**Blurred Lines: How Electronic Reserves Services are Breaking Down the Barriers Between Content and the Classroom**

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Electronic Reserves services in academic libraries are expanding. The growth of learning management systems (LMS) and the shift away from print course packs has provided libraries with an opportunity to facilitate course use of their extensive online and print collections while also simplifying copyright, licensing, and accessibility compliance for instructors. This poster provides a snapshot of how faculty are using eReserves services at three Ontario universities - Queen’s, Ryerson and the University of Guelph from Sept 2013 – April 2014. All three institutions use Ares, a Course Reserves management system that enables the integration of library resources with the LMS while also tracking copyright. Data gathered at all three sites allowed us to draw some conclusions about the sources of course readings as well as their copyright status.

The large graph illustrates the types of items added to eReserves at all three institutions. Each item type is then broken down further by institution (below and to the right).

**Observations**

- Observations Conclusionscreate persistent links.
- 16874 items were electronic journal articles, e-books and other items licensed by the library
- 7276 items were digitized excerpts from print books and journals
- 5455 items were links to webpages (not protected by a paywall)
- 490 items were Open Access journal articles
- 530 items were classified as other*  
  *includes faculty-authored materials, publicly available internet materials
- 109 items were in the public domain

Links to library-licensed resources were the largest source of course readings. Combined with links to Open Access and other web content, linking accounted for 75% of all readings.

Less than one quarter of all eReserves readings were digitized from print copies of books or journals. Digitized copies are checked by Library staff for accessibility and copyright compliance. Permissions, when required, are renewed and additional fees paid, every semester that an item is used.

**Conclusions**

We concluded that using a copyright system like Ares that was integrated into the LMS and supported persistent linking did maximize the use of already existing library licences, often significantly. Linking out to the public web was another important way to for instructors to make material available to students without the necessity for a license under Canadian case law.

Long term this maximization of existing electronic licences that libraries already negotiate and the links to publicly available online resources means that institutions can minimize the use of material that need to be licenced directly through publishers and or can be claimed as compensable through collective rights agencies. An issue that invites further study would be to examine if the statistical difference between institutions in terms of the use of library licensed resources is influenced by the subject area being taught. This early investigation indicates that subject differences may exist.