us to learn more about eTextbook use on campus. In addition, our team has discussed the possibility of having the library-provided eTextbooks appear more obviously in campus systems such as course registration and even the bookstore's catalog. Following any conversations that would first need to take place with our Registrar's Office and two local textbook suppliers, this would add more steps to our workflow, but it also presents opportunities for Technical Services personnel to collaborate with system managers outside the library.

One point of pride in this project is how our Electronic Resources Librarian, Collection Assessment Librarian, and several of our colleagues in Electronic Resources, Acquisitions, Cataloging, Collection Development, and Course Reserves piggybacked on or expanded existing workflows to create new ones. While Technical Services work often thrives on documentation

and communication to achieve efficiency, this project has shown how such a philosophy and strategy can enhance other library services.

This project has helped our library draw a direct and noticeable line from the often-invisible work of our Technical Services colleagues to Student Success. By leveraging our collaborative culture within the library, we hope to promote the same outside the library so we may continue working with campus partners to enhance student success through equitable access to costly course materials.

## Notes

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<sup>1</sup> Planning Research and Policy Analysis, “Illinois State University – Fall 2022 Fact Sheet,” Accessed February 1, 2023.

[https://prpa.illinoisstate.edu/downloads/university/Fall\\_2022\\_Fact\\_Sheet.pdf](https://prpa.illinoisstate.edu/downloads/university/Fall_2022_Fact_Sheet.pdf).

<sup>2</sup> Rachel E. Scott, Mallory Jallas, Julie A. Murphy, Rachel Park, and Anne Shelley, “Assessing the Value of Course-Assigned E-Books,” *Collection Management* 47, no. 4 (2022): 253–71.

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<sup>3</sup> Rachel Elizabeth Scott, Mallory Jallas, Julie A. Murphy, Rachel Park, and Anne Shelley, “Exploring Faculty Perspectives on Text Selection and Textbook Affordability,” *College & Research Libraries* 84, no. 2 (2023): 180–202. <https://doi.org/10.5860/crl.84.2.180>.

<sup>4</sup> Lisabeth Chabot, Wayne Bivens-Tatum, Heather L. Coates, M. Kathleen Kern, Michelle Leonard, Chris Palazzolo, Lorelei Tanji, and Minglu Wang, “2016 Top Trends in Academic Libraries A Review of the Trends and Issues Affecting Academic Libraries in Higher Education,” *College & Research Libraries News* 77, no. 6 (2016): 274–81, at 275.

<https://doi.org/10.5860/crln.77.6.9505>.

<sup>5</sup> Elizabeth Brown and Jeannette E. Pierce, “2020 ACRL Academic Library Trends and Statistics Survey: Highlights and Key EDI Findings,” *College & Research Libraries News* 83, no. 4 (2022): 145–50. <https://doi.org/10.5860/crln.83.4.145>.

<sup>6</sup> Scott, Jallas, Murphy, Park, and Shelley, “Assessing the Value of Course-Assigned E-Books.”

<sup>7</sup> Karen Kohn (@kkohn00), [Twitter post], 1 September 2022,

<https://twitter.com/kkohn00/status/1565422067415138306>.

<sup>8</sup> The complete workflow, as of March 2023, has been deposited as, “Workflow and Timelines for eTextbook Project,” <https://ir.library.illinoisstate.edu/mlp/32>.

<sup>9</sup> Julie A. Murphy, Mallory Jallas, Rachel Park, Rachel E. Scott, Anne Shelley, “Supporting an Inclusive and Equitable Classroom: Student Perspectives on a Textbook Affordability Initiative” (under review); Mallory Jallas, Julie A. Murphy, Rachel Park, Rachel E. Scott, and Anne Shelley, “Incorporating Student Voices: Assessing Library Collections to Support Student Success” Poster presented at the 2021 Charleston Conference.

<https://ir.library.illinoisstate.edu/fpml/148>.

<sup>10</sup> Scott, Jallas, Murphy, Park, and Shelley, “Exploring Faculty Perspectives on Text Selection and Textbook Affordability.”

<sup>11</sup> Ibid.

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<sup>12</sup> Ibid.

<sup>13</sup> Scott, Jallas, Murphy, Park, and Shelley, "Assessing the Value of Course-Assigned E-Books."