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# Piloting the Surge: Streaming Video and Academic Libraries

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## Overview

Chicago State University's Gwendolyn Brooks Library's (GBL) decision to trial and acquire Kanopy was an entirely patron-demand-driven (PDA)/demand-driven acquisition (DDA) undertaking. Both the decision to acquire this resource was propelled by faculty interest, and PDA was employed to select the films added to CSU's collection as established by Kanopy PDA criteria. The PDA program is described in the Kanopy section below. Kanopy directly approached teaching faculty to market its product, which led to teaching faculty being aware of the product and then contacting librarians to request it. Faculty in Education, Foreign Languages, Social Sciences, and the Humanities approached the head of the GBL and the E-Resources librarian. There are two main reasons GBL decided to acquire this resource: (1) to close a gap in its media streaming collection with the addition of humanities and fiction titles; (2) Kanopy did not require a large initial outlay and there was no minimum for subscribing to the product.

## Chicago State University (CSU)

CSU is a public, urban institution on the south side of Chicago. It serves a predominately minority student population, offers 36 undergraduate and 25 graduate and professional programs, and is mostly a commuter campus for nontraditional students (CSU, 2018–2019). Estimated CSU population consists of 3,000 students and 300 faculty and staff (CSU, 2018–2019). GBL's mission statement asserts that the library provides "access to global information resources" and "user-centered services that foster academic excellence and student success." The university recently celebrated its 150th anniversary.

CSU has experienced the idiosyncrasies of both municipal and state political will. As the umbrella institution goes, so goes the library. Since 2016, when the State of Illinois failed to pass a budget, CSU declared fiscal exigency. The library and all other units on campus are experiencing stress as avenues to recovery are explored. During this time, the library's acquisition budget has remained the same

while resource costs have continuously increased, which has resulted in cutting resources and the inability to acquire new ones. Kanopy's acquisition has been the only new research resource obtained by the library.

## GBL's Media Collection

One of the reasons Kanopy was acquired and recommended by teaching faculty is that it contains media content that was needed but was lacking at GBL. The only streaming media collections that GBL previously subscribed to were the Alexander Street Collections and the health science titles from Films On Demand (Infobase Learning). The Alexander Street Collections include American History in Video, Black Studies in Video, Classical Music in Video, Counseling and Therapy in Video, Criminal Justice and Public Safety in Video, Education in Video, Filmmakers Library Online: Volumes I, II, and III, Health and Society in Video, Nursing Education in Video, Rehabilitation Therapy in Video, and Sports Medicine and Exercise Science in Video. The majority of these streaming collections were nonfiction and instructional in nature. GBL had a clear gap in fiction media as well as foreign language videos. Kanopy's collections would in part close this gap.

## Kanopy

One thing to note about access is that Kanopy does not provide perpetual access to its resources. There are a series of pricing options: \$150 (1-year contract); \$350 (3-year contract); and longer license periods (5 and 10 years). As GBL had a small budget, it elected to go with the 1-year contract. The drawback was that after a year, the same title might be triggered and the library would have to pay again for the same title. This has yet to occur in GBL's case.

Kanopy was of interest to GBL because of its content as well as access options. As of October 2019, Kanopy offers 26,000 titles, of which PBS, Criterion Collection, and HBO media were of specific interest to GBL ("800 Producers"). On the technology and accessibility end, Kanopy also offers unlimited

simultaneous access across devices; supports embedding, clip creation, and group-showing rights; allows for IP/proxy authentication; and Integrates with catalogs via MARC records. These options were essential as GBL wanted to make all of these resources accessible both on- and off-campus and in both its database list as well as its catalog.

Kanopy also offers different pricing models. The à la carte model allows for ordering of any films or collections individually. It does not require any platform or database fees. Patron-driven acquisition is the other option and is the most popular model, which GBL selected. It consists of paying for what is used. The trigger/purchase threshold is that if a title is played 4 or more separate times for 30 seconds during a year, it is purchased. Kanopy claims that all low-use films are essentially free. According to Kanopy, the expectation is that for 20+ films watched there is 1 film triggered/purchased. Once the funds are expended, patrons can send recommendations for purchase via the Kanopy platform. GBL received a number of requests via the platform. The requests include the title requested, the requester, requester type, and a comment. An example of a request is for *Seven Samurai* by a faculty member, and another example is from a student who needed *Keita: The Heritage of the Griot* for a class.

## Acquisition Process

Acquisitions of products at a small institution frequently involve more responsibilities than in a larger institution. As a state institution the Acquisition department must follow the purchasing rules and regulations of the state of Illinois as well as local campus interpretations. At CSU the librarian is the contract interpreter for the university and the intermediary between the vendor and the university involving the purchase of library materials. The Acquisition department is responsible for initial vendor contact, negotiating contract terms and conditions, then quotes, requisitions, purchase order, and payments. The university's Legal department reviews the vendor contract and the vendor reviews the university contract. Both parties must understand and agree to the terms in the contract. If there is no previous business relationship with a vendor, the vendor must complete a New Vendor Information form to be put into CSU's purchasing system.

As CSU is a small institution with limited resources, alternative methods of purchasing have been discussed and considered. Patron-driven acquisition

(PDA) or demand-driven acquisition (DDA) programs were attractive because the required initial funding is small. However, with many other companies the threshold for payment was unaffordable. So, the library was never able to take part in a PDA program. The Kanopy outlay of funds was at a level we could meet. We were able to put together \$2,000 for the program. This amount did not require a contract, bids, or a lot of the usual additional documentation. The flexibility of the program was attractive because we could monitor and control the amount spent as well as build a collection that is guaranteed usage by buying only what the patrons need. This program also provides classroom faculty and students the full catalog of Kanopy videos to select from.

## Setup Process

### Technical Implementation Setup

During the trial, the E-Resources librarian provided IP addresses to Kanopy. This allows access to Kanopy on-campus without the need for log-in credentials. Off-campus access was provided through log-in information. This was the default provided by Kanopy. During the PDA program in September 2018, the off-campus authentication was changed to EZproxy, which involved entering a new stanza to the EZproxy config file. In the future, the authentication will need to be changed to OpenAthens. EZProxy setup included configuring the stanza below and providing our URL prefix to Kanopy (Kanopy, n.d.).

```
T Kanopy
U http://csulib.kanopy.com
H https://csulib.kanopy.com
D kanopy.com
AND
T Kanopy
U http://csulib.kanopystreaming.com
H https://csulib.kanopystreaming.com
D kanopystreaming.com
```

## Kanopy's Administrative Module

### Usage (October 1, 2017 to October 31, 2019)

Kanopy's Administrative Module provides different types of usage statistics. GBL investigated a number

of these statistics in order to make a renewal decision. The statistics investigated included:

- Visits (Number of unique visitor sessions—a session ends after 4 hours of inactivity) = 1,814
- Pages (Number of video pages browsed) = 2,346
- Plays (Number of videos played) = 619
- Minutes (Number of minutes viewed) = 14,158
- PDA Performance: Out of 619 played videos, 23 were triggered

All of these statistics led GBL to renew its Kanopy PDA program, as the program proved to be successful. One of the initial worries about the PDA program was that the funds would be quickly expended. Although the program has been popular and marketed (which will be discussed in the next section), due to the characteristics of the student body (largely because it is a commuter campus), we had to reinvest more money in the program, but the money has been moderately used up. In the future, it might be necessary to limit this resource to teaching faculty for class use.

One statistic of interest to GBL was the fact that our community is using this resource not only on

their computers, but also on televisions and mobile devices (Figure 1). This was somewhat a surprise as it demonstrated that students are accessing this resource on all types of devices; devices that they are not being taught to use. Kanopy's use is expanding to various devices in ways that we did not foresee; this is perhaps adding to the resource's popularity and the volume of films viewed.

The final statistic that ties in to our analysis of our marketing and outreach with this resource refers to the top videos played (Figure 2).

Three of the titles on the list—*The Language You Cry In*, *I Am Not Your Negro*, and *Ida B. Wells*—were directly connected to library events. The rest of the titles reveal the subjects and titles our faculty and students are interested in.

### Promotion

During the period of exigency faculty were laid off. When faculty were recalled, many chose retirement or not to return to the university. Initially, they were replaced with adjunct instructors. The library lost all support staff for a period of time. To date, that staff has not returned. As a result all the professional librarian staff were given added responsibilities and

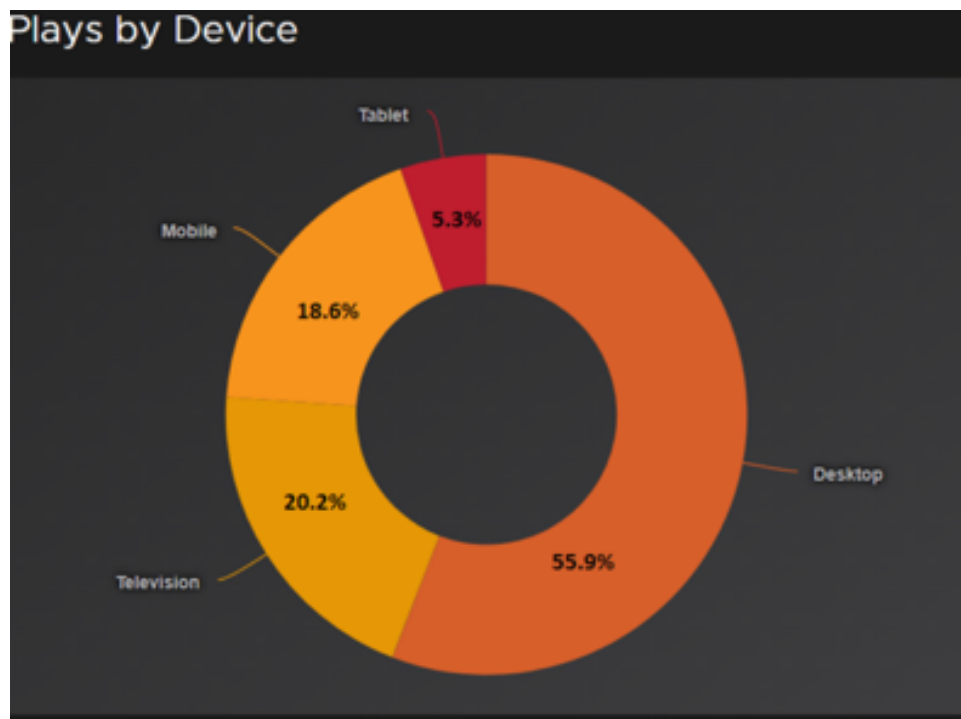


Figure 1. Image from GBL's Kanopy Admin Module.

Top 10 Videos						
Rank	Kanopy ID	Video Title	Supplier	Pages	Plays	Mins
1	1116274	The Language You Cry In	California Newsreel	54	32	863.03
2	1139639	Color Adjustment	California Newsreel	43	26	859.47
3	1542400	I Am Not Your Negro	-Kino Lorber Edu	34	17	541.50
4	1099503	Matter And Chemistry	Visual Learning Systems	14	10	60.60
5	4681165	The Young Karl Marx	The Orchard	24	9	320.33
6	6324546	Moonlight	A24	19	9	229.42
7	1139681	Ida B. Wells: A Passion For Justice	California Newsreel	13	8	151.77
8	1140251	Potiche (Trophy Wife)	Music Box Films	15	8	345.55
9	2435491	We Need to Talk About Kevin	-Oscilloscope Pictures	17	7	255.82
10	1110238	Pressure Cooker	First Run Features	11	7	170.35

Figure 2. Image from GBL's Kanopy Admin Module.

duties. There are many barriers to marketing and promotion efforts in libraries. These include, but are not limited to, lack of time, lack of funding, lack of staff, and limited promotional support. The CSU librarians contend with each of these barriers and more.

Knowledge of audience(s) is fundamental to all marketing/promotion efforts. CSU can be categorized as a small undergraduate institution, although advanced degrees are offered. There is one campus dormitory. Our primary student audience is approximately 70% minority, head of household, female, and over 27 years of age. As mentioned previously, the majority of these students are commuters. Our students are very pragmatic and time is extremely valuable. Consequently, we rely on our teaching faculty for support of library programming. As we contacted them about the product for student use and program viewing, it was mentioned that portions of each film could be incorporated into their course syllabi.

As librarians we each have liaison responsibilities. Librarians are involved in program and college activities as well as university committees along with teaching faculty. In this regard, we are treated as an academic unit. The liaison for the Humanities is also the Electronic Resources librarian. The liaison for the College of Education, Health Sciences and Pharmacy is also the head of the Reference department. The head of Acquisitions is a liaison to Business and sits on several university committees.

We, three librarians, felt that promoting this resource was important. Prior to 2016, there had been a librarian whose sole job was library marketing. That position no longer exists in the library. We enlisted the ideas, connections, and support of all librarians who felt the same to promote Kanopy to the faculty in their liaison areas. We were lucky to find and hire a student with skills to design flyers.

For this project each library liaison was charged with contacting teaching faculty directly about various programs that featured a film from Kanopy. In telephone or face-to-face conversations, some faculty were asked and agreed to give extra credit for student attendance in some programs. Having classroom faculty promote library programming is our most effective method of garnering audiences. Partnering with campus organizations in the promotion of Kanopy for specific observances such as African American History Month also contributed to getting the word out about this new resource and served as a reminder to teaching faculty and others that library services and expertise were available. We also made suggestion to campus groups by identifying films that supported their programming. Some of the flyers resulting from these efforts are shown in Figure 3. We also made presentations to faculty through the CSU for Teaching and Research Excellence. These sessions focused on showing teaching faculty how to locate and navigate Kanopy for films.



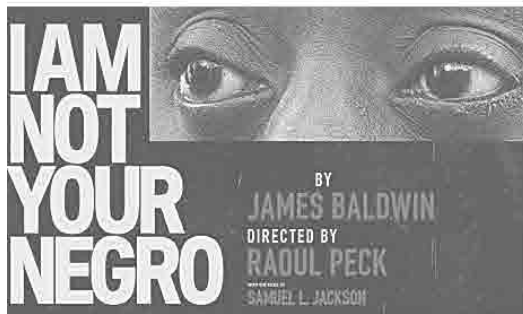


GWENDOLYN BROOKS LIBRARY  
 library.csu.edu

## BLACK HISTORY MONTH, FEB. 2019

PRESENTED BY THE REFERENCE, INSTRUCTION, AND OUTREACH (RIO) DEPARTMENT

The Gwendolyn Brooks Library offers many resources that support the interests of our students and all university programs. In recognition of Black History Month the Library will present two acclaimed films to our campus and community – I AM NOT YOUR NEGRO and THE LANGUAGE YOU CRY IN.



THIS OSCAR-NOMINATED DOCUMENTARY, NARRATED BY SAMUEL L. JACKSON, EXPLORES THE CONTINUED PERIL AMERICA FACES FROM INSTITUTIONALIZED RACISM.

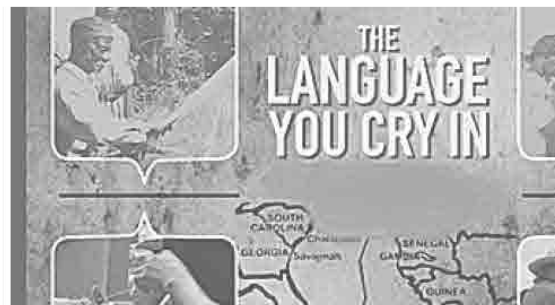
**THURSDAY, FEBRUARY 7, 2019, 6:00 PM  
 IN THE LIBRARY AUDITORIUM**

**THURSDAY, FEBRUARY 28, 2019, 12:00 PM  
 IN THE LIBRARY AUDITORIUM**

THIS AMAZING SCHOLARLY DETECTIVE STORY SEARCHES FOR -AND FINDS- MEANINGFUL LINKS BETWEEN AFRICAN AMERICANS AND THEIR ANCESTRAL PAST. IT BRIDGES HUNDREDS OF YEARS AND THOUSANDS OF MILES FROM THE GULLAH PEOPLE OF PRESENT-DAY GEORGIA BACK TO 18TH CENTURY SIERRA LEONE.

**THURSDAY, FEBRUARY 14, 2019, 12:00 PM  
 IN THE LIBRARY AUDITORIUM**

**THURSDAY, FEBRUARY 21, 2019, 6:00 PM  
 IN THE LIBRARY AUDITORIUM**



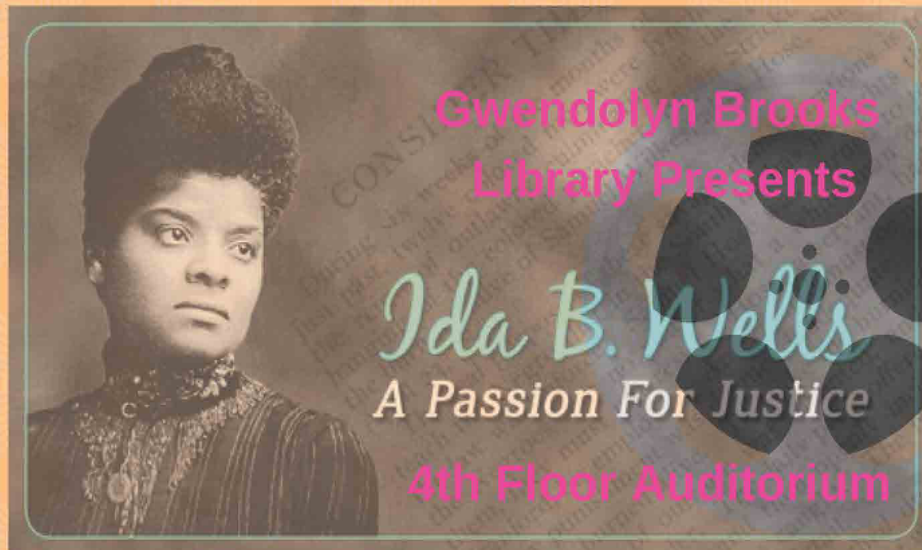
All presentations are free and open to the public.  
 Register: [csu.libcal.com/calendar/libraryprograms](http://csu.libcal.com/calendar/libraryprograms)  
 Parking \$5

Figure 3. Sample program posters.

In honor of Women's History Month 2019  
The Research, Instruction & Outreach (RIO) Department  
Presents



An Evening With Ida B. Wells  
Thursday, March 28, 2019, 6 p.m. – 8 p.m.  
6 p.m. Screening



7 p.m. Meet Professor Michelle Duster, Author  
and Great-granddaughter of Ida B. Wells



→ Register Now! <https://csu.libcal.com/event/5241228> ←

**P** Parking is available \$5 **P**

Flyers were distributed electronically via e-mail and printed for distribution within the library and across campus. Printed flyers were made available at various service desks in the library (the Learning Assistance Center, the Reference and Circulation desks, and Archive; and outside of the library the dormitory, gymnasium, student union building, and other offices with service desks). Student workers plastered flyers on the various bulletin boards in campus buildings. Electronic programs and flyers were also posted on the library kiosk and webpage.

The promotion plan was modest. It provided the flexibility for individual liaisons to communicate

with their programs or colleges in the ways that best suited them. Telling everyone, even those with no direct interest in the product, was fruitful in other ways. Since there are new faculty and staff on campus, our promotion of Kanopy led to inquiries and conversations about other video collections and library resources. Screening the videos (a new type of promotion for us) would not have been as successful without the support of teaching faculty. Having support staff in the form of students to prepare the flyers and posting them around campus was invaluable. All in all, this was a successful promotion not only for its direct outcomes but also for its residual effects.

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