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## Now Streaming: A Consortial PDA Video Pilot Project

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## Now Streaming: A Consortial PDA Video Pilot Project

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### Abstract

In 2014, eight academic libraries in the state of New York collaborated on a group patron driven acquisition (PDA) pilot program with Kanopy, a video streaming service for libraries. The institutions, despite vast differences in size and profile, each launched Kanopy's streaming solution on their campuses under a program where they would jointly contribute to and acquire films based on group usage. The pilot ran for seven months and led to some fascinating insights into the differences in demand for film across campuses, the possibility of PDA as a model for library acquisition, and the feasibility of a group approach to acquisition. This paper presents the background to, results of, and reflections on the pilot program from the three unique perspectives of the consortium, the vendor, and one of the libraries involved, providing a holistic view of the success of the pilot and the lessons learned.

Keywords: PDA, patron driven acquisitions, streaming video, Kanopy

### Introduction

In 2014, eight academic libraries in the state of New York joined together to launch a group Patron Driven Acquisition (PDA) pilot program with a video streaming vendor, Kanopy. The pilot was coordinated by the Western New York Library Resources Council (WNYLRC) and based on some similar pilots run for books and ebooks across the State. The pilot was unique; not only was streaming video a developing resource for campuses, but PDA was a relatively new model for consortial acquisition. The vastly different profiles of the colleges involved in the program added some complexity. This paper presents reflections on the pilot written separately by the three different parties involved in the program – the consortium (the WNYLRC), one of the libraries (Binghamton), and the vendor (Kanopy) – thereby providing a holistic perspective on its performance and outcomes.

### The Consortia Perspective

#### Pilot Background

To provide some context as to how this video streaming pilot began, it is important to look at the origins of collaboration in the western New York area. The WNYLRC, as one of the nine multi-type library systems funded by law in New York State, is a member of the Empire State Library Network (ESLN) (formally known as the NY 3Rs Association, Inc.). Like all of the nine 3Rs (Reference, Research, and Resources) councils, WNYLRC serves a specific geographic area of six counties in the most western part of the state including Erie, Niagara, Genesee, Orleans, Chautauqua, and Cattaraugus. Its membership includes school library systems, public library systems, and academic libraries of all types, museum libraries, historical society libraries, corporate libraries, and hospital libraries. WNYLRC was chartered in New York State by the legislature in 1966 to facilitate collaboration between all types of libraries through shared services and projects.



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Since 2008, WNYLRC has spearheaded three patron-driven pilots. The first was a PDA print pilot that used Amazon as the vendor. WNYLRC set aside a pool of \$20,000 for seven libraries and included in the pilot a public library system and several academics of all sizes including the largest academic institution in the region - the University at Buffalo, with an FTE of about 25,000. The goals of the pilot were the benchmark upon which all future WNYLRC PDA pilots would be based:

- Putting the materials in the hands of users faster and sometimes cheaper with few or no access barriers
- Making all titles purchased through the pilot accessible to users of current and future participating libraries
- Allowing all sizes and types of libraries and their users to participate
- Emphasizing access over ownership by allowing users to access titles that might never become part of any of the participating libraries' collections

In total, WNYLRC spent \$17,450 to purchase 426 titles over the eight-month period ending in May 2010. All purchased titles were made freely available to be shared among pilot participants as well as other libraries in the region, and 54% of all titles purchased have since been borrowed more than once. Although the print PDA pilot was considered successful, the participating libraries did not elect to contribute their own funding to continue the project. This was lesson one - always get financial buy in from participating libraries.

In 2011, many of the same libraries that participated in the initial print PDA pilot joined with a few additional libraries outside of the WNYLRC's service region to plan a second collaborative PDA project for ebooks. Eventually, seventeen libraries (both public and academic) from many different parts of the state joined phase one of the pilot, which ran from August 2012 to May 2013. Since many of the libraries were outside of WNYLRC's service area, this

was considered a NY 3Rs (now ESLN) pilot. Unique to this pilot was the make-up of the participating libraries: eight public four-year colleges, one large public university, two community colleges, four private colleges, and two public library systems. One school library system joined the group in phase two. For this pilot, participating libraries contributed their own funds to create a central pool of money. The pilot allowed PDA access to mostly front list titles, from selected publishers, published within 12 - 18 months of the start of the pilot (October 2011 to August 2012).

The NY 3Rs pilot group was not the first to develop a consortial ebook PDA initiative. Other groups had begun similar pilots, with the Orbis Cascade Alliance (Orbis) being one of, if not the first, large consortia to embark on such a project.<sup>1</sup> Other groups such as the Colorado Alliance of Research Libraries and the Consortium of Academic and Research Libraries in Illinois (CARLI) developed their own consortial PDA programs.<sup>2</sup> The NY 3Rs project based the first phase of the pilot on the same access parameters used by Orbis, a multiplier model.<sup>3</sup> Over the course of the four phases of the ebook pilot, parameters for purchasing content changed - moving from the unsustainable multiplier access model in phase one to a limited use access model in phase two, in which access to purchased titles is limited to just fourteen seven-day loans. The ebook pilot is now in phase four and still uses this basic model. The mix of libraries participating has changed over time, with some dropping out and some joining. The same publishers have participated since the beginning, though there have been some glitches along the way. Several of the publishers increased their short-term loan (STL) prices or eliminated STLs from their front list. As a result, the business model - while still a limited use access model - was different during each phase. Cost of the content also varied, making it difficult to determine spending habits and the amount required in the funding pool to last an entire pilot period (August to July). Due to the publishers' actions during phase three, the public libraries dropped out. Over three years in, the ebook initiative it is still in pilot mode, however, phase four looks the most promising since the pool of money is healthy and we are purchasing more content for



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less money.<sup>4</sup> Lesson two: nothing stays the same. The analysis of all four phases will result in a white paper by late 2016.

In 2014, video streaming of content was gaining traction in the marketplace. One of the participants in the ebook pilot expressed interest in a streaming video project that was similar in design to that program. A planning group developed criteria then conducted interviews and participated in demonstrations with three vendors. Criteria, which largely developed out of the ebook pilot, included:

- IP authentication instead of a login. With the ebook pilot, logins were required by the public libraries which caused some concern over the validity of the statistics.
- A statistics portal that provided a thorough overview of usage and content access at both the consortial and individual library level. With the ebook pilot, statistics are generated only at the consortial level.
- An easy to use public interface that required little staff intervention.
- Provision of MARC records to libraries.
- The ability to add and remove libraries as needed without impacting the consortial arrangement.

Initially, the planning team was interested in an evidence-based selection (EBS) option that one of the vendors offered and had piloted with other libraries. In an EBS model a vendor provides access to an agreed upon selection of titles and each library agrees to provide up front the dollar figure it will spend on content. Patrons from participating libraries have access to this pool of titles for a semester or an academic year then the library views usage statistics to determine which titles to purchase.<sup>5</sup> During the ebook pilot, one of the unknowns that plagued each phase was the inability to determine what the total funding pool should be, and how much might be spent in any given month. Given this experience, EBS was very appealing in order to

forecast cost. In the end, however, the vendor offering EBS could not work with such a diverse group of libraries that included a range of academic library types as well as public libraries. Another vendor was not responsive to our request for information or a conference call to discuss a potential pilot. However, several years have passed since we first investigated vendors so it is feasible that their products and business model have changed.<sup>6</sup> Kanopy was open to working with a diverse group of libraries in a consortial setting and was willing to be flexible in order to provide a PDA model that would work with our group.

After a month long trial period that took place in June 2014, we selected Kanopy as the vendor for the pilot. The decision was based on several factors: the quality of the content available, the statistics provided to the library and the ability for Kanopy to aggregate those statistics at the consortial level, and the superior public interface. Each library also was able to have its own platform and back end, which accommodated both a shared and a customized collection. This feature allowed each participating library to curate its own collection in addition to providing access to the consortial collection. Kanopy also offered temporary rather than perpetual access licenses. This feature was another plus for the group since it provided more of a fluid collection that met the immediate needs of the students and researchers rather than being required to pay more to purchase content that might have limited demand in the future. We considered the \$375 cost to license content with Kanopy for one year to be very fair and liked the option to upgrade this to longer time periods. Each title was visible to all participants no matter who used it or triggered the license. Another plus was that if the pool was depleted, it would be easy to switch from the consortial PDA program to individual PDA/subscription service programs without loss of access to titles or disruption for end users. So if a library had licensed content with Kanopy before the pilot, they still maintained access to that content individually and once the pilot ended, all content licensed during the pilot remained. Kanopy offered the PDA model the group was looking for with licensing of a title triggering on the sixth use of 30 seconds or more. So essentially, a video, documentary, or



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movie could be viewed in its entirety five times before a license is triggered.

The planning team recommended that the consortium develop a funding model rather than ask libraries to contribute whatever they could afford as had been the case in the past. The pilot group decided to use the same cost-sharing model implemented in phases two through four of the ebook pilot. This model used three components: a percentage of a library's FTE, a percentage of a library's materials budget, and a base fee. For the streaming video project this model was adjusted so that the amount each type of library would pay was slightly lower than for the ebook pilot. The planning team reasoned that it would take some time for end users to develop an interest in this new resource so that the collective pool of money might last longer than it did in the ebook pilot. Additionally, since there was no established history of a consortial collection with this product format, the participation fee had to be in a dollar range that was low enough to allow entry but still large enough to afford content. There was no seed money provided for this project by either WNYLRC or ESLN, so the pool was comprised of just the participating libraries contributions.

In terms of implementation, many decisions were left to each participating library. For example, each library was able to determine which audience would have access to the videos, and some restricted to faculty while others opened it to all users. After the month-long trial, only academic libraries expressed interest in the pilot, including:

- Large public university (FTE - 26,714)
- Mid-size public university (FTE - 15,031)
- 4-year public college (FTE - 7,243)
- 4-year public college (FTE - 4,084)
- 4-year private college (FTE - 4,034)
- 4-year private college (FTE - 2,673)
- 4-year private college (FTE - 976)
- Small 2-and 4-year private college (FTE - 947)

The total funding pool equaled \$25,654, based on allocation formulas outlined in Table 1. As usage increased, this pool of money depleted after approximately five months (mid-March) at which point a request went out for additional contributions to the pool of \$1,000 to \$2,400 from each library, based on a new simple formula. The libraries collectively contributed an additional \$12,400 to the combined funding pool bringing the total pilot funding available for licensing content to \$38,054. This additional funding was depleted by the end of April, at which point, following a group meeting and reflection on usage and pilot experience, the group decided to transition each of the libraries to an individual PDA model to complete the academic year. (See Table 1.)

Lessons Learned

From the consortial perspective, there were a number of lessons learned from the pilot with Kanopy:

- Usage was difficult to predict, both in terms of specific titles and overall level of use.
- The collective funding pool was too small - the cost share model would need to be reviewed and future considerations might include past usage and an increase in the FTE multiplier.
- There was very little duplication of usage of licensed titles across institutions. Would having more institutions with similar academic programs have changed this outcome and led to greater duplication in the usage of the same films across campuses?
- Kanopy's flexible platform makes it easy to transition participants between consortial and individual PDA programs and to accommodate library and consortial needs.



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- Kanopy's statistics provided a detailed and thorough picture of usage for the libraries and consortium, helping with analysis of the consortial program and transition to the individual library programs.
- A consortial layer for viewing usage and would be very beneficial for consortial groups. The lack of a consortial window prevented the pilot facilitator from viewing consortial statistics in real time.

## The Library Perspective

### Pilot Background

Binghamton University, part of the 64 campus State University of New York (SUNY) system, is a mid-sized research institution in central New York that offers bachelors, masters and PhD programs. "A world-class institution, Binghamton University offers students a broad, interdisciplinary education with an international perspective and one of the most vibrant research programs in the nation."<sup>7</sup> The growing emphasis on research emphasizes the pivotal role the libraries play in student success. All SUNY libraries utilize Ex Libris' library management system ALEPH, but each campus has its own catalog. The SUNY system collaborates on cooperative purchasing agreements for print and electronic books and other electronic resources.

The offer to join the consortium for the pilot streaming PDA project came at an opportune time. Administrative and technological changes on the campus opened the door for exploration, and teaching faculty were increasingly interested in incorporating streaming video into their syllabi. But the library administration had questions about the feasibility of purchasing streaming video. What would the impact be on the campus Internet connection? There were concerns about additional bandwidth load that could degrade the network, budgeting for the unknown, and the general logistics of a streaming service. The idea of participating with a group and benefitting from the leadership offered by a parent organization was welcomed. Binghamton's experience with PDA was limited

to a small project involving print books, but subject librarians were closely monitoring its popularity and advantages.<sup>8</sup>

Consortial PDA projects like that at the University of Colorado system demonstrated that a centralized organizational structure along with shared expertise contributed to the success of an ebook program from a technical services perspective.<sup>9</sup> A review of the ebook pilot program for the consortium for the University System of Maryland and Affiliated Institutions (USMAI) concluded that all participating institutions benefitted from the collection, and the member libraries "expressed the desire to make it a permanent collection development activity."<sup>10</sup> The growing presence of film in academia, in part attributed to online and distance learning and in part driven by a growth in demand for film as a medium for education, is reflected in the increase in journal publications and conference sessions attributed to it, for example the 2013 research project "Survey of Academic Library Streaming Video."<sup>11</sup> Yet, there was little evidence of any cooperative programs for demand driven video.

Binghamton Libraries' interim dean was supportive of experimentation but understandably cautious about overspending during her tenure. The purchasing model proposed for the pilot streaming video project left no risk for surprise since each institution knew up front what its initial outlay would be. As the implementation date approached, representatives from each library participated in conference calls to ask questions about the terms of the project, including:

- *How or if films could be selected from Kanopy's offerings for individual campuses. Would all films be available to each site, or could participants pick and choose separate lists to support their school's academic programs?*
- *How the licensing of films would be triggered, and what the individual cost would be to the consortium.*
- *Whether the terms of license triggering would be fair to participants. Would patrons have*



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time to evaluate films and exit before the consortium was charged for those they did not view?

- *How shared viewing would work.* If one site triggered a film license, would the others be blocked from triggering an additional license for the consortium?

The expected challenges and conflicts associated with organizing a project for a large, unrelated group never arose. Surprisingly, there were no major disagreements even though each campus had its own objectives and priorities. Each member of the group was very comfortable in advocating for his/her own needs – libraries in general are very service-oriented and accustomed to satisfying diverse groups, so perhaps this came naturally. Each participating library had trialed Kanopy before the pilot began and everyone was familiar with the service, but the group went through the setup process together. Coordinating most of the logistics fell upon the organizing council and the vendor, so the librarians were freed to discuss the product, its delivery and promotion, and what it meant to users.

The discussions included pricing of the films (2.5 x the individual cost), the individual campus contribution based on FTE and the library budget (see Table 1), and when to begin/extend/close the pilot program. Because some members of the group had authority to make all decisions but others could not independently make financial commitments, not all issues could be settled during conference calls. For example, the Acquisitions Librarian at Binghamton has responsibility for selecting vendors for purchases authorized by individual subject librarians, but “big ticket” items or ongoing commitments are considered by the Collections Steering Group, with input from the Dean of Libraries. Binghamton’s original contribution to the Kanopy project was just \$7,400. After the original contributions were spent in March, Binghamton added an additional \$2,000 to the consortial pool in order to bring the pilot project to the end of the academic year.

Incorporating the details of the streaming video pilot project into Binghamton’s technical services workflow was not particularly challenging.

Kanopy provides MARC records for some (but not all) of the titles in its catalog and these are loaded into the catalog as they become available. Authentication via EZproxy for off campus users works seamlessly and there have been no reports of problems with the quality of the streams or of denied access. Bibliographers periodically review activity and statistics at collections meetings. Perhaps since Kanopy was not widely known to campus users, usage was minimal during the first few months of the project. However, as the fall semester progressed, teaching faculty began inquiring about whether specific films were available and as they learned to navigate the database, they began incorporating clips and entire films into their spring courses. As usage increased, it became clear that the campus should continue to offer streaming video to its patrons after the pilot concluded. Evaluation of the statistics showed that there were no financial advantages to continuing as part of this particular consortium so Binghamton decided to continue as an individual subscriber. Special funding had fueled the pilot project but the next academic year included allocations for streaming video in the regular budget.

#### Lessons Learned

Binghamton considered the pilot to be successful even though we decided not to continue the consortial model. The conclusion that shared purchasing did not offer a financial advantage was offset by the knowledge gained about managing streaming video. The participants effectively learned how to budget, acquire, deliver, and promote a new resource that is becoming an increasingly important element in both face-to-face and distance learning. The consortial project benefitted all members by allowing them to share feedback and tips for publicity and to discuss and interpret as a group the data Kanopy provided. Disadvantages were outweighed by advantages but included the logistical challenges of scheduling conference calls for a very busy group of people. Because of the diversity of the participating institutions, which were of varying sizes with dissimilar academic programs and cultures, not all licensed videos were of interest to every site.



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What was learned? Assessment was limited due to the small scale of the pilot program. However, participants agreed that the pilot was successful because of what was learned: that patrons like streaming video and that an unusual number or unreasonable selection of titles did not occur. The vendor's statistics were very clear and included data on which videos were viewed at which campus. Refer to Figure 1 (at end of article) for an example report downloaded from the administrative dashboard at Binghamton.

Students and faculty appear to like the collection of available films and the participants liked exploring a new way of delivering a resource together.

The librarians concluded that the campus infrastructures are robust enough to support streaming video; that teaching faculty (especially in psychology and the humanities) were enthusiastic about the selection and access of films and that they like using clips. Students were pleased that they could access assigned films from anywhere instead of coming into the library. The statistics are comprehensive and easy to interpret. What remains to be evaluated is the one-year license model, and what its effect will be on the budget if usage snowballs.

Overall the recommendation to other libraries and consortia is that taking part in a shared PDA project is a worthwhile learning experience resulting in the development of best practices. While the findings of this project were contrary to what was expected – that unlike shared purchasing arrangement for books, there were no real financial advantages to PDA for streaming video – the participants agreed that the results could have been very different if the institutions had similar programs, whereby a smaller number of films would be viewed by more patrons across more of the sites, thus stretching the initial investment.

### The Vendor Perspective

#### Background to the Pilot

From the perspective of Kanopy, which already had a well-proven and broadly employed PDA model, this pilot provided a unique opportunity

to prove the value of the PDA program as a method of acquisition as well as to trial how the program might be constructed to work in a consortial context.

Kanopy, formally a DVD distributor to academic and institutional libraries, first launched its video streaming platform in 2009 and its PDA program shortly thereafter in 2011. The stimulus for the launch of the PDA program, starting with a six-university pilot, was three-fold – (1) the growing volume of films available, making choice broader and prediction of user demand by libraries more challenging; (2) a heightened focus of libraries on Return on Investment (ROI), and a reflection that “just in case” models were leading neither to correct resource acquisitions nor to effective allocations of finite budgets; and (3) the successful experience with PDA models in other contexts and formats, such as ebooks.

By the time of the ESLN pilot, over 300 academic libraries in the United States had implemented Kanopy's PDA program, and several libraries had published or presented on their success with the model.<sup>12</sup> These libraries had found that they had not only achieved heightened value in terms of user feedback and usage from the “just in time” PDA program, but also significantly heightened ROI with consistent improvements of over 90% in the return on their libraries' media spend. Implementing the PDA pilot for the ESLN consortium therefore involved taking an already well-considered and formulated patron-led program (including its mechanics, technical features, analytics dashboards, and reporting tools) and adapting it for the group context.

#### Pilot Performance

Assessing the success of the PDA pilot involved gauging its performance for each of the eight libraries involved, as well as its performance from the group perspective. Each library was provided access to a personal administrative dashboard during the pilot through which they could easily monitor use, audience, and engagement data in real time and generate deep insights into not only the use of the resource on campus, but also its educational value and impact. In addition to this, we generated group reports





throughout the pilot that built and shared insights across the libraries and provided status checks on the program performance.

The pilot generated strong feedback and engagement from end users. Taking a look at Binghamton's performance data, for example, we saw that:

- *There was broad overall usage:* the pilot was accessed by 2,000 users who accessed over 5,800 films and watched more than 2,700 films for 70,000 minutes
- *Usage was predominantly faculty and class driven:* we can ascertain this from the peaks in usage during semester followed by the lows in activity during holiday periods, along with the number of films embedded into the campus LMS (23 films during the pilot), as well as the usage profile on individual films (films triggered were watched on average over 50 times, and five were watched over 150 times)
- *There was a wide range of films used:* race studies films were the top genre, followed by foreign language, and health studies (see Table 2)
- *Users did not just watch films, but also proactively engaged with them:* Users rated 17 films, "watchlisted" 103 films, and created 23 clips and playlists. Three users posted comments on films (for example, one user wrote on a film, "I liked it... Think of it as a Japanese precursor to Wes Anderson but with a significant amount of realism")

This level of use and engagement certainly confirmed the value of the resource at Binghamton. And in many ways, this value was driven by the PDA aspect of the program – the ability to offer the wealth of film content to users that ensured the films were available to meet their exact use requirements no matter how unspecified or unpredictable those were to both them and the library.

The other angle for analyzing the program was economical – was the program cost effective for Binghamton? By the end of the seven-month pi-

lot, Binghamton had a cost per play of approximately \$2.90; after one year of PDA and in stable state, this had declined to approximately \$1.45. And each of the other colleges had similar experiences to Binghamton, despite their differences in size and profile. At the level of the group, the total seven-month pilot period saw over 1,600 different films accessed and 9,000 plays recorded with an average viewing time of 24 minutes per play. In addition, following the pilot, the films that were triggered under the program continue to be watched – 1,124 additional plays took place on triggered titles in the four months following the pilot with 95% being watched again at least once – proving that the films triggered via user-generated PDA tend to be popular films with sustainable use value.

In sum, the pilot proved the overall educational and economical value of the PDA program as a whole, and today, at the time of writing this article two years after initially launching the pilot, all eight libraries are still running the program (although individually and not as a group).

#### Lessons Learned

There is no doubt that the pilot was considered a success by the parties involved, both as a research project as well as a proof-of-concept for PDA in the area of film. The usage statistics generated were strong, user feedback was positive, reporting and analytics functionality were well received, and the ROI and cost outcomes were competitive. Yet beyond proving the feasibility of PDA as a model of film acquisition, the purpose of the pilot was also to answer another important question – did a group PDA program provide greater benefits than individual PDA?

On this point, we saw both advantages and disadvantages to the group approach. There were three primary benefits to the group approach that were clear from the pilot:

- *Centralized management:* the involvement of the WNYLRC and its staff and the central management and reporting of the program helped to streamline many aspects and alleviate some of the processes that the libraries might have otherwise had to take themselves if they were operating individually



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- *Shared insights*: the libraries also benefited from sharing insights and usage analytics - knowing what the other libraries were doing, sharing usage data to benchmark and compare their usage and performance, discussing ideas for promotion, and making decisions with broader input and collective wisdom
- *Research & Development*: a number of the libraries also noted another “softer” benefit to the group approach around “confidence building;” knowing that they were launching an experimental program along with others and not endeavoring something alone. To this, there was also an element of comfort from the idea of forging a collection development policy jointly, with the input of other libraries reinforcing this

At the same time, there were also some challenges to the group approach that were apparent from the pilot. First, decision-making was more difficult with a need for the consensus of eight parties. We had regular meetings during the pilot and had a number of important decisions to make along the way and when one library was missing from the call, or another had specific internal approval processes to follow before being able to make commitments, we were less nimble to make changes to or decisions about the program. This was particularly pronounced in our case, as the group was more of an ad hoc group of libraries approaching a program more experimentally than other consortial programs that might be more robustly aligned on matters of planning, budgets, etc.

Second, the group approach also meant that all libraries lost a degree of flexibility in and control of their PDA programs compared to an individual program. The group approach necessitated that all libraries take the same set collections and join with specified budgets. This problem is certainly not prohibitive, but does make it more difficult for some types of institutions to participate in a program if they (1) were more focused programmatically (health or business school, etc.) and/or (2) hoped to design the program in particular ways unique to their budget or needs. This was a challenge that the ESLN had also

found with the ebooks program – the desire for some libraries to be able to be part of the group program yet still curate their own content.

Third, a question inevitably arises in the group context of how individual contributions to the group fund should be best allocated. For the pilot, it made sense upfront to structure the contributions based on a specific size/profile formula, but once we had a track record of usage, the question became whether we should be crafting contributions based on usage (i.e. share of consumption), size/profile, or a mix. As Figure 2 demonstrates, there was a divergence that emerged between contributions and usage during the pilot, particularly with one college (College number 7). Incidentally, this was the only school with a live Kanopy website prior to the pilot and hence may have had a head start in terms of resource recognition and awareness on campus. Absent College 7, the actual usage and contribution profiles are, interestingly, somewhat aligned. However, inevitably, in such circumstances the question arises as to whether College 7 should contribute more for using more or the same because it is unfair to penalize them simply because they are perhaps doing a better job of campus promotion. Perhaps in the context of a more centrally funded program, this matter would be of less significance; in the circumstances of the pilot, this question may have been more accentuated by the fact that funding was provided from the individual libraries on an ongoing basis and not centrally coordinated.

Finally, and perhaps most significantly, the economic analysis of the pilot seemed to suggest that the colleges would have been slightly better off financially with individual programs. While there is certainly attraction to the idea of jointly building a collection, the economic premise of group PDA is predicated on the assumption that the same films would be of value to multiple schools. The concept of paying more for individual films that trigger (to then have those resources available at more libraries) certainly makes sense if there is overlap of demand, but not if the schools all use different titles.

Overall, the group PDA program appeared to come at a slight cost premium. Over half (or 55%) of the films that triggered were triggered



based on the usage of one institution only, and an additional 30% of films were watched at only two schools. The reality is that the users at each school were watching dissimilar films and in many ways this may be a fundamental difference between the nature of film and books – books such as *To Kill a Mockingbird* and plays such as *Julius Caesar* are taught in the majority of schools in the United States, yet it is perhaps more difficult to point to a film of a similar level of across the board standardization.<sup>13</sup> The demand for film in education tends to be more varied, unpredictable and shifting than for other media. All in all, reflecting one year after the program and factoring for continued usage since, the colleges would have been approximately 20% better off economically if they were to have all operated individual PDA programs during the pilot period (funding individual purchases) versus the group program (funding group purchases). Ultimately, the financials seem to suggest slightly improved economics for the individual PDA program, but perhaps the cost premium can be justified in return for the benefits of the group approach as discussed above, particularly in the circumstances of a pilot scenario.

**Conclusion**

This paper has presented the perspectives on a consortial PDA video streaming pilot from three very different perspectives and parties involved – consortium, library, and vendor. Despite this,

it is interesting to note that all three parties reflect on the pilot with fundamentally the same core findings: all consider the pilot a success and worthwhile exploit, all agree that it generated good usage and feedback from end users and cost and usage outcomes, and all find that the group approach and process was well-coordinated. The success of the pilot was in large part underscored by the product itself (and its resonance with end users), the robustness of the reporting analytics and procedures, the clear objectives established upfront, and the openness and frankness of the group members.

The pilot confirmed that while there are some challenges to executing a group approach, these are certainly by no means insurmountable. One of the key outcomes and findings was that, at least for this group of schools, there was a diverse appetite for films, and individual PDA programs would have been slightly more economical. It is unclear if this finding might be different for groups composed differently or with more closely aligned colleges and libraries. Irrespective of this finding, the consortial PDA model was an effective method for each of the libraries to pilot the new model of PDA for video acquisitions, share ideas and experiences, and build a “proof of concept” in a shared environment. Today, two years later, all of the participating libraries continue to be running Kanopy’s PDA program on an individual basis.

**Table 1: Cost Share Formula for Participating Libraries’ Contributions (2014)**

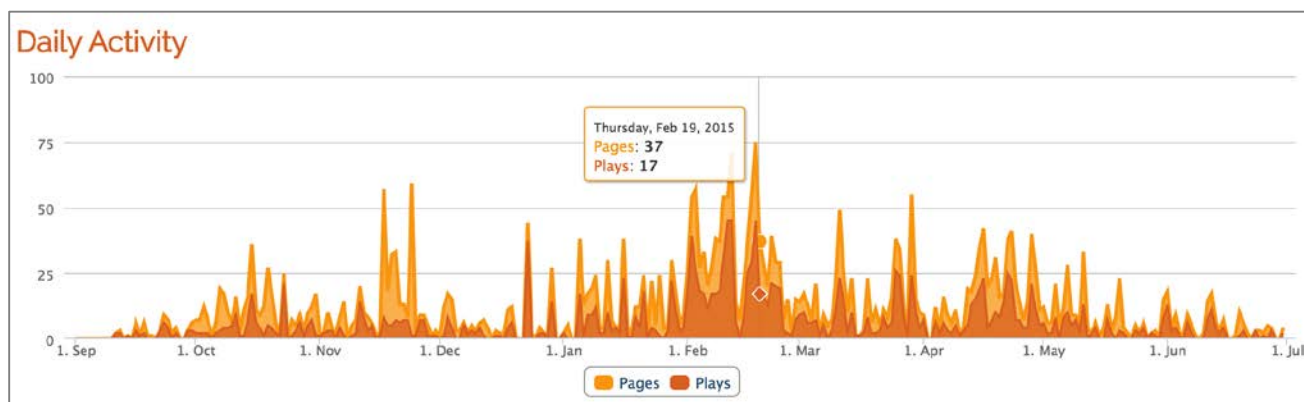
Cost Share Model For NY 3Rs Kanopy Pilot									
Tier 1: 2-Year Colleges and Community Colleges	Fall 2013 FTE/Population**	Multiplier	Annual Materials Budget***	FTE Buy-In @.10	Buy in budget @ .05% of budget (.005)	Base Fee	Total	Additional Contribution	
Small 2- and 4-year Private College	947	947	\$64,949	\$95	\$25	\$500	\$919	\$1,000	
<b>Totals</b>	<b>947</b>	<b>947</b>	<b>\$64,949</b>	<b>\$95</b>	<b>\$325</b>	<b>\$500</b>	<b>\$919</b>	<b>\$1,000</b>	



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<b>Tier 2: 4-Year Colleges (Private and SUNY)</b>	Fall 2012 FTE/Population **	Multiplier	Annual Materials Budget***	FTE Buy-In @.15	Buy in budget @ .05% of budget (.005)	Base Fee	Total	Additional Contribution	
4-year Private College	2,673	2,673	\$157,000	\$401	\$785	\$500	\$1,686	\$1,000	
4-year Private College	976	976	\$60,000	\$146	\$300	\$500	\$ 946	\$1,000	
4-year Public College	7,243	7,243	\$162,200	\$ 1,086	\$811	\$500	\$2,397	\$2,400	
4-year Private College	4,034	4,034	\$132,927	\$605	\$665	\$500	\$1,770	\$1,500	
4-year Public	4,084	4,084	\$65,142	\$613	\$326	\$500	\$1,438	\$1,500	
<b>Totals</b>	<b>19,010</b>	<b>19,010</b>	<b>\$217,000</b>	<b>\$2,852</b>	<b>\$2,886</b>	<b>\$2,500</b>	<b>\$8,238</b>	<b>\$7,400</b>	
<b>Tier 3: Large Doctoral Institutions (Private and SUNY Universities)</b>	Fall 2013 FTE/Population **	Multiplier	Annual Materials Budget***	FTE Buy-In @.20	Buy in budget @ .05% of budget (.005)	Base Fee	Total	Additional Contribution	
Large Public University	26,714	26,714	\$650,332	\$5,343	\$3,252	\$500	\$9,094	\$2,000	
Mid-size Public University	15,031	15,031	\$779,226	\$3,006	\$3,896	\$500	\$7,402	\$2,000	
<b>Totals</b>	<b>41,745</b>	<b>41,745</b>	<b>\$1,429,558</b>	<b>\$8,349</b>	<b>\$7,148</b>	<b>\$1000</b>	<b>\$16,497</b>	<b>\$4,000</b>	
<b>Total Funding Pool</b>							<b>\$25,654</b>	<b>\$12,400</b>	<b>\$38,054</b>

Figure 1: Usage Report Downloaded from the Administrative Dashboard of Binghamton

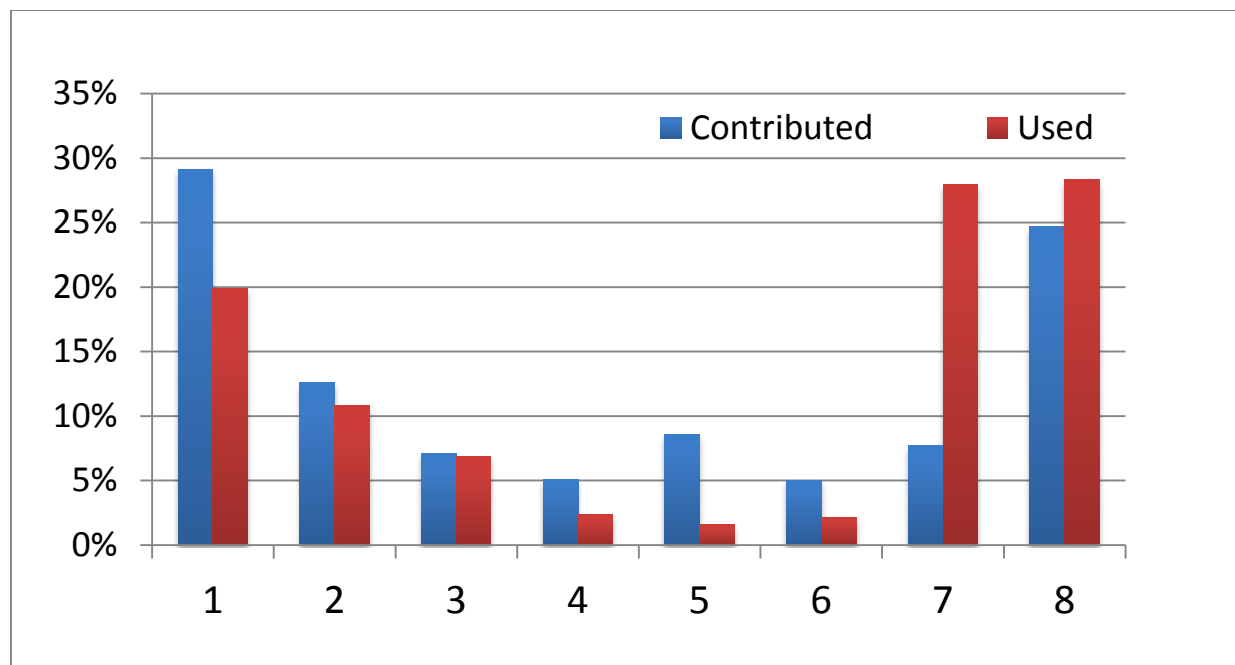


**Table 2: Film Usage at Binghamton by Genre (based on number of film plays)**

Subject	Percentage of Total Use (%)
Foreign Language Film	11%
Film Studies	10%
Asian & Middle Eastern Studies	6%
Race & Class Studies	5%
European/Baltic Studies	4%
Sociology	4%
Documentaries	4%
Psychology	3%
Everyday Health	3%
German Studies	3%
Nursing	3%
North American Studies	3%
African Studies	2%
History - Modern	2%
Early Film	2%
Medicine	2%
Economics & Globalization	2%
Anthropology	2%
Indigenous Studies	1%
Latin American Studies	1%



Figure 2: Contributed % and Usage % by Library



### Endnotes

<sup>1</sup> Greg Doyle and Cory Tucker, "Patron-Driven Acquisition - Working Collaboratively in a Consortial Environment: An Interview with Greg Doyle," *Collaborative Librarianship* 3, no. 4 (2011): 212-216. <http://collaborativelibrarianship.org/>

<sup>2</sup> Michael Levine-Clark, et al. "Mile High Cooperation: Demand-Driven Acquisition in The Colorado Alliance of Research Libraries," in Dawn Hale, ed. *Shared Collections: Collaborative Stewardship* (Chicago: ALA Editions, 2016). Forthcoming.

<sup>3</sup> Orbis Cascade, "E-books - Shared e-books across the consortium", accessed February 21, 2016, <https://www.orbiscascade.org/ebooks/>

<sup>4</sup> NY 3Rs, "E-Book Pilot Phase 1 Pilot White Paper", Accessed February 21, 2016, <https://www.esln.org/resources/ebooks/>

<sup>5</sup> Novanet, "Novanet DDA Report, Final Report", February 2014, accessed February 19, 2016, [http://aleph2.novanet.ns.ca/NovanetDDAReport\\_Final.pdf](http://aleph2.novanet.ns.ca/NovanetDDAReport_Final.pdf)

<sup>6</sup> See Alexander Street Press. <http://www.alexanderstreet.com/news> and [Docuseek2](http://docuseek2.wikispaces.com/About+Docuseek2). <http://docuseek2.wikispaces.com/About+Docuseek2> (accessed 2/19/2016)

<sup>7</sup> "About Binghamton University," last modified 2/4/16, <http://www.binghamton.edu/about/>.



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<sup>8</sup> Karin J. Fulton, "The Rise of Patron-Driven Acquisitions: A Literature Review," *Georgia Library Quarterly* 51, no. 3 (2014): 22-30. Library, Information Science & Technology Abstracts, EBSCOhost (108848161).

<sup>9</sup> Lu Wen-ying and Mary Beth Chambers, "PDA Consortium Style," *Library Resources and Technical Services* 57, no. 3 (2013): 164-178. Library, Information Science & Technology Abstracts, EBSCOhost (95255048).

<sup>10</sup> Lowe, Randall A. and Lynda Aldana, "Implementation & Management of a Consortial Demand E-Books Pilot: The USMAI Experience", *Journal of Electronic Resources Librarianship* 27, no. 3 (2015): 185-193.

<sup>11</sup> Deg Farrelly and Jane Hutchison. 2013. "Streaming Video in Academic Libraries: Preliminary Results from a National Survey" (speech). Presented at the Charleston Conference, Charleston, South Carolina.  
<http://hdl.handle.net/2286/R.A.118115>

<sup>12</sup> Colleen Cleary, Alison Bates, and Olivia Humphrey. "Online Video Acquisition & ROI: An Analysis of Streaming Video Acquisition, Use, and ROI in Libraries" Presentation at the American Library Association Annual Meeting, Las Vegas, NV, June 2014; Scott Stangroom, Jennifer Ferguson and Annie Erdmann, "Putting Your Patrons In the Driver's Seat", presentation at the Charleston Conference, Charleston, SC, November 2014; Anne Shelley and Anita Foster, "Just a Click Away - One Academic Library's Experience with Patron-driven Streaming Video Licensing", presentation at the Charleston Conference, Charleston, SC, November 2014.

<sup>13</sup> Renaissance Learning, Inc., "What Kids Are Reading: The Book Reading Habits of Students in American Schools", 2016, accessed February 21, 2016, <http://doc.renaissance.com/KMNet/R004101202GH426A.pdf>.

